

0830-1730 Registration desks open

0830-1730 Exhibition open

0900-1010 Plenary Session

Great Hall
(1400 audience)

Plenary session by Rosa Jinyoung Shim

Dr. Shim is a professor of English at Open Cyber University, Seoul, Korea. She received her master's degree in TESL and her doctorate in SLA from the University of Illinois at Urbana-Champaign. Her research interests are in ITC adapted ELT methodology and materials development in English as a world language.

Empowering EFL students through teaching English as a world language

The world is changing and evolving as we speak. Worldwide globalization is in rapid progress and the velocity of advancement in information technology and communication has far surpassed the threshold of systematic control. In essence, EFL students all over the world are fully exposed to cultural and linguistic input generated not by classroom teachers, material developers and publishers but by the "global market" in both its modern and postmodern sense. Situating EFL students within the context of such a "chaotic" world, this talk discusses the question of how best to equip them with the necessary tools to function appropriately in it. The debate on whether to offer what the students seem to want and what the teachers feel is good for them is explored in relation to the concept of teaching English as a world language.

1025-1110 Session 3.1

Great Hall
(400 audience)
Talk
TTed

Wood or trees? Finding a way through the TEFL jungle **Jill Hadfield (Unitec New Zealand, New Zealand)**

e, t, a, fp, pub

One common feeling amongst trainee teachers can be information overload. All these ideas - how do they fit together? This interactive talk will propose a whole-to-part approach which can help trainees find their way through the jungle of information. Five ideas will be explored: signposts; the whole map; staging posts; following the guide; and carving your own path.

Newman A
(350 audience)
Talk
GEN

Being real or fakin' it? **Lindsay Clandfield (Freelance, Spain)**

e, a, fp, pub

What is authenticity? Is it to do with the English we use, the tasks we assign or the way we act with students? Why do many low level learners and teachers enjoy seemingly 'inauthentic' things? This talk, drawing on material from Onestopenglish and the Macmillan course *Straightforward Beginner*, looks critically and practically at the concept of authenticity in ELT.

Newman B
(120 audience)
Talk
GI

Language planning for a globalising world: focus on Latin America **Jan Van De Putte (British Council Latin America & Caribbean, Colombia)**

e, ie

This presentation shows the situation of ELT in seven Latin American countries in the context of growing globalisation. We compare language policies being implemented by several governments in the region and show how the British Council is supporting English teachers to face new professional challenges. We finish with a discussion of the practical implications of implementing major language policy projects.

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

Thursday 10 April

Session 3.1 : 1025-1110

Newman C (90 audience) Talk RES, TEA	CEF, TBL and continuous assessment: how we're going about it Genevieve Grace & Nichola Bailey (The British Council, Lisbon, Portugal) After adopting the Common European Framework and task-based learning, the British Council in Lisbon needed an assessment system which reflected the principles of both, and had face-validity with teachers and learners. This talk will outline the new system and the stages of the implementation process, with an emphasis on how lessons learned inform the process of academic change management.	e, s, a
Newman D (56 audience) Talk ELTM	Achieving a dynamic learning organisation: lessons learned at British Council Kate Harris (British Council, Dubai, United Arab Emirates) The British Council has introduced a new learning and performance management system for teachers. The new system moves away from task-based performance and appraisal to a learning and professional development system. Significant changes have been made to induction, training and management of teachers and especially the ethos that underpins the system.	e, ie, p, s, t, a
Newman E (160 audience) Talk GEN	Focus on the essentials - the smart way of building vocabulary Tamarzon Lerner (Pearson Longman, United Kingdom) Building vocabulary can be easier than students think. We will show how concentrating on a limited number of important words and learning key information will help learners progress in English. These activities will help teachers teach vocabulary and dictionary skills to low-intermediate learners using a monolingual dictionary for the first time, based on the new edition of the <i>Longman Wordwise Dictionary</i> .	e, ie, s, t, a, fp, pub
Queens 1B (50 audience) Talk LA, MD	Learning beyond levels in content-based instruction Rhoda McGraw & Sian Howells (Ecole Nationale des Ponts et Chaussees, France) Citing their own experience of teaching English to engineering students in France, the presenters raise questions about the relevance of language levels in content-based instruction. They suggest that learners working with meaningful content can focus on ideas and language development without placing themselves in a hierarchy. The speakers also propose practical ways to approach diversity within groups of learners.	e, ie, t, a
Queens 1C (50 audience)	Zoltán Dörnyei's plenary follow-up session This follow-up session will offer a Question & Answer session to allow participants to ask any questions or address any issues that have been raised by the plenary talk. I expect this to be a flexible and rather informal occasion where we can discuss a wide range of topics that are relevant to teaching or research.	
Queens 1G (50 audience) Talk TTed	Revisiting and modularizing INSET for language teachers in Turkey and the UK Fidel Cakmak & Donercan Donuk (Mersin University, Turkey) This talk explores in-service teacher (INSET) training programs for language teachers in Turkey and the UK, and presents a module for an alternative INSET training. It is aimed to compare the INSET schemas and offer an alternative module to integrate the technology in INSET training. Phenomenological data analysis is applied to the archival research data. Findings and implications will be discussed with the audience.	e, ie

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 1H (50 audience) Talk TEA	How is it for you? When test takers think aloud Glyn Jones (Pearson Language Tests, United Kingdom) In the course of piloting new task types for the London Tests of English we asked trial candidates to tell us exactly what they were thinking while they were doing the test. The presenter will show how this research technique, known as Cognitive Labs, provided insights into the way test takers perceive and address the tasks.	e, s, a, pub
Queens D (50 audience) Talk PRON, ESP SIG Programme	Preparing international graduate students to speak and listen clearly Enid Rosenstiel & Julianne Taaffe (ESL Programs, United States) A major concern among graduate students is accent, their own and other people's because this ability to speak and understand clearly is very critical in their first year. This presentation attempts to document what can be done to meet this need using global English, drama, and a knowledge of the relevant varieties of native English.	e, ie, t, a
Queens E (50 audience) Workshop RES, TD SIG Programme	Do I learn the way I think I learn? Barbara Roosken (Fontys University Tilburg, Netherlands) In this workshop I want to give you more insight into your learning by making you aware of your learning preferences. I will discuss explicit and implicit learning objectives and focus on individual and collective ways of learning. In conclusion, I will present the results of a study on learning preferences of a group of multi-ethnic professionals.	ie, s, t, a
Queens F (50 audience) Talk RES	Listening to Chinese voices Anne Kennedy (Freelance, United Kingdom) Using data gathered within an English boarding school, I discuss whether the context of learning is facilitative to the acquisition of English by the Chinese students there. In addition, I ask whether learners in this kind of setting are given adequate support. Finally, I consider whether this environment prepares the Chinese girls effectively for further studies at university.	e, ie, s, t
Queens LT1 (120 audience) Workshop ES(O)L	Ain't nothing like the real thing... for skills Gary Anderson (Cambridge University Press, France) Learners have different needs for work, study, travel and/or socialising - but all (will) need help to cope with the 'real thing'. This workshop focuses on participants' own teaching situations while introducing the new four-level <i>Cambridge English Skills</i> series based on ALTE can-do statements from A2 to C1 for <i>Real Reading</i> , <i>Writing</i> , and <i>Listening & Speaking</i> . Real skills for real life.	e, ie, s, t, a, fp, pub
Queens LT2 (152 audience) Talk BE	Preparing students for the study of business management Carolyn Walker (INTO, University of Exeter, United Kingdom) What do students need from a language course in order to be able to study business management through English? What are the principles on which such a course should be based in the current 'post-methods' era? In this session I will discuss the ideas behind <i>English for Business Studies</i> , and will present a variety of practical exercises and activities.	e, ie, t, fp, pub

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

Thursday 10 April

Session 3.1 : 1025-1110

Session 3.2 : 1145-1215

Queens LT4 (90 audience) Talk LT SIG Programme	IWBs - a dust collector, coat hanger or powerful educational tool? Barbara Gardner (Embassy CES, Cambridge, United Kingdom) How do you introduce new learning technologies into a school? How do you help IT & LT illiterate teachers become literate? How do you change luddites into aficionados? Good questions - to which we found a few answers. Come along and watch our teachers using them, and hear what they and their students thought about the LT and about the training process.	e, ie
Queens LT6 (80 audience) Talk TTed	Concept questions as a tool for analysing language Graham Workman (Freelance, United Kingdom) This session will look at the principles that underlie the design and production of concept questions and investigate why they work so well as a fundamental language analysis tool for the teacher, while also serving as an indispensable aid to checking understanding and correction work in the classroom. Practice examples will be provided for use by teachers and teacher trainers.	e, ie, s, t, a
Queens LT7 (80 audience) Talk YL, LMCS SIG Programme	Choosing literary texts for critical literacy in language education Janice Bland (University of Hildesheim, Germany) The pictures and images in picture books may enhance or contradict each other, achieving a multi-layered text - as when we compare a scene from fiction to its representation on film. Considering scenes from J.K. Rowling and Philip Pullman (literary text and film), we will examine features such as indeterminacy, boundary breaking and irony which help children develop a critical response.	e, ie, p, s, t
Queens MR (90 audience) Talk LA, YL	The class is too hot, we can't move Harry Kuchah (Ministry of Basic Education, Cameroon) This session recounts my experiences of teaching very large classes (200+) of teenagers in under-resourced classrooms in Cameroon, and describes the essentially pragmatic solution I adopted in this context of engaging pupils in group work under trees outside, having negotiated rules and workplans. I also emphasise the value of creative writing activities, given the lack of textbooks in this context.	e, ie, s
Queens N (20 audience) Talk ES(O)L, PRON	The spelling-pronunciation syndrome Saleh Al-Busaidi (Sultan Qaboos University, Oman) Spelling and pronunciation are basic literacy skills in any language as they underpin the development of other skills. This study investigates the most salient spelling and pronunciation errors Arab students make when using English vowels. It also explores the strategies that learners adopt to decode the spelling and pronunciation of English vowels.	ie, s, t

1110-1145 Coffee break

1145-1215 Session 3.2

Newman C (90 audience) Talk TTed, YL	TEYL – challenges of today's classrooms Samuel Lefever (Iceland University of Education, Iceland) This talk discusses the findings of a survey of English language teachers in Icelandic primary schools (grades 5-7). The research study addressed issues such as teaching methods and materials, target language use, program development and teacher training. Discussion will focus on the challenges that face teachers of English to young learners in today's classrooms and how to handle them.	e, ie, p
---	---	----------

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

Newman E (160 audience) Talk TTed, TEA	Testing teaching knowledge: two new Cambridge ESOL examinations for teachers Mary Spratt (Freelance, United Kingdom) Based on feedback from users of the Teaching Knowledge Test (TKT), Cambridge ESOL has developed two new TKT extension modules: <i>TKT Extended Language Knowledge</i> and <i>TKT Content and Language Integrated Learning</i> . This presentation will look at the rationale for the development, as well as the content of both of these tests.	e, ie, fp, pub
Queens 1C (30 audience) Restricted Talk ES(O)L, RES	The impact of translation in developing English language learning Taha Al-Fotih (Thamar University, Yemen) The 4th level English students of 2004/2005 were unable to talk. The learners were divided into groups and required to perform class mini-talks on linguistic and cultural issues and ideas which are found in the SL/TL translated texts. The same translation test was administered to the 2004/2005 students. The result revealed they had been highly proficient in conversation.	e
Queens 1G (50 audience) Talk AL, LA	EFL students' metacognitive knowledge in an input-poor context Hany Ibrahim (Exeter University, United Kingdom) This talk reports on the metacognitive knowledge and awareness of strategic reading processes employed while reading, obtained through think-aloud activities and retrospective and introspective interviews with 10 Egyptian EFL readers. The participants' metacognitive knowledge and awareness were found to be linked to language proficiency and pre-university education type. Implications for learning and teaching EFL and recommendations for further research are explored.	e, ie, a
Queens 1H (30 audience) Restricted Talk TTed	Speaking enhancement course for non-native-speaking teachers of English in Macau Matilda Wong (University of Macau, Macao) This study evaluates a speaking enhancement course for 20 pre-service non-native speaking teachers of English in Macau. The three main focuses of the course include improving pronunciation, organising short speeches or mini lectures and engaging in professional interaction with peers. The effectiveness of the practices and strategies introduced in this course will be analysed and discussed.	e, ie, t
Queens D (50 audience) Talk LA, ESP SIG Programme	RAY TONGUE SCHOLARSHIP WINNER Indian engineering classrooms and the English language curricula Seemita Mohanty (National Institute of Technology, India) This presentation highlights the real and vulnerable picture behind the apparent positive step of including Humanities and Social Sciences subjects in the highly sought-after engineering and technology programmes in India, and to offer suggestions as to how English language teaching and learning could be improved in the large and mixed-ability engineering classrooms of India.	e
Queens E (50 audience) Talk TTed, TD SIG Programme	Interactive group blogging: teacher reflections, global connections Jennifer Uhler (University of Tartu, Estonia) & Jeffrey Mattison (La Paz Middle School, Salinas, California, United States) How do new teachers engage in a community of practice and reflective teaching while juggling demanding workloads? Three teachers in Japan, Estonia, and California discovered community and a motivating outlet for reflection through online journaling. Presenters analyze the impact of the project on their professional growth and classroom teaching.	e, ie, s, t, a

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

Thursday 10 April

Session 3.2 : 1145-1215

Queens F (30 audience) Restricted Talk GI	'I want a real English teacher': diversity in the classroom Tricia Thorlby (British Council, Kuala Lumpur, Malaysia) Should we be providing diversity training in the ELT classroom? In this session we will be considering a number of case studies from the ELT classroom. We will reflect on the impact on both teachers and students and draw out some implications for a more overt focus on intercultural competence in the classroom.	a
Queens LT1 (120 audience) Talk TEA	Bringing about qualitative change to a university entrance test Rozaliya Zyryanova (Westminster International University in Tashkent, Uzbekistan) This talk will address the challenges and the impact of an innovative project to bring the university entrance test in Uzbekistan into line with international standards through a joint British Council - State Testing Centre Project covering the English language and 11 other subject areas. The implications of the work for the broader educational context will also be discussed.	e, ie, s, t
Queens LT2 (152 audience) Talk AL, RES	The role-play learner corpus: a resource for investigating learner language Andrea Nava & Luciana Pedrazzini (Universita di Milano, Italy) This presentation reports on a study carried out within Milan University's Department of English to compile a small-scale corpus of first-year students' spoken language as a resource to investigate learner language. Findings from the analysis of data will be illustrated and some implications of learner corpus research for foreign language pedagogy and teacher development will be considered.	e, ie, t
Queens LT4 (90 audience) Open Forum LT SIG Programme	Learning Technologies Special Interest Group Open Forum Come and meet the SIG committee members, find out what the SIG's been doing over the last year and about the events planned for the future. Let the committee know what you think about SIG activities and meet other SIG members.	
Queens LT6 (80 audience) Talk TTed, YL	Case study on EFL primary teacher change in China Xin Ma (Beijing Normal University, China) Teacher change plays an important role in any curriculum reform projects. This presentation reports on factors of teacher change towards autonomy in a four-year primary innovative project, PECL. The findings suggest that teacher change in the Chinese context echoes some of the research results in the West and has its unique characteristics as well.	e
Queens LT7 (80 audience) Open Forum LMCS SIG Programme	Literature, Media & Cultural Studies Special Interest Group Open Forum The Open Forum is an opportunity for all members to exchange ideas about the SIG's activities next year, to meet the committee, meet other members and to get involved in the work of the SIG. Come and have a say in what we do next year!	
Queens MR (90 audience) Talk RES	Stars in their eyes: EFL students' preferences of writing teachers Wei-Wei Shen (Feng Chia University, Taiwan) This presentation supplies the research information with regard to EFL students' perception of good teachers who teach academic writing. A study conducted in a Chinese university in September 2006 will be reported. Apart from describing its research methods and discussing its results, I will clearly indicate the significance and implication of the study to teaching practice, or future research development.	e, ie, t, 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 N (20 audience) Restricted Talk ES(O)L, TTed	<p>Engaging student teachers in classroom research: a problem-based learning approach e, ie, t</p> <p>Raja Nor Saffinas Raja Harun (Sultan Idris Education University, Malaysia)</p> <p>This session provides insights from classroom research that was carried out by ESL student teachers through the use of a problem-based learning approach. It highlights the strengths and weaknesses of using this approach to engage student teachers in this practice. The problems and challenges that they face are discussed from their perspectives to gain understanding of their research experiences.</p>
--	--

1230-1400	Packed lunches available for collection or to buy in ReFresh (Devonshire House)
------------------	--

1230-1315 Session 3.3

Great Hall (400 audience) Talk AL	<p>Teaching reading skills: mostly a waste of time? e, ie, s, t, a</p> <p>Catherine Walter (Institute of Education, University of London, United Kingdom) & Michael Swan (St Mary's University College, Twickenham, United Kingdom)</p> <p>Teaching second-language reading often involves instruction in 'reading skills', and aims to facilitate 'transfer' from the first language. We challenge the transfer metaphor, and propose instead a metaphor of <u>access</u>, based on research in L1 and L2 reading comprehension. This change of metaphor is not just a semantic exercise. It has important implications for classroom practice, which we will explore.</p>
Newman C (90 audience) Talk MD	<p>Content and language integrated learning - where to get materials from? ie, fp, pub</p> <p>Keith Kelly (Freelance, Bulgaria)</p> <p>This interactive talk appeals for published materials written specifically for the English-medium subject learning community. Participants will see example materials, including samples taken from a Macmillan publication <i>Science Vocabulary Practice</i>, try them out and discuss the challenge of making them readily available to CLIL teachers and learners and go some way to realising true integration in education.</p>
Newman D (56 audience) Talk TTed, YL	<p>Bridging the training gap for teachers of young learners e, ie, p, s, pub</p> <p>Huan Japes (Trinity College London, United Kingdom) & Stuart Pollard (SKOLA, United Kingdom)</p> <p>Many teachers, having trained exclusively with adult learners, go on to teach young learners. Some struggle to cope, others give up teaching young learners altogether. This talk will focus on the problems these teachers face and will suggest how further training, including the new Skola Trinity Young Learner's Certificate (STYLE), can allow them to teach young learners with increased confidence.</p>
Newman E (160 audience) Talk MD	<p>Peer publishing for a new community site - a writers' guide e, ie, a, fp, pub</p> <p>Julie Blake (Teachit (UK) Ltd, United Kingdom)</p> <p>Teachit.co.uk is the leading community site for English teachers in the UK state sector; 68% of secondary teachers subscribe. <i>Teachit World</i> is the brand new ELT edition of the site. The presentation shows examples of materials <i>Teachit World</i> makes available online, and how teachers wanting to share great ideas that work in the classroom can publish through this new channel.</p>

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

Thursday 10 April

Session 3.3 : 1230-1315

Queens 1G (50 audience) Discussion Group	DISCUSSION GROUP Jenny Johnson 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 Jenny.	
Queens 1H (50 audience) Talk TEA	Writing discourse errors: how should teachers treat them? Konstantina Iliopoulou (Freelance, Greece) This session reports the findings of a study on writing substance error's gravity of students learning Greek as a second/foreign language. Evidence revealed that as in the English language, substance errors are less detrimental to intelligibility than text and discourse errors. On the basis of these results, we argue the necessity of limited evaluative gravity of substance errors of second-language learners.	e, s
Queens D (50 audience) Talk EAP, ESP SIG Programme	Thai postgraduate students' identity negotiation in British university classroom participation Singhanat Kenny Nomnian (University of Leicester, United Kingdom) The session explores four factors affecting Thai postgraduate students' identity negotiation in British university classroom participation, which are the roles of lecturers, asymmetric power relations of classmates, Thai students' identities and agency, and large class size. Raising positive attitudes towards other 'non-standard' varieties of English and promoting social interactions for Thai students' linguistic awareness can enhance their classroom participation.	e, ie, t
Queens E (50 audience) Open Forum TD SIG Programme	Teacher Development Special Interest Group Open Forum As usual the Teacher Development SIG Open Forum will be a joyful mix of ideas, information and humour. Come along if you'd like to share ideas on how to develop, if you'd like to find out more about the SIG, or if you just like to spend an enjoyable 45 minutes with some interesting, like-minded people.	
Queens F (30 audience) Restricted Talk GEN	Linguistic and cultural mediation: community and public service interpreting Gloria Regina Loreto Sampaio (Catholic University of Sao Paulo, Brazil) A further step in high quality ELT is the development of translation/interpretation skills to enable students to work as linguistic/cultural mediators in community and public service settings. The importance of the so-called fifth language skill, the operational/ethical dilemmas posed by misconceptions about oral translation, and the factors involved in the establishing of effective and balanced bilingual communication will be discussed.	e, a
Queens LT2 (152 audience) Talk MD, RES	DISTINCT VOICE Textbook writers at work Dawn Perkins (Lancaster University, United Kingdom) To supplement the existing materials development literature, an empirical investigation of two experienced ELT textbook writers was conducted with the aim of discovering how expertise was reflected in their work. In presenting this case-study research, the speaker will provide an account of the project, and will explore the characteristics of the writers and the initial implications of the research findings.	ie, s, 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 LT4 (90 audience) Talk LA, LT SIG Programme	Tales of mystery and imagination: teenage learners and second life Graham Stanley (British Council Young Learner Centre, Spain) This talk will review phase one of the British Council's island for teenage language learners in the online 3D virtual world of Second Life (http://teen.secondlife.com). In particular, it will focus upon the Alternate Reality Game (ARG) that was designed to engage the learners by appealing to them to act as detectives in order to solve a mystery.	e, ie, t
Queens LT6 (80 audience) Talk TTEd, YL	DISTINCT VOICE Young learners' goals and native teacher identity Chantal Hemmi (British Council, Tokyo, Japan) The results of a study conducted at Morimura Gakuen Elementary School on pupils' and teachers' perceptions of native speaker teachers and pupils' goals will be presented. The pupils considered the abundant use of English and use of play as being linked with their notion of native speaker teachers. Furthermore, the teachers perceived themselves as facilitators of new discoveries through English.	e, p
Queens LT7 (80 audience) Workshop LMCS SIG Programme	The dog dies: warning - this book contains exciting material Antoinette Moses (Norwich Institute for Language Education, United Kingdom) For teachers, books are a pleasure. For students, books can appear to be a bore, even something alien. How do we change that? Can we change that? In this workshop I offer some radical ideas and activities to use in the classroom drawn on my own experience of teaching creative writing and writing successful EFL readers.	e, ie, s, t, a, fp, pub
Queens MR (90 audience) Talk GI, TTEd	DISTINCT VOICE Critical literacy: explore the possibilities! Chris Lima (Freelance, Brazil) Current discussions about the relationship between language, globalisation and citizenship have considerable repercussions for ELT. Critical literacy is an educational practice that focuses on such issues, with several implications for our understanding of language, our pedagogical practices and the role of teachers. This talk will provide an overview of critical literacy and information on the 'Critical Literacy in ELT Project'.	e, a

1330-1415 Session 3.4

Newman C (90 audience) Talk BE, TEA	Practical tips for LCCI Business English exam preparation (SEFIC, EFB) Jelena Borodina (Bell Bedgebury Language School, United Kingdom) The talk will deal with preparation for LCCI Business English exams focussing especially on spoken and written skills for SEFIC and EFB. The talk will consider different ways of approaching these exams and look at major areas of difficulty. Practical recommendations on the basis of teaching and testing experience will be given to the audience.	ie, a
Newman D (30 audience) Restricted Talk MD	Using the CEF Can Do statements effectively to identify levels Shakeh Manassian (Freelance, United Kingdom) The CEFR CAN-DO statements were recently used to map a new suite of coursebooks, called <i>Elevator</i> to the CEFR levels. The purpose of this presentation is to outline how this work was carried out and discuss how teachers can use this information to place their students and to monitor their progress through the course.	e, ie, s, t, a, fp, pub

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

Thursday 10 April

Session 3.4 : 1330-1415

Newman E (160 audience) Talk TEA	Grammar Scan - testing times for users of <i>Practical English Usage</i> David Baker (Freelance, United Kingdom) “What language topics do I really need to study?” “Do the ‘rules’ I’ve learnt actually work in practice?” “That just sounds wrong, but can I explain <u>why</u> ?” <i>Grammar Scan</i> is a set of tests based on Michael Swan’s <i>Practical English Usage</i> . This presentation will show how using it can help higher-level learners and teachers answer these and other key questions.	e, s, t, a, fp, pub
Queens 1B (30 audience) Restricted Talk AL, RES	Vocabulary learning strategy research: findings among Arabic speakers Richard Jones (University of Bath, United Kingdom) The talk will cover research that investigated the vocabulary learning strategy use of 158 tertiary students in the United Arab Emirates. The survey data was examined according to gender and proficiency. Numerous significant differences were found according to gender while there were fewer differences found according to proficiency. The practical implications of the results will then be put forward.	e, ie, t, a
Queens 1C (50 audience) Talk LA	Learner autonomy: perspectives from Thai university teachers and their students Janchai Wongphothisarn (University of Exeter, United Kingdom) Learner autonomy has become a desirable goal in many educational contexts across the globe including Thailand. However, the concept of learner autonomy has frequently been put forward as not applicable in non-western contexts. This study was carried out to investigate the perceptions of Thai English teachers and their students at university level towards learner autonomy.	e, ie, t, a
Queens 1G (30 audience) Restricted Workshop YL	Adapting teaching goals to maintain motivation Elizabeta Hristovska-Iceva (Ss Cyril and Methodius Primary School, Macedonia) We very often find ourselves restricted in the EFL classroom by conventional methods and demands and as a result our students and even we sometimes feel demotivated. So how can we stimulate our learners to discover language themselves aiming at the development of their autonomy? This workshop will present ways to transform the learning process into a more student-friendly practice.	ie, p
Queens 1H (50 audience) Talk MD, TTEd	HORNBY TRUST ALUMNUS Language development for primary English teachers Nasreen Hussain (Aga Khan University, Pakistan) This presentation reports on a pan-Asian project to develop learning materials at intermediate level to improve English skills of primary teachers in South/South East Asia. Lessons from the journey of developing the 160-hour course will be recounted, and the presenter will share course materials and seek suggestions for their further dissemination.	e, p
Queens D (50 audience) Talk ESP SIG Programme	Digital analogies: blending technological concepts into ESP pedagogy Andreja Kovacic (Faculty of Organization and Informatics, Varazdin, Croatia) This awareness-raising session is aimed at ESP teachers willing to exploit the huge cognitive and pedagogical potential of metaphors and analogies we teach/learn by. Whereas the metaphor is seen as a mechanism enabling the transfer of new words to technical jargon, analogies between computing and learning concepts are proposed as a tool in the delivery of an ESP university course.	e, s, t, 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 E (50 audience) Workshop TD SIG Programme	What teachers want is choice Mojca Belak (University of Ljubljana, Slovenia) Dealing with problematic students can be tiresome and often requires a lot patience. Mastering the basics of Choice Theory helps teachers and their students to react more appropriately in clashes and other stressful situations. Come and learn about Choice Theory through some easy exercises which will help you see yourself and others in a different light.	ie, p, s, t, a
Queens LT1 (120 audience) Talk ELTM	Reflecting the changing nature of ELT: the new modular DELTA David Albery (Cambridge ESOL, United Kingdom) Following a comprehensive review of the Diploma in English Language Teaching to Adults (DELTA), Cambridge ESOL is introducing a new modular format DELTA from September 2008. This presentation will outline the aims of the revision and will look at the content and structure of each of the three new modules.	e, ie, a, pub
Queens LT2 (152 audience) Workshop TTed	A good teacher is... an excellent teacher is... Vic Richardson (Embassy CES, United Kingdom) We've all, probably, participated in discussions on good teachers and good teaching and we've all seen or produced lists of qualities of good teachers and good teaching practice but these are to varying degrees informed speculation. Where's the evidence? This, light-hearted workshop is based on ground-breaking research into evidence-based teaching. It made me think, perhaps it will you too.	e, ie, s, t, a
Queens LT4 (90 audience) Talk TTed, LT SIG Programme	Using audio and video software in giving feedback and training Sevhan Acar & Sharon Turner (Sabanci University, Turkey) This session focuses on the use of audio and video software in giving feedback and producing training videos for teaching and learning in language departments. The software packages presented will highlight two types of screen capture software: Camstudio and Camtasia. The session will demonstrate examples of feedback and training videos in order to aid participants' understanding.	e, ie, s, a, fp
Queens LT6 (80 audience) Talk AL, RES	Corpus-based study of ELT discourse: implications for teachers and researchers Eda Isik Tas (Middle East Technical University, Cyprus) In this presentation, a study that explored the genre-specific discourse of ELT research articles will be reported and implications of the findings for novice authors will be discussed. The findings indicated how expert writers used language to convince their readers of the uniqueness of their claims. The audience will be provided with lists of these lexico-grammatical, discoursal and rhetorical features.	e, ie, t, a
Queens LT7 (80 audience) Talk MD, LMCS SIG Programme	Expansive reading: the text and beyond Robert Hill (Black Cat Publishing, Italy) The traditional debate about reading materials has centred on extensive versus intensive reading: should there be comprehension/language practice tasks or not? An 'expansive' approach goes beyond this debate: activities explore CLIL-related connections and raise awareness of intertextuality and cultural background - using both traditional and technological resources. 'Expansive' activities from the Black Cat series of graded readers will exemplify this approach.	e, s, fp, pub

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

Thursday 10 April

Session 3.4 : 1330-1415

Session 3.5 : 1430-1515

Queens MR (90 audience) Talk YL	Act to tell: from dramatising stories to creating mini books Sabina Li-yu Chang (University of Warwick, UK) This presentation will look at how educational drama and stories have been used in classrooms to enhance language and literacy development of primary children and in particular EFL students. Based on an action research study undertaken in Taiwan, the talk will show practical teaching activities and some examples of mini story books created by children.	e, ie, p
--	--	----------

1430-1515 Session 3.5

Great Hall (400 audience) Talk AL	'It was announced yesterday' Michael Hoey (University of Liverpool, United Kingdom) Examining how the news is reported at the beginning of an article. Analysis of newspaper corpora demonstrates that certain words and phrases exhibit a particular attraction to the beginning of text. We demonstrate such patterns in reporting phrases (e.g. "it was announced") in the first sentence of <i>Guardian</i> texts and suggest some implications for language learners.	e, a, fp, pub
--	--	---------------

Newman A (350 audience) Talk YL	Students' attention span: where has it gone? Herbert Puchta (Freelance, Austria) Teachers of young and adolescent students frequently complain about their students' lack of concentration, while psychologists stress the need for learners to focus their perception and attention in order to learn effectively. In this presentation, various suggestions will be made about how teachers can help students extend their attention span and thus achieve significantly better results in language learning.	e, ie, p, s, pub
--	---	------------------

Newman B (120 audience) Talk BE	English in the workplace: a survey among Austrian professional people Hans Platzer & Desiree Verdonk (Fachhochschule Wiener Neustadt, Austria) We report on a survey among Austrian professionals on English usage in business, which is pertinent to course-development for pre-experience BE learners in secondary/tertiary institutions. Needs analysis for such learners can only mean an informed projection of their future needs. We discuss native vs. non-native speaker status, assessment of the relative importance of specific text types/interactional modes (e.g. correspondence, presentations, meetings, telephoning).	e, ie, s, t, a
--	---	----------------

Newman C (90 audience) Talk RES	Gelotophobia in foreign language classroom and its implications Mehmet Celik (Hacettepe University, Turkey) This study claims that the conventional construct of anxiety falls short of explaining the dynamics of language classrooms. When anxiety is investigated at a higher resolution the existence of foreign language gelotophobia, a distinct form of anxiety felt in response to language learning, can be observed. Learners registering high levels of gelotophobia are more likely to experience psychological drawbacks.	e, t, a
--	--	---------

Newman D (56 audience) Talk RES, TEA	English Profile: functional progression in materials for ELT Anthony Green (University of Bedfordshire, United Kingdom) This session describes emerging findings from the English Profile Project to identify language functions emerging at the C (Proficient User) levels of the Common European Framework of Reference for Languages in: international ELT course books; national and local curricula; and test specifications and proficiency scales. The study is grounded in language pedagogy with implications for teaching and testing.	e, ie, pub
---	--	------------

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

Newman E (160 audience) Talk TEA	Welcome to the asylum: preparing students for FCE speaking exam Jon Naunton (Freelance, France) I will discuss some key differences between everyday speaking and the speaking required for paper 5. I will then suggest how we can prepare our students by providing them with useful language and skills' training. The talk will exploit video material of a full FCE-type speaking exam taken from the upcoming <i>Spotlight on FCE</i> .	e, ie, s, a, fp, pub
Queens 1B (50 audience) Talk RES	Age effects upon SLL: implications for adult learners Rebecca Hooker (South Devon College/Exeter University & Freelance, United Kingdom) One's own age is an irrefutable certainty, but researchers exploring learners' developmental changes and attainment as they age, have proposed that adults need mediation and explicit instruction in the classroom and beyond. This presentation focuses on research findings from interviews with adult ESL learners about the extent to which they agree, and whether their age does affect their learning.	e, ie, t, a
Queens 1C (50 audience) Talk MD, TTed	Developing training materials Natalia Tsarikova (British Council, Uzbekistan) & Rod Bolitho (Norwich Institute for Language Education, United Kingdom) This presentation will give an overview of the processes involved in the development of materials for a mixed mode in-service training programme for teachers of English in Uzbekistan and Tajikistan. It will refer to the development of the writing team, the ups and downs of the writing process, piloting of the materials and implementation through a team of trained trainers.	e, t
Queens 1G (50 audience) Talk ES(O)L, RES	An accelerated 20-day English course in the school of future Danijela Bojanic & Boban Gajic (Britanica School of English, Belgrade, Serbia) Accelerated learning gives a fair chance to adult students in overcoming the gap between their needs and their real abilities to find time and learn English. How to find a balance between the student's private problems, work, family, obligations, all in just 20 days - this is what we want to share with you. Three thousand students and our experience from Serbia!	ie, a
Queens 1H (30 audience) Restricted Talk LA	Constructivist model in ELT Bahar Kiziltunali (Izmir University of Economics, Turkey) Constructivism enables students to gain knowledge through an active, mental process rather than digesting something merely given by the teacher. The teacher's role is to facilitate a learner-centred approach, which provides students with experiences that allow them to predict, research, question, investigate, imagine and discover themselves. This talk discusses the positive effects of constructive learning in the language learning process.	e
Queens D (50 audience) Talk EAP, ESP SIG Programme	Putting science back into the EST classroom Ally Malcolm-Smith (University of St Andrews, United Kingdom) Scientists, whether young or old, have a sense of adventure and curiosity that paper-based work in the language classroom may not satisfy. Why not bring in some experimental work as a focus for the language? Why don't you come and see some experiments for yourself? Nothing should be too messy or need too much equipment.	ie, p, s, t, a

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

Thursday 10 April

Session 3.5 : 1430-1515

Queens E (50 audience) Talk RES, TD SIG Programme	'Seeing is believing': looking at teachers' beliefs through classroom interaction Li Li (Queen's University Belfast & University of Ulster, United Kingdom) & Steve Walsh (Newcastle University, United Kingdom) In this talk, we examine the professional beliefs of a number of Chinese EFL teachers, focusing on the link between beliefs and pedagogical practice. We use two video-clips to illustrate the extent to which beliefs do or do not manifest themselves in the interaction. We will consider how classroom interaction data offer a closer understanding of the relationship between belief and practice.	e, ie, s
Queens F (50 audience) Talk MD, TTed	How effective is TKT top down teaching in Sri Lanka? Margaret Payne (British Council, Sri Lanka) The aim of this talk is to assess whether TKT (teacher training) meets the needs of Sri Lankan students. On the basis of interviews with five teachers and one teacher trainer at three different schools in Sri Lanka, and on the basis of questionnaire results from 36 TKT trainees, it is argued that it is not as effective as it could be.	e
Queens LT1 (120 audience) Talk AL, RES	They don't speak English! Julie Norton (University of Leicester, United Kingdom) This talk explores how 'native' and 'non-native' speaker identities are represented in TV lifestyle, travel documentary programmes. Programme-makers depict a world where it appears possible to get everything done in English; where linguistic difference and communication difficulties are minimised for those chasing their dream lifestyle abroad or travelling around the world. The talk considers the implications for foreign language study.	e, ie
Queens LT2 (152 audience) Talk YL	Selecting and using non-fiction picture books in the YL classroom Caroline Linse (Sookmyung Women's University, Republic of Korea) & Fran Gamboa (Freelance, Mexico) More and more teachers are using authentic picture books with young learners at all stages of English language and literacy development. However, non-fiction books are often under-utilized in YL classrooms. The purpose of this presentation is to share strategies for both selecting and using children's non-fiction picture-books with children aged 4-11 years of age.	e, ie, p
Queens LT4 (90 audience) Talk LT SIG Programme	English for tourism services by cell phone Frank Farmer (Universidad de Quintana Roo, Mexico) Is a cell phone a telephone or a computer or a camera or a game console? If it is all of these, how can cell phones help language learning? This session presents an overview of how cell phones are being used in an English for Specific Purposes project for tourism service providers in Mexico.	e, a
Queens LT6 (80 audience) Talk TTed	Making a virtue of 'public lessons' - supporting teachers for change Qiang Wang (Beijing Normal University, China) In China, public lessons, where more experienced teachers give their lessons in a public arena for other teachers to observe, discuss or evaluate, have been common practice for in-service teacher training. However, they have invited debate for their 'artificial' teaching contexts. This presentation reports on a number of survey studies investigating teachers' views on public lessons and their training needs.	e, p, s

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 LT7 (80 audience) Talk LMCS SIG Programme	<p>"I am here, isn't it?" Stories for an ELF world Jennifer Bassett (Freelance, United Kingdom) Extensive reading can improve all four language skills. This talk will explore the craft of writing in a reduced code to produce fiction that is both accessible and engaging. It will also propose that language learner literature should embrace fiction from other World Englishes, as preparation for an ELF world. Examples will be given from <i>Bookworms World Stories</i>.</p>	e, ie, s, t, a, fp, pub
Queens MR (90 audience) Workshop MD	<p>Developing supplementary materials. What factors affect teachers? Sabiha Tunc (Baskent University, Turkey) Materials have an indispensable role in ELT. They are prepared for different purposes at various stages of instruction. This workshop will focus on the reasons why teachers prepare supplementary materials and reveal findings of a study which aims to identify the difficulties teachers face in supplementary materials design process. A checklist for developing high quality materials will be proposed.</p>	e, ie, p, s, t, a

1515-1550 Coffee break (sponsored by Kestrel Books Ltd)

1550-1650 Session 3.6

Great Hall (400 audience)	<p>Pearson Longman panel discussion The essence of great teaching Jeremy Harmer will host an interactive discussion on the qualities of great teachers and how to make good teachers great. Using film clips, panel discussion and interactive voting, this will be a session where everybody's opinion counts.</p>	
Newman A (350 audience) Workshop AL, MD	<p>Pattern grammar: how to tackle it systematically in the classroom Dave Willis (Freelance, United Kingdom) Do your learners have problems with patterns involving prepositional phrases following verbs, nouns and adjectives? Do you want to join a workshop demonstrating a systematic approach based on guided language analysis to help you and your learners solve these problems? If you answer 'yes' to both questions you will find this workshop useful.</p>	e, ie, s, t, a
Newman C (90 audience) Workshop GEN	<p>From sieve to elephant: training the memory Lindsay Warwick (Bell International Centre, Cambridge, United Kingdom) With brain training a current trend, this workshop will look at how we can use what we know about the memory to provide useful activities in class and to help our teenage and adult students to train their memories and adopt strategies to help them maximise their language learning potential out of the classroom.</p>	e, ie, s, t, a
Newman E (160 audience) Workshop MD	<p>Art in ELT Peter Grundy (Freelance, United Kingdom) Following on from the evening event in the Aberdeen Art Gallery (which you don't need to have attended to come to this session), this workshop will show how art can stimulate spoken and written language, provide an enjoyable and cooperative learning experience and lead to a deeper understanding of the aesthetic. Expect to be actively involved.</p>	s, t, a

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

Thursday 10 April

Session 3.6 : 1550-1650

Queens 1B (50 audience) Workshop MD, TTEd	Method or madness? Adrian Tennant (Freelance, United Kingdom) Viewpoints, my regular column in <i>IATEFL Voices</i> , aims to question many of the things we seem to take for granted in terms of methodology and classroom practice. This workshop aims to explore/challenge some of the issues raised in the columns and look at some new ones. Come along and be a devil!	e, ie, s, t, a
Queens 1C (50 audience) Workshop MD, TTEd	An English textbook writing for Outer Mongolia: multiple perspectives Ulziijargal Sanjaasuren (World Learning/SIT Study Abroad, Mongolia), Mira Namsrai (Institute of Education, Mongolia), Burmaa Tsoodol (The State University of Education, Mongolia) & Sue Mohamed (Freelance, Mongolia) In this talk, Mongolian teacher-writers and a consultant from the UK will explain how 21 books have been produced since 1999, for seven levels of the state secondary school system. Participants will find out how modern teaching/learning principles are applied within the Mongolian context, and how the books are being used for teacher training as well as student learning.	e, ie, s
Queens 1G (30 audience) Restricted Workshop YL	Pigeonholing is for the birds! Activating children's intelligences Magaly Villarroel (Freelance, Spain) "At school", wrote John Lennon, "all they had was information I didn't need." This still holds true in some classrooms, where kids are pigeonholed instead of having their intelligence(s) activated in 101 ways. In this session we offer practical ideas and activities to ensure that no children are left behind because they do not fit the mold.	p, pub
Queens D 1550-1620 (50 audience) Talk TEA, ESP SIG Programme	Students' writing difficulties and evaluation: an applied perspective Saeed Al Saadi (Ministry of Education, Oman) Writing is, as even great writers admit, a difficult skill to acquire, improve and master. It poses many challenges to EFL / ESL learners for various reasons. Research demonstrates that effective evaluation of students' writing leads to improvement in the area. This presentation aims at discovering common writing difficulties faced by EFL learners in Oman.	ie, s
Queens D 1620-1650 (50 audience) Open Forum ESP SIG Programme	English for Specific Purposes Special Interest Group Open Forum The purpose of the ESP Open Forum is to discuss relevant ESP, EAP and EOP ideas. Come along and join us. All are welcome. This year's ESP Open Forum is sponsored by Cambridge ESOL.	
Queens E (30 audience) Restricted Workshop YL	Storytelling: a valid tool for teaching young learners aged 5-10 Leonora Froehlich-Ward (Freelance, Germany) Teaching young learners (aged 5-10) I aim to facilitate both understanding and verbal communication. Telling or reading stories which cover relevant themes encourages listening, improves fluency and language awareness. After describing the way I recommend and demonstrating it by introducing books of different levels, everyone will prepare (groups or pairs), describe and present a story to the participants.	e, ie, p

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 F 1550-1635 (50 audience) Talk TTed	Quality assurance in a multilingual teacher education programme Briony Beaven (Freelance, Germany) The European Certificate in Language Teaching to Adults is an initial training course for teachers of different languages to adults. The teacher trainers are of different nationalities with widely varying educational values. My talk explores the difficulties that arise in defining and assessing course quality. I also highlight social and cultural benefits for stakeholders in cooperating across languages and cultures.	e, a
Queens LT1 (120 audience) Workshop TD SIG Programme	Using visuals creatively Margit Szesztay (ELTE University, Budapest, Hungary) The workshop will focus on ways of using pictures and other visuals creatively with secondary - adult learners. We will do a series of activities where visuals act as a trigger for storytelling, guessing games, vocabulary learning, guided visualisation, and creative writing. There will be a chance for you to share your own ideas on how to use visuals.	e, ie, s, t
Queens LT2 (152 audience) Workshop MD	Livening up listening! Nick Bilbrough (Horizon Language Training, Devon & School of Oriental and African Studies, London, United Kingdom) Using pre-recorded listening material often demands some potentially dull and inauthentic activities (creating interest, pre-teaching vocabulary, comprehension questions, etc.). Conversely, live listening, with teacher talk as the source of input, is intrinsically motivating and can be a far more interactive and authentic process. This workshop may contain burglars, torn trousers, seventies school photos, lame jokes and a touch of magic.	
Queens LT4 (90 audience) Workshop BE, LT SIG Programme	IATEFL LT SIG TRAVEL GRANT WINNER E-learning: what's in it for the EFL teacher Abderrahim Agnaou (Al-Akhawayn University, Ifrane, Morocco) This workshop discusses the possible e-learning modes that EFL teachers can undertake: the full mode, the adjunct mode, and the mixed mode. Each mode being suitable for a category of students and institution, the focus is on student needs, tools to use to design tailor-made learning programs, and ICT infrastructure required to run an e-learning programme.	ie, t, a
Queens LT6 (80 audience) Workshop AL, MD	Making learning meaningful: using what learners already know Carol Lethaby (Freelance, United States) We talk a lot in ELT about 'meaningful learning' and in this workshop we will explore this concept, that is, how we organise knowledge and use our previous knowledge to help us to learn new things. From pre-reading tasks to comparing L1 and L2, we will look at practical ways teachers can build on what learners already know.	e, ie, t, a, pub
Queens LT7 (80 audience) Workshop MD, LMCS SIG Programme	The words of wisdom: why do we need quotations? Tatiana Ivanova (Saint Petersburg State University, Russian Federation) Short, clever sayings by famous people are generally very popular. They are in fact microtexts with their own logic, grammar, implicit and explicit argumentation. However, their teaching potential is far from being thoroughly explored. The talk shows which skills and areas of language could be mastered through the use of quotations and what kind of teaching materials based on quotations we can develop.	e, t

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

Thursday 10 April

Session 3.6 : 1550-1650

Session 3.7 : 1705-1805

Queens MR
(90 audience)
Workshop
GEN

Enjoying learning: intrinsic motivation in adult ELT classes

ie, a, pub

Mark Hancock (Freelance, Spain)

In this workshop, we consider how materials and classroom activities can cultivate intrinsic motivation in the adult ELT classroom. We examine ways of attracting learner attention through classroom materials which possess qualities such as being curious, entertaining or interactive. Then we look at techniques and activities which engage by offering challenge, allowing learners an element of control.

1705-1805 Session 3.7

Great Hall
(400 audience)

British Council signature event

Debating Frameworks for Diversity and Equal Opportunity in ELT

We are all committed to equality of opportunity and valuing, managing and promoting diversity in the staffroom and in the classroom. This session brings together teachers, managers and leaders from the UK and around the world to hear about and debate how we take responsibility as practitioners for defining our professionalism through preserving and demonstrating many important equality and diversity values in our work. We ask how do these and other wider social agendas impact upon how we define good and best practice, and discussion will touch on how we:

- integrate intercultural perspectives into the learning curriculum
- influence attitudes and behaviours through formal/informal learning and role modelling
- value a change process that supports creating and sustaining an environment that is aware of, open to, and respectful of differences.

The lead speaker is Fiona Bartels-Ellis, Head of Equal Opportunity and Diversity at the British Council. The chair is Mike Solly, Senior Advisor Teaching and Learning, British Council. Invited panellists will come from different overseas and UK ELT contexts, representing a range of views, opinions and beliefs. Discussion will also focus on the recruiting strategies of ELT institutes and colleges which aim to attract, hire, and retain diverse employees. The native–non-native teacher issue is also sure to attract comment and debate. This innovative event is interactive and open. We will hear a wide range of ‘voices’ involving individuals contributing ‘live’ from overseas, an invited specialist speaker and, of course, the audience and panellists in the Great Hall.

Newman C
(90 audience)
Workshop
MD

The camera never lies? The future of images in ELT

e, ie, a, fp, pub

Ben Goldstein (Freelance, Spain)

The profusion of stock archive shots is partly responsible for the superficial quality of much of our teaching materials. With the advent of digital technology and photo/video sharing websites we no longer need rely on such material. This workshop will show examples of new visual genres and their practical applications, including examples from the author's handbook *Working with Images* (CUP).

Newman E
1705-1750
(160 audience)
Talk
BE, TEA

Cambridge ESOL computer-based business language assessment

e, ie, fp, pub

Ron Zeronis (Cambridge ESOL, United Kingdom)

An opportunity to see and learn more about some of Cambridge ESOL's latest computer-based tests, and to see how these products utilise the many advantages and enhancements afforded by the online medium: *BULATS Online*, an online version of CB BULATS, and *CB BEC Preliminary* and *CB BEC Vantage*, both delivered via Cambridge Assessment's specially designed Cambridge Connect internet delivery system.

e = experienced audience

p = primary teaching

t = tertiary teaching

ie = inexperienced audience

s = secondary 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 1C 1705-1750 (50 audience) Talk TTed	Lessons from TAFL for TEFL Jo Eastlake & Yousef Omar (School of Oriental and African Studies, United Kingdom) This talk is about our experiences of designing and running an initial teacher training course for Arabic as a foreign language (CTAFL) and the relevant lessons we have learnt. We will discuss how standard TEFL approaches have helped us but also how we have had to leave some of these behind in favour of approaches coming from TAFL.	e, t, a
Queens 1G 1705-1750 (30 audience) Restricted Workshop MD	CBI and teaching materials in an academic context Munevver Bag (Sabanci University School of Languages, Turkey) Instructors at Sabanci University, School of Languages, have designed <i>Beyond the Boundaries</i> , a new academic, integrated skills course book series with a Content Based Instruction approach based on academic needs. In this session, the participants will analyse and evaluate the new materials and gain some insights on how these materials were designed and are used.	ie, t, fp
Queens 1H (50 audience) Workshop MD, YL	Why sing? Using songs with young learners Hans Mol (Freelance, Australia) & Sandie Mourao (Freelance, Portugal) When we sing, an endocrine is released into our body, promoting a feeling of wellbeing. Singing with others adds a sense of community and belonging as well. This workshop will take a look at using songs with 3-12 year-olds. Participants will sing, think, come away with ideas, but most of all understand that singing is a must.	ie, p, s
Queens D (50 audience) Workshop EAP, ESP SIG Programme	Meeting students halfway: generating greater commitment in EAP classes Clare Anderson (Bell School Cambridge, United Kingdom) EAP and IELTS groups are often committed to an extended period of study, with multiple or even conflicting objectives. Maintaining motivation can be a challenge. For example, attendance, full engagement in class activities, a willingness to take on new methods of working, and independent study may all suffer. We will address these and related issues and share practical solutions.	e, ie, t, a
Queens F 1705-1750 (30 audience) Restricted Talk TTed	Trainer training in the military. A case study Peter Hare (British Council Peacekeeping English Project, Mongolia, based at the Ministry of Defence, Mongolia) What are the main factors that make up a trainer-training course in the military context? The talk examines a programme that was designed for the British Council managed Peacekeeping English Project, trained 44 teacher trainers from 17 countries in three cohorts between 2005 and 2007 and involved an international team of tutors as course designers.	e, a
Queens LT1 (120 audience) Workshop ELTM, TD SIG Programme	Liberating the intelligence in the system Adrian Underhill (Freelance, United Kingdom) How can we see the complex human systems in which we are embedded (classroom, staffroom, office, school) so that our daily interactions may free up the whole system? This workshop will develop the artistry of feedback not merely as an individual corrective, but as liberating the flow of intelligence that is locked up in the system, contributing to the growth of a feedback-rich and self-organising culture.	e

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

Thursday 10 April

Session 3.7 : 1705-1805

Queens LT2 (152 audience) Workshop TEA	Preparing for the changes to the Cambridge CAE exam Roy Norris (Freelance, Spain) This session will look at practical activities that teachers can use to prepare students for the revised CAE examination. We will focus on the new exercises, such as Gapped Sentences, but also consider ideas for those exercise types which are more familiar to CAE teachers. Some of the activities will be taken from the new edition of <i>Ready for CAE</i> .	e, a, fp, pub
Queens LT4 (90 audience) Workshop LT SIG Programme	Practical e-learning for busy teachers Will Nash (The University of Sheffield, United Kingdom) There are ever more opportunities and expectations to use e-learning in English language teaching. However, many of us lack the time or confidence in developing our own e-learning materials. During this workshop, we will attempt to create, from scratch, a podcast activity, website/blog, e-group, interactive whiteboard game and multimedia presentation using common software and on-line resources.	e, ie, t, a
Queens LT6 (80 audience) Workshop MD	Personalising grammar: learning grammar while learning about each other David Heathfield (INTO, Exeter University, United Kingdom) In this practical and lively workshop we will try out activities that show how learning grammar can be made really relevant to students' own lives. Students can learn grammar while learning about each other. By using simple and enjoyable personalisation techniques in everyday grammar-learning and grammar activation we can give students the chance to internalise and later recall real-life examples.	e, ie, s, a
Queens LT7 (80 audience) Workshop LMCS SIG Programme	Finding your voice: awareness, practice, performance Alan Maley (Leeds Metropolitan University & Freelance, United Kingdom) Teachers depend to a prodigious degree on their voices, yet training in the effective use of the voice is absent from most TT programmes. The workshop will attempt to raise awareness of how the human voice works, will offer some activities for use individually and in class, and show how texts can be orchestrated for aesthetic effect.	e, ie, p, s, t, a
Queens MR (90 audience) Workshop GEN	Making the most of teaching time with <i>Elevator</i> Leanne Gray (International House Bath, United Kingdom) This workshop will provide practical suggestions on making the most of teaching time using a variety of ELT adult coursebooks. My talk will highlight how teacher's books are often neglected but are, in fact, a valuable resource for time-pressed teachers. We will setting up, carrying out and following up on different tasks taken from teacher's books to illustrate this.	e, ie, a, fp, pub

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

1930-2200 Evening events

**Devon Tales
with David Heathfield
1930-2130 in Newman E**

An evening of storytelling and song with Devon-based storyteller David Heathfield. Enjoy a stroll along Devon lanes with shape-shifters, fortune-seekers, fairies and fools. And why not step up to tell a story or sing a song from your neck of the woods? David has worked in ELT since 1986. He is a teacher, teacher trainer, role actor, dramaworker and storyteller. He is the author of the teacher resource book *Spontaneous Speaking: Drama Activities for Confidence and Fluency* in the DELTA Publishing *Professional Perspectives* series as well as numerous articles on drama, fluency, creativity and storytelling techniques.

**Devon Evening
2000-2200 in the Great Hall
(Sponsored by English in Devon)**

English in Devon, the regional group of British Council accredited schools, is pleased to sponsor an evening of music and dance on. Please come and join us. Visit stand PC25 to find out more and to enter our prize competition - draw to be made at the Devon Evening event. A cash bar will be available.