

0830-1100 Registration desks open

0830-1200 Exhibition open

0900-0945 Session 4.1

0900-1130 Sessions 4.1-4.3 Symposiums

Newman D
(56 audience)

Writing Across Cultures Symposium

Convenor: **Tania Pattison, Trent University, Canada**

The four speakers in this symposium will explore the challenges faced by speakers of different languages when dealing with written texts in English. Linguistic and cultural constraints will be addressed, and suggestions for teacher intervention will be given. There will be time for audience participation and discussion throughout the symposium.

Ahmad Al-Hassan, University of Petra, Jordan

Impact of cultural schemata on reading discourse of Jordanian students

This session will explore how students respond to written texts in a foreign language with the help of cultural schemata. The presenter will describe a study in which students read and responded to Western and Arabic texts, both with and without the provision of cultural information.

Sian Morgan, University of Modena and Reggio Emilia, Italy

The grand perhaps! The importance of hedging and boosting

Native English speakers qualify or amplify their statements in academic writing in various ways. However, this can pose challenges for second-language writers who may need assistance in acquiring a wider range of hedges and boosters. The presenter will make suggestions for classroom activities designed to develop this skill.

Han-Min Tsai, Chungyu Institute of Technology, Taiwan

Examining EFL students' metacognition in an integrated process-product writing class

This presentation examines the effect of metacognitive awareness on the development of second-language proficiency of Taiwanese college students. The presenter will show that metacognition is a key indicator of the English-language writing proficiency of these EFL learners, and that an integrated approach to learning writing skills is beneficial.

Tina Wei, University of Exeter, United Kingdom

Using email exchange for the teaching of composition

The presenter will report on a study of how Chinese university students perceived their experience of exchanging emails with native speakers of English, with the purpose of practising their English writing skills while expanding their cultural awareness. She will discuss the pedagogical implications of her findings for the teaching of English composition.

Queens 1B
(50 audience)

Autonomy Symposium

Convenor, **Nkechi Christopher**

Learner autonomy may be synonymous with independent learning in aspects of distance learning, long-life learning, e-learning and similar other situations, but how important is it in the formal teaching of the English language in ESL/EFL contexts? At the Autonomy symposium six speakers from three continents will variously examine learner autonomy concepts and practice and make suggestions for its introduction/enhancement in two non-European countries. The talks are in three parts as explained below.

Acceptability of conceptual issues in learner autonomy: Student-teachers' perspectives on learner autonomy is the focus of the first two talks. **Cem Balcikanli's (Gazi University, Turkey)** talk on *Student-teachers' perspectives on learner autonomy in the Turkish context* is derived from a research motivated by the belief that student-teachers' perception of learner autonomy could have impact on its adoption in their own teaching. The speaker finds that the respondents are favourably disposed to the adoption of learner autonomy in ELT and therefore offers guidelines for overcoming potential constraints in implementing this new approach. In a similar talk, **Nkechi Christopher (University of Ibadan, Nigeria)** examines *Student-teachers' perception of learner autonomy and its practicability in Nigeria* by analysing respondents' level of agreement with learner autonomy principles as well as their perception of the practicability of this style of teaching in Nigeria. Given the multiplicity of languages in a very populous nation, which however has limited opportunities for teacher development, among other inhibiting factors, it is hoped that the study findings could guide the introduction of learner autonomy in the Nigerian context.

[Break for questions and response]

Localizing the practice of learner autonomy: **Khaldah Al Mansoori (Ittihad University, United Arab Emirates)**, speaking on *EFL autonomous learner: a strategy for life*, will inform the audience on how constraints inherent in the UAE learning environment will be surmounted to ensure effectiveness in teaching/learning EFL. She believes that to become independent, more productive and to be able to cope in a fast-changing world learners should be empowered with learner autonomy strategies. **Xiaoli Jiang (University of Warwick, United Kingdom)** sees in Chinese proverbs, and in their use in children's upbringing, psychological, cultural and linguistic elements that can enhance the use of learner autonomy in teaching English as a foreign language in China. She recommends that learner autonomy features found in the Chinese environment be included in English text designed for Chinese learners of English to serve as a motivation for learning.

[Break for questions and response]
(10-minute break)

Assessment of the practice of learner autonomy: **Aylin Koyalan Coskun (Izmir University of Economics, Turkey)** investigates the extent to which equipping learners to be autonomous has been successful in Self Access Centres designed for students in Izmir University of Economics, Turkey. Also undertaken is an assessment of the adequacy of the facilities provided for creating in learners the attitudes and behaviours conducive to effective independent learning. Further, **Xianghu Liu (University of Exeter, United Kingdom)** finds that the behaviours and attitudes of Chinese students learning English autonomously with the aid of computers support theoretical underpinnings of learner autonomy found in literature. The implications of study findings are examined and suggestions for efficient and effective use of computer mediated autonomous learning by Chinese learners made.

[Questions and response]

Queens 1C
(50 audience)

CLIL in Primary and Pre-primary Education Symposium

Convenor: Sophie Ioannou-Georgiou

Introduction by Sophie Ioannou-Georgiou (Cyprus Pedagogical Institute, Cyprus)

The symposium focuses on CLIL in Primary and Pre-Primary Education. It looks at the trials and tribulations of introducing CLIL and examples of successful implementation. It brings together the experiences of colleagues who are beginning in CLIL and colleagues who are 'veterans' in the area while also looking at the perspectives of teachers, administrators, policy makers, students and parents.

Sophie Ioannou-Georgiou will introduce the symposium by defining CLIL and briefly tracing its historical development in Europe.

Providing guidelines for CLIL implementation in primary schools

Laura Vinas (Universidad Castilla-La Mancha, Spain) & Isabel Alonso Belmonte (Universidad Autonoma de Madrid, Spain)

This talk presents various CLIL implementation styles in preprimary and primary Spanish schools: identify problems, suggest solutions, analyze and develop appropriate teaching materials. Results on the analysis of video recorded lessons, questionnaires and interviews help us identify good practice in CLIL implementation and investigate its effectiveness as regards the learning of language and content.

Appropriate teaching materials in primary CLIL teaching: criteria, examples

Ute Massler & Claudia Steiert (University of Education, Weingarten, Germany)

The presentation deals with the problem of conceptualizing appropriate teaching materials in primary CLIL teaching. We present criteria for the evaluation and the development of teaching materials that unite EFL and subject content methodologies, analyze existing materials and report on investigations of materials' effectiveness regarding the learning of content.

CLIL-ing me softly in Thailand: creativity, collaboration and conflict

Alan S Mackenzie (British Council, Thailand)

A pilot project integrating content and English language in six schools has been coordinated by the British Council (Thailand). The process set out to identify suitable CLIL models for wider adoption in Thai mainstream education. This presentation describes the journey taken and the current status of the project, the conflicts that arose and how they were resolved, and suggests strategies that might help others attempting to facilitate a similar development process.

Evaluating CLIL programmes

Richard Kiely (CREOLE, University of Bristol, United Kingdom)

This talk is about programme evaluation. Evaluation is viewed as a process of understanding what contributes to success in a language learning programme, and what needs to be improved. The programme in question is a content and language integrated learning (CLIL) programme at primary and pre-primary levels.

Queens D
(50 audience)

Learner and Teacher Beliefs Symposium

Presenters: Hilal Handan Atli (Convenor), Chiung-Wen Chang, Peng Ding, Rachel Wicaksono

For the last 15 years there has been an interest in investigating teacher beliefs, i.e., "what language teachers think, know and believe - and of its relationship to teachers' classroom practice" (Borg, 2007,1). But what about the learners? Where do their expectations and beliefs about teaching and learning come from? This is a further area that needs to be investigated. The aim of this symposium is to explore the beliefs of learners and teachers regarding teaching and learning English.

The value of teacher talk and student talk in the English language classroom has long been a matter for discussion; on teacher training courses and in studies in second language acquisition. In *Culture/context specific expectations of classroom interaction in China and the UK*, **Rachel Wicaksono (York St John University, United Kingdom)** investigates Chinese learners' expectations of classroom interaction; for example when the teacher and when the students should talk and for what proportion of the class time.



Learner and Teacher Beliefs Symposium (Continued)

Peng Ding (PhD student of Applied Linguistics at the School of English Studies in the University of Nottingham, United Kingdom) continues by reporting on Chinese “*Students’ perception of teacher enthusiasm in a cross-cultural context*”; whether enthusiasm is a universally valid category or whether it bears cultural and individual differentiation and whether it always leads to good teaching. Some pragmatic strategies to maximize classroom enthusiasm for second/foreign language teachers are offered. **Chiung-Wen Chang (Fooyin University, Taiwan)** in “*Beliefs of native and non-native English speaking kindergarten teachers*” provides a cross-sectional look at several native and non-native English speaking kindergarten teachers and their classroom in action by giving examples of teachers’ beliefs and their practices in their classrooms. **Hilal Handan Atli (Bilkent University, Turkey)** in “*Changes in beliefs: the odyssey of a novice teacher*” reports on a piece of research regarding a teacher’s beliefs about grammar teaching from the beginning of her career into her third year. She will explain the process this teacher went through, which “harbours she went into to survive during her odyssey”, and what impact this “journey” had on her beliefs.

Queens E
(50 audience)

The Environment and ELT Symposium

Convenor: Mark Rendell

Climate change: a clear and present danger for ELT industry

Mark Rendell (English UK, United Kingdom)

Climate change is a threat to our way of life and our economic prosperity. A strategic and urgent response is an ethical and economic imperative as the power of green consumerism floods the marketplace. In this session I will examine the threats posed to our industry and how ELT stakeholders on all levels are rising to face these challenges.

Greening our operations: EF Education First initiatives for greener schools

Christopher McCormick (EF Education First, United Kingdom)

With a network of over 400 schools and offices in over 50 countries, EF Education First has both considerable impact on the environment and exciting opportunities to pursue responsible behaviour at local and global levels. This presentation and discussion will explore initiatives now in practice and planned for the future.

Walking the talk - towards a meaningful corporate code of ethics

David Rowson (Embassy CES Brighton, United Kingdom)

This talk focuses on the measures taken by Study Group to establish a corporate ethical policy, from a carbon offset scheme for our customers to greener working practices in our offices and schools, from strict environmental standards on the construction of our schools to the funding of school construction in developing countries through our partnership with the charity, Plan International.

Going green from the grass roots

Luca Marchiori (EF Education First, United Kingdom)

This talk will look at 10 things you can do now to make your school a greener place following suggestions made by teachers and students in language schools. It will also look at the relative weight that learners give to green issues and how this can affect study choices that they make.

A committed amateur's tips for greening your school

Sue Johns (Kingsway English Centre, United Kingdom)

Concern for the environment has been a core value for Kingsway English Centre since it was founded in 1988. Rick and Sue Johns, the owners of the accredited centre in central England, constantly strive to exceed the expectations of every student and caring for the environment is an important part of this holistic approach towards creating the perfect learning environment.

Queens F
(50 audience)

Good Language Learners: Motivation and Beyond

Convenors: Blanka Frydrychová Klímová & Carol Griffiths

The symposium will discuss some of the theoretical and practical issues behind the effective language learning process with respect to learners' motivation and a range of other individual variables which may have an impact on the language learning endeavour. Six symposium speakers will explore how to help language learners find their own motivation for learning languages, consider the characteristics of good language learners, and outline implications for further research and pedagogical practice in the language classroom

Ema Ushioda (CELTE, University of Warwick, United Kingdom) starts with an examination of theoretical concepts of motivation that illuminate the individual-social relationship: intrinsic and extrinsic motivation; internal and external motivational regulation. Based on Vygotskian sociocultural theory she will discuss how **motivational growth and self-regulation** can be shaped with a teacher's assistance.

Ema will be followed by **David McLoughlin (Nagoya University of Commerce and Business, Japan)** who will introduce **attribution theory** as one of the approaches to understanding learner motivation. He will describe a research study examining the causal attributions for failure by university students focussing in particular on the importance of effort and aptitude.

Following David, **Yoshiyuki Nakata (Hyogo University of Teacher Education, Japan)** will discuss **the development of intrinsic motivation** and illustrate by means of a specific example of pupils' intrinsic motivation in learning English and its change and development as pupils progress from lower to higher grades in primary schools.

Blanka Frydrychová Klímová (University of Hradec Králové, Czech Republic) will then look at several **motivational techniques/strategies** when learning business English at a Czech university. These are based on observation and the evaluation form filled in by students at the end of the semester.

Next, **Chizuyo Kojima (University of Exeter, United Kingdom)** will reveal some similarities and differences in **beliefs about language learning** between successful and unsuccessful language learners. These beliefs have the potential to influence students' choice of appropriate strategies, and thus affect their progress and motivation in language study.

In conclusion **Carol Griffiths (Central University of Nationalities, Beijing, China)** will summarize the principal thoughts of the symposium and will finish with **the key characteristics of good language learners**. She will also emphasize implications for pedagogy and further research.

Queens LT1
(120 audience)

Interactive Whiteboards Symposium

Convenor: Julia Glass

Interactive whiteboards can be fun!

Julia Glass (Promethean, United Kingdom)

Interactive whiteboards can encourage learners' language use in many different ways. By looking at a series of voting related tasks I'd like to show how the system can be used to exploit ideas, generate conversation, introduce topics and assess learners. Through the use of technology in the classroom a more detailed picture of the learners' understanding can be built up in a non threatening way.

Get on board - training and supporting teachers using interactive whiteboards

Rena Penna (British Council, Czech Republic)

Interactive whiteboards (IWBs) have provided exciting ways of extending both resources and techniques used in the language classroom. However, IWBs, like all learning technologies, keep evolving. This session will look at how the British Council addresses ongoing training needs, and shifting the focus from technical skills to how an IWB can be used to deliver pedagogically sound activities.

The interactive whiteboard

Lorraine Kennedy (Bell International Institute, United Kingdom)

With IWBs in every training room at the Bell International Institute, IWBs have become an integral part of teaching and learning. Was it a difficult transition from the traditional whiteboard? Not at all. During this session the speaker shares with you the factors that have made IWBs a success for learners and teachers alike.



Interactive Whiteboards Symposium (continued)

Interactive whiteboards in English language teaching - going beyond the tool

Mabel Castro (Sociedade de Cultura Inglesa SA, Brazil)

The introduction of IWBs in all classrooms at the Cultura Inglesa (ESOL school in RJ-Brazil) brought about a mixture of feelings. Some of our concerns were: Will interactive whiteboards favour conversation? Will lessons be teacher-centred? More dynamic? Thus, a study involving lesson observation, collection of teachers' views and of students' responses was carried out. Interesting insights gained will be shared!

The interactive whiteboard as a springboard for professional self-development

Valeria Benevolo Franca (Sociedade Brasileira de Cultura Inglesa SA, Brazil)

The implementation of interactive whiteboards in our classrooms has promoted some changes in our school ethos. All teachers underwent initial training in the tool before lessons started. However, they also faced the challenge of incorporating IWBs into their classroom routine without abandoning well-established pedagogical principles. Based on research evidence, it is possible to see how IWBs have promoted teachers' self-development.

Queens LT4
(90 audience)

Critical Approaches to Coursebooks Symposium

Convenor: Richard Smith, CELTE, University of Warwick, United Kingdom

In a context of growing recognition of the status of English as an international language, the cultural contents of teaching and learning materials have increasingly come to be seen as a matter for concern. Issues of representation and possible cultural imposition confront the authors and users of globally marketed UK-published coursebooks (henceforth, 'global coursebooks') and locally produced materials alike.

Conventional approaches to materials evaluation have tended to bypass such issues, however, and how to identify and address the cultural messages explicitly and implicitly conveyed in interactions with coursebooks has not formed part of most teachers' training. This symposium therefore aims to promote new, critical perspectives on the cultural contents of coursebooks, bringing together insights from recent research with relevant practical considerations.

First, **John Kullman (Canterbury Christ Church University, United Kingdom)** talks about his research into '*Coursebooks, therapy, and learner identity*'. He demonstrates that users of contemporary global coursebooks for adult learners are often encouraged to tell stories about themselves which, far from being 'culturally neutral', bear distinct traces of a discourse of therapy that pervades life in contemporary Britain.

Next, **John Gray (University of East London, United Kingdom)** focuses on '*The imaging of English in contemporary British ELT coursebooks*'. His analysis shows how students are increasingly addressed and positioned by the artwork in global coursebooks as consumers for whom the promise of English is one of personal transformation.

The subsequent talk is by **Sue Wharton (CELTE, University of Warwick, United Kingdom)**, on '*Representations of local and 'target' cultures in some EFL coursebooks*'. On the basis of research undertaken at Warwick University by teachers from Argentina, Indonesia and Japan, she discusses various coursebooks used in these contexts, examining both the portrayal of specific cultures and the portrayal of interactions between members of different cultures.

Denise Santos (The University of Reading, United Kingdom) then looks at '*Textbooks as participants in the development of critical thinking*'. She discusses how EFL textbooks can be approached critically in classroom events involving young learners, looking specifically at how an EFL textbook was used to foster critical thinking about naturalised perceptions of gender roles and teacher-student roles in a particular educational community.

The last talk, by **Richard Smith (CELTE, University of Warwick, United Kingdom)**, is on '*Approaching cultural contents critically: insights from teachers*'. He reports on research showing that inappropriate cultural contents are a common concern but that teachers find various ways of dealing with them. He offers examples of insights and activities which can help in deconstructing the cultural meanings of textbooks and addressing them appropriately.

Queens LT6
(80 audience)**Initial Teacher Training Symposium**

Convenor: Sandra Piai

Presenters:

Stephen Andrews - Developing the language awareness of novice teacher L2 English**Ewa Brodzinska** - Affective factors and novice EFL teachers: a diary-based study**Anja Burkert** - EPOSTL: a reflective tool in initial teacher education**Sandra Piai & Jennifer Book** - Developing an alternative model of reflection for initial TEFL courses**Alexsandra Wach** - A practicum? EFL theory? Options in teacher training

As well as short, intensive initial training courses, such as those offered by Cambridge and Trinity, many universities also offer three- or four-year undergraduate EFL programmes which include initial teacher training. The aim of the Initial Teacher Training Symposium, which is being held for the first time at IATEFL Exeter 2008, is to explore some of the current issues central to initial teacher training courses today, and the five speakers will be discussing different areas of teacher education in different countries.

Stephen Andrews (Faculty of Education, University of Hong Kong) will open the symposium by exploring issues relating to the design and delivery of teacher language awareness (TLA) courses for novice teachers of L2 English. He will be examining the challenge of knowledge transfer, as well as reporting on the on-going development in Hong Kong of a new course 'Pedagogical Content Knowledge'.

This will be followed by a talk by **Ewa Brodzinska (University of Wales, Bangor, United Kingdom)** who will report on a diary-based study on the positive and negative feelings of four final year BA students embarking on a Cert TEFL course and how affect influences the teacher training experience.

The next two talks will focus on reflection on teaching. First, **Anja Burkert (University of Graz, Austria)** will discuss the European Portfolio for Student Teachers of Languages (EPOSTL) and will report on a questionnaire study carried out in secondary schools in Austria to investigate the extent to which teachers are informed about *Learner Autonomy*, *Teacher Autonomy* and *Intercultural Awareness*, which are basic principles in the EPOSTL, and whether they feel equipped with the skills to implement these trends in their teaching. **Sandra Piai (University of St Andrews, United Kingdom)** and **Jennifer Book (University of Sussex, United Kingdom)** will then describe a small research project in which the level of reflection of a group of trainees using an 'alternative' journal is compared with that of a group of trainees using the more traditional TP journal.

The symposium will be concluded with a presentation from **Alexsandra Wach (Adam Mickiewicz University in Poznan, Poland)** in which she analyses the findings of a questionnaire study carried out in Poland regarding trainees' didactic requirements and expectations. Audience participation will be encouraged throughout the symposium and time will be given at the end of each talk for discussion.

0900-0945 Session 4.1 Talks and WorkshopsGreat Hall
(400 audience)
Talk
LT, MD**Let's talk digital****Jemma Hillyer (Macmillan Education, United Kingdom)**

e, ie, a, fp, pub

Do you dream of a simple life where all your coursebook material is all in one place? Do you want to create flipcharts to use alongside your digital coursebook quickly and easily? Using examples from the *New Inside Out Digital* software, this talk will look at different ways of integrating published course components with teacher generated material.

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YL = Young Learners

Friday 11 April

Session 4.1 : 0900-0945

Symposiums: 0900-1130

Newman A (350 audience) Talk BE, TTed	Developing teaching skills in Business English John Hughes (Freelance, United States) & Rebecca Turner (Freelance, Austria) Looking for Business English training materials for you or your staff? Come to this workshop to share ideas about training needs, approaches to teacher development and available resources. You will have the opportunity to use extracts from a unique training DVD accompanying the new Oxford <i>Business Result</i> course, which includes classroom footage and commentary from Business English teachers and learners.	e, ie, fp, pub
Newman B (120 audience) Workshop YL	Humour us... please! Michael Tomlinson (Murcia, Spain) A look at the productive use of humour in the young learner classroom. A communal smile can improve student motivation, pupil-teacher relations and cater for affective needs, whilst offering many valuable linguistic benefits. A look at these will be backed up with some ready-to-use practical ideas drawn from <i>Kid's Box</i> and the <i>Cambridge Primary Box</i> series.	p, fp, pub
Newman C (90 audience) Workshop TD, YL	Motivating students (and teachers?) in summer courses; developing task-based syllabus Ying Barber (Stafford House Study Holidays, United Kingdom) & Catherine Mitsaki (CATS Cambridge, United Kingdom) This workshop looks at student motivation and the 10 most common challenges we face when employing task-based teaching; how far can we fuel students' (and teachers'?) imagination, maximise learning and develop linguistic and social awareness? We wish to share practical, collective experience and open up for discussion, issues related to teacher/DOS training and support for successful implementation of task-based syllabuses.	e, ie
Newman E (160 audience) Talk LMCS	Partners in crime Mathew Pritchard CBE & Phil Clymer (Agatha Christie Ltd, United Kingdom) Teachers of English are constantly looking for ways to motivate reluctant readers. Introducing students to the mystery of Agatha Christie's works can open up a new world of fascinating stories to get those pages turning! In this talk, Mathew Pritchard, Christie's grandson, will discuss the literary and linguistic features that make her works an excellent vehicle for meaningful and enjoyable learning experiences.	e, ie, s, t, a, fp, pub
Queens 1G (30 audience) Restricted Workshop MD	Beyond the coursebook: interactive reading for B1 upwards Joe McKenna (Escuela Oficial de Idiomas, Cordoba, Spain) Your students need to work with longer reading texts, but your coursebook falls short of the mark. Reading complete texts in class is inefficient and motivation to read outside is limited. So? Whet appetites by making the reading interactive. This session will show you how, suggest criteria for text selection, and provide samples to show the range of options available.	e, ie, a
Queens 1H (50 audience) Talk TD, TTed	Communities of teachers for educational change Tara Ratnam (Marimallappa's Pre University College, Mysore, India) This presentation uses the sociocultural perspective of learning to highlight the importance of building communities of teachers for educational change. It explores how these theoretical reflections apply to concrete social situations by analyzing the case of ESL teachers at the primary level in India. It examines the opportunities these teachers have for building communities of inquiry for pedagogical change	e, p

e = experienced audience

ie = inexperienced audience

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s = secondary teaching

t = tertiary teaching

a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Queens LT2
(152 audience)
Talk
GEN

Ordering words about (about ordering words, words about ordering)
Jonathan Marks (Freelance, Poland)

English has relatively fixed word order, but with interesting variations. I'll consider: word order in phrases and clauses; compounding and 'phrasalisation'; how people exploit word order for expressive and communicative purposes; ellipsis and ambiguities of structure and meaning in listening and reading; links between word order and intonation; and difficulties, but also opportunities, that learners may not be aware of.

e, ie, s, t, a

Queens LT7
(80 audience)
Talk
ELTM

Leading from the middle: the squeeze is on
Liam Brown (British Council, London, United Kingdom)

We will see life through the eyes of our middle managers, and discuss how they focus on collaborative ways of working, cultivating relationships, and motivating people through meaningful purpose, vision and goals and really make a difference. We investigate how our organisations, through their managers, can achieve growth, staff engagement and sustainability, while staying true to our principles and people.

e, ie, a

1000-1030 Session 4.2 Talks and Workshops

Newman B
(120 audience)
Talk
RES

English inside and outside the classroom: an empirical perspective
Maike Grau (Justus-Liebig-Universitaet Giessen, Germany)

In many countries worldwide, English has come to be the language of popular youth culture through the mass media. This session looks at the impact teenagers' contact with English outside school has on English language classrooms in German secondary schools, drawing on data from questionnaires and focus-group interviews with 15-year-old students and English teachers.

e, s

Newman E
(160 audience)
Talk
EAP

Is teaching legal English a law unto itself?
Jeremy Walenn (Asia International Open University Macau, Hong Kong)

Studying English for law is popular. I want to present my ideas on how the relationship between teaching language and teaching content should be developed in a course on a specific subject such as English for legal studies. I want to discuss what assumptions can be made about the knowledge levels of both target students and teachers.

e, a, fp, pub

Queens 1G
(50 audience)
Talk
AL, RES

Presenting new words in semantically related vs. semantically unrelated sets
Ismail Hakki Erten & Mustafa Tekin (Canakkale Onsekiz Mart University, Turkey)

This presentation reports on an investigation into effects of presenting new words in semantically-related vs. unrelated sets. Sixty 4th graders were taught 80 English words in either sets. Data analysis revealed that students recalled more words in semantically-unrelated sets. Implications of the findings will be discussed and suggestions for alternative ways of presenting new words will be made.

e, ie, p, s

Queens 1H
(50 audience)
Talk
YL

A longitudinal study of EYL classroom interaction and teacher roles
Zehang Chen (Beijing Normal University, China)

Classroom interaction plays an important role in learners' second/foreign language learning. This session reports a four-year study on the features of EYL classroom interaction and the function of teacher role within the Chinese context. The results show that classroom interaction has different features at different stages and teachers take different roles and explore different strategies to support this.

e, p

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Friday 11 April

Session 4.2 : 1000-1030

Session 4.3 : 1045-1130

Symposiums: 0900-1130

Queens LT2 (152 audience) Talk GEN	Learners' IELTS strategies and perceptions: a preliminary study Yijen Tsai (Warwick University, United Kingdom) In recent years, an increasing number of overseas students have been to the UK for their postgraduate study. Before international students can get an offer from a university, they require an overall score of 6.5 to 7 in the IELTS examination. Therefore, this preliminary study explores learners' strategies and perceptions in relation to the IELTS examination.	e, ie, t, a
Queens LT7 (80 audience) Talk RES, YL	Language production and teaching techniques in infants: what works? M. Teresa Fleta (The British Council School, Madrid, Spain) This presentation is about: 1) the production and development of English as a foreign language by child learners (age 3-6) during the first three years at school; 2) the teaching techniques used by a group of teachers of infants; and 3) the correlation between the activities carried out in class and the quality and quantity of English produced by children.	ie, p
Queens MR (90 audience) Workshop ELTM, TEA	Oral placement tests that take only six minutes Anna Gebka-Suska (Freelance, Poland) Correct placement ensures satisfaction with any language course. Written tests take too much time. Therefore I devised a brief oral test that efficiently tests students' levels up to pre-FCE. The test is based on the assumption that students always rely on their previously acquired knowledge. Although designed for Polish students the test can be adapted to any context. Come and see how.	e, s, t, a

1045-1130 Session 4.3 Talks and Workshops

Great Hall (400 audience) Talk BE	Find Your Voice - presenting in English Erica Williams (BEST Training, Coaching & Consultancy, Duesseldorf, Germany) <i>Find Your Voice</i> represents a new complete presentations course that takes presenters from the basics to interactive presentations. The emphasis is on learners developing their own authentic presenting style. The book takes a step-by-step approach in which presenters experiment, analyse real non-native speaker presentations, practise, get feedback and set targets.	t, a, fp, pub
Newman A (350 audience) Talk EAP	A learner's thesaurus: helping learners use synonyms effectively Diana Lea (Oxford University Press, United Kingdom) & Ewa Rumistrzewicz (Oxford University Press, Poland) The <i>Oxford Learner's Thesaurus</i> is a new resource to help advanced learners use English synonyms effectively. It guides learners to the best word for the context, with information on meaning, grammar, register, collocations and frequency. This session will show how it can help with vocabulary-building and exam preparation, with a focus on exam-style topics and tasks.	e, ie, s, t, a, fp, pub
Newman B (120 audience) Talk LT, MD	If you knew Lulu - publishing on demand for EFL Arthur McKeown (University of Ulster, United Kingdom) This talk will be of interest to anyone - teachers, materials writers, publishers - with an interest in using 'publish on demand' tools: an introduction to the process of 'publishing on demand' using online tools; some practical examples of printed, download and audio formats; and some guidance on how those attending can experiment.	ie, fp

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

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Newman C (90 audience) Talk LT, MD	Weaving technologies together - printed materials and IT hand in hand Ricardo Sili da Silva (Cultura Inglesa Rio de Janeiro - Learning Factory, Brazil) In this presentation I'll talk about how Cultura Inglesa Rio de Janeiro faced the challenge of integrating printed materials and state-of-the-art technological resources. I'll show examples of the materials produced, discussing the rationale behind their development and showing how they have realized the full potential of our methodology, and how they have made teachers' lives easier.	e, ie, p, s, t, a
Newman E (160 audience) Talk GEN	Is it a 'task'? Is it an 'activity'? Confused? Paul Knight (University of Nottingham, Ningbo, China) Task-based language learning is emerging as the latest 'must use' methodology with more teaching materials coming onto the market which claim a task-based approach; and more books explaining task-based teaching to teachers. Yet it is by no means clear what constitutes either a task or task-based teaching. This talk will explore this situation and attempt to answer these questions.	e, a
Queens 1H (20 audience) Restricted Talk AL	Teaching spoken grammar - is 'noticing' the best option? Christian Jones (University of Central Lancashire, United Kingdom) This talk will first describe some common features of spoken grammar and discuss the pedagogical options that exist for teaching this area of language. It will also present some data from a study investigating the differences between noticing and presentation/practice. The data will be discussed to analyse how it can inform classroom pedagogy when teaching spoken grammar.	e, a
Queens LT2 (152 audience) Talk EAP, TEA	IELTS: enhancing stakeholder value Sujata Stead (Cambridge ESOL, United Kingdom) IELTS has rapidly become the world's English language test of choice for entry to higher education and for professional migration. This presentation looks at some of the factors behind IELTS' success, particularly support for recognising organisations, teachers, and other stakeholders. This includes support available to help users understand what IELTS scores at different scores mean in terms of language ability.	e, ie, pub
Queens LT7 (80 audience) Talk EAP	The use of e-portfolios in EAP teacher development Martha Jones (CELE, University of Nottingham, United Kingdom) This talk reports on the use of e-portfolios on the distance learning Postgraduate Certificate in Teaching English for Academic Purposes programme at the University of Nottingham to connect the theoretical and practical elements of students' learning and to stay in touch with fellow students and tutors on the course.	e, t
Queens MR (90 audience) Talk PRON	Horses for courses: context(s), priorities and techniques in pronunciation teaching Robin Walker (Freelance, Spain) Despite the central position of pronunciation in spoken interaction, its importance in different teaching methods has varied enormously over the years. This session will review past and present pronunciation priorities and pedagogy. We will then analyse two current ELT contexts, evaluating both traditional and novel priorities and techniques so as to determine an appropriate pronunciation programme for each context.	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

Friday 11 April

Plenary session : 1200-1300

Conference closing : 1300-1345

1130-1200 Coffee break

1200 Exhibition closes

1200-1300 Final plenary session

Great Hall
(1400 audience)

Plenary session by Radmila Popovic

Radmila Popovic is an Assistant Professor in ELT Methodology and Applied Linguistics at the University of Belgrade, Serbia, and a Visiting Professor at the School for International Training, USA. Having studied and worked both in her native country and the USA, she is primarily interested in effective ways of drawing on the knowledge and experience of 'foreign' and 'local' experts to effect educational change. So far, she has worked on several innovative projects (teacher and trainer development at primary & secondary levels, mentoring, curriculum reform in tertiary education) both in Serbia and abroad. She also has extensive experience in acting as a mediator between different stakeholders (Ministry of Education, University, teachers' associations) in foreign aid projects. She has presented at a number of national and international conferences. Her current interests include teacher education, critical pedagogy and second language acquisition.

Forging peace through ELT: utopia or reality?

The closing decade of the past century saw an upsurge of interest in exploring the world of Englishes as a possible arena for addressing the issues of peace, justice and conflict. In the field of linguistics a new sub-discipline emerged – peace linguistics, “in which linguistic principles, methods and findings were seen as a means of promoting peace and human rights at a global level” (Crystal 1999). At the same time, concerned about the lack of peace education in schools, a number of language educators recognized the need to include sensitive or controversial issues (e.g., promoting social justice, dealing with conflict resolution, human rights, etc.) in the language curriculum, and sought ways of translating theoretical insights into classroom practice. The aim of the talk is to examine ways of integrating language and peace education theoretically and applicationally, both as content and process, and also identify the complexity and contradictions inherent in those efforts.

In the first part of the presentation, I will offer a critical review of perspectives taken on ways of dealing with issues of peace and conflict in ELT. Next, I will juxtapose the findings with the analysis of personal narratives of the teachers (including my own) who have attempted to teach language and peace in diverse contexts, and frequently under adverse circumstances. In the final section, I will try to pinpoint potential challenges in pursuing peace enterprise in the ELT classroom, and outline the usable scope of peace education as a critical praxis and an ongoing language teaching practice.

1300-1345 Conference closing

Great Hall
(1400 audience)

Marion Williams, President of IATEFL, will make a brief closing address.