

GENERAL INFORMATION

Venue and dates

The 43rd Annual International IATEFL Conference and Exhibition will be held at the City Hall and the National Museum in Cardiff, Wales, UK, from Tuesday 31st March to Saturday 4th April.

Getting to Cardiff & the venues

By air – Cardiff International Airport is 12 miles from the venue and is accessible by bus and train. There are regular direct flights from the UK and other European destinations.

By rail from the airport - A rail link connects the airport to Cardiff Central train station. A free shuttle bus takes you from the terminal to Rhoose Cardiff International station. Trains run hourly to and from Rhoose Cardiff International and Cardiff Central.

The journey time is 35 minutes. The cost of a ticket at January 2009 is £3.20 each way.

Cardiff Central train station is a 20-minute walk from the venue. The cost of a taxi from the station to the venue at January 2009 is £5.

By bus from the airport - Cardiff Bus (Airbus Xpress) service X91 operates between Cardiff International Airport and Cardiff Central train station. This service is hourly Monday to Saturday daytime and every two hours Sunday daytime. The journey time is 35 minutes. The cost of a ticket at January 2009 is £3.70 each way. Cardiff Central train station is a 20-minute walk from the venue. The cost of a taxi from the station to the venue at January 2009 is £5.

EST Transport operates an hourly evening service Monday to Saturday (service 95) also between Cardiff International Airport and Cardiff Central.

The journey time is 55 minutes. The cost of a ticket at January 2009 is £3.70 each way.

Other airports - Bristol International Airport is 1½ hours away from Cardiff by rail. Birmingham, Manchester and London Airports are also accessible to Cardiff by rail or coach.

By rail – High-speed InterCity trains link most cities with Cardiff. Cardiff Central station is a 20-minute walk from the venue. The cost of a taxi from the station to the venue at January 2009 is £5.

The journey time from London Paddington to Cardiff is approximately two hours.

There are also rail links from Birmingham, Bristol, Exeter, Liverpool, Manchester, Newcastle, Nottingham, Portsmouth and Southampton.

Tickets and timetables can be obtained from www.thetrainline.com or from National Rail Enquiries at www.nationalrail.co.uk or by telephone on 08457 484950 (telephone number from overseas is +44 (0)20 7278 5240).

Also check individual train companies' sites to see if you can get a cheaper fare directly - see www.firstgreatwestern.co.uk and www.virgintrains.com

The internet is a good place to compare all the different fares on offer. Many of the best deals are available only on single journeys - often making two singles a cheaper option than a return ticket.

Some tips on getting the best rail fares:

- Buy in advance. Virgin Trains and First Great Western, for example, release some cheap tickets weeks in advance.
- When searching for the best deal, use websites such as www.nationalrail.co.uk and

www.thetrainline.com to get information on times and fares, but check individual train company sites too because they will often offer the cheapest fares.

- If you are unable to buy in advance, try not to travel at peak times.

By road – The M4 runs through the north of Cardiff, making London approximately 150 miles and three hours away.

From the Midlands, the north of England and Scotland it is a straightforward drive via the M6, M5 and M50/M4.

From the south and south west of England, the approach is by the M5 and M4.

Access from west Wales is by the M4.

To the City Hall and National Museum, follow the M4 to the A48(M) then follow signs to the city centre and the National Museum.

Please see the maps on the inside back cover of this brochure.

By coach - National Express operates coaches from most UK cities to Cardiff Bus Station, including a flightlink service from Heathrow and Gatwick airports.

Timetables and prices can be obtained from National Express at www.nationalexpress.com

Megabus operates an inexpensive service from Central London. See www.megabus.com

The journey by coach from London to Cardiff is approximately 3-3½ hours.

Cardiff bus station is a 20-minute walk from the venue. The cost of a taxi from the bus station to the venue at January 2009 is £5.

Car parking

Tokens for parking by the National Museum can be bought from the museum's admissions desk. Hotel car parking is generally available and the City Hall and National Museum are within walking distance of most hotels.

To pre-register as a delegate

Registration is open to any member of the public who wishes to attend the conference. There is a reduced members' rate. (If you wish to join IATEFL in order to take advantage of this rate, please contact the office for a membership form or join online at www.iatefl.org) You will see that IATEFL also offers a single day attendance fee.

To register for the conference or a pre-conference event, please use the Registration Form within this brochures or register online at www.iatefl.org where you can make secure payments with a credit card.

Please make every effort not to leave your registration until the last minute as the IATEFL Office will be fully committed to conference arrangements from early March 2009. Unless we receive your registration form and full payment by Friday 6th March, you will need to register on arrival at the venue.

European funding might be possible to help with conference attendance costs. For details, visit the Education and Training website at http://ec.europa.eu/education/programmes/llp/index_en.html

Local delegates

The last 24 hours of the conference (from lunchtime Friday 3rd to lunchtime Saturday 4th April) is a special 'Local Day' for ESOL and EFL teachers who live or work in Wales - if you live or work in Wales and aren't able to attend the whole conference, come and take advantage of this

opportunity to join our conference and exhibition for the final 24 hours. The 'Local Day' programme provides the following opportunities:

- An exhibition displaying the latest ELT materials
- The opportunity to attend presentations, including the choice of one of the 15 symposiums
- Attend an evening event on Friday night
- A stimulating plenary session
- Networking with fellow professionals in ELT from the UK and around the world.

How to register: please use the Registration Form within this brochure. There is a section under 'Conference Registration Fees' for 'Local delegate 24hr attendance fee'. Alternatively, you can register at the door from 1230 on Friday 3rd April.

Pre-registered delegates

On arrival please collect your badge, conference pack and Conference Programme from the IATEFL registration desk. The registration desk will be located in City Hall. See below for registration opening times.

Onsite registration for new delegates

Onsite registrations are welcome. Complete a form and pay at the Payment Desk. You will then receive a receipt, your badge, the Conference Programme and a conference pack.

Registration opening times

PCE delegates only

Tuesday 31 March 0800-0945

Conference delegates

Tuesday 31 March 1030-1830

Wed 1 April 0800-1730

Thursday 2 April 0800-1730

Friday 3 April 0830-1730

Saturday 4 April 0830-1100

Delegates must register before they can attend sessions as admission is strictly by badge. Late arrival at the registration desk could preclude you from a session as latecomers will not be allowed into many sessions. In the event of late arrival before a plenary talk, you will be allowed access to that talk only.

Internet Café

The Internet Café is sponsored this year by Macmillan English Campus. IATEFL is most grateful to Macmillan English Campus for providing the financial support to offer this opportunity. The Internet Café will be situated in the exhibition area on stands 14 & 15 and will be open throughout the exhibition opening times.

Accommodation

The Cardiff Convention Bureau has arranged accommodation at various hotels in Cardiff. There are different price bands from which delegates can choose. In order to reserve accommodation at your preferred hotel, it is strongly recommended that you book your accommodation as early as possible.

To book accommodation, please go to the IATEFL website (www.iatefl.org) and click on *Conferences* and scroll down to *Accommodation*. You will be able to book online.

If you do not have access to the Internet, you can request an accommodation booking form by emailing cheryl.walker@cardiffandco.com and returning the form directly to Cheryl Walker at the Cardiff Convention Bureau. If you do not receive confirmation one week after sending your booking form, you are advised to contact her at the above email address or by telephoning +44 (0)29 2087 1023.

If you wish to find alternative accommodation at guesthouses and B&Bs, please contact the Cardiff Convention Bureau for details. Please note that the Bureau does not offer a booking service for these establishments.

Alternative accommodation can also be viewed at www.visitcardiff.com

Booking online is strongly advised - visit www.iatefl.org

Meals

Packed lunches will be available to purchase and the National Museum has a restaurant and a coffee bar open during the day. Alternatively, take a stroll and visit the many local cafés and restaurants within easy walking distance.

Cancellations and insurance

Cancellations of Conference and PCE Registrations received before 1st March 2009 will incur a 50% cancellation charge. Cancellations after this date will not be refunded.

We strongly recommend that delegates purchase insurance to cover any cancellations and losses that may occur whilst they are away from home.

Conference attendance donations

This year we are again giving delegates the opportunity to help our scholarship winners and possibly other delegates/speakers who would otherwise be unable to attend the conference.

Donations received will help towards travel and accommodation costs. You can make a kind donation with your registration form. Thank you.

For UK tax payers using Gift Aid, the Inland Revenue donates an extra 22p for every £1 received. Please tick the Gift Aid box on your registration form.

International delegates

Delegates who require an invitation in order to make visa arrangements and other travel requirements should contact IATEFL by fax on +44 (0)1227 824431, or by emailing conferenceprocessor@iatefl.org

Please state your full name, postal address, fax number and email address.

Conference timetable

Tuesday 31st March

0900-1700 Associates' Day
1000-1700 PCEs

Wednesday 1st April

0800-0900 - Register for the conference, look round the exhibition, use the Internet Café and then be in time for the plenary speakers.

0900-1025 - the opening announcements and First Plenary Sessions, by Marc Prensky and Elana Shohamy.

1040-1130	Sessions
1130-1205	Coffee break
1205-1245	Sessions
1245-1345	Lunch break
1345-1520	Sessions
1520-1555	Coffee break
1555-1835	Sessions

Thursday 2nd April

0800-0900 - Register for the conference, look round the exhibition, use the Internet Café and then be in time for the plenary speakers.

0900-1010 Plenary Sessions by Bonny Norton and Fauzia Shamim.

1025-1055	Sessions
1055-1130	Coffee break
1130-1305	Sessions
1305-1430	Lunch break
1315-1420	AGM
1430-1555	Sessions
1555-1630	Coffee break
1630-1825	Sessions

Friday 3rd April

0830-0850 - Register for the conference, look round the exhibition, use the Internet Café and then be in time for the sessions.

0900-1100	Sessions
1100-1135	Coffee break
1135-1305	Sessions
1305-1405	Lunch break
1405-1605	Sessions
1605-1640	Coffee break
1640-1825	Sessions

Saturday 4th April

0830-0850 - Register for the conference, look round the exhibition, use the Internet Café and then be in time for the symposiums and sessions.

0900-1130	Sessions
1130-1200	Coffee break
1200	Exhibition closes

1200-1300 - Final Plenary Session by Claudia Ferradas.

1300-1345 - The conference will end with a closing ceremony.

Exhibition

There will be an ELT Resources Exhibition, open to all for the length of the conference, showing the latest published materials, computer software and services.

Do take time to visit and re-visit the exhibition stands during the conference.

Entrance is open to the general public. You do not need to register for the conference to attend the parallel exhibition.

Look out for the competitions, discounts and, maybe, freebies!

Exhibition opening times

Wednesday	0830-1730
Thursday	0830-1730
Friday	0830-1730
Saturday	0830-1200

For security, the doors to the exhibition hall will be locked at the close of the exhibition each day.

Programme information

Important Programme Note

This pre-conference brochure is subject to change and will be superseded by the official Conference Programme that you will receive on arrival at the conference. The Conference Programme will be available on the IATEFL website (www.iatefl.org) from February. Please remember that the 'Preview of Presentations' is **provisional** and will change before the conference.

IATEFL Special Interest Groups (SIGs)

In addition to the Pre-Conference Events, the Special Interest Group presentations give delegates the opportunity to follow talks and workshops during the main conference in the area of their interest. Each SIG will have an Open Forum which all delegates are welcome to attend. If you would like to know more about a SIG, if you have some time to assist a SIG, or perhaps if you would like to give ideas to a SIG Coordinator, please attend the SIG's Open Forum.

Signature events

There will be five signature events throughout the conference. Please refer to pages 35-36 for details of these sessions by the British Council, Cambridge University Press, ELT Journal, Macmillan Education and Pearson Longman.

Plenary sessions

Please refer to pages 33-34 for details of our five plenary speakers at this year's conference.

Marc Prensky (Wednesday)
Elana Shohamy (Wednesday)
Bonny Norton (Thursday)
Fauzia Shamim (Thursday)
Claudia Ferradas (Saturday)

Wider membership individual scheme (WMIS)

We are continuing with our collection for the Wider Membership Individual Scheme that we launched at the Aberdeen conference. This initiative is the next phase of our Wider Membership Scheme, and is designed to enable individual IATEFL members to sponsor memberships for colleagues in the less economically developed world where there

are no local TAs who are Associates of IATEFL. Currently, we are focussing on Sub-Saharan Africa. A number of members of the profession have agreed to be scheme founders and have started a fund which we will use to match members' donations. So by donating £20 you can enable a teacher from Africa to become a full IATEFL member. However smaller donations are also very welcome. Donation envelopes are available in the delegates' bags, on our stand, and at registration. Please place your donation envelope in the collection buckets available at the registration desk. We need your help to make this initiative a success. For UK tax payers using Gift Aid, the Inland Revenue donates an extra 28p for every £1 received. Please tick the Gift Aid box on your envelope.

Addresses of the venues

Cardiff City Hall
Cathays Park
Cardiff CF10 3ND
UK

National Museum
Cathays Park
Cardiff CF10 3NP
UK

IATEFL LOCAL CONFERENCE COMMITTEE

IATEFL is extremely grateful for the help given by local ELT friends from Wales.

Carole Bradley, Mike Chick, Steve Corfield, Grace Durighello, Helen Evans, Rachel Heath Davies, Adrian Price, Elaine Senior & Paul Tench

Their local knowledge has been invaluable and their continued support will help us in the coming months.

IATEFL CONTACT DETAILS

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PRE-CONFERENCE EVENTS (PCEs)

Pre-Conference Events (PCEs) will be held on Tuesday 31st March specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days and participants will receive a certificate of attendance. This year, the Special Interest Groups organising Pre-Conference Events are:

Young Learners on Proof of the Pudding: a Celebration of Theory Applied in Practice

ELT Management on Achieving a better work/life balance

English for Specific Purposes on English for the Workplace (E4WP) in the 21st Century

ES(O)L on Pushing the boundaries in the ES(O)L classroom

Global Issues and Teacher Development on That wouldn't work for me, would it?

Learning Technologies on Learning through digital games

Literature, Media & Cultural Studies on Exploring young adult fiction

Pronunciation on Lessons from spontaneous speech for the teaching of listening and pronunciation

Teacher Training & Education on Teacher Trainers' and Educators' Development

Testing, Evaluation & Assessment on Language Placement Tests: the status quo vs. actual needs

Learner Autonomy on Promoting Learner Autonomy: Processes and Practices

How to pre-register for a PCE

Delegates who wish to attend a PCE on Tuesday 31st March should send a conference registration form to IATEFL. The registration forms have been designed for delegates who wish to attend the PCE, or the conference, or both. You can also register online at www.iatefl.org.

We recommend that delegates pre-register early for a PCE as there are limited places available. Places will not be booked until full payment is received.

The PCE programmes will start at 10am promptly and end at 4pm or 5pm.

Preliminary details of the PCE programmes follow.

Young Learners

Proof of the Pudding: a Celebration of Theory Applied in Practice

Bruner, Piaget, Donaldson, Vygotsky and Gardner have all influenced YL teachers. Approaches like cooperative language learning, content-based instruction and competency-based language learning have been informed by such and other theories. Second language acquisition theory has pointed at the importance of motivation in language learning, developed the pleasure reading hypothesis, the theory of formulaic sequences and intercultural communicative competence

This year as a celebration of good practice, we look at how these theories and approaches are being implemented by today's teachers and what their practical value is. This PCE will include elements of excellent practice both in YL teaching and YL training looking at how these theories are being applied in today's primary and teenage classrooms across the world.

ELT Management

Achieving a better work/life balance

This participatory workshop is designed to help managers and other ELT professionals achieve a better work/life balance.

The practical topics covered will include:

- examining your wheel of life
- relaxation techniques
- dealing with emails
- managing stress effectively
- planning a better work/life balance

English for Specific Purposes

English for the Workplace (E4WP) in the 21st Century

The purpose of the 2009 Pre-Conference Event (PCE) of the ESP SIG is to provide a cutting-edge international survey of the current approaches to English for the Workplace as a sub-area of ESP (English for Specific Purposes) and EOP (English for Occupational Purposes).

The last three years have witnessed an unprecedented level of interest in the developments in E4WP which seems to be a topical issue impacting on the employment scene where English is used as a medium of professional communication. Recent examples of the importance of E4WP include, inter alia, British immediate plans to require all non-British football players to take a special occupational English test in order to work in the UK, the Chinese initiative to ensure that all Beijing taxi drivers speak some work-related English for the 2008 Olympic Games, and the Omani tourist industry doing its best to provide English-speaking services to visitors throughout the country. E4WP is also very important for the higher education sector, and at present there is an 'explosion' of professional university courses related to English for Engineering, English for Law and English for Architecture.

The interest in E4WP has resurfaced, and is now at the top of the agenda for educators, academics, ELT professionals, ministry decision makers, course providers and publishers. This event will be a forum for exchange of state-of-the-art expertise in the area. In addition to the talks provided by key international experts who specialize in the topic, there will be presentations prepared by other professionals who take an interest in the theme.

The keynote speakers for the event on 31st March 2009 in Cardiff include:

Paul Woods (the British Council, Botswana): 'Current English for Work Initiatives in West, East and Southern Africa'

John Smith (Ealing, Hammersmith and West London College, UK): 'ESOL for Work in the UK and Institutional Practices'

Sam Thompson (London School of English): 'E4WP in the UK Private ELT Sector: Case Study at LSE'

Adejoke Ajibowo and Oluwakemi Olayemi (Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria): 'E4WP Practices in Nigerian Academic and Professional Industries: 1990-2008'

Nigussie Negash (Centre for Academic Development, Ethiopian Civil Service College): 'Integrating Workplace and Academic Skills Needs of Ethiopian University Students from Diverse Disciplines'

Saeed Al-Saadi (Ministry of Education, Oman): 'A Pedagogical Perspective on the Needs of English for Workplace Courses in Omani Public Schools'

Nagm Addin Abdu (Technical Industrial Institute, Taiz, Yemen Republic): 'Do Yemeni Technicians Need Experience and Competence in E4WP to Benefit the Labour Market?'

Rosinda de Castro Guerra Ramos (Pontifical Catholic University of São Paulo, São Paulo, Brazil): 'English in the Workplace: Needs Analysis for IT Service Companies in Brazil'.

Leonardo Makiesse Ntemo Mack (ESSA, Luanda, Angola): 'English for the Workplace – the Angolan Experience'.

All participants will be issued with a certificate of attendance. British participants representing FE colleges may wish to use the certificate towards a CPD portfolio for the Institute of Learning. International colleagues are likely to use the certificate as evidence of their CPD in their home institutions abroad.

The ESP SIG will do its best to ensure that relevant papers are also published in due course as an appropriate E4WP publication.

ES(O)L

Pushing the boundaries in the ES(O)L classroom

ES(O)L teachers face challenges every day in the classroom with groups from diverse backgrounds, such as migrant workers and refugees from all over the world, who bring with them specific needs and differing learning experience and spiky abilities in skills. Which fresh perspectives and innovative practices can teachers of ES(O)L try out in their own classrooms to help meet these challenges? Which new activities, approaches and new points of view on old concerns can help us improve the experience and success of our learners?

Our pre-conference event will push the boundaries of the ES(O)L classroom and provide participants with the chance to explore ideas, insights and issues with classroom application, that are equally relevant to our Welsh-language teaching colleagues, including ...

- Skills teaching, particularly listening and pronunciation
- Benefits from integrating citizenship and content into classes
- What works best with materials?
- Teaching ES(O)L learners lacking literacy skills in their own language
- Working with ESOL for work skills
- Supporting learners on academic and vocational courses

A lot of these issues came up at our Open Forum at last year's conference so we anticipate pushing the boundaries will be a practical, useful and inspiring process!

Global Issues and Teacher Development

That wouldn't work for me, would it?

If you are reading this brochure you are obviously someone who believes in your own development and probably the development of those around you. Perhaps you go to conferences, join teachers' associations, read methodology books, take training courses and all these no doubt lead to your increased awareness of what it is to be a teacher. But do the ideas proposed always fit with the reality of your teaching life and/or your beliefs about teaching?

In this day-long workshop, starting from the assumption that many of the ideas and activities we encounter in teaching materials and at events do not always suit our teaching realities, we are going to help each other create a personal toolkit for dealing with methodological and pedagogical input, making it personal and appropriate for each of us.

The day will be divided into four parts. To begin we will create a detailed profile and analysis of our own teaching situations. In the second section we will look at some specific teaching ideas and see how they can be adapted to where we teach. The third part will be based around creating a systematic approach towards adapting new ideas and activities in order to that we encounter in text books, journals and at conferences in order to make them work where we are. Finally the last section will be a review and planning session to ensure that we get the maximum from the day.

These approaches should not only help us gain the greatest benefit from the ensuing conference, but also beyond, and the close cooperation of an all day workshop will, we are sure, form strong bonds with the other participants which will leave us in great shape for the rest of the conference.

Learning Technologies

Learning through digital games

It is well accepted that games are valuable in the language learning process. Teachers in all levels of education use them and learners of all ages enjoy them. Digital games add to the variety of traditional games and can enrich a teacher's repertoire so that s/he may be able to respond to different students' needs.

The PCE will open with an introductory session exploring the value and benefits that games can bring to learning and finding out the participants interests and knowledge about games and their uses in education. It will then proceed to showcase the variety of digital games available and the additional benefits that they can contribute. The PCE will look at CD-based computer games, online games and games in virtual worlds. Participants will have plenty of time to experience the various games in hands-on exploratory sessions and discuss when and how the games used in the PCE can be incorporated into their teaching and what aims they can serve. Invited speakers so far include Sophie Ioannou-Georgiou (a teacher and teacher trainer in Cyprus and member of the LTSIG Committee); Kyle Mawer -- <http://kylemawer.wikispaces.com/> -- and Graham Stanley -- <http://blog-efl.blogspot.com/> -- (teachers at the British Council in Barcelona and members of the British Council Teen Second Life project).

Finally, the participants will be introduced to ways they might adapt/create games directly related to their specific context and go away with suitable links to explore once they return to their own contexts.

Literature, Media & Cultural Studies

Exploring young adult fiction

Novels and short stories written specifically for the 13-18 year olds have been having an increasingly good press in recent years. Forget the runaway hit story of the Harry Potter series which is also enjoyed by many in this age range, but the widespread success in Britain of writers such as Jacqueline Wilson and Philip Pullman, and the controversy generated by the work of Melvin Burgess for this age-range, has generated a lot of interest and acclaim.

In this one-day event we want to answer questions such as:

- What makes good young adult fiction?
- How can writers deal sensitively with topics such as relationships, race, drugs and violence in ways which are relevant to this age range?
- How can teachers choose which books to read with teenagers?
- What teaching approaches to reading such books work with teenage learners?

During the day a number of presenters will treat these different issues from various perspectives; some sessions will be classroom-based and practical, others will look at the background, others still will examine the work of particular authors. And we hope to have one author of young adult fiction with us to talk about their approach. It goes without saying that participants will be offered the maximum opportunities to ask questions and discuss their own experiences with young adult fiction.

Pronunciation

Lessons from spontaneous speech for the teaching of listening and pronunciation

Spontaneous speech is the most common form of any language: it is unscripted, spoken at a wide variety of speeds, in a wide variety of accents, using vocabulary in 'inventive' ways. It is delivered and received with varying degrees of clarity, and often very unclearly. It is a rough-and-tumble product, which often seems to have only a distant relationship (and sometimes no relationship at all) to the rules of correct speech.

It provides challenges for language description, for teacher-training, and for the teaching of listening and fluent pronunciation.

This will be a workshop which teaches you:

- 1) ways of describing spontaneous speech - you will develop a 'teacher-talk' which enables you to explain to students what is going on
- 2) hi-tech and low-tech ways of using recordings of spontaneous speech to improve the teaching of listening - to make learners familiar and comfortable with the rough and tumble of spontaneous speech
- 3) to use the evidence of spontaneous speech to help learners become more fluent speakers of English.

Details of presenter:

Dr Richard Cauldwell

Richard Cauldwell is a teacher, and prize-winning author and publisher. He has taught English in France, Hong Kong, Japan, and the UK. He spent five years in Japan teaching first at the British Council in Tokyo, then at the University of Kobe. On his return to the UK in 1989, he studied for a PhD with David Brazil at the University of Birmingham. It was at this university that Richard worked in the English for International Students Unit for eleven years. During his time there he taught groups of Japanese Secondary School Teachers of English who were studying at Birmingham on Japanese Government scholarships. Since leaving the university in 2001 he has been designing and publishing electronic materials for the online study of listening and pronunciation. His first publication *Streaming Speech: Listening and Pronunciation for Advanced Learners of English* won a British Council Innovations in ELT award in 2004. There are now four publications which feature both American English and British English. His publications make a unique use of recordings of spontaneous speech: for listening, there is a focus on the fast, messy, and heavily accented sections; for pronunciation, tidy extracts of spontaneous speech are used as the pronunciation model.

Richard Cauldwell - <http://www.speechinaction.com>

Teacher Training & Education

Teacher Trainers' and Educators' Development

Successful delivery skills; fully developed and maintained resource base; teacher quality management; active supervision, assistance, guidance; effective preparation and presentation skills; keeping up to date with new information in the field, promoting it and disseminating it to trainees; effective observation, feedback and evaluation skills; teacher performance management skills; teaching experience at a range of levels and on a range of courses; additional duties as directed; experience in training and course design; ability to use initiative; ability to work in teams; investigating trainees' needs and meeting them... These are only some of the skills and abilities teacher trainers and educators need to possess and maintain in their professional life. However, how can a trainer or educator fulfill all these requirements in order to achieve self and institutional satisfaction? What are the drives and opportunities to keep trainers and educators developing?

This year's TTEd SIG Pre-conference event will be organized with the contribution of Rod Bolitho and other distinguished speakers. The aim of the event is to raise awareness of what trainers and educators can do in order to develop themselves and create an opportunity to explore what other trainers and educators are doing as learning professionals. We expect that this event, which will involve active participation of the delegates, will help us towards becoming learning teacher trainers and educators, and inspire us with useful ideas and tools for helping teachers or prospective teachers to develop themselves.

Please follow the details about the programme from our website <http://ttedsig.iatefl.org/>.

Testing, Evaluation & Assessment

Language Placement Tests: the status quo vs. actual needs

The issue of placement testing is a thorny one for many foreign language instructors. Many of us, regardless of the context where we teach and test, often find ourselves confronted with it and struggle to find the answers to questions such as how does one go about creating, administering and interpreting the scores of a placement test? Clearly, a placement test, more often than not, is extremely high stakes; should it fail to fulfill certain standards, the consequences can be extremely daunting for language learners. Does your current placement test cater well for your particular needs? Or does it fall short of what your institution is aiming for?

For this year's PCE, we would like to explore issues related with language placement testing and will concentrate on the following:

Is there an "ideal" means of placing language learners in their levels accurately?

Should the test be computer adaptive or should there be human scoring?

Is there an "ideal" length? How many items should it have?

Should it be testing all the skills or just contain grammar and vocabulary items?

What are some of the "ideal" task types?

How does one interpret test results and set the cut-off scores?

How does one determine the correlation between different versions of the same test?

How does one maintain test fairness and avoid test bias?

Should student evaluation be a part of the placement procedure?

Should there be mechanisms of re-testing for more accurate placement? When and how?

Should there be mechanisms to cater for misplaced students? When and how?

Our speakers will be:

Prof. Barry O'Sullivan, Roehampton University, London

Dave Allan, NILE (Norwich Institute for Language Education)

Dr. John H.A.L. de Jong, Pearson Language Tests

Simon Beeston, Oxford University Press

Susan Sheehan, The British Council

The day will end with a panel discussion where our speakers will take questions from the audience.

For the abstracts, the program and further details, please refer to www.teasig.org

Learner Autonomy

Promoting Learner Autonomy: Processes and Practices

The aim of our PCE this year is to showcase and discuss practices and processes by which learner autonomy is developed, from primary to adult levels, both within and outside the classroom. Central questions will be what teachers and learners *do* to develop learner/teacher autonomy and with what *results*.

The programme for the day (see below) provides a wide range of talks (and one workshop) by experienced practitioners and researchers from around the world, with particular emphases on the use of diaries and journals, oral communication, and communities of learners. An important feature of the programme is that plenty of time has been allowed for participants to reflect, to interact and to contribute to the whole experience of the PCE.

Draft programme:

Anja Burkert, Leni Dam & Richard Pemberton - Welcome and opening remarks.

Pili Uceira Díez (Spain) - Developing learner autonomy: My own experience in words and pictures

Jodie Stephenson Sakaguchi (Japan) - Using journals and class newsletters to foster teacher and student reflection (workshop)

Audience + speakers & organisers - Small group discussion / Question and answer session

Coffee Break

Linda Khenoune (Algeria) - Using diaries to promote learner autonomy

Lienhard Legenhausen (Germany) - Authentic communication in the FL classroom and its results

Audience & speakers - Question and answer session

Lunch break (Lunch, tea, coffee and Welsh cakes are included in the registration price)

Xuesong (Andy) Gao (Hong Kong) - Chinese netizens debating the best way to learn English in China

Alison Dickens (UK) - The language café: using café culture to promote independence in language learning

Richard Smith, Steve Mann, Peter Brown & Ema Ushioda (UK) - Developing an online community for teacher-learner autonomy

Audience - Reflections / Questions in groups (posters or small notes)

Coffee Break

Annamaria Pinter (UK) - Young learners and autonomy

Mario Rinvoluti (UK) - Autonomy in story-listening

Audience, speakers & organisers - Summarising the outcome of the day

Organisers - Ending the day: closing remarks

We hope you'll agree that this promises to be a very stimulating programme, and we look forward to welcoming you to the PCE in Cardiff on the 31st of March!

Anja Burkert, Leni Dam, Richard Pemberton (PCE organisers)

Associates' Day

IATEFL has 78 Associate Members. An Associate is another Teacher Association (TA) that has entered into a mutually beneficial relationship with IATEFL. Increasingly, though, the real benefit of becoming an Associate lies in linking up to a network of international TAs, and through this, a network of language educators from all over the world and from a range of diverse backgrounds and nationalities.

The Associates' Day is a chance for representatives of these TAs to get together and discuss matters of common concern. One of the overarching aims of most TAs is to build professional communities. The tools for this community-building have changed radically over the past few decades. In addition to printed newsletters and face-to-face events, we now have on-line journals, e-lists, interactive websites, etc., and we have initiated a number of topic based e-forums.

As always, the specific agenda points will be drawn up nearer the actual date of the meeting by the TAs themselves but we actively encourage you to contact the Associates' Coordinator, Sara Hannam, at hannam@city.academic.gr if you have any suggestions you would like to make.

EVENING EVENTS

A programme of events will be arranged for delegates during the evenings of the conference week. Details, times and venues will be in the Conference Programme, handed to delegates at the conference. Preliminary details are:

Tuesday 31st March

Welcome Party (Sponsored by Macmillan Education) at 1830 hours at Cardiff City Hall

Macmillan is delighted to once again be working in association with IATEFL in offering an exciting evening of cultural entertainment to welcome you to Wales and to beautiful Cardiff.

We would like to welcome all delegates to a 'Macmillan Welcome Party' in association with IATEFL.

- Experience singing from a Welsh Voice Choir
- Dance the evening away with a Twmpath Dawns Band (a Welsh Ceilidh band!)
- Meet new people and catch up with old colleagues.

Wednesday 1st April

Tales from Wales

What happens when the unborn storyteller is carried away from the land of his fathers?

Can the husband keep his promises to the lake maiden of Llyn-Y-Van-Vach?

What has the Green Knight got to do with the naming of a child?

In a world where everyone keeps asking 'Where you are from?' how many of us really know?

David returns to his roots in South Wales to search for answers. Feel free to tell a story or recite a rhyme yourself. All cultures and languages most welcome! David has worked in ELT since 1986. He makes his living as a storyteller, teacher and teacher trainer and 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.

Poetry Reading by Michael Swan

Michael believes that good poetry doesn't have to be either difficult or boring. His own work, from which he will be reading, has been widely published, and has won a number of prizes. His main motivation for writing is probably the need to prove that even grammarians have souls. Come along and see whether he's got one.

DIY music - A folk/rock/world open mike evening

Hosted by Jeremy Harmer and Adrian Underhill

This evening is devoted to another international language - MUSIC! Relying only on the multiple musical talents of IATEFL members you are invited to participate in an evening of musical surprises from around the world.

Sing a song or play a tune from your country... Perform something that you have written... Enjoy our collective musical talents...

Come along and sign up for a slot 30 minutes before the start time (see Conference Programme on arrival for the start time). One song (or more if there's time). Everyone will be limited to one song or tune initially, but on the night things can expand according to space...

Where possible, bring your instrument. Bring an instrument if you have one with you. Piano and guitar will be provided.

Thursday 2nd April

Play with your voice

The session will be a relaxed exploration of body and voice - as the voice is such a crucial tool for any teacher. The atmosphere will be playful, supportive and accepting - so it is suitable for anyone who wishes to discover more about how the voice works (in a non-technical way) and what an amazing instrument we all have to express ourselves with. We will incorporate some simple chants from around the world. Come and join Frankie Armstrong at this stress-free event.

20 x 20

The IATEFL 2nd annual Pecha Kucha Evening

Come along to the IATEFL Pecha Kucha Evening! Following the success of last year we are repeating the event.

This year's theme is "A Magical Mystery Tour of English Language Teaching". New speakers and new topics but the rules remain the same: each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up. The result is a fantastic informative and entertaining evening!

This year's Pecha Kucha will be sponsored by Pearson Longman.

Friday 3rd April

A Portrait of Wales

Enjoy an evening event with IATEFL Patron, David Crystal.

Team Crystal presents extracts from some of the best writers in Wales, past and present, talking about their country, its people, and their language.

Music recital

A duo from the Royal Welsh College of Music and Drama in Cardiff will entertain you with music based on the local flavour of Wales. Music played on a Steinway piano and accompanied by beautiful singing. We are sure that you'll enjoy their Welsh musical event.

**Please see the Conference Programme
on arrival for times and venues.**

DAYTIME EXCURSIONS

IATEFL has organised trips to the following places of interest for delegates.

Places can be booked and paid for onsite. Places are limited to 16 per tour and tickets will be sold on a first-come-first-served basis.

Tour to the Brecon Beacons National Park

Wednesday 1st April - 1330-1730

£20

Departing from the National Museum at 1.30pm and travelling up to the Brecon Beacons National Park; here the party can explore the breathtaking countryside and visit the Brecon Beacons visitor centre. Refreshments are available in the visitor centre. Rolling green hills, jagged peaks, lakes, rivers and waterfalls are all on show. The tour will return to Cardiff at approximately 5.30-6pm.

Tour of Caerleon and Monmouth

Thursday 2nd April - 1130-1730

£20

Departing from the National Museum at 11.30am visiting the Roman town of Caerleon – “Fort of the Legion”. Explore the amphitheatre where gladiators fought to their death, the bath house around which much of a Roman soldier’s life revolved and the National Legionary Museum displaying all the archaeology of a way of life which existed almost 2000 years ago. Heading further east the tour will then take you across the majestic Usk and Wye rivers to reach the Celtic/Roman settlement of Caerwent where a spectacular monastic ruin can be found at Tintern Abbey along with “the finest late-medieval fortress in Britain” – Raglan Castle. The tour will return to Cardiff at approximately 5.30-6pm.

Tour of the Gower Peninsular

Friday 3rd April - 1130-1730

£20

Departing from the National Museum at 11.30am visiting the Britain’s first coast awarded ‘Area of Outstanding Natural Beauty’. The group can explore the area, taking a walk down to the golden sandy beaches and discovering the hidden coves set in the rugged coastline. With fantastic views, coastal path and beach walks, ancient stone-age discoveries and plenty of fresh air this day will surprise and delight all newcomers to Wales. The tour will return to Cardiff at approximately 5.30-6pm.

PLENARY SPEAKERS

Elana Shohamy

Plenary Session: Wednesday

Language teachers as critical partners in the creation and negotiations of educational language policies

Dr. Elana Shohamy is a professor of Applied Linguistics at the School of Education, Tel Aviv University. Her research and writings focus on a variety of topics related to language testing and language policy in the context of conflicts and co-existence in multilingual societies. Her current publications in language testing focus on political and social consequences of tests, (e.g., language tests in schools and for citizenship) and ways of measuring academic achievements of immigrants. Her recent publications in language policy focus on expanded perspectives of language policy, language rights, immigration, language maintenance, and linguistic landscape (language in the space). Her more recent books include: *The languages of Israel: Policy, ideology and practice* (w/ B. Spolsky); 1999, Multilingual Matters; *The power of tests*; 2001, Longman; *Language policy: Hidden agendas and new approaches*, 2006, Routledge; Volume 7 *Encyclopedia of Language and Education*; *Language Testing and Assessment* (ed. with Nancy Hornberter, Springer, 2008); *Linguistic landscape: expanding the scenery*, (ed. with Durk Gorter, 2009, Routledge); She is also the current editor of the journal *Language Policy*.

Marc Prensky

Plenary Session: Wednesday

Engage me or enrage me

Marc Prensky is an internationally acclaimed speaker, writer, consultant, and game designer in the critical areas of education and learning. He is the author of *Digital Game-Based Learning* (McGraw-Hill, 2001), *Don't Bother Me Mom – I'm Learning* (Paragon House, 2006) and the forthcoming *Partnering With Your Students: How To Teach Digital Natives, Even If You're A Digital Immigrant* (Corwin 2009). Marc's articles on education have been published in *Educational Leadership*, *Educause*, *Edutopia*, *Educational Technology* and many other publications. Marc is the Founder and CEO of Games2train, whose clients include IBM, Bank of America, Microsoft, Pfizer, the U.S. Department of Defense and the LA and Florida Virtual Schools.

Marc has created over 50 software games for learning, including the world's first fast-action videogame-based training tools. He has taught at all levels, been featured in The NY Times, The Wall Street Journal and The Economist, appeared on CNN, MSNBC, PBS, and the BBC, and was named as one of training's top 10 "visionaries" by Training magazine. He holds a Master's in Teaching from Yale and an MBA from Harvard. For Marc's products, see www.games2train.com.

For Marc's writings, see www.marcprensky.com/writing.

Supported by the British Council

Bonny Norton

Plenary Session: Thursday

Identity, literacy and English language teaching

Dr. Bonny Norton is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. She is also Visiting Senior Research Fellow at King's College, University of London, and Honorary Professor in the School of Education, University of Witwatersrand, South Africa. Her award-winning research addresses identity and language learning, education and international development, and critical literacy. Recent publications include *Identity and Language Learning* (Longman/Pearson, 2000); *Critical Pedagogies and Language Learning* (Cambridge University Press, 2004, w. K. Toohey); and *Gender and English Language Learners* (TESOL, 2004, w. A. Pavlenko). She edited the 1997 special issue of *TESOL Quarterly* on "Language and Identity", and co-edited (w. Y. Kanno) the 2003 special issue of the *Journal of Language, Identity, and Education* on "Imagined Communities and Educational Possibilities". Currently, she is a series editor (w. V. Ramanathan and A. Pennycook) for *Multilingual Matters*, which will publish her forthcoming book, *Applied Linguistics and Public Health: Local Knowledge and HIV/AIDS* (w. C. Higgins). In 2003, she was awarded a UBC Killam Teaching Prize and in 2008 a UBC Killam Research Prize. Her website can be found at <http://lerc.educ.ubc.ca/fac/norton>

Follow-up question and answer session: Friday

Fauzia Shamim

Plenary Session: Thursday

Teaching and researching English in large classes

Dr Fauzia Shamim is a Professor in the Department of English, University of Karachi, Karachi, Pakistan. She has vast experience of teaching, curriculum design, language teacher education and research in a variety of settings in Pakistan and abroad. She was an advisor to the Ministry of Education, Islamabad for the development of the new English Language Curriculum (2006). Currently, she is the convener of the Higher Education Commission's National Curriculum Revision Committee in English. In 2004, Dr Shamim received the scholarship of teaching award from the Aga Khan University's Institute for Educational Development, Karachi, Pakistan.

Dr Shamim completed her doctoral research on "Teacher-learner behavior and classroom processes in large ESL classes in Pakistan" in 1993 from the University of Leeds, UK. She served as the Director of the Hornby summer school on Teaching English in large Classes, held in Ethiopia in 2006. Her recent book 'Maximizing learning in large classes' (2007), co-authored with the course tutors and participants of the Hornby school, was published by the British Council, Ethiopia. Currently, she is the joint coordinator (with Dr Richard Smith) of the 'Teaching English in Large Classes' project.

Dr Shamim is a founder member of two professional organizations in Pakistan, i.e. SPELT, Society of Pakistan English Language Teachers, and PARE, Pakistan Association for Research in Education.

Follow-up workshop session: Friday

Claudia Ferradas

Plenary Session: Saturday

Outside looking in: Intercultural and intermedial encounters in ELT

Claudia Ferradas travels the world as a teacher educator. She has run training sessions and participated in conferences in South America, the Caribbean, the USA, Europe and South East Asia.

In the UK, Claudia is a Visiting Fellow at the School of Languages, Leeds Metropolitan University, and an Associate Trainer with NILE (Norwich Institute for Language Education). In Argentina, her native country, she is a lecturer at the Instituto de Enseñanza Superior en Lenguas Vivas, Buenos Aires and at the MA programme in Literatures in English at the Universidad Nacional de Cuyo, Mendoza. She also teaches an MA seminar at the Universidad de Alcalá, Spain.

Claudia often works as a consultant, materials designer and facilitator for the British Council and has co-chaired the *Oxford Conference on the Teaching of Literature* on five occasions. At present, she is co-ordinating the publication of intercultural teaching materials in four languages for the Ministry of Education of the city of Buenos Aires.

Among other publications, Claudia is the author of *Working with Values* (Pearson/Longman, 2006) and *The Value of Caring* (Pearson/Longman, 2008), and is one of the contributors to *Developing Materials for Language Teaching* (Continuum, 2003).

SIGNATURE EVENTS

British Council Signature Event

Voices for Diversity and Equal Opportunity in ELT

Demonstrating a willingness and commitment to discuss, understand and promote equality of opportunity and valuing, managing and promoting diversity in the ELT staffroom and classroom context are a challenge but have never been more important.

Finding space for discussion and others to share in this commitment can be equally challenging.

This second British Council Signature Event again brings together teachers and practitioners from the UK and around world to witness and debate how they take responsibility for defining their professionalism through preserving and demonstrating many important equality and diversity values in their work.

The debate will question how equal opportunity and diversity are interdependent. We ask how can teachers embrace the principles of equity in their work and “walk the talk” and engage positively with students from many countries and cultures.

This year we will focus on three important components of the teacher’s professional world:

- Working with ELT materials
- Working in the staffroom
- Working in the classroom

Invited contributors will come from different overseas and UK ELT contexts, representing a range of views, opinions and beliefs.

This innovative British Council Signature Event is interactive and open. As before, we will hear a wide range of “voices” involving individuals contributing “live” from overseas and the UK, an invited specialist speaker and, of course, the audience and panellist contributors in the auditorium.

The lead Speaker is **Fiona Bartels-Ellis**, Head of Equal Opportunity and Diversity at the British Council. Ms Bartels-Ellis is a member of the Higher Education Academy and the Professional Mediators Association. In 2002 Fiona received a Mainstreaming Diversity Award from the European Federation of Black Women Business Owners and in June 2005 Fiona was awarded an OBE in the Queen’s Birthday Honours for her equality and diversity work.

Cambridge University Press Signature Event

Putting Grammar in its Place

Speakers: **Susan Hunston** and **Anne O’Keeffe**

Using a corpus to investigate language has had a huge effect on how we think of teaching vocabulary. For example, we teach phrases and collocations as well as single words. This presentation will consider how corpus research also influences how we see and teach grammar: our view of correctness, what is frequent and what is important, and how ideas such as phraseology and patterning might affect grammar as well as vocabulary.

ELT Journal/IATEFL Debate

The motion ‘Research in ELT is too often not done for the benefit of teachers or learners—it is for the researchers.’

To propose the motion: **Rod Bolitho** (Norwich Institute for Language Education)

To oppose: **Catherine Walter** (Institute of Education, University of London)

Chair: **Keith Morrow** (ELT Journal)

Do academics have a useful role in ELT, or are they just out to impress one another? Are teachers aware of what research into teaching and learning shows – or do they depend on their experience? How can ELT be taken seriously without evidence about what works and what doesn’t? But what constitutes “evidence”? And how do we say that some new approach, method, or technique “works”? Our two speakers will debate issues like these, and you can have your say.

Macmillan Education in association with Guardian Weekly and OnestopEnglish

CLIL: Complementing or Compromising English Language Teaching?

Four years after the ‘Learning English or Learning in English’ IATEFL landmark CLIL debate, we reconvene in 2009 to ask if experience shows that CLIL is a catalyst for success or a threat which undermines English language teaching. Does it supercharge or short-circuit the TEFL engine?

Chaired by **David Marsh**, speakers include **Hugo Baetens Beardsmore**, **David Graddol**, **Keith Kelly**, **Peeter Mehisto** and **Mina Patel**.

Join the debate on the www.onestopclil.com website.

Pearson Longman Live On-line Panel Discussion

A Global ELT Community through Technology

Hosted by Nicky Hockly

With global on-line panel including Jill Hadfield, Jeremy Harmer and JJ Wilson

Technology is becoming increasingly important in our personal and professional lives and quite often it is students rather than teachers who are using applications such as ‘facebook’, ‘myspace’ and ‘bebo’ to build their own on-line communities. New technological applications are often seen as complicated and not applicable to the ELT classroom. Our aim is to show that this need not be the case.

Nicky Hockly, co-author of *How to Teach English with Technology*, will host a discussion using live on-line links to a number of experts and teachers around the world. This session will highlight a number of simple ways in which new applications can be used effectively to enhance classroom learning and professional development. It will also show that technology can build a sense of community with both learners and other professionals helping to build a truly global ELT community.

IATEFL SCHOLARSHIP WINNERS

**GILL STURTRIDGE FIRST-
TIME SPEAKER
SCHOLARSHIP WINNER**

*Lekh Nath Baral
Nepal*

**RAY TONGUE
SCHOLARSHIP WINNER**

*Kalyani Samantray
India*

**WR LEE
SCHOLARSHIP WINNER**

*Magdalena Wrembel
Poland*

**IATEFL AFRICA
SCHOLARSHIP WINNER**

*Oloyede Sunday
Nigeria*

**IATEFL AFRICA
SCHOLARSHIP WINNER**

*Saleha Guerroudj
Algeria*

**GILLIAN PORTER-
LADOUSSE SCHOLARSHIP
WINNER**

*Mala Palani
India*

**IATEFL LT SIG
TRAVEL GRANT WINNER**

*Burcu Akyol
Turkey*

**IATEFL FRANK BELL
SCHOLARSHIP WINNER**

*Jared Kimanga
Kenya*

**IATEFL IH TRAINING &
DEVELOPMENT
SCHOLARSHIP WINNER**

*Inas Deeb
Israel*

**IATEFL IH JOHN
HAYCRAFT CLASSROOM
EXPLORATION
SCHOLARSHIP WINNER**

*Theron Muller
Japan*

**IATEFL IH JOHN
HAYCRAFT CLASSROOM
EXPLORATION
SCHOLARSHIP WINNER**

*Josefina Santana
Mexico*

**IATEFL IH GLOBAL REACH
SCHOLARSHIP WINNER**

*Evangeline Carrillo
Philippines*

**IATEFL IH GLOBAL REACH
SCHOLARSHIP WINNER**

*Elmira Ilizarova
Azerbaijan*

IATEFL has a Scholarship Working Party whose job it is to raise scholarship funds, create new scholarships, publicise the existence of the current scholarships to teachers worldwide, and select scholarship winners from applications received in the autumn. Eryl Griffiths, Sophie Ioannou-Georgiou, Mike McCarthy, Fliss O'Dell and Amos Paran are the Working Party members so please approach them if you have any comments or suggestions to make about scholarships.

There will be a question and answer meeting on scholarships on Thursday 2nd April. See the Conference Programme on arrival for the time and venue.