

Wednesday 13 April

0800-1730: Registration Desk Open
0815-0845: How To... Sessions
0830-1730: ELT Resources Exhibition Open

0800-1730 **Registration desk open**

0815-0845 **IATEFL How To... Track**

Hall 7 140 audience	How to get the most out of this conference (with Susan Barduhn) This session is for new IATEFL conference participants as well as those of you who have attended many conferences ... but feel your experience could go deeper. We will analyze the programme, form learning groups for those who wish to jigsaw their conference experience, and share conference time management tips. <i>This session will be repeated at lunchtime.</i>
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Hall 8a 150 audience	How to reflect on research talks at the conference (with Sarah Mercer) In this session, we will explore how to make the most of the talks and presentations we attend during the conference. In particular, we will focus on how to reflect on the research we hear about and consider its relevance for and connections to our own professional contexts.
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Hall 8b 170 audience	How to move from being a teacher to becoming a teacher trainer (with Neil McCutcheon) It is often a challenge to go from being a teacher to a teacher trainer. In this session, I will describe how you can develop the skills and knowledge that you need for the role, as well as formal progression routes.
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0830-1730 **Exhibition open**

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

0900-1025: Opening & First Plenary Session

0900-1025	Opening Announcements and Plenary Session
Hall 1 1500 audience	<p>The conference will be opened by the IATEFL President, Marjorie Rosenberg.</p> <p>Plenary session by David Crystal</p> <p>David Crystal is honorary professor of linguistics at the University of Bangor, and works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. He read English at University College London, specialized in English language studies, then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading, where he became professor of linguistics. He received an OBE for services to the English language in 1995. Recent books include <i>The Oxford Illustrated Shakespeare Dictionary</i> (with Ben Crystal), <i>Making a point: the pernicky story of English punctuation</i>, <i>The disappearing dictionary</i>, and <i>The gift of the gab: how eloquence works</i>. His current research is chiefly in applied historical English phonology, with particular reference to Shakespearean original pronunciation. He is the patron of IATEFL.</p> <p>Who would of thought it? The English language 1966-2066</p> <p>Complaints about a supposed decline in standards of English continue to be made, with increasing frequency, in the British press. Although these are nothing new - as the long history of use of <i>would of</i> for <i>would have</i> illustrates - they do draw attention to the way we seem to be going through a period of unusually rapid language change. This paper illustrates the main changes in pronunciation, orthography, grammar, and vocabulary, discusses the chief factors involved - social mobility, globalization, and the Internet - and compares the changes that have taken place in the past fifty years with those that are likely to take place in the next fifty.</p>

1040-1125

Session 1.1

Hyatt-Allegro
70 audience
Workshop
ESP, **ESOL SIG**
Day
le, a

Teaching literacy to adult ESL/EFL students - effective strategies and techniques

Caterina Skiniotou (Saudi Arabia)

The aim of this workshop is to help practitioners identify and address issues in teaching EFL/ESL literacy in their own teaching context and learner audiences. Participants will share their experiences of teaching adult EFL/ESL literacy learners, reflect on classroom scenarios, discuss instructional strategies and teacher-designed materials, and come up with adaptations of techniques to meet their students' needs.

Hyatt-Andante
70 audience
Workshop
LT, YLT
le, p

Young learner projects with technology

Jennifer Dobson (International House)

From infant to tweens, in this practical, hands-on session we'll look at real examples of simple yet effective, creative and collaborative digital projects and see how you can set up and adapt these to your young learners and resources. No experience needed, but an internet-connected device would be helpful for the session.

Hyatt-Scherzo
70 audience
Workshop
GEN
e, le

Making fix and ready - preparing for a family of Englishes

Andreas Grundtvig (Cambridge Examinations Centre Hamburg)

Futurologists have predicted the extinction of minor languages to make way for dominant world languages such as English. But in the process a new family of languages is being created, one of mutually unintelligible Englishes. This workshop looks at what is already happening, how it affects the language our students call 'real', and the problems created by the 'native' label.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ES(O)L=English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

LA = Learner Autonomy

LAM = Leadership & Management

LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Wednesday 13 April

1040-1125: Session 1.1

Executive Room 1 50 audience Workshop YLT e, le, s	Creativity – the ingredient to spicing up your coursebook Dina Blanco-Ioannou (University of Applied Sciences and Arts, Northwestern Switzerland) What do a jar of ready-made curry sauce and a coursebook have in common? Using this paradox, I explore how a ready-made curry sauce is comparable to a coursebook. Specifically, a sauce is enhanced when extra ingredients are added. Equally, coursebook activities and tasks can also be enriched and spiced up with the help of a distinct ingredient - creativity.
Executive Room 2 50 audience Workshop MaW le, s	Achieving impact through emotionally-charged texts Maria Heron (NILE) Affectively engaging materials, if used sensitively and imaginatively, can motivate learners. This hands-on workshop will explore using emotionally charged texts to achieve impact and promote language development. There will be a chance to try out different tasks centred around an authentic listening text. The workshop will end with a discussion on what impact these activities have in the classroom.
Executive Room 7 45 audience Workshop MD e, le, s	Task-based tests for diagnostic purposes - a school network-initiated project Sandra Lucietto (Provincia di Trento) The delicate transition between school cycles at age 14 (from comprehensive to upper-secondary) prompted an 18-school network in Trentino (Italy) to mandate FL teachers to jointly design entry tests for diagnostic purposes into upper-secondary. The teachers opted for non-traditional task-based tests, to be correlated with metacognitive tools. Workshop participants will be involved in hands-on trialing and discussion of test samples.
Executive Room 8 50 audience Workshop GEN le, p, s, a	Come and meet the grammars – making grammar memorable Colin Granger (Freelance) This highly practical workshop focuses on an activity that will help your students develop a feeling for how language is used without having to resort to difficult grammatical explanation. Find out how easy it is to invent and use fictional 'grammar' characters with your classes to introduce anything from verb tenses to the third conditional.
Executive Room 9 20 audience Workshop with restricted audience number GEN s, t, a, pub	ONESTOPENGLISH CREATIVITY IN THE CLASSROOM SCHOLARSHIP WINNER Are you choosing the right digital tool for your classroom? Michelle McDonnell-de Graaf (Reguis College, Schagen, The Netherlands) Many teachers feel overwhelmed by the number of digital tools available on the internet. Rather than enriching a lesson, the wrong choice of tool can hinder the learning process. To combat this, I have created my own set of criteria for choosing the right tool for the right group of students which we will explore together in this interactive workshop.

Wednesday 13 April

1040-1125: Session 1.1

Executive Room 10 20 audience Workshop with restricted audience number EAP, GI e, le, t, a	Drama as global text and techniques for EAP classes Stella K Smyth (Dept LLFS , Queen Mary University, London) This workshop explores how drama can be used as both method and materials for developing EAP groups' critical thinking skills around the topics of globalization and Corporate Social Responsibility. It experiments with tasks based on sample dramatic transcripts. These tasks are transferable to other sources and integrate academic, linguistic and communicative elements into trans-disciplinary EAP lesson planning.
Hall 1 300 audience Workshop GEN e, le, a, pub	English futures: retooling teaching for tomorrow's learners Hugh Dellar (National Geographic Learning) As a global lingua franca, English is seen as a vital '21st Century skill'. However, the real future needs for English will be at the high proficiency end and the low, with little need in the middle. This raises questions about our inherited 20th Century approach to teaching grammar rules and word lists. I aim to unpick these thorny issues.
Hall 4 800 audience Workshop TTEd SIG Day e, le, s, t, a	The naive teacher walks into a classroom Jim Scrivener (Bell) I have a suspicion that much guidance for teachers tends to obscure more than it illuminates. I will suggest that training could be improved by initially only exploring some very simple, basic ideas. For example, in a listening lesson, get them to listen as much as possible. Help them (push them) towards understanding more.
Hall 5 300 audience Workshop LMCS e, le, s, t, a, prodprom	Conveying passion: bringing literature into the classroom Amos Paran (UCL Institute of Education, University College London) & Pauline Robinson (Freelance) The literary texts we use often come alive only when accompanied by engaging learning tasks. We explore different tasks to enliven our classrooms, from traditional activities (e.g. gap-fills) to drama techniques, projects, and working with music, film and art, with authors ranging from Shakespeare and Wilde to Athol Fugard. Some of the activities refer to our new book, <i>Literature</i> (OUP).

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prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

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Hall 6 120 audience Workshop LT le, a	Not just the writing on the wall Amadeu Marin (Official Language School, Castello, Spain) Simple tools, like simple ideas, are the best. I will present a number of teaching ideas around the online corkboard tool Padlet. Precisely because of its simplicity, Padlet lends itself to the development of rich activities, both synchronous (during lessons, especially with wifi and BYOD*) and asynchronous (pre- or post-lesson). *Bring your own device.
Hall 7 140 audience Workshop GEN e, le, s, t, a	Reaching every student in the classroom: dyslexia and learning English Jon Hird (University of Oxford / Freelance) We are rightly more and more becoming aware of a need for provision for dyslexic learners in the English language classroom. Drawing on both theory and personal experience, this practical and informative session looks at what dyslexia is, how it can affect the learner and what we as teachers can do to help, particularly in terms of material design.
Hall 8a 150 audience Workshop TD SIG Day e, le	Harness gesture: from tool to technique for improved classroom communication Sally Janssen (British Council Jeddah) Gestures are a powerful yet under-utilised tool that teachers seldom focus on consciously developing beyond initial training. This workshop demonstrates how gesture use can become an indispensable technique for everything from classroom management to dynamics, particularly in lowering L1 and with low-level learners. Participants will identify, clarify and extend their current range of gestural language to suit their teaching style.
Hall 8b 170 audience Workshop MD, BE SIG Day le, a	IATEFL BESIG FACILITATORS SCHOLARSHIP WINNER Making trouble-free corpus tasks in ten minutes Jennie Wright (Target Training) For business English learners who repeatedly misuse specific vocabulary and grammar, using a corpus (electronic multi-million word collections of real-world language examples) significantly enhances accuracy and competence. Accessible to everyone, with masses of free material to exploit, workshop participants will leave knowing how to quickly and easily use corpora to design activities that take less than ten minutes to create.

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Hall 9 285 audience Workshop PRON SIG Day le, s, t, a	The complete pronunciation workout Mark Hancock (Freelance) Sometimes pronunciation deserves more than a passing correction or one-off task. In this workshop, we will see how pronunciation points can be worked on from various different angles, in coherent and enjoyable task sequences. Participants will try out example activities from successive stages in one such pronunciation workout, and discuss how they may be adapted to their own teaching environments.
Hall 10a 97 audience Workshop ESP le, t	Teaching negotiations skills to students in tertiary education Maarten Schrevel (Maastricht, the Netherlands) You will learn about the fundamentals of negotiating. Some theory on styles and strategies will be discussed, supported by videos. You will learn what type of negotiator you are yourself and how to deal with dirty tricks. You will practise negotiations in various role-plays. With the materials made available, you can then teach your students about negotiations yourself.
Hall 10b 110 audience Workshop LA e, le, a	Level it up – adding challenge to your lessons Catarina Pontes (Cultura Inglesa Sao Paulo) In order to foster learner autonomy, helping students think more critically when in real-life interactions, it is of utmost importance we provide them with the right amount of challenge in our lessons. In this workshop, we will look at how we can add challenge to simple activities, developing students' critical thinking skills and keeping them cognitively engaged throughout the lesson.
Hall 11a 225 audience Workshop YLT e, le, p, prodprom	Developing thinking from story with young learners Marion Williams (Helbling Languages) Story is a powerful medium for teaching language to young learners. I shall present activities that develop thinking skills while at the same time teaching language, using stories from the <i>Thinking Train</i> series by Helbling. I shall discuss the importance of teaching thinking and how to develop this from story. Participants will engage in activities that illustrate this.

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Wednesday 13 April

1040-1125: Session 1.1

1200-1305: Session 1.2

Hall 11b
100 audience
Workshop
EAP, TEA
e, le, t, a

IELTS Writing Task 1 - helping students with maps and processes

Louisa Dunne (British Council Paris)

This practical workshop will look at ways we can help our students with the less-common IELTS task 1 questions, namely, maps, process diagrams and tables. We will consider the different types of process diagrams, map tasks and data in the form of a table, and work through strategies and approaches for tackling these.

Media Suite
160 audience
Workshop
MD
le, s

21st Century skills in ELT

Hanna Kryszewska (Pilgrims UK and University of Gdansk Poland)

21st Century skills is a term we have been hearing recently in various contexts. It refers to teaching for the future in changing learning environments, developing thinking tools, being creative and innovative together, and preparing for future careers. This talk explores how ELT can embrace this trend by helping learners become critical thinkers, effective communicators and good collaborators.

1125-1200

Coffee break

Continual complimentary tea/coffee throughout the day is sponsored by Hujiang.

1200-1305

Session 1.2

Hyatt-Allegro
1200-1230
70 audience
Talk
GI, ESOL SIG Day
le, a

Teach spelling! 84% of English words follow regular patterns

Monica L. Jones (Santa Barbara City College, California [retired])

1-2-3-Spelling is an innovative method of teaching ESOL students and refugees how to spell in English. Interactive activities enable participants to understand and utilize 'spelling rules' that work most of the time, emphasizing short and long vowel sounds as well as the unique 1-2-3 Rule for determining whether to double final consonants before adding suffixes. Handouts will be available.

Hyatt-Allegro
1235-1305
70 audience
Talk
YLT, ESOL SIG Day
e, s, a

Getting reluctant learners to speak

Oya Karabetca (Further Education College)

We all want our students to use the language but it is sometimes difficult to get them to speak. This maybe because they are too shy, they find the activities pointless or boring, or they just don't want to. I will show you some engaging and adaptable activities that will motivate your teens, or even adult learners, to speak.

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Wednesday 13 April

1200-1305: Session 1.2

Hyatt-Andante
1200-1230
70 audience
Talk
BE SIG Day
e, a

Personal branding for freelance business success

Christina Rebuffet-Broadus (Grenoble, France)

This talk is for freelance teachers looking for ways to communicate their unique value to potential clients. Personal branding helps trainers set themselves apart from competitors, charge higher prices, and increasingly have clients come to them. We'll look at practical tools and strategies for personal branding as a key element in creating a successful freelance business.

Hyatt-Andante
1235-1305
70 audience
Talk
LAM, BE SIG Day
e, a

Ensuring quality in corporate language training: support through internal consulting

Darina Phelan & Laura Scott (Marcus Evans Linguarama)

This talk focuses on how we internally support our schools in their development. We will share some of the challenges dealt with on the way to continually improving quality in key areas, with the aim of providing high-quality courses and services. We will extract key lessons learned and explore how these can apply to other language training contexts and organisations.

Hyatt-Scherzo
1200-1305
70 audience
Forum
GEN

Forum on errors in writing

Using corpora to remedy language errors in L2 writing

Hulya Can (Bilkent University)

I present a classroom study, conducted with 13 intermediate-level university students, which tested if corpora helped learners improve L2 writing. Participants were asked to use a corpus to correct their written language errors and later questionnaires and interviews were carried out. Data analysis suggested a decrease in the number of language errors; furthermore, participants believed it was an effective language tool.

Ways of improving punctuation of Macao secondary students

Tak Kei Lai (Yuet Wah College) & Vivien Chan (Pooi To Middle School)

Built on our previous study that punctuation usage is one of the common errors amongst Macao secondary students, we want to help our students work on this area. In this presentation, we are going to show you how we incorporate guided discovery activities and feedback sessions in writing and speaking lessons to improve their punctuation.

Conceptual interface of corpus-based error analysis through error mapping

Paschalis Chliaras (University of Birmingham, UK)

This presentation examines the effectiveness of 'error mapping' as a macro and micro error analysis of non-native English language learners' essays. The procedure involved collecting data from essays, interpreting it, reporting information, and implementing it to teaching and learning. Subsequently, students understood their mistakes, identified their needs, learned to avoid mother tongue interference and handed in a competently proofread essay.

Wednesday 13 April

1200-1305: Session 1.2

Executive Room 1
1200-1305
50 audience
Panel discussion
GI

A.S. HORNBY EDUCATIONAL TRUST SCHOLARS' PRESENTATION

Teaching practice round the world – organisation and effectiveness

Erkin Mukhammedov, Allwyn Simon D'Costa, Maria Soledad Loutayf, Mohammed Omer Babikir Bashir, Abdalla Mahamed Musa Yousif, Larissa Goulart da Silva, Praphatsorn Wongchaiwa, Pipit Prihartanti Suharto, Alireza Safar, Vuyokazi Makubalo, Urmila Khaled, Shaikhe Francis Sefalane

The Hornby scholars, studying masters in ELT at the University of Warwick this year, represent ten countries across the globe. In this presentation, they will investigate how teaching practice is organised and managed in the training of teachers in their countries. It will explore aspects such as feedback, mentoring and evaluation. They'll present evidence supporting aspects of effective teaching practice. (Facilitated by Martin Lamb, University of Leeds.)

Executive Room 2
1200-1305
50 audience
Forum
LA

Forum on learner autonomy

Language learner autonomy: teachers' perceptions and practices

Kasim Koruyan (King Saud University) & Nazife Aydinoglu (Izmir University)

This presentation is about a comparative study of 1482 EFL university language instructors' perceptions and practices about language learner autonomy (LLA) from different contexts (Turkey, Saudi Arabia, UAE, Cyprus, Switzerland, Greece, Canada, the UK and the US). We obtained controversial results. Pedagogical recommendations and learning strategies based on classroom practices will be provided and discussed with the audience.

Providing student choice in language learning strategies instruction

Anna Uhl Chamot (Retired)

Discovering the learning strategies that students are already using is an essential first step to implementing differentiated language learning strategies instruction. This presentation suggests how teachers can provide choices so that students can develop personal language learning strategy repertoires. It then describes various ways to assess students' use of the strategies they have chosen.

Analysing students' needs and study plans for autonomous learning

Fumiko Murase (Tokyo University of Agriculture and Technology)

While analysing one's own learning needs can be seen as an important starting point to successful autonomous learning, equally important is the ability to incorporate the needs into study plans. The presenter will show the results of needs analysis and some examples of students' study plans to discuss how much of their perceived needs were reflected in their plans.

Wednesday 13 April

1200-1305: Session 1.2

Executive Room 7 1200-1230 30 audience Talk with restricted audience number LA le, a	Developing learner autonomy in a military context Ahmad Shoaib Jawad (British Council) Retrospective tasks, e.g. interviews, group discussion, and structured questionnaires encourage learners to reflect on taking responsibility for their own learning. To promote this, a survey was conducted by the Afghan National Army Officers Academy English teachers to the cadets. I'll report on the study, which focuses on teachers' methods and practices of developing learner autonomy in a military context.
Executive Room 7 1235-1305 45 audience Talk EAP, ESAP e, le, t	The role of the English Writing Centre at foreign universities Georgina Willms (University of Bielefeld) This talk will discuss the role of the English language writing centre at a foreign university. The discussion focuses on the psychological processes that must be overcome when students 'ask for help'. The importance of English academic writing in the process of university internationalization and overcoming backlash to this change are also considered, with particular reference to the writing centre.
Executive Room 8 1200-1230 50 audience Talk GEN e, le, p, s, t, a	50 years of English in China - a personal journey Xiangdong Gu (Cambridge English) Like IATEFL, I turn 50 this year. In this talk, I will use personal anecdotes to show how English education has influenced my life. My story will contextualise the huge changes in English language teaching, learning and assessment in China over the last 50 years. I will illustrate how far we have come and suggest what the future may hold.
Executive Room 8 1235-1305 50 audience Talk EAP, RES e, t, a	Cooperating learning: combining Sino-British RC with an academic English course Ping Huang (EAP) This talk aims to examine whether the Sino-British joint project 'Researcher Connect' (RC) benefits and enhances both the young specialist teachers' and the Ph D students' research competences in Chongqing University, Mainland China, to write academic journal articles and speak effectively at an international conference through a cooperative learning based on the Sino-British project RC notion.

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Wednesday 13 April

1200-1305: Session 1.2

Executive Room 9 1200-1230 20 audience Talk with restricted audience number LA, YLT e, le, p, s	PILGRIMS SCHOLARSHIP WINNER When project-based learning met the person-centered approach Patricia Salguero (Peru) Can indifferent and aloof high-school students develop their social skills in projects involving young learners? Can the class troublemakers become creative and caring for the others? This presentation focusses on a project that achieved in bringing two different age groups closer, developed creativity, raised awareness and helped students see the world from a person-centered point of view.
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Executive Room 9 1235-1305 25 audience Talk with restricted audience number GEN le, s	Teacher or educator Lindsey Clark (The London School sas Vicenza) Projects can give learners the scope to develop at many different levels. In this talk, I will use practical examples from successful projects which we have developed with teenagers of different ages and levels and show how they can help to develop 21st Century skills for life. How much more satisfying is the role of educator?
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Executive Room 10 1200-1230 25 audience Talk GEN e, le, t, a	Intercultural communicative competence: a framework for dispersed reciprocal interaction Hasan Caglar Basol & Julide Inozu (Cukurova University) We'll discuss a study that, as part of a broader study, presents an intercultural communicative competence (ICC) framework for geographically-dispersed and culturally-diverse students collaborating for reciprocal language learning and intercultural interaction in an online learning environment. The framework will define skills, knowledge, attitude and awareness needed in such a context for ICC. It addresses both the theoretical aspects and practical concerns.
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Executive Room 10 1235-1305 25 audience Talk GI, LMCS e, le, s	Building and evaluating intercultural competence in international projects Barbara Lapornik (Liceo scientifico 'F. Preseren') The ever-rising number of international projects and student mobility programmes requires a solid, life-long intercultural competence. We will propose a range of activities that focus on communication styles, rapport building, conflict management and negotiation techniques. The evaluation of the acquired intercultural competence will be based on current models and will consider the needs of the digital world.
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<p>Hall 1 1200-1305 300 audience Forum GEN</p>	<p><i>Forum on reading</i></p> <p>ST GILES PAUL LINDSAY SCHOLARSHIP WINNER Intensive vs. extensive in FLT Carmen Neagu ('Margareta Sterian' Art High School) I will present research questions of a study intended to reveal whether Romanian students improve their level of language further through the extensive or intensive approach. The study specified whether extensive reading can motivate an unmotivated EFL learner and identified obstacles in running an extensive learning program in public schools.</p> <p>Organizing extended online reading: strategy, texts, tasks Tatiana Kozhevnikova (Moscow Technical University of Communications and Informatics) This session gives an opportunity to see some ways to arouse young people's interest in reading and develop their reading skills, taking advantage of their passion for high-tech devices and work online. I'll explore some theories behind these activities and outline the strategy for students' working with different texts, using both stationary and mobile devices.</p> <p>Cultivating reading culture in students via a readers' club Mandira Adhikari (Nepal English Language Teachers' Association) Cultivating reading culture among EFL learners is essential to develop English language proficiency and to promote creativity and critical thinking. The readers' club activities in the Access classroom, a program sponsored by the US State Department, have been instrumental in promoting reading culture. I will showcase how a readers' club acts to enhance reading in students along with other skills.</p>
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Hall 4
1200-1230
800 audience
Talk
LT, RES
e, le, s, t, a

Shaken not stirred: blended learning for connoisseurs
Nicky Hockly (The Consultants-E/Cambridge University Press)
Like the perfect martini, creating the perfect blended learning course is challenging. What essential ingredients make the difference between an excellent blended learning experience and an indifferent one? In this talk, we'll look back on over a decade of research into online and blended learning, review the evidence, and explore exactly what creates the best blend.

Hall 4
1235-1305
800 audience
Talk
LT
e, a

Learner support for large-scale online English courses
Mark Hamilton (British Council)
Since 2012, over 100,000 learners from over 30 countries have learnt English online with the British Council's LearnEnglish Pathways suite of self-study courses. This talk presents the Support Service built to improve learners' experience in response to the challenges faced by these learners. It reports on the systems (Zendesk) and processes which are now integrated with their online learning.

Wednesday 13 April

1200-1305: Session 1.2

Hall 5	telc Signature Event
1200-1305	Can a language test measure integration?
300 audience	<p>Migration has become an increasingly debated topic over the last few years. The language and assessment industry is part of the debate and should have a sound position on its own rather than allowing policy-makers to dominate the discourse. However, important questions still remain open. For example, how much language really is needed for participation in society? The telc signature event will explore the language needs of migrants as well as the role of mainstream society.</p> <p>The following speakers have been invited to contribute different perspectives in the panel discussion:</p> <p>Piet Van Avermaet, Director of the Centre for Diversity and Learning, Ghent University, Belgium</p> <p>Horatio Clare, writer, journalist and broadcaster</p> <p>Sibylle Plassmann, head of test development <i>telc – language tests</i></p> <p>Nick Saville, ALTE Manager</p> <p>Representative of the British Council (TBD)</p> <p>Representative of the city office for Multicultural Affairs, Frankfurt, Germany (TBD)</p>

Hall 6
1200-1305
120 audience
Forum
GEN

Forum on vocabulary learning

The effectiveness of vocabulary journals on vocabulary learning

Duygu Bulal (Bilkent University, Turkey)

Keeping vocabulary journals is one useful way for developing word retention and facilitating the learner's later production. I report on a study that investigates what impact keeping a vocabulary journal has on students' performance in controlled activities and productive writing. Findings revealed vocabulary journals have a positive effect on students' vocabulary learning; in particular, vocabulary journals make a positive contribution to productive writing.

Students' use of wordlists and its impact on written assessment

Neslihan Erbil (Bilkent University School of English, Turkey)

Although wordlists are criticized in the literature as de-contextualized or outdated, they're still valued in my institution for the development of vocabulary. I'll report on a classroom-based study aimed to research learners' perceptions of vocabulary learning: the use they make of wordlists to increase their breadth and depth of vocabulary knowledge, and its impact on their performance in written assessment tasks.

Vocabulary learning practices and vocabulary learning outcomes: match or mismatch?

Mario Lopez Barrios (Universidad Nacional de Cordoba, Argentina)

As teachers, we expect that more dedicated learners will obviously demonstrate a better vocabulary learning performance. To test this hypothesis, adult and adolescent EFL learners in different institutional contexts were asked about their vocabulary learning practices and these were compared against the results of vocabulary tests. A mixed picture emerged that reveals the incidence of individual learning patterns.

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Wednesday 13 April

1200-1305: Session 1.2

Hall 7 1200-1305 140 audience Forum LT, YLT	<p><i>Forum on technology in the YL classroom</i></p> <p>Snapshots from implementing technology in young learners' language teaching classrooms Maria Diakou (Cyprus Ministry of Education) Students are growing up in a digital world. Using technology could have a positive effect on their language development but we must know when and how to use it. We can't overload them keeping in mind that proper use is essential. In this presentation, which will be mainly practical, I will share technology-enriched moments from Cypriot EFL primary classrooms.</p> <p>Young learners and technology: ways to integrate culture and parents Amanda Boldarine (Associacao Cultura Inglesa - Sao Paulo) Technology is here to stay and it is common to see that young learners are more and more influenced and engaged in it. Therefore, the question for teachers now is how to use it meaningfully to meet learners' needs, bridge the gap between different cultures and potentially increase parental involvement in the learning process.</p> <p>Being creative with technology in a young learner classroom Nicky Francis (British Council, Paris) What better way to ensure learner participation than by giving them some plasticine, some yogurt pots, a camera and a microphone to play with in the classroom? I will share my experience of how young learners' creativity can be tapped into when technology is an integral part of the lesson.</p>
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Hall 8a 1200-1230 150 audience Talk LT, TD SIG Day le, a	<p>Spreading the jam: teacher workshops across time zones Tom Heaven (Freelance) A model for workshops in which teachers based in different locations work together is the main topic of this presentation. The model developed out of lesson planning events (called lesson jams) in which teachers collaboratively plan lessons. The simple use of technology to provide a platform for exchange between teachers around the world will be the specific focus.</p>
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Hall 8a 1235-1305 150 audience Talk TD SIG Day e, le, s, t	<p>"That's so gay?" - towards a queer-sensitive teacher education Thorsten Merse (University of Munster, Germany, TEFL department) In my talk, I will explore how the current call within ELT to acknowledge sexual and gender diversity poses new challenges for teacher education. By referring to a four-month teacher training course I taught at Munster University, Germany, I will conceptualize key aspects of a queer-sensitive teacher education that provides teachers with strategies and competences for 'queering' their classrooms.</p>
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Hall 8b
1200-1305
170 audience
Forum
GEN

Forum on learners' own languages in learning English

Using learners' own language to teach English: revisioning the relationship John Simpson (British Council Sub Saharan Africa)

Over the last 50 years and more, dominant approaches to ELT have been ones that kept learners' own language 'at arm's length'. Recognising, however, the widespread use of own language in ELT, and ELT thought leaders' recent embracing of this practice, the talk outlines the main reasons for, and benefits of, doing so.

Learners' own languages in learning English

Pawel Scheffler & Weronika Krzebietke (Adam Mickiewicz University)

This presentation reports on a study which investigates the relationship between learners' own-language background and its role in second/foreign language learning. In the study, Polish and Norwegian learners of English were asked how they actually use their native languages to learn English and how they view their role in relation to various aspects of classroom instruction.

Using the students' mother tongue in the English language classroom

Richard Badger (University of Leeds)

It is widely believed that an English-only policy in the EFL classroom is the best way to achieve language learning. However, many teachers use the students' mother tongue. This talk explores the use of the students' mother tongue in EFL classes in China and Oman, the reasons for its use and how it contributes to language learning.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

**Please note that some presenters have requested a maximum audience size.
Therefore, please check the audience size in the left-hand column of each entry.**

Wednesday 13 April

1200-1305: Session 1.2

Hall 9 1200-1305 285 audience Forum LA	<i>Forum on listening</i> The power of podcasts for adult self-study Craig Wealand (British Council, Valencia) This presentation, for experienced and less-experienced teachers, gives a step-by-step guide on how learners can access podcasts and exploit them for self-study. I will offer ways to improve listening comprehension, grammar, vocabulary and pronunciation and include results from a study at the British Council on the effectiveness of podcasts in improving listening comprehension in adult learners. Teaching academic listening: helping learners take control Elizabeth Pinard (The University of Sheffield ELTC) Listening to academic texts is challenging for second language listeners, not least because the goal of listening is content transformation (spoken and written). My talk discusses different possibilities for helping EAP students become better able to meet the demands of academic listening through helping them develop into more autonomous listeners. The talk encourages audience participation in this discussion. Listening journals for enhancing skills and strategies Ellen Servinis (University of Toronto) While listening can be a challenging and even frustrating skill to practise independently, regular listening journals can provide intermediate and advanced learners with a much-needed balance of predictable structure and autonomous exploration. This talk presents a framework for reflective listening journals that support autonomous skill development and encourage cognitive and metacognitive strategy use.
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Hall 10a 1200-1230 97 audience Talk PRON SIG Day e, le, s, t, a	Vowels and prominence: change the concepts, teach the system Piers Messum (Pronunciation Science Ltd) For 300 years after 1066, Old French and Anglo-Saxon adjusted to each other, producing English with its large Romance vocabulary but Germanic pronunciation. Now, written vowels can be stressed, unstressed, reduced or elided, and for most learners, it's a mess. I'll show how students adopt the system if we change their concepts of both vowels and prominence at a practical level.
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Hall 10a 1235-1305 97 audience Talk PRON SIG Day e, a	Arab EFL teachers: foreign accent strength and pronunciation corrective feedback Hassan Qutub (University of Bristol) This talk aims to present some parts of a doctoral research work in progress. I, the researcher, have looked at the relationship between EFL teachers' degree of foreign accent and their perceptions of accented speech. I have also investigated the relationship between Arab EFL teachers' degree of foreign accent and their views of providing pronunciation corrective feedback in the classroom.
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Wednesday 13 April

1200-1305: Session 1.2

Hall 10b 1200-1230 110 audience Talk LT e, le, t, a, prodrom	Global Scale of English: motivating students and informing teaching Belgin Aydin & Bulent Alan (Anadolu University, Turkey) Join this session to learn how one university successfully harnessed student motivation by redesigning their English program using the Global Scale of English (GSE), a granular scale aligned to the Common European Framework of Reference (CEFR) and designed to give learners a more precise view of their language proficiency. Discover this university's curriculum redesign process and the results they are experiencing.
Hall 10b 1235-1305 110 audience Talk AL e, a, pub	Can-do statements – how do teachers really work with them? Tim Goodier (Eurocentres) Can-do statements are the basis of the Common European Framework of Reference levels, but they are often seen as difficult to relate to teaching practice. I will discuss teacher focus-group research investigating why this is, drawing on participants' ideas about the use of can-do statements as learning outcomes. I will evaluate whether published ELT coursebooks realistically support this approach.
Hall 11a 1200-1230 225 audience Talk EAP	Developing EAP speaking skills online: tasks and strategies Antoniou Vasiliki-Celia (University of Essex) More and more courses are currently offered online. Based on a teaching project conducted in an online EAP context, this talk will outline the affordances of online teaching environments with a focus on the development of oral presentation skills. The talk will also discuss example tasks and useful teaching strategies plus suggest ways for teachers to develop learner agency online.
Hall 11a 1235-1305 225 audience Talk EAP	Structured academic controversies: creating friends not foes in classroom debates Sanaa Abdel Hady Makhoulf (The American University in Cairo) I'll present on a study to explore a pedagogy known as Structured Academic Controversy, aiming at teaching students a debate-like strategy to help them present their own opinions but accept the others'. Students build consensus rather than disagreement, thus, the end result is a win-win rather than a win-lose situation.
Hall 11b 1200-1305 100 audience Panel discussion TTEd SIG Day e, a, prodrom	The <i>Teacher Trainer</i> journal 30th birthday panel Tessa Woodward & Seth Lindstromberg (The Teacher Trainer, Canterbury UK), Briony Beaven (Freelance) & Varinder Unlu The <i>Teacher Trainer</i> , a practical journal for those who train, educate or mentor TESOL teachers, celebrates its 30th volume this year! Come along to learn more about this unusually inventive periodical and to hear views on becoming a trainer, working with teachers on language and creating motivation with teacher education materials.

Wednesday 13 April

1200-1305: Session 1.2

Media Suite
1200-1230
160 audience
Talk
EAP
e, le, t

Paraphrasing: improving skills and attitudes in undergraduate ESL students
Alexander Lewko (The American University in Cairo)

Paraphrasing is a challenging skill for L2 learners of English, particularly if they are not made aware of the advantages of its mastery. This presentation describes class activities designed to help students write paraphrases that demonstrate understanding of source materials used and raise awareness of the skill's importance. Samples of student paraphrases and attitudinal data regarding paraphrasing will be discussed.

Media Suite
1235-1305
160 audience
Talk
EAP
e, le, t, a

Identifying thought processes whilst summarizing
Gary Hicks (University of Brighton)

I'll report on a group of academics who were recorded summarizing a given paragraph on a word processor. They were asked to think aloud as they progressed, articulating what they were doing and why they were doing it. Recordings were transcribed and analysed to surface any commonalities. Consideration was then given to the possibility of this informing the teaching of EAP.

1305-1405 Lunch break

1315-1345
Hall 8a
150 audience

How to get the most out of this conference (with Susan Barduhn)

This is a repeat of this morning's session, at 0815, for those who missed the first offering. Please see page 51 for details.

1315-1345
Hall 8b
170 audience

How to make the most out of being an IATEFL member and get involved (with Sophia Mavridi)

So you've joined IATEFL. What's next? This session will explore how you can be an active part of IATEFL and get the most out of your membership. Whether it is submitting an article, helping moderate a webinar, or taking on a leadership role within a SIG, your contribution can open the door to rewarding learning and professional opportunities.

Meet the Patron

Due to the popularity of this event, David Crystal will again be in attendance on the IATEFL exhibition stand during the lunch break. If you would like to say hello or have a question for David, please join us there for this unique opportunity.

1405-1415

Session 1.3 - Poster presentations
(sponsored by Penguin Random House)

Hall 1 Level 4 foyer

During the conference there is a Poster Forum for the duration of the event in the Hall 1 Level 4 Foyer (to the left of the registration desk). Please see below for the presenters who will be present at their poster during session 1.3 to discuss it with delegates and to answer any questions.

Poster 2
TD, TEA

Promoting assessment literacy for EFL in-service teachers through TBL
Heba Abdullah (Cairo University)

This poster presents a study that aimed at examining the use of task-based learning for developing in-service EFL teachers' assessment literacy skills. The study adopted the quasi-experimental design. A number of pedagogical implications based on the findings will be demonstrated in relation to teacher professional development and language assessment.

Poster 5
AL, TTEd

Strategies for dealing with lexical problems in foreign language writing
Thamer Alharthi (King Abdulaziz University)

This poster seeks to bring theory to bear on an issue of concern to both FL teachers and learners which is the importance of lexical knowledge in FL writing and the urgent need to find ways of improving it. The study responds to the lack of research on vocabulary use and communication strategies (CS) in writing. Pedagogical implications are discussed.

Poster 8
EAP, ESP

The Academic Word List: teacher practice, attitudes and beliefs
Chris Banister (Regent's University London)

This poster presentation explores the current extent of use of Coxhead's (2000) Academic Word List (AWL) by teachers of academic English, exposing the breadth of use to which it has been put. The interplay of attitudes and beliefs underpinning AWL use are also revealed, reflecting its broad appeal but also exposing some teachers' concerns with regard to its use.

Poster 10
BE, RES

Why do student presentations and discussion boards work so well?
Marianna Goral (Regent's University London)

This presentation reports on a study set up to initiate a group of language teachers to research their classroom environment following the principled framework of Exploratory Practice (Allwright, 2003), a form of practitioner research. I outline my own journey of teacher as a neophyte researcher focusing on understanding my puzzle: Why do student presentations and discussion boards work so well?

Wednesday 13 April

1405-1415: Session 1.3

Poster 13
ES(O)L, YLT

Fostering the value of cultural understanding in the classroom
Meliha Gulen (Nurorda International School)

I will demonstrate how teachers can effectively foster cultural awareness in their curriculum to maximise student engagement in lessons. I will investigate the role of cultural awareness in education and will summarise how the integration of a culturally responsive curriculum can positively impact on both students' learning and teachers' pedagogy.

Poster 16
EAP

EFL summarization: what skills do university students need?
Ivana Mirovic (University of Novi Sad, Serbia)

Based on the analysis of 28 summaries written by engineering students from Serbia and the wider research in this field, I will identify the skills which successful summarizers apply in their writing. In addition to the frequently emphasized cognitive and metacognitive skills, suggestions are given regarding the specific language skills required for summarizing in a foreign language.

Poster 20
RES

English language teaching in Nepal: changing policies, mounting challenges
Prem Prasad Poudel (Tribhuvan University, Nepal)

The shift from mother-tongue based multilingual formal education to English as a Medium of Instruction (EMI) policy has a number of repercussions which certainly threaten the multilingual heritage of Nepal. From a pedagogical perspective, it seems a plausible idea, however, it is to be discussed from a socio-linguistic dimension. A new discourse regarding EMI's impact on Nepal's multilingualism has begun.

Poster 23
TTEd

EFL teacher knowledge: exploring student-teachers' experiences on their practicum
Michel Riquelme Sanderson (University of Washington)

From a sociocultural perspective and based on a framework about EFL and ESL knowledge base, I present on the results of an exploratory case study whose purpose was to learn the knowledge that eight Chilean EFL pre-service teachers perceived as important to teach English in elementary and high schools during their practicum experience.

Poster 26
TD, TTEd

Para-teaching traits: exploring teacher behaviour within and beyond the classroom
Djalal Tebib (Freelance)

The impact of teacher behaviour on both the teaching and learning processes, it seems, has not received ample attention in ELT. Through this poster, I will report on a study which explored teacher behaviour in an EFL context, and demonstrate how exploiting what we call para-teaching traits, i.e. positive teacher behaviours, would boost the learning and teaching outcomes mutually.

Wednesday 13 April

1430-1500: Session 1.4

1430-1500

Session 1.4

Hyatt-Allegro

70 audience

Talk

MD, ESOL SIG Day

e, le, p, s

Learning through the second-language in primary classrooms: a new perspective

Oksana Oksana Afitska (University of Sheffield)

This session presents a set of innovative classroom-based and take-home materials developed for non-native English-speaking learners to help them learn English (as a second language) and science in primary classrooms. The materials were piloted with nearly 400 learners over a period of 10 months in four state primary schools in Sheffield, UK.

Hyatt-Andante

70 audience

Talk

BE SIG Day

le, a

IATEFL BESIG FACILITATORS SCHOLARSHIP WINNER

How to present and be heard in the modern world

Elena Matveeva (Yaroslavl State Demidov University)

In the modern world there is high demand for well-structured memorable talks that can leave a lasting impression. In the business environment it has become extremely important to know how to express ideas and make the audience pay attention. I will discuss how internet resources can help educators to teach presentation skills effectively.

Hyatt-Scherzo

70 audience

Talk

EAP

e, le, a

Practical writing tips for Arabic learners

Emina Tuzovic (London School of English)

In EFL classes, Arabic learners are markedly different, in terms of their needs, from other EFL students. Teachers often struggle to help them, in particular with their writing skills. In this talk, I will highlight the reasons for Arabic learners' difficulties in writing, before providing practical ideas to improve these.

Executive Room 1

50 audience

Talk

EAP, RES

e, t

e-portfolios as both self-reflective/developmental and assessment tools: evaluating effectiveness

Catherine Mitsaki (Queen Mary University of London, UK)

e-Portfolios are becoming increasingly popular as a learning tool. This talk will present findings and share experience from piloting the integration of e-Portfolios as part of both formative and summative assessment in the EAP classroom. The purpose of the project was two-fold: monitor student and instructors' comments and reactions for further improvement and assess effectiveness by using a learner-centred framework.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

1430-1500: Session 1.4

Executive Room 2 50 audience Talk ESP, GI le, t	Cuban language education from a global and intercultural perspective Isora J Enriquez -O'Farrill (Universidad Ciencias Pedagogicas E J Varona) & Eduardo Garbey Savigne (Universidad Ciencias Medicas de la Habana) Locally, improved English language skills have helped develop Cuban citizens both culturally and professionally. They have also enabled Cuba's contribution globally, facilitating the establishment of literacy programs around the world as well as healthcare projects in Western Africa, notably in the fight against Ebola. This talk explores the national and international impacts of English language teaching in Cuba.
Executive Room 7 45 audience Talk EAP, RES e, a	Teaching the pragmatics of spoken requests in EAP Christian Jones (University of Liverpool, UK) This talk will describe the impact of one explicit interventional treatment on developing pragmatic awareness and production of spoken requests and apologies in an EAP context at a British higher education institution. The talk will describe the effectiveness of the instruction, the linguistic features of successful spoken requests and apologies in this context, and the implications for EAP teaching.
Executive Room 8 50 audience Talk TD, TTEd e, s	Can you hear me? Teacher perceptions of listening skills Patricia Reynolds (University of Mary Washington) This talk will discuss current research that uncovered some concern among teachers of English who themselves were second language learners of the English language. While the domains should be equally developed for all educators, findings indicate this may not always be the case, especially for listening tasks, and may lead to feelings of inadequacy and ineffectiveness.
Executive Room 9 25 audience Talk LA e, s, t	Teaching caterpillars to fly: nurturing EFL students' learning through inquiry Blerta Mustafa (University of Prishtina) This session will share undergraduate students' experiences as they embarked on their first oral history project. This authentic experience pulled them away from the conventional classroom into the real world, turning them into responsible, motivated learners and authors of very creative end products. To ensure successful implementation of similar projects, the importance of guidance and consistent feedback will be discussed.

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GI = Global Issues

LA = Learner Autonomy

LAM = Leadership & Management

LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

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TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Wednesday 13 April

1430-1500: Session 1.4

- Executive Room 10
25 audience
Talk
AL, RES
e, p, s
- Optimizing executive control monitoring for fluency in language production**
Harisimran Sandhu (Freelance, Chandigarh)
Research into language production suggests that although silence fills almost 40-50% of spontaneous or fluent speech, it does not necessarily indicate any uncertainty or cognitive difficulty. I'll discuss what constitutes 'disfluency', and what its types are. How does our domain-general executive center monitor speech production? What are the longitudinal repercussions for learning, and how can these translate into classroom practice?
- Hall 1
300 audience
Talk
RES, YLT
e, le, p, s, t
- Young learners as researchers: a language landscape project in Mexico**
Nick Saville (Cambridge English) & David Graddol
This session looks at how research, into the language landscape of Mexico City, has been used to motivate young learners to engage in learning English outside of the classroom and used by teachers as the basis for classroom activities. Using examples of the learners' and teacher's work the presenters will show how research can be fun and yield surprising insights.

Wednesday 13 April

1430-1500: Session 1.4

Hall 4 1430-1615 100 audience	INTERACTIVE LANGUAGE FAIR The ILF is a 1 hour 45 minute event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. The Fair ends with feedback and questions with the audience. This is a feast of presentations in a single interactive format. The presenters in the Interactive Language Fair are:
MD e, le, p, s	Characteristics and ESL application of communicative activities Asma Aftab (Kinnaird College for Women (Pakistan)) The communicative approach underlines that language learners should undertake 'real-life like activities', yet the concept 'real-life activities' has manifold implications which limits its application in teaching contexts. This presentation aims to elucidate the characteristics of these activities (termed 'communicative activities' here) to experienced and less-experienced ESL teachers and to illustrate how these characteristics are represented in actual English activities.
LAM, TD e, le, s, t, a	Teacher development through outreach programmes: volunteering in Pakistan Naziha Ali Jafri (Emirates Aviation College) This session reports on a volunteer teacher development initiative that was started in Pakistan by a group of TESOL Arabia leaders based in the United Arab Emirates. The presenter will elaborate on the three-year journey to raise awareness of how initiatives beyond borders by TESOL organisations can make a significant difference.
ESOL, YLT e, p, s, a	Perceptions of pupils with a migration background on factors Senem Aydin (Augsburg University) Unlike former deficit-oriented studies, I'll present a resource-oriented post-doctoral project that investigates what factors successful learners of English with a migration background find useful to enhance their English learning experience. High school pupils in Germany explain what works best for their individual English learning process, with a specific focus on their learning strategies.

Continued on next page...

1430-1615	<i>ILF presentations continued from previous page</i>
TD, TTEd le, a	The diary of a DELTA trainee Emily Curran (Bell Cambridge) This talk aims to inform and advise less-experienced teachers who are interested in doing the non-intensive DELTA, as well as teacher trainers working on Diploma courses. It will give an insight into my own personal experience, offer practical advice for getting the most out of the course, and give a summary of how my teaching has changed as a result.
AL, ESAP t	Improving English language learning in Nepalese universities Eak Prasad Duwadi (Kathmandu University, Nepal) The prominence of the English language in providing tertiary students' access to knowledge in the key disciplines inclines to be overlooked in spite of the need to increase proficient graduates in science and engineering programmes. English teachers in Nepalese universities, with their role and work, tend to be undervalued. This poster will focus on these issues.
TD, TTEd le, a	Teaching practicum: helping pre-service English teachers construct their professional identity Carla Gastelum Knight (Universidad de Sonora) The transformation from being a student-teacher to becoming a novice teacher is a journey filled with excitement and joy but it also has its share of self-doubts, challenges and fears. This presentation describes the teaching practicum at Universidad de Sonora in Northern Mexico and the role it plays in helping pre-service teachers develop their teacher identity.
MD, RES e, a	Teamwork: personalising the process of learning through syllabus design Aysegul Karaman (Ozyegin University, Istanbul, Turkey) Learners and teachers may face possible difficulties when general content in English courses and coursebooks cannot address the personal needs and preferences of the learners in a foreign language context. This paved the way for me to design a syllabus working with my students functioning in teams. I will present the implementation process and the effectiveness of the syllabus.
LA, LT s	Developing a communicative teaching environment for improving communicative competency Hom Raj Khadka (Educational Training Centre, Banke, Nepal) This presentation focuses on the importance of mobile devices in the teaching and learning of English. It will explore the methodology and procedure to create a technological environment which inspires learners to learn English in a comfortable and flexible environment. There will also be a focus on the application and implications of using mobile apps.

Continued on next page...

Wednesday 13 April

1430-1500: Session 1.4

1430-1615

ILF presentations continued from previous page

TD, TTEd
e, t, a

Continuing professional development (CPD) on remote islands
Masataka Kizuka (Kyoto Prefectural University of Medicine)

This talk highlights, by referring to and analysing my research data on the remote islands in Japan and the United Kingdom, the current conditions and situations of CPD for school teachers and medical doctors and how their professional competency and skills should/can be maintained and enhanced for their practices through it.

TEA
le

A framework for writing summative tests
Maggi Lussi Bell (Zurich University of Applied Sciences)

Testing practice has changed over the past two decades with the new opportunities offered by technology and social media, especially in the area of formative testing. However, summative tests of language and/or skills remain. This presentation gives less-experienced teacher-testers a framework for constructing such tests, and focuses on issues they need to consider to make fair, valid assessments.

TD, TTEd
le, t

Integrating new approaches in Vietnamese ELT education: challenges and opportunities

Rosemary Orlando (Southern New Hampshire University, Manchester, NH, USA)

Vietnam is addressing the quality of its ELT curricula and is struggling to raise the bar on teacher standards due to the ever-increasing demand for additional, well-qualified English language teachers. Enhanced ELT training approaches are being introduced as methods from the past are being challenged within a changing, global context. This presentation will discuss some challenges and opportunities that exist.

LA
e, le, s, t, a

Minimizing teacher addiction by enhancing learner autonomy in ESL
Jagadish Paudel (Dadeldhura, Nepal)

This presentation deals with theoretical and practical aspects of learner autonomy in ELT through the information available in literature and research works, experiences based on my professional journey, and insights gained from training and learning. In particular, it concerns the role of teachers, students, curriculum, culture and ways of enhancing learner autonomy in the ESL classroom.

LT
e, le, s, t

Sociocultural barriers of using ICT in language teaching classrooms
Hassn Salem (University of Huddersfield)

In this presentation, I shall focus on sociocultural and religious barriers of using technology in language teaching and students' learning progress in the Libyan higher institutions context. The discussion will particularly focus on teachers' perceptions of adopting ICT, the use of authentic material and the effects of that on students' progress.

Continued on next page...

1430-1615	<i>ILF presentations continued from previous page</i>
RES, TTEd p	From a monolingual to a multilingual approach in language teaching Susanna Schwab (University of Teacher Education, Bern, Switzerland) I'll discuss a paradigm shift from a monolingual to a multilingual approach that's about to happen in (foreign) language teaching in at least six cantons in Switzerland. The tendency to approach language teaching as if the learners have not already learned at least one other language is to be replaced with exploiting cross-linguistic learner strategies and raising learners' metalinguistic awareness.
EAP, ESAP e, t	Bridging the gap between academic writing cultures Irina Titarenko (Siberian Federal University) The difference between Russian and English academic cultures considerably influences the process and quality of academic text development at post-graduate level. This presentation explores a range of culture-specific issues that raise these difficulties. A research-informed analysis of cultural gaps and a practical approach aimed to minimize and eliminate them is the focus of discussion.
EAP e, t	Errors in academic speech: how relevant are they? Elena Velikaya (Higher School of Economics) I will analyse 2nd-year students' final academic presentations and their mistakes in pronunciation, grammar and vocabulary. The results of this analysis, presented in graphic form, show that despite an intensive input students still make mistakes, particularly in pronunciation and grammar. Some ideas on how to achieve accuracy in these aspects will be examined.
TD, TTEd e, a	A framework to increase teachers' autonomy in continuous professional development Seong hui (Daniella) You (Associacao Cultura Inglesa Sao Paulo, Brazil) Although useful initiatives such as peer observation or workshops are included, some continuous teacher development programmes may be ineffective due to the fact that teachers lack autonomy and accountability for their professional development. This presentation will share the rationale and some results of a framework that has increased teachers' accountability and autonomy for their professional growth.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

1430-1500: Session 1.4

Hall 5 1430-1500 300 audience Talk LT e, le, t, pub	Teaching in virtual classrooms: meeting the pedagogical challenge Eric Baber (Cambridge University Press) & Gordon Lewis (Laureate Education) Technology allows universities to extend their English language programmes to offsite students. This talk shares findings and practical suggestions, arising from an ongoing classroom research program (2014-2016) performed by Laureate and Cambridge University Press, into the pedagogical issues that come with 100% online language classes, focusing on synchronous teaching through virtual classroom platforms, covering a number of different countries.
Hall 6 1430-1500 120 audience Talk LT, YLT e, le, s, a	Critical language awareness in teachers' language use and teaching materials Kalyan Chattopadhyay (Bankim Sardar College) This talk will demonstrate the importance of critical language awareness, through a range of awareness raising-activities, and show ways to foster teachers' sensitivity towards language use, and issues of social structures in teaching young learners. It will also focus on engaging teachers to think critically how language is used, and developing a framework for evaluating, adapting and writing materials.
Hall 7 1430-1500 140 audience Talk LAM e, le, p, s, t, a	Self-marketing for English teachers - use your strengths for competitive advantage Jenny Giambalvo Rode (Volkshochschule) Self-marketing is regarded as important for professional success. This talk gives you an idea of how to push your teaching career with self-promotion. Examiner licences and the use of digital teaching materials are indispensable for today's working life. These aspects and properly conducting an internet search can help you stand out.
Hall 8a 1430-1500 150 audience Talk TD SIG Day e, a	Exploring the insider perspective - teachers' evolving views of teacher learning Marina Bendtsen (Abo Akademi University, Finland) How do (prospective) teachers view the process of becoming a teacher and what learning opportunities do they find significant - in teacher education and at the work place, respectively? In this talk, the findings from a qualitative longitudinal study, conducted in a Finland-Swedish setting, will be focused on and implications for how teachers' professional development can be supported will be discussed.

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Wednesday 13 April

1430-1500: Session 1.4

Hall 8b
1430-1500
170 audience
Talk
GEN
pub

Can English teachers and English Medium Instruction (EMI) lecturers cooperate?
Ernesto Macaro & Julie Deardon (University of Oxford)
Lecturers at EMI universities may find that students are ill-prepared for studying their academic subject through English. We present findings from a recent research project, carried out by the University of Oxford, where English teachers and content lecturers jointly planned content teaching. Our findings suggest practical ways in which cooperation facilitates students' understanding of complex ideas.

Hall 9
1430-1500
285 audience
Talk
YLT
s, prodprom

Life skills – the gateway to the future
David Spencer (Macmillan Education)
This session will look at the pleasures and challenges of teaching teenagers the importance of being equipped with a key set of life skills. After an introduction to the concept of life skills, we will look at how teenage students can practically benefit from developing various 21st Century skills. The talk will focus on material from *Gateway 2nd Edition* (Macmillan).

Hall 10a
1430-1500
97 audience
Talk
PRON SIG Day
e, a

INTERNATIONAL HOUSE BRITA HAYCRAFT BETTER SPOKEN ENGLISH SCHOLARSHIP WINNER
Real live language - speech stream and the brain box
Susanne Mary Elisabeth Sullivan (Papanui High School, Christchurch, N.Z.)
Major brain networks are involved in two different paths of language learning: automatic processes of childhood and learnt processes of the written word. Brain procedures involved in picking up new sounds need an opportunity to lift these second language sounds and build up a new listening database. I will demonstrate my Speechstream exercises and students at work in this environment.

Hall 10b
1430-1500
110 audience
Talk
LT
le, s

Complex Web 2.0-based tasks in the literature classroom
Christian Ludwig (University of Education)
This talk provides insights into the use of tasks for Web 2.0 tools, which are designed to increase students' foreign language competence and to support them in becoming more autonomous. It particularly focuses on their interactive and collaborative potential in literature-based learning, for which tasks based on Roddy Doyle's 2007 short story *New Boy* will serve as an example.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Wednesday 13 April

1430-1500: Session 1.4

1515-1545: Session 1.5

Hall 11a
1430-1500
225 audience
Talk
TEA
e, le, s, t, a,
prodprom

Choosing the right words: vocabulary efficiency for English proficiency
Veronica Beningo (Pearson) & Huw Bell (Manchester Metropolitan University)
What vocabulary gives learners the best chance of successfully communicating in English? Learn how the Global Scale of English vocabulary was developed to allow teachers to actively prioritize which words and phrases adult learners of General English should know at different proficiency levels to be able to successfully communicate with other speakers of English.

Hall 11b
1430-1500
100 audience
Talk
TTEd SIG Day
e, le, a

TRINITY COLLEGE LONDON TEACHER TRAINER SCHOLARSHIP WINNER
Pedagogical content knowledge (PCK) & its effect on students' achievement
Anwar Abdel Razeq (Birzeit University)
In order to be an effective EFL teacher you must have deep English Pedagogical Content Knowledge (PCK). The researcher will share the effects of teachers who have adequate content knowledge but inadequate pedagogy and inadequate knowledge of learners' achievement, attitude and motivation. A real current context will be used as a case study to clarify this vital issue.

Media Suite
1430-1500
160 audience
Talk
EAP, ESAP
e, t

Towards a typology of critical EAP: 'test piloting' classroom strategies
Christopher Macallister (Durham University)
This talk is a reflective account of 'test piloting' four critical approaches in the EAP classroom of a UK university. The talk will first suggest a typology of critical strategies. It will then go on to explore the teachers' role, and focus on the question of to what extent can/should the EAP teacher act as a critical 'liberator'?

1515-1545

Session 1.5

Hyatt-Allegro
70 audience
Talk
ESOL SIG Day
e, a, prodprom

***English my way*: blending professional development to support inexperienced teachers**
Philip Bird & Celine Castelino (British Council)
The *English My Way* programme has provided meaningful professional development to ESOL teachers with little previous training in community organisations across England. The talk will demonstrate how a blend of expert, online and peer support allowed us to do this with limited resources. We will evaluate the challenges faced and suggest what lessons can be taken forward by other projects.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hyatt-Andante 70 audience Talk BE SIG Day e, a	One-to-one language coaching in practice Helen Strong (Freelance, Germany) When does one-to-one teaching become one-to-one coaching? In this talk, I will share some of the techniques I used in coaching a business manager through his leadership of a global virtual team. From transcriptions of the recorded team meetings, I will also highlight some of the language and strategies used by L2 speakers in today's virtual workplace.
Hyatt-Scherzo 70 audience Talk YLT le, p, s, prodprom	Empowering parents to participate in their children's learning process Vanessa Esteves (Freelancer) This session will examine how to get parents in the right frame of mind to participate in their children's learning process. We will begin by analysing and discussing how we as teachers can get parents actively involved and then move on to considering various practical ideas, drawing on OUP resources, to make parent participation both doable and effective.
Executive Room 1 50 audience Talk MaW, TEA e, le, a, prodprom	TOEFL is not an English test Bruce Stirling (Sacred Heart University, CT USA) What is the secret to TOEFL success? The secret is the argument map G+3TiC=C. This test-proven strategy has helped millions of test-takers get the TOEFL scores they need. This talk will illustrate the origins of G+3TiC=C, how it can be applied to all TOEFL tasks, and why it really is the secret to TOEFL success.
Executive Room 2 50 audience Talk EAP, ESP le, t	Too PC for ELT? Invisibility of non-sexist language in coursebooks Jemma Prior (Free University of Bozen/Bolzano, Italy) Nowadays, most English language teachers make use of some kind of coursebook in the classroom. Although one of the reasons coursebooks are adopted is to present how language is used, there is an alarming lack of attention paid to raising awareness of and teaching non-sexist language. This talk will examine this phenomenon and suggest how teachers can fill this gap.
Executive Room 7 30 audience Talk with restricted audience number ESAP, LT le, t	Supporting postgraduate EAP students: teaching tips and technology tools Angela Smith (University of Bradford Language Centre) What do international students on university MA and PhD programmes really need from their EAP tutors to help them succeed? This session looks at how we can help postgraduate students develop their academic skills, and the role technology tools and services might play in supporting students in becoming more autonomous and adventurous learners.

Wednesday 13 April

1515-1545: Session 1.5

- | | |
|--|---|
| Executive Room 8
50 audience
Talk
RES
e, t | Does translation teaching improve students' grammatical accuracy?
Carol Ebbert (Trier University, Germany)
This talk focuses on research results from a project completed at Trier University in December 2015. The project provides insight into whether a monolingual group of learners can improve their grammatical accuracy and reduce interference mistakes via translation instruction, which focusses on grammatical differences between students' native language and English, in comparison to improvements in accuracy through other teaching methods. |
| Executive Room 9
25 audience
Talk
AL, EAP
e, t | L1 use in the disciplines: exploring student & teacher experiences
Jane Mandalios (American College of Greece [Deree])
English-medium instruction at tertiary level is increasing exponentially. Students and teachers have to work bi- or multi-lingually, and adopt specific language and literacy practices. But is their L1 and linguistic diversity a hindrance? This presentation describes a study at an English-medium university in Greece, which explores the nature and extent of L1 use by students and faculty in different disciplines. |
| Executive Room 10
25 audience
Talk
AL, RES
le, a | Personal learning from the CELTA: an auto-ethnography approach
Bethany Miall (Queen Mary University of London)
This talk presents an auto-ethnography approach to researching the CELTA programme, with particular focus on my experiences as a trainee concerning L1 use, phonology instruction, and communicative approaches with learners of English. The findings suggest a conflict between my belief that learner needs should always be a priority, and the CELTA's tendency to prioritise teaching approach. |
- | | |
|---------------------------------------|---|
| Hall 1
300 audience
Q&A session | Question & answer session relating to David Crystal's plenary session
If you attended David's plenary session this morning on <i>"Who would of thought it? The English language 1966-2066"</i> , you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by David's plenary talk. |
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- | | |
|----------------------------|--|
| Hall 4
1430-1615 | Interactive Language Fair
See pages 76-79 for presenter details. |
|----------------------------|--|
- | | |
|---|--|
| Hall 5
300 audience
Talk
LT, YLT
e, s | Enhancing speaking and writing outcomes using Google Apps
Joe Dale (Freelance)
This practical talk focusses on using a range of Google Apps to support teachers and students in the classroom and beyond. Using collaborative tools, students can benefit from the knowledge of each individual in the group, with the teacher giving real-time feedback, intervention and guidance. Speaking work can be commented on and redrafted quickly and easily, producing extended results. |
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Wednesday 13 April

1515-1545: Session 1.5

Hall 6 120 audience Talk LMCS e, a, prodprom	<i>Pathways to literature</i> Nikolaos Michelioudakis Literature asks us not only to observe the lives, worlds and values of others, but also to reflect on our own. Therefore, the study of literature is arguably also the study of ourselves. In this session, we will look at how <i>Pathways to Literature</i> can help students approach literature actively, whilst developing their language and practising new ways of thinking.
Hall 7 140 audience Talk TD, YLT e, le, p, prodprom	Content and culture to achieve confident communication in primary classrooms Ruth Howarth (Macmillan Iberia) & Daniel Buisan Preparing children for the multi-cultural and digitally-connected world we live in now is challenging. In this talk, we will look at how using content-rich materials and helping students to develop their intercultural awareness can also develop their language competence. We will be using some sample material from our bestselling primary course <i>Tiger Time</i> in the session.
Hall 8a 150 audience Talk TD SIG Day e, le, a	Tutor-trainee team-teaching: a hands-on tool for teacher training Emma Meade-Flynn (Oxford Tefl, Barcelona) What's the best way to use unassessed teaching practice? This talk suggests team-teaching between tutors and trainees could be one answer and looks at how more trainer involvement could better benefit trainees' development. Using case studies, including trainee and learner reactions, this talk proposes practical suggestions and guidelines for successfully incorporating this tool into teacher training programmes.
Hall 8b 170 audience Talk LMCS e, s, t, a, prodprom	How to speak British Martyn Ford (English Language Centre, Hove, Sussex) Humour in the classroom can help learners by defusing anxiety and giving reassurance (<i>So other people find this, too!</i>). This session offers some practical ways of using my <i>How to be British</i> cartoon books and postcards (LGP) to interpret cultural norms, highlight linguistic complexity and explore the pragmatic challenges of 'getting around in English' - all by laughing at them.

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LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

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TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Wednesday 13 April

1515-1545: Session 1.5

Hall 9 285 audience Talk LA, LT e, le, t, a, prodprom	Supporting learner autonomy: a case of Polish tertiary students Agnieszka Klos-Dacka (The John Paul II Catholic University of Lublin) Helping students develop linguistic skills to meet employment requirements poses a challenge. My students displayed a mixed linguistic competence - barely at CEF A2 level. By supporting learner autonomy in a blended learning approach using <i>MyEnglishLab</i> alongside <i>Speakout</i> , I mitigated these challenges. I will present my results (closing the skill gap between least- and most-skilled students) using a learner-centered approach.
Hall 10a 97 audience Talk PRON SIG Day e, t, a	Challenges of English as a medium of instruction: academic discourse Tatiana Skopintseva (New Economic School, Moscow, Russia) In this talk, I will attempt to outline areas of concern for non-native English speakers' (NNES') public speaking training and try to suggest NNES suprasegmental elements for learners of English as a foreign language in view of importance for EIL and EMI pedagogy. The talk is based on research and classroom experience.
Hall 10b 110 audience Talk ESP, TEA e, le, a, prodprom	Specialization in ESP language testing -how deep can we dig? Martin Beck (MONDIALE-Testing GmbH) ESP learners have widely differing backgrounds, needs and levels, which makes life quite challenging for test developers. How can we bridge the gap from 'one test for all' to tests that enable individuals to demonstrate the skills required? This session provides the results of a three-year testing experience with a variety of ESP topics.
Hall 11a 225 audience Talk LT e, le, a, prodprom	Lessons learned from developing an ELT mobile app Jo Sayers (ELTjam / Flovoco) <i>Flovoco</i> is a vocabulary app developed by the people from ELTjam. Having commented on digital developments within ELT via the eltjam.com blog, we felt it was time to develop our own product. In this talk, we'll discuss what makes an effective language learning app, how we developed ours, what went right and wrong, and what we've learned.

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Wednesday 13 April

1515-1545: Session 1.5

1600-1645: Session 1.6

Hall 11b 100 audience Talk LA, TTEd SIG Day le, t	IATEFL GILLIAN PORTER LADOUSSE SCHOLARSHIP WINNER Radical transformation: instruction through classroom flipping for B.Ed trainees Joycilin Shermila A. (Annammal College of Education) The flipped classroom is an emerging instructional strategy where the coverage of content occurs outside the classroom and the application of the content occurs within the classroom. A need for a change in instruction strategy is very clear today. This talk discusses how, in this model, teacher trainees will gain better understanding of how to deliver lesson content effectively.
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Media Suite 160 audience Talk LT e, p, s, t, a	Rise of the global teacher Mina Patel (VCfGL, London Borough of Redbridge) "My classrooms are no ordinary classrooms" (Mina Patel, TEDx September 2015). HD video-conferencing technology allows teachers from London to teach English to children in Uruguay and provide teacher professional development. It also allows children to learn from their peers. I will present research findings from UEL that aim to answer the question: Is teaching English via VC the same as face-to-face?
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1600-1645	Session 1.6
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Hyatt-Allegro 70 audience Workshop ESOL SIG Day e, le, t	Soft skills for job interviews: meeting non-verbal cultural expectations Joan Bartel (Humber College, Toronto, Canada) Ninety percent of employers say that soft skills are important for employment. Successful job interviews hinge on satisfying such expectations and needs. I focus on some non-verbal expectations of North American interviewers and corresponding soft skills and pragmatics. Sample activities for awareness and rehearsal of culturally-appropriate soft skills are provided, for global employability training and BE.
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Hyatt-Andante 70 audience Workshop BE SIG Day e, s, t, a	Cultural concepts and language: progressing from EFL to ELF? Rudi Camerer (elc - European Language Competence) & Judith Mader (Frankfurt School of Finance & Management) Is English as a Lingua Franca (ELF) really a language without cultural roots? And will using English globally always be successful, as long as both parties speak it "well"? There is empirical evidence to the contrary. What does this mean for the teaching (and testing) of English? Practical examples and teaching suggestions for written and oral communication will be given.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

1600-1645: Session 1.6

Hyatt-Scherzo 70 audience Workshop MD e, le, a	The holistic listening agency David Byrne & Mark Heffernan (EC London) This session will focus on practical techniques for creating and utilising listening texts in the classroom. In the session, we will look at where listening materials can be found and demystify how you can make your own. Additionally, you will look at ways of fully exploiting these same materials, focusing on both language and skills development.
Executive Room 1 50 audience Workshop LA, LT e, le, t, a	Classroom applications of corpora training for learner autonomy Federico Espinosa (The University of Birmingham) There is an established belief in ELT that training learners in strategies for independent language analysis fosters a deeper understanding of English. Following up from last year's research talk on corpora training for increasing learner autonomy, this practical workshop will present three fully-developed activities to use corpora with learners in a classroom environment.
Executive Room 2 50 audience Workshop ESAP, MaW e, t, a	Exploiting authentic material in exam classes Sarah Zammit & Maria Heidi Rizzo (European School of English Malta) Be honest. How do you feel about teaching the same material course in, course out? Our session will offer experienced teachers a hands-on workshop on how to develop an exam course into an engaging, relevant and memorable course based on authentic material. An innovative way of targeting exam skills and techniques necessary for that better grade.
Executive Room 7 45 audience Workshop GEN le, p, s	VLADIMIR VNUKOV SCHOLARSHIP WINNER Tongue twisters for fostering the sense of community in classrooms Irina Shatrova (Rudolf Steiner School, Moscow) In the era of plugged ears and attention deficit, the ability for concentrating on listening and interacting with partners becomes crucial for social health in our classrooms, as well as language acquisition. The workshop will share how traditional tongue twisters can be useful for this purpose. Participants will experience different techniques and will be able to video record the activities.
Executive Room 8 50 audience Workshop GI, YLT le, s	Nurturing teenagers' self-esteem, self-respect, self-confidence: success! Leonor Marin Caceres (IATEFL-Peru) & Susana Gutierrez Saldana (universidad Nacional del Santa) In classroom research, the concept an individual has of 'self' plays an important role which significantly affects attitudes, behaviours and cognitive processes. This workshop explains how teachers can help teenagers to foster a healthy self-esteem, respect and confidence on a personal and a social dimension. Activities based on teens' preferences will illustrate this presentation.

Wednesday 13 April

1600-1645: Session 1.6

- Executive Room 9
25 audience
Workshop with restricted audience number
LA
le, t, prodprom
- The European Language Portfolio: life and soul of the course**
Guy Walker & Lesley Curnick (Universite de Lausanne)
The European Language Portfolio is widely used in schools and universities around Europe. But are teachers making the most of its potential? This hands-on workshop will show how the Portfolio can become the core of a language course: the foundations of the curriculum; a tool to facilitate learner autonomy; and a record of each new step in lifelong language learning.
- Executive Room 10
25 audience
Workshop with restricted audience number
MaW
le, p, s, t, a
- Here's one I made earlier - designing effective classroom materials**
Katherine Bilsborough (Freelance) & Sue Lyon-Jones (Esol Courses Limited)
In this highly practical, hands-on session we will be looking at ways in which free materials from around the web, that have been licenced for re-use, can be adapted to create simple, effective and engaging classroom materials for teachers in different contexts. No previous materials writing experience is required. Just turn up and bring your creativity!
- Hall 1
300 audience
Workshop
TEA
e, s, t, a, prodprom
- IELTS preparation: balancing exam and language skills through flipped learning**
Els Van Geyte (The University of Birmingham - Birmingham International Academy)
Using the flipped learning approach, students access content at home, usually digitally, and then put it into practice in class. Using the new Collins course *Get Ready for IELTS*, this workshop considers how to bring the flipped approach to IELTS, so that elements of test preparation could be covered at home, in order to make best use of classroom time.
- Hall 5
300 audience
Workshop
AL, LA
e, le, s, t, a, pub
- Exploring psychology in language learning and teaching**
Sarah Mercer (University of Graz)
In this workshop, we will explore three key areas from the field of language learning psychology, namely, the self, beliefs and emotions. We will look at the importance of these for both teachers and learners. Then we will work through a series of practical activities and consider the implications for classroom life.
- Hall 6
120 audience
Workshop
YLT
p, prodprom
- This is fun! - teaching English to very young learners**
Manuela Kelly Calzini (Italy)
Young learners should have fun with English! Children learn through playing and experience. Drama activities, storytelling, music and singing facilitate the learning of English and enhance motivation. Through reference to *Trinity Stars - Young Performers in English Award*, participants will engage in a raft of classroom-ready enjoyable activities and discuss approaches for making language input more comprehensible, encouraging more student participation.

Wednesday 13 April

1600-1645: Session 1.6

Hall 7 140 audience Workshop LT, MD e, le, t, a, prodprom	Open platforms in ELT: how technology supports learner-centered instruction Cleve Miller (English360) Innovation in ELT is primarily developed through technology platforms – websites, LMSs, digital self-publishing, Skype, YouTube – that can be considered open or closed. This workshop will examine this difference, then develop the proposition that open platforms are superior for both student learning and teaching careers, due to their facility for personalization and self-publishing, and their support for blended, mobile and adaptive learning.
Hall 8a 150 audience Workshop TD SIG Day e, le, p, s, t, a	Five, ten, fifteen minutes? Exactly how long does development take? Sinead Laffan (Freelance) Time; there's never enough. And finding some for your own development can seem impossible. However, short and simple activities can be incredibly revealing and extremely rewarding. This workshop will look at a number of practical tasks, hear from teachers who have tried them out and give you time to discuss how they might be applied to your context.
Hall 8b 170 audience Workshop LMCS e, le, s, t, a	The art of words: poetry about paintings David A Hill (Freelance, Budapest) Many poets have used paintings as the source for their poetry. This workshop will take the writing of a few contemporary poets and the paintings they used, and show how interesting and enjoyable interactive language lessons can be built which are suitable for teenagers and adults at intermediate and above levels.
Hall 9 285 audience Workshop LT, TEA le, s, t, a	What do your learners think? Let their smartphones tell you Tilly Harrison (University of Warwick) This workshop will explore the different options for personal response systems in the classroom using the students' own smartphones. We will create surveys and quizzes using the free online tools Socrative, Polleverywhere and Kahoot and compare and contrast their affordances. Attendees should bring a smartphone or tablet. No technical skill required.
Hall 10a 97 audience Workshop PRON SIG Day e, le, t, a	Assessing intelligibility: teacher-friendly materials and activities Maria Parker (Duke University) & Carson Maynard & Brenda Imber (University of Michigan) Intelligibility is "a moving target, depending on the interlocutors ... and other elements of context" (Levis 2010). Yet teachers must provide actionable recommendations and measure student progress. Using a free web resource featuring NS audio models of high-frequency lexical bundles, participants will assess selected pronunciation features of NNS recordings, compare responses, and discuss how to curate provided materials to their own settings.

Wednesday 13 April

1600-1645: Session 1.6

Hall 10b
110 audience
Workshop
ESAP, MD
le, t, prodprom

Teaching and learning intercultural communication in ESAP: *Padlet* Dawn Cremonese (University of St Andrews)

The focus of this workshop is to investigate the use of the audio tool *Padlet* to explore intercultural communication with international medical students studying on a foundation programme at the University of St Andrews. The audio tool *Padlet* is used to create learning objects for students which focus specifically on intercultural communication.

Hall 11a
225 audience
Workshop
MaW
e, le, s, a,
prodprom

English for the zombie apocalypse Robert Campbell (Freelance) & Lindsay Clandfield

Communication is vital when you are facing the end of the world. In this lively session the authors of the eBook *English for the Zombie Apocalypse* will demonstrate how alternative contexts can be used to teach functional English. Participants will actively follow a sample zombie survival lesson before discussing the methodology and thinking behind this and future survival projects.

Hall 11b
100 audience
Open Forum
TTEd SIG Day

IATEFL Teacher Training & Education Special Interest Group Open Forum

The TTEd Open Forum will provide the grounds for participants to voice their expectations, comments and evaluations as well as to hear about TTEd SIG's conducted and future activities. We welcome all teacher trainers, educators and teachers.

Media Suite
160 audience
Workshop
LT
le, s, a

Digital activities as in-class games: combining game-based learning and e-learning

Mia Aghajari (telc, Frankfurt)

How can you motivate students to take advantage of the internet and make English learning part of their daily lives? By modelling how online activities work in fun classroom games. Using a variety of free online materials, learn how content can easily be turned into engaging games that inspire students to interact with e-learning beyond the confines of the classroom.

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Wednesday 13 April

1720-1825: Session 1.7

1645-1720	Coffee break Continual complimentary tea/coffee throughout the day is sponsored by Huijiang.
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1720-1825	Session 1.7
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Hyatt-Allegro 1720-1805 70 audience Workshop RES, ESOL SIG Day e, le, s, t, a	The primacy of vocabulary acquisition: an analysis of presentation techniques Caroline Large (British Council Riyadh Saudi Arabia) This workshop's aim is to raise the profile of vocabulary learning. Alternative lexical presentation techniques will be highlighted, including the role of comprehensible input (incorporating research from Saudi), and participants will be challenged with a lively study of unknown vocabulary. This practical experience will be analysed to identify merits and difficulties, and to offer delegates insight into potential classroom applications.
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Hyatt-Allegro 1805-1825 70 audience Open Forum ESOL SIG Day	IATEFL ES(O)L Special Interest Group Open Forum The ES(O)LSIG Open Forum is an excellent opportunity for current and prospective members to meet the ES(O)LSIG committee. The SIG will present an account of the SIG's activities over the past year and participants will be encouraged to discuss plans for the future of the SIG.
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Hyatt-Andante 1720-1825 70 audience Open Forum BE SIG Day	IATEFL Business English Special Interest Group Open Forum The BESIG Open Forum provides an opportunity for members and prospective members to meet the BESIG committee and to get a full account of the SIG's activities, events and future plans. The open forum is also a chance to meet other Business English professionals and to take part in shaping the future of the SIG.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

1720-1825: Session 1.7

Hyatt-Scherzo
1720-1750
70 audience
Talk
LT, RES
e, le, a

Learner attitudes to traditional and online homework
Andrew Taylor (St Giles London Central)

Over ten weeks, I investigated learners' attitudes to traditional and online homework tasks. Drawing on a teacher journal, student feedback, online surveys and student interviews, the study found a strong preference among students for traditional paper and pen homework. Reasons for students' preferences are considered as well as the broader implications of the study for online learning in EFL contexts.

Hyatt-Scherzo
1755-1825
70 audience
Talk
GEN
e, le, a

Language clubs: fun and smart ideas to boost student motivation
Natalia Kaliuzina & Viktoryia Zelianko (Streamline Language School)

How can we provide extra opportunities for students to hone their communicative skills? How can we help them become more efficient language learners? In this talk, we'll share our extensive experience in designing and running various extra-curricular activities for our students: aims, formats and activities. You'll get a lot of ready-made ideas which you can apply to your teaching context.

Executive Room 1
1720-1750
30 audience
Talk with
restricted
audience number
EAP, TEA
e, s, a

Teaching IELTS - beyond language skills, towards critical thinking
Patricia Brooks (St Mary's School, Cambridge)

Students choosing to study in an L2 context take on challenges that go beyond those of achieving linguistic competence. Some have little or no prior knowledge of peer-assisted, problem-based, real-world, self-directed and student-centered academic patterns. This talk will describe activities used to promote adjustment to a new social, cultural and academic environment in the context of IELTS teaching.

Executive Room 1
1755-1825
50 audience
Talk
TEA
e, le, s, t, a

Escaping the test class straitjacket: developing successful writing for exams
Greg Archer (CATS College Cambridge)

Even in exam classes, a common learner instinct when trying to improve writing skills is: fix the grammar first. Turning this instinct on its head, and using an IELTS Task 2 model, we will explore a practical teaching approach that not only allows students to improve their awareness of test requirements, but also provides ample opportunity for language skills development.

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Wednesday 13 April

1720-1825: Session 1.7

Executive Room 2

Forum on motivation

1720-1825

50 audience

Forum

RES

Maintaining motivation: the loneliness of the long-distance language learner

Jessica Mackay (University of Barcelona)

In this age of immediate results and quick returns, our students may not realise that learning a language is a long-term and ongoing process. This talk will look at ways of eliciting and exploiting learner histories in order to help learners identify the key factors that influence their motivation and how to continue learning beyond and after the classroom.

The role of self-systems in EFL learners' motivation

Simla Course (Akdeniz University)

This presentation will report findings of a research focusing on the role of Turkish EFL learners' self-systems in their motivation to learn English. Initial findings suggest a strong and intricate relationship between learners' future possible selves, past learning experiences and intrinsic motivation. The report will also compare ELT teacher trainees' and EAP learners' motivational self-systems.

Empathy as a source of motivation: collaborative and creative strategies

Csilla Jaray-Benn (University Joseph Fourier, Grenoble, France)

We will look at a new model of teaching based on empathy in two different aspects: firstly, how teacher's empathy towards the learner can help personalize teaching style and adapt materials to learners' expectations in a creative way. Secondly, how this approach can yield to educating learners to become successful and active players in the 21st Century empathic society.

Executive Room 7

1720-1750

45 audience

Talk

LA

e, t, a

Helping international students adapt to unfamiliar learning approaches and expectations

H. Douglas Sewell (University of Calgary)

New international students attending Canadian universities often have to quickly adapt to unfamiliar language learning approaches and expectations. Using the self-regulation of learning framework, this presentation will both explore how such students self-reflect and strategically adapt to their new learning environments and also suggest ways teachers can help students from diverse educational backgrounds achieve success in unfamiliar educational contexts.

Executive Room 7

1755-1825

45 audience

Talk

RES

le, t

Learners' evaluation of their study abroad and its pedagogical implications

Sandra Steinwider (University of Graz)

Study abroad constitutes a life-changing experience that goes beyond just learning the language. In this talk, I will present effects of study abroad as reported by EFL learners who embarked on an overseas experience. I will discuss how long-lasting these effects appear to be and what teachers could learn from these insights.

Wednesday 13 April

1720-1825: Session 1.7

- Executive Room 8
1720-1750
50 audience
Talk
YLT
le, p
- The sounds of picturebooks: enhancing children's listening skills**
M. Teresa Fleta (Complutense University of Madrid)
This presentation delves into the listening skills as key to language learning. It provides information on the role of picturebooks to enhance children's listening skills in a meaningful, multisensory and multimodal manner. To engage young learners in active listening and to explore and play with sounds which add an extra dimension to the reading, examples of picturebooks will be presented.
- Executive Room 8
1755-1825
50 audience
Talk
MD, MaW
e, s
- Teachers' beliefs about textbook listening activities: implications for practice**
Denise Santos (Freelance)
This talk explores Brazilian teachers' beliefs about listening activities in textbooks based on questionnaire responses about the strengths and the limitations of those materials. It then discusses the extent to which those teachers' beliefs address current developments in listening and listening pedagogy, and concludes by outlining practical implications for teachers and materials writers.
- Executive Room 9
1720-1750
25 audience
Talk
EAP, LAM
e, t
- Addressing unusual intercultural, gender-sensitive issues in English classes in Libya**
Vinaya Kumari & Mohamed Fadhel (University of Ajadbia, Libya)
This talk presents unusual and multi-dimensional experiences of a vice-rector and an expatriate English professor in confronting intercultural and gender-sensitive issues in co-educational English classes in a Libyan university. It describes how the collaborative steps taken by the supportive administrator and well-motivated teacher helped to solve these tough problems.
- Executive Room 9
1755-1825
25 audience
Talk
GI
e, le, a
- Behavioural differences between male and female students in language classrooms**
Ceyda Peksen (Bilkent University, Turkey)
According to feminist theories, which are also embraced by critical pedagogy, society is shaped by gender, and this creates a hierarchy. It is impossible not to observe the repercussions of these gender differences within a classroom as classrooms can be considered to be the epitome of society. This talk analyzes such differences and aims to find out the influential factors.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 13 April

1720-1825: Session 1.7

- Executive Room 10
1720-1750
25 audience
Talk
MD
e, t
- EAP textbooks for university: one size does not fit all**
Mahaesvary Kayser & Anna Makarova (Foreign Languages Centre (FZHB), University of Bremen)
At German universities, teachers often face the dilemma between using EAP textbooks and writing their own materials. This talk presents the results of an online survey aimed at determining to what extent EAP textbooks meet German EAP teachers' and learners' needs. Guidelines are then given on writing discipline-specific materials for teaching argumentative discussion to complement textbook tasks.
- Executive Room 10
1755-1825
25 audience
Talk
LAM
e, le, t, a
- Organising chaos: managing a roll-on/roll-off summer school**
Tam Connors-Sadek (The University of Sheffield)
The University of Sheffield runs a 24-class ten-week roll-on/roll-off (RORO) general English summer course for 400 students. In 2015, an added complication was that 100 students would attend the entire course. In this talk, I will describe the changes introduced to create cohesion and progression throughout the entire course yet still be self-contained for short-stay students.

Hall 1 1720-1825 300 audience	<p>BRITISH COUNCIL SIGNATURE EVENT Shakespeare lives: love, hate, death and desire in English language classrooms</p> <p>Join the British Council to celebrate Shakespeare's work on the 400th anniversary of his death. We will explore how Shakespeare has relevance to our society, students and classrooms today and how Shakespeare can speak to people from all around the world about universal human experiences like love, hate, death and desire.</p> <p>The event will be practical, thought-provoking and fully interactive with the opportunity to join in the discussion before, during and after, either in person and online. The audience will help to shape the event in advance and on the day and participants will take away ideas to use in the classroom on how to address issues which feature in much of Shakespeare's work yet remain relevant today.</p> <p>Speakers: Lisa Peter (The Shakespeare Birthplace Trust) and other special guests to be announced. Chaired by John Knagg, British Council.</p>
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Hall 4
1720-1750
800 audience
Talk
LT, YLT
e, le, p, s, pub

Improving children's writing skills through digital story prompts and feedback
Ben Knight (Cambridge University Press) & Cynthia James (Gudon National Primary School, Sabah, Malaysia)

How to get Year 6 primary school students to engage enthusiastically in writing English? This presentation reports on a project in a Malaysian school where digital resources were exploited to make writing activities more personalised and interactive. This included using digital story prompts and interactive peer feedback. The impact of this approach is examined in terms of attitudes and performance.

Hall 4
1755-1825
800 audience
Talk
LT

Helping students to manage digital distractions in class and beyond
Sophia Mavridi (IATEFL LTSIG)

Whether you embrace new technologies or not, digital devices are here to stay. They can boost the learning experience, but they can also provide a quick route to Facebook and Instagram. How can we prevent technology from being a distraction? This interactive talk will look into practical ways students can develop literacies of responsible and effective media use.

Hall 5
1720-1825
300 audience
Forum
GEN

Forum on extensive reading

Reading for pleasure? Motivating EAL students to read more
Verity Cole (St Mary's School, Cambridge)

The benefits of extensive graded reading (EGR) for students' language and skills' development are widely recognised by researchers and teachers. Yet many students remain unconvinced. A need to encourage my teenage EAL students to enjoy reading prompted a programme of action research. In this talk I outline my findings and highlight key motivational factors, such as the use of e-books.

Challenges and remedies for conducting a book-reading competition
Tazin Ahmed (Southeast University, Bangladesh)

This session deals with the challenges faced for conducting the British Council Bangladesh's Book Reading Competition at a private university in Dhaka. The presentation will discuss the problems faced by both the instructors and students and then illustrate various strategies initiated by the instructors to motivate the students at all levels.

Blending listening with extensive reading: recipe for a successful program
Lesley Speer & Jose Lara (Macquarie University English Language Centre)

Incorporating listening into extensive reading programs leads to better results. In this talk, teachers will be shown a three-part model for a blended extensive reading/listening program which provides the essential ingredients for success. They will also explore various online resources and enjoyable follow-up classroom activities which can readily be used in any context.

Wednesday 13 April

1720-1825: Session 1.7

Hall 6
1720-1750
120 audience
Talk
LA, LT
a, t

Training L2 writer autonomy via an electronic peer review system
Wei-Wei Shen & Jim-Min Lin (Feng Chia University, Taiwan)

This presentation shows how an online peer review system is designed to help reduce teachers' load when monitoring their students' drafting processes. We first mention the importance of designing this system. Then we present an approach to creating it. Afterwards, we show a current practice of using it in an L2 learning context. Finally, the further implementation will be featured.

Hall 6
1755-1825
120 audience
Talk
LT
t

Using technological tools for peer response
Niki Canham (Management Center Innsbruck)

There is an increasing expectation that educational programmes incorporate the opportunities for learning afforded by technological tools and new media such as wikis and virtual learning environments (VLEs). In this talk, I present my findings on how three open source or freely available tools can be used for the virtual peer response of L2 writing compositions.

Hall 7
1720-1825
140 audience
Forum
GEN

Forum on special educational needs - creating positive inclusive learning opportunities

Special educational needs: let's celebrate diversity and inclusion in learning
Phil Dexter

We all have learners who have difficulty in achieving and many are diagnosed/identified as having special educational needs. These cover a multiple range of needs which we label as special educational needs. These labels are often not helpful and in this session I will present an approach which celebrates positive diversity and inclusion in learning.

International students with specific learning differences: implications for universities
Sharon Noseley (De Montfort University)

As British universities welcome international students, many EAP/EFL tutors ask why some students are successful whilst others appear to struggle. This presentation will consider typical staff room questions such as, is this due to English proficiency levels or a specific learning difference, such as dyslexia? Support for these students will be explored based on evidence from my dissertation research.

Differentiation for special needs: practical ideas for the classroom
Sophie Farag (The American University in Cairo)

Inclusive learning gives equal opportunities to all students and requires the teacher to address the individual needs of each student, including those with special needs. However, this can prove challenging for the teacher. This presentation gives practical ideas to differentiate tasks in an English language classroom to allow learners with varying needs to reach their full potential.

Hall 8a 1720-1735 150 audience Open Forum TD SIG Day	IATEFL Teacher Development Special Interest Group Open Forum The TDSIG Open Forum provides an opportunity for members and prospective members to meet the TDSIG committee and to get a full account of the SIG's activities, events and future plans. The open forum is also a chance to meet other TD professionals and to take part in shaping the future of the SIG.
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Hall 8a 1740-1825 150 audience Workshop RES, TD SIG Day e, p, s, t	Exploratory action research – a practical introduction Paula Rebolledo & Thomas Connelly (British Council Chile) & Richard Smith (University of Warwick) This practical workshop will suit teachers interested in researching their practice and/or teacher educators wishing to facilitate teacher-research. We guide participants through the first stages of exploratory action research, with reference to real examples and tasks from the 'Champion Teachers' Project' in Chile and to issues in participants' own contexts.
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Hall 8b 1720-1825 170 audience Forum YLT	<i>Forum on teaching teens</i> Tailoring online material for teenagers Joanna Budden (British Council) This talk will look at how we aim to keep the content of the LearnEnglish Teens website fresh and relevant for our teenage audience. We will also look at some of the new content, based on life skills, that we are creating as a response to feedback gathered from comments written on the site and also on our Facebook page. Top tips for teaching teens Sophie Handy (The British Council Paris) In the current economic climate, many parents forego their learning to provide their children with the language skills for the future. This has led to an unprecedented rise in young learner classes but with little experience of teaching teenagers, it can be daunting for some. This presentation will provide practical tips designed to engage (and manage!) your adolescent learners. Tweens & teens: materials development for a tricky group Nancy Lee & Alison Bancroft (Kids&Us School of English) At Kids&Us School of English, we design and develop our own teaching materials for courses in our centres. Come and learn our process and what we do to make the course fun for tween and teen students. Less-experienced teachers will gain some ideas for developing their own teaching materials or adapting exercises from textbooks.
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Wednesday 13 April

1720-1825: Session 1.7

Hall 9
1720-1750
285 audience
Talk
GEN
e, le, p, s, t, a, pub

Re-placing rather than replacing the teacher
Sarah Caton (Pearson) & Robyn Brinks Lockwood (Stanford University)
The flipped classroom approach is being used more prevalently across academia. But what do we need to do to make this concept work in an English language teaching setting? This session strives to describe flipped learning and share strategies to begin flipping while still maintaining the basic tenets of this approach.

Hall 9
1755-1825
285 audience
Talk
LT, MD
e, le, a

Teacher presence in flipped approach video tutorials
Edward Moran (School of Education, Stirling University)
Much is now being made of the flipped approach in which teacher input is recorded in a video tutorial to be watched before class, thus freeing up class time for classroom activities. This talk discusses the implications of recent research on student perceptions of the use of video in the flipped approach.

Hall 10a
1720-1750
97 audience
Talk
MaW, PRON SIG
Day
le, a

Designing pronunciation worksheets to supplement your coursebook
Louise Guyett (Kaplan International English)
In this talk, I will demonstrate a step-by-step procedure that I have used to create pronunciation worksheets in a General English context. I will guide the attendees through the different stages of designing a worksheet for pronunciation purposes, which they can use to compliment other skills and language areas discussed in their coursebook.

Hall 10a 1755-1825 97 audience Open Forum PRON SIG Day	IATEFL Pronunciation Special Interest Group Open Forum Existing members, prospective members and those just curious are welcome to meet the PronSIG committee, find out more about the SIG and discuss future directions. As a follow-up to the earlier sessions in the PronSIG Day, there will also be a Q&A session dealing with your queries on pronunciation teaching.
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Hall 10b
1720-1750
110 audience
Talk
LT
e, p, s, prodprom

Teaching *Minecraft* kids
Sanja Bozinovic (Osnovna skola Nikole Hribara Velika Gorica, Croatia)
This talk discusses different reasons, ways, advantages, problems and challenges of using the game of *Minecraft*, and the students' experience of playing the game, for EFL. It offers a number of ideas for introducing and practising vocabulary, grammar, language skills and taking part in collaborative projects, all of which use the game to create a motivating learning environment.

e = experienced audience

le = less-experienced audience

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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Therefore, please check the audience size in the left-hand column of each entry.

Wednesday 13 April

1720-1825: Session 1.7

Hall 10b
1755-1825
110 audience
Talk
MD
e, le, p, s, t, a

Text-driven task-based language teaching
Brian Tomlinson (University of Liverpool)
In my presentation, I will be challenging the assertion that texts have no place in task-based language teaching (TBLT) and I will present arguments in support of a text-driven approach to TBLT. I will also recommend and demonstrate a flexible, text-driven procedure which uses written or spoken texts to stimulate tasks and engagement in the classroom.

Hall 11a 1720-1825 225 audience Forum GEN	<p><i>Forum on teaching offline</i></p> <p>Moving beyond technology in the classroom Rhoda McGraw (Freelance) Many EFL learners now have easy access to written and spoken English through electronic media, and they spend much of their time interacting with machines. Should the language classroom be an extension of the electronic world we live in, or can it provide an alternative? If so, how? This teacher explores these questions through her own experience.</p> <p>An alternative to an 'offline' school: <i>Sanako 1200</i> Yasin Karatay (Duzce University, Turkey) Not every school has wifi facilities in some places. What if you work in a school where being online is painstaking? In this presentation, I will introduce an offline multimedia teaching environment, Sanako 1200, and present findings from a recent study exploring the attitudes of stakeholders at tertiary level and the factors affecting their use of this software.</p>
	<p>IATEFL BILL LEE SCHOLARSHIP WINNER Why English should not be taught online at the NBU Maya Mitova (New Bulgarian University) This presentation will present some of the problems that students studying on a distance programme in Vidin, Bulgaria, encounter when studying English. The learners' courses are delivered online, however, English is taught in a traditional way. The research will present students' preferences and explain why they think that English should not be taught online.</p>

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Wednesday 13 April

1720-1825: Session 1.7

Hall 11b

1720-1825

100 audience

Forum

TTEd SIG Day

Forum on context-specific teacher training

An INSET course within a Palestinian context: snapshots and reflections

Salam Affouneh (Birzeit University)

Following a participant-centred approach and integrating a follow-up stage may eliminate risks associated with INSET. In this presentation, certain aspects of a ToT course, given to Palestinian supervisors, will be analysed in relation to their underlying pedagogy and the extent to which they were participant-centred. I'll also reflect on the experience focusing on insights gained during the follow-up stage.

PEP talks for teacher development

Nick Bilbrough (The Hands Up Project, UK)

Communication, scaffolding and reflection are widely regarded as important components of language development. To what extent should such ingredients also be incorporated into the staging of teacher development programmes? Reflecting on the British Council's CiSELT trainer training course for Palestinian teacher trainers, I'd like to propose PEP (Practice - Evaluation - Personalisation) as a possible framework for planning context-specific teacher development.

How reflection on classroom practice makes training relevant

Isra El Hoby (United Nations Relief and Works Agency)

There's seldom one right answer in teaching. The real art of teaching lies in teachers' professional "self reflection". How can critical incidents in teaching help to foster teachers' innovation? Reflecting on the CiSELT trainer training course, I will talk about a self-reflection process that helped trainee teachers (identify, personalize, and then innovate) in the process of teaching English for Palestine.

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MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

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TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Media Suite
1720-1825
160 audience
Forum
TEA

Forum on assessment

A case for 'assessment for learning' in the EFL classroom

Katherine Solomon (Bell)

Research suggests Assessment for Learning (AFL) contributes significantly to raising standards. Increasingly teachers are required to make assessment central to all teaching and learning. This talk will report on findings from a completed case study examining the extent of AFL within one UK-based adult EFL setting and make practical suggestions on how to embed AFL into the EFL classroom.

Teaching, testing and examining: a very special relationship

Bernadette Maguire (British Council, Spain)

The notable increase in academic and professional mobility has led to a dramatic growth in demand for English language certification on the part of institutions and companies. Teaching and assessment go hand in hand but exam pressure is being felt in the classroom. The presentation examines this sometimes controversial relationship and suggests ways to resolve the issues therein.

Good teaching: good assessment?

Richard Kiely (University of Southampton)

This talk explores the ways good practices in assessment are a key part of good teaching in all contexts and at all levels. It emphasises the education of students in assessment values, criteria and practices, and discusses the ways in which teachers can develop their usual classroom activities in order to extend students' knowledge of, and skills in, assessment.

Wednesday 13 April

1900-2100: Evening events

1900-2100

Evening events

Fifty Years of Books and Stories with Alec Williams

1900-2000 in Hall 9

A light-hearted and entertaining look at the many books and stories that have appeared since IATEFL began, this session will feature stories that IATEFL members have read themselves, or have used with English learners. There'll be something for everyone: books for all ages; children's books from English-speaking countries, but also translations from elsewhere; old stories given a new life during this period; stories for the youngest learner, and tales to tempt teens; stories with beautiful pictures, and text that creates its own 'mind pictures'. Join storyteller Alec Williams for a walk through our story landscape; there'll be pictures from award-winning illustrators, words from the world's top writers for young people, and traditional tales re-told – a lively session with extracts and lots of humour!

British Council Networking Evening

1900-2030 in Hall 4

The British Council invites you to our networking reception. Join us for an enjoyable evening, to meet with friends old and new, and relax after a busy day at the conference. Attendance to this event is limited. Please visit the British Council exhibition stand to receive your free ticket.

The C Group - Creativity for change in Language Education General Meeting

1900-2000 in Hall 7

The C group was formed three years ago. It aims to promote a more creative approach to teaching languages. Full details are available on thecreativitygroup.weebly.com The aims of the meeting are to update people on the last 12 months, since the last meeting in Manchester, as well as to discuss possible future projects. It's also an opportunity for people interested in joining to come along and find out more. The C Group is non-elitist and is open to all who share its vision. So this meeting is open to all IATEFL conference delegates - members and non-members alike. Do come! Creativity is an endangered species - help to save it before it is too late.

If music be the food of love...

IATEFLers sing Shakespeare

2000-2100 in Hall 5

Shakespeare and music are inextricably intertwined – not only in passages from the plays, but in the way in which composers have reacted to his words. Many of the plays include songs, though the only composer we know who definitely composed original music for a Shakespeare play is Robert Johnson, who wrote the original music for *The Tempest*. Other Shakespeare contemporaries such as Morley, English composers such as Arne, Schubert and Schumann in German, Finzi and Howells, Tippett and Poulenc – all wrote settings of Shakespeare songs. And the great opera composers – Verdi, Berlioz, Britten – all wrote operas to libretti inspired by the plays.

This evening will present a selection of music written to Shakespeare's words, starting with Morley and ending with Tippett and Bernstein - and with a surprise specially composed for this evening's event. All the performers (and one composer!) will be IATEFLers of long standing, that can sing both high and low...

Thursday 14 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1730: ELT Resources Exhibition Open

0800-1730 **Registration desk open**

0815-0845 **IATEFL How To... Track**

Hall 7
140 audience

How to give a presentation at an international conference (with Jeremy Day)

Giving a presentation can be a stressful experience. This session will give you ways of organising yourself before your presentation and conducting yourself during your presentation to reduce that stress. The aim of the session is to make your presentation a more satisfying experience for you and for your participants.

Hall 8a
150 audience

How to get published in a refereed journal (with Graham Hall)

This session will look at why you might want to get published in an "academic" journal, and how to go about it. The editor of ELT Journal will share tips and suggestions for getting your work in print.

Hall 8b
170 audience

How to get the most from your teaching association (with Jane Ryder & Ros Wright)

Considering joining one of IATEFL's Teaching Associations? This session provides you with advice on getting involved at national level. We'll look at the roles and responsibilities of the key players of any Executive Committee as well as help you evaluate the skills you can offer the TA in your locality.

0830-1730 **Exhibition open**

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

0900-1010: Plenary Session

0900-1010

Plenary Session

Hall 1
1500 audience

Plenary session by Silvana Richardson

Silvana Richardson is Head of Teacher Development at Bell Educational Services and Head of Programme Quality at the Bell Foundation. She has worked in English Language Teaching for over 25 years as teacher and academic manager, and has trained EFL, MFL, ESOL, EAL, CLIL and subject teachers and trainers in the state and private sectors both in the UK and abroad. She has been Director of the Bell Delta Online and Director of Studies at Bell Teacher Campus, Cambridge, and has written online materials for teachers for Cambridge English Teacher. Silvana is a speaker in international conferences and a Quality Assurance inspector.

The 'native factor', the haves and the have-nots

...and why we still need to talk about this in 2016.

It is often claimed that much has changed in the field of English Language Teaching since 1983, when Peter Medgyes first described the struggle of 'non-native' teachers for visibility and due recognition. But has it? Away from academic circles, where the discourses that equated the ideal teacher with the 'native speaker' have been interrogated and critiqued, how has the situation really changed for the professional teacher of English whose first or home language is a language other than English?

In this talk I will draw on research studies, anecdotal evidence and my own and my colleagues' personal experiences to examine the state of equality and social justice in ELT with reference to the so-called 'non-native speaker teacher' thirty years on. I will look at how the logic of the market is used to justify current discriminatory recruitment practices that still perpetuate the view that a(n unqualified) native speaker is preferable to a qualified and professional 'non-native teacher'.

I will reflect on the impact of the native-speaker bias and its dominance on developments in English Language teaching methodology, and how this dominance seems to have affected the emergence of context-appropriate pedagogies. Finally, I will address the 'second best' view of the 'non-native teacher' and its impact on their own construction of a legitimate professional identity and on their confidence in themselves as teachers, users and experts of an *other* language.

1025-1130

Session 2.1

Hyatt-Allegro

1025-1055

70 audience

Talk

LMCS SIG Day

e, le, p, s, t, a

Extensive or expansive: graded readers re-examined

Victoria Boobyer (ELT Creative, UK)

Graded Readers or Language Learner Literature is big business. This is evidenced by the ever-growing size and number of graded reader catalogues available and also the introduction of more digital readers. The fact remains, however, that students do not read enough and graded readers are not used enough. This talk aims to address this issue with theoretical and practical guidance.

Hyatt-Allegro

1100-1130

70 audience

Talk

LMCS SIG Day

e, le, s

Motivating media students with 10-second self-produced social media videos

Diane Brown (Sapporo University)

This talk describes a classroom-based research project at Sapporo University, Japan. Low-level ELL media students integrated current news stories with LINE, a social media application, to self-produce 10-second movies in English. This multidimensional project motivated students by personalizing their learning experience, deepened their comprehension, engaged them in purposeful writing, and utilized new technologies.

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Thursday 14 April

1025-1130: Session 2.1

Hyatt- Andante
1025-1130
70 audience
Forum
TD

Forum on observation

Teacher development through in-service group observation: a project made possible

Sandra Oliveira (Colegio Visconde de Porto Seguro)

This talk outlines a project implemented by primary teachers of a German-Brazilian school in Brazil aiming at improving teacher practice as trios of professionals observe each other's lessons with a previously-defined focus of observation. Through written feedback from the classes involved, we ascertained that there had been a marked improvement in the quality of the classes given.

Lowering of the observee teachers' affective filters

Angelos Bollas (English Language Centre, Chalkis, Greece)

This talk aims to inform professional development coordinators and in-house trainers about the findings of an action research project on what made 20 observee teachers' attitudes and reactions to observations become less defensive and more positive. By the end of this talk, participants will be better equipped to help their colleagues use observations as a means for self development.

Capturing indicators of communicative language teaching in post-training observation

Yasir El Hag (British Council Sudan)

The presentation reports on a British Council impact study that applied direct observation to ensure that teachers retain and apply the communicative skills targeted in a Sudan teacher training programme. It will show how observation tools were designed and implemented in order to adequately and systematically capture patterns of classroom interactions and behaviours that are indicative of communicative teaching competency.

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Hyatt- Scherzo
1025-1130
70 audience
Forum
LT

Forum on professional development gone digital

IATEFL RAY TONGUE SCHOLARSHIP WINNER

All about webinars and virtual conferences

Syke A K (International Teacher Development Institute)

This talk shows the role of webinars and virtual conferences in the continuing professional development of a teacher of English. They are possible even in low-resource contexts. In this session I aim to equip you with the basic skills of virtual conferences and webinars. If you have your mobile device you can experience a live demonstration.

Would you like a trainer in your pocket?

Julietta Schoenmann (Freelance) & Evangeline Kyaagba (Society for Gender and Child Advancement - GCA)

We all take our mobile phones for granted. But did you know that they can also be used to give training to primary school teachers in isolated communities? I will outline this 'trainer in the pocket' that provides teachers with audio and video materials that they can access anytime and anywhere to enhance their classroom skills.

#ctjpd: a new learning ecosystem to ignite teacher professional development **Carla Arena & Clarissa Bezerra (Casa Thomas Jefferson)**

#ctjpd has been a viable and engaging professional development framework in response to the challenges in education nowadays, such as the diversity in levels of teaching skills and time constraints faced by teachers. The presenters will share their experience cultivating a learning ecosystem - #ctjpd - nurtured by the connections among educators and facilitated by some technological tools.

Executive Room 1
1025-1055
50 audience
Talk
YLT
p

HORNBY TRUST ALUMNUS

ELT reforms in Uzbekistan: opportunities and challenges

Nargiza Kuchkarova (National Research Centre for Innovations in Teaching Foreign Languages, Uzbekistan)

Massive reforms in teaching EFL are undergoing in Uzbekistan since the Presidential Decree #1875 was signed in 2012. Teaching English at primary level started straight afterwards and is of high importance as it builds the basis for continuing education. I will touch upon some positive results of introducing English at primary level and the perspectives of further reforms in ELT in Uzbekistan.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1025-1130: Session 2.1

Executive Room 1 1100-1130 50 audience Talk ES(O)L, YLT e, le, p	REGENT SCHOLARSHIP WINNER The teaching of language through literacy and thinking skills Luciana Fernandez (English Speaking Scholastic Association of the River Plate) Language teachers cannot and should not teach language in isolation and out of context. This presentation shows that they should engage their students in activities in which learners use the language for other purposes. Language teachers will be teaching the language efficiently if they provide opportunities for students to develop their literacy and thinking skills through language. That's our real challenge.
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Executive Room 2 1025-1055 50 audience Talk TD, YLT e, s	From CELTA to teaching teenagers - bridging the training gap Mel Judge (Stafford House Study Holidays) In 2014, almost 50% of students at English UK schools were juniors - a 24% growth from 2013. How do we, as academic managers, ensure that new teachers are equipped with skills and techniques to manage, challenge and inspire teenage learners? This session will explore practical ways to guide newly-trained teachers through pre-course training, ongoing support and course reflections.
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Executive Room 2 1100-1130 50 audience Talk TTEd, YLT e, p	Toward age-appropriate pedagogy: a decade of YL Extension to CELTA David Valente (ELT Consultants) 2016 is the final year of the Cambridge Young Learner Extension to CELTA course and this talk marks the occasion by showcasing a creative approach to teaching practice for trainees specialising in 8-13 olds (primary and lower secondary). Reflecting on a decade of training experience, we will explore materials used to enable candidates to move toward age-appropriate pedagogy.
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Executive Room 7 1025-1055 45 audience Talk TTEd le, p, s, t, a	Erasmus+ funding for your institution - attract and apply Sarah Mount & Hanna Furre (NILE) European funding for teacher mobility projects significantly changed with Erasmus+ in 2014. Eligible institutions now include private and non-European institutions. This talk will look at examples of private and public projects successful in securing funding, as well as how language schools can work with applicants to adapt programmes to fit the Erasmus+ funding criteria.
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Executive Room 7 1100-1130 45 audience Talk RES, TTEd e, t	TESOL Master's programmes in the UK: students' choices and expectations David Bowker & Vander Viana (University of Stirling) Although the UK is among the preferred destinations for TESOL Master's students, little is known about why this is so. This talk will report on the findings of a UK-wide survey with TESOL Master's students aimed at uncovering their reasons for choosing a specific university and programme, as well as their expectations for the course.
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Executive Room 8 1025-1055 50 audience Talk TD, TTEd e, a	Head teachers: major allies in TPD in Bangladesh Zakia Sultana & Md Nurunnabi (English in Action) Head teachers can make or break professional development for teachers in their schools. The English in Action project has developed practical strategies and materials for engaging primary and secondary school heads and for ensuring their support for teachers on a school-based TPD (teacher professional development) programme. The session gives hands-on experience of these and draws on surveys of both heads and teachers.
Executive Room 8 1100-1130 50 audience Talk GEN le, s, t	Leading the change: changing approaches of teacher education in Nepal Laxmi Prasad Ojha (Tribhuvan University, Nepal) In this presentation, I shall focus on a pre-service teacher education programme in Nepal, which has gone through a complete overhaul by introducing a semester-based system replacing an age-old yearly system. How the pre-service teachers have benefitted because of the use of different ICT tools and internet-based platforms to access resources to develop their understanding and skills will be discussed.
Executive Room 9 1025-1055 25 audience Talk LT, TD e, p, s	Using online teacher portfolios to follow up face-to-face methodology courses Kristina Margaret Smith (SeltAcademy) Face-to-face courses are a popular method of teacher training. However, how do we know if these courses have any effect on classroom teaching? I started an online teacher portfolio system to support more than 400 teachers across three countries during the year after their courses. In this session I will show specific examples and share difficulties and successes.
Executive Room 9 1100-1130 25 audience Talk TD, TTEd e, a	Experiments with e-portfolios for teacher training and development Marcela Cintra (Cultura Inglesa Sao Paulo) This talk focuses on research and data gathered from experimenting with e-portfolios in initial teacher training and the effects in helping teachers engage in, and feel accountable for, their continuous professional development. The e-tasks proposed during training and the follow-up activities set to guarantee the continuity of the work at different stages of development will be shared during the presentation.
Executive Room 10 1025-1055 25 audience Talk AL e, le, p	The development of learners' interactional competence in Brazilian EFL textbooks Paulo Ott Tavares (Pontifical Catholic University of Rio Grande do Sul, Brazil) The aim of this presentation is to discuss how speaking tasks presented in Brazilian EFL textbooks help develop state school students' interactional competence. In order to do that, we'll go over the Brazilian National Textbook Program and analyze some tasks from <i>Alive</i> , a textbook series distributed by the Brazilian government to state schools.

Thursday 14 April

1025-1130: Session 2.1

Executive Room 10 1100-1130 25 audience Talk AL, RES le, a	IATEFL LATIN AMERICA SCHOLARSHIP WINNER Effect of task complexity on ESL learners during peer interaction Constanza Pena (University of Talca) I'll present a research study to investigate the effect of task complexity on the accuracy and interaction of adult Spanish-speaking ESL learners in their oral performance. Findings showed that complex tasks enhance accuracy and interaction, clarifying contradictory results from previous studies (Robinson, 2001, 2005). These findings allow teachers and syllabus designers to improve learners' oral performance through an appropriate task elaboration and implementation.
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Hall 1 1025-1055 300 audience Talk TEA le, t, a	Helping English language learners cope with test anxiety Marian Crandall (Educational Testing Service (ETS)) Having to take a standardized ESL test is a requirement for many adult English language learners in order to go to university, get a job, obtain a professional licence or apply for citizenship. In this talk, I'll discuss how teachers can help students perform their best on this type of high-stakes anxiety-inducing testing without turning their classes into test prep sessions.
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Hall 1 1100-1130 300 audience Talk TEA e, p, s, t, a	Taking a formative approach to assessment to build learner-centredness Nicola Perry (Independent consultancy) With strong beliefs in the value of learner independence, progress testing has always seemed counter-intuitive. Because of this, when the opportunity arose last year to develop a project that takes a more forward-looking approach to assessment, years of research and pondering possibilities became a reality. This is a review of that project and the ideas behind it.
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Hall 4 1025-1055 800 audience Talk LT, MD e, s, t, a, prodprom	<i>COBUILD Grammar Patterns: an online resource for teachers and learners</i> Lisa Todd (Collins) & Susan Hunston (University of Birmingham) Understanding the relationship between grammar pattern and meaning is essential for developing language skills. Collins and the University of Birmingham have developed a new online resource containing over 300 patterns, with information on the vocabulary and meanings connected to each pattern. This talk will demo how teachers can use the resource to help students understand and use these patterns correctly.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

<p>Hall 4 1100-1130 800 audience Talk AL e, le, s, t, a, prodprom</p>	<p>Answering language questions from corpora James Thomas (Masaryk University) There are many language questions that dictionaries, grammar books and native speakers cannot and do not readily answer. The range of questions extends across the whole hierarchy of language from morphology to sentence building to discourse and pragmatics. This talk offers an approach to asking questions to thousands of native speakers whose language has been sampled and stored in corpora.</p>
<p>Hall 5 1025-1130 300 audience Panel discussion AL e, le, p, s, t, a</p>	<p>Current issues in English language teaching in Iran Chris Kennedy (Universities of Birmingham and Warwick), Samaneh Zandian, Shahrzad Ardavani (The University of Aberdeen), Parvaneh Tavakoli (University of Reading) & Danny Whitehead (British Council Iran) The speakers will review aspects of the current state of English language teaching in the Islamic Republic of Iran, followed by audience discussion. Areas to be covered will include language policy in Iran, globalisation, change in higher education, English as an International Language, student motivations to learn English, and curriculum and materials development.</p>
<p>Hall 6 1025-1055 120 audience Talk LT le, p, s, t, a, prodprom</p>	<p><i>Text Inspector</i> - an online tool for analysing texts Stephen Bax (Open University) TextInspector.com is a quick online tool to help teachers assess their students' written work, and to assess the difficulty of speaking and listening texts. I will discuss and demonstrate TextInspector.com, which can assess text difficulty according to a range of lexical and discourse features, benchmarked to CEFR levels. The talk is sponsored by the web tool's publisher.</p>
<p>Hall 6 1100-1130 120 audience Talk YLT e, s, prodprom</p>	<p>Explore the world, expand the mind Anastasia Manitsa (Express Publishing) How much do we know about the amazing world we live in? What about the animals, plants, lands and oceans? Science, Biology, Geography and History answer these questions through <i>CLIL readers</i> in an exciting & thrilling way. I'll present <i>Explore our World CLIL Readers</i>, which offer a remarkable lifetime learning experience, exposing learners to real use of the English language.</p>

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LAM = Leadership & Management

LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Thursday 14 April

1025-1130: Session 2.1

Hall 7 1025-1130 140 audience Forum TD, TTEd	<p><i>Forum on encouraging teacher reflection</i></p> <p>Rethinking reflection on the intensive TEFL course Daniel Baines (British Council, Prague)</p> <p>Post-lesson reflection has become an integral part of initial teacher training courses all around the world, despite no evidence of its effectiveness. This session will present a case for the end of compulsory reflection on four-week initial teacher training courses and make practical recommendations for course designers to maximise their trainees' potential.</p> <p>Dialogic interaction and the mediation of pre-service teacher learning Mike Chick (University of South Wales)</p> <p>This talk presents findings from research that illuminate the ways in which a dialogic pedagogy can help inculcate a culture of informed reflective practice by providing novice teachers with helpful signposts as they set out on a path of long-term development. The benefits and constraints to implementing a dialogic approach during pre-service ELT are also considered.</p> <p>Exploring in-house video training materials for 'reflective' teacher development Teti Dragas (Durham University, ELC)</p> <p>This presentation explores the development and use of in-house video materials that form part of a teacher development module on a Masters in TESOL for a group of experienced, international teachers. The module aims at fostering teachers' reflective practice and the video material, which was created from recordings of 'live' teaching practice, included focused tasks aimed at developing reflection.</p>
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Hall 8a 1025-1055 150 audience Talk LA SIG Day e, le, s, a	<p>Noticing language: promoting autonomy among our learners Carole Robinson (NILE Norwich)</p> <p>The English language is all around our students, but how much do they really see, notice and learn from it? In this talk, we will be looking at activities that exploit authentic language and linguistic landscapes in our students' daily lives, whatever learning situation they are in, and focussing on ways to encourage them to notice more autonomously.</p>
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Hall 8a 1100-1130 150 audience Talk RES, LA SIG Day e, a	<p>Moving EAP students to metacognition and autonomy Michelle Tamala (LatrobeMelbourne)</p> <p>Responses to a student learning survey indicated that both students and teachers needed to become more autonomous in their practices and be more aware of metacognitive learning strategies. This talk describes a 6-month project involving three cohorts of students and their teachers as they include more autonomous approaches and metacognitive learning strategies in their teaching and learning.</p>
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Hall 8b

1025-1130

170 audience

Forum

LT SIG Day

Forum on MOOCs

Beyond the numbers: building the massive online community

Chris Cavey & Neil McLaren (British Council)

In the last 18 months, British Council MOOCs have attracted more than a million learner registrations. This talk will look at what online learner interaction on this scale has taught us about how learner communities develop and how this knowledge is changing the way we interact with learners - both inside and outside the MOOCosphere.

Peer assessment as reflective learning in language MOOCs

Sha Luo (Shenzhen University, China)

This presentation focuses on the reflective value of peer assessment in a language MOOC (Massive Open Online Course). Based on a one-year empirical study carried out in an EFL MOOC, it demonstrates how tertiary-level students at different English proficiency levels can improve their writing ability by acting as peer assessors while reflecting on their own learning towards self-revision and improvements.

Why MOOC? Teacher development through global social interaction

Claire Ross (Freelance, Lebanon)

Over 70,000 teachers joined the British Council Professional Practices in English Language Teaching MOOC last September. But why? What makes a MOOC different from other online courses? As course creator and lead educator, I will outline the opportunities and interactions possible in this unique social learning environment, including feedback from participants themselves.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

**Please note that some presenters have requested a maximum audience size.
Therefore, please check the audience size in the left-hand column of each entry.**

Thursday 14 April

1025-1130: Session 2.1

Hall 9 1025-1130 285 audience	Pearson Signature Event Motivation and engagement Pearson English has gathered an academic panel to explore the impact of engagement and motivation on learner outcomes and the role of the teacher in driving engagement and motivation. The panel consists of teachers representing a variety of learners from primary to university students; and a teacher trainer. The discussion will tackle the theme from a variety of angles. Speakers: Barbara Gardner (UK) is a teacher trainer, learning technologies manager and part of the academic team that developed the Global Scale of English. She will discuss the motivational benefits of having a granular scale/ specific learning objectives. Agnieszka Klos-Dacka (Poland) teaches university students. She will explain the challenges and opportunities in helping students to develop linguistic and learning skills when students are preparing for widely different fields of study; and thus needing to prepare for different requirements of the job market. Eulalia Marti Coronado (Spain) and Mariusz Buszta (Poland) will discuss how blended learning and technology can be used both in and outside the classroom to motivate primary and young adult learners. Designed to be interactive, the session will include a Question and Answer period.
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Hall 10a 1025-1055 97 audience Talk GI SIG Day le, a	Outside in: bringing the real world into the classroom Stephen Greene (Freelance) Encouraging students to make connections between what they see in the classroom and the outside world can help with motivation, learner autonomy and critical thought as well as producing immediate results. This talk will present four different techniques for making classroom topics relevant: current affairs; art; linguistic landscapes; and getting out of the classroom.
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Hall 10a 1100-1130 97 audience Talk GI SIG Day e, s	Education for social justice: human trafficking and the next generation Judy Boyle (The NO Project) In this talk, I will present creative, inspirational, pro-active actions that students and educators globally are taking to confront the crime of human trafficking and modern slavery in their classes, schools and universities. I will also provide supportive educational resources so that participants can confidently and successfully address this challenging but vital subject in their own lessons.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hall 10b
1025-1130
110 audience
Forum
EAP, ESP SIG Day

Forum on academic writing

6-year 959 non-native student English academic writing longitudinal analysis David Albachten (Istanbul Sehir University)

Academic writing in English for non-native university students is a big challenge, to learn and teach. What if there were a large longitudinal study examining these students' writing for grammar, usage, documentation and organization over their years in school? I'll discuss how the raw results alone would be informative, yet with such a large quantitative database, additional instructive conclusions can be drawn.

Ways of engaging learners in critical thinking at university level Zeynep Iskenderoglu Onel (Sabanci University)

I will discuss a study that aimed to share how a first-year CBI writing course helps students to develop their critical thinking (CT) skills as well as their writing skills in an EFL situation. CT was integrated into the academic writing context utilizing Socratic questioning. Students who were fully engaged in the process grew an awareness of their writing process.

A fish, a thesis and boxes: using drawings in EAP Joanna Malefaki (Self Employed)

Have you ever used drawings of a fish in order to explain a thesis statement, a hamburger to explain an essay, boxes to discuss citations or the layout of a PPT presentation in the EAP classroom? This talk will present the importance of drawings in EAP and will show you practical drawings you can use to provide EAP input.

Hall 11a
1025-1055
225 audience
Talk
PRON, RES
e, le, a

Applying synthetic phonics in ESL teaching and learning Adam Scott (St Giles International, Brighton)

Difficulties reading, listening, understanding, spelling, pronouncing or constructing meaning in writing or speech are rooted in how learners decode language, and can be eased by improving learners' phonemic awareness and decoding, using synthetic phonics. I will outline how different decoding practices impact learners and show how integrating synthetic phonics as a teaching element enables fast, accurate decoding, supporting learners' development.

Hall 11a
1100-1130
225 audience
Talk
LT, PRON
le, s, t, a,
prodprom

Get more value from your students' English by improving pronunciation Jenny Dance (Phona)

Do you have students with a good level of English, for whom pronunciation is a real barrier to making themselves understood? This talk explains how you can help your students get more value from the English they have already learned, through pronunciation training with *Say It: Pronunciation from Oxford*. I'll provide a take-away sheet with practical classroom activities.

Thursday 14 April

1025-1130: Session 2.1

Hall 11b 1025-1055 100 audience Talk YLT le, p, prodprom	Teaching English through storytelling in kindergarten and primary school education Bernardka Avsenik (Bicevje Primary School, Slovenia) This presentation describes a multisensory approach, based on storytelling, with some innovative strategies and techniques, focusing on the use of music, integration and CLIL. I will discuss a combination of a theory and video clips, reflecting practical work in the classroom, using the examples from the teaching material <i>My Fairyland 1, 2, 3</i> , which I co-authored.
Hall 11b 1100-1130 100 audience Talk MD, YLT e, p, prodprom	Curriculum mapping and content creation on the <i>LearnEnglish Kids</i> website Emma Cook (British Council LearnEnglish Kids) Using case studies and other examples, this talk will present the ways in which the materials on the <i>LearnEnglish Kids</i> website can be used as the basis for course creation, to supplement courses, or be mapped to local or national curriculums. In relation to this, I will show how we respond to audience needs through the content creation process.

Media Suite 1025-1130 160 audience Forum GEN	<i>Forum on creativity in ELT</i> Promoting creativity through teacher education and development Daniel Xerri (University of Malta) Creativity is perhaps one of the most exciting concepts that currently inform ELT. However, the attainment of creativity in the classroom is dependent on teachers' own creative practices. Through theoretical and practical examples, this talk demonstrates that in order for teachers to position themselves as creative practitioners they need to be provided with necessary support via teacher education and development. Reflecting on creativity construction in an ELT classroom Gloria Gil (Universidade Federal de Santa Catarina) What does it mean to be creative in the ELT classroom? How is creativity interactively constructed? The objective of this talk is to report on an action research in which I, as teacher and researcher, tried to answer those questions while teaching a discipline aimed at developing fluency in a group of high intermediate students in a Brazilian university. Encouraging communities of creative practice: stimulus-materials for classroom writers Stephanie Xerri Agius (University of Malta) Following an exploration of the teacher's mindset as writer and creative practitioner, this talk also focuses on a range of print and digital stimulus-material ideas for the ELT classroom. The aim is for students to perceive writing as more enjoyable and to bolster their creativity by offering them target-specific writing opportunities.
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Thursday 14 April

1205-1215: Session 2.2

1130-1205 Coffee break
Continual complimentary tea/coffee throughout the day is sponsored by Hujiang.

1205-1215 Session 2.2 - Poster presentations
(sponsored by Penguin Random House)

Hall 1 Level 4 Foyer
During the conference there is a Poster Forum for the duration of the event in the Hall 1 Level 4 Foyer (to the left of the registration desk). Please see below for the presenters who will be present at their poster during session 2.2 to discuss it with delegates and to answer any questions.

- Poster 1
EAP, TEA
- Students' satisfaction with different types of evaluation**
Vesna Bogdanovic (Faculty of Technical Sciences, University of Novi Sad, Serbia)
Apart from numerical evaluation, teachers have the option of in-text corrections, writing commentaries at the end of the assignment, or providing evaluation sheets to their students. The poster will present examples of evaluating an abstract and will report on students' satisfaction with evaluations depending on their gender, obtained grade, previous English courses' grades, length of studying English and prior education.
- Poster 4
AL
- Developing learners' listening comprehension through mobile assisted learning**
Saliha Chelli (Biskra University)
This poster presents a study aimed to corroborate or refute the hypothesis that learners' listening comprehension would be developed by using authentic texts through mobiles. The results of 35 participants used in the quasi-experiment revealed that their listening comprehension improved significantly due to the use of Cambridge listening texts and technology, in addition to the increase of their motivation.
- Poster 6
TD, TTEd
- Professionally speaking: teaching Russian TEFL students to use English professionally**
Victoria Goncharova (Moscow City Pedagogical University, Russian Federation)
Many professional challenges become more feasible for an EFL teacher today if they join TEFL professional societies worldwide. But what remains the biggest challenge is how to join that society. This poster presentation exemplifies and details the course launched for Russian TEFL students to help them master professional communication in the target language.

Thursday 14 April

1205-1215: Session 2.2

Poster 9
TTEd, YLT

SELTIC: Science and English language teaching integrated in the classroom
Jana Jilkova (ICV KH & PedF Charles University)

Teachers and learners are increasingly interested in developing life skills in the classroom by combining language and subject teaching. How can they do that, and - more importantly - how can they ensure that such an approach is really effective? This presentation offers you practical examples of piloted easy-to-use materials which enhance language and scientific knowledge and skills.

Poster 12
LA, LT

Virtual classes to promote learners' metacognitive strategies: study skills module

Ouarda Khouni (Mohamed Khider University Algeria)

This poster describes the aim of teaching FL learners metacognitive strategies through a virtual classroom using the Nicenet platform. Students were taught metacognitive strategies - mainly awareness, planning and self-evaluation - when learning study skills. The purpose of the experiment is to train learners to learn online, use metacognitive strategies, and be able to control and evaluate their learning progress.

Poster 15
ES(O)L

Grammar teachers' beliefs and classroom practices

Youcef Laala (University Mohamed Khider, Algeria)

This poster presents a study that investigates a part of teachers' cognition and contributes to the understanding of a complex, very private and unobservable aspect of it to help constructing and developing the best ways to teach in general and grammar in particular. It aims to explore the link between teachers' beliefs about grammar and grammar teaching practices.

Poster 18
EAP, RES

Improving writing skills in higher education in Temuco, Chile

Oriana Onate (Universidad de La Frontera, Temuco, Chile)

The poster presents the findings on the use of writing strategies as well as the difficulties lower intermediate EFL learners face when writing for academic purposes. The study is conducted in a setting where English is taught as a foreign language and there is not much time for developing writing skills and training students on the use of strategies.

Poster 19
ES(O)L, MD

Colouring up your speaking lessons using videos

Selin Tanriverdi Colak (Ozyegin University, Istanbul, Turkey)

When it comes to speaking, all teachers want to involve students more in activities and enhance their interest. This workshop will focus on how to add variety to speaking activities by using videos in the classroom. Participants will be involved in a demo lesson that can be adapted for use for an array of contexts, age groups and classroom environments.

Poster 22
ESAP, ESP

The role of vocabulary size in reading medical science journals

Desiree Verdonk (Univ. of Applied Sciences Wiener Neustadt)

Knowing 5000 word families in English typically ensures familiarity with 95% of running words in a text, and thus adequate comprehension. Unfortunately, medical science papers appear to require additional knowledge of technical terminology to achieve this 95% coverage. Medical English instruction therefore requires the close cooperation between EAP trainers and lecturers in medical subjects to ensure adequate reading skills.

Poster 24
TD, TTEd

Effective international cooperation and innovation in teachers' associations

Loreta Zavadskiene (Lithuania)

The aim of the poster presentation is not only to introduce the ERASMUS+ project "Cooperation and Innovation in Teachers' Associations (CITA)", but also, by sharing the experience gained during the project, demonstrate how teacher associations might develop, sustain and modernize their work through international cooperation for innovation and the exchange of good practices.

1230-1300

Session 2.3

Hyatt-Allegro
70 audience
Talk
EAP, LMCS SIG
Day
e, s

Pedagogical innovation in teaching literature, creative non-fiction, copywriting, technical communication

Inas Kotby (American University and Modern Education American School)

The presenter uses literary works, speeches, memoirs, letters and essays as a springboard to teaching creative non-fiction, copywriting and technical communication. Through simulation, students practise writing emails, letters, advertisements, proposals, resumes, press releases, online promotion and delivering presentations. They learn to be concise, focused, clear, articulate and confident. This process helps them become versatile individuals ready to join the workforce.

Hyatt-Andante
70 audience
Talk
YLT
le, p

Making every child bilingual with English – future or fantasy?

Claire Selby (Yellow House Limited)

Poland is the first country in the EU to make an additional language obligatory for all preschool-aged children. In the majority of cases, preschools are choosing to offer English. Is this possible with the teachers currently available? Will other countries follow? What are the long-term implications for the teaching of English? I will discuss these issues and invite your questions.

Thursday 14 April

1230-1300: Session 2.3

Hyatt-Scherzo 70 audience Talk TEA e, le, s, t, a, prodprom	The potential of a free standardized English language test Minh Ngan Tran (EF Education First) This talk will introduce the EF Standard English Test (EFSET), a new standardized English language assessment available online for free, and discuss its potential for learners, teachers and school systems. The EFSET has been trialed on more than 40,000 learners from 80 countries. UNC Professor Ric Luecht conducted two studies that show EFSET correlates positively with TOEFL and IELTS.
Executive Room 1 50 audience Talk TD e, le, p, s, t, a	Creating a Pan-African network of teacher associations in Sub-Saharan Africa Abayneh Haile (British Council) This talk showcases how English Teacher Associations in seven Sub-Saharan countries are working together to create a Pan-African support network for teachers, designed to encourage the sharing of best practices, develop and strengthen in-country TAs and increase access to, and opportunities for, quality teacher development across a variety of challenging academic and operational contexts.
Executive Room 2 50 audience Talk RES, TTEd e, le, a	The impact of technology on CELTA courses in the UK Pam Kaur Gibbons (Freelance) Why do some trainers think that technology does not occur 'abroad'? This question will be answered in my talk presenting my MA TESOL research which explored the attitudes, beliefs and practices of pre-service teacher trainers when considering technology. I will explore how the CELTA syllabus needs to employ a bottom-up and top-down approach to its criterion when considering technology.
Executive Room 7 45 audience Talk AL e, le, s, a	A framework for measuring and increasing productive and engaging interaction Luciana Locks Lima & Jaime Cara Junior (CNA Franchiser of English Schools) It seems to be undisputed that people learn from interaction, but at the same time teachers seem to struggle with criteria to promote productive and engaging interaction. In this talk, as we analyse some typical ELT activities, we will work with a framework that offers consistent guidelines to help teachers design and evaluate activities that aim at promoting interaction.

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YLT = Young Learners & Teenagers

Executive Room 8 50 audience Talk BE, ES(O)L e, le, a	Communication issues in the multicultural classroom Vivien Gilles (Bell) Eye contact, seating arrangement, body language: channels of communication are rich and diverse across cultures; as language teachers our focus is clear, but are we missing messages, or worse, sending miscommunications ourselves? In this talk, I will review key theories of intercultural communication and discuss how participants will be able to apply these to improve intercultural relationships in their classrooms.
Executive Room 9 25 audience Talk RES, TTEd e, le	Teacher trainers' voices on undergraduate TEFL curriculum innovation in Chile Loreto Aliaga-Salas (University of Leeds) In teacher education curriculum innovation, teacher trainers' voices are crucial, for they are the bridge between the hoped-for change and trainees. This presentation explores the beliefs and practices of teacher trainers working on the English language strand of a new undergraduate TEFL 'integrated curriculum' in Chile, reflecting on their experiences of working on the programme to discuss possible curriculum adjustments.
Executive Room 10 25 audience Talk GEN le, p	Linguistic schoolscapes - options for integration in multilingual school settings Mikaela Bjorklund & Christel Bjorkstrand (Abo Akademi University) This talk presents empiric data on linguistic landscapes of some Swedish-medium schools in Finland and discusses the implications of these findings for the integration of pupils and parents with linguistically and culturally diverse backgrounds. It is aimed at teachers, administrators and researchers and invites discussion on how linguistic schoolscapes may be used to facilitate mutual integration in different school contexts.
Hall 1 300 audience Talk TD e, le, p, s, t, a	Ten great educators and their legacy Alan Maley (Freelance) I will survey the work of ten great educators. Roughly half of them were highly influential innovators. Others were isolated, passionate experimenters, whose pioneering work is relatively little known. I shall winnow out the essential principles which animated their work and compare these with current views on education. Will we ever learn the lessons they were trying to teach?

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1230-1300: Session 2.3

Hall 4 800 audience Talk TD, TTEd e, t, a	Quality assurance in online teacher education revisited: the AQUEDUTO concept Gavin Dudeney (The Consultants-E) & Thom Kiddle (NILE Norwich Institute for Language Education) At the 2015 IATEFL conference in Manchester, we presented a skeleton concept for the evaluation of online teacher training and development courses, with the dual aim of helping training providers highlight the quality of their online training packages, and helping end users identify those providers. This talk provides an update, and an introduction to the result of those discussions: AQUEDUTO.
Hall 5 300 audience Talk GI e, le, t, a, pub	The world's language: using authentic non-native input in the classroom Lewis Lansford (National Geographic Learning) Globally, the majority of English-language conversations don't involve a native speaker. Using TED talks by non-native English speakers, this session will explore these questions: What are the teaching implications of English as a Lingua Franca? How should we approach non-standard or ungrammatical input? What materials prepare learners for real-world communication?
Hall 6 120 audience Talk BE, MD e, le, t, a, prodprom	Teaching business English using professional learning objectives and task-based activities Iwonna Dubicka (New Executive Language Centre) & Mike Mayor (Pearson) What is Business English? For some students, it's simply a case of learning work-related vocabulary. For others, it means developing a range of specialized business skills. In this talk, we will look at new research into professional learning objectives and illustrate the value of these objectives with examples from the skills lessons in <i>Market Leader Extra</i> .
Hall 7 140 audience Talk MaW, RES e, le, a, prodprom	Using <i>English Grammar Profile</i> to improve curriculum design Geraldine Mark (Gloucestershire College/Cambridge University Press) & Anne O'Keeffe (Mary Immaculate College, Limerick/Cambridge University Press) This talk showcases the <i>English Grammar Profile</i> , a new open educational resource developed to enhance our understanding of English learner grammar. Based on the Cambridge Learner Corpus, it provides over 1,200 corpus-based grammar competency statements across the six levels of the CEFR. The talk will showcase the resource and explore its importance for the design of materials and curricula.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

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Hall 8a
150 audience
Talk
RES, LA SIG Day
e, a

An innovative approach: the zen path to learner independence

Gamze A. Sayram (Macquarie University English Language Centre)

I present an exploratory practice study which aims to motivate learners to become more active by expanding their understanding of the concept of 'independent learning' by initiating new thoughts and deeper understanding of the concepts, acquiring new words to articulate their ideas more clearly and implementing new actions to develop a personal learning methodology that works for them.

Hall 8b
170 audience
Talk
LT SIG Day
e, t, a

Designing for learning: how user experience principles could help ELT

Nick Robinson (ELTjam/Flovoco)

The best and most successful digital products provide a positive User Experience (UX) - something that is intuitive, simple and efficient in a satisfying way. What can we learn about teaching English from how UX is designed? Can we create environments for learning that prioritise clarity, simplicity and efficiency? Can we remove barriers to learning? This session shows you we can.

Hall 9
285 audience
Talk
MD, MaW
e, le, p, s, a,
prodprom

Covert syllabuses

Jill Hadfield (Unitec, NZ)

Covert syllabuses, the often unintentional messages that materials contain, usually have negative associations, e.g. sexist bias. However, positive covert syllabuses can also be created, for example, a group dynamics syllabus within an overt language learning syllabus. We will look at both negative and positive covert syllabuses and consider some procedures for ensuring negative syllabuses are eliminated and positive ones included.

Hall 10a
97 audience
Talk
GI SIG Day
le, p

LT123 BRAZIL SCHOLARSHIP WINNER

Teaching at a public school in Rio

Patricia Santos (Rio de Janeiro, Brazil)

I will discuss the challenges a public teacher has to face in a poor and violent area in Rio de Janeiro. I'll talk about how to teach students beyond English. Some students go to school for the free meal and I have to make the class as interesting and important as the food they come for.

Hall 10b
110 audience
Talk
ESAP, ESP SIG Day
e, t

Project-based CLIL in engineering degree courses in Germany

Christopher Tidy (Fachsprachenzentrum, Leibniz Universitaet Hannover)

Modern products have become so complex that they are rarely designed and manufactured in a single country. When components and expertise are sought from companies abroad, the interactions almost always take place in English. This presentation describes a model for project-based language learning within bachelor's degree courses and explains how the right implementation complements and utilises a project's technical content.

Thursday 14 April

1230-1300: Session 2.3

Hall 11a 225 audience Talk TEA e, le, s, a, prodprom	Intensive first – what to focus on Roy Norris (Madrid, Spain) You're teaching an intensive Cambridge English: First course. Time is limited and there's a lot of ground to cover. What language and skills should you give priority to? What advice can you give students? In this practical talk, I'll address these questions using examples from <i>Straight to First</i> , as well as further materials I have designed specifically for intensive courses.
Hall 11b 100 audience Talk TEA e, le, a	Deaf-blind to inclusion? Adapting examinations fairly to disabled candidates Diana Metzner (telc – language tests) Listening or Speaking tests for candidates who can't hear? Reading or Writing subtests for the blind? Yes it works, it can be done! This talk describes how a regular CEFR-aligned formal examination is best adapted to five different categories of disabled candidates. We, as an examination provider, insist that the modified test maintains validity and fairness and also furthers inclusion.
Media Suite 160 audience Talk TEA e, le, p, s, t, a, prodprom	Getting to grips with action research for teachers Fiona Barker (Cambridge English) & Anne Burns (University of New South Wales, Sydney) This talk will introduce teachers and academic managers to Action Research in language education and provide tools and techniques that will enable you to reflect on a question, issue or puzzle in your own context in a systematic way. The presenters will provide helpful advice and inspiration from recent teacher-led projects in ELT in Australia and the UK.

1300-1420

Lunch break

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1310-1410 IATEFL Annual General Meeting

Hall 9

Notice of Annual General Meeting

The 2016 Annual General Meeting of IATEFL will be held in Hall 9 at the ICC, Birmingham, UK, on Thursday 14th April 2016 from 1310 to 1410. All members are invited to attend.

AGENDA

1. Minutes of the AGM held in April 2015 at Manchester Central, Manchester.
2. Matters arising.
3. Treasurer's report.
4. Presentation and receipt of accounts for 2014-2015.
5. Re-appointment of MHA MacIntyre Hudson as auditors. Although we are happy to recommend the reappointment of MHA MacIntyre Hudson, we will be taking the opportunity during the year to look at other companies in order to reduce our costs.
6. Presentation by the President and Executive Committee chairs on general issues, the work of the Board of Trustees and other committees, the SIG representative's report, and Associates' representative's report.
7. Recommendation and appointment of new Vice President.
8. Thanks to out-going Vice President and welcome to new post holder and other new volunteers.
9. Date of next meeting 5th April 2017 in Glasgow, time and venue to be confirmed.

By order of the Board
Zeynep Urkun



Company Secretary
IATEFL
2-3 The Foundry
Faversham,
Kent
ME13 7FD, UK

Date: 23/2/16

Appointment of proxies

1. As a member of IATEFL, you are entitled to appoint a proxy to exercise all or any of your rights to attend, speak and vote at the meeting. A proxy does not need to be a member of IATEFL but must attend the meeting to represent you.
2. A proxy form and details of how to appoint a proxy is available in the members' area of the IATEFL website at <https://secure.iatefl.org/>. You can only appoint a proxy using the procedures set out in the notes to the proxy form.

Thursday 14 April

1420-1450: Session 2.4

1420-1450

Session 2.4

Hyatt-Allegro
70 audience
Talk
YLT, LMCS SIG
Day
e, p, prodprom

Putting the joy back into reading with *Ladybird Readers*
Sorrel Pitts (Penguin-Random House)

Children have always loved learning to read with *Ladybird*. Their beautifully-designed and engaging children's stories, and well-loved characters such as Topsy and Tim and Peter Rabbit have helped many generations on their first steps to literacy. This talk outlines how *Ladybird's* new graded readers series will put the joy back into reading in the ELT classroom.

Hyatt-Andante
70 audience
Talk
ES(O)L, TEA
e, le, prodprom

What makes an effective placement test?
Ian Wood (Pearson)

The way we place students within courses can have a huge impact on student motivation, rate of learning and overall experience, not to mention customer satisfaction and retention rates for the school. With a myriad of placement tests available, how do we know what works? This session discusses the pros and cons of different approaches and the results they produce.

Hyatt-Scherzo
70 audience
Talk
GEN
le

The pedagogical and motivational value of popular songs in ELT
Niki Alford (Freelance)

I aim to raise awareness of the multiple benefits of using popular songs in the ELT classroom. My research reveals that teachers and students intuitively agree with incorporating songs in language learning, but are unaware of the practical and theoretical underpinnings. Audience participation, involving innovative activities, will illustrate the versatility of this authentic popular medium as a motivating force.

Executive Room 1
50 audience
Talk
TD
le, t, a

Supporting teacher writing for publication: needs, benefits and challenges
Simon Mumford (Izmir University of Economics, Turkey)

Teacher writing for publication has received relatively little attention. This talk reports on a study into the practical support needed for an important area of teacher publication, Teacher Research. The focus then widens to consider theoretical issues related to teacher publication, including motivation to publish and opportunities for teacher learning, as well as the challenges faced in getting published.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Executive Room 2 50 audience Talk BE t	Every picture tells a story - Pinterest creates cultural awareness Sylvie Dieteren & Jane Brooks (Fontys University of Applied Sciences, Dept of International Business and Management Studies) Our International Business and Management Studies Bachelor programme attracts students from over 80 countries, spread over all continents. The Pinterest assignment we designed was for first-year students to help them express and communicate their own cultures, and also to visualize other cultures. I'll explain the process, which proved to be more useful in the process of cultural awareness than we'd anticipated.
Executive Room 7 45 audience Talk TD t	HORNBY TRUST ALUMNUS Toward a comprehensive teacher development scheme for the tertiary level Rezvan Rashidipourfard (Shahid Mohajer Technical University, Iran) This presentation illustrates how the idea of a national scheme for teacher professional development at tertiary level emerged from a professional development program devised for the academic staff of a university. The presentation describes the current status of teacher development at tertiary level in Iran and explores the significance of developing a structured development scheme for that context and similar contexts.
Executive Room 8 50 audience Talk TTEd, YLT e, le, s, t	INTERNATIONAL HOUSE TRAINING & DEVELOPMENT SCHOLARSHIP WINNER Englishphobia among secondary school students: diagnosis, symptoms and treatment Mercedes Foligna (Instituto Superior Palomar de Caseros) Most secondary students at state schools in Greater Buenos Aires equate English to grammar exercises, which leads them to suffer from "Englishphobia": lack of motivation and utter rejection of the language. Teacher trainees in their Practicum encounter a massive wall that separates them from their students. This presentation aims to share conventional and unconventional strategies to treat this condition.
Executive Room 9 25 audience Talk BE, MD t	Service learning through a communication module for computing students Chitra Sabapathy (National University of Singapore) Service learning combines classroom learning with volunteer work. This idea was used in a tertiary-level business communication module through work-life simulated communicative assignments, with the social mission of offering IT solutions to local voluntary welfare organizations. Students' perceptions about the module show that their learning experience was significant. I explain how this study can be adapted and have implications for future studies.

Thursday 14 April

1420-1450: Session 2.4

Executive Room 10 25 audience Talk TD e, p, a	Collaborative teaching: an effective way of enhancing students' learning experience Nora Ramos (Anglo Montevideo) I will share information about two models of collaborative teaching (a blended course and the "Ceibal en ingles" project) being carried out in Uruguay. I will delineate the teachers' and students' roles in each project and will look into the advantages and challenges of shared teaching both for teachers and students.
Hall 1 300 audience Talk YLT e, le, p, s	The ELT curriculum in transition Kathleen Graves (University of Michigan) This talk will discuss three influential approaches to curriculum at the primary and secondary level [CLT/TBLT, CLIL and a genre/text-based approach] and use examples from practice to discuss how and why they do or do not succeed in preparing students to participate in contexts of use either in or outside the classroom.
Hall 4 800 audience Talk LT, TTEd	Are you ready to Vlog? Your students are! Kantarakis Eftychios (National Geographic Learning) & Varvara Chionopoulou Vlog: a form of log using online video. What a free tool to implement in your classes, both receptively and creatively! Students creating their own Vlogs! 21st Century skills developed in a fun and effective way. Getting multiple exposure to topics that interest children was never easier. We'll show the effects on writing and speaking while improving students' critical thinking.

Hall 5 1420-1550 300 audience	ELTJ Signature Event This house believes that teacher training is a waste of time Many people assume that a training course is an important – even essential – preparation for professional English language teaching. But does training really help ... or is it just a waste of time and money? Should we call a halt to teacher training? Our two speakers will debate the issues. Please come along, have your say, ask questions – and join in the vote. Speakers: Peter Grundy & Penny Ur Chair: Graham Hall
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Thursday 14 April

1420-1450: Session 2.4

Hall 6
120 audience
Talk
RES, TTEd
e, a

What can I say? Helping students out of embarrassing situations
Gerrard Mugford (Universidad de Guadalajara)

Besides facing pleasant experiences in the target language, learners also need to be prepared to interact in difficult and uncomfortable circumstances. Pragmalinguistic resources can give learners choices regarding how to interact in such situations. I report on how Mexican EFL students were helped to successfully negotiate eight potentially embarrassing situations as opposed to being limited to following pre-established communicative routines.

Hall 7
140 audience
Talk
RES, TD
e, le, p, s

Day-to-day English: subject teachers' voices from Kenya, Nigeria and Malaysia
Jane Evison (University of Nottingham)

Teachers in English as a Medium of Instruction (EMI) contexts inhabit complex linguistic landscapes. I will present research on the views of EMI teachers on their daily encounters in English (both in and out of the classroom). Although not trained as ELT practitioners, these teachers' day-to-day linguistic decisions impact on teaching, learning and social encounters with students, staff and parents.

Hall 8a
150 audience
Talk
LA SIG Day
e, s, t

Game-inspired course design: creating opportunity for agency
Vilhelm Lindholm (Turku School of Economics, Finland)

The hot topic of gamification in education usually focuses on competition. In my view, the key to engagement for older students lies in another aspect found in games – agency, or the feeling of being able to make meaningful decisions that impact on your experience. Make the choice to come and listen to how you can empower your student/players.

Hall 8b
170 audience
Talk
TTEd, LT SIG Day
e, t

IATEFL LTSIG DIANA EASTMENT SCHOLARSHIP WINNER
Technology integration in initial teacher training in a foreign language
Maria Laura Garcia (ISP Joaquin V. Gonzalez/IES en Lenguas Vivas Juan R. Fernandez)

This talk presents the rationale and implementation of ICT courses in initial teacher training over the past three years. It reports how teacher trainees use technology to construct and share knowledge in ways that may have been impossible without it. It describes some existing models on technology integration and includes a showcase of sample tasks and teacher trainees' work.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1420-1450: Session 2.4

Hall 10a 97 audience Talk GI SIG Day le, s, t, a	IATEFL GISIG ESTHER LUCAS SCHOLARSHIP WINNER The lives after earthquake: Nepal experience Narad Kumar Rijal (Kathmandu University High School) The presentation talks about the difficulties and challenges for the human lives after the massive Earthquake. And it tries to suggest possible solutions on how to bring back the things as usual. Survival becomes very challenging since there comes so many aftershocks after the major quakes and the presenter will be dealing with the better way of tackling it.
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Hall 10b 110 audience Talk ESP SIG Day e, t	An investigation of Maritime students' academic and professional language skills Stella Kourieos (Frederick University, Cyprus) I'll present a study that used a variety of data sources to investigate the English language skills Maritime students need in order to be able to perform effectively in both their academic and professional contexts. Pedagogically, for ESP course designers and instructors, the study proposes a framework to needs analysis, and offers insights into making the teaching/learning process beneficial for all stakeholders.
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Hall 11a 225 audience Talk BE, LAM e, le, t, a, pub	Presenting with impact Carol Noakes (Freelance) This session is for anyone who needs to develop the key life skill of presenting, whether in their students or for themselves. To capture an audience and keep them listening we need to be engaged, authentic and energised. This interactive session will explore fundamental delivery skills that will support speakers in developing their own style and strengths.
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Hall 11b 100 audience Talk GEN e, le, s, t, a	Know your rights ... and your lefts Jonathan Marks (Freelance) This talk is about the common origin of the various meanings of 'right', and the relationships between 'right', 'left' and other words, including 'correct', 'dexterity', 'dogma', 'direct', 'royal', and 'sinister'. 'Right' also throws light on the nature of the English lexicon, randomness and 'motivation' in language, the difference between 'indeterminacy' and 'ambiguity', and the process of learning vocabulary.
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Media Suite 160 audience Talk TD, TTEd e, le, p, s, t, a, prodprom	Empowering teachers for the digital future Andrew Nye (Cambridge English) & Michael Carrier Digital technologies have empowered learners, with resources being available instantly now. But where does this leave teachers? How does the traditional role of the teacher need to adapt, to complement and enhance what teachers already do? In this talk we'll explore these questions and share some of the work that Cambridge English has been doing.
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1505-1550

Session 2.5

Hyatt-Allegro
70 audience
Workshop
LMCS SIG Day
e, le, s, t, a

The sounds of writing

Malu Sciamarelli (Freelance)

How can we encourage students to write when the teaching and learning of writing can be so problematic? In this workshop, we will carry out activities which show how teachers can use creative writing using sound imagery to engage learners when writing. We will focus on helping learners gain confidence, explore their writing process and develop their own resources.

Hyatt-Andante
70 audience
Workshop
TTEd
e, le, t, a

Why use critical incidents on teacher education courses?

Simon Smith (Freelance)

In this workshop, we'll analyse a critical incident written by a young primary teacher, and consider the value of coming up with pedagogical questions, rather than jumping in at once with answers and suggestions. We'll look also at what makes a critical incident and at the potential benefits of asking teachers to share their own critical incidents.

Hyatt-Scherzo
70 audience
Workshop
BE, PRON
le, a

Making sense of the Indian English conundrum to communicate effectively

Suganthi Tindivanam Krishnan (Freelance) & Krupa Raguram (British Council)

In this workshop, we demonstrate practical classroom ideas to help speakers of Indian English make themselves understood, both over the phone and in emails in a BE context. We also look at familiarising teachers of English with peculiarities of the language as it is increasingly used in the Indian sub-continent. The session focuses on aspects of pronunciation, grammar and 'Indianisms'.

Executive Room 1
50 audience
Workshop
MD
e, le, s, t

Reformatting text improves performance in mixed-level intensive reading classes

John C. Herbert (National Institute of Technology, Akashi College)

Want to create materials that stimulate large groups of ESOL students in mixed-level classes to do the same intensive reading activities with compatible levels of commitment to do the activities correctly? The interactive scanning, skimming, and topic-guessing activities explained, demonstrated and practised in this workshop and the unique reformatting of text described by the presenter will help.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1505-1550: Session 2.5

Executive Room 2 50 audience Workshop TTEd, TEA a	Language assessment literacy: the teacher perspective Susan Sheehan & Sonia Munro (University of Huddersfield) & Vivien Berry (British Council, London) This workshop will provide participants with an opportunity to comment on the findings of a series of interviews, classroom observations and focus group discussions, which investigated what teachers feel they need to know about language assessment. Participants will also evaluate a set of language assessment training materials.
Executive Room 7 45 audience Workshop YLT e, le, p, s	The power of play in the language classroom Gemma Fanning (Dwight School London) This workshop will demonstrate and discuss a variety of ways that you can bring play into the classroom. You will learn how to use British/American commercial board games in your language lessons, and how you can adapt other games to help with target language. It will also demonstrate games you can play with learners of all ages.
Executive Room 8 50 audience Workshop LAM, TD e, t, a	Building a coaching culture in pedagogical environments Benjamin Dobbs (BD Communications) The words “coaching” and “mentoring” are frequently used; however, the true meaning of these terms and their power and use in an academic environment are not often considered nor are they utilised or exploited. Together, we will examine how these related yet distinct methodologies can be used by managers and teachers for support and development and test them for ourselves.
Executive Room 9 25 audience Workshop GEN le, t	Encouraging critical thinking through reflecting on personal experiences Tania Rodas (Catholic University, Cuenca, Ecuador) The development of critical thinking (CT) skills has become a priority in Ecuadorian education and EFL classes are no exception. This workshop is a demonstration of how we can promote CT skills when working on reading and writing activities that, beyond the language points, encourage students to reflect on their feelings and attitudes regarding the learning process.

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Thursday 14 April

1505-1550: Session 2.5

Executive Room 10 25 audience Workshop RES, YLT e, p	Accelerating input and exposure in the English language classroom Mike Bilbrough (Freelance teacher and trainer) Recent research was carried out at Seville University on the use of hand gestures to accelerate input of new language in SL learning classrooms. In this session, I plan to share techniques and materials used. Interested parties will be EFL teachers of primary school aged children who feel their students are capable of so much more.
Hall 1 300 audience Workshop YLT e, le, s, pub	Fostering responsibility and response-ability in the teenage classroom Herbert Puchta (Cambridge English) Brain research reveals why teenagers are prone to risk-taking and irresponsible behaviour yet have amazing potential for cognitive development and social adaptability. Using this knowledge, we discuss how to help teens speak competently and confidently, by fostering their self-esteem and engaging them in clarification of values and critical thinking. Practical examples will come from the new teen course, <i>Think</i> .
Hall 4 800 audience Workshop MaW a, prodprom	Chronicle of a death foretold: coursebooks, classrooms, learning and language Jeremy Harmer (Freelance) Criticized for their syllabuses, assailed by unplugged teaching arguments, and threatened by the digital environment, coursebooks (like, for example, <i>Jetstream</i> from Helbling Languages) are finished, right? Well no. Designed and used properly, coursebooks (wherever they come from) are more useful now than ever before. Provided, of course, that they respond to the world around them - linguistically, pedagogically and realistically.
Hall 5 1420-1550	ELTJ Signature Event See page 130 for details.
Hall 6 120 audience Workshop YLT e, le, s, a	Using images to engage and motivate the 'multiple-stimuli generation' Fiona Mauchline (Freelance, Spain and UK.) While most of us grew up in an 'information via written text' world, young people nowadays are increasingly accustomed to other sources. They are, in fact, the multiple-stimuli generation. This workshop will explore reasons and fun ways to use images, imaging and the senses to improve engagement and generate more - and more meaningful - language in the ELT classroom.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1505-1550: Session 2.5

Hall 7 140 audience Workshop TD le, a	Into the mind – how to teach vocabulary effectively Alexandra Haas (VHS Rhein-Sieg, Germany) Many students have problems expressing themselves, simply because they lack the right words. Nevertheless, vocabulary learning has been neglected for a surprisingly long time. With Michael Lewis' <i>The Lexical Approach</i> as background, we will use Jean Aitchinson's <i>Words In The Mind</i> and recent neurodidactic studies by Marion Grein to find out how vocabulary learning can be both effective and enjoyable.
Hall 8a 150 audience Workshop TTEd, LA SIG Day le, s, t	Gamification for language learning Wade Alley (Universidad Panamericana, Guadalajara Mexico) & Enrique Barba Gamification is defined as the use of game elements in non-game contexts. Gamified instruction is showing good success in improving students' language skills. This workshop will give participants hands-on experience with gamification and how it can be used in a classroom setting. Participants will complete challenges to get them thinking, talking and creating activities of their own.
Hall 8b 170 audience Workshop LT SIG Day le, s, a	IATEFL LTSIG TRAVEL SCHOLARSHIP WINNER Mobile devices & productive collaboration Raquel Gonzaga (Cultura Inglesa SP) In this workshop, I will show the reasons and learning principles that motivated me to use the free apps - Google Docs and Google Slides - in the students' mobile devices to favour productive collaboration in real time and englobing a 21st Century possibility. I will also share the evolution of the shared docs through the semester.
Hall 9 285 audience Workshop MD, TEA e, le, p, s, t, a	Questions to ask yourself when preparing a listening test Felicity O'Dell & Russell Whitehead (LT 123) Test-writers should not focus only on what to ask the students. They also need to ask themselves some key questions. This workshop will focus on questions the listening test writer needs to address, dealing with such issues as: Why test listening? What kind of input to use? Which sub-skills can be usefully tested? What kind of tasks are appropriate?
Hall 10a 97 audience Workshop GI SIG Day le, p, s	Big trees, tall trees, big tall trees Mojca Belak (University of Ljubljana, Slovenia) The main topic of this workshop is trees, so activities suiting visual, auditory and kinaesthetic learners will all be about trees, nature and that grey area beyond language where words fail to convey simple kinaesthetic messages. Come and join me in Eternal tree mingle, Forest art project, a jazz chant, Tree spotting, and much more.

Hall 10b 110 audience Workshop ESAP, ESP SIG Day e, le, t	You tell me! Practical ideas for student-led tasks in ESAP Anne Heaton (Coventry University) This workshop explores ways in which new and experienced teachers of English for Specific Academic Purposes can exploit students as experts in their own field. It models various practical tasks designed to draw out students' knowledge of their academic subject, to generate subject-specific vocabulary and to provoke discussion. Examples of materials will also be provided.
Hall 11a 225 audience Workshop TEA e, s, a, prodprom	Focus on B2 writing: preparing students for Cambridge English: First Annette Capel (Freelance) How can students score top marks? What aspects of writing should they work on at B2? This practical session explores the strengths and weaknesses of candidate performance using real answers from the Cambridge Learner Corpus. Participants will work with the Cambridge English Assessment Scale and evaluate preparation strategies. Learner data from the English Grammar Profile will illustrate useful grammatical development.
Hall 11b 100 audience Workshop TD le, a	Teacher's English: learning while teaching Daria Vaskova (BKC-IH) We teach English – but how good are we at it? Not at teaching. At English. This workshop will explore several effective ways for non-native English teachers to improve their own language skills. We will look at how these strategies can be successfully integrated into the process of teaching and lesson-planning.
Media Suite 160 audience Workshop YLT e, le, p, s, pub	To CLIL, or not to CLIL: that's NOT the question! Nicolas Dantaz (Instituto de Profesores Artigas) Much has been written about CLILing classes but how do we do this in an EFL context without content teachers teaching in the L2? In this session, we shall explore the benefits CLIL brought about to EFL teachers and the feasibility of its implementation by exploring activities while we understand the theory behind CLIL.

1550-1625 Coffee break Continual complimentary tea/coffee throughout the day is sponsored by Hujung.
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Thursday 14 April

1625-1710: Session 2.6

1625-1710

Session 2.6

Hyatt-Allegro
70 audience
Workshop
YLT
e, le, p, s

Dyslexia - an inclusive approach **Anette Igel (Freelance)**

In this highly-practical workshop, participants get a chance to learn about and try out activities that will help not only dyslexic learners in their language learning, but also, as an inclusive approach, can reach out to all learners at the same time. Together we will reflect how the activities benefit each learner in the class.

Hyatt-Andante
70 audience
Workshop
TTEd
e, a

Variations on a theme - CELTA assignments in different centres **Joanne Gakonga (ELT-training.com/ Warwick University)**

Want some new ideas for CELTA assignments? The Cambridge guidelines mean that rubrics tend to be quite standard in most centres, but some have interesting twists on the usual themes. This practical workshop will give you a chance to explore the merits of some alternative versions of assignments and share your practice and ideas with trainers from other centres.

Hyatt-Scherzo
70 audience
Workshop
YLT
le, s

How to design a gamified English class **Elena Peresada (StudyCraft)**

If computer games are so appealing, why don't we bring a game-design approach into our English class and try gamification? At our language school in Russia, we've used gamification for three years and have developed a new gamified methodology of teaching English. I'll share my experience of how to turn English classes into role-play games, highly effective and fun to play.

Executive Room 1
50 audience
Workshop
YLT
e, le, p, s

Integrating English outside the classroom: putting language in activities **Thomas Beakes (Bell)**

How can we best exploit opportunities for using English outside the classroom? Using a case study, this workshop deconstructs a summer school activity to show strategies and techniques that teaching and non-teaching staff can use to maximise the benefit to learners' English. Participants will be given a framework for integrating English into activities and produce ideas for their own context.

Executive Room 2
50 audience
Workshop
TEA
e, le, s, t

A model for efficient and effective writing assessment **Marcel Lemmens (Self-employed)**

English teachers often find it hard to assess writing assignments and tests. They see it as a time-consuming exercise - the results of which are not properly appreciated by their students, who keep on making the same mistakes over and over again. I will show why and present an assessment model that is both more efficient and more effective.

Thursday 14 April

1625-1710: Session 2.6

Executive Room 7
45 audience
Workshop
GEN
le, a

Going for a song: lyrics as a springboard for presentations
Chris Walklett (International Academy, University of Essex)
If you were given the chance to do a classroom presentation on the lyrics within a song, which song would you pick and what aspects of it would you comment on? This is the premise of this workshop. Attendees will be given the opportunity to appraise this ongoing project as well as listen to/view some of the outcomes.

Executive Room 8
50 audience
Workshop
TD
le, s, t, a

INTERNATIONAL HOUSE JOHN HAYCRAFT CLASSROOM EXPLORATION SCHOLARSHIP WINNER
Zen zone: meditation in EFL classes
Monique Simpson (Yachay Tech University)
Why aren't more EFL teachers using meditation in the classroom? In this workshop, participants will discuss meditating activities that have been used in classroom settings and applied to the EFL environment. We will also discuss the positive side-effect that a short meditation can have on a busy teacher. Participants will partake in a meditation session.

Executive Room 9
25 audience
Workshop
BE, LAM
e, le, a

Business model teacher: apply a business approach to freelance teaching
Justine Arena (Espiral Digital)
The reality of freelance teaching is too often long hours and poor pay. In this interactive session, I will show you how to transform your freelance teaching into a profitable business. To this end, I will share insights from business modeling, design thinking, business strategy, marketing and my own experience as a freelancer.

Executive Room 10
25 audience
Workshop
BE
le, s, a

STAD (student teams-achievement divisions): energizing cooperative learning
Siddika Sabooni (Bahrain Institute of Banking and Finance)
Educators fool themselves if they think well-meaning directives to "work together", "cooperate", and "be a team" will be enough to create cooperative efforts among group members. Join me to experience a variety of practical cooperative learning strategies which you could implement to diverse learning needs in order to cater to different levels and ensure maximum learning.

Hall 1
300 audience
Workshop
MD
e, le, s, t, a

Creative vocabulary: playing with meanings
Charles Hadfield (University of Waikato, New Zealand)
Learning words is central to learning a foreign language. How do we learn, remember and put them into action? This workshop, for experienced and less-experienced teachers, looks at vocabulary learning/teaching through a creative lens, examining some of the background to vocabulary work, actively demonstrating several classroom techniques at different levels, through a series of interactive practical exercises.

Thursday 14 April

1625-1710: Session 2.6

Hall 4 800 audience Workshop TD e, le, s, t, a	Reducing fear: how to help students who find English scary Ken Wilson (Freelance) Many students have a subject which they don't feel very engaged with. In some cases this antipathy can result in a fear of actually being in the classroom. In this talk, I will outline how simple group and game activities can serve as confidence builders for students who, however hard we try, start every class with a sense of foreboding.
Hall 5 300 audience Workshop MaW, PRON e, le, a, prodprom	Cracking the code of English Rachael Roberts & Caroline Krantz (Freelance) ELT coursebooks often emphasise top-down listening and reading skills, while neglecting decoding skills. Yet research shows that successful listening/reading relies on an ability to decode phonological and textual features. In this workshop, we explore practical ways of teaching decoding skills, using examples from <i>Navigate</i> , OUP, so students learn how to understand text rather than just practise listening and reading.
Hall 6 120 audience Workshop TD, TTEd e, a	Using metaphors: rethinking "thinking" in reflective practice Leslie Turpin (SIT Graduate Institute) In many academic circles, rigorous reflective practice is characterized as a largely intellectual process. In this workshop, participants will explore intuition, imaging and metaphor in making meaning from experience. Particular applications of heuristic methodology to reflective practice will be addressed using a case study that involves issues of social justice and peacebuilding in a teacher education context.
Hall 7 140 audience Workshop TD, TTEd e, le, p, s, t, a, pub	Flourish not flounder: using teaching competences for professional development Kirsten Holt (Macmillan Education) Teaching competency frameworks have emerged in the last few years, but what do they mean for the teachers of today? During this workshop, we will examine the theory behind teaching competency frameworks, the way they are constructed and how they are currently being used; before exploring how they can be used effectively for the teacher's personal, evolving professional development.
Hall 8a 150 audience Workshop YLT, LA SIG Day le, p, prodprom	How do I get my young learners to think critically? Frances Treloar (Marshall Cavendish Education) Introducing key 21st Century skills to young children, this workshop discusses practical ideas to allow pupils to use the skills and vocabulary learnt, come up with their own ideas, understand the world around them and work together. Demonstrations will be conducted, using examples from <i>Take Off with English</i> , a new series for young learners.

Thursday 14 April

1625-1710: Session 2.6

Hall 8b
170 audience
Workshop
LT SIG Day
e, le, p

Discrediting the fine art of “copy-paste”

Dimitrios Primalis (Doukas)

Do more and more of your students find “copy-paste” practices for their projects a temptation they cannot resist? How can you prevent plagiarism before it overshadows true learning? This is a practical workshop with activities on how you can teach your young and older learners to avoid plagiarism and use technology to broaden their horizons.

Hall 9
285 audience
Workshop
LMCS SIG Day
le, s, a

How to combine short stories and drama

Stephen Reilly (Paris, France)

Students (both young and old) love stories: telling them, discussing them and even performing them. This presentation will look at how we can take both the better-known and lesser-known short stories in literature and improve all of our students’ language skills through interpreting plot, discussing themes and characters, watching film adaptations and getting into the characters through role-play.

Hall 10a
97 audience
Open Forum
GI SIG Day

IATEFL Global Issues Special Interest Group Open Forum

Bringing real-world issues into the classroom

Come and join us for a discussion forum on the benefits and challenges of using real-world issues as content for classroom tasks, group discussion, and projects. You will also find out about resources for teaching global issues, as well as what our SIG has been doing in the past year and how you can get involved.

Hall 10b
1625-1655
110 audience
Talk
EAP, ESP SIG Day
e, le, t

How to optimize EAP tutorial time: introducing the 20-minute fix

David Jay (Anglia Ruskin University Language Services Unit)

Most EAP practitioners and providers of university in-session support will be used to receiving requests for one-to-one support with academic English. How best to meet these needs in a limited time frame? In this practical talk, I will share some reflections on implementing a system of drop-in tutorials for international students at Anglia Ruskin University in the UK.

Hall 10b
1655-1710
110 audience
Open Forum
ESP SIG Day

IATEFL English for Specific Purposes Special Interest Group Open Forum

The ESPSIG Open Forum provides an opportunity for members and prospective members to meet the ESPSIG committee and to get a full account of the ESPSIG’s activities, events and future plans. The open forum is also a chance to meet other ESP and EAP practitioners and to take part in shaping the future of the ESPSIG.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1625-1710: Session 2.6

Hall 11a 225 audience Workshop GEN e, p, s, t, a	Improvisation: a response to complexity in class and school management Adrian Underhill (Freelance) We live with a tidy mindset in a messy world. Organisational theory emphasises order and control, which can handicap innovation. This workshop explores reflective improvisation, a creative and exploratory response to complexity and a way of knowing that goes beyond the mindset of standardisation. What characterises schools that have improvisational skill, and how can this be developed?
Hall 11b 100 audience Workshop TD e, le, s, t, a	A GPS model for motivational teaching Chaz Pugliese (UK) That motivation is essential to any learning endeavor is undisputed. But just how can a teacher create a motivating environment? I will suggest teachers need a GPS: paying attention to the Group, Priming the students for learning, and finally Stimulating them. The session is practical and participants will walk away with lots of ideas they can try out with their students.
Media Suite 160 audience Workshop TD, TTEd e, le, p, s, t, a	'The gap' – training teachers to develop learners' listening skills Richard Chinn & Marie Willoughby (International House London) How do you train teachers to approach listening skills in class? This workshop will examine some limitations of current approaches to teaching listening and provide examples of practical techniques for skills development. It will also suggest how we, as trainers, can address the disconnect between testing comprehension and developing learners' listening skills on initial training courses.

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ESP = English for Specific Purposes

GEN = General

GI = Global Issues

LA = Learner Autonomy

LAM = Leadership & Management

LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

1725-1830

Session 2.7

Hyatt-Allegro
1725-1830
70 audience

TRIBUTE SESSION

The tribute session is an opportunity to remember colleagues who have died during the year since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.). Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.

Hyatt-Andante
1725-1830
70 audience
Forum
YLT

Forum on learners with SpLDs

Practical ways of helping SpLD students in your classroom

Rachael Harris (Lycée Topffer, Geneva, Switzerland)

Many talks on learning difficulties give us statistical information on the number of students concerned or the likelihood of overlap without suggesting solutions. Although there is no "one size fits all" answer, this talk is packed with practical and easy-to-implement tips that are bound to come in useful, whatever your teaching situation.

Visual learning tools for students with dyslexia and ADHD

Julia Koifman (Beit Ekshtein High School (Beit Yannay, Israel))

This talk is focused on teaching LD students with the help of computer monitors, smartphones and iPods. It is based on research done by the Israeli Association for Children and Adults with LD. I will share my experience on how to motivate them and enhance their reading, writing and speaking skills by using online quizzes, tests and other visual tasks.

How to spot dyslexia: a field guide for teachers

Anne Margaret Smith (ELT well)

Dyslexia can be hard to spot in a busy classroom, but Cognitive Assessments for Multilingual Learners (CAML) makes it possible. I'll discuss how, by using the CAML tools, teachers can look beyond language issues to identify memory and processing difficulties in learners at all levels, making sure that they get the support they need to succeed in learning English.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1725-1830: Session 2.7

Hyatt-Scherzo
1725-1755
70 audience
Talk
RES, TTEd
e, le, t

Making a difference: storyline in language teacher education
Sharon Ahlquist (Kristianstad University, Sweden)

This talk reports on action research concerning the benefits of Storyline for teacher education. In Storyline, a story develops when learners, as characters in the story, work in groups on a variety of communicative tasks. Swedish trainee primary teachers experience decreased anxiety, a sense of progress and increased self-confidence when for three weeks they work intensively with Storyline in English.

Hyatt-Scherzo
1800-1830
70 audience
Talk
TTEd
e, a

Less is (not always) more: a defence of TP points
Joanna Stansfield (International House London)

Writing TP (Teaching Practice) points is every trainer's least favourite aspect of training: they are time-consuming, prescriptive and frequently misunderstood by trainees, leading many trainers to abandon this written guidance altogether and 'let trainees go'. This talk explores the benefits of TP points as a training tool, how they help develop trainees' portfolio of ideas and how they promote student engagement.

Executive Room 1
1725-1830
50 audience
Forum
TD, TTEd

Forum on mentoring

Mentoring effectiveness in the eyes of mentors and mentees
Afaf Mishriki & Amani Demian (The American University in Cairo)

This presentation reports on the results of two surveys given to mentors and mentees in a first-year English language university program. The surveys aimed to seek their perceptions of the effectiveness of their mentoring system, challenges faced, its benefits to each of them, and ways to improve it.

Mapping mentor roles in an ELT teacher education programme
Rana Yildirim & Esra Orsdemir (Cukurova University, Turkey)

This talk investigates the conceptualisation of mentor roles in an ELT context. It first considers the essential role of mentors in student-teacher learning and teaching. Then, it reports on a descriptive study which scrutinises mentor roles and areas for development as perceived by mentors and student-teachers. It finally suggests a new approach to mentor preparation programmes to enhance mentoring practices.

Space for cooperation during the practicum
Melike Bulut (University of Leeds, UK)

In Turkey, four-year pre-service English language teacher education programmes involve a semester-long practicum for student teachers to practise their teaching at schools. Their practice is organized by the teacher education programme and guided by cooperating teachers at schools. This talk reports on the mentoring experiences of five cooperating teachers during the practicum.

Executive Room 2 1725-1755 50 audience Talk PRON e, le, s, t, a	They don't do Scottish accents Robin Walker (EnglishGlobalCommunication) When you are learning a new language, the last thing you want to have to deal with are different accents. Or is it? Accent variation is the reality of living languages, and this is especially true of today's globalized English. This talk explores how we can deal with accents in the ELT classroom. Or should we just stick to RP?
Executive Room 2 1800-1830 50 audience Talk PRON	Golden oldies: rehabilitating outdated pronunciation techniques Wayne Rimmer (IATEFL PronSIG) Pronunciation has never been trendy and some techniques are particularly out of fashion: minimal pairs are meaningless, drilling is dreary and reading aloud really shouldn't be allowed. The trouble is that no one has ever suggested viable alternatives, leaving a lot of recidivists. This reappraisal of not gone and not forgotten techniques puts pedagogy above pedantry.

Executive Room 7 1725-1830 45 audience Forum TEA	Forum on testing Objective rating indices to automated essay-scoring systems for writing assessment Yoshihito Sugita (Meiji Gakuin University) This presentation focuses on the validity of objective rating indices to an automated essay-scoring system for a task-based writing test. The relationship between the holistic ratings of Accuracy and Communicability tasks and their objective indices was examined. The findings were discussed from the point of the usefulness and improvement of automated essay scoring. Construct validity of the reading test of the Nepalese school Saraswati Dawadi (The Open University, Milton Keynes, England) The main purpose of this presentation is to discuss the significant findings of a recent empirical study, which explored the construct validity of the reading test of the School Leaving Exam in Nepal. The study looked at how the test takers take the reading test and how the testing experts see the test. Multiple-choice testing versus fill in the gaps in English Martha Ada Onjewu (Kaduna Polytechnic) Learners of English as a foreign language undertake activities to determine their acquisition of knowledge for generating their semester and final scores. To assess some aspects of English, like grammar and reading comprehension, students might be required to answer multiple-choice or fill-in-the-gaps questions. This presentation divulges students' preference for the two approaches with some recommendations.
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Thursday 14 April

1725-1830: Session 2.7

Executive Room 8

1725-1830

50 audience

Forum

TD

Forum on teacher motivation

Teachers' views on motivation in relation to their motivational practice

Mariia Prykhodchenko (Student at Queen Mary University of London)

Despite the increasing amount of research into motivation, teachers' own perceptions of their practice in relation to their motivational role have been considerably underexplored. This talk will report on qualitative research into the issue within an EAP context. Results indicate a somewhat different set of motivational concerns, with teacher awareness and students' integration being the main findings.

Motivation in ELT teacher training

Julice Daijo (Cultura Inglesa Sao Paulo)

Motivation plays a key role in teacher training, for both the new trainer and the teacher being trained. In this presentation participants will be invited to reflect upon the concept of motivation as a skill or a feeling. Then, a few simple and practical tested ideas on how to administrate and strengthen motivation in ELT training will be shared.

EFL teachers' motivation at Armenian universities: teacher selves in context

Taguhi Sahakyan (University of Leeds)

I'll report on a study that explores motivation of six EFL teachers who teach English at university level in Armenia. Despite the differences in the participants' backgrounds, experiences and beliefs, the findings suggest that their motivation is affected by their images of ideal and ought-to teacher selves, which are formed and transformed in various layers of context: classroom, school and socio-cultural environment.

Executive Room 9

1725-1755

25 audience

Talk

ES(O)L, YLT

e, le, s

Individual grammar teaching at B1 level in ordinary classroom situations

Hansjuerg Perino (University of Zurich / Gymnasium Freudenberg Zurich)

Every teacher knows that students are not at the same level and do not have the same needs of grammar input - even or especially after a basic language learning programme has been completed with a whole class. I will discuss why I have started using an 'individual grammar project' in my regular classes once they have roughly reached B1.

Executive Room 9

1800-1830

25 audience

Talk

RES

e, le, s, t

Recategorisation: following the dynamic nature of grammar in the classroom

Svetlana Ulanova (Lomonosov Moscow State University)

The aim of the presentation is to give some theoretical information on what recategorisation is and to share practical classroom activities to explore how they can foster students' real grammar acquisition skills. The report is based on the research where I used the term recategorisation for word transition from one part of speech to another.

Executive Room 10 1725-1755 25 audience Talk TD, TTEd le, a	The CLIL elves: how language teachers can help CLIL novices Jim Connolly (Atlantic Language, Galway, Ireland) The push for CLIL delivery of content subjects in secondary schools can be daunting for teachers used to teaching in their L1. Yet the methodology CLIL teachers need is very similar to communicative-approach ELT. Subject teachers can learn the technique quickly in practical courses. This talk explains the techniques we can use in short courses for non-L1 CLIL teachers.
Executive Room 10 1800-1830 25 audience Talk ES(O)L le, p, s, t, a	Prejudiced against your own students? Teacher's unconscious bias Ali Al-Hoorie This presentation introduces the concept of implicit attitudes, and demonstrates its potential negative effect on students from minorities and other disadvantaged sections of society. This will include a demonstration of how implicit attitudes are measured, with a practical hands-on activity. It will also include suggestions to mitigate the effect of implicit biases if they are present.
Hall 1 1725-1755 300 audience Talk TD, TTEd e, le, p, s, t, a	Beyond loop input: teacher training and development outside the box Gabriel Diaz Maggioli (National Administration of Public Education) In this talk I will discuss a number of possible pathways that teacher trainers and developers can take besides the tried and tested "loop input" strategies. We will look at low-cost, high-impact techniques and procedures that help colleagues and future teachers gain the knowledge, skills and dispositions needed to be successful mediators of students' learning both onsite and online.
Hall 1 1800-1830 300 audience Talk TTEd e, s, t, a	Changing the way we approach learning styles in teacher education Carol Lethaby (The New School / UC Berkeley Extension) & Patricia Harries (Freelance) We will discuss and evaluate how we openly teach trainee teachers the notion of 'neuromyth', and that there is no evidence to support the assessment and accommodation of learning styles as a way to enhance language learning. We'll show how we facilitate this discussion and focus instead on evidence-based teaching and training techniques.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Thursday 14 April

1725-1830: Session 2.7

Hall 4
1725-1755
800 audience
Talk
LA SIG Day
e, a

Language learning beyond the classroom David Nunan (Anaheim University, USA)

Blending in-class learning with out-of-class language learning and use provides opportunities for authentic input and output, optimizes language development, and fosters learner autonomy. In this talk, I will describe practical techniques for language learning beyond the classroom. These include extensive reading, internet tandem learning, social networking and contact assignments. A framework for developing out-of-class tasks is also presented.

Hall 4
1800-1830
800 audience
Open Forum
LA SIG Day

IATEFL Learner Autonomy Special Interest Group Open Forum Enhancing learners' involvement in their own language learning

During our Open Forum the latest news from the SIG (committee elections, finances, membership, etc.) will be presented and discussed. Furthermore, and as important, our Open Forum will give space for members as well as non-members to come up with their ideas for the future running of the SIG.

Hall 5
1725-1755
300 audience
Talk
TD, TTEd
e, le, p, s, t, a, pub

The flipped classroom – reframing the role of the teacher Debra Marsh (Macmillan Education)

The most significant change engendered by flipping the classroom has little to do with technology and everything to do with what takes place in the classroom, which has a direct impact on the teacher. This presentation will consider the need to reframe the role of the teacher in the flipped environment and explore the implications for future teacher professional development.

Hall 5
1800-1830
300 audience
Talk
LT, MD
e, p, s, t, a

New generation courseware: do ELT coursebooks still have a future? Caroline Moore (Constellata)

Digital technologies, especially mobile devices, have transformed learner expectations about how they access and use content, and this has major implications for ELT course materials. I will discuss a research project started in 2010, the outcome of new desk research and interviews, and offer recommendations on how publishers and educational institutions should meet the needs of learners and teachers.

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TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Hall 6 1725-1755 120 audience Talk TTEd, YLT le, p	Six strategies for six-year-olds – teaching English to YLs Samuel Lefever (University of Iceland) This talk will provide teachers with six successful strategies and techniques for teaching English with young children at primary school level. We will look at a variety of fun, multi-sensory and language based activities, which will develop children's listening and speaking abilities and motivate them to actively engage with English.
Hall 6 1800-1830 120 audience Talk YLT e, le, p	Multimodal reviewing activities: children talking about their English learning Nayr Ibrahim (British Council, France) Reviewing is a fundamental part of the learning process. However, reviewing in the primary classroom is often neglected, as children are deemed too young or not cognitively ready. Based on children's multimodal productions, this session aims to demonstrate that children are capable of reflecting on, and expressing sophisticated views on, the foreign language learning process.
Hall 7 1725-1755 140 audience Talk LAM, TD e, le, a	Stick or twist: the teacher to manager dilemma Shirley Norton & Karen Chambers (London School of English) According to recent research, 53% of teachers drift into management unconsciously. This session aims to question why moving to management is considered a promotion and to argue that there are other avenues for teachers to pursue. In addition, it aims to look at the considerations teachers should make in order to make more informed decisions about their future career paths.
Hall 7 1800-1830 140 audience Talk LAM e, a	ELT management; voyage to success Shafqat Khalil (ELI - King Abdulaziz University, Jeddah, KSA) Management is a professional activity about managing people and system. I will describe how to pattern the role of an effective ELT manager in decision making, strategic planning and maintaining standards. This session outlines characteristics of a positive workplace to ensure improvement as a shared concept and commitment between the management and staff.
Hall 8a 1725-1755 150 audience Talk GEN e, le, t, a	Creative writing in a conflict zone Lone Bendixen Goulani (University of Kurdistan Hewler) This talk will offer ten ideas to engage young adults in creative writing in order to improve their English skills, despite a challenging environment and limited tools. The session will focus on prompts to generate interesting stories and web-based platforms to organise writing projects. A slideshow rich in images will illustrate the ideas and exemplify stories from Iraqi Kurdistan.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 14 April

1725-1830: Session 2.7

Hall 8a 1800-1830 150 audience Talk YLT le, s	INTERNATIONAL HOUSE JOHN HAYCRAFT CLASSROOM EXPLORATION SCHOLARSHIP WINNER Motivating students into creative writing through art and literature Maria Barberi (1st Junior High School of Mandra, Greece) This presentation is based on a completed research study exploring how the teacher can engage learners in creative writing by urging them to interpret selected works of art and literature. The relevant material will be accompanied by new, practical ideas on how teachers can exploit it in order to inspire learners to create their own literary narrative.
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Hall 8b 1725-1755 170 audience Talk LT SIG Day e, s, t, a	Learning by design: exploration and memory in digital games Paul Driver (British Study Centres Oxford) In this talk, I will discuss how game design can inform ELT pedagogy by examining the relationship between digital and physical spaces. I will explore how narrative is constructed through the arrangement of space and illustrate this with several examples. I will then describe how we can apply these lessons to improve instructional design and the integration of learning technologies.
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Hall 8b 1800-1830 170 audience Open Forum LT SIG Day	IATEFL Learning Technologies Special Interest Group Open Forum The LTSIG Open Forum is an opportunity for members and prospective members to meet the Learning Technologies SIG committee. The LTSIG Coordinators will provide an account of the SIG's activities over the past year and members will be encouraged to discuss future plans.
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Hall 9 1725-1740 285 audience Open Forum LMCS SIG Day	IATEFL Literature, Media & Cultural Studies Special Interest Group Open Forum Bringing English language, literature and the creative arts together The LMCS SIG Open Forum is an opportunity for members and prospective members to meet the SIG committee. We will talk about the LMCS SIG's activities over the past year and discuss future plans. You don't need to be an LMCS SIG member to come along, find out more, make suggestions and meet others.
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Hall 9 1745-1830 285 audience Workshop LMCS SIG Day e, s, a	Shakespeare and his unruly women: language, power, identity Luke Prodromou (Freelance) What can the greatest master of the English language teach teachers of English today? In this interactive workshop, we explore how the language of Shakespeare's plays shows women making the most of their potential to influence their environment. Shakespeare endows his women with a powerful voice and with some of the most inspiring, liberating words in the English language.
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Hall 10a
1725-1755
97 audience
Talk
TD, TTEd
e, le, s, t, a,
prodprom

It's time for a radically different approach to presenting English

Rita Anne Baker (Lydbury English Centre)

What to teach, and how? Can we/ should we/ include 'grammar'? Is 'learning' and 'acquisition' different? Does 'fluency' equate to 'communicative competence'? 'Pronunciation', 'learner autonomy', the 'lexical approach' - can we accommodate them all? Looking at coursebooks and grammars, has anything moved on since the 'communicative' revolution? I will present a neuro-compatible paradigm with web-based materials for accelerated learning.

Hall 10a
1800-1830
97 audience
Talk
TTEd
e, p, s, t, a

Why PPP won't (and shouldn't) go away

Jason Anderson (Freelance)

Since 1990 the PPP lesson planning paradigm (presentation, practice, production) has been repeatedly criticised and alternative frameworks suggested (e.g. ESA, ARC, OHE). Yet references to PPP in recent literature easily outnumber references to these alternatives. Why? I will outline why I believe PPP endures, and argue that, when contextually appropriate, it may actually be the most learner-centred paradigm of all.

Hall 10b
1725-1830
110 audience
Forum
ESP SIG Day

Forum on ESP course design

Diplomatic English: teaching diplomats, UN peacekeepers and business leaders

Colm Downes (The British Council Indonesia)

I will discuss the rewarding process of designing, delivering and evaluating ESP courses for a wide range of specific professional groups. Using real examples, I will highlight practical techniques for combining professional communication skills, specific authentic training materials, and English language exercises. My aim is to create meaningful, memorable learning experiences which improve communication skills as well as language proficiency.

Why accountancy need not be boring, at least in class

Martin Herles (WU Wien)

This talk aims at showing how a highly specialised area of terminology, i.e. accounting, can be related to students in ways conducive to learning. Making use of a variety of input such as real-life texts, cartoons and comedy clips, a focus on putting terminology in a general English context, together with a strong humorous element, can be surprisingly successful.

Balancing pre-work ESP students' perceived and objective needs

Ekaterina Popkova (National Research University Higher School of Economics)

ESP is aimed at targeting learners' specific needs. However, pre-work students often have difficulty identifying these and often fail to see the relevance of classes. Based on the experience of teaching English to university law students, I propose possible ways to balance pre-work ESP students' objective and perceived needs, and help learners find purpose and interest in an ESP course.

Thursday 14 April

1725-1830: Session 2.7

Hall 11a
1725-1830
225 audience
Panel discussion
LAM, TTed
e, a

Tackling native speakerism: NNS, recruitment, teacher training and research perspectives

Marek Kiczowski (The University of York), Christopher Graham (Freelance), Burcu Akyol (ISTEK Schools) & Josh Round (St Giles International)

Native speakerism is the belief in the inherent linguistic and instructional superiority of native speakers (NS). It leads to discrimination of non-native English speakers (NNS) in ELT through unfair hiring policies. This presentation addresses this problem from NNS, recruitment, teacher training and research perspectives advocating an ELT industry which values qualifications, experience and professionalism over a teacher's native language.

Hall 11b
1725-1830
100 audience
Forum
GEN

Forum on Arabian Gulf States (GCC)

Saudi women's investment in learning English **Rami Mustafa (Saudi Aramco)**

English is considered by many an asset that gives people access to unattainable benefits. But what is the return on investment for a group of Saudi women who are studying English in a language school in Canada? This presentation will focus on the return over investment, among other related issues.

Introducing critical pedagogy in ELT in Oman: potentialities and challenges **Thariya Al Riyami**

The aim of this study is to introduce Critical Pedagogy (CP) to teachers as a way to ameliorate the English language teaching realm in Oman. This is because CP can provide a window on what critical teaching is all about where critical reflection, thoughtful questioning and creative actions take place.

An English quality strategy for vocational education in Saudi Arabia **Paul Woods (Freelance) & Waleed Bajouda**

Since 2013, Colleges of Excellence have established 33 new TVET colleges in Saudi Arabia with English as the medium of instruction. Getting students to the required level in one year is proving to be a major challenge. This talk describes a 6-month British Council/CfBT quality improvement project and what still needs to be done to meet the challenge.

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a = adult teaching

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Media Suite
1725-1830
160 audience
Forum
TTEd

Forum on large-scale teacher education projects

Continuous professional development through in-service training in Kendriya Vidyalayas

Uma Sivaraman (Kendriya Vidyalaya Sangathan, Regional Office, Chennai)

A well-structured in-service programme has been developed by KVS to provide requisite training to equip teachers so that they contribute to the growth and development of about one million students studying in this system. I will discuss the content and strategies adopted for effective implementation of the programme, vis-a-vis its scope in their continuous professional development, which has been envisaged.

Tracer interventions: sustaining the impact of large-scale teacher education projects

Vaishali Pradhan (British Council)

What happens to participants in large-scale ELT projects once the project has finished? Is it possible to sustain impact with minimal further input of resources? This presentation is about attempts that were made to sustain impact on Nepali teachers' personal and professional learning after the British Council-funded ELT project, ET:TE, had finished.

Training, trainer and trainees: balancing in Nepali ELT settings

Tirtha Karki (Sole)

This presentation briefly highlights National Initiatives to Improving Teaching in English (NIITE) - a joint project of British Council and Department of Education, Nepal. I will explore how this project has enhanced professionalism in Nepalese ELT practitioners. On top of that, I will showcase trainer and trainee responses accompanied by improved outcomes.

Thursday 14 April

1840-2200: Evening events

1840-2200 Evening events

The Fair List UK

1840-1940 in Hall 7

Come and learn about The Fair List, the award for excellence of gender balance in plenary and keynote speakers and panelists at UK, ELT conferences and events. Come along to find out who is on the list for the year 2015 and cheer them as they get their playful certificates. Each year we have a fun awareness-raising activity too that might surprise (in a good way!). And this year we celebrate the launch of our brand new mentoring scheme!

To find out more about The Fair List, please take a look at: www.thefairlist.org. There you will find loads of ideas for conference organizers, speakers, participants, mentors and mentees interested in gender parity in UK, ELT events. All delegates welcome!

A musical celebration of IATEFL's 50th Conference

1900-2000 in Hall 11a

Enjoy an hour of your fellow members' hidden talent - singing and playing the universal language of music - to celebrate the 50th conference of this association. Adrian Underhill and Chaz Pugliese will host the evening and members of IATEFL community will perform.

Shakespeare, believe it or not

2000-2100 in Hall 1

David and Hilary Crystal present an entertaining potpourri of new and old pieces on Shakespeare, including some unbelievable recent discoveries about the bard. Did you know that Shakespeare always wanted to be an English language teacher? Or that several of Shakespeare's characters wanted to teach English? Or that there were actually 157 sonnets, not 154? Or that Macbeth actually prophesied the arrival of IATEFL's SIGs? Probably not. These and other profound issues will be explored during this one-hour presentation. [Warning: You should attend this event only if you are prepared to have your ideas about Shakespeare changed forever.]

International Quiz

2015-2200 in Hall 9

Back for yet another year - a multimedia extravaganza under the management of Victoria Boobyer & Gavin Dudeney... it's the IATEFL International Quiz. You'll need a global team (you can come along and join one on the night!) with diverse interests and knowledge, a sense of humour and a desire to meet new people, have some fun, network and work together to score more points than any other team. Music, fun... maybe a drink or two and the chance to be crowned quiz champions of Birmingham 2016.

Macmillan Education

Birmingham Museum and Art Gallery

Come to our Birmingham Birthday Bash for Onestopenglish, at the Birmingham Museum and Art Gallery, Chamberlain Square Birmingham, B3 3DH.

Help us celebrate 15 years of our popular ELT resource site and thriving online teaching community with drinks, nibbles, dancing and cake!

Tickets are £5 and will be on sale from the Macmillan stand on Wednesday and Thursday - all proceeds from the event will go to charity. Numbers are limited, so come early to make sure you get your ticket!

Friday 15 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1730: ELT Resources Exhibition Open

0800-1730 **Registration desk open**

0815-0845 **IATEFL How To... Track**

Hall 7
140 audience

How to submit a speaker proposal with (Madeleine du Vivier)

In this session, we will review the criteria that are used to decide if a conference proposal is accepted for the IATEFL Annual Conference programme. We will discuss what makes a successful proposal, both in terms of the abstract and the summary, and how to ensure that your proposal is accepted.

Hall 8a
150 audience

How to move into language school management (with Andy Hockley)

This session will look at starting the transition from teacher to manager - including reasons why you might think about making that move, ways of developing to prepare yourself to take on new responsibilities, and issues that you might want to be aware of. Come and see what is involved.

Hall 8b
170 audience

How to write successfully for IATEFL Conference Selections (with Tania Pattison)

Are you presenting at IATEFL? If so, you may write up your session for consideration for IATEFL's annual Conference Selections publication. The editor will provide guidance on how to prepare your report, will show examples of past submissions that were accepted for publication, and will answer any questions you have.

0830-1730 **Exhibition open**

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 15 April

0900-1010: Plenary Session

0900-1010 Plenary Session

Hall 1
1500 audience

Plenary session by Diane Larsen-Freeman

Diane Larsen-Freeman is Professor Emerita of Education and of Linguistics, and a Research Scientist Emerita at the English Language Institute at the University of Michigan. She is also a Professor Emerita at the SIT Graduate Institute, Vermont. Currently, she is a Visiting Senior Fellow at the University of Pennsylvania. Dr. Larsen-Freeman has been a conference speaker in over 65 countries around the world. She has published over 100 articles in her areas of interest. Her books include *An Introduction to Second Language Acquisition Research*, with Michael Long, 1991, *The Grammar Book: Form, Meaning, and Use for English Teachers*, with Marianne Celce-Murcia, 3rd ed., 2015, *Techniques and Principles of Language Teaching*, 3rd ed. with Marti Anderson, 2011, and the prize-winning *Complex Systems and Applied Linguistics*, with Lynne Cameron, 2008. She has also written about teaching grammar (*Teaching Language: From Grammar to Grammaticing*, 2003), and she has directed a grammar series for students (*Grammar Dimensions: Form, Meaning, and Use*, 4th ed., 2007).

Shifting metaphors from computer input to ecological affordances to adaptation

Fifty years ago, around the same time that IATEFL was founded, inquiries into the nature of additional language learning were begun. One of the earliest avenues of inquiry concerned the nature of the linguistic input that language learners were exposed to. Not only was the input thought to be the raw material that the learners had to work with, linguistic input was also thought to be a driving force in second language development. Researchers sought to demonstrate the effect of the input on what was called learners' output.

While this line of research been fruitful in contributing to our understanding of language learning, it has been encumbered by the use of its computer-related metaphors of input and output. Clearly, our students are not computers. We know that the way we talk influences and reflects the way we think. One problem with "input" is that it ascribes passivity to learners, robbing them of their agency. Another problem is that it suggests that there is a conduit between input and output. It overlooks the meaning-making nature of language use. A third problem is that the use of "input" necessitates all sorts of terminological profusion, such as "intake" and "uptake." At this point, there is a need to move beyond input-output metaphors to embrace a new way of understanding, one informed by Complexity Theory with its ecological orientation – one of affordances and adaptation.

Affordances are two-way relationships between the learner and the environment. Affordances afford opportunities for action on the part of learners, provided that the affordances are perceived by learners. In this way, learners create their own affordances. Thus, affordances restore agency to learners. This also partially explains why learners' developmental patterns are different. In this presentation, I will elaborate on affordances and adaptation and discuss the implications of both affordances for English language learning and teaching.

1025-1130

Session 3.1

Hyatt- Allegro
1025-1130
 70 audience
 Forum
 LA

Forum on speaking

Strategies to get Japanese students speaking

Lavinia Beddard & Marilis Giuraniuc (The London School of English)

Getting Japanese students to participate in speaking activities can often be challenging. Addressing the reasons why, this talk predominantly aims to provide practical solutions that teachers can employ to promote participation. These ideas, ranging from task design through to linguistic and paralinguistic strategies, not only aim to facilitate effective participation, but also to create a better communicative environment.

Using transcription to improve noticing and develop effective learning plans

Robert Werner (Kanda University of International Studies)

I will discuss a study at a Japanese university where learners recorded, transcribed and reflected on performances in English conversations. The role transcripts played in raising learners' awareness of strengths and weaknesses in speaking was investigated, and also whether the transcripts helped learners to formulate improvement plans. Participants will see examples of tasks and consider adaptations for their contexts.

Learner autonomy with speaking: how to help your learners improve

Justin Noppe (Wimbledon School of English)

Improving speaking is such a complex practice. Helping our learners by giving them quantifiable and measurable goals, and by giving them strategies in class which can be used at home without the teacher, we as teachers will empower the learners to continue to progress alone. I'll discuss using a systematic approach to speaking to bring successes to continuously motivate learners.

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Friday 15 April

1025-1130: Session 3.1

Hyatt- Andante
1025-1055
70 audience
Talk
EAP
e, t

Grammar for academic purposes

Louise Greenwood (Zayed University, Dubai)

Does an explicit focus on grammar help our students? If so, which grammatical structures should we focus on? This talk will argue that form-focused instruction is valuable and that careful selection of structures based on evidence from a corpus is essential in order to plan a targeted syllabus that meets the needs of students preparing for higher education.

Hyatt- Andante
1100-1130
70 audience
Talk
EAP, ESP
e

Grammar and assignment success on academic programmes

Philip Nathan (Durham University English Language Centre)

Recent research in a UK context (Donahue and Erling, 2012) has suggested that grammatical accuracy does not influence scores of the academic assignments students write on their degree programmes. In order to supplement this recent research, this talk presents a small-scale study examining the relationship between grammatical accuracy in written assignments and assignment performance on a UK university degree programme.

Hyatt- Scherzo
1025-1130
70 audience
Forum
TTEd

Forum on teaching practice feedback

A linguistic journey: analysing spoken text manually

Nur Kurtoglu-Hooton (Aston University)

In this talk I will discuss the coding and categorization processes I used while analysing my post-observation feedback data as part of a qualitative research project I led at a UK university. I will exemplify how such tools helped me explore feedback at micro level and show how they can help teacher educators get an insight into their own practices.

Rethinking feedback on teaching practice in initial teacher training courses

Andre Alipio (GTP - Global Teaching Practice)

I will visit two common types of post-lesson feedback given to teachers in pre-service training or teaching-oriented courses. Then, I will share some data from a small-scale study that investigated the perception of recently trained teachers of EFL/ESL in terms of learning from post-lesson feedback. Finally, I will propose some strategies to enhance the quality of post-lesson feedback.

Feedback: know how to give it? Learn to take it!

Cecilia Lemos (Cultura Inglesa Madalena)

As teachers we learn how to give feedback, and we see the importance of it. But teachers are rarely trained on how to receive feedback. Knowing how to take feedback is essential to effectively use it for development. In this session, I will share research findings and propose ways of developing in teachers the ability of receiving feedback.

Executive Room 1
1025-1130
50 audience
Forum
ESP

Forum on English for employability

English for employability: creative approaches to meeting high demand Manisha Dak & Anupama Ghai (British Council India)

The increasing worldwide demand for English as a key to employability far outstrips the availability of high quality training programmes for those most in need. This talk will explore some creative approaches to teacher and learner training to help ease the crisis. It will be of particular appeal to those interested in ELT in non-formal education settings.

Transferable skills in ELT classrooms: what, why & how? Burcu Tezcan Unal (Zayed University)

In order to compete in the future job market, what our learners need is significantly beyond perfect language and computing skills. I will discuss what ELT program developers, material producers and teachers can do to foster transferable skills and help learners gain advantage before they join the new workforce.

ESP and the marketisation of higher education Almut Koester (Vienna University of Economics and Business)

This talk discusses the "marketisation" of higher education as it relates to teaching English for Specific Purposes (ESP). Such marketisation is seen to be driving the trend within higher education away from traditional "humanistic" learning towards vocationally-oriented, marketable skills. The talk questions whether this is necessarily good for ESP teaching and calls for a critical focus within ESP.

Executive Room 2
1025-1055
50 audience
Talk
GEN
le, p, s, t, a

Effective use of questions

Simon Brewster (The Anglo Mexican Foundation, Mexico City)

Using questions effectively can have many benefits: involving and challenging students; giving feedback on learning to teachers; providing interaction with students; and using questions to move to higher order thinking skills. Not using questions effectively means that students are unclear about learning aims or not sufficiently challenged. This talk will focus on the advantages and strategies for effective questioning.

Executive Room 2
1100-1130
50 audience
Talk
TTEd
e, p, s

Supporting language acquisition through teacher questioning Lucie Betakova (University of South Bohemia)

The aim of this talk is to show that within classroom interaction teachers' verbal activities support the language acquisition of the learners. We will study the types of questions teachers ask and how they influence learner language. We will show that good questions are not the only key to success if psychological aspects of classroom interaction are neglected.

Friday 15 April

1025-1130: Session 3.1

Executive Room 7 1025-1055 45 audience Talk AL, TTEd e, t	Preparing teachers (to prepare students) for successful communication Jason Litzenberg (Universidad Yachay Tech) This presentation reports on empirical research investigating the perceptions of pre-service English language teachers towards successful native/non-native Englishes in interaction. Results suggest that pre-service teacher perspectives are shifting away from deficit models of linguistics appropriateness and moving towards a more representative conceptualization of global English uses. Implications for English language teacher training and English pedagogy are considered.
Executive Room 7 1100-1130 45 audience Talk GI, TTEd e, a	I'm a non-native English-speaking teacher – hear me roar! Dita Phillips (British Study Centres Oxford, Teacher Training) How do non-native English-speaking teachers see themselves? Is 'nativeness' an issue teachers worry about? Could this impact on their development? What can teacher educators do to combat the native/non-native speaking teacher dichotomy and empower non-native English-speaking teachers? This talk will offer some answers based on the presenter's experience with pre- and in-service teacher training courses.
Executive Room 8 1025-1055 50 audience Talk EAP, TTEd le, t	Bumpy ride or smooth transition? Moving from CELTA to EAP Andrew Preshous (Coventry University) ELT teachers are often apprehensive about moving from GE to EAP, as they may feel they lack the necessary experience and skills. This presentation describes key components of a course designed to develop post-CELTA students' skills by raising awareness of relevant concepts in EAP, as well as providing practical teaching opportunities to facilitate a smooth transition between the two areas.
Executive Room 8 1100-1130 50 audience Talk ESP, TD e, le, a	ESP: becoming an expert non-expert Ben Butler & Antony Myers (The London School of English) New or experienced teachers often feel fear when asked to teach or cover a class involving ESP, professional, business or technical English of which they have little knowledge. This talk will aim to show that in fact any good teacher can conduct classes on any topic provided their approach and style follow some simple dos and don'ts.

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<p>Executive Room 9 1025-1055 25 audience Talk PRON le, a</p>	<p>How to fix fossilized errors: a lesson sequence Jaime Miller-Rapp (English Success Academy) Do your students need extremely accurate spontaneous speaking for work or studies? Join me and discover a step-by-step lesson plan that destabilizes old errors (pronunciation, grammar or vocabulary) and embeds correct usage. The technique helps my students increase TOEFL iBT speaking exam scores from 23 to 26-28 (or from 7 to 8 at IELTS). Effective with students of any level.</p>
<p>Executive Room 9 1100-1130 25 audience Talk TD e, le, a</p>	<p>Demand high: dealing with students' output Ila Cristina Coimbra (Brazil) The aim of this talk is to discuss in what ways traditional error correction techniques might be an obstacle to learning opportunities in the classroom and how learners' output can be used to help them to upgrade their language and hone their linguistic skills more than they believed possible.</p>
<p>Executive Room 10 1025-1055 25 audience Talk with restricted audience number ES(O)L le, a</p>	<p>Bilingual parent support advisers helping EAL learners in London schools Jill Coleman (Bell Cambridge) This talk describes a project that took place between May 2015 and March 2016 involving bilingual parent support advisers who work to improve educational outcomes for migrant children with English as an Additional Language and their families through school-based initiatives. The project is the result of a partnership between the Bell Foundation in Cambridge and Renaisi, a Social Enterprise in London.</p>
<p>Executive Room 10 1100-1130 25 audience Talk EAP e, le, p, s, t, a</p>	<p>Innovative use of home languages in the multilingual classroom Joris Van Den Bosch (The British School of Brussels) In this visual and interactive talk, I will present a wide range of original classroom activities in which home languages are used to enhance academic word acquisition and general English language learning. These will be applicable to any ESOL/EAL classroom even if the teacher does not have a language in common with their students.</p>

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Friday 15 April

1025-1130: Session 3.1

Hall 1 1025-1130 670 audience	CAMBRIDGE ENGLISH SIGNATURE EVENT Observation and Reflection: tensions between best practice and reality The cycle of observation and reflection is widely regarded in most teaching contexts as essential for teacher development. But how does this cycle work in everyday teaching and teacher development environments? Is the cycle effective at every stage of development, in every context, so that teachers are really able to build on their existing skills or even change their classroom practice? Is the ability to reflect taken too much for granted? What personal, social and cultural factors influence the behaviour of observers, teachers and learners during an observation? This signature event will explore the tensions between what is generally considered to be best practice and reality. Speakers: Ana Halbach Monica Poulter Jack Richards Craig Thaine Michael Carrier (chair)
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Hall 4 1025-1055 800 audience Talk ES(O)L, TTEd le, s, t, prodprom	Dictionary matters Sabina Pillai (Delhi University, India) The pressure of prescribed curricula can take away the joy of learning from our classrooms. This talk will help you transform the learners' dictionary from a passive reference source to an active learning resource, thereby engaging your learners. I will refer to some dictionaries to show you some ways to teach how real English works.
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Hall 4 1100-1130 800 audience Talk AL e, a	Teacher-driven corpus development: the online restaurant review Chad Langford & Joshua Albair (University Lille 3, France) We present our project to develop a user-friendly, high-quality corpus of online restaurant reviews, which we consider a specific genre. Our goals are threefold: to present the genesis and results of our project; to elaborate on concrete pedagogical applications (concerning lexis, discourse, grammar and genre-based writing); and to foster collaboration between colleagues eager to develop and share corpora.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hall 5 1025-1130 300 audience Forum GEN	<p><i>Forum on using available technology to reach learners and teachers in challenging environments</i></p> <p>ELT programmes in fragile environments: stories from Iraq and Libya Ben Gray (British Council Libya) & Seamus Harkin (British Council Iraq)</p> <p>This presentation will look at how the British Council has continued to deliver ELT programmes in contexts where security and logistical challenges make face-to-face engagement on the ground impractical. It will focus specifically on Iraq and Libya where Skype-, radio- and blended learning-based approaches have led to the successful delivery of a range of programme activities.</p> <p>Pushing buttons: can learners learn alone with only a phone? Andrew Foster (British Council, Occupied Palestinian Territories)</p> <p>The British Council OPTs has been exploring how mobile and fixed line phone technology can reach learners who are unable to attend classes. Different phone learning tools available to Palestinians will be described. I will examine what research into learners' experiences of <i>LearnEnglish Select IVR</i>, an interactive audio product for beginners, tells us, with reference to Self-Regulated Learning theory.</p> <p>Learning mobile - exploring new avenues in Pakistan Bilal Bilal Ahmad (British Council, Pakistan) & Hasnain Khalil</p> <p><i>UEnglish</i> with British Council is an interactive SMS-based product to assist in English language learning via basic mobile phones in Pakistan. The presentation will summarise the results of an assessment of this service. The assessment measures customer satisfaction and the factors that influence it. The assessment consists of quarterly surveys, which are followed by in-depth interviews.</p>
Hall 6 1025-1055 120 audience Talk GEN e, t	<p>Learner-sourced visuals: a higher level text's best friend Tyson Seburn (University of Toronto)</p> <p>We all do it: we connect words with visual representations of them from TV, movies, print media, or just our imaginations. This visual aspect breaks up the monotony of text-text-text, and helps readers understand intended meaning. In this talk, we will explore how incorporating the right visuals, especially learner-sourced, dramatically improves higher-level text comprehension and academic skills.</p>
Hall 6 1100-1130 120 audience Talk TTEd e, a	<p>"It doesn't reflect my identity": learner reactions to 'natural' English Carol Griffiths (Fatih University, Istanbul, Turkey) & Adem Soruc (Sakarya University, Sakarya, Turkey)</p> <p>The study reported here explored learners' reactions to lessons involving the spoken grammar of English (SGE). Although there was a small initial increase, this was not maintained. When asked to explain, students used expressions such as 'artificial' and 'fake'. The researchers suggest that use of SGE should be a matter of individual choice according to learner identity.</p>

Friday 15 April

1025-1130: Session 3.1

Hall 7

1025-1130

140 audience

Forum

LT

Forum on technology in the classroom

Technology in the EFL classroom: foe or friend in pedagogy?

Jaya Ram Khanal (Medhavi College, Shankhamul, New Baneshwor, Kathmandu)

In this talk, I shall share the types of technology used in EFL classrooms in general and trends of the same in the Nepalese context in particular. This presentation will focus on how the innovation of technologies in ELT classes challenged both teachers and learners in the beginning and how the novel practices changed their teaching learning process.

Bringing English to life: practical classroom activities using technology

Laura Laubacher & Sarah Wakefield (Embassy English)

'Bringing English to Life' is Embassy English's approach to integrating technology into classroom teaching, in order to document students' language production and encourage interaction within the local community. As teachers, we'll share practical activities and technology tools that have worked to develop our students' communication skills, as well as present tips on how to best integrate these into everyday teaching.

Supporting teachers in using technology for ELT within school systems

Radhika Gholkar (British Council India)

Teachers are increasingly expected to use technology to enhance learning. This poses challenges due to low confidence in using technology and confusion around when and how to use it effectively. In this talk, I will give practical ideas for successfully integrating technology in English lessons within school systems, sharing key challenges and solutions drawing on experience from India.

Hall 8a

1025-1055

150 audience

Talk

ESP, LT

e, le, t, a

Is less more? Choice-based learning challenges in a menu world

Valentina Dodge (English360)

Choice is a powerful motivator and can lead to greater learner autonomy. But do blended courses now offer too many options? How can we implement the benefits of choice without overloading or creating learner paralysis? This talk will look at challenges facing educators in our 'menu world' based on experience gained working with course designers using the publisher-neutral English360 platform.

Hall 8a

1100-1130

150 audience

Talk

LT, MD

a

What kind of learning platform does your institution need?

Angus Savory (The Lake School of English)

More and more institutions are deciding to incorporate a learning platform in their educational programme. However, should you write your own, using Moodle or similar, or consider a paid-in model, with everything set up for you? Using the example of a typical school, and a range of providers, including my own, I argue for the adoption of the latter.

Friday 15 April

1025-1130: Session 3.1

Hall 8b 1025-1055 170 audience Talk TD, TTEd e	Virtually there: engaging teachers in online professional development Mary Whiteside (Cambridge English) & Helen Allen There is much excitement around digital learning, but online courses pose their own challenges. In this talk, we'll share our experience of developing online professional development courses for English language teachers in primary and secondary education. We'll explore specific characteristics of online learning and how course design and participant motivation can influence outcomes.
Hall 8b 1100-1130 170 audience Talk TD, TTEd e, a	EFLtalks: teachers teaching teachers worldwide - a project with a vision Rob Howard (Online Language Center) What happens when you combine a Pecha Kucha, a TED talk and a webinar all together? 10 slides in 10 minutes for 10 hours. EFLtalks has veteran teaching professionals producing archived videos available year-round to new and future teachers. I will tell you about the global project and how you can join in the future or promote yourself globally.
Hall 9 1025-1055 285 audience Talk TD, MaW SIG Day le, a	How to start writing for publication: a teacher's personal journey Nergiz Kern (English360) Writing for publication can help teachers develop in their profession and further their career. However, many teachers might think they don't have what it takes to write for publication. Others want to do it, but don't know how to get started. This talk is a personal account of my writing journey hoping it will inspire other teachers.
Hall 9 1100-1130 285 audience Talk MaW SIG Day le, s, a	Let's start with the video Anna Whitcher (Freelance) With video's increasing accessibility and decreasing cost, the role of the ELT writer and editor has been expanding to that of producer and filmmaker. Video is no longer being treated as an afterthought. In this session, we will consider what some of the elements are when writing for video and how they compare with writing for print.

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Friday 15 April

1025-1130: Session 3.1

Hall 10a
1025-1055
97 audience
Talk
EAP, TEA SIG Day
e, le, a

Bargain chinos: influence of cognitive biases in assessing written work
Daragh Behrman (INTO London World Education Centre) & Tom Alder (King's College)

This talk focuses on the potential effect of 'anchoring bias' when marking written work. Primary research will be presented to demonstrate the effect (or otherwise) of this bias on the judgement of raters at our own and other institutions. This talk highlights the impact of cognitive bias on rater objectivity and the need to consider safeguards against their influence.

Hall 10a
1100-1130
97 audience
Talk
TEA SIG Day
e, le, s, t, a

Marking writing: feedback strategies to challenge the red pen's reign
Clare Fielder (University of Trier, Germany)

This talk provides teachers with time-efficient alternatives to traditional 'red-pen correction', by demonstrating and evaluating several effective feedback strategies that are applicable to giving feedback on writing in diverse contexts, and presenting summaries of published research which explores their efficacy. Issues including learner autonomy, motivation and the role of technology are also briefly discussed to underpin the practical ideas presented.

Hall 10b
1025-1130
110 audience
Forum
RES SIG Day

Forum on psychology

Be(com)ing an emotionally and socially intelligent EFL teacher
Christina Gkonou (University of Essex)

In this talk, I'll present findings from an online survey investigating the social and emotional intelligence of pre-service EFL teachers in the UK and Austria. I'll argue in favour of the inclusion of these competencies in language teacher education programmes, given the fundamentally social, interactional and interpersonal nature of language teaching.

Teachers' characteristics - friend or foe?
Nasim Shangarffam (Islamic Azad University Tehran Central Branch)

This presentation analyzes the results of a survey of EFL teachers' characteristics, aiming to broaden teachers' understanding of their personality traits. It explores if their self is a determining factor in indicating the more powerful variables in teachers' instructional and management features. It also explores the challenges, benefits and practical ways of incorporating these in classrooms.

Constructing trainee-teachers' identity through post-teaching reflection in a CELTA course
Danielle Freitas (Greystone College)

This presentation reports on a study investigating the identity formation process of trainee-teachers during a part-time CELTA in Ontario, Canada. It draws on the conceptualization of learning to teach as a process of becoming a teacher rather than viewing teacher learning as the straightforward acquisition of knowledge, skills and techniques.

Hall 11a

1025-1130

225 audience

Forum

LT

Forum on mobile-based learning

Empowering keeping mobile--based vocabulary notebooks through *Quizlet* **Ozlem Zengin Unal (Bilkent University School of English Language)**

There is little research showing the effects of use of mobile applications on English vocabulary achievement. This talk presents the findings of a study on the effects of using mobile-based vocabulary notebooks on students' vocabulary achievement level and suggests some practical ideas for teachers to use in their own context.

Vocabulary on the go: a mobile app for Arabic learners

Michael Bowles (Zayed University, Dubai, UAE) & Elizabeth Jones (Zayed University, Abu Dhabi, UAE)

This talk will showcase a purpose-built vocabulary app for Arabic learners of English on a university foundation course in the United Arab Emirates. It will demonstrate the main features of the app, such as the learning activities and elements of adaptive learning and gamification. It will also describe some of the research and pedagogical principles that underpin these features.

Mobile learning and wikis to enhance writing skills

Ruby Vurdien (White Rose Language School)

Mobile learning has been deemed suitable for vocabulary acquisition through reading. A mobile and e-learning project will help to explain how a group of students were expected to read articles and perform vocabulary exercises on their smartphones before writing their essays on wikis. I will discuss how the use of newly-acquired vocabulary and peer editing helped towards enhancing their writing skills.

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Friday 15 April

1025-1130: Session 3.1

Hall 11b
1025-1055
100 audience
Talk
LAM SIG Day
e, a

How do we become managers? Manager learning and development

Jenny Johnson (Eastbourne School of English)

Is there a representative model for manager development? Are managers born, made, trained or mentored into being? Or is it all down to experience? In this session, I look at how current ELT managers got into management and the learning routes and developmental paths they have followed. Patterns and similarities may pinpoint a definable process of manager learning and development.

Hall 11b
1100-1130
100 audience
Talk
LAM SIG Day
le, a

IATEFL LAMSIG SCHOLARSHIP WINNER

Increasing teacher buy-in for a major change

Katherine Martinkevich (British Council Kyiv, Ukraine)

This talk will focus on ways to introduce academic changes to teachers and will be based on my experience of implementing myClass, a new lesson delivery system, at British Council Ukraine. I will speak about less-widely-known techniques to encourage academic staff to be more supportive, and explain when and why they are applicable.

Media Suite
1025-1055
160 audience
Talk
TD, YLT SIG Day
le, p, s

CLIL teaching for success through multiple intelligence teaching for success

Stefania Ballotto (Pilgrims Teacher Training)

This talk presents content and language integrated learning through multiple intelligence. I will share some ideas and approaches so that learners and CLIL teachers can benefit from multiple intelligence theory. Examples will be taken from the work of The New City School, which can be adopted and used in any setting, providing a quality education to students.

Media Suite
1100-1130
160 audience
Open Forum
YLT SIG Day

IATEFL Young Learners & Teenagers Special Interest Group Open Forum

30th Anniversary of the SIG and release of the 30th Anniversary issue of C&TS

The Open Forum is your opportunity to meet the YLTSIG committee and get up-to-date with the latest developments. You will be able to participate in a discussion about our SIG name and get a free copy of our joint Garnet/IATEFL publication. Please also join us for bubbles and cake at 1820 to celebrate our 30-year anniversary and get the quiz results!

1130-1205

Coffee break

Continual complimentary tea/coffee throughout the day is sponsored by Hujiang.

1205-1215

Session 3.2 - Poster presentations
(sponsored by Penguin Random House)

Hall 1 Level 4
Foyer

During the conference there is a Poster Forum for the duration of the event in the Hall 1 Level 4 Foyer (to the left of the registration desk). Please see below for the presenters who will be present at their poster during session 3.2 to discuss it with delegates and to answer any questions.

Poster 3
PRON

An effective new way to learn English pronunciation
Marianne Jordan (Pronunciation.Club)

This poster presents "Phonetics Builder", an innovative course for teaching pronunciation. Instead of teaching isolated vowels, diphthongs and consonants, it teaches the IPA (International Phonetic Alphabet) through words that build up each of the sounds one by one. Online interactive audio, animations and games ensure motivation and achievement. An exciting useful aid for colleges, teachers and learners of English pronunciation.

Poster 7
TD, TTEd

Theory and practice - application, mediation or abandonment?
Kayoko Mayumi (University of Southampton)

This poster reports the learning outcomes of Japanese teachers of English who have attended MA Applied Linguistics/ELT/TESOL programmes in the UK. How do they utilize theoretical knowledge gained through further learning – apply, mediate or abandon? Their voices reveal the impact of long-term in-service education on their perspectives and practice.

Poster 11
ES(O)L, MD

Connecting across the pond: diabetes education for high-risk populations
Patrice Palmer (Mohawk College)

Did you know that our learners from Asia, Latin America, the Caribbean and Africa are at high risk of developing type 2 diabetes? Diabetes, a serious chronic disease, is a global epidemic and risks can often be reduced through lifestyle changes. This poster will help you learn about diabetes prevention education for ESL adult learners. Teaching materials will be made available.

Poster 14
TEA

Teaching exam classes with an unorthodox approach
Fernando Sartori (I.L.Peretz School, Sao Paulo Brazil)

When teaching exam classes, we usually focus on the skills and type of questions students will face. I've been preparing students for over 20 years and have noticed that looking at another perspective of everyday life can help students perform more successfully in their exams. This poster shows that we should blend preparing students for the exam and general English.

Friday 15 April

1205-1215: Session 3.2

1230-1300: Session 3.3

Poster 17
AL, RES

Inducing metaphor production in low-intermediate second language learners
Joseph Tomei (Kumamoto Gakuen University)

This poster reports on a completed small-scale pilot study which utilizes multimodal documents (music videos) to induce production of metaphor in low intermediate English learners' written work. The project examines student written output in order to determine what features of the multimodal documents triggered the production of metaphor as well as conducting a multimodal analysis of the music videos.

Poster 21
LT, YLT

Embracing students' digital literacies in our teaching
Jodi Wainwright (Open University)

Life as a teenager has been digitally updated, our challenge is to find creative and effective ways to promote and facilitate language learning. This session will present the findings of a small-scale research project in France, which used blended learning to embrace students' non-linear reading pathways and social embeddedness of literacy practices outside of formal education.

Poster 25
LA, TD

Manifestation of teacher autonomy: case studies from Chinese EFL teachers
Wanjing Zhao (University of Sheffield)

This poster presents a study that aims to gain insights into teachers' experiences and perspectives of teacher learning, and to reflect on how these relate to the construct of teacher autonomy. Data were collected from teachers in the context of private English language training and tutoring schools in China. The conceptual framework and preliminary findings are presented.

1230-1300

Session 3.3

Hyatt-Allegro
70 audience
Talk
AL, TTEd
e, a

Teacher awareness of classroom conversation analysis: pedagogy and practice

Bede McCormack (LaGuardia Community College, CUNY)

This presentation describes a study in which MA student teachers learn various aspects of formal conversation analysis (CA), and then implement that knowledge in the teaching of their own adult ESL students. Video and survey results suggest novice teachers quickly latch onto and embed subtle language functions into their classroom curriculum that lead to greater learner uptake of oral skills.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hyatt-Andante 70 audience Talk EAP, LT le, a	Digitising the EAP classroom – student-generated digital object Zoe Gazeley-Eke (Coventry University) This presentation will discuss an ongoing action research project at Coventry University on the application of technology-enhanced learning and teaching in the English for Academic Purposes classroom. It examines how EAP tutors can assist international students in the development of employability skills such as critical thinking, innovation, collaboration and autonomy within a digital context.
Hyatt-Scherzo 70 audience Talk ES(O)L, LA e, a	Mining for Cambridge gold: exploiting reading Sarah Ford & Andrew Gaskins (St Giles London Central) This session will consider ways in which a text can be 'mined' for gold (lexis) with a focus on success in the Cambridge exams (especially useful for the Use of English section). Grounded in action research, we will show you our findings and give practical ideas and activities which can be applied to the language classroom.
Executive Room 1 50 audience Talk EAP, ESAP e, t, a	EAP pathway program study and academic success at university Jennifer MacDonald (Dalhousie University) Do students who have completed pre-sessional EAP pathway programs fare better in terms of academic success at university than those who haven't? The research is far from conclusive. This session will include results of an original quantitative study on EAP and academic success in Canada, a discussion of similar research from around the world, and its implications for professional practice.
Executive Room 2 50 audience Talk GI le, s	Discourse competences for global issues Anika Marxl (Muenster University, Germany) The internet provides an infinite source of information and perspectives on global issues. In my talk, I will suggest a model of discourse competences enabling learners to critically understand and engage with information on global issues they find online. Campaign websites by Amnesty International and Pro Life on the global issue of abortion will serve to illustrate this model.

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Friday 15 April

1230-1300: Session 3.3

- Executive Room 7
45 audience
Talk
TTEd
e, le, t
- Mentoring: through the eyes of student-teachers**
Besime Erkmen (Middle East Technical University, Northern Cyprus Campus)
What can metaphors tell us about the role of mentors? What do metaphors reveal about student-teachers' relationships with their mentors? In this talk, I will discuss how an understanding of metaphors can be useful in exploring student-teachers' perceptions of mentoring, teaching and learning, and how mentors can(not) ease their first journey into teaching.
- Executive Room 8
50 audience
Talk
AL, TTEd
t
- Becoming a professor: stories of English native teachers in Korea**
Shinhye Kim
Drawing on the poststructuralist view of teacher identity, I'll present a study that explores how English native speaker teachers at a Korean university negotiate conflicts among multiple identities and construct a new identity. The findings show that the teachers legitimize their status and practices through distancing themselves from other members of the university, which recursively influences their practices in and outside the classroom.
- Executive Room 9
25 audience
Talk
LA
e, t
- "Ich spreche Deutsch!" - the magic of metacognition**
Radwa Younis (Future University in Egypt)
Based on my recent experience as a fully independent learner of German, I am going to shed light on aspects of metacognition that helped me through my learning process. I will suggest a couple of theories about language and language acquisition/learning to be shared with learners to enforce their autonomy.
- Executive Room 10
25 audience
Talk
TTEd
- When trainees looked at the bigger picture**
Laxman Gnawali (Kathmandu University, Nepal)
In this talk, I share an experiment in the process of a secondary EFL teacher training programme in Nepal. How the pre-service trainees designed a curriculum and prepared a textbook and taught the same will be presented. How this process helped trainees to crystalize a bigger picture understanding EFL pedagogy will be discussed.
- Hall 1
300 audience
Talk
LT, TD
e, t, a, prodprom
- Creating an online teacher training course**
Deirdre Cijffers (Cambridge University Press)
This talk explores the challenges facing teachers who are beginning to deliver blended learning courses using Cambridge University Press publications. I will share findings from research conducted with teachers doing a Cambridge online training course at the start of their semester to see how effective this kind of training can be and to establish the criteria for creating practical teacher-participant centred training.

<p>Hall 4 800 audience Talk EAP, RES SIG Day e, le, t, a</p>	<p>What makes second language writing difficult to understand? Catherine Walter (University of Oxford) If the purpose of L2 writing is to communicate meaning effectively, wouldn't it be good to know what keeps this from happening? Most of the time, what is prioritised in writing instruction is based on models of proficient writing. This presentation reports on an investigation of what keeps readers of English from understanding the writing of less proficient L2 writers.</p>
<p>Hall 5 300 audience Q&A session</p>	<p>Diane Larsen-Freeman's plenary follow-up session Further Investigation of Teaching with Affordances In my plenary presentation, I proposed that the concept of affordances has great potential for how we think about the learning and teaching of English. If you attended the plenary session this morning, you are welcome to attend this related session. This will allow you to ask any questions or address any issues that have been raised by my plenary talk.</p>
<p>Hall 6 120 audience Talk LT e, t</p>	<p>Using MALL to expand the boundaries of vocabulary learning Sarah Hopkyns & Timothy Nicoll (Zayed University, Abu Dhabi, UAE) Perhaps the most important and tangible area of learning English is vocabulary. This presentation explores current international research on vocabulary learning styles and using Mobile Assisted Language Learning (MALL) as a motivational tool. Findings from a mixed-method study at a university in the United Arab Emirates will also be presented.</p>
<p>Hall 7 140 audience Talk TD, TTEd e, le, t, a, prodprom</p>	<p>Reviewing qualifications and CPD: helping meet teachers' training needs Ben Beaumont (Trinity College, London) With an ever-changing educational landscape, it is important that support for teachers remains focussed on attending to their needs to enable good teaching and student success. This talk will look at how Trinity College's pre-service and in-service teaching qualifications can be implemented flexibly to meet these needs and profile some free resources to enable targeted, non-accredited teacher development.</p>

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Friday 15 April

1230-1300: Session 3.3

Hall 8a 150 audience Talk TTEd e, t, a	Training or grading? TP and the art of written feedback Bill Harris (Freelance) I will be reporting back on a survey of trainers on the range of formats, styles and content used for their written evaluation of teaching practice on initial training courses. I will also explore whether tutors and candidates see written feedback as a developmental tool or simply a mechanism for assessment of achievement and subsequent course grading.
Hall 8b 170 audience Talk EAP, MD e, t, a, prodprom	Organising academic grammar Ken Paterson (Freelance) What is it about academic expression that leads to the frequency of certain grammatical features? With reference to the <i>Oxford Grammar for EAP</i> , I will suggest that three processes - 'stepping back', 'building' and 'connecting' - are at work, and that these might provide us with a way of organising a syllabus of academic grammar.
Hall 9 285 audience Open Forum MaW SIG Day	IATEFL Materials Writing Special Interest Group Open Forum For everyone involved in ELT Materials Writing The MaWSIG Open Forum provides an opportunity for members and prospective members to meet the MaWSIG committee and to get a full account of the MaWSIG's activities, events and future plans. The Open Forum is also a chance to meet other ELT materials writing and publishing professionals and to take part in shaping the future of the MaWSIG.
Hall 10a 97 audience Talk TEA SIG Day le, p, s, t, a, prodprom	What makes for a good test? An introduction for teachers Gad Lim (Cambridge English) Language teachers often feel assessment is another world entirely and are uncomfortable engaging with it. This presentation uses non-specialist everyday language to explain key concepts in assessment, enabling teachers to understand how tests are put together, why they look as they do, and what is done to produce meaningful and useful results.
Hall 10b 110 audience Talk ES(O)L, ESP e, le, t	Challenges and changes: developing skills through videoconferencing Hana Katrnakova (Language Centre, Masaryk University, Czech Republic) International videoconferencing between ESP classes helps to create an authentic setting for task-based learning. This talk will present samples of activities which allow tutors to integrate the four language skills into contextualized learning in a multicultural environment, enabling students to utilize and further strengthen their English, knowledge of topics and soft skills, which is likely to enhance their employability.

Friday 15 April

1230-1300: Session 3.3

Hall 11a 225 audience Talk TD, TTEd e, le, p, s, t, a, pub	The teacher of tomorrow: professional development through informal learning Sarah Milligan & Patrick Curry (Macmillan Education) What is informal learning and how can it support professional development in today's ELT world? This talk will introduce the concept of informal learning, show how it is emerging as an important element in professional development and explore how teachers can learn informally today in time for the English language classroom of tomorrow, using content from www.onestopenglish.com .
Hall 11b 100 audience Talk LAM SIG Day e, le, a	Preventing dropouts: a collaborative action research approach Paulo Pita (Cultura Inglesa, Sao Paulo) Teachers and school administrators would certainly not deny the importance of retaining students. Yet, there are very few studies on the topic in the context of language institutes. This talk presents a dropout reduction framework based on collaborative action research. It aims at providing teachers and managers with strategies to act effectively in order to prevent dropouts.
Media Suite 160 audience Talk YLT SIG Day e, le, p, s	Creative language teaching with the arts, music and video Joel Josephson (Kindersite Ltd) A number of European-funded projects have used video, the arts and music to motivate and enhance language teaching across the entire EU, especially at enhancing the passions of the learners. This talk will look at the background, methodology, resources and results of the projects. Most importantly, how they can be used by teachers globally.

1300-1410 Lunch break

1315-1345 Hall 7 140 audience	How to organise an ELT event (with Cornelia Kreis-Meyer) This session will look at what to consider when organizing an ELT event. The step-by-step "ELT event road map" will allow you to plot out the critical path to success, develop a realistic timeline and allocate tasks to your committee and helpers.
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Meet the Patron

David Crystal will be in attendance on the IATEFL exhibition stand during the lunch break. If you would like to say hello or have a question for David, please join us there for this unique opportunity.

Friday 15 April

1410-1515: Session 3.4

1410-1515

Session 3.4

Hyatt-Allegro

1410-1515

70 audience

Forum

TD

Forum on professional development

Collaborative professional learning as a way of promoting teacher autonomy
Leena Karlsson & Kenneth Kidd (University of Helsinki)

In this presentation, we illustrate how teachers can take their professional development in their own hands, by creating a collaborative learning context that promotes self-reflection and makes use of peer group mentoring. We share our professional stories using these two methods and describe how the process enhanced our teacher autonomy.

The capability approach to teacher professional development
Jemma Barzey (British Council, Jordan)

Using Sen's Capability Approach, this session will highlight the need to look beyond existing professional development practices. It will show how a teacher with many capabilities is able to use different pedagogical approaches and make different teaching choices, giving them the motivation, opportunity and freedom to be the kind of teacher they want to be.

Peer support for primary teachers' professional development in Bangladesh
Rebecca Rodrigues & Mir Md. Arafat Rahaman (English in Action)

Teachers learn most effectively from each other within their own school contexts. But how do teachers understand peer-support? What kind of activities do they engage in which they find meaningful and useful? This presentation will present data from actual Bangladeshi primary schools that would be of relevance to in-service teacher development programmes.

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<p>Hyatt- Andante 1410-1515 70 audience Forum GEN</p>	<p><i>Forum on using drama in the classroom</i></p>
	<p>IATEFL RAY TONGUE SCHOLARSHIP WINNER Improving speaking skills in English through drama activities Geeta Goyal (Kaithal, Haryana, India) I will discuss different experiments and their outcome in workshops I carried out with the objective of improving speaking skills in English and facilitating the learning of a second language through drama activities. I'll depict how the use of drama and fun activities in the classroom provides exciting opportunities for second language learners to communicate effectively.</p>
	<p>GILL STURTRIDGE FIRST-TIME SPEAKER SCHOLARSHIP WINNER How dramatization dramatically improves communicative ability: reflection of Nepalese classrooms Gobinda Puri (Sunsari, Dharan, Nepal) In this presentation, I shall present some useful ways of using dramatization techniques to develop the communicative skills of 13-16-year-old students in the EFL classroom. I shall focus on how my mixed-ability, multilevel and underprivileged group of students dramatically improved their confidence and skills in English by dramatization within a period of six months.</p>
	<p>Beyond drama - stepping into the unknown classroom Emi Slater (Bell) EFL lessons are often boring. Teachers need to know how to engage an audience. Can the magic so often prevalent in theatre be taught to new teachers? This presentation is for anyone interested in teacher training combining practical examples of experimental theatre exercises and a chance to discuss what skills, in general, should be taught on pre-service teacher trainer courses.</p>

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Friday 15 April

1410-1515: Session 3.4

Hyatt-Scherzo 1410-1515 70 audience Forum LMCS	<i>Forum on using literature in the classroom</i> Contemporary poems in ELT: after-text exercises and activities Kirill Ignatov (Moscow State Lomonosov University [MGU]) The presentation outlines the after-text exercises that help students to understand and appreciate modern poems, covertly leading them to literary analysis, and suggests follow-up activities that assist in channelling the emotional charge of the poem and the poignancy of its content into developing students' language proficiency. Examples of exercises and activities are provided. The motivational force of employing literature in an FL classroom Fruzsina Szabo (Debrecen University, Hungary) My presentation points out the significance of employing literature when teaching English in a tertiary environment. Literature here is mainly characterised with regard to its relevance, emphasising the fact that contemporary texts serve this purpose the best. However, the use of fairy tales strongly supports the argumentation of the L2 motivational self system, and the link to taletherapy. Rhyming the world around: writing poetry as a learning tool Larysa Sanotska (Ivan Franko National University of Lviv) This presentation is based on the project run by student-teachers during their one-month teaching in a secondary school under the supervision of the presenter. It involved organizing and running a poetry club as a part of extracurricular activity. The presentation focuses on both theoretical and practical aspects of using rhyming poetry for teaching English to teenagers.
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Executive Room 1 1410-1440 50 audience Talk TTEd e, a	Hokey cokey CELTA courses Simon Brown & Simon Marshall (York St John University) Following five CELTA courses at York St John University, which included 60% of internal linguistics undergraduates, we would like to reflect upon candidate selection, group dynamics and candidate performances (both teaching and assignments) and through these reflections help other higher education institutions to prepare for and manage this particular blended (undergraduates and members of the general public) training environment.
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Executive Room 1 1445-1515 50 audience Talk LT, TTEd e, a	Learning to teach online: addressing challenges of running CELTA Online Nicholas Northall (University of Sheffield) What are the challenges of running an online pre-service teaching training course? Although CELTA Online has gained in popularity over the last few years, there remain several challenges associated with it. Focusing on feedback received from trainers and trainees, this talk addresses some of those problems and makes suggestions for any centre wishing to run the course themselves.
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Executive Room 2
1410-1440
50 audience
Talk
GI, LA
e, t

Learance: towards a new relationship to teaching and learning
Stephen Brewer (University Paris East, School of Education)

This talk presents a new concept known as learnance. Learnance is about people's readiness to engage in learning and remain committed to learning endeavors that are important to them. Three conditions allow learnance to thrive: wanting to learn, knowing how to learn, and being enabled to learn. Teachers play a critical role in all three.

Executive Room 2
1445-1515
50 audience
Talk
AL
e, le, p, s, t, a

The joys of second language learning: a positive psychology framework
Sian Etherington (University of Salford)

Second language learning is rightly seen as a difficult process and teachers consequently tend to focus on learners' problems and struggles in learning. In contrast, this talk will consider more positive psychological aspects of second language learning, discuss implications for teaching and propose the establishment of a positive psychology network for the EFL teaching community.

Executive Room 7
1410-1515
45 audience
Forum
ESP

Forum on ESP training and course design

ESP training: selected challenges and solutions

Agnieszka Dudzik (Medical University of Bialystok, Poland) & Agnieszka Dzieciol-Pedich (University of Bialystok)

The dominance of English in many areas of modern science and technology has resulted in a considerable demand for ESP instruction. However, do all ELT professionals feel prepared to design and deliver ESP courses? This talk reports on a study to investigate the challenges that ESP trainers face and offers some practical suggestions for those seeking to enter the field.

BESIG IATEFL 50TH ANNIVERSARY SCHOLARSHIP WINNER

Teaching English to IT specialists: challenges and solutions
Oksana Hera (Ostware Services)

This presentation will focus on practical aspects of teaching English to Information Technology specialists working in outsourcing. A set of hands-on activities and recommendations on how to cater for their needs, in terms of training their English communication skills, will be provided to the audience, who can easily adapt these to their individual teaching context.

English for library staff: creation of an ESP course

Caroline Hyde-Simon (Zurich University of Applied Sciences)

The use of English in Swiss university libraries is increasing due to an expanding number of international students. Library staff now require library ESP to aid communication and understanding. This talk describes a new library staff ESP course in a presentation of the syllabus and the approach adopted, and a delineation of the research undertaken prior to course construction.

Friday 15 April

1410-1515: Session 3.4

Executive Room 8 1410-1515 50 audience Forum TD	Forum on teacher identity A non-native teacher teaching in a non-English-speaking land Mandana Arfa Kaboodvand (Westminster International University in Tashkent) Having taught English for many years, I believed that I had a well-established "teacher identity". However, when I moved to another country, I realized how social and relational values reshaped my identity. This presentation is a narration of my journey. It has implications for those interested in the issue of teacher identity, teachers considering immigration, immigrant teachers and their colleagues. Teachers' identity salience: a mediator between professional development and burnout Mona Khabiri (Islamic Azad University, Central Tehran Branch) I'll discuss identity salience, which influences individuals' motivation and behavioral tendencies. Likewise, teachers' identity salience may impact their professional development on one hand, and their burnout on the other. Which identity salience has the strongest tendency for professional development? What aspects of burnout are more influenced by teachers' identity salience? How does knowing about one's identity salience help one's professional development? Toward an understanding of high school EFL teachers' professional identity Shih-Chieh Chien (National Taipei University of Business) I'll report on a study to investigate Taiwanese high school EFL teachers' professional identity changes due to their in-service master's study experience and characteristics of such changes. The teachers showed multi-faceted, fulfillment-oriented and discipline-focused professional identities. Results will be discussed in light of their four major professional identity changes, including productive change, additive change, subtractive change and split change.
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Executive Room 9 1410-1440 25 audience Talk EAP, LA e, le, t, a	Looking through 'the Johari window' to ensure effective feedback Berna Arslan (Sabanci University School of Languages) Providing realistic and relevant feedback catering for the learner's needs could be facilitated through the development of self-awareness in a systematic way. I will refer to some theoretical aspects of the Johari window model by Luft & Ingham (1955) and describe how I have adapted the model to increase the effectiveness of the feedback cycle in the learning portfolio assessment.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 15 April

1410-1515: Session 3.4

Executive Room 9 1445-1515 25 audience Talk EAP le, t, a	Writing feedback: using learner texts as a remedial teaching tool Esra Celik Soydan (Ozyegin University) While teachers find it easier to give feedback on grammar and vocabulary in students' writings, feedback on content and organization does not seem that practical, resulting in allocating extra time to individual students. However, considering the constraints we have, how achievable is this? This talk aims to uncover the ways and benefits of effective whole-class feedback on these specific aspects.
Executive Room 10 1410-1440 25 audience Talk EAP, TD e, t	Demanding higher in EAP – silently Michelle Hunter (Freelance) UK universities demand high levels of academic competency of their foreign students. This talk will explore how a teacher's silence, i.e. Nancy Kline style generative listening, combined with simple probing questions, pushed a group of pre-sessional students to think more deeply for themselves. The results impressed both teachers and students alike.
Executive Room 10 1445-1515 25 audience Talk MD le, s	Want to master grammar? Ask 100 questions Elena Kuznetcova (UNESCO Associated School 'INTERLINGUA') Questions play a significant role in our communication. They also reflect a lot of grammatical structures. In this talk I will show a new way of grammar acquisition through the use of "questioning maps" - special kind of scaffolding schemes. The session then proposes a range of practical activities to develop students' autonomy and their ability to ask questions.
Hall 1 1410-1515 670 audience	NATIONAL GEOGRAPHIC LEARNING SIGNATURE EVENT What does it mean to be a 'Global Citizen'? Answering the question 'Where are you from' is getting increasingly difficult to answer for the world's ever more mobile population. National Geographic Learning's signature event looks to explore the ramifications of this question and the theme of global identity, language and culture in the 21st Century. The event will open with a presentation from Hetain Patel , a conceptual artist whose 2013 TED Talk 'Who am I? Think again', challenged the audience to go deeper than surface assumptions. This presentation will then be followed by a discussion with panellists including Hetain, Hugh Dellar (author and teacher trainer), and Gillian Davidson (Group Academic Director, EC Schools) and Karen Spiller (Publishing Consultant and Co-founder of ELT Teacher 2 Writer). We encourage you to come and join us and to add your own experiences and thoughts to the discussion.

Friday 15 April

1410-1515: Session 3.4

Hall 4 1410-1555 100 audience	INTERACTIVE LANGUAGE FAIR The ILF is a 1hr 45min event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. The Fair ends with feedback and questions with the audience. This is a feast of presentations in a single interactive format. The presenters in the Interactive Language Fair are:
TD, TTEd e, a	Teaching as a profession: EFL teachers' perspectives Khadija Al Balushi (University of Exeter) I will present findings of a research that explored Omani EFL teachers' perceptions towards teaching as a profession. Issues related to respondents' reasons for considering such a career in teaching and their job satisfaction will be discussed, and differences among participants' views according to various background factors will be displayed.
LT, TTEd le, a	Are Mexican English teachers ready to manage blended courses? Arturo Calderon Lopez (The Anglo Mexican Foundation AC) Blended learning has now become an important teaching environment and teachers will, most likely, end up becoming e-tutors at a certain point in their careers. However, Mexican English teachers are still behind in their use of e-learning technologies. In this presentation, evidence from my ongoing research on teachers taking part in blended courses and the partial results will be presented.
TEA le, s	Incorporating alternative assessment into Nepalese EFL classes Padam Bahadur Chauhan (Nepal English Language Teachers' Association-NELTA) I suggest checklist and rubrics, as alternative tools for recording students' performance and evaluating the quality of works respectively, need to be implemented together with formal testing in EFL. Despite the implementation of these tools being teacher-controlled in the beginning, learners become familiarized with them; and they can be guided to handle the tools for self-evaluation as time proceeds.

Continued on next page...

1410-1555

ILF presentations continued from previous page

TD, TTEd
e, le, p, s, a

When teachers keep learning
Sumeyye Cinar (SELT Academy & Samanyolu Schools)

In this presentation, I shall focus on an in-service professional development training programme in Turkey for working kindergarten teachers. How this process allows teachers to develop their language level, as well as expand their understanding of teaching learning principles, will be discussed. Programme structure and components will also be shared.

ESAP, LT
e, t

Electronic theses online – developing domain-specific corpora from open access
Alannah Fitzgerald (Concordia University) & Chris Mansfield (Queen Mary University of London)

Research findings will be presented from a study into the development and evaluation of domain-specific corpora from the Electronic Theses Online Service (EThOS) at the British Library. These collections were built using the interactive FLAX open-source language software for uptake in English for Specific Academic Purposes (ESAP) programmes at Queen Mary University of London.

AL, TTEd
e, t

Changing the paradigm: a very practical MA
Nikola Fortova (Masaryk University)

Masters in ELT equip teachers with the theoretical grounding necessary to underpin decisions made in the classroom. However, do MAs sufficiently marry theory with practice? This presentation details changes implemented in Masaryk University's MA in teaching that enable us to send graduates off with training in linguistics, classroom management and the micro-skills that are compatible with current trends in ELT.

AL, RES
e, t

Grammatical errors and their gravity
Anju Giri (Tribhuvan University, Kathmandu, Nepal)

By systematically studying the errors committed by learners, one can get a lot of hints about the learning strategies and mechanisms which learners employ in learning their target languages. This presentation discusses 250 different types of grammatical errors analyzed and evaluated by 600 native and non-native speakers of English from the US, UK, Australia, India and Nepal.

Continued on next page...

Friday 15 April

1410-1515: Session 3.4

1410-1555	<i>ILF presentations continued from previous page</i>
ES(O)L, RES e, le, p	<p>Bilingual means two: bilingual education for Brazilian children Teresa Cristina Gomes De Carvalho (Cultura Inglesa) & Roseli Serra (UNO International)</p> <p>Full-time foreign language education is usually limited to international schools for expats, whereas regular schools teach English as a foreign language. However, many Brazilian schools are experiencing paradigm shifts and are offering students English/Portuguese bilingual programs. This presentation aims to debunk myths about foreign language learning and discuss the challenges and the benefits of bilingual programs in the Brazilian context.</p>
TD, TTEd e, le, s	<p>Teachers as reflective practitioners: investigating their perceptions about action research Zinaide Gruda (University of Prishtina - English Department)</p> <p>The aim of this presentation is to share the experiences of two English teachers who explored their teaching practices through action research. Their one-year experience of training, mentorship and continuous guidance has encouraged them to implement new approaches to teaching reading skills more effectively. Despite numerous challenges, both teachers find this experience important towards their professional development and students' benefit.</p>
ESP, TTEd e, le, s, t, a	<p>ESP teacher education: an online, in-service, ESP teacher training course Elis Kakoulli Constantinou & Salomi Papadima-Sophocleous (Cyprus University of Technology)</p> <p>This presentation reports on a research study, currently in its first stage. Its purpose is to address the neglected need for ESP teacher training proposing an intervention, a course different from existing ones. The course is based on literature review in the areas of ESP, language teacher training, ESP teacher training and an ESP teacher educators' needs analysis.</p>
TD, TTEd e, le, p, s	<p>Continuing professional development through collaborative practices Kirti Kapur (National Council of Educational Research and Training (NCERT))</p> <p>Collaborative practices like peer-to-peer interaction and mentor-mentee associations can provide a fillip to addressing institutional gaps in providing continuing professional development (CPD) for English language teachers. Mentoring as a tool for CPD has vast implications. Using a case study, the presentation will encourage examination of mentoring as a viable approach towards CPD in India.</p>

Continued on next page...

1410-1555

ILF presentations continued from previous page

AL, TEA
e, t

**Can IELTS predict ELT student teachers' performance in the classroom?
Slim Khemakhem (Higher Colleges of Technology, Fujairah, UAE)**

This presentation discusses the use of IELTS scores as a graduation requirement for a teacher education program in UAE schools. The presenter will share research findings that shed light on discrepancies between lexical diversity scores in the IELTS test and in the classroom, and on characteristics of ESL classroom interaction which may explain the discrepancies.

ESOL, TD
e, s

Investigating learner-centered practices and beliefs of Chinese secondary EFL teachers

Mingkun Lou (University of South Australia)

This presentation focuses on a framework devised as an analytical tool deconstructing teachers' practices and beliefs in relation to learner-centeredness. The presentation will exemplify the framework's use with real-life cases of two EFL teachers, analyzing discrepancies across different aspects of teacher practices and beliefs. The framework's analytical lens offers a tool relevant for EFL teachers, teacher trainers and researchers.

MD, RES
e, le, a

Teachers' experiences and perspectives on teaching cultural elements through coursebooks

Saw Swe

I'll report on research about teaching cultural elements and teachers' experiences of teaching those elements to EFL students. The study revealed what materials and activities are commonly used by EFL teachers and their reasons for choosing those particular activities. I'll discuss the teachers' own views on whether cultural elements are/should be taught in EFL classrooms.

TTEd
e, a

Knowledge about grammar and the development of pedagogical content knowledge

Rhian Webb (University of South Wales)

Whilst knowledge of grammar (KOG) encompasses the natural abilities of a native speaker, knowledge about grammar (KAG) requires formal study. This talk presents findings showing how 40 hours of explicit KAG study, undertaken by pre-service native English-speaking teachers (P-S NESTs) before TESOL education, impacts on the development of pedagogical content knowledge (PCK) during extended pre-service TESOL education.

Friday 15 April

1410-1515: Session 3.4

Hall 5 1410-1515 300 audience Panel discussion EAP e, le, t, a	Innovation in the IELTS classroom – what does it mean? Mina Patel (British Council), Katherine Davis, Sheila Hirst, Claire Hunter (Edinburgh School of English) & Sonja Zander* (Whitireia Community Polytechnic) What does innovation mean to a teacher and their students? Does it mean using new resources, trying a new activity, tweaking an old activity to change the outcome, pushing the boundaries of students' experience in the classroom? In this session, panellists will discuss how they have explored the concept of innovation in their IELTS classrooms and discuss the outcomes. * IELTS MORGAN TERRY MEMORIAL SCHOLARSHIP WINNER
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Hall 6 1410-1515 120 audience Forum GEN	<i>Forum on academic writing</i> The art of academic writing: a pre-sessional case study Eemaan Kanuga (Queen Mary, University of London) This is an exploration into the relevance of general pre-sessional teaching and how this affects student autonomy and learning strategies. The talk draws on research conducted within a pre-sessional classroom through observations, interviews and strategic argumentation analysis of essays to limit findings to how transferable and relevant the skills taught within pre-sessional classrooms might be in various discipline specific communities. Using online dialogue to co-construct texts with students Guy Meredith (Zayed University, UAE) How can students collaborate effectively with each other and with their tutor on homework writing tasks? Apps like Quip allow both synchronous editing of a document and text-based chat. By studying students' use of text-based communication while writing an essay, I will demonstrate how effective this online dialogue can be in facilitating group writing tasks and improving students' writing. Undergraduate collaborative essays: constructive, not a cop-out Peter Levrai & Averil Bolster (University of Macau) We will examine how collaborative writing, in the form of a groupwork essay, is used in an undergraduate programme of an English-medium university in Macau. We will describe the pitfalls and benefits of the groupwork essay and share a framework we developed to scaffold the writing process for students who are novices in essay writing and teamwork.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hall 7 1410-1515 140 audience Forum LT	Forum on mobile learning iPad in the EFL classroom: perceptions and practices Valentina Morgana (Open University) What is the future of the iPad in the EFL classroom? In this presentation, I will talk about an on-going research concerning the way in which English language teachers and learners in secondary school education use the iPad, particularly in relation to learners' and teachers' perceptions of mobile learning, and innovative English teaching practices. Using hand-generated concordances in the classroom Mona Hema (British Council Jeddah) In the recent years there has been growing interest in the use of concordances in learning. Inside the ESL/ EFL classroom, concordancing offers a wide range of uses and appears quite effective in assisting language learning. This talk aims to focus on using hand-generated concordances which can provide a wealth of effective learning opportunities for learners and teachers. Instant messaging with learners: chilled out chatroom or creepy treehouse? Kat Robb (Oxford Tefl Barcelona) Many educators have embraced the use of mobile technologies and instant messaging with learners. But inviting learners to connect with their teacher on social media can provoke horror; what some have called the creepy treehouse syndrome. In this talk, I present contexts where I used IM and the outcome. Cautious of creating a creepy treehouse syndrome, I trod extremely carefully.
Hall 8a 1410-1440 150 audience Talk AL e, le, t, a	Has + 3rd form: untying the Gordian knot David Connolly (Freelance) The underlying distinction between the past simple/present perfect is the same as that of the definite/indefinite article. This theoretical talk will briefly show how the one-to-many relationship of form and function misleads both students and teachers, and suggest more effective ways to help students cope with this construction (and the article system) regardless of their L1.
Hall 8a 1445-1515 150 audience Talk AL, TD e, a	Flouting the rules: I won't do what you tell me Neil McCutcheon (The ELT Hub, France) Drawing on my collection of linguistic anomalies, including native speaker slips and malapropisms; instances when grammatical rules appear to be being flouted; syntactic blends and nonsense verse, I aim to show what these examples can reveal about the nature of language, and grammar in particular. I will suggest that language is inherently creative and consider some implications for pedagogy.

Friday 15 April

1410-1515: Session 3.4

Hall 8b
1410-1440
170 audience
Talk
LT, MD

Web-based mobile learning - how technology leads pedagogy
Adam Kightley (British Council)

Educational websites are increasingly designed for mobile devices and teachers may be selecting or even creating materials on such sites. This talk shows how LearnEnglish, one of the biggest EFL websites, successfully adapted its materials and also the difficult compromises between technology and pedagogy. This inside view will show teachers where small screens struggle and help them make informed decision.

Hall 8b
1445-1515
170 audience
Talk
GEN

Using digital resources for better learning outcomes
Natalya Penner (Secondary School-Lyceum #23) & Ardak Bekturova (British Council)

Teachers can access a vast variety of British Council online resources. But they need to have a general strategy helping them to save time searching the internet for supplementary materials to prepare for the lessons. As an example of such strategy we are going to present Teacher's Guide "Digital Resources for 1-11 Grades" compiled by a team of Kazakhstani teachers.

Hall 9
1410-1515
285 audience
Forum
MaW SIG Day

Forum on creating listening materials

Listening in chunks
Anne McDonald (Freelance)

How can we help students listen more fluently? I will suggest that we could familiarize them with acoustic shapes of frequent chunks of language so these become automatically recognizable in the flow of speech. I will demonstrate how we could do this using example texts. Finally, participants share ideas on how they could do the same with coursebook audio material.

Designing listening and speaking materials for an EAP course
Lesley Kendall (Durham University)

To teach students appropriate listening and speaking skills, provide practice similar to that in an academic context and tie in with the content of other modules, we needed to create a set of bespoke materials. This presentation explores the rationale, development and use of these materials on an EAP course.

Developing listening skills: lessons from learning
Shaun Sweeney (Oxford TEFL, Barcelona)

The need to teach not test listening skills is a perennial topic in ELT. Dissatisfaction with the 2-stage comprehension model is often expressed, yet still it endures. This talk shares a range of alternative techniques and materials I've tried both when learning and teaching, including de-coding, own-language activities and technology use. Experiences and verdicts of the students will be shared.

Friday 15 April

1410-1515: Session 3.4

Hall 10a 1410-1440 97 audience Talk TEA SIG Day t	IATEFL TEASIG SCHOLARSHIP WINNER Doing students a favor - leaking speaking exam questions Mehvar Turkkan (TED University) This talk aims to present the reasons why publicizing oral assessment tasks beforehand can be considered helpful for test takers in terms of boosting their confidence levels, which leads to better performance and higher scores. It will also try to reflect on whether it is right in terms of assessment practices by focusing on reliability, validity and confidentiality related issues.
Hall 10a 1445-1515 97 audience Talk PRON, TEA SIG Day e, t, a	IATEFL TEASIG SCHOLARSHIP WINNER Testing and teaching English intonation to Chinese speakers Irina Y Pavlovskaya (St. Petersburg State University) The result of any communication depends to a big extent on the way people sound. My talk will focus on methods of testing syllable prosody and intonation contours – an intangible matter, very problematic for assessment. However, even very different languages (like English and Chinese) may have a lot in common, which helps to develop and evaluate common phonological competence.
Hall 10b 1410-1515 110 audience Forum RES SIG Day	<i>Forum on helping teachers evaluate, engage with and communicate research</i> Research and practice: realities, restrictions and responsibilities Leo Selivan In recent years, there have been renewed calls for research to be a substantial source of teacher knowledge (Ur, 2012) and that our practice should be evidence-based (Mayne, 2013). However, much applied linguistics research remains unapplied, is often misapplied, or is downright inapplicable. This presentation highlights some particularly notorious examples and discusses who should mediate between research and practice. Instilling a passion for research in pre-service teachers Elena Oncevska Ager (Ss. Cyril and Methodius University, Macedonia) Pre-service teachers' perceived unwillingness to engage in discussions based on research papers prompted me to design activities to liven up potentially over-theoretical discussions. I will demonstrate how I drew on drama, music, visuals and metaphor in an attempt to instil in future teachers an appreciation for using and/or engaging in research as a professional development tool. Writing about research through poetry Mark Wyatt (Petroleum Institute, Abu Dhabi, UAE) It is increasingly accepted that, far from being emotionless robots focused on revealing objective 'proof', researchers can be humans with feelings. However, while the process of engaging in research can provoke emotions, there is sometimes an expectation these should be suppressed. This presentation suggests ways of channelling feelings about research through poetry and practically engages the audience in writing creatively.

Friday 15 April

1410-1515: Session 3.4

Hall 11a 1410-1515 225 audience Forum EAP	<i>Forum on using corpora in the classroom</i> Guiding EAP learners to autonomously use online corpora: lessons learned Daniel Ruelle (RMIT University Vietnam) This presentation outlines the lessons learned from an initiative to guide upper-intermediate EAP learners to independently use online corpora to improve their written lexical range and accuracy. Experienced and less-experienced educators will leave with a better understanding of the benefits and challenges of training learners to use corpora, and several online tools and practical resources to use with their learners. Learning academic vocabulary through a discovery-based approach Nicole Keng (University of Vaasa, Finland) This talk will examine the effectiveness of using corpora to learn academic vocabulary. The learning experiences and vocabulary knowledge of two groups of Finnish students will be compared. The findings will show how a discovery-based approach to academic vocabulary acquisition can profitably be embedded in EAP course design in a Finnish university context. Exploring EAP teachers' familiarity and experiences of corpora Rachel Peacock (University of Nottingham Ningbo China) This talk will present findings of a questionnaire investigating 52 EAP teachers' understanding and practical classroom experience of corpora. Results highlight that the pedagogical potential of corpus-based applications remains at the research level. To address this, three user-friendly online reference tools that can be used by students or teachers in various teaching contexts will be introduced.
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Hall 11b 1410-1440 100 audience Talk LAM SIG Day	Taking back time: how to do everything you want to Sandy Millin (International House Bydgoszcz) While I can't give you Hermione Granger's Time Turner so you can travel back in time, I can give you tried and tested ways of getting those things done which demand your time and attention, or which you just never quite get round to, helping you to manage yourself and others and make the most of your time.
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Hall 11b 1445-1515 100 audience Open Forum LAM SIG Day	IATEFL Leadership & Management Special Interest Group Open Forum Connecting and developing managers and leaders in English language teaching The LAMSIG Open Forum provides an opportunity for members and prospective members to meet the LAMSIG committee and to get a full account of the SIG's activities, events and future plans. The Open Forum is also a chance to meet other LAM professionals and to take part in shaping the future of the SIG.
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Media Suite
1410-1615
160 audience
Symposium
YLT SIG Day

2-hour Symposium on realbooks to picturebooks: 30 years of illustrated literature in ELT

Global issues in picturebooks

Janice Bland (University of Muenster)

Picturebooks will be discussed that can be employed in the EFL classroom at primary and secondary schools on global themes such as race, gender, class and environmental issues. The use of English worldwide in different contexts is sometimes referred to as Global English(es) – picturebooks on globally-relevant topics can make a breadth and depth of understanding achievable for young learners.

Picturebooks and parents

Opal Dunn (Retired)

I'll explain how, through picturebooks, enjoyable English experiences can be extended into the home. Teachers can encourage parents, even with little spoken English, to playfully mediate picturebooks re-using their innate, successful first language development strategies. The support of family-shared picturebook reading motivates. By creating time, parents can foster book-browsing (child-led play) contributing to well-being and forming life-long positive attitudes to reading.

Promoting learner autonomy through picturebooks

Gail Ellis (British Council France)

Storybooks provide a rich and motivating resource to develop children's early language learning as well as their independence. Using the 'plan do review' learning cycle, I demonstrate how teachers can combine the development of both metacognitive and cognitive learning strategies via pre, while and post storytelling activities, leading to a final outcome such as making a personalised book.

Responding to picturebook design and aesthetics in the ELT classroom

Sandie Mourao (Freelance, Portugal)

I will present the meta-language needed to talk about the different parts of a picturebook during language learning activities. While talking about such things as covers, endpapers and title pages, I will share a number of picturebook titles and suggest ways they can be used to contribute to learners' cognitive, aesthetic and linguistic development.

Picturebooks in FL teacher education

Smiljana Narancic Kovac (University of Zagreb, Croatia)

Picturebooks belong among the most valuable resources in teaching a foreign language to young learners. Hence, they are an important issue in educating teachers. Three aspects come to the foreground: theoretical considerations, familiarity with published picturebooks, and practical issues. We will discuss principles adopted in an EFL teaching study programme and individual teacher-educators' experiences.

Friday 15 April

1530-1615: Session 3.5

1530-1615

Session 3.5

Hyatt-Allegro
70 audience
Workshop
EAP, ESAP
e, le, a

**IELTS academic writing - effective paragraph development for lower levels
Deborah Hobbs (EC Bristol)**

Regardless of their English language level, we cannot assume our students know how to structure an academic IELTS essay and, for lower levels, effective ideas development can feel almost unattainable. Attempting to address this issue, this participative workshop will provide teachers with a simple, yet effective, lesson idea which, whilst focusing on Arabic L1 speakers, can easily be adapted.

Hyatt-Andante
70 audience
Workshop
RES, TD
e, a

**A definition and structure for postmethod ELT
Stephen Burrows (British Council)**

What is Postmethod ELT? Is it a state of mind or a classroom tweak? Can it be defined and structured to enable the transition from experimental approach to widespread adoption? Drawing on findings from extensive classroom research, this workshop aims to define the changes already being applied in the classroom and find structure for the road ahead.

Hyatt-Scherzo
70 audience
Workshop
BE
e, le, a

**Putting authentic listening at the heart of language learning
Ian Badger (Business and Medical English Svs, Bristol)**

In this workshop, we will discuss the importance of using authentic listening to engage learners and as a springboard for learning: vocabulary, grammar and functional language development, cultural insights, information transfer and, of course, real listening and speaking challenges. How and when should we be putting authentic listening at the heart of our teaching?

Executive Room 1
50 audience
Workshop
TD
e, le, a

**Making adult EFL classes inclusive for visually-impaired students
Alexis Lefranc (British Council Riyadh)**

This session introduces practical and academic issues related to visual impairment in the adult EFL classroom, with hands-on tips on how to deal with accessibility, literacy and classroom management issues. The trainer will use his experience as part of a training programme run at British Council Riyadh with local NGO Al Kafeef. For all teachers.

e = experienced audience

le = less-experienced audience

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size.
Therefore, please check the audience size in the left-hand column of each entry.

Executive Room 2 50 audience Workshop TD, TTEd e, le, p, s, t, a	Reformulating teacher collaboration: a closer look at mentoring Zaliha Sinem Eskikoy & Perihan Cayirezmez (Istanbul Bilgi University, Turkey) Including real-life mentee/mentor scenarios and hands-on activities, this workshop offers audiences a practical look to reflect on our principles of mentoring. This fresh approach to mentoring provides audiences with procedural guidelines, some real-life examples, and a few common issues and possible solutions. These may be adapted to different teaching contexts to help attendees establish or reshape their mentoring system.
Executive Room 7 45 audience Workshop TD, TTEd e, t	Implementing a pedagogical portfolio: a case study Svetlana Dimitrova-Gjuzeleva (New Bulgarian University) This presentation will focus on the lessons learned from using The Pedagogical Portfolio, in the specific context of foreign language pre-service teacher education and in-service teacher development, for over 10 years. Snippets of good practice and reflection leading to professional growth will be shared and participants themselves will be encouraged to reflect on their own experience and development as teachers/trainers.
Executive Room 8 50 audience Workshop LA e, s, a	Immersing students into English in a non-English-speaking environment: practical solutions Natalia Belousova (CLASS Study and Training Centre) This workshop demonstrates ways of integrating the English language into students' everyday life in non-English-speaking contexts in the form of 30-day challenges, 'noisy' diaries and other procedures aimed at exploring students' personal reality and fostering universal values. Participants will try out a number of activities ensuring effective appropriation of the target language by the students.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ES(O)L = English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

LA = Learner Autonomy

LAM = Leadership & Management

LMCS = Literature, Media & Cultural Studies

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Friday 15 April

1530-1615: Session 3.5

Executive Room 9
25 audience
Workshop with restricted audience number
LT, TD
a

'Appy' to learn the language
Lowri Mair Jones (Bangor University)
Can mobile apps and technology enhance language learning? Take part in this live experiment where we will examine the way technology enhances learning along with the technological challenges facing language tutors. Using the *Learn Cymraeg* app, you will take part in a practical hands-on language taster session examining the question 'does technology really enhance the learning'? You decide!

Executive Room 10
25 audience
Workshop
ESP, MD
e, le, a

Adult EFL learners: communicative language teaching in tourism English
Ya Yu Cloudia Ho (Kainan University, Taiwan)
This session reveals a completed study of adult EFL learners' perspectives of communicative language teaching in English for Tourism. Also, communicative activities with a tourism-related focus, such as table games (air travel), breaking through the barricade (restaurant), and inside/outside circles (hotel) will be interactively presented and discussed with the participants. This session ultimately provides practical suggestions for teaching.

Hall 1
300 audience
Workshop
TD
e, le, p, s, t, a

What if...? Exploring our practice
Peter Watkins (University of Portsmouth)
Teachers frequently adopt routine practices – things that are so automatic we barely recognize that we are doing them. This workshop is an invitation to reflect on our routines, asking ourselves fundamental questions about what we do in the classroom and why. Participants will consider potential alternatives to routine practice and what might happen if they tried them out.

Hall 4 1410-1555	Interactive Language Fair See pages 182-185 for presenter details.
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Hall 5
300 audience
Workshop
GEN
e, le, s, t, prodprom

Speaking out: seven ways to boost your learners' confidence
Frances Eales & Antonia Clare (Pearson)
Although speaking in English is invariably something that learners want to do, many find that lack of confidence remains a barrier to their learning. This session will look at possible causes for this reticence and demonstrate motivating practical activities, some of which will come from *Speakout*, 2nd edition, to help boost learners' confidence to become better English speakers.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS
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Hall 6 120 audience Workshop EAP e, t	Visual rhetoric: can images serve as arguments? Lala Mammadova (ADA University, Azerbaijan, Baku) In the workshop, we will learn how to integrate images into academic writing. Mostly, we do not pay attention to visual documents. However, analyzing the argument with the help of images will help to see an argument in a new and interesting way. We will also apply the skills we use to read prose-based texts to reading images.
Hall 7 140 audience Workshop MD, TD e, le, s, a	From rules to reasons and other little tweaks Danny Norrington-Davies (International House London) How useful are comprehension questions, rule discovery exercises and controlled practice activities? In this workshop, we will discuss some limitations of these standard practices, try out some creative alternatives and explore why focusing on reasons rather than rules can lead our learners to greater understanding of language items and provide extensive opportunities for more meaningful and communicative practice.
Hall 8a 150 audience Workshop EAP, LMCS e, le, t, a, pub	A feast of languages: Shakespeare in the ELT classroom Chris Lima (University of Leicester) In this talk, I will discuss ways of approaching Shakespeare with English language learners, especially with international students in higher education. I will propose an approach that combines engagement with Shakespeare's plays while studying his use of language. I will refer to <i>EAP Shakespeare</i> , winner of the 2015 ELTons Macmillan Education Award for Innovative Writing.
Hall 8b 170 audience Workshop	Follow-up workshop relating to Silvana Richardson's plenary session If you attended Silvana's plenary session yesterday on " <i>The 'native factor', the haves and the have-nots</i> ", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Silvana's plenary talk.
Hall 9 285 audience Workshop MD, MaW SIG Day e, le, p, s, t, a	The author-editor relationship: cultivating collaboration and effective communication Penny Hands (Freelance) In this workshop, we will look at the results of a survey in which ELT authors and editors were asked about their experiences within an author-editor relationship. We will hear about some success stories and consider potential pitfalls, and form discussion groups with a view to identifying ways of ensuring optimal collaboration and effective communication.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 15 April

1530-1615: Session 3.5

Hall 10a 97 audience Workshop TTEd, TEA SIG Day e, s	“To test or not to test”, is that a question? Corne Ferreira (Driestar University) A current global trend is towards more testing in schools, while research evidence suggests that marks and grades do not always have positive effects on learners’ learning processes. Based on an experimental research project in the Netherlands, participants of this workshop will explore alternative assessment techniques that could be used to promote language learning in the English classroom.
Hall 10b 110 audience Workshop TD, RES SIG Day e, le, s, a	Thriving not just surviving. Are you a resilient teacher? Barbara Roosken (Fontys University) This workshop aims to discuss how (early career) teachers build an awareness of the skills and practices that will help facilitate resilience in their teaching career. We will discuss the role resilience might play in preventing teachers from dropping out. This workshop presents a conceptualization of ECTs’ resilience in which individual resilience variables are distinguished by personal and contextual factors.
Hall 11a 225 audience Workshop LT le, a, prodprom	The digital classroom: change of medium or change of methodology Stacey Hughes & Verissimo Toste (Oxford University Press) Today’s e-coursebooks and e-readers offer learners a range of tools that can enhance the learning experience, but is using an e-book really different? Does it require a different methodology? Does it have an impact on classroom management? This workshop will explore these questions while looking at the benefits e-book tools offer, drawing on materials from the <i>Oxford Learner’s Bookshelf</i> .
Hall 11b 100 audience Workshop TD, LAM SIG Day e, le, a	Growing pains: the diary of a dazed but developing manager Barney Sandell (St George International) I’ll present an account of my five-year journey from teacher to the manager of the first school in a UK language institute’s international expansion plan. Based with selective honesty on my bungled attempt at a learner diary, I hope to provide quizzical but constructive insights into putting business buzz theories into practice and concrete tips for those curious about edging towards management.

Media Suite 1410-1615 YLT SIG Day	2-hour Symposium on realbooks to picturebooks: 30 years of illustrated literature in ELT See page 191 for details.
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1615-1650	Coffee break Continual complimentary tea/coffee throughout the day is sponsored by Huijiang.
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1650-1720

Session 3.6

Hyatt-Allegro 70 audience Talk GEN e, a	<p>How queer: dealing with LGBT moments in the classroom Simon Dunton (International House London)</p> <p>Whether intentional, positive, obvious or not, LGBT-related moments can arise in every teaching and learning context. Based on classroom experiences, I will demonstrate how this is so, after which the audience will be invited to explore what teachers can and should do when reacting to such moments and discuss how learners may feel when this is done.</p>
Hyatt-Andante 70 audience Talk LT, TTEd e, le, a	<p>Digital technology and social media in teacher training Andreia Zakime (Associacao Cultura Inglesa Sao Paulo)</p> <p>Preparing teachers to use technology effectively has become an important challenge in teacher education. In this talk, I will share some examples of how to make use of new technologies in teacher training in order to trigger a more critical view on the resources available and help teachers become better equipped to incorporate learning technologies into their practice.</p>
Hyatt-Scherzo 70 audience Talk MD e, le, s, a, pub	<p>A framework for the development of digital competence in ELT Steve Taylore-Knowles (Freelance)</p> <p>A recent report from the European Commission (DIGCOMP, 2013) provides a number of insights into digital competence. This session presents the key elements of that report, together with an exploration of the consequences for the English language classroom, including specific task sequences that develop digital competence in a second language.</p>
Executive Room 1 50 audience Talk ESAP, GI e, t	<p>A UK-Palestine online EAP collaboration for science graduates Bill Guariento & Anna Rolinska (University of Glasgow)</p> <p>We outline a pilot EAP collaboration between students at the University of Glasgow and at the Islamic University of Gaza. Maintaining contact via Facebook, students in Glasgow researched a range of engineering-related challenges facing Gaza. The project ended successfully, with a subject-specific essay, and videoconferenced presentations. We hope that future collaborations will offer more to our Palestinian partners.</p>

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary teaching

a = adult teaching

prodprom = promoting a particular book or product

pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Friday 15 April

1650-1720: Session 3.6

Executive Room 2 50 audience Talk GI, TD e, le, p, s	Public school EFL teachers – challenges and proposals Lavaughn John (British Council Brazil) For the first time, a comprehensive nation-wide study was done of public school teachers and teaching in Brazil. This talk will present the findings of the study entitled English Language Teaching in Brazilian Public Education, examine what the literature says in relation to these findings and consider the wider implications for other public school systems in other countries.
Executive Room 7 45 audience Talk TD, TTEd e, t	New generation English teachers in Ukraine Victoria Ivanishcheva (British Council Ukraine) At a time of uncertainty, conflict and economic instability, the British Council is contributing to a rapid transformation of English language teaching and learning in Ukraine in partnership with ministries and regional authorities. This talk will give an overview of specific opportunities and challenges and provide a forum to discuss ways of conducting teacher development at a country level.
Executive Room 8 50 audience Talk TD, TTEd e, le, a	Developing teachers' lesson planning skills: a proposed framework Hande Mengü (Bilkent University) In this presentation, I will firstly share the findings of a study exploring major challenges teachers experience when trying to accurately identify the cognitive and affective needs of students in their everyday teaching. Secondly, I will suggest a framework to help teachers develop their planning skills to be able to accurately target the cognitive and affective needs of students.
Executive Room 9 25 audience Talk with restricted audience number TD, TTEd e, le, t	Images of teaching: a tool for reflective teacher learning Matilda Wong (University of Macau) I present a study that examines the effects of using images of teaching as a tool for reflective learning in an English teacher preparation programme in Macao. It compares nine pre-service teachers' drawings of ideal teaching before and after their practicum and discusses how these images help raise these prospective teachers' awareness and develop their insights into teaching.
Executive Room 10 25 audience Talk EAP le, t	Vocabulary for engineering graduates: an experiment with authentic materials Jaladi Raja Ratnam (GVP College of Engineering(A), Visakhapatnam, India) This talk examines how teaching vocabulary is effective with everyday materials. To illustrate this, an assignment with <i>The New York Times</i> editorial is discussed. The talk concludes with ways in which ELT tasks can engage the learner better for a path of continuous learning with the source, Eric H. Glendinning and Beverly Holmstrom, 2008. Study reading, CUP.

Hall 1
670 audience
Talk
AL, EAP
e, t, a, prodprom

Chatting in the academy: exploring spoken English for academic purposes

Michael McCarthy (Cambridge University Press)

How does spoken academic English typically differ from academic writing in university settings and how might this influence EAP materials? Using illustrations from corpora, this talk will focus on some key differences to be taken into account when planning materials. Practical examples will be drawn from the new edition of *Academic Vocabulary in Use* and from *Viewpoint* (both CUP).

Hall 4
800 audience
Talk
TD, TTEd
le, a, pub

What does it mean to be a teacher of English?

Jack Richards (Cambridge University Press/University of Sydney)

Teacher education is predicated around assumptions about the nature of teacher knowledge and teacher-learning. These provide the basis for teachers' classroom practice. Ten core dimensions of teacher knowledge and skill will be explored, including language proficiency, content knowledge, pedagogical reasoning skills and teacher identity, as well as their implications for teacher development.

Hall 5
1650-1820
300 audience

ELT CONVERSATION

This session is an in-depth conversation in which two speakers discuss and explore issues surrounding a key topic in ELT. They will address key questions from the point of view of their own knowledge, experience, convictions and doubts. There will also be an opportunity for delegates to express their views and pose questions from the floor.

ELT as an industry

To what extent should English language instruction be seen as a collective investment in society's future, or as a service to paying customers driven by the market place? We'll be discussing a number of recent, more industry-oriented trends in ELT, including the gradual privatization of the public sector, the globalization of ELT, new technologies, new directions in publishing, testing, redefinitions of language teaching syllabuses and the decline in pay and conditions. In the process, we'll be considering what might be lost and what might be gained from framing ELT as an industry.

Andrew Wickham is a consultant with www.linguaid.net in Paris. He specialises in corporate language training markets with a focus on the French market and on blended learning.

Philip Kerr is a teacher trainer and materials writer, based in Vienna. He blogs about technology at [https:// adaptivelearninginelt.wordpress.com](https://adaptivelearninginelt.wordpress.com) and is working on the development of new adaptive learning software.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 15 April

1650-1720: Session 3.6

Hall 6 120 audience Talk LT e, le, t	Essay 2.0: using social media tools to practise writing Vanessa De Wilde (Artevelde University College) & Delphine Laire This talk aims to discuss how digital writing, using social media, can increase learning possibilities in L2 essay writing in higher education. We discuss our research around one digital tool, <i>Storify</i> , which was first introduced in the lessons to practise and enhance writing skills. Secondly, <i>Storify</i> enabled the participants to expand their UK/US culture knowledge.
Hall 7 140 audience Talk MD e, le, s, pub	Improving language education through content: the '3 dimensions' of CLIL Phil Ball (Federation of Basque Schools) One significant effect of CLIL is focusing language teachers on their role within education generally, providing support for teachers whose students are learning across the curriculum through another language. CLIL also raises 'content awareness' in language teachers. This talk will demonstrate the notion of CLIL's '3 dimensions of content', stressing the importance of language as a vehicle for all learning.
Hall 8a 150 audience Talk GEN e, s, a	Grammar is just a word Bruno Leys (VIVES University College, Brugge) In present day ELT grammar still holds a prime position. Insights from the lexical approach and lexical priming have however challenged that status. Many aspects of grammar can, and preferably should, be treated in a lexical way. This talk will show how we can use a primarily lexical focus for language elements, traditionally treated in a purely grammatical way.
Hall 8b 170 audience Talk TD e, le, a	NESs write and speak English perfectly: exposing the myth Sheila Thorn (The Listening Business) There is a perception amongst non-native teachers of ESOL that NESs have a perfect grasp of the English language. I shall demonstrate that this is definitely not the case using authentic recordings and written texts. In light of this evidence we shall discuss whether teachers put themselves and their students under too much pressure to speak and write English perfectly.

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Friday 15 April

1650-1720: Session 3.6

Hall 9
285 audience
Talk
TD, **MaW SIG Day**
e, s, t, a, prodrom

Mixed-up levels

Andrew Walkley (Lexical Lab / National Geographic Learning)

Recent projects such as the English Vocabulary Profile and the EAQUALS / British Council Core Inventory have tried to provide language inventories matched to CEFR levels. In this talk, I will look critically at these efforts based on my beliefs about language and learning and my experience of writing coursebooks like *Outcomes* and teaching low levels.

Hall 10a
97 audience
Talk
ESP, **TEA SIG Day**
le, t, a

TRINITY COLLEGE LONDON LANGUAGE EXAMINATIONS SCHOLARSHIP WINNER

Using peer assessment to help students better prepare for internships

Lok Ming Eric Ho (The Hong Kong Polytechnic University)

This talk aims to explore the use of peer assessment to help students prepare for their internships in an English communication classroom. The most challenging part is to strike a balance between the perceived benefits of this Western pedagogy and the real classroom practices in Chinese societies. Implications and potential problems of peer assessment will be discussed.

Hall 10b
110 audience
Open Forum
RES SIG Day

IATEFL Research Special Interest Group Open Forum

The RESIG Open Forum provides an opportunity for members and prospective members to meet the Research SIG committee and to get a full account of the SIG's activities, events and future plans. The Open Forum is also a chance to meet other professionals in the field and to take part in shaping the future of the SIG.

Hall 11a
225 audience
Talk
LT
e, le, s, t,
prodrom

Bringing learning into focus: motivation, memory, meaning in upper secondary

Vaughan Jones (Freelance)

Motivation, memory and meaning - the 3 Ms - are the foundation stones of *Focus*. This practical session will explore ways in which print and digital materials can reflect these priorities and help the teacher to create the optimum learning conditions for students inside and outside the upper secondary classroom.

Hall 11b
100 audience
Talk
LAM SIG Day
e, s

IATEFL LAMSIG SCHOLARSHIP WINNER

Leadership challenges of ELT managers in Nepal

Shiv Ram Pandey (Tribhuvan University, Nepal)

In this presentation, I shall discuss my own leadership challenges as an ELT practising manager in schools of Nepal. As a viable methodology for leadership and management, I shall highlight some useful theoretical insights in general; share its impact on Nepalese ELT manager's context in particular; and discuss some challenges at the end.

Friday 15 April

1650-1720: Session 3.6

1735-1820: Session 3.7

Media Suite
160 audience
Talk
YLT SIG Day
e, le, p

Starting early: CLIL in pre-primary education

Sophie Ioannou-Georgiou (Cyprus Ministry of Education and Culture)

Foreign language learning in pre-primary education is one of the latest trends in EFL. Many language schools and new teachers who are being required to teach EFL in pre-primary are uncertain as regards to how it should be done. This presentation illustrates how Cyprus has introduced English in pre-primary education through CLIL.

1735-1820

Session 3.7

Hyatt-Allegro
70 audience
Workshop
GEN
le, a

DADA machine or (re)imagining activities for the classroom

Roy Bicknell (Interlingua, The Netherlands)

Dada Machine is about bringing more creativity and improvisation into our teaching by (re)imagining activities for the classroom. Using the playful approach to language that inspired DADA artists, we will explore techniques that foster student responsiveness and agility. We will also introduce the DADA Wheel to rethink and 'reconfigure' classroom activities. Discover your inner DADA during this interactive workshop.

Hyatt-Andante
70 audience
Workshop
MD
le, a

Once is never enough – building on power of repetition

Richard Hillman (Bell English)

Capture and keep students' attention and challenge them, in varied ways through repetition and extension activities, to acquire target grammar, vocabulary and skills. This is a workshop on practical (and hopefully imaginative) ideas for the consolidation of new language items and also for building on them and extending their use, along with the development of skills.

Hyatt-Scherzo
70 audience
Workshop
GEN
le, s, t, a

Jazz it up, teacher! Music, community and off-beat engagement

Barbara Craig & Sandra Pitronaci (Macquarie University English Language Centre, Australia)

Experiencing a sense of community through 'Music Club' has helped our pre-sessional university students better perceive their learning gains and engage more confidently in their learning experience. Join us in rhythm and song in this workshop as we explore and gather ideas on practical activities for your own students. No particular musical aptitude required – just bring your enthusiasm!

Executive Room 1 50 audience Workshop LT le, p, s, a	QLL Dynamics: a framework for 21st Century learning Leonardo Mercado (Euroidiomas) This session will focus on Quality Language Learning (QLL) Dynamics, a framework that can lead to highly-effective, technology-supported learning experiences for different types of learners and languages. I will briefly present the QLL Dynamics framework (e.g., Kinesthetic, L2 Output, Motivational, and Tech), after which a model class will be conducted. Teachers, language program administrators and curriculum writers are welcome.
Executive Room 2 50 audience Workshop GEN e, le, s	Developing materials which integrate English and 21st Century skills Mostafa Mohiuddin (British Council) & Kim Ashmore In a rapidly changing world, today's learners need to develop many skills along with English. In this workshop, we explore which skills learners may need for the 21st Century in different contexts. We also share our experiences of creating English materials which develop such skills for the British Council's "English and Digital for Girls' Education" project in South Asia.
Executive Room 7 30 audience Workshop with restricted audience number EAP e, le, t, a	Teaching listening: using online materials Jean Meakin (University of Westminster, UK) This workshop focuses on using online listening materials, in particular the TED talks, and demonstrates ways for students to use these materials in class and at home. This will be a practical session and participants will try out the methods suggested. A <i>fun</i> session which offers some motivational and highly effective ideas to use with students.
Executive Room 8 50 audience Workshop GI, TTEd e, le, p, s, a	Developing collaborative practice between LETs and NESTs Steve Mann (University of Warwick), Sue Garton & Fiona Copland All over the world, NESTs team-teach with LETs in order to improve their students' English. As might be expected when teachers from different social and educational cultures work together, difficulties can arise. In this workshop, we present materials for supporting collaboration between teachers, which lead to a more successful learning and teaching experience.
Executive Room 9 20 audience Workshop with restricted audience number LA le, a	The principled communicative approach: practical ideas J. Daniel Martin Neto (Sao Paulo) & Cleide Olivetti Around five years ago, the Principled Communicative Approach (PCA) was proposed as a revised version of CLT that takes into account recent findings in psycholinguistics research. In this workshop, PCA principles will be presented and participants will apply them to classroom activities and reflect on the efficacy of such application vis-a-vis their current practice.

Friday 15 April

1735-1820: Session 3.7

Executive Room 10 25 audience Workshop EAP, LA e, le, s, t, a	Solving the self-assessment conundrum: a practical guide Stephanie Dimond-Bayir (Anglia Ruskin University) In recent years, key trends in ELT have once again focused on setting personalised learning outcomes and encouraging autonomy and self-assessment. But what does this really mean in a classroom? How do we match the theory to practice? In this workshop, we will consider concepts of outcome setting, self-assessment and autonomy and suggest practical, creative techniques to achieve them.
Hall 1 670 audience Workshop GEN le, p, s	Fifty years of my favourite creative classroom activities Andrew Wright (ILI International Languages Institute Hungary) I would like to share my favourite creative classroom activities and to explain how I created them and developed them for different ages and proficiency levels of student. I hope the examples will prove of practical use for a wide variety of teaching situations and I hope the underlying ideas will help colleagues to generate more creative activities.
Hall 4 800 audience Workshop TTed e, le, a	Airdrop your students: immersion learning principles in the classroom Tony Penston (Freelance) This workshop will exemplify how 'immersion learning principles', derived from observations of both L1 and L2 immersion situations, may serve to aid the understanding and implementation of the communicative approach. Attendees will assess how 'communicative' certain techniques, tasks and tenets really are by checking for compliance with aspects of immersion learning and L1-L1 communication.
Hall 5 1650-1820	ELT Conversation See page 199 for details.
Hall 6 120 audience Workshop BE a	"Fiero" and "naches" in language learning Suzanne Vetter-M'Caw (Freelance / telc Language Tests) Everyone knows how good it feels to achieve a personal goal. You're proud of yourself and/or of your students and you feel just great. So, what exactly is this emotion and how can we use it more consciously to motivate our students to learn English? Come and share your experiences and leave the workshop with new ideas and new motivation!

Hall 7
140 audience
Workshop
EAP, ESAP
e, t

A task-based approach to reading: moving beyond comprehension
Tony Prince (Norwich Institute for Language Education)
Understanding assignment requirements is the foundation of effective academic reading. Yet most coursebooks teach reading independent of any specific writing or research task. This workshop advocates an approach to reading that starts from analysis of assignment titles. The aim is to help students to identify relevancy in texts, recognizing information that needs to be extracted and incorporating this appropriately.

Hall 8a
150 audience
Workshop
ES(O)L
le, a

THE C-GROUP CREATIVITY SCHOLARSHIP WINNER
Implementation of dance into the English language classroom
Rokhatoy Boltaeva (Uzbekistan State University of World Languages)
This presentation will focus on teaching English using dance moves. EFL teachers can use dance as the content of a lesson for the purpose of developing students' language skills, creativity and imagination. I will describe a content-based lesson I designed and implemented in Uzbekistan to develop English through the knowledge and skills of dance.

Hall 8b
170 audience
Workshop
PRON, TD
le, p, s, t, a

Teaching pronunciation using the prosody pyramid
Judy Gilbert (Freelance)
This workshop presents a way to make pronunciation teaching more effective, using a simple pyramid graphic of the basic musical cues (prosody) in spoken English. If these cues are not learned, time and energy working on individual sounds will be inefficient. Participants will work with practical tasks and an elastic band to teach these core concepts.

Hall 9
285 audience
Workshop
MD, MaW SIG Day
e, le, a

What makes an outstanding ELT coursebook? The publishers' perspective
Heather Buchanan (Leeds Beckett University) & Julie Norton
This workshop explores publishers' views on what makes outstanding ELT coursebooks. We interviewed editors and publishing managers to find out what makes an outstanding ELT coursebook, and how editors contribute to the process. We present and discuss short video extracts from our interviews which highlight key issues and act as a springboard for audience discussion.

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Friday 15 April

1735-1820: Session 3.7

Hall 10a 97 audience Open Forum TEA SIG Day	IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum Helping teachers to aspire to excellence in language testing The TEASIG Open Forum is an opportunity for members and prospective members to meet the TEASIG committee. Judith Mader, TEASIG Coordinator, and TEASIG committee members will report on the SIG's activities in 2015 and discuss TEASIG activities, events and future plans with delegates. Anyone can attend, find out more, make suggestions and meet others over drinks and nibbles.
Hall 10b 110 audience Workshop AL, RES SIG Day e, t, a	Data-driven learning - 25 years on Crayton Walker (University of Birmingham) Tim Johns from the University of Birmingham came up with the term Data Driven Learning (DDL) to describe the different ways language teachers can use corpora and corpus-based evidence in the classroom to support learning. In this workshop, I revisit DDL in order to find out how the methodology can be used with the online resources we currently have available.
Hall 11a 225 audience Workshop GI, TTEd e, s, t, a	No to winners and losers Margit Szesztay (ELTE University) Competition can wake up, energize, motivate. But it also creates winners and losers. This workshop will explore ways of drawing on group memory, posing a group challenge and tapping into group creativity. We will try out and reflect on activities which motivate and encourage us to listen and cooperate at the same time.
Hall 11b 100 audience Workshop LAM SIG Day e	CPD pros, cons and risks Julie Wallis (AISLi) In this workshop, you will look at a case study of a school that is a member of both AISLi and EAQUALS and offers a comprehensive CPD programme at all levels with a high investment cost. We will discuss and find solutions to some of the stumbling blocks and share experiences.
Media Suite 160 audience Workshop YLT SIG Day e, le, p, s, pub	Teaching English to students with SEN; you can do it! Marie Delaney (The Learning Harbour) Students with SEN are in many English classrooms and teachers are often worried about how to include them in their lessons. This workshop will look at the issues for teachers, ways to identify students in your class who might have special educational needs, common learning problems which arise with most SEN, and practical teaching techniques to apply.

1845-2115 Evening events

A Story-sharing evening

1845-2015 in Hall 9

Come and tell a story or come and just listen to stories! In any case, come if you love stories! Stories unite us. Through stories we can share our common humanity. We can share our joys and sadnesses and we can offer and experience different ways of looking at our lives. Stories can be from real life, anecdotes from our families, or they can be taken from our imagination. Stories can be from our times or they can be traditional.

David Heathfield and Andrew Wright, both of whom have worked as storytellers in many countries and cultures around the world, will be leading the story sharing. But it is your stories we want to hear. There are many ways of being a storyteller, essentially all you have to do is to share your story! Just come along and tell or just come along and listen!

All the world's a stage: celebrating Shakespeare

Performed by Luke Prodromou, David A. Hill, Nick Michelioudakis and surprise guests: lukep@otenet.gr

1915-2000 in Hall 5

A performance inspired by a dozen works of the greatest writer in the English language - for the delight and instruction of teachers who creep - willingly or unwillingly - to school. A most lamentable comedy about the love and the cruelest death of Romeo and Juliet, performed by Peter Quince, the carpenter, and Bottom, the weaver. And they let KIDS watch this?

Extensive Reading Foundation Reception and Awards Ceremony

1930-2030 in Hall 4

Lindsay Clandfield hosts the event and will present the 2015 Language Learner Literature Awards. Come and meet the award-winning authors over drinks and nibbles. The first 200 attendees will receive a free copy of one of the winning books. Sponsored by The British Council and IATEFL, and by ELI Publishing, Helbling Languages, International Language Teaching Services (ILTS), Macmillan Education, National Geographic Learning | Cengage Learning, and Oxford University Press.

50th Anniversary Pecha Kucha

2015-2115 in Hall 1

Originating from the word "chitchat," a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. By now you should know the format: 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, keeping presentations concise and fast-paced. It promises to be as exciting as ever so don't miss it!

Saturday 16 April

0800-1300: Registration Desk Open
0815-0845: How To... Sessions
0830-1215: ELT Resources Exhibition Open

0800-1300 Registration desk open

0815-0845 IATEFL How To... Track

Hall 7
140 audience

How to become a successful freelancer (with Christina Rebuffet-Broadus)

In this session we'll look at what's involved in being a successful freelancer. We'll cover these three key areas:

- 1) Organizational details – budgeting & finances, flexible schedule, security
- 2) How to get work – self-marketing & professionalizing yourself
- 3) How to keep work – quality control, referrals, and solid admin.

Hall 8a
150 audience

How to write for IATEFL Voices and other English teaching magazines (with Alison Schwetlick)

In this session, I will outline how to come up with an idea, choose the right publication for it and then convert it into a publishable piece. I will include examples of genres; writing styles; pertinent guidelines; and tips on how to work with the editor.

Hall 8b
170 audience

How to be successful in an ELT interview (with Jim Wright)

You get invited to a job interview, so your paperwork must be fine. But why don't you get the job? The 3 As: Appearance, Attitude and Awareness of your interviewer are as important as your abilities. In this session, learn how to get yourself a AAA-rating and the job!

0830-1215 Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Saturday 16 April

0900-1010: Plenary Session

0900-1010 Plenary Session

Hall 1
1500 audience

Plenary session by Scott Thornbury

Scott Thornbury has an MA (TEFL) from the University of Reading and is currently curriculum coordinator on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including *About Language: Tasks for Teachers of English* (Cambridge University Press), a second edition of which is in preparation. He has also authored a number of journal articles and book chapters on such diverse subjects as voice-setting phonology, corpus linguistics, speaking instruction, learner autonomy, ELT materials, educational technology, and embodied learning. He is series editor for the *Cambridge Handbooks for Language Teachers*.

1966 and all that: A critical history of ELT

In this talk, I would like to use the occasion of the 50th anniversary of the IATEFL conference to review some of the major developments in the teaching of EFL since the mid-sixties and in particular the advent of the communicative approach, including the ideological context from which it emerged, its initial promise, its dispersion, its dilution, its normalization, and its discontents. I will interweave autobiographical detail throughout in order to illustrate some key landmarks in this narrative, while at the same time I will challenge the notion of progress and evolution, and suggest that the diversity of contexts, needs, and traditions that ELT currently embraces repudiates the notion of method, and challenges such established orthodoxies as cookie-cutter pre-service training, global textbooks, uniform examinations and even the notion of a standard English itself. I will argue that one way of making sense of all this diversity is to situate ELT within the wider orbit of education generally, which might mean re-configuring EFL/ELT/ESL/TESOL as simply LE: language education.

1025-1055

Session 4.1

Hyatt-Allegro 70 audience Talk GEN le, t, a	IATEFL BILL LEE SCHOLARSHIP WINNER Life-changing stories for teaching English to university students Maria Cyrankowska (University of Rzeszow, Poland) Stories are memorable and can be motivating, encouraging and inspiring. During the talk, I will present two stories I use with university students to teach them English and also to help them grow, be happier and lead a more fulfilling life. I will refer to Leo Tolstoy's <i>Three Questions</i> , a TED talk by Caroline McHugh and my own experience.
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Hyatt-Andante 70 audience Talk LAM e, a	Getting a business proposal right Niall Lloyd (The Anglo Mexican Foundation AC) Having trouble getting proposals or tenders accepted in today's competitive business environment within the ELT world? This talk will present you with ideas for getting it right every time; this through use of a case study for a project proposal where competition was tough and there was a need to get the proposal spot on.
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Hyatt-Scherzo 70 audience Talk TD, TTEd e, le, a	The learner's voice in teacher education Nicola Meldrum (OxfordTEFL) The learner's voice is often neglected in teacher education. In this talk, I will show how we turned the spotlight on learners by making videos of them giving their opinion on different aspects of teaching, such as error correction and pronunciation. We will look at how this input has helped teachers to develop on our Trinity Dip TESOL course.
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Executive Room 1 50 audience Talk ES(O)L le, t	Engaging a diverse range of ESOL learners Esmail Momtaz (ICRGU & North East Scotland College) My presentation consists of two major parts. In the first part, I will discuss the diversity inherent in the United Kingdom ESOL classes. In the second part, I will discuss the ways through which we can engage a diverse range of ESOL learners to ensure positive learning outcomes.
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TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Saturday 16 April

1025-1055: Session 4.1

Executive Room 2 50 audience Talk TTEd e, a	'This is not a revolution': emergent language and teacher training Melissa Corlett (St George International) Integrating an emergent language focus into a CertTESOL or CELTA course can have a profoundly positive effect on trainees' skills as 'facilitators' as well as 'presenters', bringing responsiveness, spontaneity and correction techniques to the fore. This session looks at the practical implications of implementing such a change in course ethos, focussing on methodology, teaching skills, feedback, assessment and trainer support.
Executive Room 7 45 audience Talk LAM, TD e, a	Reflections on teacher quality: towards constructing the fairest teacher evaluation Srinivasa Rao Idapalapati (University of Tabuk) This session presents a teacher evaluation model that can support teacher autonomy and promote teacher quality. The model is constructed by drawing upon the critical analyses of the findings in about 100 scholarly works selected from available online sources on the existing value-added models, as well as the models that work on traditional lines.
Executive Room 8 50 audience Talk LT, RES e, le, t	Which technology for which skill? Student views and research evidence Ruth Trinder (Vienna University of Economics and Business) Based on a recent survey, this talk compares student perspectives on the potential of technology for different skills with evidence from research, explains some apparent inconsistencies in beliefs and practice, and suggests how user preferences in informal online learning and research outcomes might be exploited to benefit classroom practice as well as independent learning.
Executive Room 9 25 audience Talk AL, TEA e, le, t, a	Assessing language proficiency in English as a lingua franca Tatiana Tkacukova (Birmingham City University) The talk discusses the implications of the research into English as a Lingua Franca (ELF) for language proficiency assessment and the provision of English language teaching. The materials analysed draw upon video-conferencing sessions of international students from two European universities. The analysis shows strategies used by students with various degrees of proficiency for effective communication in ELF.
Executive Room 10 25 audience Talk LAM, TD e, le, p, s, t, a	Take control of your career! Richard Kelly & Joel Cutting (Eurocentres Bournemouth) Aimed at teachers from across the globe, this talk gives advice and inspiration about career management to both those in the earlier stages of their language teaching journey and the more seasoned practitioner. It provides practical guidance on how to get the most from your current role and how to work towards getting your dream job in the industry.

Saturday 16 April

1025-1055: Session 4.1

Hall 1
300 audience
Talk
MaW
e, le, s, t, a, pub

Visual literacy in creating classroom materials **John Hughes (Freelance)**

Pictures and video are key in modern classroom materials but do teachers and materials writers really maximise their full potential? In this talk, I'll apply a three-part definition of visual literacy to materials design and demonstrate how it can enhance our use of images in classroom materials. The talk will be of interest to teachers and materials writers.

Hall 4
800 audience
Q&A session

Question & answer session relating to Scott Thornbury's plenary session

If you attended Scott's plenary session this morning on "*1966 and all that: A critical history of ELT*", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Scott's plenary talk.

Hall 5
300 audience
Talk
TEA
e, le, s, a,
prodprom

Giving IELTS students a voice: structured online speaking practice **Peter Travis (Flo-Joe)**

Providing learners with opportunities to practise exam speaking skills outside the classroom can be a challenge for teachers. This talk will present the free materials available on the ieltsspeaking.co.uk website, which aim to respond to this need, and suggest how this resource can be integrated into the classroom.

Hall 6
120 audience
Talk
ESAP, RES
e, t

'A chance to enhance my chances': teaching idiomatic collocations **Martina Elicker & Ulla Fuerstenberg (English Department, Graz University)**

Even advanced learners of English find it difficult to use collocations appropriately. In order to enable students to create natural-sounding texts that successfully convey the intended meaning, it is essential to promote awareness of topic-relevant collocations. We will present a typical sequence of tasks which encourage our students to engage with tools that foster independent vocabulary research and study skills.

Hall 7
140 audience
Talk
LAM, TD
e, t, a

Addressing quality assurance and professional development for online teachers **Kirsteen Donaghy (British Council)**

Until now, online teaching has lacked a structured approach to performance management and career development. In this talk, I will present the British Council's latest system. From our case studies you can take away support systems and criteria that you can use to monitor and evaluate the quality of your online teaching components and strategically plan training and development.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Saturday 16 April

1025-1055: Session 4.1

Hall 8a 150 audience Talk GI, RES le, s, prodprom	Intercultural perspective in EFL textbooks Pawel Sobkowiak (Adam Mickiewicz Univeristy, Poznan, Poland) I will explore the principles of intercultural teaching, show how it differs from teaching culture in a traditional way and report on the intercultural contents of 20 ELT textbooks. To get a more objective picture of their cross-cultural material, both quantitative and qualitative methodology was used. The study findings reveal learners' intercultural competence is hardly developed.
Hall 8b 170 audience Talk YLT e, le, s, prodprom	Learn beyond, teach beyond, <i>Go Beyond</i> Andreina Espana (RedNova Learning) <i>Go Beyond</i> is a six-level series structured on detailed mapping to the CEFR. <i>Go Beyond</i> provides an innovative mix of print and digital. This session will walk the audience through the format of the lessons and illustrate how the scaffolded approach is designed to ease teacher planning, while the digital components keep digital natives engaged and coming back for more.
Hall 9 285 audience Talk LT, YLT le, p	Student as film director and storyteller Vanja Fazinic (Don Lovre Katic Primary School) Collaborative filmmaking projects place the student in the centre of the learning process. The emphasis is on activity-based learning rather than on teaching and on teacher-student collaboration rather than instruction. In this talk, I will share my experiences of building a student-centred learning environment and setting up collaborative filmmaking projects in large classes.
Hall 10a 97 audience Talk BE, TEA e, a	How specific can English for business purposes be? Geoff Tranter (MONDIALE-Testing GmbH) Business English is a relatively general term covering many professional areas. This is reflected in course materials available on the market, but less so in the case of tests. The session will look at one possible specific BE testing area and offer the opportunity to discuss the needs of the target group and the viability of a specific BE test.

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Hall 10b 110 audience Talk LT	Promoting cultural awareness through technology-mediated tasks Felipe Palmaka (Associacao Cultura Inglesa - Sao Paulo) I will demonstrate how teachers can effectively integrate the use of technology into teaching EFL to enable students to relate course content to their cultural context. I will delineate the use of two websites, goconqr and weebly, in a practical way in a B2-level class and show the impact on learners' cultural values.
Hall 11a 225 audience Talk LT e, le, p, prodprom	Delivering success and improving results for Generation Z Carol Brown (Pearson) Students are motivated by success; they need to approach learning with confidence, not fear. Materials used by teachers must be relatable to the Generation-Z student. The classroom that students respond to has changed; students need to take responsibility for their learning. I'll discuss the need to provide education that's orientated around Generation-Z. <i>Poptropica</i> is a solution for the primary learner.
Hall 11b 100 audience Talk EAP e, le, t	A new approach in content teaching: elective theme-based courses Halil Ibrahim Filiz (Duzce University) In most teaching environments, students are given pre-selected content in their courses. What if we let them choose the content they want to learn? In this presentation, I will explain how the elective theme-based courses embedded to an EFL preparatory course affect the perceptions of university students and reflections of teachers who designed the elective courses.
Media Suite 160 audience Talk TD, TTEd e, le, p, s, t	Developing skills for teaching English in English Anne Katz (New School) This session examines an online approach to professional development based on the concept of 'professional confidence'. It describes how this approach was operationalized to provide teachers with English language skills that transfer into greater assurance in using English in the classroom and includes implementation data from trials in Asia and Central America.

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Saturday 16 April

1110-1140: Session 4.2

1110-1140

Session 4.2

Hyatt-Allegro
70 audience
Talk
EAP
e, t, a

**What is this thing called academic English language proficiency?
Pamela Humphreys (Griffith University, Australia)**

Theories of communicative competence are well established in ELT. But how well do we understand the construct of academic English language proficiency? As we embrace the increasing number of students preparing to enter higher education, it is argued that there is a need to better understand this construct. This presentation will provide an overview of the key conceptual frameworks.

Hyatt-Andante
70 audience
Talk
YLT
e, le, p, s

**Core skills and the best education for the next generation
Maria Norton (British Council Italy)**

How can we provide the best education for the next generation? If English is a core skill (Graddol, 2006) then developing cognitive skills, such as evaluation, through the vehicle of English are a must. I'll propose ways to engage our school-age language learners and deliver a programme that prepares for the challenges ahead. This draws on consultancies in Mediterranean countries.

Hyatt-Scherzo
70 audience
Talk
LA, LT
le, a

**Managing blogs and wikis on continuous enrolment courses
Oliver Hipkins (St. Giles International London Central)**

This talk will focus on the practical application of blogs and wikis in a constantly changing learning environment. Referring to my own projects, I will illustrate how these types of online tools can be easily integrated into continuous enrolment courses and I will share some creative and practical ideas which teachers will find easy to incorporate into their own classes.

Executive Room 1
50 audience
Talk
TTEd
a

**Catering for trainee diversity on CELTA courses
Olga Connolly (BKC International House Moscow)**

Dealing with mixed abilities in a language classroom is a part of every teacher's daily routine. CELTA trainers also work with a range of trainees coming from different backgrounds, having different experiences, levels of language awareness, aptitudes and needs. This session focuses on how to manage a CELTA to ensure the maximum effectiveness for all members of a diverse group.

Executive Room 2
50 audience
Talk
GI, TD
e, s

**Challenging nationalism in Central and Eastern Europe: can ELT help?
Mark Andrews (Sharing One Language)**

'Parsnip topics' (Politics, Alcohol, Religion, Narcotics, Isms and Pork) may be off-limits for 'global' coursebook writers. However, dealing with sensitive topics, through English rather than L1, may free up space to discuss issues such as Central and Eastern nationalism in our post 1989 world. I will show classroom examples from Hungary, Serbia, Croatia and Bosnia where this is happening.

Executive Room 7 45 audience Talk TEA e, le, t	Developing a CBT speaking test of ELF Yumi Hato & Katsunori Kanzawa (Kyoto Institute of Technology), Nic Underhill (Freelance consultant, UK), Yasushi Tsubota & Haruhiko Mitsunaga This presentation reports on the development of a computer-based speaking test at Kyoto Institute of Technology, designed to assess university students learning English as a lingua franca. The evolution of the test specification, format and rating scales will be discussed, focusing on its secondary aim of creating positive washback for the teaching and learning of English in the 'expanding circle'.
Executive Room 8 50 audience Talk ESP, TTEd e, le, s, t, a	Developing language teachers' professional reading and writing skills Tatiana Ershova (Lomonosov Moscow State University) In this talk, I will discuss the specific reading and writing skills that underlie important professional tasks of a language teacher: assessing students' compositions and providing written feedback. I will also present a module of reading-into-writing exercises that is aimed at improving these skills, and which may be a part of a language training course for EFL teachers.
Executive Room 9 25 audience Talk TEA e, t	Assessing by competences: the TEFL paradigm shift in Chile Yerko Sepulveda (Universidad Tecnologica de Chile - INACAP) & Sandra Herrera The Universidad Tecnologica de Chile, INACAP, shifted from traditional educational approaches to competence-based instruction to meet the needs of the current employment market. This brings a change of paradigm in teaching, learning and assessing. This talk presents the theoretical and practical changes when assessing English with the new approach.
Hall 1 300 audience Talk GEN e, le, a	Barefoot with beginners Ceri Jones (Freelance) No coursebook, no syllabus, no pacing schedule. Going back to basics with a class of beginners was fascinating. It gave me, the teacher, space to stand back and observe the students' language as it emerged and grew. In this session, I want to share the experience and ask whether the lessons we learned can extend to other classes and levels.
Hall 4 800 audience Talk TD, TTEd e, le, s, t, a, prodprom	Hand over the tools: technology for learners not teachers Tom Walton (International House, Barcelona) A recent informal research project suggested that technology is still being used largely by teachers for teaching, not by learners for learning. To catch up with the 21st Century, we need to 'flip' that trend. Taking ideas from my <i>Tech Tools for Teachers</i> lesson plans on www.onestopenglish.com , this practical session looks at easy ways to hand technology over.

Saturday 16 April

1110-1140: Session 4.2

Hall 5 300 audience Talk TEA le, t, a, prodprom	Demystifying True/False/Not Given questions in IELTS reading Pauline Cullen (Cambridge English) This talk will explain why True/False/Not Given questions are a valid test of reading skills and the approach to take when covering them in an IELTS preparation class. We'll examine the specific reading skills being assessed with this type of question and explore possible reasons why they can cause confusion.
Hall 6 120 audience Talk LT, TD e, le, p, s, a, prodprom	British Council online training: teaching for success Paul Braddock (British Council Barcelona) & Ellen Darling (British Council) Our talk focuses on new features of the TeachingEnglish website and an innovative CPD (continuing professional development) framework, as well as other training opportunities such as free Massive Open Online Courses (MOOCs), EnglishAgenda specialist webinars and paid-for courses. Discover the full range of British Council training options and get practical suggestions for planning, organising and recording your professional development effectively.
Hall 7 140 audience Talk LT, YLT e, le, p, prodprom	Smoothie or shake? What can blended learning do for children? Dave Tucker (Kaplan Digital English) Blended learning is a trending term in ELT but it's not always obvious what it really means and what value it brings to learning. This session will highlight key features of blended learning with young learners and best practices for using it, based on the results of research with primary-age children using <i>Picaro</i> , a blended English course by Kaplan.
Hall 8a 150 audience Talk TTed, YLT e, le, s, prodprom	Engine of change - research into the impact of extensive reading Nina Prentice (Italy) Evidence shows that extensive reading improves language skills but successful implementation in classrooms can be problematic. <i>Read On!</i> is an Italy-wide OUP project involving over 20,000 students and 1,000 teachers. This session explores independent research findings into the impact of <i>Read On!</i> , focusing on the benefits of teacher training, targeted collections of readers and prioritising choice and autonomy.
Hall 8b 170 audience Talk LT e, a, prodprom	Moving from printed coursebooks to ebooks: learnings from classroom research Laura Patsko (Cambridge University Press) & Rolf Tynan (Embassy English) ELT materials and practice are increasingly digitally-based. What opportunities and challenges do ebooks present for schools, teachers and learners? And how can publishers and teacher trainers offer appropriate support? This talk shares insights and practical recommendations from a three-month (spring 2015) practical classroom research study focusing on the adoption of <i>face2face</i> (CUP) ebooks at the Embassy English school in Cambridge.

Saturday 16 April

1110-1140: Session 4.2

Hall 9 285 audience Talk AL e, a	Consonant death and the teaching of listening perception Richard Cauldwell (Speech in Action) In everyday speech, consonants are vulnerable to change and death (assimilation and elision). Thus words become so defamiliarised ('and then' becomes 'annen', and 'middle' becomes 'mill') that learners have listening perception problems. This session will feature sample materials which will improve both teachers' knowledge of fast messy everyday speech, and their learners' ability to perceive and understand such speech.
Hall 10a 97 audience Talk LA, LT e, a	Introducing a free online platform for blended and autonomous learning Robert Frank Coles (Regents University, London) This talk introduces a free new English language VLE designed specifically for blended and autonomous learning, which is being trialled at Regents University, London. It features the ability to share learner content in and out of the classroom, such as lesson notes and word lists, and turn these into interactive automated revision and learning opportunities.
Hall 10b 110 audience Talk MD, TD e, le, a	Online teacher development - now it's getting personal Johanna Stirling (NILE Norwich Institute for Language Education) Most teachers know that high-quality face-to-face teacher development courses can boost their careers. This talk asks if online courses can mirror those opportunities for real engagement and collaboration between teachers from all around the world. Can they be truly relevant to each teacher's context? Is it the tools, tutor, content or participants that can give online courses that personal dimension?
Hall 11a 225 audience Talk TD e, le, p, s, t, a, pub	Top ten practices for improving learner outcomes Colleen Kocharnek (Pearson) How can we help students improve their lives through learning? Can we measure learning components to see if they are effective in helping students attain their goals? In this practical session, I will present over a year's worth of research on how teachers are applying simple and replicable techniques to measure the impact to learning.

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Saturday 16 April

1110-1140: Session 4.2

Hall 11b 100 audience Talk TD e, le, a	The best improvisation is prepared improvisation Sebastian Lesniewski This talk is about the teacher's improvisation in class, which is gradually recognised and appreciated in ELT, notably by the practitioners of Dogme and Demand High. I will share tips for teachers who are anxious to divert from their lesson plan and perceive their teaching materials as a "safety blanket", and for those not afraid to improvise, seeking further inspiration.
Media Suite 160 audience Talk ESOL, LT le, a	Pain or pleasure? - using video in the classroom Simon Banwell (City VHS, Berlin) This presentation will guide teachers through the technology they need to show video in the classroom and problems they might encounter. It will also show how to tailor video to their students' level. The aim of the presentation is to encourage teachers to use video as an additional part of the lesson as often as possible.

1140-1215	Coffee break Continual complimentary tea/coffee throughout the day is sponsored by Huijiang.
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1215	The exhibition closes
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Saturday 16 April

1215-1300: Session 4.3

1215-1300

Session 4.3

Hyatt-Allegro
70 audience
Workshop
MaW
le, a

Boosting communication, confidence and creativity in class with visual organisers

Jon Wright (Freelance)

This practical session demonstrates some easy-to-use creative activities that will help you boost your students' accuracy, fluency and confidence by using a range of simple visual/graphic organisers such as Venn diagrams, decision trees, graphs and charts. The activities can be adapted for students of all ages and language level, and need little preparation.

Hyatt-Andante
70 audience
Workshop
PRON
e, le, a

On the same wavelength? Making intonation visible to students

Jennifer Cannings (International House London)

Do your students struggle to tune in to intonation? Can it be taught, anyway? This workshop will focus on the links between intonation and other aspects of phonology, some difficulties of teaching it, and explore through a demonstration lesson how a kinaesthetic approach can improve learners' awareness of intonation patterns and ultimately their spoken production.

Hyatt-Scherzo
70 audience
Workshop
LT, MD
le, a, prodprom

The gap between classroom and online learning - closing the circle

Laura Edwards & Sean McDonald (telc - language tests)

The Common European Framework's task-based approach can be used to take full advantage of online materials, helping teachers create productive tasks to link online learning to what's happening in the classroom. We'll introduce telc's *English Practice Material Online*, free online courses based on the CEFR, and using example modules, we'll create quick follow-up tasks focusing on comprehension, interaction and production.

Executive Room 1
50 audience
Workshop
TTEd, TEA
e, le, t

Assessment in CLIL and EMI: perspectives, challenges and opportunities

Victoria Bamond & Birgit Strotmann (Universidad Europea, Madrid)

The increase in English-Medium courses at universities worldwide poses great challenges for professors and students alike, particularly where assessment is concerned. "What should I assess? Content? Language? Both?" Based on survey results from Universidad Europea, Madrid, we will provide CLIL assessment strategies and participants will be able to create their own tools to share and take with them.

Saturday 16 April

1215-1300: Session 4.3

- Executive Room 2
50 audience
Workshop
TD, TTEd
le, t, a
- FACE IT: principles of effective teaching and learning**
Anna Hasper (TeacherTrain)
This interactive session offers insights into six elements essential to promote effective pedagogy in the language classroom. We will explore and discuss the FACE IT principles and consider how the use of pedagogically underpinned technology can strengthen these principles. Practical ideas and guidelines for teachers will be provided to enhance effective teaching and learning through use of principled technology.
- Executive Room 7
45 audience
Workshop
GEN
le, t
- Helping learners overcome reading barriers**
Fatma Erden (Istanbul Bilgi University)
Reading in a second language has always been irrefutably meaningful. This workshop introduces participants to a new technique and recommendations for making reading texts more interactive for our students. The workshop proceeds in three stages in which I present a technique (co-text&Blendspace), create chances for the participants to practise in hands-on activities and critique in small groups.
- Executive Room 8
50 audience
Workshop
ESP
e, le, a
- Teaching for enhanced student English-speaker identity development**
Sylvie Donna (Durham University)
This workshop focuses on the rationale and activities we can choose to use in our classrooms to help students develop a more consistent and personally acceptable English-speaker identity. The outcome can be students who are more at peace with themselves in terms of who they are, which can then result in more enthusiastic participation and more consistent linguistic development.
- Executive Room 9
25 audience
Workshop
YLT
le, p
- Developing children's thinking skills through games in the 21st Century**
Muzeyyen Nazli Gungor & Mustafa Akin Gungor (Gazi University, Ankara)
This practical session offers teachers a variety of games relevant to children's real lives and designed to develop their thinking skills in the 21st Century. No-, low-, and high-tech activities embedded in these games will be performed with the active participation of the audience. Both very young and young learner teachers will benefit from playing and adapting these games.
- Executive Room 10
25 audience
Workshop
BE
le, a
- The beautiful game - teaching (business) English through football**
Kirsten Waechter (Bochum, Germany)
Football (or soccer) is by far the most popular sport worldwide and can help to boost students' interest and motivation. This workshop will introduce a number of ideas for doing that, ranging from topics of finance and HR to grammar issues, such as tenses and adjectives, and allow participants to try them out.

Hall 4
800 audience
Workshop
GEN
e, le, s, t, a,
prodprom

Personal and creative storytelling: telling our stories

David Heathfield (Freelance & INTO University of Exeter)

We learn about ourselves through the stories we tell and are told about our own lives. Through personal storytelling activities published in my chapter of the British Council ebook *Creativity in the English Language Classroom*, teachers and students get a clear sense of ourselves as creators of our own stories. We interact more confidently and creatively. Let's try some out!

Hall 5
300 audience
Workshop
MD
le, s, t, a

TBLT: after the task, then what? From meaning to form

Jane Willis

So your learners have completed their tasks and presented their results to the class. But how to handle this reporting back stage, and what to do afterwards? What kind of feedback? How to get a closer look at the grammar used in the context of the task? We will share ideas and come away with a repertoire of post-task activities.

Hall 6
120 audience
Workshop
EAP, TEA
le, a

IELTS speaking: preparation for the test and for real life

Sarah Philpot (British Council France)

In this workshop, we will briefly look at the format of the test and its relevance to test-takers' academic studies. We will then look at some classroom activities that can be used to develop test-takers' speaking skills. Then we will go on to look at tasks and activities our students can use to prepare for the test outside the classroom.

Hall 7
140 audience
Workshop
TD, TEA
e, le, p, s, t, a,
prodprom

Language testing - a necessary evil or an essential tool?

Alex Thorp (Trinity College London)

Language learners the world-over are regularly tested with countless approaches to assessment, but what's the real value of language testing? Opinion is wide-ranging, from causing more harm than good, to being a cornerstone of language acquisition. This practical workshop explores the untapped potential for both teachers and learners of testing through authentic communication tasks, giving reference to Trinity's ISE examinations.

Hall 8a
150 audience
Workshop
TD, TTEd
le, t, a

Social media and teacher development: Humans of New York

Erzsebet Agnes Bekes (Catholic University, Cuenca Ecuador)

Can a 13-year-old teenager of colour from one of the most crime-ridden districts of New York change the world? The session reconstructs the main theme of an EFL teacher training and development workshop on how to use social media to provide authentic input, while reiterating core values in education and exploring an extraordinary story.

Saturday 16 April

1215-1300: Session 4.3

Hall 8b
170 audience
Workshop
GEN
e, s, a

Language activities the music and art way

Judit Feher (Pilgrims)

Participants will have an opportunity to experience and discuss classroom activities inspired by music and art making and teaching methods I experienced on music and art CLIL courses I ran for Pilgrims. The language teaching ideas presented will propose some new ways of dealing with individual and group participations, triggering learner creativity and improvisation as well as handling mistakes.

Hall 9
285 audience
Workshop
EAP

The language of critical thinking

Edward De Chazal (Freelance)

Critical thinking is primarily a cognitive process, yet students need specific language in order to communicate their critical thoughts. This workshop identifies a core language of critical thinking, which includes a range of lexical choices, grammatical structures, and chunks. We'll consider a framework for organizing and presenting this language for essential critical practices including analysis, evaluation and interpretation.

Hall 10a
97 audience
Workshop
MD, YLT
e, le, p, s, a

Memory strategies for language learners

Anastasia Metallinou (English Sounds Fun)

Learning English demands a lot of memory work. For students with dyslexia and other Specific Learning Differences this is a big challenge. This session offers not only some theoretical background on the topic but also demonstrates some simple classroom strategies that enable all learners to progress in grammar and vocabulary development.

Hall 10b
110 audience
Workshop
TTEd
e, le, a

The LDT toolkit: practical activities for language development for teachers

Damian Williams (Freelance)

Welcome to the complete guide to Language Development for Teachers (LDT). After first setting out what the core skills are, I will go on to demonstrate some practical activities, which can be used by both teachers and teacher trainers working in this area. Participants will leave with a range of practical activities they can use in their own context.

Hall 11a
225 audience
Workshop
YLT
e, le, p, s, pub

Focusing on the creative self in the mixed-ability classroom

Erika Osvath (Freelancer)

Do you find it hard to engage learners of different language levels at the same time? Allowing learners to express themselves in creative ways is crucial in mixed-ability classrooms, as it leads to not only increased self-esteem, but also to active involvement in the learning process. This workshop suggests strategies and practical teaching ideas through which this can be achieved.

Saturday 16 April

1215-1300: Session 4.3

1315-1430: Final plenary session & closing

Hall 11b
100 audience
Workshop
GEN
e, le, p, s, t, a

Colligation: the way grammar should be taught **Ken Lackman (Ryerson University)**

This session will provide a brief explanation of colligation and show that, in addition to meaning, form and pronunciation, learners really need to know the grammatical patterns words are used in. This new approach to teaching grammar will be demonstrated with several universal classroom activities that raise students' awareness of colligations and encourage acquisition.

Media Suite
160 audience
Workshop
GEN
e, s, a

Moving stories: narrative and video in ELT **Kieran Donaghy (UAB Idiomes Barcelona)**

Narrative and video are powerful tools in language teaching and learning. In this practical session we will look at a range of motivating, effective classroom activities inspired by short films and videos which encourage students to create their own narratives. Participants will get a number of highly practical ideas to take away and use with their own students.

1300

The IATEFL registration desk closes

1315-1415

Plenary session

Hall 1
1500 audience

Plenary session by Jan Blake

Jan Blake is one of the leading storytellers, and has been performing worldwide for over twenty-five years. Specialising in stories from Africa and the Caribbean she has a well-earned reputation for dynamic and generous storytelling. Highlights include being resident storyteller at Hay Festival, curating Shakespeare's Stories, with the Royal Shakespeare Company, and being the recipient of the Thuringe Marchen Preis, awarded to those who have devoted their lives to storytelling. Her epic telling of The Old Woman, the Buffalo, and the Lion of Manding about the Malian hero king Sundiata Keita recently won a British Award for Storytelling Excellence. In 2015, her partner clients included the British Museum, the Royal Opera House, the British Library, and Bulgari.

<http://www.janblakestories.co.uk/>

Man, woman, life, love: stories from Africa, the Caribbean, and beyond

Listen to Jan Blake tell tales of lovers, shape-shifters, the wise, and the foolish. She will transport you to faraway places, wrapping you in the rhythm of her words and transfixing you with the power of her stories, before bringing you safely home. These tales will bring a tear to your eye, a smile to your lips, and put a spring in your step.

Saturday 16 April

1315-1430: Final plenary session & closing

1415-1430 Closing address

Hall 1

The President of IATEFL, will make a closing address.

There will be a free raffle for attendees of the final plenary and closing. The wonderful prize of an iPad mini is kindly sponsored by *National Geographic Learning/Cengage Learning*.

To enter the raffle, you must hand in your delegate badge as you enter Hall 1 for Jan Blake's plenary session. Your badge will not be returned to you. No further badges will be accepted that are not handed in on arrival for the plenary.

1430 IATEFL Conference Farewell

Level 4 foyer

The conference ends with a complimentary snack on your way out as we say farewell to you. We thank *National Geographic Learning/Cengage Learning* for their sponsorship to enable us to offer this.

We look forward to welcoming you again at our
51st Annual International Conference & Exhibition
in Glasgow, Scotland, 4-7 April 2017.