

# BIRMINGHAM

13-16 APRIL 2016

# 50<sup>TH</sup>

ANNUAL  
INTERNATIONAL  
IATEFL  
CONFERENCE AND  
EXHIBITION

CONFERENCE PREVIEW BROCHURE



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# 50<sup>TH</sup> ANNUAL INTERNATIONAL IATEFL CONFERENCE 13-16 APRIL 2016, BIRMINGHAM, UK

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# GENERAL INFORMATION

## GENERAL INFORMATION

IATEFL's 50th Anniversary International Conference and Exhibition will be held at the International Convention Centre, Birmingham

Birmingham is a diverse, vibrant city bursting with culture. As a former medieval market town its heritage stretches back over 1,500 years. Today the city boasts attractions including the Birmingham Museum & Art Gallery, the Black Country Living Museum, Birmingham's Hippodrome theatre and a network of canals – with more miles of canal than Venice! The city offers fantastic shopping hubs, such as the Bull Ring, a vibrant nightlife and award-winning restaurants, making Birmingham one of the UK's most exciting cities.



### Plenary speakers

This year at the IATEFL Conference there will be five stimulating plenary sessions. These sessions will be presented by the following speakers:



**Jan  
Blake**



**David  
Crystal**



**Diane  
Larsen-Freeman**



**Silvana  
Richardson**



**Scott  
Thornbury**

### Getting to Birmingham

#### Venue address

The International Convention Centre (ICC), Broad Street, Birmingham, B1 2EA, UK

For information on getting to Birmingham and the venue, as well as local travel information, please visit [www.theicc.co.uk/find-us](http://www.theicc.co.uk/find-us).

#### Car parking

There is abundant parking available at the Barclaycard Arena, just a short walk from the ICC. Both the ICC and Barclaycard Arena are signposted on motorways and major roads. Parking costs can be found at [www.barclaycardarena.co.uk/venue-info/pay-and-display](http://www.barclaycardarena.co.uk/venue-info/pay-and-display)

### Accommodation

Reservation Highway has arranged accommodation at various hotels in Birmingham, with different price bands from which you can choose. To reserve accommodation at your preferred hotel, we strongly recommend that you book as early as possible.

To book accommodation, please go to [www.iatefl.org/annual-conference/birmingham-2016](http://www.iatefl.org/annual-conference/birmingham-2016). Scroll down to where there is a link to book online and look at the hotels available.

If you have any queries, please email [admin@reservation-highway.co.uk](mailto:admin@reservation-highway.co.uk) or telephone +44(0)1423525577. If you do not receive confirmation one week after making your booking, you are advised to contact Reservation Highway at the above email address or telephone number.

## Booking for the conference

Bookings for the Conference and/or a Pre-Conference Event (PCE) can only be made online. Please read the information in this brochure before going online at:

[www.iatefl.org/annual-conference/birmingham-2016](http://www.iatefl.org/annual-conference/birmingham-2016).

Book early to take advantage of our early bird rate, which applies if full payment is received by 14th January 2016. Entrance to the exhibition is free and does not need to be booked

The Conference fees are:	IATEFL Member	IATEFL Student Member*	Non-Member
Early bird rate: (booking submitted and full payment received on or before 14th January 2016)	£158	£99	£218
Standard rate: (booking submitted and full payment received after 14th January 2016)	£205	£115	£260
Single-day attendance fee: **	£90	£53	£106
Half-day attendance fee: (Saturday 16th April)	£40	£28	£50
<b>Pre-Conference Event (PCE) fees are:</b>			
Early bird rate: (booking submitted and full payment received on or before 14th January 2016)	£65	£65	£81
Standard rate: (booking submitted and full payment received after 14th January 2016)	£78	£78	£93

\* This rate applies only to delegates with Student Membership of IATEFL.

\*\* If you are attending for two or three days but the four-day rate is cheaper, please select the lower four-day rate when booking. You do not need to indicate on which days you'll be attending if you pay the four-day rate.

If you wish to join IATEFL in order to take advantage of the reduced members' rate, please join online at [www.iatefl.org](http://www.iatefl.org) or email [membership@iatefl.org](mailto:membership@iatefl.org) for a membership form. Please note that it can take up to two working days for your membership to become active.

European funding might be possible to help with conference attendance costs. For details, visit the Education and Training website at

<http://ec.europa.eu/programmes/erasmus-plus/>

### Contact Us

#### IATEFL

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Fax: +44 (0)1795 538951

Email: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)

[www.iatefl.org](http://www.iatefl.org)



## Early Bird Prize Draw

Book and pay for your conference place before Thursday 14 January 2016 to claim the early bird rate.

This not only gives you a substantial discount on the standard fee but also automatically enters you into our prize draw for one of the following fantastic prizes:



Afternoon tea for two to be taken within the conference dates, courtesy of the Hyatt Regency Birmingham.



Tickets for two adults and two children courtesy of The National Sea Life Centre Birmingham, which is also offering discounted rates to all language schools that visit their attractions. These can be purchased online.



Afternoon Tea for two, courtesy of Birmingham Museum and Art Gallery.



Tickets to see a show to be taken over the conference dates, courtesy of Birmingham Town Hall & Symphony Hall.

A big thank you to the companies that have donated these generous prizes.

To book your conference attendance go to <http://www.iatefl.org/annual-conference/birmingham-2016> and follow the prompts given by the website.

Payment and delegate bookings are welcome after the early bird deadline but will be at full cost. We will also be taking on-site bookings at the IATEFL registration desk. Bookings and payments made after the early bird deadline will not be eligible to enter the prize draw.

## Local Delegates

**Local delegates** - for the last 24 hours of the conference (lunchtime Friday to Saturday afternoon) we allow local ESOL and EFL professionals, who live within 50 miles of Birmingham and are unable to make the whole conference, the opportunity to attend at a special price.

This allows local delegates to:

- Visit the resources exhibition
- Access the Jobs Market Fair
- Attend presentations
- Attend an evening event on Friday
- Watch two stimulating plenary sessions on Saturday
- Network with fellow ELT professionals from around the world.

**How to book:** when you book online, there is a tick box under the 'Conference Fees' for 'Local Delegate'. Alternatively, you can book onsite from 1300 hrs on Friday 15th April. The fee for local delegates attending the last 24 hours of the conference is £57.

## Invitation letters for international delegates

Delegates who require an invitation letter in order to make travel visa arrangements should make a conference booking online at [www.iatefl.org/annual-conference/birmingham-2016](http://www.iatefl.org/annual-conference/birmingham-2016). Under the 'Personal Information' section, tick the box 'invitation letter required' and fill in your passport number where indicated. Please ensure you have filled in your full name, postal address, nationality, passport number, fax number (if you have one), and your email address in the correct fields.

Please note that invitation letters are only for overseas delegates who require an invitation to assist with their travel visa application.

## Cancellations and insurance

Cancellations of Conference and PCE bookings received before 1st March 2016 will incur a 50% cancellation charge. Cancellations after this date will not be refunded. We strongly recommend that delegates purchase insurance to cover any cancellations and losses that may occur whilst they are away from home.

## When you arrive

The registration desk will be open from 0800 to 0945 on Tuesday 12th April for **Pre-Conference Event (PCE) delegates ONLY**. The registration desk will be open at 1130 on Tuesday for **conference-only delegates**. Delegates must collect their badge from the registration desk before they can attend a PCE or the conference sessions, as admission is **strictly badge only**. Delegates attending both a PCE and the conference only need to register once.

### Pre-booked delegates

Delegates who have made an online booking (whether fully paid or not):

On arrival please collect your badge, conference pack and Conference Programme from the IATEFL registration desk.

### Onsite registration for new delegates

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

### Registration opening times

#### PCE delegates only:

Tuesday 12 April 0800-0945

#### Conference delegates:

Tuesday 12 April 1130-1800

Wednesday 13 April 0800-1730

Thursday 14 April 0800-1730

Friday 15 April 0800-1730

Saturday 16 April 0800-1300

## Conference Times

**Tuesday 12th April - Pre-Conference Events & Associates' Day**

0800-0945	The registration desk is open for PCE delegates only (Conference delegates can register from 1130)
1000-1700	Associates' Day takes place (invited representatives)
1000-1700	PCEs take place
1130-1800	The registration desk is open for conference delegates

**Wednesday 13th-Saturday 16th April**  
**The IATEFL Four-Day Conference and Exhibition**
**Wednesday 13th April**

From 0800	Register for the Conference.	1040-1125	Sessions
0815-0845	"How to..." Sessions	1125-1200	Coffee Break
0830-1730	Exhibition Open	1200-1305	Sessions
		1305-1405	Lunch
0900-1025	Opening Announcements and First Plenary Session by David Crystal	1405-1415	Poster Presentations
		1430-1645	Sessions
		1645-1720	Coffee Break
		1720-1825	Sessions

**Thursday 14th April**

From 0800	Register for the Conference.	1205-1215	Poster Presentations
0815-0845	"How to..." Sessions	1230-1300	Sessions
0830-1730	Exhibition Open	1300-1420	Lunch
0900-1010	Plenary Session by Silvana Richardson	1310-1410	IATEFL AGM
1025-1130	Sessions	1420-1550	Sessions
1130-1205	Coffee Break	1550-1625	Coffee Break
		1625-1830	Sessions

**Friday 15th April**

From 0800	Register for the Conference.	1130-1205	Coffee Break
0815-0845	"How to..." Sessions	1205-1215	Poster Presentations
0830-1730	Exhibition Open	1230-1300	Sessions
		1300-1410	Lunch
0900-1010	Plenary Session by Diane Larsen-Freeman	1410-1615	Sessions
1025-1130	Sessions	1615-1650	Coffee Break
		1650-1820	Sessions

**Saturday 16th April**

From 0800	Register for the Conference.	1215	Exhibition Closes
0815-0845	"How to..." Sessions	1215-1300	Sessions
0830-1215	Exhibition Open	1315-1415	Plenary Session by Jan Blake
0900-1010	Plenary Session by Scott Thornbury	1415-1430	Closing address
1025-1140	Sessions	1430	IATEFL Conference Farewell (sponsored by National Geographic Learning   Cengage Learning)
1140-1215	Coffee Break		



## British Council & IATEFL Birmingham Online

Working together with the British Council we are proud to be able to make the conference accessible to a large global community of teachers and educators, both members and non-members, through Birmingham Online. Remote delegates will be able to watch live video sessions and recorded highlights of the conference on the Birmingham Online website and access a wide range of multimedia resources including video, audio and PowerPoint presentations of selected sessions. Online delegates will also be able to share their ideas around the content presented and follow the main conference themes. Birmingham Online will also feature video interviews with conference presenters and onsite delegates who will share their thoughts and experiences with the online community.

Coming to the conference in person isn't possible for all of our members, so we hope that Birmingham Online will be a very good alternative for those unable to attend.



## Conference App - Sponsored by Trinity College London

The free app will be available in the spring and will allow delegates to: browse and search the Conference Programme; select individual sessions and add them to a conference planner; share your thoughts via a variety of social media connections; access the IATEFL Birmingham Online site. This year our new app will have lots of special features including: networking through business card swapping; interactive floorplans; push notifications; and more...



## Internet Centre - Sponsored By Kaplan Digital English

There will be an Internet Centre situated within the exhibition area. As well as checking emails and browsing the web, the Internet Centre will be a great place to play an active part in Birmingham Online.



## IATEFL Patron

**Meet the Patron** – David Crystal will be at the IATEFL exhibition stand on Wednesday 13th and Friday 15th April 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.

**Opening Plenary** – David will start the conference with a plenary talk on language/linguistic changes over the past 50 years.

He will also be holding an evening event on a Shakespearean theme – more details of this exciting event on page 28.



## IATEFL Projects

IATEFL Projects is our scheme that offers our Associates the opportunity to bid for small grants and make a difference to language learning in their local context that would not be possible without this support. It is in line with IATEFL's mission to link, develop and support English language teaching professionals worldwide. In 2014 the grant from IATEFL Projects helped English Language Teachers' Association of India (ELTAI) to run Workshop for Training the Trainers in Virtual Learning, and in 2015 it supported Training of Young Teachers for Leadership in ELT, a project by the Cameroon English Language and Literature Teachers Association (CAMELTA).

**This year we hope to raise funds for IATEFL Projects whilst offering delegates the opportunity to win wonderful prizes:**

### IATEFL Raffle

The IATEFL Raffle has five grand prizes kindly offered by generous donors - a Pilgrims summer 2016 two-week Creative Methodology for the Classroom course and self-catering accommodation at The University of Kent, a British Council (online) training course for teachers (the winner's choice), eModeration: a four-week training course for online tutors by The Consultants-e, and two courses by English Success Academy: How to teach Exams (methodology) and Online Tutor Launchpad (a business development course). Tickets will cost £5 and with only 100 tickets available there will be a good chance of winning one of these lovely prizes.

### Lucky Dip

We will also have a lucky dip. Envelopes cost just £1 and there is a 2-in-3 chance of winning one of more than 350 prizes including access codes for games, an online course, books and readers, games, USB sticks, ballpoint pens and notepads, shoulder bags, lunch boxes, and a Shakespeare-inspired teddy. These have been kindly donated by our exhibitors and prizes will be available to collect from their stands.

### Key Rings

To celebrate the 50th IATEFL conference we have a new addition to the team. Delegates will be able to purchase teddy bear key rings and in this way, too, help us raise funds for IATEFL Projects whilst ensuring they take home a memento of this wonderful event. At just £3 each (or two for £5) these teddies, with IATEFL Projects logo at the front and the Birmingham conference logo at the back, are bound to be in great demand - so make sure you get this limited edition keepsake as soon as you arrive.



Raffle tickets will be available to purchase at registration, while the lucky dip envelopes will be available around the exhibition, at registration and at evening events. This is your chance to help us fund projects around the world. We would like to thank the following donors who have made this possible: BEBC, Bell Education, British Council, Cambridge English, Cengage, ELI Publishing, ELT Well, ETS TESOL, Express Publishing, Harpercollins, Helbling Languages, Kaplan, Keltic International, Pavilion Publishing and Media, Pearson, Pilgrims, Queen Mary University of London, Shakespeare Birthplace Trust, telc, and University of Exeter.

# IATEFL BIRMINGHAM 2016 SPONSORSHIP

The IATEFL annual conference plays a vital role in achieving the organisations mission to “link, develop and support English Language Professionals Worldwide” and offers important opportunities for personal and professional growth to those who attend.

The funding IATEFL receives from its sponsors goes towards enhancing the delegates experience.

IATEFL would like to thank the following key sponsors to-date for their commitment, generous contribution and continued support to the success of the conference:

## PLATINUM



telc-language tests are the sponsors of the delegates bags and water bottles.

telc stands for The European Language Certificates, offering over 80 examinations in 10 languages. As an immigration expert, offering language tests for migrants, we would like to highlight the subject “migration and language” at this year’s IATEFL. Join us at our signature event “Can a language test measure integration?” and our workshops. Do not miss our traditional English afternoon tea on Thursday and Friday in our cosy living room at stand 5-13-14 and come by to reserve your free copies of mock examinations and preparation material.

You can find telc-language tests on stands 5 in the exhibition hall.

## PLATINUM



LT123 are the sponsors of the lanyards and the delegate badges.

LT123 has also provided a scholarship to Patricia Santos to attend the conference.

LT123 are based in Cambridge with an international network of recognised consultants.

We are a full-service provider of high-quality language learning and assessment.

We deliver expertise in managed solutions as a trusted partner of leading publishers, exam boards and universities worldwide.

We offer consultancy and develop syllabuses, tests, courses, books and digital banks of material.

We are delighted to be a Platinum sponsor of the 50th IATEFL conference and to offer the LT123 Brazil scholarship.

You can find LT123 on stand 53 in the exhibition hall.

## GOLD



Trinity College London are sponsoring the Conference programme and App.

Trinity College London is an international exam board providing assessments in 60+ countries worldwide. With a rich heritage of academic rigour and a supportive approach to assessment, our English language qualifications are recognised internationally. Trinity is also one of only two suppliers approved by the Home Office to provide Secure English Language Tests in the UK

You can find Trinity College London on stand 19 in the exhibition hall.

## GOLD



British Council are the sponsors of the Associates day and SVA Dinner.

The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. We call this work cultural relations. Our work in English aims to bring high quality language materials to every learner and teacher who wants them. Join us at our stand (47) to find out more about the British Council's worldwide offer and see examples of our latest resources.

You can find British Council on Stand 47 in the exhibition hall.

## SILVER



Kaplan Digital English are sponsoring the internet cafe in the exhibition hall.

Kaplan Digital English is excited to exhibit in IATEFL for the first time. Come and speak to us at our stand to find out more about Picaro, an innovative blended English course for young learners created in co-operation with Cambridge English Language Assessment. With almost 1000 educational online games and print materials aligned to Cambridge YLE exams, Picaro provides an engaging blended tool kit for a modern English classroom.

You can find Kaplan Digital English on Stand 23 in the exhibition hall.

## BRONZE



National Geographic Learning | Cengage Learning are the sponsors of the Conference farewell.

Learners of English need inspiring real-world materials. National Geographic Learning (part of Cengage Learning) is a leading provider of ELT materials for learners at all ages and levels. Our unique partnerships with National Geographic and TED Talks mean we can offer materials that can bring the world into your classroom, and your classroom life.

National Geographic Learning | Cengage Learning can be found on stand 41 in the exhibition hall.

## BRONZE



Macmillan Education are the sponsors of the June Brochure

Part of the **SPRINGER NATURE** group

Macmillan Education, now part of the Springer Nature group, is a global publisher with a local focus and we continue to make extraordinary investments in ground-breaking technology and ELT content development. We are committed to producing innovative and integrated learning solutions for students while supporting teachers in over 120 countries and providing the inspiring, relevant high-quality material they expect from us.

Macmillan Education can be found on stand 1 in the exhibition hall.

## BRONZE



Oxford University Press are the sponsors of this Preview Brochure

Do you believe that education changes lives? We, at Oxford University Press, work closely with teachers, schools, technology partners, and academic researchers to shape learning, delivering the services and solutions that make a difference to teaching and learning English.

Come and say hello to find out more about our support for teachers, such as new professional development titles and online training courses. We have new student resources too like homework packages, assessment and apps. Help us shape learning together.

Find Oxford University Press on stand 27 in the exhibition hall.

## BRONZE

*Pilgrims*

Pilgrims are the sponsors of the Conference Selections Publication.

Motivating and inspiring courses for teachers and trainers in the UK, coaching for business professionals. Summer courses for young learners. Bespoke training in your country for teachers. Benefit from training from Pilgrims world-renowned team of trainers. Come and visit our stand to see how we can create possibilities together to motivate and inspire your teachers and clients! We look forward to meeting you!

Pilgrims can be found on stand 51 in the exhibition hall.

## GENERAL SPONSORS



Mailability are the sponsors of the Certificate of attendance and the envelopes.

MAILABILITY

Orpington, Kent

E: [info@mailability.ltd.uk](mailto:info@mailability.ltd.uk) T: +44 (0) 1689 874 474 W: [www.mailability.ltd.uk/](http://www.mailability.ltd.uk/)

PEARSON

Pearson are the sponsors of the water stations around the ICC.

Pearson helps you do what you do best – teach. Come to our sessions to hear about improving learner outcomes and boosting confidence, blended learning and student autonomy, the Global Scale of English and its practical application at Anadolu University in Turkey, and about our exciting new courses for 2016. We will also be having a VIP guest from our Poptropica English world – look out for Waldo!

The IATEFL 2016 conference is a fantastic platform to showcase your brand, products and services to educators, researchers and students in the field of ELT. These packages are designed to maximise the exposure and impact that your brand can make on our conference attendees. We offer Platinum, Gold, Silver and Bronze packages as well as sponsorship of individual items. The Manchester conference in 2015 was attended by delegates from 110 countries; 59% of those delegates came from outside the UK. Sponsorship of the conference therefore represents excellent value for money in terms of reaching a global audience.

Sponsorship opportunities are still available to suit every budget.  
For more information please contact Lisa Duckworth at [lisa@iatefl.org](mailto:lisa@iatefl.org)

# IATEFL ELT EXHIBITION GENERAL INFORMATION

The ELT resources exhibition will take place throughout the conference in Hall 3 at the Birmingham ICC. The exhibition is free for all and will be open from Wednesday 13th to Friday 16th April from 0830 to 1730, and on Saturday from 0830 to 1215.

The exhibition offers delegates an international showcase of the latest ELT resources, services and publications from course providers, publishers, digital innovators and so much more. With ample seating, a selection of hot and cold food to purchase and coffee and tea available free of charge, all day, the exhibition is not to be missed.

## Pop-up Presentations

Come and take a look at the new Pop Up Presentations stage which will be situated in the centre of the exhibition hall. Listen to exhibitors launching new and exciting products, announcing special offers or watch them performing demonstrations.

The programme of presentations will be published in the conference programme, on the exhibition page of the IATEFL website and near the stage in the exhibition hall.

## Catering in the hall

During the conference there will be catering and bar facilities open throughout the day for the delegates to purchase snacks and meals.

We will also be serving complimentary tea and coffee at two stations in the hall throughout the day during exhibition opening times. Come through, take a break between talks and have a cup of tea or coffee. Rest on the abundant seating provided, catch up with old and new friends and see what the exhibition has to offer you.

## IATEFL Jobs Market Fair

Located at the back of the exhibition hall and now in its 7th year, the IATEFL Jobs Market Fair has become a valuable forum for connecting employers with talented ELT professionals on an international level.

Entry to the Jobs Market Fair is free of charge for all attendees of the exhibition. Come through to browse the vacancies on our Jobs Boards, speak informally with employers about a career or location move and apply for jobs available on site. A number of companies will be holding on-site interviews in the interview booths so if you are looking for a new job it is worth taking the time to come along and have a chat with the consultants.

IATEFL Jobs Market Fair was created to demonstrate our commitment to support our members in their own professional development, as well as our aim to extend our reach and bring new members into the IATEFL community.

Why not visit the CV clinic where you can have your CV reviewed and appraised by a professional consultant from *The Write Stuff*. Improve your employment prospects with expert advice and quick fix tips.

Jobs are also advertised online throughout the year and job-seekers should visit [www.iatefl.org](http://www.iatefl.org) to sign up to job alerts, browse current vacancies and apply for posts pre-conference.

Employers who would like to learn more about advertising and recruiting with IATEFL Jobs Market or who would like to participate in the IATEFL Jobs Market Fair in Birmingham can email [jobsmarket@iatefl.org](mailto:jobsmarket@iatefl.org) or view available packages on our website [www.iatefl.org](http://www.iatefl.org) and then go to the "Jobs" tab. There are a range of opportunities for advertising roles online, on our Jobs Boards and interviewing candidates during the conference.



Jobs Market 2015

# IATEFL ELT EXHIBITOR LIST

IATEFL is pleased to announce the current list of exhibitors that will be joining us in Birmingham.

## IATEFL & SPECIAL INTEREST GROUPS

Seager Road, Faversham

**E:** [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) **T:** +44 (0) 1795 591 414 **W:** [www.iatefl.org](http://www.iatefl.org)

The International Association of Teachers of English as a Foreign Language is a vibrant membership organisation with over 4,000 members across the globe. With 15 Special Interest Groups (SIGs), opportunities to get published and present at our events and scholarships to help fund conference attendance, we believe IATEFL to be an essential part of your professional development.

## IATEFL ASSOCIATES

Seager Road, Faversham

**E:** [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) **T:** +44 (0) 1795 591 414 **W:** [www.iatefl.org](http://www.iatefl.org)

With over 120 Associates IATEFL provide a link between thousands of English Language Teachers around the world.

## IATEFL SCHOLARSHIPS

Seager Road, Faversham

**E:** [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) **T:** +44 (0) 1795 591 414 **W:** [www.iatefl.org](http://www.iatefl.org)

Come and join us at morning coffee breaks and lunch times to discuss applying for scholarships or even donating a scholarship. The stand also serves as a meeting point for this year's winners and the Scholarship Working Party members, sponsors and friends. We look forward to seeing you.

## BEBC- BOURNEMOUTH ENGLISH BOOK CENTRE

STAND 16

Parkstone, Poole

**E:** [elt@bebc.co.uk](mailto:elt@bebc.co.uk) **T:** +44 (0) 1202 724 295 **W:** [www.bebc.co.uk](http://www.bebc.co.uk)

BEBC is the UK's leading ELT/ESOL specialist book shop. Since 1974 we have built up a reputation for fast, efficient and friendly service. We supply books for general English courses, IELTS, Cambridge Advanced and First plus other exams, eBooks and CD's, from all the ELT publishers to all EFL professionals - schools, colleges/universities and British Council's, both in the UK and worldwide. Please visit our stand to view/purchase some of the latest ELT publications at discounted prices.

## BELL

STAND 55

Red Cross Lane, Cambridge

**E:** [enquiries@bellenglish.com](mailto:enquiries@bellenglish.com) **T:** +44 (0) 1223 027 5598 **W:** [www.bellenglish.com](http://www.bellenglish.com)

Bell is a high quality education business which unlocks the world for its customers through learning English and learning in English. Come and see us to find out how you could unlock your future on a teacher training or development course and help your students' progress their education and career through a junior, academic preparation or business English programme. Come and have a chat with us on Stand 55!



# IATEFL ELT EXHIBITOR LIST CONTINUED

## BLACK CAT PUBLISHING

STAND 46

Novara - Italy

**E:** danielle.vecchiotti@blackcat-cideb.com **T:** +39 3351 601 531 **W:** www.blackcat-cideb.com

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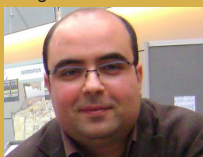
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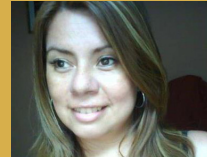
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Syke A.K.  
India

Regent Scholarship



Luciana Fernandez  
Argentina

St Giles Paul Lindsay  
Scholarship



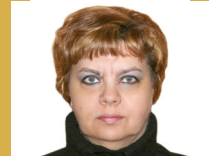
Carmen Neagu  
Romania

IATEFL TDSIG Michael  
Berman Scholarship



Martin Cooke  
UK

IATEFL TEASIG  
Scholarship



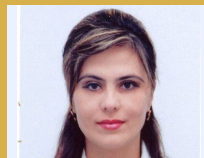
Irina Pavlovskaya  
Russian Federation

IATEFL TEASIG  
Scholarship



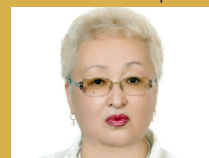
Mehvar Turkkan  
Turkey

The C-Group  
Creativity Scholarship



Rokhatoy Boltaeva  
Uzbekistan

The English Language Centre  
Brighton – Robert O'Neill  
Scholarship



Mansiya Kumisbayeva  
Kazakhstan

The English Language Centre  
Brighton – Robert O'Neill  
Scholarship



Dewi Natalia  
Indonesia

Trinity College London  
Language Examinations  
Scholarship



Lok Ming Eric Ho  
Hong Kong

Trinity College London  
Teacher Trainer  
Scholarship



Anwar Abdel Razeq  
Palestine

Vladimir Vnukov  
Scholarship



Irina Shatrova  
Russian Federation

# EVENING & DAYTIME EVENTS

A programme of events will be arranged for delegates during the evenings of the conference. Details, times, and venues will be in the final Conference Programme (hard copies will be handed out to delegates on arrival at the conference and a digital copy will be available online from March) and on the conference app when it is active. (The Programme & App are kindly sponsored by Trinity College London)

Preliminary details of these events are as follows:

## Evening Events

### Tuesday 12th April

#### Welcome Reception (at 1800hrs in the ICC)

We are delighted to hold a Welcome Reception to offer delegates a warm welcome to Birmingham. IATEFL President, Marjorie Rosenberg, will welcome you to the conference and the Lord Mayor of Birmingham will welcome you to the city. Entry is by conference badge only so please register first at our registration desk.

### Wednesday 13th April

#### If music be the food of love ....

iATEFLers sing Shakespeare

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. All the performers will be IATEFLers of long standing, that can sing both high and low...

#### Fifty Years of Books and Stories with Alec Williams

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

The British Council invites you to a networking reception. Join us for an enjoyable evening, to meet with friends old and new, and relax after a busy day at the conference.

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

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](http://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.

**Thursday 14th April**

### **50 Years of Conferences**

IATEFL Conferences since the 1960s have been held in the grandest of places, the most ordinary of venues and some really quite weird places. The conference this year will be the 50th. Come and see some of the sights from conferences of the past and hear some of the stories, both funny and dramatic, from a group of well-known long-time delegates and presenters.

### **Shakespeare, believe it or not**

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**

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.

### **The Fair List UK**

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](http://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!



### **Macmillan Education**

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 15th April**

## **All the world's a stage: celebrating Shakespeare**

Performed by David Gibson as Juliet and Luke Prodromou as Romeo.

An original comedy inspired by a dozen works of the greatest writer in the English language - for the delight and instruction of teachers who 'creep unwillingly to school...' A most lamentable comedy about love, language and theatre: the story of the most cruel death of Romeo and Juliet, as interpreted and performed by Peter Quince the carpenter and Bottom the weaver: and they let kids watch this?

## **A Story-sharing evening**

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!

## **50th Anniversary Pecha Kucha**

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!

## **Extensive Reading Foundation Reception and Awards Ceremony**

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.



## **Day Time Events**

We will be offering a selection of walking tours this year including a "Welcome to Birmingham" tour, a tour of the Jewellery Quarter and an evening tour.

All the tours will be led by a professional Blue Badge guide and will be restricted to a maximum of twenty delegates per tour.

We will also be hosting a coach trip to Stratford upon Avon, the birthplace of Shakespeare, which will include a panoramic tour taking in Anne Hathaway's Cottage and Mary Arden's Farm before stopping in Stratford for a guided walking tour. The walking tour will point out some of the highlights of Stratford including Shakespeare's birthplace, Halls Croft, New Place and Harvard House before allowing you some free time.

Tickets for tours will be available to purchase from our online shop <https://secure.iatefl.org/online/shop/class/shop.php> from February 2016 and updates will be sent out via email.

# PRE CONFERENCE EVENTS

Pre-Conference Events (PCEs), organised by all 15 IATEFL Special Interest Groups (SIGs), will be held on **Tuesday 12th April** specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days and participants will receive a certificate of attendance.

A PCE must be **booked online at [www.iatefl.org/annual-conference/birmingham-2016](http://www.iatefl.org/annual-conference/birmingham-2016)**. The online booking form has been designed for delegates who wish to attend a PCE, the main conference, or both. You don't need to be a member of a particular SIG to attend their PCE. All welcome - members and non-members.

Please note that PCEs are full-day events so delegates can therefore **only book one PCE**. We recommend that delegates book early for a PCE as there are **limited places** available. Places will not be confirmed until payment is received.



PCE Fees	IATEFL Member	Non-Member
<b>Early Bird rate:</b> (booking & full payment received on or before 14th January 2016)	£65	£81
<b>Standard rate:</b> (booking & full payment received after 14th January 2016)	£78	£93
A sandwich lunch is provided for PCE delegates. If you have any dietary requirements, please email <a href="mailto:IATEFL.generalenquiries@iatefl.org">IATEFL.generalenquiries@iatefl.org</a>		

## This year's Pre-Conference Events are:

**Business English SIG** - Practical activities for the Business English classroom

**English for Specific Purposes SIG** - Tensions and debates in ESP and EAP

**ES(O)L SIG** - Skills teaching in ES(O)L classes

**Global Issues SIG & The Creativity Group** - Daring creativity - changing education

**Leadership & Management SIG** - Effective teams and teamwork: building, participating, leading

**Learner Autonomy SIG** - Practice and research in learner autonomy - learners' and teachers' voices

**Learning Technologies SIG & Young Learners & Teenagers SIG** - Tech it easy with children and teenagers! (This PCE will be held offsite)

**Literature, Media & Cultural Studies SIG** - 'Words, Words, Words'- Shakespeare in the language classroom

**Materials Writing SIG** - Print vs. digital: is it really a competition?

**Pronunciation SIG** - Creating pronunciation materials

**Research SIG** - Conversations with a purpose: reflecting on interviewing in EFL research

**Teacher Development SIG** - The teacher's voice

**Teacher Training & Education SIG** - Using a design theory to explore how teacher learning works

**Testing, Evaluation & Assessment SIG** - Testing & assessment - what teachers really need to know



## Details of the PCEs

### Business English

#### Practical activities for the Business English classroom

The sessions will demonstrate short practical activities for the Business English classroom which can be used to:

- help learners to learn or practice particular aspects of language
- practice a particular business scenario
- provide a smooth transition between two major parts of a lesson
- supplement a coursebook
- introduce or round off lessons

The activities can be adapted to suit classes of different size and levels of ability. There will be suggestions for variations or extensions of the basic activity. In the feedback round participants will have the opportunity to try out the activities and share their favorite activity.

#### Business English Special Interest Group Open Forum

The BESIG Open Forum is an opportunity for members and non-members alike to meet the BESIG committee. There will be an account of the SIG's activities over the past year and members can put forward any ideas they have for future plans.

### English for Specific Purposes

#### Tensions and debates in ESP and EAP

- What is the role of English as a lingua franca in Higher Education?
- Whose needs are ESP and EAP courses based on? How can we evaluate the effectiveness of an ESP and EAP course or programme?
- How can we collaborate with departments, disciplines, trade unions, career centres and employers?
- Is there a mismatch of expectations of schools, universities versus employers?
- Local and international standards: Who are we assessing for?
- Do policies on selecting students and assessing outcomes in Higher Education work?

The PCE aims to explore these key questions and many more based on the contribution of the presenters and delegates. We expect that our PCE theme will bring together a diverse range of researchers and practitioners in professional, vocational and academic English to share their views, and practices which are applicable to other EAP and ESP contexts.

#### Format of the PCE:

We intend to have a more interactional mode throughout the day so that the audience is given plenty of time to interact, share their context.

The format is fluid to meet the expectations of the presenters and the delegates.

Hence, this year, we would like to welcome a variety of formats as listed below:

- Papers: 20 minutes followed by a 10 minute discussion
- Presentation of posters: 15 followed by a 10 minute discussion
- Forum of 3 presenters: 30 minutes presentation followed by a 10 minute discussion
- Debate of 3 presenters: 30 minutes.

We are looking forward to your contributions as presenters and facilitators. If you would like to contribute to the facilitation of the day or lead the discussions please get in touch with Aysen Guven and Prithvi Shrestha: [espsig@iatefl.org](mailto:espsig@iatefl.org)

## ES(0)L

### Skills teaching in ES(0)L classes

The focus of the day will be on how we can best teach the skills of Speaking, Listening, Reading and Writing. We will explore how ESOL practitioners can address some of the challenges involved with teaching these four skills. This is especially relevant considering that in many teaching contexts we find learners with differing levels of ability, whether it be in community, further education or vocational classes. In particular there will be a focus on skills teaching in the migrant and refugee context. We will look at what is common to learning English, what contexts are particular to migrants and refugees, and how that affects our planning for learning. There will be short talks, seminars and workshops where we will reflect on some of the issues that we encounter in our classrooms with our learners and of course we will exchange views on sharing good practice.

## Global Issues SIG & Creativity Group

### Daring creativity - changing education

Susan Barduhn, Nick Bilbrough, Peter Medgyes, Chaz Pugliese, Malu Sciamarelli, Margit Szesztay and Adrian Underhill

The PCE will explore the way creativity can act as a catalyst for fundamental change in education. In particular, we will be focusing on the way creativity in English Language Teaching can help to bring about change in society through English Language Teaching. This involves moving away from a limited view of 'creativity as fun and games' to 'creativity as empowerment, spontaneity, and social action'.

A central issue we will be addressing is how we as teachers are agents of change, and how we can instill a sense of responsibility and build a shared vision of a more just, humane and sustainable future. As educational critic John Holt writes, true leaders do not make people into followers, but into leaders. This one-day event will give us the opportunity to reflect on what such leadership looks like in the ELT classroom.

The day will be a mix of TED type talks and Open Space participant-driven activities. With the short talks our aim is to spark ideas, focus attention on different aspect of creativity and change. Open Space will then make it possible for all of us to participate in in-depth, spontaneous discussions and arrive at some new insights.

### Global Issues SIG 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.

## Leadership & Management

### Effective teams and teamwork: building, participating, leading

One of the key roles of managers is to build, participate in, and manage teams effectively. This task has become more complex as the members of many teams today work at a distance from each other.

In this interactive workshop, we will explore:

- the characteristics of effective teams
- how teams develop
- how to manage the competing needs of groups, individuals and tasks
- the different roles that individuals can play in teams
- making smart decisions in teams
- how to manage virtual teams.

## Learner Autonomy

### Practice and research in learner autonomy – learners’ and teachers’ voices

LASIG PCE celebrates its 30th anniversary in Birmingham.

Judging by the number of recent books and articles published on the topic, it seems that the development of learner autonomy is well and thriving. Even so, there is a constant need to improve classroom practice and at the same time to document and evaluate possible changes. Our PCE aims to cater for both – practice and research.

We are therefore happy to announce that Déirdre Kirwan and David Little, Dublin, will provide the opening talk titled: ‘Language learner autonomy, documentation and action research’. Furthermore, Frank Lacey, Denmark, will run a workshop based on data from his students at intermediate level: Logbooks – insights into pupils’ learning and teachers’ practice.

In addition, the day will include short talks with time for questions and answers, as well as interactive poster presentations – offering examples of practice as regards the implementation of learner autonomy. The focus all through the day will be teachers’ and learners’ views on their experiences in connection with learner autonomy. By listening to teachers’ and learners’ voices we believe that crucial issues of learner autonomy in practice will come to the fore for discussion during the day.

The last item on the agenda is – in smaller groups – to come up with suggestions for possible research projects on classroom practice, e.g. teachers and learners as action researchers. The work in groups will result in a list of “Ideas for further practice and research” to be continued and carried out once back home; thus, a further outcome of the day might be the establishment of networks, focusing on practice and/or research. David Little has kindly agreed to be in charge of this slot in the programme.

We look forward to welcoming not just experienced practitioners and researchers in the field, but also novice teachers curious to learn more about learner autonomy and, of course, intending to put principles of autonomous language learning into their own practice(s). See the complete programme as well as the presenters and their abstracts on our website (<http://lasig.iatefl.org/events>).

## Learning Technologies & Young Learners & Teenagers

### Tech it easy with children and teenagers! (This PCE will be held offsite)

Featuring Gordon Lewis, Nellie Deutsch, Jo Hayes and Jamie Keddie.

Teaching children and teenagers requires a principled educator role by ensuring teaching is age appropriate and fully in tune with the learning needs of different age groups. Teachers in today’s classrooms are faced with growing demands from academic managers, parents / carers and the learners themselves to utilise technology. With such demands, we can feel overwhelmed. Stakeholders insisting on technology may get carried away with the what, and not the how and why. This creates a clear need for age-relevant practical advice and a repertoire of classroom-based ideas that can link the use of technology to sound pedagogy.

This PCE, in collaboration with Aston University, shares the expertise of two of the largest IATEFL Special Interest Groups, who have come together to bring clarity to sound and principled technology use with children and teenagers. Our hands-on day offers something for teachers of all age ranges from early years to upper secondary, and of all technical competence from beginner to advanced.

The morning will provide a selection of short plenary talks by Gordon Lewis, Nellie Deutsch and Jo Hayes. They will broach themes such as teenagers and technology, and practical steps for technology’s implementation. These talks will all draw on contextualized examples of technology use by children and teenagers inside and outside of ELT.

The afternoon promises to serve up a smorgasbord of hands-on workshops; experienced children and teenagers’ practitioners will showcase technology use in their teaching and learning contexts. In this fast moving practical CPD event we will experience a plethora of ideas. Be it early years, primary, lower secondary, upper secondary or even ways to accommodate inclusion and disability, there’s sure to be an idea for you to try out and take away.

We’ll end the day with a closing plenary by Jamie Keddie, where we’ll share what we’ve learned in an open space environment.

## Literature, Media & Cultural Studies

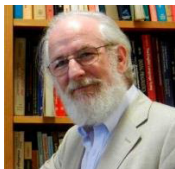
### 'Words, Words, Words' - Shakespeare in the language classroom

The day will offer participants a series of talks and workshops on how to explore Shakespeare's plays and poetry with English language learners. The presenters will share ideas to bring Shakespeare to life in the classroom through the reading and performance of the Bard's poetry and plays to promote language awareness, critical thinking and the development of the four skills. This is going to be a very dynamic, fun-packed day that we hope will motivate teachers to increase their familiarity with Shakespeare's work and motivate them to share these ideas with their English language learners.

Among the PCE presenters are Professor David Crystal, IATEFL Patron, eminent linguist and Shakespeare scholar, and Jeremy Harmer, renowned teacher trainer and writer. It will also feature presenters from the Shakespeare Birthplace Trust and the British Council as well as a series of talks and workshops by renowned speakers with vast experience in the field of literature and language teaching.

We are also organizing a [pre-PCE Tour Day](#) in Stratford-upon-Avon on 11th April with a visit to the Birthplace Trust Houses and an evening performance at the Royal Shakespeare Company.

For further information please visit <http://lmcs.iatefl.org>



## Materials Writing

### Print vs. digital: is it really a competition?

The last few years have seen radical digitisation throughout the publishing industry and English language teaching has been no exception. As we feel our way through these changes and start to understand the landscape we now find ourselves in, we are asking whether the industry as a whole has started to stabilise. Have we found our niches, and can print and digital work seamlessly together? And what does this mean for material writers?

In this highly interactive PCE, we will be exploring the skills and techniques that material writers need to create professional, engaging and relevant materials for a range of different teaching contexts, such as primary, secondary, adult, exams or ESP. Delegates will walk away with refreshed thinking, new knowledge and – perhaps most importantly – new ideas to help them create English language teaching materials, whether for digital, print, or a blend of both. Our fantastic line-up of speakers features Ceri Jones, Genevieve White, Katherine Bilsborough, Fiona Mauchline, Damian Williams and Sue Kay. Our closing panel will include Debra Marsh, Katherine Bilsborough, Damian Williams and Jo Sayers, with MaWSIG Coordinator Rachael Roberts chairing.

## Pronunciation

### Creating pronunciation materials

This year's PCE is an extended workshop with the very practical goal of giving you the tools you need to make your own pronunciation materials. The rationale is that the amount and variety of material available does not match the huge interest in pronunciation. Teachers still struggle to find material which is relevant to their classrooms and can engage learners tired of endless minimal pairs and tongue-twisters. Resourceful teachers often end up having to make their own pronunciation materials but without skills in material design this can be a frustrating and time-consuming process. The aim of 'Creating pronunciation materials' is to put teachers in a position to evaluate and adapt existing materials and then produce their own activities. Led by Mark Hancock, an expert in the design of pronunciation materials with many key publications in the area, participants will get hands-on experience of designing materials which suit their own needs with plenty of feedback and encouragement on the way. New and experienced teachers alike will find this PCE a fantastic personal development experience with a very real outcome, a set of materials which can be shared amongst colleagues and members.

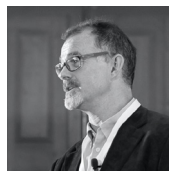


## Research

### Conversations with a purpose: reflecting on interviewing in EFL research

- Do you use interviews in your research?
- Have you faced any challenges in planning for and managing interview interaction?
- Do you find it difficult to write interview questions?

Would you like to learn more about different approaches that are possible within EFL research interviews? Yes? Then come to the IATEFL ReSIG PCE on Tuesday 12th April 2016! Dr Steve Mann from the University of Warwick will lead an interactive day on the use of interviews in EFL research. During the course of the day, you will have the opportunity to raise and discuss your issues relating to the use of interviews in your data collection. Steve will assist participants in the development of an interview approach and set of questions, which we will then use for a live interview with Graham Hall about his experience of the EFL research field.



The day aims to give participants a stronger understanding of the use of interviews in the EFL context and hands-on experience of different interview approaches, which a researcher might take. It will also demonstrate the value of reflective practice and reflexivity in the analysis and representation of data.

This workshop is for anyone interested in the use of interviews in EFL research: teachers researching their own practice, PhD students, MA dissertation students and researchers. We look forward to welcoming you to what promises to be a fascinating day of conversation and activity around interviewing for research!

## Teacher Development

### The teacher's voice

The TDSIG PCE at IATEFL Birmingham 2016 will focus on the teacher's voice and explore this on three levels:

#### Critical competencies of effective language teachers (Marek Kiczowski)

If we look at ELT job ads, it becomes self-evident that a teacher's worth has been reduced to being/ or not being a Native English Speaker. Yet, being a successful English teacher is so much more than being highly proficient in a language. As a result, this talk will explore what the critical competencies of successful language teachers are and what we can do to develop them.

#### Teacher culture and identity (Suzanne Antonaros)

Language and culture are inseparable. Yet with the English language, there is no single culture or cultural standard that reflects the language that needs to be taught. Here we intend to acknowledge the dynamic nature of the definitions of culture and identity in teacher development, and through dialogue, gain a better understanding of the layers that make up the bigger picture.

#### Accountability and responsibility (Pilar Aramayo Prudencio)

The discourse around teacher performance, teacher accountability and teacher responsibility are becoming increasingly formalised in the world of teacher development today. This is sometimes problematic as teachers are observed irresponsibly and judged irrationally, and sometimes is the only way policy decisions are made. In this section, we intend to problematise the notion of what teaching is and what we think it should be, how policy should dialogue with practice and who really is responsible for what happens in the classroom.

By exploring these themes in a participant-focused way, we invite you to engage with your voice and identity as an educator, and to share your thoughts and experiences with each other in an attempt to gain a better understanding of your practice and possible new ways of moving forward.

# PRE-CONFERENCE EVENTS

## Teacher Training & Education

### Using a design theory to explore how teacher learning works

The TTedSIG PCE will be run by Prof. Dr. Donald Freeman.

In this session, we will explore a 'design theory' for teacher training and development, meaning a set of simple principles that describe how language teacher education activities and programs work and what makes them more (or less) impactful for teacher learning. There are two aims in using this design theory: To describe what goes on as we do training and development for and with teachers; and to organize those efforts more productively so that they realize our intended goals. The session introduces the five elements of the design theory—the parallel notions of communities of activity and of explanation, how they define and use certain social facts to articulate what they do, and how tensions in doing so can create opportunities for teachers to learn. We will use presentation, discussion, and hands-on activity to meet and explore these ideas both conceptually and concretely. Participants will be able to work with the ideas in a set of case studies, and then will have the opportunity to develop applications to their own situations.

A rough schedule:

#### Morning Session

- Initial presentation: 'By design' – Renaming experience and reconstructing practice
- Experiential review and expansion of the ideas
- Case studies: Using the design theory at the level of programs and courses
- Check-in: Tying up loose ends in the big picture

#### Afternoon Session

- Second presentation: Designing activities – Roles, risks, and explanations
- case-in-point: Using the ideas in your own work
- Sharing and wind-up

BIO: Donald Freeman is a professor at the School of Education, University of Michigan, where his work focuses on designing and documenting new approaches to large-scale improvements in language teaching that support the work of classroom language teachers. For 25 years, he was on the graduate faculty at the School for International Training, where he chaired the Department of Language Teacher Education, and founded and directed the Center for Teacher Education, Training, and Research. He is author of several books on language teacher education, most recently *Educating Second Language Teachers: The 'same things done differently'* (forthcoming, OUP). He is senior consulting editor on ELTeach, an on-line professional development program, and editor of the professional development series, TeacherSource. Freeman has been president of TESOL, and a member the International Advisory Council for Cambridge English.

We hope to see you there.

## Testing, Evaluation & Assessment

### Testing & assessment – what teachers really need to know

Assessment and testing are areas which teachers often feel uncertain about and may even dislike. Nonetheless knowledge of both these areas as well as the ability to set and score good tests are often expected of language teachers, whether they like it or not. In this PCE we will be focussing on essential knowledge and skills in assessment and testing which teachers should have and show that possessing these can be interesting and useful for teaching and learning, as well as even enjoyable for all concerned!

Some questions often asked by teachers are:

- Where do I start if I want to set a test?
- How much specialist knowledge of testing do I need to have?
- Do I need maths and statistics?
- How much should test-takers know about tests?
- How do tests relate to teaching?

These questions and others (and of course the answers) will be dealt with in the PCE.

All the speakers in the TEASIG PCE are experts as well as practitioners in the field of testing, evaluation and assessment and will be sharing their knowledge and views with delegates. As well as providing input and food for thought, the speakers will be conducting workshops where teachers can put knowledge into practice. The PCE is aimed at all teachers, whether new to the field or wishing to refresh their knowledge and put it to practical use. The PCE will also be of use to heads of language departments and teacher trainers.

There will be room for questions to the speakers, discussion of best practice and of course networking with delegates.

The sessions will be as follows:

Neil Bullock, TEASIG: Testing and Assessment – a practical guide for teachers

Evelina D. Galaczi & Nahal Khabbzbashi, Cambridge English Language Assessment: Putting tests to the test: six questions all teachers should ask

Vivien Berry and Barry O'Sullivan, British Council: Assessment Literacy for Language Teachers

The fee for the PCE includes all refreshments and lunch in the venue.

The event is being generously sponsored by Cambridge English Language Assessment.



# PREVIEW OF PRESENTATIONS

## *(PROVISIONAL)*

Please note that the 'Preview of Presentations' in this brochure is provisional and will change before the conference. Updates will be on our website and in the Conference Programme that you will receive on arrival at the conference. The Conference Programme will also be available on the IATEFL website from late March.

## POSTER PRESENTATIONS

The poster presentations will be on display throughout the conference. A dedicated 10-minute slot will be programmed each day for poster presenters to be at their poster to discuss it with delegates and to answer any questions. The Conference Programme will show which presenter is on which day.

### POSTER PRESENTERS:

Promoting assessment literacy for EFL in-service teachers through TBL  
Heba Abdullah

Strategies for dealing with lexical problems in foreign language writing  
Thamer Alharthi

The Academic Word List: teacher practice, attitudes and beliefs  
Chris Banister

Students' satisfaction with different types of evaluation  
Vesna Bogdanovic

Developing learners' listening comprehension through mobile assisted learning  
Saliha Chelli

Professionally speaking: teaching Russian TEFL students to use English professionally  
Victoria Goncharova

Why do student presentations and discussion boards work so well?  
Marianna Goral

Fostering the value of cultural understanding in the classroom  
Meliha Gulen

SELTIC: Science and English language teaching integrated in the classroom  
Jana Jilkova

An effective new way to learn English pronunciation  
Marianne Jordan

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

Grammar teachers' beliefs and classroom practices  
Youcef Laala

Theory and practice - application, mediation or abandonment?  
Kayoko Mayumi



EFL summarization: what skills do university students need?  
Ivana Mirovic

Improving writing skills in higher education in Temuco, Chile  
Oriana Onate

Connecting across the pond: diabetes education for high-risk populations  
Patrice Palmer

English language teaching in Nepal: changing policies, mounting challenges  
Prem Prasad Poudel

EFL teacher knowledge: exploring student-teachers' experiences on their practicum  
Michel Riquelme Sanderson

Teaching exam classes with an unorthodox approach  
Fernando Sartori

Addressing language testing in teacher training courses in Bangladesh  
Nasreen Sultana

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

Inducing metaphor production in low-intermediate second language learners  
Joseph Tomei

The role of vocabulary size in reading medical science journals  
Desiree Verdonk

Embracing students' digital literacies in our teaching  
Jodi Wainwright

Effective international cooperation and innovation in teachers' associations  
Loreta Zavadskiene

Manifestation of teacher autonomy: case studies from Chinese EFL teachers  
Wanjing Zhao

## OTHER PRESENTATIONS

The following pages (pages 40-83) list the presentation titles and speaker names of presenters offering talks, workshops, forums, etc.

Entries are listed under the day they will take place and under one or two areas of interest (e.g. Applied Linguistics, Learner Autonomy, Teacher Development).

*Don't forget that changes and cancellations will occur from now until conference. Updates will be on our website and in the Conference Programme that you will receive on arrival at the conference.*

## WEDNESDAY

### APPLIED LINGUISTICS

Can-do statements – how do teachers really work with them?  
Tim Goodier

L1 use in the disciplines: exploring student & teacher experiences  
Jane Mandalios

Exploring psychology in language learning and teaching  
Sarah Mercer

Personal learning from the CELTA: an auto-ethnography approach  
Bethany Miall

Optimizing executive control monitoring for fluency in language production  
Harisimran Sandhu

### BUSINESS ENGLISH

Cultural concepts and language: progressing from EFL to ELF?  
Rudi Camerer & Judith Mader

How to present and be heard in the modern world  
Elena Matveeva

Ensuring quality in corporate language training: support through internal consulting  
Darina Phelan & Laura Scott

Personal branding for freelance business success  
Christina Rebuffet-Broadus

One-to-one language coaching in practice  
Helen Strong

Making trouble-free corpus tasks in ten minutes  
Jennie Wright

### ENGLISH FOR ACADEMIC PURPOSES

Teaching IELTS – beyond language skills, towards critical thinking  
Patricia Brooks

IELTS Writing Task 1 – helping students with maps and processes  
Louisa Dunne

Identifying thought processes whilst summarizing  
Gary Hicks

Cooperating learning: combining Sino-British RC with an academic English course  
Ping Huang

Teaching the pragmatics of spoken requests in EAP  
Christian Jones

Addressing unusual intercultural, gender-sensitive issues in English classes in Libya  
Vinaya Kumari & Mohamed Fadhel

Paraphrasing: improving skills and attitudes in undergraduate ESL students  
Alexander Lewko

Towards a typology of critical EAP: 'test piloting' classroom strategies  
Christopher Macallister

L1 use in the disciplines: exploring student & teacher experiences  
Jane Mandalios

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

Too PC for ELT? Invisibility of non-sexist language in coursebooks  
Jemma Prior

Drama as global text and techniques for EAP classes  
Stella K Smyth

Practical writing tips for Arabic learners  
Emina Tuzovic

The role of the English Writing Centre at foreign universities  
Georgina Willms

*Forum on academic speaking*  
Structured academic controversies: creating friends not foes in classroom debates  
Sanaa Abdel Hady Makhlouf

Talk like an academic: a program showcase  
Laura Schnablegger

Developing EAP speaking skills online: tasks and strategies  
Antoniou Vasiliki-Celia

## ENGLISH FOR SPECIFIC PURPOSES

Cuban language education from a global and intercultural perspective  
Isora J Enriquez -O'Farrill & Eduardo Garbey Savigne

Managing a language centre: maintaining quality and enhancing staff development  
Alena Hradilova

Too PC for ELT? Invisibility of non-sexist language in coursebooks  
Jemma Prior

Teaching negotiations skills to students in tertiary education  
Maarten Schrevel

Emergent language – capturing, revising, making it count  
Olga Sergeeva

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

## ENGLISH FOR SPECIFIC ACADEMIC PURPOSES

Towards a typology of critical EAP: 'test piloting' classroom strategies  
Christopher Macallister

Supporting postgraduate EAP students: teaching tips and technology tools  
Angela Smith

The role of the English Writing Centre at foreign universities  
Georgina Willms

Exploiting authentic material in exam classes  
Sarah Zammit & Maria Heidi Rizzo

## ES(O)L

Soft skills for job interviews: meeting non-verbal cultural expectations  
Joan Bartel

English my way: blending professional development to support inexperienced teachers  
Philip Bird & Celine Castellino

Teach spelling! 84% of English words follow regular patterns  
Monica L. Jones

Getting reluctant learners to speak  
Oya Karabetca

The primacy of vocabulary acquisition: an analysis of presentation techniques  
Caroline Large

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

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

## GENERAL

Intercultural communicative competence: a framework for dispersed reciprocal interaction  
Hasan Caglar Basol & Julide Inozu

Re-placing rather than replacing the teacher  
Sarah Caton & Robyn Brinks Lockwood

Teacher or educator  
Lindsey Clark

English futures: retooling teaching for tomorrow's learners  
Hugh Dellar

Making fix and ready - preparing for a family of Englishes  
Andreas Grundtvig

50 years of English in China - a personal journey  
Xiangdong Gu

Personal and creative storytelling: telling our stories  
David Heathfield

Reaching every student in the classroom: dyslexia and learning English  
Jon Hird

Language clubs: fun and smart ideas to boost student motivation  
Natallia Kaliuzina & Viktoryia Zelianko

Sheltered instruction observation protocol: a framework to teach ESL learners  
Raj Khatri

Can English teachers and English Medium Instruction (EMI) lecturers cooperate?  
Ernesto Macaro & Julie Deardon

Are you choosing the right digital tool for your classroom?  
Michelle McDonnell-de Graaf

Tongue twisters for fostering the sense of community in classrooms  
Irina Shatrova

Afghan National Army female cadets' dreams turned into reality  
Mohammad Taroq Walizada

*Forum on extensive reading*

Reading for pleasure? Motivating EAL students to read more  
Verity Cole

Challenges and remedies for conducting a book-reading competition  
Tazin Ahmed

Blending listening with extensive reading: recipe for a successful program  
Lesley Speer & Jose Lara

*Forum on reading*

Cultivating reading culture in students via a readers' club  
Mandira Adhikari

Organizing extended online reading: strategy, texts, tasks  
Tatiana Kozhevnikova

Intensive vs. extensive in FLT  
Carmen Neagu

*Forum on vocabulary learning*

The effectiveness of vocabulary journals on vocabulary learning  
Duygu Bulal

Students' use of wordlists and its impact on written assessment  
Neslihan Erbil

Vocabulary learning practices and vocabulary learning outcomes: match or mismatch?  
Mario Lopez Barrios

*Forum on the use of the L1 in the classroom*

Using the students' mother tongue in the English language classroom  
Richard Badger

Using learners' own language to teach English: revisioning the relationship  
John Simpson

Learners' own languages in learning English  
Pawel Scheffler & Weronika Krzebietke

*Forum on errors in writing*

Using corpora to remedy language errors in L2 writing  
Hulya Can

Ways of improving punctuation of Macao secondary students  
Tak Kei Lai & Vivien Chan

Conceptual interface of corpus-based error analysis through error mapping  
Paschalis Chliaras

*Forum on special educational needs – creating positive inclusive learning opportunities*

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

International students with specific learning differences: implications for universities  
Sharon Noseley

Differentiation for special needs: practical ideas for the classroom  
Sophie Farag

## *Forum on teaching offline*

Why English should not be taught online at the NBU  
Maya Mitova

An alternative to an 'offline' school: Sanako 1200  
Yasin Karatay

Moving beyond technology in the classroom  
Rhoda McGraw

## **GLOBAL ISSUES**

Cuban language education from a global and intercultural perspective  
Isora J Enríquez -O' Farrill & Eduardo Garbey Savigne

Teach spelling! 84% of English words follow regular patterns  
Monica L. Jones

Building and evaluating intercultural competence in international projects  
Barbara Lapornik

Behavioural differences between male and female students in language classrooms  
Ceyda Peksen

Drama as global text and techniques for EAP classes  
Stella K Smyth

## **INTERACTIVE LANGUAGE FAIR**

Characteristics and ESL application of communicative activities  
Asma Aftab

EFL curriculum prescription and teacher development  
Fawzia Al Zadjali

Perceptions of pupils with a migration background on factors  
Senem Aydin

The diary of a DELTA trainee  
Emily Curran

Electronic theses online – developing domain-specific corpora from open access  
Alannah Fitzgerald & Chris Mansfield

Teaching practicum: helping pre-service English teachers construct their professional identity  
Carla Gastelum Knight

Teamwork: personalising the process of learning through syllabus design  
Aysegul Karaman

Continuing professional development (CPD) on remote islands  
Masataka Kizuka

A framework for writing summative tests  
Maggi Lussi Bell

Integrating new approaches in Vietnamese ELT education: challenges and opportunities  
Rosemary Orlando

Minimizing teacher addiction by enhancing learner autonomy in ESL  
Jagadish Paudel

In-service and pre-service teachers' written corrective feedback strategies  
Angie Quintanilla Espinoza

From a monolingual to a multilingual approach in language teaching  
Susanna Schwab

Forming synergetic professional learning communities: becoming highly effective TESOL professionals  
M. Athar Hussain Shah

Bridging the gap between academic writing cultures  
Irina Titarenko

Errors in academic speech: how relevant are they?  
Elena Velikaya

A framework to increase teachers' autonomy in continuous professional development  
Seong hui (Daniella) You

## LEADERSHIP & MANAGEMENT

Organising chaos: managing a roll-on/roll-off summer school  
Tam Connors-Sadek

Self-marketing for English teachers - use your strengths for competitive advantage  
Jenny Giambalvo Rode

Managing a language centre: maintaining quality and enhancing staff development  
Alena Hradilova

Addressing unusual intercultural, gender-sensitive issues in English classes in Libya  
Vinaya Kumari & Mohamed Fadhel

Ensuring quality in corporate language training: support through internal consulting  
Darina Phelan & Laura Scott

## LEARNER AUTONOMY

Classroom applications of corpora training for learner autonomy  
Federico Espinosa

Developing learner autonomy in a military context  
Ahmad Shoaib Jawad

Blended learning - your ally in supporting learner autonomy  
Agnieszka Klos-Dacka

Exploring psychology in language learning and teaching  
Sarah Mercer

Teaching caterpillars to fly: nurturing EFL students' learning through inquiry  
Blerta Mustafa

Level it up – adding challenge to your lessons  
Catarina Pontes

When project-based learning met the person-centered approach  
Patricia Salguero

Helping international students adapt to unfamiliar learning approaches and expectations  
H. Douglas Sewell

Radical transformation: instruction through classroom flipping for B.Ed trainees  
Joycilin Shermila A.

The European Language Portfolio: life and soul of the course  
Guy Walker & Lesley Curnick

## *Forum on learner autonomy*

Language learner autonomy: teachers' perceptions and practices  
Kasim Koruyan

Seven tricks to develop study skills  
Vera Bobkova

Analysing students' needs and study plans for autonomous learning  
Fumiko Murase

## *Forum on listening*

The power of podcasts for adult self-study  
Craig Wealand

Teaching academic listening: helping learners take control  
Elizabeth Pinard

Listening journals for enhancing skills and strategies  
Ellen Servinis

## **LEARNING TECHNOLOGIES**

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

Global Scale of English: motivating students and informing teaching  
Belgin Aydin & Bulent Alan

Teaching in virtual classrooms: meeting the pedagogical challenge  
Eric Baber & Gordon Lewis

Teaching Minecraft kids  
Sanja Bozinovic

Critical language awareness in teachers' language use and teaching materials  
Kalyan Chattopadhyay

Digital IELTS projects  
Rui da Silva & Mark Thomas

Enhancing speaking and writing outcomes using Google Apps  
Joe Dale

Young learner projects with technology  
Jennifer Dobson

Classroom applications of corpora training for learner autonomy  
Federico Espinosa

Learner support for large-scale online English courses  
Mark Hamilton

What do your learners think? Let their smartphones tell you  
Tilly Harrison

Spreading the jam: teacher workshops across time zones  
Tom Heaven

Shaken not stirred: blended learning for connoisseurs  
Nicky Hockly

Blended learning - your ally in supporting learner autonomy  
Agnieszka Klos-Dacka



Improving children's writing skills through digital story prompts and feedback  
Ben Knight & Cynthia James

Complex Web 2.0-based tasks in the literature classroom  
Christian Ludwig

Helping students to manage digital distractions in class and beyond  
Sophia Mavridi

Open platforms in ELT: how technology supports learner-centered instruction  
Cleve Miller

Teacher presence in flipped approach video tutorials  
Edward Moran

Rise of the global teacher  
Mina Patel

Lessons learned from developing an ELT mobile app  
Jo Sayers

Supporting postgraduate EAP students: teaching tips and technology tools  
Angela Smith

Learner attitudes to traditional and online homework  
Andrew Taylor

*Forum on technology in the YL classroom*

Young learners and technology: ways to integrate culture and parents  
Amanda Boldarine

Snapshots from implementing technology in young learners' language teaching classrooms  
Maria Diakou

Being creative with technology in a young learner classroom  
Nicky Francis

*Forum on feedback on writing*

Training L2 writer autonomy via an electronic peer review system  
Wei-Wei Shen & Jim-Min Lin

Flipping the feedback: 'screencasting' written feedback in EAP composition classes  
Ron Martinez

Using technological tools for peer response  
Niki Canham

## LITERATURE, MEDIA & CULTURAL STUDIES

The art of words: poetry about paintings  
David A Hill

Building and evaluating intercultural competence in international projects  
Barbara Lapornik

Conveying passion: bringing literature into the classroom  
Amos Paran & Pauline Robinson

## **MATERIALS DEVELOPMENT**

The holistic listening agency  
David Byrne & Mark Heffernan

EAP textbooks for university: one size does not fit all  
Mahaesvary Kayser & Anna Makarova

Task-based tests for diagnostic purposes – a school network-initiated project  
Sandra Lucietto

Open platforms in ELT: how technology supports learner-centered instruction  
Cleve Miller

Teacher presence in flipped approach video tutorials  
Edward Moran

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

Teachers' beliefs about textbook listening activities: implications for practice  
Denise Santos

Making trouble-free corpus tasks in ten minutes  
Jennie Wright

## **MATERIALS WRITING**

Here's one I made earlier – designing effective classroom materials  
Katherine Bilsborough & Sue Lyon-Jones

English for the zombie apocalypse  
Robert Campbell & Lindsay Clandfield

Designing pronunciation worksheets to supplement your coursebook  
Louise Guyett

Achieving impact through emotionally-charged texts  
Maria Heron

Teachers' beliefs about textbook listening activities: implications for practice  
Denise Santos

The secret to TOEFL success with a TOEFL author  
Bruce Stirling

Exploiting authentic material in exam classes  
Sarah Zammit & Maria Heidi Rizzo

## **PRONUNCIATION**

Designing pronunciation worksheets to supplement your coursebook  
Louise Guyett

The complete pronunciation workout  
Mark Hancock

Vowels and prominence: change the concepts, teach the system  
Piers Messum

Assessing intelligibility: teacher-friendly materials and activities  
Maria Parker, Carson Maynard, Brenda Imber

Arab EFL teachers: foreign accent strength and pronunciation corrective feedback  
Hassan Qutub

Challenges of English as a medium of instruction: academic discourse  
Tatiana Skopintseva

Real live language - speech stream and the brain box  
Susanne Mary Elisabeth Sullivan

## RESEARCH

Does translation teaching improve students' grammatical accuracy?  
Carol Ebbert

Shaken not stirred: blended learning for connoisseurs  
Nicky Hockly

Cooperating learning: combining Sino-British RC with an academic English course  
Ping Huang

Teaching the pragmatics of spoken requests in EAP  
Christian Jones

The primacy of vocabulary acquisition: an analysis of presentation techniques  
Caroline Large

Personal learning from the CELTA: an auto-ethnography approach  
Bethany Miall

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

Exploratory action research – a practical introduction  
Paula Rebolledo, Richard Smith, Thomas Connelly

Optimizing executive control monitoring for fluency in language production  
Harisimran Sandhu

Young learners as researchers: a language landscape project in Mexico  
Nick Saville & David Graddol

Learners' evaluation of their study abroad and its pedagogical implications  
Sandra Steinwider

Learner attitudes to traditional and online homework  
Andrew Taylor

### *Forum on motivation*

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

The role of self-systems in EFL learners' motivation  
Simla Course

Motivational dynamics in conversation classes: the impact of individual differences  
Miroslaw Pawlak

## TEACHER DEVELOPMENT

Exploring the insider perspective – teachers' evolving views of teacher learning  
Marina Bendtsen

Spreading the jam: teacher workshops across time zones  
Tom Heaven

Harness gesture: from tool to technique for improved classroom communication  
Sally Janssen

Five, ten, fifteen minutes? Exactly how long does development take?  
Sinead Laffan

Tutor-trainee team-teaching: a hands-on tool for teacher training  
Emma Meade-Flynn

"That's so gay?" - towards a queer-sensitive teacher education  
Thorsten Merse

Exploratory action research – a practical introduction  
Paula Rebolledo, Richard Smith, Thomas Connelly

## TEACHER TRAINING & EDUCATION

Pedagogical content knowledge (PCK) & its effect on students' achievement  
Anwar Abdel Razeq

The naive teacher walks into a classroom  
Jim Scrivener

Radical transformation: instruction through classroom flipping for B.Ed trainees  
Joycilin Shermila A.

The Teacher Trainer journal 30th birthday panel  
Tessa Woodward, Varinder Unlu, Seth Lindstromberg, Briony Beaven

*Forum on context-specific teacher training*  
An INSET course within a Palestinian context: snapshots and reflections  
Salam Affouneh

PEP talks for teacher development  
Nick Bilbrough

How reflection on classroom practice makes training relevant  
Isra El Hoby

## TESTING, EVALUATION & ASSESSMENT

Escaping the test class straitjacket: developing successful writing for exams  
Greg Archer

Choosing the right words: vocabulary efficiency for English proficiency  
Veronica Beningo & Huw Bell

Teaching IELTS - beyond language skills, towards critical thinking  
Patricia Brooks  
IELTS Writing Task 1 - helping students with maps and processes  
Louisa Dunne

What do your learners think? Let their smartphones tell you  
Tilly Harrison

The secret to TOEFL success with a TOEFL author  
Bruce Stirling

IELTS preparation: balancing exam and language skills through flipped learning  
Els Van Geyte

*Forum on assessment*

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

Teaching, testing and examining: a very special relationship  
Bernadette Maguire

Good teaching: good assessment?  
Richard Kiely

**YOUNG LEARNERS & TEENAGERS**

Creativity – the ingredient to spicing up your coursebook  
Dina Blanco-Ioannou

Critical language awareness in teachers' language use and teaching materials  
Kalyan Chattopadhyay

Enhancing speaking and writing outcomes using Google Apps  
Joe Dale

Young learner projects with technology  
Jennifer Dobson

Empowering parents to participate in their children's learning process  
Vanessa Esteves

The sounds of picturebooks: enhancing children's listening skills  
M. Teresa Fleta

Getting reluctant learners to speak  
Oya Karabetca

Improving children's writing skills through digital story prompts and feedback  
Ben Knight & Cynthia James

When project-based learning met the person-centered approach  
Patricia Salguero

Young learners as researchers: a language landscape project in Mexico  
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*Forum on technology in the YL classroom*

Young learners and technology: ways to integrate culture and parents  
Amanda Boldarine

Snapshots from implementing technology in young learners' language teaching classrooms  
Maria Diakou

Being creative with technology in a young learner classroom  
Nicky Francis

*Forum on teaching teens*

Tailoring online material for teenagers  
Joanna Budden

Top tips for teaching teens  
Sophie Handy

Tweens & teens: materials development for a tricky group  
Nancy Lee & Alison Bancroft

## THURSDAY

### APPLIED LINGUISTICS

Vocabulary list reform – legitimising memorisation as an effective tool  
U Teng Ho

Current issues in English language teaching in Iran  
Chris Kennedy, Samaneh Zandian, Shahzad Ardavani, Parvaneh Tavakoli, Danny Whitehead

A framework for measuring and increasing productive and engaging interaction  
Luciana Locks Lima & Jaime Cara Junior

The development of learners' interactional competence in Brazilian EFL textbooks  
Paulo Ott Tavares

Effect of task complexity on ESL learners during peer interaction  
Constanza Pena

Answering language questions from corpora  
James Thomas

### BUSINESS ENGLISH

Business model teacher: apply a business approach to freelance teaching  
Justine Arena

Teaching business English using professional learning objectives and task-based activities  
Iwonna Dubicka & Mike Mayor

Communication issues in the multicultural classroom  
Vivien Gilles

Presenting with impact  
Carol Noakes

Service learning through a communication module for computing students  
Chitra Sabapathy

STAD (student teams-achievement divisions): energizing cooperative learning  
Siddika Sabooni

Making sense of the Indian English conundrum to communicate effectively  
Suganthi Tindivanam Krishnan & Krupa Raguram

### ENGLISH FOR ACADEMIC PURPOSES

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

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

#### *Forum on academic writing*

6-year 959 non-native student English academic writing longitudinal analysis  
David Albachten & Levent Balcioglu

Ways of engaging learners in critical thinking at university level  
Zeynep Iskenderoglu Onel

A fish, a thesis and boxes: using drawings in EAP  
Joanna Malefaki

**ENGLISH FOR SPECIFIC PURPOSES**

You tell me! Practical ideas for student-led tasks in ESAP

Anne Heaton

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

David Jay

An investigation of Maritime students' academic and professional language skills

Stella Kourieos

Project-based CLIL in engineering degree courses in Germany

Christopher Tidy

*Forum on academic writing*

6-year 959 non-native student English academic writing longitudinal analysis

David Albachten & Levent Balcioglu

Ways of engaging learners in critical thinking at university level

Zeynep Iskenderoglu Onel

A fish, a thesis and boxes: using drawings in EAP

Joanna Malefaki

*Forum on ESP course design*

Why accountability need not be boring, at least in class

Martin Herles

Diplomatic English: teaching diplomats, UN peacekeepers and business leaders

Colm Downes

Balancing pre-work ESP students' perceived and objective needs

Ekaterina Popkova

**ENGLISH FOR SPECIFIC ACADEMIC PURPOSES**

You tell me! Practical ideas for student-led tasks in ESAP

Anne Heaton

Project-based CLIL in engineering degree courses in Germany

Christopher Tidy

**ES(O)L**

Prejudiced against your own students? Teacher's unconscious bias

Ali Al-Hoorie

The teaching of language through literacy and thinking skills

Luciana Fernandez

Communication issues in the multicultural classroom

Vivien Gilles

Individual grammar teaching at B1 level in ordinary classroom situations

Hansjuerg Perino

What makes an effective placement test?

Ian Wood

## GENERAL

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

Creative writing in a conflict zone  
Lone Bendixen Goulani

Linguistic schoolsapes - options for integration in multilingual school settings  
Mikaela Bjorklund & Christel Bjorkstrand

Know your rights ... and your lefts  
Jonathan Marks

Leading the change: changing approaches of teacher education in Nepal  
Laxmi Prasad Ojha

Encouraging critical thinking through reflecting on personal experiences  
Tania Rodas

Improvisation: a response to complexity in class and school management  
Adrian Underhill

Going for a song: lyrics as a springboard for presentations  
Chris Walklett

Metacognitive activities for improving learners' and teacher's performance  
Anna Zernova

*Forum on creativity in ELT*  
Promoting creativity through teacher education and development  
Daniel Xerri

Reflecting on creativity construction in an ELT classroom  
Gloria Gil

Encouraging communities of creative practice: stimulus-materials for classroom writers  
Stephanie Xerri Agius

*Forum on Arabian Gulf States (GCC)*  
Saudi women's investment in learning English  
Rami Mustafa

Home and away: comparing Gulf students' English language learning outcomes  
Melanie Johnson

An English quality strategy for vocational education in Saudi Arabia  
Paul Woods & Waleed Bajouda

## GLOBAL ISSUES

Big trees, tall trees, big tall trees  
Mojca Belak

Education for social justice: human trafficking and the next generation  
Judy Boyle

Outside in: bringing the real world into the classroom  
Stephen Greene

The lives after earthquake: Nepal experience  
Narad Rijal

Teaching at a public school in Rio  
Patricia Santos



**LEADERSHIP & MANAGEMENT**

Business model teacher: apply a business approach to freelance teaching  
Justine Arena

Building a coaching culture in pedagogical environments  
Benjamin Dobbs

ELT management; voyage to success  
Shafqat Khalil

Tackling native speakerism: NNS, recruitment, teacher training and research perspectives  
Marek Kiczowski, Christopher Graham, Burcu Akyol, Josh Round

Presenting with impact  
Carol Noakes

Stick or twist: the teacher to manager dilemma  
Shirley Norton & Karen Chambers

**LEARNER AUTONOMY**

Gamification for language learning  
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Developing listening skills: lessons from learning

Shaun Sweeney

**PRONUNCIATION**

Speaking out: seven ways to boost your learners' confidence

Frances Eales & Antonia Clare

Teaching pronunciation using the prosody pyramid

Judy Gilbert

How to fix fossilized errors: a lesson sequence

Jaime Miller-Rapp

Testing and teaching English intonation to Chinese speakers

Irina Y Pavlovskaya

**RESEARCH**

Thriving not just surviving. Are you a resilient teacher?

Barbara Roosken

Data-driven learning - 25 years on

Crayton Walker

What makes second language writing difficult to understand?

Catherine Walter

*Forum on teacher psychology*

Be(com)ing an emotionally and socially intelligent EFL teacher

Christina Gkonou

Teachers' characteristics - friend or foe?

Nasim Shangarffam

Constructing trainee-teachers' identity through post-teaching reflection in a CELTA course

Danielle Freitas

*Forum on helping teachers evaluate, engage with and communicate research*  
Research and practice: realities, restrictions and responsibilities  
Leo Selivan

Instilling a passion for research in pre-service teachers  
Elena Oncevska Ager

Writing about research through poetry  
Mark Wyatt

## TEACHER DEVELOPMENT

Reviewing qualifications and CPD: helping meet teachers' training needs  
Ben Beaumont

ESP: becoming an expert non-expert  
Ben Butler & Antony Myers

Creating an online teacher training course  
Deirdre Cijffers

Demand high: dealing with students' output  
Ila Cristina Coimbra

Implementing a pedagogical portfolio: a case study  
Svetlana Dimitrova-Gjuzeleva

Reformulating teacher collaboration: a closer look at mentoring  
Zaliha Sinem Eskikoy & Perihan Cayirezmez

Teaching pronunciation using the prosody pyramid  
Judy Gilbert

EFLtalks: teachers teaching teachers worldwide - a project with a vision  
Rob Howard

Demanding higher in EAP – silently  
Michelle Hunter

New generation English teachers in Ukraine  
Victoria Ivanishcheva

Public school EFL teachers – challenges and proposals  
Lavaughn John

'Appy' to learn the language  
Lowri Mair Jones

How to start writing for publication: a teacher's personal journey  
Nergiz Kern

Making adult EFL classes inclusive for visually-impaired students  
Alexis Lefranc

Flouting the rules: I won't do what you tell me  
Neil McCutcheon

Developing teachers' lesson planning skills: a proposed framework  
Hande Mengü

From rules to reasons and other little tweaks  
Danny Norrington-Davies

What does it mean to be a teacher of English?  
Jack Richards

Thriving not just surviving. Are you a resilient teacher?  
Barbara Roosken

Growing pains: the diary of a dazed but developing manager  
Barney Sandell

NESs write and speak English perfectly: exposing the myth  
Sheila Thorn

Mixed-up levels  
Andrew Walkley

What if...? Exploring our practice  
Peter Watkins

Virtually there: engaging teachers in online professional development  
Mary Whiteside & Helen Allen

Images of teaching: a tool for reflective teacher learning  
Matilda Wong

#### *Forum on teacher identity*

A non-native teacher teaching in a non-English-speaking land  
Mandana Arfa Kaboodvand

Teachers' identity salience: a mediator between professional development and burnout  
Mona Khabiri

Toward an understanding of high school EFL teachers' professional identity  
Shih-Chieh Chien

#### *Forum on professional development*

The capability approach to teacher professional development  
Jemma Barzey

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

Collaborative professional learning as a way of promoting teacher autonomy  
Leena Karlsson & Kenneth Kidd

### **TEACHER TRAINING & EDUCATION**

Reviewing qualifications and CPD: helping meet teachers' training needs  
Ben Beaumont

Supporting language acquisition through teacher questioning  
Lucie Betakova

Hokey cokey CELTA courses  
Simon Brown & Simon Marshall

Implementing a pedagogical portfolio: a case study  
Svetlana Dimitrova-Gjuzeleva

Mentoring: through the eyes of student-teachers  
Besime Erkmen

Reformulating teacher collaboration: a closer look at mentoring  
Zaliha Sinem Eskikoy & Perihan Cayirezmez

"To test or not to test", is that a question?  
Corne Ferreira

When trainees looked at the bigger picture  
Laxman Gnawali

"It doesn't reflect my identity": learner reactions to 'natural' English  
Carol Griffiths & Adem Soruc

Training or grading? TP and the art of written feedback  
Bill Harris

EFLtalks: teachers teaching teachers worldwide - a project with a vision  
Rob Howard

New generation English teachers in Ukraine  
Victoria Ivanishcheva

Becoming a professor: stories of English native teachers in Korea  
Shinhye Kim

Preparing teachers (to prepare students) for successful communication  
Jason Litzenberg

Developing collaborative practice between LETs and NESTs  
Steve Mann, Sue Garton, Fiona Copland

Teacher awareness of classroom conversation analysis: pedagogy and practice  
Bede McCormack

Developing teachers' lesson planning skills: a proposed framework  
Hande Mengü

Learning to teach online: addressing challenges of running CELTA Online  
Nicholas Northall

Airdrop your students: immersion learning principles in the classroom  
Tony Penston

I'm a non-native English-speaking teacher – hear me roar!  
Dita Phillips

Dictionary matters  
Sabina Pillai

Bumpy ride or smooth transition? Moving from CELTA to EAP  
Andrew Preshous

What does it mean to be a teacher of English?  
Jack Richards

No to winners and losers  
Margit Szesztay

Virtually there: engaging teachers in online professional development  
Mary Whiteside & Helen Allen

Images of teaching: a tool for reflective teacher learning  
Matilda Wong

Digital technology and social media in teacher training  
Andreia Zakime

*Forum on teaching practice feedback*

A linguistic journey: analysing spoken text manually  
Nur Kurtoglu-Hooton

Rethinking feedback on teaching practice in initial teacher training courses  
Andre Alipio

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

**TESTING, EVALUATION & ASSESSMENT**

Bargain chinos: influence of cognitive biases in assessing written work  
Daragh Behrman & Tom Alder

"To test or not to test", is that a question?  
Corne Ferreira

Marking writing: feedback strategies to challenge the red pen's reign  
Clare Fielder

Using peer assessment to help students better prepare for internships  
Lok Ming Eric Ho

What makes for a good test? An introduction for teachers  
Gad Lim

Testing and teaching English intonation to Chinese speakers  
Irina Y Pavlovskaya

Doing students a favor - leaking speaking exam questions  
Mehvar Turkkan

**YOUNG LEARNERS & TEENAGERS**

Teaching English to students with SEN; you can do it!  
Marie Delaney

The English language class as an ecosystem: managing its biodiversity  
Gladys Ngwi Focho

Starting early: CLIL in pre-primary education  
Sophie Ioannou-Georgiou

Creative language teaching with the arts, music and video  
Joel Josephson

*Symposium on realbooks to picturebooks: 30 years of illustrated literature in ELT*

Global issues in picturebooks  
Janice Bland

Picturebooks and parents  
Opal Dunn

Promoting learner autonomy through picturebooks  
Gail Ellis

Responding to picturebook design and aesthetics in the ELT classroom  
Sandie Mourao

Picturebooks in FL teacher education  
Smiljana Narancic Kovac

## SATURDAY

### APPLIED LINGUISTICS

Consonant death and the teaching of listening perception  
Richard Cauldwell

Assessing language proficiency in English as a lingua franca  
Tatiana Tkacukova

### BUSINESS ENGLISH

Teaching Pecha Kucha presentations to assess students' oral skills  
Ana Maria Leiras

Professional community website as a substrate for professional English learning  
Tatiana Tolstova

How specific can English for business purposes be?  
Geoff Tranter

The beautiful game - teaching (business) English through football  
Kirsten Waechter

### ENGLISH FOR ACADEMIC PURPOSES

The language of critical thinking  
Edward De Chazal

A new approach in content teaching: elective theme-based courses  
Halil Ibrahim Filiz

What is this thing called academic English language proficiency?  
Pamela Humphreys

IELTS speaking: preparation for the test and for real life  
Sarah Philpot

### ENGLISH FOR SPECIFIC PURPOSES

Developing language teachers' professional reading and writing skills  
Tatiana Ershova

Professional community website as a substrate for professional English learning  
Tatiana Tolstova

### ENGLISH FOR SPECIFIC ACADEMIC PURPOSES

'A chance to enhance my chances': teaching idiomatic collocations  
Martina Elicker & Ulla Fuerstenberg

### ES(O)L

Engaging a diverse range of ESOL learners  
Esmaeil Momtaz



**GENERAL**

Life-changing stories for teaching English to university students  
Maria Cyrankowska

Moving stories: narrative and video in ELT  
Kieran Donaghy

Helping learners overcome reading barriers  
Fatma Erden

Language activities the music and art way  
Judit Feher

Barefoot with beginners  
Ceri Jones

Colligation: the way grammar should be taught  
Ken Lackman

**GLOBAL ISSUES**

Challenging nationalism in Central and Eastern Europe: can ELT help?  
Mark Andrews

Intercultural perspective in EFL textbooks  
Pawel Sobkowiak

**LEADERSHIP & MANAGEMENT**

Teacher development through outreach programmes: volunteering in Pakistan  
Naziha Ali Jafri

Addressing quality assurance and professional development for online teachers  
Kirsteen Donaghy

Reflections on teacher quality: towards constructing the fairest teacher evaluation  
Srinivasa Rao Idapalapati

Take control of your career!  
Richard Kelly & Joel Cutting

Getting a business proposal right  
Niall Lloyd

**LEARNER AUTONOMY**

Introducing a free online platform for blended and autonomous learning  
Robert Frank Coles

Managing blogs and wikis on continuous enrolment courses  
Oliver Hipkins

**LEARNING TECHNOLOGIES**

British Council online training: teaching for success  
Paul Braddock & Ellen Darling

Introducing a free online platform for blended and autonomous learning  
Robert Frank Coles

The gap between classroom and online learning - closing the circle  
Laura Edwards & Sean McDonald

Student as film director and storyteller  
Vanja Fazinic

Managing blogs and wikis on continuous enrolment courses  
Oliver Hipkins

Not just the writing on the wall  
Amadeu Marin

Promoting cultural awareness through technology-mediated tasks  
Felipe Palmaka

Moving from printed coursebooks to ebooks: learnings from classroom research  
Laura Patsko & Rolf Tynan

Which technology for which skill? Student views and research evidence  
Ruth Trinder

Smoothie or shake? What can blended learning do for children?  
Dave Tucker

## **MATERIALS DEVELOPMENT**

The gap between classroom and online learning - closing the circle  
Laura Edwards & Sean McDonald

Online teacher development - now it's getting personal  
Johanna Stirling

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

## **MATERIALS WRITING**

Visual literacy in creating classroom materials  
John Hughes

Boosting communication, confidence and creativity in class with visual organisers  
Jon Wright

## **PRONUNCIATION**

On the same wavelength? Making intonation visible to students  
Jennifer Cannings

## **RESEARCH**

'A chance to enhance my chances': teaching idiomatic collocations  
Martina Elicker & Ulla Fuerstenberg

Intercultural perspective in EFL textbooks  
Pawel Sobkowiak

Which technology for which skill? Student views and research evidence  
Ruth Trinder

**TEACHER DEVELOPMENT**

Teacher development through outreach programmes: volunteering in Pakistan  
Naziha Ali Jafri

Challenging nationalism in Central and Eastern Europe: can ELT help?  
Mark Andrews

Social media and teacher development: Humans of New York  
Erzsebet Agnes Bekes

British Council online training: teaching for success  
Paul Braddock & Ellen Darling

Addressing quality assurance and professional development for online teachers  
Kirsteen Donaghy

FACE IT: principles of effective teaching and learning  
Anna Hasper

Reflections on teacher quality: towards constructing the fairest teacher evaluation  
Srinivasa Rao Idapalapati

Developing skills for teaching English in English  
Anne Katz

Take control of your career!  
Richard Kelly & Joel Cutting

Top ten practices for improving learner outcomes  
Colleen Kochannek

The best improvisation is prepared improvisation  
Sebastian Lesniewski

The learner's voice in teacher education  
Nicola Meldrum

Online teacher development - now it's getting personal  
Johanna Stirling

Language testing - a necessary evil or an essential tool?  
Alex Thorp

Hand over the tools: technology for learners not teachers  
Tom Walton

**TEACHER TRAINING & EDUCATION**

Assessment in CLIL and EMI: perspectives, challenges and opportunities  
Victoria Bamond & Birgit Strotmann

Social media and teacher development: Humans of New York  
Erzsebet Agnes Bekes

Catering for trainee diversity on CELTA courses  
Olga Connolly

'This is not a revolution': emergent language and teacher training  
Melissa Corlett

Developing language teachers' professional reading and writing skills  
Tatiana Ershova

FACE IT: principles of effective teaching and learning  
Anna Hasper

Developing skills for teaching English in English  
Anne Katz

The learner's voice in teacher education  
Nicola Meldrum

Engine of change - research into the impact of extensive reading  
Nina Prentice

Augmenting a teacher training program through demonstration and observation sessions  
Mabindra Regmi

Hand over the tools: technology for learners not teachers  
Tom Walton

The LDT toolkit: practical activities for language development for teachers  
Damian Williams

## TESTING, EVALUATION & ASSESSMENT

Assessment in CLIL and EMI: perspectives, challenges and opportunities  
Victoria Bamond & Birgit Strotmann

Demystifying True/False/Not Given questions in IELTS reading  
Pauline Cullen

IELTS speaking: preparation for the test and for real life  
Sarah Philpot

Assessing by competences: the TEFL paradigm shift in Chile  
Yerko Sepulveda & Sandra Herrera

Language testing - a necessary evil or an essential tool?  
Alex Thorp

Assessing language proficiency in English as a lingua franca  
Tatiana Tkacukova

How specific can English for business purposes be?  
Geoff Tranter

Giving IELTS students a voice: structured online speaking practice  
Peter Travis

## YOUNG LEARNERS & TEENAGERS

Learn beyond, teach beyond, Go Beyond  
Andreina Espana

Student as film director and storyteller  
Vanja Fazinic

The ELT curriculum in transition  
Kathleen Graves

Developing children's thinking skills through games in the 21st Century  
Muzeyyen Nazli Gungor & Mustafa Akin Gungor

Core skills and the best education for the next generation  
Maria Norton  
Focusing on the creative self in the mixed-ability classroom  
Erika Osvath

Engine of change - research into the impact of extensive reading  
Nina Prentice

Smoothie or shake? What can blended learning do for children?  
Dave Tucker

# ADDITIONAL SESSIONS

## IATEFL'S ANNUAL GENERAL MEETING

The IATEFL AGM will take place on Thursday 14th April from 1310 to 1410.

## TRIBUTE SESSION

The tribute session is an opportunity to remember colleagues who've died during the year since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (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. The tribute session will take place on Thursday 14th April from 1725 to 1830.

## SPECIAL INTEREST GROUP OPEN FORUMS

SIG Open Forums take place within each SIG Day. Please see page 88 for details.

### Wednesday

Business English

ES(O)L

Pronunciation

Teacher Development

Teacher Trainers & Educators

### Thursday

English for Specific Purposes

Global Issues

Learner Autonomy

Learning Technologies

Literature, Media & Cultural Studies

### Friday

Leadership & Management

Materials Writing

Research

Testing, Evaluation & Assessment

Young Learners & Teenagers

## 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.linguaaid.net](http://www.linguaaid.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> and is working on the development of new adaptive learning software.

## HORNBY SCHOLAR & ALUMNI SLOTS

The name of A.S. Hornby is highly regarded in the ELT world, not only through his publications and ideas on teaching methods but also through the work of the A.S. Hornby Educational Trust, set up in 1961. This was a far-sighted and generous initiative whereby a large proportion of Hornby's income was set aside to improve the teaching and learning of English as a foreign language, chiefly by providing grants to enable English teachers from overseas to come to Britain for professional training.

The Hornby scholars this year will present *Teaching practice round the world - organisation and effectiveness*. The Hornby scholars are: Abdalla Yousif, Sudan, Alireza Safar, Iran, Allwyn D'Costa, India, Aom Wongchaiwa, Thailand, Erkin Mukhammedov, Uzbekistan, Larissa Goulart Da Silva, Brazil, Mohammed Bashir, Sudan, Pipit Suharto, Indonesia, Shaikhe Sefalane, South Africa, Sol Loutayf, Argentina, Urmila Khaled, Bangladesh and Vuyokazi Makubalo, South Africa (facilitated by Martin Lamb, University of Leeds, UK)

Two Hornby Alumni will also be presenting. They are: Rezvan Rashidi Pourfard (Iran) presenting on 'Toward a comprehensive teacher development scheme for the tertiary level', and Nargiza Kuchkarova (Uzbekistan) presenting on 'ELT reforms in Uzbekistan: opportunities and challenges at primary level'.

## “HOW TO ...” TRACK

These morning sessions aim to inform and support delegates across a range of areas they may be unfamiliar with. The sessions will take place from 0815 to 0845, giving you time to get to the plenary sessions. Please see the Conference Programme, handed to you at conference, for the venues.

### WEDNESDAY 13TH APRIL - 0815-0845

#### **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.

*This session will be repeated at lunchtime.*

#### **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.

#### **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.

### WEDNESDAY 13TH APRIL - Lunch break

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

Details above.

#### **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.

### THURSDAY 14TH APRIL - 0815-0845

#### **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.

#### **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.

#### **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.

**FRIDAY 15TH APRIL - 0815-0845****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.

**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.

**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.

**FRIDAY 15TH APRIL - Lunch break****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.

**SATURDAY 16TH APRIL - 0815-0845****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.

**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.



# IATEFL SPECIAL INTEREST GROUPS (SIGS)

## What are the SIGs?

- The aim of the IATEFL Special Interest Groups is to extend the work of IATEFL into professional specialist areas, to enable members to benefit from information regarding new professional developments and local and international events.

## Why should I join a SIG?

- Each Special Interest Group aims to provide its members with three mailings per year (at least two of which are newsletters or equivalent publications). The SIG newsletters often include articles from members, as well as informing the membership of the proceedings of conferences and one-day events which members may have been unable to attend.
- Each Special Interest Group aims to organise a minimum of two face-to-face events per year (ideally at least one outside the UK). In addition, online events may be held.
- In addition there are other benefits for SIG members, which vary from one SIG to another, such as websites, discussion lists, use of social media, scholarships and archives of online events and publications.
- Full Individual Members of IATEFL are entitled to join one Special Interest Group included in their membership fee.

## Who are the SIGs?

Business English  
English for Specific Purposes  
ES[O]L  
Global Issues  
Leadership & Management

Learner Autonomy  
Learning Technologies  
Literature, Media & Cultural Studies  
Materials Writing  
Pronunciation

Research  
Teacher Development  
Teacher Trainers & Educators  
Testing, Evaluation & Assessment  
Young Learners & Teenagers

## You can be active in IATEFL: Be active – Join an IATEFL SIG

For more information about the SIGs, come to the IATEFL stand in the exhibition, contact IATEFL at [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org), visit [www.iatefl.org](http://www.iatefl.org), or contact the coordinators of each group at the relevant email address below:

Business English – [besig@iatefl.org](mailto:besig@iatefl.org)  
English for Speakers of Other Languages – [esolsig@iatefl.org](mailto:esolsig@iatefl.org)  
English for Specific Purposes – [espsig@iatefl.org](mailto:espsig@iatefl.org)  
Global Issues – [gisig@iatefl.org](mailto:gisig@iatefl.org)  
Leadership & Management – [lamsig@iatefl.org](mailto:lamsig@iatefl.org)  
Learner Autonomy – [lasig@iatefl.org](mailto:lasig@iatefl.org)  
Learning Technologies – [ltsig@iatefl.org](mailto:ltsig@iatefl.org)  
Literature, Media & Cultural Studies – [lmcssig@iatefl.org](mailto:lmcssig@iatefl.org)  
Materials Writing – [mawsig@iatefl.org](mailto:mawsig@iatefl.org)  
Pronunciation – [pronsig@iatefl.org](mailto:pronsig@iatefl.org)  
Research – [resig@iatefl.org](mailto:resig@iatefl.org)  
Teacher Development – [tdsig@iatefl.org](mailto:tdsig@iatefl.org)  
Teacher Training and Education – [ttedsig@iatefl.org](mailto:ttedsig@iatefl.org)  
Testing, Evaluation & Assessment – [teasig@iatefl.org](mailto:teasig@iatefl.org)  
Young Learners & Teenagers – [yltsig@iatefl.org](mailto:yltsig@iatefl.org)

# SPECIAL INTEREST GROUP DAYS

## What is a SIG Day?

From the speaker proposals submitted for the conference, each SIG chose presentations related to their SIG area. These presentations make a 'SIG Day' within the conference programme. If you are interested in a particular SIG area, you have the opportunity to follow this track of selected sessions throughout the day. One session in each SIG Day will be the SIG's Open Forum. At a SIG Open Forum, delegates can find out more about the SIG, its events and its committee.

Details, including which day each SIG Day is on, are shown below.

Don't forget to look through the Preview of Presentations (pages 38-83) to see what other interesting presentations related to your areas of special interest are being held throughout the conference.

## Business English (Wednesday)

Jennie Wright  
Christina Rebuffet-Broadus  
Darina Phelan & Laura Scott

Making trouble-free corpus tasks in ten minutes  
Personal branding for freelance business success  
Ensuring quality in corporate language training: support through internal consulting  
How to present and be heard in the modern world  
One-to-one language coaching in practice  
Cultural concepts and language: progressing from EFL to ELF?  
BESIG Open Forum

Elena Matveeva  
Helen Strong  
Rudi Camerer & Judith Mader  
Open Forum

## English for Specific Purposes (Thursday)

David Albachten & Levent Balcioglu

6-year 959 non-native student English academic writing longitudinal analysis

Zeynep Iskenderoglu Onel  
Joanna Malefaki  
Christopher Tidy  
Stella Kourieos

Ways of engaging learners in critical thinking at university level  
A fish, a thesis and boxes: using drawings in EAP  
Project-based CLIL in engineering degree courses in Germany  
An investigation of Maritime students' academic and professional language skills

Anne Heaton  
David Jay  
Open Forum  
Martin Herles  
Colm Downes

You tell me! Practical ideas for student-led tasks in ESAP  
How to optimize EAP tutorial time: introducing the 20-minute fix  
ESPSIG Open Forum  
Why accountancy need not be boring, at least in class  
Diplomatic English: teaching diplomats, UN peacekeepers and business leaders

Ekaterina Popkova

Balancing pre-work ESP students' perceived and objective needs

## ES(O)L (Wednesday)

Caterina Skiniotou

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

Monica L. Jones  
Oya Karabetca  
Oksana Oksana Afitska

Teach spelling! 84% of English words follow regular patterns  
Getting reluctant learners to speak  
Learning through the second-language in primary classrooms: a new perspective

Philip Bird & Celine Castellino

English my way: blending professional development to support inexperienced teachers

Joan Bartel

Soft skills for job interviews: meeting non-verbal cultural expectations

Caroline Large

The primacy of vocabulary acquisition: an analysis of presentation techniques

Open Forum

ES(O)LSIG Open Forum

## Global Issues (Thursday)

Stephen Greene	Outside in: bringing the real world into the classroom
Judy Boyle	Education for social justice: human trafficking and the next generation
Patricia Santos	Teaching at a public school in Rio
Narad Rijal	The lives after earthquake: Nepal experience
Mojca Belak	Big trees, tall trees, big tall trees
Open Forum	GISIG Open Forum

## Leadership & Management (Friday)

Jenny Johnson	How do we become managers? Manager learning and development
Katherine Martinkevich	Increasing teacher buy-in for a major change
Paulo Pita	Preventing dropouts: a collaborative action research approach
Sandy Millin	Taking back time: how to do everything you want to
Open Forum	LAMSIG Open Forum
Barney Sandell	Growing pains: the diary of a dazed but developing manager
Shiv Ram Pandey	Leadership challenges of ELT managers in Nepal
Julie Wallis	CPD pros, cons and risks

## Learner Autonomy (Thursday)

Carole Robinson	Noticing language: promoting autonomy among our learners
Michelle Tamala	Moving EAP students to metacognition and autonomy
Gamze A. Sayram	An innovative approach: the zen path to learner independence
Vilhelm Lindholm	Game-inspired course design: creating opportunity for agency
Wade Alley & Enrique Barba	Gamification for language learning
Frances Treloar	How do I get my young learners to think critically?
David Nunan	Language learning beyond the classroom
Open Forum	LASIG Open Forum

## Learning Technologies (Thursday)

Sha Luo	Peer assessment as reflective learning in language MOOCs
Chris Cavey & Neil McLaren	Beyond the numbers: building the massive online community
Claire Ross	Why MOOC? Teacher development through global social interaction
Nick Robinson	Designing for learning: how user experience principles could help ELT
Maria Laura Garcia	Technology integration in initial teacher training in a foreign language
Raquel Gonzaga	Mobile devices & productive collaboration
Dimitrios Primalis	Discrediting the fine art of "copy-paste"
Paul Driver	Learning by design: exploration and memory in digital games
Open Forum	LTSIG Open Forum

## Literature, Media & Cultural Studies (Thursday)

Victoria Booyser	Extensive or expansive: graded readers re-examined
Diane Brown	Motivating media students with 10-second self-produced social media videos
Inas Kotby	Pedagogical innovation in teaching literature, creative non-fiction, copywriting, technical communication
Sorrel Pitts	Putting the joy back into reading with Ladybird Readers
Malu Sciamarelli	The sounds of writing
Stephen Reilly	How to combine short stories and drama
Open Forum	LMCS SIG Open Forum
Luke Prodromou	Shakespeare and his unruly women: language, power, identity

## Materials Writing (Friday)

Nergiz Kern  
 Anna Whitcher  
 Open Forum  
 Anne McDonald  
 Lesley Kendall  
 Shaun Sweeney  
 Heather Buchanan & Julie Norton

Andrew Walkley  
 Penny Hands

How to start writing for publication: a teacher's personal journey  
 Let's start with the video  
 MaWSIG Open Forum  
 Listening in chunks  
 Designing listening and speaking materials for an EAP course  
 Developing listening skills: lessons from learning  
 What makes an outstanding ELT coursebook? The publishers' perspective  
 Mixed-up levels  
 The author-editor relationship: cultivating collaboration and effective communication

## Pronunciation (Wednesday)

Mark Hancock  
 Piers Messum  
 Hassan Qutub

Susanne Mary Elisabeth Sullivan  
 Tatiana Skopintseva  
 Maria Parker, Carson Maynard &  
 Brenda Imber  
 Louise Guyett  
 Open Forum

The complete pronunciation workout  
 Vowels and prominence: change the concepts, teach the system  
 Arab EFL teachers: foreign accent strength and pronunciation corrective feedback  
 Real live language - speech stream and the brain box  
 Challenges of English as a medium of instruction: academic discourse  
 Assessing intelligibility: teacher-friendly materials and activities  
  
 Designing pronunciation worksheets to supplement your coursebook  
 PRONSIG Open Forum

## Research (Friday)

Christina Gkonou  
 Nasim Shangarffam  
 Danielle Freitas

Catherine Walter  
 Elena Oncevska Ager  
 Mark Wyatt  
 Leo Selivan  
 Barbara Roosen  
 Open Forum  
 Crayton Walker

Be(com)ing an emotionally and socially intelligent EFL teacher  
 Teachers' characteristics - friend or foe?  
 Constructing trainee-teachers' identity through post-teaching reflection in a CELTA course  
 What makes second language writing difficult to understand?  
 Instilling a passion for research in pre-service teachers  
 Writing about research through poetry  
 Research and practice: realities, restrictions and responsibilities  
 Thriving not just surviving. Are you a resilient teacher?  
 RESIG Open Forum  
 Data-driven learning - 25 years on

## Teacher Development (Wednesday)

Sally Janssen

Tom Heaven  
 Thorsten Merse  
 Marina Bendtsen

Emma Meade-Flynn  
 Sinead Laffan  
 Open Forum  
 Paula Rebolledo, Richard Smith &  
 Thomas Connelly

Harness gesture: from tool to technique for improved classroom communication  
 Spreading the jam: teacher workshops across time zones  
 "That's so gay?" - towards a queer-sensitive teacher education  
 Exploring the insider perspective - teachers' evolving views of teacher learning  
 Tutor-trainee team-teaching: a hands-on tool for teacher training  
 Five, ten, fifteen minutes? Exactly how long does development take?  
 TDSIG Open Forum  
 Exploratory action research - a practical introduction

## Teacher Training & Education (Wednesday)

Jim Scrivener	The naive teacher walks into a classroom
Tessa Woodward, Varinder Unlu, Seth Lindstromberg & Briony Beaven	The <i>Teacher Trainer journal</i> 30th birthday panel
Anwar Abdel Razeq	Pedagogical content knowledge (PCK) & its effect on students' achievement
Joycilin Shermila A.	Radical transformation: instruction through classroom flipping for B.Ed trainees
Open Forum	TTEd SIG Open Forum
Salam Affouneh	An INSET course within a Palestinian context: snapshots and reflections
Nick Bilbrough	PEP talks for teacher development
Isra El Hobay	How reflection on classroom practice makes training relevant

## Testing, Evaluation & Assessment (Friday)

Daragh Behrman & Tom Alder	Bargain chinos: influence of cognitive biases in assessing written work
Clare Fielder	Marking writing: feedback strategies to challenge the red pen's reign
Gad Lim	What makes for a good test? An introduction for teachers
Mehvar Turkkan	Doing students a favor - leaking speaking exam questions
Irina Y Pavlovskaya	Testing and teaching English intonation to Chinese speakers
Corne Ferreira	"To test or not to test", is that a question?
Lok Ming Eric Ho	Using peer assessment to help students better prepare for internships
Open Forum	TEASIG Open Forum

## Young Learners & Teenagers (Friday)

Gladys Ngwi Focho	The English language class as an ecosystem: managing its biodiversity
Open Forum	YLT SIG Open Forum
Joel Josephson	Creative language teaching with the arts, music and video
Sandie Mourao	Responding to picturebook design and aesthetics in the ELT classroom
Janice Bland	Global issues in picturebooks
Opal Dunn	Picturebooks and parents
Gail Ellis	Promoting learner autonomy through picturebooks
Smiljana Narancic Kovac	Picturebooks in FL teacher education
Sophie Ioannou-Georgiou	Starting early: CLIL in pre-primary education
Marie Delaney	Teaching English to students with SEN; you can do it!

# PLENARY SPEAKERS

**David Crystal**

**Wednesday 13th April**



## **Who would of thought it? The English language 1966-2066**

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 would of for would have 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.

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 *The Oxford Illustrated Shakespeare Dictionary* (with Ben Crystal), *Making a point: the pernicky story of English punctuation*, *The disappearing dictionary*, and *The gift of the gab: how eloquence works*. His current research is chiefly in applied historical English phonology, with particular reference to Shakespearean original pronunciation. He is patron of IATEFL.

**Silvana Richardson**

**Thursday 14th April**



## **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.

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.

## Diane Larsen-Freeman

Friday 15th April



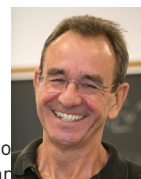
### Shifting metaphors from computer input to ecological affordances

Fifty years ago, around the 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. 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 discuss the implications of affordances for English language learning and teaching.

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. 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 Grammmaring*, 2003), and she has directed a grammar series for students (*Grammar Dimensions: Form, Meaning, and Use*, 4th ed., 2007).

## Scott Thornbury

Saturday 16th April



### 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.

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.

**Jan Blake**Saturday 16th April - *closing plenary***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.



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/>

**SIGNATURE EVENTS**

The signature events are hosted by major ELT institutions and publishers. They are designed to showcase expertise and throw light on state-of-the-art thinking in a key area which is relevant to the particular institution or publisher. The signature events provide a unique opportunity for delegates to find out about upcoming trends, learn about new areas of research, and engage with well-known, international experts in exciting and often controversial topics. The signature events vary in format and include talks, panel discussions and debates.

**telc**

Wednesday 13th April

**Can a language test measure integration?**

Migration has become an increasingly debated topic over the last few years. The language and assessment industry is part of this debate and should have a sound position of its own rather than allowing policy-makers to dominate the discourse. However, important questions still remain open. For example, how much language is really needed to allow participation in society? Is it fair to ask for an A2 or B1 certificate as prerequisite for settlement or citizenship? Is a language certificate the answer to complex questions of integration? Whatever the political framework, it is our job to provide fit-for-purpose language courses and tests which take the special situation of migrants into account. The telc signature event will explore the language needs of migrants and our answer to these needs in light of the ongoing debates and the uses made of language assessment.

Speakers:

**Nick Saville****Piet Van Avermaet**



### **Shakespeare lives: love, hate, death and desire in English language classrooms**

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.

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.

### **Pearson** Thursday 14th April

**PEARSON**

#### **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.

### **ELTJ** Thursday 14th April

**ELTjournal**

#### **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

**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:

**Natalia Maldonado Martin**

**Monica Poulter**

**Jack Richards**

**Craig Thaine**

Michael Carrier (chair)

**National Geographic Learning**  
Friday 15th April**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). We encourage you to come and join us and to add your own experiences and thoughts to the discussion.

Speakers:

**Gillian Davidson**

**Hugh Dellar**

**Hetain Patel**

**Karen Spiller**