GLASGOW

4 - 7 APRIL 2017

51st iatefl CONFERENCE 2017 GLASGOW

Delegate name:

.....

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51ST ANNUAL INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION

OFFICIAL CONFERENCE PROGRAMME

macmillan education

2017 IATEFL Speaker Schedule

Monday 3rd April 10:00am - 11:00am
CAROL READ
Integrating values education into everyday classroom practice

Monday 3rd April 5:30pm - 6:15pm
GAVIN DUDENEY
The Teacher Technology Toolbox: The Essential Guide

Tuesday 4th April 2:35pm - 5:05pm
MIKE RILEY
Engaging Students: Lessons from Elvis, the Gruffalo and more

Tuesday 4th April April 3:20pm - 3:50pm
SCOTT THORNBURY
Writing methodology texts: bridging the research – practice gap

Tuesday 4th April 4:05pm - 4:50pm
SAM MCCARTER
Improving competence for academic IELTS candidates using organisational skills

Wednesday 5th April 12:25pm - 12:55pm
SAIMA ABEDI
Flipped learning for low-tech classes

Wednesday 5th April 2:15pm - 3:00pm
CAROL READ
Teaching life skills to children

Wednesday 5th April 3:15pm - 3:45pm
IVY RUDD
Blend but not bland: creating a positive blended teaching culture

Wednesday 5th April 4:20pm - 5:05pm
STEVE TAYLORE-KNOWLES
Personalised and independent learning in print and digital contexts

Thursday 6th April 12:00pm - 12:30pm
RICHARD STORTON
That was intense. What now? Promoting autonomy through exam study

Thursday 6th April 3:20pm - 4:05pm
MALCOMN MANN
Formality and register in exam writing tasks

Thursday 6th April 4:45pm - 5:15pm
KIRSTEN HOLT
We are. We can. We teach.

Friday 7th April 10:20am - 10:50am
ED PEGG
Would I say that?

Friday 7th April 12:10pm - 12:55pm
CAROLINE LINSE
Language Rich Doodling Activities for Very Young Learners

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PRESIDENT'S WELCOME

Dear Conference Delegate,

Excitement has been building since we decided to return to Glasgow for our 51st conference marking our 50th anniversary year as an association. Glasgow, which means 'dear green place', is the cultural capital of Scotland and one of the most beautiful Victorian cities in the UK. Add to that the views of the impressive River Clyde, the wealth of museums, galleries, cultural events, restaurants, cafés, a state-of-the-art events campus and we have a venue which should satisfy everyone's wishes and provide all with lasting memories.

We are delighted to have a wide range of international plenary speakers. On Tuesday, Gabriel Diaz Maggioli will kick off the week giving us his insights on how to empower teachers through professional development, followed on Wednesday by Sarah Mercer who will discuss the psychologies of both language learners and teachers. On Thursday, JJ Wilson will enlighten us on ways to incorporate social justice and critical thinking into our ELT classrooms, and on Friday Jane Setter will share her thoughts on teaching and learning intonation in a multimedia presentation. The conference will close on Friday afternoon with the renowned poet, artist and documentary maker, Imtiaz Dharker who will read from some of her latest works.

With the very large number of proposals received, delegates will have a wide range of sessions to choose from. Delegates also enjoy visiting the IATEFL Jobs Fair and the Exhibition to discover what is new and have a look at the latest ELT books, materials and resources. In the evening, there are lots of opportunities to relax, get to know other delegates, and enjoy yourselves. You can find out more on page 12.

I would like to personally thank our Head Office Staff and the volunteers who have put in so many hours to organise the events at this conference, none of this would be possible without them. I would like to thank all our sponsors for their generous contributions, you can find out more about each of them in the Sponsorship section of this Programme. We are also very grateful to the British Council whose partnership enables us to live stream the conference to thousands of ELT professionals for the eleventh time through IATEFL Online. Thank you, finally, to all the delegates as this conference could not take place without you!

Whether you are attending this conference for the first time or have been to more than you can count, we hope you enjoy this event which kicks off our 50th anniversary year. It would be rare to leave with less than we arrive with and even if your suitcase is quite full, we are sure that you will find room for mementos, resources, memories, friendships and experiences to take back home with you. We will be sending you a feedback survey when the conference is over and ask you to please fill it out so that we can find out what you thought of the conference. Your opinions go a long way in helping us plan our future conferences!

With best wishes,

Marjorie

Marjorie Rosenberg
IATEFL President

IATEFL is proud of its International Ambassadors

Our current International Ambassadors are Lindsay Clandfield, Claudia Ferradas and many of our former IATEFL presidents: Susan Barduhn, Madeleine Du Vivier, Peter Grundy, Chris Kennedy, Alan Maley, Herbert Puchta, Adrian Underhill, Ron White, Marion Williams and Tessa Woodward.

You will recognise our International Ambassadors at conference from their badges. Please come and say hello and introduce yourself.

Extensive Reading Foundation Reception and Awards Ceremony

Hosted by J J Wilson

Come and join us for drinks to celebrate the winners of the Language Learner Literature Awards, and to hear who the finalists are for 2017.

★ **The first 100 attendees will receive a free copy of one of the winning books.** ★

THURSDAY 6 APRIL • ROOM Forth • SECC • 19.30 – 20.30

Very young learner

★ **Winner** ★ ***Vera The Alien Hunter 2***

by Jason Wilburn and Casey Kim
Illustrated by Seungjun Park and Bioh Kang
Published by e-future (Graded Comic Readers)
ISBN: 979-11-5680-112-2

Finalists
A Letter to Roberto by Jon Maes (Compass Publishing); *Vera The Alien Hunter 1* by Jason Wilburn and Casey Kim (e-future)

Young learner

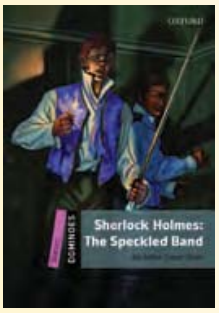
★ **Winner** ★ ***Vera The Alien Hunter 3***

by Jason Wilburn and Casey Kim
Illustrated by Seungjun Park and Bioh Kang
Published by e-future (Graded Comic Readers)
ISBN: 979-11-5680-113-9

Finalists
The Ooze by Kyle Maclauchlan (Atama-ii Books); *A Problem for Prince Percy* by Herbert Puchta and Günter Gerngross (Helbling)

Adolescent and Adult: Beginner

★ **Winner** ★ ***Sherlock Holmes: The Speckled Band***



by Sir Arthur Conan Doyle
Retold by Lesley Thompson
Illustrated by Giorgio Bacchin
Published by Oxford University Press
ISBN: 978-0-19-460905-0

Finalists
The Lift by Julian Thomlinson (National Geographic Learning | Cengage Learning); *The Railway Children* by Edith Nesbit, retold by Michael Lacey Freeman (ELI)

Adolescent and Adult: Elementary

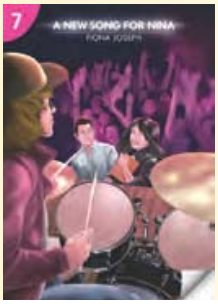
★ **Winner** ★ ***Night at the Museum: Secret of the Tomb***

by Lynda Edwards
Illustrated by stills from the film
Published by Scholastic Readers
ISBN: 978-1-910-17334-4

Finalist
Malala by Fiona Beddall (Scholastic Readers)

Adolescent and Adult: Intermediate

★ **Winner** ★ ***A New Song for Nina***



by Fiona Joseph
Illustrated by Redbean Design Pte Ltd
Published by National Geographic Learning | Cengage Learning
ISBN: 978-1-42404-659-1

Finalists
The Eighth Sister by Victoria Heward (Black Cat); *20,000 Leagues Under the Sea* by Jules Verne, retold by Rachel Bladon (Oxford University Press)

Adolescent and Adult: Upper-intermediate and Advanced

★ **Winner** ★ ***Battle for Big Tree Country***

by Gregory Strong
Illustrated by Redbean Design Pte Ltd
Published by National Geographic Learning | Cengage Learning
ISBN: 978-1-4240-4886-1

Finalists
Agnes Grey by Anne Brontë, retold by Helen Holwill (Macmillan); *Moby Dick* by Herman Melville, retold by Sara Weiss (ELI)

The Reception and Ceremony's main sponsor is IATEFL. The event is also sponsored by The British Council, Cambridge University Press, ELI Publishing, Helbling Languages, International Language Services (ILTS), National Geographic | Cengage Learning, and Oxford University Press.

The ERF also gratefully acknowledges support from *ENGLISH TEACHING professional* in the preparation of publicity material.

For a wealth of information about extensive reading and the Language Learner Literature Awards please visit the Extensive Reading Foundation website: www.erfoundation.org

You can also download a free *Guide to Extensive Reading* http://erfoundation.org/wordpress/guides/

PRE-CONFERENCE EVENTS & ASSOCIATES' DAY
MONDAY 3RD APRIL 2017

PRE-CONFERENCE EVENTS

Pre-Conference Events (PCEs) are specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days and participants receive a certificate of attendance.
Visit www.iatefl.org for more information about other events organised throughout the year and around the world by our Special Interest Groups. From June 2017, you can also find out about the PCEs that will take place at our Brighton 2018 conference.

This year, the Special Interest Groups who organised Pre-Conference Events were:

BE SIG - Which skills? Which English?
ES(O)L SIG - International approaches to English language teaching
ESP & TEA SIG - Testing ESP and EAP: approaches and tensions
GI SIG -English in an unstable world
IP&SEN SIG - Inclusion in Action
LAM SIG - Ethical and Effective Recruitment and Induction
LA SIG - Affective Dimensions in Language Learner Autonomy: From Theory to Practice
LT SIG & TD SIG - unLimiTeD professional development with technology
Lit SIG & C-Group - Light, camera, action! Using films for English language learning
MaW SIG - Nuts and bolts: practical considerations for the ELT materials professional
Pron SIG - Pronunciation teaching then and now
RE SIG - Researching ELT History: A Hands-on Workshop
TTEd SIG - How to plan, deliver and evaluate effectively CPD programmes for teachers
YLT SIG - 21st Century Values Education in Teaching English to Young Learners

IATEFL ASSOCIATES' DAY
in association with The British Council

IATEFL has over 130 Associate members. An Associate is another Teaching Association (TA) that has entered into a mutually beneficial relationship with IATEFL. A benefit of becoming an Associate lies in linking up to a network of international TAs, and through this, a network of language educators from all over the world, and from a range of diverse backgrounds and nationalities.

The Associates' Day on 3rd April was a chance for representatives of these TAs to get together and discuss matters of common interest. One of the overarching aims of most TAs is to build professional communities.

We thank our sponsor of Associates' Day, The British Council.

GENERAL INFORMATION

The following pages contain –

Pages 5-9
General information

Page 10
Additional sessions

Page 11
Signature events

Page 12
Evening events

Pages 13-16
IATEFL Scholarships and this year's winners

BRITISH COUNCIL

At the British Council, we're passionate about the English language and those who teach it. We're delighted to introduce Teaching for Success at IATEFL Glasgow 2017, the British Council's new approach to professional development for English language teachers.

We warmly invite you to join the Teaching for Success launch, on Tuesday 4 April, from 13.15 at the Exhibition Hall pop-up, and then from 13.40 for a celebratory reception at Stand 46.

- Assess your teaching skills and knowledge across 12 professional practices using the Teaching for Success self-assessment tool
- Hone in on areas for your own professional development using the British Council's Teaching for Success framework
- Select one of over 60 self-study modules or fully-tutored courses, with exclusive discounts available only at IATEFL 2017
- Take your copy of the British Council's new Teaching For Success CPD framework for teachers and for managers at Stand 46
- You can also pick up your guide to 60+ British Council sessions at IATEFL Glasgow 2017 to select the right sessions for you

Assess your teaching skills and choose the right CPD for you at http://bit.ly/teachingforsuccess

We also invite you to join the British Council signature event, Language for Resilience, on **the power of language teaching and learning in response to the Syrian crisis**. Join the panel of fellow practitioners and advocates to reflect on what has been learned from classrooms and projects on the front line. Share your experiences using #LfR and join us on **Tuesday 4 April, 17.25 – 18.30 in the Clyde Room**.

JOIN US

Tuesday 4 April

TEACHING FOR SUCCESS

Evaluate your CPD needs and collect your discount voucher for one of 60 new self-study modules for teachers, at this pop-up and celebratory reception.

Venue: **Exhibition hall stage and Stand 46**
Time: **13.15 – 14.10**

SIGNATURE EVENT:

LANGUAGE FOR RESILIENCE

What is the role of language teaching and learning within the Syrian refugee crisis? Hear from a panel of practitioners engaged in the response. Join the discussion using #LfR

Venue: **Clyde Room**
Time: **17.25 – 18.30**

NETWORKING RECEPTION

Meet with friends, old and new. Collect one of 300 tickets available at the British Council stand, while places last.

Venue: **Forth Room**
Time: **19.30 – 21.00**

GLASGOW ONLINE

Follow the conference live online at: **http://iatefl.britishcouncil.org**

LearnEnglish www.britishcouncil.org/learnenglish
LearnEnglish Teens www.britishcouncil.org/learnenglishteens
LearnEnglish Kids www.britishcouncil.org/learnenglishkids
TeachingEnglish www.teachingenglish.org.uk
EnglishAgenda www.britishcouncil.org/englishagenda

51ST ANNUAL INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION
THE SCOTTISH EVENT CAMPUS (SEC), GLASGOW, UK

Welcome to this year's conference and exhibition in Glasgow. The annual conference brings together ELT professionals from around the world to discuss, reflect on and develop their ideas. It offers many opportunities for professional contact and development, and is a fantastic networking event. You can enjoy five plenary sessions and over 600 presentations consisting of talks, workshops, poster presentations, forums and more.

THE CITY OF GLASGOW

Glasgow is a port city on the River Clyde in Scotland. It's famed for its Victorian and art nouveau architecture, a rich legacy of the city's 18th-20th Century prosperity due to trade and shipbuilding. Glasgow offers a blend of museums and galleries, and a diverse array of restaurants and bars. Visit www.peoplemakeglasgow.com to find out more.

PLENARY SPEAKERS

Gabriel Diaz Maggioli

Sarah Mercer

JJ Wilson

Jane Setter

Imtiaz Dharker

Please refer to the Presentations section for details and timings of these five engaging sessions.

ELT RESOURCES EXHIBITION

The ELT resources exhibition will take place in Hall 5 at the SEC and is free for all. It will host an international showcase of the latest resources, services and publications from course providers, publishers, digital innovators, game companies and many more. With ample seating, a selection of hot and cold food to purchase, and free tea and coffee available all day, the exhibition is not to be missed.

REGISTRATION DESK AND EXHIBITION OPENING TIMES

Registration Desk		Exhibition (and Jobs Fair*)	
Monday	1300-1800	**Monday**	1700-1800
Tuesday	0800-1730	**Tuesday***	0830-1730
Wednesday	0800-1730	**Wednesday***	0830-1730
Thursday	0800-1730	**Thursday***	0830-1645
Friday	0800-1300	**Friday**	Closed

DELEGATE BADGES

Your delegate badge entitles you to access all sessions and evening events on the day(s) you are registered for. Access to sessions is strictly by eligible badge only and is on a first come first served basis. Please note the room capacity for each session as shown in the Presentations section. If you wish to attend extra days, you must visit the Registration Desk to register and pay.

Please take care of your delegate badge, it will cost you £10 to have it reprinted.

CERTIFICATES OF ATTENDANCE

in association with Mailability

Certificates of attendance are available for you to print on demand. Visit the scanning station at the registration desk, scan your badge barcode and a copy of your certificate will be printed automatically. The scanning station will be available any time the registration desk is open up until 12 noon on Friday 7th April. We advise that you do not wait until the last day to print your certificate as the queue will be longer. Please note that we will not send certificates after the event.

INFORMATION & TECHNICAL HELP DESK

In addition to helping with any general information about the conference, our stewards will be available to help you make sure you can use your laptop or mobile devices to get the most out of the conference. If you are worried about using the conference technology for your presentation, or are having problems with the WiFi or Conference App, the desk will be open during the registration opening times and our stewards will be happy to help. Please note that IATEFL cannot be held responsible for any loss or damage to your equipment or data as a result of the help and advice given to you by our staff and volunteers.

RESERVATION HIGHWAY

Our partners, Reservation Highway, will be in attendance at the conference on Monday and Tuesday to help you with your accommodation questions. They will be located near the registration desk.

PHOTOGRAPHY

The conference photographers and videographers will be taking photographs and footage for use in the post-conference supplement for *Voices*, on the cover of *Conference Selections*, our website, IATEFL social media and other advertising materials. If you do not wish to be included in the photographs or footage, please inform the photographers and videographers when you see them. Delegates are welcome to take their own photographs throughout the conference, but should be aware that no session can be filmed without prior permission from IATEFL.

YOUR FEEDBACK

Your feedback on this conference is a great help to us as we plan future conferences and events. We would be grateful if you could take the time to complete a short survey to let us know what to keep and what to change. We will email all delegates a link to the online survey at the end of the conference. All completed feedback entries received by 21st April 2017 will be entered into a draw for a free registration for our 2018 conference in Brighton!

BRIGHTON 2018

Don't forget to put our next conference in your diary! It will be held in sunny Brighton, UK between **Tuesday 10th and Friday 13th April 2018**, with Pre-Conference Events taking place on **Monday 9th April 2018**. More details will be available on our conference website (conference.iatefl.org) soon.

PLANNING YOUR CONFERENCE

IMPORTANT PROGRAMME NOTE

This Conference Programme contains full information on the academic sessions. This information replaces the provisional Preview of Presentations listed in the Preview Brochure that was available online earlier this year. The information contained in the Preview Brochure is no longer current. Changes made to the programme after the printing of this Conference Programme, including cancellations, will be displayed on notice boards located around the venue.

SESSION TIMINGS

To enable the smooth running of over 600 presentations, speakers and delegates must vacate rooms immediately at the end of each session. We require time between sessions to change the set-up in rooms, delegates must be allowed to reach their next session on time, and the next speaker in the room needs time to set up. Thank you for your cooperation.

THE IATEFL CONFERENCE APP

This free app allows you to browse and search the Conference Programme; select individual sessions and add them to your conference planner; share your thoughts via a variety of social media connections; network through business card swapping; access interactive floorplans; receive push notifications and much more. The app is available for iOS and Android smartphones and tablets.

BRITISH COUNCIL & IATEFL ONLINE

iatefl.britishcouncil.org

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 IATEFL Online. Online participants will be able to watch live video sessions and recorded highlights of the conference on the IATEFL Online website and access a wide range of multimedia resources including video and PowerPoint presentations of selected sessions and of course details on our exhibitors. IATEFL Online will feature video interviews with conference presenters and onsite delegates who will share their thoughts and experiences with the online community.

HOW CAN YOU GET INVOLVED?

#IATEFL2017

Access the IATEFL Online website via the Internet Cafe or the SEC WiFi and consider playing an active part in the day-to-day proceedings by sharing photos, tweets or your reflections, if you have a blog of your own. Last year over 60,000 teachers watched our online conference coverage and this year we hope that even more participants will get involved via the IATEFL Online website and social media channels. We hope you join in to share your ideas on the conference with teachers from all over the world and be a part of one of the biggest online events for teachers of English. Join in and follow all the action as it happens.

Please note that no other filming of sessions is allowed without prior permission from IATEFL.

IN THE EXHIBITION

As well as a wide range of exhibitor stands for you to visit, Hall 5 is a central hub of activity for everyone to enjoy whilst the exhibition is open. It's the perfect place to spend the breaks between sessions.

CATERING

We are serving complimentary tea and coffee throughout the conference and there will also be a range of hot and cold food for you to purchase during exhibition opening times.

CHARGING BOOTHS

in association with Pearson ELT

Brought to you by Pearson ELT, the exhibition hall has two charging points. These booths are free to use for all delegates and there is seating available. These booths are perfect to use to recharge your devices, as well as yourself, between sessions.

INTERNET CAFE
in association with Pearson ELT

Brought to you by Pearson ELT, there is an Internet Cafe situated in the exhibition area. Feel free to check your emails, browse the web, and don't forget to take part in IATEFL Online while you are there.

MEETING POINT
New to IATEFL, the exhibition is hosting a meeting point. This area has been designed as a place for you to meet friends, have a sit down, a drink and a catch up, or to organise a meeting of your own.

MEET THE PATRON
The IATEFL Patron, David Crystal, will be at the IATEFL exhibition stand on Tuesday and Thursday during the lunch breaks. If you would like to say hello, or have a question for David, please join us there for this great opportunity.

IATEFL JOBS FAIR
The IATEFL Jobs Fair has become a valuable forum for connecting employers with talented teachers and ELT professionals around the world. It is an integral part of the exhibition. Delegates can browse the vacancies on our Jobs Boards, speak informally with employers about a career or location move, and apply for jobs on site. Many recruiters will hold screening sessions and formal interviews during the Jobs Fair for qualified candidates. The Jobs Fair also hosts a professional CV Clinic where you can have your CV appraised by the Write Stuff consultants. They offer expert advice and tips to showcase your skills and experience effectively.

OTHER FACILITIES AROUND THE VENUES

CLOAKROOM FACILITIES
There are complimentary cloakroom facilities available in the Argyll foyer of the Crowne Plaza Hotel. Please note that whilst staff may not be present at this cloakroom throughout the day, your belongings will be secure and staff nearby will be happy to help. Additionally, there are cloakroom facilities located on the main concourse of the SEC. Delegates can leave belongings here for the a fee of £2 per item.

PHOTOCOPYING AND PRINTING
Photocopying and printing facilities are provided by the SEC's Information & Business Centre, located on the main concourse. We regret that no responsibility can be taken by IATEFL or the SEC in the event of machine failure.

PRAYER ROOM
There is a room specially available for delegates of all faiths who want to take time out of the conference for prayer and quiet contemplation. You will find it on the main concourse near the entrance to Hall 5.

IATEFL PROJECTS

WHAT DO WE DO?
Now in its third year, *IATEFL Projects* offers our Associates the opportunity to bid for small grants that make a big difference to language learning in their local context. The projects they undertake with the grants would not be possible without IATEFL support and we believe this charitable initiative is in line with IATEFL's mission to link, develop and support English language teaching professionals worldwide.

IATEFL Projects is excited to be supporting CI-ATEFL this year as they undertake plans to develop a digital learning community, supporting teachers of English within Cote d'Ivoire. For more information about current, past and future Projects, please visit www.iatefl.org, or visit the Projects stand in the exhibition, you'll find it next to the Pop-up stage.

HOW CAN YOU HELP?

The Scotsman Teddy

Our IATEFL Scotsman is the mascot for this year's conference. With his kilt, sporran and IATEFL pride, he is the perfect keep sake for our 51st conference. The IATEFL Scotsman is a limited edition, and is available to purchase at the registration desk for £5.

Raffle

The IATEFL Raffle is back again for its second year, with the main prize being generously donated by Pilgrims - a Pilgrims two-week *Creative Methodology for the Classroom* course and self-catering accommodation at the University of Kent. Tickets cost £5 and can be found at the registration desk.

Lucky Dip

With donations from the lovely IATEFL Exhibitors, we are bringing back the popular Lucky Dip for Glasgow 2017. You will find the Lucky Dip in the exhibition hall, it costs just £1 for the chance to win fantastic goodies from the exhibitors!

THANK YOU

We would like to say a huge thank you to all our members, volunteers and supporters who raise money for IATEFL Projects throughout the year. If you would like to make your own donation at any time, please visit members.iatefl.org/donate.

ADDITIONAL SESSIONS

ANNUAL GENERAL MEETING

The IATEFL Annual General Meeting (AGM) will be held in the Clyde Auditorium on Wednesday 5th April from 1310 to 1410. All IATEFL members are invited to attend. The AGM Agenda and reports will be available at the AGM and in the members' area of the IATEFL website.

INTERACTIVE LANGUAGE FAIRS

This year the two Interactive Language Fairs take place on Tuesday and Thursday in Forth. After a brief introduction by the facilitators, delegates will then be free to explore their interests with the presenters at their tables. A feast of presentations in a single interactive format.

TRIBUTE SESSION

The tribute session is an opportunity to remember colleagues who have died 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 Wednesday 1720-1825 in Staffa.

"HOW TO ..." TRACK

These sessions aim to inform and support delegates across a range of areas they may be unfamiliar with. These sessions will take place from 0815 to 0845, giving you time to get to the Plenary Sessions at 0900. Please see the Presentations section, or the conference app, for more details.

Tuesday (see page 49)

How to get the most out of this conference, with Susan Barduhn in Alsh 1
How to get involved in an IATEFL SIG, with George Pickering in Alsh 2
How to get published in a refereed journal, with Graham Hall in Boisdale 1

Wednesday (see page 101)

How to write for *IATEFL Voices* and other English teaching magazines, with Alison Schwetlick in Alsh 1
How to submit a speaker proposal, with Madeleine du Vivier in Alsh 2
How to reflect on research talks at the conference, with Daniel Xerri in Boisdale 1

Thursday (see page 147)

How to give a presentation at an international conference, with Jeremy Day In Alsh 1
How to become a successful freelancer, with Chia Suan Chong in Alsh 2
How to move into language school management, with Andy Hockley in Boisdale 1

Friday (see page 197)

How to move from being a teacher to becoming a teacher trainer, with Silvana Richardson in Alsh 1
How to write successfully for *IATEFL Conference Selections*, with Tania Pattison in Alsh 2
How to be successful in an ELT interview, with Caroline Moore in Boisdale 1

HORNBY SCHOLARS & 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.

This year's Hornby scholars will present 'Factors influencing English language teacher motivation' on Tuesday. Two Hornby Alumni will also be presenting. They are: Re Le Thi Quynh Tran (Vietnam) presenting 'Enhancing capacities for ELT teacher trainers' on Thursday, and Svetlana Khan (Uzbekistan) presenting 'ELT in Uzbekistan: English for teaching or teaching for English?' on Friday.

SIGNATURE EVENTS

The signature events are hosted by our Platinum and Gold Sponsors. 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 an 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.

British Council - Tuesday, see page 92
Language for Resilience

The British Council has the pleasure of inviting you to attend the follow up to our report launch of 'Language for Resilience'. The report examines the role that language can play in enhancing the resilience of Syrian refugees and host-communities.

The 'Language for Resilience' report was commissioned in response to the unprecedented effects of the Syrian refugee crisis and brings together information gathered though interviews with refugees, host communities and those working to support them, with lessons learned from past and on-going British Council language programming in conflict and post-conflict areas.

Key practitioners and Syrian refugee stakeholders will share their thoughts on the role of language in enhancing the resilience of individuals and communities affected by crisis.

New Oriental - Wednesday, see page 138
Global Standards - Local Needs

Global professional development programs aim to deliver a modern, communicative and effective skill set for teaching, regardless of where the teacher is or what the teacher does. In this session, using examples from the world's largest education market (China), we will discover how the reality of the classroom experience is simply not reflected in international training courses, and more importantly, what exactly we can do about it.

telc - language tests - Thursday, see page 188
Who watches the Watchmen? Assessing the Assessors

telc – language tests has gathered an academic panel to explore the world of assessment from the inside. We will consider various ethoses used by the different exam boards and how these are then drawn together by national and international accreditation bodies and agreements. We will examine the value of exams and to exactly whom they are valuable. We will also consider the different modes an exam board uses for gaining credibility. We will look at internal and external factors which precipitate participation. Also, we will have to examine cultural bias and how to proactively prevent this in test development. We will look into these issues and discuss and ask the following:

- Modes of assessment
- What is being assessed?
- Who does the assessment?
- Who decides they can?
- Life of an examiner
- Practical skills or linguistic hoops?
- Teaching a language or teaching a test?

This is designed to be interactive – the session will include a Question and Answer period.

EVENING EVENTS

It's important to take time out to relax during the conference so we've arranged a number of evening events for you to enjoy. Remember to take your delegate badge with you, without it you won't be able to attend the activities. For more informaiton on all these events, please see the Presentations section.

	1700-1800	1800-1900	1900-2000	2000-2100	2100-2200
Monday	**Exhibition Preview** 1700-1800 Hall 5				
		Civic Welcome Reception and Ceilidh From 1800 Argyll			
Tuesday See page 98			**Meet the IATEFL SIGs** 1930-2100 Barra/Jurra		
			British Council Networking Event 1930-2200 Forth		
				International Quiz 2000-2145 Argyll 1&2	
Wednesday See page 145			**History of IATEFL** 1900-2000 Forth		
			Sharing Stories 1900-2130 Argyll 3		
			The C Group annual meeting 1900-2015 Argyll 1		
Thursday See page 196			**Pecha Kucha** ***in association with Ladybird*** 1900-2015 Lomond		
			ERF Reception and Awards Ceremony 1930-2030 Forth		

OTHER THINGS TO SEE AND DO

There is plenty to see and do in the city of Glasgow when you want to take a breather from the busyness of the conference. For some inspiration, visit www.peoplemakeglasgow.com.

PEOPLE MAKE GLASGOW

GLASGOW MUSIC CITY TOURS

Those of you who have booked a place on the Glasgow Music City Tour on Wednesday or Thursday evening should remember to be at the SEC Box Office at 5.45pm to meet your guide. If you have not booked for the tour, it's not too late. Please visit the Help or Registration Desk for more information about how to purchase your ticket.

IATEFL SCHOLARSHIPS

Each year IATEFL offers a great range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the IATEFL Annual Conference in the UK.

IATEFL has a Scholarship Working Party (SWP) whose job it is to raise scholarship funds, create new scholarships, publicise the existence of the current scholarships worldwide, and organise the selection of scholarship winners. The SWP also works to improve the conference experience for scholarship winners.

There will be a Scholars stand in the exhibition and someone from the SWP will be there during morning coffee and lunch to answer any questions you may have about scholarships. So whether you are a current or past scholar, or a potential applicant or sponsor, do come along for a chat.

GLASGOW 2017 SCHOLARSHIP SPONSORS

We would like to say a huge thank you to this year's IATEFL conference scholarship sponsors for their generous contributions and continuing support.

Africa Scholarships
IATEFL Bill Lee Scholarship
IATEFL Gill Sturtridge First-time Speaker Scholarship
IATEFL Latin America Scholarship
IATEFL Ray Tongue Scholarship

Gillian Porter Ladousse Scholarship

Business English (BE) SIG Facilitators Scholarship

The C-Group Creativity Scholarship

Cambridge English: John Trim Scholarship
Cambridge English: Dr Peter Hargreaves Scholarship

Eastbourne School of English: Graham Smith Scholarship

The English Language Centre Brighton Robert O'Neill Scholarship

IELTS Morgan Terry Memorial Scholarship

Leadership and Management (LAM) SIG Scholarship

Learning Technologies (LT) SIG Diana Eastment Scholarship
Learning Technologies (LT) SIG Roving Reporter Scholarship

Macmillan Education Scholarship

NILE@21 Scholarship

Trinity College London Language Examinations Scholarship
Trinity College London Teacher Trainer Scholarship

Teacher Development (TD) SIG Michael Berman Scholarship

Testing, Evaluation and Assessment (TEA) SIG Scholarships

IATEFL SCHOLARSHIP WINNERS 2017

We would like to congratulate all our 2017 scholarship winners on their achievement and I'm sure you will join us in welcoming them to Glasgow. A number of our scholarship winners this year will be presenting and you will see the day of their presentation below, please refer to the Presentation section to find out the time and location of these presentations. We hope you will show your support by attending these sessions, if you can.

Africa

Djelloul Bourahla
Algeria

Africa

Charlene du Plooy
South Africa

BESIG Facilitators

Rob Howard
Brazil

Presenting on Wednesday

Cambridge English:
John Trim

Erica Sofia Carignano
Argentina

Cambridge English:
Dr Peter Hargreaves

Bogar Vallejo Martinez
Mexico

Eastbourne School of
English: Graham Smith

Kamala Nasirova
Azerbaijan

Gillian Porter Ladousse

Karin Krummenacher
Switzerland

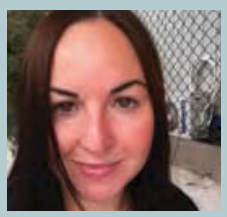
Presenting on Thursday

IATEFL Bill Lee

Pawel Sobkowiak
Poland

Presenting on Wednesday

IATEFL Gill Sturtridge
First-time Speaker



Katy Muench
Turkey

Presenting on Wednesday

IATEFL Latin America

Rafaela Pinheiro
Brazil

IATEFL Ray Tongue

Irene Shiu Ping Tsoi
Hong Kong

Presenting on Tuesday

IELTS Morgan Terry
Memorial

Savva Papandony
Australia

LAMSIG

Maria-Araxi Sachpazian
Greece

Presenting on Tuesday

LTSIG Diana Eastment

David Dodgson
Bahrain

Presenting on Thursday

LTSIG Roving Reporter

Wai Tung Leung
Hong Kong

IATEFL SCHOLARSHIPS

Macmillan Education

Samia Abedi
Pakistan

Presenting on Wednesday

NILE @21

Salam Affouneh
Palestine

Presenting on Tuesday

Trinity College London
Language Examinations

Anna Soltyska
Poland

Presenting on Tuesday

Trinity College London
Teacher Trainer

Federico Berton
Argentina

Trinity College London
Teacher Trainer*

Anwar Abdel Razeq
Palestine

* 2016 winner deferred to 2017
Presenting on Wednesday

TDSIG Michael Berman

Volha Kruhlova
Belarus

TEASIG

Ilya Denisenko
Russian Federation

Presenting on Tuesday

TEASIG

Christien Lee
Canada

Presenting on Tuesday

The C-Group Creativity

Khemraj Sharma
Nepal

Presenting on Thursday

The English Language Centre
Brighton Robert O'Neill

Peter Harmath
Hungary

BRIGHTON 2018 SCHOLARSHIPS

We already have a number of scholarships confirmed for our Brighton 2018 conference. If you would like more information about what will be available and how you can apply, visit the IATEFL Scholars stand in the exhibition and pick up a leaflet.

SPONSORS

In 2016 IATEFL celebrated a landmark, our 50th conference!

It was a huge success with an amazing turnout. We loved sharing this celebration with you and making these moments special.

That is not to say that we do not focus on making every conference special, hours are spent brainstorming for new ways enhance our delegate experience, and while we can make plans, it is the sponsors the execute these plans.

Sponsors play a vital role in the delegate experience. The IATEFL annual conference has grown so much over the years that we rely on the sponsors to ensure that we can fulfil the needs and wishes of the delegates. Sponsors not only support IATEFL, they support the delegate experience and make sure that you, the delegates have a memorial conference.

We would like to say thank you to the sponsors for IATEFL Glasgow 2017, who have been with us every step of the way, not only financially, but also in time and energy, each sponsor has given something to the conference so when you see them, please make sure they get a great thank you from you!

PLATINUM

NEW ORIENTAL
EDUCATION & TECHNOLOGY GROUP

telc- language tests

GOLD

BRITISH COUNCIL

SILVER

PEARSON ELT

BRONZE

PILGRIMS

MACMILLAN EDUCATION

NATIONAL GEOGRAPHIC LEARNING

MEET THE IATEFL SPONSORS FOR GLASGOW 2017

NEW ORIENTAL
Education and Technology Group

Pop Up Presentation: Tuesday 4 April at 11:40
Unpick the Myths in English Language Teaching in China.
Signature event: Wednesday 5 April at 17:20-18:25
Global Standards - Local Needs

THIS PLATINUM SPONSOR CAN BE FOUND AT STAND NUMBER 64 IN HALL 5

As the largest provider of private educational services in China, New Oriental offers a wide range of educational programs, services and products including English and other foreign language training, overseas and domestic test preparation courses, all-subjects after school tutoring, primary and secondary school education, published materials, educational software as well as an extensive online learning platform. Since our founding in 1993, New Oriental has enrolled 25.3 million students, including approximately 3.6 million enrolments in 2016. We have a network of around 800 learning centres in 60 cities, 1,000 third-party bookstores and approximately 30,000 teachers.

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telc - language tests

Pop Up Presentation: Wednesday 5 April at 13:50
telc Online Testing - Test or tool?
Signature event: Thursday 6 April at 16:45-18:15
Who watches the Watchmen? Assessing the Assessors

THIS PLATINUM SPONSOR CAN BE FOUND AT STAND NUMBER 54 IN HALL 5

telc stands for The European Language Certificates, offering over 80 examinations in 10 languages. telc – language tests enjoy international recognition and acceptance at universities, companies and governmental institutions. Our work in test development, examination preparation, training and publishing aims to promote and support the values and ideas for language learning laid out in the Common European Framework of Reference for Languages (CEFR).

BRITISH COUNCIL

Pop Up Presentation: Tuesday 4 April at 13:15
British Council Teaching for Success

Signature event: Tuesday 4 April at 17:25-18:30
Language for Resilience

THIS GOLD SPONSOR CAN BE FOUND AT STAND NUMBER 46 IN HALL 5

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 IATEFL for our networking reception, our signature event on Language for Resilience and visit stand 46 to see examples of our latest resources including our Teaching for Success online courses.

PEARSON ELT

Pop Up Presentation: Wednesday 5 April at 11:40
The GSE Teacher Toolkit: Your free database to help set learning outcomes, find grammar resources and adequate vocabulary at all levels

THIS SILVER SPONSOR CAN BE FOUND AT STAND NUMBER 06 IN HALL 5

Pearson ELT uses the Global Scale of English to develop courses, and placement and progress tests. Our books and digital tools show learners where they are improving, enabling teachers to tailor their teaching to meet their learners' needs. As the world's learning company, we're inspired by the way education transforms lives. Come see us at IATEFL to see how you can learn with us.

PILGRIMS

This sponsor has generously donated a two week course including stay for the IATEFL raffle, go to their stand to find out more about what they can offer you.

THIS BRONZE SPONSOR CAN BE FOUND AT STAND NUMBER 86 IN HALL 5

At Pilgrims we understand how difficult it can be for teachers and students to keep motivated and energised. Come and visit us for a chat to see how we can work together to inspire you, your teachers, students and colleagues.
We look forward to meeting you!

MACMILLAN EDUCATION

Pop Up Presentation: Wednesday 5 April at 13:15
Stephen Heppell Event

THIS BRONZE SPONSOR CAN BE FOUND AT STAND NUMBER 82 IN HALL 5

Macmillan Education, now part of the Springer Nature group, is a global publisher with a local focus. We continue to invest in ground-breaking technology and ELT content development and are committed to producing innovative and integrated learning solutions. Our teachers are at the heart of everything we do and we are devoted to supporting them and providing the inspiring and relevant, high-quality material they expect from us.

NATIONAL GEOGRAPHIC LEARNING

Pop Up Presentation: Thursday 6 April at 11:40
Picture Perfect! Take inspiring smartphone photos for use in your classroom with help from a photographer and National Geographic Explorer

THIS BRONZE SPONSOR CAN BE FOUND AT STAND NUMBER 74 IN HALL 5

National Geographic Learning (part of Cengage Learning) is a leading provider of English Language Teaching materials. Our mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens.

IATEFL GENERAL SPONSORS

BRITISH COUNCIL

Invest in your career at IATEFL Glasgow 2017

LearnEnglish www.britishcouncil.org/learnenglish
LearnEnglish Teens www.britishcouncil.org/learnenglishteens
LearnEnglish Kids www.britishcouncil.org/learnenglishkids
TeachingEnglish www.teachingenglish.org.uk
EnglishAgenda www.britishcouncil.org/englishagenda

At the British Council, we're passionate about the English language and those who teach it. That's why we're delighted to introduce Teaching for Success at IATEFL Glasgow 2017, the British Council's new approach to professional development for English language teachers.

We warmly invite you to join the Teaching for Success launch, on Tuesday 4 April, from 13.15 at the Exhibition Hall pop-up, and then from 13.40 for a celebratory reception at Stand 46.

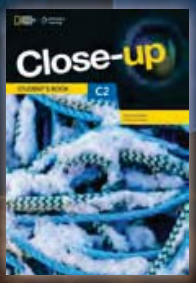
- Assess your teaching skills and knowledge across 12 professional practices using the Teaching for Success self-assessment tool
- Hone in on areas for your own professional development using the British Council's Teaching for Success framework
- Select one of over 60 self-study modules or fully-tutored courses, with exclusive discounts available only at IATEFL 2017
- Take your copy of the British Council's new Teaching For Success CPD framework for teachers and for managers at Stand 46
- You can also pick up your guide to 60+ British Council sessions at IATEFL Glasgow 2017 to select the right sessions for you

Assess your teaching skills and choose the right CPD for you at http://bit.ly/teachingforsuccess

NATIONAL GEOGRAPHIC LEARNING

Bringing the world to the classroom and the classroom to life

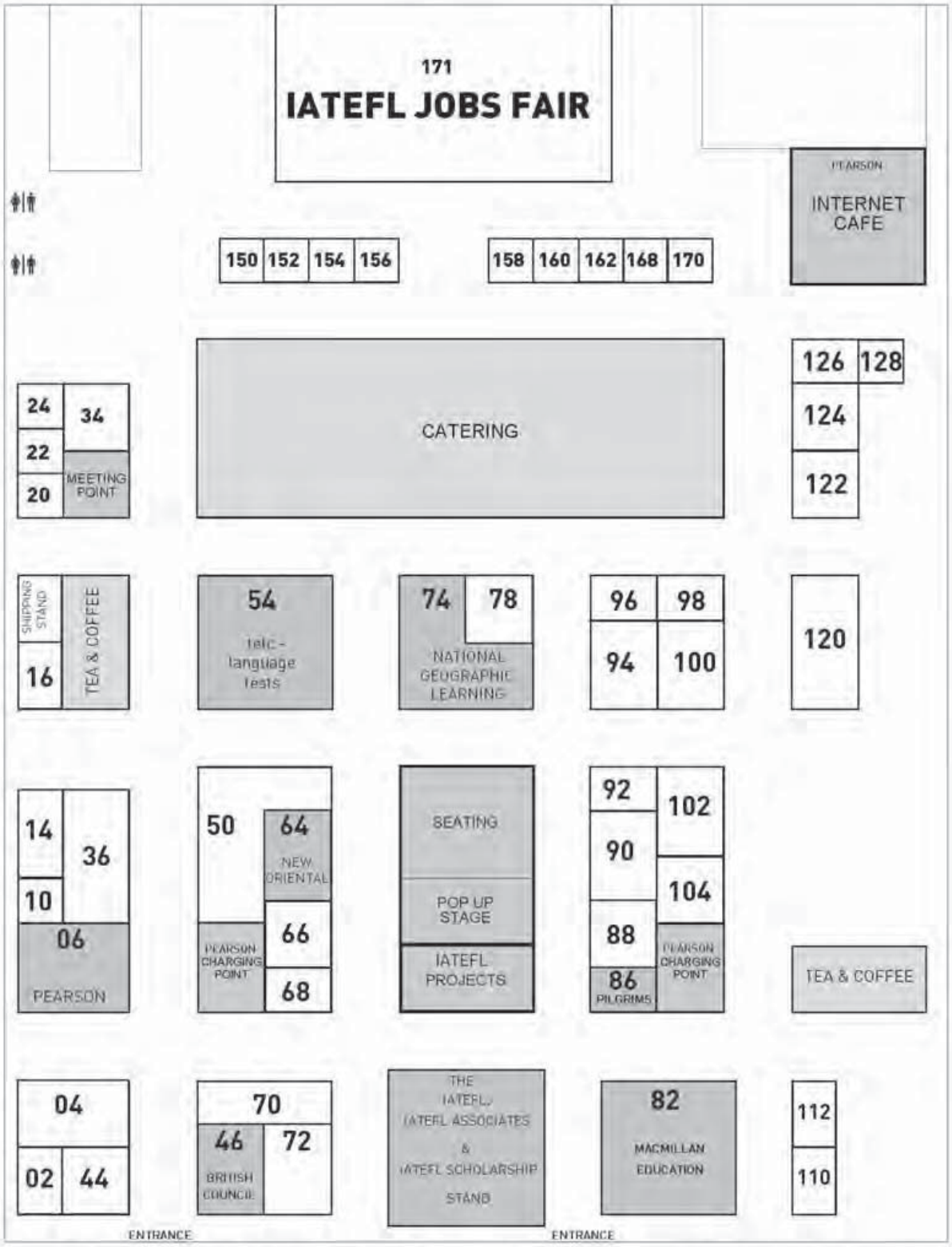
National Geographic Learning at IATEFL 2017



We've got expert speakers, National Geographic Explorers, competitions, giveaways and materials you just won't want to put down. Come and see for yourself at stand 74.

NGL.Cengage.com/ELT

EXHIBITION



The exhibition floor plan above shows the location of the stands by number.

The exhibitors are listed numerically by stand on page 21.

The exhibitors' details are listed in alphabetical order on pages 22 – 33

Finally pages 34 – 36 list the presentations being held for you on the Pop-up Stand in hall 5.

The world's most popular English language test for higher education and global migration

Visit the IELTS stand #36 and attend the IELTS sessions to find out more:

Academic reading skills for IELTS and beyond
Wednesday 5 April, 16.20 – 17.05, Louisa Dunne

Developing higher-level vocabulary for the IELTS academic writing module
Friday 7 April, 12.10 – 12.55, Sarah Philpot

ielts.org/teachers

IELTS™ BRITISH COUNCIL idp IELTS AUSTRALIA CAMBRIDGE ENGLISH Language Assessment Part of the University of Cambridge

EXHIBITORS BY STAND NUMBER

IATEFL & SPECIAL INTEREST GROUPS

IATEFL ASSOCIATES

IATEFL SCHOLARSHIPS

02 UNIVERSITY OF BIRMINGHAM

04 YORK PRESS

06 PEARSON ELT

10 UNIVERSITY OF EXETER

14 THE ENGLISH LANGUAGE BOOKSHOP

16 UNIVERSITY OF STIRLING

18 MAIL BACK SERVICE

20 UNIVERSITY OF LEICESTER

22 VISITBRIGHTON

34 CLARITYENGLISH

36 IELTS

44 EXPRESS PUBLISHING

46 BRITISH COUNCIL

50 CAMBRIDGE ENGLISH LANGUAGE ASSESSMENT & CAMBRIDGE UNIVERSITY PRESS

54 telc - language tests

64 NEW ORIENTAL

66 KING'S COLLEGE LONDON

68 TRINITY COLLEGE LONDON

70 COLLINS

72 BEBC - THE BOURNEMOUTH ENGLISH BOOK CENTRE

74 NATIONAL GEOGRAPHIC LEARNING

78 HELBLING ENGLISH

82 MACMILLAN EDUCATION

86 PILGRIMS

88 KELTIC INTERNATIONAL

90 MM PUBLICATIONS

92 BELL ENGLISH

94 LADYBIRD

96 GLOBAL ELT

98 YELLOW HOUSE ENGLISH

100 OXFORD UNIVERSITY PRESS

102 PeopleCert - LanguageCert

110 INTERNATIONAL HOUSE WORLD ORGANISATION

112 NILE

120 GARNET EDUCATION

122 ELI PUBLISHING LTD

124 BLACK CAT PUBLISHING

126 ETS TOEFL®

128 INDEPENDENT AUTHORS & PUBLISHERS GROUP

150 GAMELISH CARD GAMES

152 SONOCENT

154 PAVILION PUBLISHING AND MEDIA

156 UNIVERSITY OF GLASGOW

158 LEARNING RESOURCE NETWORK

160 PERCEPTUM EDUCATION

162 REGIPIO

168 ALLS SCHOOL

170 SoftEnglish

171 IATEFL JOBS MARKET FAIR

The exhibition will be open from Tuesday 4th April to Wednesday 5th April from 0830 to 1730. It will be open on Thursday 6th April from 0830 to 1645.

IATEFL AND SPECIAL INTEREST GROUPS

IATEFL STAND

@iatfel2017

T:+44 (0) 1795 591 414 **E**:**membership@iatefl.org** **W**: **www.iatefl.org**

IATEFL is for anyone involved with English language teaching: students; teachers; publishers; examiners; managers; editors; writers and many more. In our 50th year we continue to develop as a truly international membership association with the majority of our 4000+ members living in countries where English is not the first language. A variety of membership types, coupled with a large range of benefits, offers you the flexibility to join us and contribute to the organisation: join our 16 SIGs; submit articles; volunteer on a committee, attend or speak at one of our many conferences, workshops and webinars.

IATEFL ASSOCIATES

IATEFL STAND

@iatfel2017

T: +44 (0) 1795 591 414 **E**:**associaterep@iatefl.org** **W**: **www.iatefl.org/associates/introduction**

IATEFL is delighted to have over 120 affiliated Teaching Associations enabling us to link, develop and support thousands of English language professionals around the world. Through our Associates we are able to offer IATEFL membership at a reduced rate with the aim of enhancing opportunities for linking and professional development on a wider international scale. We also provide funds to support IATEFL Projects by our Associates, allowing them to make a difference to language learning in their local context which might not be possible without this support.

IATEFL SCHOLARSHIPS

IATEFL STAND

@iatfel2017

T:+44 (0) 1795 591 414 **E**:**conference@iatefl.org** **W**:**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.

IATEFL JOBS FAIR

STAND 171

@IATEFLjobs

T: +44 (0) 1795 591 414 **E: jobsmarket@iatefl.org** **W: www.iatefl.org**

The IATEFL Jobs Fair has become a valuable forum for connecting employers with talented teachers and ELT professionals around the world. Delegates, and jobseekers who visit for the day, can browse the vacancies on our Jobs Boards, speak informally with employers about a career or location move and apply for jobs on site. Participating recruiters will hold screening sessions and formal interviews throughout the Jobs Fair for qualified candidates. The Jobs Fair also hosts a professional CV Clinic where you can receive expert advice on how to showcase your skills and experience effectively.

ALLS SCHOOL

STAND 168

Contact: Paweł Sławiński

T:+48 734 445 753 **E: p.slawinski@alls-school.com** **W: www.alls-school.pl**

ALLS School - Active Language Learning & Sightseeing - is a language school located in London. It's main message is that Teaching Means Arousing Interest and a Language Course Is Your Summer Adventure of a Lifetime!.

Programmes are based on combination of homestay accommodation, classroom lessons and language exercises during exciting visits to the most interesting places of London what encourages students to use language at all times.

THE BOURNEMOUTH ENGLISH BOOK CENTRE

STAND 72
@Books4English
Contact: Nick Edwards
T:+44 (0)333 8001 900 **E:elt@bebc.co.uk** **W: www.bebc.co.uk**

BEBC is the UK's leading ELT/EFL Specialists - your one-stop bookshop. Opened in Bournemouth 42 years ago to service the needs of the local language schools, BEBC quickly established a reputation for speed, service and stockholding.
We are now known locally, nationally and internationally and we are proud of our reputation for holding both the titles and the level of stock necessary to meet the needs of our customers.
Our core values that started this company still run throughout.

BELL ENGLISH

STAND 92
Contact: David Van Den Bergh
T:+44 (0) 1223 278833 **E: EduProjects@bellenglish.com**
W: www.bellenglish.com or www.bellenglish.com/teacher

Bell trains teachers at Bell Cambridge, Bell London, Bell Switzerland, Bell Teacher Campus Cambridge and Bell Teacher Campus Macao. The teaching team also run bespoke programmes for schools and organisations all over the world. We have trained over 30,000 teachers in the last 15 years. The team includes a whole host of leading ELT experts and published educational authors, led by Silvana Richardson. Visit us on Stand 92 to speak to our experts about how we can help you inspire your students and advance your career.

BLACK CAT PUBLISHING

STAND 124
Contact: Daniele Vecchiotti
T:+39 3351 601 531 **E: daniele.vecchiotti@blackcat-cideb.com** **W:www.blackcat-cideb.com**

Black Cat - Cideb Publishing House is part of the **De Agostini Group**, founded in 1901, a family-owned private group active worldwide and in four business areas: Publishing, Media, Games and Services, Finance.
Black Cat - Cideb is a world leader in the production of beautifully-designed, innovative and dynamic teaching materials for the study of Foreign Languages, present in international educational publishing market since 1973. Our materials include graded readers, grammar books, courses, exam preparation books and cultural studies books, not only for the English language market, but also for the French, German, Spanish and Italian language markets. Further information available at www.blackcat-cideb.com

BRITISH COUNCIL

STAND 46
@britishcouncil
Contact: Nasia Nikolova
T:+44 (0)771 751 2649 **E: Nasia.nikolova@britishcouncil.org W: www.britishcoundil.org**

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 stand 46 to find out more about our worldwide offer and see examples of our latest resources including our Teaching for Success online courses.

CAMBRIDGE ENGLISH LANGUAGE ASSESSMENT and CAMBRIDGE UNIVERSITY PRESS

STAND 50

Contact: Claire Sanders

T:+44 (0)122 355 8475: **E**: **sanders.c@cambridgeenglish.org**

W:*Cambridge English Language Assessment*: **www.cambridgeenglish.org** and @CambridgeEng

W: *Cambridge University Press*: **www.cambridge.org/cambridgeenglish** and @CambridgeUPELT

Cambridge University Press and Cambridge English Language Assessment work in partnership to share expertise and strengthen the link between language education and language assessment. Speak to us to find out more about the latest developments in ELT, digital materials, and professional development opportunities. Discover how teaching, learning and assessment can be effectively combined to create the best learning environment, and the ways we can help you deliver great learning experiences, whatever your teaching situation.

CLARITYENGLISH

STAND 34

Contact: Jennifer Sin

T:+852 2791 1787 **E:jennifer.sin@clarityenglish.com W: www.clarityenglish.com**

ClarityEnglish was founded as an independent ELT publisher 25 years ago. Since 1992 our digital and online programs have helped students improve their general English and their IELTS scores (we co-publish Road to IELTS with the British Council). ClarityEnglish is used by institutions and individuals in 180 countries, and is ideal for independent and blended learning.

New this year: the Dynamic Placement Test to put your students in their CEF bands quickly, economically and accurately.

COLLINS

STAND 70

@CollinsELT

Contact: Joanna Trzmielewska

E:**collins.international@harpercollins.co.uk W:www.collinselt.com**

Welcome to Glasgow – where William Collins' dream of 'knowledge for all' began with the publication of his first book in 1819! Come along to our stand and sign up for prize draws and give-aways. Be sure to take a look at the new COBUILD English Grammar, the new American English editions of our successful COBUILD dictionaries, and our course for low-level IELTS students, Get Ready for IELTS.

ELI PUBLISHING LTD

STAND 122

www.facebook.com/ELI-Publishing

Contact: Mr Augusto Andreoli

T:+ 39 335 1368334 **E: intersales@elionline.com W: www.elionline.com**

A leading international publisher offering a wide range of ELT publications: course books from pre-school to university, graded readers, exams and cultural books, language games, activity books, sundry teacher's resources and a 40-year popular set of classroom magazines.

The main novelties at the 51st edition of the IATEFL Annual International Conference and Exhibition will be:

* SPRINT, a 4-level course for secondary school
*ESP – FLASH ON ENGLISH FOR series: new titles as well as new editions
*TRINITY Exam books
*ELI GRADED READERS: 16 new titles
*ELI GAMES:4 new titles

ETS *TOEFL®*

STAND126

Contact: Joanna Wrzesińska

E:TOEFLTeacherResources@etsglobal.org W: www.ets.org/toefl

As an English-language teacher, you inspire your students to learn and grow every day guiding them on the path to reaching their goals.

ETS is here to support you. Our new and unique set of resources gives you access to everything you need to help prepare your students for the *TOEFL iBT®* test, the English-language proficiency test trusted by organizations around the world. Please visit our stand number 126 to learn more.

EXPRESS PUBLISHING

STAND 44

Contact: Evi Pitsiou

T:+44 163 581 7363 **E:evip@expresspublishing.co.uk W: www.expresspublishing.co.uk**

Express Publishing was founded in 1988 with the purpose of raising the standards of English language teaching and is highly respected worldwide for producing a wide variety of innovative teaching materials, including course books, grammar books, exam materials, supplementary materials and readers, to meet the needs of students and teachers alike. Through constant innovation and implementation of new methodologies and approaches, Express Publishing creates high quality ELT products.

GAMELISH CARD GAMES

STAND 150

Contact: Talila Kaiser

T:+97 2545 488 377 **E**:i**nfo@gamelishcards.com W:www.gamelishcards.com**

Teachers and students love gamelish card games! Internationally renowned for time-tested top-quality products that help students master English via socially interactive game-based learning. See how the perfect tool for learning difficulties works! Come play with us Happy Families games that develop reading & speaking skills, promote vocabulary retention, increase motivation, enhance strategic thinking skills, encourage concentration, and build social skills, as students practice lexical chunks and connect words with adjectives and phrases. Fun for everyone!

GARNET EDUCATION

STAND 120

@garneteducation

Contact: Olly Twist

T:+44 (0)118 959 7847 **E**:**enquiries@garneteducation.com W:www.garneteducation.com**

Garnet Education, an award-winning independent publisher specialising in EAP and ESP, has established a global reputation for quality and innovation in higher education. We have just launched C21 – our new five-level course that integrates a general English syllabus with 21st Century skills and academic skills to ensure students have the skills they need for life, study and work.

GLOBAL ELT

STAND 96

www.facebook.com/GlobalELTPublishing/

Contact:Lawrence Mamas

T:+44(0)127 325 1907 **E**:**orders@globalelt.co.uk W: www.globalelt.co.uk**

Global ELT is an ELT publishing company that produces Exam Preparation materials for most of the ELT Exams such as: Cambridge English - IELTS - TRINITY - TOEFL - TOEIC - BULATS - Michigan (CAMLA) - Pearson Tests of English - Anglia/Ascentis. We also publish a wide variety of ELT books such as Dictionaries, Course books, Language Skills books, Grammar books and Readers.

HELBLING ENGLISH

STAND 78
Contact: Lars Madsen
T:+ 39 071 710 8258 **E**:**l.madsen@helblinglanguages.com** **W: www.helbling.com/english**

Helbling English creates high-quality, innovative and award-winning publications. Recent publications include JETSTREAM - the course for adult learners, THE THINKING TRAIN - a series of picture books focusing on the development of children's thinking skills through the use of stories, and the new resource book CREATING MOTIVATION - activities to make learning happen. Plus we have lots of new classic and fiction titles in the Readers series. Check out our catalogue at the stand. Special offers available.

IELTS

STAND 36
Contact: Anna Minett
T:+44 (0)122 355 8427 **E:Minett.A@cambridgeenglish.org** **W:www.ielts.org**

IELTS is the world's leading English language test for higher education and global migration; delivered at over 1,100 locations in over 140 countries and accepted by over 9,000 organisations globally. Last year, over 2.7 million IELTS tests were taken by people seeking to demonstrate English language proficiency for education, migration or employment. The British Council, IDP: IELTS Australia and Cambridge English Language Assessment jointly own IELTS.
Visit the IELTS stand to find out more.

INDEPENDENT AUTHORS & PUBLISHERS GROUP

STAND 128
Contact: Rob Howard OR Dorothy Zemach
E:**Rob-howard@outlook.com** OR **E:editor@wayzgoosepress.com**

IAPG is a collaboration among Dorothy Zemach and Maggie Sokolik from Wayzgoose Press, Marcos Benevides from Atama-ii Books, and Rob Howard from Online Language Centre and EFLtalks. We're featuring an exciting collection of low cost, high quality eBooks and paperbacks on a variety of topics. Come check out our materials, enter our prize draws, and support the independent authors and publishers that are the future of English Language Teaching.

INTERNATIONAL HOUSE WORLD ORGANISATION

STAND 110
@ihworld
Contact:Tanya Harn
T:+44 (0) 207 394 6580 **E**:**Tanya.Harn@ihworld.com** **W: www.ihworld.com**

International House World Organisation is providing advice and support to help you develop and progress in your career in EFL. You can enter a competition to win a £250 voucher for teacher training online or at any IH school in the world. Those teaching in private language schools can book in for free careers guidance. Make sure you come along to say hello and to find out what and when our daily give-away will be.

KELTIC INTERNATIONAL

STAND 88
Contact: Melanie Behringer
T:+44 (0)186 936 3589 **E:melanie.behringer@btol-uk.com** **W:www.keltic.co.uk**

Keltic is a leading supplier of ELT materials with an excellent reputation for fast and reliable service. As part of Baker & Taylor, one of the world's largest book distributors, we supply to educational institutions and individuals worldwide and do our best to make your lives easier by sourcing exactly what you need for when you need it. Visit our stand to find out more, enter our prize draw and browse/purchase products at discounted prices.

KING'S COLLEGE LONDON

STAND 66
Contact: Dewey, Martin
T:+44 (0)186 936 3589 **E:martin.dewey@kcl.ac.uk W: www.kcl.ac.uk**

At King's College London we offer 2 Master's programmes: The MA Applied Linguistics and ELT, designed for experienced teachers looking to enhance their understanding of theoretical and practical issues that impact on pedagogy; and the MA TESOL, designed for novice teachers with little or no experience, which also includes a CELTA through our partnership with IH London. We also have a PhD programme for teachers interested in doctoral research related to language learning and teaching.

LEARNING RESOURCE NETWORK

STAND 158
Contact: Dr. Keith Hoodless
T:+44 (0) 203 793 3519 **E:enquiries@lrnglobal.org W:www.lrnglobal.org**

LRN is recognised as an awarding organisation by Ofqual. LRN creates qualifications for educational institutes, training providers, schools and employers. LRN has a wide ranging qualification portfolio including a range of International English Qualifications for those who want to boost their English language skills for their professional or personal development. These qualifications are internationally recognised by employers, governments and professional bodies as providing proof of the skills and abilities they are looking for.

LADYBIRD

STAND 94
Contact: Camilla Ray
T:+44 (0) 207 139 3471 **E:cray@penguinrandomhouse.co.uk W: www.ladybird.com/ladybirdreaders**

Ladybird Readers is a new series of graded readers that will put the joy back into reading for young learners of English as a second or foreign language. Created by Ladybird, an imprint of Penguin Random House, the series is mapped to the CEFR framework and supports the Cambridge Young Learners English Exams. Come to the Ladybird Readers workshop and to our stand to find out more and to enter our prize draw!

MACMILLAN EDUCATION

STAND 82
@macmillaneducation
Contact: Alison White
T:+44 (0)207 833 4000 **E**: **Alison.White@macmillan.com W: www.macmillaneducation.com**

Macmillan Education, now part of the Springer Nature group, is a global publisher committed to supporting students, teachers and institutions at every stage of the learning journey.

Come and visit us on stand 82. As always, there will be discounts, competitions and give-aways, as well as our fantastic range of courses, products and demonstrations. We look forward to seeing you there.

MAIL BACK SERVICE

STAND 18

Mailability specialise in fulfilment and delivery for nationwide and worldwide mailings. We are attending the IATEFL conference and exhibition for the first time to supply you, the delegate, with a great service. There is no need to worry about luggage restrictions, or carrying your purchases around Glasgow anymore! Find us in the exhibition hall, at stand 18 to ship your goods and purchases back to your hometown!

MM PUBLICATIONS

STAND 90
Contact: Tatiana Striglou
T:+30 (0) 210 9953 680 **E**: **info@mmpublications.com** **W: www.mmpublications.com**

With offices, agents and distributors in more than a hundred countries, MM Publications is one of the world's leading providers of ELT and E-Learning material. Our unique range of international and customized solutions makes learning a fascinating journey.

NATIONAL GEOGRAPHIC LEARNING

STAND 74
@NGLearningUK
Contact: Charlotte Ellis
T:+44 (0) 126 434 3042 **E: charlotte.ellis@cengage.com W:NGL.Cengage.com**

National Geographic Learning (part of Cengage Learning) is a leading provider of English Language Teaching materials. Our mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens. We've got expert speakers, competitions, give-aways and materials you won't want to put down!

NEW ORIENTAL

STAND 64
www.facebook.com/NewOrientalEducation
Contact: Zhuang Chen
T:0086 10 6090 8855 **E**:**chenzhuang@xdf.cn**
W: www.neworiental.org/english/index.html or www.xdf.cn

New Oriental Education & Technology Group, known as Xin Dong Fang in Chinese, is China's largest private educational service provider. Our mission is to inspire Chinese students of all ages to improve their lives and expand their horizons through a lifelong commitment to learning. We provide wide ranging educational programmes, products and publications, both online and offline. We have the largest network across China with nearly 70 schools and 800 learning centres.

NILE

STAND 112
@NILE_ELT
Contact: Hanna K. Furre
T:+44 (0)160 366 4473 **E**:**registrar@nile-elt.com W: www.nile-elt.com**

Discover why NILE is considered one of the world's leading providers of professional development courses and qualifications for education professionals, both face-to-face and online.
Come to our stand to meet the team, experience our wide range of courses and resources, and learn how NILE and Macmillan Education have come together to offer an even wider range of professional development opportunities for both groups and individuals, in the UK and worldwide.

OXFORD UNIVERSITY PRESS

STAND 100
Contact: Natasha Harriott
T:+44 (0) 186 535 4261 **E**: **professionaldevelopmentservices@oup.com W:www.oup.com/elt**

Visit our stand and find out about new professional development online courses and books on topics everyone is talking about. Share your knowledge and experience of teaching English with us by joining our research community of teachers and academic experts. Hear Nicky Hockley, Donald Freeman, Tony Green and Michael Swan, our sponsored speakers for 2017 talking on their area of expertise. Join us on the stand and let's shape learning together for future generations.

PAVILION PUBLISHING AND MEDIA – English Teaching *professional* & Modern English Teacher
STAND 154
@ETprofessional
Contact: Emma Grisewood - Head of ELT
T:+44 (0)127 343 494**3 E: info@etprofessional.com**
W: www.etprofessional.com / www.modernenglishteacher.com

English Teaching Professional magazine helps you share with and learn from other teachers. We also publish Modern English Teacher magazine and a range of CPD books, including the award-winning ETpedia series. Attend Danny Norrington-Davies' session exploring the value of using learner-generated grammar descriptions. His book, Teaching Grammar: From Rules to Reasons, is available at our stand (154). All book purchases will receive a 10% discount and you can pick up a free magazine sample too.

PEARSON ELT
STAND 06
@Pearson_ELT
Contact: Charles Watkins
T:+44 (0) 207 010 2511 **E: charles.watkins@pearson.com W: www.pearsonelt.com**

Pearson ELT uses the Global Scale of English to develop courses, and placement and progress tests. Our books and digital tools show learners where they are improving, enabling teachers to tailor their teaching to meet their learners' needs. As the world's learning company, we're inspired by the way education transforms lives. Come see us at IATEFL to see how you can learn with us.

PeopleCert - LanguageCert
STAND 102
Contact: Nikos Pylarinos
T: + 030 210 3729041 **E**: **nikos.pylarinos@peoplecert.org W: www.languagecert.org**

LanguageCert is an Awarding Organisation which develops its own language qualifications and partners with renowned organisations wordwide to offer high-quality language skills assessment and certification to the global learners' community. It is a member of PeopleCert Group, delivering millions of exams in 160 countries. Visit stand no.102 to meet our team and learn about the unique set of benefits our LanguageCert International ESOL, esPro BULATS and IELTS exams will offer to you and your students.

PERCEPTUM EDUCATION
STAND 160
@perceptumedu
Contact: Kubra Altun
T:+44 (0)207 406 1459 **E**: **info@perceptumedu.com W: www.perceptumedu.com**

Founded by academics and educators in the UK and collaborating with prestigious universities and institutions in London, Oxford and Cambridge, Perceptum Education is an international education consultancy offering wide-ranging educational services and training programmes for school leaders, teachers and students. Besides organising insightful field trips such as our subject-based programmes; we provide tailor-made education and training packages for both educators and students who want to participate in workshops, conferences and English-language courses in the UK.

"There is no sincerer love than the love of food." - George Bernard Shaw

Cafe to purchase a hot meal can be found in the exhibition hall.

PILGRIMS
STAND 86
@PilgrimsTT
Contact: Jim Wright
T:+44 (0) 1227 762 111 **E:** jim@pilgrims.co.uk **W:** www.pilgrims.co.uk

At Pilgrims we understand how difficult it can be for teachers and students to keep motivated and energised. Come and visit us for a chat to see how we can work together to inspire you, your teachers, students and colleagues!

REGIPIO
STAND 162
Contact: Regina Szuszkiewicz
T:+48 604 296 264 **E:**biuro@regipio.pl **W:**www.regipio.com

We have educational board and card games used to teach and learn foreign languages in an unconventional way! To encourage learning through play. All our games are created with the inspiration from teachers using their ideas from their experience with working with both children and adults.

SoftEnglish
STAND 170
Contact: Daniella De Winter
T:+972-528848984 **E:**softenglishreadwriteplay@gmail.com **W:**www.englishsoftread.com/en/home

SoftEnglish specializes in developing learning materials (books, games and posters) for **absolute beginners** and people with l**anguage-based learning difficulties including dyslexia.**

We offer: ☺

Level based **memory games** using challenging game rules in 2 categories:
SoftWord- vocabulary games (2 pictures + 1 written word)
SoftRead-abc games introducing 2 pictures for each letter sound.
Reading practice books – pre reading, reading and reading improvement for all levels and ages specially designed for **dyslexic readers.**
Posters- abc, colors, animals, nouns, verbs & adjectives.

SONOCENT
STAND 152
@audionotetaker
Contact: Nicola Lawton
T:+44 (0)113 815 0222 **E:** nicola@sonocent.com **W:** www.sonocent.com

Sonocent makes it easy to work with recorded speech captured in class and during group activities and individual practise sessions, as well as from videos and other online resources. The software provides IELTS students with an interactive platform for analysing everyday speech, practising and reviewing pronunciation, and learning the relationship between written and spoken language. English Language teachers can use it to quickly create multimedia language learning resources and for remote assessment and teaching support.
Talk to us about piloting our software and providing input to the future product development!

"I don't really like coffee, she said, but I don't really like it when my head hits my desk when I fall asleep either." - Brian Andreas

Don't forget that there will be free tea and coffee served all day for all delegates of IATEFL 2017!

telc - language tests
STAND 54
www.facebook.com/telcEnglish
Contact: Barbara Weber
T:+49 (0) 69 956246-10 **E**: **info@telc.net** **W: www.telc-english.net**

telc stands for The European Language Certificates, offering over 80 examinations in 10 languages. telc – language tests enjoy international recognition and acceptance at universities, companies and governmental institutions. Our work in test development, examination preparation, training and publishing aims to promote and support the values and ideas for language learning laid out in the Common European Framework of Reference for Languages (CEFR). Visit us at stand 54 and take part in our special highland games. Come by and make sure to order your free copy of our mock examinations and learning materials.

THE ENGLISH LANGUAGE BOOKSHOP
STAND 14
Contact: Anthony Forrester
T:+44 (0) 1273 604 864 **E**:**anthony.forrester@elb-brighton.com** **W: www.elb-brighton.com**

The English Language Bookshop was established in 1985 and is one of the leading suppliers of ELT materials in the UK. We supply ELT materials to schools, colleges, universities, government agencies, Ministries of Education, training organisations, teachers, teacher trainers and individual students throughout the world. We carry extensive stocks of materials from all the leading UK ELT publishers and can usually supply all your ELT needs ex-stock. Deliveries are made by national and international carriers and discounts are available on bulk orders.

TRINITY COLLEGE LONDON
STAND 68
@TrinityC_L
Contact: Henry Tolley
T:+44 (0) 207 820 6100 **E: henry.tolley@trinitycollege.com** **W:www.trinitycollege.com**

Trinity College London is an international exam board that has been providing assessments since 1877. With a rich heritage of academic rigour and a supportive approach to assessment, our English language qualifications are recognised internationally. Available in 60+ countries, our exams assess and promote the skills needed for effective communication in real life. Trinity is also approved by the Home Office to provide Secure English Language Tests in the UK and by Transport for London for private hire drivers.

UNIVERSITY OF BIRMINGHAM
Department of English Language and Applied Linguistics
STAND 02
Contact: Dr Crayton Walker
T:+44 (0) 121 414 3533 **E: c.p.walker@bham.ac.uk** **W: www.birmingham.ac.uk/elal**

The Department of English Language and Applied Linguistics at the University of Birmingham is one of the leading centres for the postgraduate study of English Language in the United Kingdom. We offer MA programmes in Applied Linguistics, Applied Linguistics with TESOL, Language, Culture and Communication and Teaching English to Speakers of Other Languages (TESOL), as well as supervising postgraduate research. Students have the opportunity to study with us on campus or by distance learning.

UNIVERSITY OF EXETER

STAND 10

Contact: Tom Allen - Student Recruitment Assistant

T:+44 (0) 1392 724739 **E:K:ssis-admissions@exeter.ac.uk W: www.exeter.ac.uk/education**

The Graduate School of Education is ranked 6th in the UK for world-leading and internationally excellent research in education (REF 2014). We offer an extensive range of high-quality postgraduate TESOL programmes: PG Certificate/Diploma; full-time and summer intensive Masters, as well as Doctor of Education. MPhil/PhD opportunities also exist. Academic staff and current students will be available during IATEFL to answer any questions you may have about the programmes. We look forward to meeting you.

UNIVERSITY OF GLASGOW

English for Academic Study, School of Modern Languages and Cultures

STAND 156

Contact: Carole MacDiarmid

T:+44 (0)141 330 6521 **E: arts-languages@glasgow.ac.uk W: www.gla.ac.uk/schools/mlc/eas/**

Visit the English for Academic Study stand 156 to find out more about our academic English courses for students, and about opportunities for teachers. We offer a Teaching English for Academic Purposes course online, run two masters in TESOL and recruit EAP teachers each summer. The masters programmes are delivered in conjunction with the School of Education. You can find information about the masters and also the EdD and PhDs that Glasgow offers.

UNIVERSITY OF LEICESTER

STAND 20

Contact:

T: +44 (0)116 229 7552 **E**:**pgadmissions@le.ac.uk**

W: **www2.le.ac.uk/departments/english/postgraduate**

The University of Leicester's School of English offers a range of high-quality postgraduate programmes in TESOL and Applied Linguistics. Our campus-based MA TESOL programme is ideal for novice teachers, while our Applied Linguistics and TESOL programme is designed for more experienced teachers and can be studied either on campus or by distance learning. PhD opportunities under the supervision of academic staff with diverse specialisms are also available.

UNIVERSITY OF STIRLING

STAND 16

contact:

T: +44(0)178 646 7744 **E:tesol@stir.ac.uk**

W: www.stir.ac.uk/postgraduate/programme-information/prospectus/education/teaching-english-to-speakers-of-other-languages-tesol

Come to our stand to discuss how you can develop your career in TESOL. TESOL at Stirling, part of Education Studies (ranked 5th in the UK by the Times Good University Guide), offers three on-campus TESOL-related Master's degrees, and an online Master's in TESOL. We have a unique PhD in TESOL Research, which includes a year-long taught component. Our courses are responsive to student needs with a focus on your professional development. We also have local and international placements to take your career to the next stage.

VISITBRIGHTON

STAND 22
@BrightonCVB
T: +44 (0)1273 292606 **E: conferences@visitbrighton.com W: www.visitbrighton.com**
VisitBrighton is the official tourism organisation for the city of Brighton & Hove. The Convention Bureau has a great relationship with Brighton's conference venues, hotels and support services. Whether it is help with events or booking your accommodation for IATEFL 2018 we can help you find it. Not only do we know Brighton like the back of our hands, we've been helping people deliver successful conferences in Brighton and Hove for years!

YELLOW HOUSE ENGLISH

STAND 98
Contact: Claire Selby
T:+44 (0) 123 555 4100 **E:contact@yhe.uk.com W: www.bilingualfuture.com**
New for 2017! Yellow House English is introducing the ideal print and portal package as part of the Bilingual Future Programme. It offers bilingualism with English from birth at home and at preschool through the Universal Preschool Course together with online teacher-parent communication systems, evaluation tests, teacher training and more. To hear about author Claire Selby's presentation, see how simple it is to use and get your free access code, visit stand 98!

YORK PRESS

STAND 04
Contact: Helen McKinder
T:+44 (0) 207 373 7781 **E: feedback@yorknotes.com W:www.yorknotes.com**
Most famous for the York Notes – the UK's best selling English Literature Study Guides – York Press is a major force in international educational publishing, elearning and assessment. Enduring partnerships with Pearson and Sayegh Education help York Press provide a complete range of educational services, and market-leading courses. Founded in 1978, York Press educational materials and elearning solutions are sold in over 100 countries.

- Curriculum development
- Kindergarten, primary and secondary courses
- Elearning
- Assessment
- Teacher training & professional development

POP UP PRESENTATIONS - HALL 5

Situated in the middle of the ELT Resources Exhibition in hall 5 behind the IATEFL Project stand, it is hard to miss the Pop-up Stage, so make sure that you do not miss the free presentations!

The presentations will be held during the morning, coffee breaks and lunch breaks of the conference, so every delegate has the chance to see them all. Be sure to make note of what is happening and when, and come through for a cup of coffee and a show.

Tuesday 4 April

11:40 - 11:55 **New Oriental Education and Technology Group**

Unpick the Myths in English Language Teaching in China

Jim Scrivener and Mat Clark will explore and uncover some of the mysteries of language education in the world's largest ELT market, China. They'll try to unravel questions like:

"Why in so many classrooms are children treated like adults ,while adults are treated like children?"

"Why is a book written by a British man in 1967 still today the biggest selling ELT book in China, selling millions upon millions of copies year in year out?"

Presented by Jim Scrivener and Mat Clark

13:15 - 13:30 **British Council**

British Council Teaching for Success

In this slot you will learn about the key features of British Council Teaching for Success, the approach to the education and development of teachers in national school systems. You will learn about the benefits of the approach for teachers and the benefits for education systems that want to improve the development and practice of teachers. You will also learn about how you can engage with British Council Teaching for Success during the IATEFL conference.

Following the presentation, join us at 13.40 for a celebratory reception at Stand 46.

Presented by Tim Phillips

Wednesday 5 April

09:35 - 09:55 **Oxford University Press**

Do grammarians have souls?

Michael Swan will attempt to prove that they do, by reading some of his own poetry. He will also try to prove that good poetry does not have to be difficult or boring. Come along and see what you think.

Presented by Michael Swan

11:40 - 11:55 **Pearson ELT**

The GSE Teacher Toolkit:

Your free database to help set learning outcomes, find grammar resources and adequate vocabulary at all levels

Interested in setting clear goals for your learners? Looking to create your own materials? Having trouble deciding which vocabulary to teach? The Global Scale of English Teacher Toolkit is a free online database of learning objectives, grammar and vocabulary which can support you in your day-to-day teaching. Developed in collaboration with over 6000 teachers from around the world, the database offers a wealth of information to support teaching. This session will walk you through the GSE Teacher Toolkit and show you how to get the most from this free resource.

Presented by Mike Mayor

13:15 - 13:30 **Macmillan Education**

Stephen Heppell Event

During IATEFL 2017 in Glasgow, Macmillan Education is organising a very special evening with Professor Stephen Heppell, world renowned expert in education, media, technology and learning environments. Professor Heppell will address these questions and explore some of his really innovative ideas such as "superclasses" "stage not age" "shoeless classrooms", "writing on surfaces" "all through schools" "learnometres" "mobiles in class" "nodesk teacher" and much much more! Following the presentation, join us at 13.40 for a celebratory reception at Stand 46.

Presented by Stephen Heppell

13:50 - 14:05 **telc - language tests**

telc Online Testing - Test or tool?

A whistlestop tour of the new telc Online Placement Test. What can you do with it? What is it for? What will it be no good for? There will be ideas on the nature of both online testing in general and the inner workings of the world of the placement test. This will be a fast-paced look at a growing phenomena, arguably here to stay and bound to increase. How should we, as an industry, use these tests? Are they a realistic barometer or simply a tool to glean some modicum of information, but not an exhaustive assessment? What currency should they have? How far should they go?

Presented by Thom Jones

16:00 - 16:15 **Trinity College London**

Your majesty shall mock at me: I cannot speak your England

So says the princess of France on meeting her prospective husband Henry V in Shakespeare's play. In no other work does Shakespeare so thoroughly analyse his use of English and the ways in which it interacts with another language. The play also contains the first ESOL lesson in English dramatic writing! - Which will be performed live by students from the Royal Conservatoire of Scotland. Many of the concepts introduced at this session will be developed more fully in John Gardyne's presentation the following day

Presented by John Gardyne

Thursday 6 April

11:40 - 11:55 **National Geographic Learning**

Picture Perfect!

Take inspiring smartphone photos for use in your classroom with help from a photographer and National Geographic Explorer.

Today, almost everyone powerful tools in their pocket that can used to teach, to inspire, and to empower– a smartphone or camera! In this session, photographer and National Geographic Explorer Gabby Salazar will share simple ideas for using photography as a classroom teaching tool, along with ten tips for taking better images with any device

Presented by Gabby Salazar

13:05 - 13:20 **University of Birmingham**

University of Birmingham – MA in TESOL, MA in Applied Linguistics by Distance Learning

Dr Crayton Walker is the Director of the MA in TESOL and the MA in Applied Linguistics. Both are Masters level programmes which are run by the University of Birmingham by Distance Learning. Crayton will be talking about these programmers and how they can be studied online. He will be explaining what is involved and demonstrating some of the material which the University uses.

Presented by Dr Crayton Walker

16:15 - 16:30 **IATEFL**

Do I feel lucky?

Well, do ya?

If you have bought a raffle ticket, this can be one of the highlights of the conference. IATEFL patron David Crystal is going to draw the winners of five grand IATEFL raffle prizes kindly offered by generous donors

Come to the Pop-up stand, to see your name get called, and experience your part of the limelight!

Presented by David Crystal

IATEFL SPECIAL INTEREST GROUPS (SIGs)

This section contains information on IATEFL's Special Interest Group

What is a SIG Day?
From the speaker proposals submitted for the conference, each SIG chooses 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.

What are SIGs?
The aim of the IATEFL Special Interest Groups (SIGs) is to extend the work of IATEFL into professional specialist areas. This enables members to benefit from information regarding new professional developments and local and international events.

Why should I join a SIG?
Each SIG 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 SIG also 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. Other benefits vary from one SIG to another. For example, websites, discussion lists, use of social media, scholarships and archives of online events and publications.

How can I join a SIG?
Full Individual Membership of IATEFL includes one SIG. If you would like to add a SIG, or if your membership does not entitle you to join a SIG, please email membership@iatefl.org for a form. Additional SIGs cost £20 for individuals and £33 for institutions.

Who are the SIGs and how can I contact them?

Business English – besig@iatefl.org
ES(O)L - esolsig@iatefl.org
English for Specific Purposes - espsig@iatefl.org
Global Issues - gisig@iatefl.org
Inclusive Practices & SEN - ipsensig@iatefl.org
Leadership & Management - lamsig@iatefl.org
Learner Autonomy - lasig@iatefl.org
Learning Technologies - ltsig@iatefl.org
Literature - litsig@iatefl.org
Materials Writing – mawsig@iatefl.org
Pronunciation - pronsig@iatefl.org
Research – resig@iatefl.org
Teacher Development - tdsig@iatefl.org
Teacher Training and Education - ttedsig@iatefl.org
Testing, Evaluation & Assessment - teasig@iatefl.org
Young Learners & Teenagers - yltsig@iatefl.org

For more information about the SIGs, visit the IATEFL stand in the exhibition, contact IATEFL at info@iatefl.org or visit www.iatefl.org.

iatefl
Special Interest Groups

IATEFL Special Interest Groups (SIGs) offer you:

- Specialist webinars each month
- Local events & conferences
- Networking with peers online & face-to-face
- Regular journals with cutting-edge articles
- Scholarships
- And much more!

Our SIGs help to fulfil IATEFL's aim of linking, developing & supporting ELT professionals worldwide, **offering you the place to enrich your ELT career**

Join IATEFL today - complete a membership form & hand it in at the Registration Desk

info@iatefl.org
www.iatefl.org
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Special Interest Group (SIG) Days

What is a SIG Day? If you are interested in a particular SIG area, you have the opportunity to follow a track of selected sessions throughout the day. One session in each SIG Day will be the SIG's Open Forum, where you can find out more about the SIG, its events and its committee.

Don't forget to look through your Programme to see what other interesting presentations related to your area(s) of special interest are being held throughout the conference.

Business English

Coordinator: Julia Waldner

Wednesday in Alsh 1

2.1	1020-1050	More value and values in the English class Graciela Alchini
2.1	1055-1125	Scheme of work and 'glocal' Business English course design Nassira Houat
2.3	1225-1255	How to secure your status as a Business English professional Rob Howard
2.4	1415-1500	Corpora and business English: developing learners' collocational competence Radwa Younis
2.5	1515-1545	From Argentina to Zambia. Cross-cultural awareness in ELT Christopher Graham
2.6	1620-1705	From teacher to business owner Heather Hansen
2.7	1720-1825	IATEFL Business English SIG Open Forum (see page 139)

English for Specific Purposes

Coordinator: Aysen Guven

Thursday in Dochart 2

3.1	1020-1125	Forum on Academic writing
		Transforming an EAP writing course to be delivered online Niki Canham
		Developing academic writing skills in tandem: a collaborative project Will Hutton
		Online support for academic writing: scaffolding or straightjacket? Edward Moran
3.2	1200-1230	Formative assessment: practical ideas in higher education Sheri Bos

English for Specific Purposes continued...

English for Specific Purposes (continued)

3.4	1400-1430	Teaching the language of negotiations – challenges and compromises Evan Frendo
	1435-1505	Wake up! Get ready for life! Present and negotiate Hana Katrnakova
3.5	1520-1550	Building bridges: the disciplines, the normative and the transformative Catherine Mitsaki
	1550-1605	IATEFL English for Specific Purposes SIG Open Forum (see page 186)
3.6	1645-1715	Scaffolding talk in an EAP classroom Marion Heron & Joanne Webster
3.7	1730-1815	Two's a crowd? Making co-teaching work across faculties Mandy Bright

ES(O)L

Coordinator: Caroline Okerika

Wednesday in Gala 2 & Alsh 2

2.1	1020-1050 Gala 2	How can centres of teacher education help the migrant crisis? Mike Chick
	1055-1125 Gala 2	More than 'just a teacher' – teaching refugees and giving support Kerrilee Barrett
2.3	1225-1255 Gala 2	Who counts? Bilingual children and monolingual school experiences in Cyprus Katherine Fincham-Louis
2.4	1415-1500 Alsh 2	ELT through powerful, authentic global justice contexts Linda Ruas
2.5	1515-1545 Gala 2	Bad language? Are taboo words in EFL unacceptable or expressive? Chris Walklett
2.6	1620-1705 Gala 2	Integrating identity literacy activities into ESL and EFL course design David Cooke
2.7	1720-1750	SQA ESOL National 5 and Higher SCHOLAR online learning materials Mark Watson
	1755-1825	IATEFL ES(O)L SIG Open Forum (see page 139)

Global Issues
Thursday in Carron 1

Coordinators: Linda Ruas &Julietta Schoenmann

3.1	1020-1050	Empathy in language teaching: stepping into your students' shoes Kieran Donaghy
	1055-1125	IATEFL Global Issues SIG Open Forum (see page 156)
3.2	1200-1230	ELT, critical literacy and empowerment: highlights of a Brazilian project Angelica Maia & Jonathan Ferreira
3.4	1400-1430	Hot topics: exploiting global warming in the EAP classroom Kathryn Aston
	1435-1505	Bringing the humane perspective to the university EFL classroom Elena Yastrebova
3.5	1520-1605	Becoming mindful teachers to enhance learning and improve performance Tanya Meyer
3.6	1645-1715	Five bold student-driven case studies against trafficking and slavery Judy Boyle
3.7	1730-1815	Treading softly: tackling -isms and -phobias in the (Turkish) classroom Katy Muench

Inclusive Practices & SEN
Thursday in Dochart 1

Coordinator: Varinder Unlu

3.1	1020-1050	Teaching everybody through videoconferencing Mercedes Viola
	1055-1125	Making ELT accessible to blind students through technology and recycling Rosyclea Dantas Silva
3.2	1200-1230	Small talk: supporting introversion in language learning Alastair Roy
3.4	1400-1505	IATEFL IPSEN SIG Open Forum (see page 179)
3.5	1520-1605	Creating an inclusive classroom: raising awareness of dyslexia and neurodiversity Anne Margaret Smith
3.6	1645-1715	Second language input, working memory and dyslexia Bimali Indrarathne
3.7	1730-1815	Engaging with neurodiversity - working to learners' strengths not SENs Phil Dexter

Leadership & Management
Coordinator: Andy Hockley

Tuesday in Carron 2

1.1	1040-1125	How to motivate and retain young teachers Ross Thorburn
1.2	1200-1230	Managing a language centre: communication, quality and staff development Alena Hradilova
	1235-1305	Is there a leader in you? Bita Rezaei
1.4	1435-1505	Managing diversity: are we blind to our blindness? Vinicius Nobre
1.5	1520-1550	Cognitive distortions and the LTO manager Maria-Araxi Sachpazian
1.6	1605-1650	Looking into 'the marrow': researching school ethos and culture Deniz Kurtoglu Eken
1.7	1725-1755	Making management meaningful: a recipe for the 'new normal' Andrew Hockley
	1800-1830	IATEFL Leadership & Management SIG Open Forum (see page 96)

Learner Autonomy
Coordinator: Christian Ludwig

Wednesday in Boisdale 2

2.1	1020-1050	Self-access and autonomous learning: deconstructing and reconstructing two misconstrued concepts Carol Joy Everhard
	1055-1125	Why M-reader works: what students tell us Amanda Bradford
2.3	1225-1255	What works best for students learning English online? Ben Knight & Sergio Luiz de Moraes Ferreira
2.4	1415-1445	Working with migrant/refugee pupils in a plurilingual classroom Sanja Wagner & Alla Goeksu
	1445-1500	IATEFL Learner Autonomy SIG Open Forum (see page 122)
2.5	1515-1545	Learner-centered, active listening through drama techniques Michelle Schirpa

Learner Autonomy continued...

Learner Autonomy (continued)

2.6	1620-1705	Personalised and independent learning in print and digital contexts Steve Taylore-Knowles
2.7	1720-1825	Forum on Authentic language use in developing learner autonomy
		Korean folk tales in English: a cooperative project across continents EunJoo Byun
		Critical and creative writing through 5Es Yoojin Kim
		Gallery project to improve language learners' key competencies Hye-jeong Kim

Learning Technologies Thursday in Boisdale 1 & Forth

Coordinators:
Sophia Mavridi & Shaun Wilden

3.1 Boisdale 1	1020-1050	How to create your own interactive EAP content David Read
	1055-1125	Videos created by students as their assessment Diana Conheeney & Maria Guiney
3.2 Boisdale 1	1200-1230	Connected development – teacher reflection and online networks David Dodgson
3.4 Boisdale 1	1400-1430	Helping our teenage learners to thrive in a digital world Joanna Budden
	1435-1505	IATEFL Learning Technologies SIG Open Forum (see page 177)
3.5 Boisdale 1	1520-1605	It's behind you! Green screening in the language classroom Joe Dale
3.6 Forth	1645-1715	Myths & monsters: teaching with technology Nicky Hockly
3.7 Forth	1730-1815	The teacher technology toolbox: the essential guide Gavin Dudeney

Literature Coordinator: Chris Lima
Thursday in Boisdale 2

3.1	1020-1105	Extensive reading in translation Peter Grundy
	1105-1125	IATEFL Literature SIG Open Forum (see page 156)
3.2	1200-1230	Learning and teaching English in a literary museum Elena Vaneyan
3.4	1400-1430	Rewriting classics: writing inspired by reading Robert Hill
	1435-1505	Exploring and performing Shakespeare in a collaborative, multicultural, multilingual context John Gardyne
3.5	1520-1605	Shakespeare lives! (in the classroom) Francis Prescott
3.6	1645-1715	The difference literature makes: exploring literature in foreign language teaching Sam Duncan & Amos Paran
3.7	1730-1815	From art to writing Malu Sciamarelli

Materials Writing Coordinator: Rachael Roberts
Tuesday in Alsh 1

1.1	1040-1125	ELT materials writing: emerging principles Katherine Bilsborough
1.2	1200-1305	Forum on Digital materials
		Using Learner Experience Design (LXD) to improve language learning products Laurie Harrison & Nick Robinson
		Materials develop courses: what teachers want and what they need Paul Slater
		Interactivitease: just making learning content digital isn't enough Paul Sweeney

Materials Writing continued...

Materials Writing continued

1.4	1435-1505	How can classroom teachers become textbook authors? Joep van der Werff
1.5	1520-1550	Strategy development in listening materials: why and how? Denise Santos
1.6	1605-1650	Self-publishing ELT materials Dorothy Zemach
1.7	1725-1755	50 years of women in EFL textbooks Benedetta Magoga
	1800-1830	IATEFL Materials Writing SIG Open Forum (see page 93)

Pronunciation Coordinator: Wayne Rimmer
Wednesday in Boisdale 1

2.1	1020-1050	Accent: are we bovvered? Mark Hancock
	1055-1125	Headsets measuring brainwaves of language learners: new exercises and insights Susanne Mary Elisabeth Sullivan
2.3	1225-1255	Owning English: honing learners' chances of intelligibility internationally Sarah Grech
2.4	1415-1500	How to give feedback on learners' pronunciation Laura Patsko
2.5	1515-1545	Achieving phonology's potential in the ELT classroom Adam Scott
2.6	1620-1705	Designing personalised pronunciation board games for your learners Louise Guyett
2.7	1720-1805	Rhythm matters? Rhythmic training techniques for comprehending connected speech Ewa Wanat & Rachel Smith
	1805-1825	IATEFL Pronunciation SIG Open Forum (see page 140)

Research
Tuesday in Shuna

Coordinators:
Daniel Xerri & Sarah Mercer

1.1	1040-1125	Exploratory practice: intercultural issues of trust in language teacher education Judith Hanks
1.2	1200-1230	Genre features of published language teacher research Robert Cooper
	1235-1305	Postgraduate students developing academic writing skills in English Clare Furneaux
1.4	1435-1505	Is seeing always believing? An approach to classroom observation Stephanie Aldred
1.5	1520-1550	A portrait of a novice English teacher's sense of identity Ella Ait-Zaouit
1.6	1605-1650	IATEFL Research SIG Open Forum (see page 85)
1.7	1725-1755	Teachers and students' tales: living through change in teacher education Loreto Aliaga
	1800-1830	The experimental teacher: from experience to expertise Chris Edgoose

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Teacher Development
Wednesday in Carron 1

Coordinator: Sinead Laffan

2.1	1020-1050	We are what we read: how reading shapes teachers Jane Spiro
	1055-1125	IATEFL Teacher Development SIG Open Forum (see page 110)
2.3	1225-1255	I don't want to be a manager - now what? Lizzie Pinard
2.4	1415-1500	Be overt not covert! David Byrne & Mark Heffernan
2.5	1515-1545	De-idealising the heteronormative self in the ELT classroom Angelos Bollas
2.6	1620-1705	"Am I good enough?" and other elephants in our classrooms Nick Bell

Teacher Development continued...

Teacher Development continued

2.7	1720-1825	Forum on Reflection Three key features which make student teachers' written reflections reflective Munirah Hanafi The role of reflective practice in teacher development in Palestine Shireen Irziqat Strategies to promote the enhancement of trainee teachers' reflective practice Diana Pena Munoz

Teacher Training & Education Coordinator: Birsen Tutunis
Wednesday in
Dochart 2, Forth, Clyde & Gala 1

2.1 Dochart 2	1020-1050	Support and accountability: building the capacity of teacher educators Rhona Brown
	1055-1125	Applying differentiation in teacher training Alastair Douglas
2.3 Dochart 2	1225-1255	Pedagogical content knowledge (PCK) and its effect on students' achievement Anwar Abdel Razeq
2.4 Forth	1415-1500	Knowledge-for-teaching languages: What is it? How is it different? Donald Freeman
2.5 Forth	1515-1545	Context, analysis, practice: the hidden paradigm in contemporary ELT Jason Anderson
2.6 Clyde	1620-1705	Beyond demand high - making quality learning happen for all Silvana Richardson
2.7 Gala 1	1720-1825	IATEFL Teacher Training & Education SIG Open Forum (see page 138)

Testing, Evaluation & Assessment
Tuesday in Boisdale 1

Coordinators: Judith Mader & Neil Bullock

1.1	1040-1125	From can't to can: changing our thinking about exams David Petrie
1.2	1200-1230	Can assessment be formative and summative? Yes, if it's authentic Ilya Denisenko
	1235-1305	Mind the gaps (in high-stakes testing) Christien Lee
1.4	1435-1505	Maximising collaboration in oral English testing: an example from China Susanna Wickes
1.5	1520-1550	Malpractice in language assessment: how should we care? Anna Soltyska
1.6	1605-1650	Communicative language learning and technology: pedagogy and insights Evelina Galaczi & Nahal Khabbazbashi
1.7	1725-1810	Guilty as charged? Testing in the dock Felicity O'Dell & Russell Whitehead
	1810-1830	IATEFL Testing, Evaluation & Assessment SIG Open Forum (see page 94)

Young Learners & Teenagers
Tuesday in Lomond

Coordinators: David Valente & Christina Giannikas

1.1	1040-1125	Transforming teenagers into 21st Century global citizens Joan Kang Shin
1.2	1200-1230	Projects: a tool to develop teenagers' awareness of cultural diversity Leticia Moraes
		Drama with a small d Nick Bilbrough
1.4	1435-1505	Aligning parental objectives with young learner programmes Shay Coyne
1.5	1520-1550	Creativity in the language classroom Samuel Lefever
1.6	1605-1650	Assessing children through games: what every teacher needs to know Christina Giannikas
1.7	1725-1810	Homework: some practical issues Penny Ur
	1810-1830	IATEFL Young Learners & Teenagers SIG Open Forum (see page 95)

PRESENTATIONS

The following pages contain the details of the conference presentations -

Pages 49-98 **Tuesday sessions**

Pages 101-145 **Wednesday sessions**

Including the IATEFL
Annual General Meeting
1310 - 1410 in Clyde Auditorium

Pages 147-196 **Thursday sessions**

Pages 197-212 **Friday sessions**

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CONFERENCE PLANNER

Use these pages to create your own personalised plan for each day. You can also create a personalised conference planner on the conference app.

TUESDAY 4TH			
	0800-1730	Registration desk open	
	0815-0845	"How To..." sessions	
	0830-1730	Exhibition open	
	0900-1020	Opening and plenary session by Gabriel Diaz Maggioli	
	1040-1125	Session 1.1	
	1125-1200	Coffee Break	
	1200-1305	Session 1.2	
	1305-1410	Lunch Break	
	1410-1420	Session 1.3	
	1435-1505	Session 1.4	
	1520-1550	Session 1.5	
	1605-1650	Session 1.6	
	1650-1725	Coffee Break	
	1725-1830	Session 1.7	
	From 1930	Evening Events	

WEDNESDAY 5TH			
	0800-1730	Registration desk open	
	0815-0845	"How To..." sessions	
	0830-1730	Exhibition open	
	0900-1000	Plenary session by Sarah Mercer	
	1020-1125	Session 2.1	
	1125-1200	Coffee Break	
	1200-1210	Session 2.2	
	1225-1255	Session 2.3	
	1255-1415	Lunch Break	
	1415-1500	Session 2.4	
	1515-1545	Session 2.5	
	1545-1620	Coffee Break	
	1620-1705	Session 2.6	
	1720-1825	Session 2.7	
	From 1900	Evening Events	

THURSDAY 6TH

0800-1730 0815-0845 0830-1645 0900-1000	Registration desk open "How To..." sessions Exhibition open Plenary session by JJ Wilson	
1020-1125	Session 3.1	
1125-1200	Coffee Break	
1200-1230	Session 3.2	
1245-1255	Session 3.3	
1255-1400	Lunch Break	
1400-1505	Session 3.4	
1520-1605	Session 3.5	
1605-1645	Coffee Break	
1645-1715	Session 3.6	
1730-1815	Session 3.7	
From 1900	Evening Events	

FRIDAY 7TH

0800-1300 0815-0845 0900-1000	Registration desk open "How To..." sessions Plenary session by Jane Setter	
1020-1050	Session 4.1	
1105-1135	Session 4.2	
1135-1210	Coffee Break	
1210-1255	Session 4.3	
1300 1310-1410 1410-1430	Registration desk closes Plenary session by Imtiaz Dharker Closing address	

Tuesday 4 April

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

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Alsh 1 100 audience	**How to get the most out of this conference (with Susan Barduhn)** This session is for new IATEFL conference participants as well as those of you who have attended many conferences ... but feel your experience could go deeper. We will analyze the programme, form learning groups for those who wish to jigsaw their conference experience, and share conference time management tips. *This session will be repeated at lunchtime.*

Alsh 2 100 audience	**How to get involved in an IATEFL SIG (with George Pickering)** SIGs enable IATEFL members to develop themselves in an area of particular interest to them. In this talk, we will briefly discuss what SIGs are and how they can help you to develop professionally, before discussing the different ways you can become active in a SIG, from writing a newsletter article to volunteering to work on a SIG committee.

Boisdale 1 100 audience	**How to get published in a refereed journal (with Graham Hall)** This session will look at why you might want to get published in an "academic" journal, and how to go about it. The editor of ELT Journal will share tips and suggestions for getting your work in print.

0830-1730 Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday 4 April

0900-1020: Opening & First Plenary Session

0900-1020 — **Opening Announcements and Plenary Session**

Clyde Auditorium
3000 audience

The conference will be opened by the IATEFL President, Marjorie Rosenberg.

Plenary session by Gabriel Diaz Maggioli

Gabriel Diaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as writer, researcher, administrator and teacher educator. He got his BA in TESOL in Uruguay and completed Master's and Doctoral work at the University of Bath in the UK. He has acted as consultant for international organizations such as UNICEF, UNESCO, the European Union, the Inter-American Development Bank, the US Department of State and the World Bank. A frequent presenter at local and international conferences, Gabriel has shared his theory-in-practice with colleagues in the Americas, Europe, the Middle East and East Asia. He currently lives in Uruguay where he is tenured professor of TESOL Methods at the National Teacher Education College.

Empowering teachers through continued professional development: frameworks, practices and promises

The notion that language teachers need ongoing professional development opportunities should be considered a harmless platitude. Yet, as the field stands now, most of our colleagues are not provided with such opportunities as parts of their jobs. How is it then that we hear so many wonderful tales of exploration and discovery? Teachers have taken upon themselves to build these growth opportunities. In this plenary I will share some stories, and weave the plots of new stories to come by presenting a "state of the art" hawk eye view of professional development and recommending potential ways in which colleagues can help colleagues learn and develop.

1040-1125 Session 1.1

Argyll 1
200 audience
Workshop
GEN
le, p, s

Using non-fiction CLIL texts to inspire and engage learners
Gemma Fanning (Harper Collins)
ESL learners are challenged with learning a new language and new content in that language at the same time. This hands-on workshop will demonstrate how non-fiction readers can be used with primary and secondary ESL students of different abilities. I will use examples from Collins' readers, published for native and non-native speakers, including *Big Cat*, *Fascinating Facts* and *Amazing Readers*.

Argyll 2
200 audience
Workshop
MD
le, s, t, a

Grammar in the context of task: what, how and why?
Jane Willis (Freelance)
We will distinguish three different aspects of grammar (structure, orientation and pattern), and participants will seek examples of them in two texts, written and spoken, that could be used during a task sequence. We will brainstorm, then design and appraise, grammar-focussed activities which arise out of the task that will help learners systematise and consolidate new language.

Argyll 3
200 audience
Workshop
MD, TTEd
e, le, s, a

Accelerating fluency in monolingual classes
Paul Seligson (Freelance)
Context should dictate our methods, beginning with students' existing knowledge to create their most efficient route to 'the next level'. Monolingual classes have clearly predictable, specific strengths/weaknesses, yet receive 'General English' from international, accuracy-oriented syllabuses, based on native-speaker frequency. We aren't best tailoring courses to their real needs, nor fluency potential. A highly practical session, particularly for Romance or Germanic language speakers.

Barra/Jura
120 audience
Workshop
EAP
le, s, t, a

Engaging, achievable, sustainable: activities for low-level literacy in EAP
Johanna Stirling (Cambridge University Press)
How can we help low-level learners write in English? How can we guide them to write successfully at word and sentence level? In this practical workshop, we'll try out engaging activities and explore some strategies for sustainable learning that, while aimed at low-level EAP learners, can be adapted for all students.

Tuesday 4 April

1040-1125: Session 1.1

Orkney
35 audience
Workshop
(restricted audience size)
BE
le, s, a

Contrasting British and Italian values followed by a mirroring roleplay
Peter Anderson (Private language school)
I will present two practical activities to develop intercultural awareness and skills which can be added to an English class. The first activity is called Cultural Values Contrast, taken from *Developing Intercultural Awareness* (Intercultural Press). The second is a role play to develop mirroring skills and build trust between cultures, adapted from *In Company 3.0 Upp Int* (Macmillan).

Shuna
60 audience
Workshop
TTEd, **RES SIG Day**
e, a

Exploratory practice: intercultural issues of trust in language teacher education
Judith Hanks (University of Leeds)
Exploratory practice is a form of practitioner research including learners alongside teachers as potential researchers of their classrooms. But what are the issues that this raises? This interactive workshop draws on the experiences of teachers, learners and teacher-educators from around the world, to illuminate issues of trust in the linguistically and culturally diverse contexts of language teacher education.

Staffa
60 audience
Workshop
(restricted audience size)
TD, TTEd
e, a

Maslow's pyramid and a teacher's role as motivator
Yusra Anwar (Higher Education Teacher Training Academy, Pakistan)
Maslow's theory (1943) presents five tiers of needs that have been applied in various professional contexts. Its applicability will be explored with specific reference to the workshop participants' teaching context - be it of teacher development, general teaching or e-learning. A teacher's role as a motivator will be discussed in detail addressing the 'self-esteem' tier correlating it to giving constructive feedback.

Clyde Auditorium
480 audience
Workshop
GEN
a

Telling and retelling: the magic of stories in ELT
Jeremy Harmer (Freelance/The New School, NY) & Jane Revell (Freelance)
Stories are an important resource for language learning – especially when re-told and 'resignified' (given new meaning). But how can teachers tell stories most effectively; how can they use them for language learning, use them for memory training and then have students use them and then tell their own? This session will tell that story - with passing reference to *Jetstream* (Helbling).

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e = experienced audience
le = less-experienced audience
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

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

Forth
300 audience
Workshop
GEN
e, le, p, s, t, a

Getting pronunciation out of the head and into the body
Adrian Underhill (Freelance)
The muscle coordinations required for the sounds of our first language/s soon become habituated, making it harder to install the new muscle coordinations of subsequent languages. I will offer a physical, proprioceptive toolkit that helps learners get behind these habits and reconnect with the muscles that make the difference. Participants will critique and reformulate these activities for their own teaching.

Gala 1
60 audience
Workshop
BE
e, le, a

The imagined classroom - redesigning for the workplace
Roy Bicknell (Interlingua, The Netherlands)
The workplace now requires a greater flexibility of response. We can address this shift in learning needs in an 'imagined classroom'. This two-part workshop will explore how speaking and writing activities can provide more 'affordance' in student learning; the second part will focus on how key areas of classroom dynamics - feedback and lesson design - underpin the 'redesigning' of the classroom.

Gala 2
60 audience
Workshop
GEN
e, le, a

Vocabulary learning with a personal touch
Viktoryia Zelianko (Streamline Language School)
This workshop is a great opportunity to reflect on (target) vocabulary teaching in communicative courses, with a new twist of including student-driven items into practice. Participants will leave the workshop having tried out activities for analysis and practice applicable to any context, and a clear idea of how to arrange vocabulary work that will meet with individual needs of students.

Alsh 1
100 audience
Workshop
MD, **MaW SIG Day**
le, p, s, t, a

ELT materials writing: emerging principles
Katherine Bilsborough (Freelance)
In this workshop, we'll look at how changing trends in ELT teaching and learning are affecting the focus of ELT materials writers' principles. We'll discuss the importance of developing our own made-to-measure principles within a practical framework. We'll finish by considering some principles for those writers creating materials in unique contexts, using real examples from ELT writers as a springboard.

Alsh 2
100 audience
Workshop
EAP, ESAP
e, le, t, a

Academic reading - effective skills development for lower levels
Deborah Hobbs (EC Bristol)
How effective are we at developing academic reading skills for lower-level Arabic speakers taking the IELTS exam? These learners, hampered by culturally and linguistically driven challenges, typically apply bottom-up techniques, and often show limited contextual understanding. In this participative workshop, we will work through a number of lesson ideas which, whilst focusing on Arabic speakers, can be easily adapted.

Tuesday 4 April

1040-1125: Session 1.1

Boisdale 1
100 audience
Workshop
TEA SIG Day
e, le, s, a

From can't to can: changing our thinking about exams
David Petrie (International House Santa Clara)
The learner often thinks of the exam in terms of what they can't do. In this workshop, we look at changing the focus of exam teaching from ability lacks to ability strengths, and at how to work with learners throughout a course to change feelings of anxiety, fear and stress into feelings of pride, achievement and confidence.

Boisdale 2
100 audience
Workshop
GEN
e, le, s, a

The creative thinking gap: how to make tasks creative?
Judit Feher (Pilgrims Teacher Training)
First, we will explore the essence of creative thinking. Then we will see how this essential ingredient of creativity can be added to communicative activities through creating creative thinking gaps. Next, we will experience different kinds of creative thinking gaps in some creative tasks. Finally, we will make some tasks with creative thinking gaps ourselves.

Lomond
100 audience
Workshop
TTEd, **YLT SIG Day**
e, le, s

Transforming teenagers into 21st Century global citizens
Joan Kang Shin (National Geographic Learning)
For young teenagers, life can be both exciting and confusing. They are discovering who they are and who they want to become. In this workshop, I will offer tips and ideas for teachers of young teenagers to help their students better understand themselves, each other, and the world they live in.

Carron 1
90 audience
Workshop
BE, MD
e, le, a

Music on my mind - music in the (Business) English classroom
Alexandra Haas (Volkshochschule Rhein-Sieg)
Songs are perfect to teach anything from grammar to cultural topics, from phonetics to communication skills. But why does it work? And how? We will look at neurological tests and psychological studies to choose suitable songs for different classroom situations. We will try out practical examples and discuss whether there is a difference between general and the business English classrooms.

Carron 2
90 audience
Workshop
TD, **LAM SIG Day**
e, a

How to motivate and retain young teachers
Ross Thorburn (Global Education, Beijing, China)
Teachers are the most important factor in helping students learn in schools. In spite of this, half of all teachers quit the profession within five years of joining. This session looks at what motivates and demotivates young (Generation Y) teachers and what managers and trainers can do to motivate and retain them.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1040-1125: Session 1.1

Dochart 1
90 audience
Workshop
TD, TTEd
e, a

Brown and Levinson revisited; politeness and teaching practice feedback
Jo Gakonga (University of Warwick, UK / ELT-training.com)
Politeness Theory describes how we make potentially sensitive speech acts more acceptable to a listener, and as such can be a powerful tool when we give feedback. This interactive workshop will use Brown and Levinson's seminal model to help you consider your oral and written feedback and give you practical tips to make it more palatable. Do please come along!

Dochart 2
90 audience
Workshop
TD, TTEd

Classroom interactional competence: developing the missing strand
Emma Meade-Flynn (Freelance)
Classroom interactions offer rich potential for learning. But the question is, how can we help teachers make online decisions that better exploit these exchanges? One way is by developing our ability to analytically reflect on classroom discourse. This session provides a range of practical ideas on how to do this on our training courses and in our own practice.

Leven
100 audience
Workshop
GI, LIT
le, p, s

Using short videos to raise awareness in ELT
Bozica Saric-Cvjetkovic (Primary schoool "T.V.Lebarnik", Lacarak, Serbia)
In this workshop, I will show that effective short videos can be used in the classroom not only for teaching English but also for raising awareness about different issues such as recycling, human rights, saving nature or people with disabilities. Participants will be involved with practical activities, share ideas and get ideas to use in their own classrooms.

Ness
100 audience
Workshop
LT, TD
e, le, p, s, t, a

Portraying yourself online; the good, the bad and the beautiful
Sophia Mavridi (IATEFL LTSIG)
As teachers navigate social networking sites, forums and blogs, a dangerously thin line between professional and personal online etiquette comes into play. In this interactive workshop, we will explore the skills teachers need to develop in order to serve as effective digital role models, successful professionals and positive representations of their place of employment - bring your own devices.

1125-1200 **Coffee break**
There is continual complimentary tea/coffee throughout the day in Hall 5

Tuesday 4 April

1200-1305 Session 1.2

Argyll 1
1200-1230
200 audience
Talk
AL, TTEd
e, s, t

The study of appraisal in advanced language teaching and learning
Maria Lucia Bervejillo (Independent lecturer and researcher)
I will discuss the benefits of introducing a Systemic Functional Linguistics (SFL) approach in the study of text. In particular, I will focus on the interpersonal metafunction of meaning. I will describe the way we guide learners in the discovery of cultural and personal values in different genres and how it helps them improve both interpretation and writing skills.

Argyll 1
1235-1305
200 audience
Talk
TD, TTEd
e, le, s, t, a

Advanced grammar in teacher education: encouraging reflection and discussion
Penny Hands & Damian Williams (Freelance)
Grammar plays a significant role in advanced teacher training courses. In this talk we will present the results of a survey carried out amongst teacher educators, looking at specific areas that they would like to see developed further. We will present some practical solutions with reference to the new edition of *COBUILD English Grammar*, together with links to free online resources.

Argyll 2
1200-1230
200 audience
Talk
LT
e, t

What we talk about when we talk about interaction
Lindsay Clandfield (Freelance) & Jill Hadfield (Unitec, New Zealand)
Do you want to liven up an online course with some fun, creative and interactive activities? This talk is about what we mean by meaningful online interaction, not just pointing and clicking. For the practically-minded, we will include several activities trialled with learners on Whatsapp, Facebook and other online forums, as well as activities from our book *Interaction Online* (CUP).

Argyll 2
1235-1305
200 audience
Talk
LT
e, le, a

Facilitating meaningful student-student communication online
Deirdre Cijffers (Cambridge University Press)
This talk addresses the challenge of creating peer-to-peer interaction within a group in online learning. Drawing on experience of live online teaching using *Viewpoint*, we will identify actions teachers need to take to ensure that students actually talk to each other online. We will look at how to create and manage communicative tasks for the online classroom.

Argyll 3
1200-1230
200 audience
Talk
BE, ESP
e, le, t, a

Company X seeks competent English speaker: key skills for employability
Mike Mayor (Pearson ELT) & David Baker (David Baker Publishing Consultancy)
Employers increasingly cite English as a key requirement when recruiting for a new employee - but the skills required to perform one job in English will differ from another. How can you prepare your students adequately for their chosen role? This presentation shows how the freely available online *GSE Teacher Toolkit* helps you get them 'career ready'.

Argyll 3
1235-1305
200 audience
Talk
EAP
e, le, t, a

International students: can EAP bridge the academic and cultural gap?
Theresa Clementson & Gary Hicks (University of Brighton)
What do students really need from intensive EAP courses? The answer is less about language and more about developing academic and cultural skills, which are completely new for many students. Based on ongoing research with current students, two highly-experienced EAP teachers offer useful insights and practical guidelines on how to develop effective courses for pre-sessional students applying to English-speaking universities.

Barra/Jura
1200-1305
120 audience
Forum
GEN

Forum on Listening

Adventures in listening: the bathtub experiment
Marie Willoughby (International House London)
Developing and setting up extensive reading projects with learners across a series of lessons using the same text is common practice, but how would this work with listening? This talk explores ideas on how to implement extensive yet also intensive listening projects, looking at different texts, tasks and techniques to develop learners' listening skills in the classroom and outside.

Listening effectively: teaching and learning through task-based activities
Kirti Kapur (NCERT,New Delhi)
Listening is essential for effective communication to enhance comprehension, promote dialogue and develop empathy. For second language students in India there are few meaningful listening contexts in English. Task-based activities provide a crucial fillip. Examples of task-based activities from teacher training conducted across India, their outcomes and future actions will be shared in my presentation.

Listening using smart devices: effects on student interaction and autonomy
Clive Shaw (Brunel University Language Centre)
This talk will focus on the use of smart devices to deliver listening tasks in the form of podcasts. Findings are based on classroom research carried out at Brunel University Language Centre. I will explore the effects such devices have on classroom interaction and how students' control over listening provides more opportunities for monitoring and learner autonomy.

Tuesday 4 April

1200-1305: Session 1.2

Orkney
1200-1230
35 audience
Talk
EAP, ESP
e, le, t, a

Motivating students of ESP through peer competition and specialised texts
Albena Stefanova (University of National and World Economy, Sofia, Bulgaria)
Motivating university students is daunting but not impossible with the employment of modern technologies and peer competition. The talk focuses on a practical multi-component task done by students of economics and involving four main activities. The experience and observations shared can help not only ESP but also GE teachers benefit and make their lessons more interactive and stimulating.

Orkney
1235-1305
35 audience
Talk
ESP
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IATEFL RAY TONGUE SCHOLARSHIP WINNER
Engaging students in completing group tasks in specific industry-related contexts
Irene Shiu Ping Tsoi (Technological and Higher Education Institute of Hong Kong)
Engaging students in using English confidently in specific industry-related contexts has been a great challenge for teachers. I aim to share with experienced teachers some practical strategies. They include adapting authentic materials and framing cases in simulated workplace situations for collaborative tasks. A new vision calls for involving students as partners with language teachers in task design and development.

Shuna
1200-1230
60 audience
Talk
TD, **RES SIG Day**
e, t, a

Genre features of published language teacher research
Robert Cooper (St Mary's University, Twickenham, UK)
This talk focuses on some characteristic features of research written by practicing language teachers, as identified in a comprehensive review of accounts published in 2015. Far from being a purely descriptive exercise, it is argued that these features may have implications on the willingness of language teachers to engage with published research and initiate their own research activities.

Shuna
1235-1305
60 audience
Talk
EAP, **RES SIG Day**
e, t

Postgraduate students developing academic writing skills in English
Clare Furneaux (University of Reading, UK)
This talk reports on a study of the experiences of post-graduate international students in a British university. Using narrative frames and interviews, students reflected on their reactions to and management of the writing demands of the academy. I will discuss emerging themes and make suggestions for developing academic literacy skills in this context.

Staffa
1200-1230
60 audience
Talk
TD, TTEd
e, s, t, a

Training outside the box – teacher-centred alternatives to the traditional INSETT

Rose Aylett (British Council Egypt)

Are your INSETTs getting a little predictable? This presentation will explore three alternative formats to transform training sessions into collaborative, personalised learning experiences based on teacher-generated issues. Convert your training room into an art gallery, fairground or doctor's clinic and discover how a new paradigm can surprise, inspire and promote learner autonomy among participants.

Staffa
1235-1305
60 audience
Talk
TD, TTEd
e, le, a

Reflective teaching: an institutional bottom-up approach to CPD

Artemis Aghvami (Your English Lounge)

The session gives an overview of how an institute examines putting into practice the concept of reflective teaching, as a selective tool for in-service teachers at different stages of their career, to assess their pedagogical or theoretical needs. We promote a bottom-up approach to developing a CPD programme, which is both teacher-initiated and in line with British Council requirements.

Clyde
1200-1305
480 audience

ELT JOURNAL DEBATE

ELTjournal

ELF is interesting for researchers, but not important for teachers and learners

As English has become the global lingua franca, there has been a lot of discussion of, and investigation into, the varied ways in which it is spoken around the world, and by different groups of speakers. But is such variation in English as a Lingua Franca (ELF) relevant to the ELT classroom? Is what we have learned about ELF important for English language teachers and learners? Our two speakers will debate the issues. Please come along, have your say, ask questions - and join in the vote.

Speakers: Peter Medgyes, Alessia Cogo. Chaired by Graham Hall

Forth
1200-1305
300 audience
Panel discussion
TD

A.S. HORNBY EDUCATIONAL TRUST SCHOLARS' PRESENTATION

Factors influencing English language teacher motivation

Sagun Shrestha, Mehdi Gholikhan, Oumar Moussa Djigo, Noel Franco, Maricarmen Gamero, Komila Tangirova, Jayantha Ratnayake, Tran Phan, Mirian Fuhr, Saifa Haque, Onen Okot Julius Daniel, Betelhem Tsehayu

Teacher motivation plays a key role in teachers' engagement in professional development and in the quality of their practice in the classroom. As a result, understanding motivation is essential to helping teachers deal effectively with the challenges they face. The Hornby scholars will bring their wide range of knowledge and understanding of different educational contexts to explore this crucial issue. (Facilitated by Martin Lamb, University of Leeds.)

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday 4 April

1200-1305: Session 1.2

Gala 1
1200-1230
60 audience
Talk
LA, LT
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Technology and efficient learning
Karen Wilkins (Freelance)
Do learning technologies help students become more efficient learners? This talk reports on research into international students studying at a British university who use technology, autonomously, partly to become more efficient but the students also felt that technology could be a distraction which makes us lazy. This talk includes practical examples of technologies used for independent study.

Gala 1
1235-1305
60 audience
Talk
GEN
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ESOL student engagement in the community for better outcomes
Athanassia Iosifidou (Milner College of English)
In the current climate of globalisation, the ESOL student represents the largest and fastest-growing segment of the adult education population. The engagement of ESOL students within their new communities must be incorporated into their school experience for better outcomes. How? ESOL students in Australia answered this question and their responses will be shared with you to help you do it!

Gala 2
1200-1230
60 audience
Talk
LT, TD
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Developing creative and critical thinking skills in teachers in training
Marisa Constantinides (CELT Athens)
We talk a lot about producing creative activities for learners and less about how to help teachers become more creative as well as critical thinkers. In this talk, I will be sharing ideas on how teacher education courses can include specific training activities focusing on developing creativity and critical thinking, qualities much needed by teachers in their daily practices.

Gala 2
1235-1305
60 audience
Talk
TD, TTEd
e, t, a

Feedback, feedforward, motivation, trust: coaching and interpersonal classroom skills
Ben Dobbs (BD Communications)
Interpersonal and coaching skills including trust-building, motivating, and giving and receiving feedback are needed by teachers. This workshop will examine and test these skills and demonstrate how teachers can maximise the effectiveness of feedback, both affirmative and developmental, as well as use 'feedforward', how motivation can be developed, and how teachers can grow trust and establish a unique co-created culture.

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e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Alsh 1 **1200-1305** 100 audience Forum LT, **MaW SIG Day**	**Forum on Digital materials** **Interactivitease: just making learning content digital isn't enough** **Paul Sweeney (Digital ELT)** Digital learning materials are often less creative or flexible than they could be. They commonly suffer from self-imposed limitations in the ways in which we conceptualise digital material, or are not informed by a new generation of content creation tools and course types (such as MOOCs) which should lead us to rethink what we mean by 'interactivity'. **Using Learner Experience Design (LXD) to improve language learning products** **Laurie Harrison & Nick Robinson (ELTjam)** User experience (UX) describes the total experience of interacting with a product - its usability and how it makes the user feel. Good UX is now considered essential for any digital product. We'll examine how the concept of Learner Experience (LX) applies the same thinking to the process of learning. And if there's a recipe for good LX, what are the ingredients? **Materials develop courses: what teachers want and what they need** **Paul Slater (University of Brighton)** While the coursebook remains central to most English language teaching classes, a growing number of teachers are now exploiting a diverse range of digital materials to support their lessons. I will discuss what this increasing use of digital materials mean for language teacher education courses, particularly the materials element of such courses.

Tuesday 4 April

1200-1305: Session 1.2

Alsh 2 **1200-1305** 100 audience Forum LT	**Forum on Blended learning** **Blended learning models: redefining teacher development, evaluating our know-how** **Maria Norton (British Council Italy)** What blended learning models best serve the exploitation of emerging technologies to engage teachers in their development? Educators undertaking blended teacher development in Italy did bust some myths - such as online learning is a second rate option - eventually! I'll discuss this and the formula produced that provides food for thought for ministries and providers alike, suggesting blended learning can be more culturally meaningful. **Towards implementing the flipped classroom in an EFL context** **Ahmed Ali Saleh Al Ajmi (Rustaq CAS, Oman)** This presentation investigates students' and teachers' views about introducing the flipped classroom to an EFL context. Theory about the flipped classroom, its characteristics and practitioners' views about it will be discussed. Then the study and its main findings will be considered. The audience will be provided with practical hints on how to apply the study findings in their EFL contexts. **Blended English learning – which blend works best?** **Julia Stanton (British Council)** Blended English courses in many different forms are becoming increasingly popular but which blend works best for the learners? This theoretical and practical presentation for experienced audiences looks at the results from a blended learning research study in Mozambique and suggests ways to approach the setting up of a blended course.

Boisdale 1 **1200-1230** 100 audience Talk **TEA SIG Day** e, le, s	**IATEFL TEASIG SCHOLARSHIP WINNER** **Can assessment be formative and summative? Yes, if it's authentic** **Ilya Denisenko (Moscow State Linguistic University)** Teachers all over the world are trying to teach their students English, raising learner autonomy and motivation. However, many still can't avoid teaching to the test and focusing on discrete aspects of language because of the demands of the national exam. This presentation will suggest practical ideas on designing summative tests for formative purposes, through the lens of 'authentic assessment'.

Boisdale 1 **1235-1305** 100 audience Talk **TEA SIG Day** e, le, a	**IATEFL TEASIG SCHOLARSHIP WINNER** **Mind the gaps (in high-stakes testing)** **Christien Lee (Freelance)** It is a truth universally acknowledged that a test taker in need of a good score must be in want of some knowledge... but what knowledge? Knowledge of English is one kind, of course, but for many test takers, other gaps loom larger. This session will describe some of these gaps and offer teaching strategies to help bridge them.

Boisdale 2 **1200-1305** 100 audience Forum LT, TD	**Forum on Online and F2F CPD for teachers** **Teacher development through teacher activity groups, technology and social media** **Jon Parnham & Gauri Puranik (British Council, Mumbai)** Is attending training enough for your continuing professional development? In this talk, we'll share how 18,000 teachers from Maharashtra formed informal teacher groups and used technology to discuss, learn from each other and make positive changes in their classrooms. We'll talk about what teachers did, how they did it and how you can do something similar in your context. **Teachers' networks and continuing professional development** **Sudeb Kumar Biswas (English in Action, Bangladesh)** Any teachers' professional development initiative requires follow-on support to ensure that they continue with new practices. English in Action (EIA), Bangladesh, creates teachers' networks for experience-sharing, where direct support and social media both play a major role. This presentation focuses on how teachers are currently utilizing these platforms for their continuing professional development within a wider community. **CPD and networking for Iranian teacher trainers using Moodle** **Alireza Talebzadeh (Ministry of Education, Iran) & Leila Afkhami (Industrial Management Institute, Iran)** How has Moodle been used as an effective tool to develop Iranian teacher trainers professionally and create a network of trainers throughout the country? What changes has it brought about in Iranian ELT? In this presentation, we will share our experiences of 'Moodling' and speak about how this platform has helped teacher trainers benefit from CPD topics presented on it.

Tuesday 4 April

1200-1305: Session 1.2

Lomond
1200-1230
500 audience
Talk
YLT SIG Day
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Projects: a tool to develop teenagers' awareness of cultural diversity
Leticia Moraes (Cultura Inglesa Sao Paulo)
Known for fostering creativity and collaboration in a meaningful way, projects are a powerful tool not only to engage students in the learning process, but also to trigger reflection on issues such as cultural diversity and tolerance. This talk will show examples of how projects can go beyond language development and contribute to teenagers' growth as world citizens.

Lomond
1235-1305
500 audience
Talk
YLT SIG Day
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Drama with a small d
Nick Bilbrough (The Hands Up Project)
Drama is far too useful as a tool for learning to be reserved for the high-achievers and the extroverts. We'll begin by examining some of the benefits of rehearsing and performing a simple play with learners in challenging contexts around the world, and conclude with a live video-linked performance from a group of children in an UNRWA school in Gaza.

Carron 1
1200-1230
90 audience
Talk
LT
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Data 101 - Making sense of analytics in digital English products
Neil Ballantyne (British Council)
When developing digital products for English learners, getting analytical data on that product is easy with a proliferation of analytics tools such as Google Analytics. This talk will share how you can make sense of the data and ensure it is answering questions that can be used to make better products for learners.

Carron 1
1235-1305
90 audience
Talk
LT
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Knowledge about integration of digital technologies and constructing teacher identities
Aysegul Salli (Eastern Mediterranean University)
Recently, research on the integration of digital technologies in language classes has gained importance since we are in the age of technology. This talk will focus on the relationship between teachers' knowledge on the use of digital technologies and how they see themselves as competent teachers, as well as their perceived teacher identities within the school context.

Carron 2
1200-1230
90 audience
Talk
TD, **LAM SIG Day**
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Managing a language centre: communication, quality and staff development
Alena Hradilova (Masaryk University Language Centre)
The talk shows how changes in our Language Centre organizational structure and the introduction of new networks enhance the quality of cooperation, sharing, staff training, research and communication at various levels of the LC. LC staff members' feedback is used to illustrate how these novelties help teachers in personal and professional development and offers an interesting and original LC staff typology.

Carron 2
1235-1305
90 audience
Talk
LAM SIG Day
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Is there a leader in you?
Bita Rezaei (Hermes Institute)
Stepping into the arena and leading a team to achieve success calls for a certain set of attitudes and attributes. What we need on our way to a great business and a happy team is a competent leader. This talk will lead participants (experienced teachers and managers) on a journey of self-discovery of their leadership qualities.

Dochart 1
1200-1305
90 audience
Forum
GEN

Forum on EMI

Learning English in EMI courses: a by-product or learning outcome?
Aleksandra Sudhershan (University of Applied Sciences Kufstein Tirol)
The drive towards EMI-sation of HE appears unstoppable but its pedagogical implications are under-researched. This concerns particularly the extent to which improving English is considered an explicit learning outcome in EMI courses. This session will examine the current debate on the issue and relate it to the findings of a study conducted with academic staff at an Austrian HEI.

Exploring effective practices in EMI vocational training
Caterina Skiniotou (Laureate Vocational Saudi Arabia)
The findings of action research on effective planning and delivery of Vocational Training programs using English as the medium of instruction (EMI) in Saudi Arabia will be presented in this talk. The main program features and learning outcomes, student audience, research methodology and findings of the research conducted in three male and five female vocational colleges will be outlined.

EMI and ESP: will they 'marry' in Ukraine?
Zhanna Sevastianova (British Council Ukraine) & Liudmyla Klymenko (British Council Projects, Ukraine)
The talk gives an overview of the British Council English for Universities project and introduces an academic teacher development programme based on the baseline study findings. You will see how we create opportunities for both subject teachers and English teachers to learn from each other, work collaboratively, and shape the future of tertiary education in Ukraine.

Dochart 2
1200-1230
90 audience
Talk
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Writing: is little and often the best approach?
Anna Young (Bell Cambridge)
Getting students to write can sometimes be tricky. In this talk, I'll share my experiences of experimenting with daily 10-minute writing tasks, success criteria and feedback that goes beyond an error correction code to help students to improve their range and use of written language. I'll share what I did, how I did it and why students liked it.

Tuesday 4 April

1200-1305: Session 1.2

Dochart 2
1235-1305
90 audience
Talk
GEN
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The magic egg: reducing L1 interference in students' writing
Michael Mooney (The English Studio, London)
'It ain't what you write, it's the way that you write it.' Why do students make errors in compositions that they wouldn't make in grammar exercises, especially at levels B2-C1? This session will present an approach to writing in which students place much greater emphasis on the structures they are going to use, rather than the ideas they express.

Leven
1200-1230
100 audience
Talk
BE, LT
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Global product pitch: a collaborative online international learning project
Andrew Preshous (Coventry University), Nicole Keng (University of Vaasa, Finland) & An Ostyn
This talk reports on an OIL (Online International Learning) project which raised intercultural awareness and developed the business communication skills of undergraduate international students. Involving collaboration between Coventry University, VIVES University College, Belgium, and University of Vaasa, Finland, small groups of students established links with their peers online, delivered product pitch presentations, then responded with comments and feedback.

Leven
1235-1305
100 audience
Talk
BE, ESP
e, le, t

Liquid account or current account - how to avoid collocational mistakes?
Evelina Miscin (University of Applied Sciences Baltazar)
Do your students know whether to say 'liquid account' or 'current account'? How often do they make collocational errors? This presentation will show some of the most common collocational errors of financial English students. Then, hands-on activities will be given which can also be used in general English. Active participation is expected.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
ESP = English for Specific Purposes
GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Ness **1200-1305** 100 audience Forum LT, TD	**Forum on Online teaching skills** **Making the move to online teaching: a CPD toolkit** **Beth Caldwell & Neenaz Ichaporia (British Council, India)** How do you successfully transition from teaching in a physical classroom to a virtual one? What skills and strategies do you need to develop into a proficient online teacher? Based on our experiences e-moderating and managing a teaching team on the British Council's myEnglish blended learning courses in India, we aim to present a toolkit for aspiring online teachers. **Building a successful community of practice among online English teachers** **Joseline Castanos (Laureate International Universities)** Building a sense of community among online teachers can be difficult. However, it is essential to maintain standards, provide support, and research best practices for online learning. This session will walk trainers and administrators through practical tools and strategies used successfully to engage teachers to effectively teach English online to faculty, staff and students across a vast network of institutions. **Online teaching: talent or training?** **Karin Heuert Galvao (i-Study Interactive Learning)** Are you apt to teach online? Some might say you just need internet connection, a Skype account, headphones, a webcam, and you're good to go. But are you? In this talk, we will discuss whether this statement is accurate, if you are ready to teach online, what behaviors you should have and what tools you should master.

1305-1410 Lunch break

1320-1350 Alsh 1 100 audience	*How to get the most out of this conference* (with Susan Barduhn) This is a repeat of this morning's session, at 0815, for those who missed the first offering. Please see page 49 for details.

Meet the Patron

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday 4 April

1410-1420 Session 1.3 - Poster presentations

Hall 5	For the duration of the conference, there is a Poster Forum in Hall 5 near the IATEFL Registration Desk. Please see below for the presenters who will be present at their poster during session 1.3 to discuss it with delegates and to answer any questions.

Poster 1
ESOL

Challenges of developing reading skills and using guided reading strategies
Renu Dhotre (M P Shah English High School)
There is a close relationship between students' reading skills and academic success. However, many students read without comprehension and often struggle while reading. So tailor-cut guided reading strategies, including before-, during- and post-reading methods, were used to suit individual needs. I'll explain how these strategies were found to have a great impact on the struggling readers.

Poster 4
PRON, YLT

FUSE – The Finnish Upper Secondary School Corpus of Spoken English
Lasse Ehrnrooth (Alppila Upper Secondary School)
This poster looks at the linguistic features present in the current version of FUSE, the Finnish Upper Secondary School Corpus of Spoken English. The speech corpus consists of transcribed dialogues recorded during various, official, spoken English examinations in Finnish upper secondary schools. The research focus will be on hesitation markers and overlapping speech.

Poster 7
LA

A three-step conversation practice: lowering affective filter through peer collaboration
Yumi Gomez (Rikkyo University, Japan)
Making hesitant EFL learners speak English can sometimes be a big challenge. This poster reports on an action research that aimed to help Japanese university students gain confidence in speaking English through a series of paired free talk practices in the classroom. The poster will provide practical information for teachers in a similar context.

Poster 10
BE

Intercultural communicative competence – a competitive advantage for global employability
Monika Hrebackova (Czech Technical University, MIAS School of Business and Interdisciplinary Studies)
How do we deal with the changing communication needs of the global job market, minimize misunderstanding, prejudice, identity conflict and language deficiency which compounds the lack of skills to interact successfully in business? This poster describes innovative methodologies and topics which motivate students to go beyond their cultural comfort zone, and make them more competent and effective users of English.

Poster 13
GEN

EFL in Italy - from rock 'n' roll to mandolino

L. Alexia Piaggio (UniGE , School of Medicine and Pharmacy) & Erica Napoli Rottstock

If you are considering teaching EFL in Italy, then remember that 'the boot in the Med' isn't just about romantic romps with dark-haired partners, excellent food and glam locations. Here are six things worth packing when taking a job in the land of spagbol, tarallucci e vino and mandolino, as recommended by colleagues who have 'been there and done that'.

Poster 16
EAP

An extensive reading campaign in Qatar!

Sherry Ward & Deanna Rasmussen (Texas A&M University at Qatar)

Two instructors at a branch campus in the Middle East will share the challenges and choices involved in incorporating extensive reading (ER) into the curriculum. Theory, implementation and proven practices will be discussed and some of the activities and approaches used to promote ER in the program will be shared.

Poster 21
ESP

University learners' attitudes on the use of TBLL in ESP

Christina Yerou (Cyprus University of Technology)

Task-based language learning (TBLL) is believed to create an ideal environment where language learning is facilitated and enhanced via meaningful, student-centred, real-life tasks. Such tasks are particularly welcomed in English for Specific Purposes courses, where learners' specified needs are catered for. This poster exhibits university students' perspectives towards the implementation of TBLL in an ESP course.

1435-1505 Session 1.4

Argyll 1
200 audience
Talk
GI
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Developing global competency in ELT

Ceri Jones & Ben Goldstein (Freelance)

Global competency focuses on developing particular skills and attitudes: the knowledge and understanding of global issues and intercultural concerns; the fostering of analytical and critical thinking; and the valuing of cultural diversity. This talk shows how these concepts can be incorporated easily in class via practical and engaging ideas that can be used at different ages and levels.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Tuesday 4 April

1435-1505: Session 1.4

Argyll 2
200 audience
Talk
TD
e, le, p, s, t, a

Engaging students: lessons from Elvis, the Gruffalo and more
Mike Riley (Macmillan Education)
What do a daredevil stuntman, a Nobel prize-winning physicist, the King of rock 'n' roll and the Gruffalo all have in common? They all knew a thing or two about engaging people. In this talk, we will uncover the secrets of some of our most captivating icons and see what we can learn about engaging our students.

Argyll 3
200 audience
Talk
LT
e, le, s

The genuine article (you couldn't make it up)
Sue Kay (Pearson ELT)
Authentic classroom texts are, in my experience, more engaging than texts invented to showcase language, and are more likely to elicit genuine responses. I'll present tips for choosing and adapting authentic texts so they are useful as language input and enable meaningful language practice. I'll illustrate my talk with examples from *Focus*.

Barra/Jura
120 audience
TD, TTEd

PLENARY FOLLOW-UP SESSION
Question & answer session relating to Gabriel Diaz Maggioli's plenary session
If you attended Gabriel Diaz Maggioli's plenary session this morning on "*Empowering teachers through continued professional development: frameworks, practices and promises*", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Gabriel's plenary talk.

Orkney
35 audience
Talk
TD, TTEd
e, a

Pakistan diaries: teacher development through outreach programmes
Naziha Ali Jafri (Emirates Aviation College)
This session reports on a volunteer teacher development initiative in Pakistan, started by a group of 'TESOLers' based in the UAE. I will elaborate on my four-year journey with my colleagues to share insights about the significant difference their efforts have made. I will also highlight some exciting new developments in the context.

Shuna
60 audience
Talk
RES SIG Day
e, a

Is seeing always believing? An approach to classroom observation
Stephanie Aldred (Manchester Metropolitan University)
Classroom observation plays an important role in TESOL practice, but its reliability has been brought into question by recent large-scale, mainstream studies (e.g., Strong et al 2011). A social constructivist approach to observation is presented for high-stakes situations, illustrated in part by narrative voices of TESOL practitioners, responding to some of the unique dynamics present in the TESOL setting.

Staffa
1435-1650
60 audience
Symposium
LA

Symposium on Teaching learning strategies to English learners

Preparing teachers for language learning strategies instruction
Anna Uhl Chamot (The George Washington University)
This presentation will describe teacher preparation programs from five countries that help English teachers integrate language learning strategies instruction into their classrooms. Principles common to each of the different contexts described will be identified and examples of specific teaching techniques will be provided. Then, aspects of preparing English teachers to teach learning strategies that need additional research will be discussed.

The role of learner metacognition in strategy learning
Christine Goh (National Institute of Education, Nanyang Technological University, Singapore)
I'll discuss the importance of learner metacognition for improving their self-regulation, confidence and performance in language learning. A theoretical framework for metacognition is suggested for planning metacognitive development and strategy instruction activities, with examples drawn from L2 speaking and listening. Challenges and areas of further inquiry by teachers and language researchers are also highlighted.

Teaching grammar learning strategies: from principles to classroom practice
Miroslaw Pawlak (Adam Mickiewicz University, Kalisz, Poland)
The strategies that learners fall back upon when learning and using English grammar have been neglected in theory, research and classroom practice. This presentation aims to fill this gap by spelling out the principles of grammar learning strategy instruction and providing examples of specific practices that can be used for this purpose in teaching university students and secondary school learners.

Making learning strategies fun with a free web-based multimedia course
Jill Robbins (Strategic Learning Unlimited)
More and more, students are going online to improve their language skills. Yet many distance language learning programs lack effective language learning strategies instruction. This presentation shows how a free online course provides both classroom teachers and autonomous learners with engaging, interactive multimedia communicative language and strategies instruction through humorous short videos, quizzes and downloadable media.

continued...

Tuesday 4 April

1435-1505: Session 1.4

Staffa **1435-1650**	***Symposium continued*** **The relationship of metacognitive awareness of reading strategies to achievement** **Birsen Tutunis & Carol Griffiths (Istanbul Kultur University)** Since metacognition has long been recognised as important in language learning, I will present the findings of a study which used a 30-item inventory called the MARSI to investigate metacognitive awareness of reading strategies among students studying in a university preparation school in Turkey. Implications for the teaching and learning of a target language will be suggested.
Clyde Auditorium 480 audience Talk TTEd e, le, s, t, a	**Not again? A new revised edition of *Practical English Usage*** **Michael Swan (Freelance)** I will recapitulate the principles behind the best-selling *Practical English Usage* (OUP) and explain why a fourth edition is needed. I will describe the many updates and additions and show how the material has been restructured, so that the book constitutes not only a usage guide, but also a complete learners' grammar. Finally, I will introduce the online edition.

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ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
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GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Forth **1435-1620** 100 audience	**INTERACTIVE LANGUAGE FAIR** The ILF is a 1 hour 45 minute event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. This is a feast of presentations in a single interactive format. The presenters in the Interactive Language Fair are:
GEN	**Web2.0 implementation in Saudi women's higher education: findings and recommendations** **Khloud Al Khader (University of Manchester, UK)** Web2.0 technologies have been widely used in educational contexts around the world. However, their use in a Saudi EFL educational context is at an early phase. This presentation will focus on the findings and recommendations on the implementation of these technologies in a particular under-resourced context and the importance of taking into account its socio-cultural domain.
ESOL, TD	**Creating reflective practitioners within the lesson study process** **Shaikha Al Shabibi (University of Stirling)** This presentation focuses on how three teachers adopted a lesson study approach as a new experience in Oman to improve their reflection skills. The study explores how lesson study creates opportunities for teachers to engage in activities to foster teachers' higher levels of reflective thinking. The research used classroom observations, recordings of post-lesson discussions and teachers' interviews to collect data.
MD, RES	**EFL learners' evaluation of authentic materials** **Bahar Avsar (Eastern Mediterranean University)** Nowadays, many language teachers prefer to use authentic materials, which are not designed to teach foreign languages, to make their lessons more attractive. Would students prefer the same? I will share the results of a research study about the use of authentic materials from the students' perspective who are at lower and higher English levels.

Continued on next page...

Tuesday 4 April

1435-1505: Session 1.4

1435-1620 *ILF presentations continued from previous page*

TD, TTEd

ELephanT.tips: from diagnostic tool to tailor-made teacher aid
Natalia Belousova (Study and Training Centre CLASS, Russia) & Evgeny Bakin (Higher School of Economics)
The presentation will focus on the ELephanT.tips project implemented in Russia and aimed at developing a sustainable professional development framework for teachers of English. This national online competition, which evaluated local teaching via video lessons, helped target the challenges in education across the country. The project provided access to needs-driven, as opposed to standardized, quality training and harnessed teachers' motivation.

GI, YLT

Expectations and challenges for active learning at a Japanese university
Diane Brown (Sapporo University)
Japanese universities are facing stiff competition for enrollment due to a declining population. Sapporo University is pursuing a policy of active learning to remain competitive. This presentation describes my active learning plan for their Global Action Program (GAP). I expected GAP to encourage and support students' active learning, however, Japanese communication styles inhibited and challenged their active participation.

ESOL, TD

Empowered EFL teachers become reflective mentors - voices from the field
Niki Christodoulou (University of Nicosia)
EFL teachers are often regarded as 'second-class citizens' whose voices largely go unacknowledged and under-represented. In this presentation, based on research findings from my doctoral study, I capture 'teacher voices from the field' which indicate that when EFL teachers feel appreciated, they can act as pioneers of the reflective practice process to peers.

LIT, RES

Cultures of learning in the ELT classroom in Russia
Olga Dolganova (University of Manchester, UK)
I will present a study which explores the development of cultures of learning in a Russian university and how they shape the way English is taught there. I will share how teachers speak about their culture of learning and how their narratives relate to what they do in the ELT classroom in the Russian higher education context.

Continued on next page...

1435-1620 *ILF presentations continued from previous page*

LA, RES

Evolving English learning motivation of Chinese students in Hong Kong
Xujia Du (The Chinese University of Hong Kong)
Drawing on the L2 self system of motivation, a study explored the evolution of the English learning motivation of a small group of Mainland Chinese undergraduates during their intercultural transition at a Hong Kong university. Implications will be discussed regarding the kinds of intercultural and motivational support needed by learners who move from EFL contexts to EMI or study-abroad contexts.

LT

Planning electronic units by students of education
Amal Farhat (Lebanese International University)
This presentation will demonstrate an instructional unit Education students design as a final project for the course Educational Technology. Students include all they have learned throughout the semester and in other courses of education in a template, which includes an overview of the project, process, evaluation material and a conclusion. The unit can be tailored to any subject or grade.

TD, TTEd

Transforming Nepalese EFL teaching learning practices through activity-based instruction
Dhundi Raj Giri (Center for Activity-Based Instruction, Nepal)
In this presentation, I shall introduce activity-based instruction (ABI) as the backdrop of the traditional Nepalese EFL classroom. I shall highlight how activity-based instruction has helped teachers transform their teaching learning practices from textbook-limited, rote learning and teacher-centered to student-centered, experiential learning, thereby helping learners become critical, creative and constructivist learners.

ESOL

Bridging inequalities: building English language competencies of first-time tribal learners
Viswanath Kannepalli (National Institute of Technology, Rourkela, India)
A government scheme providing English medium education to rural tribal children in India is observed to be not addressing the requisite needs. Beneficiaries are deprived of expected benefits as these first-time learners have to compete with urban children who have already studied English for three years. A bridge-course in English aimed at preventing tribal student dropout is proposed.

Continued on next page...

Tuesday 4 April

1435-1505: Session 1.4

1435-1620 *ILF presentations continued from previous page*

EAP

Phrasal verbs in ELT: different approaches
Elena Kondratenko (Lomonosov Moscow State University)
In the presentation, I will outline different techniques that can be used in teaching phrasal verbs to university students at upper-intermediate and advanced levels. I will speak about two methods: writing a story containing a number of phrasal verbs and the application of semantic analysis to the phrasal verbs study.

TEA

Teachers' views on usefulness of portfolio-based language assessment in Canada
Fatemeh Mohammadian Haghighi (University of British Columbia)
In this presentation, the findings of a study, which investigated teachers' perceptions of Portfolio-Based Language Assessment (PBLA) in the Language Instruction for Newcomers to Canada (LINC) programme will be presented. The usefulness, benefits and challenges in PBLA implementation will be discussed and suggestions for facilitating PBLA implementation will be offered.

LAM, TD

Student retention through careful observation
Anamaria Pelegrini (Cultura Inglesa Sao Paulo)
My presentation will show teachers and managers how we can use data and perception together; an approach that combines the Cartesian and Goethean ways of analysing data to improve students' perception of learning and eventually increase student retention. This approach enriches teachers' performances and helps build better and stronger relationships through observation, dialogue and perception development.

BE, ESP

English use in the Austrian workplace
Hans Platzer & Desiree Verdonk (University of Applied Sciences, Wiener Neustadt)
We'll discusses the results of a long-term study (1999-2016) on the use of English in the Austrian workplace. The study is based on a sample of over 500 in-service students at the Fachhochschule Wiener Neustadt and focuses on a) factors affecting learners' motivation to attend language training and b) their actual use of English in the workplace.

Continued on next page...

1435-1620	*ILF presentations continued from previous page*
EAP, RES	**An investigation of the connection between spelling knowledge and reading** **Aicha Rochdi & Fatma Abdelati Elshafie Mohamed (Zayed University, UAE)** Emirati students studying EAP seem to face difficulties in spelling and reading. The literature draws a link between these two skills. This presentation reports on a research study that aims at categorising the type of spelling errors made by EAP Emirati students, investigating the correlation between their spelling knowledge and reading skills, and implementing an intervention to promote spelling ability.
RES, TEA	**Unannounced quizzes in the EFL classroom - a hindrance or help?** **Rhian Webb (Middle East Technical University North Cyprus Campus)** This presentation discusses the use of frequent unannounced quizzes in the EFL classroom, which engages less-experienced audience members in reflecting on the effectiveness of these quizzes in their own EFL learning and teaching context. Our completed research study sheds new light on the role of kinetics and language learners in test-taking conditions.

Gala 1 60 audience Talk IPSEN, LT e, le, s, a	**Building fluency and comprehension in dyslexic readers** **Julia Koifman (Beit Ekstein High School, Rupin, Israel)** This talk focuses on teaching dyslexic students reading comprehension and improving their spelling, speaking and writing skills. It explores ways to activate the inherent strengths of the dyslexic mind and deals with modern and effective methodology proposed by Israeli Association for LD People. I will share my experience on how to help dyslexic students succeed in high school.
Gala 2 60 audience Talk GI, TTEd e, a	**Sink or swim? Preparing trainees for the EFL jobs market** **Dita Phillips (British Study Centres Oxford-Teacher Training)** The murky (sometimes shark-infested) waters of the EFL/ESOL jobs market can be a daunting prospect for newly-qualified teachers, especially non-native-speakers (NNESTs). What more can trainers on pre-service courses do to help? I will discuss my survey of CELTA graduates and give practical ideas for helping trainees as they prepare to take the plunge and look for work.
Alsh 1 100 audience Talk MD, **MaW SIG Day** e, le, p, s	**How can classroom teachers become textbook authors?** **Joep van der Werff (Interlingua, Mexico)** I wrote a questionnaire and 15 authors answered it. Respondents were native and non-native speakers of English living in a variety of countries. The authors explained how they had started writing and gave recommendations for future writers. I will summarize the results of the questionnaire and will include practical tips for prospective authors.

Tuesday 4 April

1435-1505: Session 1.4

Alsh 2
100 audience
Talk
EAP, LT
le, t, a

How technology helps students listen out for key information
Reeza Awoodun (Sonocent Ltd)
Using *Sonocent Audio Notetaker*, I will showcase how tutors teaching English for Academic Purposes are using the software to hone the skills of students to listen out for key information in classes and lectures; and summarise this effectively in their notes. Plus, we will look at strategies to develop effective speaking skills, helping students communicate effectively.

Boisdale 1
100 audience
Talk
TEA SIG Day
e, t

Maximising collaboration in oral English testing: an example from China
Susanna Wickes
This session outlines a simple, innovative end-of-term achievement test that facilitates authentic inter-peer communication throughout each stage of the testing process. Integrating theory and practice, I explain the test's design and administration, and discuss its implications for collaborative learning. Though implemented in a Chinese university, I will show that the test can be adapted and applied to other contexts.

Boisdale 2
100 audience
Talk
LT
e, le, t, a

Don't feed the troll! Moderating a teaching association Facebook group
Michael Harrison (EHWLC)
So you want to set up a Facebook group for your TA (remember, other social channels are available)? Perhaps you already do this kind of thing. Either way, in this talk I will speak about my experience as a moderator of the IATEFL Facebook group, and offer a few tips and tricks if you're planning to do this yourself.

Lomond
500 audience
Talk
YLT SIG Day
e, p

Aligning parental objectives with young learner programmes
Shay Coyne (International House Sabadell)
Parents are an important factor when developing YL courses. Incorporating their objectives into YL programmes, and providing YL teachers with a practical checklist of these objectives, means we are better able to develop and deliver programmes that meet the needs of our young language learners and their parents more effectively.

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TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Carron 1
90 audience
Talk
ESOL, GI
e, a

Refugees, relevance and revenue: EFL in an age of change
Thomas Jones (telc – language tests)
Our industry is growing: global English... or a global language. The largest population movement since 1945, cultural/national borders reassessed as identity walls are built or come down. Added to a huge flow of private equity into language education... so how can educational professionals align their own moral compass in these turbulent times? Hopefully we can find some answers together.

Carron 2
90 audience
Talk
TTEd, **LAM SIG Day**
e

Managing diversity: are we blind to our blindness?
Vinicius Nobre (Cultura Inglesa Sao Paulo)
Diversity is central to education as preparation to live within a global economy, but we might still turn a blind eye to its complexity in the TESOL world. In this talk, we will look at how leaders can manage diversity so as to minimize discomfort and help working groups enhance creativity and increase cohesion.

Dochart 1
90 audience
Talk
TTEd
e, le, a

Reflection and review on a part time CELTA
Rachel Clark & Cathy Morand (University College London CLIE)
Initial teacher training courses are often front-loaded with a lot of information included at the beginning and little time for review later in the course. We are going to focus on three key areas which are important to review and which can help trainees hone their planning and teaching skills: awareness of learners, language analysis, and lesson aims / procedures.

Dochart 2
90 audience
Talk
LT, TTEd
e, t

Nurturing professional development online – teacher trainees as webinar presenters
Tilly Harrison (University of Warwick)
Teacher trainers should realise that their trainees are entering an evermore technically-focused, online world. This session will explore the skills required to give an effective webinar or online seminar and ways to foster them in trainees. We will review lessons learned in a UK MA in ELT where students could use Blackboard Collaborate as a presentation medium.

Leven
100 audience
Talk
TD
e, le, s, t, a

The IELTS tick sheet – transitioning teachers into IELTS
Greg Archer (CATS College Cambridge)
Transitioning into teaching IELTS can be awkward. In this session, I offer guidance on how academic managers can provide teachers with the tools to approach this move with confidence – whether those teachers are unwilling, under-experienced, or even eager to do so – and how teachers themselves can do so seamlessly and knowledgeably. Includes examples of good practice from *Mindset for IELTS*.

Tuesday 4 April

1435-1505: Session 1.4
1520-1550: Session 1.5

Ness
100 audience
Talk
LT, TD
e, le, p, s, a

Will it blend? Does blended learning work? How and why?
Eftychis Kantarakis (National Geographic Learning)
More and more voices share stories about the use of blended learning. But what is it? Does the future of education lie in using a lot of media in the classroom? Do the students show the way? Can the teachers follow? Is it just another trend? Let's review some elements of blended learning and appreciate it for what it is.

1520-1550 Session 1.5

Argyll 1
200 audience
Talk
TD, TTEd
e, le, t

Developing teachers in a global network: challenges and solutions
Eric Baber (Cambridge University Press) & Gordon Lewis (Laureate International)
Laureate International Universities is a global network of 70 universities with more than 8,000 English teachers across 80 campuses. Devising and delivering teacher development initiatives that meet the needs of a very diverse teaching body raises a number of challenges. This talk will outline key issues and solutions put into place with a number of partners, including Cambridge University Press.

Argyll 2
200 audience
Talk
TD, TTEd
e, le, s, t, a

The selfie classroom observation
John Hughes (National Geographic Learning)
Observing others and being observed is an important part of our teacher development, but learning how to observe your own lessons might be more beneficial in the long term. This talk outlines the 'selfie classroom observation' in which you photograph, video and record your lessons. More importantly, I'll suggest analytical tools which will help you learn from your classroom selfies.

Argyll 3
200 audience
Talk
MD
e, le, p, s, t, a

What vocabulary at which proficiency level? Practical suggestions for teachers
Veronica Beningo (Pearson ELT) & Diane Schmitt (University of Nottingham Trent)
Learners and teachers have one common goal when it comes to vocabulary: knowing what vocabulary is most useful in a variety of communicative situations. This talk presents the *GSE Vocabulary*, an innovative tool linking word meanings to language proficiency, and offers practical suggestions to teach and assess vocabulary more effectively.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Barra/Jura
120 audience
Talk
TTEd
e, s, t, a

Discussion, debate and dialogue in the ELT classroom
Margit Szesztay (ELTE University)
Language competence means more than the ability to buy a ticket, order a meal, or talk about likes and dislikes. This presentation will explore the way English teachers can become facilitators of conversations about issues that matter. We will focus on helping our learners to listen attentively, appreciate a richness of perspectives, and even question their own beliefs and assumptions.

Orkney
35 audience
Talk
TD, TTEd
le, p, s, t, a

NILE@21 SCHOLARSHIP WINNER
Follow-up strategies to better INSET within a Palestinian context
Salam Affouneh
This talk will share the result of research done to investigate whether using different follow-up strategies, as part of an INSET course within a Palestinian context, affects the teaching performance of the participants within a Palestinian context. A variety of strategies will be examined, focusing on teachers' and trainers' attitudes prior to, and reflection after, using them.

Shuna
60 audience
Talk
TD, **RES SIG Day**
e, le, p, s, t, a

A portrait of a novice English teacher's sense of identity
Ella Ait-Zaouit (Fontys University of Applied Sciences, The Netherlands)
In this talk, I will discuss teacher identity in relation to teachers' pedagogical choices. I will share my experiences on a pilot research, in which I applied portrait methodology to explore a novice English teacher's sense of emerging professional identity. During this talk, you will be invited to reflect on your teacher identity and/or on conducting research related to it.

Staffa
1435-1650

Symposium on Teaching learning strategies to English learners
See page 71 for details.

Clyde
Auditorium
480 audience
Talk
AL, TTEd
e, le, p, s, t, a

Writing methodology texts: bridging the research/practice gap
Scott Thornbury (The New School, NY)
How do methodology writers mediate the gap between researchers and practitioners? In this talk, I explore the way a number of writers perform this bridging function, and how these principles informed the writing of *The New A-Z of ELT*. I will argue that similar principles should inform teacher education in general.

Forth
1435-1620

ILF presentations
See pages 73-77 for details.

Tuesday 4 April

1520-1550: Session 1.5

Gala 1
60 audience
Talk
GI, TTEd
e, a

Tailoring teacher training
Robert Williams (University of Westminster)
This talk considers the appropriateness of pre-service teacher training programmes. It raises the question of whether 'one size fits all' models actually cater for the range of environments that teachers face, what alternatives there might be and how pragmatic constraints, such as time, impact on what can reasonably be achieved.

Gala 2
60 audience
Talk
LA, TD
e, le, a

What is the teacher necessary for?
Sebastian Lesniewski (Regent Cambridge)
Will teachers soon become expendable in language learning? The massive technological progress of the past two decades and the outcomes of Sugata Mitra's "hole in the wall" experiment may suggest so. In this talk, I'll review the tasks that language teachers perform and look at how, in this new situation, our job can be taken to a new level.

Alsh 1
100 audience
Talk
MD, **MaW SIG Day**
s

Strategy development in listening materials: why and how?
Denise Santos (Freelance)
This talk examines research findings about the benefits of listening strategy development, and explores ways of designing materials that not only test but also teach listening. Examples are drawn from a sample of materials developed for Brazilian state schools. The talk concludes by considering the implications of the points discussed, with reference to listening pedagogy and materials development.

Alsh 2
100 audience
Talk
PRON
e, a

Making pronunciation an integral part of your classroom practice
Mark McKinnon & Nicola Meldrum (Oxford TEFL, Barcelona)
How much pronunciation work takes place in the average EFL classroom? Many teachers would admit that a lot less goes on than they would like. It makes sense that without sufficient mastery of pronunciation, being understood and understanding others is virtually impossible. In this talk, we will cover practical ideas on how to fully integrate pronunciation into your classroom work.

Boisdale 1
100 audience
Talk
GI, **TEA SIG Day**
e, le, s, t, a

TRINITY COLLEGE LONDON LANGUAGE EXAMINATIONS SCHOLARSHIP WINNER
Malpractice in language assessment: how should we care?
Anna Soltyska (University Language Centre (ZFA), Ruhr-Universitaet Bochum)
Cheating seems to form an imminent part of language assessment and cases of test-related malpractice in various contexts are booming. This talk details types of misconduct, names most frequent reasons for their prevalence and offers practical solutions of how they can be avoided or minimised, both during the test development and administration phase.

Boisdale 2
100 audience
Talk
LT
e, le, s, t, a

Talkman Language Solutions' autonomous teaching and learning
Natalie Menezes (Talkman Language Solutions Limited)
How do we cope with students' need for speaking? How can we embrace the mobile revolution in teaching and not make ourselves redundant? How do we square the circle? Find out how teachers can reclaim their key role in students' learning with the use of a mobile solution, blending independent self-study with student-centred guidance. Introducing *Talkman – Freedom to talk*.

Lomond
500 audience
Talk
YLT SIG Day
e, le, p

Creativity in the language classroom
Samuel Lefever (University of Iceland)
Learning to communicate in a new language is a creative process. This talk will discuss the importance of creativity in language learning for both teachers and learners. I will show how using creative teaching approaches can help children to use their limited language resources to construct and communicate their own personal meanings, and help them develop their fluency and self-confidence.

Carron 1
90 audience
Talk
LT, TD
e, le, p, s, t, a

Open badges: a new way to prove skills
Roisin Vaughan & Andrew Cock-Starkey (Cambridge English Language Assessment)
In an increasingly competitive job market, how can you make sure your credentials stand out? Open badges are a new way of recognising, verifying and credentialing skills and experience beyond the key planks on a CV. This talk will discuss: What are badges? What value do they add? How could you use them?

Carron 2
90 audience
Talk
TD, **LAM SIG Day**
e

IATEFL LEADERSHIP & MANAGEMENT SIG SCHOLARSHIP WINNER
Cognitive distortions and the LTO manager
Maria-Araxi Sachpazian (Input on Education / Straight Up schools)
This talk aims to examine cognitive distortions (negative thinking patterns which distort reality) and discuss how these affect the running of the LTO and the performance of the staff. Furthermore, this session aims to discuss managerial readiness and take a look at the kind of scaffolding managers of LTOs need before and after they take up their role.

Dochart 1
90 audience
Talk
LIT
le, a

Maximizing learning through culture
Carla Carlini (Associacao Cultura Inglesa Sao Paulo)
How often are cultural elements present in your lessons? If the answer doesn't comprise the word 'always', it is time to start reflecting on how culture can, not only, enrich your students' experience but also result in better learning outcomes. This talk aims at inspiring teachers to use culture as a teaching tool to improve communication and enhance cultural awareness.

Tuesday 4 April

1520-1550: Session 1.5
1605-1650: Session 1.6

Dochart 2
90 audience
Talk
TTEd
e, a

Teacher development through ongoing discussion of tasks exploring classroom practice
Ana Garcia-Stone (The British Council, Madrid)
This talk will offer suggestions for teachers and teacher educators interested in an extended dialogic approach to teacher development embedded in classroom practice. It describes a course where teachers engaged in ongoing discussion sessions on tasks were required to explore their classroom practice and personal beliefs. This talk also outlines the advantages and obstacles of the course.

Leven
100 audience
Talk
LT, TD
e, le, s, t, a

I link therefore I am: why does it matter?
Huw Jarvis
This talk compares and contrasts a typical PPP CALL/MALL supported lesson with a task-based Mobile Assisted Language Use (MALU) alternative. I will link this to my research into students living out a part of their lives, often through social media, with and through mobile devices in English as an L2.

Ness
100 audience
Talk
LT, TD
e, le

Peer observation via videoconferencing
Willy Cardoso (British Council, Uruguay)
This talk reports on how I took a 'match-making' approach to forming peer-observation groups and used multi-point videoconferencing in order for teachers and trainer to watch and comment on lessons as they unfolded. This was part of a British Council teacher development initiative within Ceibal en Ingles, a large-scale project delivering remote teaching via videoconference to primary schools in Uruguay.

1605-1650 Session 1.6

Argyll 1
200 audience
Workshop
MD, TD
e, le, s, t, a

Improving competence for academic IELTS candidates using organisational skills
Sam McCarter (Macmillan Education)
The workshop will explore how teachers can improve their students' scores in the academic version of IELTS, by using and developing reading and writing materials from an organisational point of view and, at the same time, increase their confidence in preparing students for the examination. The workshop will include examples from *Ready for IELTS 2nd Edition* and involve audience participation.

Argyll 2
200 audience
Workshop
MD, TD
e, le, s, a

Teaching grammar for all the right reasons
Danny Norrington-Davies (IH London/King's College London)
In this workshop we will look at some issues with pedagogic grammar rules and, using material from my book *Teaching grammar: from rules to reasons*, we will explore the value of working with learner-generated descriptions of language instead. We will then discuss why these 'reasons' are more appropriate, usable and memorable for L2 learners than the existing rules.

Argyll 3
200 audience
Workshop
EAP, ESAP
le, t

Activities that affect attitudes
Tony Prince (Norwich Institute for Language Education)
Education emphasizes the importance of ability over effort. Too often this turns the teacher into tester: determining how good a student, and their work, is. Yet research stresses the importance of attitude and effort in determining success. In this, the role of teacher is much more varied and important. This workshop explores activities that can change attitudes to effort.

Barra/Jura
120 audience
Workshop
MD, TTEd
e, le, a

Activating games – in-betweens or teaching essentials?
Filip Dedeurwaerder-Haas (Landesverband Nordrhein-Westfalen)
Teachers often use activating games as a quick in-between or to reward students for their perseverance through tedious lessons. But these games offer more: active students learn faster and more effectively. In this 'teach as you preach' workshop, you can try out different activating games and extend your own activating teaching method repertoire.

Orkney
35 audience
Workshop
(restricted audience size)
LT
e, le, p

Using the tablet in the classroom
Joan Macphail & Angeliki Apostolidou (self-employed)
As technology develops, we move to new modes of presenting input in the classroom. In our workshop we consider the pros and cons of the tablet as a teaching aid. Using the *Easing into English* app, we identify what skills and strategies can be developed and promoted by using such materials. We also offer solutions to related practical issues.

Shuna
60 audience
RES SIG Day

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

Staffa
1435-1650

Symposium on Teaching learning strategies to English learners
See page 71 for details.

Tuesday 4 April

1605-1650: Session 1.6

Gala 1
60 audience
Workshop
IPSEN, TD
le, a

Developing awareness to increase inclusivity in the classroom
Joanna Watson (Eaquals, Freelance)
This workshop is a combination of theory and practice. The aim is to raise awareness of Special Educational Needs; to consider strategies employed in other disciplines; to explore the differences in learning; and to identify strategies which can be employed in the EFL classroom to benefit all learners. It is not about teachers becoming diagnosticians.

Gala 2
60 audience
Workshop
(restricted audience size)
LT, PRON
e, le, t, a

Promoting learner autonomy in pronunciation instruction
Maria Parker (Duke University) & Carson Maynard & Brenda Imber (University of Michigan)
Students often lack confidence in their ability to pinpoint their own pronunciation errors, leaning heavily on instructor feedback to make changes. This workshop guides participants in using public domain speech-analysis software to build students' comprehensibility and self-awareness by comparing their recordings with model sound files. Participants will discuss methods for NS & NNS teachers to develop or find suitable models.

Alsh 1
100 audience
Workshop
MD, **MaW SIG Day**
le

Self-publishing ELT materials
Dorothy Zemach (Wayzgoose Press, Oregon, USA)
The rise of ebooks and print-on-demand paperbacks has made self-publishing possible for individual authors. Find out what's involved, from formatting ebook and paperback files to royalty rates to marketing and publicity. Learn different ways self-publishers create covers, handle art and audio, and arrange for editing and proofreading, and assess your current work for self-publishing viability.

Alsh 2
100 audience
Workshop
LIT, MD
e, a

Speaking fluency and language development through short stories
Cath Brown & Erin Revell (The University of Sheffield ELTC)
This workshop introduces a four-stage framework for language-through-literature lesson design. An example lesson is presented and discussed before participants work together to devise lesson materials for a graded reader short story. The workshop demonstrates that literary texts have tremendous potential for contextualised language development, as well as providing a rich stimulus for communicative classroom activities.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Boisdale 1
100 audience
Workshop
LT, **TEA SIG Day**
le, p, s, t, a

Communicative language learning and technology: pedagogy and insights
Evelina Galaczi & Nahal Khabbazbashi (Cambridge English Language Assessment)
Have you ever used digital technology to learn, teach or assess language? If 'yes', then you're one of millions of teachers and learners who face the latest frontier in education – technology. In this workshop, we'll explore the impact of technology on communicative language learning and will provide teacher resources developed by Cambridge English for evolving digital competencies and evaluating digital learning products.

Boisdale 2
100 audience
Workshop
TD
e, le, p, s, t, a

The disappearing teacher
Emi Slater (Bell London)
We have to stand up in front of people every day and yet we are not required to 'perform'. What state are we actually in when we teach? How much of 'me' (the teacher) is needed for our learners to learn? This practical workshop draws on mindfulness and clowning techniques to explore how best to respond to our students.

Lomond
100 audience
Workshop
YLT SIG Day
le, p

Assessing children through games: what every teacher needs to know
Christina Giannikas (Cyprus University of Technology)
In this highly interactive workshop, the aim is to present participants with authentic material and hands-on techniques for using games to assess young learners aged 7-11, and how to apply student-centred approaches to assessment. Participants will be presented with more child-friendly YL assessment techniques, compared to standardised assessment, bringing about the endless benefits of games to the young learner.

Carron 1
90 audience
Workshop
AL, PRON
e, le, s, t, a

Teaching pronunciation: choosing an approach
Piers Messum (Pronunciation Science Ltd)
'Listen and repeat' and other 'listen first' approaches are the best known ways of teaching speech sound pronunciation but they give poor results. Using perceptual exercises from speech science and elsewhere, we will explore whether listening is actually a good starting point for pronunciation. We will then explore the alternative way of teaching sounds, using Japanese as a target language.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Tuesday 4 April

1605-1650: Session 1.6

Carron 2
90 audience
Workshop
LAM SIG Day
e, t

Looking into 'the marrow': researching school ethos and culture
Deniz Kurtoglu Eken (Sabanci University, Turkey)
Ethos is like 'the marrow' of a school; it is a dynamic concept emerging from everyday relationships and interactions and from the material and social aspects of the environment. With reference to a recent research study at Sabanci University, we will discuss how ethos and culture can be creatively explored through the use of a formal survey.

Dochart 1
90 audience
Workshop
TD, TTEd
e, a

Teacher development: mindset or technology, where is the growth?
Anna Hasper (TeacherTrain) & Emma Louise Pratt (ELTcampus)
This interactive session will provide an insight into socio-cultural and socio-emotional factors that affect our attitude to teacher development. The session will examine different cultures of teacher development and consider the impact that mindset and technology have on teacher development. Teachers will explore their own beliefs and communities of practice and practical ideas for teacher development will be provided.

Dochart 2
90 audience
Workshop
BE
e, le, a

Make way for the Millennials: preparing Gen-Y for the workplace
Andy Johnson (The London School of English)
By 2020, Millennials will make up 50% of the global workforce (75% by 2025). Tech-savvy, with a desire to access on-demand learning and a requirement for constant feedback and coaching, Millennials give their managers much to consider when attempting to deliver the expected career progression. This workshop will look at how we as educators should prepare this group for work.

Leven
100 audience
Workshop
BE, EAP
e, t, a

Lose those words: how to write shorter, more effective, texts
Edward de Chazal (E M de Chazal Consulting Limited, UK)
Achieving a specified wordcount is a vital skill in various educational and business contexts. Yet many students, teachers and professionals find it challenging to write word-limited texts like abstracts and personal statements. This workshop covers seven techniques to reduce wordcount - grammatical, lexical and critical. Our resulting texts illustrate how using fewer words can enhance the text's clarity, structure and logic.

Ness
100 audience
Workshop
GI, TTEd
e, le, s, t, a

Leaving home - teaching cultural empathy through drama
Alicja Galazka (University of Silesia, Poland)
In this practical drama workshop, participants will experience how to teach culture issues through drama and explore the key issues around cultural empathy using content and form. Drama has the power to engage students' affective and cognitive domains in learning about such issues as migration. Participants will experience the immense personal challenges linked to migration, tolerance and inclusion.

1650-1725 Coffee break

There is continual complimentary tea/coffee throughout the day in Hall 5

1725-1830 Session 1.7

Argyll 1
1725-1755
200 audience
Talk
GI
e, s

LGBT issues are global issues: queering global education in ELT
Thorsten Merse (Munich University [LMU], Germany)
This talk argues that lesbian, gay, bisexual and transgender (LGBT) issues - often globally contested, yet open to renegotiations - can be conceptualized as global issues, thus providing a timely and decidedly political thematic impetus for Global Education. In discussing examples of LGBT activism and queer politics, I demonstrate the communicative and transformative learning potential inherent in 'queering' Global Education.

Argyll 1
1800-1830
200 audience
Talk
GI, LIT
e, t, a

Raising students' awareness and sensitivity of gender and diversity issues
Katharina Groeblinger (University of Applied Sciences BFI Vienna)
How can awareness and sensitivity of gender and diversity issues be raised in international classrooms? Using a method where students analyze and rewrite classic fairy tales, gender stereotypes are reconstructed and diversity issues are discussed. In this talk, I will outline easily applicable strategies and techniques and will share my experiences. Participants will also put the theory into practice.

Argyll 2
1725-1755
200 audience
Talk
GEN
e, le, p, s, t, a

Making extensive reading work
Marcos Benevides (J. F. Oberlin University)
Extensive reading (ER) encourages learners to read a large number of easy, self-selected texts with a focus on enjoyment. It is an excellent way to develop fluency, good reading habits, and to 'lock in' vocabulary and grammar gains. This practical introduction to the approach will present a number of new tips for both ER rookies and veterans.

Argyll 2
1800-1830
200 audience
Talk
LT
e, le, p, s, t, a

Extensive reading through digital technology: the way to motivate students
Lesley Speer & Jose Lara (Macquarie University English Language Centre)
In our increasingly-digital world, it is essential to make the best use of the latest technology in order to motivate students to engage in extra reading outside the classroom. In this session, we will explore a wide range of websites and apps available for Extensive Reading and demonstrate how they can best be applied in any teaching context.

Tuesday 4 April

1725-1830: Session 1.7

Argyll 3
1725-1755
200 audience
Talk
EAP, LT
e, le, t

Motivation to use English online vs. in the classroom
Martin Lamb (University of Leeds, UK) & Fauziah Eka Arisandy (University of Indonesia)
The ever more diverse ways in which urban youth encounter and use English online can mystify their teachers and make formal English classes seem dull and inauthentic by comparison. We report the results of a survey of English-related online activities of Indonesian youth, and consider how they might help teachers bring excitement and purpose to first-year university EAP classes.

Argyll 3
1800-1830
200 audience
Talk
LIT
e, le, t, a

Building learners' vocabulary to respond to poetry
Kirill Ignatov (Moscow State Lomonosov University-MGU)
An approach is presented to creating a vocabulary list that helps students to express their emotions in response to poems they read in class. Such a list is compiled using the methodology of reader's response criticism on the basis of the words that students from a sample group use describing their feelings in their native tongue and in English.

Barra/Jura
1725-1755
120 audience
Talk
GEN
e, a

ELT grammar: what is it? where does it come from?
Graham Burton (Mary Immaculate College, Limerick, Ireland & University of Bolzano, Italy)
Almost all EFL teachers have experience of teaching grammar. But who came up with the familiar list of EFL grammar items (tenses, conditionals, articles, relative clauses, etc.)? And who decided the order in which they should be taught? This talk explores these questions, drawing examples from historical ELT materials and discussing how things might change in future.

Barra/Jura
1800-1830
120 audience
Talk
GEN
e, le, a

Eats, shoots, leaves, visiting relatives and other types of ambiguity
Jonathan Marks (Freelance)
Spoken and written language continually throws up examples of apparent ambiguity, but listeners and readers usually manage to draw the right conclusion about the intended meaning. Features of pronunciation, vocabulary and grammar generate various kinds of potential ambiguity - sometimes accidentally and sometimes deliberately, for humorous effect - but English, nevertheless, doesn't collapse into a heap of confusion and misunderstanding. Why not?

Orkney
1725-1755
35 audience
Talk (restricted audience size)
GEN
le, a

Reflections on a reading strategy instruction in a university context
Sevim Kutluturk (Inonu University, Malatya, Turkey) & Hulya Yumru (Istanbul Aydin University)
This presentation mainly concerns the researchers' reflections on an eight-week explicit cognitive and metacognitive reading strategy instruction, conducted with 27 preparatory class students in a university context. It focuses on the procedures followed, the types of strategies introduced, the materials used for practice purposes and the students' reflections about the benefits of the strategy training.

Orkney
1800-1830
35 audience
Talk
AL, EAP
e, t, a

Situating advanced reading texts in different zones of cultural experiences
Bal Ram Adhikari (Mahendra Ratna Campus, Tahachal, TU)
This presentation analyzes the advanced reading courses prescribed for undergraduate English students under the Education Faculty, Tribhuvan University, Nepal and situates reading texts in three different cultural zones. It explores how the texts belonging to different cultures affect students' ability to read critically and produce their own texts creatively. Finally, it postulates different modes of interaction between readers and texts.

Shuna
1725-1755
60 audience
Talk
TTEd, **RES SIG Day**
e, a

Teachers and students' tales: living through change in teacher education
Loreto Aliaga (University of Leeds)
When you plan change in education, teachers - as implementers of change - and students - as receivers of change - have a first-hand perspective of what the change implies for their classroom practices. This presentation explores teacher educators' and student teachers' experiences, reflections and challenges as participants in an innovative undergraduate TEFL integrated programme in Chile.

Shuna
1800-1830
60 audience
Talk
TD, **RES SIG Day**
e, le, p, s, t, a

The experimental teacher: from experience to expertise
Chris Edgoose (Bell Cambridge)
This talk will examine what is meant by 'expert' teaching and will also discuss how formal and informal action research can help a teacher move towards 'expertise'. It then weighs up the advantages and disadvantages of both, drawing on personal experience. Finally, it suggests a third way: personal, non-supported experimentation.

Staffa
1725-1755
60 audience
Talk
TTEd
le, s

Fake it till you make it: critical thinking empowers minds
Rania Zaki Ahmed (National Institutes, Egypt)
Do you use critical thinking in the classroom? Are you interested in it? If yes, come enrich this presentation. If no, or not sure, join in and learn about one of the most important 21st Century skills. I will offer applicable and creative ways of critical thinking and problem solving.

Staffa
1800-1830
60 audience
Talk
TD, TTEd
e, a

Developing the 21st Century ELT professional
Ricardo Mucciolo (Cultura Inglesa Sao Paulo)
21st Century skills are regarded as essential competences to be successful professionally. In this talk, teacher trainers will be invited to reflect upon the skills needed in today's world, how to develop them, and their impact on teacher education and training initiatives. They will come away with practical ideas that can be implemented in teacher training and education.

Tuesday 4 April

1725-1830: Session 1.7

Clyde
1725-1830
480 audience

BRITISH COUNCIL SIGNATURE EVENT

Language for Resilience

The British Council has the pleasure of inviting you to attend the follow up to our report launch of 'Language for Resilience'. The report examines the role that language can play in enhancing the resilience of Syrian refugees and host-communities. The 'Language for Resilience' report was commissioned in response to the unprecedented effects of the Syrian refugee crisis and brings together information gathered though interviews with refugees, host communities and those working to support them, with lessons learned from past and on-going British Council language programming in conflict and post-conflict areas. Key practitioners and Syrian refugee stakeholders will share their thoughts on the role of language in enhancing the resilience of individuals and communities affected by crisis.

Speakers: Syrian Refugee Stakeholders (names to be confirmed)

Moderator: Mike Solly

Forth
1725-1830
300 audience
Panel discussion
LT
e, le, p, s, t, a

Outside in: bringing new technology perspectives to ELT

Geoff Stead & Michael Carrier (Cambridge English Language Assessment), Donald Clark (WildFire & University of Derby), Paul Driver (British Study Centres Oxford) & Yvonne Rogers (University College London)

We talk a lot about technology in ELT but the gap between what we do, and could do, is becoming a chasm. A panel of technology experts, bringing experiences from outside the ELT world, will discuss trends such as machine translation, artificial intelligence, chatbots and future workplaces. Their perspectives will challenge our current thinking, and help us consider future possibilities.

Gala 1
1725-1755
60 audience
Talk
LA
a

An innovative approach: the zen path to learner independence

Gamze Sayram (Macquarie University English Language Centre)

I'll report on an exploratory practice study aimed at motivating learners to become more active by expanding their understanding of the concept of 'independent learning' and initiating new thoughts and a deeper understanding of the concepts, acquiring new words to articulate their ideas more clearly and implementing new actions to develop a life-long, personal learning methodology that works for them.

Gala 1
1800-1830
60 audience
Talk
LA
e, t

Enhancing development of learning strategies through effective exploitation of resources

Veronica Colwell (University of Leon, Spain)

Drawing on awareness-raising and consciousness-raising activities, well-tried with successive groups of EFL majors at level B2 and beyond and easily adapted to suit a wide range of foreign language classes, this practical talk describes a learner-centred approach to resource management, specifically designed to challenge today's young adult learners and to motivate them to effectively develop their learning strategies across skills.

Gala 2
1725-1755
60 audience
Talk
TD, TTEd
e, a

Using Eaquals' guidelines to create an effective teacher development plan
Chris Farrell (Centre of English Studies) & Tim Goodier (Eurocentres)
Firstly, we'll look at how best to utilise the Eaquals Teacher Development Framework to create an evidence-based Teacher Development Plan. Secondly, the Eaquals Scheme for reporting of achievement in continuing professional development, which enables institutions to issue a formal report detailing an individual employee's CPD achievements and activities, will be illustrated with examples from our pilot scheme.

Gala 2
1800-1830
60 audience
Talk
LT, TTEd
le, p, s, t, a

Training teachers to integrate technology: a customised professional development approach
Paola Trejo (Zayed University, Abu Dhabi)
This presentation will describe how The Pyramid of Empowerment, a customised professional development program, can be implemented in any educational context to help teachers to successfully integrate technology in their classes. This program offers tailored training sessions according to teachers' competency levels, based on a comprehensive needs assessment. Participants will gain practical ideas to develop a successful EdTech PD plan.

Alsh 1
1725-1755
100 audience
Talk
AL, **MaW SIG Day**
e, le, p, s, t, a

50 years of women in EFL textbooks
Benedetta Magoga (University of Warwick, UK)
How has the representation of women in EFL textbooks changed in the past fifty years? In this session, I will present my recent research on changes in the representation of women and men, with a view to considering where we are now and what we need to consider in future materials.

Alsh 1
1800-1830
100 audience
MaW SIG Day

IATEFL Materials Writing Special Interest Group Open Forum
The MaWSIG Open Forum provides an opportunity for members and prospective members to meet the MaWSIG committee and to get a full account of the MaWSIG's activities, events and future plans. The Open Forum is also a chance to meet other ELT materials writing and publishing professionals and to take part in shaping the future of the MaWSIG.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
ESP = English for Specific Purposes
GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Tuesday 4 April

1725-1830: Session 1.7

Alsh 2
1725-1755
100 audience
Talk
BE, ESP

A beginner's guide to creating vocabulary lists with corpus software
Michael Jones (Saudi Aramco)
Using a practical example, this teacher-focused talk aims to demystify the use of corpus linguistics to make effective vocabulary choices. Attendees will be shown how easy it is, even for neophytes, to use the free *AntConc* corpus analysis software to compile context-specific custom corpora and keyword lists. Those teaching ESP or business English will find the talk particularly useful.

Alsh 2
1800-1830
100 audience
Talk
BE, ESP

Student-built corpora: do students see the benefit?
Catherine Prewett-Schrempf & Matthew Urmston (Vienna University of Applied Sciences for Management & Communication)
How are corpora language activities perceived by students? I will present an action research project aimed at examining student response to using corpora for a writing assignment. The context is a first-semester Business English course at the Vienna University of Applied Sciences, where students draw on both a learner corpus and an expert corpus to self-correct their work.

Boisdale 1
1725-1745
100 audience
TEA SIG Day

IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum
Helping teachers to aspire to excellence in language testing
The TEASIG Open Forum is an opportunity for members and prospective members to meet the TEASIG committee. Judith Mader and Neil Bullock, joint TEASIG Coordinators, and TEASIG committee members will report on the TEASIG's activities in 2016 and discuss TEASIG activities, events and future plans with delegates. Anyone can attend, find out more, make suggestions and meet others over drinks and nibbles.

Boisdale 1
1745-1830
100 audience
Workshop
TEA SIG Day
e, le, p, s, t, a

Guilty as charged? Testing in the dock
Felicity O'Dell & Russell Whitehead (LT 123)
We explore divergent views of assessment - an evil that corrupts education or an essential tool for coherent societies? We interrogate assessment from different angles (exams and motivation, exams as diagnostic instruments, proof of competence, means of comparing people) and perspectives (teachers, candidates, parents and employers). Participants discuss and vote on aspects of assessment and we share our Testing Manifesto.

Boisdale 2
1725-1755
100 audience
Talk
MD
e, a

Dialogue in the classroom
Svetlana Zhavoronkova (Moscow Pedagogical State University)
I would like to share my experience of developing and adapting materials for a conversational club. I will demonstrate the principles of dialogue construction in the proximal social situation of group interaction and the role of instructional materials to help the student verbalise their thoughts in alignment with the target language norms.

Boisdale 2
1800-1830
100 audience
Talk
AL, LA
e, t

Social spaces for language learning
Cem Balcikanli (Gazi University)
Learning happens everywhere including university campuses and city centres. I explore an English Café in Ankara, Turkey, through the data informed by work on the semiotics of place in the literature on human geography and mediated discourse analysis. Finally, I make recommendations for language teachers as to how to organize such out-of-class activities in EFL settings.

Lomond
1725-1810
100 audience
Workshop
YLT SIG Day
e, le, p, s

Homework: some practical issues
Penny Ur (Oranim Academic College of Education, Israel)
Homework assignments make a substantial contribution to the learning of English as an additional language in formal courses, yet it is rarely discussed in conferences. In this session, we'll look at some practical ideas that improve motivation to do homework assignments and help students get the most learning benefit out of them.

Lomond
1810-1830
100 audience
YLT SIG Day

IATEFL Young Learners & Teenagers Special Interest Group Open Forum
Linking, developing and supporting early years, primary and secondary professionals
We're looking forward to meeting both members and non-members at our Open Forum. You'll find out about highlights from the SIG's past year as well as our future plans. We'll also have an engaging 'balloon debate' on applying Finnish approaches to education in YL ELT. We'll end the SIG Day with networking accompanied by bubbles and nibbles.

Carron 1
1725-1755
90 audience
Talk
GI
e, p, s

English medium instruction in Nepal: a case of the Everest region
Jeevan Karki (Tribhuwan University, Nepal)
This talk is based on a small-scale study on the practice of English as a Medium of Instruction (EMI) in community schools in the Mt. Everest region of Nepal. It will explore why the schools have chosen EMI, how they have been implementing this change, and what risks and scopes it involves.

Carron 1
1800-1830
90 audience
Talk
GI
e, le, t

Impacts of foreign universities on local students' identity and self-esteem
Mandana Arfa Kaboodvand (Westminster International University, Tashkent)
Although foreign universities that use English as their medium of instruction in non-English speaking countries are increasing, little systematic information is available about how they impact the identity and self-esteem of the local students. This presentation examines this impact, focusing on the role of the English language, and revisiting the concept of acculturation in these contexts.

Tuesday 4 April

1725-1830: Session 1.7

Carron 2
1725-1755
90 audience
Talk
LAM SIG Day
e

Making management meaningful: a recipe for the 'new normal'
Andrew Hockley (Freelance)
The job of the Academic Manager in 2017 is not as it was 10 years ago. This talk will look at some of the changes and suggest how to meet the new challenges and benefit from the 'new normal'. How can academic managers in 2017 take back control of their work?

Carron 2
1800-1830
90 audience
LAM SIG Day

IATEFL Leadership & Management Special Interest Group Open Forum
Connecting and supporting managers and leaders in English Language Teaching
The LAMSIG Open Forum provides an opportunity for members and prospective members to meet the LAMSIG committee and hear about the SIG's activities, events and future plans. Come along, socialise with other ELT management professionals, and take part in shaping the future of LAMSIG.

Dochart 1
1725-1755
90 audience
Talk
ESAP
e, t

Developing learners' independence in English for medical purposes
Maria de los Angeles Reyes Figheroa (Universidad de Ciencias Medicas de La Habana)
The talk will present a successful lesson developed in the EMP course to 5th-year med students at Manuel Fajardo Medical School in Havana, Cuba. The factors that made it successful are discussed, as well as the practical implications to help develop more learner independence. Instead of academic oral presentations, learners dramatized a trial by jury.

Dochart 1
1800-1830
90 audience
Talk
ESAP
le, a

Developing young military leaders through English
Ahmad Shoaib Jawad (British Council Afghanistan)
English language training has been one of the key tools to enable the next generation of Afghanistan security forces to strengthen their leadership skills. This is a key strategic priority for the Afghanistan and United Kingdom's Ministries of Defence. This presentation focuses on how the British Council has played its role in helping the Afghan security sectors meet these priorities.

Dochart 2
1725-1755
90 audience
Talk
TTEd
le, s, a

Why do new teachers cry?
Barbara Roosken (Fontys University)
Two central questions will be discussed with the audience: 1. What are the critical incidents that impact on new teachers' resilience? 2. What kinds of coping strategies do they have in order to manage their initial challenges? I will report the summary of patterns that emerged from 22 interviews with secondary school teachers in the early stages of their careers.

Dochart 2
1800-1830
90 audience
Talk
TD, TTEd
e, t

Perceptions of positive classroom environments and their relationship to well-being

Julide Inozu (Cukurova University, Turkey) & Sehnaz Sahinkarakas (Cag University)

This presentation reports a qualitative study examining the relationships between pre-service English teachers' perceptions of positive classroom environment and their psychological and social well-being. The study highlights the importance of teachers' social and emotional competence and well-being in the development and maintenance of supportive teacher–student relationships and effective classroom management.

Leven
1725-1830
100 audience
Forum
BE, ESP

Forum on Speaking in a BE/ESP setting

To debate or not to debate in an EAP setting

Mehvar Turkkan (Bilkent University)

I'll focus on debates, which are task types many teachers use to develop students' communication and persuasion skills. However, they may also lead to uncertainties and questions regarding their practicality as proper teaching tools. Although many teachers question debates in this respect, they can actually prove beneficial, especially in EAP contexts, where students are responsible for their own learning.

Public speaking in the era of global English

Elena Matveeva (Dmitry Nikitin School)

In the business environment, it's always been important to know how to get the message across to the audience. In the era of Global English, there are specific features of both the language itself and the manner of public speaking which should be taken into consideration to achieve the goal in question. We'll look at guidelines to follow and an action plan.

Oral presentations in university EFL classes: use and abuse

Ian Michael Robinson (University of Calabbria, Italy)

This presentation reports on an experience of Italian undergraduates giving oral presentations in class. It shows how the students are prepared to use, not abuse, oral presentations and reports on students' perceptions of this, as gathered through their replies to a questionnaire. I hope to show the benefits of using oral presentations in university classes.

Tuesday 4 April

1725-1830: Session 1.7
1930-2200: Evening events

Ness
1725-1755
100 audience
Talk
TD, TTEd
e, t, a

Introducing novice teachers to reflection through authenticated microteaching and discussion
Helen Donaghue & Alice Oxholm (Sheffield Hallam University)
This talk will describe and evaluate an innovative microteaching and stimulated recall activity designed to engage novice teachers with reflection. We will explain our data-led, dialogic approach, and its innovative features (authentic learning objectives and a 'mirror teacher' system). Using data extracts from discussions, we will show how this approach and these activities prompted reflection in student teachers.

Ness
1800-1830
100 audience
Talk
TD, TTEd
e, a

Reflective practice: concrete and meaningful
Lesley Painter-Farrell (New School University)
I will look at reflective practice as an invaluable resource for teachers. For it to be truly productive and meaningful, it must offer practical solutions to classroom problems and be an integral component of teachers' schedules. Using evidence from lessons, such as recordings of lessons or lessons plans, allows teachers to reflect concretely and constructively, whilst fostering teacher development.

1930-2200 Evening events

Meet the IATEFL SIGs
1930-2100 in Barra/Jura
Meet the IATEFL Special Interest Groups (SIGs) and enjoy a taste of Scotland
Join us for some specially prepared Scottish nibbles, a wee nip of whisky and other drinks and find out how being a member of the SIGs can benefit you professionally. The 16 IATEFL SIGs invite you to come and meet their committee members and hear about planned SIG activities and aims for the coming year. Test your SIG knowledge for the chance of a prize and find new conference friends as you complete the quiz. We hope you will join us for this special evening event!

British Council Networking Evening
1930-2200 in Forth
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.

International Quiz
2000-2145 in Argyll 1 & 2
Back for another year - a multimedia extravaganza under the management of 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 Glasgow 2017.

Global ELT

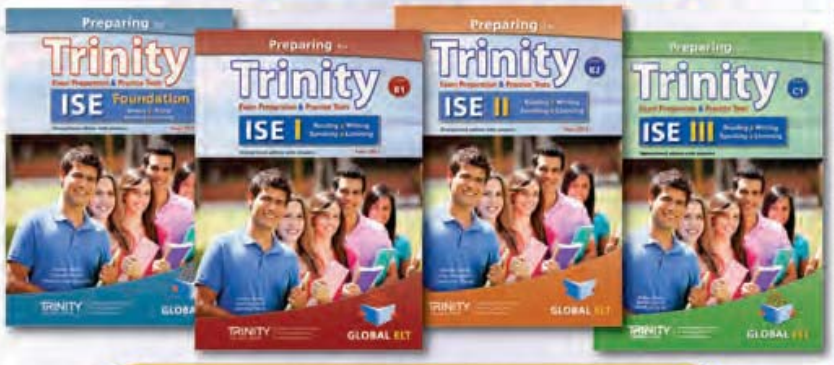
GlobalELT

ISE Trinity College London

GESE

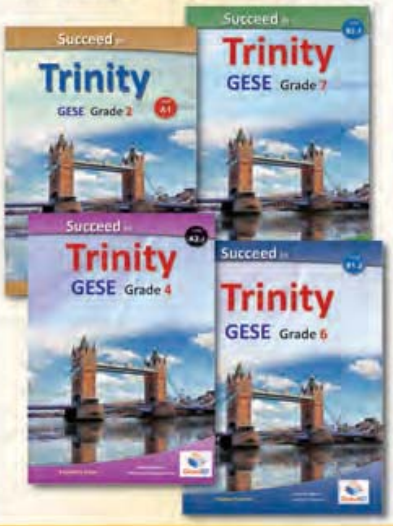
Preparing for Trinity: ISE F (A2) ISE I (B1) ISE II (B2) ISE III (C1)

Reading - Writing - Speaking - Listening

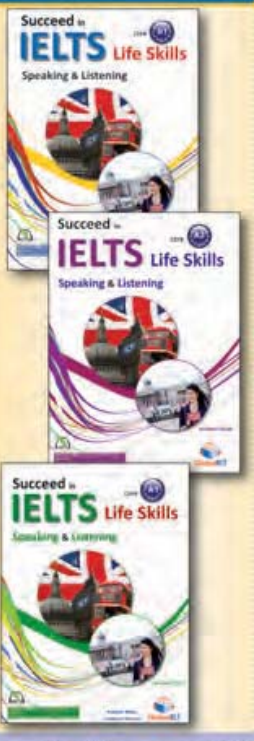


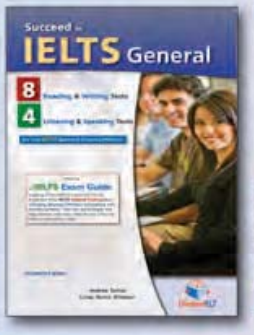
Approved by Trinity College London as suitable exam preparation material.

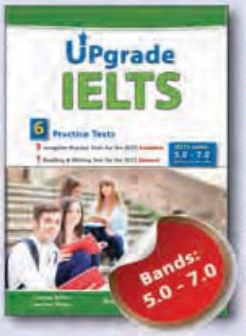
Succeed in Trinity GESE for Grades: 2 - 3 - 4 - 5 - 6 - 7 - 8



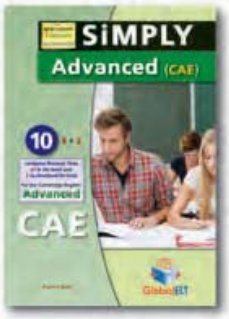
IELTS & IELTS Life Skills







Cambridge English: for Schools



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SPANISH FRENCH ENGLISH GERMAN ITALIAN CHINESE ESL

Wednesday 5 April

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

0800-1730	Registration desk open

0815-0845	IATEFL How To... sessions

Alsh 1 100 audience	**How to write for IATEFL Voices and other English teaching magazines (with Alison Schwetlick)** In this session, I will outline how to come up with an idea, choose the right publication for it and then convert it into a publishable piece. I will include examples of genres; writing styles; pertinent guidelines; and tips on how to work with the editor.

Alsh 2 100 audience	**How to submit a speaker proposal (with Madeleine du Vivier)** In this session, we will review the criteria that are used to decide if a conference proposal is accepted for the IATEFL Annual Conference programme. We will discuss what makes a successful proposal, both in terms of the abstract and the summary, and how to ensure that your proposal is accepted.

Boisdale 1 100 audience	**How to reflect on research talks at the conference (with Daniel Xerri)** 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.

0830-1730	Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 5 April

0900-1000: Plenary Session

0900-1000 Plenary Session

Clyde
Auditorium
3000 audience

Plenary session by Sarah Mercer

Sarah Mercer is currently Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT Research and Methodology and Deputy Head of the Centre for Teaching and Learning in Arts and Humanities. Her research interests include all aspects of the psychology surrounding the foreign language learning and teaching experience, focusing in particular on issues of self and identity. She is the author, co-author and co-editor of several books in this area including, *Towards an Understanding of Language Learner Self-Concept*, *Psychology for Language Learning*, *Multiple Perspectives on the Self in SLA*, *New Directions in Language Learning Psychology*, *Positive Psychology in SLA*, *Exploring Psychology for Language Teachers* (Winner of the Ben Warren Prize), and *Teacher Psychology in SLA*. Her current research focuses on the professional well-being of language teachers in a diverse range of contexts.

Connecting minds: language learner and teacher psychologies

Language learning is a deeply social and emotional undertaking for both teachers and learners. In this talk, I wish to reflect on the fundamental role played by psychology in the learning and teaching of foreign languages. Far from being an optional extra in the teaching and learning debate, we will see just how crucial an understanding of psychology is, given that people and their relationships lie at the heart of the teaching/learning interaction. While teaching materials and specific methodologies remain vitally important, it is impossible to reap the full benefits offered by such resources without those involved being psychologically in a facilitative frame of mind. Together we will consider some of the foundations of a healthy psychology in the language classroom for both teachers and learners. We will assume a socially situated understanding of psychology that challenges the division between cognition and emotion as well as the emphasis on the individual in isolation. We will focus on the centrality of social relationships, especially the connection between teachers and learners, and the role of perception in engagement with contextual opportunities. We will cover diverse aspects of psychology such as beliefs, emotions, sense of self, agency and engagement. Specifically, we will consider how we can help learners to connect mentally and emotionally to their language learning and how we can support teachers to ensure a positive level of professional well-being in their jobs. In sum, this talk aims to focus our minds on what matters most in language education: The people.

1020-1125 Session 2.1

Argyll 1
1020-1050
200 audience
Talk
GEN
e, le, p, s, t, a

Teaching and research: what has neuroscience ever done for us?
Carol Lethaby (The New School / UC Berkeley Extension) & Patricia Harries (Freelance)
The presenters critique the argument that research is irrelevant to teaching, focusing on the field of neuroscience. Using teaching examples, they argue that research can help teachers: firstly, to recognize and avoid classroom practices based on misconceptions about brain-based learning; and secondly, to apply recent findings about the brain in order to enhance and validate best practice.

Argyll 1
1055-1125
200 audience
Talk
LA
e, a

Increasing individual stretch and challenge – a practical solution
Matthew Calvert & Helen Ford (South Thames College, London, UK)
How can we deal with students who finish tasks early or need an additional challenge while working on a task? Our adaptable and recyclable approach encourages learner autonomy, personalised learning and individual stretch and challenge, with minimal teacher intervention. We will describe this approach, share materials and demonstrate how you can apply the tool in your teaching context.

Argyll 2
1020-1050
200 audience
Talk
AL
e, s, a

Rules, regularity and irregularity: contribution to language learning or use?
Anthony Bruton (Retired)
I'll discuss the issue of what the possible role of rules and ir/regularity in language learning and use is. Are there really rules in language, since there are many irregularities? These so-called rules are often quite different, with considerable disagreement about their validity. Even if there's some partial predictive value, what is the relevance for language learning, teaching and real-time language use?

Argyll 2
1055-1125
200 audience
Talk
GEN
e, le, p, s, a

Grammar rules, OK?
Bruno Leys (VIVES University College, Bruges, Belgium)
Research suggests that language learning is, primarily, a lexical phenomenon. Consequently, a focus on learning, storing and connecting lexical items should be central in ELT. Grammar rules, however, often still dictate what happens in the English language classroom. In this talk, I will show how language topics, traditionally treated in a rule-based way, could benefit from a lexical perspective.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Wednesday 5 April

1020-1125: Session 2.1

Argyll 3
1020-1050
200 audience
Talk
LT, MD
le, p, s

The 'filter': critical literacy and commercial content
Vani Vasudevan (Orient Blackswan, India)
The workshop will focus on why writers and editors of courseware need to enable critical literacy in the classroom of the present. With examples from manuscript stage to edited ELT materials from India, the hands-on session will seek to unravel strategies to make the 'filter' work, transforming market-fitted content into a rich and yielding experience for learners and teachers.

Argyll 3
1055-1125
200 audience
Talk
MaW
le, a

Content is king: swapping boring old coursebooks for in-house materials
Steven Baker (British Council, India)
Tired of dusty old publications? Wish there was something new to bring lessons to life? Having recently developed a Spoken English course for learners studying at British Council centres across India, this talk explores how to go about creating your own customised course. The session may just inspire you to ditch not-quite-right coursebooks in favour of self-penned content.

Barra/Jura
1020-1125
120 audience
Forum
EAP, ESP

Forum on ESP/EAP course design

Developing a sustainable EGAP course
Peter Levrai & Averil Bolster (University of Macau)
One of the challenges of developing an English for General Academic Purposes (EGAP) course is in finding content relevant to cross-disciplinary groups. This talk will discuss the development of a 40-hour EGAP course, based on the UN's Sustainable Development Goals (SDGs),which develops students' awareness of global issues as well as academic and soft skills.

Blending context and content: localizing materials for Bangladeshi university students
Zerin Alam, Rubina Khan & Nevin Farida (Department of English, Dhaka University)
Locally developed materials are more effective for being culturally appropriate and context specific. In developing writing materials for the Dhaka University English Department, we have contextualized our materials on two levels: learners' cultural background and academic culture, combining different models of academic writing to give students the language and academic orientation needed for success.

What students 'can do' in an ESAP course
Maro Neophytou & Androulla Athanasiou (Cyprus University of Technology)
The focus of this presentation is to describe the pedagogical innovations that are being implemented to bring all students to the level of independent language learners in an ESAP course for a BA in Speech and Language Therapy. In particular, it will discuss how making students aware of the CEFR 'can-do' criteria, can contribute to their improvement.

Orkney
1020-1050
35 audience
Talk
GI
le, a

21st Century language education: a step beyond ICT
Mohammad Mehdi Etedali (Kuwait University)
The ICT integration (including its penetration levels) in language teaching programs has long been viewed as one of the challenges teachers face. However, there seem to exist yet other challenges to be met. This presentation addresses some of these challenges that language teachers face in order to prepare learners to thrive linguistically, as well as academically, in the 21st Century.

Orkney
1055-1125
35 audience
Talk
GEN
le, p, s

Web resources: a weapon to integrate language skills in classrooms
Mandira Adhikari (Nepal English Language Teachers' Association)
Integrating language skills in a language classroom is essential to acquire proficiency over language learning and critical thinking. This presentation will highlight how English teaching resources found in www.teachingenglish.org.uk and www.americanenglish.state.gov have been instrumental to integrated language skills (listening, speaking, reading, writing, critical thinking etc.) in our Access classroom, a program sponsored by the US State Department.

Shuna
1020-1050
60 audience
Talk
RES, TEA
e

Investigating candidates' interactional skills in Trinity College London's GESE
Lucy Passmore (King's College London)
Interactional Competence (IC) forms an important aspect of oral proficiency as it facilitates real-life L2 communication. I'll focus on a study that used conversation analysis to identify opportunities for candidates to demonstrate IC in Trinity College London's Graded Examinations in Spoken English (GESE). It found that such opportunities were evident across three exam tasks and that the GESE taps several aspects of IC.

Shuna
1055-1125
60 audience
Talk
EAP, ESP
e, le, t, a

To mediate or not to mediate – speaking skills in ESP
Barbora Chovancova (Masaryk University Brno, Czech Republic)
Despite its relevance, mediation is a skill not yet thoroughly examined in ESP. Professionals, such as doctors or lawyers, are often asked to study a source text and choose relevant information on the basis of which their clients can take action. How can they be trained to do this in English? This talk will provide an answer to this question.

Staffa
1020-1050
35 audience
Talk (restricted audience size)
GEN
e, t

I love learning English
Birgul Gulener (Bilkent University School of English Language)
There are many cognitive and affective reasons that impact on the students' level of motivation within an 8-week course of language instruction. This presentation focuses on the research I carried out to identify motivational factors that influence students' language learning in our Preparatory Programme. The issue is addressed referring to data collected from the online questionnaire and interviews with students.

Wednesday 5 April

1020-1125: Session 2.1

Staffa
1055-1125
60 audience
Talk
TTEd
e, a

Can we motivate our students?
Sergio Monteiro da Silva (CNA - Headquarters)
Teachers are often asked by school managers and coordinators to motivate students. The point is, can we actually motivate our students, or anybody for that matter? In this presentation, we'll investigate some of the mechanisms that drive people to get highly involved and willing to act, and think of some practical ways to implement those in class.

Clyde Auditorium
1020-1125
480 audience
Forum
LT

Forum on MOOCs

MOOCs by numbers – what can two million learners tell you?
Chris Cavey & Martin Peacock (British Council)
The British Council has run a series of record-breaking MOOCs for teachers and learners, providing a wealth of both quantitative and qualitative data. This presentation will look at what the data can tell us about learners and learner behaviour. What new insights have more than three million comments from almost 200 countries given us into how learners feel?

English in Early Childhood: Language Learning and Development MOOC
Sheona Gilmour (British Council)
Children are learning English younger but do we as English teachers have the right skills? Teaching English to very young children is challenging and full of complexities. This talk gives an insight into the key messages in the British Council's Future Learn MOOC for 2-6 year-olds. Teachers will know what's important when planning for this very young age group.

MOOCs for teacher development: design, implementation and lessons learned
Rustom Mody (British Council, India)
The British Council and the Institute of Education, UCL, have co-created a MOOC aimed at helping Indian teachers increase their awareness of available CPD opportunities. This presentation describes how the MOOC was designed, run and evaluated, and lessons learned. It outlines strategies for supporting first-time MOOCers and discusses how the MOOC was integrated into a wider CPD offering.

Forth
1020-1050
300 audience
Talk
ESAP
e, le, s, t, a

Managing student confidence and expectations in mixed level IELTS classes
Clare Walsh & Lindsay Warwick (Pearson ELT)
This talk will explore how differentiated learning in IELTS classes can help to build learner confidence and manage student expectations. We'll examine how to address differentiated goals in a busy classroom, suggest ways to introduce informed self-reflection and discuss techniques for dealing with input levels higher than a student's language level. We'll draw on examples from Pearson's *Expert IELTS* series.

Forth
1055-1125
300 audience
Talk
LAM
e

In one ear and out the other: does feedback work?
Loraine Kennedy (Germany)
What is the point of feedback? What feedback works? Teachers and staff receive feedback on their performance. However, evidence now suggests that feedback not welcomed by recipients is a waste of time, or worse still, negatively affecting motivation and performance. This talk makes reference to teacher observation feedback and appraisals. It's time to review and rethink feedback at work.

Gala 1
1020-1050
60 audience
Talk
TEA
e, le, a

Testing times! My 40 years' experience of ELT in Germany
Diana Metzner (telc – language tests)
My expat teaching career in Germany has accompanied important milestones in ELT, particularly in assessment, from the 1970s until today. Drawing on my own experience, I reflect on how goals, methods and outcomes have changed almost beyond recognition. Themes will be communicative competence, English-only instruction, the CEFR and standardised testing - illustrated by personal anecdotes in the British humorous tradition.

Gala 1
1055-1125
60 audience
Talk
IPSEN
e, le, p

Strategies for teaching and promoting inclusion in challenging environments - Palestine
Rida Thabet (United Nations Relief and Works Agency)
I will highlight special educational needs (SEN) training initiatives by the British Council and UNRWA schools to help teachers better cater for the different special needs of all students and promote greater 'inclusion'. I will also present ELT innovations in Gaza including a new UNWRA TV programme for language learners.

Gala 2
1020-1050
60 audience
Talk
ESOL SIG Day
e, le, a

How can centres of teacher education help the migrant crisis?
Mike Chick (University of South Wales, UK)
In 2014, the University of South Wales (USW) and the Welsh Refugee Council (WRC) decided to collaborate on providing English language classes to the increasing number of refugees and asylum seekers arriving in Cardiff. This talk will detail the tremendous impact this project has had on both the refugees and the trainee teachers involved.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
ESP = English for Specific Purposes
GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Wednesday 5 April

1020-1125: Session 2.1

Gala 2
1055-1125
60 audience
Talk
ESOL SIG Day
e, a

More than 'just a teacher' – teaching refugees and giving support
Kerrilee Barrett (British Council Jordan)
Teaching refugees requires more than just teaching skills. This talk looks at various roles the teacher plays when teaching young adult refugees. It will explore ways you can design activities to support and help them to explore issues they face in a safe environment. How can we help them use English to express themselves and make a safe learning experience?

Alsh 1
1020-1050
100 audience
Talk
BE SIG Day
e, le, s, t

More value and values in the English class
Graciela Alchini (Tec de Monterrey Campus Puebla)
Ethics and citizenship as cross-curricular topics in the English class at high school and university level can provide students with opportunities to creatively enhance their language skills, going beyond classroom practice and making their lessons more valuable. Furthermore, these topics can develop and strengthen their personal values. In this session, we will discuss how to implement these topics.

Alsh 1
1055-1125
100 audience
Talk
BE SIG Day
le, a

Scheme of work and 'glocal' Business English course design
Nassira Houat (University Mohammed First, Oujda, Morocco)
The talk demonstrates some techniques of adopting a 'glocalized' approach in developing a 'scheme of work'. By 'glocalized approach' we mean the combination of the local and the global content. That programme describes the current career-related issues; it helps students to get prepared for the world of jobs at national as well as international level.

Alsh 2
1020-1050
100 audience
Talk
LT, MD
le, a

Help yourself resources: creating quality online resources (economically!)
Pamela Humphreys (Macquarie University)
This presentation showcases a suite of online academic language resources, developed in-house on a modest budget and freely accessible at: https://www.griffith.edu.au/international/englishhelp/help-yourself-resources.
The resources comprise short videos with corresponding practice activities, pitched at IELTS 5.5-7.0 (CEFR B2-C1). This presentation provides an overview of the development, the selection process of the topics, and the choice of content authoring and video-maker software.

Alsh 2
1055-1125
100 audience
Talk
LT, MD
e, le, p, s, t, a

A How-To guide for developing ELT products with impact
Tim Gifford & Jo Sayers (ELTjam)
Do you have an idea for a product or service that will improve the lives of learners? Have you noticed a problem in the industry that needs addressing, but haven't been able to come up with a cohesive, compelling way of solving it? This presentation provides a concrete set of steps for going from problem to product.

Boisdale 1
1020-1050
100 audience
Talk
PRON SIG Day
e, le, p, s, t, a

Accent: are we bovvered?
Mark Hancock (hancockmcdonald.com)
Accent can be a problem in English teaching. Which accent do we take as a model? Must it be a native-speaker accent? Must it be a prestige accent? In this session, we will look at how accents vary, both across the UK and in the wider world, and examine some of the implications for English language teaching.

Boisdale 1
1055-1125
100 audience
Talk
RES, **PRON SIG Day**
le, a

Headsets measuring brainwaves of language learners: new exercises and insights
Susanne Mary Elisabeth Sullivan (Adult ESOL Department, Papanui High, Christchurch, New Zealand)
Brainwaves of language learners can be measured by accessible affordable headsets. Interpreting this data of language learning from the brain's point of view will lead us to form new conclusions - and new exercises. The presentation includes videos of students using a speechstream exercise to accelerate listening abilities and understanding. A headset demonstration completes the talk with ample time for discussion.

Boisdale 2
1020-1050
100 audience
Talk
AL, **LA SIG Day**
e, le, t

Self-access and autonomous learning: deconstructing and reconstructing two misconstrued concepts
Carol Joy Everhard (Independent)
Over time, a number of myths and misconceptualizations have arisen concerning what constitutes autonomous and self-access language learning. I will first deconstruct and lay bare these two core concepts and then proceed, using examples from theory and practice, to reconstruct them. The importance of both developing inner (internal) resources and exploiting outer (external) resources will be highlighted.

Boisdale 2
1055-1125
100 audience
Talk
EAP, **LA SIG Day**
e, t

Why M-reader works: what students tell us
Amanda Bradford (Zayed University)
As online extensive reading programs like M-reader become more popular, it is important to understand why such tools are motivating so that these practices can be replicated elsewhere. Drawing on original research conducted at a university in the UAE, this presentation will discuss what students report makes M-reader motivating and how these ideas can improve extensive reading programs everywhere.

Wednesday 5 April

1020-1125: Session 2.1

Lomond
1020-1125
500 audience
Forum
LT

Forum on Gamification and game-based learning

Gamification and game-based learning in English language teaching
Peter Davidson (Zayed University)
The use of digital games has recently proved to be popular with many teachers. In this presentation, we discuss the extent to which gamification and game-based learning can be utilised in ELT, and we show some examples of how they can be successfully incorporated into the English language classroom to improve students' learning.

How gamification helps to adapt a coursebook for millennial teens
Elena Peresada (StudyCraft)
You don't know how to motivate your teenage students? They never do their homework and think English coursebooks are boring. But they like playing computer games! In my presentation, I'll explain what computer games can teach us and I'll give a few simple examples of how you can gamify your coursebook using a game-design approach.

Games used in engaging virtual environments for realtime language education
Heike Philp (let's talk online sprl) & Letizia Cinganotto (INDIRE)
Applying language games in virtual worlds has been the objective of a number of workshops and teacher training initiatives. The amazing creativity by language educators from all over the world, who learned to build, script and design communication activities and games, will be showcased in this joint presentation by INDIRE and let's talk online.

Carron 1
1020-1050
90 audience
Talk
TD SIG Day
e, a

We are what we read: how reading shapes teachers
Jane Spiro (Oxford Brookes University, United Kingdom)
This talk shares the testimonies of 50 teachers explaining the ways in which reading from childhood into adulthood, both within and outside professional contexts, helped to fuel their passion for teaching and shape their values as teachers. The session ends with a rationale for including personal reading histories as part of a teacher's reflective development.

Carron 1
1055-1125
90 audience
TD SIG Day

IATEFL Teacher Development Special Interest Group Open Forum
The TDSIG Open Forum provides an opportunity for members and prospective members to meet the TDSIG committee and to get a full account of the SIG's activities, events and future plans. The open forum is also a chance to meet other TD professionals and to take part in shaping the future of the SIG.

Carron 2
1020-1050
90 audience
Talk
LAM
e, le, a

Making time for change management
Shirley Norton (The London School of English)
Implementing change doesn't have to be exhausting and frustrating, so why is it often a nightmare? This talk will look at case studies of successful change in our school and some disastrous experiences that are still causing problems years later! We'll look at the common factors of the successful changes and what was missing from the less successful attempts.

Carron 2
1055-1125
90 audience
Talk
LAM, TTEd
le, a

Brain traps for creative teaching centre managers
Natalia Bagdavadze (British Council, Georgia)
The talk aims at highlighting the issues that block the creative potential of teaching centre management and their teams, while investigating new ways of developing teaching centre products. It will also examine and test the different tools and practical activities that help the teaching centre teams be innovative, which is key to the successful operation of any business.

Dochart 1
1020-1050
90 audience
Talk
LIT
le, a

Creative use of language through humour
Geoff Tranter (Technical University of Dortmund)
Humour is not easy, given the potential for intercultural misunderstandings. But humour is also a sign that learners are coming to grips with the new language and can use the language more independently. This talk will look at some examples of activities suitable for a variety of groups and levels to promote the creative use of language in the classroom.

Dochart 1
1055-1125
90 audience
Talk
TTEd, YLT
e, le, p

The Little English Library: bringing children's literature to Dutch primaries
Tatia Gruenbaum (Avans University of Applied Sciences, School of International Studies)
I'll present the Little English Library (TLEL), a unique not-for-profit English children's book project founded in 2013. This project runs numerous initiatives to promote children's literature in Dutch primaries, with the objective of supporting young learners of English and local primary teachers. TLEL was a finalist at both the 2015 School Library Association Inspiration Awards and the 2016 British Council ELTons.

Dochart 2
1020-1050
90 audience
Talk
TTEd SIG Day
e, p, s

Support and accountability: building the capacity of teacher educators
Rhona Brown (British Council, Nepal)
Teacher educators are the linchpin in British Council Nepal's programmes to improve student learning outcomes in English and 21st Century skills. This talk will explore the challenges and opportunities in planning for the ongoing support and accountability of teacher educators in challenging contexts. Pilot workshops, observations, action research and online communities will be discussed and lessons learnt shared.

Wednesday 5 April

1020-1125: Session 2.1

Dochart 2
1055-1125
90 audience
Talk
TTEd SIG Day
e, le, a

Applying differentiation in teacher training
Alastair Douglas (Anglia Ruskin University)
Differentiation has become a common feature of language teaching. As such, it is a topic that is often discussed and yet, interestingly, rarely implemented in teacher training courses. This talk will explore some of the issues around the area, look at some action research, and offer practical ideas for incorporating differentiation in pre- and in-service training courses.

Leven
1020-1050
100 audience
Talk
YLT
e, le, p

Using stories to develop thinking and 21st Century skills
Vanessa Esteves (Portugal)
This talk will dive into the magical world of stories and storytelling to demonstrate the potential that stories have when it comes to challenging children to think deeper and develop their thinking and 21st Century skills. Come along for a session of fun, which will open your learning gates and help you share the magic of learning English.

Leven
1055-1125
100 audience
Talk
LT, YLT
e, le, p

Once upon a time or 'digitally' happy ever after!
Maria Diakou (Cyprus Ministry of Education)
Children love listening to stories. I'll show how teachers can take advantage of storytelling and use it as a very effective teaching tool, in order to catch students' attention in class. Nowadays, teachers are moving towards combining the art of storytelling with a mixture of digital graphics, text, recorded audio narration, video and music. Even students can create their own digital stories.

Ness
1020-1050
100 audience
Talk
EAP
e, le, t

To avoid plagiarism, JQs technique for EAP reading and summary
Susan Esnawy (American University in Cairo, Egypt)
The journalists' questions (JQs) technique is used widely in ESL/EFL, but in English for academic purposes? Using JQs with an academic passage to enhance reading comprehension and facilitate summary writing without plagiarism will be demonstrated. JQs promote text analysis and critical reading/thinking skills. The steps involved, the materials used and learners' products will be presented to show the technique's effectiveness.

Ness
1055-1125
100 audience
Talk
EAP
e, t

Integrating paraphrasing with note taking: an approach for EAP teachers
Barbara Howarth (Glasgow International College, UK)
I show how teachers of English for Academic Purposes can help upper-intermediate learners paraphrase from an authentic journal article. I suggest that paraphrasing should be approached as part of the note-taking stage of academic writing. To illustrate this, I'll demonstrate a structured technique I have used with learners preparing to study at university.

1125-1200 **Coffee break**
There is continual complimentary tea/coffee throughout the day in Hall 5

1200-1210 Session 2.2 - Poster presentations

Hall 5	For the duration of the conference, there is a Poster Forum in Hall 5 near the IATEFL Registration Desk. Please see below for the presenters who will be present at their poster during session 2.2 to discuss it with delegates and to answer any questions.

Poster 2
ESP, MD

Developing ELT professionalism through local curriculum in Nepal
Taranath Bhattarai (Nepal English Language Teachers' Association)
This poster illustrates how tourist spots and ELT are linked together, being bound to each other by local needs based on locally available potentialities. It will demonstrate the significant roles of ELT for developing tourism: Nepal's potential area for economic growth. It highlights the need of local curriculum to develop ELT professionalism in Nepal and developing countries in general.

Poster 5
GEN

How we can teach prepositions of time promptly yet effectively
Marzena Burzynska (University of Wroclaw, Poland)
Teaching some language rules may become extremely time-consuming because, somehow, they keep escaping from our students' mind despite all our efforts. One of them is the use of prepositions of time: at, on, in. Inspired by cognitivists' idea of us perceiving our world as containers, I've come up with an idea of teaching time expressions promptly and easily, yet effectively.

Poster 8
AL, TD

The impact of mobile-assisted learning on learners' lexical competence
Saliha Chelli (Biskra University)
The research work I'll show attempted to show the effects of mobile-assisted language learning in enhancing students' lexical competence at Biskra University. For this purpose, 35 participants were used in the quasi-experimental study in which Cambridge texts were exploited during a whole semester. Both the value of the dependent t-test (1.98) and the six interviewees' responses revealed the significance of the treatment.

Poster 11
RES

Possessive adjectives: friends or enemies...?
Ana Luz Delgado - Izazola (Universidad Nacional Autonoma de Mexico)
I'll present research work, which combines theory and practice to address a common problem related to the interference that Spanish-speaking students have in the use of possessive adjectives in English. The situation described happens more frequently in beginners (A1 according to the CEFR). I'll show here how the problem was tackled in the best possible way.

Wednesday 5 April

1200-1210: Session 2.2
1225-1255: Session 2.3

Poster 14
YLT

See this! How young learners illustrate their dream English class
Dalia Elhawary (Alexandria University, Egypt)
This poster explores how a group of 394 ten-year-old primary school learners inquire into and assess their experiences of learning English in the class. Through their narratives and drawings, I explore learners' perceptions and challenge traditional views of what helps or hinders the learning of English in crowded classes with limited resources.

Poster 17
EAP, TTEd

Massive open online course (MOOC)
Kausalya Devi Khadka (Rato Bangala School)
Even now, teachers refrain children from using the internet, which is a powerful teaching mechanism. Students from Pokhara and Kathmandu benefited from an online course (MOOC). By introducing participants to this latest way of using gadgets, this poster will display some of the ways in which teachers could replace traditional methods and open the avenues for a new opportunity for students.

Poster 19
RES

Demonstration of an online English writing peer review system
Jim-Min Lin (Feng Chia University, Taiwan)
In this poster presentation, I will demonstrate why and how to use an e-learning software tool, i.e., an online English writing peer review system. You will gain some good reasons for using it to reinforce second language learners to work out better writing versions. I will also show the ways of installing and using it to monitor learners' progress.

Poster 22
TEA

Context: are we disadvantaging our students?
Dilara Yetkin & Ayse Ceyda Mutlu (Middle East Technical University)
This poster presentation will focus on the function of context in language testing and the use of context as a facilitator of language teaching and a provider of cultural knowledge. It will also focus on the issue of cultural bias with regards to contextual teaching as well as testing English language.

1225-1255 Session 2.3

Argyll 1
200 audience
Talk
TD, TTEd
e, le, s, a

Is what we know, what we do?
Alan Maley (The C Group)
I claim there is a mismatch between what we know and what we do. This is an invitation to think about a number of things we take for granted as 'normal' in ELT, yet which run counter to what we know. Why do we do this? And can we change our practices to bring them into line with what we know?

Argyll 2
200 audience
Talk
TEA
le, s, t, a

Choosing the right assessments for your learners
Anthony Green (University of Bedfordshire)
An ever-growing number of assessments is on offer to teachers. Deciding which ones are most appropriate for your students' needs can be confusing. Different assessments have different purposes and no one assessment can cover all of them. This talk explores four main types of language assessment: Placement, Progress, Practice, and Proficiency. It is intended to help you to choose.

Argyll 3
200 audience
Talk
EAP, MD
e, t, a

Compound/complex—over-complex? Unnecessary distinctions and complexity in the wrong place
Richard Davie (Canterbury Christ Church University, Kent)
I examine two areas - co-/subordinating and non/defining clauses - where conventional explanations make distinctions that seem neither helpful for simply avoiding error, nor useful for thinking about how information is presented in writing. As an alternative, I present an intuitive PowerPoint slide model for helping a student writer see the possibilities of complex sentence structure and linking as positive choices.

Barra/Jura
120 audience
Talk
EAP, GI
e, le, s, t, a

It's all in the song: academic skills through project-based learning
Chris Meoli (Teaching House Boston)
Integrating critical thinking and academic skills into an engaging and motivating English language curriculum can be a challenging task. In this session, participants will discover a song project that does precisely that. Video clips of student projects, as well as all materials needed to replicate the project, will be provided to participants in this session.

Orkney
35 audience
Talk
GEN
e, le, p

EFL teacher cognition of thinking skills in Chinese primary classrooms
Xuying Fan (University of Exeter)
Teaching students thinking skills in EFL classrooms has become a significant goal in the Chinese education system. This talk demonstrates primary school teachers' conceptions of, beliefs of, and practice of, the teaching of thinking skills. I will explore the opportunities teachers meet in their attempts to develop thinking skills during teacher-student interactions and how thinking skills facilitate students' EFL development.

Wednesday 5 April

1225-1255: Session 2.3

Shuna
60 audience
Talk
TTEd
e, t

Developing practical theories: ELT literature in initial teacher training
Ulla Fuerstenberg (English Department, Graz University)
Trainee teachers in initial teacher training at university expect to be provided with teaching recipes and ready-to-use activities for the classroom in their courses, but they can be reluctant to engage with ELT literature. This talk will present some strategies for teacher trainers to introduce trainee teachers to the relevant professional literature and relate it to their own experience.

Staffa
60 audience
Talk
LT
e, t

Blended and adaptive learning for EFL users: a model design
Yang Wang & Shishi Zhang (Foreign Language Teaching and Research Press)
This session focuses on the implementation of the adaptive language learning technology in a blended online learning course designed for EFL learners and instructors in Chinese higher English education. It aims to cater to EFL learners' needs to comprehensively improve their English capability and to pass major language proficiency examinations, such as CET4 (College English Test Band 4).

Clyde
Auditorium
480 audience
Talk
RES

The future of English: the next 20 years
David Graddol (The English Company (UK) Ltd)
The Future of English? was published 20 years ago this year. How have its forecasts stood the test of time? I will summarise its key ideas, identify a few surprising developments and discuss what I think will be the main factors guiding the future of English in the world over the next two decades.

Forth
300 audience
Talk
ESAP
e, le, a

Vocabulary power training – the learner learns how to learn
Martin Beck (MONDIALE Language World)
Many believe that the quantity of active vocabulary defines the student's language skills. This is not entirely true. On the other hand, a limited vocabulary makes it rather difficult to reach the level of independent language use. Learning vocabulary is mostly boring and often not sustainable. This talk will show new methodologies and ways of overcoming this hurdle.

Gala 1
60 audience
Talk
EAP, TEA
e, le, t

A response to WEs through a computerized academic speaking test
Reza Neiriz Naghadehi (Middle East Technical University, Northern Cyprus Campus)
In this talk, I will discuss a computerized academic speaking test, designed by the researcher in an English-medium university in an outer-circle community, in light of Brown's (2014) recommendations to attempt a response to World Englishes (WEs) in language testing. The results were promising for non-engineering students. Further development can duplicate the results for engineering students.

Gala 2
60 audience
Talk
YLT, **ESOL SIG Day**
e, p

Who counts? Bilingual children and monolingual school experiences in Cyprus
Katherine Fincham-Louis (University of Nicosia)
This talk reports on a study conducted into the language experiences of simultaneous English/Greek bilingual children attending monolingual state primary schools in Cyprus. It is aimed at a slightly more experienced audience. The findings provide insight into the children's linguistic experiences of translanguaging and negotiation within a 'secret space' in a school system which does not actively recognize their bilingualism.

Alsh 1
100 audience
Talk
BE SIG Day
le, a

IATEFL BESIG FACILITATOR SCHOLARSHIP WINNER
How to secure your status as a Business English professional
Rob Howard (Online Language Center)
Today's Business English clients are making more demands on the profile of their teachers. Advanced students are looking for an experienced business professional as well as an English teacher. The presentation will present ideas that teachers can utilize in order to improve their own level of business terminology, skills and savvy to become a true Business English professional.

Alsh 2
100 audience
Talk
GEN
e, le, p, s, t, a

MACMILLAN EDUCATION SCHOLARSHIP WINNER
Flipped learning for low-tech classes
Saima Abedi (Beaconhouse School System, Karachi, Pakistan)
Flipped classrooms invert traditional teaching methods by reversing lecture and homework elements. Use of technology is considered key in this approach. As a result, flipping low- or no-tech classes seems an uphill task. I will show how flipped classrooms can empower learners with limited or no access to technology and offer strategies that transform the classroom, ensuring active learning.

Boisdale 1
100 audience
Talk
GI, **PRON SIG Day**
e, t, a

Owning English: honing learners' chances of intelligibility internationally
Sarah Grech (University of Malta)
This talk explores how far fossilised pronunciation patterns can be challenged in a class of young adults aspiring to use spoken English internationally. It also shows how trained language experts rationalise their notions of intelligibility when listening to learners attempting to accommodate international interlocutors. Practical implications are considered with respect to multilingual contexts.

Boisdale 2
100 audience
Talk
LT, **LA SIG Day**
e, le, a

What works best for students learning English online?
Ben Knight (Cambridge University Press) & Sergio Luiz de Moraes Ferreira (Associacao Alumni Sao Paulo)
This talk examines what students find most effective when learning English online. The talk will share findings on what students (adult learners in Brazil on a blended learning programme) actually do in the asynchronous online self-study component and their perceptions of what was most effective. We will examine the implications of these insights for designing and running blended learning programmes.

Wednesday 5 April

1225-1255: Session 2.3

Lomond
500 audience
Talk
ESP, TEA
e, le, a

Under pressure - maximising time in IELTS preparation and tests
Louis Rogers (University of Reading)
Students preparing for IELTS often have little time to prepare and don't know how to use their time effectively. This issue continues into the exam itself. This talk will explore how to prioritise and use time management, before and during, from a theoretical and practical perspective. The talk draws on ideas from *IELTS Intensive: a short course to IELTS success*.

Carron 1
90 audience
Talk
TD SIG Day
e, le

I don't want to be a manager - now what?
Lizzie Pinard (University of Sheffield)
This talk looks at a range of ideas for professional development, for teachers who don't want to be managers but do want to keep their career moving forwards. It links these ideas to the British Council's Framework for Continuing Professional Development, showing how this can be a useful CPD tool. This talk is suitable for teachers and managers alike!

Carron 2
90 audience
Talk
TD, YLT
e, p

The view of the child in an ELT context
Gail Ellis & Nayr Ibrahim (British Council France)
The default position of most training is focused on the adult. As many teachers are required to teach children, their view of the learner needs to expand. This talk will present data which reveals that teachers have rarely developed a philosophy of the child, and will present techniques to help them consider children as active participants in their own learning.

Dochart 1
90 audience
Talk
EAP, TEA
e, le, t

Teacher-assessors: a conflict of interests?
Thomas Alder (King's College London) & Daragh Behrman (INTO London World Education Centre)
This talk is based on primary research into the relationship between pedagogy and EAP assessment in terms of practice, belief and attitudes, with particular focus on identifying tendencies towards harshness or leniency in grading writing. It will highlight issues arising from the dual role of tutors as both 'teachers' and 'assessors', considering implications for objectivity, parity and benchmarking.

Dochart 2
90 audience
Talk
TTEd SIG Day
e, le, a

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

Leven
100 audience
Talk
LT, TEA
e, le, t

Lexis and exam preparation: fitting the pieces into the puzzle
Sharon Hartle (University of Verona, Language Centre)
One aspect of use of English that upper intermediate and advanced learners find particularly challenging is lexical grammar: collocation, verb patterns, etc., and how to use them effectively. This presentation shows how to train learners to use two corpora - the American Corpus (COCA) and SkeLL (Sketch Engine for English Language Learning) - to improve awareness of lexis for exam preparation purposes.

Ness
100 audience
Talk
LAM, LT
e, t, a

Measurable marketing for your school with a branded app
Jonathan Bygrave (Apps Reinvented Ltd)
Apps Reinvented offers measurable marketing for language schools and universities via a branded app. I will explain how institutions can promote their brand and measure the results with detailed analytics. I will show how schools can choose the content with courses from well-known media brands and respected ELT authors. I will also share the results of our pilot project.

1255-1415 Lunch break

1310-1410
Clyde
Auditorium

IATEFL Annual General Meeting
The 2017 Annual General Meeting of IATEFL will be held in Clyde Auditorium from 1310 to 1410. All members are invited to attend.

Not a member of IATEFL?
Why not pop by our stand in the exhibition and find out about membership of the association. Alternatively, visit our website for information at www.iatefl.org

1415-1500 Session 2.4

Argyll 1
200 audience
Workshop
YLT
e, le, p

Teaching life skills to children
Carol Read (Independent)
This workshop aims to show how integrating life skills into your teaching can make a significant difference to children's lives and learning. A model for teaching life skills will be presented, as well as a range of practical ideas that can easily be adapted and implemented in your own classroom. Some examples will come from the primary course, *Tiger Time*.

Wednesday 5 April

1415-1500: Session 2.4

Argyll 2
200 audience
Workshop
YLT
le, p, s, t, a

Telling YOUR stories
Andrew Wright (ILI International Languages Institute, Hungary)
Storytelling is fundamental to human thinking and communication. I want to help you to find and tell your stories in the classroom. The session and the very extensive handouts are integral. The session will establish a feeling for stories and the handouts will offer many, many practical applications for all levels. No bravura telling required!

Argyll 3
200 audience
Workshop
EAP, TEA
e, le, a

Planning your IELTS teaching at lower levels
Joanne Tomlinson & Fiona Aish (Target English)
This session is a practical lesson-planning workshop on developing language and IELTS exam skills at lower levels. Using Collins' *Get Ready for IELTS*, the session will explore how teachers can plan IELTS classes to cater for the specific needs of students at lower levels, and provide practical lesson ideas for a wide variety of teaching contexts.

Barra/Jura
120 audience
Workshop
TEA
le, a

Creative testing: a contradiction in terms?
Charles Hadfield (University of Waikato, New Zealand)
'Creativity' and 'testing' may at first appear to be mutually contradictory. In this practical workshop, a dozen activities and ideas for teaching and test writing will be presented, with several interactive group exercises for participants to try out for themselves. Using Koestler's "association of two previously unconnected elements", we here bring these two apparent opposites into the same crucible.

Orkney
35 audience
Workshop
(restricted audience size)
LIT
e, le, s, a

Using literature and creative writing to develop analytical skills
Stella K Smyth (Queen Mary University)
This workshop uses tools I devised for Sri Lankan secondary school students to move from writing creatively to writing analytically about literary texts in international English language exams such as IGCSE. Participants consider these tools in relation to sample student writings and contemporary Sri Lankan literature. They then assess the potential for applying them to their own work contexts.

Shuna
60 audience
Workshop
GEN
le, s, a

Are you a 21st Century teacher?
Maria Heron (NILE)
In this workshop, we will look at the changes that are taking place in our teaching methods, beliefs, resources and learners' needs and what we need to think about to become 21st Century teachers. We will then try out different activities that relate back to these changes and that focus on engaging our learners while developing our creativity as teachers.

Staffa
60 audience
Workshop
RES, TD
e, a

The art of corrective feedback
Emilia Siravo (Zurich, Switzerland)
Teachers get mixed messages as to what kind of corrective feedback (CF) works best. In this workshop, we will review research on recasts and prompts as forms of oral CF in adult ESL classrooms. We will then analyze the pros and cons of different types. Lastly, we will explore effective communicative classroom activities which use a mix of CF techniques.

Forth
300 audience
Workshop
TTEd SIG Day
e, p, s

Knowledge-for-teaching languages: What is it? How is it different?
Donald Freeman (University of Michigan)
The role of teacher knowledge is complex in teaching languages, where ideas about methodologies, grammar and literature predominate. This workshop examines the concept of knowledge-for-teaching, which captures the specific kind of knowledge that teachers use in classrooms. We review the concept in other subjects, investigate how it differs with teaching languages, and explore connections to teacher training, development and assessment.

Gala 1
60 audience
Workshop
LAM
e, a

Raising teaching quality & learner satisfaction in an ELT programme
Ryan Parmee (EC Cambridge)
Are you an ELT programme manager aiming to improve the performance of your programme? Or, are you looking to raise learner satisfaction ratings by developing and implementing a learner-centred strategy over time? In this workshop, I will outline a 5-step strategy taken to raise student-led satisfaction ratings that are a learner-centred approach that also develops teaching practices.

Gala 2
60 audience
Workshop
(restricted audience size)
LIT, YLT
e, le, s

Celebrating diversity with teenagers in EIL classrooms via comedies
Muzeyyen Nazli Gungor & Mustafa Akin Gungor (Gazi University, Ankara, Turkey)
Comedies may be regarded as supplementary materials in terms of including cultural sense of humour, celebrating diversity, and building bridges between cultures in the 21st Century. In this practical workshop, we aim to demonstrate how comedies representing different cultures and values can be exploited with teenagers in EIL (English as an international language) classrooms.

Wednesday 5 April

1415-1500: Session 2.4

Alsh 1
100 audience
Workshop
LT, **BE SIG Day**
e, a

Corpora and business English: developing learners' collocational competence
Radwa Younis (Future University in Egypt)
This workshop is going to highlight the potential of using corpora to teach collocation in business English. We will define collocation and shed light on its peculiar aspects that present challenges to learners. The workshop will suggest some corpus-based activities to assist learners in developing a repertoire of business English collocations.

Alsh 2
100 audience
Workshop
GI, **ESOL SIG Day**
e, a

ELT through powerful, authentic global justice contexts
Linda Ruas
Elicit language with powerful visuals of oil spills and protests. Practise grammar and vocabulary with infographics about refugees or feminism. Turn the most important messages into protest chants and practise pronunciation. Write to Heads of State and heads of multinationals to create real change. Read about global struggles for rights and equality. How? Come and see materials, tasks and activities.

Boisdale 1
100 audience
Workshop
PRON SIG Day
le, p, s, t, a

How to give feedback on learners' pronunciation
Laura Patsko (Cambridge University Press)
There is a lot of good advice available nowadays for how to teach pronunciation. But attention is usually focused on introducing or practising certain features, and many teachers are left wondering: how do I then respond to what my students produce? This workshop features practical tips and techniques which participants could use to give feedback on their own students' pronunciation.

Boisdale 2
1415-1445
100 audience
Talk
YLT, **LA SIG Day**
le, p, s

Working with migrant/refugee pupils in a plurilingual classroom
Sanja Wagner (Erich Kaestner Comprehensive School) & Alla Goeksu (IGS Kronsberg, Hannover & MIGRANETZ, Lower Saxony, Germany)
We will present examples from our classroom practice which show how pupils coming from different cultural and linguistic backgrounds learn English more effectively, if they are given tasks to choose from and if they are allowed to draw upon their cultural knowledge as well as their home languages while working on their task. Thus they grow into self-confident autonomous learners.

Boisdale 2
1445-1500
100 audience
LA SIG Day

IATEFL Learner Autonomy Special Interest Group Open Forum
Actively involving students in their own learning
The LASIG Open Forum is an opportunity for members and prospective members to meet the SIG committee and get actively involved in the SIG. We will talk about LASIG's activities over the past year and discuss future plans. You don't need to be a LASIG member to come along, find out more, make suggestions and meet like-minded people.

Lomond
100 audience
Workshop
GEN
e, le, s, t, a

Creating learning: helping the students pay attention
Chaz Pugliese (Helbling Languages)
You can't chase two rabbits at once... if we start a lesson when our students aren't ready, we waste our breath. This session is about ways to get the students focused. The exercises offered use psychological and physical ways to eliminate distractions, don't have a language learning point as such, but work toward getting the students to pay attention.

Carron 1
90 audience
Workshop
TD SIG Day
e, le, a

Be overt not covert!
David Byrne (EC London) & Mark Heffernan (Queen Mary University of London)
This session tackles the question of whether or not we need to be more overt in our teaching methods. We will be presenting our reasons why this should be so and you will be looking at simple techniques you can employ to make your teaching more overt so your students are aware of exactly what they are doing and why.

Carron 2
90 audience
Workshop
GEN
e, le, a

How understanding humour can improve students' comprehension
Rosemary Westwell (Ely For Language)
One of the major problems students have with comprehending English is the lack of understanding of the integral humour in the language. This practical workshop explores the nature of humour and common ways in which it can add meaning to written and spoken texts and how an appreciation of humour can enhance students' language development.

Dochart 1
90 audience
Workshop
GEN
e, le, a

Big picture teaching
Ken Lackman (Ryerson University / Greystone College)
It will be argued that the breaking up of grammatical, lexical and phonological systems across levels into supposedly digestible bits prevents learners from really understanding those systems. Demonstrations will show how these systems can be taught in an hour or two to students at a relatively low level. Following that, a case will be made for a big picture approach.

Dochart 2
90 audience
Workshop
GEN
e, le, a

Demanding high of grammar exercises
Natallia Kaliuzina (Streamline Language School)
Grammar is in the core of language learning. However, students' attitude to grammar usually varies from 'again, boring grammar' to 'can't understand these English rules', leading to further frustration and demotivation. The workshop looks at ways that can be used to make grammar more intelligible, memorable and fun for students through 3 Times Practice model introduced by Jim Scrivener.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 5 April

1415-1500: Session 2.4
1515-1545: Session 2.5

Leven
100 audience
Workshop
AL, MD
e, a

Promoting L2 speaker identity and expression: the role of fluency
Bede McCormack (LaGuardia Community College, CUNY)
By targeting observable but under-taught elements of conversational fluency, such as turn-taking, overlap and topic shifting, this workshop invites participants to explore how such conversation features are an expression of one's identity. Through the use of video, group work and collective reflection, we will brainstorm practical activities that promote learner self-expression and lead to increasingly sophisticated speaking skills.

Ness
100 audience
Workshop
YLT
e, le, s

Creating challenge for the teenage classroom
Niki Joseph (Freelance)
In this workshop, we examine one aspect of motivation in the teenage classroom: challenge. We look at what challenge is, why we are always told to challenge our learners and consider whether it is always the best answer. You will leave with ideas and activities that you can use in your own classroom.

1515-1545 Session 2.5

Argyll 1
200 audience
Talk
MD
e, a

Bringing together communicative language teaching and cognitive linguistics
Sarn Rich (Canterbury Christ Church University)
Cognitive linguistics holds that physical experience, language and mind are fundamentally inextricable. After succinctly introducing the field, the talk will suggest how its insights are relevant to ELT, and the communicative approach in particular. We will look at some published ELT materials and examine contributions from ideas in cognitive linguistics to make these materials more effective in practice.

Argyll 2
200 audience
Talk
MD, YLT
e, le, p

Parents, teachers, learners - bridging the gap with *LearnEnglish Kids*
Emma Cook (LearnEnglish Kids British Council)
How can primary English teachers and parents, or carers, work together to encourage learning both in the classroom and at home? This talk looks at how the *LearnEnglish Kids* website and other online British Council resources can help to create school and home environments where children thrive, have fun and start to become successful independent English learners.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Argyll 3
200 audience
Talk
LAM, LT
e, p, s, t, a

Blend but not bland: creating a positive blended teaching culture
Ivy Rudd (Macmillan Education)
Whether you've already developed blended learning courses or are at the early stages of considering them, a key question to ask is how you'll support and guide your teachers in the transition to teaching with technology. Using Macmillan English Campus as an example, this session explores step-by-step how to successfully integrate blended learning into your institution's teaching practices.

Barra/Jura
120 audience
Talk
LIT
e, le, a

Visual culture in ELT
Andreia Zakime (Cultura Inglesa Sao Paulo)
Seeing is a great deal more than believing. Visual culture is not just a part of our everyday life, it is our everyday life. Can we help learners explore the wealth of images that surround us and enhance their language learning outcomes? This talk aims to explore this issue and provide ideas for the use of images in the classroom.

Orkney
35 audience
Talk (restricted audience size)
RES
le, s

IATEFL BILL LEE SCHOLARSHIP WINNER
Critical thinking in the intercultural context: investigating EFL textbooks
Pawel Sobkowiak (Adam Mickiewicz University, Poznan, Poland)
This presentation will try to shed light on the linkage between intercultural and critical thinking skills. I will report on the findings of research aiming to check whether EFL textbooks used in Polish schools contribute to fostering critical thinking skills. The study revealed a small and limited capacity of the textbooks to develop higher-order thinking.

Shuna
60 audience
Talk
LAM
e, a

Turning the beast into a beauty: an accreditation journey
Gokce Unlu & Serkan Aras (Ozyegin University, Istanbul, Turkey)
The process of getting accredited can be perceived as a challenge by institutions. However, it became a fruitful experience for our institution. This presentation will cover our journey of accreditation: how it all started, proceeded and reached the happy ending. It will also provide some practical tips for schools aiming to turn accreditation into a rewarding and developmental process.

Staffa
60 audience
Talk
ESP
le, t

Encouraging ESP students to use mind maps
Maria Cyrankowska (University of Rzeszow, Poland)
Mind maps are not new but still not many people know them and actually use them. They are a perfect thinking tool for brainstorming and organising ideas, note-taking and revising the material. They are about engagement, creativity and fun. This talk will show how to use mind maps in ESP courses with examples produced by students.

Wednesday 5 April

1515-1545: Session 2.5

Clyde
Auditorium
480 audience
Talk
GEN
e, le, p, s, t, a

Developing teacher talk
Jamie Keddie (NILE / Freelance)
There is an unhealthy noise that reverberates through our profession. And it sounds something like this: "Teacher talk is bad and must be avoided." In this practical presentation, I will argue that rather than being discouraged, teacher talk should be developed. I will suggest that one way to do this is by embracing teacher-led storytelling in the classroom.

Forth
300 audience
Talk
TTEd SIG Day
e, le, a

Context, analysis, practice: the hidden paradigm in contemporary ELT
Jason Anderson (Delta Publishing)
Recent gradual shifts towards more text-based approaches in published materials and 'communicative' classroom practices lend support to a lesson-planning model/paradigm involving three stages: Context, Analysis and Practice (CAP). In this talk I outline how a CAP model can scaffold trainee development in lesson planning and teaching practice on CertTESOL and CELTA courses as described in *The Trinity CertTESOL Companion*.

Gala 1
60 audience
Talk
GEN
e, a

Exploiting current affairs: upgrading EFL learners' repertoire and linguistic expression
Gloria R L Sampaio (Catholic University of Sao Paulo)
For their topicality, interest and insertion in real life, current affairs elicit responses, opinions and immediate reactions. Thus, exploiting texts on topical issues can help enrich EFL learners' repertoire and linguistic expression. Adequate choice of sources and materials, proper attention to learners' specific needs and expectations are the yardsticks for the suggested activities and methodological steps proposed in this presentation.

Gala 2
60 audience
Talk
ESOL SIG Day
le, a

Bad language? Are taboo words in EFL unacceptable or expressive?
Chris Walklett (International Academy, University of Essex)
It is often thought that EFL students do not need to be taught swear and taboo words. It is, therefore, presumably believed that they will just pick up this language when, and if, they need it. This talk will explore this issue, hopefully bringing in wider thinking about what should and shouldn't be taught in the language classroom.

Alsh 1
100 audience
Talk
EAP, **BE SIG Day**
e, s, t, a

From Argentina to Zambia. Cross-cultural awareness in ELT
Christopher Graham (Consultant)
This session will provide practical ideas to address the perennial issue of how to get students to speak with enthusiasm in English. Specifically, it will look at how the ideas that underpin cross-cultural awareness training can be used to motivate EFL students to speak, while at the same time developing the 21st Century skill of cross-cultural communication.

Alsh 2
100 audience
Talk
TEA
e, p, s, t, a

Strategies for speaking tests: corpus-based tips for preparing students
Gemma Bellhouse & Alex Thorp (Trinity College, London)
Learners of English must often take an interactive speaking test to prove they can communicate effectively. But how can students prepare for unpredictable communication? Are there strategies used by test candidates, and could learning them make speaking performance more successful? Using new corpus data, this talk outlines 'active listening' strategies to support test preparation and awareness of communicative competence.

Boisdale 1
100 audience
Talk
PRON SIG Day
e, le, a

Achieving phonology's potential in the ELT classroom
Adam Scott (St Giles International, Brighton, UK)
Phonology is central to language, and the ultimate noticing activity for learners. It has many uses in reading and writing in addition to speaking and listening, but materials, teachers and students undervalue its systemic importance, ignoring its learning potential. This presentation outlines how sound phonological awareness informs wider language development, and offers practical adaptations to CLT that place phonology centre-stage.

Boisdale 2
100 audience
Talk
LA SIG Day
e, le, a

Learner-centered, active listening through drama techniques
Michelle Schirpa (Schneider Sprachschule)
Listening has shifted from mere passive to a highly active skill according to recent ELT research. Nonetheless, its practice in the classroom is still quite teacher-centered and product-focused. This talk will review what active listening is and will demonstrate how drama techniques can be an empowering tool in promoting learner-centered, process-focused, active listening through carefully adapted drama exercises into ELT.

Lomond
500 audience
Talk
LT
e, le, s, a

Keeping learners hooked
Ziad Dajani (Playlingo)
Why are some learners highly motivated but others give up? Why are games like Candy Crush Saga so addictive yet vocabulary learning such a chore? I will examine the world of gaming and the scientific study of motivation in search of answers that can help learners transform their learning habits and their lives.

Carron 1
90 audience
Talk
GI, **TD SIG Day**
e, le, s, t, a

De-idealising the heteronormative self in the ELT classroom
Angelos Bollas (CELT Athens)
This talk brings together motivation, queer studies and materials development theories in order to highlight the absence of references to LGBTQ sexual orientations and the possible implications this may have on learners' motivation. By the end of the talk, participants will have been presented with tasks they can use in order to address the issue and provide lessons for all.

Wednesday 5 April

1515-1545: Session 2.5

Carron 2
90 audience
Talk
LAM
e, a

So you're leaving today? Nice to meet you Goodbye!
Ben Butler (The London School of English)
A lot of time and energy is put into welcoming students and making them feel settled at the start of their courses, but how much is put into their departure? This talk will show that the end of a student's journey is as important as the start and what can be done to make it feel important in their eyes.

Dochart 1
90 audience
Talk
IPSEN
e, le, s, t

Access to English through U.S. Department of State programs
Jennifer Uhler (U.S. Department of State) & Jesse Kiendl
Learn how the Office of English Language Programs at the U.S. Department of State works globally to support English teachers and learners through educational programs and partnerships, and how you can take advantage of these opportunities or become involved. We will focus on the English Access Micro-scholarship Program, which provides free English classes to disadvantaged youth in over 80 countries.

Dochart 2
90 audience
Talk
LT, YLT
e, le, p, s

Meaningful use of digitally-enhanced projects
Maria Victoria Saumell (Instituto San Francisco de Asis)
The proliferation of digital tools and apps has cast a new light on the development of projects and Project Based Learning. This session will show how projects can be integrated into courses so that we can focus on the learning process, address digital literacies, increase students' motivation, break down classroom walls and capitalize on what learners have to offer.

Leven
100 audience
Talk
GEN
e, le, t, a

They won't talk
Julie Butters (University of Arts London & University College Cork)
This talk will focus on the key findings from a research project entitled *They won't talk*, which investigated perceptions surrounding how Chinese students engage and actively participate in a multilingual classroom. Participants will gain insights into how sociocultural positioning and building transcultural relationships can impact active participation, and also reflect on the need to revalue silence in the classroom.

Ness
100 audience
Talk
LT, YLT
le, p

Online preschool English in practice. Yes, really!
Claire Selby (Yellow House English Ltd)
As 'digital natives' enter our teacher training colleges, the role of well-designed online materials is growing. This talk explores practical ways to offer children a bilingual future, through learning at preschool and home, using everyday technology alongside traditional resources. Examples are taken from the portal version of the Universal Preschool Course from Yellow House English. Come and share your experiences!

1545-1620 Coffee break

There is continual complimentary tea/coffee throughout the day in Hall 5

1620-1705 Session 2.6

Argyll 1
200 audience
Workshop
EAP, MaW
e, t

Critical thinking activities in the language classroom

Richard Harrison (Canford Publishing)

This session looks at practical ways in which teachers can get students to improve their critical thinking skills. A number of activities are presented involving skills such as problem-solving, brainstorming, distinguishing fact from opinion, solving jumbled texts, finding chains of reasoning and using frameworks to organise thinking. Reference is made to the publication *Framework: Academic Writing and Critical Thinking*.

Argyll 2
200 audience
Workshop
EAP
e, le, s, t, a

The joy of word formation

Richard Hillman (Bell, London)

This is a practical workshop involving a light-hearted and serious exploration of some patterns in how words are formed in English. If we foster our own fascination for the derivation of words, we can pass this enthusiasm on to our students. Let their acquisition of lexis be closer to sweet than to sweat.

Argyll 3
200 audience
Workshop
GEN
le, a

Creating dynamic reading and listening activities using high-order-thinking tasks

Kathy Johnson (Interlingua)

To prepare students for the world outside the classroom, we need to include high-order-thinking (HOT) tasks like analyzing, evaluating, and creating in the listening and reading tasks we do. However, many coursebooks only focus on remembering or understanding a text. This workshop will show you how to add HOT tasks into your reading and listening activities.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
ESP = English for Specific Purposes
GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Wednesday 5 April

1620-1705: Session 2.6

Barra/Jura
120 audience
Workshop
LIT, YLT
p, s

Creative writing in EFL classrooms: double, double, toil and trouble?
Corne Ferreira (Driestar University)
Creative writing can be a powerful instrument to forward language learning in primary and secondary classrooms. But due to classroom constraints, teachers often hesitate to include it in their lessons. This workshop will provide a framework to overcome some of its 'toils and troubles' and show how creative writing can be done to promote and assess young learners' language development.

Orkney
35 audience
Workshop
(restricted audience size)
YLT
le, p, s

I like to move it!
Zeljka Jakusic Cejka (Brezovica Primary school)
During this workshop, I will show you some games and activities which should encourage your students to be active during classes. By making your lessons dynamic, your students will be engaged both physically and mentally and, therefore, more productive and less tired. Activities are designed for teenagers who often spend too much time sitting in the classroom.

Shuna
60 audience
Workshop
GEN
e, a

Teaching writing using model texts
Gabrielle Lambrick (Kings Education, Oxford)
Explore how to use written texts as models for student writing. We'll look at a framework to help students notice the key features of texts. We will also consider the selection, adaptation, and writing of model texts, and how to create tasks to focus on particular language areas. Throughout, you will be trying out these activities for yourself.

Staffa
60 audience
Workshop
ESP
e, le, p, s

Cummins' competency battery... a framework to recharge classroom activities
Nesreen El-Nesr (Ministry of Education)
To meet the diversity of students' individual competencies, Professor Cummins proposes a distinction between social and academic language to tailor the classroom activities. I will offer applicable ways of how to recharge the students' language proficiency batteries by applying suitable to level activities with the four quadrants of Cummins' framework.

Clyde Auditorium
480 audience
Workshop
TTEd SIG Day
e, le, p, s, t, a

Beyond demand high - making quality learning happen for all
Silvana Richardson (Bell Educational Services)
While few would dispute the relevance of the core arguments made by the Demand-High movement, some of its suggested 'tweaks' for practice are unsupported by research evidence and are not always impactful. In this workshop for teacher educators, we will explore 21st Century evidence-informed strategies for facilitating high-quality learning, leading to improved outcomes and their implications for teacher development.

Forth
300 audience
Workshop
GI
e, le, p, s, t, a

Storytelling for a better world
David Heathfield (Freelance & INTO University of Exeter)
Injustice and other challenging issues are addressed through telling world stories. What students learn from a story is not what happens in the story but in their response to it. Creative response tasks lead to insights about how to make the world better. Let's try activities from the British Council's new *Integrating Global Issues in the Creative English Language Classroom*.

Gala 1
60 audience
Workshop
GI, IPSEN

Using culturally-sensitive materials: gender treatment in *New Headway Plus*
Glenn Tucker (Qatar University)
This workshop will summarize the findings of my gender research on *New Headway Plus: Beginner* (OUP) and include opportunities for participants to compare gender portrayal in the Middle East and standard versions of the textbook. Participants will also discuss different strategies for adapting materials to be gender-inclusive and culturally appropriate.

Gala 2
60 audience
Workshop
MD, **ESOL SIG Day**
e, t

Integrating identity literacy activities into ESL and EFL course design
David Cooke (Kanda University of International Studies)
Language courses today should offer opportunities for immigrants, refugees and international students to build identity-awareness and confidence at expressing themselves in society. I will compare the effects of incorporating identity literacy into ESL and EFL course design in the USA and Japan. Participants will practise innovative identity exploration activities and discuss ways of adapting them in international contexts.

Alsh 1
100 audience
Workshop
BE SIG Day
e, a

From teacher to business owner
Heather Hansen (Global Speech Academy)
English teaching is a multi-billion dollar global industry, yet most teachers struggle financially. Learn solid business strategies for creating a successful passion-based teaching business from anywhere in the world. You'll discover your teaching niche, define your target market and shift your mindset to see yourself as not only a teacher, but also a successful business owner.

Alsh 2
100 audience
Workshop
YLT
le, s

Teaching well-being to teens
Rachael Harris (IATEFL IPSEN SIG)
Student well-being is recognized as an essential element to learning and it is particularly important with teens. This workshop focuses on well-being in one's self, within a group and also in relation to learning. Activities include warmers and fillers but also year projects, and the well-being of the teacher is not forgotten.

Wednesday 5 April

1620-1705: Session 2.6

Boisdale 1
100 audience
Workshop
MaW, **PRON SIG Day**
le, a

Designing personalised pronunciation board games for your learners
Louise Guyett
In this workshop, we will discuss the different types of board games that can be adapted for pronunciation practice and how to decide what focus our learners need. Delegates will have the opportunity to work in groups and design a plan for a pronunciation board game that they can take away with them.

Boisdale 2
100 audience
Workshop
LA SIG Day
e, le, s, a

Personalised and independent learning in print and digital contexts
Steve Taylore-Knowles (Macmillan Education)
Our students become independent users of English most effectively through independent learning. By exploiting opportunities for personalising the learning process, we can create the conditions for independence to develop. By analysing various kinds of both traditional print and recent digital contexts, we will be able to highlight productive directions in which teachers can take any given lesson.

Lomond
100 audience
Workshop
MD
e, le, a

Proficient at what?
Paul Dummett (National Geographic Learning)
The CEFR and existing published materials suggest a profile of a C2 learner who is highly intellectual and uber-confident: a profile, as Michael Swan once pointed out, that disqualifies many native speakers. What is language proficiency, who aspires to it, and how do we best serve their interests? Drawing on methodology from *Keynote* (NGL), this practical workshop tackles these issues.

Carron 1
90 audience
Workshop
TD SIG Day
e, t

"Am I good enough?" and other elephants in our classrooms
Nick Bell (Zurich University of Applied Sciences, Waedenswil, Switzerland)
The aim of this workshop is to encourage participants to discover a sense of their own inalienable worthiness, while finding the courage to be vulnerable in their teaching. For this purpose, they will reflect on ways to let go of expectations that may have been holding them back and diminishing their effectiveness as teachers.

Carron 2
90 audience
Workshop
MaW, TEA
e, le, a

Speaking images – using pictures for exam preparation and assessment
Cosima Wittmann (telc – language tests)
We're all familiar with the plethora of pictures used in learning English. Sometimes useful, sometimes decorative, pictures are a common feature of modern English coursebooks. But can they be useful? In this workshop, we will first examine the value of pictures in assessment and then learn how to choose pictures, write activities and bring life and colour into assessment.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Dochart 1
90 audience
Workshop
GEN
le, a

Extended discourse: from closed pairwork to open class debate
Robert Watson (British Council Naples)
You enjoy your teaching, you do it very well, your students enjoy your lessons BUT, when they are put on the spot, they clam up and the moment passes. Is this a lack of confidence or a lack of experience? Participants will take part in a speaking skills lesson with the aim of both strengthening enthusiasm and providing opportunity.

Dochart 2
90 audience
Workshop
YLT
e, le, p

Creative approaches to intercultural learning in primary English language teaching
David Valente (IATEFL YLTSIG Joint Coordinator)
This workshop will enable attendees to explore the dimensions involved in intercultural learning in primary English language teaching, while showcasing fresh and creative approaches. These will include ways to exploit materials and practical techniques to promote intercultural discovery among children. The focus throughout will be application to attendees' own contexts, as well as takeaway ideas for the primary English classroom.

Leven
100 audience
Workshop
LIT, YLT
le, p

Magic in the middle: top-down, bottom-up reading strategies
Jo Greig (Freelance)
This workshop presents activities to inspire children's love of reading from a very young age. The session focuses on activities that introduce the top-down, big picture meaning in stories. It then shares ideas that develop bottom-up processing of individual words and sounds, encouraging children as they become more fluent readers. I will use examples from *Ladybird Readers*, published by Penguin Random House.

Ness
100 audience
Workshop
EAP, TEA
e, le, s, t, a

Academic reading skills for IELTS and beyond
Louisa Dunne (British Council France)
This practical workshop will look at the key issues IELTS test takers face with the Academic reading paper and how these relate to the academic reading skills needed in university contexts. We will look at ways of helping students develop the reading skills they need both for the test itself and for their future studies.

Wednesday 5 April

1720-1825 Session 2.7

Argyll 1	**Forum on IELTS**
1720-1825	
200 audience	**Climbing up the IELTS ladder: helping students help themselves**
Forum	**Mercedes Foligna (Universidad Nacional de Tres de Febrero)**
TEA	Preparing learners to take the IELTS test calls for the teacher's prompt detection of each student's weaknesses and the prompt implementation of tasks that will help them improve. In this presentation, I will share strategies that I have successfully used to help A1 and B2 learners obtain the maximum score possible.
	How can we help IELTS students to manage their nerves?
	Ian Lebeau (Anglia Ruskin University)
	"I'm worried because you can't revise anything for IELTS." "What should I do if I run out of time?" For IELTS students, there's usually a lot riding on the exam and anxiety is a common response. Together, we will identify what typically produces such anxiety and consider how we can help our students conquer their nerves. (No breathing exercises!)
	Micro skills for mastering graphic descriptions in AWT1
	Svetlana Petrovskaya (Plekhanov Russian University of Economics)
	This presentation focuses on micro skills essential for university students of economics preparing for IELTS Academic Writing Task 1 (AWT1). Using relevant practice materials, participants will identify and explore micro skills constituting cognitive, task management and language macro skills. I will facilitate an exchange of opinions and expertise to discuss ways of enhancing exam performance and learner autonomy.

Argyll 2
1720-1825
200 audience
Forum
GEN

Forum on Reading

An approach to designing a mobile-assisted reading programme
Wei-Wei Shen (Feng Chia University, Taiwan)
As teaching one single printed coursebook cannot flexibly control individual's reading processes based on different learners' topic interests, reading difficulties and vocabulary levels, a design of the software can be helpful to recommend suitable readings for various needs. The presentation will cover the importance of programme design and suggestions for developing autonomous learning to read and increase vocabulary levels.

New perspectives engaging reluctant readers – teaching approaches and individual interests
Helene Demirci (Higher Colleges of Technology)
The talk aims to provide further enlightenment on how to engage learners of all levels and ages in reading, when faced with the differing needs of 21st Century learners and advances in technology. The practical approaches described can be applied in any context and adapted for individual interest. The suggestions will be supported by research.

Combining a whiteboard and mobile devices for reading skills development
Tatiana Kozhevnikova (Moscow Technical University of Communications and Informatics)
Utilizing the advantages of a whiteboard in combination with different mobile devices for reading skills development, I will focus on learning strategies and traditional, digitized and online materials used for the purpose. The results achieved, together with suggestions for further theoretical and practical research arising from experiments performed, will be discussed.

Argyll 3
1720-1750
200 audience
Talk
RES, TEA
e, le, p, s, t, a

Using adaptive algorithms for efficiencies and accuracy in language assessments
David Booth (Pearson ELT)
Teachers know the importance of making learning fun. They also know that matching the level and interest of material to individual students' needs is crucial to their learning. This talk shows how adaptive algorithms increase the efficiency and accuracy of language assessments, making them a vital tool for personalising learning.

Wednesday 5 April

1720-1825: Session 2.7

Argyll 3
1755-1825
200 audience
Talk
RES, TEA
e, le, t, a

Can teachers trust automatically-scored speaking and writing tests?
Paul Seddon & Alistair Van Moere (Pearson ELT)
Technology is increasingly used for language assessment purposes, but not everyone is convinced that it is as accurate as trained, human examiners. This presentation looks at how automated scoring works and shows how artificial intelligence systems evaluate learners' speaking and writing skills. It will be of interest to teachers, admissions staff and anyone who is interested in automated scoring.

Barra/Jura
1720-1750
120 audience
Talk
LT

Virtual reality in the EFL class
Raquel Ribeiro (Cultura Inglesa SP)
The use of technology in EFL classes has certainly reached a new level. How can teachers go beyond entertaining to engaging and productive to language learners? In this talk, I share my experience using the affordable VR resource Google Cardboard Box in my classes and how to make this integration with language development purposes as a target.

Barra/Jura
1755-1825
120 audience
Talk
GEN
e, s, a

Discovering 'Dogme moments' in T-S communication
Jing Sun (Freelance)
This is a talk about real language use and genuine communication between teachers and L2 students. Based on the 'Dogme ELT' theory (Thornbury, 2000) and my personal teaching experience in my two years' spoken English classes, I present the value of T-S casual conversations in activating learners' communicative and linguistic needs, facilitating their learning and witnessing them coming into life.

Orkney
1720-1750
35 audience
Talk (restricted audience size)
EAP, RES
e, t

Lecture comprehension difficulties in an English-medium engineering programme: students' experiences
Holi Ali (Rustaq College of Applied Sciences, Ministry of Higher Education, Oman)
I'll report on a study that explored engineering students' experiences with lectures in their English-medium engineering programme. Findings showed that students had difficulties with lectures delivered in English. The results will have implications for EAP and engineering lecturers preparing students to study through the medium of English. I'll offer practical tips and insights for English as a medium of instruction (EMI) practitioners.

Orkney
1755-1825
35 audience
Talk
ESP, MD
e, t

Communication training and collaborative materials development in ESP courses

Tanja Psonder (FH JOANNEUM University of Applied Sciences)

This talk investigates the communication training in English of engineering students and, moreover, aims at illustrating the implementation of the essential communication skills requested for entry level graduate positions. Likewise, it analyses the potential of active student involvement in the field of materials development to respond more accurately to their communicative needs within and outside the engineering community.

Shuna
1720-1750
60 audience
Talk
LT, YLT
e, le, p, s, a

Process writing in exam classrooms. Can technology help?

Georgios Chatzis (Karayanni-Chatzi Schools of English, Corinth, Greece)

This presentation gives practical examples of how teachers can use technology to give effective feedback on writing in exam classes, and how students can use it for peer reflection and evaluation. With the help of technology, teachers can also move feedback outside the classroom, thus saving time, while maintaining a balance between a process and a product approach to writing.

Shuna
1755-1825
35 audience
Talk (restricted audience size)
TD
e, le, s

Teachers' beliefs, and students' expectations, about appropriate feedback practices

Kalyan Chattopadhyay (Bankim Sardar College)

This talk will present teachers' written feedback practices in the vernacular secondary schools in West Bengal in India, and students' expectations from such feedback. We will then explore how far teachers' practices corroborated their beliefs and concepts about appropriate feedback and met students' expectations. Finally, I will suggest the most appropriate feedback practice in similar contexts to develop learners' writing.

Staffa
1720-1825
60 audience

TRIBUTE SESSION

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

Wednesday 5 April

1720-1825: Session 2.7

Clyde
1720-1825
480 audience

NEW ORIENTAL SIGNATURE EVENT

Global Standards - Local Needs

Global professional development programs aim to deliver a modern, communicative and effective skill set for teaching, regardless of where the teacher is or what the teacher does. In this session, using examples from the world's largest education market (China), we will discover how the reality of the classroom experience is simply not reflected in international training courses, and more importantly, what exactly we can do about it.

Speakers:
Zhou Cheng Gang (CEO of New Oriental Education and Technology Group)
Jim Scrivener (Author and renowned teacher trainer)
Wang Jun (Director of Teacher Development, New Oriental Education and Technology Group).

WEDNESDAY

Forth
1720-1750
300 audience
Talk
LT
le, a

Digital myths, realities and practicalities: digitising ELT
Mary Whiteside (Cambridge English Language Assessment)
Does adding technology always add value? Are there really digital natives who can be left to their own (mobile) devices when it comes to technology in education? Using examples from our *MOOC for English Language Teachers*, I'll address some common digital misconceptions and digital realities, with practical ideas on how to integrate technology into teaching and learning.

Forth
1755-1825
300 audience
Talk
LT, TEA
e, le, p, s, t, a

Using immersive 360° videos to reduce language anxiety
Sarah Rogerson & Tom Booth (Cambridge English Language Assessment)
Virtual Reality is very much in vogue at the moment but what does this mean for language learning? In this talk, we will explain some of the positive applications of virtual reality, discuss how we have used virtual reality to support Speaking test candidates and describe what we've learned from this.

Gala 1
1720-1825
60 audience
TTEd SIG Day

IATEFL Teacher Training & Education Special Interest Group Open Forum
The AGM of the SIG will be followed by a discussion on how to become an effective teacher trainer and educator, with contributions from Donald Freeman, Laxman Gnawali, Sue Leather and Silvana Richardson. The session will end with drinks and nibbles and a chance to meet current committee members and other teacher trainers and educators.

Gala 2
1720-1750
60 audience
Talk
ESOL SIG Day
e, le, s, t, a

SQA ESOL National 5 and Higher SCHOLAR online learning materials
Mark Watson (Heriot-Watt University SCHOLAR)
SCHOLAR is one of the world's largest online educational programmes. A 120-hour course containing interactive materials has been developed for students and teachers of the new SQA ESOL CfE National 5 and Higher courses. The presentation/materials will be of interest to ESOL providers and teachers in Scotland in the college and secondary school sectors and ESOL practitioners worldwide.

Gala 2
1755-1825
60 audience
ESOL SIG Day

IATEFL ES(O)L Special Interest Group Open Forum
The ES(O)LSIG Open Forum is an excellent opportunity for current and prospective members to meet the ES(O)LSIG committee. The SIG will present an account of the SIG's activities over the past year and participants will be encouraged to discuss plans for the future of the SIG.

Alsh 1
1720-1825
100 audience
BE SIG Day

IATEFL Business English Special Interest Group Open Forum
The BESIG Open Forum provides an opportunity for members and prospective members to meet the BESIG committee and to get a full account of the SIG's activities, events and future plans. The open forum is also a chance to meet other Business English professionals and to take part in shaping the future of the SIG.

Alsh 2
1720-1750
100 audience
Talk
YLT
e, le, p

Attachment in the young learners classroom: overcoming silence and reticence
Nathan Thomas (King Mongkut's University of Technology, Thonburi)
This presentation will attempt to describe the silence and reticence some young learners experience in the EFL classroom using attachment theory (Bowlby, 1969) as a theoretical base. This perspective puts the relationship (attachment bond) between student and teacher as the main factor in whether or not meaningful speech emerges from new non-verbal young learners of English.

Alsh 2
1755-1825
100 audience
Talk
YLT
le, s

The elephant in the classroom: exploring learner engagement
Stephanie Xerri Agius (University of Malta, Junior College)
This talk tackles the concept of learner engagement. Blending theoretical models with practical ideas, an exploration of and a reflection on different levels of learner engagement is presented. There is also a review of classroom principles and activities that place learners and their engagement at the core of each lesson's outcomes.

Wednesday 5 April

1720-1825: Session 2.7

Boisdale 1
1720-1805
100 audience
Workshop
PRON SIG Day
e, le, a

Rhythm matters? Rhythmic training techniques for comprehending connected speech
Ewa Wanat & Rachel Smith (University of Glasgow)
This mixed theoretical/practical session looks at how developing rhythmic awareness can help speech comprehension. We review research into rhythm in cognition and in understanding connected speech. The focus then shifts to practical techniques, developed with a community musician and Micro-Phonics Ltd, to enhance rhythmic attention to speech and build listening skills. A fun and interactive session – we'll bring the percussion!

Boisdale 1
1805-1825
100 audience
PRON SIG Day

IATEFL Pronunciation Special Interest Group Open Forum
Existing members, prospective members and those just curious are welcome to meet the PronSIG committee, find out more about the SIG and discuss future directions. As a follow up to the earlier sessions in the PronSIG day, there will also be a question and answer session dealing with your queries on pronunciation teaching.

Boisdale 2
1720-1825
100 audience
Forum
LA SIG Day

Forum on Authentic language use in developing learner autonomy

Korean folk tales in English: a cooperative project across continents
EunJoo Byun (Daejeon Foreign Language High School)
I'll report on a project that allowed Korean students to create and send English language storybooks using Korean folk tales to a U.S. school, where the school's students would then read and send back book reviews to Korea. This project discovered how each country's traditional tales can perform as a medium of motivation and communication for second language learning.

Gallery project to improve language learners' key competencies
Hye-jeong Kim (Cheon-an Jeil High School)
Imagine the language classroom that looks like an art gallery! In the gallery project, students take part in group work, as well as a gallery tour and presentation. I'll discuss this project, designed to improve students' three key competencies: autonomous, language and social competencies. Students try to solve problems in groups, improve language skills and learn how to cooperate with others.

Critical and creative writing through 5Es
Yoojin Kim (Hyeonseo High School)
This presentation discusses how EFL learners can improve their writing skills by following the steps of 5Es: Engage, Explore, Explain, Elaborate and Evaluate. The works of the students will show not only how they develop their communicative competency in written language by peer teaching and learning, but also how they self-evaluate their learning through opinion writing in the end.

Lomond	**Forum on Academic writing**
1720-1825	
500 audience	**Diverse approaches to academic writing at a Canadian university**
Forum	**Jennifer MacDonald (Dalhousie University, Canada)**
EAP	This talk details an original research project exploring L1 and L2 approaches to academic writing instruction at a Canadian university through accounts from students and instructors. Results reveal how both experienced the differing epistemologies, pedagogies and language norms of these two approaches. Implications for curriculum, methodology and professional development are discussed.
	Exploiting students' plurilingual repertoire in university Academic Writing courses
	Barbara Althaus & Carol Atkinson Del Grazia (University of Lausanne)
	Plurilingualism, although often associated with oral communication, can also be promoted in written tasks. Examining the genre of the academic article in different languages develops learners' awareness of how language works across various cultural contexts and helps them to produce culturally-appropriate texts of their own. We will outline the theory of plurilingualism and describe practical activities for classroom use.
	Taiwanese doctoral students' perceptions of writing research articles in English
	Shih-Chieh Chien (National Taipei University of Business)
	I'll present a study that sought to explore Taiwanese doctoral students' perceptions of the problems in writing research articles in English. When compared with native speakers, the students considered themselves disadvantaged. Despite such disadvantages, they were motivated to remedy the situation due to the reason that English plays an important role in research writing. Implications of this study will be discussed.

Wednesday 5 April

1720-1825: Session 2.7

Carron 1
1720-1825
90 audience
Forum
TD SIG Day

Forum on Reflection

Strategies to promote the enhancement of trainee teachers' reflective practice
Diana Pena Munoz (The Anglo Mexican Foundation)
A common practice in teacher education programmes is to engage teachers in reflection so that they become more effective educators. However, more often than not, little guidance is offered as to how to become more critically reflective. The aim of this presentation is to suggest some strategies to explicitly train teachers on systematic and critical reflection.

Three key features which make student teachers' written reflections reflective
Munirah Hanafi (Canterbury Christ Church University, UK)
This talk is about how pre-service student teachers' written reflections demonstrate characteristics of reflective writing, based on three key features: evaluating teaching, solving problems and reasoning. I will explain how these features are developed and how they are considered as evidence of reflective practice in a pre-service teacher education programme in Malaysia.

The role of reflective practice in teacher development in Palestine
Shireen Irziqat (United Nations Relief and Works Agency)
Drawing on my experiences of delivering the British Council's Certificate in Secondary English Language Teaching (CiSELT) to Palestinian teachers, I'll discuss how particular training strategies can lead to improved classroom practice for teachers. Using real examples from my training context, I'll demonstrate how reflective practice can encourage newly-acquired teaching techniques and approaches to be more easily implemented into the classroom.

Carron 2
1720-1750
90 audience
Talk
LT, TEA
e, le, t

Fighting academic dishonesty practices in online testing
Ekaterina Popkova (National Research University Higher School of Economics)
Drawbacks of online testing are usually attributed to technology-related issues. However, learner-specific problems can as seriously affect the desired outcomes of the learning process. Based on investigation of tertiary students' academic dishonesty practices in online testing, I propose possible ways to deal with these by revitalising the learning environment and making cheating less valuable for learners.

Carron 2
1755-1825
90 audience
Talk
TEA, YLT
e, s, a

How to cheat at English
Paul Davies (Self-employed, Oxford)
How infuriating and unfair it is when students prepare thoroughly only to underperform when it matters! This talk gives practical advice on how to 'cheat' at English by maximizing your performance in key situations, whether artificial (i.e. exams) or real-world. It covers beating the odds in common exam tasks, disguising gaps in vocabulary, taking grammatical short-cuts and faking fluency.

Dochart 1
1720-1750
60 audience
Talk (restricted audience size)
GI
e, t

ELT strategies in a depressed economy: the case of Nigeria
Agnes Ada Okpe (Kaduna Polytechnic, Kaduna, Nigeria)
An effective ELT strategy is hinged on a realities of times and context. Economic instability is prevalent all over the world. For an English teacher it is not a question of 'what cannot be avoided should be endured' rather it should be 'utilized'. This presentation practically demonstrates how to use ELT to help learners in times of adversity.

Dochart 1
1755-1825
90 audience
Talk
GI
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English & soft skills in the Maghreb - Tunisia focus
Kiros Langston (British Council)
The new report *English & Soft Skills in the Maghreb*, written by Carfax Education Consultancy for British Council, will be presented in context. Particular focus will be given to the current situation of English in Tunisia and exciting plans to support the teaching and learning of English in the smallest but arguably fastest-changing of the Maghreb countries.

Dochart 2
1720-1750
90 audience
Talk
LT
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Boosting student confidence in speaking using technology
Sophie Farag (The American University in Cairo)
This presentation describes the use of online tools, including *VoiceThread* and *Audioboom*, to increase the time students spend working on their fluency and to provide opportunities for collaboration with colleagues outside of class. The tools and activities used will be presented and the results of an attitudes survey administered at the end of the course will be discussed.

Dochart 2
1755-1825
90 audience
Talk
GEN
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Motivating students to develop oral skills via interaction on videoconferencing
Ruby Vurdien (White Rose Language School)
The videoconferencing tool, *Zoom*, was used to provide students with extra speaking practice online. The students read articles and did contextualised vocabulary exercises on their mobile devices, before debating the issues of these articles online in groups of three. I'll shed light on how this online interaction increased the students' motivation to develop their confidence in speaking and enhance their lexical resource.

Wednesday 5 April

1720-1825: Session 2.7

Leven
1720-1825
100 audience
Forum
LT

Forum on ICT

ICT practices within the EFL classroom: exploring various social media
Vanessa De Wilde & Delphine Laire (Ghent University)
This talk aims to discuss a research assignment introduced on our initial teacher training programme, intended to familiarize future teachers with different social media tools. Teachers should come to view technology and digital tools as natural as the classics within their practice (e.g., literary texts). As such, the assignment aims to normalise the trainee teacher to technology in language teaching.

ICT in ELT: preparedness, practices and hindrances
Dharmananda Joshi (Mahendra Adarsh Vidyashram College)
This presentation aims to focus on strategies used by EFL teachers in the ELT classroom, particularly in higher secondary schools of Nepal. Based on the results of interview and observation, it further emphasizes on preparedness, use and challenges of ICT-based strategies, along with the expectations from ICT and ELT oriented veterans.

Spice it up, digitally
Suzana Anic-Antic (HUPE, Croatia)
This talk is an overview of digital tools that facilitate learning inside and beyond the classroom. I use them to motivate and engage students and simultaneously develop some transversal competences. The tools in question are Skype in the classroom, Quizlet and Edmodo and the key competences they aim to develop are digital competence, collaboration, communication and autonomous learning.

Ness
1720-1750
100 audience
Talk
EAP
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Teaching doctoral students to talk about research to non-specialists
Ann Humphry-Baker (Language Centre, University of Lausanne, Switzerland)
As well as giving scientific talks within their discipline, PhD students often have to present their research concisely and effectively to a non-specialist academic audience in English. Establishing and maintaining a professional network through face-to-face communication is also essential for career development and cooperative partnerships. This talk will focus on two one-day courses I have developed to fulfil these needs.

Ness
1755-1825
100 audience
Talk
ESP, LT
e, t

Developing ESP students' language and literacy skills through project learning
Stavroulla Hadjiconstantinou (Cyprus University of Technology)
I'll discuss a study that is an investigation of the affordances of technology in support of the development of language and critical literacy skills, through project-based learning in an ESP university course for learners in the areas of Communication and the Media. The study targets the promotion of autonomous and critical thinking by engaging learners in the collaborative construction of multimodal digital artefacts.

1900-2130 Evening events

History of IATEFL
1900-2000 in Forth
In 2017, IATEFL is celebrating its 50th birthday. In order to celebrate this momentous event, an evening event will be dedicated to interviews and stories from those who have been in IATEFL over S the years. Come along to find out about our association and the personal experiences of others who have been involved.

The C Group annual meeting
1900-2015 in Argyll 1
We will be meeting to report on what has been done since last year in Birmingham, and to discuss possible initiatives for the coming year. Existing C Group members are asked to contribute actively. If you are not a C group member, come anyway and find out more about the group. This could change your life! All are welcome.

Sharing stories
1900-2130 in Argyll 3
After a long day of working sessions, why not relax and simply listen to stories or tell a few yourself *IF* you feel like it? By stories we mean tales, myths and legends from your own culture or anecdotes from your life experiences. David Heathfield and Andrew Wright will be telling a few stories themselves and a few local storytellers and poets will be joining us to tell their stories. We are sure it will be another lovely evening of story sharing.

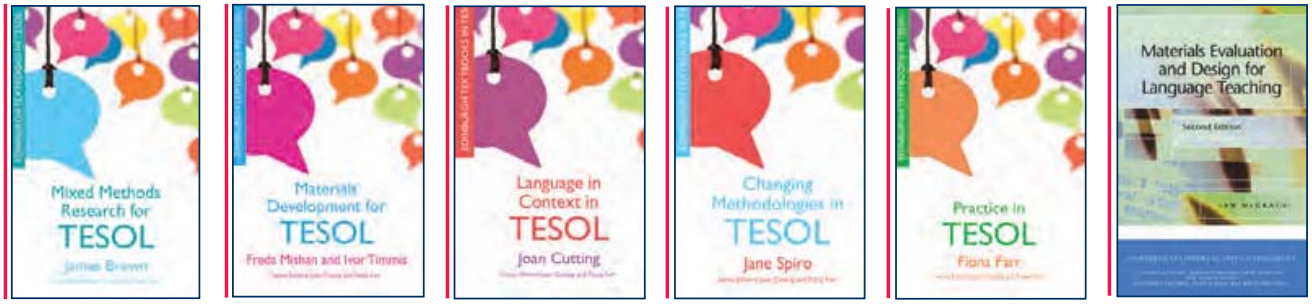
'People forget things but not stories. Into even the simplest story they learn to pour their understanding of each other and of the world around them.' Brian Patten
'I gave peace to the bereft and the forsaken, merriment to the meek. I gave hope to ragged men who had no lord: Will you hear me? For those that will, your hearth will not be lonely.' Widsith the Gleeman

David and Andrew are both professional storytellers, both have worked as storytellers in many countries and both have shared their experience by writing books about stories and storytelling. They are very happy to have been associated with this story sharing evening at IATEFL for many years.

Resources for Language Teachers

Edinburgh Studies in TESOL is a series of advanced textbooks in TESOL designed for use alongside taught module-length topics on TESOL degrees

Materials Evaluation and Design for Language Teaching provides a systematic approach to the selection and evaluation of textbooks, second edition published July 2016



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For experienced professionals who wish to develop an in-depth understanding of the theoretical and practical issues that impact on language use, language learning and language teaching. Fast track option for holders of Delta/ Trinity College DipTESOL.

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Designed to provide early career teachers with a thorough grounding in principles, practices, theory and research in ELT. In partnership with International House London, the programme includes 4 weeks' supervised teaching practice and opportunities to observe experienced teachers.

Explore these programmes and more at **kcl.ac.uk/education**

Thursday 6 April

0800-1730: Registration Desk Open
0815-0845: How To... Sessions
0830-1645: Exhibition Open

0800-1730	Registration desk open

0815-0845	IATEFL How To... sessions

Alsh 1 100 audience	**How to give a presentation at an international conference (with Jeremy Day)** Giving a presentation can be a stressful experience. This session will give you ways of organising yourself before your presentation and conducting yourself during your presentation to reduce that stress. The aim of the session is to make your presentation a more satisfying experience for you and for your participants.

Alsh 2 100 audience	**How to become a successful freelancer (with Chia Suan Chong)** 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.

Boisdale 1 100 audience	**How to move into language school management (with Andy Hockley)** This session will look at starting the transition from teacher to manager - including reasons why you might think about making that move, ways of developing to prepare yourself to take on new responsibilities, and issues that you might want to be aware of. Come and see what is involved.

0830-1645	Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 6 April

0900-1000: Plenary Session

0900-1000 Plenary Session

Clyde Auditorium
3000 audience

Plenary session by JJ Wilson

JJ Wilson has taught in Egypt, Lesotho, Colombia, England, Italy, and the United States, and has trained teachers in 30 countries. He is currently the writer-in-residence at Western New Mexico University, where he teaches ESL Methods, Linguistics, Publication, and Creative Writing. He has co-authored, with Antonia Clare, several ELT courses, including *Language to Go*, *Total English*, and *Speakout*, which won the Duke of Edinburgh English Speaking Union prize for the Best Book of 2011 and was shortlisted for an ELTons award. His methodology book, *How to Teach Listening*, also won an English Speaking Union prize. *Research and Resources in Language Teaching: Listening*, co-authored with Michael Rost, came out in 2013. JJ also writes fiction, primarily about social justice issues, under the name JJ Amaworo Wilson. He is widely published in the US and the UK, and his novel, *Damnificados*, came out in January 2016. JJ blogs at blog.reallyenglish.com and jjawilson. wordpress.com.

ELT and social justice: opportunities in a time of chaos

"The job of a citizen is to keep his mouth open." (Günther Grass) Teaching is never neutral. Through our methods, classroom persona, and the materials we use, teachers advocate certain values. These values depend on one's beliefs – one's conception of education and the teacher's role. Some believe that all teachers should use their creativity and passion to bring about social change. They regard their role as pivotal in the development of students-as-critical thinkers who are able to challenge the status quo. Others see themselves as providers of language only. The question for us is: "Should language teachers only teach language?" Or should we include a covert curriculum that gets our students to think critically and speak up about injustice in the world?

In this plenary, I will look at the arguments for including social justice issues in ELT classrooms. I will summarise the literature, referencing major theorists such as John Dewey, Paulo Freire, and bell hooks. I will also examine relevant ideas and movements: critical pedagogy and conscientização; participatory teaching/learning; problem-posing and dialogic methods; "poor man's pedagogy"; service learning; and "the banking method" versus education as the practice of freedom. Moving from theory to practice, I will then show ways in which teachers can include social justice issues in the classroom. These activities include drama, poetry, images, community projects, and so on. I will conclude with some remarks about professional development and the concept of education for social justice. I will stress that the ideas in this talk are not a methodology or a recipe for becoming a better teacher. They are a "way of being". Each idea, each activity must be made afresh, re-created every time the teacher steps into the classroom.

1020-1125 Session 3.1

Argyll 1
1020-1050
200 audience
Talk
MD
e, le, s

More than meets the eye: students and ELT textbook topics
Elaine Hodgson (Military School of Brasilia, Brazil) & Viviane Kirmeliene (Independent)
It is often heard that secondary schools are detached from students' realities, do not prepare them for life or meet their expectations. In this session, we will discuss and work on a survey aimed at finding out adolescents' opinion about topics usually found in ELT textbooks. Are book authors, publishers and teachers on the right track?

Argyll 1
1055-1125
200 audience
Talk
ESOL
e, t, a

Cans of worms and rotten parsnips: critical pedagogy in ELT
Steve Brown (West College Scotland)
Common TESOL courses and widely-used materials encourage teachers to avoid topics that may cause offence or create divisions, which means our students' values, views or opinions are rarely challenged. Following principles underlying Critical Pedagogy, this presentation explores the possibilities of bringing controversial to "taboo" topics into the classroom, and examines how it can develop students' critical thinking skills.

Argyll 2
1020-1125
200 audience
Forum
GEN

Forum on CLIL

Exhibiting CLIL: developing student skills through project-based learning
Jennifer Skipp (University of Trier, Germany)
This talk examines the efficacy of content and language integrated learning by presenting an exhibition project undertaken by C2 students. It will outline the numerous practical opportunities for language acquisition, production and correction, as well as the development of academic and transferable skills. It will also present a model which other educators can apply to their own teaching.

Creativity and integration with young learners
Zhivka Ilieva (Dobrich College, Shumen University)
The presentation combines theory and practice. Integrative approaches are a kind of soft CLIL. Integrating subjects requires creativity by teachers and develops children's creativity. The activities presented are applicable with ages 5-9 in a variety of contexts (we practise English while making a bracelet and a necklace, reinforcing mathematical knowledge (shapes and figures) realizing crafts activity).

CLIL and bilingual teaching,developing the program and the teaching
Claudia Connolly (British Council Teaching Centre Paris)
This presentation looks at a project developing a Content Learning Integrated Language program in the context of a primary class. It presents a topic-based teaching approach across the curriculum and the integration of strategies and approaches for differentiation for a mixed-language-level context. It looks at how a bilingual/CLIL section can be set up.

Thursday 6 April

1020-1125: Session 3.1

Argyll 3
1020-1125
200 audience
Forum
TD

Forum on Teachers' associations

Understanding English language teachers' associations in Sub-Saharan Africa
Liana Hyde & Abayneh Haile (British Council, Ethiopia)
A theoretical and practical talk aimed at an experienced audience which presents the results of research conducted by the British Council on 18 English language teachers' associations across Sub-Saharan Africa. The associations studied have various successes, challenges and future plans and all aim to provide sustainable support mechanisms for teachers.

Building a Japanese Association of Language Teaching (JALT) Business/ESP SIG
Alan Simpson (Asahi Kasei Amidas)
This presentation is about the growth and development of the Japanese Association of Language Teaching Business Communication SIG. It has progressed from a dormant SIG, into an active group with a 300% increase in membership, mini-conferences, regular publications and a website under its belt. From here, how can we develop a sustainable learning culture?

Growing through reciprocity
Laxman Gnawali (Kathmandu University)
This presentation will share the findings of a study on EFL teacher associations in terms of their teacher development strategies for their members. How the associations and the members operate in a reciprocal relationship, how the growth of one side impacts that of the other will be highlighted. How the social capital builds through the reciprocity will also be discussed.

Barra/Jura
1020-1050
120 audience
Talk
TD, TTEd

Continuing professional development (CPD) in remote teaching – a Uruguayan experience
Adriana de los Santos (British Council Uruguay)
Continuing professional development implies adopting a reflective attitude towards our work and taking action to transform it. In this talk, I will show how we apply the British Council Teaching for Success CPD framework specifically to remote teaching at British Council Uruguay, and I will suggest how teachers and teacher educators in other distance/blended teaching situations could use it.

Barra/Jura
1055-1125
120 audience
Talk
LT, TD

Sustaining the impact of teacher training projects through mobile technology
Vaishali Pradhan (British Council Nepal)
What happens to participants in large-scale ELT projects once the face-to-face training has 'finished'? Is it possible to sustain impact with minimal further input of resources through mobile technology? This presentation is about attempts being made to sustain impact on Nepali teachers' personal and professional learning through *Teachapp*, post British Council's training projects.

Orkney
1020-1050
35 audience
Talk
LAM, RES
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Must I teach like that? A research report
Raul Cervantes Desouches (Interlingua, Mexico)
I'll report on research done regarding teachers' attitudes towards working with a prescribed system, but not when the school believes in a post-communicative approach and teachers are forced to use a given method. We surveyed teachers to discover their feelings towards not having freedom to use new activities even if they have the background to do so. The results were surprising.

Orkney
1055-1125
35 audience
Talk
LAM, TD
e, le, a

Who should take responsibility for teachers' ongoing professional development?
Sultan Zeydan (Ozyegin University)
Supporting teachers' continuous professional development is important not only for the smooth running of the curriculum but also for educational effectiveness. Therefore, identifying teachers' needs and taking necessary actions by involving them in the process is significant to achieve the desired outcome. This presentation shows how line managers can create learning opportunities to contribute to teachers' continuous professional development.

Shuna
1020-1050
60 audience
Talk
TD
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Collaborative curriculum development: a space for professional growth
Diane Slaouti (The University of Manchester) & Tahmina Ahmed (Department of English, University of Dhaka)
A writing curriculum challenge brought together a group of Bangladeshi university teachers and a UK collaborator on a British Council-funded project in 2014. Three years later we have successful curricular outcomes, but it is the sense of professional growth that participants voiced that intrigued us. We explore that growth and the particular potential of collaborative curriculum projects for professional development.

Shuna
1055-1125
60 audience
Talk
TD, TTEd
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Together everyone achieves more
Melis Akdogan Gundogdu (TOBB University of Economics and Technology)
This interactive session presents a Co-Teaching project carried out as part of the CPD program and highlights its impact on learners and teachers. The main goals are, firstly, to share the co-teaching process in detail and, as a second step, to share the feedback received from the learners and teachers. Finally, the ideas about the topic will be exchanged.

Thursday 6 April

1020-1125: Session 3.1

Staffa
1020-1050
60 audience
Talk
TD, TTEd
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Continuing professional development: challenges and changes in Ukraine
Svitlana Kurysh (Chernivtsi Teacher-Training Institute, Ukraine), Tetiana Pakhomova (Cherkassy Teacher Training Institute) & Viktoriia Ivanishcheva (British Council Ukraine)
This talk will explore how an innovative INSETT project in Ukraine attempted to develop teachers as reflective practitioners through a focus as CPD. We will also identify how a number of challenges were overcome during this period, lessons learned, and evaluate positive changes brought to the education system of Ukraine.

Staffa
1055-1125
60 audience
Talk
LAM, TTEd
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New beginnings: facilitating change through a tailor-made CPPD programme
Beril Yucel (TOBB University of Economics & Technology, Turkey)
This session aims at presenting how a tailor-made Continuing Professional Personal Development programme can facilitate change in an institution. Primarily, information will be given about the CPPD programme designed and implemented at TOBB University of Economics & Technology, Turkey. Secondly, the focus will be on the effects of this programme on different stakeholders in the institution.

Clyde
Auditorium
1020-1125
480 audience
Panel discussion
YLT
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Teaching young learners: all just fun and games?
Marianne Nikolov (University of Pecs, Hungary), David Nunan (University of Hong Kong), Antonella Sorace (University of Edinburgh), Piotr Steinbrich (Department of English Philology) & Ipek Bulduk Cooley (Bahcesehir Schools, Turkey)
As the starting age for English language learning around the world is getting younger, it's time to take stock and ask the questions: Is there any evidence to support the benefits of starting a language as early as possible? We'll address what you can expect the youngest of learners to achieve.

Forth
1020-1125
300 audience
Forum
TD, TTEd

Forum on TP feedback

Dare to share! Should trainees share their TP feedback?
Rebecca Brown (York St John University)
In this presentation, I will discuss the results of my survey on TP feedback. Trainees completed a pre-course and end of course questionnaire over five CELTA courses. Questions were centred on feedback preferences; verbal/written, electronic/handwritten, peer/tutor and sharing feedback with peers. I will reflect on the findings and share how this has influenced my practice and that of my colleagues.

Analysing and reframing written feedback
Kateryna Protsenko (International Language Centre)
I will be talking about a simple tool which can help us analyze what we as trainers focus on in written evaluations of lessons observed on pre-service training courses and in-service teacher development. I will also outline several ways to reframe feedback so that it serves the developmental purpose of the trainees to improve their teaching skills.

Getting teachers to act on teaching practice feedback
Tracy Yu (Education First, China)
During teaching practice on certificate courses, trainers often spend more than 100 hours writing and delivering feedback to trainee teachers. Trainee teachers often spend as little as one hour reading all their written feedback over an entire course. Attend this session to discover out how to make written and spoken feedback more valuable to trainees.

Gala 1
1020-1050
60 audience
Talk
RES, YLT
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Reading intervention in a foreign language
Aida Montenegro (Alanus University of Arts and Social Sciences)
This talk relates theory and strategies on reading intervention from the Waldorf approach. This approach for reading takes into account word recognition, letter correspondences and connected texts (Suggate et al., 2013b). With the base of this reading intervention in the mother tongue, Waldorf learners learn to read gradually a foreign language in harmony with the other language skills.

Gala 1
1055-1125
60 audience
Talk
GEN
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Measuring critical reading strategies in an EAP course
Patricia Lorena Bustos Gonzalez (Universidad de Los Andes)
In this talk, I will present some findings of my work in progress related to measuring critical reading strategies in an undergraduate EAP course. I will mainly focus on presenting the critical reading strategies used for the research, plus the items that have been successful and some problems in their design.

Thursday 6 April

1020-1125: Session 3.1

Gala 2
1020-1050
60 audience
Talk
TD
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A corpus study of teacher talk in the EFL classroom
Eric Nicaise (Universite Catholique Louvain / Haute Ecole Louvain-en-Hainaut)
The talk will present CONNEcT, an acronym for A Corpus of Native and Non-native EFL Classroom Teacher Talk. CONNEcT constituted the main source of data for my doctoral thesis. It consists of transcripts of native and non-native English lesson audio-recordings carried out in secondary education. The talk will mainly focus on some of the corpus findings and suggestions for applications.

Gala 2
1055-1125
60 audience
Talk
AL, TTEd
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Linking adverbials and transition markers in trainee teachers' language usage
Odette Vassallo (University of Malta)
Linking adverbials and transition markers is an essential part of discourse cohesion. These features help to ensure clarity of communication in classroom teacher talk. This talk discusses the findings of a corpus-based study focussing on the patterns of language usage of trainee teachers. It offers some initial thoughts on the implications of the study's findings for teacher education and development.

Alsh 1
1020-1050
100 audience
Talk
TD, TTEd
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Feedback through film: using video recordings to improve observation feedback
Matthew Ellman (British Council Malaysia)
This talk, for those involved in teacher development, reports the findings of a research project into the use of video recordings as support during observation feedback. We'll look at the advantages of video-supported observation, and how it can be employed in a range of teaching and training contexts to improve the effects of observation feedback on teacher development.

Alsh 1
1055-1125
100 audience
Talk
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Addressing the apprenticeship of observation: ideas for pre-service training
Joanna Stansfield (International House London) & Karla Leal Castaneda (Freelance)
One of the biggest difficulties of pre-service training is the unpicking of the years of exposure to teacher-fronted instruction experienced throughout trainees' formative education across many disciplines. This often leads to trainee stress and confusion, as well as to ineffective and unengaging lessons featuring outdated practice. This talk presents ways in which we and colleagues have attempted to combat this.

Alsh 2
1020-1050
100 audience
Talk
LAM
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Journeys into the unknown: my first year as a DoS
Shanel Summers (Wimbledon School of English)
Moving from teaching into academic management is not a linear progression. A Director of Studies should have a varied skill set that cannot be acquired in the classroom. However, this doesn't mean an experienced teacher should not take the plunge. I'll provide advice on Why become a Director of Studies? What are the challenges and how can we rise to these?

Alsh 2
1055-1125
100 audience
Talk
LAM
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Support for managers; better together
Sarah Bryan (EC Manchester)
Whether you're a new manager, in a new location, or an old-timer, an association of like-minded people in similar positions provides support, guidance and opportunities for sharing ideas. This talk examines how to set up and / or get the most from a local professional network, based on my experience of creating an academic managers' association in the UK.

Boisdale 1
1020-1050
100 audience
Talk
MD, **LT SIG Day**
e, t, a

How to create your own interactive EAP content
David Read (English Language Teaching Centre, University of Sheffield)
As English for Academic Purposes becomes ever more personalised and specialised, the need for centres to create their own material grows bigger. This talk will focus on how the English Language Teaching Centre at the University of Sheffield went about the process of building its own bank of personalised materials using specialised e-learning software.

Boisdale 1
1055-1125
100 audience
Talk
TEA, **LT SIG Day**
le, a

Videos created by students as their assessment
Diana Conheeney & Maria Guiney (Sheffield Hallam University)
We will show how student-created videos can be effectively used as an assessment tool to develop confidence and proficiency in oral and written skills, enhancing personal and professional skills, together with intercultural awareness. We will explain how we incorporated these skills into the task preparation, discuss the challenges faced and how feedback from the students highlighted the benefits.

Boisdale 2
1020-1105
100 audience
Workshop
LIT SIG Day
e, le, s, t

Extensive reading in translation
Peter Grundy (Durham University)
Reading a text first in English and then in the mother tongue allows learners to confirm their understanding and to compare (their reactions to) the two versions. Working with the English version of a longish short story, we'll explore generic and text-specific pre-, in- and post-reading activities designed to enrich the language experience and enhance the literary appreciation of students.

Thursday 6 April

1020-1125: Session 3.1

Boisdale 2
1105-1125
100 audience
LIT SIG Day

IATEFL Literature Special Interest Group Open Forum

The LitSIG Open Forum is an opportunity for members and prospective members to meet the SIG committee. We will talk about the LitSIG's activities over the past year and discuss future plans. You don't need to be a LitSIG member to come along, find out more, make suggestions and meet others.

Lomond
1020-1050
500 audience
Talk
TEA
e, le, s, t, a

What do teachers really want to know about assessment?

Vivien Berry (British Council) & Susan Sheehan & Sonia Munro (University of Huddersfield)

This presentation will focus on a project that sought to bring teachers more directly into the assessment literacy debate and provide them with training materials which meet their stated needs. We will describe the project and its findings and conclude with a discussion of the training materials developed. Audience feedback will be welcomed.

Lomond
1055-1125
500 audience
Talk
TEA
e, t

Specializing in ELT testing and assessment: Why do it?

Zeynep Urkun (Make A Wish Turkey)

Language assessment is one area of ELT where lack of training remains an issue. However, developing assessment literacy is as important for ELT professionals as improving sound teaching methodology. This session will analyze some of the practical ways of improving assessment literacy and it will show how specializing in assessment can be beneficial in the 'real world'.

Carron 1
1020-1050
90 audience
Talk
GI SIG Day
e, s, a

Empathy in language teaching: stepping into your students' shoes

Kieran Donaghy (UAB Idiomes Barcelona)

Empathy may be one of the qualities which distinguishes an average teacher from an excellent teacher in the eyes of the student. In this session, we will examine the importance of empathy in language education and propose practical activities to encourage teachers, teacher trainers and students to be more empathetic.

Carron 1
1055-1125
90 audience
GI SIG Day

IATEFL Global Issues Special Interest Group Open Forum

Come and join us to find out about global issues, as well as what our SIG has been doing in the past year and how you can get involved.

Carron 2
1020-1050
90 audience
Talk
LA
e, le, p, a

Customising feedback to cater for different learning styles

Fabiana Muliterno (Cultura Inglesa - Sao Paulo)

Feedback is undoubtedly one of the most important moments during our lesson deliveries. Yet, are we bringing it to class in the most effective way? This talk presents eight different kinds of feedback moments, considering students' multiple intelligences. It aims at empowering teachers with a repertoire of feedback styles, embracing diversity in each of our lessons.

Carron 2
1055-1125
90 audience
Talk
LA
le, s

Giving feedback to promote learners' self-efficacy
Susanne Quandt (KGS Hambergen & Landesschulbehoerde, Lower Saxony, Germany) & Annie Quandt (The University of Nottingham)
This talk offers activities which help learners to gain trust in their own language learning abilities, by reflecting on their learning processes and planning their individual learning. There will be examples of student logbooks, presentation portfolios and travel diaries. We will explore examples of multi-modal feedback in computer-assisted language learning (CALL) and relate CALL to the autonomous language classroom.

Dochart 1
1020-1050
90 audience
Talk
YLT, **IPSEN SIG Day**
e, le, p, s

Teaching everybody through videoconferencing
Mercedes Viola (4D Content English - ProEdu Educacion Inclusiva)
As the United Nations states, we should ensure inclusive and quality education for all. How can we contribute to this goal? And if we are teaching English using videoconference, what can we do? In this talk, I will share ideas and my experience coordinating a team of teachers who are teaching English to state schools throughout the country via videoconference.

Dochart 1
1055-1125
90 audience
Talk
IPSEN SIG Day
le, p, s

Making ELT accessible to blind students through technology and recycling
Rosyclea Dantas Silva (Universidade Federal da Paraiba, Brazil)
This talk aims at sharing some accessible activities designed to teach English language to blind students by using innovative materials, among which I'll highlight a Brazilian text-to-speech app called *Ditango* and materials produced through recycling. The activities were conducted at an institute for blind people in the northeast of Brazil and are meant to enhance accessibility and learner autonomy.

Thursday 6 April

1020-1125: Session 3.1

Dochart 2
1020-1125
90 audience
Forum
EAP, **ESP SIG Day**

Forum on Academic writing

Online support for academic writing: scaffolding or straightjacket?
Edward Moran (Stirling University)
This presentation reports findings of research into Masters-level students' use of dissertation writing online support materials. Dissertations were analysed for similarities to examples provided and the input given in online video tutorials. Students were also interviewed on their use of the materials. Findings indicate that students can both adopt and adapt the materials to their needs.

Transforming an EAP writing course to be delivered online
Niki Canham (Management Centre Innsbruck, Austria)
With an increasing number of academic programmes now being offered as blended and online distance learning, there is a growing need for academic writing courses to be made available online too. In this talk, I present my experiences of, and the lessons learned from, changing a face-to-face EAP writing course into an asynchronous online course.

Developing academic writing skills in tandem: a collaborative project
Will Hutton (Queen Mary University of London)
This talk describes a collaborative project between students and staff from Queen Mary University of London, UK, and UNESP, Brazil, intended to develop academic writing skills through the application of tandem language learning principles alongside the use of Mahara, an open-source e-portfolio. While there are clear challenges inherent in establishing initiatives of this kind, the rewards for all can be considerable.

Leven
1020-1050
100 audience
Talk
YLT
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Lessons from a creative classroom
Helen Legge (British Council Milan)
This talk will draw on my experience from the young learner classroom to share three important lessons I have learnt while exploring a more creative approach in recent years. I will discuss why creativity is relevant to the ELT context and will present several practical ideas for teachers interested in moving towards promoting creative thinking in their secondary classrooms.

Leven
1055-1125
100 audience
Talk
ESOL, LA
e, le, s, t

TED-ED: a tool for creating multi-skill lessons
Rasha Halat (Lebanese International University)
How can teachers use technology to best motivate their learners and help them develop in all the language skills? This presentation will introduce teachers to a framework that guides them in using the TED-ED platform to create multi-skill lessons. It starts with choosing the right video and ends with activating critical thinking and research skills.

Ness
1020-1125
100 audience
Forum
TD, TTEd

Forum on Mentoring

An approach to differentiation in teachers' development
Beatriz Bologna (Cultura Inglesa - Sao Paulo)
I will present the approach taken to design individual tailor-made mentoring programmes to a heterogeneous group of 13 teachers in my institution, aiming at fostering their desire to invest in self-development and thus enhance our students' experience. I will share the tool chosen to identify their needs and design their action plans, hoping to help other coaches and mentors.

My teacher- research mentoring experience as a staff developer
Seden Eraldemir Tuyan (Cukurova University, YADYO, Turkey)
This presentation is about my action research mentoring experience as a staff developer at YADYO, the School of Foreign Languages at Cukurova University in Turkey. Accordingly, this presentation aims to report some of my reflections on my mentor roles and my learnings throughout this experience, referring to the perspectives of 10 EFL teacher practitioners actively involved in the program.

Mentees' perspectives of a mentoring program in the Saudi context
Nadia Shukri
Induction and mentoring of novice teachers has gained considerable worldwide attention. However, in the Saudi context there is limited literature. I'll report on a study that investigated EFL novice teachers' perspectives towards the mentoring program and its challenges. Quantitative and qualitative data were collected from eight mentees. The research presented preliminary implications for future needs of mentees.

1125-1200 Coffee break

There is continual complimentary tea/coffee throughout the day in Hall 5 until 1645.

1200-1230 Session 3.2

Argyll 1
200 audience
Talk
AL
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Listening: ways out of the fog
John Field (CRELLA Research Institute)
Two types of information are critical to effective listening instruction. One is a better understanding of the complex skill that we aim to develop. The other is an accurate impression of the signal that learners have to make sense of. This talk illustrates how these factors can produce more targeted teaching and help teachers identify more closely with learners' difficulties.

Thursday 6 April

1200-1230: Session 3.2

Argyll 2
200 audience
Talk
GEN
le, a

Should grammar reference books be on the endangered species list?
Ian Cook (Cambridge University Press)
The prevalence of free online resources and changing study behaviours suggests that the days of the grammar reference book are numbered. But is this really the case? Referring to research, articles and *Grammar in Use*, this session will present an overview of current trends and expectations around learning grammar, plus some useful tips and resources for learners needing extra support.

Argyll 3
200 audience
Talk
LA, TEA
e, le, a

That was intense. What now? Promoting autonomy through exam study
Richard Storton (Macmillan Education)
How does an intensive exam preparation course prepare students for learning beyond the exam? Can such focused study address learner goals other than passing a test? Using examples from the *Straight to Advanced Student's Book* (Macmillan Education), this talk will focus on the transferable skills which can be generated by dealing with authentic materials and meaningful tasks in the classroom.

Barra/Jura
120 audience
Talk
TTEd

HORNBY TRUST ALUMNUS
Enhancing capacities for ELT teacher trainers
Le Tran (University of Languages and International Studies & National University, Hanoi, Vietnam)
This presentation describes a debut CPD programme that we initiated to enhance ELT trainers' capacities in my university. It included structured site visits, which enabled the trainers to develop an authentic knowledge of the teachers and their teaching contexts, and follow-up workshops to improve their training knowledge and skills. The six-month programme revealed positive impacts on the trainers and their training work in general.

Orkney
35 audience
Talk
LA, RES
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How to increase learners' speaking confidence at tertiary level
Ilse Born-Lechleitner (Center for Business Languages and Intercultural Communication, Johannes Kepler University Linz, Austria)
This talk reports the results of an action research project covering several same-content Business English courses over two consecutive winter terms that attempted to determine which course elements (formal presentations, informal talks, group or pair work, reflection on progress) are more successful in increasing students' confidence in their oral performance.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Shuna
60 audience
Talk
RES, TTEd
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Using successful editing strategies in writing
Sally Ali (UAE University)
Today, our thoughts have shifted from the products of writing to students' writing process and progress. We not only want students to respond to their teachers' and peers' editing, but encourage them to self-edit their writing. Our focus is to get students to use successful strategies in reviewing and editing their writing to cross barriers. A detailed handout will be available.

Staffa
60 audience
Talk (restricted audience size)
LAM
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Demand high – not just for teaching
Gillian Davidson & Haviva Parnes (EC English)
How do we ensure our standards promote excellence in academics and operations? How do we maintain them? And how do we make sure it is transparent for all? This talk will look at the solution we developed for EC English to establish a comprehensive quality assurance process which would drive genuine development and higher standards across all departments and schools.

Clyde Auditorium
480 audience
Talk
TD
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Everyday innovation: new teaching practice from around the world
Marco Scarola (Pearson ELT)
Celebrating digital and innovative English teaching, this session will share a range of examples from teachers around the world. I will showcase selected finalists from our new Global ELT Teacher Award. In this context, I will also look at the challenges and opportunities of digital and being a 'blended teacher'.

Forth
300 audience
Talk
LT, TEA
e, t

Easier said than done: using mobile phones for a test
Adrian Raper (ClarityEnglish, Hong Kong) & Sean McDonald (telc – language tests)
Technology continues to bring unprecedented disruption in education – mobile phones are considered most disruptive. But mobile devices are here to stay. BYOD mobile assessment is both tantalizing and ambitious and institutions must be able to deliver a placement test through students' own phones. This presentation looks at the experience and lessons from the Practical Placement Test.

Gala 1
60 audience
Talk
TD, TTEd
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How can we monitor and record CPD effectively?
Clare Hayward (Into University of Stirling)
Several reputable organisations have CPD frameworks for English teaching professionals, both for individuals and institutions. However, where and how do we register this to record our development, discuss in appraisals or inform training opportunities? I'll discuss the usefulness of monitoring this reflection centrally and securely online, providing a personal professional record and a platform for discussion or suggestions.

Thursday 6 April

1200-1230: Session 3.2

Gala 2
60 audience
Talk
AL, RES
le, t

The native speaker fallacy: Canadian and Emirati higher education perspectives
Sarah Hopkyns (Zayed University, Abu Dhabi, UAE)
This presentation explores the longstanding, but unjustified, belief that native-speaker teachers are intrinsically better than non-native-speaker teachers. A mixed-method study reveals perceptions and experiences of native-speaker and non-native-speaker teachers from 130 adult learners and 70 teachers at a Vancouver college and an Abu Dhabi University. Practical ways to challenge current attitudes are provided.

Alsh 1
100 audience
Talk
ESOL
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Uncovering hidden messages
Peter Watkins (University of Portsmouth)
Academic, political and media texts compete for our attention and may influence our beliefs and attitudes in ways we may not even notice. But many texts come with hidden agendas and it is increasingly important to make judgements on what we can trust. We begin by outlining the issues involved and end with five activities to encourage critical reading.

Alsh 2
100 audience
Talk
TD, TTEd
e, le, t, a

How communication psychology can make us better teachers
Julia Warner (Julia Warner Training)
As ELT specialists, our focus is on our students' language and communication skills. What about our own communication? How do we attend to that? This talk will highlight how a teacher's communication style can enhance or hinder learner engagement. Practical concepts from communication psychology and intercultural communication that support classroom interaction and participation will be demonstrated.

Boisdale 1
100 audience
Talk
TD, **LT SIG Day**
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IATEFL LTSIG DIANA EASTMENT SCHOLARSHIP WINNER
Connected development – teacher reflection and online networks
David Dodgson (British Council Bahrain)
Reflection is one of the most powerful forces in teacher development, and social media platforms provide the potential to connect and share with teachers on a global scale. Based on my own research and experience, this talk will explore how teachers reflect, the role online networks play in that process, and practical tips for enhancing reflection through social media.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Boisdale 2
100 audience
Talk
LIT SIG Day
e, le

Learning and teaching English in a literary museum
Elena Vaneyan (The Pasternak Museum in Peredelkino)
I believe that a literary museum in any country is the right place to do English. I will outline how this takes place in the Boris Pasternak Museum in Peredelkino. I will show how not only Russian, but also international guests, both learners and teachers of English, can benefit from this and suggest collaboration to educators attending the session.

Lomond
500 audience
Talk
YLT
e, le, s

Making an impact - teaching our students to be global explorers
Katherine Stannett (National Geographic Learning)
Today's teenage students have limitless access to information; they can connect around the world any time - day or night; they have more opportunities to travel than at any time in our past. As their teachers and guides, we'll exchange views on how to arm our students with the necessary skills to navigate their journey in this new and exciting 21st Century.

Carron 1
90 audience
Talk
MD, **GI SIG Day**
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ELT, critical literacy and empowerment: highlights of a Brazilian project
Angelica Maia & Jonathan Ferreira (Universidade Federal da Paraiba, Brazil)
This talk will share some innovative activities and materials developed in an ELT project at a non-governmental organization in the northeast of Brazil, designed to teach underprivileged children and adolescents. The activities rely on the principles of situated language learning and critical literacy and focus on developing learners' capacities to use language as critical, participatory and informed citizens.

Carron 2
90 audience
Talk
TD, TTEd
e, le, p, s, t, a

Teacher talk as a pedagogical tool
Monica Poulter (Cambridge English Language Assessment)
Teacher talk can be a powerful pedagogical tool, especially in CLIL contexts where subject content is delivered in English. Drawing on the experience of teachers on a free open online course provided by Cambridge English, I will show how this resulted in a deeper appreciation of how effective teacher talk can lead to greater learner engagement and improved learning outcomes.

Dochart 1
90 audience
Talk
LA, **IPSEN SIG Day**
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Small talk: supporting introversion in language learning
Alastair Roy (British Council, Somosaguas, Spain)
"Shy, quiet…": the dictionary definition of introversion. In a world where participation and communication are assumed key to successful language learning, how can we help introverted learners unlock their full potential? This session will look at the barriers faced by introverts, and consider simple changes we can make to classroom practice that will give all students the best opportunity.

Thursday 6 April

1200-1230: Session 3.2

Dochart 2
90 audience
Talk
EAP, **ESP SIG**
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Formative assessment: practical ideas in higher education
Sheri Bos (HZ University of Applied Sciences)
Heard the buzz about formative assessment? This talk will paint a clear picture of exactly what it is and why we sometimes get it wrong, especially in higher education. Using formative assessment as a fundamental element in your teaching can increase student achievement and motivation. Practical examples of this will be given so you can really get your classroom humming!

Leven
100 audience
Talk
LA
le, a

Independent vocabulary learning: the teacherless approach
Aida Sahutoglu (St. Giles London Central)
Autonomous vocabulary learning is widely promoted in the TEFL world. However, most learners only initially seem motivated to apply various techniques, and only a few of them permanently adopt new study skills. So, how can more students be pre-'charged', like any modern device, to eventually develop enough capacity to go teacherless and learn vocabulary independently?

Ness
100 audience
Talk
LA, YLT
le, p, s

Miss Grammar meets Mr iPad: how technology inspires independent learning
Louanne Piccolo (The Language Cafe, France)
The age of technology has arrived and is here to stay! This talk demonstrates how teachers can encourage learner autonomy by incorporating digital approaches into the classroom and outlines the benefits thereof. It provides a practical example of how using *Storybird*, a visual storytelling website, motivates children and teenagers to learn on their own time and to provide spontaneous feedback.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ES(O)L=English for Speakers of Other Languages
ESP = English for Specific Purposes
GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

1245-1255 Session 3.3 - Poster presentations

Hall 5	For the duration of the conference, there is a Poster Forum in Hall 5 near the IATEFL Registration Desk. Please see below for the presenters who will be present at their poster during session 3.3 to discuss it with delegates and to answer any questions.

Poster 3
RES, TTEd

Most difficult grammar contents for future teachers to cope with
Marisol Amigo (Universidad de La Frontera)
This poster, based on research regarding the grammar contents that hinder the acquisition of English as a foreign language, presents the results of a survey assigned to pre-service teachers of English enrolled in the Universidad de La Frontera's English Teacher Education Programme. Students were asked about the most difficult grammar contents they had to learn during a series of grammar courses.

Poster 6
ESP, RES

Responding to students' needs in ESP courses at Medical College
Jana Jilkova (Medical College, Prague)
A case study on English for Specific Purposes courses run at Medical College will be presented. Investigations into expectations and views of learners, the current or future specialists who need English for their specific area, will be analysed. The results of the study, including the target learners' necessities, lacks and wants, will be demonstrated.

Poster 9
LA, YLT

Learning from the School in the Cloud
Lesley Keast (British Council Madrid)
After hearing Sugata Mitra speak, and igniting controversy, at IATEFL 2014 I became a granny in the School in the Cloud. In the poster, I track the learning points I've made while skyping kids in India, using the project's methodology in ELT classes and with primary and secondary school teachers and ultimately visiting the project labs in India.

Poster 12
LA

Increasing student motivation through student-centred teaching
Kristina Mullamaa (University of Tartu)
The poster focuses on increasing student motivation. I'll refer to some relevant recent research results in motivation research. Authentic student entries on the issue demonstrate the empirical results of the research. As an illustration of work in practice, pictures of some of our activities and student comments will be added. Mini-interaction: delegates can add their views.

Thursday 6 April

1245-1255: Session 3.3

Poster 15
RES, TTEd

Difficulties teachers face when learning and teaching English
Oriana Onate (Universidad de la Frontera)
The poster presents results of a survey carried out with in-service teachers on the difficulties the English language poses. Two groups of teachers were asked, at the start of a B1 and B2 training course, about the most difficult content for them to teach. And at the end, they were asked which content had been most difficult for them to learn.

Poster 18
RES, TTEd

What mainstream teachers know about EAL learners' needs and why
Nandhaka Pieris (Bedford School / NALDIC, UK)
This poster presents the findings of a Master's research into secondary school teachers' knowledge, attitudes and beliefs about the needs of English as an Additional Language learners in their subject areas. What are teachers' cognitions? How are they put into practice? Where do they come from? Does this vary between subject specialisms?

Poster 20
ESP

Professional language personality and teaching English to HRM students
Elena Stolyarova (Plekhanov Russian University of Economics)
I'll present a theoretical background and describe a survey of the profile and needs analysis of HRM university students. What does professional language personality involve? What are the implications of the insight into this concept and the profile of Human Resources Management professionals? I'll focus on learners' specific needs and discuss the findings of the analysis of the students' questionnaires.

Poster 23
ESOL, TD

The usage of topic-based cards with foreign language students
Gulsah Turan & Inang Hassan (Near East University)
This poster focuses on the practical explanation of the usage of topic-based speaking cards for teaching English as a foreign language. We will explain how the topic cards can be developed by any teacher for any lesson with different student profiles. Subsequently, we will illustrate the evaluation process and criteria.

1255-1400 Lunch break

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

1400-1505 Session 3.4

Argyll 1
1400-1505
200 audience
Forum
TD

Forum on Engaging teachers in CPD

Teacher self-assessment of professional practice
Adam Edmett (British Council)
This talk explores current global use of teacher self-assessment (e.g., rationale for its use and identified limits) and preliminary research into British Council (Self Assessment Tool) SAT results. This discussion is also linked to the design, use and adoption of Continuing Professional Development Frameworks (CPDF) globally and lessons learned for successful implementation.

Online teacher training with a difference
Kirsteen Donaghy (British Council)
Training doesn't always equal good teaching. With key ingredients to adaptive change, Teaching for Success offers flexibility to build online courses specifically suited to needs and time. Integrated into action research and globally-recognised continuing professional development credits, these offer innovative solutions to CPD with a focus on learners' outcomes. This talk will take a look at our lessons learnt.

Team CPD: using teamwork principles to help teachers develop professionally
Katherine Martinkevich (British Council Ukraine)
This talk will focus on several adjustments to the professional development scheme currently used at the British Council Ukraine. The changes have helped our teachers re-engage with their professional development, make the time for development activities on top of a considerable workload, and ensure that the idea of CPD doesn't fizzle out after the first month.

Argyll 2
1400-1430
200 audience
Talk
YLT
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Using project work for outcome-based assessment with teens
Sandra Randall (British Council Jordan)
Engaging teens can be a challenge in any context. This talk looks at ways you can spice up your teen classes with projects to develop 21st Century skills and Higher Order Thinking Skills. I will also discuss ways of linking projects to individual learning outcomes. How can we make assessment relevant and achievable for learners?

Argyll 2
1435-1505
200 audience
Talk
YLT
e, s, a

Structuring learning projects: a student election for teenagers
Philip Bird (Freelance)
Structuring learning projects can sometimes be a challenge. I will show how Fried-Booth's project model was used to identify stages in a student election project for teenagers and predict which skills to develop. I will show how the project developed learners' confidence, accuracy, communicative competence and consciousness as citizens. The benefits and issues with this approach will then be evaluated.

Thursday 6 April

1400-1505: Session 3.4

Argyll 3
1400-1505
200 audience
Forum
TD

Forum on Innovation in teacher development: Iranian, Indian and Sri Lankan success stories

Supporting local teachers in their first year at British Council
Conleth Buckley (British Council Sri Lanka)
A practical and technical talk on the process and challenges of running a year-long, newly-qualified teachers' in-service training and mentoring program. The Sri Lanka Teacher Advancement Route (STAR) supports local, Sri Lankan teachers in achieving British Council teaching quality standards. This will be of interest to teacher trainers, teaching centre managers, directors of studies and HR managers.

PD and entertainment? *Telegram* makes it possible!
Saeid Sarabi-Asl (Precise Solutions)
It is blatantly obvious that newly-qualified teachers need further support when they start teaching. In this talk, I will explain how *Telegram* helped us provide support to our new teachers and encourage professional development. I will also outline why the features of the *Telegram* application make it an undeniably exceptional tool for professional development.

Developing British Council teachers for success: an Indian narrative
Kalpita Sarkar (British Council, Kolkata, India)
Our teachers are local nationals, relatively inexperienced, and usually recent CELTA graduates. Yet we require them to deliver the highest quality ELT as promised by our brand. This narrative will focus on how we respond to this challenge by training and developing teachers. You will gain some practical ideas in teacher development for your own contexts.

Barra/Jura
1400-1505
120 audience
Forum
TTEd, YLT

Forum on Young learner teacher training

TYLEC: bridging the young learner teacher training gap
Harry Hall (Freelance)
Recent years have seen enormous growth in young learner English classes but without a corresponding increase in training to develop teachers' young learner classroom knowledge and skills. This talk will review the Trinity College / British Council 'Teaching Young Learner Extension Certificate' (TYLEC), and detail how it meets teachers' emerging development needs.

What have I learnt? A teaching experience for TEFL student-teachers
Besime Erkmen (Middle East Technical University, Northern Cyprus Campus)
How does teaching experience contribute to TEFL student-teachers' professional learning? How early should they be introduced to the real teaching context? I will describe third-year TEFL student-teachers' teaching experience for the first time with young learners, and propose suggestions for incorporating a teaching practicum programme with young learners.

Developing early language teachers through the SBATEYL Project
Hacer Hande Uysal
This presentation will describe the SBATEYL Project, funded by the European Commission under KA-2 School Partnership category, to offer a web- and school-based professional development opportunity for teachers of young language learners. The project introduces new trends in early language teaching by bringing together the recent theoretical developments and pedagogical practices and activities collected from primary schools.

Orkney
1400-1430
35 audience
Talk (restricted audience size)
TD, TTEd
e, le, p, s, a

Action research: overcoming the challenges!
Aidan Holland (British Council Spain)
Action research can be a powerful professional development tool. However, there are relatively few accounts of how it can be successfully incorporated into programmes of professional development, especially in the private ELT sector. This session will present my experience of managing an action research initiative and offer some advice for teachers and teacher-managers to be effective in its undertaking.

Orkney
1435-1505
35 audience
Talk
TD, TTEd
e, p, s

Action research: a means of changing classroom teaching practices
Ahsan Mahmud (English in Action, Bangladesh)
I report on a study to investigate how using action research helps teachers develop professionally and change their teaching practices. Data, collected from interviews and focus groups, were analyzed through case studies of four teachers involved in EIA Bangladesh for doing research. The study revealed that doing research helped the teachers become confident, identify students' needs and use new teaching techniques.

Thursday 6 April

1400-1505: Session 3.4

Shuna
1400-1430
60 audience
Talk
LAM, TD
e, a

Staff appraisal to impact teacher development and teaching quality
Marcela Cintra (Cultura Inglesa Sao Paulo)
This talk focuses on the investigation of the impact of staff appraisal on teacher development and quality of teaching, which impact on student retention and satisfaction and the overall ELT scenario. Appraisal and feedback tools that may motivate teachers, promote accountability, team-building and trigger development and teaching quality will be discussed, based on small-scale research projects.

Shuna
1435-1505
60 audience
Talk
LAM
e

Motivating the troops – keeping hold of your staff
Niall Lloyd (The Anglo Mexican Foundation)
Many motivational theories relate to the workplace, but which are important for today's manager? What factors are essential for motivation and how can these be assessed on an individual basis? A qualitative writing exercise to assess the motivation of individuals will be presented and discussed. Perhaps you could do this in your workplace; it could be motivational in itself.

Staffa
1400-1430
60 audience
Talk
RES, TTEd
e, le, t

Constructing an MEd TESOL to support a diversity of learners
Margaret Allan (University of the West of Scotland)
This session examines the construction and delivery of a new university MEd TESOL programme, specifically developed to meet the unique learning needs and associated goals of a diversity of learners from EU, international and Scottish contexts. It discusses, in addition, the emergent research examining the efficacy of the programme for this group.

Staffa
1435-1505
60 audience
Talk
AL, RES
e, t

Students' experiences of ELT Master's programmes in the UK
Vander Viana & David Bowker (University of Stirling)
This talk will report on the findings of a large-scale online survey of students who attended ELT-related Master's programmes in a wide range of UK universities in 2015-16. We draw on this post-course survey and on four focus groups to explore these students' experiences and their perceptions of the degree to which their pre-course expectations were met.

Clyde
Auditorium
1400-1430
480 audience
Talk
RES
e, le, s, t, a

Validating your curriculum using the *Global Scale of English*
Sara Davila (Pearson ELT) & James Stakenburg (Rennert New York)
The Rennert Center, a private language school in New York City, used the *Global Scale of English* to validate their curriculum. How can other institutions use the Rennert model for course improvement? In this session, participants will learn practical information on how to validate their courses and process the results.

Clyde Auditorium
1435-1505
480 audience
Talk
RES, TEA
e, le, s, t, a

Making progress visible
Ian Wood (Pearson ELT)
We all believe that making progress is motivating for learners, but making progress visible and evidencing the efficacy of our teaching isn't so straight forward. This session looks at what our learners try to achieve and how we can measure progress towards their goals; while questioning how realistic our expectations and promises to the learner really are to begin with.

Forth
1400-1545
100 audience

INTERACTIVE LANGUAGE FAIR
The ILF is a 1hr 45min event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. This is a feast of presentations in a single interactive format.

The presenters in the Interactive Language Fair are:

AL, ESOL

Joint projects within EFL contexts: points to ponder
Suhair Al-Alami (Al Ghurair University)
This presentation discusses the impact of using joint versus traditional projects upon EFL university students' communicative competence. Involving two groups, I implemented an experimental study at a private university in Dubai during the academic year 2015-2016. The research findings prove that there is a slightly significant difference between the two groups' achievement, in favor of the experimental group.

EAP

Investigation into the academic writing difficulties of Saudi postgraduate students
Noof Al-Harbi (Exeter University, UK)
I'll report on an interpretive study aimed to investigate the difficulties in English academic writing, as perceived by Saudi postgraduate students and their English supervisors in an English-speaking country. I'll discuss the reasons that attributed these difficulties and how these difficulties can be solved. Also, how the study adopts a sequential mixed-methods exploratory design for collecting and analysing the data.

Continued on next page...

Thursday 6 April

1400-1505: Session 3.4

1400-1545 *ILF presentations continued from previous page*

LA, RES

Foreign language learning in context: strategies in cooperative learning
Carmen M Amerstorfer (Alpen-Adria University Klagenfurt)
I will present a recently-completed PhD project that takes a holistic perspective on cooperative EFL learning situations. It focuses on the strategies applied by five individual EFL learners who are influenced by personal characteristics, situational circumstances and environmental factors. This presentation is relevant to foreign language teachers, teacher trainees and scholars interested in this area of research.

TD, TTEd

The trials and tribulations of becoming a teacher trainer
Emily Curran (Bell Cambridge)
If you're thinking of making the move from teacher to teacher trainer, please join me - a freshly-qualified trainer - to hear my first-hand experience of becoming a CELTA tutor. I will offer practical guidance for starting your training, including preparation tips and advice for dealing with the (many) challenges. You can learn from my mistakes (and successes)!

ESP, LT

Building an online dictionary/digital vocabulary notebook for digital natives
Visnja Fara (Faculty of Organization and Informatics)
The presentation deals with one possible way in which technology can assist in students' higher level of engagement with vocabulary, aimed at acquiring a deeper knowledge of words. As technology is the preferred working environment of today's generation of students, it triggers additional motivation and makes vocabulary learning an engaging experience.

TTEd

Unveiling the reality of school-based mentoring for EFL primary teachers
Stella Kourieos (Frederick University Cyprus)
I'll report on a qualitative study aimed at unveiling the reality of mentoring practices during practicum from the perspectives of school principals, student teachers and cooperating teachers involved in EFL teaching in Cyprus primary schools. Findings raise awareness of factors that contribute to (in)effective mentoring in the preparation of these teachers, by comparing their perceived roles, needs and expectations.

Continued on next page...

1400-1545 *ILF presentations continued from previous page*

GI, TTEd

Exploring the intercultural communicative competence development of Chinese Master students
Jingya Liu (University of Exeter)
I will present a longitudinal case study of how Chinese pre-service student teachers doing a year-long TESOL master programme in the UK have constructed and developed their understanding of ICC, as well as promoting the intercultural dimension in EFL classrooms by making sense of their intercultural experiences. I will redefine the discourses of ICC from a non-western perspective.

RES, YLT

The whole picture: considerations for a new YL programme
Paola Mascott (The Anglo Mexican Foundation)
Selecting the right approach to teaching children and teenagers in an English language institute can be a daunting task. In this presentation, I will explore some considerations that we are following after listening to what those directly involved (students, teachers, parents and the administration) had to say in the matter, based on the market research conducted in my institution.

TTEd

Exemplary teaching task-based grammar for non-native student teachers
Alice Middelkoop-Stijsiger (Driestar University, The Netherlands)
A number of research findings tells us that implicit grammar teaching improves the learning results of (secondary) L2 learners more than explicit. Therefore, a teacher training course for Dutch prospective teachers of English was designed, in which a task-based approach to teaching grammar was adopted. I will present my generally favourable experiences.

BE, ESP

Which English? Changing business trends and business English training
Lalitha Murthy (Freelance)
The changing face of the IT services industry has led to global acquisitions by Indian IT companies, resulting in a need to communicate with Indians on a daily basis. The new business need: training non –native speakers in Indian English in order to help them communicate better with their Indian colleagues. This presentation describes one such course conducted for Japanese associates.

Continued on next page...

Thursday 6 April

1400-1505: Session 3.4

1400-1545 *ILF presentations continued from previous page*

RES, TTEd

Teachers and large-scale educational change: well-being under pressure
Elena Oncevska Ager (Ss Cyril and Methodius University, Republic of Macedonia)
I'll report on the impact a nationwide educational change taking place in the Republic of Macedonia has had on EFL teachers' well-being, as evidenced by teachers' self-reports. My research suggests that scarce support for the parties involved in the educational change might put a strain on teachers' well-being. I offer implications for teachers and those involved in managing change.

LIT

Evaluating levels of reflection in student journals from intercultural exchange
Debra Paterson (AgroParisTech)
This talk presents the Soliya Connect Program, an online intercultural exchange program for university students promoting East-West dialogue. It will then focus on a study of levels of reflection and characteristics of high- and low-level reflectors in student journals from the program run in a French tertiary institution, and proposes a new three-point coding scheme.

LA, LT

Perspectives and practices of ICT tools in EFL contexts
Jagadish Paudel (Dadeldhura Multiple Campus)
Drawing on data from a study, I'll discuss in-service teachers' perspectives, practice and challenges of integrating ICT tools for enhancing learner autonomy in EFL contexts. This study is useful for teachers and researchers interested in fostering LA through the use of ICT tools in ELT and is expected to contribute to the LA literature in EFL contexts.

RES

Collaborative learning revisited: writing a chain poem
Larysa Sanotska (Lviv University, Ukraine)
My presentation covers the outcomes of an experiment which is a part of a larger project on correlation between collaboration, motivation and skills development in university students. The experiment aims to establish if, and how, the students will benefit from such collaborative activity as chain poetry writing in terms of developing their self-efficacy, writing performance and writing skills.

Continued on next page...

1400-1545 *ILF presentations continued from previous page*

GI

Role of local culture in English language teaching
Kumar Narayan Shrestha (Tribhuvan University, Nepal)
I shall discuss the role of local culture in foreign language teaching. Highlighting the importance of local culture, I shall highlight some useful approaches and techniques of teaching local culture, share its impact on the foreign language context, and discuss some challenges on the basis of my own experience.

ESAP, TTEd

Promoting learning and cooperation among Thai EFL students through PBL
Pragasit Sitthitikul (Thammasat University)
This presentation features the research I conducted with Muslim and Buddhist students in the south of Thailand to boost their language proficiency, as well as a better understanding and cooperation among these students. I utilized a project-based learning (PBL) approach to find out if the PBL approach contributes to the growth of cooperation and language learning improvement among these students.

TTEd

Student teacher training through the use of portfolios
Yoshihito Sugita (Meiji Gakuin University)
This presentation aims to examine the effects of an English Teaching Methodology course and the use of training portfolios on the improvement of student teachers' fundamental teaching skills. The results indicated that, regardless of their proficiency level, the students who had taken the course were perceived to be significantly more skillful at the end of the course than at the beginning.

AL, EAP

An academic presentation as a text (analysis of textual features)
Elena Velikaya (Higher School of Economics, Moscow, Russia)
This presentation will look at an academic presentation as a text and analyse its linguistic features. I will examine text organization, coherence, cohesion, informativity, completeness, and modality of students' presentations. I'll then focus on the role of these features in expressiveness and pragmatics of the text. Recommendations on how to structure an academic presentation will be given.

Thursday 6 April

1400-1505: Session 3.4

Gala 1
1400-1430
60 audience
Talk
TD
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51+ years in English language teaching
Briony Beaven (Independent)
IATEFL has worked for 51 years and is still developing. What about us? Life expectancy is increasing. With a longer lifespan we could rethink our careers and personal lives. I will survey some well-known professional life-cycle models for teachers, and compare these with newer choices and options for structuring teacher lives, and how we might apply and interpret them.

Gala 1
1435-1505
60 audience
Talk
TD
le, a

How to become a teacherpreneur?
Marina Kladova (Self-employed)
In this talk I will share my experience in becoming a teacherpreneur, i.e. transforming from just an English teacher into a freelancer first and then into an entrepreneur. We will discuss what skills and competences you need to become a teacherpreneur and what are some possible ways and techniques to find your own path in teacherpreneurship.

Gala 2
1400-1430
35 audience
Talk (restricted audience size)
MD, TTEd
e

Using observation notes as a tool for reflective practice
Samah Sabbagh (The Language Coach-Freelance, Algeria)
This talk presents teachers' attitudes towards observations and reflection in Jordan and Lebanon training centers. I will discuss the benefits of writing well-structured, organized observation notes to teacher trainees, and how these notes could be used later as a reflective tool in their own teaching. This presentation aims to raise awareness on reflective practice.

Gala 2
1435-1505
60 audience
Talk
TD
le, a

Observations: one form does not fit them all
Arturo De la Vega Carregha (Interlingua)
In this talk, you will see a comparison of different observation forms, practical uses of each, and approaches and characteristics of feedback. If you are in the process of becoming an observer, or you want to start an observation program in your institution, this presentation will surely be of help.

Alsh 1
1400-1430
100 audience
Talk
PRON
e, le, t, a

The other 97%: pronunciation strategies for non-RP-speaking teachers
Gemma Archer (University of Strathclyde)
For many years, the dominant pronunciation model in UK teaching resources has been Received Pronunciation, despite the estimation that RP speakers only account for 3% of the population (Crystal, 1983). This talk will focus on both the phonological and pedagogical problems this may pose to the remaining 97% of regional teachers, and share supportive strategies to aid their pronunciation instruction.

Alsh 1
1435-1505
100 audience
Talk
PRON
e, le

Research into practice: revisiting some more 'old-fashioned' notions in pronunciation
Pamela Rogerson-Revell (University of Leicester)
Many teachers were interested in my previous talk on this subject at IATEFL 2015 and I would, therefore, like to continue the debate in this field by discussing some more old-fashioned or well-established notions in pronunciation. In this talk, I will argue that there is still a need for closer links between phonological research and pronunciation teaching.

Alsh 2
1400-1430
100 audience
Talk
TD
e, s, a

Creating a quality assurance programme for ELT
Simon Brewster (The Anglo Mexican Foundation)
Every institution is interested in quality assurance for its English teaching programmes. In the Anglo Mexican Foundation, we recently introduced a new quality assurance programme based on more frequent observations of teachers using a newly-designed set of criteria and linked to a mentor support system. This talk will examine the different elements of the QAP and analyse its impact.

Alsh 2
1435-1505
100 audience
Talk
LAM, TTEd
e, a

Program review - is it on your agenda?
Elif Vardar Solak & Asli Derin Anac (Istanbul Bilgi University)
Program review in a language teaching program is irrefutably of great meaning for sustainable standards and continuous progress. This three-stage session introduces how program review works, shares recommendations for the participants, and allows participants the opportunity to reflect on their own context in an attempt to provide added value for the language program.

Boisdale 1
1400-1430
100 audience
Talk
YLT, **LT SIG Day**
e, le, s

Helping our teenage learners to thrive in a digital world
Joanna Budden (British Council)
Even tech-savvy teenagers need help and support to become responsible digital citizens. This talk will look at how we can help young learners be best prepared for our digital, screen-obsessed world. We will look at digital citizenship, online safety and also consider when it's maybe time to switch off our devices and take a digital detox.

Boisdale 1
1435-1505
100 audience
LT SIG Day

IATEFL Learning Technologies Special Interest Group Open Forum
The annual meeting for members old, new and perhaps to be. Come to our open forum to see what the SIG has been doing since we last met and find out our plans for the next 12 months. Come meet the SIG committee and take up your chance to get involved with the SIG.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 6 April

1400-1505: Session 3.4

Boisdale 2
1400-1430
100 audience
Talk
LIT SIG Day
e, s, t

Rewriting classics: writing inspired by reading
Robert Hill (Black Cat Publishing)
What if the characters in works of fiction wrote to each other? What would they write? And if characters who are not in the story wrote letters, what might they say? Why, when and how to get students to write revealing letters and journals will be illustrated, with reference to classic fiction adapted in the Black Cat graded readers series.

Boisdale 2
1435-1505
100 audience
Talk
LIT SIG Day
e, le, p, s, t

Exploring and performing Shakespeare in a collaborative, multicultural, multilingual context
John Gardyne (Trinity College, London)
To mark Shakespeare's 400th anniversary in 2016, two schools from Russia and Italy brought their students to London to participate in a weekend of workshops and performances which gave the students the opportunity to meet English drama students in a collaborative, multilingual and multicultural context. This talk explores the learning and experiences gained from the event and suggests ideas to support similar events.

Lomond
1400-1505
500 audience
Forum
TD

Forum on Teacher identity

'I'm not really an expert': NEST schemes and teacher identity
Sue Garton (Aston University) & Fiona Copland (University of Stirling)
In this presentation, we will examine the identities that native English-speaker teachers (NESTs) and local English teachers (LETs) construct when working together on NEST schemes. Through an analysis of interview and observational data, we will show that these identity constructions can affect team-teaching relationships in both positive and negative ways.

Reconstructing teacher identity through differentiated instruction
Ashok Sapkota (Kathmandu, Nepal)
Developing teacher identity is both an emergent issue and a changing paradigm in language teacher education. This presentation explores success stories of 10 EFL university-level teachers from Nepal who, through differentiated instruction, reconstructed their social, professional and institutional identities, which affect their work and the culture they live in.

Teacher learning in communities of practice
Hiroko Tsujino (University of Southampton, UK)
This presentation is based on a research project to examine how in-service language teachers construct and reconstruct their identities in their ongoing process of learning as teachers. Multiple case study analysis of narratives of Assistant Language Teachers (ALTs) in Japan investigates the features of apprenticeship and the functions of communities of practice which support their professional development and teacher learning.

Carron 1
1400-1430
90 audience
Talk
EAP, **GI SIG Day**
e, a

Hot topics: exploiting global warming in the EAP classroom
Kathryn Aston (ELTC, University of Sheffield)
Climate change is perhaps the only issue related to virtually every academic discipline, from engineering to economics to psychology. Yet most textbooks for English for Academic Purposes fail to exploit this. This session explores how we can use available materials on the topic to teach the critical thinking skills and language that EAP students will need in their academic careers.

Carron 1
1435-1505
90 audience
Talk
GI SIG Day
e, le, t

Bringing the humane perspective to the university EFL classroom
Elena Yastrebova (MGIMO University)
The talk will introduce a new dimension of a university EFL course – English for Humane Purposes – which can be incorporated into various EFL programmes. Based on my experience of adding a 'humane touch' to the study of EFL, I will offer a set of tools that can enhance students' language competence and nurture professionals with a humanistic outlook.

Carron 2
1400-1430
90 audience
Talk
TD, TTEd
e, a

IATEFL GILLIAN PORTER-LADOUSSE SCHOLARSHIP WINNER*
NESTs and NNESTs: awareness-raising and promoting equality through teacher training
Karin Krummenacher* & Daniel Baines (Oxford TEFL Prague) & Marek Kiczkowiak (University of Leuven)
This talk explores how trainers can raise trainees' awareness of ELF and native speakerism on pre-service training courses through online and face-to-face activities. It presents the effects these had on trainees' beliefs and gives participants an array of practical ideas and activities they can incorporate into their own training routine. It concludes with implications for teacher training courses in general.

Carron 2
1435-1505
90 audience
Talk
TD
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Learners mentoring learners: through the eyes of the mentors
Ahmed Bashir (University of Dhaka, Bangladesh)
I'll discuss a peer mentoring programme introduced at Dhaka University's English Department that involved students transitioning from very different school contexts into English-medium learning being mentored by more experienced peers. The mentors' work was scaffolded by an action research approach in which they played a central role. Seen through their eyes, we identify evolving practices, challenges, and transformative personal and professional development.

Dochart 1
1400-1505
90 audience
IPSEN SIG Day

IATEFL Inclusive Practices & SEN Special Interest Group Open Forum
The IPSEN SIG Open Forum provides an opportunity for members and prospective members to meet the SIG committee and to hear about the SIG's accomplishments since forming last year. Now starting its 2nd year, come and hear our plans for the future and join others with an interest in Inclusive Practices & Special Educational Needs.

Thursday 6 April

1400-1505: Session 3.4

Dochart 2
1400-1430
90 audience
Talk
BE, **ESP SIG Day**
e, le, a

Teaching the language of negotiations – challenges and compromises
Evan Frendo (Freelance)
I regularly run courses on the language of negotiations for employees in the automotive industry; the aim is always to help people do their jobs more effectively. In this session, I would like to discuss some of the challenges I have faced in this training context, and reflect on some of the compromises I have had to make.

Dochart 2
1435-1505
90 audience
Talk
ESAP, **ESP SIG Day**
e, t, a

Wake up! Get ready for life! Present and negotiate
Hana Katrnakova
Tertiary-level students are becoming more aware of the need to master soft skills - (self) presentations, negotiations, solving conflicts, teamwork, videoconferencing, interviewing, etc.- as they are highly valued by their future potential employers. This talk will share our experience with introducing soft skills training as part of the ESP syllabus of English for lawyers and students' feedback.

Leven
1400-1605
100 audience
Symposium
RES

Symposium on Teacher-research for difficult circumstances

Four years of exploratory action research in Chile: taking stock
Richard Smith (University of Warwick) & Paula Rebolledo (British Council/Mineduc Chile)
Since 2013, the Champion Teachers project has offered an alternative to top-down in-service training for school teachers in Chile. The recommended approach – exploratory action research – was explicitly developed with over-burdened teachers of large classes in mind. We present an evaluation of strengths and weaknesses and ideas for deepening/widening the scheme's impact.

Teacher Research 2.0
Michelle Evans (University of Warwick) & Asli Lidice Gokturk Saglam (Ozyegin University)
We will describe and evaluate an innovative attempt to provide online teacher-research guidance for teachers with limited development opportunities who are working in difficult circumstances (large classes, low-resource classrooms, etc.) The intervention incorporated ideas from the 'Teacher-research for Difficult Circumstances' impact initiative (warwick.ac.uk/llta/research/trdc/) into a five-week TESOL EVO session.

Teacher association research in Cameroon: recent developments
Harry Kuchah (University of Bath)
This presentation reports on an ongoing collective and collaborative research project within the Cameroon English language teacher association and shows how this is currently being refined and extended. Through creative reflection around research questions framed by members of the association, teachers are able to improve their practice and assert their identity as informed practitioners.

Children's voice and choice in Indian English classrooms
Annamaria Pinter (University of Warwick) & Rama Mathew
This talk is based on a British Council funded ELTRP project (2015-16), which focused on teachers and children working together as co-researchers in Indian primary and secondary English classrooms. We will share some data regarding teachers' reflections about their own development, with particular focus on data related to their local 'difficult' circumstances.

Thursday 6 April

1400-1505: Session 3.4
1520-1605: Session 3.5

Ness
1400-1430
100 audience
Talk
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le, a

Managing student expectations on exam courses
Lavinia Beddard & Julia Strippentow (The London School of English)
Teaching intensive exam preparation courses can be no easy feat with expectations running high and teaching time often being taken up with classroom management issues. This talk provides some practical advice on course structure, materials and activities which aim to address and manage student expectations through maintaining motivation and engagement levels, and encouraging learner autonomy.

Ness
1435-1505
100 audience
Talk
EAP, TEA
e, le, a

The love/hate relationship - more frequent exams and motivation
Esra Gun Alayafi & Idil Ertugan (Sabanci University, Turkey)
The focus of this talk is the frequency of exams and its impact on learner motivation. The talk will mainly discuss the results of a research that was carried out in a private institution. Both qualitative and quantitative methods were applied to investigate whether or not having frequent exams had an effect on learner motivation.

1520-1605 Session 3.5

Argyll 1
200 audience
TD

PLENARY FOLLOW-UP SESSION
Follow-up session relating to Sarah Mercer's plenary session
If you attended *Sarah Mercer's* plenary session yesterday on *"Connecting minds: language learner and teacher psychologies"*, you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Sarah's plenary talk.

Argyll 2
200 audience
Workshop
TEA
e, le, s

Formality and register in exam writing tasks
Malcolm Mann (Macmillan Education)
Getting the register and level of formality right in an article, essay, letter or email, for example, can be challenging for students. In this workshop, we'll explore what 'register' and 'formality' mean in the context of exams at B2 level and above, and focus on some key dos and don'ts to ensure exam success in this area.

Argyll 3
200 audience
Workshop
RES, YLT
le, s

Deskless teaching - a space odyssey
Stephen Reilly (Paris, France)
How do students learn differently in different classroom set-ups? What happens to behaviour, interaction and learning when we rearrange chairs and desks and students' occupation of space? How can we organise classroom furniture set-ups in order to optimise learning? This workshop will look at how learning is enhanced by rearranging the furniture.

Barra/Jura
120 audience
Workshop
TEA
le, a

Toolkit for creating productive-skills rubrics for the ESL/EFL classroom
Marian Crandall (ETS - TOEFL)
Rubrics can be a valuable tool for formative assessment. When they are well-designed, they can help teachers decide what to teach next, and they clarify for learners what they've learned and where they go next. In this presentation, we will focus on the development and use of rubrics in teaching speaking and writing in the ESL/EFL classroom.

Orkney
35 audience
Workshop
(restricted audience size)
TD, TTEd
le, p, s

Introducing and bringing them all together
Krupa Raguram (British Council, Chennai, India)
"Grammar"! Does this word produce collective groans from your class? Do you find yourself looking into unenthusiastic faces? This workshop could provide you with a remedy for this. If you teach school students and have had very little exposure to different ELT approaches to present grammar, then this is the right one for you.

Shuna
60 audience
Workshop
BE, TTEd
e, le, a

Mind mapping for Business English and coaching
Ron Mendez Morrain (Language Learning Center, Duisburg, Germany)
This workshop concentrates on Mind Mapping for the BE Classroom and BE Coaching Sessions (B1-B2-C1). Participants will get a hands-on learning experience for the development of interactive and practical business related tasks, which also include the integration of technology (via Smartphones) in the learning process. Concentration is on how to use mind maps in the BE classroom.

Staffa
60 audience
Workshop
YLT
le, s

Motivate your teenage students for learning through video lessons
Svetlana Kurochkina (Linguistic School "Cookies Club")
Teachers in secondary schools meet a problem of unmotivated students who spend almost all their free time searching the internet. Why not draw their attention to something both interesting and educational? This workshop will share some ways of making up lesson plans that motivate teenage learners for further studying, based on videos from TED.com.

Clyde
Auditorium
480 audience
Workshop
LT
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The reader's voice: keeping up with a changing skill
Steve Oakes (Pearson ELT)
When you read, do you hear a voice in your mind? Is this different when reading digital texts? In this session we'll look at voice, reading speed, and at how the way we read has changed. In exploring implications for teaching, the session will draw on material from the *Speakout Second Edition* course along with other sources.

Thursday 6 April

1520-1605: Session 3.5

Gala 1
60 audience
Workshop
LAM, TTEd
e, le, a

Achieving level 3 continuing professional development (CPD)
George Pickering (George Pickering Consultancy)
Many organisations still fail to provide CPD that meets the needs of its stakeholders. In this interactive workshop, we will explore how institutions can provide effective CPD to staff (Level 3) based on needs analyses, feedback and clear objectives. Reference will be made to ways of evaluating the effectiveness of CPD and its impact on classroom behaviour and student learning.

Gala 2
60 audience
Workshop
TD, YLT
le, p

Through a child's eyes
Jennifer Dobson (Freelance)
This lively session is aimed at those working with pre-primary learners. From the perspective of a very young learner we will look at the characteristics, skills, needs and interests of each age. We will also explore practical activities, ideas and tips for the classroom that reflect these qualities and help the children 'grow'.

Alsh 1
100 audience
Workshop
TTEd

Easing the pain of language analysis in initial training
Bill Harris (Freelance)
In this workshop, participants will compare examples of lesson planning pro forma and assignments focusing on language analysis. We will also discuss issues arising from my survey of trainers and trainees. I will also be describing how integrating input, assignments and lesson planning could make language analysis a less-painful experience.

Alsh 2
100 audience
Workshop
PRON
e, le, a

A fun and easy way to teach the IPA
Marianne Jordan (Pronunciation Club)
This very practical workshop shows an easier way to teach the IPA with the help of *Phonetics Builder*. You will be amazed at how fast this is and will actually enjoy learning how to teach the IPA! This is a follow-on workshop from my poster presentation in 2016 where many of you asked for a practical workshop for 2017.

Boisdale 1
100 audience
Workshop
YLT, **LT SIG Day**
e, p, s

It's behind you! Green screening in the language classroom
Joe Dale (Freelance)
A practical workshop focussing on how to use the iOS app *Green Screen* by Do Ink to produce creative videos to encourage students' speaking work in quasi-authentic contexts. Delegates will have the opportunity to follow the straightforward process to produce layered outcomes, which help place the students' work within a relevant context, thus making tasks more purposeful and memorable.

Boisdale 2
100 audience
Workshop
LIT SIG Day

Shakespeare lives! (in the classroom)
Francis Prescott (Karoli Gaspar University, Budapest, Hungary)
This workshop will allow participants to sample three different activities that aim to make the most popular works of Shakespeare more accessible in the EFL classroom. We will work with short extracts from the plays and explore how the main themes can be connected to our students' own experience. Participants will also have a chance to share their own ideas.

Lomond
100 audience
Workshop
YLT
e, p, s, a

Positive psychology in action: fostering resilience in language learners
Herbert Puchta (Freelance)
Recent studies show that students can learn to become resilient, discovering how to deal with negative emotions and enjoying their learning more. We will discuss what we as teachers can do to help develop the 'growth mindsets' that our students need to foster their resilience, motivation, emotional engagement and creativity – all of which are needed for academic success.

Carron 1
90 audience
Workshop
GI SIG Day
e, p, s, t, a

Becoming mindful teachers to enhance learning and improve performance
Tanya Meyer (British Council Mexico)
Learning takes place in the here and now, but when teachers walk into the classroom our minds are often elsewhere. Through mindfulness training and practice, we generate a calm environment in which true, productive acquisition takes place. We will look at how to start a lifelong process of deep transformation, from mindless and mechanical to light, spacious and joyful teaching.

Carron 2
90 audience
Workshop
BE
le, a

Listening to the experts: podcasting in the business English classroom
Laura Edwards & Mia Aghajari (telc, Germany)
Gain a deeper understanding of what your business students actually do by using podcasting for task-based learning. From explaining the job in simple terms to high-school kids to discussing industry issues in a programme aimed at peers, students develop their skills by collaborating on tasks for different audiences. This workshop gives you the tasks, tools and confidence to get started.

Dochart 1
90 audience
Workshop
TD, **IPSEN SIG Day**
e, le, p, s

Engaging with neurodiversity - working to learners' strengths not SENs
Phil Dexter (British Council, UK)
This session is aimed at understanding the concept of neurodiversity - how to work with our leaners strengths and not special educational needs labels. We will look at how this can support us in understanding our learners' better through inclusive practices and making us better teachers. This is all about teaching for success.

Thursday 6 April

1520-1605: Session 3.5

Dochart 2
1520-1550
90 audience
Talk
EAP, **ESP SIG Day**
e, t

Building bridges: the disciplines, the normative and the transformative
Catherine Mitsaki (Queen Mary University of London)
Writing in the disciplines involves two dominant theoretical approaches: the EAP/Genre-based model and the Academic Literacies model. Despite epistemological divergence, there is room for converging fundamentally similar concepts to meet students' instructional needs. This talk aims to discuss this 'bridging' of the theoretical and pedagogical potential of such diverse models and share experience from developing discipline-specific modules in Humanities.

Dochart 2
1550-1605
90 audience
ESP SIG Day

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

Leven
1400-1605

Symposium on Teacher-research for difficult circumstances
See page 181 for details.

Ness
100 audience
Workshop
GEN
e, s, a

Ways of promoting fluency
Mary Tomalin (Freelance)
This workshop examines what it is to be 'fluent' in a language and offers activities for building learner fluency, together with accuracy. It looks at ways of creating community in the classroom in order to encourage fluency, ways of encouraging students to think about the difference between fluency and accuracy, and ways of promoting speed of delivery without sacrificing accuracy.

1605-1645 **Coffee break**
Continual complimentary tea/coffee continues in Hall 5 until 1645.

1645 **The Glasgow 2017 exhibition closes**
(Please note the exhibition is not open on Friday.)

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1645-1715 Session 3.6

Argyll 1
200 audience
TD

PLENARY FOLLOW-UP SESSION

Question & answer session relating to JJ Wilson's plenary session

If you attended JJ Wilson's plenary session this morning on *"ELT and social justice: opportunities in a time of chaos"*, you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by JJ's plenary talk.

Argyll 2
200 audience
Talk
TEA
e, le, a

More than just a coursebook: measuring progress and assessing success

Tam Connors-Sadek (The University of Sheffield) & Chris Jory (Cambridge University Press)

In 2016, The University of Sheffield were looking for a coursebook which could show measurable progress for 300+ students on their 10-week roll-on/roll-off general English summer course. The chosen solution was Cambridge English *Empower*. This session will present the results of an impact study and will give an open and honest account of lessons learned.

Argyll 3
200 audience
Talk
TD, TTEd
e, le, p, s, t, a

We are. We can. We teach.

Kirsten Holt (Macmillan Education)

What makes someone a good or successful teacher? Is it simply a question of whether a teacher is a native-speaker or not? Traditionally, that has been the case but recent debate suggests this way of thinking is flawed. How, then, should we define success instead? This talk aims to offer a solution: using teaching competences.

Barra/Jura
120 audience
Talk
PRON, TTEd
e, a

A syllabus for listening: less top-down! More bottom-up

Richard Cauldwell (Speech in Action)

In listening lessons we don't help learners decode the sound substance of recordings. Instead, time is dominated by top-down activities (contextualisation, prediction) and by testing (choosing answers). We avoid difficulties presented by the recordings. I will list things to teach (not test) in the listening lesson and demonstrate activities which focus on bottom-up processing.

Orkney
35 audience
Talk
TEA
e, le

The portfolio revolution: stairway to formative assessment

Ana Paula Gasparini (Sociedade Brasileira de Cultura Inglesa)

I will introduce the use of portfolios to include a formative aspect in the traditional assessment system of a non-profit ELT institution for students from underprivileged communities in Rio de Janeiro, Brazil. The presentation includes the rationale behind portfolio implementation, description of portfolio components and teachers' and students' reactions to a more student-centred type of assessment.

Thursday 6 April

1645-1715: Session 3.6

Shuna
60 audience
Talk
TD, TTEd
e, le, p, s, t, a

Hot teaching spots
Maha Hassan (Maha ESL Community)
Open Teaching Circles can really enrich teachers with great ideas and wonderful professional development. This is also a great tool that can help promote teacher autonomy. At the same time they can be a great benefit to the community. Join me and enjoy being part of these circles and help make them bigger.

Staffa
60 audience
Talk
TEA, YLT
e, le, p

Developing writing tasks to assess young learners' beginner EFL writing
Maggie Dunlop & Lynne Stevenson (Cambridge English Language Assessment)
This talk discusses how the new writing tasks and mark schemes were developed for Cambridge English: Young Learners tests so that young learner beginner writing is holistically assessed, and information can be provided to help teachers and learners understand learners' strengths and weaknesses. The talk will discuss both the new tasks and new mark schemes.

Clyde
1645-1815
480 audience

telc SIGNATURE EVENT

Who watches the Watchmen? Assessing the Assessors
telc – language tests has gathered an academic panel to explore the world of assessment from the inside. We will consider various ethoses used by the different exam boards and how these are then drawn together by national and international accreditation bodies and agreements. We will examine the value of exams and to exactly whom they are valuable. We will also consider the different modes an exam board uses for gaining credibility. We will look at internal and external factors which precipitate participation. Also, we will examine cultural bias and how to proactively prevent this in test development. We will look into these issues and discuss and ask the following:

- Modes of assessment
- What is being assessed?
- Who does the assessment?
- Who decides they can?
- Life of an examiner
- Practical skills or linguistic hoops?
- Teaching a language or teaching a test?

This is designed to be interactive and will include a Question and Answer period.

Speakers:
Myriam Schleiss – Project Manager, Swiss Secretariat for Migration
Sybille Plassmann – telc Test Expert
Sean McDonald – telc Test Expert
Nadine Knippenberg – telc Test Expert
Thom Jones from Brock Solutions Agency will act as moderator

Forth
300 audience
Talk
YLT, **LT SIG Day**
e, le, p, s

Myths & monsters: teaching with technology
Nicky Hockly (The Consultants-E)
Digital technologies are increasingly present in EFL classrooms the world over. However, not much attention is paid to whether they actually help students learn English more effectively. In this talk, we tackle the myths and review research carried out with English language learners aged 6 to 16. We ask whether technologies can help them learn better – or not.

Gala 1
60 audience
Talk
YLT
le, p

THE C-GROUP CREATIVITY SCHOLARSHIP WINNER
Musical blending of native and English language for better learning
Khemraj Sharma (English Access Microscholarship Program)
This talk will show how the marginalized students studying in Nepali Medium (native language) schools of elementary level have enriched their English language proficiency by the blending of English language with native musical flavor. By composing English songs and supplementing the lyrics with English language pattern in Nepali beats and songs, students could grasp more than the traditional method.

Gala 2
60 audience
Talk
LA
e, s

See-Think-Wonder - an interdisciplinary CLIL lesson on County Kent
Aleksandra Zaparucha (Pilgrims)
Analytical thinking and autonomy are some key skills students need to develop for the 21st Century. This CLIL talk presents the use of one thinking procedure - See-Think-Wonder - as a tool to explore links between geology, architecture, history and literature of County Kent. The interdisciplinary character of the lesson is then displayed in the form of graphic organisers.

Alsh 1
100 audience
Talk
LAM, TD
e, le

The British Council's Continuing Professional Development Framework for teacher educators
Ellen Darling (British Council)
The British Council's new Continuing Professional Development Framework for teacher educators supports the development of teacher educators including trainers, materials developers, leaders, managers and researchers. This talk examines core practices and skills described within the framework and showcases resources available on www.britishcouncil.org/englishagenda to support development. Participants will receive practical suggestions on using the framework at an institutional and individual level.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 6 April

1645-1715: Session 3.6

Alsh 2
100 audience
Talk
TD, TTEd
e, t, a

Joined-up thinking in ELT reform

Jamilya Gulyamova (British Council), Rod Bolitho (Freelance), Rosaliya Ziryanova (WIUT) & Saida Irgasheva (British Council Uzbekistan)

Since 2004, the British Council in Uzbekistan has been working closely with the Ministry of Higher and Specialised Secondary Education in Tashkent to undertake a wide-ranging reform of principles and practices in ELT. This presentation tells the story of the capacity-building, professional development and cross-project fertilisation that has underpinned and sustained reforms that have addressed curricula, materials and teaching methods.

Boisdale 1
100 audience
Talk
TD, TTEd
e, t, a

It's a many splendored thing: reconceptualising teacher creativity

Daniel Xerri (University of Malta)

It is now recognized that in order for language learners to be creative, teachers need to position themselves as creative practitioners. This talk unpacks the notion of teacher creativity and explores how misconceptions might hinder ELT practitioners from acting creatively. A model for how teacher creativity might be reconceptualised is presented together with its practical applications.

Boisdale 2
100 audience
Talk
RES, **LIT SIG Day**
e, le, s

The difference literature makes: exploring literature in foreign language teaching

Sam Duncan & Amos Paran (University College London, Institute of Education)

We present findings from a large-scale study into using literature in EFL and MFL teaching. Teacher questionnaires (n=265) and qualitative case study analysis in three schools suggest that teachers and learners value literature for developing vocabulary and reading, motivating learners and developing C/cultural knowledge. We also discuss factors involved in choosing texts and reading literature aloud in the classroom.

Lomond
500 audience
Talk
TD
e, le, s, a

Following the patterns: colligation and a bottom-up approach to grammar

Hugh Dellar (London Language Lab / National Geographic)

While the idea of collocation has become commonplace in ELT, the idea of colligation – the grammatical patterns that frequently go with particular words – has yet to have much impact, despite being around for half a century. In this talk, I'll be suggesting that an understanding of this crucial concept will revolutionize the way you think about grammar!

Carron 1
90 audience
Talk
GI SIG Day
e, s, t, a

Five bold student-driven case studies against trafficking and slavery
Judy Boyle (The NO Project)
I will present five powerful case studies that teen and young adult learners initiated, researched and conducted to educate peers, parents and colleagues about the scope and reality of modern slavery and human trafficking. Their actions were bold, public, trans-national and digital, going beyond their educational settings to the corporate world and the demand for ethical supply chains in business.

Carron 2
90 audience
Talk
TD, TTEd
e, t, a

Cutting through the conceptual: guidance for navigating teacher frameworks
Ben Beaumont (Trinity College, London)
Professional development routes can seem to be dominated by abstract conceptions of levels and vague descriptors, despite their purpose to enable learning. By reviewing Trinity College's teaching framework and suite of TESOL qualifications, this talk will seek to remedy this problem and give specific guidance about the observable behaviours and CPD activities that can help enable a teacher's ongoing progression.

Dochart 1
90 audience
Talk
AL, **IPSEN SIG Day**
e, p, s, t, a

Second language input, working memory and dyslexia
Bimali Indrarathne (Lancaster University)
I will share my research findings that show how learners' attention to input changes depending on the type of input that they receive: e.g., input with maximum teacher support and minimum teacher support. I will also highlight how learners' working memory influences their attention and, as teachers, what we can do to help dyslexic learners who have low-working memory.

Dochart 2
90 audience
Talk
EAP, **ESP SIG Day**
t

Scaffolding talk in an EAP classroom
Marion Heron & Joanne Webster (Sheffield Hallam University)
This talk presents data from an exploration into types of tutor and student talk in an EAP classroom. A framework of tutor initiation, student response and tutor follow-up moves is used to analyse the data. Results suggest that specific types of tutor-student talk promote both learner engagement and language development.

Leven
100 audience
Talk
LT, TTEd
e, le, s, t, a

SAMR: a model of tech-infused lesson development
John Arnold (Thomas More University College)
Technology in the classroom has the power to alter the way we teach in the 21st Century. The SAMR model, central to the TPACK model, asks teachers to focus on the task and how we can redefine it in terms of technology. This presentation looks at the model, examples from a teacher training program and tools language teachers can use.

Thursday 6 April

1645-1715: Session 3.6
1730-1815: Session 3.7

Ness
100 audience
Talk
ESOL
e, a

What's the effing problem? Approaching 'bad' language in the classroom
Simon Dunton (International House London)
Swearing, blasphemy or 'bad' words, are rarely found in coursebooks, yet experience and research shows they are used by students, often inappropriately and potentially offensively. In this talk, we will consider the boundaries between acceptable and unacceptable language, and consider why, when and how such words might be appropriately explored in the language learning classroom.

1730-1815 Session 3.7

Argyll 1
200 audience
Workshop
TD, TTEd
e, le, s, a

Rediscovering dialogue-building as a tool for training
Andrew Walkley (London Language Lab / Delta Publishing)
Dialogue building has disappeared from many training courses but it is worth reviving. In this workshop, I demonstrate the technique and discuss some issues it raises about language and learning. I also highlight the skills involved in dialogue building and discuss how we get teachers to develop and apply these skills to materials-based teaching in our methodology book *Teaching Lexically*.

Argyll 2
200 audience
Workshop
TEA
e, a

Assessment and motivation in English language programmes
Craig Thaine (Cambridge University Press)
This workshop investigates how formal assessment and classroom-based assessment can motivate learners and enhance learning. Drawing on meta-analyses from general education and using a learning oriented assessment (LOA) framework, we explore practical ways of motivating learners via constructive feedback and appropriate follow-up tasks. We look at how teachers can use assessment to respond directly to learner needs.

Argyll 3
200 audience
Workshop
BE
e, a

Negotiating internationally – language, skills and culture
Adrian Pilbeam (LTS Training and Consulting)
In this workshop, I will cover what I believe needs to be included in a course on Negotiating Internationally and what materials and activities can be used to get the right balance between developing negotiation skills, using the right kind of language, and the intercultural skills and competence needed to negotiate effectively across cultures.

Barra/Jura
120 audience
Workshop
AL, TD
le

Infusing teaching materials and practices with new insights on learning
Gad Lim (Cambridge English Language Assessment)
What does the latest evidence tell us about how language is acquired? How might we apply these insights when coursebooks seem to impose a predetermined way of teaching and assessing learners? We tackle these questions in this interactive workshop, presenting the issues in an accessible way, to help newer teachers be more flexible and effective in their teaching practice.

Orkney
35 audience
Workshop
(restricted audience size)
TTEd
e, s, t, a

Cultural diversity in writing skills
Sophia Amaryllis Bennett (AISLi-Italian Association of Language Schools)
We live in an era in which national and language barriers are being broken down and teaching and learning boundaries are being bent in the pursuit of plurilingualism. We will explore the challenges faced by students when adopting Anglo-Saxon perspectives on writing and how the end result is not just acquiring a new writing style but also a new mindset.

Shuna
60 audience
Workshop
ESOL
e, le, p, s

Helping build the achievers of the 21st Century
Nicolas Dantaz (Consejo De Formacion En Educacion, Uruguay)
Ron Brandt states "educators are faced [...] with a daunting challenge: this time, it's to equip students with 21st Century skills." In this presentation, we shall theoretically discuss and practically analyse the elements that validate education and the teaching of English as a foreign language these days to help our students become high achievers and more competent language users.

Staffa
60 audience
Workshop
PRON
e, le, s, t, a

Using a three-dimensional chart to teach English pronunciation
Roslyn Young (Pronunciation Science Ltd)
English pronunciation has two important dimensions beyond sounds which are not properly integrated into simple phonemic charts. We will explore the somatic basis of reduction and stress to understand how they should be represented visually and how they can be taught. We will then work with a 'three-dimensional' chart which can become a reference point for all your pronunciation teaching.

Clyde
1645-1815

telc Signature Event
See page 188 for details.

Forth
300 audience
Workshop
TD, **LT SIG Day**
e, le, p, s, t, a

The teacher technology toolbox: the essential guide
Gavin Dudeney (TCE / NILE / Macmillan)
When integrating Educational Technology (EdTech) into teaching, is it the hardware, software and tools which are important, or the overarching skills and approaches which make the difference? In this workshop, we will work together to design the essential Technology Toolbox, and fill it with the most useful elements for today's busy teacher.

Thursday 6 April

1730-1815: Session 3.7

Gala 1
60 audience
Workshop
YLT
le, p

Teaching very young learners: but do we really teach?
Theodora Koutoukis (A. Spanou School of English, Corfu)
Teaching preschool children is a rewarding yet a demanding age group. In this workshop, I will present activities that I found engage my young learners in the learning process, but at the same time respect their needs and nature to be super playful! Stories, furry characters and mystery bags are just a few on my list.

Gala 2
60 audience
Workshop
LA, TTEd
le, p, s, a

How to build learner independence through learner training
Nicola Perry (l'Institut Superieur d'Anglais, Mauritania)
It is well-established that language learners make better progress if they understand how to learn and know which techniques are effective. Helping learners develop these skills can be challenging for teachers, especially in environments where results are everything. In this workshop, we will explore practical activities to use in the classroom and discuss how and why they work.

Alsh 1
100 audience
Workshop
MD, YLT
e, le, p, s

Asking the right question: using guiding questions to improve projects
Tom Beakes (Bell Educational Projects)
Using examples from a young learner context, this workshop will show how formulating a good guiding question when using project-based learning can improve student engagement and learning in EFL and CLIL classrooms. Participants will receive guidelines for creating and refining guiding questions and be given the chance to create questions for their own context.

Alsh 2
100 audience
Workshop
TD
e, le, s, t, a

Using positive psychology activities in the EFL classroom
Candy Fresacher (Teachers of English in Austria)
Positive psychology studies have shown that 40% of how 'happy' we are is determined by our mental mindset. Including interventions to increase our happiness levels within our classrooms means more creativity, more productivity and better health for the teacher and our students. Many such activities work well in the EFL classroom and will be tried out.

Boisdale 1
100 audience
Workshop
GEN
e, le, s, a

Whispers and coffee beans: exploring materials-light teaching
Amadeu Marin (Escola Oficial d'Idiomes de Castello, Spain)
Walk into the classroom with two coffee beans and teach a lesson; or, more radically, go in with open ears and develop the session from some snippet of student conversation. This workshop will focus on responsive, rather than pre-emptive, teaching; getting there with little and ending up with lots! Come join me on this practical, exciting exploration of materials-light teaching.

Boisdale 2
100 audience
Workshop
LIT SIG Day
e, le, p, s, t, a

From art to writing
Malu Sciamarelli (Language School)
How can we motivate students to want to write when the teaching and learning of writing can be so difficult? In this workshop, we will carry out activities which show how teachers can use art to engage students to write. We will focus on helping students to generate ideas, organize thoughts, and communicate effectively when writing.

Lomond
100 audience
Workshop
TTEd, YLT
e, s

How to create amazing interactive e-books with your students
Mel Rosenberg (Ourboox)
Ourboox has grown internationally as a completely free and simple resource for creating page-flipping e-books incorporating text, pictures, audio, video, maps, games, puzzles and even quizzes. Students and teachers take advantage of this platform in many countries. In this talk, I will guide the participants through the process of creating interactive books using this simple platform.

Carron 1
90 audience
Workshop
TD, **GI SIG Day**
le, t

IATEFL GILL STURTRIDGE FIRST-TIME SPEAKER SCHOLARSHIP WINNER
Treading softly: tackling -isms and -phobias in the (Turkish) classroom
Katy Muench
Is it the English teacher's place to cover issues such as xenophobia or LGBT and women's rights? How can we tackle discrimination and actually use it as a learning opportunity to promote equality? This workshop will explore these questions and discuss strategies to tackle various isms and phobias that arise in the classroom, based on my experience working in Turkey.

Carron 2
90 audience
Workshop
TD, TTEd
le, s, a

Readers' theatre: a call for developing oral skills
Man Maya Sharma (Educational Training Center, Kathmandu)
Readers' Theater is a new technique to develop oral skills of students in the ESL/EL classroom. It involves two or more readers in presenting any text. The learners adapt the authentic text to gesture and later to their own versions creatively. In this workshop, I will show how this technique can be used effectively in the classroom.

Dochart 1
90 audience
Workshop
IPSEN SIG Day
e, p, s, t, a

Creating an inclusive classroom: raising awareness of dyslexia and neurodiversity
Anne Margaret Smith (ELT well)
This practical session explores ways of developing a classroom culture that values the (neuro)diversity of its members, in order to enhance group dynamics and learners' self-esteem. Participants will have the opportunity to try out some activities that raise awareness on an individual, group and institution level and consider their application in their own settings.

Thursday 6 April

1730-1815: Session 3.7
1900-2030: Evening events

Dochart 2
90 audience
Workshop
EAP, **ESP SIG Day**
e, s

Two's a crowd? Making co-teaching work across faculties
Mandy Bright (Bellerbys College, Brighton)
Using examples from a programme bringing together English teachers and subject specialists in one classroom, this workshop looks at combining co-teaching and CLIL theories as a basis for planning lessons in a variety of contexts. We will also consider how students and staff can benefit from short-term co-teaching and how some of the barriers to co-operation can be overcome.

Leven
100 audience
Workshop
YLT
e, le, s, a

Silent videos, talking teens (active adults too)
Fiona Mauchline (Freelance)
In a world where teens spend hours glued to YouTube, videos are a logical stimulus for language practice. Although ungraded videos can be daunting as listening material, they can be used to great effect in other skills lessons. In this workshop, we'll try a handful of engaging activities you can incorporate in lessons to generate language, learning and fun.

Ness
100 audience
Workshop
LAM, TD
e

Frameworks of teacher competences: do they aid or hinder development?
Richard Rossner (Eaquals)
Several frameworks of teacher competences exist. They have been produced in different ways for diverse purposes. Participants will evaluate three or four of them, and discuss various ways in which they might be used by teachers themselves and others, and what the impact might be on practising teachers, in order to formulate guidance for choosing and using such instruments.

1900-2030 Evening events

Pecha Kucha - in association with Ladybird
1900-2015 in Lomond
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
1930-2030 in Forth
JJ Wilson, teacher, teacher trainer, novelist and plenary speaker will present the 2016 Language Learner Literature Awards. Meet publishers and the award-winning authors over drinks. The first 200 attendees will also receive a free copy of one of the winning books.

Friday 7 April

0800-1300: Registration Desk Open
0815-0845: How To... Sessions

0800-1300	Registration desk open

0815-0845	IATEFL How To... sessions

Alsh 1 100 audience	**How to move from being a teacher to becoming a teacher trainer (with Silvana Richardson)** 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.

Alsh 2 100 audience	**How to write successfully for IATEFL Conference Selections (with Tania Pattison)** Are you presenting at IATEFL? If so, you may write up your session for consideration for IATEFL's annual Conference Selections publication. The editor will provide guidance on how to prepare your report, will show examples of past submissions that were accepted for publication, and will answer any questions you have.

Boisdale 1 100 audience	**How to be successful in an ELT interview (with Caroline Moore)** Congratulations, you've been invited to a job interview, so you've persuaded your potential employer that you have the essential knowledge, skills and experience for the job. The 3 A's: Appearance, Attitude, and Awareness of your interviewer will be critical for your success, and are equally important for face-to-face and Skype interviews. We'll have a look at these, and at the different kinds of questions that you might be asked. You'll have a chance to practise, including answering questions for both teaching and management roles.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 7 April

0900-1000: Plenary Session

0900-1000	Plenary Session

Clyde Auditorium
3000 audience

Plenary session by Jane Setter

Jane Setter is Professor of Phonetics at the University of Reading, UK, Secretary of the British Association of Academic Phoneticians, and a Senior Fellow of the UK Higher Education Academy, which is a mark of teaching excellence. She has taught in Japan, Hong Kong and Germany as well as the UK, and has published on English pronunciation, aspects of Hong Kong and Singapore English phonology, and intonation among children with speech and language deficits. She is probably best known as co-editor of Daniel Jones's *Cambridge English Pronouncing Dictionary* (CUP: 18th edition, 2011), which is celebrating its 100th anniversary in 2017. She is also a regular contributor to University College London's annual Summer Course in English Phonetics, and – in her spare time – a rock singer. You can find her on YouTube, follow her on Twitter (@JaneSetter), or read her blog (www. aworldofenglishes.blogspot.co.uk).

Where angels fear to tread: intonation in English language teaching

Intonation is one of the earliest acquired aspects of speech; the crymelodies of infants are influenced by the intonation of their mothers, and very small toddlers are able to use intonation to indicate turntaking patterns in play conversations before they can form words. It plays a vital role in successful communication in English, as it does in other languages. If this is true, why is intonation neglected in English language pronunciation teaching, and how can it be taught effectively? This presentation takes the audience into the seldom-navigated region of intonation in English language teaching, focusing on the role of three main elements: tonality, tonicity and tone. Drawing on material from a number of different sources, we explore the role of intonation in English, and look at which elements are teachable, which are learnable, what resources are available to the teacher and the learner, and how intonation might be approached in the English language classroom and as a self-access learning activity. Expect a multimedia, audience participation experience.

1020-1050 Session 4.1

Argyll 1
200 audience
Talk
BE, ESP
e, le, a

Would I say that?
Ed Pegg (Macmillan Education)
How do you sound like a salesperson, banker or accountant? Does it matter and will it affect your performance if you don't sound 'professional'? This talk will highlight high-frequency language used in particular professions, demonstrate how non-mastery of this language can negatively affect learners' performance and suggest techniques to help them achieve greater credibility at work.

Argyll 2
200 audience
Talk
TD, TTEd
e, le, a

Teacher development through bespoke video training materials: challenges and successes
Teti Dragas (University of Durham, UK)
This presentation explores the development and use of an in-house booklet of self-study materials, based on videos of the teaching practice of a group of international in-service teachers on a Masters in TESOL in the UK. The materials were designed to aid the development of in-service teachers on the programme by guiding them through specific tasks to reflect on teaching.

Argyll 3
200 audience
Talk
GI
e, p

Five steps to prepare your students for the 21st Century
Natassa Manitsa (Express Publishing)
Education has changed dramatically over the last decades. In addition to instilling in students the flexibility to adapt to new technologies, teachers must foster learning environments that encourage critical thinking, creativity, communication, collaboration, global awareness and social responsibility. This presentation will focus on five steps towards mastering the necessary 21st Century skills to prepare kids for the boundless future ahead.

Barra/Jura
120 audience
Talk
BE, TD
e, le, t, a

Using peer feedback to engage learners and improve performance
Helen Strong (Freelance, Germany)
In this talk, I will present a non-threatening student-centred technique which you can use with your learners to encourage higher-level, constructive feedback on their performance from their peers. This technique helps to reduce the load for the teacher, increase the quality of feedback to the students and ultimately reinforce the feeling of mutual respect in the classroom.

e = experienced audience **p** = primary teaching **t** = tertiary teaching
le = less-experienced audience **s** = secondary teaching **a** = adult teaching

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

Friday 7 April

1020-1050: Session 4.1

Orkney
35 audience
Talk
ESOL, TD
e, le, t

Support in English teaching communities and novice teachers' teaching approach
Gloria Romero (University of Ottawa)
The experiences of novice teachers during the first years in the teaching profession are crucial to their professional development. Community support allows its members to develop and learn from each other. This presentation will explore the influence of supportive and less-supportive communities on how novice teachers approach teaching English as a foreign language in various school contexts in Chile.

Shuna
60 audience
Talk
TEA, YLT
le, s

How to cultivate a growth mindset in YL EFL classrooms
Sophie Handy (British Council Paris)
At British Council Paris, we support our students in achieving their learning goals via an Assessment for Learning culture. Carol Dweck's Growth Mindset is a natural extension of this, developing pupils' self-awareness of their learning. By studying what our teachers do, I've discovered, and will share, how to cultivate this approach despite the culture of summative assessment in the French context.

Staffa
60 audience
Talk
MD, YLT
e, le, p

A localized EFL method for kids with significantly fulfilling results
Mahdi Tabesh Pour (Tabesh Institute of Education)
After years of dissatisfaction with coursebooks by popular ELT publishers, I eventually came up with a customized and localized approach, that I'll present, which thoroughly reflects and meets the needs of students at my English school, and greatly improves and facilitates effective learning. The students' progress was closely monitored and compared and parents were surveyed too. The system achieved significant results.

Clyde
Auditorium
480 audience
Talk
LA, MD

Let's listen to the learners
Brian Tomlinson (Anaheim University, University of Liverpool)
In this presentation, I will present the case for listening both to what language learners have to say about the materials they would like to use and to what they have to say about themselves, about their ideas, their views and about their world. I will refer to successful examples of listening to learners and suggest other ways of listening.

Forth
300 audience
Talk
YLT
e, le, s

Language from the real world: authentic video materials
Phillip Warwick (Pearson ELT) & Andy Blustin (BBC Worldwide)
What is authentic language? Can graded language in coursebooks be authentic? Or is it inevitably artificial? To answer these questions and to show teachers how language in the classroom can be both authentic and accessible, this practical talk showcases Pearson's new secondary course *Wider World*, focusing particularly on its wide range of video lessons, including original BBC programmes.

Gala 1
60 audience
Talk
LAM, TD
e, le, a

The why of leading: communicating your business culture effectively
Doris Suchet (Regent Oxford)
Thriving communities have a clear vision; they share a common culture. People own their ideas and mistakes more if they feel personally invested in the culture of their organisation. Branding and teaming exercises should, therefore, be at the core of your organisation's CPD strategy because they help your team understand not just how they are expected to perform, but why.

Gala 2
60 audience
Workshop
LAM, TTEd
e, le, t, a

The impact of task design on students' motivation and autonomy
Kasim Koruyan (Kingdom of Saudi Arabia)
This workshop is about language tasks I designed to be carried out in stress-free, technology-enhanced language learning environments that promote learner autonomy and intrinsic motivation, encouraging students to speak as themselves, express their own desired identities, including those of the imagination and creativity. Pedagogical recommendations will be provided to the audience.

Alsh 1
100 audience
Talk
LT, TEA
e, s, t, a

Writing skills and automated feedback
Edward Briscoe (English Language iTutoring Ltd/Cambridge University)
Recent developments in the free automated assessment and feedback tool *Write and Improve*, which complements teachers' work in language learning, exploit advances in computational linguistics and machine learning, delivering performance essentially indistinguishable from a human examiner at script, sentence and sub-sentence levels, whilst displaying information in an intuitive, engaging and easily interpretable way.

Alsh 2
100 audience
Talk
AL, TTEd
e, le, a

Integrating plurilingual practices in ELT in a superdiverse world
Angelica Galante (OISE-University of Toronto)
With globalization and immigration, ELT approaches that recognize and value diversity are needed. Plurilingualism is one approach that offers several benefits to English learners, but practice is still a challenge. In this talk, participants will learn about plurilingual tasks and projects that can be implemented in their own context. Plurilingual ELT represents a world that is diverse and inclusive.

Boisdale 1
100 audience
Talk
LIT
le, a

Teamwork: making sense of authentic dramatic scripts
Sarah Simpson (The London School of English)
Contemporary play and film scripts not only expose learners to natural language, they also form a great basis for group problem-solving activities. Understanding what is actually going on in a scene and then really communicating the story and message behind the text requires collaboration and trust. This session aims to give teachers practical suggestions for using theatrical texts.

Friday 7 April

1020-1050: Session 4.1

Boisdale 2
100 audience
Talk
GEN
e, a

Exploding the corporate structure: Chami - a revolutionary teaching app
Rena Basak (Docetis Ltd) & Rachel Kirsch (Dovetails Ltd)
Do you prefer face-to-face tuition rather than teaching in the virtual classroom? Fancy the idea of increasing your earning potential? Come along to this talk to learn about Chami, a new app connecting teachers with potential students in their vicinity, with implications on the traditional need for an institutional employer.

Carron 1
90 audience
Talk
PRON, TD
e, a

Using e-portfolios to develop pronunciation teaching via an awareness-raising framework
Catarina Pontes (Cultura Inglesa Sao Paulo)
Ever wondered why pronunciation teaching tends to be overlooked in so many English lessons? In this talk, I will share findings on how a group of teachers on a post-graduation pronunciation course developed awareness of their own pronunciation by building an electronic portfolio, and how it impacted the quality of their teaching.

Carron 2
90 audience
Talk
EAP, TEA
e, s, t, a

Teaching and assessment: the English language student and university studies
Jonathan Frank (Trinity College, London)
Many students and candidates wish to use English for study and academic purposes, either in-country or abroad. With some reference to Trinity's Integrated Skills in English (ISE) exam, this talk will consider how well these motivations are met in the following cycle: the teaching and learning context; assessment selection and preparation; institutional admission requirements; and English support once registered.

Dochart 1
90 audience
Talk
TD, TTEd
e, a

Desert island descriptors: where do our values lie?
Simon Marshall (St Johns University York)
In this talk, I will present the results of a survey regarding trainers' 'Desert Island' choices from the 42 descriptors included in the CELTA 5 Candidate Record Booklet. These choices encapsulate the core values that trainers prioritise when developing and accessing pre-service teachers. The presentation of these results will then lead into discussion of their implications.

Dochart 2
90 audience
Talk
TD, TTEd

HORNBY TRUST ALUMNUS
ELT in Uzbekistan: English for teaching or teaching for English?
Svetlana Khan (Uzbekistan Centre of Innovations in Teaching Foreign Languages)
ELT in Uzbekistan today has become a unique experimental base for reforms in teaching English. To raise the quality of teaching, weekly teacher training courses for all English school teachers across the country are provided. Every Friday trainers in cluster schools welcome teachers and give opportunities to explore various aspects of teaching English, including pedagogy and methodology.

1020-1050: Session 4.1
1105-1135: Session 4.2

Leven
100 audience
Talk
LA
le, p, s, a

Learners' voice and video recordings as homework: might be useful?
Alexandra Guzik & Nataliya Guzik (Follow Me to English)
We will discuss how English learners can benefit from making voice and video recordings as homework and ways to use the recordings for classwork. We will demonstrate different types of recordings our learners make and the progress they show in their English learning using examples of real recordings. This might be useful for teachers from a variety of teaching contexts.

Ness
100 audience
Talk
TD, TTEd
e, a

Dialogues and diagrams in teacher education
Richard Chinn & Melissa Lamb (International House London)
Developing teachers, while satisfying, has constraints, difficulties and challenges as we endeavour to create an environment of trust. This talk examines teacher and teacher educator discourse, investigating how we can foster a more equal dialogue and work with teachers at their point of need. We will discuss tools that we have used to facilitate this in consultation with teachers.

1105-1135 Session 4.2

Argyll 1
200 audience
Talk
TD, TEA
e, le, s, a

Listening testing: making it real
Sheila Thorn (The Listening Business)
ELT exams test candidates' understanding of scripted listening passages with graded grammar and lexis performed by actors clearly and more slowly than normal. However, these recordings do not reflect the reality of everyday speech. I shall demonstrate how ELT students and teachers would benefit if candidates were also tested on their ability to recognise words in shorter, more authentic-sounding recordings.

Argyll 2
200 audience
Talk
GEN
t, a

A mobile VocabApp (not just) for students of engineering
Christine Sick (htw saar [University of Applied Sciences], Saarbruecken, Germany)
Based on a survey conducted among more than 500 engineering students at htw saar, a VocabApp has been developed to complement *TechnoPlus Englisch*, the PC-based multimedia language learning program for Technical English and Business English. The underlying app technology used allows other institutions to produce their own vocabulary apps to suit the particular needs of their students.

Friday 7 April

1105-1135: Session 4.2

Argyll 3
200 audience
Talk
TEA
e, le, s, t, a

The potential impact of *Progress* on English language teaching
Takeshi Kamimura (Pearson ELT) & Sae Matsuda (Setsunan University, Japan)
How can we improve the productive skills of students to ensure that they make real progress in their English through a new curriculum? Setsunan University (Osaka, Japan) introduced *Progress*, an online test by Pearson, to assess six skills including speaking and writing. This presentation examines the impact that *Progress* had on both student motivation and teacher attitude.

Barra/Jura
120 audience
Talk
BE
e, le, a

ELT excellence - strategies for teachers' commitment
Jenny Giambalvo Rode (Volkshochschule Region Kassel)
As administrators, it is important for us to recognize that teaching and teachers are central to engagement and to appreciate the research that places teachers at the heart of engagement. After all, engaged and motivated teachers are central to any successful educational institute. In this talk, I will discuss strategies for finding and keeping excellent English language professionals.

Orkney
35 audience
Talk
RES, YLT
e, p, s

"I don't speak English. I just studied it at school."
Lauren Robbins & Sarah Merret Gordon Conway (University of Dayton Publishing)
In a study of primary and secondary schools in Mexico, both individual students' progress in English and schools' English programmes as a whole were evaluated. This evaluation process provided a clear overview of the challenges schools face and what schools can do to improve students' results. Join us and learn how to apply this process to your own school.

Shuna
60 audience
Talk
TD, TEA
e, le, p, s, t, a

Impact of high-stakes examinations in China and its implications
Xiangdong Gu (Cambridge English/Chongqing University)
This talk will illustrate how decisive the influence of high-stakes examinations, particularly English examinations, could have on individuals with my experiences of sitting six different high-stakes examinations in four decades. My personal journey should demonstrate how far we have come and suggest what the future may hold with Chinese scales of English language proficiency for the reforms of high-stakes English examinations.

Staffa
60 audience
Talk (restricted audience size)
RES, TTEd
e, a

A virtual community of practice for teacher trainers: practical impacts
Sue Leather (Sue Leather Associates)
Can a virtual community of practice have an impact on what teacher trainers actually do in the training room? This presentation is about a small-scale study which researches the practical impacts of such a virtual community on teacher trainers within the context of a large-scale ELT project aimed at Iranian teacher trainers.

Clyde Auditorium
480 audience
Talk
YLT
e, s

Motivational teaching: engaging young people in learning behaviours
Nicholas Thorner (Kings Education)
Applying complex theories of motivation to teaching practice is challenging. Drawing on ideas from the new book *Motivational Teaching*, this session offers an original perspective on motivation that will help teachers of young people respond to this challenge. We will do a fun thought experiment to reveal how motivation can be raised, gaining theoretical and practical insights into motivational teaching.

Forth
300 audience
Talk
LT
le, a

Homework that works: getting the most from online practice activities
Graham Skerritt (Freelance)
Almost every ELT course now provides online homework activities, but too often these valuable resources get overlooked. Don't let your students' online practice materials gather dust in cyberspace – come to this practical session to explore how these resources can be fully integrated into your students' study routines. Examples will be drawn from a variety of sources, including *Touchstone Online Workbooks.*

Gala 1
60 audience
Talk
TD, TTEd
e, a

How to use data to improve your distance learning course
David Weller (EF English First, China)
In this talk, I'll show how using data can improve online trainee pass rates. Using the Trinity Diploma in TESOL online phase as an example, I'll walk through data collection and analysis, showing how this can highlight areas of improvement for course content and marking standardisation. Finally, I'll look at how this iterative process can be customised to any online course.

Gala 2
60 audience
Talk
LT, TTEd
e, t, a

Making thinking visible with technology in higher education
Maria Laura Garcia (ISP JVG/ IESLV Juan Ramon Fernandez)
This talk presents the use of thinking routines as part of a Learning Technology course in higher education. It reports how future EFL teachers organize, reflect on and represent thinking while exploring learning technologies for the first time. It provides work samples to illustrate thinking processes related to technology integration while using technology.

Alsh 1
100 audience
GI, PRON

PLENARY FOLLOW-UP SESSION
Question & answer session relating to Jane Setter's plenary session
Join Jane after her talk to discuss intonation in English language teaching, or any aspect of second language phonology, phonology in global Englishes, and pronunciation teaching and learning.

Friday 7 April

1105-1135: Session 4.2

Alsh 2
100 audience
Talk
TTEd
le, a

Helping pre-service native UK TESOL teachers with knowledge about grammar
Rhian Webb (University of South Wales)
UK native English speakers do not implicitly know the grammar of their native language. This talk presents the benefits of teaching traditional grammar used in EFL teaching materials explicitly for 40 hours before pre-service TESOL education. The talk outlines a starting point for instruction and gives reasons for why formal explicit grammar instruction needs consideration in UK TESOL education.

Boisdale 1
100 audience
Talk
LIT
e, s

Cross-medial encounters with classics: challenging the original text
Max von Blanckenburg (University of Munich)
This talk will explore what can be gained when teaching a literary classic in the EFL classroom does not start with, nor revolve around, the original text – but harnesses a multiplicity of its various medial formats. Based on my research, I will conceptualise central aspects of a learner-centered scenario and exemplify practical implications.

Boisdale 2
100 audience
Talk
LAM, TTEd
e, a

Hit the ground running: managing intensive teacher training camps
Julie Wallis (The London School)
In this talk, I will look at the skills needed to manage a group of trainers and office staff (that you haven't employed) as well as a demanding bunch of trainees with many different problems. I'll offer an honest, reflective look at my experience at Pilgrims, the problems I encountered, and the solutions I found.

Carron 1
90 audience
Talk
TD

Analyzing data on lesson plans: opportunities for teacher's development
Jaqueline Fernandes
It is common sense that pedagogical coordinators observe their teachers' classes. However, lesson plans are not always considered as a valid step of the class observation process. Therefore, this session is an attempt to analyze how specific data, or lack of it, on lesson plans can make opportunities for coordinators to help their teachers to improve their teaching techniques.

Carron 2
90 audience
Talk
TTEd
e, a

2b or not 2b? That is the CELTA feedback question
Jacqueline Douglas (Bell Cambridge)
I've noticed an increasing trend towards using CELTA 5 criteria to reference written feedback. Based on a survey of tutors and trainees, this talk will explore how widespread this practice is, ways in which it is helpful and whether it may be at times unnecessary or unhelpful. Current and future tutors all welcome - come and help shape the debate.

Dochart 1
90 audience
Talk
MaW, MD
e, s

Beyond the coursebook: the successes and limitations of negotiated syllabi
Beatrice Segura Harvey & Sarah Hammond (Brighton Language College)
For short-term EFL students visiting the UK, it can be a frustrating experience starting the book at page 56 on their first day. This presentation attempts to describe an alternative approach to a coursebook-dependent syllabus and reports findings from its first pilot which involved 862 teenage students and 22 teachers over a period of 13 weeks.

Dochart 2
90 audience
Talk
ESAP, LA
e, t, a

Developing self-regulated learning skills through a restructured international foundations program
H. Douglas Sewell (University of Calgary)
Going abroad, many international students struggle to adapt to new educational approaches and expectations. To address this problem, our faculty has incorporated self-regulated learning development activities into our restructured international foundations program. After outlining both key SRL theory points and our revised program, this presentation will consider challenges faced and success achieved integrating such activities into these new undergraduate courses.

Leven
100 audience
Workshop
TTEd, YLT
e, le, p, s, a

The English classroom as a talent show
Maria Estela Ribeiro Jardim Rondon (Freelance)
The aim of this workshop is to use the students' talents to teach English, bringing the learning process closer to their reality. Their active participation promotes creativity, engagement and self-esteem. Some activities will be demonstrated such as: singing with choreography; making video clips (cookery programme); creating a character drawing and writing (comic strip); making a huge boarding game.

Ness
100 audience
Talk
EAP, TEA
e, le, s, t

Assessing EAP speaking skills using integrated tasks
Joanna Wrzesinska (ETS - TOEFL)
The session discusses the benefits of using integrated speaking tasks in EAP assessments. Such tasks require students to use their listening, reading and speaking skills within the same task, instead of assessing each skill separately. Following this approach, English proficiency can be measured in an authentic way by simulating real-life settings. Examples will be drawn from the TOEFL iBT® Test.

1135-1210 **Coffee break**
There is continual complimentary tea/coffee until 1210 in Hall 5

Friday 7 April

1210-1255 Session 4.3

Argyll 1
200 audience
Workshop
YLT
e, le

Language-rich doodling activities for very young learners
Caroline Linse (Queen's University)
This session will provide participants with a very brief overview of the theoretical benefits of doodling in the very young learner English language teaching classroom. A wide variety of TPR, learning centre and game language centre activities will be showcased. Participants will leave with their own kit of language-rich doodling activities.

Argyll 2
200 audience
Workshop
EAP, TEA
e, le, a

Developing higher-level vocabulary for the IELTS Academic Writing module
Sarah Philpot (British Council)
Using the Public Descriptors as a guide, this workshop will present some practical ideas for developing test takers' vocabulary for the IELTS Academic Writing Module. The focus will be on areas that can help those students who need a score of 6.5+. We will explore awareness of collocation, nominalisation, and how to broaden vocabulary in specific academic areas.

Argyll 3
200 audience
Workshop
GEN
le, s

Using music (not songs) in the language classroom
Hanna Kryszewska (Pilgrims Teacher Training)
Music is increasingly less present in general education. In language teaching, if there is music, it is a pop song, or occasionally a traditional song. Yet there is much more that can be tapped into. This workshop presents creative ideas on how to use instrumental music or music belonging to genres rarely, if ever, present in language classes.

Barra/Jura
120 audience
Workshop
AL, LIT
le, a

Using drama in teaching and learning conversational discourse
Bourahla Djelloul (Kasdi Merbah University, Ouargla, Algeria)
This workshop explores practical ways in which teachers can use drama to teach conversational discourse. The activities explore how to integrate verbal/non-verbal aspects of communication in a natural way through the use of plays. Focusing on dramatic dialogue, the activities of this workshop encourage the development of creativity and imagination through a learning style based on exploration, spontaneity and risk-taking.

Orkney
35 audience
Workshop
(restricted audience size)
LT
le, t

Breaking the routine by utilizing quick response (QR) codes
Derya Ilgin Yasar (Middle East Technical University)
Quick Response codes, which ensure fun and enjoyment in class, permit students and teachers to break the routine in their classes. The aim of this workshop is to give brief information about QR codes, to suggest how to use them in language classes by offering some hands-on activities, and to demonstrate and allow participants to practice how to create them.

Shuna
60 audience
Workshop
LAM, TD
le, a

Personal knowledge management tools for professional development
Elena Kuznetcova (Institute of Dialogue of Cultures INTERLINGUA)
How do you make sense of all the data, information and knowledge that passes by you each day? How do you stay current in your field and ready for career changes? This interactive workshop will show how the concept of Personal Knowledge Management enables professionals to apply a set of core work skills for information processing, knowledge application and decision-making.

Staffa
60 audience
Workshop
YLT
le, p, s

Much more than spelling: dictations revisited
Urs Kalberer (Sekundarschule Landquart, Switzerland)
Dictations have often been discredited as pure spelling checks. In this workshop, participants will discover and experience the versatile nature of dictations, based on my own tried and tested activities with elementary to pre-intermediate learners. Independent of the size of class, dictations foster all language skills, are easy to set up, and do not require any technology.

Forth
300 audience
Workshop
MD, YLT
e, le, s

TED talks for teens: an idea worth spreading
Daniel Barber (National Geographic Learning)
Do you see these exciting resources as rather grown-up? But TED pushes tomorrow's global citizens in the right directions too, encouraging them to look at old topics critically, with a fresh perspective. Come and try out the principles of selecting and adapting appropriate TED talks for teens, and raise your expectations of the authentic materials that teens can cope with.

Gala 1
60 audience
Workshop
(restricted audience size)
TEA
a

Long live exam prep!
Lindsey Clark (MA student, UK) & Kyle Dugan (Freelance, Italy)
Many teachers assume that preparing students for EFL exams needs to be a tedious and even fruitless experience in terms of learning. In this workshop, we aim to debunk this myth and explain how a new, fresh approach could be implemented. We will demonstrate some tried and tested learner-centred activities for the speaking sections of the mainstream exams (B1-C2).

Gala 2
60 audience
Workshop
GI
e, s

The impact of emotion and affect in our learners
Leonor Marin & Susana Gutierrez (Universidad Nacional del Santa)
To what extent does the lack of affect and not letting learners show their emotions influence in achieving their learning? Our teaching? Get ready to experience five activities which helped us to raise our learners' self-esteem. Integrating emotional expression and genuine affect in classroom life creates a powerful educational tool.

Friday 7 April

1210-1255: Session 4.3

Alsh 1
100 audience
Workshop
LT, TEA
e, le

How to assess student writing reliably and speedily with TextInspector.com
Stephen Bax (The Open University, UK)
TextInspector.com is a reliable research-based online tool which analyses and grades students' written work and reading texts from beginner level to university level, benchmarked to the CEFR. This workshop will give you the opportunity to discover and try out the tool step-by-step with your own laptop or tablet. The talk is sponsored by TextInspector.com, the tool's publisher.

Alsh 2
100 audience
Workshop
YLT

Young learners, storytelling and story-making!
Karen Saxby (Cambridge English Language Assessment)
Stories build social and emotional understanding, promote life lessons, and teach language. They engage by inciting emotions: anger, happiness, fear... This workshop explores how we can introduce stories into the young learner classroom - for fun and meaningful language exposure - as springboards to finely-tuned language learning. I will use examples from *Storyfun*, as Cambridge English: Young Learners (YLE) preparation.

Boisdale 1
100 audience
Workshop
BE, TD
e, le, a

Making business English more motivating with SCARF
Stephan Rinke (telc - language tests)
In this practical hands-on session, we will look at creating motivating learning experiences by understanding the real drivers of human behaviour. Exploring the domains of the research model SCARF (Rock 2008) in short interactive activities will help us develop strategies to address the domains of social experience David Rock puts forward to achieve rewarding and effective Business English learning scenarios.

Boisdale 2
100 audience
Workshop
TD, YLT
le, p

Working with classroom assistants
Renuka George (British Council, UAE)
Teaching assistants are often underutilised and given the job of worksheet-distributor in most EFL classes. If teaching assistants are to function effectively, then they most definitely need to be trained. This session covers how we can guide our assistants in supporting the learner, the teacher, the learning aims and the wider objectives of the school.

Carron 1
90 audience
Workshop
TD, TTEd
e, le, p, s, t, a

Pathways to success: discovering your creativity and purpose in ELT
Dina Blanco-Ioannou (University of Applied Sciences Northwestern Switzerland, School of Teacher Education)
What professional goal do you want to accomplish? What's stopping you from discovering and achieving it? As teachers, often consumed by the routine of our profession, we sometimes allow opportunities for growth to pass us by. This workshop shares effective tools and techniques which, when creatively applied, support you towards realising your professional and/or personal goals.

Carron 2
90 audience
Workshop
YLT
e, le, p

Teaching with tremendous tongue twisters
Margit Tera (Tera Languages)
We use tongue twisters to teach pronunciation and they can be fun fillers in a class of any level. A tongue twister can be a phrase, sentence or a poem and, therefore, it also provides the opportunity to teach vocabulary, spelling and grammar. In this workshop, we'll look at using the full potential of tongue twisters.

Dochart 1
90 audience
Workshop
GEN
e, le, t

Reading a text: snore no more!
Oksana Dzyuban (Ukrainian Catholic University)
A text can be a rich source of vocabulary, grammar and discourse. It can also serve as a springboard for a variety of speaking and writing activities. I will demonstrate highly engaging activities to exploit a text more fully. Participants will leave the workshop with a bag of tricks suitable for both adults and young adults.

Dochart 2
90 audience
Workshop
LAM, TD
e, le, a

What now? Creating a customised professional development plan
Rubens Heredia (Cultura Inglesa Sao Paulo)
Many ELT professionals end up constrained by lack of training initiatives at their own centres, time limitations or even unawareness of what can be done to pursue continuous professional development. This workshop aims at empowering teachers to devise a self-directed personalised professional development plan, as well as helping leaders assist their staff in this endeavour.

Leven
100 audience
Workshop
MaW, PRON
e, le, s, t, a

Grasping the nettle of fast speech: developing listening skills
Shaun Sweeney (International House Barcelona)
How can we help learners understand authentic listening? How can we develop rather than test their comprehension skills? Where can we find material to improve their decoding ability? Does practice of this area have any effect on test scores? We'll try to answer these questions in this workshop and develop some practical tasks and materials to support learning and teaching.

Ness
100 audience
Workshop
BE, ESP
e, t

Teaching meeting skills to students in tertiary education
Maarten Schrevel (Maastricht)
You will learn about agendas, processes and procedures of meetings. You will also learn how to chair, and participate in, a (Western-style) meeting effectively and efficiently. You will participate in a meeting yourself in a role play and leave this workshop with a lot of practical advice and assignments to share with your students!

1300 The IATEFL registration desk closes

Friday 7 April

1310-1430: Final plenary session & closing

1310-1410 Plenary session

Clyde Auditorium
3000 audience

Plenary session by Imtiaz Dharker

Imtiaz Dharker is a poet, artist and documentary film-maker. Awarded the Queen's Gold Medal for Poetry in 2014, recipient of the Cholmondley Award and a Fellow of the Royal Society of Literature, her collections include *Purdah* (Oxford University Press), *Postcards from god*, *I speak for the devil* and *The terrorist at my table* (all published by Penguin India and Bloodaxe Books UK), *Leaving Fingerprints* and *Over the Moon* (Bloodaxe Books UK). Her poems are on the British GCSE and A-Level English syllabus, and she reads with other poets at Poetry Live! events all over the country to more than 25,000 students a year. She has been Poet in Residence at Cambridge University Library, for Thresholds, and has recently completed a series of poems based on the Archives of St Paul's Cathedral. She has had ten solo exhibitions of drawings in India, London, New York and Hong Kong. She scripts and directs films, many of them for non-government organisations in India, working in the area of shelter, education and health for women and children.

Over the moon
Imtiaz Dharker will read from her new Glasgow poems as well as *Over the Moon*. These are poems about music and feet, church bells, beds, café tables, bad language and sudden silence. In contrast with her previous work written amidst the hubbub of India, these new poems are mostly set in Britain, where she has built a new life with – and since the death of – her husband Simon Powell.

'This is a passionate, uplifting collection of poems about language, love and loss, grief and joy, elegy and celebration. The loss of a great love makes poems of piercing beauty. In her finest book to date, Imtiaz Dharker finds resolution in language itself, and in a world the more loved for the sharpness of loss.'
Gillian Clarke

'Imtiaz Dharker's new collection is the crown to a celebratory, humane, wholly utterable, subtly crafted poetry. Reading her, one feels that were there to be a World Laureate, Imtiaz Dharker would be the only candidate.'
Carol Ann Duffy

1410-1430 Closing of the conference

Clyde Auditorium — The President of IATEFL will close the conference.

QUICK REFERENCE PAGES

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Abbreviations, acronyms & initialisms for the IATEFL Conference

a	The presentation focuses on Adult Teaching
AGM	Annual General Meeting
AL	Applied Linguistics
BE	Business English
CAE	Certificate in Advanced English
CAL	Computer-Assisted Learning
CALL	Computer-Assisted Language Learning
CEF	Common European Framework
CEFR	Common European Framework of Reference
CESOL	Communicating in English with Speakers of Other Languages
CLIL	Content and Language Integrated Learning
CMC	Computer-Mediated Communication
CPD	Continuing Professional Development
CPE	Certificate of Proficiency in English
e	The presentation is for an Experienced Audience
E4W	English for Work
E4WP	English for the Workplace
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFB	English For Business
EFL	English as a Foreign Language
EGP	English for General Purposes
EIL	English as an International Language
ElCom	Electronic Committee
ELF	English as a Lingua Franca
ELT	English Language Teaching
ELTeCS	English Language Teaching Contacts Scheme
ELTJ	ELT Journal
EOP	English for Occupational Purposes
ESL	English as a Second Language
ES(O)L	English for Speakers of Other Languages
ESP	English for Specific Purposes
EYL	English for Young Learners
FCE	First Certificate in English
GEN	General
GI	Global Issues
IATEFL	International Association of Teachers of English as a Foreign Language
iBT	Internet-Based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
INSET	In-Service Teacher
INSETT	In-Service Teacher Training
IPSEN	Inclusive Practices & Special Educational Needs

ABBREVIATIONS

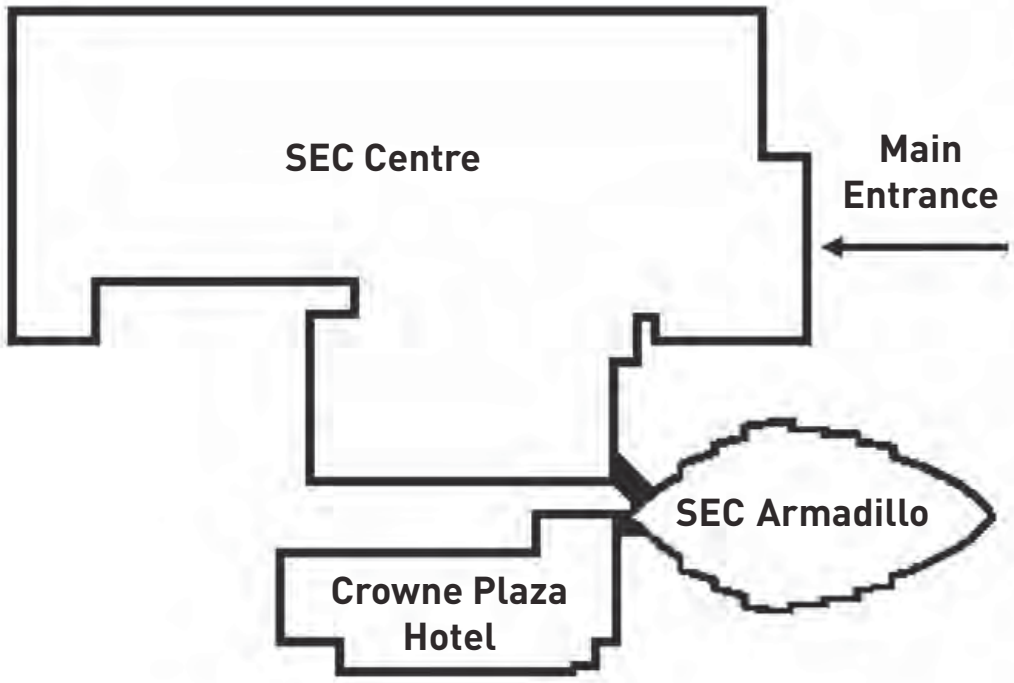
L1	First Language
L2	Second Language
LA	Learner Autonomy
LAM	Leadership & Management
le	The presentation is for a less-experienced audience
LIT	Literature
LLA	Language Learner Autonomy
LT	Learning Technologies
LTO	Language Teaching Organisation
MALL	Mobile Assisted Language Learning
MaW	Materials Writing
MD	Materials Development
Memcom	Membership Committee
MoEs	Ministries of Education
NEST	Native English-Speaking Teachers
NNEST	Non-Native English-Speaking Teacher
NNS	Non-Native Speaker
NQT	Newly-Qualified Teacher
p	The presentation focuses on Primary Teaching
PCE	Pre-Conference Event
PLN	Professional Learning Network
PRON	Pronunciation
RES	Research
s	The presentation focuses on Secondary Teaching
SEN	Special Educational Needs
SIG	Special Interest Group
t	The presentation focuses on Tertiary Teaching
TA	Teacher Association
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TBT	Task-Based Teaching
TD	Teacher Development
TEA	Testing, Evaluation & Assessment
TEFL	Teachers of English as a Foreign Language
TESOL	Teachers of English to Speakers of Other Languages
TEYL	Teaching English to Young Learners
TTEd	Teacher Training & Education
VLE	Virtual Learning Environment
WMIS	Wider Membership Individual Scheme
WMS	Wider Membership Scheme
YLT	Young Learners & Teenagers

FLOORPLANS

The following pages contain floorplans of -

- **The Crowne Plaza Hotel**
- **The SEC Centre**
- **The SEC Armadillo**

You will also find pull-out copies of all the maps at the end of this section for you to remove for easier carrying.



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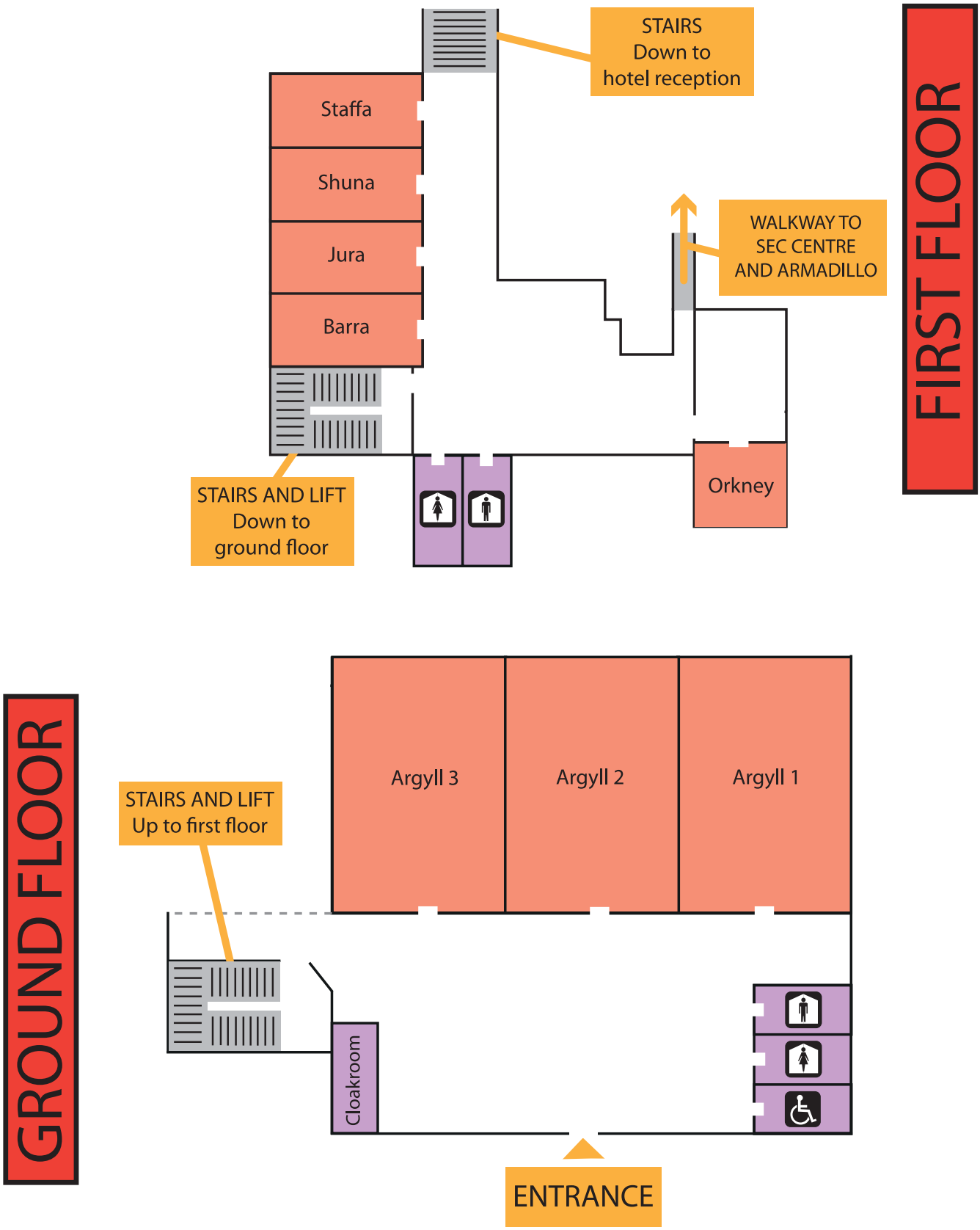
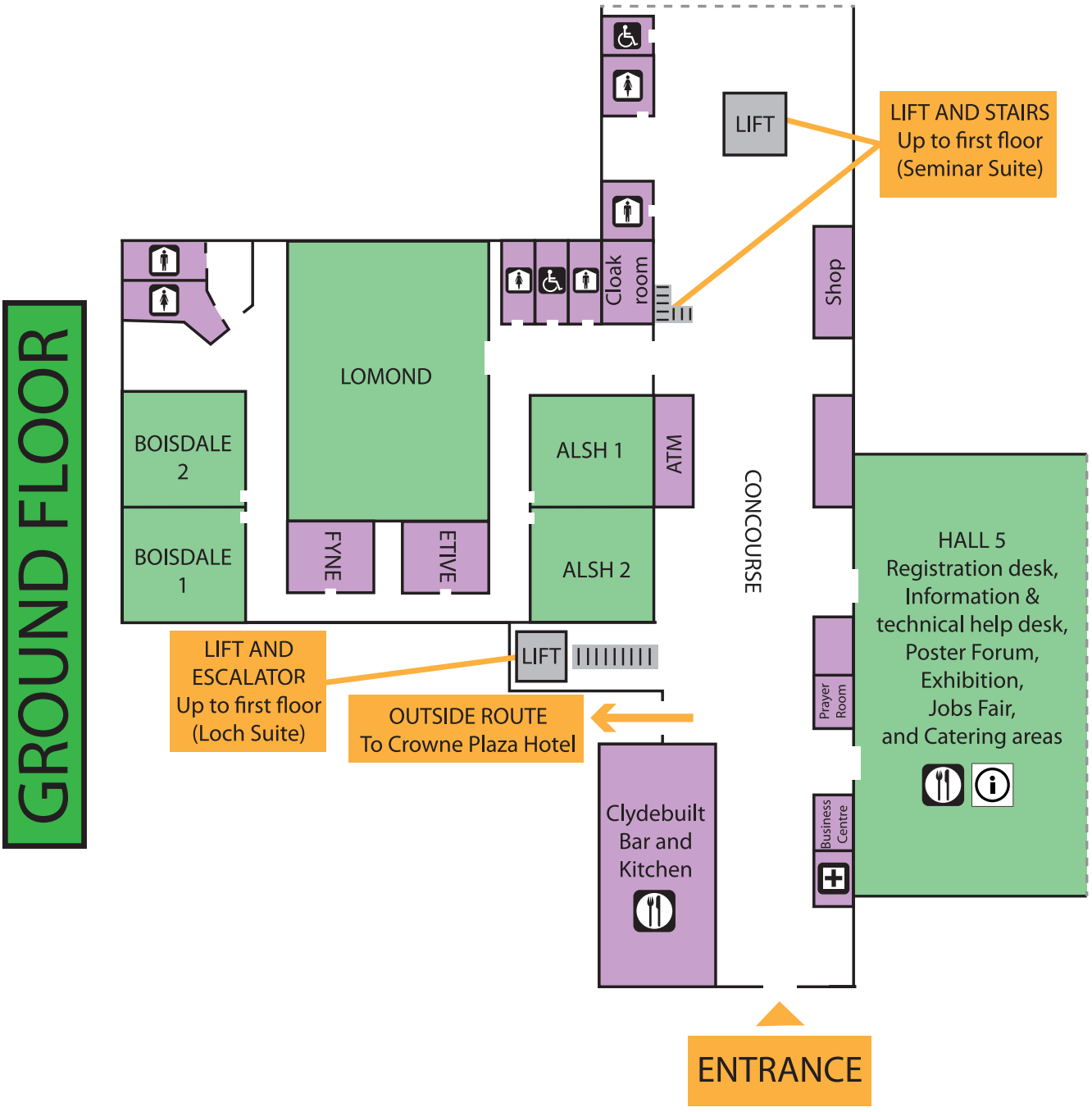
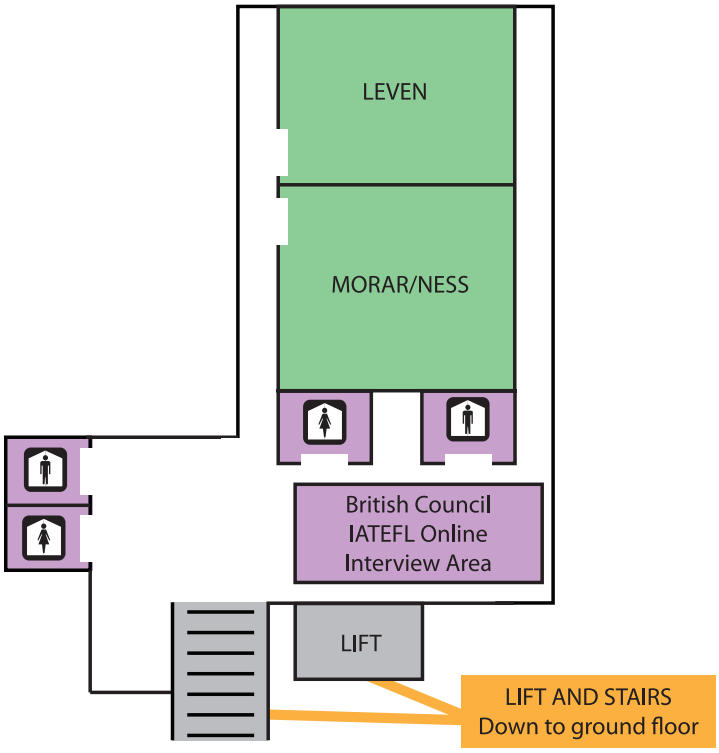
CROWNE PLAZA HOTEL



SEC CENTRE

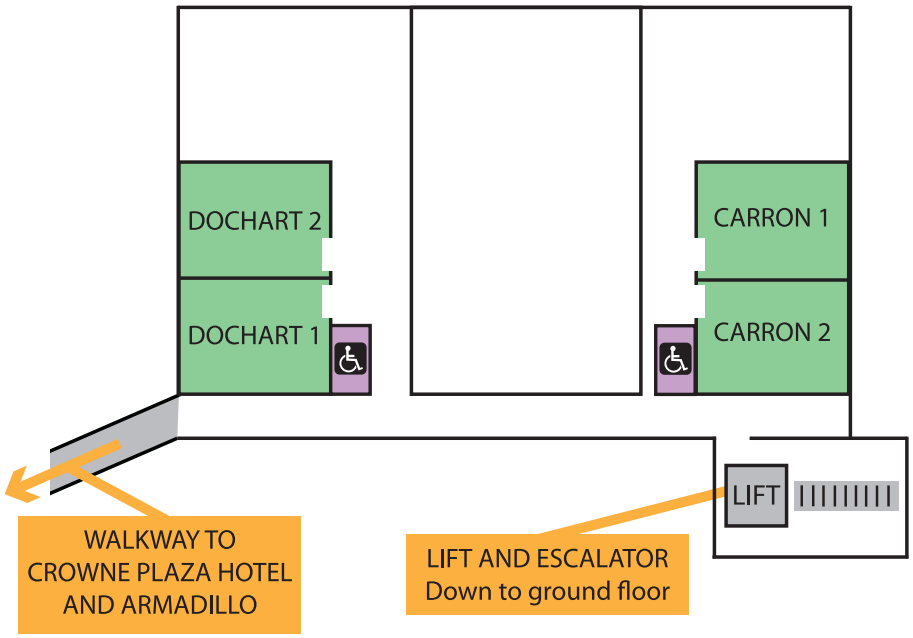

GROUND FLOOR
LIFT
LIFT AND STAIRS
Up to first floor
(Seminar Suite)
Cloak room
Shop
LOMOND
BOISDALE 2
BOISDALE 1
FYNE
ETIVE
ALSH 1
ALSH 2
ATM
CONCOURSE
HALL 5
Registration desk,
Information &
technical help desk,
Poster Forum,
Exhibition,
Jobs Fair,
and Catering areas
Prayer Room
Business Centre
LIFT
LIFT AND
ESCALATOR
Up to first floor
(Loch Suite)
OUTSIDE ROUTE
To Crowne Plaza Hotel
Clydebuilt
Bar and
Kitchen
ENTRANCE

SEC CENTRE

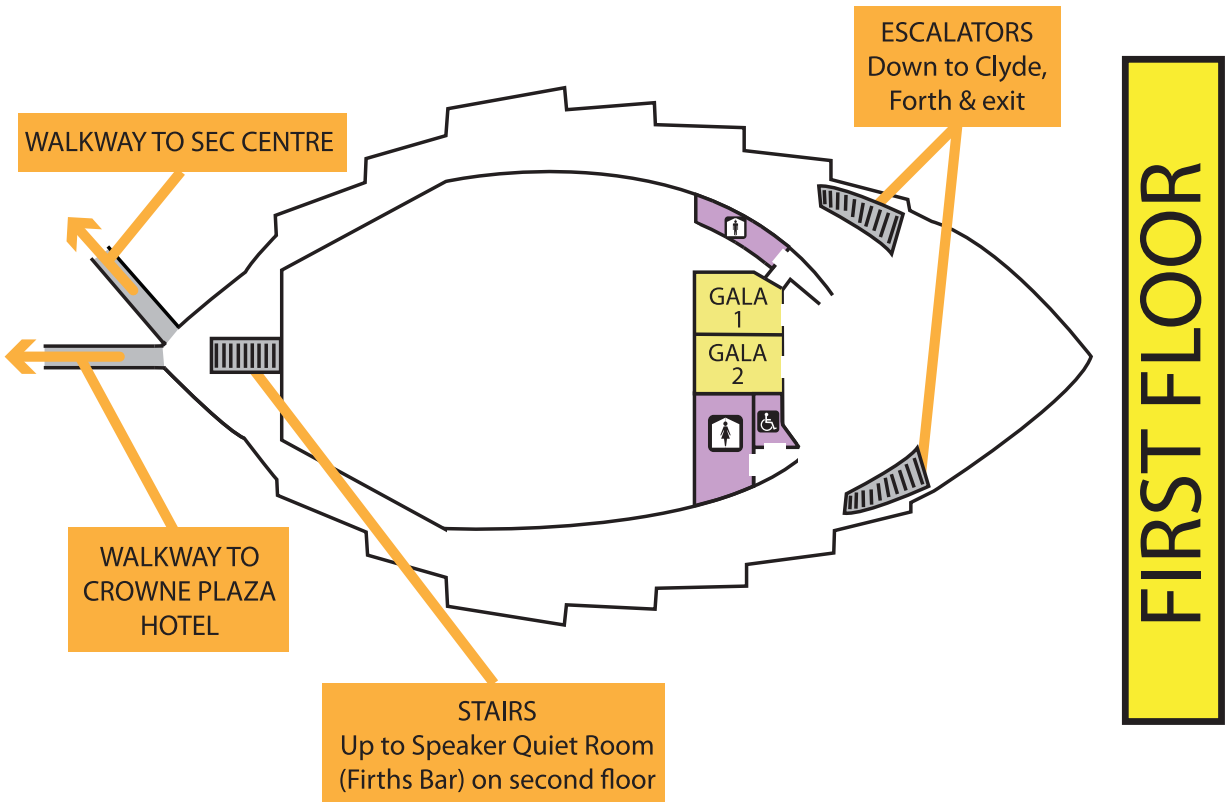


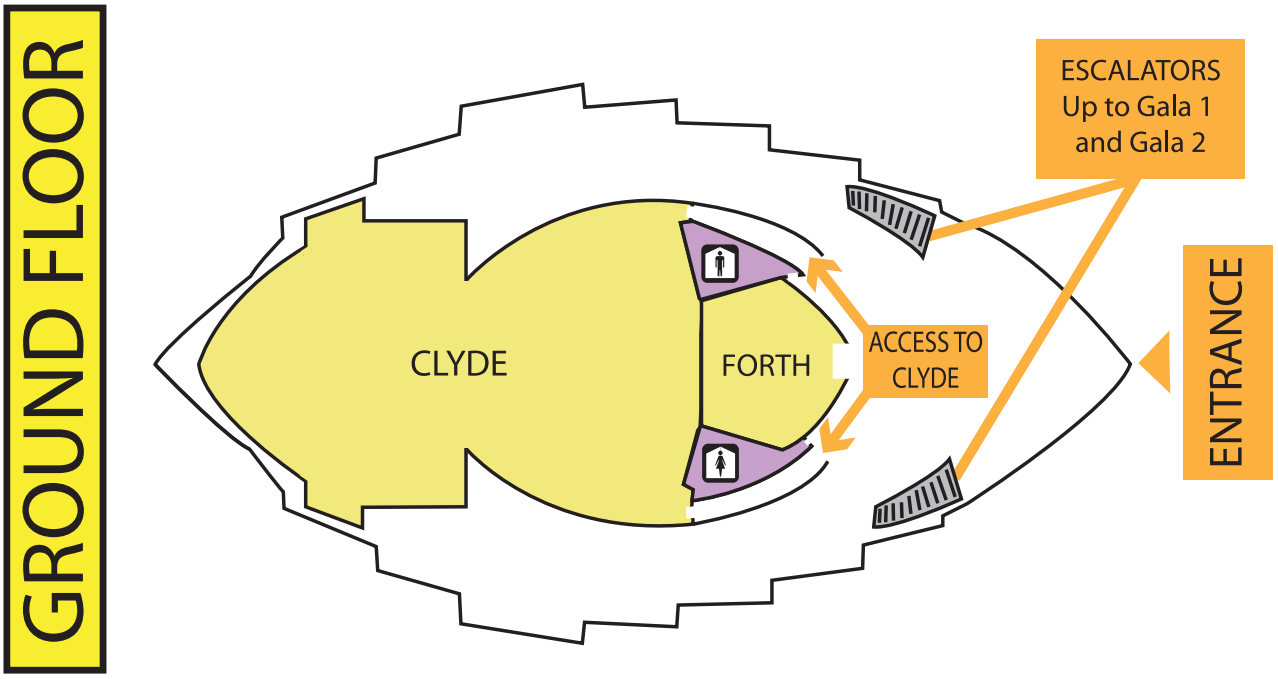
SEMINAR SUITE
FIRST FLOOR

LOCH SUITE
FIRST FLOOR



SEC ARMADILLO





Tuesday
Overview Page

TUESDAY 4TH APRIL (see pages 49-98)

ROOM		0815-0845 & 0900-1020	1.1 1040-1125	1125-1200	1.2 1200-1305 1200-1230	1.2 1200-1305 1235-1305	1305-1410	1.3 1410 - 1420	1.4 1435-1505	1.5 1520-1550	1.6 1605-1650	1650-1725	1.7 1725-1830 1725-1755	1.7 1725-1830 1800-1830
Hotel Ground floor	Argyll 1	See pages 49-50	Using non-fiction CLIL texts to … Gemma Fanning	Tea/Coffee Break	The study of appraisal in … M L Bervejillo	Advanced grammar in … P Hands et al	Lunch Break	POSTER PRESENTATIONS	Developing global competency in ELT C Jones & B Goldstein	Developing teachers in a … Eric Baber et al	Improving competence for … Sam McCarter	Tea/Coffee Break	LGBT issues are global issues… Thorsten Merse	Raising students' … K Groeblinger
	Argyll 2		Grammar in the context of task… Jane Willis		What we talk about when we … L Clandfield et al	Facilitating meaningful … Deirdre Cijffers			Engaging students: lessons from Elvis … Mike Riley	The selfie classroom … John Hughes	Teaching grammar for all … D Norrington-Davies		Making extensive reading work M Benevides	Extensive reading … L Speer et al
	Argyll 3		Accelerating fluency in … Paul Seligson		Company X seeks competent … M Mayor & D Baker	International students: can … Gary Hicks et al			The genuine article (you couldn't make… Sue Kay	What vocabulary at which … V Beningo et al	Activities that affect attitudes Tony Prince		Motivation to use English online … Martin Lamb et al	Building learners' … Kirill Ignatov
Hotel First floor	Barra/Jura	**0815-0845** How to … (Susan Barduhn) **in Alsh 1** & How to… (George Pickering) **in Alsh 2** & How to… (Graham Hall) **in Boisdale 1**	Engaging, achievable … Johanna Stirling		Forum on Listening Clive Shaw, Kirti Kapur & Marie Willoughby				Plenary follow-up session Gabriel Diaz Maggioli	Discussion, debate and dialogue in … Margit Szesztay	Activating games … F Dedeurwaerder-Haas		ELT grammar: what is it? … Graham Burton	Eats, shoots, leaves … J Marks
	Orkney		Contrasting British & Italian … Peter Anderson		Motivating students of ESP… Albena Stefanova	Engaging students in … Irene Shiu Ping Tsoi			Pakistan diaries: teacher … Naziha Ali Jafri	Follow-up strategies to better INSET … Salam Affouneh	Using the tablet in the classroom J Macphail et al		Reflections on a reading … S Kutluturk et al	Situating advanced … B R Adhikari
	Shuna		Exploratory practice … Judith Hanks		Genre features of published … Robert Cooper	Postgraduate students … Clare Furneaux			Is seeing always believing? … Stephanie Aldred	A portrait of a novice English … Ella Ait-Zaouit	IATEFL Research SIG Open Forum		Teachers and students' tales … Loreto Aliaga	The experimental … Chris Edgoose
	Staffa		Maslow's pyramid and a teacher's … Yusara Anwar		Training outside the box … Rose Aylett	Reflective teaching … A Aghvami			Symposium on Teaching learning strategies to English learners Birsen Tutunis, Carol Griffiths, Christine Goh, Anna Uhl Chamot, Jill Robbins & Miroslaw Pawlak				Fake it till you make it: critical … Rania Zaki Ahmed	Developing the 21st Century … R Mucciolo
SEC Armadillo	Clyde Auditorium		Telling and retelling: the … J Harmer et al		ELT Journal Debate ELF is interesting for researchers, but not important for teachers & learners				Not again? A new revised edition of … Michael Swan	Writing methodology … Scott Thornbury			British Council signature event Language for Resilience	
	Forth		Getting pronunciation … Adrian Underhill		A.S. Hornby Eductional Trust Scholars' Presentation Factors influencing English …				Interactive Language Fair (1435-1620) See pages 73-77				Outside in: bringing new technology perspectives to ELT Geoff Stead et al	
	Gala 1		The imagined classroom … Roy Bicknell		Technology and efficient learning Karen Wilkins	ESOL student engagement … A Iosifidou			Building fluency and comprehension in … Julia Koifman	Tailoring teacher training Robert Williams	Developing awareness to … Joanna Watson		An innovative approach: the … Gamze Sayram	Enhancing development … V Colwell
	Gala 2		Vocabulary learning with a … Viktoryia Zelianko		Developing creative and … M Constantinides	Feedback, feedforward … Ben Dobbs			Sink or swim? Preparing trainees for the EFL … Dita Phillips	What is the teacher … S Lesniewski	Promoting learner autonomy in … Maria Parker et al		Using Eaquals' guidelines to … Chris Farrell et al	Training teachers to … Paola Trejo
Loch Suite Ground floor	Alsh 1		ELT materials writing … K Bilsborough		Forum on Digital materials Paul Slater, Paul Sweeney, Laurie Harrison & Nick Robinson				How can classroom teachers become … Joep van der Werff	Strategy development in … Denise Santos	Self-publishing ELT materials Dorothy Zemach		50 years of women in EFL … B Magoga	IATEFL MaWSIG Open Forum
	Alsh 2	**0830-1730** Exhibition open (**Hall 5**)	Academic reading - effective skills … Deborah Hobbs		Forum on Blended learning Ahmed Ali Saleh Al Ajmi, Julia Stanton & Maria Norton				How technology helps students listen out for … Reeza Awoodun	Making pronunciation … M McKinnon et al	Speaking fluency and language … Cath Brown et al		A beginner's guide to … Michael Jones	Student-built corpora: do … M Urmston et al
	Boisdale 1		From can't to can: changing our … David Petrie		Can assessment be formative … Ilya Denisenko	Mind the gaps (in high-stakes…) Christien Lee			Maximising collaboration in oral English testing … Susanna Wickes	Malpractice in language … Anna Soltyska	Communicative language … E Galaczi et al		IATEFL TEASIG Open Forum	Guilty as charged? Testing in the dock F O'Dell & R Whitehead
	Boisdale 2		The creative thinking gap … Judit Feher		Forum on Online and F2F CPD for … A Talebzadeh, L Afkhami, SK Biswas, J Parnham & G Puranik				Don't feed the troll! Moderating a teaching… Michael Harrison	Talkman Language … Natalie Menezes	The disappearing teacher Emi Slater		Dialogue in the classroom S Zhavoronkova	Social spaces for language … Cem Balcikanli
	Lomond	**0900-1020** Opening & Plenary session by Gabriel Diaz Maggioli **in Clyde Auditorium**	Transforming teenagers into … Joan Kang Shin		Projects: a tool to develop … Leticia Moraes	Drama with a small d Nick Bilbrough			Aligning parental objectives with young … Shay Coyne	Creativity in the language … Samuel Lefever	Assessing children through… C Giannikas		Homework: some practical issues Penny Ur	IATEFL YLTSIG Open Forum
Loch Suite First floor	Carron 1		Music on my mind - music in the … Alexandra Haas		Data 101 - Making sense … Neil Ballantyne	Knowledge about … Aysegul Salli			Refugees, relevance and revenue: EFL in … Thomas Jones	Open badges: a new way to … R Vaughan et al	Teaching pronunciation … Piers Messum		English medium instruction in … Jeevan Karki	Impacts of… M Arfa Kaboodvand
	Carron 2		How to motivate and retain … Ross Thorburn		Managing a language centre… Alena Hradilova	Is there a leader in you? Bita Rezaei			Managing diversity: are we blind to our … Vinicius Nobre	Cognitive distortions and … M-A Sachpazian	Looking into 'the marrow' … D Kurtoglu Eken		Making management … Andrew Hockley	IATEFL LAMSIG Open Forum
	Dochart 1		Brown and Levinson … Jo Gakonga		Forum on EMI Z Sevastianova, L Klymenko, A Sudhershan & C Skiniotou				Reflection and review on a part time CELTA R Clark & C Morand	Maximizing learning through… Carla Carlini	Teacher development… Anna Hasper et al		Developing learners' independence in … Maria de los Angeles Reyes Figheroa	Developing young military… A S Jawad
	Dochart 2		Classroom interactional … E Meade-Flynn		Writing: is little and often the … Anna Young	The magic egg: reducing L1 … M Mooney			Nurturing professional development online … Tilly Harrison	Teacher development … Ana Garcia-Stone	Make way for the Millennials … Andy Johnson		Why do new teachers cry? Barbara Roosken	Perceptions of positive … J Inozu et al
Seminar Suite	Leven		Using short videos to raise … B Saric-Cvjetkovic		Global product pitch … A Preshous et al	Liquid account or current … Evelina Miscin			The IELTS tick sheet – transitioning teachers … Greg Archer	I link therefore I am: why does it … Huw Jarvis	Lose those words: how to write … E de Chazal		Forum on Speaking in a BE/ESP … Ian Michael Robinson, Elena Matveeva & Mehvar Turkkan	
	Ness		Portraying yourself online … Sophia Mavridi		Forum on Online teaching skills K Heuert Galvao, B Caldwell, N Ichaporia & J Castanos				Will it blend? Does blended learning … Eftychis Kantarakis	Peer observation via … Willy Cardoso	Leaving home - teaching … Alicja Galazka		Introducing novice teachers to … H Donaghue et al	Reflective practice … L Painter-Farrell

1140-1155 - POP-UP PRESENTATION - See page 34 (Time to visit the exhibition)

1320-1350 - How to get the most out of this conference (Alsh 1) – See page 49 (Time to visit the exhibition)

1315-1330 - POP-UP PRESENTATION - See page 34

Please see pages 68-69 for the details of poster presenters who will be present at their poster during Session 1.3

POP-UP PRESENTATION (Time to visit the exhibition)

See page 98 for Tuesday's evening events.

Wednesday
Overview Page

WEDNESDAY 5TH APRIL (see pages 101-145)

ROOM		0815-0845 & 0900-1000	2.1 1020-1125 1020-1050	2.1 1020-1125 1055-1125	1125-1200	2.2 1200-1210	2.3 1225-1255	1255-1415	2.4 1415-1500	2.5 1515-1545	1545-1620	2.6 1620-1705	2.7 1720-1825 1720-1750	2.7 1720-1825 1755-1825
Hotel Ground floor	Argyll 1	See pages 101-102	Teaching and research ... C Lethaby et al	Increasing individual ... M Calvert et al	Tea/Coffee Break	POSTER PRESENTATIONS Please see pages 113-114 for the details of poster presenters who will be present at their poster during Session 2.2	Is what we know, what ... Alan Maley	Lunch Break	Teaching life skills to children Carol Read	Bringing together communicative ... Sarn Rich	Tea/Coffee Break	Critical thinking activities in the ... Richard Harrison	Forum on IELTS Svetlana Petrovskaya, Mercedes Foligna & Ian Lebeau	
	Argyll 2		Rules, regularity & ... Anthony Bruton	Grammar rules, OK? Bruno Leys			Choosing the right ... A Green		Telling YOUR stories Andrew Wright	Parents, teachers, learners ... Emma Cook		The joy of word formation Richard Hillman	Forum on Reading Wei-Wei Shen, Helene Demirci & Tatiana Kozhevnikova	
	Argyll 3	**0815-0845** How to … (Alison Schwetlick) **in AIsh 1** & How to… (Madeleine du Vivier) **in AIsh 2** & How to… (Daniel Xerri) **in Boisdale 1**	The 'filter': critical ... V Vasudevan	Content is king: swapping ... Steven Baker			Compound/ complex ... Richard Davie		Planning your IELTS teaching at lower ... J Tomlinson et al	Blend but not bland: creating a ... Ivy Rudd		Creating dynamic reading and ... Kathy Johnson	Using adaptive algorithms for ... David Booth	Can teachers trust ... P Seddon et al
Hotel First floor	Barra/Jura		Forum on ESP/EAP course design P Levrai, A Bolster, Z Alam, R Khan, N Farida, M Neophytou & A Athanasiou				It's all in the song ... Chris Meoli		Creative testing: a contradiction in ... Charles Hadfield	Visual culture in ELT Andreia Zakime		Creative writing in EFL classrooms ... Corne Ferreira	Virtual reality in the EFL class Raquel Ribeiro	Discovering 'Dogme ... Jing Sun
	Orkney		21st Century language ... M M Etedali	Web resources: a weapon to ... M Adhikari			EFL teacher cognition of ... Xuying Fan		Using literature and creative writing to ... Stella K Smyth	Critical thinking in the intercultural ... Pawel Sobkowiak		I like to move it! Zeljka Jakusic Cejka	Lecture comprehension ... Holi Ali	Communication training and ... Tanja Psonder
	Shuna		Investigating candidates' ... Lucy Passmore	To mediate or not to ... B Chovancova			Developing practical ... U Fuerstenberg		Are you a 21st Century teacher? Maria Heron	Turning the beast into a beauty ... G Unlu & S Aras		Teaching writing using model texts Gabrielle Lambrick	Process writing in exam ... Georgios Chatzis	Teachers' beliefs, and ... K Chattopadhyay
	Staffa		I love learning English Birgul Gulener	Can we motivate our ... S Monteiro da Silva			Blended and adaptive ... Y Wang et al		The art of corrective feedback Emilia Siravo	Encouraging ESP students to use ... M Cyrankowska		Cummins' competency ... Nesreen El-Nesr	Tribute Session See page 137	
SEC Armadillo	Clyde Auditorium		Forum on MOOCs Sheona Gilmour, Rustom Mody, Chris Cavey & Martin Peacock				The future of English ... David Graddol			Developing teacher talk Jamie Keddie		Beyond demand high - making ... Silvana Richardson	New Oriental Signature Event Global Standards - Local Needs	
	Forth		Managing student ... C Walsh et al	In one ear and out the other ... L Kennedy			Vocabulary power ... Martin Beck		Knowledge-for-teaching ... Donald Freeman	Context, analysis, practice: the ... Jason Anderson		Storytelling for a better world David Heathfield	Digital myths, realities and ... Mary Whiteside	Using immersive ... S Rogerson et al
	Gala 1	**0830-1730** Exhibition open (**Hall 5**)	Testing times! My 40 years' ... Diana Metzner	Strategies for teaching ... Rida Thabet			A response to WEs through ... R Neiriz Naghadehi		Raising teaching quality & learner ... Ryan Parmee	Exploiting current affairs ... G R L Sampaio		Using culturally-sensitive ... Glenn Tucker	IATEFL Teacher Training & Education Special Interest Group Open Forum	
	Gala 2		How can centres of ... Mike Chick	More than 'just a teacher' ... Kerrilee Barrett			Who counts? Bilingual ... K Fincham-Louis		Celebrating diversity with teenagers in ... M N & M A Gungor	Bad language? Are taboo words in ... Chris Walklett		Integrating identity literacy activities ... David Cooke	SQA ESOL National 5 and ... Mark Watson	IATEFL ES(O)L SIG Open Forum
Loch Suite Ground floor	AIsh 1		More value and values in the ... Graciela Alchini	Scheme of work and ... Nassira Houat			How to secure your status ... Rob Howard		Corpora and business English ... Radwa Younis	From Argentina to Zambia ... c Graham		From teacher to business owner Heather Hansen	IATEFL Business English Special Interest Group Open Forum	
	AIsh 2		Help yourself resources ... P Humphreys	A How-To guide for ... T Gifford et al			Flipped learning for ... Saima Abedi		ELT through powerful ... Linda Ruas	Strategies for speaking tests ... G Bellhouse et al		Teaching well-being to teens Rachael Harris	Attachment in the young learners .... Nathan Thomas	The elephant in the classroom... S Xerri Agius
	Boisdale 1	**0900-1000** Plenary session by Sarah Mercer **in Clyde Auditorium**	Accent: are we bovvered? Mark Hancock	Headsets measuring ... S M E Sullivan			Owning English ... Sarah Grech		How to give feedback on ... Laura Patsko	Achieving phonology's ... Adam Scott		Designing personalised ... Louise Guyett	Rhythm matters? Rhythmic training ... E Wanat & R Smith	IATEFL PronSIG Open Forum
	Boisdale 2		Self-access and ... C J Everhard	Why M-reader works ... A Bradford			What works best for ... B Knight et al		Working with migrant ... S Wagner et al / IATEFL LASIG Open Forum	Learner-centered, active listening ... Michelle Schirpa		Personalised and independent ... S Taylore-Knowles	Forum on Authentic language use ... EunJoo Byun, Yoojin Kim & Hye-jeong Kim	
	Lomond		Forum on Gamification and ... Heike Philp, Letizia Cinganotto, Elena Peresada & Peter Davidson				Under pressure ... Louis Rogers		Creating learning: helping the ... Chaz Pugliese	Keeping learners hooked Ziad Dajani		Proficient at what? Paul Dummett	Forum on Academic Writing J MacDonald, B Althaus, C Atkinson Del Grazia & Shih-Chieh Chien	
Loch Suite First floor	Carron 1		We are what we read: how... Jane Spiro	IATEFL TDSIG Open Forum			I don't want to be a ... Lizzie Pinard		Be overt not covert! David Byrne & Mark Heffernan	De-idealising the heteronormative ... Angelos Bollas		"Am I good enough?" and ... Nick Bell	Forum on Reflection Munirah Hanafi, Diana Pena Munoz & Shireen Irziqat	
	Carron 2	**0935-0955** Pop-up presentation (see page 34)	Making time for change ... Shirley Norton	Brain traps for creative ... N Bagdavadze			The view of the child in ... Gail Ellis et al		How understanding humour can ... Rosemary Westwell	So you're leaving today? Nice to ... Ben Butler		Speaking images – using pictures for ... Cosima Wittmann	Fighting academic dishonesty ... E Popkova	How to cheat at English Paul Davies
	Dochart 1		Creative use of language ... Geoff Tranter	The Little English ... T Gruenbaum			Teacher-assessors ... T Alder et al		Big picture teaching Ken Lackman	Access to English through U.S. .. J Uhler & J Kiendl		Extended discourse: from closed ... Robert Watson	ELT strategies in a depressed ... Agnes Ada Okpe	English & soft skills in the ... Kiros Langston
	Dochart 2		Support and accountability... Rhona Brown	Applying differentiation... A Douglas			Pedagogical content ... A Abdel Razeq		Demanding high of grammar exercises Natallia Kaliuzina	Meaningful use of digitally ... M V Saumell		Creative approaches to intercultural ... David Valente	Boosting student confidence in ... Sophie Farag	Motivating students to ... Ruby Vurdien
Seminar Suite	Leven		Using stories to develop ... V Esteves	Once upon a time or ... Maria Diakou			Lexis and exam ... Sharon Hartle		Promoting L2 speaker identity ... Bede McCormack	They won't talk Julie Butters		Magic in the middle: top-down ... Jo Greig	Forum on ICT D Joshi, S Anic-Antic, V De Wilde & D Laire	
	Ness		To avoid plagiarism ... Susan Esnawy	Integrating paraphrasing ... Barbara Howarth			Measurable marketing ... J Bygrave		Creating challenge for the teenage ... Niki Joseph	Online preschool English in ... Claire Selby		Academic reading skills for IELTS ... Louisa Dunne	Teaching doctoral students to talk ... A Humphry-Baker	Developing ESP students'... S Hadjiconstantinou

1140-1155 - POP-UP PRESENTATION - See page 35 (Time to visit the exhibition)

1310-1410 – IATEFL AGM in Clyde Auditorium
1315-1330 & 1350-1405 - POP-UP PRESENTATIONS - See page 35 (Time to visit the exhibition)

1600-1615 POP-UP PRESENTATION - See page 35 (Time to visit the exhibition)

See page 145 for Wednesday's evening events.

Thursday
Overview Page

THURSDAY 6TH APRIL (see pages 147-196)

ROOM		0815-0845 & 0900-1000	3.1 1020-1125 1020-1050	3.1 1020-1125 1055-1125	1125-1200	3.2 1200-1230	3.3 1245-1255	1255-1400	3.4 1400-1505 1400-1430	3.4 1400-1505 1435-1505	3.5 1520-1605	1605-1645	3.6 1645-1715	3.7 1730-1815
Hotel Ground floor	Argyll 1		More than meets the eye ... E Hodgson et al	Cans of worms and ... Steve Brown		Listening: ways out of the fog John Field			Forum on Engaging teachers in ... Adam Edmett, Kirsteen Donaghy & Katherine Martinkevich		Plenary follow-up session Sarah Mercer		Plenary follow-up session JJ Wilson	Rediscovering dialogue ... Andrew Walkley
	Argyll 2		Forum on CLIL Jennifer Skipp, Zhivka Ilieva & Claudia Connolly			Should grammar ... Ian Cook			Using project work for ... S Randall	Structuring learning ... Philip Bird	Formality and register in exam... Malcolm Mann		More than just a coursebook... Chris Jory et al	Assessment and motivation in ... Craig Thaine
	Argyll 3		Forum on Teachers' associations Liana Hyde, Abayneh Haile, Laxman Gnawali & Alan Simpson			That was intense. What... Richard Storton			Forum on Innovation in teacher development: Iranian, Indian ... S Sarabi-Asl, C Buckley & K Sarkar		Deskless teaching - a space odyssey Stephen Reilly		We are. We can. We teach. Kirsten Holt	Negotiating internationally ... Adrian Pilbeam
Hotel First floor	Barra/Jura	See pages 147-148	Continuing professional ... A de los Santos	Sustaining the impact of ... V Pradhan		Enhancing capacities for ... Le Tran			Forum on Young learner teacher training B Erkmen, H Hall & H H Uysal		Toolkit for creating ... Marian Crandall		A syllabus for listening ... R Cauldwell	Infusing teaching materials and ... Gad Lim
	Orkney		Must I teach like that? A research... R Cervantes Desouches	Who should take ... Sultan Zeydan		How to increase ... I Born-Lechleitner			Action research ... Aidan Holland	Action research: a ... Ahsan Mahmud	Introducing and bringing them ... Krupa Raguram		The portfolio revolution ... A P Gasparini	Cultural diversity in writing skills S A Bennett
	Shuna	**0815-0845** How to … (Jeremy Day) **in Alsh 1** & How to… (Chia Suan Chong) **in Alsh 2** & How to… (Andy Hockley) **in Boisdale 1**	Collaborative curriculum ... D Slaouti et al	Together everyone ... M A Gundogdu		Using successful ... Sally Ali			Staff appraisal to impact ... M Cintra	Motivating the troops ... Niall Lloyd	Mind mapping for Business ... R Mendez Morrain		Hot teaching spots Maha Hassan	Helping build the achievers of the... Nicolas Dantaz
	Staffa		Continuing professional ... S Kurysh et al	New beginnings ... Beril Yucel		Demand high – not just for ... G Davidson et al			Constructing an MEd ... M Allan	Students' experiences ... V Viana et al	Motivate your teenage ... S Kurochkina		Developing writing tasks ... M Dunlop et al	Using a three-dimensional ... Roslyn Young
SEC Armadillo	Clyde Auditorium		Teaching young learners: all just fun and games? Marianne Nikolov et al		Tea/Coffee Break	Everyday innovation ... Marco Scarola	POSTER PRESENTATIONS Please see pages 165-166 for the details of poster presenters who will be present at their poster during Session 3.3	Lunch Break	Validating your ... S Davila et al	Making progress visible Ian Wood	The reader's voice: keeping ... Steve Oakes	Tea/Coffee Break	telc Signature Event Who watches the Watchmen? Assessing the Assessors	
	Forth		Forum on TP feedback Kateryna Protsenko, Rebecca Brown & Tracy Yu			Easier said than done ... A Raper et al			Interactive Language Fair See pages 171-175				Myths & monsters ... Nicky Hockly	The teacher technology ... Gavin Dudeney
	Gala 1		Reading intervention in... A Montenegro	Measuring critical reading ... P L Bustos Gonzalez		How can we monitor and ... Clare Hayward			51+ years in English ... B Beaven	How to become a ... Marina Kladova	Achieving level 3 continuing ... George Pickering		Musical blending of ... K Sharma	Teaching very young learners ... T Koutoukis
	Gala 2		A corpus study of teacher ... Eric Nicaise	Linking adverbials ... O Vassallo		The native speaker ... Sarah Hopkyns			Using observation ... S Sabbagh	Observations: one form does not ... A De la Vega Carregha	Through a child's eyes Jennifer Dobson		See-Think-Wonder - an ... A Zaparucha	How to build learner ... Nicola Perry
Loch Suite Ground floor	Alsh 1	**0830-1645** Exhibition open (**Hall 5**)	Feedback through film ... M Ellman	Addressing the... J Stansfield et al	1140-1155 POP-UP PRESENTATION - See page 36 (Time to visit the exhibition)	Uncovering hidden ... Peter Watkins		1305-1320 POP-UP PRESENTATION - See page 36 (Time to visit the exhibition)	The other 97% ... Gemma Archer	Research into practice ... P Rogerson-Revell	Easing the pain of language ... Bill Harris	1615-1630 POP-UP PRESENTATIONS - See page 36 (Time to visit the exhibition - The exhibition closes for good at 1645)	The British Council's ... Ellen Darling	Asking the right question: using ... Tom Beakes
	Alsh 2		Journeys into the unknown ... S Summers	Support for managers ... Sarah Bryan		How communication... Julia Warner			Creating a quality ... S Brewster	Program review - is it on your ... E Vardar Solak et al	A fun and easy way to teach ... Marianne Jordan		Joined-up thinking in ... J Gulyamova et al	Using positive psychology ... Candy Fresacher
	Boisdale 1		How to create your own ... David Read	Videos created by ... D Conheeney et al		Connected development ... David Dodgson			Helping our teenage ... J Budden	IATEFL LTSIG Open Forum	It's behind you! Green ... Joe Dale		It's a many splendored ... Daniel Xerri	Whispers and coffee beans ... Amadeu Marin
	Boisdale 2	**0900-1000** Plenary session by JJ Wilson **in Clyde Auditorium**	Extensive reading in translation Peter Grundy	IATEFL LitSIG Open Forum		Learning and teaching ... Elena Vaneyan			Rewriting classics ... Robert Hill	Exploring and performing ... John Gardyne	Shakespeare lives! (in the ... Francis Prescott		The difference literature ... S Duncan et al	From art to writing Malu Sciamarelli
	Lomond		What do teachers ... V Berry et al	Specializing in ELT testing ... Zeynep Urkun		Making an impact ... K Stannett			Forum on Teacher identity Hiroko Tsujino, Sue Garton, Fiona Copland & Ashok Sapkota		Positive psychology in ... Herbert Puchta		Following the patterns ... Hugh Dellar	How to create amazing ... Mel Rosenberg
Loch Suite First floor	Carron 1		Empathy in language ... Kieran Donaghy	IATEFL GISIG Open Forum		ELT, critical literacy and ... A Maia et al			Hot topics: exploiting ... Kathryn Aston	Bringing the humane ... E Yastrebova	Becoming mindful teachers to ... Tanya Meyer		Five bold student... Judy Boyle	Treading softly: tackling -isms ... Katy Muench
	Carron 2		Customising feedback to ... F Muliterno	Giving feedback to ... S Quandt et al		Teacher talk as a ... Monica Poulter			NESTs and NNESTs ... K Krummenacher et al	Learners mentoring ... Ahmed Bashir	Listening to the experts ... L Edwards et al		Cutting through the ... Ben Beaumont	Readers' theatre: a call for ... M M Sharma
	Dochart 1		Teaching everybody ... Mercedes Viola	Making ELT accessible to... R Dantas Silva		Small talk: supporting ... Alastair Roy			IATEFL Inclusive Practices & SEN Special Interest Group Open Forum		Engaging with neurodiversity ... Phil Dexter		Second language ... B Indrarathne	Creating an inclusive ... A M Smith
	Dochart 2		Forum on Academic writing Niki Canham, Will Hutton & Edward Moran			Formative assessment ... Sheri Bos			Teaching the language of ... Evan Frendo	Wake up! Get ready for life! ... H Katrnakova	Building bridges... C Mitsaki / IATEFL ESPSIG Open Forum		Scaffolding talk in an EAP ... M Heron et al	Two's a crowd? Making ... Mandy Bright
Seminar Suite	Leven		Lessons from a creative ... Helen Legge	TED-ED: a tool for ... Rasha Halat		Independent vocabulary ... Aida Sahutoglu			Symposium on Teacher-research for difficult circumstances R Smith, P Rebolledo, A Pinter, R Mathew, M Evans, A L Gokturk Saglam & H Kuchah				SAMR: a model of tech- ... John Arnold	Silent videos, talking teens ... Fiona Mauchline
	Ness		Forum on Mentoring Beatriz Bologna, Nadia Shukri & Seden Eraldemir Tuyan			Miss Grammar meets Mr ... L Piccolo			Managing student ... L Beddard et al	The love/hate relationship ... E Gun Alayafi et al	Ways of promoting fluency Mary Tomalin		What's the effing ... Simon Dunton	Frameworks of teacher ... Richard Rossner

See page 196 for Thursday's evening events.

Friday
Overview Page

FRIDAY 7TH APRIL (see pages 197-212)

ROOM		0815-0845 & 0900-1000	4.1 1020-1050	4.2 1105-1135	1135-1210	4.3 1210-1255	1310-1430
Hotel Ground floor	Argyll 1	See pages 197-198	Would I say that? Ed Pegg	Listening testing: making it real Sheila Thorn	Tea/Coffee Break	Language-rich doodling activities for very young learners Caroline Linse	**Clyde Auditorium** **1310-1430** **Plenary session by Imtiaz Dharker** **and closing of the conference**
	Argyll 2		Teacher development through bespoke video … Teti Dragas	A mobile VocabApp (not just) for students of … Christine Sick		Developing higher-level vocabulary for the IELTS Academic Writing … Sarah Philpot	
	Argyll 3		Five steps to prepare your students for the 21st … Natassa Manitsa	The potential impact of Progress on English … T Kamimura & S Matsuda		Using music (not songs) in the language classroom Hanna Kryszewska	
Hotel First floor	Barra/Jura		Using peer feedback to engage learners and … Helen Strong	ELT excellence – strategies for teachers' … Jenny Giambalvo Rode		Using drama in teaching and learning conversational discourse Bourahla Djelloul	
	Orkney		Support in English teaching communities and novice … Gloria Romero	"I don't speak English. I just studied it at school." Lauren Robbins et al		Breaking the routine by utilizing quick response (QR) codes Derya Ilgin Yasar	
	Shuna		How to cultivate a growth mindset in YL EFL … Sophie Handy	Impact of high-stakes examinations in China … Xiangdong Gu		Personal knowledge management tools for professional development Elena Kuznetcova	
	Staffa	**0815-0845** How to … (Silvana Richardson) **in AIsh 1** & How to… (Tania Pattison) **in AIsh 2** & How to… (Caroline Moore) **in Boisdale 1**	A localized EFL method for kids with significantly … Mahdi Tabesh Pour	A virtual community of practice for teacher … Sue Leather		Much more than spelling: dictations revisited Urs Kalberer	
SEC Armadillo	Clyde Auditorium		Let's listen to the learners Brian Tomlinson	Motivational teaching: engaging young people ... Nicholas Thorner			
	Forth		Language from the real world: authentic video ... P Warwick & A Blustin	Homework that works: getting the most from ... Graham Skerritt		TED talks for teens: an idea worth spreading Daniel Barber	
	Gala 1		The why of leading: communicating your ... Doris Suchet	How to use data to improve your distance ... David Weller		Long live exam prep! Lindsey Clark & Kyle Dugan	
	Gala 2		The impact of task design on students' motivation ... Kasim Koruyan	Making thinking visible with technology in … Maria Laura Garcia		The impact of emotion and affect in our learners L Marin & S Gutierrez Saldana	
Loch Suite Ground floor	AIsh 1		Writing skills and automated feedback Edward Briscoe	Plenary follow-up session Jane Setter		How to assess student writing reliably and speedily with ... Stephen Bax	*We thank all delegates, sponsors and exhibitors for attending this event and wish you a safe onward journey….* *… and hope to see you next year at the Annual Conference in Brighton (10-13 April 2018)*
	AIsh 2		Integrating plurilingual practices in ELT in a ... Angelica Galante	Helping pre-service native UK TESOL ... Rhian Webb		Young learners, storytelling and story-making! Karen Saxby	
	Boisdale 1		Teamwork: making sense of authentic dramatic ... Sarah Simpson	Cross-medial encounters with classics ... Max von Blanckenburg		Making business English more motivating with SCARF Stephan Rinke	
	Boisdale 2	**0900-1000** Plenary session by Jane Setter **in Clyde Auditorium**	Exploding the corporate structure: Chami - a ... R Basak & R Kirsch	Hit the ground running: managing intensive ... Julie Wallis		Working with classroom assistants Renuka George	
Loch Suite First floor	Carron 1		Using e-portfolios to develop pronunciation ... Catarina Pontes	Analyzing data on lesson plans: opportunities for ... Jaqueline Fernandes		Pathways to success: discovering your creativity and purpose in ELT Dina Blanco-Ioannou	
	Carron 2		Teaching and assessment: the English language ... Jonathan Frank	2b or not 2b? That is the CELTA feedback ... Jacqueline Douglas		Teaching with tremendous tongue twisters Margit Tera	
	Dochart 1		Desert island descriptors: where do our values lie? Simon Marshall	Beyond the coursebook: the successes and … B Segura Harvey et al		Reading a text: snore no more! Oksana Dzyuban	
	Dochart 2		ELT in Uzbekistan: English for teaching or teaching ... Svetlana Khan	Developing self-regulated learning skills through ... H. Douglas Sewell		What now? Creating a customised professional development plan Rubens Heredia	
Seminar Suite	Leven		Learners' voice and video recordings as homework ... A Guzik & N Guzik	The English classroom as a talent show Maria Estela Ribeiro Jardim Rondon		Grasping the nettle of fast speech: developing listening skills Shaun Sweeney	
	Ness		Dialogues and diagrams in teacher education Richard Chinn & Melissa Lamb	Assessing EAP speaking skills using integrated tasks Joanna Wrzesinska		Teaching meeting skills to students in tertiary education Maarten Schrevel	

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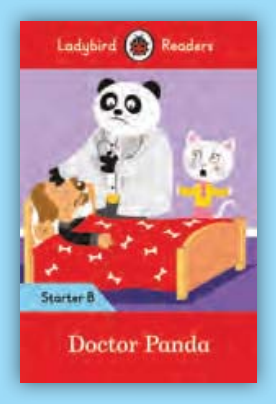

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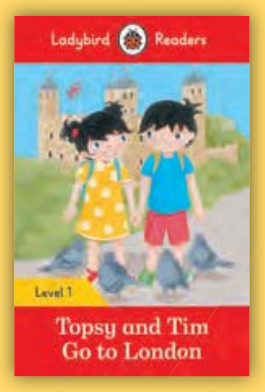

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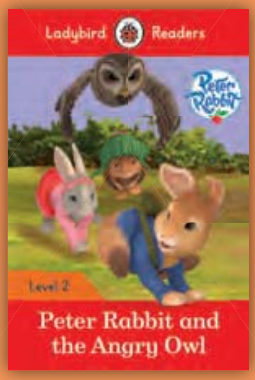

July 2017

LEVEL 3

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LEVEL 4

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