



**43rd**  
**ANNUAL**  
**INTERNATIONAL**  
**IATEFL**  
**CONFERENCE**  
**AND**  
**EXHIBITION**  
**CARDIFF**



**31<sup>st</sup> MARCH – 4<sup>th</sup> APRIL 2009**  
**Cardiff City Hall and Museum**

**We would like to invite you, your colleagues and students to join us in Cardiff.**

**IATEFL's 43<sup>rd</sup> Annual International Conference and Exhibition** will be held at the City Hall and the National Museum in Cardiff, Wales, UK.

Cardiff is a young capital city that is compact, vibrant and cosmopolitan. Delegates will be charmed by the combination of old and new that unite to create an exciting modern city.

The City Hall and National Museum stand in the heart of the city, just a 20-minute walk from Cardiff Central train station and bus station.

The Cardiff conference promises to be every bit as exciting as the previous conferences. We have a number of novel attractions to entice you and plan to provide you with a Welsh flavour and a memorable experience. Associates' Day and Pre-Conference Events will take place on Tuesday 31<sup>st</sup> March, followed by the conference and exhibition from Wednesday 1<sup>st</sup> to Saturday 4<sup>th</sup> April.

The conference will bring together ELT professionals from around the world to discuss, reflect on and develop their ideas. The conference programme will offer many opportunities for professional contact and development. It involves a four-day programme of over 300 talks, poster presentations, workshops, panel discussions and symposiums. It also gives delegates a chance to meet leading theorists and writers, and exchange ideas with fellow professionals from all sectors of ELT, as well as enabling them to see the latest ELT publications and services in the resources exhibition.

*Front cover images supplied by Amgueddfa Genedlaethol Cymru (National Museum of Wales).*

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# GENERAL INFORMATION

## Venue and dates

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

## Getting to Cardiff & the venues

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

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

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

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

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

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

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

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

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

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

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

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

Also check individual train companies' sites to see if you can get a cheaper fare directly - see [www.firstgreatwestern.co.uk](http://www.firstgreatwestern.co.uk) and [www.virgintrains.com](http://www.virgintrains.com)

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

Some tips on getting the best rail fares:

- Buy in advance. Virgin Trains and First Great Western, for example, release some cheap tickets weeks in advance.

- When searching for the best deal, use websites such as [www.nationalrail.co.uk](http://www.nationalrail.co.uk) and [www.thetrainline.com](http://www.thetrainline.com) to get information on times and fares, but check individual train company sites too because they will often offer the cheapest fares.

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

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

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

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

Access from west Wales is by the M4.

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

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

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

Timetables and prices can be obtained from National Express at [www.nationalexpress.com](http://www.nationalexpress.com)

Megabus operates an inexpensive service from Central London. See [www.megabus.com](http://www.megabus.com)

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

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

## Car parking

Tokens for parking by the National Museum can be bought from the museum's admissions desk. Hotel car parking is generally available and

the City Hall and National Museum are within walking distance of most hotels.

## To pre-register as a delegate

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

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

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

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

## Local delegates

The last 24 hours of the conference (from lunchtime Friday 3<sup>rd</sup> to lunchtime Saturday 4<sup>th</sup> April) is a special 'Local Day' for ESOL and EFL teachers who live or work in Wales - if you live or work in Wales and aren't able to attend the whole conference, come and take advantage of this opportunity to join our conference and exhibition for the final 24 hours. The 'Local Day' programme provides the following opportunities:

- An exhibition displaying the latest ELT materials

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

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

## Pre-registered delegates

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

## Onsite registration for new delegates

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

## Registration opening times

### PCE delegates only

Tuesday 31 March 0800-0945

### Conference delegates

Tuesday 31 March 1030-1830

Wed 1 April 0800-1730

Thursday 2 April 0800-1730

Friday 3 April 0830-1730

Saturday 4 April 0830-1100

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

be allowed access to that talk only.

## Internet Café

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

## Accommodation

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

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

If you do not have access to the Internet, you can request an accommodation booking form by emailing

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

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

Alternative accommodation can also be viewed at [www.visitcardiff.com](http://www.visitcardiff.com)

**Booking online is strongly advised - visit [www.iatefl.org](http://www.iatefl.org)**

## Meals

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

cafés and restaurants within easy walking distance.

## Cancellations and insurance

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

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

## Conference attendance donations

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

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

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

## International delegates

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

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

## Conference timetable

### Tuesday 31<sup>st</sup> March

0900-1700 Associates' Day  
1000-1700 PCEs

### Wednesday 1<sup>st</sup> April

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

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

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

### Thursday 2<sup>nd</sup> April

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

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

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

### Friday 3<sup>rd</sup> April

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

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

### Saturday 4<sup>th</sup> April

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

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

1200-1300 - Final Plenary Session by Claudia Ferradas.

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

## Exhibition

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

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

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

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

## Exhibition opening times

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

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

## Programme information

### Important Programme Note

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

### IATEFL Special Interest Groups (SIGs)

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

### Signature events

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

### Plenary sessions

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

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

### Wider membership individual scheme (WMIS)

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

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

For UK tax payers using Gift Aid, the Inland Revenue donates an extra 28p for every £1 received. Please tick the Gift Aid box on your envelope.

### Addresses of the venues

**Cardiff City Hall**  
Cathays Park  
Cardiff CF10 3ND  
UK

**National Museum**  
Cathays Park  
Cardiff CF10 3NP  
UK

## IATEFL LOCAL CONFERENCE COMMITTEE

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

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

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

## IATEFL CONTACT DETAILS

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**Web - [www.iatefl.org](http://www.iatefl.org)**

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# PRE-CONFERENCE EVENTS (PCEs)

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

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

**ELT Management** on Achieving a better work/life balance

**English for Specific Purposes** on English for the Workplace (E4WP) in the 21<sup>st</sup> Century

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

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

**Learning Technologies** on Learning through digital games

**Literature, Media & Cultural Studies** on Exploring young adult fiction

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

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

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

**Learner Autonomy** on Promoting Learner Autonomy: Processes and Practices

## How to pre-register for a PCE

Delegates who wish to attend a PCE on Tuesday 31<sup>st</sup> March should send a conference registration form to IATEFL. The registration forms have been designed for delegates who wish to attend the PCE, or the conference, or both. You can also register online at [www.iatefl.org](http://www.iatefl.org).

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

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

Preliminary details of the PCE programmes follow.

## Young Learners

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

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

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

## **ELT Management**

### **Achieving a better work/life balance**

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

The practical topics covered will include:

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

## **English for Specific Purposes**

### **English for the Workplace (E4WP) in the 21<sup>st</sup> Century**

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

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

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

The keynote speakers for the event on 31<sup>st</sup> March 2009 in Cardiff include:

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

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

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

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

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

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

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

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

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

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

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



## **ES(O)L**

### **Pushing the boundaries in the ES(O)L classroom**

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

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

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

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

## **Global Issues and Teacher Development**

### **That wouldn't work for me, would it?**

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

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

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

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

## **Learning Technologies**

### **Learning through digital games**

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

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

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

## Literature, Media & Cultural Studies

### Exploring young adult fiction

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

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

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

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

## Pronunciation

### Lessons from spontaneous speech for the teaching of listening and pronunciation

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

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

This will be a workshop which teaches you:

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

Details of presenter:

Dr Richard Cauldwell

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

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

## **Teacher Training & Education**

### **Teacher Trainers' and Educators' Development**

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

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

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

## **Testing, Evaluation & Assessment**

### **Language Placement Tests: the status quo vs. actual needs**

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

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

- Is there an "ideal" means of placing language learners in their levels accurately?
- Should the test be computer adaptive or should there be human scoring?
- Is there an "ideal" length? How many items should it have?
- Should it be testing all the skills or just contain grammar and vocabulary items?
- What are some of the "ideal" task types?
- How does one interpret test results and set the cut-off scores?
- How does one determine the correlation between different versions of the same test?
- How does one maintain test fairness and avoid test bias?
- Should student evaluation be a part of the placement procedure?
- Should there be mechanisms of re-testing for more accurate placement? When and how?
- Should there be mechanisms to cater for misplaced students? When and how?

Our speakers will be:

Prof. Barry O'Sullivan, Roehampton University, London  
Dave Allan, NILE (Norwich Institute for Language Education)  
Dr. John H.A.L. de Jong, Pearson Language Tests  
Simon Beeston, Oxford University Press  
Susan Sheehan, The British Council

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

For the abstracts, the program and further details, please refer to [www.teasig.org](http://www.teasig.org)

## **Learner Autonomy**

### **Promoting Learner Autonomy: Processes and Practices**

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

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

#### *Draft programme:*

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

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

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

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

Coffee Break

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

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

Audience & speakers - Question and answer session

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

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

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

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

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

Coffee Break

Annamaria Pinter (UK) - Young learners and autonomy

Mario Rinvulcri (UK) - Autonomy in story-listening

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

Organisers - Ending the day: closing remarks

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

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

## **Associates' Day**

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

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

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

# EVENING EVENTS

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

## **Tuesday 31<sup>st</sup> March**

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

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

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

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

## **Wednesday 1<sup>st</sup> April**

### **Tales from Wales**

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

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

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

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

David returns to his roots in South Wales to search for answers. Feel free to tell a story or recite a rhyme yourself. All cultures and languages most welcome! David has worked in ELT since 1986. He makes his living as a storyteller, teacher and teacher trainer and is the author of the teacher resource book *Spontaneous Speaking: Drama Activities for Confidence and Fluency* in the DELTA Publishing Professional Perspectives series as well as numerous articles on drama, fluency, creativity and storytelling techniques.

### **Poetry Reading by Michael Swan**

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

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

#### **Hosted by Jeremy Harmer and Adrian Underhill**

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

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

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

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

## **Thursday 2<sup>nd</sup> April**

### **Play with your voice**

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

Come and join Frankie Armstrong at this stress-free event.

### **20 x 20**

#### **The IATEFL 2nd annual Pecha Kucha Evening**

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

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

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

## **Friday 3<sup>rd</sup> April**

### **A Portrait of Wales**

Enjoy an evening event with IATEFL Patron, David Crystal.

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

### **Music recital**

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

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

# DAYTIME EXCURSIONS

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

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

## **Tour to the Brecon Beacons National Park**

**Wednesday 1<sup>st</sup> April - 1330-1730**

**£20**

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

## **Tour of Caerleon and Monmouth**

**Thursday 2<sup>nd</sup> April - 1130-1730**

**£20**

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

## **Tour of the Gower Peninsular**

**Friday 3<sup>rd</sup> April - 1130-1730**

**£20**

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

# PREVIEW OF PRESENTATIONS

## (PROVISIONAL)

### WEDNESDAY

#### APPLIED LINGUISTICS

TBL and ELF: two sides of the same coin?  
Dave Willis

Politics and pedagogy in ELT: the case of EIL/ELF  
Alan Waters

Gender identities in Pakistan: affecting language learning?  
Uzma Abdul Rashid

Interlanguage and error stabilization in second language acquisition  
Endang Fauziati

A case study on listenership – backchannels and turn structural episodes  
Keiko Tsuchiya

Helping learners notice *and remember* chunks of language  
Seth Lindstromberg

Classroom perspectives on the European Language Portfolio (ELP)  
James Askham

Revolutionary GSD-method: applied linguistics for beginners!  
Danijela Bojanic & Boban Gajic

Grammar acquisition enhancement - a project  
Zeljka Babic

Are immigrant communities in Britain preserving their native languages?  
Najma Husain

Japanese students' self-reported error analysis on the TOEIC test  
Wakako Pennington

#### BUSINESS ENGLISH

FAQs when designing and running Business English courses  
Fiona Dunlop

Understanding BULATS reading and language knowledge  
Russell Whitehead

How to get 'real life' communication in the business classroom  
David Townhill

#### ELT MANAGEMENT

FAQs when designing and running Business English courses  
Fiona Dunlop

Promoting autonomous language learning  
Kittitouch Soontornwipast & Virasuda Sribayak

Super specific segmentation - enhancing parent-student-teacher communications  
Maria Norton

#### ENGLISH FOR ACADEMIC PURPOSES

Seven wonders of advanced English grammar: phenomena, patterns, pedagogy  
Edward de Chazal

Content matters in ESP  
Richard Alexander

Putting the pieces together - helping students with collocation  
Colin McIntosh

Empowering students as innovation in ELT teaching of writing  
Blerta Mustafa

Originality and plagiarism: challenges in the classroom  
Nadya Yakovchuk

How to make your students speak - and enjoy the process?  
Lauri Tolkki

#### ENGLISH FOR SPECIFIC PURPOSES

Content matters in ESP  
Richard Alexander

Empowering students as innovation in ELT teaching of writing  
Blerta Mustafa

Reasons for promoting the teaching of business English in Angola  
Leonardo Makiesse Ntemo Mack

Listening for sense: aural/oral skills in ELT and beyond  
Gloria Sampaio

Negotiated learning: an answer to learner-led course design?  
Gerald McClean

Originality and plagiarism: challenges in the classroom  
Nadya Yakovchuk

#### ES(O)L

Rhythm, rhyme, repetition, reasoning and response in oral storytelling  
David Heathfield

Meeting the reading literacy needs of secondary EAL pupils  
Yvonne Foley

DIT's dynamic speech corpus and the new learning paradigm  
Dermot Campbell, Marty Meinardi, Bunny Richardson & Yi Wang

Make the most of your multilingual classroom  
Frederike Westera & Rosa van Wezel-Giammanco

Iranian English language teaching curriculum and communicative pedagogy  
Mahdi Dahmardeh

Towards a model of triangulated microteaching evaluation  
Anne Ma

#### GENERAL

A methodology for teaching spoken English  
Mario Rinvolveri

Helping students advance  
Lindsay Warwick

Tools for teaching teenagers  
Gary Anderson

Ten reasons to love lists  
Lindsay Clandfield

Communication in English: soft skills in and for the workplace  
Maureen Franks

Body language - let's see real communication  
Elaine Gilmour

Difference, medals, models and angels - keeping students motivated  
Jeremy Harmer

On being a teacher - management skills versus leadership qualities  
Herbert Puchta

Concept questions as a tool for analysing language  
Graham Workman

Exploiting non-formal language learning opportunities on study abroad programmes  
Philip Hoare



**GENERAL continued**

Towards a social perspective of learning style preferences  
Hany Ibrahim

Online training courses for pre-service teachers  
Jenny Johnson

Extensive writing: how to mark it  
Barry Cusack

Wordcraft for the loreless: William Barnes, lexical reformer  
Jonathan Marks

Changing the way the world learns English  
Michael McCarthy

Learn and practise grammar in context with *Oxford Living Grammar*  
Sarah Parsons

Mindsets in EFL: beliefs about a 'talent' for languages  
Sarah Mercer

An approach to identifying common qualities of good writing teachers  
Wei-Wei Shen

Learners' perspectives on using an online forum for IELTS preparation.  
Yijen Tsai

Perceptions of Saudi PYP students about the IEP at King Saud University  
Fayez Alghamdi & Yousif A Alshumaimeri

Teaching Welsh to adults as a second language  
Geoff Wright & Frank Bonello

Revisiting texts for greater language benefit  
Jeff Stranks

**GLOBAL ISSUES**

Raising awareness of equality and diversity in TEYLs  
Sue Hicks

Global citizenship in Brazilian and Peruvian contexts: impossible is nothing!  
Léonor Marin & Debora Balsemao Oss

TBL and ELF: two sides of the same coin?  
Dave Willis

Children's literature as a change agent  
Irma-Karina Ghosn

Make the most of your multilingual classroom  
Frederike Westera & Rosa van Wezel-Giammanco

Track map - routes for teacher training in developing countries  
Andrew Jones

Global English: new developments; implications; British Council activity/innovation  
Meenu Bajaj

I Speak ELF, EIL, WSSE, and offshore English  
Bethany Cagnol

**LEARNER AUTONOMY**

Speech rhythm patterns of non-native English  
Takeshi Tarui

Developing learner autonomy with university students  
Olena Korol

Promoting autonomous language learning  
Kittitouch Soontornwipast & Virasuda Sribayak

How to become a (more) successful language learner  
Ene Peterson

'My verbs are blue.' - 'Mine are yellow.'  
Michele Bachmann & Katie Head

Classroom perspectives on the European Language Portfolio (ELP)  
James Askham

**LEARNING TECHNOLOGIES**

Teachers - how technology can ensure their voice is heard  
Susan Sheehan

Digital storytelling in second language learning and teaching  
Kirsty McGeoch

Connect! Communicate! Collaborate! Social networking for learners and teachers  
Graham Stanley

Supporting virtual networks in the East Asia region  
Caroline Tees

ELT meets the blogosphere  
Burcu Akyol

Improving freshman students' oral English with MP3 lessons  
Reima Al-Jarf

What's in a WORDLE? Vocabulary learning made fun  
Tilly Harrison

How to make your students speak - and enjoy the process?  
Lauri Tolkki

**LITERATURE, MEDIA & CULTURAL STUDIES**  
Popular culture in the classroom  
Kathryn Chamberlain

Drink, drugs and knives - how they help me teach English  
Liz Plampton

Reading beyond the text: making connections  
Robert Hill

Read all about it! Short story deals with social issue!  
David A Hill

A gothic tale  
Ceri Jones

Using young adult literature to explore cultural values in EFL  
Jennifer Schumm Fauster

**MATERIALS DESIGN**

Seven wonders of advanced English grammar: phenomena, patterns, pedagogy  
Edward de Chazal

Internet-based activities in the EFL classroom - do they work?  
Pavla Machova

Speech rhythm patterns of non-native English  
Takeshi Tarui

Using tactical testing to supplement your teaching portfolio  
Roger Randall

Stop to be silly  
Nick Bilbrough

Teaching the essentials: satisfying students' needs (and wants!)  
Hugh Dellar

Reading beyond the text: making connections  
Robert Hill

Utilising Analytic Hierarchy Process in materials selection  
Shigeo Kato

The advantages of using scenarios in the general English classroom  
David Falvey

Speaking: evaluating theoretical and methodological approaches in course books  
Julie Norton

A gothic tale  
Ceri Jones

What's in a WORDLE? Vocabulary learning made fun  
Tilly Harrison

**PRONUNCIATION**

From tots to teens: onestopenglish resources for the notoriously hard-to-please  
Claire Pye & Lucy Williams

## PRONUNCIATION continued

Integrating pronunciation into teaching: why neglect?  
Birgul Gulener

DIT's dynamic speech corpus and the new learning paradigm  
Dermot Campbell, Marty Meinardi, Bunny Richardson & Yi Wang

The place of pronunciation in current ELT manuals: a review  
Vasiliki Kanellou

Some ideas to take home to make pronunciation more fun  
Emine Oguz

## RESEARCH

Meeting the reading literacy needs of secondary EAL pupils  
Yvonne Foley

Making sense of words: the *English Profile Wordlists* project  
Annette Capel

Interacting in the classroom with technology  
Josefina Santana

An investigation into Willis's Task Based Learning (TBL) model  
Julie Constantine

Uses of yes/no vocabulary testing software  
Olivia Riordan

Gender identities in Pakistan: affecting language learning?  
Uzma Abdul Rashid

Formative EFL assessment tools: students' vs. teachers' perspectives  
Yasmine Salah El-Din

Supporting virtual networks in the East Asia region  
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A case study on listenership – backchannels and turn structural episodes  
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I Speak ELF, EIL, WSSE, and offshore English  
Bethany Cagnol

Jack's story: a Chinese postgraduate student at a UK university  
Liz Wray

Local English teachers and responsibility of maintaining proficiency in English  
Ali Bastanfar

Revision in different contexts: computer-based vs. pen-and-paper  
Ya-Chin Tsai

English beyond the classroom: cartoon characters as teacher aides  
Radmila Popovic

'I can make a difference': male student teachers in ELT  
Sibel Ariogul

Iranian English language teaching curriculum and communicative pedagogy  
Mahdi Dahmardeh

Are immigrant communities in Britain preserving their native languages?  
Najma Husain

Teaching grammar to young learners through stories: a classroom experiment  
Danae Tsapikidou

Is observing 'seeing'? student-teachers' experiences of observations in their practicum  
Shosh Leshem

## TEACHER DEVELOPMENT

The parable of the black swan (and hopeful solutions)  
Martyn Coulter

The Tao (of) Te(a)Ching  
Diarmuid Fogarty

My learning diary: reflections on learning words and making mistakes  
Richard Gallen

Joking in the classroom is no joke  
Tatiana Ivanova

Teacher development through team-teaching  
Allison Bill

Professional development pursuits of Turkish teachers: a success story  
Oya Buyukyavuz

Evaluating teacher training program impact from a wider perspective  
JoDee Walters

Enhancing composition teachers' awareness of their students' writing strategy use  
Shih-Chieh Chien

## TEACHER TRAINING & EDUCATION

The world of portfolios in EFL and CLIL  
Eveline C Reichel

NLP in education: it's not what you think  
Bonnie Tsai

Internet-based activities in the EFL classroom - do they work?  
Pavla Machova

Global citizenship in Brazilian and Peruvian contexts: impossible is nothing!  
Leonor Marin & Debora Balsemao Oss

Appropriate methodology and teacher training in context  
Kevin Balchin

Teachers - how technology can ensure their voice is heard  
Susan Sheehan

Teacher training in China: adapting traditions  
Jenny Pugsley

Teacher-trainers' attitudes towards language teacher education by distance  
David Hall

Practical tips for classroom research  
Huan Japes

Track map - routes for teacher training in developing countries  
Andrew Jones

Early literacy practices in TEFL: teacher educators investigate  
Inas Deeb & Valerie Susan Jakar

Teaching grammar to advanced learners: knowledge construction and knowledge activating  
Lubov Tsurikova

Loop-input method to inform in-service language teachers' classroom practice  
Mala Palani

Preparing pre-service EFL teachers for reflective practice: a Turkish experience  
Isil Gunseli Kacar

Local English teachers and responsibility of maintaining proficiency in English  
Ali Bastanfar

ELT for socially disadvantaged learners  
Sampa Chatterjee

Metaprograms in teacher education  
Feyza Doyran

Teachers' professional development  
Yousef H. A. Al-Maini

'I can make a difference': male student teachers in ELT  
Sibel Ariogul

Evaluating teacher training program impact from a wider perspective  
JoDee Walters

Towards a model of triangulated microteaching evaluation  
Anne Ma

Training trainers of teachers for primary innovations project in Thailand  
Laddawan Songka

Is observing 'seeing'? student-teachers' experiences of observations in their practicum  
Shosh Leshem

## TESTING, EVALUATION & ASSESSMENT

Helping teenagers do well at KET and PET listening  
Joanna Kosta

Using tactical testing to supplement your teaching portfolio  
Roger Randall

Making sense of words: the *English Profile Wordlists* project  
Annette Capel

A journey through speaking  
Gillian Mazici

Formative EFL assessment tools: students' vs. teachers' perspectives  
Yasmine Salah El-Din

'This cannot be an examination; we're having too much fun.'  
Vincent Smidowicz

## YOUNG LEARNERS

The child's imaginative journey and why it is so important  
Lucy Crichton

Raising awareness of equality and diversity in TEYLs  
Sue Hicks

From tots to teens: onestopenglish resources for the notoriously hard-to-please  
Claire Pye & Lucy Williams

Getting the most out of a story and enjoy it  
Magaly Villarroel

Dyslexia and learning a foreign language - helpful tips for teachers  
Karen White

The application of CLIL in a Japanese primary school context  
Tom Ledbury

Children's literature as a change agent  
Irma-Kaarina Ghosn

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Inas Deeb & Valerie Susan Jakar

Shifting from EFL to ELF: impact on policy and practice  
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Maria Norton

English beyond the classroom: cartoon characters as teacher aides  
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Mayumi Tabuchi

Training trainers of teachers for primary innovations project in Thailand  
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Andy Hockley

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Sharp listening: developing listening sub-skills  
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Adapting your classroom practice for senior learners  
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Creating interesting language exercises, and making language exercises interesting  
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Emotional intelligence and teaching  
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Student projects for global awareness  
Alice Svendsen

The ELT case for mainstreaming equality and diversity  
David Valente

Story books for cultural understanding with young learners  
Claudia Connolly

Aren't we placing too much emphasis on culture?  
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*Classware* - presentational software, with or without an interactive whiteboard

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Byron Russell

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How to squeeze 1,000 native English speakers into a classroom

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*New Inside Out Digital*: new pedagogies for the digital classroom

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Wordless books: an ideal genre for the YL classroom

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*Real Lives, Real Listening*: authentic listening materials for busy teachers

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Mojgan Rashtchi & Arshya Keyvanfar

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Integrating digital and print material in the primary classroom  
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White apples and red plums: teacher training through Zitkala Sa  
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Marinela Cojocariu

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Sit back, and let the learners do all the work  
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Engaging learners in literature  
Rob Duff

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Douglas Bell

Hidden messages: how ELT materials shape attitudes and promote citizenship  
Hanna Kryszewska

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Mark Lloyd

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David Forbes

Fancy throwing DARTs at your students? Now's your chance!

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Enhancing learner self-confidence by internationalizing models in Japan

Tomoyuki Kawashima

Varieties of spoken English: clichés, caveats and common sense

Frances Hotimsky

Adding colour to pronunciation instruction

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Teaching stress as greater respiratory system effort

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Using a dictionary for pronunciation and listening activities

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Speaking progression through catchy songs, rap and rhythm

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Visible pedagogy in the adult ESOL classroom

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Mirosław Pawlak

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Linguistic ecology, language use and English sentence comprehension among pupils

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The professional development of the critical global educator

Maureen Ellis

Assessment made easy for teacher development

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Good language student, better language teacher!

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Volunteer teachers: valuable resource or waste of space?

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In Rome, think in the Roman way?

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Using e-learning for teacher training and continuing professional development

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Understanding the craft of the experienced teacher

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Get them involved and keep their motivation

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Accelerated language learning

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Really teaching the four skills

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Separate realities: the different 'worlds' of ELT, and the implications

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Developing - like it or not

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Preservice ELT teachers' concerns through classroom observations and student teaching

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Beyond CPD: making organisational learning visible

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On the edge

Rhoda McGraw & Sian Howells

Do you speak Russian better wearing Cossack boots?

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Develop yourself!

Gregory Gobel

The key to knowing how to ask the right questions

Funda Cetin & Kismet Funda Akgul Zazaoglu

Metaphors for the teacher in Cambodia and Hong Kong

Bill Littlewood

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Separate realities: the different 'worlds' of ELT, and the implications

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Uncharted waters: my journey from teaching to teacher training

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Develop yourself!

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Writing stories

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Assessing listening comprehension of young learners

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Lina Bayazid & Hind Al fadda

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Getting children talking  
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Teachers' use of L1 in primary school EFL classes  
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Speaking progression through catchy songs, rap and rhythm  
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The right reading level - young learners (5-12 years old)  
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The 'SECRET' of working with children  
Carol Read

Creative classroom ideas using drama, music and images  
Ken Wilson, Jamie Keddie & Hans Mol

Linguistic ecology, language use and English sentence comprehension among pupils  
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Individualisation in the foreign language classroom  
Tina Flacher

Action research in language teacher education  
Liesel Hermes & Friederike Klippel

Integrating an accuracy focus into a task-based approach using CMC  
Amanda Mason

Training intercultural communicative competence in the English language classroom  
Petra Stoll

Research and scholarship in teaching: an embedded approach  
Tanyasha Yearwood

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Michele C Guerrini

A critical look at challenges CBI creates for EAP instructors  
Aysen Guven

English and peace education - CLIL in action  
Vandana Jain

Teacher reflections on course planning in an EAP context  
Jerrad Langlois

Who is the CLIL teacher? Reflections from the TD/CPD classroom  
Sandra Lucietto

## **CULTURE IN ELT SYMPOSIUM**

Convenors: Yesim Bektas Cetinkaya & Kamile Hamiloglu

Interpretations of prospective teachers on EFL methods through cultural drama  
Kamile Hamiloglu

Behaving English as Venezuelans: some views on learning ESL  
Rosaura Hernandez Avila

An investigation of the sociocultural content of Turkish EFL textbooks  
H. Irem Kizilaslan

Communication, culture and responsibility  
Malcolm N MacDonald

## **ENGLISH FOR ACADEMIC PURPOSES**

Teaching writing and reading in EAP for the inexperienced teacher  
Sam McCarter

Teaching English for law: is it a trial?  
Jeremy Walenn

## ENGLISH FOR SPECIFIC PURPOSES

Teaching English for law: is it a trial?  
Jeremy Walenn

## ENGLISH IN HIGHER EDUCATION SYMPOSIUM

Convenor: Habsah Hussin

ESHTE's approach to teaching English for tourism purposes  
Ana Goncalves

ICT-related EFL teacher development in Chinese higher education  
Zhiwen Hu

English in higher education  
Habsah Hussin

## ENGLISH LANGUAGE TEACHING POLICY SYMPOSIUM

Convenor: Amna Bedri

English language teaching policy and globalisation  
Amna Bedri

Mainstreaming equal opportunities and diversity: what, how and why  
Liz Fishwick

Dragon or panda? China in the western eyes  
Liu Ying

## GLOBAL STANDARDS FOR GLOBAL ENGLISH SYMPOSIUM

Convenor: Shreesh Chandra Chaudhary

Condemned without crime: grammar translation method in ELT  
Shreesh Chandra Chaudhary

Destigmatizing non-standard lexico-grammatical forms in learner-English: rationale, gains and criteria  
David C S Li

Time for questioning native models in EFL: a non-native perspective  
Enric Llurda

Call centre communication: issues in UK industry outsourcing to Asia  
Jane Lockwood

Determining ELF intelligibility through authentic assessment  
Maria Parker

Cloze procedures to improve aural comprehension of unfamiliar phonemes  
Hiroki Uchida

## GRAMMAR TEACHING IN THE POST COMMUNICATIVE ERA SYMPOSIUM

Convenor: Anja Burkert

A text-level approach to grammar teaching at tertiary level  
Anja Burkert

Is this the grammar we should be teaching?  
Ricardo Sili da Silva

Frameworks for teaching lessons without planning  
Ken Lackman

Practising the spoken grammar of English  
Simon Mumford

## INTERCULTURAL COMPETENCE AND ELT SYMPOSIUM

Convenor: Peter Grundy

I can't teach that!? Intercultural competence in ELT  
Rudolf Camerer

*50 Ways to Improve Your Intercultural Communication Skills*  
Bob Dignen

Natives, non-natives and intercultural conversation  
Peter Grundy

Testing the untestable? Can intercultural communicative competence really be tested?  
Judith Mader

Intercultural communicative competence within the teacher cognition domain of inquiry  
Julio Cesar Torres Rocha

## LEARNING TECHNOLOGIES

Making the most of technology  
Gordon Lewis

## NEGOTIATED LEARNING SYMPOSIUM

Convenor: Lindsay Ellwood

What ESL learners expect from their teachers? Voices from Nepal  
Lekh Nath Baral

Missing the grade: making students responsible for their performance  
Elaine Boyd

Exploring methods of implementing negotiated syllabuses  
Lindsay Ellwood

Collaborative teaching: a first-time experience in a TEFL graduate class  
Hamid Marashi

## READING SYMPOSIUM

Convenor: Linda Jeffries

Vocabulary for reading or reading for vocabulary?  
Linda Jeffries

Beliefs about academic reading: effects of practice  
Diane Malcolm

Skim reading: a teachable skill?  
John Rodgers

What is said, what is done: reading in ELT textbooks  
Denise Santos

Does content knowledge affect reading performance?  
Mary Schedl

## RESEARCH, TEACHING AND MATERIALS FOR FCE, CAE AND PROFICIENCY SYMPOSIUM

Convenor: Martin Hewings

Key tips for approaches to FCE  
Annie Broadhead

Analysing grammar for CAE and proficiency: a corpus-based approach  
Martin Hewings

Bringing writing back into the classroom  
John Hughes

Success in *CAE Use of English*  
Jacky Newbrook

## TEACHER CERTIFICATION SYMPOSIUM

Convenor: Ismael Garrido

EFL/ESL teaching certification in Mexico  
Armando Gonzalez Salinas

A project in Bangladesh: recent development in ELT certification  
Judith Hudson

## TEACHER TRAINING & EDUCATION

Teaching writing and reading in EAP for the inexperienced teacher  
Sam McCarter

## **TEACHING THINKING IN ELT CLASSROOMS SYMPOSIUM**

Convenor: Tessa Woodward

Integrating higher order thinking skills in literature teaching  
Ahmad Amer

Using critical thinking on EAP courses  
Jim Carmichael

Let's think and learn  
Blanka Frydrychova Klimova

Teaching thinking through a genre-based approach to formal debate  
Catherine Matsuo

The role of stories in teaching thinking in EFL classrooms  
Idil Montesoglu

Thinking in class  
Tessa Woodward

## **THE ART AND ARTISTRY OF ELT SYMPOSIUM**

Convenor: Alan Maley

Shared creativity: exploring the interaction between cultural diversity and innovation  
Joseph Guerra

Looking at a bigger picture - literature and painting in ELT  
Chris Lima

The art and artistry of ELT  
Alan Maley

Unlocking linguistic creativity through music  
Benjamin Russell

## **VIRTUAL LEARNING – TOOLS AND SPACES SYMPOSIUM**

Convenor: Paul Sweeney

Conscious reflection in an online discussion  
Adrian Baldock & Nicola Schroeter

Reaching learners of English through mobile devices  
Martin Lowder

English on the go: learning with mobile devices  
Suzanne Schumacher

Nothing virtual about it: successful language teaching in 3D worlds  
Paul Sweeney

## **YOUNG LEARNERS**

Using DVD - discovering visuals delightfully  
Tracey Sinclair

# **POSTER PRESENTATIONS**

National accreditation of higher education programmes, ESP and CEF

Karmena Bekere & Ludmila Secenova

BUSINESS ENGLISH & ENGLISH FOR SPECIFIC PURPOSES

Learning from life

Liga Belicka & Ruta Svetina

BUSINESS ENGLISH & ENGLISH FOR SPECIFIC PURPOSES

Using corpora to teach collocations

Nina Daskalovska

APPLIED LINGUISTICS

Do our students have a fair chance to talk?

Basak Dutan

ES(O)L & TEACHER DEVELOPMENT

Intonation: going beyond those 'funny sticks' in an EFL class

Ingrid Goilo de Tyrode

PRONUNCIATION

An online community for teacher development in Japan

Chika Hayashi

TEACHER DEVELOPMENT & TEACHER TRAINING & EDUCATION

The perspectives in future development in nursing education

Biljana Ivanovska

ENGLISH FOR ACADEMIC PURPOSES & ENGLISH FOR SPECIFIC PURPOSES

Curriculum development in communicative competence and ESP

Naomi Backes Kamimura, Keiko Hattori & Miki Suehiro

ENGLISH FOR SPECIFIC PURPOSES & RESEARCH

Not only usefulness, but also usability  
Jinshu Li & Zekun Fang  
RESEARCH & TESTING, EVALUATION AND ASSESSMENT

Controversies: a tool to promote critical thinking in EFL classes  
Carmen Mota  
APPLIED LINGUISTICS & ES(O)L

Is the Common European Framework common?  
Miguel Angel Munoz Lobo  
TESTING, EVALUATION AND ASSESSMENT

Incorporation of movies into the instruction of essay writing  
Tsukimaro Nishimura  
GENERAL

Relevance-theoretic analysis of characteristics in 50-word essays by Japanese students  
Yoshiyuki Okaura  
APPLIED LINGUISTICS & ES(O)L

Wikis: collaborative e-tools to write in EFL  
Teadira Perez  
LEARNING TECHNOLOGIES

Vocabulary teaching through storytelling to very young learners in kindergartens  
Ayse Selmin Soylemez  
YOUNG LEARNERS

Observation on how unsuccessful learners listen to English  
Kumi Suzuki  
APPLIED LINGUISTICS

Learner training for learning  
Birsen Tutunis  
TEACHER TRAINING & EDUCATION

Writing response papers in EFL: 'summaries, self-expression or what'?  
Jose Villalobos  
ENGLISH FOR ACADEMIC PURPOSES & RESEARCH

## ADDITIONAL SESSIONS

### HOW TO GET THE MOST OUT OF THIS CONFERENCE 0830-0850 on Wednesday 1<sup>st</sup> April at the City Hall.

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.

### DISCUSSION GROUPS

Thursday and Friday 0815-0855 - feel free to drop in any time up to 0830.

Some well-known IATEFL presenters will host the discussion groups. This will give you a chance to discuss what you hope to get out of the new day, what you learned from yesterday and to talk about interesting ideas that are buzzing around the conference. These discussion groups will be informal and spontaneous. The content will be provided by you, the process by the facilitators.

### IATEFL'S ANNUAL GENERAL MEETING

(sponsored by Cardiff University's English Language Programmes)

The IATEFL AGM will take place at Cardiff City Hall on Thursday 2<sup>nd</sup> April from 1315 to 1420.

## TRIBUTE SESSION

This tribute session is an opportunity to remember colleagues who've died during the year since the last conference.

If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.).

Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.

The tribute session will take place on Friday 3rd April.

## SPECIAL INTEREST GROUP OPEN FORUMS

### WEDNESDAY

- ♦English for Specific Purposes
- ♦Learning Technologies
- ♦Literature, Media & Cultural Studies
- ♦Teacher Development

### THURSDAY

- ♦ELT Management
- ♦ES(O)L
- ♦Global Issues
- ♦Testing, Evaluation & Assessment
- ♦Young Learners

### FRIDAY

- ♦Business English
- ♦Learner Autonomy
- ♦Pronunciation
- ♦Research
- ♦Teacher Trainers & Educators

## BRITISH COUNCIL / IATEFL CARDIFF ONLINE

IATEFL and the British Council aim to make the event accessible to many thousands more participants through Cardiff Online, which builds on the work carried out at the previous two conferences.

Remote delegates will be able to sign up and 'participate' in the conference from their own countries via the use of a virtual learning environment (Moodle) and a collection of multimedia resources including audio and PowerPoint archives of the majority of the sessions, live video feeds of the plenaries, dedicated discussion forums linked to each Special Interest Group and live chat events.

These materials will be enhanced with participant interviews and vox pops, and a large photo gallery of the real conference where face-to-face participants will be able to share their thoughts and experiences with the global audience.

The traditional 'Roving Reporters' - a pair of funded reporters engaged by the British Council - will continue, but they will also be posting to the 'Cardiff Online' event platform during the whole conference. The build-up to the online event is well underway - you can visit the pre-conference blog at: <http://iatefl.britishcouncil.org/cardiff2009blog/>

Please look out for announcements and more news of the Cardiff Online plans on that blog, and we do hope that wherever you are in the world, you will take advantage of this unique opportunity to make this the biggest global teacher development event ever.

This is an exciting initiative, brought about by the collaboration between IATEFL and the British

Council and very much in line with the charitable aims of IATEFL of linking, supporting and developing ELT professionals from around the world. Our sincere thanks to the British Council for the generous infrastructure and support they offer – without them, this initiative would not be possible.

## HORNBY SCHOLAR 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 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.

Hornby's aim was that the Trust's money should be used for education and go back to the countries from which it comes. Thanks to the Trust, hundreds of teachers have been able to develop their expertise through British Council Summer Schools and post-graduate courses in ELT and (applied) linguistics at British universities.

This year there are 18 Hornby scholars from developing or transitional countries studying for post-graduate qualifications in five UK institutions. A number of these scholars will take part in a panel discussion on "Classrooms around the world". We are expecting this to be a stimulating and informative session.

Two former scholars will also be presenting on Hornby Trust sponsored projects they have coordinated since returning home from the UK. These are: Lam Son Tran (Vietnam) and Fredrick Odhiambo (Kenya).

# Special Interest Group (SIG) Programmes

## **BUSINESS ENGLISH (Friday)**

Andrew Milne-Skinner & Sandra Milne-Skinner  
Evelina Miscin  
Loes Coleman  
Scott Tokaryk

Cathy Taylor & Erika Radford

Robert Morris

Can we help you? Promoting good practice in customer care  
Acquiring lexical chunks  
Business class: campus-based one-to-one language training  
Blended learning courses with PEP: Perfect English for Professionals  
Business English Special Interest Group Open Forum  
Spoken English for work - developments in language assessment for work  
Negotiation: communicating in a global classroom

## **ELT MANAGEMENT (Thursday)**

Andy Hockley  
Michael Carrier

Gwyneth Gallen  
Liam Brown  
Alan Pulvernesh

Managing conflict in language teaching organisations  
Finding the ELT managers of the future  
ELT Management Special Interest Group Open Forum  
Integrating learning, performance and talent management in ELT  
Working smarter, together: harnessing the long tail  
A meeting of minds: using literature to teach management

## **ENGLISH FOR SPECIFIC PURPOSES (Wednesday)**

Edward de Chazal

Richard Alexander  
Leonardo Makiesse Ntemo Mack  
Blerta Mustafa

Gloria Sampaio  
Nadya Yakovchuk

Seven wonders of advanced English grammar: phenomena, patterns, pedagogy  
Content matters in ESP  
Reasons for promoting the teaching of business English in Angola  
Empowering students as innovation in ELT teaching of writing  
English for Specific Purposes Special Interest Group Open Forum  
Listening for sense: aural/oral skills in ELT and beyond  
Originality and plagiarism: challenges in the classroom

## **ES(O)L (Thursday)**

Rachel Kirsch & Rena Basak  
Alastair Pearson

Naeema Hann  
Cathy Crawford

Kate Biggins

Tailor-made courses when you don't know who the tailor is!  
What inspection tells us about ESOL  
ES(O)L Special Interest Group Open Forum  
ESOL: place and politics  
Learner responses to pairwork tasks in heterogeneous adult ESOL classes  
Assessing students' speaking and listening ability

## **GLOBAL ISSUES (Thursday)**

Alice Svendsen  
David Valente

Claudia Connolly  
Mandana Arfa Kaboodvand  
Stuart Pollard

Student projects for global awareness  
The ELT case for mainstreaming equality and diversity  
Global Issues Special Interest Group Open Forum  
Story books for cultural understanding with young learners  
Aren't we placing too much emphasis on culture?  
Inclusive education - miracle or myth?

## **LEARNER AUTONOMY (Friday)**

Maria Jordano de la Torre  
Stephen Scott Brewer  
Dietmar Tatzl

Leni Dam & Lienhard Legenhausen

Lucy Cooker  
Yi-Chun Wei  
Fumiko Murase  
Ma Del Pilar Montijano Cabrera

SIG Opening &  
Autonomous learning and blogs: improving skills at a distance  
Coping with language anxiety: an agentic perspective  
Learner motivation through autonomous learning: an EFL project concept  
Developing learner autonomy with a coursebook - possibilities and pitfalls  
The assessment of language learner autonomy: practices in the field  
Will my research smell as sweet by another name?  
Measuring language learner autonomy: a correlational study  
Awareness plus engagement: crucial variables towards successful FL interaction  
Learner Autonomy Special Interest Group Open Forum

## **LEARNING TECHNOLOGIES (Wednesday)**

Susan Sheehan  
Kirsty McGeoch  
Graham Stanley

Caroline Tees  
Burcu Akyol  
Reima Al-Jarf

Teachers - how technology can ensure their voice is heard  
Digital storytelling in second language learning and teaching  
Connect! Communicate! Collaborate! Social networking for learners and teachers  
Learning Technologies Special Interest Group Open Forum  
Supporting virtual networks in the East Asia region  
ELT meets the blogosphere  
Improving freshman students' oral English with MP3 lessons

## **LITERATURE, MEDIA & CULTURAL STUDIES (Wednesday)**

Kathryn Chamberlain  
Liz Plampton  
Robert Hill  
David A Hill

Ceri Jones

Popular culture in the classroom  
Drink, drugs and knives - how they help me teach English  
Reading beyond the text: making connections  
Read all about it! Short story deals with social issue!  
Literature, Media & Cultural Studies Special Interest Group Open Forum  
A gothic tale

## **PRONUNCIATION (Friday)**

Tamara Jones  
Tomoyuki Kawashima  
Frances Hotimsky  
Magdalena Wrembel  
Piers Messum

Richard Cauldwell  
Elena Velikaya  
Carole Nicoll

Pronunciation in all classes at all levels  
Enhancing learner self-confidence by internationalizing models in Japan  
Varieties of spoken English: clichés, caveats and common sense  
Adding colour to pronunciation instruction  
Teaching stress as greater respiratory system effort  
Pronunciation Special Interest Group Open Forum  
Using a dictionary for pronunciation and listening activities  
Pronunciation errors and feedback in an ESP classroom  
Speaking progression through catchy songs, rap and rhythm

## **RESEARCH (Friday)**

Veronica Brock & Marion West  
Ming-i Lydia Tseng & Su-Jen Lai  
Shelagh Rixon  
Anne Burns

Mirosław Pawlak  
Theron Muller

Bill Littlewood  
Nkechi Christopher

When does planning stop? From initial planning to in-class decisions  
(Re)constructing and transforming EFL literacy learning as social practices  
Past lives and present views - EYL teachers and initial reading  
Visible pedagogy in the adult ESOL classroom  
Research Special Interest Group Open Forum  
Promise and challenge of introducing the European Language Portfolio  
Researching the influence of pre-task language embedding on task performance  
Metaphors for the teacher in Cambodia and Hong Kong  
Linguistic ecology, language use and English sentence comprehension among pupils



### **TEACHER DEVELOPMENT (Wednesday)**

Martyn Coulter	The parable of the black swan (and hopeful solutions)
Diarmuid Fogarty	The Tao (of) Te(a)Ching
Richard Gallen	My learning diary: reflections on learning words and making mistakes
	Teacher Development Special Interest Group Open Forum
Tatiana Ivanova	Joking in the classroom is no joke
Allison Bill	Teacher development through team-teaching
Oya Buyukyavuz	Professional development pursuits of Turkish teachers: a success story

### **TEACHER TRAINING & EDUCATION (Friday)**

Barbara Buxton	Taking the bite out of lesson feedback
Richard Pemberton	Beyond the mirror, beyond the course: video for teacher development
Jennifer Book & Tom Ottway	Using e-learning for teacher training and continuing professional development
Andrew Sheehan	Separate realities: the different 'worlds' of ELT, and the implications
Josephine Cox	Uncharted waters: my journey from teaching to teacher training
	Teacher Training & Education Special Interest Group Open Forum
Gregory Gobel	Develop yourself!

### **TESTING, EVALUATION & ASSESSMENT (Thursday)**

Zeynep Urkun	Assessing a new writing task type: short answer responses (SARs)
Ann Humphry-Baker	Developing speaking assessment scales across languages and levels
Mick Sumbling & Pablo Sanz	SIMTEST: a web-based component in an EFL placement test battery
	Testing, Evaluation & Assessment Special Interest Group Open Forum
Sue Davies	Assessing a learner's level of spoken English

### **YOUNG LEARNERS (Thursday)**

Deborah Bullock & Elizabeth Kourkov	Teen self-assessment: a 'can-do' approach
Fran Gamboa & Caroline Linse	Wordless books: an ideal genre for the YL classroom
	Young Learners Special Interest Group Open Forum
Kerry Powell	Why develop questioning skills in the young learner classroom?
Eilidh Hamilton	Water futures: content and language integrated learning for secondary teachers
Jean Theuma	Project work: creative techniques to keep teens interested

# PLENARY SPEAKERS

## Elana Shohamy

**Plenary Session: Wednesday**

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

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

## Marc Prensky

**Plenary Session: Wednesday**

### **Engage me or enrage me**

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

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

Supported by the British Council

## Bonny Norton

**Plenary Session: Thursday**

### **Identity, literacy and English language teaching**

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

**Follow-up question and answer session: Friday**

## **Fauzia Shamim**

**Plenary Session: Thursday**

### **Teaching and researching English in large classes**

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

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

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

**Follow-up workshop session: Friday**

## **Claudia Ferradas**

**Plenary Session: Saturday**

### **Outside looking in: Intercultural and intermedial encounters in ELT**

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

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

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

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

# SIGNATURE EVENTS

## British Council Signature Event

### Voices for Diversity and Equal Opportunity in ELT

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

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

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

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

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

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

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

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

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

## Cambridge University Press Signature Event

### Putting Grammar in its Place

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

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

## ELT Journal/IATEFL Debate

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

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

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

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

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

## Macmillan Education in association with Guardian Weekly and OnestopEnglish

### CLIL: Complementing or Compromising English Language Teaching?

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

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

Join the debate on the [www.onestopclil.com](http://www.onestopclil.com) website.

## Pearson Longman Live On-line Panel Discussion

### A Global ELT Community through Technology

Hosted by **Nicky Hockly**

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

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

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

# IATEFL SCHOLARSHIP WINNERS

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

*Lekh Nath Baral  
Nepal*

**RAY TONGUE  
SCHOLARSHIP WINNER**

*Kalyani Samantray  
India*

**WR LEE  
SCHOLARSHIP WINNER**

*Magdalena Wrembel  
Poland*

**IATEFL AFRICA  
SCHOLARSHIP WINNER**

*Oloyede Sunday  
Nigeria*

**IATEFL AFRICA  
SCHOLARSHIP WINNER**

*Saleha Guerroudj  
Algeria*

**GILLIAN PORTER-  
LADOUSSE SCHOLARSHIP  
WINNER**

*Mala Palani  
India*

**IATEFL LT SIG  
TRAVEL GRANT WINNER**

*Burcu Akyol  
Turkey*

**IATEFL FRANK BELL  
SCHOLARSHIP WINNER**

*Jared Kimanga  
Kenya*

**IATEFL IH TRAINING &  
DEVELOPMENT  
SCHOLARSHIP WINNER**

*Inas Deeb  
Israel*

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

*Theron Muller  
Japan*

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

*Josefina Santana  
Mexico*

**IATEFL IH GLOBAL REACH  
SCHOLARSHIP WINNER**

*Evangeline Carrillo  
Philippines*

**IATEFL IH GLOBAL REACH  
SCHOLARSHIP WINNER**

*Elmira Ilizarova  
Azerbaijan*

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

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

## SPONSORS OF THE IATEFL CONFERENCE AND EXHIBITION

IATEFL would like to thank and acknowledge the following sponsors for their generous contribution to the success of this conference:

**Barclays Bank** for free banking

**Bell** for sponsorship of the **Coffee Breaks** on Thursday and Friday

**British Council** for sponsorship of many aspects of our conference including “Cardiff Online”, Roving Reporters and Plenary Speaker, Marc Prensky

**British Council Nepal** for sponsoring Lekh Nath Baral’s attendance (First-Time Speaker scholarship winner)

**Cambridge ESOL** for sponsorship of the **Associates’ Day and Dinner**

**Cambridge University Press** for sponsorship of the **Notepads**

**Cardiff University – English Language Programmes** for sponsorship of the IATEFL Annual General Meeting

**City & Guilds** for sponsorship of the **IATEFL Information Desk**

**D. Isom Print** for sponsorship of the **Conference Posters** and the **Signage** around the venue

**EDI** for sponsorship of the **Coffee Breaks** on Wednesday

**ETS EMEA** for sponsorship of the **Stewards** and **T-Shirts**

**Mailability** for sponsorship of the **Preliminary Conference Brochure (June-December 2008)**

**Macmillan Education** for sponsorship of the **Welcome Party** and the delegates' **Pens**

**Macmillan English Campus** for sponsorship of the **Internet Café**

**Marshall Cavendish Education** for sponsorship of the **Badges** and **Lanyards**

**OISE** for supporting the IATEFL **President**

**Pearson Language Tests** for sponsorship of the **Pre-Conference Brochure (January-April 2009)**

**Pearson Longman** for sponsorship of the **Pecha Kucha** evening

**Pilgrims Ltd.** for sponsorship of **Conference Selections (Exeter 2008)**

**Richmond Publishing** for sponsorship of the delegate's **Certificates of Attendance**

**The Hilton Hotel, Cardiff** for sponsorship of the **flowers for our plenary speakers** and for subsidised hotel rooms for **IATEFL staff, volunteers and plenary speakers**

**Trinity College London** for sponsorship of the **Delegate Bags** and the **Conference Programme**

**University of Kent's English Language Unit** for sponsorship of the **IATEFL exhibition stand**

IATEFL still has a few fantastic sponsorship opportunities available but you will have to be quick if you don't want to miss out!

The Speaker Quiet Room and several of the social events are still looking for that special sponsor.

To find out how you can be part of next year's prestigious sponsorship programme please contact Alison Wallis, Marketing Officer, at [awallis@iatefl.org](mailto:awallis@iatefl.org)



# REGISTRATION FORM FOR NON-SPEAKERS ONLY

**ATEFL Conference & Exhibition**  
**31 March-4 April 2009, Cardiff, UK**  
 (Please use this form to register for the main  
 conference and / or the pre-conference events)

**YOU CAN REGISTER ONLINE AT [www.atefl.org](http://www.atefl.org)**

## PERSONAL DETAILS

Family Name \_\_\_\_\_ First name \_\_\_\_\_  
 Title Mr / Mrs / Miss / Ms / Prof / Dr / other \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Country \_\_\_\_\_  
 Tel \_\_\_\_\_ Fax \_\_\_\_\_  
 Email \_\_\_\_\_

## ATEFL MEMBERSHIP DETAILS

(Forms will be processed at the non-member rate if a valid membership number is not given)

Non Member ☐ OR Individual ☐ Membership n° \_\_\_\_\_ OR Institutional\* ☐ Membership n° \_\_\_\_\_

If Institutional, please give name of organisation \_\_\_\_\_

\* A maximum of FOUR people can use their institution's membership. Any further registrations using the same membership number will be processed at the higher non-member rate. Please check with your institution before sending your registration form.

## (1) CONFERENCE REGISTRATION FEES

If you are attending a PCE and the Conference, both the PCE fee and the Conference fee apply.

Full four-day conference fees	(1)£	Office Use
ATEFL members £160 / Non members £210 / Student members* £95 *fees apply only to delegates with Student membership of ATEFL.		
<b>Single day attendance fees</b> <b>Please indicate your chosen attendance day by ticking the appropriate box.</b> ATEFL members £70 / Non members £85 / Student members* £45 <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday ATEFL members £35 / Non members £45 / Student members* £25 <input type="checkbox"/> Saturday (half day) *fees apply only to delegates with Student membership of ATEFL.		
<b>Local delegate 24hr attendance fee</b> <b>Fee applies to delegates who live or work in Wales and are attending on Friday afternoon and or Saturday morning only.</b> Local delegate £50		

## (2) PRE-CONFERENCE EVENT (PCE) REGISTRATION FEES

ATEFL members £55 / Non members £65	(2)£ _____	Office Use
Please indicate your chosen PCE by ticking (✓) the appropriate box - only ONE PCE per delegate. <input type="checkbox"/> ELTM PCE <input type="checkbox"/> GI & TD PCE <input type="checkbox"/> LT PCE <input type="checkbox"/> TTed PCE <input type="checkbox"/> ES(O)L PCE <input type="checkbox"/> LA PCE <input type="checkbox"/> PRON PCE* <input type="checkbox"/> YL PCE <input type="checkbox"/> ESP PCE <input type="checkbox"/> LMCS PCE <input type="checkbox"/> TEA PCE		

\* The Pronunciation SIG's PCE event has changed. Please see the new event details on page 9 of this brochure.

**YOUR REGISTRATION WILL NOT BE BOOKED UNTIL FULL PAYMENT IS RECEIVED.**

**NAME:**

### (3) DONATIONS

Once again we are giving delegates the opportunity to help our scholarship winners and possibly other delegates/speakers who would otherwise be unable to attend the conference. Donations received will help towards travel and accommodation costs. Thank you for your kind support.

Please donate ☐£5 ☐£10 ☐£20 ☐£30 ☐£40 ☐£50 ☐Other

(Gift Aid donations for UK tax payers please tick here ☐)

(3)£

Office Use

### TOTAL PAYABLE TO IATEFL

Total of items (1) to (3) payable to IATEFL

£

Office Use

### METHODS OF PAYMENT – Please complete in full

Your registration will **not** be booked until **full payment** is received.

☐ **Credit Card.** We accept all major credit and debit cards, excluding American Express.

Card Type \_\_\_\_\_ Expiry Date \_\_\_\_ / \_\_\_\_ 3-digit security code \_\_\_\_

Card number \_\_\_\_\_

Postcode and Property Number to which the card is registered \_\_\_\_\_

Cardholder \_\_\_\_\_ Signature \_\_\_\_\_

☐ **Sterling Cheque** made payable to IATEFL.

☐ **UK Bank Transfer** to IATEFL, Barclays Bank, 65 High Street, Whitstable, CT5 1AU, UK.

Account number 70127507. Sort code 20 17 92. **ALL BANK CHARGES MUST BE PAID BY THE DELEGATE.**  
(Please contact emma@iatefl.org for Euro, USD and other currency account details.)

☐ Official receipts will be sent to all delegates. Please only request this option for an invoice if absolutely necessary as it increases our costs considerably. If an invoice is required, it will be sent to the delegate at the address overleaf unless you clearly state otherwise. Please note that this process can be lengthy so ensure your finance department has enough time to meet our deadlines.

### CONFERENCE BADGE

Institute where employed or other affiliation  
for inclusion on your conference badge

**(Your NAME automatically appears on your badge)**

### ADDITIONAL INFORMATION

♦ If this is your first IATEFL annual conference, please tick here ☐

♦ If you attended the IATEFL Conference in Cardiff 2005, please tick here ☐

♦ Details of your work (e.g., teacher, teacher trainer, DOS, etc.) \_\_\_\_\_

♦ Area(s) (e.g., primary teaching, methodology, exams, business, etc.) \_\_\_\_\_

♦ I wish my name and email address to be in the participants' book ☐Yes/☐No

In line with the UK Data Protection Act, we cannot print your details in the participants' book unless a tick (✓) appears in the 'Yes' box.

### CANCELLATIONS

Cancellations of conference and PCE registration fees received by 1<sup>st</sup> March 2009 will incur a 50% cancellation charge. Cancellations received after 1<sup>st</sup> March 2009 will not be refunded.

We strongly recommend that you purchase insurance to cover any cancellation charges or losses that may occur whilst away from home.

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

**PLEASE RETURN THIS FORM TO IATEFL, Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK**

**Fax: +44 (0)1227 824431**

**Email: [conferenceprocessor@iatefl.org](mailto:conferenceprocessor@iatefl.org)**