



**44th**  
**ANNUAL**  
**INTERNATIONAL**  
**IATEFL**  
**CONFERENCE**  
**AND**  
**EXHIBITION**

**HARROGATE**

**7th - 11th**  
**APRIL 2010**



**Conference Preview** sponsored by





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**IELTS**<sup>TM</sup>  
English for International Opportunity

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

**IATEFL's 44th Annual International Conference and Exhibition** will be held at the Harrogate International Centre (HIC) in Harrogate, North Yorkshire, UK.

Eleven Pre-Conference Events and IATEFL's Associates' Day will take place on Wednesday 7<sup>th</sup> April, followed by the four-day Conference and Exhibition from Thursday 8<sup>th</sup> to Sunday 11<sup>th</sup> April 2010.

Join us in the elegant Victorian spa town with its characteristic architecture and immaculately maintained green spaces. The Harrogate International Centre is set in the heart of the town, within walking distance of shops, hotels, guesthouses, restaurants, parks and gardens.

The Harrogate conference and exhibition 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.

**Registration for the conference and PCEs can be made online at [www.iatefl.org](http://www.iatefl.org)**

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# GENERAL INFORMATION

## Venue and dates

The 44th Annual International IATEFL Conference and Exhibition will be held at the Harrogate International Centre (HIC) North Yorkshire, UK, from Wednesday 7<sup>th</sup> April to Sunday 11<sup>th</sup> April.

## Venue address

Harrogate International Centre (HIC), King's Road, Harrogate, North Yorkshire, HG1 5LA, UK

## Getting to Harrogate & the venue

**By air** – Leeds Bradford International Airport is 12 miles south of Harrogate. Delegates can travel from Leeds Bradford International Airport to Harrogate by bus (Bus 2 Jet bus service). Buses depart every 90 minutes and the journey time is 30 minutes. Please visit [www.bus2jet.com](http://www.bus2jet.com), [www.klm.com](http://www.klm.com) or [skyscanner.com](http://skyscanner.com) for details. Return ticket at November 2009 is £7.

Manchester International Airport is 56 miles from Harrogate, with a direct train service to Leeds station (journey time to Leeds is 2 ½ hours).

Both airports have internal, European and worldwide flights to a wide range of destinations.

**By rail** – There are regular train services to Harrogate via York and Leeds (both 30-minute journey times).

The train service to and from London Kings Cross (journey time of 2 ½ - 3 hours) is run by National Express East Coast (see [www.nationalexpresseastcoast.com](http://www.nationalexpresseastcoast.com)).

The cost of a taxi from the train station to the venue at November 2009 is £4.50.

Ticket prices 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).

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. Also check individual train companies' sites, for example [www.virgintrains.com](http://www.virgintrains.com), to see if you can get a cheaper fare directly.

A tip on getting the best rail fare: Buy in advance. Virgin Trains, for example, release some cheap tickets weeks in advance. If you are unable to buy in advance, try not to travel at peak times.

**By road** – Harrogate is located within easy reach of the North/South A1/M1 and the East/West M62 motorways. Harrogate is 200 miles from both Edinburgh and London. The A661, A61 and A59 are main routes to Harrogate.

**Motorway Access** – From London & the South: M1 then A1(M) Exit Wetherby. From the North: A1 then A1(M) Exit Knaresborough or Wetherby. From the East and from the West: M62 then A1(M) Exit Wetherby. (Wetherby is 9 miles and Knaresborough is 4 miles from Harrogate.)

**By coach** - National Express operates coaches from most UK airports and cities to Harrogate Bus Station. Timetables and prices can be

obtained from National Express at [www.nationalexpress.com](http://www.nationalexpress.com). The journey by coach from London to Harrogate is approximately nine hours.

Harrogate Bus Station is a 10-15 minute walk from the venue. The cost of a taxi from the bus station to the venue at November 2009 is £4.50.

**By sea** – 70 miles to the east of Harrogate, Hull has ferry services from Rotterdam and Zeebrugge. Newcastle (80 miles from Harrogate) has ferry services from Amsterdam.

## Car parking

There are 300 parking spaces at the Harrogate International Centre. Charges apply and at November 2009 a 24-hour stay costs £10.00.

## To pre-register as a delegate

**Registration for the Conference or Pre-Conference Events (PCEs) can only be made online. Please read the information below before going online at [www.iatefl.org](http://www.iatefl.org)**

Registration is open to any member of the public who wishes to attend the conference. We strongly recommend that delegates register early and take advantage of the early-registration rate. The earlybird rate applies if full payment is received by 29<sup>th</sup> January 2010.

There is a reduced members' rate. (If you wish to join IATEFL in order to take advantage of this rate please 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 register online at [www.iatefl.org](http://www.iatefl.org) where you can make secure payments with a credit card.

**IATEFL has kept the 2009 prices for the 2010 conference.**

The registration fees are:

**Full four-day conference fees**  
Registration form and full payment received on or before 29<sup>th</sup> January 2010

IATEFL members £125

Non members £175

Student members\* £95

Registration form and full payment received after 29<sup>th</sup> January 2010

IATEFL members £160

Non members £210

Student members\* £95

**Single day attendance fees**

IATEFL members £70

Non members £85

Student members\* £45

**Single day attendance on Sunday 11<sup>th</sup> (half day)**

IATEFL members £35

Non members £45

Student members\* £25

*\*fees apply only to delegates with Student membership of IATEFL.*

**Pre-Conference Event (PCE) registration fees**

IATEFL members £55

Non members £65

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 2010. Unless we receive your registration form and full payment by Friday 12<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/p/programmes/llp/index\\_en.html](http://ec.europa.eu/education/p/programmes/llp/index_en.html)

## Local delegates

The last 24 hours of the conference (from lunchtime Saturday 10<sup>th</sup> to early afternoon Sunday 11<sup>th</sup> April) is a special 'Local Day' for ESOL and EFL teachers who live within 30 miles of Harrogate. If you live within 30 miles of Harrogate and aren't able to attend the whole conference, come and take advantage of the 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 Saturday night
- A stimulating plenary session on Sunday afternoon
- Networking with fellow professionals in ELT from the UK and around the world.

**How to register:** please register online at [www.iatefl.org](http://www.iatefl.org). There is a tick box under the 'Conference Registration Fees' for 'Local delegate'. Alternatively, you can register at the door from 1230 on Saturday 10<sup>th</sup> April. **The registration fee for local delegates is £50.**

## 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 the entrance foyer of the Harrogate International Centre.

## 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, a conference pack and the Conference Programme.

## Registration opening times

**PCE delegates only**

Wednesday 7 April 0800-0945

**Conference delegates**

Wednesday 7 April 1030-1830

Thursday 8 April 0800-1730

Friday 9 April 0800-1730

Saturday 10 April 0830-1730

Sunday 11 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.

## Accommodation

Reservation Highway has arranged accommodation at various hotels and B&Bs in Harrogate. There are different price bands from which delegates can choose. In order to reserve accommodation at your preferred hotel, it is 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 'Annual Conference' then 'Next Conference' and scroll down to details about 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 [admin@reservation-highway.co.uk](mailto:admin@reservation-highway.co.uk) and returning the form directly to Samantha at Reservation Highway. 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)1423 525577.



## Meals

Catering points and seating will be located in the exhibition hall.

A complimentary tea/coffee will be served in the exhibition area during the coffee breaks.

During the lunch break there will be a variety of snacks, salads and hot food served. All food will be offered on a cash basis. Alternatively, take a stroll and enjoy the many cafés and restaurants in the town, just a few minutes' walk away.

Catering and bar facilities are available in the exhibition area throughout the day for delegates to purchase snacks and drinks at other times.

## International delegates

Delegates who require an invitation letter in order to make visa arrangements 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, nationality, passport number, fax number (if you have one), and your email address.

Alternatively, please tick the box under 'Personal Information' when registering online.

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

## Internet Café

The Internet Café is sponsored this year by Pearson Longman. IATEFL is most grateful to Pearson Longman for providing the financial support to offer this opportunity. The Internet Café, with 10 stations, will be situated in a prime position in the exhibition area and will be open throughout the exhibition opening times.

## Conference timetable

### Wednesday 7<sup>th</sup> April

0900-1700 Associates' Day  
1000-1700 PCEs

### Thursday 8<sup>th</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 Session by Tessa Woodward.

1040-1140 Sessions  
1140-1215 Coffee break  
1215-1300 Sessions  
1300-1400 Lunch break  
1400-1530 Sessions  
1530-1605 Coffee break  
1605-1850 Sessions

### Friday 9<sup>th</sup> April

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

0900-1010 Plenary Session by Kieran Egan.

1025-1110 Sessions  
1110-1145 Coffee break  
1145-1245 Sessions  
1245-1410 Lunch break  
1255-1400 AGM  
1410-1540 Sessions  
1540-1615 Coffee break  
1615-1815 Sessions

### Saturday 10<sup>th</sup> April

0830-0900 - Register for the conference, look round the exhibition, use the Internet Café and then be in time for the plenary session.

0900-1010 Plenary Session by Ema Ushioda.

1025-1110 Sessions  
1110-1145 Coffee break  
1145-1245 Sessions  
1245-1345 Lunch break  
1345-1515 Sessions  
1515-1550 Coffee break  
1550-1835 Sessions

### Sunday 11<sup>th</sup> April

0830-0900 - 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 Jan Blake.

1300-1400 - 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, teaching resources and equipment, computer software and services.

You do not need to register to access the exhibition.

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

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

## Exhibition opening times

Thursday	0830-1730
Friday	0830-1730
Saturday	0830-1730
Sunday	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 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' in this brochure 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 three signature events throughout the conference. Please refer to page 33 for details of these sessions by the British Council, Cambridge University Press and Pearson Longman.

### **Plenary sessions**

Please refer to pages 34-35 for details of our four plenary speakers at this year's conference.

Tessa Woodward (Thursday)  
Kieran Egan (Friday)  
Ema Ushioda (Saturday)  
Jan Blake (Sunday)

## **Conference attendance donations**

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

Donations received will go into the various scholarship accounts to help us fund scholarships for future conferences. You can make a kind donation with your registration. 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 under the 'Payment' tab when you register.

## **Wider membership individual scheme (WMIS)**

We are continuing with our collection for the Wider Membership Individual Scheme that we launched at the Annual Conference in 2007. 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 £23 you can enable a teacher from Africa to become a full IATEFL member. However, smaller donations are also very welcome.

Donation envelopes and collection buckets are available on the IATEFL stand and at the registration desk. You can either drop your change or the donation envelope in the collection buckets.

For UK tax payers wishing to donate, please tick the Gift Aid box and fill in your details on the envelope. The Inland Revenue donates an extra 22p for every £1 received via Gift Aid.

We need your help to make this initiative a success.

## **Cancellations and insurance**

Cancellations of Conference and PCE Registrations received before 1<sup>st</sup> March 2010 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.

## **IATEFL Local Conference Committee**

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

**Isabel Arnold, Heather Buchanan, Vicky Fulcher, Jackie Godfrey, Emma Landers, Judy MacDermot, Charlie Martineau & Alison Watson**

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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**Please note that the head office is closed from Thursday 1<sup>st</sup> April until after the conference.**



## Online coverage of the 2010 Annual IATEFL Conference



Images courtesy of Nik Peachey

### **A comment from one of last year's IATEFL Cardiff plenary speakers:**

*'What Cardiff Online does is provide free access to stunning plenaries and interviews – remarkable! Even in remote African regions, as long as there is connectivity and bandwidth, Cardiff Online can reach and include teachers who were previously excluded.'*

Dr. Bonny Norton, University of British Columbia, Canada

### **Follow all the action as it happens on Harrogate Online**

The Harrogate Online project is a British Council / IATEFL partnership established to provide online conference coverage of the Annual IATEFL Conference. Now in its fourth year IATEFL ONLINE returns in April 2010, together with the Annual IATEFL Conference in Harrogate.

Harrogate Online will showcase the best of the conference and provide interactive web coverage for remote participants around the globe with live video, interviews with presenters, dedicated forums, photo galleries and much more.

### **How you can get involved**

If you're coming to conference you can get involved in a variety of ways: the first thing to do is to register on the site when it goes live and upload any materials from your session (handouts, PowerPoint, etc.); if you're going to be bringing your laptop with you, consider playing an active part in the day-to-day proceedings by sharing photos, tweets or your reflections if you have a blog of your own; get involved with the forums, especially if you have a special interest dear to your heart.

If you're going to be a remote participant you can still get involved with live chats, twitter and even organising a local event in your area with a teacher training focus around the online conference.

We hope you can join us for IATEFL Harrogate Online - share your ideas on the IATEFL Harrogate conference with teachers from all over the world and be a part of one of the biggest online events for teachers of English.

For more information and updates on Harrogate Online, visit the IATEFL website at [www.iatefl.org](http://www.iatefl.org)

## IATEFL Jobs Market



It is a great pleasure to announce the launch of the IATEFL Jobs Market at our annual conference in Harrogate this year.

For over 40 years, IATEFL has been a leading organisation for ELT professionals with a clear mission to link, develop and support the wider ELT community around the world. Through our publications, annual conference and Special Interest Groups, and through our support for our Teacher Associates in around 80 countries, we help ELT professionals worldwide to stay informed, link theory and practice, and to exchange ideas and learn from one another.

The new Jobs Market demonstrates our commitment to further support our members in their own professional development, as well as our aim to extend our reach and bring new members into the IATEFL community.

The Jobs Market brochure explains everything on offer - for recruiters and jobseekers - and explains how you can get involved. Information is also available at [www.iatefl.org](http://www.iatefl.org).

We sincerely hope that you find the Jobs Market is a welcome addition to the annual conference, and that it proves to be a valuable forum for connecting employers and talented ELT professionals from around the world - this year, and in years to come.



# PRE-CONFERENCE EVENTS (PCEs)

Pre-Conference Events (PCEs) will be held on Wednesday 7<sup>th</sup> April specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days and participants will receive a certificate of attendance.

This year, the Special Interest Groups organising Pre-Conference Events are:

**Business English** on Business or Business English?

**Leadership & Management** on Technology and Innovation for Leaders and Managers

**English for Specific Purposes** on Current Trends and Issues in English for Academic Purposes (EAP)

**Testing, Evaluation & Assessment** on Assessing Reading: Can We Really Do It?

**Learner Autonomy** on Learner Autonomy and Current Trends in Language Teaching and Learning

**Learning Technologies** on The Learning Technologies Un-Conference

**ES(O)L** on Magnificent Materials: Making Mondays Marvellous!

**Literature, Media & Cultural Studies** on The Film of the Book

**Young Learners and Teenagers** on Challenging Changes or Changing Challenges? A YLT Reality Check

**Teacher Training & Education** on Narrative Inquiry in Teacher Training and Education

**Teacher Development** on ELT, Life, the Universe and Everything. Open Space Technology: The Leading-edge Alternative for Conferences

## How to pre-register for a PCE

Delegates who wish to attend a PCE on Wednesday 7<sup>th</sup> April can register online (at [www.iatefl.org](http://www.iatefl.org)). The online registration has been designed for delegates who wish to attend the PCE, or the conference, or both.

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.

Please note that these are full-day events so delegates can therefore only register for one PCE.

The PCE Registration Desk will be open from 0800 to 0945 on Wednesday 7<sup>th</sup> April. The PCE programmes will start at 1000 promptly and end between 1600 and 1700. Please arrive early to ensure you don't miss the start.

Preliminary details of the PCE programmes follow.

## **Business English**

### **Business or Business English?**

#### **Sponsored by Cambridge ESOL**

How much business background do business English trainers need to have? Are we responsible for teaching just vocabulary, grammar and communication skills in a foreign language, or do we also need to understand exactly what it is that our clients deal with in their jobs? Is it possible to completely separate the teaching of business English for the teaching of business skills and business content – even if we have not actually worked in the particular business area ourselves?

This issue facing many of us in the Business English field will be discussed in a combination of presentations and workshops. Participants will have the chance to exchange information with others in the field and to experience how these topics are handled by those in different countries and fields of expertise.

#### **Schedule**

- 10.00 – 10.10 Welcome
- 10.10 – 10.35 Ian Badger  
*Business English trainers - knowing our limits, developing our competences*
- 10.35 – 11.00 Rita and Duncan Baker  
*Frameworks for task-based learning: how to avoid chucking out the baby with the bath water.*
- 11.00 – 11.25 Mark Waistell  
*The Anatomy of a Business English Teacher ... "The Sequel!"*
- 11.25 – 11.45 Coffee break
- 11.45 – 12.10 Rhonda Bowen  
*Professional Business English Training*
- 12.10 – 12.35 Bob Dignen  
*Beyond Language – Towards Communication Coaching*
- 12.40 – 13.00 Deshini Chetty and Simon Wright  
*World of Work*
- 12.45 – 14.00 Lunch break
- 14.00 – 15.30 Parallel workshops
- 15.30 – 15.50 Coffee break
- 15.50 – 16.45 Presentation of the workshop results
- 16.45 – 17.00 Round up and closing

## **Leadership & Management**

### **Technology and Innovation for Leaders and Managers**

Many managers today are digital immigrants who increasingly deliver courses to tech savvy digital natives. This PCE is designed to help managers become more aware about new technologies and their possibilities and pitfalls in the areas of programme delivery, marketing and communication. Topics covered will include:

- new technologies in the classroom
- the new opportunities for distance learning and blended learning
- communication possibilities and threats
- marketing and the Internet
- opportunities and challenges of Web 2.0

## **English for Specific Purposes**

### **Current Trends and Issues in English for Academic Purposes (EAP)**

The purpose of the 2010 Pre-Conference Event of the ESP SIG is to provide a cutting-edge international survey of the current trends and issues in EAP as a key sub-area of ESP (English for Specific Purposes).

EAP is certainly a mainstream current rather than a peripheral flow, and its evolutionary and revolutionary impact on ELT in recent years is noticeable. EAP was possibly marginalized in the past, as it was not a major 'money spinner' in the world of publishing. Recent years, however, have proved that EAP is a major challenger in ELT, and that it has a global appeal and importance given the role it plays in the education of international students who wish to achieve academic and professional empowerment via the vehicle of English.

The Pre-Conference Event will focus on the most pertinent trends and issues that are now dominating the EAP scene internationally and the focus of the event will be brought to prominence by a very diverse range of expert EAP keynote speakers representing all the continents.

The themes which are likely to deserve extensive coverage at the event will, inter alia, include:

- new or modified models of EAP teacher training
- debates on critical thinking and critical engagement and how these can be taught to international students
- distance education, e-learning and blended learning in EAP.

The interest in EAP has resurfaced, and is now at the top of the agenda for educators, academics, higher education ministry decision makers, course providers and publishers. This event will be a forum for exchange of state-of-the-art expertise in the area. The event will be supported by BALEAP (the British Association of Lecturers in English for Academic Purposes). Every effort will be made to further disseminate the findings from the key papers via a post-conference publication devoted to current trends and issues in EAP.

## **Testing, Evaluation & Assessment**

### **Assessing Reading: Can We Really Do It?**

#### **Sponsored by Cambridge ESOL**

We, as the teachers and testers of ESL/EFL, all know what reading is. Yet, we also find it difficult to define what constitutes reading comprehension. There are numerous strategies employed by EFL / ESL readers when they are "reading" a text. Not only this sheer variety imposes a great challenge to the language testers, but they are also likely to be puzzled by the variety of factors that determine reading comprehension such as the text type, topic familiarity, purpose for reading, the level of linguistic competence the reader has, to name a few. Clearly, assessing reading is a more complicated issue than knowing what reading is.

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

- Can we really assess reading "comprehension" in ESL/EFL?
- How can test designers best approach the testing different levels of reading "comprehension"?
- How can test designers minimize test bias and maximize reliability?
- Should reading assessment focus on the process or the product?
- Can "reading" be broken down to easily assessable skills?
- What is the influence of background knowledge in the assessment of reading?
- How does one go about creating test specifications for reading assessment?
- What are the essential steps one should follow when designing a reading test?
- What are some of the "ideal" task types?
- How does one give feedback to test-takers on their performance?

Our speakers will be:

- Dr. Neil Anderson, Brigham Young University, Guatemala
- Dr. Christine Coombe, Dubai Men's College, UAE
- Dr. Neus Figueras, Spanish Ministry of Education / EALTA
- Dr. Hanan Khalifa, Cambridge ESOL, UK
- Keith Morrow, ELTJ, UK

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 <http://tea.iatefl.org/>

IATEFL TEA SIG would like to thank Cambridge ESOL for their kind sponsorship of the provision of the PCE lunch.

## Learner Autonomy

### Learner Autonomy and Current Trends in Language Teaching and Learning

The LASIG PCE in Harrogate focuses on two 'trends', *Technology Enhanced Language Learning* (TELL) and *Content and Language Integrated Learning* (CLIL). Once again, we have been able to draw up a full and diverse programme, involving learner autonomy practitioners and researchers from around the world in a range of different types of presentations (talks, workshops, and integrated poster presentations) as follows:

- 10.00 – 10.15 *Welcome and Highlights of poster presentations.*
- 10.15 – 10.45 *CLIL and Learner Autonomy: Relating two educational concepts*, Dieter Wolff, Germany.
- 11.00 – 11.30 *Mind the gap: CLIL potential and learner autonomy*, Do Coyle, UK
- 11.30 – 11.50 *Enhancing Learner Autonomy in the CLIL classroom: a blended learning approach*, Laura Schlobies, Germany
- 12.10 – 12.55 *Moving beyond process and content: autonomy as deconstruction (workshop)*, Mike Nix, Japan
- 13.40 – 14.00 *Technology enhanced language learning for promoting Learner Autonomy: Practices in China*, Xiaoli Jiang, China
- 14.00 – 14.20 *Learners creating their own virtual language learning environment*, Janaina Cardoso, Brazil
- 14.40 – 15.25 *Practical ways to encourage learner autonomy: web-based tasks with real outcomes (workshop)*, Ann Foreman, Spain
- 15.40 – 16.10 *Using technology to support learner choice and control at beginner level: evidence from a primary school*, Richard Pemberton, UK
- 16.10 – 16.30 *"Learners' thrive when they can explore their learning environment" – open learning scenarios in primary English teaching*, Katja Heim, Germany.

Even with 12 presentations in all, we have managed to build into the programme a large amount of time for reflection and group discussion. From our experience, it is these spaces that really make the difference, and will enable participants to establish *individual* connections between the topics dealt with and their own practice.

The only missing ingredient vitally important to a participatory LASIG PCE is: You! Therefore, we hope to welcome you in Harrogate. See also our website <http://learnerautonomy.org/pce2010.html>

## Learning Technologies

### The Learning Technologies Un-Conference

This year for our PCE we intend to offer a variant of an Un-Conference for our Pre-Conference Event.

We are also intending to run a Virtual PCE (VPCE) in the six weeks that lead up to the day of the PCE that will run in Harrogate on the theme of Web 2.0. During the VPCE we will be looking at a number of topics:

- Week 1 - Introductions
- Week 2 - Student Publishing with Blogs & Wikis
- Week 3 - Audio tools
- Week 4 - Using Images & Video
- Week 5 - Virtual Meeting Places (including Virtual Classrooms and Virtual Worlds)
- Week 6 - Round-up

On the day of the PCE itself, we hope that at least some people who take part in the VPCE will be able to attend the face-to-face event (but we will also ask for a virtual presence as well), we will show some of the activity that we have been engaged in.

However, the main focus of the PCE day then will be to consider where we are now in the field of learning technologies and language learning and where we are going. Have we reached a time when learning technologies are a 'normalised' part of our practice, or is there still some way to go?

We have asked three people—Stephen Bax, Scott Thornbury and Mark Pegrum—to help us with short focused presentations during the day at various points to seed the debate. Stephen and Scott will be in Harrogate, Mark will be online. Group leaders will then work with the conference participants to support the discussion of whatever questions get raised as a part of the day; groups will then report back to the audience. Group leaders will also be asked to make a record of the event and write up the ideas for a special publication.

## **ES(O)L**

### **Magnificent Materials: Making Mondays Marvellous!**

Effective, engaging and enjoyable teaching materials and approaches are at the heart of what makes teaching ES(O)L to migrants, refugees and asylum seekers work. They motivate teacher and learners and, yes, make Mondays marvellous!

Join us for a hands-on day exploring inspiring ideas with everything from wikis and podcasts to video and board game projects. We will look at why good materials work well by integrating insights from language learning research, and how to go from intriguing source materials to activities that work in class for your learners. We would like you to go away with a wealth of practical ideas to try in your ES(O)L classroom. You might even be inspired to set up a local materials writing and sharing group...

We already have speakers confirmed on bringing creative writing techniques into the classroom, using extensive readers, authentic materials and social networking are busy putting the programme together and we need your help. We will have an opportunity for networking and sharing ideas at the end of the day: What is your most unusual activity that you would like to show other people or get them to try on the day? We can't wait to hear from you at [esolsig@iatefl.org](mailto:esolsig@iatefl.org)

## **Literature, Media & Cultural Studies**

### **The Film of the Book**

Films of books have long been used in literature teaching to help develop perspectives on the novels and short stories they were taken from. In this year's PCE we will examine ways of using such adaptations, not just as part of a literature course, but also as a useful tool for other areas of language teaching. The day will start off with two sessions of a general nature, and then in the afternoon we will become more specific, looking at a particular genre and particular characters and authors:

A raid on the articulate: using film to illuminate literature (Alan Pulverness)  
The film *and* the book (Jane Sherman)  
The appeal of the shocking (Robert Hill)  
Bridget Jones as a cultural icon (Ellie Boyadzhieva)  
Re-reading D.H.Lawrence (David A. Hill)

As usual, there will be opportunities for discussion throughout the day, and the sessions will be of a workshop nature, with plenty of audience participation built in.

We look forward to welcoming friends old and new to what promises to be an enjoyable and informative event.

## **Young Learners & Teenagers**

### **Challenging Changes or Changing Challenges? A YLT Reality Check**

Teaching young learners (aged 3–17) means dealing with the challenges of a changing world in which we learn. How are the learners, the teachers, the trainers and the materials writers dealing with these changes? And how successful are they?

The day will be filled with talks and workshops from the following experts in their fields.

Brian Tomlinson - materials writer, Leeds University  
Jamie Keddie - freelance teacher & teacher trainer  
Ken Wilson - Drama trainer & author of ELT materials  
Nik Peachey - specialist in web based technologies for language learning  
Paul Braddock - senior teacher at the British Council Young Learners Centre , Barcelona  
Richard Johnstone - researcher into ELL  
Rama Mathew, Professor of Education , Delhi University

By the end of the day, you will be clearer about how the YLT community is addressing these issues. YLT SIG Bringing you a relevant PCE.

## **Teacher Training & Education**

### **Narrative Inquiry in Teacher Training and Education**

Exploring our professional context and making use of stories of experience or narrative inquiry help us make more informed decisions about our practices. Stories enable us to engage with new knowledge, broader perspectives, and expanded possibilities because we encounter them in the familiar territory of human experience (Rossiter 2002). Narrative inquiry in teacher training and education brings myriad benefits to quality education, community building and professional development. The aim of this year's TTEd SIG PCE is to create a platform for discussing the importance of teachers', teacher trainers' and educators' narratives as

- research tools
- professional development
- methodology

The event will be organized with the contributions of Briony Beaven, Jill Hadfield and other distinguished speakers. The delegates will have the chance to take part in group activities and discussions and clarify issues at the end of the day.

For the abstracts, the programme and further details, please refer to <http://ttdsig.iatefl.org/>

## **Teacher Development**

### **ELT, Life, the Universe and Everything**

#### **Open Space Technology: The Leading-edge Alternative for Conferences**

This is a Pre-Conference Event with a difference: in the world where change is the only constant, we are going to challenge the need to stick to things as they are and venture into the universe of the unplanned, where anything can happen.

The structure of Open Space Technology (OST), a leading edge conference methodology, enables people to work together on what is important to them, which is why it doesn't have a preset programme.

After an introductory session dedicated to getting to know and developing a trusting working relationship with other members of the group, participants are going to suggest the content of the event by the real issues they would like to see addressed that day. You will come in and out of small groups talking about what interests you and working towards solutions through the strength of group intelligence.

This will give you a real chance to work on issues that are important to you, to dictate the content of the session and then build on it. We feel that participants will come out of the day with a clear idea of where they want to go in their teaching having spent a stimulating day with like-minded colleagues

This event, which will be facilitated by Andreja Hazabent Habe and Colin Mackenzie, is ideal for people who want something new from a conference, and also for those who would like to check to what a degree they take the traditional way of conferencing for granted.

## **IATEFL ASSOCIATES' DAY**

IATEFL has around 80 Associate Members. An Associate is another Teacher Association (TA) that has entered into a mutually beneficial relationship with IATEFL. A benefit of becoming an Associate lies in linking up to a network of international TAs, and through this, a network of language educators from all over the world and from a range of diverse backgrounds and nationalities.

The Associates' Day (Wednesday 7<sup>th</sup> April) 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.

This year, in response to TAs' requests, there will be a presentation and workshop by an expert in fundraising; we thank our sponsors, Cambridge ESOL, for this innovation.

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' Representative, Les Kirkham, at [leskirkham@gmail.com](mailto:leskirkham@gmail.com) if you have any suggestions you would like to make.



# IATEFL SPECIAL INTEREST GROUPS (SIGs)

## What are the SIGs?

The aim of the IATEFL Special Interest Groups is to extend the work of IATEFL into several specialist areas, to enable professionals with special interests in ELT to benefit from information regarding new developments and local and international events in their areas of special interest.

## Why should I join a SIG?

Each Special Interest Group aims to provide its members with three mailings (newsletters, updates, other publications) per year. The SIG newsletters often include key articles in the field, as well as informing the membership of the proceedings of conferences and one-day events which members may have been unable to attend.

Each Special Interest Group aims to organise a minimum of one event (in the UK or outside the UK) per year. These events frequently include the most informed and stimulating speakers in the field.

In addition there are other benefits for SIG members, which vary from one SIG to another, such as websites, internet discussion lists, internet chat forums, scholarships, etc.

Full Individual Members of IATEFL are entitled to join one Special Interest Group included in their membership fee.

## Who are the SIGs?

Business English	English for Specific Purposes	ES(O)L
Global Issues	Leadership & Management	Learner Autonomy
Learning Technologies	Literature, Media & Cultural Studies	Pronunciation
Research	Teacher Development	Teacher Training & Education
Testing, Evaluation & Assessment	Young Learners & Teenagers	

**You can be ACTIVE in IATEFL: Be ACTIVE - Join an IATEFL SIG!**

For more detailed information about the SIGs, contact IATEFL at [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) or visit [www.iatefl.org](http://www.iatefl.org)

# 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:

## Wednesday 7<sup>th</sup> April

### **Civic Reception (provided by Harrogate Council) at 1830 hours at the Harrogate International Centre**

IATEFL is delighted to hold a Civic Reception provided by Harrogate Council to offer delegates a welcome to the conference. The Mayor of the Borough of Harrogate, Councillor Pat Jones, will attend to welcome you to Harrogate.

## Thursday 8<sup>th</sup> April

### **Language Playtime by David, Hilary and Ben Crystal**

Everyone plays with language and enjoys language play - and especially, students of English. In this light-hearted extravaganza, David, Hilary, and Ben Crystal explore the extraordinary range of English ludic linguistics from the cradle to the grave (and beyond).

### **A World of Tales by David Heathfield**

Storyteller David Heathfield has been collecting folk tales and myth tales from all around the world, many of them learned from students and teachers he has met on his and their travels. Tonight we'll take a spin round this wonderful world of stories. And there will be plenty of opportunity for you to step up and share a short tale or song too - all cultures and languages most welcome!

David has worked in ELT since 1986. He makes his living as a storyteller, actor, 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.

## Friday 9<sup>th</sup> April

### **The IATEFL 3rd annual Pecha Kucha Evening**

Good things *always* come in threes, and this year's IATEFL 3rd annual Pecha Kucha evening is no exception. By now you should know the format: each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up. This year's Pecha Kucha is called "Love of Language" and features several new speakers but the enjoyment will be the same as ever. Do not miss this event!

## **Touchable Dreams with Jeremy Harmer and Steve Bingham**

*Music and words to fill or break your heart!*

Celebrated musician Steve Bingham (violin, electric violin, loops) teams up with wordsmith and guitarist Jeremy Harmer for Touchable Dreams - an evening of dazzling artistry and high emotion.

Taking its title from a poem by poet laureate Carol Ann Duffy, Touchable Dreams is an exploration of the symbiosis between the expressive beauty of words and the ethereal poetry of music. Both aim to express the passion, tenderness and agony of deep feeling, and when they complement each other, the effect can be extraordinarily intense.

Sometimes, in *Touchable Dreams*, words follow the music, echoing its plangent harmonies; at other times music follows the words, transforming their individual power into raw emotion. And sometimes the words and the music are intertwined in an almost physical interdependency.

*Touchable Dreams* describes romantic love, transient love, ridiculous love, bitter love, lost love, and sublime love in the music of JS Bach, Steve Bingham, Nick Drake, Andrew Keeling Johann Pachelbel, Astor Piazzolla, Eugene Ysaÿe and others, and in the words of poets and playwrights such as W H Auden, Elizabeth Barrett Browning, Elizabeth Bishop, e e cummings, Carol Ann Duffy, Jeremy Harmer, Ted Hughes, Elizabeth Jennings, Jenny Joseph, Roger McGough, Brian Patten, William Shakespeare and others.

In the words of Steve and Jeremy, "we want to show how music and words - the very bases of human emotion - can co-exist and enhance each other's power for one of the greatest emotions - love - of the human experience."

## **Saturday 10<sup>th</sup> April**

### **The IATEFL International Quiz evening**

**sponsored by Kingdom Enterprises Ltd**

Back by popular demand (again!) and still hosted by Adrian Tennant. Come along, have a drink, meet people from around the world, be part of a winning team and see just how much you know (or don't) about the world we live in (or is it on?). There'll be prizes for the winning team, but the best part of the whole evening is that it's just good FUN!

### **People, Places and Puddings**

Come and enjoy - and join in - a light-hearted but very informative event celebrating the region where we are holding the conference.

You'll find out lots about local history, personalities, food, humour, landscape and all the things which make this such a special part of England. Your host is Mark Fletcher, but you could meet (and perhaps become!) the Bronte sisters, a mill owner, a famous cricketer... who knows? It will certainly be fun - and a very sociable experience!

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

# PREVIEW OF PRESENTATIONS (PROVISIONAL)

## THURSDAY

### APPLIED LINGUISTICS

Can I, should I, destabilize my learners' sense of self?  
Martin Lamb

Integrating literature and language through cooperative learning in EFL classrooms  
Wanlun Lee

Correlations between text quality and conjunctive cohesion  
Jongmin Song

Teacher interaction in meetings: Insights from real world practices  
Elaine Vaughan

Autonomy at all costs: A tale of a disabled learner  
Xuesong Gao

Learner identity: Does Meredith really want to sound like me?  
Stuart Perrin

### BUSINESS ENGLISH

Bring work reality into the business English training session  
Robert Feather

Understanding the role of culture in international business  
Adrian Pilbeam

Insights into the dynamics of multicultural teams  
David Leeming & Delia Jackson

Getting business English learners to speak  
Marjorie Rosenberg

What students can get out of Twitter  
Petra Pointner

The globalization of English: Implications for the business English classroom  
Robin Walker

### ENGLISH FOR ACADEMIC PURPOSES

Student-centred feedback techniques  
Jane Nolan & Elizabeth Poynter

What are the language skills for higher education?  
Margaret Cooze

"Can you help me?" Dealing with students' and teachers' problems  
Rebecca Michel

Criterion-related validity of the TOEFL® iBT Listening section  
Susan Nissan

Student-teacher collaboration in creating a podclass  
Nezaket Ozgirin, Neslihan Demirdirek & Pinar Gunduz

Attacking fossilization: An Ethiopian perspective  
Ann Butcher

Dialoguing with text: An exercise in critical thinking  
Jenny de Sonnevile & Sara Herd

What students can get out of Twitter  
Petra Pointner

Using I-Search papers to encourage deep reflection on writing  
Sonja Tack

Students and electronic 'plagiarism' detection: Learning to 'play the system'?  
Nadya Yakovchuk

IELTS and beyond: Paving the way for academic study  
Sue O'Connell

Can online discussion help students ease into British university life?  
Barbara Skinner

Collocation, naturalness and meaning: a new productively-oriented collocations dictionary  
Michael Rundell

### ENGLISH FOR SPECIFIC PURPOSES

Interpretation of texts: Why was theirs so different from mine?  
Lindsay Ellwood

Which word and when  
Evelina Miscin

Developing a new ESP exam – a case study  
Roger Randall

Results-focused ESP  
Jeremy Day & Virginia Allum

Developing workplace English programmes in Botswana  
Modupe Alimi

ESP and subject teachers' perceptions on interdisciplinary team teaching  
Chiung-Wen Chang

Teaching essay writing skills using games: An experimentation  
Adejoke Jibowo

English medium instruction and ESP: A collaborative approach  
Claudia Kunschak

English for the public sector in Europe  
Rhoda McGrav

Students and electronic 'plagiarism' detection: Learning to 'play the system'?  
Nadya Yakovchuk

A day in the life of a newbie material developer  
Natasha Jovanovich

### ES(O)L

Children with EAL: Comparing withdrawal sessions with teachers and TAs  
Clare Wardman

Out of the learner's mouth  
Rosemary Westwell

### GENERAL

If learning isn't in your body, you haven't learned it  
Juliet du Mont

onestopclil.com - more than just a website  
Keith Kelly

Coaching in practice: Supporting the self-directed change of others  
Adrian Underhill

Memory, lexis, memory  
Romana Vancakova

Content and language: Towards a perfect partnership  
John Hughes

Literature in language study: Voices from ESL classrooms  
Wan Kamariah Baba

**Winner of the Pilgrims Teacher Trainer Journal Scholarship**  
Ideas for creating activities using free resources  
Suzan Oniz

Teaching grammar: Research, theory and practice  
Penny Ur

From reader to actor: the classroom as theatre  
Jane Bowie

What do teachers say to challenge and motivate learners?  
Geoff Hardy-Gould

Deconstructing the personal pronoun paradigm  
Roger Berry

Enhancing creativity: A daunting task or an impossible dream?  
Marinela Cojocariu

Tutor vs learner needs: Bridging the gap in the classroom  
Angela Smith

Memorising language chunks through telling and retelling stories  
David Heathfield

CLIL inside the profession, inside the classroom, inside the mind  
David Marsh, Kay Bentley & Do Coyle

## GENERAL continued

Practical tips for using and preparing materials for academic IELTS  
Sam McCarter

Ways to enhance ELT through mother tongue and cultural identity  
Eva Regensburger & Chadwick Williams

cREATIVITY with a small 'c'  
Margit Szesztay

Write your heart away  
Sezgi Yalin

Student perspectives of critical literacy in EFL reading and writing  
Shin-Ying Huang

Ideal and reality in coursebook selection  
Shu-er Huang

Dyslexia: Obesity not measles  
Monika Lodej

A shared reading and writing project in Nigerian primary schools  
Gospel Ikpeme

## GLOBAL ISSUES

Teaching English for sustainability  
Rachel Bowden

Vision to village  
Clare ODonahue & Aruna Rathnam

Are you a coursebook junkie?  
David Williams

Attacking fossilization: An Ethiopian perspective  
Ann Butcher

Managing customer feedback and complaints  
Justin Kernot

What is a 'successful ESL/EFL speaker'?  
Esra Ozdemir Akyol

Challenging themes: Radio English for teachers and learners in Africa  
Paul Woods

English for the public sector in Europe  
Rhoda McGraw

Learner identity: Does Meredith really want to sound like me?  
Stuart Perrin

Are differences in learning cultures negotiable?: A cross-cultural survey  
Mohammad Shahidullah

Teaching English in conflict/post-conflict zones: Voices from Serbian classrooms  
Sara Hannam

## LEADERSHIP & MANAGEMENT

Reflecting in and on action: A management approach  
Andrew Hockley

Online writing teams: Online, but not always on track  
Maureen McGarvey

"Can you help me?" Dealing with students' and teachers' problems  
Rebecca Michel

Bridging the divide: A view from a developing country  
Angelita Esdicul

## LEARNER AUTONOMY

Student-centred feedback techniques  
Jane Nolan & Elizabeth Poynter

Can I, should I, destabilize my learners' sense of self?  
Martin Lamb

Learning Portfolios: Are they really helpful?  
Ece Betil Arpacioğlu & Azra Nihal Bingol

Before and after Twitter: Personal learning environments  
Graham Stanley

How autonomous are our students?  
Anja Burkert

Autonomy at all costs: A tale of a disabled learner  
Xuesong Gao

From language learner autonomy to the promotion of plurilingual competences  
Marcella Menegale

## LEARNING TECHNOLOGIES

Lights, camera, action!  
Michael Brewster

The IWB: A teacher-centred tool; yes or no?  
Mary Henderson

Teaching the mobile generation  
Nicky Hockley

A comparison of different IELTS exam preparation courses  
Iffaf Khan

ICT skills assessments: Teacher-friendly or tech-friendly?  
Sarah Walker

Technology without tears: Choose *Classware* for your classroom  
Gary Anderson

"They just can't hack it!": Attitudes to technology  
Gavin Dudeney

Online writing teams: Online, but not always on track  
Maureen McGarvey

Student-teacher collaboration in creating a podclass  
Nezaket Ozgirin, Neslihan Demirdirek & Pinar Gunduz

Goodbye glue and Tippex; hello Teachitworld – adaptable resources online  
Lucy Palmer

Task design in virtual worlds: Towards a frame of reference  
Paul Sweeney & Cristina Palomeque

Web 2.0: What's in it for teachers?  
Burcu Akyol

Linking learning and assessment: IELTS, BULATS and ICFE online courses  
Nick Charge

Bridging the divide: A view from a developing country  
Angelita Esdicul

Language and literature at upper secondary level on Smart Board  
Connie Guntelberg

Teacher to character: How becoming someone else enhances learner engagement  
David Kaskel

Language conflicts: Developing a generic online tool for translators  
Don Maybin

Second life  
Dennis Newson

Identity and language choice online in a Syrian higher-education context  
Naseem Hallajow

Traditional and distance methods in a modern English language textbook  
Tatiana Kozhevnikova

Before and after Twitter: Personal learning environments  
Graham Stanley

Feasibility of using blogs to teach writing in English  
Kuangyun Ting

Technology for busy teachers  
Gordon Lewis

Crowd wise  
Karenne Sylvester

Inquiry models: Teaching problem-solving through discovery and questioning  
Feryal Varanoglulari

Innovation in ELT - theory and cutting-edge practice  
Michael Carrier

Showing how I've grown: Reflective, lifelong learning with Mahara e-Portfolios  
Derrin Kent

*Macmillan Test Maker* – Flexible, fuss-free online testing  
Byron Russell

Points to consider when using technology in the classroom  
Josefina Santana

Can online discussion help students ease into British university life?  
Barbara Skinner

## LITERATURE, MEDIA & CULTURAL STUDIES

Intercultural plurals: Transcending first person singular  
Andrea Assenti del Rio  
Nilsa Pereyra Climent

Reading *Twilight* in Abu Dhabi  
Janet Olearski

## LITERATURE, MEDIA & CULTURAL STUDIES continued

Integrating literature and language through cooperative learning in EFL classrooms  
Wanlun Lee

What do they really read? – Being bookish when 14  
Christian Holzmann

## MATERIALS DESIGN

Intercultural plurals: Transcending first person singular  
Andrea Assenti del Rio  
Nilsa Pereyra Climent

Countering classroom fatigue for advanced learners  
Ben Goldstein

A comparison of different IELTS exam preparation courses  
Iffaf Khan

Goodbye glue and Tippex; hello Teachitworld – adaptable resources online  
Lucy Palmer

Results-focused ESP  
Jeremy Day & Virginia Allum

How trainers respond to given course materials: Resource or constraint?  
Jayne Moon

Checking vocabulary: What our students are really reading and writing  
Beth Drury

Traditional and distance methods in a modern English language textbook  
Tatiana Kozhevnikova

You think before you ask your students to think  
Hiroki Uchida

Creativity for beginners: Constructing identity, creating community  
Jill Hadfield

Reaching further with TKT CLIL: Design, develop, deliver  
Rena Penna & Kirsteen Donaghy

Challenging themes: Radio English for teachers and learners in Africa  
Paul Woods

Getting real: Changing conceptions of authenticity  
Richard Badger

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

A day in the life of a newbie material developer  
Natasha Jovanovich

## PRONUNCIATION

Cross-curricular language learning through IMI (involuntary musical imagery) and drama  
Carole Nicoll

Teaching the English articulatory setting: New hope!  
Piers Messum

Pop songs & phonemic script – a pronunciation teacher as entertainer  
Sylwester Lodej

Enjoyment and creativity in pronunciation learning  
Michael Vaughan-Rees

An effort to new system of denoting English language sounds  
Ivana Mitrovic

Pronunciation matters?  
Ian White & Margareth Perucci

## RESEARCH

Interpretation of texts: Why was theirs so different from mine?  
Lindsay Ellwood

Designing effective TESOL research methods courses  
Simon Borg

Investigating the use of grammar learning strategies  
Miroslaw Pawlak

Native and non-native language teachers and co-produced outcomes  
Hatice Celebi

Teacher beliefs and cognition about teaching grammar  
Anne Burns

Speaking fluency development in the ESL classroom  
Marian Rossiter

**Winner of the International House John Haycraft Classroom Exploration Scholarship**  
Jewish and Arab children communicate across linguistic borders  
Maureen Rajuan

## TEACHER DEVELOPMENT

The teacher's treasure: Top tips for loving the job!  
Mark Fletcher

Teacher appraisal observations: How to make them work for you  
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Avalon to Shakespeare: Language learning and teaching in virtual worlds  
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**Winner of the International House John Haycraft Classroom Exploration Scholarship**  
Discovering and developing young pupils' learning strategies  
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Richard Turnbull

## PRONUNCIATION

Exploring pronunciation in a diverse learning environment - a case study  
Chantal Hemmi

## RESEARCH

Task: A panacea for too much?  
Anthony Bruton

Factors influence students to develop their English in blended-learning course  
Sun-Young Choi

Researching the benefits and challenges of culturally relevant EFL curricula  
Lori Fredricks

Dramatic improvisations in a university teaching context  
Elena Oncevska

CEFR and the curriculum: How can one inform the other?  
Susan Sheehan

A cross-cultural approach to teaching and learning key words  
Wei-Wei Shen

Exploring pronunciation in a diverse learning environment - a case study  
Chantal Hemmi

"Let's toast the future good health of our SACs"  
Kerstin Dofs & Moira Hobbs

Defining criterial features of the Common European Reference levels  
John Hawkins

Students' differential identity: Evidence from the foreign language classroom  
Florentina Taylor

## TEACHER DEVELOPMENT

Analytical framework for evaluation or self-assessment for critical global educators  
Maureen Ellis

TEFL and the mid-life crisis  
Andrew Walkley

Using podcasts, e-readers and virtual worlds in an online MA- TESOL  
Gabi Witthaus

Online teacher training – what, how and why?  
Neil Ballantyne

Learning & mentoring: Sharing a case  
Debora Balsemao Oss & Maria Valesia Silva da Silva

The prince who thought he was a turkey: NLP revisited  
Michael Berman

'Engaging Teachers': An innovative approach setting standards for teacher education  
Phil Dexter & Maggie Milne

The place of imagination in ELT teacher education  
Chris Lima

Trial and error: Using technology in PD  
Tamas Lorincz



## TEACHER DEVELOPMENT

### continued

Black, white and interactive: Keep the boredom out of boardwork  
Paul Seligson

Classroom observations: How do the observer and observee perceptions correlate?  
Huseyin Demirel

Insights from a collaborative error correction policy  
Zoe Graham

Harnessing reflection and CPD  
Seamus Harkin

L1 in the EFL classroom: The truth  
N Dawson

EFL teachers' and supervisors' reflections on classroom observation through cameras  
Javad Gholami & Homa Rafieyan

Language classrooms as social spaces  
Richard Kiely

Changing hats: Revisiting language teaching as learners  
Jen MacArthur

Teachers training between qualifications: Making professional development count  
Jenny Ann Pugsley

Supporting large-scale teacher development in Russia  
Lena Borovikova

Living drama: Theatre activities in two English language learning situations  
Vera Cabrera Duarte

International House World - How we're training teachers EVERYWHERE!  
Lucy Horsefield & Christina Margarf

Praising students in the English language classroom  
Philip Nathan & Sylvie Donna

What identity do you bring to your classroom?  
Barbara Roosken

## TEACHER TRAINING & EDUCATION

TEFL and the mid-life crisis  
Andrew Walkley

Online teacher training – what, how and why?  
Neil Ballantyne

'Engaging Teachers': An innovative approach setting standards for teacher education  
Phil Dexter & Maggie Milne

Mainstreaming equal opportunities and diversity in pre-service teacher training  
Shellene Divall

Cultural issues raised by cascading teacher training in Kuwait  
Tom Harvey & Mishari El Rashidi

The place of imagination in ELT teacher education  
Chris Lima

TESOL in Scotland : Contextualising training materials  
Jennifer MacDougall

Concepts and skills in applied linguistics: An introduction for students  
Susan Hunston

The EPOSTL: A reflection and self-assessment tool for teacher education  
Barbara Mehlmauer-Larcher

Is difference deficiency? Symbolic violence in the ESL classroom  
Tara Ratnam

Teaching English in Syria  
Srouf Shalash & Nibal Hanna

The 'X factor' in teacher education: Awareness  
Burcu Tezcan Unal

The portfolio effect: Exploring the autonomy of ELT major student-teachers  
Rana Yildirim & Esra Orsdemir

Linguistic creativity training – is this something English teachers need?  
Janice Bland

Ritual versus principle  
Barbara Buxton & B Grant

EFL teachers' and supervisors' reflections on classroom observation through cameras  
Javad Gholami & Homa Rafieyan

Carrer paths in teacher training and trainer training  
Esther Hay

Making digital sense in the classroom  
Shaun Wilden

Assessment literacy for the English language classroom  
Glenn Fulcher

The online education debate: Fears and cheers  
Marjorie Vai

Supporting Cambridge ESOL's global teaching community  
Karen Barns

Supporting large-scale teacher development in Russia  
Lena Borovikova

International House World - How we're training teachers EVERYWHERE!  
Lucy Horsefield & Christina Margarf

Technology-enriched learning: Teacher attitudes  
Deborah Lahav

Evaluating large-scale teacher development projects  
Alan MacKenzie

Korea opportunities: Access all areas!  
Maria Norton

The impact of cross-cultural experience for EFL preservice teachers  
Isil Kacar

Teaching a 'Tower of Babel' e-PD programme (aka Online DELTA)  
Silvana Richardson

Poetry in the EFL classroom - Fun or productive learning?  
Larysa Sanotska

## TESTING, EVALUATION & ASSESSMENT

Why bother benchmarking tests to the CEFR?  
Barry O'Sullivan

Advanced writing: A celebration of what students can do  
Sian Morgan

**Winner of the Trinity College London Language Examinations Scholarship**  
Teaching and testing: Bridging the gap  
Melanie Shaul

Placing learners on EAP programmes with the Password Test  
Anthony Green

Assessment literacy for the English language classroom  
Glenn Fulcher

The new adventures of the old writing criteria  
Nurdan Coksezen, Seyran Erdogan & Reyhan Salataci

Assessing primary students' learning in CLIL lessons  
Ute Massler

## YOUNG LEARNERS & TEENAGERS

Breaking down the classroom walls: Web-based tasks with real outcomes  
Ann Foreman

Musiking along: Why music is more than just a song  
Niki Joseph

Linguistic creativity training – is this something English teachers need?  
Janice Bland

Key factors in learning and teaching English for young learners  
Samuel Lefever

The use of picture books in a Norwegian L2 classroom  
Hege Emma Rimmereide

Useful exploitation of pop songs in the classroom  
Stephanie Davis

# **SUNDAY**

## **Symposiums**

### **COLLABORATIVE PROFESSIONAL DEVELOPMENT IN ACTION SYMPOSIUM**

Convenor: Julia Frazier & Chika Hayashi

Teachers' Diary to Facilitate Reflection in Collaborative Professional Development  
Siti Masrifatul Fitriyah

Collaborative professional development in action  
Julia Frazier

Collaborative Professional Development through Dialogue  
Chika Hayashi

e-English for Teachers: A path to social and digital inclusion  
Graeme Hodgson

A critical teacher development experience: A Colombian case  
Nayibe Rosado

### **CRITICAL THINKING SYMPOSIUM**

Convenor: Guler Ekinier

Critical thinking in ELT: Writing  
Fatima Demiray

Critical thinking in English classes  
Guler Ekinier

Teacher education: Infusing thinking skills into ELT curriculum  
Mei Lin

Using critical thinking in the language classroom  
Daniel Norrington-Davies

### **DRAMA SYMPOSIUM**

Convenor: Nick Bilbrough

The (second language) play's the thing  
Nick Bilbrough

Drama projects in a Brazilian state school: DramaClub/Webwriters  
Ingrid Broch

Drama in action  
Richard M Chinn

PDL: A very different approach to language learning  
Eugene Schaefer

### **EAP SPEAKING SKILLS SYMPOSIUM**

Convenor: Heather Buchanan

Needs analysis of international students in the UK  
Majed Alqahtani

EAP speaking skills  
Heather Buchanan

Materials evaluation: A look at EAP speaking tasks  
Julie Norton

### **EFL TEACHING FOR ACADEMIC WRITING SYMPOSIUM**

Convenor: Benjamin Haymond

Instructional practices for writing successful summaries in academic settings  
Tatyana Gudkina & Larina Feschenko

Assessing the effectiveness of an EAP writing course  
Janie Rees-Miller

Addressing real student needs for academic writing  
Neil Adam Tibbetts

### **ENGLISH FOR THE WORKPLACE SYMPOSIUM**

Convenor: Joseph Yong Tohmoh

Towards English professional communicative competence  
Amna Mohamed Bedri

Developing an English language course for Serbian doctors  
Sofija Micic

Collaboration, personalisation and authenticity: The future of the coursebook  
Cleve Miller

English/French bilingualism and workplace minority English in multilingual Cameroon  
Martina Muyusi Nana Mee Mbayu

**Winner of the International House Training & Development Scholarship**  
English for work and the workplace - A mutant puzzle  
Joseph Yong Tohmoh

### **GRAMMARING SYMPOSIUM**

Convenor: Birsen Tutunis

To what extent are Turkish ELT students capable of using  
Sevim Inal

Mnemonics: Making grammar memorable  
Simon Mumford

Teaching spoken grammar  
Ken Paterson

Using games for teaching grammar  
Gulshan Samadova

To be or not to be: Explicit or implicit grammar  
Birsen Tutunis

### **INCREASING COMMUNICATIVE COMPETENCE SYMPOSIUM**

Convenor: Blanka Frydrychova-Klimova & Catherine Matsuo

Problem-based learning: A source of learning opportunities in undergraduate ESP  
Elizabeth Anthony

Conflicts between Western methodology and Chinese ideology  
Guozhi Cai

Increasing communicative competence  
Blanka Frydrychova-Klimova

Increasing communicative competence  
Catherine Matsuo

### **LEGAL ENGLISH SYMPOSIUM**

Convenor: Matt Firth

Blended approaches to legal English training  
Matt Firth

Teaching legal writing to lawyers and paralegals  
Kenneth Raphael

Plain English  
Alison Wieback

### **MATERIALS WRITING IN ELT SYMPOSIUM**

Convenor: Amy Lightfoot

The development of online provision for students of academic English  
Martin Barge & Willaim Tweddle

A principled approach to writing materials for ESL/EFL  
Livia Donnini

Creating effective classroom materials: Tips and tricks  
Amy Lightfoot

Balancing gender in ELT materials writing  
Aneta Naumoska

Teachers as materials writers: Assessing needs and finding solutions  
Rubena St. Louis

### **MEANING MAKING THROUGH STORIES FOR YLS SYMPOSIUM**

Convenor: Rama Mathew

'Stories' from different content and language learning contexts  
M. Teresa Fleta

Wordless books: A wonderful underutilized resource for YL  
Caroline Linse

Meaning making through stories for YLs  
Rama Mathew

The picture book - object of discovery  
Sandie Mourao

A global concept in a local context  
Uma Raman

### **NARRATIVE IN ELT SYMPOSIUM**

Convenor: Brian Tomlinson

Weaving the class narrative  
Alan Maley

Helping learners to express themselves  
Hitomi Masuhara

Learner investment in ELT: A materials perspective  
Jayakaran Mukundan

Teachers telling tales: exploring materials for teaching spoken language  
Ivor Timmis

The power of narrative  
Brian Tomlinson

## RESPONDING TO WRITING SYMPOSIUM

Convenor: Nagwa Kassabgy

Written feedback and revision – teacher's perception vis-à-vis students' perception  
Veena Bhambhani

Responding to writing  
Nagwa Kassabgy

Theme-rheme patterns: Discoursal criteria for corrective feedback on essays  
Zhila Mohammadnia & Ali Memar

Responding to students' academic essays: Native vs. non-native speaking teachers  
Yasmine Salah El-Din

The writing feedback process using audio files  
Phyllis Wachob

## TEACHING/RESEARCHING LARGE CLASSES SYMPOSIUM

Convenor: Richard Smith

Towards an understanding of teachers' resistance to innovation in large classes  
Uzma Abdul Rashid & Fauzia Shamim

Effectiveness of Ethiopian English language teachers' practices in large classes  
Nigussie Negash

### Winner of the Gill Sturtridge First-Time Speaker Scholarship

Teaching English in multicultural large classes: A narrative enquiry  
Prem Bahadur Phyak

Teaching English in difficult circumstances: A new research agenda  
Richard Smith

## THE GOOD LANGUAGE LEARNER SYMPOSIUM

Convenor: Carol Griffiths

Preparing teacher candidates to teach language learning strategies  
Anna Uhl Chamot

The secret to longterm success at 3+ non-native languages  
Andrew Cohen

What individual differences characterize a better-than-good language learner?  
Madeline Ehrman

The good language learner  
Carol Griffiths

Inside the mind of a successful language learner  
Sarah Mercer

Learning to learn  
Bonnie Tsai

## THE PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS SYMPOSIUM

Convenor: Doreen Spiteri

The induction program in two unique environments: Canada & Israel  
Ruwaida Abu-Rass

Peer-feedback on inspectors' post-lesson observation feedback sessions  
Hatice Asvaroglu

Believing is seeing: What teachers want from professional development  
Tim Phillips

The professional development of teacher educators  
Doreen Spiteri

English as a third language vs. maintenance of minority cultures  
Gaowa Wuyun

# Sessions

## APPLIED LINGUISTICS

Learning strategy use of college EFL learners in Taiwan  
Chih-hui Chang

Teacher cognition about YLL vocabulary acquisition  
Torill Irene Hesteraet

Motivation revisited: When in Britain do as the Britons do?  
Mikio Iguchi

Pakistani teachers' critical awareness of the impact of tests  
Raana Jillani

What do Taiwanese university students think about today's English?  
Hsuan-Yau Tony Lai

Poetry in language and EAP teaching  
Angela McLean

## ENGLISH FOR ACADEMIC PURPOSES

Poetry in language and EAP teaching  
Angela McLean

## ENGLISH FOR SPECIFIC PURPOSES

Teaching ESP in an oilfield: Special problems, special solutions  
Waleed Al-Aghbary

Preparing materials for teaching ESP - English in logistics  
Polona Vivic

## GENERAL

Online reading strategies of Hungarian EFL college students  
Ravi Sheorey

Learners' test-taking strategies for the IELTS exam  
Yijen Tsai

## GLOBAL ISSUES

Attitudes, hurdles and opportunities. Austrian exam reform – A washback study  
Doris Froetscher

Right here, right now: Handheld learning in China  
Andrew Newton

## LEADERSHIP & MANAGEMENT

How (and why) to train your staff in CESOL  
Alison Talbot

## LEARNER AUTONOMY

Use of *Graded Readers* in readers club at self-access centre  
Sarwat Masuda Reza

## LEARNING TECHNOLOGIES

Interactive tasks enhancing incidental vocabulary learning  
Arshya Keyvanfar

Right here, right now: Handheld learning in China  
Andrew Newton

## LITERATURE, MEDIA & CULTURAL STUDIES

The role of young adult literature in developing socio-cultural competency  
Jennifer Schumm Fauster

## MATERIALS DESIGN

Teaching ESP in an oilfield: Special problems, special solutions  
Waleed Al-Aghbary

Preparing materials for teaching ESP - English in logistics  
Polona Vivic

## RESEARCH

Academics' attitudes towards learning a foreign language  
Aysegul Angi

Motivation revisited: When in Britain do as the Britons do?  
Mikio Iguchi

Cooperative learning in an EFL classroom: An Iranian context  
Hamid Marashi

Changes in passive and active vocabulary over time  
Hatice Gulru Yuksel

## TEACHER DEVELOPMENT

Does English change your gestures when you present?  
Robert Wilkinson

## TEACHER TRAINING & EDUCATION

Native teachers' knowledge and motivation in an EFL context  
Shinhye Kim

Introducing the European Language Portfolio to Norwegian schools  
Deborah Larssen

Adapting teaching training to successfully reach the Chinese market  
Keith O'Hare

## **TESTING, EVALUATION & ASSESSMENT**

Paper-based testing vs. computer-based testing: A new comprehensive comparability model

Saad Al-Amri

Attitudes, hurdles and opportunities.

Austrian exam reform – A washback study

Doris Froetscher

Pakistani teachers' critical awareness of the impact of tests

Raana Jilani

Killing two birds with one stone in testing and assessment

Martin Lowder

Reliability and validity of task-based assessment of L2 writing

Yoshihito Sugita

## **YOUNG LEARNERS & TEENAGERS**

The activities of a Norwegian network for young learner research

Angela Hasselgreen

Teacher cognition about YLL vocabulary acquisition

Torill Irene Hestetraet

Introducing the European Language Portfolio to Norwegian schools

Deborah Larssen

Iteration and acquisition – task-based vocabulary teaching for young EFL learners

Natsuko Shintani

# **POSTER PRESENTATIONS**

## **APPLIED LINGUISTICS & LEARNER AUTONOMY**

Does collaborative learning improve EFL students' reading comprehension?

Esmail Momtaz

## **APPLIED LINGUISTICS & RESEARCH**

"Know what I mean?" – A look at pragmatic competence

Amanda Bonvini

## **BUSINESS ENGLISH & ENGLISH FOR ACADEMIC PURPOSES**

Assessment of ESP materials used in similar tertiary study

Liga Belicka & Ruta Svetina

## **ENGLISH FOR ACADEMIC PURPOSES**

An interdisciplinary data-based academic word list: Developing an EAP curriculum

Akira Tajino & Toshiyuki Kanamaru

## **ENGLISH FOR SPECIFIC PURPOSES**

ELT community policing – A Canadian community settlement agency perspective

Enid Jorsling

## **ENGLISH FOR SPECIFIC PURPOSES & MATERIALS DESIGN**

Contextualized materials development for ESP pronunciation class

Jian Li

## **ES(O)L & LITERATURE, MEDIA & CULTURAL STUDIES**

Immigration dreams: Using immigrant literature in the ELT classroom

Rosa van Wezel - Giammanco

## **GENERAL**

The relevance of M. Bakhtin's theory for ELT in multicultural contexts

Fernanda Felisbela Benedito

## **GENERAL**

Incidental vocabulary learning from reading-while-listening to an authentic text

Nina Daskalovska

## **GLOBAL ISSUES & TEACHER TRAINING & EDUCATION**

I like it but I can't use it!

Siv Russell Sears

## **LEARNER AUTONOMY & LEARNING TECHNOLOGIES**

LITERALIA - Encouraging autonomous learning in adults

Martina Emke

## **LEARNING TECHNOLOGIES & TEACHER DEVELOPMENT**

Intertwining for lifelong learning: A shared map

Valentina Dodge

## **MATERIALS DESIGN**

Teaching English to poor rural communities

Muhammad Iqbal

## **MATERIALS DESIGN**

An easier approach? - Basic English revisited

Ian Paul

## **TEACHER TRAINING & EDUCATION & TESTING, EVALUATION & ASSESSMENT**

Evaluating oral performance in teaching via learning through teaching

Jody Skinner

# ADDITIONAL SESSIONS

## “HOW TO...” TRACK

These morning sessions aim to inform and support delegates across a range of areas they may be unfamiliar with. Delegates may be here for the first time or might be looking to write up their talk for *IATEFL Conference Selections*. They may wish to engage with and interpret the research they hear about or submit a paper to the *ELTJ*. Or they may be looking to make use of (and make sense of) the range of online networks now available to teachers. We have laid out some sessions to help. Please see the Conference Programme for times and days.

## HOW TO GET THE MOST OUT OF THIS CONFERENCE

with Susan Barduhn

0830-0850 on Thursday 8<sup>th</sup> April

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.

## HOW TO REFLECT ON RESEARCH

with Simon Borg

0830-0850 on Thursday 8<sup>th</sup> April

Many IATEFL conference sessions present research undertaken in various English language teaching settings. This session highlights issues which conference participants might consider when reflecting on the research they hear about during the conference and considering its relevance to their own professional contexts.

## HOW TO BUILD YOUR OWN PERSONAL LEARNING NETWORK

with Nik Peachey

This session will give you some guidance and helpful materials so that you can grow your own personal learning network and train other teachers to develop theirs, through the use of simple web based tools and connecting with existing online networks and communities.

## HOW TO WRITE SUCCESSFULLY FOR IATEFL CONFERENCE SELECTIONS with Briony Beaven

This session provides guidance on writing successfully for the annual IATEFL conference proceedings volume *Conference Selections*, a refereed publication. It is for first-time presenters or presenters who have not yet written up talks or workshops for the volume. Getting published in *Conference Selections* will bring your practice or theories to a worldwide audience and can be a smart career move.

## HOW TO GET PUBLISHED IN A REFEREED JOURNAL

with Keith Morrow

This session will look at why you might want to get published in an "academic" journal, and how to go about it. What is peer-review? Why does it matter? How can you ensure that what you write has a good chance of being published? *ELT Journal* is published in association with IATEFL and the editor, Keith Morrow, will share tips and suggestions for getting your work in print.

## SPECIAL INTEREST GROUP OPEN FORUMS

### THURSDAY

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

### FRIDAY

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

### SATURDAY

- ◆ ES(O)L
- ◆ Global Issues
- ◆ Leadership & Management
- ◆ Testing, Evaluation & Assessment
- ◆ Young Learners & Teenagers

## IATEFL'S ANNUAL GENERAL MEETING

(sponsored by Mailability)

The IATEFL AGM will take place at the Harrogate International Centre on Friday 9<sup>th</sup> April from 1255 to 1400.

## 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 9<sup>th</sup> April.

## POSITIONS SESSION

An open forum on "Should IATEFL take positions on social issues that affect our members?"

This initiative was started at Cardiff 2009 and will be continued at Harrogate.

IATEFL would like to invite all our members to express their opinion on whether the charity should consider developing this area of its activity further. We feel strongly that this should be a member-led initiative and are therefore keen to find out your views on the matter.

We will be focusing on:

- 1) What issues you feel IATEFL could or should get involved in
- 2) How IATEFL could express a view on such issues
- 3) What the next step in this process might be
- 4) Whether an online forum on the IATEFL website might help the dialogue on these issues.

The Positions session will take place on Friday 9<sup>th</sup> April.

## **HARROGATE ONLINE**

Follow all the action as it happens on Harrogate Online.

The Harrogate Online project is a British Council / IATEFL partnership established to provide online conference coverage of the Annual IATEFL Conference. Now in its fourth year IATEFL ONLINE returns in April 2010, together with the Annual IATEFL Conference in Harrogate.

Harrogate Online will showcase the best of the conference and provide interactive web coverage for remote participants around the globe with live video, interviews with presenters, dedicated forums, photo galleries and much more.

### **How you can get involved**

If you're coming to conference you can get involved in a variety of ways: the first thing to do is to register on the site when it goes live and upload any materials from your session (handouts, PowerPoint, etc.); if you're going to be bringing your laptop with you, consider playing an active part in the day-to-day proceedings by sharing photos, tweets or your reflections if you have a blog of your own; get involved with the forums, especially if you have a special interest dear to your heart.

If you're going to be a remote participant you can still get involved with live chats, twitter and even organising a local event in

your area with a teacher training focus around the online conference.

We hope you can join us for IATEFL Harrogate Online - share your ideas on the IATEFL Harrogate conference with teachers from all over the world and be a part of one of the biggest online events for teachers of English.

For more information and updates on Harrogate Online, visit the IATEFL website at [www.iatefl.org](http://www.iatefl.org)

## **HORNBY SCHOLAR & ALUMNI SLOTS**

The name of A.S. Hornby is highly regarded in the ELT world, not only through his publications and ideas on teaching methods but also through the work of the A.S. Hornby Educational Trust, set up in 1961.

This was a far-sighted and generous initiative whereby a large proportion of Hornby's income was set aside to improve the teaching and learning of English as a foreign language, chiefly by providing grants to enable English teachers from overseas to come to Britain for professional training.

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-organised workshops and through postgraduate courses in ELT and (applied) linguistics at British universities.

This year there are 16 Hornby scholars from developing or transitional countries studying for postgraduate qualifications in five UK institutions. The scholars invite delegates to join them for presentation and discussion on "ELT in transition: teachers' personal stories from around the world" during the lunch break on Thursday 8<sup>th</sup> April. We are expecting this to be stimulating and informative.

Two of the current Hornby scholars and three Hornby Alumni will also be presenting solo. The former will present on their use of particular tools and approaches. The latter will present on projects they have managed in their countries, and on new perspectives in ELT they have been exploring following their Masters.

The scholars are: Kalyan Chattopadhyay (India) and Natalia Eydelman (Russia); the alumni are: Gospel Ikpeme (Nigeria), Chris Lima (Brazil) and Irina Titarenko (Russia).

# SPECIAL INTEREST GROUP (SIG) PROGRAMMES

## **BUSINESS ENGLISH (Thursday)**

Robert Feather	Bring work reality into the business English training session
Adrian Pilbeam	Understanding the role of culture in international business
David Leeming & Delia Jackson	Insights into the dynamics of multicultural teams
	BE SIG Open Forum
Marjorie Rosenberg	Getting business English learners to speak
Petra Pointner	What students can get out of Twitter
Robin Walker	The globalization of English: Implications for the business English classroom

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

Adrian Millward-Sadler, Annette Casey & Dietmar Tatzl	Investigation of a multiple intelligences profile for engineering students
Nemah Abdullah	Emotionally intelligent teachers of EAP: Challenges and suggestions
Josep-Maria Cots	Introducing English medium instruction in a bilingual university
Runyararo Magadzire	Effects of social background on tertiary ESP: The Zimbabwean case
Rosinda Ramos	An online genre-based course in EAP
	ESP SIG Open Forum
Edward de Chazal	Two 'however's' and 'moreovers' do not a cohesive text make

## **ES(O)L (Saturday)**

Alicia Bowman	Teaching ESOL literacy in multilevel classrooms
Jennifer MacDougall	TESOL in Scotland : Contextualising training materials
Lucy Cooker & Jez Uden	ESOL materials for museums and libraries
Rachael Fionda	Promoting learner autonomy: Methods and materials in Ireland's ESL classroom
Cindy Leaney	"Don't speak English while my friends are here, Mum."
Clare El Azebbi	Supporting new Scots: ESOL curriculum and professional development in Scotland
	ES(O)L SIG Open Forum

## **GLOBAL ISSUES (Saturday)**

Maureen Ellis	Analytical framework for evaluation or self-assessment for critical global educators
Tom Harvey & Mishari El Rashidi	Cultural issues raised by cascading teacher training in Kuwait
Bijoy Basu	Critical pedagogy and appropriation of English in ELT in Bangladesh
Jansen Mayor	English for economic development? Language, globalization and the Philippines
Devo Forbes	Learn English in 2010
	GI SIG Open Forum
Stephen Jenner	Language competency benchmarking for the Business Process Outsourcing (BPO) sector
Yingchun Li	Is ESP the trend of ELT today? A Chinese perspective

## **LEADERSHIP & MANAGEMENT (Saturday)**

Lorraine Kennedy	'Practise what you preach' – Managers as effective leaders of learning
Fiona Dunlop	Enhancing academic quality in a teaching staff through classroom observation
Huseyin Demirel	Classroom observations: How do the observer and observee perceptions correlate?
	LAM SIG Open Forum
Arthur McKeown	Your management competence - Does it fit the 21st Century?
Alan MacKenzie	Evaluating large-scale teacher development projects
Vic Richardson	Staff development in the digital era: Top-down &/or bottom up?

## **LEARNER AUTONOMY (Thursday)**

Jane Nolan & Elizabeth Poynter	Student-centred feedback techniques
Martin Lamb	Can I, should I, destabilize my learners' sense of self?
Ece Betil Arpaciglu & Azra Nihal Bingol	Learning Portfolios: Are they really helpful?
Graham Stanley	Before and after Twitter: Personal learning environments
Anja Burkert	How autonomous are our students?
Xuesong Gao	Autonomy at all costs: A tale of a disabled learner
Marcella Menegale	From language learner autonomy to the promotion of plurilingual competences
	LA SIG Open Forum

## **LEARNING TECHNOLOGIES (Friday)**

Suzanne Schumacher	Learning with mobile phones and Bluetooth administration
Ozge Karaoglu & Shelly Terrell	Engaging lower primary students through Web 2.0 tools
Sanaa Khabbar & Amal Abou-Setta	Facebook as a writing medium for students
Joe Pereira	Avalon to Shakespeare: Language learning and teaching in virtual worlds
Rachel Lindner & Vida Zorko	Computer-mediated intercultural exchanges between ESP students: Practical guidelines and insights
	Web 2.0 tools that make a difference
Russell Stannard	LT SIG Open Forum



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

Stella Smyth	Shakespeare revisited or reinvented on an ESP syllabus
Maureen Franks	'I don't do Shakespeare. It's all Greek to me!' LMCS SIG Open Forum
Izolda Geniene	Intertextuality of poetry and painting in the ELT classroom
Robert Hill	Transformation stories
Alan Pulverness & Sarah Mount	The pleasure of the text: Managing and sustaining reading groups

## **PRONUNCIATION (Thursday)**

Carole Nicoll	Cross-curricular language learning through IMI (involuntary musical imagery) and drama
Piers Messum	Teaching the English articulatory setting: New hope!
Sylwester Lodej	Pop songs & phonemic script – a pronunciation teacher as entertainer PRON SIG Open Forum
Michael Vaughan-Rees	Enjoyment and creativity in pronunciation learning
Ivana Mitrovic	An effort to new system of denoting English language sounds
Ian White & Margareth Perucci	Pronunciation matters?

## **RESEARCH (Thursday)**

Lindsay Ellwood	Interpretation of texts: Why was theirs so different from mine?
Simon Borg	Designing effective TESOL research methods courses
Mirosław Pawlak	Investigating the use of grammar learning strategies
Hatice Celebi	Native and non-native language teachers and co-produced outcomes
Anne Burns	Teacher beliefs and cognition about teaching grammar RES SIG Open Forum
Marian Rossiter	Speaking fluency development in the ESL classroom
Maureen Rajuan	Jewish and Arab children communicate across linguistic borders

## **TEACHER DEVELOPMENT (Friday)**

Elizabeth Hollis-Watts	Teacher as bus or taxi driver? Incorporating needs analysis
Fiona James	The power of choice in the classroom
Thomas Farrell	Reflecting on professional identities of experienced ESL teachers TD SIG Open Forum
Katie Head & Ibtisam Mami	A Libyan-British encounter and a conversation on teacher beliefs
Susan Barduhn	The expatriate itinerant teacher of English

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

Simon Smith & Radmila Popovic	'I take ten deep breaths'... Lowering trainer trainers' affective filter
Gavin Dudeney	"They just can't hack it!": Attitudes to technology
Jayne Moon	How trainers respond to given course materials: Resource or constraint?
Helen Emery	Video teaching practice: Creating authentic materials for initial teacher training
Anthony Gaughan & Izzy Orde	Teacher training unplugged: Simplifying initial teacher education TTEd SIG Open Forum
Allan Bramall	32

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

Barry O'Sullivan	Why bother benchmarking tests to the CEFR?
Melanie Shaul	Teaching and testing: Bridging the gap
Sian Morgan	Advanced writing: A celebration of what students can do
Anthony Green	Placing learners on EAP programmes with the Password Test TEA SIG Open Forum
Glenn Fulcher	Assessment literacy for the English language classroom
Nurdan Coksezen, Seyran Erdogan & Reyhan Salataci	The new adventures of the old writing criteria
Ute Massler	Assessing primary students' learning in CLIL lessons

## **YOUNG LEARNERS & TEENAGERS (Saturday)**

Ann Foreman	Breaking down the classroom walls: Web-based tasks with real outcomes
Niki Joseph	Musiking along: Why music is more than just a song YLT SIG Open Forum
Janice Bland	Linguistic creativity training – is this something English teachers need?
Samuel Lefever	Key factors in learning and teaching English for young learners
Hege Emma Rimmereide	The use of picture books in a Norwegian L2 classroom
Stephanie Davis	Useful exploitation of pop songs in the classroom



# SIGNATURE EVENTS

## Cambridge University Press Signature Event

**Teachers, Technology and Context**



This session will present key findings from a two-year research programme funded by Cambridge University Press, which explored through a survey from over 45 countries and through 18 more in-depth case studies how language teachers are using the technologies available to them. We examine the issue of "normalisation" (that is, when technology becomes "invisible" and embedded into practice) and consider the implications for language teachers, materials designers and language institutions. We illustrate how teachers' beliefs about teaching and learning, and their understandings of learners and context mediate their decision-making.

## British Council Signature Event



**The role of English in supporting social, economic and political progress in developing economies**

We aim to create an international forum where participants can discuss issues related to language policies, and cultural and national diversity in developing economies. We will also consider the political, socio-economic and educational opportunities that the knowledge of English can offer. Through this forum we will build a community of interest with diverse, and accessible, expertise.

## Pearson Longman Signature Event

**Responding to the needs of Generation Y**



Generation Y, those born in the second half of the 1970s and the first half of the 1990s are the largest marketing phenomenon since the Baby Boomer generation of the late 1950s and 1960s. The children of the Baby Boomers, Generation Y have grown up in a world of diverse internet resources and are able to multi-task, watch video on-line, chat with instant messenger and be on Facebook all at the same time. As Generation Y goes to college and enters the workforce how do educators and trainers respond to the world in which these people operate?

In this session we will look at the challenges Generation Y learners present to teachers. We will look at ways in which we can get ELT teachers up-to-speed with the needs of Generation Y and the technologies they use. In particular, with the shift in viewing habits from TV to internet we will look at on-line video resources and discuss ways in which these can be exploited to get the attention of the multi-tasking and multimedia using Generation Y learner.

# PLENARY SPEAKERS



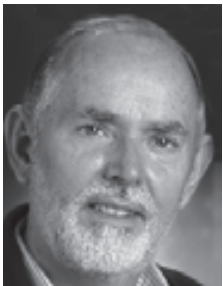
## Jan Blake

**Plenary Session: Sunday**

Jan Blake was born in Manchester of Jamaican parentage. She has an international reputation for dynamic, witty, exciting storytelling. Specialising in stories from Africa and the Caribbean, Jan is one of Europe's leading female storytellers. She has featured at all the major storytelling festivals in the country, as well as performing, running storytelling workshops and teaching all over Europe. Jan is committed to passing on skills that can help storytellers develop their expertise.

### **What is a storyteller?**

I've been a storyteller for 23 years, touring, performing and hopefully inspiring others to get up and tell a tale or two themselves. Yet despite what might sound an obvious job description - *storyteller* - there's often confusion about what that actually means. When I tell people I'm a professional storyteller and that I perform stories for a living, I often hear, 'What does a storyteller do then?' So let's explore the what, why, and how of storytelling; and in turn use this to discover how stories and storytelling can enhance your own experience and enjoyment of performing in the classroom.



## Kieran Egan

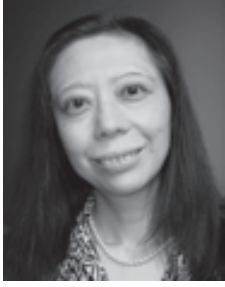
**Plenary Session: Friday**

Kieran Egan was born in Clonmel, Ireland in 1942. He was brought up and educated in England. He read History (Hons.) at the University of London, graduating with a B.A. in 1966. He worked for a year as a Research fellow at the Institute for Comparative Studies in Kingston-upon-Thames and then moved to the USA to begin a Ph.D. in Philosophy of Education at Stanford University. He worked concurrently as a consultant to the I.B.M. Corp. on adaptation of a programming method, called Structural Communication, to new computing systems. He completed his Ph.D. at Cornell University in 1972. His first job was at Simon Fraser University in British Columbia, where he has remained ever since. He is the author of over 20 books, and co-author, editor, or co-editor of a few more. In 1991 he received the Grawemeyer Award in Education. In 1993 he was elected to the Royal Society of Canada, in 2000 he was elected as Foreign Associate member to U.S. National Academy of Education, he received a Canada Research Chair in 2001, won the Whitworth Award in 2007.

His main area of interest is education. His work focuses on a new educational theory, which he has developed during the past two decades, and its implications for a changed curriculum, teaching practices, and the institution of the school. His work deals both with innovative educational theory and detailed practical methods whereby implications of his theory can be applied at the classroom level. Various of his books have been translated into about 10 European and Asian languages. His recent books include *Teaching as Story Telling* and *Imagination in Teaching and Learning* (Chicago: University of Chicago Press), *The Educated Mind: How cognitive tools shape our understanding* (Chicago: University of Chicago Press, 1997), *Getting it Wrong from the Beginning: Our progressivist inheritance from Herbert Spencer, John Dewey, and Jean Piaget* (New Haven: Yale University Press, 2002), *An imaginative approach to teaching* (San Francisco: Jossey-Bass, 2005), and *Teaching literacy: Engaging the imagination of new readers and writers* (Thousand Oaks, CA: Corwin Press, 2006), and most recently *The Future of Education: Reimagining our schools from the ground up* (New Haven: Yale University Press).

### **Students' minds and imaginations**

In this talk I will offer a rather new way of thinking about the process of students' cognitive development. It focuses on the kinds of "cognitive tools" or learning toolkits students develop as they grow up in a society like ours. In schools and in most currently dominant psychological theories of development, short-shrift is given to some of the most powerful learning tools students have available to make sense of their world and experience and the languages that surround them. We tend also to think of the imagination as something of an educational frill--something to try to engage after the hard work of learning had occurred. I will try to show that focusing on central features of students' learning "toolkits" makes it clear that the imagination is one of the great workhorses of learning, and that we ignore it at the cost of making learning more ineffective than it should be and much schooling more tedious than it need be.



## **Ema Ushioda**

**Plenary Session: Saturday**

Ema Ushioda is an associate professor in ELT and applied linguistics at the Centre for Applied Linguistics, University of Warwick, where she teaches MA courses to pre- and post-experience English language teachers and is in charge of the Doctorate in Education programme. She has been working in language education since 1982 and obtained her PhD in 1996 from Trinity College, Dublin. During the 1990s, she was involved in running institution-wide language programmes at Trinity College, and in designing and evaluating a version of the Council of Europe's European Language Portfolio for use in Irish secondary schools, before moving to the UK in 2002.

Her main research interests are language motivation, learner autonomy, sociocultural theory and teacher development, and she has given numerous talks, in-service courses and workshops for language teachers from different parts of the world. She has also published widely, particularly on the topics of motivation and autonomy. Book publications include *Learner Autonomy 5: The Role of Motivation* (Authentik, 1996), and *Motivation, Language Identity and the L2 Self* (co-edited with Zoltán Dörnyei, Multilingual Matters, 2009). She is currently working on a revised edition of *Teaching and Researching Motivation* (co-authored with Zoltán Dörnyei, Pearson Education).

### **Socialising students' motivation and autonomy in the English language classroom**

Motivation has traditionally been regarded as something that teachers 'do' or 'give' to learners through a variety of motivational techniques or strategies. However, current theory and research suggest that for effective and autonomous language learning and language use to take place, motivation needs to come from within and be internally regulated, rather than externally regulated by teachers, parents or other social forces. Yet, social processes are pivotal in mediating the healthy internal growth and self-regulation of motivation. Understanding this complex relationship between social and internal processes is vitally important if we want to develop our students' motivation from within, and enable them to sustain and regulate their own motivation. In this talk I will explore the nature of this relationship and analyse its practical implications for the classroom. In particular, I will draw on recent developments in educational psychology where there is increasing recognition that motivation is not necessarily achievement-oriented but value-based and identity-oriented, as reflected in a growing literature on motivation and identity. I will link these developments to current theories of autonomy in language learning, and discuss how classroom practices that promote autonomy can contribute to socialising adaptive values, identities and motivational trajectories in our students, as they engage in the sustained process of learning and using English.



## **Tessa Woodward**

**Plenary Session: Thursday**

Tessa Woodward is a teacher, teacher trainer/educator, and the professional development coordinator at Hilderstone College, UK. She is also the editor of *Teacher Trainer Journal* for Pilgrims and has authored and co-authored numerous articles and books, including *Planning Lessons and Courses* (Cambridge University Press) and *Ways of Working with Teachers* (TW Pubs). She was President of IATEFL from 2005 to 2007.

### **The Professional Life Cycles of Teachers**

As we come together in Harrogate for this IATEFL conference, we will be attending talks and workshops, panel discussions and social events over several days. We will find ourselves in rooms with teachers of all kinds...young ones and not so young ones, those from different countries and cultures and with different mother tongues. There may be times when we wonder why one person is getting so aerated about a particular topic or why another person seems so optimistic or pessimistic about the whole learning and teaching endeavour. This plenary may possibly help us to make sense of this for we will look at some research that has been done into the life cycles of teachers. What are the concerns of a teacher who has just started in the job? How do these differ from those of someone who has been in the field for a few years? Or for many, many years? You will be offered a possible framework, based on number of years in the job, collated from several thinkers in the field of life cycle research. Together we will ask questions from the TESOL teacher's point of view and finally will ponder the implications of the framework for ourselves, our colleagues and indeed for IATEFL Harrogate conference goes!


# SPONSORS OF THE IATEFL CONFERENCE AND EXHIBITION


We are always looking for new sponsors and new ideas to be sponsored to enable IATEFL to host a memorable conference for our members and delegates. If you are interested in sponsoring part of IATEFL's Annual International Conference, including evening events, please contact Alison Wallis, IATEFL Marketing & Sponsorship Officer, at [awallis@iatefl.org](mailto:awallis@iatefl.org)


**IATEFL is already most grateful to the following sponsors for their generous contribution to the success of the conference:**


 **British Council** for sponsoring **Harrogate Online** and the **roving reporters**

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 **D. Isom Print** for sponsoring the **conference posters** and **signage** around the venue

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**Kingdom Enterprises Ltd** for sponsoring the **IATEFL International Quiz Evening on Saturday 10<sup>th</sup> April**



**Mailability** for sponsoring the **IATEFL Annual General Meeting** and the **preliminary conference brochure (June-December)**



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# IATEFL SCHOLARSHIP WINNERS

IATEFL has a Scholarship Working Party (SWP) whose job it is to raise scholarship funds, create new scholarships, publicise the existence of the current scholarships to teachers worldwide, and select scholarship winners. The SWP also works to improve the conference experience for scholarship winners and applicants. To these ends there will be a scholarship stand in the exhibition this year and someone from the SWP will be there during the morning coffee break each day to answer questions and receive generous offers of sponsorship for future scholarships, so whether you are a current or past scholar, a potential applicant, or a potential sponsor, do come along for a chat.



**Africa Scholarship Winner**

***Sara Awad  
Egypt***



**Africa Scholarship Winner**

***Maria Alina Lopes Sancha  
Cape Verde***



**Cactus to Conference  
Scholarship Winner**

***Fiona James  
UK***



**Frank Bell Scholarship Winner**

***Elena Kayipova  
Kyrgyzstan***



**Gill Sturtridge First-Time  
Speaker Scholarship Winner**

***Andreza Lago  
Brazil***



**Gill Sturtridge First-Time  
Speaker Scholarship Winner**

***Prem Bahadur Phyak  
Nepal***



**International House Global  
Reach Scholarship Winner**

***Gladys Ngwi Focho  
Cameroon***



**International House Global  
Reach Scholarship Winner**

***Latsouck Gueye  
Senegal***



**International House John  
Haycraft Classroom  
Exploration Scholarship  
Winner**

***Katerina Dvorakova  
Czech Republic***





**International House John Haycraft Classroom Exploration Scholarship Winner**

***Maureen Rajuan  
Israel***



**International House Training & Development Scholarship Winner**

***Joseph Yong Tohmoh  
Cameroon***



**LT SIG Travel Scholarship Winner**

***Ozge Karaoglu  
Turkey***



**LT SIG Travel Scholarship Winner**

***Rachel Lindner  
Germany***



**OISE Young Learners Scholarship Winner**

***Weronika Salandyk  
Poland***



**Pilgrims Humanising Language Teaching Scholarship Winner**

***Ravi Kumar  
India***



**Pilgrims Teacher Trainer JOURNAL Scholarship Winner**

***Suzan Oniz  
Turkey***



**Ray Tongue Scholarship Winner**

***Padmini Boruah  
India***



**TD SIG Articulating Development Scholarship Winner**

***Kate Butkus  
Canada***



**Trinity College London Language Examinations Scholarship Winner**

***Melanie Shaul  
Israel***



**Trinity College London Teacher Trainer Scholarship Winner**

***Yordanka Brunet  
Cuba***



**W R Lee Scholarship Winner**

***Iskra Angelova  
Bulgaria***

## **NEW SCHOLARSHIPS FOR THE HARROGATE CONFERENCE**

There are two new scholarships available for the Harrogate conference.

Please visit **[www.iatefl.org/scholarships](http://www.iatefl.org/scholarships)** for details of how to apply.

### **Latin America Scholarship** **Deadline: 18<sup>th</sup> January 2010**

This scholarship is being set up with funds generated by the Cardiff Conference 2009. The scholarship is to help a teacher or teacher trainer in Latin America to attend the Harrogate Conference. You do not have to be a member of IATEFL to apply for this scholarship.

### **Consultants-E Online Scholarship** **Deadline: 25<sup>th</sup> April 2010**

This new scholarship, funded by Consultants-E, is for teachers unable to attend our annual conference in person but who participate actively in the online conference Moodle by making relevant and thoughtful postings. You do not have to be a member of IATEFL to apply for this scholarship.

Visit **[www.iatefl.org/scholarships](http://www.iatefl.org/scholarships)** for more information.

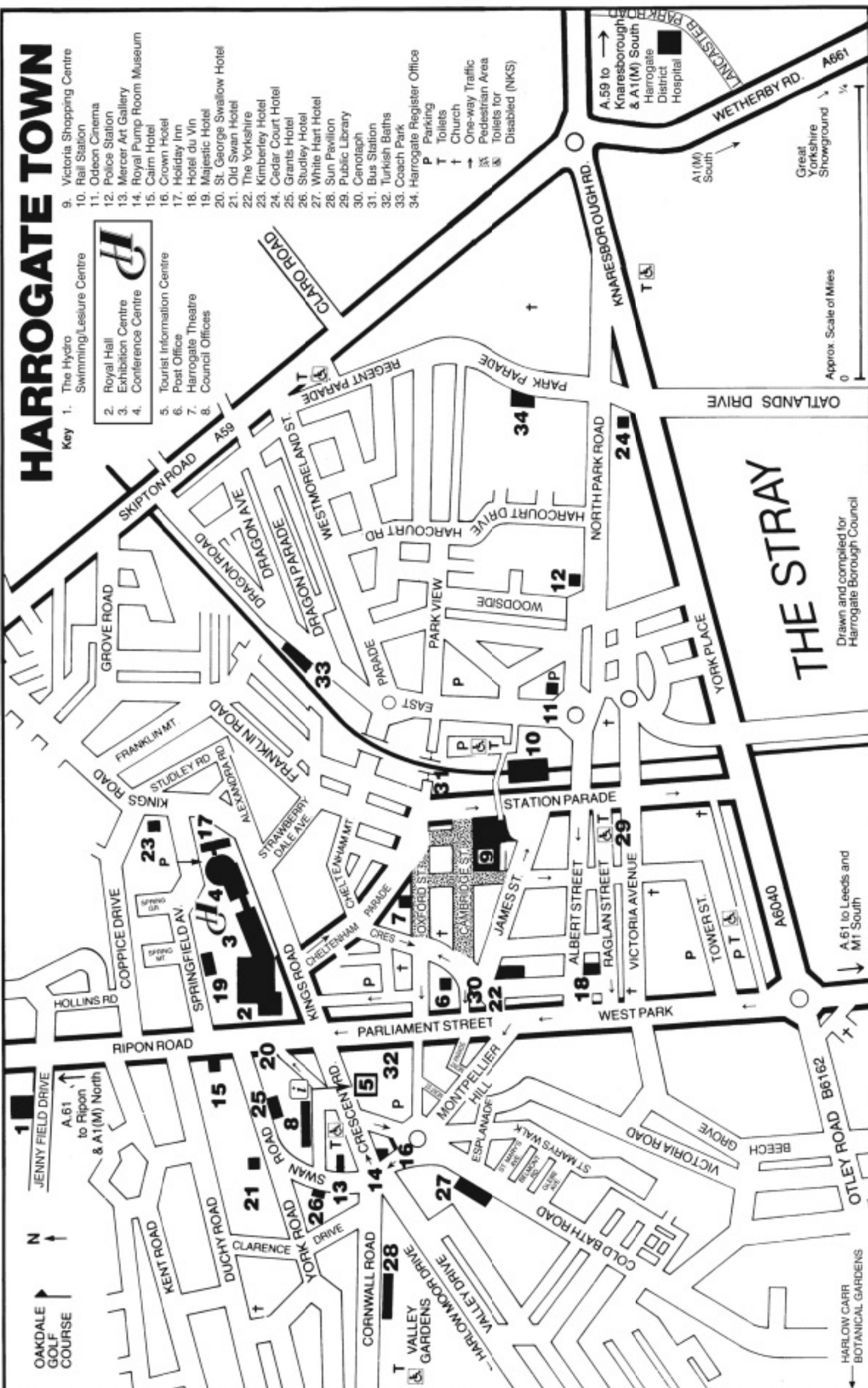


# HARROGATE TOWN

- Key
1. The Hydro Swimming/Leisure Centre
  2. Royal Hall
  3. Exhibition Centre
  4. Conference Centre
  5. Tourist Information Centre
  6. Post Office
  7. Harrogate Theatre
  8. Council Offices
  9. Victoria Shopping Centre
  10. Rail Station
  11. Odeon Cinema
  12. Police Station
  13. Mercer Art Gallery
  14. Royal Pump Room Museum
  15. Cairn Hotel
  16. Crown Hotel
  17. Holiday Inn
  18. Hotel du Vin
  19. Majestic Hotel
  20. St. George Swallow Hotel
  21. Old Swan Hotel
  22. The Yorkshire
  23. Kimberley Hotel
  24. Cedar Court Hotel
  25. Grants Hotel
  26. Studley Hotel
  27. White Hart Hotel
  28. Sun Pavilion
  29. Public Library
  30. Cenotaph
  31. Bus Station
  32. Turkish Baths
  33. Coach Park
  34. Harrogate Register Office



- P Parking
- T Toilets
- † Church
- One-way Traffic
- ⊞ Pedestrian Area
- ♿ Toilets for Disabled (NKS)



Approx. Scale of Miles  
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