

# **The MATSDA/University of Liverpool Two Day Conference**

## **Enjoying to Learn: the Best Way to Acquire a Language?**

**July 13th-14th at the University of Liverpool**

### **Programme**

#### **Venue**

The University of Liverpool, Mathematical Sciences Building, Peach St,  
Liverpool, L69 7ZL

#### **Saturday July 13th**

**08.30-09.00 – Registration**

**09.00-09.30 – Introduction - Brian Tomlinson (Leeds Metropolitan University and Anaheim University) in Math 027**

**09.30-10.30 – Brian Tomlinson (Leeds Metropolitan University and Anaheim University) in Math 027**

#### **Games That Let You In**

Games in the language classroom can not only let learners in to enjoyment but they can also let them into English. If the games are designed to provide enjoyable experiences of English in use then they can achieve the optimum conditions for language acquisition.

I'll be discussing the principles and procedures of effective games and giving the participants an opportunity to experience and discuss them.

**10.30-11.00 – Morning Coffee**

**11.00-11.55 – Hitomi Masuhara (University of Liverpool) in Math 027**

Task-Based Approaches have attracted a lot of attention in recent years. What exactly is a 'task' and what constitutes an optimal task-based procedure remain controversial. My presentation will provide demonstrations of Task-Based materials in order to explore key factors in relation to second language acquisition and materials development. It will also consider which task types are most likely to stimulate learner enjoyment and promote language acquisition.

**12.00-12.45 – Parallel Presentations**

**1 Sandie Mourão in Math 027**

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**So what about play? Implications for incorporating free play in preschool EFL classes.**

We know that very young children need lots of singing, chanting, and playing and that a foreign language is acquired using play-like routinised activities. It is also acknowledged that play is a child's work and that the most successful kind of play for development and language acquisition is child-led. Do we provide our preschool learners with opportunities for child-led play? This session will take a look at the materials that can be used during play-like activities and suggest that, by focusing on the associated formats (Bruner, 1983), it is possible to create opportunities for children to engage in child-initiated and child-led play. I will conclude with some of the implications for teachers, trainers and material designers.

## **2 Jane Templeton (Leeds Metropolitan University) in Math 103**

### **Is affective always effective?**

In this talk I will question the notion that enjoyment is essential to learning. Firstly, I will explore the extent to which enjoyment contributes to the affective factors postulated by Krashen: motivation, self-confidence, self-image and anxiety. I will then consider whether what teachers believe is vital to learning is the same as what students believe, referring to studies which suggest that teachers and learners can have very different ideas about what is enjoyable and what is effective. Finally, I will report the results of a small-scale survey of learners' attitudes to enjoyment and affect and discuss what implications these findings might have on our selection, development and use of materials. There will be some time available at the end of the talk for discussion.

## **3 Richard Gresswell in Math 104**

### **Songs with Subtitles Make Sense**

Over the last two years we have seen an emergence of the use of subtitles (captions) with Internet video media. Subtitles have until recently been seen mainly as an assistive technology to the deaf and hard of hearing. However, there is no doubt that the use of subtitled video media increases accessibility for all, and in this presentation the opportunities they create for language and literacy learners will be considered. More specifically an inclusive media project will be presented: \*MusicEnglish - a free and non-for-profit website featuring popular music videos with subtitles in English and many other languages.

In line with the theme of this conference the purpose of this presentation will be to examine how we can engage with teenage and adult learners' interest in popular music through a multilingual pedagogy of personalising song texts. An approach is considered where the words of the songs are related to the learners' lives and used as a vehicle for integrated language work and other creative forms of expression in the classroom including the online translation of the song lyrics into the learners' home languages.

\*MusicEnglish: [www.musicenglish.co.uk](http://www.musicenglish.co.uk)

### **12.45-13.45 – Lunch**

### **13.45-14.30 – Parallel Presentations**

## **1 Simon Humphries (Doshisha University, Japan) in Math 027**

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## **Factors influencing the appropriate use of innovative textbooks.**

Although textbooks can provide visible frameworks for teachers and students to follow during curricular innovation (Rubdy, 2003), if teachers do not understand and take ownership of the changes they may continue using previous methods (Nur, 2003). This presentation describes a study from a context of change in a rural Japanese technical college (*kosen*). Without training to help the teachers to adapt, the *kosen* management introduced communicative English teaching textbooks, which were innovative in this context. In such cases, the question arises: in the absence of teacher training, what factors influence the appropriate use of an innovative textbook? The researcher used the process of constant comparison (Glaser & Strauss, 1967) to select and analyse data from classroom observations and interviews of four Japanese teachers of English (JTEs) who used the new textbooks at the *kosen*. The JTEs tended to modify the textbooks to fit traditional practices, and various issues arose that dissuaded them from using new approaches. This study has several implications for stakeholders in the educational change process. For successful change to take place, teachers need fundamental working conditions, and policies need to be supported from three key areas: assessment, materials and teacher training.

### **2 Nick Andon (King's College London) in Math 103**

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### **Filling in the gaps – what's missing from MFL materials for Key Stage 3 in UK secondary schools?**

This paper focuses on the materials and methodology used in French, German and Spanish lessons in English secondary schools at Key Stage 3 (ages 11-14). During the first 3 years of secondary Education, most pupils have 2 or 3 years of learning a foreign language, more or less starting at beginner level. More than half of these pupils opt out of foreign language study at age 14 having made little real progress. The causes of this situation are complex, but this paper first highlights serious problems with methodology and the available published materials that lead to low levels of pupil participation, slow progress and low motivation. Problems with the textbooks include dull treatment of topics, a lack of exposure to authentic or engaging texts and the absence of opportunities for purposeful and personalised language production. The paper then presents suggestions for materials which provide the conditions argued by Tomlinson (2013) to facilitate second language learning.

### **3 Marie McCullagh (University of Portsmouth) in Math 104**

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### **Using authentic video to appr(entice) learners: developing language and communication skills for the professional workplace**

Language and communication skills for working in professional contexts are becoming increasingly important for learners within education. Materials which reflect the authentic use of language can help shortcut the linguistic apprenticeship learners need to serve to perform effectively in the workplace. Corpora-based research is providing an increasingly detailed picture of workplace discourse and provides materials writers with a gold mine of language to work with.

While written representations of the language in use can form an important resource for the development of learning materials, they are limited in the extent to which they can convey

aspects of paralinguistic and non-verbal communication, as well as the broader context of the interaction. Authentic workplace video can help to overcome these limitations, by showing the language in a more contextualised way, which can provide a more engaging experience for learners. The increasing range of video relating to the professional workplace which is becoming available, and the ease with which it can be used in the classroom and for e-learning, makes it a valuable resource for materials developers.

This presentation will look at different approaches in using video in developing materials for language and communication skills for the professional workplace. It will provide examples from different ESP contexts, and will discuss the selection of relevant video texts, and the development of tasks which are likely to engage different learner profiles.

### **14.35-15.20 – Parallel Presentations**

#### **1 Peter Levrai and Averil Bolster in Math 027**

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Presentations are an increasingly important part of undergraduate and postgraduate studies, used for both formative and summative assessments across different academic disciplines, as well as being part of the student seminar experience. While the amount of international research into EAP has grown (Hyland, 2008), academic presentations remain a relatively under-researched area. This paper will discuss a research project designed to identify the coverage of teaching materials to enhance student academic presentation skills and introduce sample material of a newly designed EAP presentation course to demonstrate how students' academic presentation skills could be developed. This paper makes a contribution to an aspect of EAP that deserves greater attention and demonstrates work being done to bring together research and practice.

#### **2 Yi Yong (Qufu Normal University, China) in Math 103**

##### **On Enjoying to Learn in EFL Classrooms in the Chinese Context**

The quality of learning in a classroom is multifactorial. It involves the internal conditions comprising one's schemata, intelligence level, language aptitude etc. and external conditions including the learning environment, clarity of input, perception of relevance and one's experience of enjoyment to learn etc.. Among these, students' enjoyment to learn has attracted less attention from EFL educational researchers. Students' enjoyment in learning comprises diverse elements of motivation and engagement and may speak to the perceived value of the learning, both in terms of effort required and benefit gained.

In order to investigate the extent to which 'enjoying to learn' is a significant and necessary factor in the Chinese EFL student's experience, I consider the two questions: 1) What does 'enjoyment in learning' mean and 2) Is 'enjoyment' a relevant or necessary factor for the promotion of quality learning in the Chinese context?

The investigation is carried out in a Chinese university. Semi-structured interviews are conducted with two cohorts of participants majoring in English as a foreign language. One group is in their second year of higher education; the second group comprises postgraduates, now working. This paper reports the investigation, the major findings from

phenomenographic analysis of the interview transcripts, and proposed directions for further study.

### **3 Farida Abderrahim in Math 104**

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#### **Developing a Grammar Textbook: from Theory to Practice**

This study takes place in the context of English as a Foreign Language at University level where the teaching of English is subdivided into the major components of a language, obeying an underlying objective: the development of the language aspects necessary to master a language in order to use it as a medium of instruction. Our focus is the teaching of grammar.

Grammar teaching has always been the most controversial aspect of language teaching. The findings of Second/Foreign Language Acquisition research have raised questions about psycholinguistic constraints on the ability to learn any grammar. However, in practice, grammar is an important aspect in most textbooks. We will report on the results of a comparative analysis of the theoretical background, the approach which constitutes the foundation of a number of textbooks, the type of sequence and the nature of the activities suggested to enhance the learning/acquisition of a language. We will identify the textbooks with a purely grammatical sequence, those which combine grammar and content and those which consider grammar in context, highlighting the similarities and differences between these three major categories.

We will end our paper with a discussion of the structure and content of the textbook we are presently developing with a focus on the approach followed – Form, Meaning and Use, the sequence which fits this approach and the activities we have opted for – grammar consciousness-raising activities – where grammar is dealt with in activities involving the students to identify and understand the grammar point in context, developing awareness of grammatical categories.

**15.20-15.50 – Afternoon Tea**

**15.50-16.35 – Parallel Presentations**

### **1 Lewis Richards (Language Specialists International, Portsmouth) in Math 027**

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#### **Academic Writing: does it have to be a slog?**

This presentation will look at theoretical and practical ideas to enable the teaching of academic writing to become more engaging, holistic and enjoyable for both learners and teachers. It will focus on the ostensibly dry writing task 1 of IELTS (describing a graph), and show how, with a series of readiness activities, cognitively-challenging and noticing exercises, and room for the input of learner creativity, it can be transformed into a far more interesting task. The talk will contain a series of practical activities for use in the classroom, all of which can be adapted for different types of academic writing.

### **2 Hae-Ok Park (International Graduate School of English, Seoul) in Math 103**

## **Developing Materials Using a Text-Driven Approach**

Unlike conventional reading activities which mainly check comprehension or often overemphasize grammar points, text-driven approach (TDA) invites the learners to experience and engage the text first and eventually helps them to internalize the content of the text. According to Tomlinson (2003), the learners need to use their whole minds for the durable and meaningful learning and TDA achieves this goal through a range of multidimensional mental representation such as inner speech or visualization. The majority of Korean ELT practitioners, however, are not aware of TDA due to the lack of published materials using the approach. An action research, therefore, was implemented to investigate the effective ways of developing and using TDA approach in Korean EFL context.

This presentation introduces the action research which was conducted at a Korean graduate school for eight weeks with 18 graduate students who are majoring in ELT materials development. The study explored the whole process from writing the text to designing various activities using the TDA framework designed by Tomlinson (2003, 2013). The research aim was to investigate what kind of problems the Korean materials developers might face with in developing TDA materials and how they could solve them. Data were collected through questionnaires, interviews, researcher's reflective journal and students' products.

### **3 Ross Graham (University of Coventry) in Math 104**

#### **Academic literacies in Ethiopian universities: reframing academic support as collaborative practice**

A three-year research project conducted jointly by Coventry University, Addis Ababa University and Hawassa University is currently examining ways to meet the challenge of teaching academic writing to undergraduates in ways that attend to language development, basic writing and study skills, and student writing needs in academic disciplines.

At present, the first-year course in academic writing in all Ethiopian universities is based on 'Current-Traditional' approaches (Silva, 1990), based on producing short texts which conform to patterns of development that exemplify 'rhetorical modes', principally description and exposition; work on production of texts in these modes is built mainly upon models of writing at paragraph level and writing a series of paragraphs on general topics, as well as the identification and production of complex sentences. To varying degrees, instruction also incorporates aspects of process approaches to writing, such as planning and revising. For example, some recent research within the project has shed light on the value of peer evaluation of student writing.

A weakness in the overall approach is that writing is conceived as autonomous rather than in relation to specific contexts of use. To overcome this, a reconception of reading and writing is necessary so that attention is focused on both general and specific academic literacies within students' fields of study. The refocusing requires a collaborative approach which poses significant challenges in terms of cultural adaptation. The present study is based on my own study of the reading and writing requirements of existing assessed work in final year: the 'senior essay' or equivalent extended writing assignments in scientific disciplines. This was clarified through insights from interviews with subject-specialists. Implications for academic literacies and issues relating to collaboration with subject-specialists are discussed.

### **16.40-17.40 – Jane Willis in Math 027**

#### **Engaging learners through a task-based approach**

Task-based learning (TBL) is based on the principle that language is most efficiently learned through meaningful engagement. This engagement is achieved through a sequence of task cycles. It is a basic principle of TBL that meaning comes before language focus – so the task sequence comes before focus on language form.

In my plenary I will demonstrate the principles behind task-based learning by engaging participants in a series of tasks. I will show how task cycles can be built up to give opportunities for interaction, extended monologue and other activities, leading on to language study.

### **17.40 onwards - Enjoying Liverpool.**

**Have a great evening!**

## **Sunday July 14<sup>th</sup>**

**09.00-09.55 – Thom Kiddle (Norwich Institute for Language Education) in Math 027**

### **Shift happens: the simple presence of digital language teaching materials**

Since data projectors and CD players began replacing overhead projectors and tape decks, digital teaching materials have been a feature of the language classroom, yet there remains a sense of fear, scepticism or outright rejection in many quarters. We will look at the present possibilities and potential future directions in digital language teaching materials and then consider what a principled framework for their design and implementation might look like, taking in gamification, augmented reality and learner analytics on the way.

**10.00-10.45 – Parallel Presentations**

**1 Ros Wright in Math 027**

### **English for Dolphin Trainers: Developing Your Own ESP Materials**

TV journalist, podiatrist, air traffic controller or dolphin trainer; the life of the English for Specific Purposes (ESP) trainer is far from dull, but it can be challenging.

Demand for specialised English courses is on the increase; a fact born out by the plethora of ESP coursebooks in recent years. Nevertheless, whether they be pre-experience or in-work learners, finding materials that are specific to their exact needs is virtually impossible. Teaching learners from 4 or 5 different sectors at a time is also not unusual. Consequently, trainers will almost invariably be required at the very least to supplement an existing ESP coursebook, if not write all their own materials. Indeed, according to Hutchinson and Waters (2008) *'materials writing is one of the most characteristic features of ESP in practice'*.

This practical workshop will begin by introducing the principles behind ESP materials-writing: the use of real-world tasks, authentic materials and lexis, and the need to enhance learner performance. A brief case-study will be included to illustrate an example of best practice from the tertiary sector in Germany. The presenter will then take you through the different steps involved, using examples from her own medical and management English

courses, before providing a simple but adaptable framework to help you design your own ESP materials whatever the discipline.

## **2 Kevin Ottley in Math 103**

**Please read the text on page 17 – it has nothing to do with you**

As the world grows and shrinks in equal measure, English language teaching (ELT) is required by businesses and educational institutions in countries which a generation ago were seldom heard of, or which even did not exist. This adds to the generally increasing number of English learners around the world. As a result, the big ELT publishing houses design yet more ‘international’ titles, with yet more pictures of happy smiling white people, more images of middle class BANA paradises, and yet more inspirational and aspirational texts, which in reality are often irrelevant and insensitive for learners who have no connection to these western cultural values.

The solution is not for more course books, but for existing books to be supplemented or replaced with materials which are sensitive to the cultural realities of learners. Hopefully this will result in a more successful (because confident) engagement with the target language. Also, it means the teacher is more likely to embrace the local culture, itself a guarantee of more success in the classroom. And if the local-interest material is not in the right register, the teacher will need to mediate with it. This is where our strengths lie, and this should be the focus of a teacher’s energies and creativity.

But what do the students think about this approach? Do they accept that the subject of their own culture is acceptable content for classroom practice? And if they do, what do they recommend should be used? And how might it be sourced? Finally, what is their reaction to lessons of this kind which they have been taught?

## **3 Raquel Criado (University of Murcia, Spain) in Math 104**

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### **The motivational power of cultural scripts: a proposal for the Foreign Language classroom**

This paper is premised on two key ideas in current FLT practice and research: a) intercultural competence and not communicative competence alone is a basic requirement to attain complete and successful L2 mastery (Byram, 1997 and elsewhere; *Common European Framework of Reference*, 2001; Corbett, 2003; Kramsch, 2001, etc.) and b) the integrative orientation of motivation (or positive attitudes towards the L2 speakers and their culture) is basic in L2 learning (Dörnyei, 1994, 2001; Dörnyei & Ottó, 1998; Gardner, 2010; Williams & Burden, 1997).

The FLT literature has recently drawn our attention to what intercultural competence involves and to the need of developing it (see Guilherme, 2004 and Liddicoat, 2011, for a review). There also exist some related broad pedagogical frameworks (e.g. Liddicoat *et al.*, 2003) or critical evaluations of the cultural component in FLT textbooks and derived suggestions for adaptation (Pulverness, 2003). Much more scarce, however, are the proposals which actually focus on other classroom-based aspects of culture teaching, such as lesson planning or activity design. Exceptions can be found in Mason (2010) and Tomlinson and Masuhara (2004).



The objective of this paper is to offer a systematized lesson planning framework for the teaching of a cultural element which has tended to be neglected in the FLT literature: cultural scripts. Scripts (Shank & Abelson, 1977) constitute proceduralised sequences of events of a temporal, cause-and-effect nature that make up daily stereotyped situations. By extrapolation, scripts can also be considered cognitive sequences of events for the culturally-embedded situations of a certain community of speakers (Criado, 2009). It is expected that by teaching cultural scripts L2 students will develop intercultural awareness –a core element of intercultural competence– and thus their integrative orientation of motivation will be positively enhanced.

I will illustrate this pedagogical framework with an EFL lesson devised by myself. The lesson will be analysed from the following viewpoints: pedagogical (in terms of language objectives), cognitive (compliance of the lesson with human sequential cognitive processes of knowledge attainment), cultural and motivational. By means of this analysis I will attempt to show that the lesson reflects a sound pedagogy where “experiences of language become opportunities for experiences of culture” (Liddicoat, 2011: 842), and thus language learning may hopefully become an enjoyable experience.

#### **10.45-11.15 – Morning Coffee**

#### **11.15-12.10 – Mark Almond (Christ Church University, Canterbury) in Math 027**

#### **Keep it natural, keep it real – drama for life!**

This practical talk will look at how language teachers can borrow approaches and techniques from the actor’s craft in order to make extended speaking practice in the classroom more real-world. We will consider how the multi-sensory levels of communication we engage in outside of the classroom can be integrated into exercises for learners to help them become more spontaneous, confident and creative in the target language as well as to encourage them to take risks, experiment and have fun.

#### **12.15-13.00 – Parallel Presentations**

#### **1 Maria Heron (Norwich Institute for Language Education) in Math 027**

#### **Achieving impact through emotionally-charged texts**

After 30 years of teaching, I have become disillusioned with coursebooks and my learners’ reactions to them have varied from partial engagement to total disengagement, both with the topics and the materials surrounding them. These experiences have made me to believe that affectively engaging materials, if used sensitively and imaginatively in the classroom, can motivate the learners and in Ushioda’s (2012 p 80) words, enable my ‘learners’ own motivation from within to grow and develop’.

If learners’ needs are not met, if they are not engaged affectively and cognitively with the materials and are not offered genuine challenges, motivation is unlikely to have a prominent place in the classroom. Hence the need to seek affectively engaging texts and materials and to design activities that I believe have the potential to motivate learners.

This hands-on workshop will explore using emotionally-charged texts to achieve impact and promote language development. There will be a chance to try out a variety of tasks centred around an authentic reading text. The workshop will end with a discussion on what impact these activities can have in the classroom.

## **2 Lourdes Pomposo Yanes (Universidad Nacional de Educación a Distancia, Madrid) in Math 103**

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### **The Use of Role Play Activities in the ESL Spanish University Classroom**

Students of English as a second language in Spanish Universities face a problem of communication inside the classroom: speaking up. Teachers struggle to get them communicate and improve their oral skills and it sometimes becomes a difficult task. There are many causes that may produce this fear of participating in an ESL class related to Spanish society or the way of teaching a second language in high schools. But what teachers and researchers are really worried about is how to avoid this students' unwillingness to participate in an ESL university classroom. In this study carried out with Tourism Degree students of a Spanish University, we will show the success of using role play activities in acquiring a second language by improving fluency and vocabulary. A couple of videos will be shown where the students use their English at the beginning of the term and at the end of the term, after having been participating in class with interaction role plays and in a collaborative way. Not only different types of role play to use in class will be explained but also the steps followed to apply the activity in class, results of the study and the criteria followed in order to assess the oral skills. We will outline the disadvantages and the advantages of these kinds of activities from the point of view of students' attitudes and from teachers' views.

## **3 Elizabeth Pinard (Leeds Metropolitan University) in Math 104**

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### **Is enjoyment central to language learning? A snapshot of M.A. student materials developers' perspectives.**

Is enjoyment central to language acquisition? We know a lot about what the "big names" in ELT think about this, but what about new materials developers, those who are just starting out and in whose hands – potentially – the future of ELT learning material lies? This study focuses on a group of M.A. ELT students at Leeds Metropolitan University who have completed a module in materials development as part of their course, producing a variety of materials to submit for assessment. It asks these students what role "enjoying to learn" plays in their materials and why. Additionally, it addresses them as language learners, enquiring what role enjoyment played in their language learning and their views on this. A sample of their materials, together with a discussion of their opinions, will provide a snapshot of the lesser-known side of materials development and perhaps a glimpse of possible future directions in this field.

**13.00-14.00 - Lunch**

**14.00-14.45 – Parallel Presentations**

## **1 Bihimini Somananda (University of Colombo, Sri Lanka) in Math 027**

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### **Authentic materials in the ESL classroom**

Motivation is widely accepted by second language (L2) researchers as one of the key factors that influence the rate and success of L2 learning. Lack of learner motivation is a major issue

faced by teachers in L2 contexts. A variety of methods can be used in order to foster learner motivation. Incorporating authentic materials into language instruction is one way of doing this. It has many uses including enhancing the four language skills, developing vocabulary, reinforcing grammatical concepts and encouraging interest in the target language and culture. Yet, many language teachers are unaware of the benefits of incorporating authentic materials into language instruction. This paper illustrates how a series of actual events and a motion picture, inspired by these events, were employed in the L2 classroom in a manner, which encouraged learner motivation and facilitated language acquisition. The integrated skills approach was adopted in this instance and the lesson contained a variety of task-based activities. As the students got exposure to natural language in a non-threatening environment, the language acquisition process was quicker and effective. This practical and interactive session aims to provide participants with a toolkit of tried and tested learner-centered activities using authentic materials and help them realise that with a little creativity, teachers can make the learning experience more memorable for the learner.

## **2 Claudia Saraceni (University of Bedfordshire) in Math 103**

### **Critical Awareness Development & Language Learners and Teachers – A personal view**

One of the major developments of Language Awareness as an approach for language teaching and learning, is related to promoting *Critical Awareness*. This involves a set of principles and techniques that form the basis of learner-centred teaching in its fundamental principles but it can also find its potential applications to other areas of teaching and learning in general. In many ways, however, Critical Awareness Development does not seem to be widely applied to classroom practice and L2 materials for language learning.

This will be an interactive session exploring ways of developing *Critical Awareness* in the language classroom focusing on both language learners and teachers with the aim of applying some of those theoretical principles to classroom practice. More specifically, this will involve investigating the role that L2 materials development can play in this context. This workshop will offer an opportunity to consider examples of existing published materials and to explore ways of adapting them as well as using texts from authentic sources as a tool for developing critical awareness.

The aim of this session will be to consider possible interpretations of *enabling learners to enjoy to learn* in relation to *Critical Awareness development*, and it will be structured in the following steps:

- We will explore ways of adapting a few examples of published materials produced for language teaching and learning and of creating new materials from authentic texts;
- We will consider the above in relation to the language learning context and the teacher development context.

## **3 Michaela Oltean (Bradford College) in Math 104**

### **Developing reading materials through digital collaboration for English as a second language young learners, using a flipped approach**

Most young learners possess high digital literacy skills but does the digital component of the skill foster language development in the case of English as a second language acquisition?

The present paper is based on an action research project which attempted to harness existing digital knowledge and provide a medium for enabling access to more traditional forms of literacy practices (i.e use of paper-based resources) as well as a platform for reading materials creation by transposing digital user generated content into paper-based resources.

Qualitative data was collected from a discussion forum using social media (Facebook, Yammer, Web logs) with learner and practitioner communities, around the production of digital artefacts like blogs, podcasts, films, digital diaries.

The benefits of using new web technologies for developing more traditional literary resources for young learners new to English are discussed.

#### **14.50-15.35 – Parallel Presentations**

##### **1 Soraya García (Universidad de Alcala, Spain) in Math 027**

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##### **Enjoying to Learn Business English with Technology**

According to the constructivist approach, that considers learning an active process of construction in which the student occupies a central position, this paper is an attempt to reflect on the approaches of teaching English for Specific Purposes (ESP); specifically *Business English*, carrying out enjoyable real practices in internet and using different multimedia tools. Taking into account that the acquisition of a foreign language implies training in real contexts and social interaction, this study explores the use of new pedagogical tendencies such as the Web 2.0. (Wikis, Blogs, Chats, Blackboard, etc.) and Internet (online dictionaries, Youtube, Google search, etc.) as effective resources to carry out communicative and task-based activities for learning ESP. The paper, based on the impressions and experiences of developing constructive real tasks related to a professional subject using new technologies, considers not only current language teaching paradigms related to social participation, but also how the technical integration of the different linguistic skills promotes communicative learning in motivating real contexts. The findings from this exploratory project provide a better understanding on the efficiency of technology in teaching English for Specific Purposes.

##### **2 Martin Eayrs (Freelance Consultant: URL: [www.eayrs.com](http://www.eayrs.com)) in Math 103**

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##### **Writing test items doesn't need to be complicated ...**

This workshop aims to demystify the seemingly problematic 'science' of writing test items that are valid and reliable, showing how by judiciously applying some techniques and strategies classroom teachers can write items that are appropriately constructed, and at a level relevant to the students' ability. We shall take the CEFR as our reference point, and look at different test types in the context of the different skills, critiquing sample test items as we go along.

##### **3 Rifat Tasnim (Chittagong Independent University)**

### **English through upgraded technology: engagement of EFL learners**

It has been observed that technology has brought a huge change in ELT world, both in teaching and learning strategies. Teachers are required to be updated with the new technology to cope with their learners' changed attitude towards language learning. The paper attempts to explore the aspects of how technology engages EFL learners (elementary- advanced) to learn the target language more effectively. Learners' are always expected to use the target language both inside and outside the classroom but non-native contexts hardly provide them the opportunity. Apart from information e-world provides learners exposure to the target language and language in use. The paper then discusses how upgraded technology provides learners in non-native countries an opportunity to engage them in the extensive learning activities and use the language outside their classroom. Teachers and learners both get involved in the social, cultural and linguistic explorations through technology and which can make learning and teaching processes relatively interesting. New applications in electronic devices provide new chunks, wide range of vocabulary, new phrases which may not be found in most ELT materials. Social networking sites allow each learner (reluctant - prompt) to express themselves how they want. They are connected to the rest of the world through these sites, native or non-native speakers of English, and they get involved in discourse (planned, semi-planned or unplanned) which motivates them to discover the language in use. The paper also highlights some relevant issues and the research work conducted on group EFL teachers to know their experiences regarding the use of technology in language teaching.

### **15.35-16.00 - Afternoon Coffee**

### **16.00-17.00 – Alan Maley (Leeds Metropolitan University) in Math 027**

#### **"Dancing in chains" - Creative Writing and the Power of Constraints.**

Creative Writing is not about letting it all hang out. Rather, it channels energy through the constraints it imposes on the writer. In this interactive talk, I shall explain what CW is and what benefits it offers the learner. If time permits, I shall demonstrate at least one simple but effective CW activity.

### **17.00 – Closing Remarks (Brian Tomlinson) in Math 027**

**HOPE YOU ENJOYED THE CONFERENCE AND LIVERPOOL**

**SEE YOU NEXT YEAR**