

TEACHER EDUCATOR CONFERENCE 2014

HYDERABAD, INDIA
21 – 23 FEBRUARY 2014



Powered by



Supported by



Principal sponsors



Additional sponsors



Contents

Message from Rob Lynes, Country Director, British Council India	2
Prof Sunaina Singh, Vice Chancellor, EFL-U, Hyderabad	3
Introduction: Teacher Educator Conference 2014	4
Programme Overview	6
Programme Schedule: Day 1	13
Programme Schedule: Day 2	33
Programme Schedule: Day 3	59
Index of Presenters	81
Plenary Speakers	84
Organizing Committee Members	85
Venue Maps	89
Acknowledgement	93
Programme Overview Page	

This document belongs to:

Message from Country Director, British Council India



The British Council is delighted to welcome you again to Hyderabad for the 4th International Teacher Educator Conference. Once again, we are privileged to co-host this event with the English and Foreign Languages University (EFL-U), working together on what is reputed to be the largest conference for English language Teacher Educators in the world. Last year, more than 1,300 delegates and speakers from 26 countries, as well as nearly 17,000 followers on-line contributed to a wonderful event on the theme of *Diversity* and this year we are confident of an equally successful conference looking at *Innovation*.

The conference is becoming a feature in the global ELT calendar and is a symbol of the British Council's commitment to the development of the English language, enshrined in our charter and demonstrated in India and globally in our commitment to quality English learning and teaching. In India, we work with state governments, NGO's and private partners with the aim of improving English language learning outcomes. All our projects incorporate elements of the conference agenda: innovative practice within a Continuing Professional Development (CPD) framework; commitment to accessibility of resources and integration of digital solutions where possible; and a focus on teachers and teacher educators as reflective practitioners and the core agents of innovative change.

And it is important that we see innovation in its broadest sense. Our partners from STIR, an NGO focussing on micro-innovation, will discuss their ideas at the conference, and which range from simply using stars to motivate children to introducing oral as well as written examinations into school systems. The Open University and its partners in English in Action in Bangladesh introduced the idea of storing learning and teacher development audio-visual content on SD cards, thus ensuring accessibility for the low cost mobile user, an innovation which they are now transferring to India as part of the TESS India project.

The British Council in Uruguay on the *Plan Ceibal* project teaches English remotely via video link with support from local teachers in the classroom. Here in India, we have understood the issues with connectivity and digital literacy for many teachers and learners and have mapped our on-line resources to local curricula to aid navigation, as well as making them accessible in multiple media formats to improve access.

I look forward to interacting with many of you over the next few days. One of the delights for me of such an event is not simply the debates, workshops and discussions, it is the opportunity to meet and share with those with like-minded aims and a commitment to educational quality. This year in particular, I look forward to hearing your stories of innovation, from ideas for the low cost classroom, to the latest in digital technology.

It would not be possible to host an event on this scale and with this impact without the support of our principal sponsors: IELTS, Oxford University Press India, Cambridge University Press India, Collins India, British Council Aptis and Trinity College, London. We thank you for your continued collaboration and commitment to our shared goals.

I would also like to note the support, advice and friendship of the English Language Teachers' Association of India (ELTAI) and the International Association for Teachers of English as a Foreign Language (IATEFL). On a national and international stage, both organisations work closely with the British Council and our work together extends beyond this conference: may that relationship continue and deepen in the future.

A handwritten signature in black ink, appearing to read 'R C Lynes'.

Rob Lynes

Minister (Cultural Affairs) British High Commission
Director, British Council, India



The English and Foreign Languages University

(A Central University established by an Act of Parliament)

Hyderabad - 500 605, India

अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

(संसद के अधिनियम द्वारा स्थापित केन्द्रीय विश्वविद्यालय)

हैदराबाद - ५०० ६०५, भारत

Prof. Sunaina Singh

Vice Chancellor

प्रो. सुनैना सिंह

कुलपति



Vice Chancellor's Message

I am delighted to be co-hosting the International English Language Teacher Educators Conference with the British Council once again, from 21 to 23 February 2014 in Hyderabad. The theme of the Conference this year – Innovation in English Language Teacher Education – is quintessentially relevant to the growth and progress of language education; it is also an essential attribute in my University's profile.

The National Curriculum Framework for Teacher Education (2009) posits: "any system, in order to be forward looking, must be bold in encouraging experimentation and innovation and also be involved with constant review of the outcomes of such efforts. The field of teacher education should be no exception." By choosing innovation as its central focus, TEC14 hopes to provide a forum for teacher educators and teachers of English to showcase their innovative practices in the training classroom and the language classroom respectively. Given the extraordinary diversity of teaching contexts in India, the practices and experiences that will be highlighted at the Conference will equip the delegates with skills and strategies to deploy creative ways of solving common classroom problems that they as practitioners regularly confront.

I am confident that the Conference will be an appropriate platform for the exploration and celebration of the tremendous diversity of the country's innovative pedagogic practices in relation to classroom methodology and materials, learner attitudes and expectations, formalized teacher development, and the use of technology. Equally importantly, I hope this Conference will foster a vibrant exchange of ideas and experiences in both pre-service and in-service teacher education programmes.

My best wishes to the team of organizers for their commendable effort to foreground the importance of innovation in continuing professional development for English language teacher educators and teachers of English.

Tel.: (O) 0091-40-2709 8141, Fax: 0091-40-2707 0029
e-mail: vceflu@gmail.com website: www.efluniversity.ac.in



Introduction

Innovations can cover a very broad range of areas—some of which may include methods for systematic assessment of student learning, improved teacher training, innovative pedagogies in the classroom including those that leverage technology in the classroom, supplemental instruction for first-generation learners, methods for improving teacher motivation and effectiveness, and methods for leveraging resources from third parties for improving education (12th Five Year Plan).

Now in its fourth year, the Teacher Educator Conference co-hosted by British Council India and the English and Foreign Languages University brings together professionals in the field for three days of world class plenaries, parallel sessions and workshops. Leading academics, practitioners and administrators from around the globe share their expertise and experience, with an emphasis on stimulating the professional development of all who attend and the teachers that they educate in turn.

While previous conference themes have focused on sustaining English language teacher education and development, assessment and evaluation and ELT teacher education in diverse environments, in 2014 we turn our attention to the broad theme of innovation. By choosing the theme of innovation, we include but in no way limit the scope to discussions on the use of technology for teacher education or as a tool for use in the classroom. Also central to the theme is the need to encourage teachers to experiment in the classroom and in so doing find new ways to support their students' learning. As discussed in the 2013 Teacher Educator Conference, diverse teaching environments across India results in an even greater need for teachers to be equipped with skills to seek out and examine new ways of approaching or solving common problems and the challenges teachers face.

Conference sub-themes

Innovations in Continuing Professional Development for English language teacher educators and teachers

- technology and CPD
- social media and networking for CPD
- online and face to face mentoring
- teacher motivation through technology

Learning from experience

- reflection as a tool for growth
- classroom based research
- alternative practices in assessment and evaluation
- feedback as a teaching – learning tool

Technological resources for language education

- m-learning in teacher education
- online teacher education
- interface of technological and traditional resources
- digital course design and delivery
- technology for inclusive and special education.
- Technology enabled in-service teacher training (INSETT)

We hope that you have a wonderful conference experience and that you enjoy this opportunity to meet and exchange ideas with colleagues from India and around the world.



TEACHER EDUCATOR CONFERENCE 2014

PROGRAMME OVERVIEW

Programme Overview

Day 1: Friday 21 February

Time	Venue	Event
08:00 – 09:30		Registration
09:30 – 10.00	Main Hall	Inauguration
10:00 – 11:10	Main Hall	Key Note: Simon Borg, <i>Teacher Research for Professional Development</i>
11.10 – 11.15	Main Hall	Address by Sir James Bevan
11:15 – 11:45	Hall 3	Networking and coffee/tea break
11:45 – 13:00	Various	Parallel sessions
13:00 – 14:00	Hall 3	Networking and lunch
14:00 – 15:15	Various	Parallel sessions
15:15 – 15:45	Hall 3	Networking and coffee/tea break
15:45 – 16:45	Main Hall	Panel discussion: <i>Do all experiences lead to learning/reflection?</i>
17:00 – 18:00	Various	Coffee shops/Workshops
18:15 – 19:15	Main Hall	OUP sponsored debate: <i>This house believes that new learning technologies exclude teachers</i>

Programme Overview

Day 2: Saturday 22 February

Time	Venue	Event
08:00 – 09:00		Registration
09:00 – 10:00	Main Hall	Plenary: Rama Mathew, <i>Teacher Development as the Future of Teacher Education</i>
10:15 – 11:30	Various	Parallel sessions
11:30 – 12:00	Hall 3	Networking and coffee/tea break
12:00 – 13:00	Various	Parallel sessions
13:00 – 14:00	Hall 3	Networking and lunch break
14:00 – 15:15	Various	Parallel sessions
15:15 – 15:45	Hall 3	Networking and coffee/tea break
15:45 – 16:45	Main Hall	Panel discussion: <i>CPD – How do we move from theory to practice?</i>
17:00 – 18:15	Various	Coffee Shops/Workshops
18.15 – 20.00	Main Hall	Gala Evening
20.15 – 20.45	Hall 3	High Tea

Programme Overview

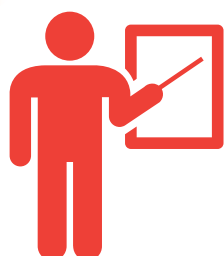
Day 3: Sunday 23 February

Time	Venue	Event
09:00 – 10:00	Main Hall	Plenary: Julian Edge & Steve Mann, <i>Innovation in Pre-service Education for English Language Teachers: Issues & Concerns</i>
10:15 – 11:30	Various	Parallel sessions
11:30 – 12:00	Hall 3	Networking and coffee/tea break
12:00 – 13:00	Various	Parallel sessions
13:00 – 14:00	Hall 3	Networking and lunch break
14:00 – 15:15	Various	Parallel sessions
15:15 – 15:30	Hall 3	Networking and coffee/tea break
15:30 – 16:30	Main Hall	Plenary: Tom Power, <i>Teacher Education, Mobile Learning and the Challenges of Scale</i>
16:30 – 17:00	Main Hall	Valedictory



Aptis

Forward thinking
English testing



Aptis for Teachers

Quickly and accurately determine the English proficiency levels of teachers and students working in educational contexts

Whether you are testing teachers of English, maths or science, or students training to become teachers, Aptis for Teachers will quickly indicate how well your candidates can use the English skills that are important for everyday educational settings.

Find out how Aptis for Teachers can help your institution today at www.britishcouncil.org/aptis

Are you involved or do you work in research into assessment? The British Council Assessment Research Awards and Grants recognise achievement and innovation within the field of language assessment. To find out more about the awards and grants visit our website.

British Council

17, Kasturba Gandhi Marg, New Delhi 110 001
E: aptisindia@in.britishcouncil.org

British Council

737, Anna Salai, Chennai 600 002
E: aptisindia@in.britishcouncil.org

British Council

L&T Chambers, First Floor,
16 Camac Street, Kolkata 700 017
E: aptisindia@in.britishcouncil.org

British Council

901, 9th Floor, Tower 1, One Indiabulls Centre 841
Senapati Bapat Marg, Elphinstone Road (West)
Mumbai 400 013
E: aptisindia@in.britishcouncil.org

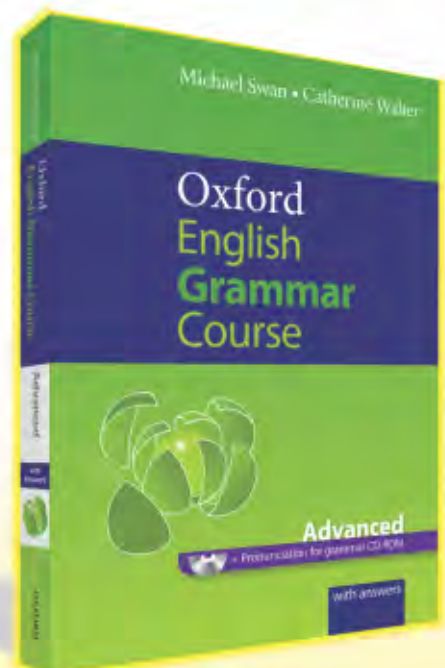
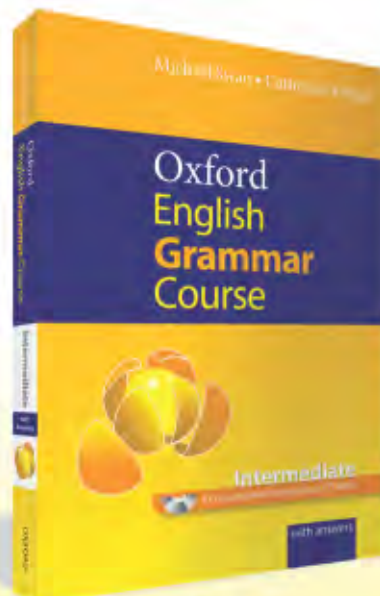
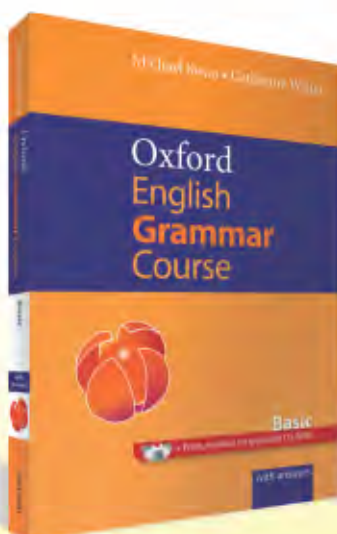
Toll free number: 1800-102-4353

Working hours: 10.00 18.00

Monday to Saturday
www.britishcouncil.in

Oxford English Grammar Course Advanced

From best-selling
authors **Michael Swan**
and **Catherine Walter**



Step by step to
grammar success

OXFORD
UNIVERSITY PRESS



Day 1



Friday 21 February







For you to fill in

Day 1: Friday 21 February

Time	Venue	Event
08:00 – 09:30		Registration
09:30 – 10:00	Main Hall	Inauguration
10:00 – 11:15	Main Hall	Key Note: <i>Teacher Research for Professional Development</i> Simon Borg
		
11:15 – 11:45	Hall 3	Networking and coffee/tea break
11:45 – 13:00	Various	Parallel sessions
		
13:00 – 14:00	Hall 3	Networking and lunch
14:00 – 15:15	Various	Parallel sessions
		
15:15 – 15:45	Hall 3	Networking and coffee/tea break
15:45 – 16:45	Main Hall	Panel discussion: <i>Do all experiences lead to learning/reflection?</i>
		

For you to fill in

Day 1: Friday 21 February

Time	Venue	Event
17:00 – 18:00		Coffee shops/Workshops
		
18:15 – 19:15		OUP sponsored debate: <i>This house believes that new learning technologies exclude teachers</i>
		

What have I learnt today?



What ideas or practices can I apply in my own professional work?



Day 1: Friday 21 February

Time	Venue	Activity
08:00 – 09:30		Registration
09:30	Main Hall	Inauguration Sir James Bevan , British High Commissioner to India Rob Lynes , Minister of Cultural Affairs, British Council India Sunaina Singh , Vice-Chancellor, English and Foreign Languages University, Hyderabad (EFL-U) Paul Gunashekar , Dean, English Language Education, EFL-U Sanjay Arora , National President, English Language Teachers' Association of India (ELTAI) George Pickering , International Association of Teachers of English as a Foreign Language (IATEFL) Chair: Michael Connolly , Assistant Director, English Partnerships
10:00 – 11:10	Main Hall	Key Note Address: <i>Teacher Research for Professional Development</i>, Simon Borg <p>Much has been written about teacher research as a professional development strategy, but my work in several countries suggests that teachers and teacher trainers are often unsure about what exactly it involves. In this talk I will thus address three questions:</p> <ol style="list-style-type: none"> 1. <i>What</i> is teacher research? I will consider a range of definitions of this concept in order to identify its key features. 2. <i>Why</i> is teacher research a valuable activity for English language teachers? Here I will outline some of the many benefits for teachers that teacher research offers, citing examples from actual teacher research projects. 3. <i>How</i> can English language teachers engage productively in teacher research? Finally, I will provide a brief overview of the procedures which teacher research involves. I will also comment on some of the conditions that can facilitate teachers' efforts to do teacher research. <p>Through this talk my aim is to demonstrate that teacher research is a feasible and valuable professional development strategy that English language teachers can engage in and which can contribute to improvements in the quality of the educational experience they provide for their learners.</p> <p>Simon Borg is a freelance ELT consultant who specialises in teacher education and development, teacher research, and research methods training. He is a visiting Professor of TESOL at the University of Leeds.</p>
11.10 – 11.15	Main Hall	Address by Sir James Bevan, British High Commissioner to India
11:15 – 11:45	Hall 3	Networking and coffee/tea break

Day 1: Friday 21 February

Time	Venue	Activity
11:45 – 13:00		PARALLEL SESSIONS
11.45 – 13.00	Main Hall	<p><i>Teaching English in Large Classes: An Enhancement Approach to Research and Teacher Development, Richard Smith</i></p> <p>In ELT professional discourse, too little account has been taken of the difficult circumstances, including large class size, which characterize most primary and secondary classrooms in the world. This workshop demonstrates an innovative teacher development approach which builds on strengths (including teachers' strengths) in such contexts rather than highlighting constraints and deficiencies. Participants will be invited to share their own recent success stories, discuss a video-recorded demonstration of 'good teaching', and hear about TELC research.</p> <p>Richard Smith, University of Warwick, UK, coordinates the TELC network (bit.ly/telcnet-home) as well as IATEFL's Research SIG (http://resig.iatefl.org).</p>
11.45 – 13.00	G01/02	<p><i>The Impact of Using Evaluation Criteria on Writing Performance: A Study of Pre-Service English Teachers, Lina Mukhopadhyay & Geetha Durairajan</i></p> <p>This paper examines the usefulness of task specific analytic evaluation criteria as a teaching-learning-reflective tool. Ten pre-service ESL teachers will be given evaluation criteria along with response paper task prompts. The impact of these criteria on task performance will be studied through an analysis of questionnaire responses and classroom discussions. Salient patterns and perceptions of use of evaluation criteria along with pedagogical implications of such 'evaluative' scaffolding will be reported.</p> <p>Lina Mukhopadhyay is an Assistant Professor, Department of Testing and Evaluation, at EFL University. Her research interests are SLA, Language Testing, and Bi/Multilingual Education.</p> <p>Geetha Durairajan is a Professor at the English and Foreign Languages University, Hyderabad.</p>

Day 1: Friday 21 February

Time	Venue	Activity
11:45 – 13:00		
PARALLEL SESSIONS		
11.45 – 12.45	G03	<p><i>Creating Meaningful and Stimulating Online Professional Development Courses: Challenges and Solutions, Tim Herdon (Oxford University Press)</i></p> <p>Tutored or not? Synchronous or asynchronous? Focus on theory or practice? Online course providers have a number of key decisions to make. This talk will focus on the main educational, structural and design solutions devised by the Oxford Teachers' Academy Online editorial team at Oxford University Press in response to four main challenges: flexible access, a media-rich learning experience, opportunities for experimentation and reflection and quality-driven endorsement. The talk will focus on the steps we took to address these concerns and will also report details of how the first courses have been received by teachers, and the lessons we have learned so far.</p> <p>Tim Herdon is the project manager for Oxford Teachers' Academy online professional development courses at Oxford University Press.</p>
11.45 – 12.15	G04	<p><i>Making the Coursebook Accessible to Visually Challenged Students in an Inclusive Classroom, Priyank Varma</i></p> <p>This paper reports the findings from a study that investigated the possibility of making print materials, specifically the language textbook, more accessible to visually impaired (VI) learners who have been mainstreamed from exclusive to inclusive schools. The paper addresses the issue of how print materials can be made accessible to VI students in an inclusive set up through the use of technology and modified response sheets.</p> <p>G. Priyank Varma is a research scholar at the English and Foreign Languages University, Hyderabad. He specializes in TESL.</p>
12.30 – 13.00	G04	<p><i>English Language Teaching, Inclusiveness and the Visually Challenged: a Report and a Try-out, Shree Deepa</i></p> <p>This paper consolidates the try-outs of bringing the visually challenged in the Centre for Integrated Studies in the University of Hyderabad into main stream classroom education through the policies of Inclusive Education (NCFTE 2009-2010) with specific reference to the teaching of English. It is an ongoing trial and will report the efforts, challenges and possible outcomes. Present issues are elucidated and future plans are built to help the visually challenged students enhance their performance and skills in English.</p> <p>Shree Deepa (PhD, MEd) teaches in the Centre for English Language Studies, University of Hyderabad.</p>

Day 1: Friday 21 February

Time	Venue	Activity
11:45 – 13:00		PARALLEL SESSIONS
11.45 – 12.45	G05	<p><i>The Use of Observation Feedback Cycles as a Method of Teachers' Continuous Professional Development, Joy Townsend</i></p> <p>This presentation, based on extensive research (for Masters in Education module from the University of Winchester, England) and practice (as an education consultant for 15 years in India and as acting Principal of an International school, Boisar, India), expounds the benefits of feedback, provides practical strategies of how to conduct observation – feedback cycles, cautions of potential pitfalls and provides examples of how the process has successively affected teachers' pedagogy.</p> <p>Joy Townsend, CEO of Destiny Education, provides training and consultancy for educational institutions particularly in the area of Primary Education.</p>
11.45 – 12.15	G06	<p><i>Fostering Learner Autonomy for Listening Development through Podcasts-making: a Case for Mobile Learning, Shakul Tewari</i></p> <p>The paper relates to the sub-theme of technological resources for language education and specifically to m-learning. It aims to help learners develop autonomy with respect to learning to listen in English. For the purpose of helping learners take charge of their own learning, use of technological support, in the form of podcasts created for language learning can be made. The paper aims to bring to the notice of not only the learner, but also the teacher, this vast repository of audio input which will help develop listening.</p> <p>Shakul Tewari is a Research Student at the English and Foreign Languages University, Hyderabad.</p>
12.30 – 13.00	G06	<p><i>Technology Mediated Language Teaching through Kindle Mobile Learning Initiative in India: The Access Experience, Raashid Nehal</i></p> <p>This study is based on a Kindle Mobile learning Initiative project funded by RELO, New Delhi and involving 337 learners at Aligarh, Bhubaneswar, Kochi and Kolkata enrolled in four English Access Microscholarship programs. The scope of the work relates to strategies and continuous evaluation of technology use to explore teacher motivation based on learner's high motivation for learning, whilst also offering opportunities for training teachers for Kindle assisted language teaching.</p> <p>Raashid Nehal is an Associate Professor at Aligarh Muslim University.</p>

Day 1: Friday 21 February

Time	Venue	Activity
11:45 – 13:00		
PARALLEL SESSIONS		
11.45 – 12.45	101	<p><i>Teaching Science through Cooperative Learning Strategies, Geetika Saluja</i></p> <p>The present study investigated the effect of co-operative learning on student's achievement in Science at Higher Secondary level. The sample of the study was 86 students of VII Std. The experimental group was taught using Placemat (Round Robin); Think – Pair – Share; Jigsaw; Numbered Heads together; Team checking; Plus-Minus-Interesting (PMI) strategies of cooperative learning and to a control group using traditional method. The result indicated that students who studied by CL have higher achievement than students in the control group.</p> <p>Geetika Saluja, Educational Coordinator at St. Kabir School, Ahmedabad, has been an educationist for the past 10 years with the passion to nurture students of the 'Tech generation' from 'knowledge accumulator' to 'knowledge processor and creator'.</p>
11.45 – 12.15	102	<p><i>Using Conversation Charts to Transfer Language Skills in a Bilingual Montessori Classroom, Nandini Prakash & Savitha Premachandra</i></p> <p>The workshop introduces the Montessori classroom practice of using graded words and a conversation chart to ease the transfer of skills of associating symbols with sounds and analysing words from the first language to a second or third one, whether from vernacular to English or vice versa. The presenters showcase their study of the impact this innovation has on the learning and self-confidence of children and the teachers in a lower primary school in Bangalore.</p> <p>Nandini Prakash, Research Coordinator at Indian Institute for Montessori Studies (IIMS).</p> <p>Savitha Premachandra, Resource Person (IIMS). Both work as mentors in Montessori schools.</p>
12.30 – 13.00	102	<p><i>Reflecting on Reflection: Making It Work, Deepali Dharmaraj</i></p> <p>Focused and planned reflection is crucial to teacher development. This presentation will show participants a variety of tools to enhance the reflective skills and abilities of teachers and trainers. These tools will be supported by practical examples and demonstrations and also introduce innovative technology-based resources. In order to develop an ethos of sharing learning, the presentation will propose the development of a community of knowledge, critically examining this concept through interactive discussion.</p> <p>Deepali Dharmaraj has worked in large-scale teacher training projects with the British Council since 2009. She is responsible for training, material development and mentoring.</p>

Day 1: Friday 21 February

Time	Venue	Activity
11:45 – 13:00		PARALLEL SESSIONS
11.45 – 12.45	103	<p><i>Old and New: Sifting Technology and Methodology, Engeli Haupt</i></p> <p>The aim of the presentation is to show the audience that technology can be used to motivate learners and can be easily integrated into traditional frameworks. The information in this presentation is based on action research with adult and young learners in British Council Mexico and extensive research for a Masters of Educational Technology.</p> <p>Engeli Haupt is an English teacher at British Council Mexico. Her main areas of interest include learning styles and the use of ICT.</p>
11.45 – 12.45	104	<p><i>Exploring Whole Class to One Feedback and Revision Using Technology in a Writing Classroom, Akhil Jha</i></p> <p>How to spur on students who are intimidated by the writing process remains an arduous task for teachers in large heterogeneous ESL classrooms. The paper explores the benefits of essays (written by each group from a large class) displayed on the projector for the whole class to comment and revise collaboratively. This approach was adopted with first year engineering students at the Indian Institute of Technology, Indore. The paper will also document student responses to this innovative use of technology as a whole class commenting, revision and tracking tool.</p> <p>Akhil Kumar Jha holds an academic position at the Indian Institute of Technology Indore. He has a Ph.D. in ELT. Teaching English to 'under-privileged engineering students' is his current research interest.</p>
11.45 – 13.00	105	<p><i>Active Reading Skills, Suganthi T Krishnan</i></p> <p>This workshop will provide an opportunity to discuss attitudes towards teaching reading and to review activities to introduce the different sub-skills involved in reading. It will examine the stages of a reading lesson through a demonstration reading lesson and consider the practicalities and usefulness of demonstration lessons in teacher training.</p> <p>Suganthi T Krishnan has been working as a teacher since 2004. She is a DELTA tutor, teacher trainer and Academic Manager at the British Council teaching centre, Chennai.</p>
13:00 – 14:00	Hall 3	Networking and lunch

Day 1: Friday 21 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 15.15	Main Hall	<p><i>The Pedagogy of Collaboration: Teaching Effectively with Evolving Technologies, Dawn Bikowski</i></p> <p>As technologies evolve, our communication styles and learning patterns also change. How we can harness these opportunities yet maintain our grounding in solid pedagogy can be challenging. Yet, this is an exciting time, allowing us to creatively innovate our teaching in response to changing environments. This session will discuss best practices in using technology in English language instruction, focusing on the pedagogy of collaboration. Available resources and guidelines for their effective use will be discussed.</p> <p>Dawn Bikowski directs the English Language Improvement Program (ELIP) in the Linguistics Department at Ohio University. This program serving both international and domestic students is recognized as a leader in using technology to create engaging and student-centered learning environments.</p>
14.00 – 14.30	G01/02	<p><i>Reciprocal Teaching in a Pre-Service Teacher Education Context, Susmita Pani</i></p> <p>This presentation submits the findings of action research conducted in a pre-service teacher education context. It focuses on one of the major problems of classrooms today, i.e. ‘students don’t read enough’. Reciprocal teaching is an instructional procedure designed to teach students cognitive strategies such as summarizing, question generation, clarification, and prediction. This procedure was tried out on a pre-service education course. The researcher concludes that the procedure can be effective in helping students read interactively and develop autonomy.</p> <p>Susmita Pani is a Reader in the Department of English at Ravenshaw University, Orissa. Her areas of specialization are reading and teacher development.</p>
14.45 – 15.15	G01/02	<p><i>Innovations in Pre-Service Second Language Teacher Education for Elementary Level in West Bengal, Kuheli Mukherjee</i></p> <p>West Bengal has recently introduced a number of innovations in the Diploma in Elementary Education curriculum. One main objective is to use reflection as the main tool for teacher learning. Accordingly, changes are introduced in the transactional process along with alternative practices in assessment and evaluation system. The presentation will investigate the existing state of second language teacher education at the elementary level and try to find out the necessary conditions for successful implementation of these innovations.</p> <p>Kuheli Mukherjee, teaches ESL in a government school, and specializes in TESOL Teacher Education. She has experience in curriculum development, INSET, textbook writing and syllabus design.</p>

Day 1: Friday 21 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.00 – 15.15	G03	<p><i>“Fair is foul and foul is fair”. Using Shakespeare’s Macbeth to Unlock Meaning and Bring Spoken Language to Life in the Classroom, John Gardyne & Anahita Dastoor (Trinity College London)</i></p> <p>This is a practical workshop with local secondary school students using scenes from Macbeth to demonstrate performance-based language teaching strategies. Using rehearsal-style approaches, the presenters explore ways in which Shakespeare’s text can be brought to life and its meanings unlocked and re-worked for today’s students. Using drama-based stimuli, we will then explore how everyday language can be ‘inhabited’ and thus made meaningful and memorable. (No prior knowledge of Macbeth is required.)</p> <p>John Gardyne is Head of Drama and Performance at Trinity College London and has over 30 years’ experience as a practitioner in theatre production and drama education at all levels.</p> <p>Anahita Dastoor is head of a training facility responsible for qualifications in speech and drama, communication skills and spoken English from Trinity College London.</p>
14.00 – 14.30	G04	<p><i>Suggesting Innovative Teaching Practices in ELT for the Visually Challenged, Narendra Saradhi</i></p> <p>English language teaching methodologies need certain changes to make the visually challenged effective learners of English. This study was conducted in two schools, one with English and another with Telugu as the medium of instruction. The teaching methodologies followed by the teachers were inadequate. This paper proposes the use of technology in audio format by the teachers to improve the English language learning efficiency of the learners. The presentation will include a demonstration of one such experiment.</p> <p>Narendra Saradhi is a PhD scholar in the school of ELT at the English and Foreign Languages University, Hyderabad and specializes in the area of special education.</p>

Day 1: Friday 21 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.45 – 15.15	G04	<p>Testing Reading Abilities of the Visually Impaired Using Scribes Technology: an Exploration, Ramraj M</p> <p>Visually impaired learners cannot chunk text and predict either with scribes or screen reading technology (Jaws). They can only skip. With screenreaders they cannot click to go to a specific place. Paragraphs therefore need to be numbered and answer locations indicated. The differences in the reading comprehension of sighted and visually impaired learners (using scribes/technology) with and without paragraph numbering and answer location indication will be presented in this paper along with implications for testing.</p> <p>Ramraj M is a Ph.D research scholar at EFL-University. He is interested in vocabulary acquisition and inclusive education.</p>
14.00 – 15.15	G05	<p>Learning to Reflect, Mujahida Lunceford</p> <p>Reflection on classroom practice is an important tool for professional development, but most teachers need guidance in learning how to reflect. This session provides a model inset session that teacher trainers can take away to help raise awareness among colleagues/mentees about the importance and benefits of the reflective process. Participants will see what the process looks like and receive useful tips for guiding teachers toward a life-long habit of fruitful reflection.</p> <p>Mujahida Lunceford is Head of Courses, British Council Teaching Centre, Bangladesh. Areas of interest are teacher mentoring (face-to-face and online) and materials development.</p>
14.00 – 14.30	G06	<p>Mobile Learning in Teacher Education, Katyayani Ratnamala Kandula</p> <p>M-learning in teacher education equips the student teachers with the knowledge to exploit their mobiles as a ready to use teaching learning material in their teaching. The author discusses how she trains her student teachers to use the digital dictionary in their mobiles to learn aspects like word-stress, pronunciation, parts of speech and vocabulary through the exercises designed by her. Student teachers learn to explore the mobile as a mini library and a mini language lab.</p> <p>K. Katyayani Ratnamala is presently working as a Reader at N.S.R. College of Education, which is affiliated to Osmania University, Hyderabad. She specializes in ELT.</p>

Day 1: Friday 21 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.45 – 15.15	G06	<p><i>Mobile Embedded Self-study Materials for CPD: the Use of English Language for Teachers in Bangladesh,</i> Farham Azim and Mir Md. Saifur Rahman</p> <p>English in Action (EIA) provides self-study material (EL4T) to teachers participating in its CPD project. This study explored the suitability of EL4T for Self Directed Learning (SDL) in reference to Garrison's (1997) model. To collect data, in-depth (qualitative) interviews were conducted with six teachers from Dhaka Division. Findings suggest that among the three dimensions of Garrison's model, the EL4T was most suitable for 'motivation'. A weaker link was exhibited for 'self-management' and 'self-monitoring'.</p> <p>Farhan Azim works as the Deputy Head of Research, Monitoring and Evaluation in English in Action (EiA), Bangladesh.</p> <p>Mir Md. Saifur Rahman works as the Deputy Head of Teacher Training and Support in English in Action (EiA), Bangladesh.</p>
14.00 – 14.30	101	<p><i>Teacher Educators' Knowledge and Attitude towards Using ICT in ESL Classrooms,</i> Surendranath Nishanimut & Karandeep Nishanimath</p> <p>This presentation is colligated to the theme Innovations in Continuing Professional Development - Teacher motivation through technology. Teacher educators and teacher trainees of Davangere district, Karnataka state were administered a survey. It was found that they possessed the right attitude to use ICT in ESL classrooms, but had below average knowledge of ICT. The study concludes that only thorough training and motivation will yield desired results.</p> <p>Surendranath P. Nishanimut the Coordinator, Samveda.</p> <p>Karandeep S. Nishanimath, post graduate student.</p>
14.45 – 15.15	101	<p><i>Designing Engineering ESP Teachers' Training Module for Professional Development: an Empirical Study in Bangladeshi Context,</i> AKM Zakaria</p> <p>The purpose of this study was to explore the effectiveness of engineering ESP teachers' professional development and orientation with technology by designing an in-service ESP training module based on a needs analysis. The aim of the module was to enable the English teachers in engineering universities in Bangladesh to effectively operate language teaching software, use internet resources and exploit the benefits of ICT to facilitate language learning and motivate the engineering learners in English classes. The implications of the findings of this study for teachers' specialized training and enhanced student performance are discussed.</p> <p>AKM Zakaria teaches English at Dhaka University of Engineering & Technology (DUET), Bangladesh. He is pursuing a PhD on Curriculum Development in the Engineering Context.</p>

Day 1: Friday 21 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 15.15	102	<p><i>Helping Students Develop Listening Skills, Beth Caldwell (British Council workshop)</i></p> <p>This workshop session will provide an opportunity to discuss different types of listening in the real world and the implications this has for teachers in the classroom. It will present a variety of activities that aim to highlight the various sub-skills involved in listening. There will also be an exploration of the characteristics of classroom listening tasks and teachers' attitudes towards them.</p> <p>Beth Caldwell has been working in English language teaching and training in Europe, Africa and Asia since 1999. She is Deputy Teaching Centre Manager, at the British Council teaching centre, Chennai.</p>
14.00 – 15.00	103	<p><i>“English lessons are fun!” Teaching and Learning through Games within Hong Kong P.4 Classrooms, Paridhi Gupta</i></p> <p>My research provides empirical evidence on how “teaching/learning through games” can foster meaningful and engaging experiences for both, teachers and students within classrooms. They are an interesting alternative to mainstream, formal pedagogies and form a rich educational aid for teachers. The ‘exercise-tasks’ in games, enable students to interact with and learn from/with their peers. Specially designed assessments help teachers evaluate student’s learning from these games.</p> <p>Paridhi Gupta is a PhD research student at the School of Design, Hong Kong PolyU, with a Masters in Visual Communication Design from IDC, IIT Mumbai.</p>
14.00 – 15.00	104	<p><i>Observation and Feedback: the Developmental Continuums of Teacher Educators, Philip Bebb & Shane Jordan</i></p> <p>During the Aim High in Assam teacher training cascade project, observations were conducted for both assessment and developmental purposes. British Council Training consultants have trained a pool of 475 teacher trainers (Master Trainers) who in turn cascade train 45,000 state primary level teachers throughout Assam. The observations are focused on the Master Trainers at the cascade training stage. This paper aims to explore the findings through the assessment component of the observations and how these were fed into developmental feedback sessions between the trainer and observer. The presentation will go into detail on the content of the developmental feedback and strategies to support trainers post observation to sustain Master Trainer’s development.</p> <p>Philip Bebb is the British Council Senior Training Consultant for East India. Shane Jordan is a Training Consultant.</p>
14.00 – 15.00	105	<p><i>Q & A Session, Simon Borg</i></p> <p>This is your chance to ask any questions you may have about this morning’s keynote talk.</p>

Day 1: Friday 21 February

Time	Venue	Activity
15:15 – 15:45	Hall 3	Networking and coffee/tea break
15:45 – 16:45	Main Hall	Panel discussion: <i>Do all experiences lead to learning/reflection?</i> Panel: Padmini Boruah (Gauhati University), Rama Mathew (University of Delhi), Vanessa Lee (British Council Malaysia), Jacob Tharu (independent scholar & consultant) Chair: Paul Gunashekar (EFL-U)

Day 1: Friday 21 February

Time	Venue	Activity
17:00 – 18:00		COFFEE SHOPS/WORKSHOPS
17:00 – 18:00	Main Hall	<p>Road to IELTS: Integrating online resources into IELTS preparation, Louisa Dunne</p> <p>How can teachers integrate IELTS online resources into their teaching? What is the teacher's role in helping students to effectively integrate online resources into their IELTS preparation? We will look at a selection of online IELTS resources and discuss how these can be integrated into classes and how to encourage students to practise independently online – thus allowing students to be well prepared for the test itself and allowing teachers to make effective use of class time.</p> <p>Louisa Dunne is a teacher and teacher trainer with many years' experience of teaching English to learners of all ages and working with teachers in a wide range of educational contexts. She has worked for the British Council in Nepal, Egypt, Japan, Portugal and France and currently in France.</p>
17:00 – 18:00	G01/02	<p>Feedback and Self-reflection: Equal Partners? Elaine Boyd (Trinity College London)</p> <p>Teachers who are able to reflect meaningfully on their teaching are able to become independent and more effective in the classroom. But is reflection simply what 'caring teachers have always done' (Bailey 1997:1) or should it be more structured and rigorous? What is the balance between 'self' and feedback from others? This session will explore different aspects of giving and receiving feedback, its relationship with reflection and evaluate a range of reflective techniques.</p> <p>Elaine Boyd is Head of Academic Governance in Language at Trinity College London, responsible, for the development of language tests and teaching qualifications.</p>
17:00 – 18:00	G03	<p>Collins Connect: Digital Resources in the Classroom and for Homework-setting, Elaine Higgleton (Collins Learning)</p> <p>In this presentation we will look at some of the key features of the exciting new Collins Connect site. This site, which delivers primary and secondary courses for the digital classroom that can be used both in association with and independently of the accompanying printed course books, boasts several features to help teachers in their work including classroom content, homework setting, testing and attainment reporting.</p> <p>Elaine Higgleton is International Publisher for Collins Learning. She has had a long and varied career in publishing that has involved working on dictionaries, English reference titles, word-games and grammar.</p>

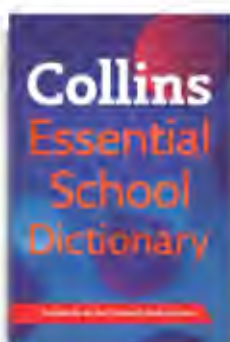
Day 1: Friday 21 February

Time	Venue	Activity
17:00 – 18:00		COFFEE SHOPS/WORKSHOPS
17:00 – 18:00	G04	<p><i>Teacher as Independent Decision Maker: CPD Benchmark</i>, Premakumari Dheram, (Cambridge University Press)</p> <p>This interactive session focuses on online teacher education in the light of the ever changing responsibilities of the teacher and the growing emphasis on lifelong learning. It tries to identify core competencies such as independent decision making which define Continuing Professional Development (CPD), and examines the nature of support that teachers need to be able to use technology for making ‘customized’ decisions confidently. Participants are encouraged to understand CPD as Collaborative Personal Development.</p> <p>Premakumari Dheram joined the EFL-University, after a fruitful time at the Osmania University for nearly twenty years. Over the years, as a teacher, researcher, and review editor, she has learned that best practices are research-based, and a dialogue helps.</p>
17:00 – 18:00	G05	CPD (British Council closed group)
17:00 – 18:00	G06	Hornby Scholars Meeting
18:15 – 19:15	Main Hall	<p>OUP sponsored debate: This house believes that <i>new learning technologies exclude teachers</i></p> <p>The motion: New learning technologies exclude teachers</p> <p>To propose the motion: Geetha Durairajan & George Pickering</p> <p>To oppose: Nicky Hockly & Atanu Bhattacharya.</p> <p>Chair: Graham Hall (ELT Journal)</p> <p><i>To what extent do new learning technologies exclude teachers in theory and in practice?</i></p> <p>Please come along and listen, have your say, ask questions – and join in the vote.</p>

Collins

Collins · Inspiring learners today

We are delighted to introduce a wide range of titles for school education at Collins. We are publishing extensively for ELT including dictionaries, books on phonics and spellings, workbooks on ELT skills and readers. Come and visit our stall to see our full range of titles and to pick up a copy of our catalogue.



Collins Essential School Dictionary

Collins Essential Dictionary is a comprehensive school dictionary covering essential words and phrases for the classroom. It has clear, easy-to-understand definitions, pronunciation help, language tips and thousands of examples of real English in use. Illustrations show key words in context and help with key topics. Reference pages include geographical place names and irregular verbs and the 'Language Practice' pages contain grammar points and practice exercises.

Collins Bright Readers

As all teachers know, reading is one of the best ways a child can improve his or her English-language skills. Collins Bright Readers is a series of graded readers that encourages children to read and that supports them as they develop their reading skills. Each book contains a collection of stories that children will find interesting and that will help them learn new words and grammar, and that will consolidate the language they already know. The series contains both fiction and non-fiction titles.



Coming soon!!!

Collins author Helen Ashton is visiting from the UK to give a talk on *The politics of pronunciation* at the British Council in Delhi on 2nd April 2014. The talk will also be webcast.

Come and visit our stall to find out more and to collect your invitation to this event.

We'd love to hear what you think. Talk to Collins—you can be sure that we will listen. Send us your thoughts and feedback at marketing.collins@harpercollins-india.com

Collins India

A-53, Sector-57, Noida, Uttar Pradesh-201301

Contact No: 0120-4044800

Website: www.collins.in

Email Id: marketing.collins@harpercollins-india.com

ENGLISH IS **GREAT** BRITAIN

**Find out more about the high quality
available products from UK providers.**

Email us : Englishenquiries.India@fco.gov.uk

Meet us in person

Delhi - 12 March 2014, **Bangalore** - 13 March 2014





Day 2






Saturday 22 February






For you to fill in

Day 2: Saturday 22 February

Time	Venue	Event
08:00 – 09:30		Registration
09:00 – 09:55	Main Hall	Plenary: <i>Teacher Development as the Future of Teacher Education</i> , Rama Mathew
		
		
		
		
		

For you to fill in

Day 2: Saturday 22 February

Time	Venue	Event
17:00 – 18:15	Various	Coffee Shops/Workshops
		
18.15 – 20.00	Main Hall	Gala Event
20.15 – 20.45	Hall 3	High Tea

What have I learnt today?



What ideas or practices can I apply in my own professional work?



Day 2: Saturday 22 February

Time	Venue	Activity
08:00 – 09:00		Registration
09:00 – 09:55	Main Hall	<p>Plenary: Teacher Development as the Future of Teacher Education, Rama Mathew</p> <p>Available evidence about teachers' professional development and growth generally paints a rather gloomy picture in India and elsewhere. While some pockets can be identified where good teacher development practices are in operation, and there are teachers who are professionally growing and can give us accounts of what it means to keep growing, reports from many schools and school boards indicate a rather poor state of affairs. In many contexts there is hardly any provision for teacher development, either in terms of time given to the teacher for his/her own development or any acknowledgment of how some teachers are making efforts to develop on their own.</p> <p>In this presentation I will first clarify what teacher development/growth means and also distinguish it from teacher education and teacher training. We will then look at teacher development models that are in practice in different contexts and understand how it can be measured, which will allow us to understand and identify who a professionally growing teacher is. The more important question is indeed about how we can help the teacher to grow in his/her own teaching-learning context. This can be a very challenging task as we believe that both the teacher and the education system at different levels — institutional, local and state — have to work for it together. While the responsibility for developing is mainly the teacher's, unless necessary facilities and a supportive environment exist in the school system it will be almost impossible for the teacher to engage in development activities. The tension and need for balance between the top down and bottom up processes is highlighted which will be of value for all stakeholders: teachers, students, parents and school systems.</p> <p>I will present examples from my own life as a teacher and teacher educator that illustrate both at micro and macro levels my effort to understand the nuances of this construct. There are umpteen examples elsewhere that tell us stories about efforts being made. They are all worth examining. I will advocate an approach that treats constraints as opportunities for reflection, awareness-raising, problematising, learning about language teaching and learning, and more importantly, about teacher development.</p> <p>Rama Mathew is the Head and Dean of the Department of Education, Delhi University. Her professional interests include: In-service teacher education with specific reference to ESL, language pedagogy and assessment and programme evaluation, Teaching English to Young Learners and Continuing Professional Development.</p>
09:55 – 10.00	Main Hall	Launch of ELT Research Survey of India

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10:15 – 11:30	Main Hall	<p><i>How to Write Papers for Publication in a Refereed Journal,</i> Graham Hall (Oxford University Press)</p> <p>This session examines the following issues:</p> <ul style="list-style-type: none"> • Why might teachers wish to write for a peer reviewed journal? What are the benefits? • What is 'peer review', and what is a 'peer reviewed/refereed' journal? • What happens to an article once it is submitted to a journal? The review process, decisions about publication, and subsequent feedback to authors. • What do peer reviewers look for in a paper? Typical review criteria and advice to authors. • Things authors should avoid when preparing a paper for submission: 'what not to do'. • Further tips for potential authors. <p>Graham Hall is editor of ELT Journal. He is a Senior Lecturer in Applied Linguistics at Northumbria University, UK.</p>
10:15 – 11:30	G01/02	<p><i>Co-development for Continuing Professional Development of English Language Teachers and Professionals,</i> Nivedita Bedadur & Vijayalakshmi K</p> <p>In recent years the concept of professional development has undergone a change, yet top down models continue to dominate the scene. Co-development, an innovation in Continuing Professional Development, is a bottom up model of adult learning which creates democratic learning opportunities through face to face mentoring and technology. This paper describes the pilot projects of co-development with two groups of learners: teachers from Azim Premji Schools for Migrant Labour in Bangalore and teachers from two blocks of Mandya District of Karnataka, Maddur and Mandya.</p> <p>Nivedita Bedadur is a Teacher Educator and Specialist, Academics and Pedagogy in the Azim Premji University.</p> <p>Vijayalakshmi K is a Resource Person in Teacher Education, Academics and Pedagogy wing at Karnataka State Institute, Azim Premji Foundation.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10:15 – 11:30	G03	<p><i>Using Web 2.0 Tools for Teacher Professional Development: An Experiment, Santosh Mahapatra</i></p> <p>This presentation outlines the planning, development, transaction and evaluation of an online teacher development programme that focused on familiarising a heterogeneous group of ESL teachers with using Web 2.0 tools for language teaching purposes. A number of Web 2.0 tools were used to transact the four-week programme. The most important pedagogical implication of the study is that Web 2.0-enabled online teacher education holds wonderful potential in ESL contexts like India, and thus, there should be more research on this to gauge its effectiveness.</p> <p>Santosh Kumar Mahapatra is a Ph. D. student of Language Assessment at the University of Hyderabad.</p>
10:15 – 11:30	G04	<p><i>How to Write a Good Test: Assessment Literacy for Teachers, Elaine Boyd (Trinity College London)</i></p> <p>Teachers often have to write or choose tests for their students whether as part of end of year summation or throughout the year to monitor progress. In this session we will be looking at what we are tapping into when we test someone and then go on to consider practical examples of what makes a good test task. Participants will have the opportunity to write their own test items and subject them to peer scrutiny!</p> <p>Elaine Boyd is Head of Academic Governance in Language at Trinity College London, responsible for the development of language tests and teaching qualifications.</p>
10.15 – 10.45	G05	<p><i>Transactional Process of a Unit in the Context of New Pedagogy in A.P English Textbooks: A Case Study, Kallamadi Nagendra</i></p> <p>The present paper is based on classroom research. First, it critically looks at the current classroom transaction of a unit of new English Textbooks in Andhra Pradesh following Discourse Oriented Pedagogy (DOP). Second, data are collected using classroom observations and interviews with teachers. Teachers' perspectives on new textbooks and discourse construction processes are analysed. It ends with implications: teacher preparation on new pedagogical issues/awareness, the need for on-site support for promoting effective learning.</p> <p>Nagendra Kallamadi is currently an acting Resource Person for the State Council of Educational Research and Training, Hyderabad, Andhra Pradesh.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
11.00 – 11.30	G05	<p><i>FBI and an Essay Writing Pre-task: Yemeni EFL Students' Perceptions and Attitudes, Mohialdeen Alotumi</i></p> <p>The presentation will shed light on the findings of utilizing FBI (Facebook Interaction) in an essay writing pre-tasks and students' perceptions and attitudes in the Yemeni EFL context. Fifty Yemeni EFL learners distributed in three higher intermediate classes at AMIDEAST-Sana'a, an American non-profit educational organization, participated in different Facebook groups. The findings showed that FBI helps students effectively in getting familiar with the writing topics, forming better thought, brainstorming and mind-mapping, reducing spelling errors, acquiring and practicing new vocabulary, as well as increasing students' motivation.</p> <p>Mohialdeen Alotumi is a PhD scholar at the English and Foreign Languages University. His Masters was in TESOL from Murray State University, Kentucky, USA.</p>
10.15 – 10.45	G06	<p><i>Do Online Discussion Tasks and Group Projects Promote Effective Collaborative Learning? Teacher Perceptions, Meera Srinivas</i></p> <p>This paper investigates teachers' perception of collaborative group tasks in online teacher education courses. Based on a qualitative analysis of data obtained from an opinion survey, it argues that collaborative learning in group projects is limited and shallow due to several factors, including lack of individual accountability and group monitoring. It recommends individual performance-based assessment in projects and an orientation to collaborative work, as ways to reconceptualise the design of group projects in E-teacher courses.</p> <p>Meera Srinivas teaches at the English and Foreign Languages University. Her areas of interest include Course Design, Materials Development and pre/in-service Teacher Education.</p>
11.00 – 11.30	G06	<p><i>Tasks as Tools to Trigger Reflection in Pre-Service Teachers, K. Padmini Shankar</i></p> <p>This paper shows how tasks can be used to trigger reflection in a set of pre-service teachers enrolled in a course titled The Second Language Classroom, (TSLC), offered as part of the MA TESL programme at the English and Foreign Languages University, Hyderabad. About ten tasks related to issues in classroom teaching (e.g. classroom management, learning styles etc.) were used. Trainees were encouraged to state how they (might) use this knowledge in their (future) careers. Implications for teacher educators (e.g. issues to draw trainees' attention to and techniques to cultivate and foster reflection) are discussed.</p> <p>K. Padmini Shankar teaches at the English and Foreign Languages University, Hyderabad, India. Her research interests include teacher development, teaching young learners and psychology for language teaching.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 11.15	101	<p><i>Project English Mexico: Success and Challenges of Large Scale Teacher Training, Pilar Aramayo Prudencio</i></p> <p>British Council Mexico designed and ran a pilot programme for large scale teacher training, based on Project English India. This talk will look at Mexican teachers' training needs, which are shared by teachers in many other contexts, and how the programme addressed them. We will explore the rationale behind the programme, the implementation strategy, as well as the approaches we took to replicate its successes. We will also discuss the challenges faced and lessons learned.</p> <p>Pilar Aramayo-Prudencio is Director English (British Council Mexico). Her professional interests include teacher education and language policy. She is currently pursuing a PhD.</p>
10.15 – 10.45	102	<p><i>Developing Spoken English Skills of Government Primary School Teachers While Training Them to Teach Communicatively, Kriti Gulati</i></p> <p>Low language competence among government primary school teachers threatens to divest pedagogical interventions by the government of any discernible impact. An experimental training-cum-language development program with three primary school teachers was conducted with a view to developing the confidence of these teachers in speaking English while exposing them to communicative teaching methodology. The results were encouraging as the teachers had started using some English independent of the text and were willing to continue with support.</p> <p>Kriti Gulati is a Training Consultant with the British Council.</p>
11.00 – 11.30	102	<p><i>Exploring an English Room for Enhancing Language Proficiency of Primary School Learners in a Rural Area, Rameshwari N S</i></p> <p>This paper provides the details of a practitioner's experiment of establishing an English Room in a rural primary school for enhancing both guided and self-learning. It shares the success of the English Room in realizing expected language proficiency among learners and the challenges faced while setting up and using it. It explains how the English Room served as a resource center to address multi-level learners as well as to overcome learning gaps among low proficiency learners.</p> <p>Rameshwari N S, Assistant Teacher in a rural GHPS, India, also serves as a Radio Teacher and Resource Person for in-service teacher training programmes.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 11.30	103	<p><i>Teachers as Change Makers: Energizing Teachers to Want to Develop Using Micro Innovations, Vinod Karate</i></p> <p>During the session we would like to share with you STIR education's theory of change and introduce important elements of our programme such as Micro innovations, Search Conferences, Teacher Networks and Innovations centric cluster meetings. We would like to demonstrate and get you to experience various aspects of the programme through a mixture of discussions and exercises. The session would also involve the sharing of micro innovations that STIR Education has documented from across India.</p> <p>Vinod Karate heads partnerships for the STIR programme in India and is responsible for scaling the STIR Model to various geographies in India. Vinod previously has worked with organizations like ICICI Bank, Lehman Brothers and Nomura Holdings.</p>
10.15 – 10.45	104	<p><i>Listening Diaries as a Potential Tool for Improving Learners' English Language Skills and Language Elements, Hassan Saeed Awadh Ba-Udhan</i></p> <p>Teachers of English can use learners' listening diaries to improve not only their learners' abilities in listening comprehension, but also their ability in the four language skills as well as in grammar and vocabulary. The paper discusses different tasks that teachers can conduct inside and outside the classroom using learners' listening diaries. The researcher's experience of conducting these tasks will be shared. The tasks will be very useful for the learners and informative for teachers.</p> <p>Hassan Saeed Awadh Ba-Udhan is as an English language lecturer in the Teacher Education College, Seiyun in Yemen.</p>
11.00 – 11.30	104	<p><i>Using Multimedia in the Classroom: Which Side Does the Balance Tilt?, Soni Joseph</i></p> <p>This paper is based on a study conducted with a group of primary teacher trainees in Kerala. The study focuses on analyzing the effect of multimedia on the classroom interaction of the teacher trainees. It presents a comparative account of the pedagogical benefits and drawbacks/limitations of using multimedia and throws open questions related to the problems in the use of technology in teacher training institutes/classrooms in rural settings and also tries to offer suggestions to avert some of the common problems.</p> <p>Soni Joseph is a Ph.D research scholar in EFL University, Hyderabad. He works in the area of teacher education.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 10.45	105	<p><i>Can the CBB Teacher Training Project Move into the Digital Age?, Lesley Dick</i></p> <p>The Council for Business with Britain Teacher Training Project, a nationwide paper based distance teacher training project, started in Sri Lanka in 2006. 1000 government school English teachers have been trained through 28 Regional English Support Centres (RESCs). These centres are moving into the digital age. This presentation focuses on the research done by the British Council to determine the feasibility of delivering the same product online using RESC mentors, thus making the project sustainable.</p> <p>Lesley Dick is the ELT Projects Manager at the British Council in Colombo, Sri Lanka.</p>
10.15 – 10.45	201	<p><i>Diary of a Second Tier City Hick and ELT Practitioner, Vinita Bhatnagar</i></p> <p>The professional isolation faced by ELT teachers in smaller towns and cities such as Bhopal can be bridged by social media. The paper will trace the author's own exploratory journey in generating a network of professional contacts through the use of Facebook, Twitter, Diigo, blogs etc. Exciting new approaches, best practices and case studies of language acquisition may emerge from experience sharing by teachers teaching in different contexts within the country.</p> <p>Vinita Dhondiyal Bhatnagar is currently associate professor at UIT, RGPV, a state run Engineering College in MP. Her interests include ELT, literature, film and women's studies.</p>
11.00 – 11.30	105	<p><i>A User-friendly Research Tool for Teacher Reflection and Self Assessment, Heemal Handoo</i></p> <p>A simple to use, research-based tool was developed for teacher reflection and self assessment and was titled PINO (Positives, Intimidation, Negatives and Opportunities). It essentially is a four pronged approach wherein teachers record their feedback and assess their teaching styles and methods. The study helped teachers improve their pedagogies and thereby meet student expectations and educational objectives. This new tool also emerged as a teacher friendly tool that was easy to use.</p> <p>Heemal Handoo is a PGT in the DAV Group of educational institutions in Delhi. She specializes in classroom research, TBL, innovative teaching and using ICT in teaching.</p>
11:30 – 12:00	Hall 3	Networking and coffee/tea break

Day 2: Saturday 22 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12:00 – 13:00	Main Hall	<p>CPD in Action, Alison Barrett & Emma-Sue Prince</p> <p>This interactive session will demonstrate how a series of British Council initiatives has attempted to identify contextually appropriate systems, process and tools which can realistically be integrated into projects, institutional policy and practice to support the implementation of CPD in India. Successfully implementing CPD in India requires a strong understanding of both external and internal barriers. Any commitment to change has to acknowledge, embrace and be continuously solutions-focused.</p> <p>Alison Barrett is the Director, English for Education Systems for the British Council in South Asia. She has worked with teachers and educators in India for over 15 years.</p> <p>Emma-Sue Prince is a freelance consultant working with the British Council in India. She is the Director of Unimenta, and author of <i>The Advantage: Essential Soft Skills to Stay One Step Ahead</i>.</p>
12:00 – 13:00	G01/02	<p>Shaping the Way We Teach: From Observation to Action, Diane Millar</p> <p>Shaping the Way We Teach English: from observation to action is the newest resource pack for in-service teacher training from the U.S. Department of State. This teacher-training resource comprises 13 units based on full-length classroom videos and there is a series of free Webinars on a whole range of ELT teacher training topics. In this workshop, the presenter will demonstrate how to use these teacher training materials and participants will have the opportunity to try out some of the activities. The presenter will highlight how teacher educators and teachers can access and receive all of these materials for free.</p> <p>Diane Millar is the Regional English Language Officer at the American Center, U.S. Embassy. She has worked as in ELT for over 25 years in 18 different countries.</p>
12:00 – 13:00	G03	<p>English and the World: Classroom Approaches in India and China, Priyali Ghosh</p> <p>This paper builds on work presented at TEC 2013. It will review teaching strategies developed in relation to the concept of “deep cosmopolitanism” (Holliday 2013) included in classroom based teaching practice as seen during the pilot stage of the English language programme “English and the World” based in Kolkata, India and as reported through online interaction with a partner teacher in China.</p> <p>Priyali Ghosh is a Consultant in English as a Second Language and is developing her language programme “English and the World” in Kolkata at Union Chapel School and with independent students.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12:00 – 13:00	G04	<p><i>Mobile Devices for Teacher Learning and Training: Opportunities, Challenges and Solutions, Kalyan Chattopadhyay</i></p> <p>This talk will review studies on the use of mobile devices in learners' and teachers' learning. It will also discuss the opportunities that teachers need to learn from one another, and focus on the challenges of preparing teachers not just with how to use these devices but also with how to learn with them. It will explore some ways mobile devices used and adopted for teacher learning can be applied to the teacher training framework.</p> <p>Kalyan Chattopadhyay works as lecturer, trainer, researcher, supervisor, advisor and author in a range of contexts. He is the Vice President of AsiaCALL, a committee member of IATEFL's Teacher Training and Education SIG, and incoming Joint Coordinator, Young Learners & Teenagers SIG.</p>
12:00 – 13:00	G05	<p><i>Supporting Teachers to Implement New Methods through Videos of Effective Real Classroom Teaching, Rhona Brown</i></p> <p>Videos of real teachers teaching effectively in real classroom conditions can be a powerful tool in pre-service training, mentoring and Continuous Professional Development. This presentation will look at the reasons why exposure to teaching done differently is so important and will draw on examples of video and DVD projects in Tanzania and Sri Lanka to explore the challenges and opportunities of using video as a teacher education tool.</p> <p>Rhona Brown is currently working as a training consultant at the British Council in Colombo, Sri Lanka.</p>
12:00 – 13:00	G06	<p><i>The Interface of Corpus Linguistics and the Lexical Approach for Teaching ESL Beginner Learners Effectively, Adam Scott</i></p> <p>Corpus linguistics promises teachers a new technological tool to interface with traditional lesson content and materials use, potentially realising the Lexical Approach. A year-long classroom-based research project conducted at a UK language school has taught ESL beginners using corpus-driven content. This approach resulted in faster language acquisition, and more successful interaction, allowing learners faster progress to elementary level. The interface can provide even technophobic teachers a ready way of incorporating corpus linguistics in a traditional classroom setting to accelerate learning.</p> <p>Adam Scott teaches at St Giles College in the UK, and specialises in integrating current research into classroom practice.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12:00 – 13:00	101	<p><i>The Role of Critical Friends in the Continuing Development of Teachers, Jayagowri Shivakumar & Jayanthi Vijaygopal</i></p> <p>This presentation examines the role of Critical Friends and Critical reflection in the Continuing Professional Development of teachers. Who then are critical friends? Should they be outsiders /students or colleagues in the teaching/ learning context? Using Brookfield's concept of 'lenses' from his book, <i>Becoming a Critically Reflective Teacher</i> (1995), the presenters wish to consider the parameters of observation, discussion and confidentiality as essential to optimise the beneficial aspects of becoming a critically reflective practitioner.</p> <p>Jayagowri Shivakumar teaches at NMKRV College for Women Bangalore.</p> <p>Jayanthi Vijaygopal was the principal of Mitra Academy, and is interested in CPD.</p>
12:00 – 13:00	102	<p><i>Quizzing Chaos: Pre- and Para-Teaching Needs Analyses for a Curriculum for Low Proficiency Adults, Robert Bellarmine & Arulkumar Shivanandam</i></p> <p>Our paper is about a course that aimed at developing the "beginner" level proficiency of eight technicians in an Indo-Spanish company in Greater Chennai. The 60-hour curriculum, based on an orthodox "before-course" Needs Analysis, was revamped continually due to periodical reviews and a new Needs Analysis that, interestingly, ran parallel to our teaching. This Needs Analysis and its multi-pronged impact, we believe, are worth sharing with fellow workers elsewhere. In this paper, therefore, we offer (a) a description of our course, (b) a report on the two Needs Analyses, (c) their effects on our programme, and (d) contingent reflections.</p> <p>Robert Bellarmine, former English Studies Officer, British Council Division, Chennai.</p> <p>Arulkumar Shivanandam was trained in the UK and Israel and has 30 years of experience of teaching.</p>
12:00 – 13:00	103	<p><i>Elicited Imitation Test: a Measure of Linguistic Knowledge of ESL Learners, Shruti Sircar</i></p> <p>The paper argues for the use of Elicited Imitation Test (EIT) – where learners repeat a sentence heard aurally – as a classroom based research tool. We show here how EIT can be used to tap ESL learners' underlying representations of wh-extraction and scores on EIT correlate with Grammaticality Judgment Test (GJT). This paper provides a framework for incorporating EIT into language proficiency testing, particularly spoken language.</p> <p>Shruti Sircar is an Associate Professor, Department of Linguistics and Contemporary English at the English and Foreign Languages University, Hyderabad, India.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12:00 – 13:00	104	Q & A Session, Rama Mathew This is your chance to ask any questions you may have about this morning's plenary talk.
12:00 – 13:00	105	Getting the most out of speaking activities, Liana Hyde (British Council workshop) In this session, teachers will reflect on how to make speaking activities effective and enjoyable for their students. They will look at the most important factors in setting up speaking activities and get a chance to try out some new ideas. The session will be very hands on and will give participants practical ideas for speaking activities to take back and use in their classrooms. Liana Hyde is a Senior Training Consultant with the British Council based in Mumbai. She has been working as a teacher and trainer all over the world for the last 13 years.
13:00 – 14:00	Hall 3	Networking and lunch break

Day 2: Saturday 22 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.00 – 14.30	Main Hall	<p><i>Assessment Practice as an Energiser of Self-driven Professional Growth: Prospects and Challenges, Jacob Tharu</i></p> <p>Classroom assessment practice provides an accessible setting for self-managed learning/ professional growth. Formative assessment requires proactive interaction with learners and decision making. This exercise, by teachers, of the autonomy available in modern curriculum theory is hindered by system based impediments and disincentives. Anecdotal information from assessment focused curriculum renewal activity of two groups of teachers is used to analyze these hindrances and explore ways of facilitating a deeper understanding and acceptance of autonomy in pedagogy.</p> <p>Jacob Tharu retired from the Evaluation Department of EFLU (CIEFL) Hyderabad in 2002. He is an independent scholar and consultant in the area of evaluation in education.</p>
14.45 – 15.15	Main Hall	<p><i>Role of E-courses: an Effective Means for English Language Teachers' Professional Development, Albert P'Rayan</i></p> <p>Due to recent advancements in information and communication technology (ICT), the number of English language teachers taking online courses for their professional development is increasing. This paper compares the benefits of online courses with those of traditional face-to-face courses, explores how the virtual learning environment created by RELO-sponsored 10-week e-courses has contributed to the teachers' professional development, and discusses the characteristics of a good e-course for teachers of English seeking professional development.</p> <p>Albert P'Rayan is Professor of English at KCG College of Technology, Chennai, and the editor of English Language Teaching Contacts Scheme (ELTeCS) India & Sri Lanka newsletter.</p>
14.00 – 15.00	G01/02	<p><i>When Mentoring Works: Participation, Relationship Building and Sustainability in Borneo, Vanessa Lee</i></p> <p>The British Council designed and delivered the English Language Teacher Development Project (ELTDP) in East Malaysia, which aimed at enabling 6,000 rural primary school teachers to develop as reflective practitioners within a Professional Development System. In this talk I will explore the concept of mentoring and show the diversity of tools and activities that were used across the project, highlighting the argument that professional development is about a system of support that allows for and encourages a range of individual and locally relevant activities.</p> <p>Vanessa Lee is the British Council project director for a large-scale teacher training project in Malaysia. She has worked in educational leadership roles for the last fifteen years in Singapore, New Zealand and Malaysia.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 15.00	G03	<p><i>Using Student Assessment to Drive Teacher Development, Elaine Boyd (Trinity College London)</i></p> <p>Student assessment can provide a powerful tool for improving teacher competences, especially when the assessment includes diagnostic information for remedial action. This presentation discusses initiatives supported by Trinity College London, which aim not only to improve the communication skills of students but, significantly, to use assessment as a means of developing teachers' expertise in communicative classroom practice as well as their own communicative competence.</p> <p>Elaine Boyd is Head of Academic Governance in Language at Trinity College London, responsible for the development of language tests and teaching qualifications.</p>
14.00 – 15.15	G04	<p><i>Language Evaluation in Multilingual Contexts: Possibilities for the Use of L1 in the English Classroom, Geetha Durairajan & Lina Mukhopadhyay</i></p> <p>This workshop is an attempt to explore the various ways in which the first or more enabled language can be used in a deliberate and positive manner in the English classroom in multilingual contexts for classroom evaluation. An analysis of tasks that test receptive and productive skills will be followed by context and level specific task creation by teacher participants. The possibilities of extending this practice to homogeneous teacher education contexts will also be explored.</p> <p>Geetha Durairajan is a Professor, Department of Testing and Evaluation at EFL University. Her interests include Pedagogic Evaluation and Testing in Multilingual Contexts.</p> <p>Lina Mukhopadhyay is an Assistant Professor, Department of Testing and Evaluation, at EFL University. Her research interests are SLA, Language Testing, and Bi/Multilingual Education.</p>
14.00 – 15.00	G05	<p><i>A student's story 'Dipto Tripura' - English in Action teachers using mobile phones in the classroom, Mir Mohammad Saifur Rahman & Faysal Abbas</i></p> <p>Through this presentation we aim to demonstrate how the use of mobile-phones as a tool for professional development can lead to engaging classes and improved students. The talk will show how "English in Action", the winner of the British Council ELTons Award for 'Local Innovation' in 2013, blends technology into the sphere of traditional classrooms and teacher professional development making it a successful scalable model.</p> <p>Saifur Rahman is the Deputy Head of Teacher Training in English in Action.</p> <p>Faysal Abbas is the Communications Specialist in English in Action.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.00 – 14.30	G06	<p><i>Use of Multimedia and Internet Resources for Training Primary Teachers in Teaching Reading and Spoken English, Anil Sarwal & Sarita Tiwari</i></p> <p>Technology is playing a vital role in the continuous professional development of English teachers. This paper summarises the experience of using multimedia and internet resources for developing phonic subject knowledge and speaking and reading skills of 150 primary English teachers to enable them to teach reading better. The study showed that technology could be used to improve teachers' knowledge and skills, but they will have to mainly rely on chalk and talk in their classes.</p> <p>Anil Sarwal teaches English as an Associate Professor at the DAV College, Chandigarh. He trains teachers for the RIE, SIE and SSA and edits the national journal of <i>Elt@i</i>.</p> <p>Sarita Tiwari has been training pre-service and in-service teachers at the SIE and RIE, Chandigarh for the last two decades.</p>
14.45 – 15.15	G06	<p><i>LearnEnglish Audio Pilot Nigeria, Fiona Inci</i></p> <p>The British Council partnered with the Department for International Development funded Education Sector Support Programme in Nigeria in order to pilot the use of 600 solar powered mp3 players preloaded with content suitable for grades 1-3. Two states were chosen to pilot the project based on the low level of English exposure and the lack of resources in the schools.</p> <p>Fiona Catherine Inci, English Language Advisor, British Council Nigeria. She is responsible for English education projects, mainly involving primary state school teacher training.</p>
14.00 – 15.00	101	<p><i>Quality Resources and Quality Standards: Working with the British Council, John Shackleton</i></p> <p>The workshop will focus on the British Council's English Language Quality Standards Partnership Programme and will seek to answer the following questions: Why is thinking about quality important? What characterises a quality English language education programme? What are the drivers for ensuring quality? What kind of resources are going to impact positively on learner outcomes? What kind of technologies can be exploited that best suit our students' styles of learning and ways of engaging with the world? What forms of teacher development, what kinds of professional learning opportunities will help teachers acquire the skills they require to meet the needs of their students? And finally, what kinds of quality standards then should institutions be aiming towards?</p> <p>John Shackleton works as a Senior Training Consultant at the British Council in Delhi. He is an experienced teacher and teacher trainer.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 15.00	102	<p><i>Design and Evaluate a Training Programme in Purposeful Listening in English Language for Early Childhood, Pallavi Naik</i></p> <p>Listening is the main channel of classroom instruction, a key source of new information in the classroom, and yet it is not accorded the focus it deserves. This study is aimed at designing, implementing and evaluating a training program for early childhood teachers in purposeful listening for acquisition of English as a Second Language. In 2013 the researcher executed 6 one-day training programs for 80 EC teachers from 5 schools in Pune and a combined group of teachers from Maharashtra. Findings and feedback from teachers are discussed.</p> <p>Pallavi Naik is a school principal in Pune and teaches English language. She was awarded the distinguished Fulbright Award in Teaching in 2012.</p>
14.00 – 15.00	103	<p><i>Adapting Long-turn Speaking Tasks in an English Language Test for Teenagers, Gwendydd Caudwell</i></p> <p>Based on an initial learning experience from test trials, this study considers different candidate age-group needs in a speaking test. It investigates candidate responses in long-turn questions. Chinese and Chilean adult and teenager candidate performance is compared in specific tasks and their responses are analysed along with candidate feedback. This study details the effect of reducing the cognitive load for teenagers and its potential impact on assessment and learning.</p> <p>Gwendydd Caudwell is Aptis Product Development Manager based at the British Council in Dubai.</p>
14.00 – 15.15	104	<p><i>Making Textbooks Communicative, Shefali Kulkarni (British Council workshop)</i></p> <p>Through a series of hands-on activities this session will demonstrate how textbooks can be made communicative. Teachers will explore the principles that govern exploiting prescribed texts which may or may not include communicative activities to cater to their learners' needs. They will then develop activities that will integrate language skills to encourage the learners and prepare them for communication in real-life. The teachers will then have an opportunity to try the activities with their peers.</p> <p>Shefali Kulkarni works as a Senior Teacher Trainer with the British Council and has taught English for about 13 years. She is interested in inclusive education and learner autonomy.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.00 – 15.15	105	<p><i>The House of Dos and Don'ts: Stakeholders, Self-access and Learner Autonomy, Andy Keedwell & Sayed Najeem</i></p> <p>This presentation will describe and explore continuous professional development which supported innovatory implementation of self-access systems in two contexts (Ethiopia and Afghanistan), where the ideas of self-access and learner autonomy were very new. It will describe how CPD helped stakeholders to reconsider beliefs and perceptions of teaching and learning, discuss impact of training and establish a number of principles for effective CPD which it is hoped will be useful to anyone involved in CPD supporting innovation.</p> <p>Andy Keedwell is Head of Teacher Development at British Council Afghanistan, and was previously the British Council Ethiopia Peacekeeping English Project Teacher Trainer.</p> <p>Sayed Najeem is Senior Teacher at British Council Afghanistan and closely involved with our English for Defence and Security Project. He has been teaching and training since 2007.</p>
15:15 – 15:45	Hall 3	Networking and coffee/tea break
15:45 – 16:45	Main Hall	<p><i>Panel Discussion: CPD — how do we move from theory to practice?</i></p> <p>Panel: Julian Edge (University of Manchester), Simon Etherton (British Council India), Monishita Hajra Pande (EFL-U scholar) & Jayagowri Shivakumar (NMKRV College for Women)</p> <p>Chair: George Pickering (IATEFL)</p>

Day 2: Saturday 22 February

Time	Venue	Activity
17:00 – 18:15		COFFEE SHOPS/WORKSHOPS
17.00 – 18.15	Main Hall	<p><i>Shakespeare for the 21st Century: Using Literature to Teach Attitude (Nuances) in Spoken Language</i>, John Gardyne & Padmaja Anant (Trinity College London)</p> <p><i>“If you have been tongue-tied, a tower of strength (or) hoodwinked, you are ... quoting Shakespeare”</i> (Bernard Levin)</p> <p>Shakespeare is the foundation of much of modern spoken English. This session considers how we can utilise the study of Shakespeare’s plays to enliven the teaching of spoken English. At the same time, we will consider how teachers can use reflection to assess the effectiveness of literature as a tool for experiential learning and enhancing spoken language.</p> <p>John Gardyne is Head of Drama and Performance at Trinity College London and has over 30 years’ experience as a practitioner in theatre production and drama education at all levels.</p> <p>Padmaja Anant is Publisher (Humanities) at Orient Blackswan Pvt Ltd and is responsible for commissioning and list-building in the tertiary English Language and Literature segment.</p>
17.00 – 18.00	G01/02	<p><i>Learning Oriented Assessment: How Assessment Can Promote Learning</i>, Angela ffrench (Cambridge English Language Assessment)</p> <p>In this presentation, we will discuss a learning-oriented approach to assessment which captures the centrality of learning within assessment. We will then present a model of Learning Oriented Assessment (LOA) that sets aside the summative/formative distinction by emphasising the notion that all forms of assessment can promote learning. We will suggest how the essential link between input-focused teaching and outcome-focused assessment can be made and argue that LOA allows us to reconceptualise the relationship between learning, teaching and assessment while ensuring that relevant measurement principles remain central.</p> <p>Angela ffrench is an education professional with 40 years of experience, first as a teacher in the public and private sectors, and since 1991 with Cambridge English Language Assessment. She is Director of Operations, South and South East Asia.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
17:00 – 18:15		COFFEE SHOPS/WORKSHOPS
17.00 – 17.30	G03	<p><i>From Encyclopaedia Britannica to Wikipedia: TESS-India's Model of Collaborative Authorship of School-based Professional Development Materials, Sandhya Paranjpe and Sushant Verma</i></p> <p>This paper demonstrates the value of harnessing the expertise of Indian pedagogues in the co-creation of technological resources for English language education, in particular the DfID-funded, Open University (UK) led TESS-India online teacher education materials. TESS-India's core set of materials intend to be widely available, high quality, locally appropriate professional development materials (including those for ELT) in the form of re-versionable Open Educational Resources (OERs), with the aim of supporting sustainable, school-based enhancements to classroom pedagogy.</p> <p>Sandhya Paranjpe is head academic and Sushant verma is the Country Director on TESS-India, The Open University, UK.</p>
17.00 – 18.00	G04	<p><i>How good is my English? Rajeevan Karal (Oxford University Press)</i></p> <p>This session will be in the form of an English language quiz. Participants will form teams of 5 to 10. The teams will contest against each other. The quiz will have questions on various aspects of the language – spelling, pronunciation, meaning, grammar, collocation, usage, stylistics etc. All the questions will be based on the information available in the Oxford Advanced Learner's Dictionary, New 8th Edition. The winning team will receive a special prize from Oxford University Press India.</p> <p>Rajeevan Karal is a consultant to Oxford University Press India. He was formerly a member of faculty at the Central Institute of English and Foreign Languages, Hyderabad (now EFL-U).</p>
17.00 – 18.00	G05	<p><i>Aptis for Teachers – Quickly and Accurately Determine the English Proficiency Levels of Teachers and Students Working in Educational Contexts, Vivek Pratap Singh</i></p> <p>Aptis for Teachers is a new English assessment tool developed by the British Council which is designed specifically for the education sector. It can be integrated into existing systems and managed locally, enabling teachers' English levels to be tracked over time and the success of training programmes to be measured effectively. Whether you are testing teachers of English, Maths or Science, or students training to become teachers, Aptis for Teachers will quickly indicate how well your candidates can use the English skills that are important for everyday educational settings.</p> <p>Vivek Pratap Singh, Assistant Director Examinations Marketing India, British Council.</p>

Day 2: Saturday 22 February

Time	Venue	Activity
17:00 – 18:15		COFFEE SHOPS/WORKSHOPS
17.00 – 18.00	G06	<p><i>The Role of IATEFL in the Development of Teachers and Teacher Educators</i></p> <p>In this talk we will explore how IATEFL (International Association of Teachers of English as a Foreign Language) can help in the development of teachers and teacher educators through:</p> <ul style="list-style-type: none"> • an annual conference, streamed throughout the world; • 15 Special Interest Groups, which hold their own events, have online forums and produce their own newsletters; • creating direct links between teachers worldwide and through associates, including ELTAI. <p>Come along and find out how IATEFL can help in your development!</p> <p>Kalyan Chattopadhyay, Richard Smith, Nicky Hockly, Graham Hall & George Pickering (IATEFL)</p>
18.15 – 20.00	Main Hall	Gala Event
20.15 – 20.45	Hall 3	High Tea

Cambridge English Teacher

Professional development at your fingertips

Develop your English teaching skills

Flexible learning to fit into your schedule

Progress your career

Where English teaching professionals go to connect and develop.

Annual membership includes:

- a 10-hour professional development course of your choice plus access to further courses at special rates
- opportunities to interact with other ELT professionals
- access to an exclusive library of Cambridge resources
- topical articles and webinars.

If you think it's time to become a **Cambridge English Teacher**, then find out more by visiting www.CambridgeEnglishTeacher.org



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

To avail introductory offer of ₹ 1250/- per individual membership, write to elt.in@cambridge.org or contact Cambridge University Press India



CAMBRIDGE
UNIVERSITY PRESS
India Private Limited
www.cambridgeindia.org

Cambridge House, 4381/4, Ansari Road, Daryaganj, New Delhi-110002
Tel.: +91 11 43543500 Fax: +91 11 23288534

Delhi • Bengaluru • Mumbai • Kolkata • Chennai • Hyderabad • Pune
• Thiruvananthapuram • Representative Office: Guwahati

Trinity College London is delighted to be a Gold sponsor of this important international conference



Highly valued qualifications for learners and teachers

- ▶ English Language: GESE (Graded Examinations in Spoken English)
ISE (Integrated Skills in English)
SEW (Spoken English for Work)
- ▶ Teaching English: CertTESOL
DipTESOL
- ▶ Drama: Grades, Certificates, Diplomas including Communication Skills
- ▶ Music: Grades, Certificates, Diplomas including Rock & Pop

Come and talk to us about:

Teaching and learning English

Dont miss our presentations

See conference brochure for details

TEC 2014 Trinity Prize Draw

Win The Complete Works of Shakespeare

Enter at our stand by 5pm on Saturday.

Working in partnership with
Orient BlackSwan and Musee Musical



Orient BlackSwan



www.trinitycollege.co.uk/India

Photos: Tas Kyprianou, Mike Goldwater



Day 3

Sunday 23 February







For you to fill in

Day 3: Sunday 23 February

Time	Venue	Event
09:00 – 10:00	Main Hall	Plenary: <i>Innovation in Pre-service Education for English Language Teachers: Issues & Concerns</i> , Julian Edge & Steve Mann
10:15 – 11:30	Various	Parallel sessions
11:30 – 12:00	Hall 3	Networking and coffee/tea break
12:00 – 13:00	Various	Parallel sessions
13:00 – 14:00	Various	Networking and lunch break
14:00 – 15:15	Various	Parallel sessions
15:15 – 15:30	Hall 3	Networking and coffee/tea break

For you to fill in

Day 3: Sunday 23 February

Time	Venue	Event
15:30 – 16:30	Main Hall	Plenary: <i>Teacher Education, Mobile Learning and the Challenges of Scale</i> , Tom Power
		
16:30 – 17:00	Main Hall	Valedictory
		

What have I learnt today?



What ideas or practices can I apply in my own professional work?



Day 3: Sunday 23 February

Time	Venue	Activity
09:00 – 10:00	Main Hall	<p><i>Plenary: Innovation in Pre-service Education for English Language Teachers: Issues & Concerns, Julian Edge & Steve Mann</i></p> <p>This plenary considers what we mean by ‘innovation’ in the provision of pre-service education and training for English Language Teachers. The talk covers a number of aspects of what we do with our trainees and why these processes are important. The talk shares current perspectives from the UK, but also features contributions from a recent British Council publication (Edge and Mann 2013). This book features innovations in the world-wide provision of pre-service education and training for English Language Teachers. These contributions raise important issues about what counts as innovation in different contexts.</p> <p>The talk is structured around familiar processes in teacher training. These are copying, applying, acting, reflecting and theorising. The talk argues that it is relatively easy to formulate a course in terms of transfer or concepts, theories and received knowledge. It is more of a challenge to create the conditions for genuine reflection and dialogic processes in a training context. The paper argues that, although there will always need to be space for transfer of ‘received knowledge’, there is an increasing need for teachers to make the most of ‘experiential knowledge’ as their careers develop. Novice teachers face particular challenges which are well documented and a teacher who is able to reflect on and learn from experience is more likely to survive and thrive. Increasingly innovation is seen as a technological matter. The talk provides examples of materials and tools which are potentially innovative. However, adoption of innovative technology is not a genuine innovation unless the process has been explored and reflected upon. Advances in technology (ICT and Multimedia) need to be interrogated in the same way that we interrogate new coursebooks and materials for their claims and potential. Trainee teachers need to be helped to develop critical skills in evaluation in assessing the value of new technology.</p> <p>The last part of the talk considers the value of ‘practising what we preach’. It considers ways in which our practice as educators and the degree to which we reflect on our praxis communicates itself in subtle ways to our trainees. The talk ends by arguing that we need to break out of the style of teacher education that exhorts continuing development for teachers, but shows no sign of it among teacher educators. It is not a good idea to encourage reflection in some general and vague way and not follow through with reflection on our own teacher training.</p> <p>Julian Edge, Institute of Education, University of Manchester, has been involved in TESOL and teacher education since 1969.</p> <p>Steve Mann is working as a Lecturer at University of Warwick.</p> <p>They are the co-editors of <i>Innovations in Pre-service Education and Training for English Language Teachers</i>.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 11.15	Main Hall	<p><i>Digital Literacies, Nicky Hockly</i></p> <p>Digital literacies, the technical skills and social practices needed to effectively interact with digital technologies, are key 21st century skills, and are increasingly important in educational curricula. What exactly are these literacies, and where might they have a place in English language teacher training? We look at the theory underpinning digital literacies, explore how teacher training courses can address them, and consider the challenges involved in operationalising digital literacies in the low-resource classroom.</p> <p>Nicky Hockly is Director of Pedagogy of The Consultants-E. Teacher, trainer and author; she is particularly interested in the impact of technology in EFL.</p>
10.15 – 11.15	G01/02	<p><i>TeachingEnglish Radio India: Self Access and Collaborative Resources for Developing Teachers' Understanding of Learner-centred Methodologies, Rustom Mody & Amy Lightfoot</i></p> <p>This interactive workshop explores TeachingEnglish Radio India: a series of twelve audio recordings featuring teachers in classrooms across the country. The recordings showcase teachers discussing how they make their classes more learner-centred using a variety of tried and tested techniques. The audio content is accompanied by a set of worksheets to guide teachers through the content as they listen, developing their listening skills and understanding of key methodology for implementation in their own classrooms.</p> <p>Rustom Mody is Senior Teacher Trainer at the British Council Mumbai.</p> <p>Amy Lightfoot is English Language Advisor, British Council India.</p>
10.15 – 11.15	G03	<p><i>Exploring Word Processing as a Communicative Tool, Claire Bradin Siskin</i></p> <p>This workshop involves technology in Continuing Professional Development for English language teachers. Word processing in the English classroom can go far beyond having students silently type and revise their compositions. The presenter will outline some communicative activities in which the word processor becomes a dynamic tool. Participants will use this approach to create their own low-stakes word processing-based tasks designed to foster interaction among language learners.</p> <p>Claire Bradin Siskin is a Senior English Language Fellow at the Regional Institute of English in Chandigarh, India.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 11.15	G04	<p><i>Professional Development Programme for Continuing Professional Development, Shefali Kulkarni</i></p> <p>This presentation is about innovation in Continuing Professional Development for British Council Training Consultants who were a part of the Karnataka Teacher Training Programme. The presentation will take us through the entire professional development programme offered to the Training Consultants and its impact on their development. We will also have an insight into follow up activities. The CPD of Training Consultants is of utmost importance as their skills and knowledge affect the State-wide teacher training.</p> <p>Shefali Kulkarni works as a Senior Teacher Trainer with the British Council. She is interested in Continuing Professional Development and inclusive education.</p>
10.15 – 10.45	G05	<p><i>Defossilising Errors of ESL Learners through Feedback, Sanjay Arora</i></p> <p>This paper discusses the causes of fossilizing of errors of ESL learners and the lack of feedback at the school level in rural Rajasthan and elsewhere. It focuses on oral feedback, both positive and negative, on phonological, syntactic and lexical errors of ESL learners. The paper will give teachers an insight into error correction.</p> <p>Sanjay Arora has been working at the post of Associate Professor of English in the Government Postgraduate College, Dausa, Rajasthan for the past 15 years. He is the current President of ELTAI.</p>
11.00 – 11.30	G05	<p><i>Improving Student Motivation and Learning Environment: an Online Collaborative Writing Project in a Bengali Medium School, Arindam Sengupta</i></p> <p>An online collaborative writing project was undertaken at a secondary level school government school at Kolkata, West Bengal. The learners were given opportunities for communicative use of the target language by participating in language learning activities like writing poems, anecdotes & autobiographical write-ups. The project succeeded in decreasing the affective filter of the learners, by promoting peer interaction and learning, thus increasing learners' motivation and generating increased production of the target language within the classroom.</p> <p>Arindam Sengupta teaches ESL at Hare School, Kolkata. He is also a State Level Resource Person of the West Bengal Board.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 11.15	G06	<p><i>Building Up a Corpus of Technical Vocabulary: Strategies and Feasibility, Preetha Anthony & Palle Aparna</i></p> <p>The demand for specialized and need-based curriculums has given rise to corpus-based teaching and learning environments. This talk aims at demonstrating how to build a corpus of technical vocabulary using Concordance software of Wordsmith 5.0 and RANGE. It strategically discusses how an essential list of technical vocabulary is developed from the prescribed text books, and how enhanced vocabulary acquisition impacts the efficiency and proficiency of language learning. ESP practitioners will find tailor-made teaching material which is relevant and useful for their learners.</p> <p>Preetha Anthony has been working in GNITS as an Assistant Professor since July 2005. She has 20 years of teaching experience.</p>
10.15 – 11.30	101	<p><i>Innovate and Transform Print Text Books into Digital/Interactive Online Courseware, Trudie Heiman</i></p> <p>Traditional paper-based resources can be innovatively transformed when made into digital online courseware. Using a writing text-book for pre-EAP learners as an example this interactive workshop shows a (LSM) Learning Management System/internal messaging system tied to the courseware reduces teacher workload and it interfaces with the student tasks. Examples how digital tools/resources can be employed in unique ways that will engage language learners in the materials in more meaningful ways are provided.</p> <p>Trudie Heiman is founder: Lexicalport.com, MA tutor: University of Birmingham, Professor: Tokushima Bunri University, Kagawa, Japan (retired). She authors & publishes blended e-learning corpus-based online courses.</p>
10.15 – 10.45	102	<p><i>Do the Teachers Really Learn to Reflect from the Training? A Critical Respective, Nasreen Sultana</i></p> <p>Realizing the importance of self-reflection, teacher education programmes also incorporate reflection as an instrument for training. The paper tries to find out whether trainees practice reflective teaching when they turn into teachers. For this purpose, data has been collected randomly from 60 in-service Bangladeshi teachers teaching at the secondary level through questionnaire and interview. The data reveals that usually teachers do not reflect on their teaching primarily due to lack of self-realization, guidelines and evaluation.</p> <p>Nasreen Sultana is a lecturer in English at the University of Liberal Arts Bangladesh (ULAB). Her research expertise is teacher education.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
11.00 – 11.30	102	<p><i>Collaborative Reflective Practices: a Self-Reflective Journey from Planning to Implementation, Amit Kumar</i></p> <p>This paper explores how a group of trainee teachers can collaborate, reflect and implement solutions to classroom issues during the one-month contact programme of the course 'Post Graduate Certificate of Teaching English' at EFL University, Hyderabad. The study with 8 trainee teachers is an attempt to discover how far collaborative reflective practices are feasible and can be implemented to address some of the most significant classroom issues. The study finds that collaborative reflective practices lead to professional growth, and improvement in teaching style and efficacy of the teachers.</p> <p>Amit Kumar is pursuing a Ph. D in English Language Education at EFL University, Hyderabad. His areas of interest includes EAP, Material evaluation, and Collaborative Learning.</p>
10.15 – 10.45	103	<p><i>Developing Academic Reading Skills through Strategy Training, Sruti Akula</i></p> <p>In this paper, I present a study on types of strategies used by undergraduate learners to comprehend academic texts on popular science. Strategy use was assessed through self-reflection grids. The findings show that learners use a variety of strategies like predicting, re-reading, underlining, and listing key ideas to comprehend texts at factual and inferential levels. An implication of this study is that strategy instruction in ESL classrooms might result in the developing academic reading skills.</p> <p>Sruti Akula is doing a PhD in English Language Education at the English and Foreign Languages University, Hyderabad. Her areas of interest are academic reading and assessing academic writing.</p>
11.00 – 11.30	103	<p><i>Using the CAN DO Self-assessment Grid across Languages to Develop Academic Reading and Writing Skills, Mahananda Pathak</i></p> <p>This paper will use self-assessment grids drawn from the ALTE Study Statements and the CEFR 'Can Do' descriptors across languages to develop academic reading and writing. The experiment will be carried out with some masters and research level students of TISS. Learners will first be asked to read and tick the options related to the capabilities in reading and writing in both L1 and L2 (English). This will be followed by a month long intervention, followed by some post-intervention sessions where learners will be engaged in academic reading and writing tasks to capture progress.</p> <p>Mahananda Pathak, Teaching Associate, TISS (Hyderabad), offers English languages courses to undergraduate and post-graduate students of Social Sciences and Rural Development and Governance.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
10:15 – 11:30		PARALLEL SESSIONS
10.15 – 10.45	104	<p><i>Assessment for Learning: Current Practices in Government Lower Primary Schools: A Case Study of Assam, Mawdla Daimary & Subhash Rabha</i></p> <p>This case study will deal with the current practice of evaluation of learning in government Lower Primary schools of Assam. It will focus on teachers' and administrators understanding of CCE (Continuous and Comprehensive Evaluation) introduced by SEBA (the State Education Board, Assam), and its implementation through the school assessment system. It is hoped the case study will help stakeholders understand better the changed practices of testing and evaluation as per the NCF principles 2005.</p> <p>Mawdla Daimary, Research Scholar in the Department of ELT, Gauhati University.</p> <p>Subhash Rabha, Research Scholar in the Department of Linguistics, Gauhati University.</p>
11.00 – 11.30	104	<p><i>English Language Teacher Educator's Feedback Experience as a Teaching-learning Tool in Akwa Ibom State, Nigeria, Alice Udosen & Wisdom Jude</i></p> <p>This study set out to investigate how English language teacher educators in Akwa Ibom State, Nigeria know and use feedback as part of innovation to boost teaching and learning in higher education and the quality of feedback and the technology they use. It examines teacher educators' knowledge quality and use of feedback in the teaching-learning process to determine whether their practices align with innovations aimed at improving quality manpower production for the nation's education system. The study will be a survey with 150 respondents randomly selected from two teacher training institutions in the state.</p> <p>Alice Udoko and Wisdom Jude teach English Methodology to teacher trainees in the Department of Curriculum Studies, University of Uyo and College of Education, Afaha Nsit, respectively.</p>
10.15 – 11.30	105	<p><i>Games and Activities for Language Learning, Manisha Dak (British Council workshop)</i></p> <p>Many people think that using games in an ESL/EFL classroom is a just a time filler. But the fact is that if the right types of games are used, they could make the process of language learning more interesting, effective and fun. This session aims to highlight various factors that a teacher needs to bear in mind while designing and planning games for the classroom, and demonstrates simple games and activities that you can take away.</p> <p>Manisha Dak is a Senior Teacher Trainer for British Council based in Delhi. An ELT practitioner for more than a decade, Manisha is constantly looking out for new language teaching ideas, experimenting with them in real classroom situations and sharing them with others.</p>
11:30 – 12:00	Hall 3	Networking and coffee/tea break

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12.00 – 13.00	Main Hall	<p><i>Take Responsibility for Yourself: Tools for CPD</i>, Rajni Badlani (Cambridge University Press)</p> <p>The session will look at various tools that teachers can use to improve their own self-awareness on their teaching style and teaching behaviour to bring about a positive change in their ongoing professional education. The session aims to encourage and motivate teachers to bring more coherence in their teaching by being able to make informed decisions of how to transact lessons effectively by presenting techniques of developing a critical approach to examining their own work.</p> <p>Rajni Badlani is working as a consultant with CUP, India. She has done her research in ELT at EFL-U, Hyderabad and has an MA from the University of Essex, UK.</p>
12.00 – 13.00	G01/02	<p><i>Digital Literacy/Pedagogy: Will the Twain's Meet?</i> Atanu Bhattacharya</p> <p>There seems to be an increasing focus on creating new technologies that promise better pedagogic tools within the global world we live in. As pedagogues, and possibly, policy makers, we need to assess these new technologies as to their usefulness in creating enhanced teaching or learning environments, methodologies or strategies. The purpose of this talk is to take a realistic look at fact, reality and ambition from the standpoint of educators.</p> <p>Atanu Bhattacharya teaches at the Centre for English Studies, Central University of Gujarat, Gandhinagar, Gujarat. He studied at Jawaharlal Nehru University and the University of Warwick.</p>
12.00 – 13.00	G03	<p><i>Professional Development Portfolios for Teacher Education: Enhancing Practice through Reflection</i>, Simon Etherton</p> <p>This presentation outlines the introduction and use of professional development portfolios for teacher educators on a British Council / UNICEF English Partnership programme in Karnataka. It explores the practical implications of encouraging teacher educators to keep professional development portfolios and the kind of support that is required to ensure the portfolio is not only a useful record of professional development, but is also a tool to support reflection on practice. Based on findings from continuing research into their use as well as individual case study 'stories', clear implications for the effective introduction and use of portfolios will be outlined.</p> <p>Simon Etherton is the Senior Training Consultant for British Council South India, supporting the planning and implementation of programmes in Karnataka, Kerala and Tamil Nadu.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12.00 – 13.00	G04	<p><i>Teacher Facilitators in English in Action: Peer Mediation and M-learning in Professional Development, Malcolm Griffiths & Ruma Rebecca Rodrigues</i></p> <p>This case study explores peer support in professional development programmes using mobile technology. We present the initiative by English in Action Bangladesh to provide in-service teachers with a programme of self-access video and audio resources on a simple, low-cost mobile phone. In particular, we look at benefits and challenges of the role of peer facilitators, who lead regular local support meetings. Experience from the project suggests a vital role for peer mediation of this kind.</p> <p>Malcolm Griffiths is a lecturer at the Open University, UK. Currently based with EIA, Bangladesh, he works on trainer support and materials development.</p> <p>Ruma Rebecca Rodrigues is a Core Trainer with EIA Bangladesh, specialising in trainer support. She has previous experience in non-formal education and community mobilisation.</p>
12.00 – 13.00	G05	<p><i>Facebook Is My New Textbook: a New World of Opportunities for Teachers and Teacher Educators, Kabita Ghosh</i></p> <p>Social networking, particularly Facebook, has emerged as a dynamic platform for professional development for teachers and teacher educators. Teacher educators involved in the Aim Higher in Assam (AHA) project, have created the Facebook group: Master Trainers of English. The members of this group have been working collaboratively to share new ideas and discuss challenges in applying modern ELT methodology in their context. We seek to assess the impact of Facebook in implementing sustainable teacher education initiatives.</p> <p>Kabita Ghosh works in an engineering college in Assam.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12.00 – 13.00	G06	<p><i>Like Playing Against Spin, the Success of Teacher Training is about Choosing the Right Delivery, John Shackleton</i></p> <p>This workshop will examine the relative merits of face-to-face, blended and online delivery of teacher training courses. The discussion will focus on identifying appropriate (formal) professional development activities and deciding on the most suitable delivery method for them - enabling teachers to choose the kind of training course that will best help them to be more effective in the classroom. It will take the TeachingEnglish website as a frame of reference for online resources for teachers as well as drawing on examples from British Council teacher training courses, available as self-access or as online moderated programmes of study.</p> <p>John Shackleton works as a Senior Training Consultant for the British Council in Delhi.</p>
12.00 – 13.00	101	<p><i>Reading a Story, Tabinda Nabil & Sheikh</i></p> <p>During this workshop participants will be experiencing how to engage learners in reading a story in an innovative and interactive way. It focuses on different aspects of how to promote learners' understanding of a story and make reading fun. This method has been created and modified through research in a primary school classroom. The benefits of this method include using L2 in the classroom; using actions and miming as part of the reading; full participation by the learners; developed confidence of the teachers; promoting critical thinking and creating a happy classroom atmosphere.</p> <p>Tabinda Nabil works as a Training Consultant at the British Council, Lahore, Pakistan. She also works as a primary years teacher at TNS Beaconhouse School Lahore.</p>
12.00 – 13.00	102	<p><i>Error Correction, Radhika Gholkar (British Council workshop)</i></p> <p>How can you deal with students errors effectively?</p> <p>Join in for an interactive session on error correction. In this session, we will take a quick look at the when, how and who of error correction along with practice of some simple techniques for helping your students learn from the errors they make.</p> <p>Radhika Gholkar is a Senior Teacher Trainer with the British Council. She has taught English online and face-to-face.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12.00 – 13.00	103	<p><i>The Jamaican Fragment: Using Video to Add a New Dimension to the Lesson</i>, Ravinarayan Chakrakodi</p> <p>Video is one of the resources that provides audio-visual input to children, engages them in active learning and motivates teachers to use technology in the classroom. In this session, video material that has been prepared to supplement a textual lesson will be shown. How the video has been used as a teaching-learning tool in classrooms and how it has been used as a teacher professional development tool in teacher education courses will be elaborated. The paper mainly focuses on one of the video films used with a Grade VIII English textbook that is being used in government schools. The impact of the video on the teaching-learning processes in the classroom has been analysed and presented in this paper.</p> <p>Ravinarayan Chakrakodi works in the Faculty of English at the Regional Institute of English South India Bangalore where he trains teachers in English language pedagogy.</p>
12.00 – 13.00	104	<p><i>Q & A session</i>, Julian Edge & Steve Mann</p> <p>This is your chance to ask any questions you may have about this morning's plenary talk.</p>
12.00 – 13.00	105	<p><i>T-learning for Educators: Where to Next and How?</i>, Prajna Pani & Manoj Kar</p> <p>The paper aims to design an innovative digital syllabus to engage faculty and students of the School of Engineering in tablet-learning, a glue that makes communication sticky. The paper outlines the outcomes of a pilot using T-learning with a target audience of faculty and students from the School of Engineering of a multi-sector private university in Odisha. The presenters propose a new pedagogy with learners as independent, self-reliant and collaborative makers of meaning, and a digital skills curriculum embedded with Android apps implemented via the university's t-learning platform to revitalise teaching and learning.</p> <p>Prajna Pani is an Associate Professor in English, JITM (CUTM). She has specialized in linguistics and ELT and has a passion for life skills training.</p> <p>Manoj Kar is an Assistant Professor in CSE at JITM (CUTM).</p>

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
12.00 – 13.00	201	<p><i>Writing a Research Proposal, with Particular Reference to ELTReP Awards, Richard Smith & Rama Mathew</i></p> <p>The British Council's English Language Teaching Research Partnership (ELTReP) awards were instituted last year, and the first awardees will soon complete their research projects. This workshop is an opportunity for you to hear about the scheme and to receive guidance in writing a research proposal, with specific reference to the application forms (deadline for applications: April 2014), but also with wider relevance.</p> <p>Richard Smith, University of Warwick, UK, coordinates the TELC network (bit.ly/telcnet-home) as well as IATEFL's Research SIG (http://resig.iatefl.org).</p> <p>Rama Mathew is the Head and Dean of the Department of Education, Delhi University.</p>
13:00 – 14:00	Hall 3	Networking and lunch break

Day 3: Sunday 23 February

Time	Venue	Activity
12:00 – 13:00		PARALLEL SESSIONS
14.00 – 15.00	Main Hall	<p><i>Remote Teaching, Distance Learning, Team Teaching or Blended Learning?, Graham Stanley</i></p> <p>Due to a lack of qualified and experienced teachers in Uruguay, English is being taught in primary classes all across the country via video-conferencing, using teachers from elsewhere (including Argentina, the Philippines and Mexico). Because there are two teachers, a classroom teacher (CT) and a remote teacher (RT), a new type of methodology is being developed that combines elements of distance learning, team teaching and blended learning, but which also requires a unique approach. In keeping with its subject matter, this talk will be delivered via tele-conferencing.</p> <p>Graham Stanley is the British Council's project manager for Plan Ceibal, a project to teach Uruguayan state school primary children English via video-conferencing.</p>
14.00 – 15.00	G01/02	<p><i>Critical reflection for CPD: Using the SOAP Strategy to Analyze Pedagogical Experience, Padmini Boruah</i></p> <p>Critical reflection is the analysis of personal experience to enhance learning and improve future professional behaviour and outcomes. In this workshop, participants will learn how professionals can interrogate their pedagogical practices by using the SOAP procedure (Aronson et al, 2012). This involves reflecting on the Subjective perceptions of one's experience, collecting Objective feedback on it, Assessment of the experience through analysis of subjective and objective reflection and synthesis of learning, and Planning of future action.</p> <p>Padmini Boruah, Ph D, is presently Associate Professor and Head of the Department of ELT, Gauhati University which offers M.A. and Ph D degrees in ELT. She is also a teacher trainer at the state and national level.</p>
14.00 – 15.00	G03	<p><i>Two teams, One goal: Enhancing English Language Teaching in Malaysia, Jayanti Sothinathan & Vanessa Lee</i></p> <p>The Ministry of Education Malaysia and British Council Malaysia are collaborating on a nation-wide teacher English language development project to improve English teachers' language proficiency and pedagogy. The presentation outlines this large-scale project and describes how the Ministry of Education and British Council work together to implement the project. Successes and challenges, and initial research findings on this project will be highlighted.</p> <p>Jayantu Sothinathan is a teacher trainer and manages the Professional Upskilling of English Language Teachers (Pro-ELT) programme.</p> <p>Vanessa Lee is the British Council project director for a large-scale teacher training project in Malaysia. She has worked in educational leadership roles for the last fifteen years in Singapore, New Zealand and Malaysia.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 14.30	G04	<p><i>Virtual Conferences for Continuing Professional Development for Teachers of English, Syke A.K.</i></p> <p>Today, virtual conferences and webinars play a crucial role in the Continuing Professional Development of teachers of English. This paper describes how an English language teacher can make use of social media and other web resources to have connections with the pioneers of ELT from all over the world. The talk will familiarise participants with webinars by the British Council, IATEFL, ELT@I, Macmillan Education, iTDi and many others and all the leading online / virtual class room software.</p> <p>Syke A.K. teaches English at Government H.S.S. Chorode, Kerala. He is a virtual presenter (iTDi Japan) and a coordinator/host of webinars and virtual conferences.</p>
14.00 – 15.00	G05	<p><i>Pedagogical Tasks and Learner Participation in the English Classrooms of Undergraduate Engineers, Khamseng Baruah</i></p> <p>The study includes observations of some English classes of engineering colleges in Guwahati. Undergraduate engineers often find it difficult to see the relevance of English in the engineering curriculum. The aim of the observations was to find out if a task is more effective when its objectives are explained to the learners than when they are not. This study should help the teacher in making a lesson plan that facilitates maximum learner participation in the classroom.</p> <p>Khamseng Baruah is an Assistant Professor in the department of English Language Teaching, Gauhati University, Guwahati. Her area of specialization is English for Specific Purposes.</p>
14.45 – 15.15	G04	<p><i>Developing Reading Skills Using Phonics, via a Virtual Platform, for Students in Low Income Schools, Purvi Vora & Aditi Rawat</i></p> <p>We will present results from an on-going study across multiple low-income schools in two cities, where we are teaching phonics via a virtual platform in 4th-7th standard classrooms. Our findings can inform the design of similar programs to teach English, in rural and urban schools. Our study also has implications for the role of the in-class teacher, when using such a virtual platform. We will discuss obstacles encountered and how to overcome them.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
14:00 – 15:15		PARALLEL SESSIONS
14.00 – 14.30	G06	<p><i>Revision to Content Generation: An M-Learning Experiment, Chandra Sekharan Praveen</i></p> <p>Revision in the m-learning mode has already been attempted in academia. But is texting suitable for Peer Testing? Can the material generated through texting become much sought after pedagogic content? This paper reports on the findings of an innovative post Practice Teaching experiment involving B Ed trainees at the University of Kerala. It highlights the scope for m-learning as a cost effective testing, learning and content generation tool against the backdrop of an ever growing criticism of the misuse of mobile phones by students.</p> <p>C. Praveen is an Assistant Professor in the Government College of Teacher Education, Trivandrum, Kerala, India. He has specialized in Media-based language teaching.</p>
14.45 – 15.15	G06	<p><i>Making a Free Website for Effective Language Teaching, Rajinder Ahluwalia</i></p> <p>This presentation focuses on training serving teachers to use computer and internet technology to enrich their teaching. I would like to demonstrate how to design a free website for providing multi-media assisted online and off line language teaching. We can park plenty of useful resources at the website as well as create some links to a facebook/Google group, wallwisher or a blog to teach learners and to provide productive feedback to them.</p> <p>Rajinder Singh Ahluwalia is a Senior Associate Professor in the Department of English, Guru Nanak Khalsa College, Yamuna Nagar (Haryana).</p>
14.00 – 15.00	101	<p><i>Blended Learning: Paving the Way for Productive Forums, Madeleine Edgecombe & Helen Crawley</i></p> <p>Using online and classroom-based research from a blended learning teacher education programme in Terengganu, Malaysia (2013), we analyse the online participation of Malaysian state school teachers. Quantitative and qualitative data raise questions concerning differences in active critical analysis in face-to-face sessions, yet failure to use similar skills in online forums. Methods trialled may improve both the quantity and quality of forum postings, and pave the way to more effective online courses, a fundamental tool in the future of Indian education.</p> <p>Madeleine Edgecombe & Helen Crawley are DELTA-qualified trainers on the British Council Malaysia's blended Pro-ELT project.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 14.30	102	<p><i>Reflective Feedback Using Video Recordings in ELT Pre-Service Teaching Training Programme, Bose Vasudevan</i></p> <p>Video recordings of micro teaching of ELT teacher trainees can help them reflect on their own teaching. This paper presents the possibilities of using video recordings of sequences of teaching language as tools for reflection to assist the trainees to become autonomous learners. A try-out of such video recordings with 30 B.Ed. English trainees at the Institute of Language Teaching, Jamnagar helped them notice their own pedagogical skills. The findings show that they received reflective feedback for self-improvement in teaching English language.</p> <p>Bose Vasudevan is an associate professor at the Institute of Language Teaching, Jamnagar. He specializes in ELT teacher training and materials production.</p>
14.45 – 15.15	102	<p><i>Empowerment through Reflection: Facilitating Learning in Higher Education in Madhya Pradesh, Vinita Singh Chawdhry</i></p> <p>Reflection is a key component in a teacher's professional development. This paper presents how learning from experience with reflection as a tool helps to change and make a difference to teaching. The research was conducted at the UG level in a college in Shivpuri, a less developed district of Madhya Pradesh. It explains a teacher's strengths and weaknesses, ways to improve through reflective tools, and plan future lessons in a more effective way, thus facilitating teaching and learning.</p> <p>Vinita Singh Chawdhry is Professor in Govt. Hamidia College, Bhopal. She is guiding students for research in English literature, Feminism, Pluralism, and other areas.</p>
14.00 – 15.00	103	<p><i>Reasons to 'Like' Facebook: Social Networking in the Classroom and for Continuing Professional Development, Steven Baker</i></p> <p>Social networking is one of the key emerging trends of recent years, with Facebook at the forefront of this movement. This interactive and participatory workshop examines how Facebook can be used as a collaborative learning tool in an English language teaching and learning context. If you have ever thought about using Facebook with either students or for Continuing Professional Development, but have not yet tried it out, then this session is for you.</p> <p>Steven Baker is a Senior Teacher at the British Council specialising in digital learning. He writes extensively on social networking and popular culture.</p>

Day 3: Sunday 23 February

Time	Venue	Activity
14:00 – 15:15		
PARALLEL SESSIONS		
14.00 – 14.30	104	<p><i>Contingencies of Cultural Identity: Changing Role of English Methods in Teacher Education for Sustainable Development, Piku Chowdhury</i></p> <p>Diversity in the form of multiculturalism and multiethnicity is crucial for sustainable development in a globalised world today and yet ELT in B.Ed Courses largely tend to propagate hegemonic homogenizing praxis with efforts of upgrading tribal trainees to a presumed level of excellence. A study was carried out with the trainee teachers of the B.Ed colleges of West Bengal where the participants comprised diverse ethnicities. They were paired with urban trainees and asked to prepare project reports on any one rural custom or local history. The results were posted on blogs prepared by the trainees but open to all for comments.</p> <p>Dr. Piku Chowdhury teaches as Assistant Professor in English at Satyapriya Roy College of Education, Kolkata, West Bengal and is the Chief Editor of <i>Evolving Horizons</i>.</p>
14.45 – 15.15	104	<p><i>The Role of Printed Materials in Promoting Reflection in a Distance ELT Teacher Education Programme, Pranjana Kalita Nath</i></p> <p>This presentation is on promoting reflective skills among trainee teachers for their professional growth in a distance ELT teacher education programme. The paper will attempt to analyse how that can be achieved by incorporating effective activities in printed materials to encourage reflection. As printed materials are still a dominant medium of instruction in distance ELT programmes, the deliberations will hopefully have significant implications for the teaching-learning process in such contexts.</p> <p>Pranjana Kalita Nath is a doctoral fellow (UGC-JRF) in the Department of English Language Teaching, Gauhati University, Assam, India.</p>
14.00 – 15.15	105	<p><i>The Story Teller, Pat McLaughlin (British Council workshop)</i></p> <p>Story telling is a world-wide entity loved by young and old alike. Pat McLaughlin explores how stories can be used in Indian classrooms at primary and secondary levels. Participants will consider how they can use stories with their learners to promote English language skills.</p> <p>Pat McLaughlin has been a teacher, trainer and textbook-writer across the world, including India where he works with the British Council. Story-telling plays a central part in his work as a story can paint a thousand pictures.</p>
15:15 – 15:30	Hall 3	Networking and coffee/tea break

Day 3: Sunday 23 February

Time	Venue	Activity
15:30 – 16:30	Main Hall	<p>Plenary: Teacher Education, Mobile Learning and the Challenges of Scale, Tom Power</p> <p>What is, or should be, the relationship between the introduction of new technologies, and the professional development of teachers, and what are the main areas of challenge in delivering technology-enhanced programmes of teacher education, at large-to-national scale, in LEDCs? Educational technology programmes have been characterised as having three critical areas of investment: Technology (Infrastructure); Content and Applications (Infostructure) and Teacher Training (developing Infoculture). The limited effect of many such programmes on classroom practices and learning outcomes have been attributed to over-investment on the technological aspects, and limited or absent investment in teacher education (Pimienta 2007). It is now increasingly recognised that “The quality of education techniques matters more than the ...devices used ...approaches where teachers use technology to actively engage learners, show better outcomes than device-only approaches.” (Raftree 2013, 2). Yet there is only limited evidence or consensus about what forms of teacher education are effective in helping teachers develop such techniques and approaches in their practice (Wilson & Berne 1999, Lawless & Pellegrino 2007). In this context, we address two questions:</p> <p>What is, or should be, the relationship between the introduction of new technologies, and the professional development of teachers, and what are the main areas of challenge, in delivering technology-enhanced programmes of teacher education, at large-to-national scale, in LEDCs?</p> <p>We consider these questions through a case study of English in Action http://www.eiabd.com, a large scale programme of English Language Teacher Education in Bangladesh, which the national government has requested to extend its reach to 180 thousand teachers and 17 million students, in the next three years. We conclude that the main challenges to achieving successful large or national scale mLearning programmes, in international development contexts, may be simplest in relation to the mobile technology, more complex in relation to materials development, but most challenging in relation to reforming or refining teacher education systems, such that they effectively deliver the critical success factors for an effective mLearning programme.</p> <p>Tom Power is a senior lecturer and programme director for English in Action at the Open University, UK.</p>
16:30 – 17:00	Main Hall	Valedictory

The British Council recognises the increasing expectation among customers for digital access to English language products and services. Over the past three years, we have developed a diverse range of digital products aimed at reaching learners and teachers.

Websites

The Learn**English** websites target **learners** and provide online, digital and media resources, as well as tests and exams, for learners to improve their English.



Check out the grammar, vocabulary, pronunciation, games, stories and podcasts at

www.britishcouncil.org/learnenglish



LearnEnglish Kids program on **DVD** and for tablets consists of educational content for children aged 5 to 15 (classes 1 to 10) that has been mapped to the National Curriculum Framework (NCF) of India. The teacher support section provides expert advice and support to teachers on how to make best use of the activities in the classroom.



Our award winning global home for teachers, the Teaching**English** website targets **teachers**, providing training and development programmes worldwide via online courses, seminars and teacher resources online. It brings together everything busy teachers need for the classroom and the staffroom including lesson plans and worksheets, video tips, blogs, discussion forums etc

www.teachingenglish.org.uk

Social Media



Visit our facebook page that is a fun, inspiring and supportive community for English language learning.

www.facebook.com/EnglishinIndia



For all teachers and teacher trainers /educators of English in India, as well as ELT professionals and academics, join our community on facebook at

www.facebook.com/TeachEnglishinIndia



Mobile Learning

You can also improve your English anytime, anywhere! From recording new words in class and playing word games with friends, to perfecting grammar, we have **mobile** apps that help you improve your English.



Jobseekers is a series of 90 animated videos which aims to help you develop your English language abilities, and skills related to employability. **English Club** is our latest English learning app containing a range of vocabulary learning resources, based around animations of interactions, presented in an entertaining and often humorous format. Improve your grammar skills with **LearnEnglish Grammar**, the number one educational mobile app.



Search for 'British Council' in the iOS app store, Google Play store or Windows store.



Don't
have a
Smartphone ?

You can still access our
SMS/IVR course on your
mobile. Learn more by visiting

www.englishonmobile.in

Online Courses



English Strokes

Love cricket? Turn your love of cricket into success with English! **EnglishStrokes** is an online course designed to teach English through cricket – you will find grammar videos, games, conversations, player profiles, cricketing facts and more.

www.englishstrokes.com



TeachingEnglish

Our online teacher training courses are divided into three groups:
Moderated courses | Self-access courses | Self-access workshops

www.teachingenglish.org.uk/teacher-training



Jobseekers

Jobseekers can be accessed on your desktop. It is aimed at pre-intermediate level learners of English and helps them tackle job applications and interviews.

www.britishcouncil.org.in/jobseekers

www.britishcouncil.in/english/learn-online

Index of Presenters

Title	First Name	Family Name	Email
Dr	Atanu	Bhattacharya	atanu1071@gmail.com
Dr	Akhil	Jha	akhilkj@iiti.ac.in
Mr	AKM	Zakaria	akmzakaria76@gmail.com
Dr	Albert	P'rayan	rayanal@yahoo.co.uk
Dr	Albert	P'rayan	rayanal@yahoo.co.uk
Dr	Alice	Udosen	alidosen@yahoo.com
Ms	Allison	Barrett	alison.barrett@britishcouncil.org
Mr	Allwyn	D'costa	allwyn.dcosta@britishcouncil.org
Mr	Amit	Kumar	amitkumar5284@gmail.com
Mr	Andy	Keedwell	andy.keedwell@britishcouncil.org
Ms	Angela	Ffrench	angelaффrench@Cambridgeenglish.in
Mr	Anil	Sarwal	sarwalanil@gmail.com
Mr	Arindam	Sengupta	mailarinsg@gmail.com
Ms	Beth	Caldwell	beth.caldwell@britishcouncil.org
Dr	Bose	Vasudevan	boseenvy@rediffmail.com
Dr	Chandrasekharan	Praveen	cpteach@rediffmail.com
Ms	Claire	Bradin Siskin	csiskin@edvista.com
Dr	Dawn	Bikowski	bikowski@ohio.edu
Ms	Deepali	Dharmaraj	deepali.dharmaraj@britishcouncil.org
Ms	Diane	Millar	millardm@state.gov
Dr	Elaine	Boyd	elaine.boyd@trinitycollege.co.uk
Dr	Elaine	Higgleton	elaine.higgleton@harpercollins.co.uk
Dr	Engeli	Haupt	engelihaupt@gmail.com
Mr	Farhan	Azim	farhan.azim@eiabd.com
Ms	Fiona	Inci	fiona.inci@ng.britishcouncil.org
Prof	Geetha	Durairajan	gdurairajan@gmail.com
Ms	Geetika	Saluja	geetika.b.saluja@gmail.com
Mr	Graham	Hall	editor@eltj.org
Mr	Graham	Stanley	graham.stanley@britishcouncil.org
Ms	Gwendydd	Caudwell	gwendydd@gmail.com
Mr	Hassan	Saeed Awadh Ba-udhan	hassanbaudhan@yahoo.com
Mr	Heemal	Handoo	heemal17@gmail.com
Prof	Jacob	Tharu	jimtharu@gmail.com
Dr	Jayagowri	Shivakumar	jshiva_kumar@hotmail.com
Ms	Jayanti	Sothinathan	jayanti.nathan@eltc.edu.my
Mr	John	Gardyne	john.gardyne@trinitycollege.co.uk
Mr	John	Shackleton	john.shackleton@britishcouncil.org
Ms	Joy	Townsend	info@destinyeducation.net
Mr	Julian	Edge	julian.Edge@manchester.ac.uk

Index of Presenters

Title	First Name	Family Name	Email
Ms	Kabita	Ghosh	ghoshkabita03@gmail.com
Ms	Katyayani Ratnamala	Kandula	katyayanirk@gmail.com
Ms	Khamseng	Baruah	khamsengb@gmail.com
Ms	Kriti	Gulati	kriti2307@yahoo.com
Ms	Kuheli	Mukherjee	kuheli.mukherjee@gmail.com
Dr	Lesley	Dick	lesley.dick@britishcouncil.org
Ms	Liana	Hyde	liana.hyde@britishcouncil.org
Dr	Lina	Mukhopadhyay	linamukhopadhyay@gmail.com
Dr	Lina	Adinolfi	lina.adinolfi@open.ac.uk
Ms	Louisa	Dunne	louisa.dunne@britishcouncil.fr
Ms	Madeleine	Edgecombe	madeleine.emod.pdp4elt@gmail.com
Mr	Mahananda	Pathak	mahanandap@gmail.com
Mr	Malcom	Griffiths	malcolm.griffiths@open.ac.uk
Ms	Manisha	Dak	manisha.dak@in.britishcouncil.org
Mr	Mawdla	Daimary	mawdladaimary@gmail.com
Dr	Meera	Srinivas	meerasrinivase@gmail.com
Mr	Mir Mohammad Saifur	Rahman	saifur.rahman@eiabd.com
Mr	Mohialdeen	Alotumi	mohialdeen@gmail.com
Ms	Mujahida	Lunceford	mujahida.lunceford@bd.britishcouncil.org
Ms	Nandini	Prakash	nandini.montessori@gmx.com
Mr	Narendra	Saradhi	001naren@gmail.com
Ms	Nasreen	Sultana	nasreen.sultana@ulab.edu.bd
Ms	Nicky	Hockly	nicky.hockly@theconsultants-e.com
Ms	Nivedita	Bedadur	nivedita@azimpremjifoundation.org
Dr	Padmini	Boruah	padminiboruah@gmail.com
Dr	Padmini	Shankar Kankata	padmini.ciefl@gmail.com
Ms	Pallavi	Naik	pallavi.khs@gmail.com
Ms	Paridhi	Gupta	paridhi.gupta@connect.polyu.hk
Mr	Pat	Mclaughlin	pat.mclaughlin@britishcouncil.org
Mr	Philip	Bebb	philip.bebb@britishcouncil.org
Dr	Piku	Chowdhury	chowdhury.piku@yahoo.com
Ms	Pilar	Aramayo Prudencio	pilar.aramayo@britishcouncil.org.mx
Dr	Prajna	Pani	drprajnapani@gmail.com
Ms	Pranjana	Kalita Nath	pulumoni@yahoo.co.in
Ms	Preetha	Anthony	preethaanthony@gmail.com
Ms	Premakumari	Dheram	pkdheram@gmail.com
Dr	Priyali	Ghosh	p.ghosh.95@cantab.net
Mr	Priyank	Varma	varma22.p@gmail.com
Dr	Purvi	Vora	reniscienceeducation@gmail.com

Index of Presenters

Title	First Name	Family Name	Email
Dr	Raashid	Nehal	nraashid@yahoo.in
Ms	Radhika	Gholkar	radhika.gholkar@britishcouncil.org
Ms	Rajani	Badlani	rbadlani@cambridge.org / rajni2205@gmail.com
Mr	Rajeevan	Karal	rajkaral@gmail.com
Dr	Rajinder	Ahluwalia	r_s_walia@hotmail.com
Ms	Rama	Mathew	mathewrama@gmail.com
Ms	Rameshwari	N S	avadha0585@gmail.com
Mr	Ramraj	M	hcu.ram2@gmail.com
Mr	Ravinarayan	Chakrakodi	ravirie@gmail.com
Ms	Rhona	Brown	rhona.brown@britishcouncil.org
Mr	Richard	Smith	r.c.smith@warwick.ac.uk
Mr	Robert	Bellarmino	rbellarmino@gmail.com
Mr	Rustom	Mody	rustom.mody@britishcouncil.org
Dr	Sanjay	Arora	sanjayarorojaipur@yahoo.com
Mr	Santosh	Mahapatra	santosheflu@gmail.com
Ms	Shakul	Tewari	shakul9@yahoo.co.in
Ms	Shefali	Kulkarni	shefali.kulkarni@britishcouncil.org
Dr	Shree	Deepa	deepaeltc@gmail.com
Dr	Shruti	Sircar	shrutisircar@gmail.com
Mr	Simon	Borg	s.borg@education.leeds.ac.uk
Mr	Simon	Etherton	simon.etherton@britishcouncil.org
Mr	Soni	Joseph	soniciefl@gmail.com
Ms	Sruti	Akula	ssshruthisyamala@gmail.com
Mr	Steve	Mann	steve.mann@warwick.ac.uk
Mr	Steven	Baker	steven.baker@britishcouncil.org
Ms	Suganthi T	Krishnan	suganthi.krishnan@britishcouncil.org
Mr	Surendranath	Nishanimut	suren@samveda.org
Dr	Susmita	Pani	panisusmita@gmail.com
Mr	Syke	A.K.	syke@rediffmail.com
Ms	Tabinda	Nabil	tabindanabil183@hotmail.com
Mr	Thomas	Power	om.power@open.ac.uk
Mr	Tim	Herdon	tim.herdon@oup.com
Ms	Trudie	Heiman	theiman98@yahoo.com
Ms	Vanessa	Lee	vanessa.lee@britishcouncil.org.my
Dr	Vinita	Bhatnagar	vinita.dhondiyal@gmail.com
Prof	Vinita Singh	Chawdhry	vinita.chawdhry@gmail.com
Mr	Vivek Pratap	Singh	vivek.singh@britishcouncil.org

Plenary Speakers

Simon Borg

Simon Borg is a freelance ELT consultant who specialises in teacher education and development, teacher research, and research methods training.



Rama Mathew

Professor Rama Mathew is currently the Dean of the Faculty of Education, Delhi University, Delhi. She has also coordinated a project on mentoring in collaboration with the Open University, UK, under the UKIERI scheme.



Julian Edge

Julian Edge has been involved in TESOL and teacher education since 1969. His research and publication interests have been increasingly committed to issues of continuing personal and professional development.



Tom Power

Tom Power is a senior lecturer at the Open University in the UK and is programme director for the English in Action project in Bangladesh.



Steve Mann

Steve Mann is working as a Lecturer at University of Warwick. He is Director of MA ELT programmes. His most recent book '*The Coursebook and Beyond*' (2011) is a handbook for novice teachers guiding them in selecting, adapting and supplementing coursebooks.



Organizing Committee Members

Paul Gunashekar

Paul Gunashekar has been teaching English, training teachers of English, and developing instructional materials for English Language Teaching for over thirty-nine years. He is Dean of the School of English Language Education at The English and Foreign Languages University, Hyderabad. He has authored, co-authored, and edited over two hundred English teaching books. He specializes in course design, teacher development, and English for Specific Purposes. He edits the EFLU research journal *Languaging*, and is India consultant to the Oxford Advanced Learner's Dictionary.



Geetha Durairajan

Geetha Durairajan heads the Department of Testing and Evaluation at the English and Foreign Languages University, Hyderabad. She has worked for nearly 25 years at CIEFL/EFLU. Her doctoral thesis was in the area of English Language Teaching and explored ways of enabling non-prescriptive evaluation by attempting to rediscover language as a convivial meaning making tool. Her research interests include language evaluation, particularly assessment for learning and language teaching in plurilingual contexts.



Meera Srinivas

Meera Srinivas teaches in the Department of Materials Development at the English and Foreign Languages University, Hyderabad. She has been teaching English, training teachers of English and developing materials for English language teaching for over twenty years. She has authored several school-level English teaching books. Her areas of academic interest include Curriculum and Syllabus Design, Materials Development, ESP Course Design, and ESL Assessment. Presently, she is the coordinator for RELO Projects, at the EFL University.



Padmini Shankar

K. Padmini Shankar is an Associate Professor in the Dept. of ESL Studies, at the English and Foreign Languages University, Hyderabad, India. She teaches on the M.A. TESL programme and offers research guidance to Ph. D students. She is a resource person on the teacher training programmes conducted at the university. Her research interests are classroom based research, teacher development, psychology for language learning and teaching young learners and children with specific learning disabilities.



Venkat Reddy

K. Venkat Reddy teaches in the Department of Training and Development, at the English and Foreign Languages University, Hyderabad. He has worked in Afghanistan and Vietnam as English language teacher educator on projects sponsored by the Ministry of External Affairs, Government of India. He has presented papers in conferences and has published in journals and books. Currently Dr Reddy is the convener of a committee of the NLMA for prior learning in English. He is also a member of AP Intermediate textbook committee.



Organizing Committee Members

Anand Mahanand

Anand Mahanand has been on the faculty of the English and Foreign Languages University, Hyderabad for fifteen years. He is also a translator and a bilingual poet. His major publications include English through Folktales (Viva books), Real English (Viva books), English for Academic and Professional Skills (Tata Mac-Graw Hill) and Lo(k)cal Knowledge: Perceptions on Dalit, Tribal and Folk Literature (Authors Press). Presently, he is the All India Coordinator, District Centre Scheme, EFL University, Hyderabad.



R.V. Anuradha

R.V. Anuradha has a PhD in Education and ELT. Her area of specialization is Teacher Development. She has co-authored four books in methods of language teaching. She is a member of the Steering Committee of the 'State Level Achievement Survey for Elementary Cycle' – a survey of MHRD and SCERT of Andhra Pradesh. She is also a member of National Council for Teacher Education (NCTE), Southern Regional Committee, Bangalore and editorial board member of 'THE SOCIAL ION'



Lina Mukhopadhyay

Lina Mukhopadhyay is an assistant professor in the Department of Testing and Evaluation at the English and Foreign Languages University, Hyderabad, India. Her areas of academic and research interest are second language acquisition, language testing, academic writing, literacy acquisition and bi/ multilingual education. She is a member of the All India Language Testing Authority (AIELTA) at the EFL University.



Sheba Victor

Sheba Victor is an Assistant Professor in the Department of Training and Development at the English and Foreign Languages University, Hyderabad. She has taught English at school and conducted training modules for adults in communication and leadership skills in India, Vietnam, Singapore, the Philippines and the Maldives. She is actively involved in designing and conducting Teacher Training programmes and English Proficiency courses for professionals. She is part of an evaluation team that develops test materials.



C Jangaiah

C Jangaiah is an Associate Professor in the Department of Education, at the English and Foreign Languages University, Hyderabad. He has specialized in ELT, Teacher Education, Educational Research and Curriculum Development. He has been guiding research in education for over twenty years. He has authored several papers and books on different themes in education. He has coordinated various educational projects sponsored by NCERT and MHRD in the area of Research, Training and Development.



Organizing Committee Members

Chris Brandwood

Chris Brandwood is Director English for the British Council's South Asia region and is based in the New Delhi office. Chris has held teaching and management positions with the British Council in Naples, Rome, Sofia, Bilbao and Barcelona, before joining the South Asia team in August 2010. Chris is a graduate of University College London and holds teaching and management qualifications from Leicester University and Henley Management College.



Alison Barrett

Alison Barrett, Director English for Education Systems, South Asia, is based at the British Council in New Delhi and responsible for overseeing English language development programmes in partnership with the public sector. Alison has nearly twenty years' experience working in South Asia. She started her career as a teacher in a government school in a remote part of Nepal in 1991. Since then, she has worked as a teacher, teacher trainer, academic manager and programme manager in Japan, Pakistan, London, South Korea and finally India, where she has worked with the British Council since 1998. Alison has an MA in TESOL from the Institute of Education, University of London and is a certified Cambridge CELTA tutor. Alison was recently awarded an MBE in the New Year Honours list for services to the teaching and learning of English in India.



Nirupa Fernandez

Nirupa Fernandez is Assistant Director, English Digital Partnerships, British Council with over 20 years' experience in strategic marketing and business partnerships. She started her career with a consumer durable company, before joining the British Council in 1997 to head the Examinations work in South India. In 2006, she took on the additional role of leading on Project English and from 2013 has been responsible for developing a range of partnerships that provide innovative digital learning opportunities. Nirupa has an MBA and the CIM Professional Diploma in Marketing.



Michael Connolly

Michael Connolly is Assistant Director, English Partnerships for the British Council in India. Michael began his career in ELT in 1997 in Japan and has since worked in a variety of teaching, teacher training and academic management roles in Spain, Egypt, Morocco, Jordan, the Palestinian Territories and, for the last three years, India. Michael has a BA and MA from the University of Leeds, is a CELTA and DELTA qualified teacher, and is currently studying for an MEd from the Open University in the UK.



George Pickering

George is a coach, trainer and consultant, who has delivered talks and consultancies in over 60 different countries for the British Council and other organisations. He is the academic director of the English UK Diploma in English Language Teaching Management and a tutor on the International Diploma in Language Teaching Management. He is an inspector of language schools for the British Council in the UK (Accreditation UK). George was the co-ordinator of the IATEFL Leadership & Management Special Interest Group for many years and is currently the SIG representative on the IATEFL Board of Directors. He has degrees in Philosophy & Politics and Psychology & Anthropology, a PGCE and a Masters in Second Language Learning & Teaching.



Organizing Committee Members

Amy Lightfoot

Amy Lightfoot is the English Language Advisor for the British Council's English Partnerships team in India. She has worked in English language teaching and teacher education since 1999. Amy has special interests in education in South Asia, monitoring and evaluation and digital learning for teachers and students through online and mobile platforms. She has a DELTA, an MA in English Language Teaching and is currently pursuing a Postgraduate Diploma in Education and International Development.



Debanjan Chakrabarti

Debanjan Chakrabarti is Head English Language Policy Research and Publications, British Council India. He has, over a decade, led on several national and international projects in English, Arts and literature. Starting his career as a journalist, he joined the British Council, working on arts and communications. He taught at Visva Bharati University in Shantiniketan. He has a PhD in literature and media studies from the University of Reading, UK, where he is a Felix Scholar from India.



Anu Thampi

Anu Thampi is a Senior Project Manager with the English Partnerships team based in Chennai. Prior to joining the English Partnerships team, Anu was the lead manager for the International Climate Champions programme and was also in charge of managing Communications for the British Council in South India. She has worked for the British Council in various capacities since 2004. Anu holds an MBA in Marketing and a Post Graduate degree in Industrial and Personnel Management.



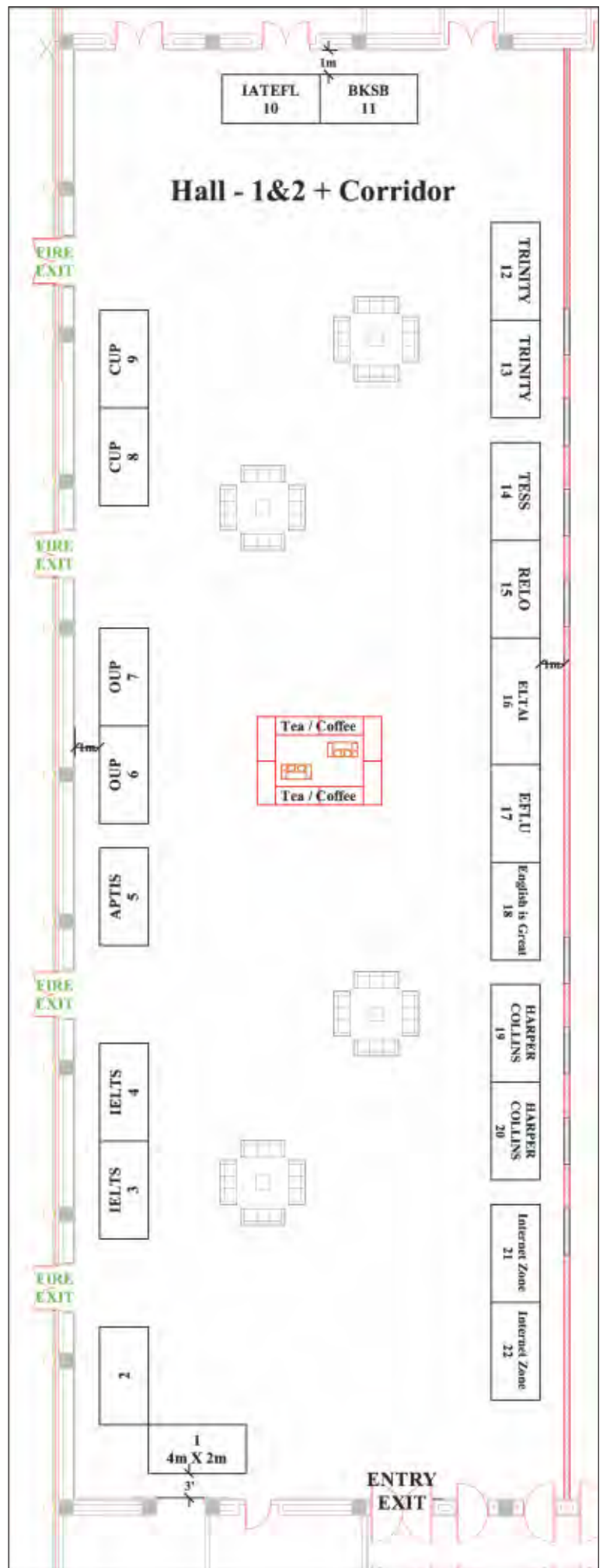
Natasha Rosair

Natasha Rosair - Project Manager Programmes Team, South India is currently the project manager for events and conferences managed from South India for English Partnerships. Natasha has worked in different capacities in a career spanning 13 years. She started her career as a customer service agent, airport services with British Airways and worked with other airlines in Chennai and Bangalore. She joined the British Council as an administrative executive and was also the CELTA course coordinator for South India from 2009 till 2012.



Venue Maps

Exhibition Hall



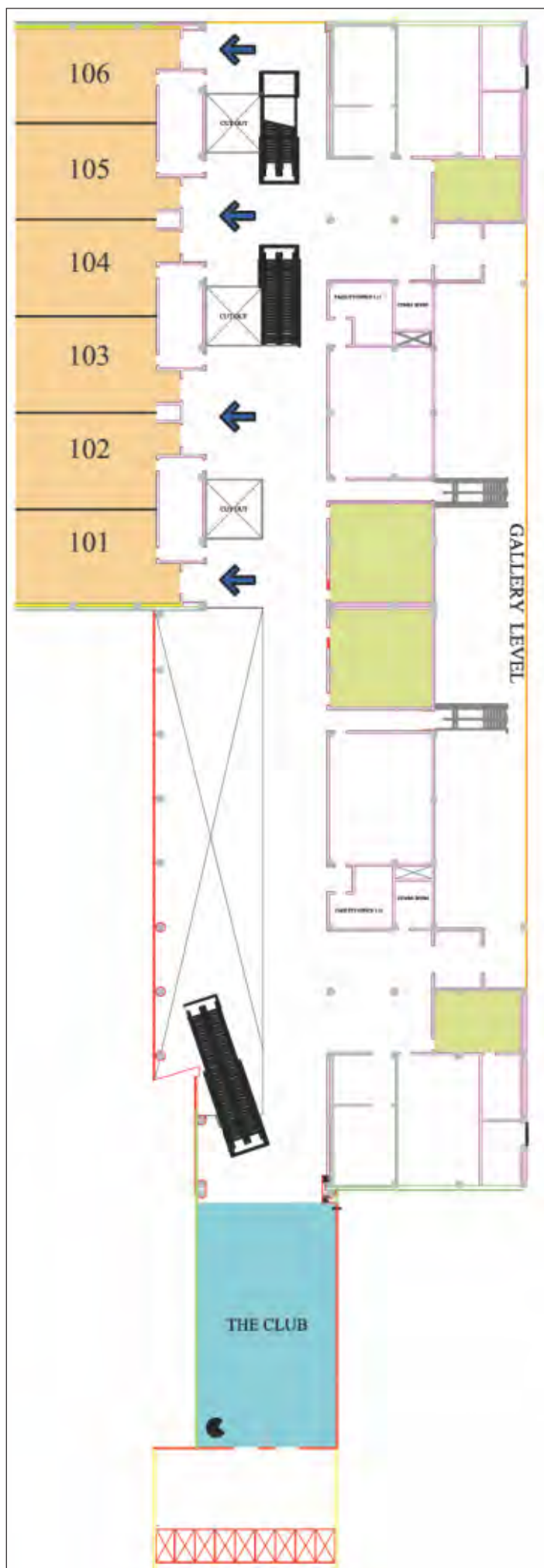
Venue Maps

Ground Floor



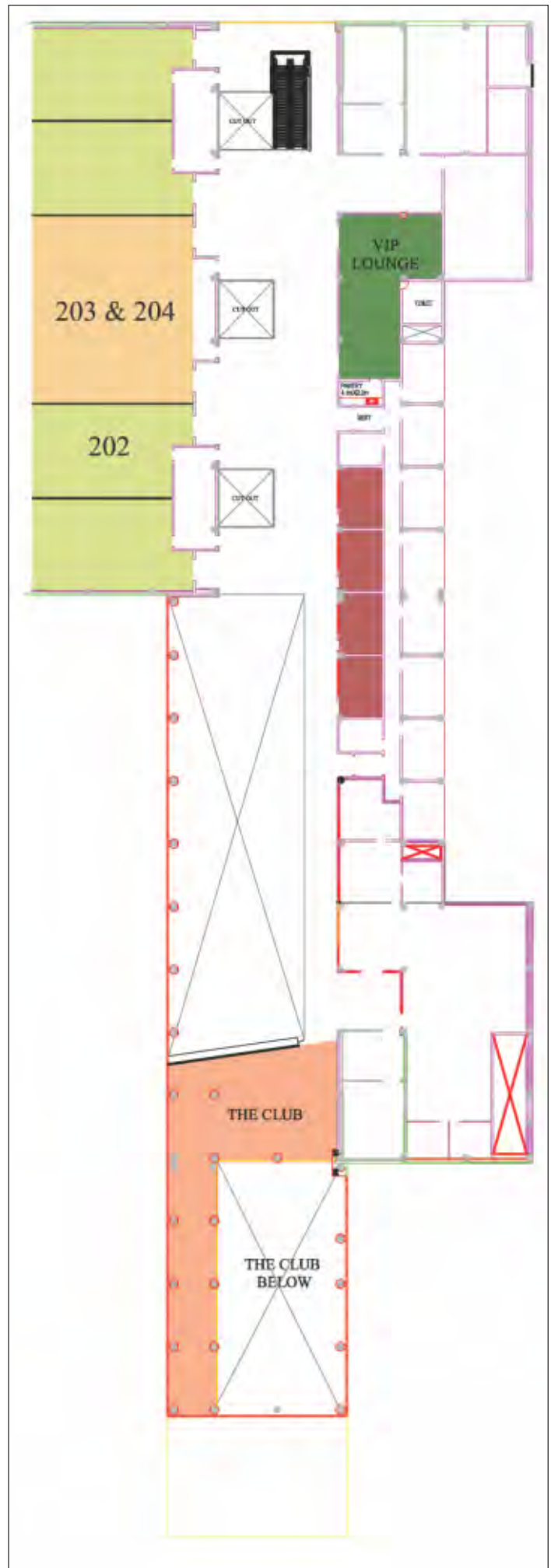
Venue Maps

First Floor



Venue Maps

Second Floor



Acknowledgement

The British Council and the English and Foreign Languages University would like to express their sincere thanks and gratitude to everyone involved in the planning and organisation of this conference. Our special thanks to:

OUR SPONSORS

Powered by
British Council IELTS

Principal Sponsors

British Council Aptis
Oxford University Press
Cambridge University Press
Trinity College London
Collins

Additional Sponsors

bksb
TESS India
RELO

Online Media Partner

Educast

Education Magazine Partner

Education World

Internet Sponsor

The Curriculum Company

PAPER SELECTION COMMITTEE

Amy Lightfoot, Senior Training Consultant, English Partnerships, British Council, India
Simon Etherton, Senior Training Consultant, English Partnerships, British Council, India
George Pickering, Academic Lead, Educational coach, Trainer and Consultant
Paul Gunashekar, Dean of the School of English Language Education, EFL-U
Meera Srinivas, Associate Professor, Department of Materials Development, EFL-U
Geetha Durairajan, Professor and Head, Department of Testing and Evaluation
Padmini Shankar, Associate Professor in the Dept. of ESL Studies, EFL-U
Lina Mukhopadhyay, Assistant Professor in the Department of Testing and Evaluation

Acknowledgement

ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

Paul Gunashekar, Dean of the School of English Language Education
Meera Srinivas, Associate Professor, Department of Materials Development
Geetha Durairajan, Professor and Head, Department of Testing and Evaluation
Padmini Shankar, Associate Professor in the Dept. of ESL Studies
Venkat Reddy, Department of Training and Development
Anand Mahanand, Assistant Professor, Department of Material Development
R.V.Anuradha, Assistant Professor, Department of Education
Lina Mukhopadhyay, Assistant Professor in the Department of Testing and Evaluation
Sheba Victor, Assistant Professor in the Department of Training and Development
C Jangaiah, Associate Professor in the Department of Education

THE ENGLISH LANGUAGE TEACHERS ASSOCIATION OF INDIA (ELTAI)

Sanjay Arora, National President

INTERNATIONAL ASSOCIATION FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (IATEFL)

Eric Baber, President

BRITISH COUNCIL

Chris Brandwood, Director English, South Asia
Alison Barrett, Director English for Education Systems, South Asia
Nirupa Fernandez, Assistant Director, English Digital Partnerships
Michael Connolly, Assistant Director, English Partnerships
George Pickering, Academic Lead, Educational Coach, Trainer and Consultant
Amy Lightfoot, Senior Training Consultant, English Partnerships
Debanjan Chakrabarti, Head English Language Policy Research and Publications, India
Anu Thampi, Senior Project Manager, English Partnerships, South India
Natasha Rosair, Project Manager Programmes Team, South India
Vernon Dsouza, Head English Partnerships, West India
Pratik Burman, Head Business Development - English Partnerships
Rajeswari Pradeep Kumar, Senior Manager, Marketing and Communications South India
Poonam Karnik, Sponsor Relationship Manager



**Accepted by
over 8000
organisations
worldwide**

Always leading, always innovating, always trusted

IELTS is the world's most popular English language proficiency test for higher education and global migration, with over 2 million tests taken in the last year. It is accepted by leading universities, immigration departments, government agencies, professional bodies and multinational companies. Millions of candidates choose IELTS because of our professional staff and our comfortable, quiet and welcoming test environments.

Benefits of taking IELTS with the British Council

- ▶ 42 test centres across India providing the same high standards wherever you take your test
- ▶ unrivalled availability of IELTS test dates
- ▶ a comprehensive e-learning and online assessment tool, **Road to IELTS**, that provides 30 hours of free online practice material
- ▶ an opportunity to win the British Council IELTS scholarship

To register for the IELTS test, visit www.takeielts.britishcouncil.org

Toll free number: 1800-102-4353

IELTS™

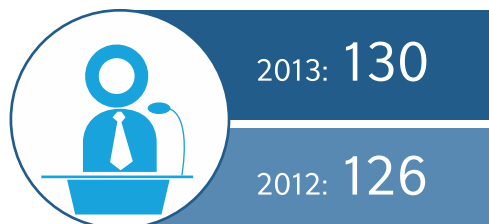
**BRITISH
COUNCIL**

IELTS is jointly owned by British Council, IDP: IELTS Australia and Cambridge English Language Assessment.

TEACHER EDUCATOR CONFERENCE

REACH AND IMPACT

Speakers



Total audience



Delegates



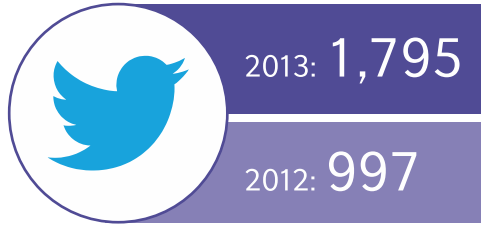
Facebook audience



Countries represented



Tweets



 Like us on Facebook @Teach English in India – British Council

 Follow us on Twitter @TeachEngIndia

Tweet and post with #TEC14 and win exciting prizes daily.