

The MATSDA/University of Liverpool Conference

Authenticity and Materials Development for Language Learning

June 18th-19th 2016

South Campus Teaching Hub, Chatham Street

Schedule of Presentations

Saturday June 18th

08.30-09.00 – Registration in the Foyer

09.00-09.30 – Introduction - Brian Tomlinson (University of Liverpool and Anaheim University) in Lecture Theatre 2

09.30-10.20 – Brian Tomlinson (University of Liverpool and Anaheim University) in Lecture Theatre 2

Authenticity in Materials Development: Principles and Procedures

10.20-10.50 – Morning Coffee in the Foyer

10.50-11.40 – Hitomi Masuhara (University of Liverpool) in Lecture Theatre 2

Learning Authentic Grammar

11.45-12.20 – Parallel Presentations

1. Eunjee Ko (International Graduate School of English, Seoul) in Lecture Theatre 1

A Course Book for EFL Cosmetology Students

2. Adelia Carstens (University of Pretoria) in Lecture Theatre 2

Scaffolding L2 Mastery in Subject-Specific Academic Literacy Interventions for Linguistically Diverse Student Groups

3. Claudia Saraceni (University of Bedfordshire) in Lecture Theatre 3

Use of *Englishes*, Culture Awareness Development and L2 Materials Authenticity

4. Mukhtar Ellakhmi (University of Liverpool) in Seminar Room 6

Designing Materials and Courses to Facilitate Oral Communication

5. A.H.Sarkeshikian (Islamic Azad University, Iran) in Seminar Room 8

Responding to Emergent Needs

12.25-13.00 – Parallel Presentations

1. Junia Ngoepe (University of Limpopo, South Africa) in Lecture Theatre 1

Determining Whether L2 Materials are Authentic in Source and Purpose: the Case for UL EAP Lecturers

2. Hiroya Tanaka (Hokkai-Gakuen University, Japan) in Lecture Theatre 2

Developing TV Drama Corpus-informed English Vocabulary Materials for Elementary-level EFL Learners

3. Basma Bouziri (Universite Catholique de Louvain, Belgium) in Lecture Theatre 3

Introducing Curriculum Authenticity

4. Li Zhan (University of Hong Kong) in Seminar Room 6

Teachers' Enactment of Curriculum Materials in the Context of Curriculum Reform: A Case Study of Four Chinese ELE Teachers at Tertiary Level in Mainland China

5. Behzad Rahbar (Zanjan Branch, Islamic Azad University, Zanjan, Iran) in Seminar Room 8

The Relationship between Vocabulary Improvement via the Interactive Whiteboard and Willingness to Communicate in Elementary EFL Learners

13.00-14.00 – Lunch in the Foyer + Poster Presentations

14.00-14.35 – Parallel Presentations

1. Noa Talaván and Tomás Costal Criado (Universidad Nacional de Educación a Distancia, Madrid) in Lecture Theatre 1

The Use of Subtitles for the Deaf and Hard of Hearing as an Active Resource to Improve Listening and Writing Skills in Foreign Language Education

2. Geunyoung Baik (International Graduate School of English, Seoul) in Lecture Theatre 2

Developing a Coursebook for EFL Tour Guides/Tourism Students

3. Le Vo (Vietnam National University, Ho Chi Min City) in Seminar Room 6

Materials Design to Fulfil Workplace Requirements for Vietnamese IT Graduates

4. Marie McCullagh (University of Portsmouth) in Seminar Room 8

An Approach to Developing Video Based Materials for ESP

14.40 – 15.30 – Julie Moore in Lecture Theatre 2

Corpora: A Key Part of the Materials Writer's Toolkit

15.30-16.00 – Afternoon Tea

16.00–16.35 – Parallel Presentations

1. José Peixoto Coelho de Souza (University of Manchester) in Lecture Theatre 1

Developing Language Teaching Materials Based on Songs

2. Mi Jeong Kim (International Graduate School of English, Seoul) in Lecture Theatre

Developing Materials for Medical English Using Medical Dramas

3. Saw Thanda Swe (University of Essex) in Lecture Room 3

Evaluating the External Materials Used for Cultural Elements in ELT Course-Books Through Teacher Perception of Teaching and Learning

4. Zheng Xiaohong (University of Durham) in Seminar Room 6

On Cultural Authenticity in Teaching Materials: the American Dream in *College English Integrated Course* as a Case

5. Ana R. Luís (University of Coimbra)

How Authentic are 'Adapted' Texts in Language Teaching Course Books?

16.40 – 17.15 - Parallel Presentations

1. Müge Tokman (Istanbul Ticaret (Commerce) University) in Lecture Theatre 1

‘Project Based Learning’ and ‘Integrating all Skills Through These Projects ’

2. Saadia Gamir (Leeds Beckett University) in Lecture Theatre 2

Authentic and Simplified Texts: Working in Tandem for L2 Mastery Learning

3. Dr. Renia Lopez (University of Huddersfield) in Lecture Theatre 3

Developing Cognitive Pragmatics in Language Students through Modern Literature

4. Grace Lee (International Graduate School of English, Seoul) in Seminar Room 6

Action Research: A Journey of Developing Materials for Process Drama in Free Semester

5. Nancy Chiu (University of Technology Malaysia) in Seminar Room 8

The Development of Discipline-Specific Academic Writing Materials: Meeting Students’ Needs

17.20 -18.10 – Ivor Timmis (Leeds Beckett University) in Lecture Theatre 2

From Authentic Texts to Authentic Language Practice

Sunday June 19th

08.30-09.00 – Registration in the Foyer

09.00-09.50 – Rod Ellis (University of Auckland) in Lecture Theatre 2

Authentic Texts and the Authentication of Texts in Language Pedagogy

09.50-10.25 – Parallel Presentations

1. Sofia Martinho (University of Leeds) in Lecture Theatre 1

Evaluating Authenticity in Spoken Discourse: the Case of the Bestselling Textbook *Português XXI 1*

2. Marina Bouckaert, Monique Konings and Marjon van Winkelhof (Fontys University of Applied Sciences in Tilburg, the Netherlands) in Lecture Theatre 2

Authentic Tasks in EFL Teacher Education: Authenticity as a Continuum?

3. Miyoung Chung (International Graduate School of English, Seoul) in Lecture Theatre

Needs Analysis and Developing a Coursebook of EOP in Pharmaceutical Fields

4. Isabella Seeger (Bielefeld University, Germany) in Seminar Room 6

'I'll miss you, Miss'—Authentic Classroom Interaction through Film

5. Sara Hejazi (Islamic Azad University, South Tehran Branch) in Seminar Room 8

Implementing Minimalism in EFL Reading Materials Development: An Interdisciplinary Approach

10.30-11.00 – Morning Coffee in the Foyer

11.00-11.50 – Gail Ellis (British Council, Paris) in Lecture Theatre 2

Integrating Learning Literacy into ELT Pedagogy

11.55-12.30 – Parallel Presentations

1. Maggie Milne (British Council, Manchester) in Lecture Theatre 1

Authenticity in Teacher Development

2. Nuria Alonso Garcia (Providence College) in Lecture Theatre 2

Authenticity in Learning: Fostering Intercultural Literacy in the Language Curriculum

3. Azar Hosseini Fatemi (Ferdowsi University of Mashhad) in Lecture Theatre 3

Authenticity and Material Development: A Step Toward Transformative Pedagogy

4. Kathryn Hope (University of Liverpool) in Seminar Room 6

The Use of Accents in L2 Listening Materials: How Authentic Are They?

5. Navaporn S. Snodin, (Kasetsart University, Bangkok) in Seminar Room 8

Rethinking Culture Teaching in English Language Programmes in Thailand

12.30-13.30 – Lunch in the Foyer + Poster Presentations

13.30-14.20 – Freda Mishan (University of Limerick) in Lecture Theatre 2

Authenticity 2.0

14.25-15.00 – Parallel Presentations

1. Tony Waterman (Directorate of Education and Military Culture, Oman), Lecture Theatre 1

Educationalists Evaluating the Materials They Produce

2. Moneera Alshehri (University of Liverpool) in Lecture Room 1

Can Teaching English Grammar Be Any Different?

3. Nor Jannah (Leeds Beckett University) in Lecture Room 2

The Need for Authenticity of Materials to Enhance Indonesian Students' Skills in Listening and Speaking in Academic Contexts

4. Asma Aftab (University of Birmingham) in Lecture Room 3

Authenticity in ESL Classrooms: 'Real-Life like Communicative Behaviour'

5. Anca Daniela Frumuselu (Universitat Rovira i Virgili, Tarragona, Spain,) Seminar Room 6

The Role of Authentic Television Series in Enhancing FL/SL Colloquial Vocabulary and Oral Skills

15.05-15.40 - Parallel Presentations

1. Christian Jones (University of Liverpool) in Lecture Theatre 1

Soap Operas as Models of Authentic Conversations: Implications for Materials Design

2. Jeong Chanyang (International Graduate School of English, Seoul) in Lecture Theatre 3

Developing L2 Leveled Speaking Materials for Sports Professionals

3. Carlos Rico Troncoso (Pontificia Universidad Javeriana- Bogotá) in Seminar Room 6

Can Language Materials Promote the Development of ICC? A Case Study Carried Out in Bogota-Colombia?

15.45-16.20 - Parallel Presentations

1. Haedong Kim (Hankuk University of Foreign Studies, Seoul) in Lecture Theatre 1

Learners' and Pre-Service Teachers' Opinions about Illustrations in EFL Textbooks in South Korea.

2. Songhee Park and Hyeonju Park (International Graduate School of English, Seoul) in Lecture Theatre 2

Developing English Writing Materials for EFL SNS Users

3. Irene Tsoi (The Technological and Higher Education Institute of Hong Kong, Hong Kong) in Lecture Theatre 3

L2 Materials Development: A Challenging Hong Kong Experience for Language Teachers

16.25 -17.15 – Alan Maley in Lecture Theatre 2

How Genuine is Authenticity?

17.15-17.20 – Closing Remarks - Brian Tomlinson in Lecture Theatre 2

Programme

Saturday June 18th

08.30-09.00 – Registration in the Foyer

09.00-09.30 – Introduction - Brian Tomlinson (University of Liverpool and Anaheim University) in Lecture Theatre 2

09.30-10.20 – Brian Tomlinson (University of Liverpool and Anaheim University) in Lecture Theatre 2

Authenticity in Materials Development: Principles and Procedures

My presentation will explore the concept of authenticity in relation to both the process and the product of materials development for L2 language learning. I'll describe what I consider to be authentic approaches to developing materials and in doing so I'll also take a look at the role of authenticity in needs analysis, curriculum development and assessment. In addition I'll examine the value of authentic texts, tasks and pedagogy as well as of authentic ways of exploiting materials.

I'll be giving examples of what I consider to be authentic and inauthentic and inviting the audience to assess their value. I'll also be inviting the audience to respond to some of my more provocative statements and to discuss the issues they raise.

Above all else I'll be stressing that authenticity is only of value to learners if it has the potential to make a positive contribution to their eventual ability to communicate in their L2.

10.20-10.50 – Morning Coffee in the Foyer

10.50-11.40 – Hitomi Masuhara (University of Liverpool) in Lecture Theatre 2

Learning Authentic Grammar

Despite many years of learning grammar, doing exercises and having errors corrected, MA students from overseas in the U.K. report that they still have problems with grammar. They also say that they came to U.K. to learn 'authentic grammar'.

What is authentic grammar? What are the ways of learning it? Could the students learn authentic grammar in schools back home? What kinds of materials could facilitate learning

authentic grammar? My session will explore these questions and discuss ways of helping learners improve their accuracy in theoretically sound and enjoyable ways.

11.45-12.20 – Parallel Presentations

1. Eunjee Ko (International Graduate School of English, Seoul) in Lecture Theatre 1

A Course Book for EFL Cosmetology Students

There are four major reasons why it is urgent to develop a course book for EFL cosmetology students in Korea: 1) 1,451,257 foreign residents in Korea 2) the popularity of Korean beauty products 3) the enactment of regulations for beauty business promotion in 2010. To develop the course book, a needs analysis, an existing materials analysis and a review of literature were done to answer the following two research questions: 1) What are the critical elements that the course book should include to correspond to the learner's wants, lacks, and necessities? 2) What are the cultural factors that cause miscommunication between Korean professional beauticians and English speaking customers in salons? The result showed that both students and language instructors think listening and speaking are essential to working with foreign customers and they should enhance vocabulary. In addition, cultural factors that need to be taught were decided by the result of interviews with 58 foreign residents in Korea, such as the different concept of personal space and asking too many personal questions. After taking all these considerations into account, a course book was developed and piloted and a survey was conducted to see if learning motivation had increased. I will be presenting the results of this survey.

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2. Adelia Carstens (University of Pretoria) in Lecture Theatre 2

Scaffolding L2 Mastery in Subject-specific Academic Literacy Interventions for Linguistically Diverse Student Groups

Amidst and despite the multilingual turn in language education, English is steadily gaining ground as the preferred medium of instruction at the majority of South African higher education institutions. This tension between a diverse and multilingual student population and English as the preferred academic lingua franca has prompted designers of academic literacy curricula to investigate supporting strategies. This presentation addresses the notion of 'scaffolding', and how it can be used to assist university students in mastering English as a scientific language, while accommodating their plural linguistic identities and their personal linguistic repertoires. Seven scaffolding strategies are discussed – firstly as they may apply in monolingual approaches to teaching English as an L2, and secondly as they may be adapted for classroom situations where lecturers draw overtly on the L1 as a resource. Three additional strategies that focus on the role of the lecturer in bilingual instructional situations are then discussed. A four-quadrant model resulting from the intersection of two continua – monolingual versus bi-/multilingual language pedagogy and monolingual versus bilingual lecturer – is offered as an overview of the notion of L2

scaffolding. It is concluded that although scaffolding forms part of any good language teaching pedagogy, scaffolds need to be used consistently and in a principled way. In addition, lecturers need both content and linguistic knowledge to design meaningful scaffolds for subject-specific academic literacy interventions. They also need to remain conscious of how their beliefs about language learning in multilingual classes tie in with the teaching approaches that underpin scaffolding.

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3. Claudia Saraceni (University of Bedfordshire) in Lecture Theatre 3

Use of *Englishes*, Culture Awareness Development and L2 Materials Authenticity

Authentic language use is multifaceted, diverse, plural, dynamic and ever changing; however, language use in the classroom and in L2 materials generally seems rather static and standardised. In Language Teaching and Learning Literature the concept of *Authenticity* has played a very important role, and it has become almost synonymous with *beneficial* for learners, *effective* for teaching and perhaps also *preferable* in terms of teaching and learning techniques. This is also particularly evident in the description of materials for language teaching and learning, which are often promoted and marketed with an emphasis on their authentic use of texts and tasks. There seems to be, therefore, a discrepancy between the above-mentioned, widely acknowledged role of authenticity in language use, and the rather sanitised and standardised approach to the practice of language teaching, and particularly to the development of L2 materials. These also seem to be mostly driven by a rather generic focus on standard language use commonly considered *correct* and most *suitable*, neglecting to acknowledge the more authentic, context-driven uses of language, present beyond certain accepted cultural, social and national boundaries.

In this presentation we will discuss a few examples of authentic texts drawn from different language sources and explore ways of using them for Culture Awareness development in language learning. This presentation focuses specifically on English Language Teaching and Learning with the aim of underlining the role of the diverse nature of *Englishes*, and to provide a more authentic dimension to the language teaching and learning context and to L2 materials development.

4. Mukhtar Ellakhmi (University of Liverpool) in Seminar Room 6

Designing Materials and Courses to Facilitate Oral Communication

My presentation will include:

- my definition of communication and what facilitates it
- an account of my personal difficulties as an L2 user in Liverpool and how I eventually found my own solutions

- a report of my MA research findings on native speaker and L2 learner perceptions of learner difficulties in oral communication in Liverpool
- my suggestions for designing a course and materials to help L2 learners to overcome their difficulties in oral communication, a course in which 40% of the activities would be undertaken in class and 60% in the community.
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5. A.H.Sarkeshikian (Islamic Azad University, Iran) in Seminar Room 8

Responding to Emergent Needs

With a shift of the ontological understanding of society from subjectivism toward objectivism, certainty can hardly resist in curricula in general and in the analysis of the needs in particular. While the language classroom is seen as a complex and adaptive system, the traditional and linear paradigm applied to educational systems seems inappropriate since it fails to consider the dynamic and emergent nature of needs. To that end, this study examined the conception of emergent needs held by 48 Iranian teachers of English. The participants of the study were gathered through purposive sampling. They were heterogeneous in terms of age, teaching experience and gender. The data, gathered through semi-structured interviews, were analyzed to understand whether they had ever faced unexpected needs and how they had addressed them. The teachers reported unexpected needs and hurdles as key factors which limit their teaching practices and their students' learning. More experienced teachers reported their tactics for addressing those needs based on their own experiences rather than a well-structured strategy; however, the less experienced teachers reported failures to deal with such situations efficiently. Overall, the results of the qualitative data analysis pointed to six categories of emergent needs (i.e., educational, institutional, psychological, physical, socio-cultural and economic). Understanding and addressing these seems to be an essential part of the process of second language teaching and learning.

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12.25-13.00 – Parallel Presentations

1. Junia Ngoepe (University of Limpopo, South Africa) in Lecture Theatre 1

Determining Whether L2 Materials are Authentic in Source and Purpose: the Case for UL EAP Lecturers

The question of authenticity in language teaching is a complex one with authenticity being determined by what learners do with a given text. Authenticity may be considered in terms of goals, materials, interaction, processes and tasks.

Analysing texts is a crucial stage of needs analysis; the analysis may be for Target Situation Analysis (TSA). Alternatively, the texts may help lecturers carry out some Present Situation

Analysis (PSA). Furthermore, authenticity of purpose is as important as genuineness of text. An authentic text will be that which is normally used in the student's specialist subject area, written by specialists for specialists. On the other hand, owned authentic material, which is material that the individual learner uses or produces, is different material from the discipline. Ideally, materials at all levels should provide authentic input. Authentic texts are invaluable for learning about real and carrier content and can form the basis of classroom materials. Activities in class should reflect what happens in real life. For example, English for Specific Purposes (ESP) or English for Academic Purposes (EAP) authentic materials at tertiary level can serve as a bridge between the classroom and the outside world. Thus, authentic materials are essential in EAP as they are intrinsically motivating for students.

2. Hiroya Tanaka (Hokkai-Gakuen University, Japan) in Lecture Theatre 2

Developing TV Drama Corpus-Informed English Vocabulary Materials for Elementary Level EFL Learners

This study aims to develop English vocabulary material, primarily for Japanese learners of English, based on formulaic sequences in a U.S. TV drama corpus. In the Japanese EFL setting, learners are supposed to learn approximately 3,000 words (i.e., lemmas) during six years of English education at secondary school. Due to a limited number of English classes at school, teachers tend to have their students learn vocabulary out of class in order to spare more time for other knowledge and skills in class. In addition to limited class hours, language input in textbooks is not sufficient enough to secure multiple repetitions of words to learn them thoroughly. As a consequence, teachers have their students use, or students themselves decide to use, vocabulary materials on the market to develop vocabulary knowledge. In this presentation, the author will first explain the background of the study by reviewing popular English vocabulary materials in Japan with their advantages and limitations. Then, the author will discuss some benefits of utilizing formulaic sequences, which are not only useful for efficient language usage, but are essential for appropriate language use. This study will utilize formulaic sequences from a U.S. TV drama corpus, the Corpus of American Soap Operas (Davies, 2012) because the corpus is very large as a spoken corpus and is considered to have a lot of words dealing with everyday life and personal relationship. The material aims to provide sufficient input using formulaic sequences and to help learners develop vocabulary knowledge for appropriate language use. The author will also discuss how the procedures to develop the material in this study benefit language teachers and material developers.

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3. Basma Bouziri (Universite Catholique de Louvain, Belgium) in Lecture Theatre 3

Introducing Curriculum Authenticity

The issue of authenticity in English Language Teaching (ELT) has been studied with a particular attention to concepts such as text, task, and learner authenticity. Though it is interesting to reflect on the issue of authenticity with regard to language materials, the

development of these can only take place within a conceptualization of a language curriculum that is authentic in both its essence and form. The notion of curriculum authenticity, however, has not been proposed or discussed, a fact that reflects the absence of a holistic approach to authenticity in ELT. This paper will give some of the reasons that led to this state of affairs and will argue for the importance of adding curriculum authenticity to discussions on authenticity in ELT and particularly when developing materials for language learning. As such, this paper provides the context for thinking about authenticity in materials development on a wider scale. The paper will also introduce a model of curriculum authenticity based on principles underpinning curriculum design theory. The proposed model is applied and discussed with reference to the Business English License curriculum at the Faculty of Letters, Arts, and Humanities (FLAH) at University of Manouba in Tunisia. Proposed actions to enhancing curriculum authenticity as well as challenges to curriculum authenticity are also communicated and discussed.

4. Li Zhan (University of Hong Kong) in Seminar Room 6

Teachers' Enactment of Curriculum Materials in the Context of Curriculum Reform: A Case Study of Four Chinese ELE Teachers at Tertiary Level in Mainland China

This paper provides a timely examination of an under-studied area of language pedagogy, namely, material use, with particular focus on ELE teachers' utilization of English textbooks for L2 learners. Given that English textbooks are ubiquitous in language classrooms across China, there is an urgent need for in-depth study of these curriculum materials. The widespread use of textbooks notwithstanding, there is a paucity of research on what teachers and learners actually do with these materials (Larsen-Freeman, 2014; Tomlinson, 2012). By deploying Vygotsky's (1978) mediational model as the theoretical framework and adopting Remillard's (2005) participatory perspective, a qualitative multi-case study involving four Chinese ELT teachers and 8 students at tertiary level in Mainland China represents the design for this study. It explores teachers' curricular and pedagogical decisions in designing instructions. Drawing on data from interviews with those teachers and their students, lesson observations and documents over three successive semesters, teachers' enactment of curriculum materials in lesson planning phase was conceptualized in the form of an instructional design map. Teachers' divergent ways of using the same curriculum materials were generalized in terms of four major dimension-making processes, namely, reading, evaluating, appropriating and adapting. Moreover, three particular ways that textbooks mediate college faculty work were identified along with a myriad of influential factors (e.g., teachers' perceptions on textbooks, features of textbooks, students' voices, etc.). This variation in teachers' interpretations and enactments of their curriculum materials suggests that teachers need more support to analyze their materials in order to identify the potential teaching content, to strategically adapt and supplement their materials, and to develop a deeper understanding of the target curriculum.

5. Behzad Rahbar (Zanjan Branch, Islamic Azad University, Zanjan, Iran) in Seminar Room 8

The Relationship between Vocabulary Improvement via the Interactive Whiteboard and Willingness to Communicate in Elementary EFL Learners

It is clearly obvious that technology makes everything easy, enjoyable and fast. Does it have the same effect on education or learners have their own different contribution in gaining benefit from learning via technology? Using Interactive Whiteboards (IWB) as a modern device in education is increasing, as these boards are being used even in developing countries today. In order to answer the above question in the field of education, this study aims to explore any relationships between English vocabulary improvement via IWB and Willingness to Communicate (WTC). Willingness to Communicate can be defined as the probability of initiating communication when there is an opportunity (MacIntyre, 2004). In order to find out any relationships between the variables, 90 elementary learners, aged between 14-15, received vocabulary instruction via IWB and filled out the WTC scale adapted from MacIntyre, Baker, Clément, and Conrod (2001). The data gathered from a vocabulary pretest and posttest before and after the vocabulary instruction were correlated with the data gathered from the questionnaire. It was found that a positive correlation exists between vocabulary improvement and WTC.

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13.00-14.00 – Lunch in the Foyer + Poster Presentations

14.00-14.35 – Parallel Presentations

1. Noa Talaván and Tomás Costal Criado (Universidad Nacional de Educación a Distancia, Madrid) in Lecture Theatre 1

The Use of Subtitles for the Deaf and Hard of Hearing as an Active Resource to Improve Listening and Writing Skills in Foreign Language Education

Research on the use of active subtitling as a didactic resource in foreign language (L2) education has been increasing non-stop in recent years. This educational use of audiovisual translation modalities benefits from the introduction of authentic materials in the language class, given that the videos usually come from movies, tv series, online video platforms, or streaming services. It is an activity that adapts well to distance education environments with very diverse students' needs, as it provides participants with the opportunity to develop their ICT skills using specific software tools and hence become familiar with a particular work dynamic.

This proposal attempts to complement the research on intralingual subtitling moving a step further and assessing the power of SDH (Subtitles for the Deaf and Hard of Hearing). SDH contain a series of features that distinguish them from regular intralingual subtitles, such as metalinguistic information, so that the audience can 'hear' sounds through the subtitles. The study has attempted to find out to what extent this AVT modality can simultaneously

enhance writing and listening production in Spanish students of English (B1-B2 level). To this end, participants worked on the production of English SDH for 6 pre-selected short videos that contained a relevant set of metalinguistic information to be described. Peer-to-peer assessment was fostered via online forums. The conclusions of the research study confirm the expected benefits and provide relevant information for further study. This presentation will include the description of the project and its main results as well as a mini hands-on workshop where attendants will get to practice the basic skills needed to use this and other related resources with their own students.

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2. Geunyoung Baik (International Graduate School of English, Seoul) in Lecture Theatre 2

Developing a Coursebook for EFL Tour Guides/Tourism Students

Positive reception towards the Korean Wave has caused a boom in Korea's tourism industry, hence, demand for guides in foreign languages, especially English, has increased dramatically. The current education system trains students to improve their receptive skills but limited attention has been given towards developing productive skills. This course book aims towards closing this gap and hence, focuses on communicative language teaching (CLT) and task-based language learning (TBLT). Materials of various mediums included in this book are not only authentic, they are also designed to capture Korean culture and travel information so as to tailor to the needs of those interested in this field. Although customized to include materials related to tourism, this book would also be an item of interest for the general public. This is because the skills gained are applicable to a wider range of fields including daily conversation with foreigners.

The presentation will be divided into three main parts. The first focuses on the objective and need analysis of the research. It will then be followed by the course book and its curriculum's contribution towards the development of a Korean English tour guide. The final part will focus on sample materials from the course book.

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3. Le Vo (Vietnam National University, Ho Chi Min City) in Seminar Room 6

Materials Design to Fulfil Workplace Requirements for Vietnamese IT Graduates

Nowadays there has been a need for communicative competence for business purposes due to the rise of joint venture companies in Vietnam. The workplace requirements include making requests and answering requests, writing a business report and writing an effective email. However, it has been reported that graduates had limited English proficiency to fulfil workplace requirements. In order to meet the needs of both learners and their employers, materials use and teaching methodology at university has been recognized by the Vietnamese authorities as a matter of priority. This paper considers the above discussed issue in terms of ways in which to support teachers when designing and using materials in

such a way as to meet the workplace requirements for learners. In order for this purpose, the use of data collected from the companies in terms of what English is required of Vietnamese graduates at the workplace is applied. This aims to show the gap between the use of materials for English teaching at the university and the requirements of the graduates at the workplace. In the other step of the research, a number of ways that materials that can be designed and applied in the context of a Vietnamese university to meet the need of materials tailored to the workplace needs of IT graduates are illustrated. Such work of designing authentic materials to motivate learning can be done in a collaboration with companies in tasks design and assessments.

4. Marie McCullagh (University of Portsmouth) in Seminar Room 8

An Approach to Developing Video Based Materials for ESP

Many teachers face the challenge of preparing materials for one-off ESP courses, often at very short notice. Developing learning materials using authentic videos intended for training purposes can help meet this challenge. To maximise their potential, we need a structured approach which will develop the language and communication skills to achieve specific goals within a workplace context. This presentation will look at how a text-driven, discourse-based approach is used to create materials for negotiating treatment as part of the doctor-patient interview. It will examine how this approach can be transferred to other contexts, and give participants an opportunity for hands-on activities.

14.40 –15.30 – Julie Moore in Lecture Theatre 2

Corpora: A Key Part of the Materials Writer's Toolkit

Computerised corpora have been around for more than 25 years now and they've had a profound effect on language teaching materials. The language we teach is no longer just based on the vague intuitions of materials writers, instead we're able to investigate how language is really used and use these insights to inform what we teach.

The use of corpora, however, still seems to be largely restricted to a relatively small group of lexicographers, academic researchers and corpus nerds, like myself. So that insights from corpus research are often only passed on second-hand to materials writers. In this session, we'll explore how corpus tools can be part of the everyday toolkit of any materials developer. We'll look at some of the practical ways we can use corpus tools in our day-to-day writing and examine which tools are best for which jobs. I'll talk about what kind of language questions can easily be answered using corpus tools and which are trickier to pin down. And without getting too techy, I'll share some practical tips for getting to what you want and highlight some common pitfalls to avoid.

15.30-16.00 – Afternoon Tea

16.00–16.35 – Parallel Presentations

1. José Peixoto Coelho de Souza (University of Manchester) in Lecture Theatre 1

Developing Language Teaching Materials Based on Songs

The use of songs in foreign language teaching is a common practice as songs are authentic materials easily at hand for both teachers and students, and create a pleasant learning environment and generate expectations and motivation in the language classroom. Nonetheless, both published and own materials tend to focus on the lyrics only, disregarding the music and the meaning effects produced by its association with the verbal component for meaning making. In this context, this presentation aims to discuss how to develop materials based on songs for language teaching which seek to foster students' literomusical literacy, i.e., “the state or condition of those who participate in social practices mediated by songs and discourses that emerge from songs and take a critical stand on them because they are able to understand and reflect upon their verbal and musical components and on how they relate to their musical community” (COELHO DE SOUZA, 2015). Thus, based on the assumption that the meaning of a song derives from the articulation between both languages and that therefore meaning-making in songs involves a triple competence, this presentation aims to raise awareness of the particularities of developing materials based on songs for language teaching by suggesting pedagogical objectives which seek to take both the verbal and musical languages and the cultural elements present in both lyrics and music into account.

2. Mi Jeong Kim (International Graduate School of English, Seoul) in Lecture Theatre 2

Developing Materials for Medical English Using Medical Dramas

Wealthy people in less developed countries used to travel to more developed countries to get better medical care. However, a new trend in health care is that patients in more developed nations now travel to less developed nations to get medical treatments, mainly due to the low-cost of medical care offered (OECD). Medical tourism is defined as when patients decide to travel abroad to receive some form of medical treatment, and with the help of low-cost flights, and easy access to the internet sources of information, the market is set to grow (OECD).

Language materials are defined as anything that facilitates learning such as a workbook, a CD-Rom, a video, a newspaper and so on (Tomlinson, 1998). The materials in the presentation are designed for learners who wish to improve their medical English skills through different circumstances of native English settings shown in medical dramas from an English speaking country. With the authentic videos, students would experience real-life English as if they were in the country, for example, the speed and tone of different voices, and accents from people from various backgrounds, expressions that native speakers use in different situations, and different cultural aspects and customs. Even though using videos as language materials may be considered better than only using audios because they present language in a context, it does not assure the language learning of learners without incorporating it into a language education program (Yu, 2002). Therefore, this presentation

provides sample materials using a segment of a medical drama so as to help teachers to have ideas to use them as class materials.

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3. Saw Thanda Swe (University of Essex) in Lecture Theatre 3

Evaluating the External Materials Used for Cultural Elements in ELT Course-Books Through Teacher Perception of Teaching and Learning

The study assessed EFL teachers' use of external materials for teaching cultural elements lessons through coursebooks, their experiences and their common problems of teaching those elements and whether or not they think students should learn cultures through coursebooks. The 85 native and non-native teachers of English participated and shared their experiences and their difficulties of teaching cultural elements in language classrooms. Findings revealed that teachers commonly rely on the internet and technology and they prefer to use authentic rather than inauthentic materials as they believe they can achieve more students' attention, interest and motivation. Some teachers have faced difficulties with teaching due to students' restricted cultural backgrounds. Teachers recommend that learning cultures through coursebooks would benefit students, as language and culture are interlinked and it would make students not only become fluent speakers of English but also help them to become interculturally competent persons.

4. Zheng Xiaohong (University of Durham) in Seminar Room 6

On Cultural Authenticity in Teaching Materials: the American Dream in *College English Integrated Course* as a Case

Authenticity in teaching materials is one of the main elements of teaching material evaluation. This paper first tries to define the cultural authenticity in teaching materials from the perspective of intercultural communication. Second, based on one theme in different versions of the Chinese College English Textbooks, it analyzes the presentation of cultural knowledge at both micro level and macro level, the editor's elaboration on reading texts, exploration of the writer's implied meaning and the teaching task of fusing native culture. Third, it evaluates the culture representativeness of presenting the target language, the depth of understanding culture and the rationality of history interpretation. Finally, some suggestions are put forward such as fusing the content of the culture of target language, native culture and the world culture; interpreting culture from several different perspectives and in critical ways; presenting effectively the cultural authenticity in teaching materials by classifying the cultural content on the basis of themes.

5. Ana R. Luís (University of Coimbra)

How Authentic are 'Adapted' Texts in Language Teaching Course Books?

Over the last two decades, much attention has been paid to the benefits of using authentic materials in the English language classroom (Wallace 1992, Peacock 1997, Richards 2001). Materials not specifically prepared for pedagogical purposes add a real-life element to the learning experience and expose the learner to a more realistic language use (Nuttall 1996). One further benefit is that they provide students with genuine cultural information and authentic views of the world (Sanderson 1999, Kramsch 1993). From a wider angle, authenticity is also perceived by many as a property of the overall teaching and learning experience (Breen 1985, Widdowson 1990). ELT course books produced in Portugal seem to be exemplary cases of an authenticity-centered approach. In particular, written texts (in advanced English course books) are identified with an online link which explicitly acknowledges that these texts have been drawn from real sources. At the same time, however, course books also identify such authentic texts as 'adapted' and provide very little information on the exact extent to which such texts differ from their authentic source. The main goal of this study will be to investigate the ways in which authentic texts are modified. Based on a sample of texts drawn from 11th grade ELT course books, this study will present an initial analysis of adapted texts from the point of view of linguistic simplification, structural change, acknowledgment of source and authorship.

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16.40 – 17.15 - Parallel Presentations

1. Müge Tokman (Istanbul Ticaret (Commerce) University) in Lecture Theatre 1

'Project Based Learning' and 'Integrating all Skills Through These Projects'.

We call it Project-based as it leads to a totally learner-centered learning via projects. Rather than having so many face to face lessons with especially university students to teach English, we should let them work on projects, do a lot of research and use the data they've collected for productive skills. These productive skills are also known as active skills, because learners doing these need to produce language. They involve the user in actively formulating ("producing") language. Most universities have preparatory classes for approximately for a year before they start their academic programs, and we usually implement an intensive program with 20-25 hours a week. Students get bored in the same atmosphere and want to be more active. They also lack motivation or find the course material boring and meaningless.

Motivating students to develop in the target language is quite complex. In many cases, these students face difficulties in learning English and are often demotivated to learn. Certain strategies can help students adopt more positive attitudes and become more motivated in the learning when planned and implemented well. These strategies can also enhance students' engagement or involvement in the learning process. We all know about different methods to provide student-centered learning in class. However, we need to give them time and place to become independent learners. So, we should consider

implementing project-based learning (PBL) into our classroom, as well as outside the classroom.

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2. Saadia Gamir (Leeds Beckett University) in Lecture Theatre 2

Authentic and Simplified Texts: Working in Tandem for L2 Mastery Learning

This paper looks at the merits of combining authentic and simplified texts in advanced-Level French and Arabic Flipped classes to maintain motivation, increase engagement and develop mastery of learning for the purposes of enhancing listening comprehension and developing speaking proficiency. It will also define the term “simplified” in the context of these two L2 learning contexts, and argue that an authentic text may provide for its L1 user a less linguistically complex version of the language than the simplified text created for the L2 learner would. So the two questions the present paper will address are: how simple are the syntax and discourse structures of a simplified L2 text? And, does authentic necessarily mean complex? These two questions will be explored through examples from standard French vs. argot/français familier, for the French class, and Modern Standard Arabic (MSA) vs. Colloquial Egyptian Arabic (CEA), for the Arabic class.

3. Dr. Renia Lopez (University of Huddersfield) in Lecture Theatre 3

Developing Cognitive Pragmatics in Language Students through Modern Literature

One of the issues we often find with language learners in non-immersion contexts is a mismatch between their knowledge of the language and the culture. By culture I am referring to the implicit knowledge native speakers have of how to use the language in each context, or social pragmatics. Increasingly pedagogues are recommending an explicit approach to teaching social pragmatics to language students, as these are skills easily assimilated in youth but, like other aspects of language acquisition, harder to acquire in later years (Escandell-Vidal, 2009). Television does not always give us real-life, culturally adequate behaviours, on the other hand, literature tends to comply with culturally-accepted behaviours. As such, I propose the development of language learning materials, in particular for Spanish as a foreign language, based on the texts by one of Spain’s most popular writer, Almudena Grandes. Her texts will be used to highlight how different nonverbal behaviours give clues as to the pragmatic meaning of her characters’ messages. These include prosody, proxemics, body language, haptics, as well as the physical context where the actions are taking place.

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4. Grace Lee (International Graduate School of English, Seoul) in Seminar Room 6

Action Research: A Journey of Developing Materials for Process Drama in Free Semester

This study presents how a former actor, a novice English teacher, experiences teaching process drama in a Korean EFL middle school classroom. The study originates from previous research findings that process drama helps English learners in both EFL and ESL settings to develop communicative competence (Kao & O'Neill, 1998; Park, 2010, 2012). Knowing that process drama does enable English learners to use the target language in a meaningful context, the researcher hopes to develop process drama materials that can be applied to an everyday teaching environment with history or literature as cross-curricular contents. She hopes to apply these experiences on material developing to suits the specific target student, Korean EFL learners: She hopes to include activities that minimize cultural obstacles derived from Confucianism and other obstacles such as peer pressure. During the piloting, the researcher ascertained how process drama can help students with special needs and how literacy should come before using the drama technique. To refine it, the researcher plans to add Readers' Theatre techniques in her experimental sessions. The drama session includes 8 piloting sessions and 10 experimental sessions; 63 students participated in the piloting session and around 60 students participated in the experiments. The students are in grade one of Korean middle school, an average age of 12.5 years old. During the experiment, historical events were introduced with the techniques of process drama; Salem Witch Hunt. Questionnaires, interviews, teaching logs, classroom observation and students' reflections are used to find out how the students feel about learning English in dramatic and historical context. With this feedback as cornerstone, the developing material for process drama is under progression. (The researcher is analysing the collected data.)

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5. Nancy Chiu (University of Technology Malaysia) in Seminar Room 8

The Development of Discipline-Specific Academic Writing Materials: Meeting Students' Needs

This paper presents the development of discipline-specific academic writing materials from the identified writing needs of undergraduate students of first year Diploma in Public Administration students in MARA University of Technology Malaysia (UiTM). To obtain a more substantial picture of the reality, and as a means of verifying the results, multiple data gathering methods and sources were used for investigating the academic writing needs of the diploma students and developing the writing materials. Therefore, in this research, the process of triangulation includes several methods of data collection namely interviews, focus group, a questionnaire survey, observation and document analysis. In the needs analysis stage, data of students' writing needs were identified through students' and subject instructors' perceptions of the importance of writing skills the students need in order to complete their undergraduate programmes, assessment of the students' writing skills and the difficulty in performing writing tasks. Students' actual essays were also analysed to identify the difficulties students encountered in writing academic texts. Discipline-specific academic writing materials were then developed to meet the identified needs of the

students. In the development of the academic writing materials, the undergraduate students, subject instructors, an English language instructor and an experienced materials developer work collaboratively in selecting authentic texts and tasks. Findings of the study show that the materials were useful in helping students meet their academic writing needs in their programme. The study presented here has profound implications for future studies of developing subject-specific materials, which are tailored to meet the real academic writing needs of the students and ensure relevancy.

17.20 -18.10 – Ivor Timmis (Leeds Beckett University) in Lecture Theatre 2

From Authentic Texts to Authentic Language Practice

In this talk I will suggest that there are many ways in which texts can be exploited for language practice once they have been used for skills work. I will argue that the term 'practice', especially 'controlled practice' often has a negative image because it has been too narrowly associated with repetition drills and gap-fill exercises. I will try to rehabilitate the term 'practice' by arguing that, in the context of authentic texts, practice can be both controlled and meaningful, offer scaffolding at the same time as scope for creativity, and be intensive without being mechanical. It is not for the faint-hearted as the long-established and seemingly impermeable borders between presentation and practice, between lexis and grammar, and even between comprehension work and language practice may dissolve before our eyes.

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18.10 onwards - Enjoying Liverpool.

Have a great evening in a great city!

Sunday June 19th

08.30-09.00 – Registration in the Foyer

09.00-09.50 – Rod Ellis (University of Auckland) in Lecture Theatre 2

Authentic Texts and the Authentication of Texts in Language Pedagogy

This talk is based on two distinctions. The first concerns the difference between an authentic text and the authentication of a text (Widdowson, 1978). An authentic (or genuine) text is a text that has been designed for communication between native speakers. An authenticated text is a text that has been modified for or in communication involving L2 learners. That is, it entails processes of simplification and elaboration that arise naturally in the effort to ensure that successful communication takes place. The second distinction concerns the difference between intentional and incidental language learning. Intentional acquisition occurs when learners make deliberate efforts to learn a specific feature, for example, when they set out to learn the meanings of a set of words or when they study and practise a specific grammatical feature or when they make conscious attempts to apply a learning strategy. Incidental acquisition occurs when learners 'pick up' linguistic features from input they are exposed to (Hulstijn, 2003). In this talk, I will argue that authentic texts have an important role to play in intentional language learning but that it is the authentication of texts that is necessary to facilitate incidental learning.

09.50-10.25 – Parallel Presentations

1. Sofia Martinho (University of Leeds) in Lecture Theatre 1

Evaluating Authenticity in Spoken Discourse: the Case of the Bestselling Textbook *Português XXI 1*

From the 70's onwards a consensus seems to have been reached amongst foreign language teachers that the use of authentic materials favours L2 acquisition and claims of authenticity have been a selling point for materials for the foreign language classroom since then. However, an agreed definition of 'authenticity' is still awaited and not all textbook authors are actually applying the concept when designing teaching materials.

The aim of this presentation is to analyse the spoken discourse presented in the bestselling textbook for teaching Portuguese as a Foreign Language, *Português XXI 1*, on the basis of a reflection on the concept of authenticity when applied to language learning materials; and to present examples of how these dialogues could be adapted to be used more authentically. First, I will discuss the term 'authenticity' and will attempt to give my own definition of it. Then, I will briefly review the literature pertaining to the importance of this concept when applied to aural texts and will analyse a sample of dialogues. Finally, I will

suggest some adaptations to the materials on the basis of the previous discussion on authenticity.

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2. Marina Bouckaert, Monique Konings and Marjon van Winkelhof (Fontys University of Applied Sciences in Tilburg, the Netherlands) in Lecture Theatre 2

Authentic Tasks in EFL Teacher Education: Authenticity as a Continuum?

Authentic L2 teaching materials have been defined as “those which have been produced for purposes other than to teach language” (Nunan, 1988, p. 99), and authentic tasks in particular as those which replicate language use “in the ‘real world’ outside the classroom” (Tomlinson, 2011, p. ix). But what if the purpose of the materials is not (simply?) to teach you the language, but to teach you *to teach the language*? What if part of your ‘real world’ *is* your classroom? Authenticity can be “a very slippery concept” (Gilmore, 2007, p. 98) when you look at it from a teacher educator’s perspective. We would like to discuss several practical examples with you, to see if we can come up with our own definition of authentic tasks in teacher education. We would then like to argue that authenticity is created through social interactions (Tatsuki, 2006). We will examine the perspectives of the people who take part in these social interactions, i.e. the EFL student teacher, the placement school mentor, and the university tutor. Their perspectives may shed light on the question whether authenticity is ‘an either/or quality’ of tasks (ibid.) or whether it is perhaps more helpful to consider authenticity as a continuum.

3. Miyoung Chung (International Graduate School of English, Seoul) in Lecture Theatre 3

Needs Analysis and Developing a Coursebook of EOP in Pharmaceutical Fields

As the global pharmaceutical industry including Korean pharmaceuticals has been extended significantly, activities of reaching the global market as well as the amounts of export to the EU and US market have been sharply increased in Asian countries. There are lots of programs and materials of business English, but few business English materials that workers could make use of for real job tasks, especially in the pharmaceutical fields. The purpose of this study is to find out the needs and develop a course book with English for occupational purposes (EOP) based on Content-based instruction (CBI). Identifying the purpose and the needs for learning is a critical step in developing an EOP curriculum because it assists the occupational learners improve their overall language skills as well as their job performance for business purposes in a corporate environment. EOP is also concerned with learning the specific language suited to a particular workplace context and it is about acquiring work-related English skills depending on their immediate needs. The study attempts to investigate the specific needs through the questionnaires and interviews with workers from pharmaceuticals sites, and develop an EOP coursebook by applying for authentic guideline and specific situations in pharmaceutical fields.

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4. Isabella Seeger (Bielefeld University, Germany) in Seminar Room 6

'I'll miss you, Miss'—Authentic Classroom Interaction through Film

Although the Common European Framework of Reference (CEFR) postulates the development of communicative interaction skills in real-world contexts, curricular language teaching materials in Germany are almost exclusively scripted to facilitate the graded instruction of grammar and lexis. Opportunities for authentic spoken interaction are rare, many aspects relevant to the students' real lives are presented inauthentically or entirely absent, and the CEFR-suggested use of authentic materials, including film, is still an exception, due to perceived linguistic complexity, culturally "difficult" content and the predominantly entertaining (as opposed to educating) character of film. This paper argues that professionally enacted film dialogue and cultural settings in film—both also scripted, but for entirely different purposes than language learning—often approximate reality very closely and may therefore be considered quasi-authentic. Not only can film thus relieve non-native speaker teachers' and coursebook designers' responsibility regarding authentic language variety and target cultures, it also offers highly motivating opportunities for authentic classroom interaction and autonomous research of authentic sources. This paper presents two case studies of groups with different needs and proficiency levels: teenage school students (A2-B1) and adult trainees in the police force (B2). It describes how the language input and cultural content of *Billy Elliot* (Daldry 2000), *Omagh* (Travis 2004) and *Cuffs* (Hawkes et al. 2015) inspired authentic language production, independent web research and spontaneous spoken interaction. The results imply that the perceived challenges can indeed be an obstacle, but that the students' interest in the content, together with raised linguistic and cultural awareness, helped to overcome it, and that the films enhanced the students' creativity and productivity beyond the possibilities of a scripted coursebook.

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5. Sara Hejazi (Islamic Azad University, South Tehran Branch) in Seminar Room 8

Implementing Minimalism in EFL Reading Materials Development: An Interdisciplinary Approach

Reading is fundamental as the very air we breathe, though lack of proper EFL reading materials has made mastering the skill problematic for L2 learners. This issue is so deep-rooted that has caused learners' insouciance toward reading in last few years and has made a gaping hole in their prior knowledge and background which, in long run, will have catastrophic effect both on societies and cultures around the globe. The present study is a conglomeration of qualitative-quantitative inquiry, with an interdisciplinary perspective, which first aims to resuscitate creativity, flexibility, authenticity, learners' affective engagement, etc. in EFL reading materials, and then to ameliorate L2 learners' reading skills and make balance between their reading strategies and adequate design principles via

implementing minimalism based on its foundation in cognition, education, and design. The researcher will investigate the result through observations, interviews, questionnaires, and pre- and post-tests to arrive at understanding the mechanism and dynamism of the innovative approach as well as investigating the attitudes of students toward this kind of pedagogy. It needs to be noted that this study is a work in progress; i.e. the theoretical phase of the research should be entwined with the experimental phase to verify its practicality through a treatment-laden stage.

10.30-11.00 – Morning Coffee in the Foyer

11.00-11.50 – Gail Ellis (British Council, Paris) in Lecture Theatre 2

Integrating Learning Literacy into ELT Pedagogy

Learning literacy as part of multiliteracies refers to learning how to learn. However, in many classrooms learning to learn remains a neglected area as there is a general lack of practical guidelines for teachers on how to incorporate learning literacy into lessons. In this talk I will show how teachers can transform familiar activities into activities which not only become more authentic by providing a real purpose and incentive for learners, but which also develop learners' metacognitive awareness and learning strategies by focussing on the processes of learning. The activities will help learners develop an inquisitive mindset through reflection and experimentation so learning literacy becomes an ethos and a way of life. I will describe ten guiding principles to bear in mind when adapting activities which are particularly suitable for the primary English language teaching classroom, but which can also be applied to other age ranges. I will also describe the teacher's expanded role as a catalyst in the learning how to learn process.

11.55-12.30 – Parallel Presentations

1. Maggie Milne (British Council, Manchester) in Lecture Theatre 1

Authenticity in Teacher Development

Authenticity in English language teaching is a much debated issue. What are the implications of this debate for those of us working on language development materials for in-service English language teacher education – particularly when designing courses for a wide range of cultural contexts? The issues are compounded by the language competence of teachers, which in many places may be at the lower end of the CEFR scale of reference. For example, if we focus on authenticity of materials, resources and tasks and their relatedness to 'real' language use, how authentic can we realistically be with teachers at A2 level? What is the 'real' language use of these teachers? How do we create materials which authentically reflect that language use? Can texts and tasks which simulate authenticity be as valid for language development as authentic ones? Or, is it more appropriate to develop content which focuses on an authentic learning approach rather than becoming enmeshed

in decisions about what type of authentic materials to include and to what degree? We tackled these issues in our recent courses by focusing on authenticity of context – the classroom environments with its processes and activities which would be familiar to teachers, (allowing for the contextual and cultural differences in different parts of the world). With this approach we were able to link the syllabus, learning outcomes, tasks and activities to the experiences, knowledge and cultural backgrounds of the teachers. The presentation will explain the developmental process and trialling of the materials, the issues we encountered – and how these were resolved, illustrate the impact on course participants and summarise what we as course developers have learnt.

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2. Nuria Alonso Garcia (Providence College) in Lecture Theatre 2

Authenticity in Learning: Fostering Intercultural Literacy in the Language Curriculum

What does it mean to be interculturally literate? What are the competencies required to read sensitively a second culture, to interpret its symbols and negotiate its meanings? This session invites participants to reflect critically on what constitutes a culture and the role of language in defining identity. The audience will also engage in the examination and development of authentic materials to promote intercultural literacy among language learners. Educators should strive to develop language learning resources that support learners in i) valuing diversity; ii) becoming culturally aware; iii) understanding the dynamics of difference; iv) developing knowledge of foreign cultures and, v) adapting to diversity. We are responsible for creating opportunities that foster students' understanding of intercultural matters, while at the same time providing meaningful guidance to participate responsibly, creatively and passionately in society. Participants will apply cultural mapping and storytelling to devise materials that reinforce personalized and authentic language learning. Cultural mapping allows learners to understand how identity is constructed across cultures; what cultural variables influence behavior and shape relationships; what role community plays in defining culture; how language impacts the construction of the self. Storytelling represents a fundamental means of communication across space and time, a tool to share personal and community narratives, and a pedagogical strategy that supports authentic learning. Living in a multicultural society allows language educators to develop learning materials that connect students with diverse cultures reflected in their local communities, and to foster a sense of human interaction and continuity beyond traditional learning settings.

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3. Azar Hosseini Fatemi (Ferdowsi University of Mashhad) in Lecture Theatre 3

Authenticity and Material Development: A Step toward Transformative Pedagogy

The shift of view about the philosophy of education inspired by new learning theories has led to the need for emergence of different types of ELT materials. This view rejects the transferring or assimilation of new knowledge into the students' cognitive system, and

instead emphasizes the importance of transformative pedagogy, which proposes “change” as the ultimate aim of education. Change here means alternation in students’ personalities, world view, thoughts, attitude, perception, perspective, moral judgment, critical view. SLA identity theory (Atkinson, 2011), also makes the convincing case that additional language learning is much more than just learning the target language. It is about power and social transformation that leads to cultural ideology change.

The main concern of this study was to examine whether teaching conflicting cultural values, beliefs, and practices would have any impact on EFL learners’ level of ambiguity tolerance, dogmatism, empathy, and attributional complexity (social perception). To this end, three central themes of Mezirow’s (1991) Model of transformative education were followed—experience, critical reflection, rational discourse. Subjects were 19 EFL students studying in Ferdowsi University of Mashhad, who had taken a conversation course with the researcher. They attended the class twice a week for a period of 16 weeks (32 sessions). Based on needs analysis, they were exposed to a multitude of topics related to conflicting cultural, ethical and religious values, traditions, practices and prejudices. They were encouraged to challenge assumptions, develop reflective skepticism, empathize, imagine and explore alternatives by adopting different perspectives and standpoints. The students completed four self-report measures of Ambiguity Tolerance, Empathy, Dogmatism, and Attributional Complexity both at the beginning and end of the term. The results showed that authentic ELT materials had the potential to help learners gain new perspectives toward life.

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4. Kathryn Hope (University of Liverpool) in Seminar Room 6

The Use of Accents in L2 Listening Materials: How Authentic Are They?

British regional accents can present L2 learners with an unexpected range of pronunciation when they first arrive in the UK. Preparing students to tolerate ambiguities in the accents they may encounter is a challenge and links with the development of authentic listening materials. L2 listening materials often provide students with their first experience of different accents of English; with the wide variety of English accents do listening materials provide an authentic representation of current English accents? Listening texts in ELT coursebooks continue to favour standard accents such as Received Pronunciation and General American. While the number of speakers of standard forms of English are decreasing these accents remain the most prevalent forms in listening materials. Using these accents in listening materials does not provide an authentic representation of the English that is spoken today by both native and non-native speakers. The prevalence of accents such as RP in listening materials brings into question the authenticity and the ability listening materials have to prepare students to tolerate ambiguities in spoken English.

In this presentation I will look at the accents that are presented to learners in ELT coursebooks, focusing on coursebooks in the UK market and their representation of British regional accents. I will discuss whether using standard forms of English accents in listening materials has an impact on students’ listening comprehension when they first arrive in the

UK and question how this may be changed in the future development of L2 listening materials.

5. Navaporn S. Snodin, (Kasetsart University, Bangkok) in Seminar Room 8

Rethinking Culture Teaching in English Language Programmes in Thailand

This presentation reports on perceptions and practices in relation to integrating culture into EFL teaching and how course material was designed within the Thai curriculum framework. Thai teachers' understanding of what constitutes culture, the role it plays in language learning and how such understanding is being translated into pedagogical practices are under investigation. The practice demonstrated an attempt to adapt Byram's model to fit local circumstances, policies and needs. The knowledge of everyday cultures of native speakers was promoted, whilst cultures in the prior curriculum merely constituted high cultures such as literature. Potential materials, including newspapers and magazine articles, nonfiction, TV programmes and films were suggested to encourage an ethnographic frame of mind in students. The discussion of a few practical ways in which these materials can be used to promote cultural awareness and how they could be used to facilitate opportunities for language skills practice were provided. Feedbacks from students include the novelty of the experience, changing perspectives, facilitating better communication, practical and useful knowledge, fun, autonomous learning, critical thinking and empathy towards other cultures.

12.30-13.30 – Lunch in the Foyer + Poster Presentations

13.30-14.20 – Freda Mishan (University of Limerick) in Lecture Theatre 2

Authenticity 2.0

As language use today moves increasingly into digital fora - social media, social networking and so on, accompanied by an internationalisation of the language most associated with the Internet, English, the concept of 'authenticity' in the context of language samples and language use becomes ever more evasive. One route for achieving authenticity in the language learning context can be found, ironically perhaps, in the work of pre-digital theorists such as Van Lier (e.g. 1996), who maintained that authenticity was not intrinsic to learning materials themselves but was a factor of the learners' engagement with them and of the tasks enacted with them. This conception of authenticity is a perfect fit for the digital era, where more and more of the language use is in *interaction* on a plethora of different media and applications. In the digital era, therefore it is to interaction and task that we turn for our 'authenticity 2.0'.

14.25-15.00 – Parallel Presentations

1. Tony Waterman (Directorate of Education and Military Culture, Oman) Lecture Theatre 1

Educationalists Evaluating the Materials They Produce

This is a presentation of findings and implications on one aspect of a study exploring materials writers' activities. This aspect explores the rationale and strategies used by writers when they are evaluating the ELT material they produce for the classroom. All the participants in the study are active materials producers working mainly in tertiary education in Oman with their writing focusing on general English, ESP and EAP courses. My research question relating to this aspect of my thesis is: what do materials writers view as key aspects to their evaluation of the materials they produce?

My paper outlines major elements from relevant literature on evaluation requirements and strategies carried out before, during and after materials are produced and piloted in the classroom including reference to stakeholders and future audiences and potential problems which can prevent effective evaluation. The study explores materials evaluation from an interpretative and socially-constructed viewpoint using both quantitative and qualitative data. The resulting themes are presented, analysed and then discussed in relation to the relevant literature. From this discussion, I highlight three key implications relating to these writers' approaches, strategies and rationales in terms of evaluating their materials effectively. Whilst the study's writers, as a representative group, select a wide range of evaluation tools, as individuals the range of tools they select lacks breadth and efficacy in terms of best practice. This suggests that writers would benefit from support to increase their knowledge and application of a wider range of evaluatory tools, together with the inclusion of a wider range of stakeholders in the evaluation process, to enable the collection of more comprehensive feedback leading to a more informed evaluation procedure. Such support is readily applicable not only to teachers and writers in the Arabian Gulf but also to educationalists worldwide.

2. Moneera Alshehri (University of Liverpool) in Lecture Theatre 2

Can Teaching English Grammar Be Any Different?

In my experience as a learner and teacher of English as a foreign language, I have realised that teaching grammar, in particular, can be as challenging as learning it. The challenge, however, for most of the time, can quickly turn into huge boredom or intimidation just because of how the grammar is taught. In this presentation, I'll demonstrate and discuss the results of my pilot study in which I compared the conventional 'presentation-practice-production' (PPP) method with another two approaches to teach three groups of Saudi female EFL learners at university level. In my study, I have focused on one of the most problematic areas for these learners: the use of verb tenses, namely, the present simple, past simple and present progressive. For the first experimental group, I have implemented an experiential-discovery (ED) approach and designed some grammar lessons in which I have used poems and stories to engage the participants both emotionally and cognitively in

a series of text-experiencing processes. Following that, I encouraged them to revisit the texts to explore how the target forms are used within authentic contexts. For the second group, I have designed a consciousness-raising framework in which the participants were required to pay attention to the grammatical structures in the texts and find out the rules for themselves.

3. Nor Jannah (Leeds Beckett University) in Lecture Theatre 3

The Need for Authenticity of Materials to Enhance Indonesian Students' Skills in Listening and Speaking in Academic Contexts

Indonesian students come to English-speaking countries such as the United Kingdom, the United States and Australia with the hope to be successful in both communication in English and in their studies. Learning English for nine to ten years before studying in English-speaking countries and also having high scores in IELTS or iBT does not give Indonesian students any guarantee that they would be able to communicate in English well in their academic activities (e.g. seminars, conferences and discussions). Because of the difficulties in communicating in English well, their success in their studies and their contributions in their fields are also affected. In my study, I used mixed methods to investigate the kinds of materials needed by Indonesian students to enhance their communication skills. Data was collected by means of questionnaires and in-depth interviews. Based on the results, it is suggested that Indonesian students need materials developed with the focus on authenticity of the materials which can give them some exposure to English usage in academic activities in English-speaking countries.

4. Asma Aftab (University of Birmingham) in Seminar Room 6

Authenticity in ESL Classrooms: 'Real-Life like Communicative Behaviour'

Theoretical beliefs about *authenticity* in relation to language teaching have been undergoing considerable perceptual shifts in the last few decades and this scenario calls for further clarifications and illustrations of the term. Thus the main aim of my presentation will be to elucidate, re-define, and apply this concept in ESL contexts in the light of my beliefs related to L2 learning; *authenticity* is especially significant in ESL learning situations where learners are required to use English outside the classroom.

The proposed presentation will be divided into three phases. During the first phase (termed the theoretical phase) I will critically examine the diverse implications of the concept *authenticity* as understood by theorists and practitioners. For instance, it is assumed that those activities are *authentic* which are favoured by learners (Joy, 2011), but students' views may not necessarily be valid due to their own limited expectations, beliefs and experiences in some educational contexts. During the middle phase (the ESL application phase) I will attempt to recharacterize *authenticity* and relate it to ESL learning. For example, according to my viewpoint *authenticity* is reflected in an English language learning activity which requires real-life like role(s) or language use behaviour involving communication of meaning

and a proper reason for using the language (such as promoting or complaining). Finally, during the last phase (the materials phase) I will suggest ways in which these concepts can be applied while developing ESL materials; my assumptions about *authenticity* will be exemplified in some specifically developed language use activities based on three English texts which exist in the world outside the classroom (two book blurbs and one movie excerpt).

15.05-15.40 - Parallel Presentations

1. Christian Jones (University of Liverpool) in Lecture Theatre 1

Soap Operas as Models of Authentic Conversations: Implications for Materials Design

In recent years, work in corpus linguistics has done much to uncover linguistic and discourse features of unscripted, authentic conversations. Despite this, the availability of such conversations for materials writers is often very limited. In addition, many unscripted conversations can be difficult for learners to engage with, for cultural and linguistic reasons. For these reasons, materials writers often need to look at scripted conversations as models of spoken language.

This talk will explore data from a recent study which explored a small corpus of soap operas to investigate the features of unscripted conversations both present and absent. Following this, the talk will evaluate the benefits and drawbacks of using conversations from soap operas to create materials which focus on spoken language.

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2. Lucy Norris (The Open University) in Lecture Theatre 2

What Kind of 'Materials' do L2 learners Need? Do their Teachers Need Materials to Scaffold 'Authentic' Language Learning across Multiple Contexts?

What role might L2 materials play in designing learning 'experiences' where authentic, real-world tools can prompt learner-generated multimodal artefacts? Do L2 materials represent 21st century language learning or support more traditional approaches? What does digital imply for those involved in developing materials for classroom use in a world of flipped, blended & mobile learning, MOOC's, Open Educational Resources, and learner autonomy? Now that contact with foreign languages is no longer the preserve of educational establishments, how true is de Bot's claim that this leads to a potentially reduced role in the authority of teachers and schools in language teaching (2007:274) and what does it imply for materials developers? As one Japanese learner puts it 'everything around us like books, TV, friends could be a teacher for us' (Menezes 2011:68). These, and other questions will be addressed with some reference to recent research into 'real world' apps co-opted for foreign language learning as well as those designed specifically for this purpose. This session will be an interactive one using participants' mobile devices to capture their input and ideas to create multimedia artefacts, designed to stimulate reflection on issues considered.

3. Jeong Chanyang (International Graduate School of English, Seoul) in Lecture Theatre 3

Developing L2 Leveled Speaking Materials for Sports Professionals

This project aims to meet needs by developing English for Specific Purposes (ESP) materials for sports professionals with low English speaking proficiency. In Korea, the majority of L2 materials have been developed for students with academic goals, however, little has been developed for student athletes, who have relatively less time and fewer opportunities to develop their L2 speaking proficiency. It results in under-achievement in L2 learning, thus demotivating learners. Needs analysis was conducted in order to identify the needs for developing such skills through supplementary classes. The material adopted a learning-centered course design framework by Hutchinson and Waters (2000), which is solely based on learners' needs and their own reason for learning. After piloting with athletes from a Korean middle school, a learning exit point was set: to learn three key sentences from a dialogue as native-like as possible, for the learners wanted to achieve a solid outcome in a short time. The ESP supplementary material consists of 12 units with different topics (self-introduction, meeting a new coach, dorm life, watching sports games, field trips, sportsmanship, shopping, training, reporting injuries, weight control, competition) and each unit has 6 steps (warm up, vocabulary pool, conversation filed, pronunciation court, review track, snack time). Based on piloting and class observation, collaborative games, modified back-chaining, shadowing, and recording activities are adopted. All situations in each dialogue are presented in a sports situation which the target students are likely to face every day.

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4. Carlos Rico Troncoso (Pontificia Universidad Javeriana- Bogotá) in Seminar Room 6

Can Language Materials Promote the Development of ICC? A Case Study Carried Out in Bogota-Colombia

Language materials are socio-cultural artefacts that allow learners to bridge the gaps between the relationships of language and culture. In the field of teaching Spanish as a Foreign Language (ELE as it is known in Spanish) most of the materials produced are designed by Spanish publishing houses, which impose in some way the idea that one language represents one culture. This imperialist view does not contribute to the development of Intercultural Communicative Competence – ICC, as they merely reinforce stereotypical tourist views of the target people (Sercu and Davcheva 2005). But the opposite should apply. Language materials should serve as intercultural mediators which avoid pre-judging one's own culture but instead explore it through the eyes of others (Byram and Risager, 1999; Byram and Stevens, 2001).

This main objective of this presentation is to show how a group of language teachers developed their own materials to learn much more about the language and the culture. Some principles are discussed and the challenges of this type of academic activities are analysed.

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15.45-16.20 - Parallel Presentations

1. Haedong Kim (Hankuk University of Foreign Studies, Seoul) in Lecture Theatre 1

Learners' and Pre-Service Teachers' Opinions about Illustrations in EFL Textbooks in South Korea

First, the general aim of the presentation will be outlined: to present survey findings on learners' and pre-service teachers' preferences on the different type of pedagogic and decorative illustrations in government authorized English textbooks in South Korea. Second, on the basis of a literature review, it will be argued that the types of illustrations can be identified based on the presence or the absence of pedagogic function. Third, the results of a survey questionnaire involving 30 pre-service English teachers and 130 secondary school students from South Korea will be presented. The results showed that the use of illustrations to enhance authenticity was positively received. The students responded that pedagogic illustrations were more interesting and more useful than decorative illustrations. Pedagogic illustrations used for listening activities were regarded as the most useful among the illustrations designed for skill activities in the textbooks.

Finally, it will be proposed that teachers should choose a textbook using more pedagogic visual materials and textbook developers should make an attempt to exclude unnecessary decorative illustrations.

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2. Songhee Park and Hyeonju Park (International Graduate School of English, Seoul) in Lecture Theatre 2

Developing English Writing Materials for EFL SNS Users

Mobile Assisted Language Learning, MALL can promote 'portability, social interactivity, context sensitivity, connectivity, individuality, and immediacy' (Lan et al., 2007). Kukulska-Hulme and Shield (2008) highlighted that published mobile learning studies rarely report that mobility and portability are fully exploited in the design of MALL activities. Mobile learning in SLA will be undoubtedly increasing but as yet there is not much learning material available at hand. Our material was developed and published in the Korean market in order to meet the needs of Korean SNS users who want to communicate in English on SNS. The book is designed for both self-access materials and classroom use. Frequently addressed topics by SNS users were reviewed and 6 topics: Food, Travel, Parenting, Beauty, Work, and Hashtag Marketing were selected. Each chapter consists of 4 sub-chapters, 24 subchapters in total. This material is carefully designed to enable learners to naturally learn the skills of how to write English postings. Learners who accomplish 6 missions can achieve their ultimate goal of English learning - communicating with others.

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3. Irene Tsoi (the Technological and Higher Education Institute of Hong Kong, Hong Kong) in Lecture Theatre 3

L2 Materials Development: A Challenging Hong Kong Experience for Language Teachers

Developing in-house materials for language teaching and learning is always a challenge. It is more challenging when teachers have to develop materials for 'English for Professional Purposes' in specific industry-related contexts in a new self-financed higher education institute in Hong Kong. The presentation aims to share the personal experience and perspectives of a language teacher-cum-L2 materials developer who attempts to connect diverse contexts involving simulated workplace situations and classroom interactions with students. The primary objective is to connect students with future working realities in the industry and diverse life contexts when they have to use English to connect, to interact, to build relationships, and to seek personal and professional development. In this reflective and challenging journey of her professional life, the presenter looks forward to revisioning language education in a changing world. Language teachers and materials developers should perceive their responsibilities with a fresh perspective. They should provide language exposure and communicative opportunities for motivating students to use English as an effective tool to respond, adapt, solve problems, negotiate, make and co-construct meaning, and reflect in an interactive people-connected world of relationships. It is for 'real' when students are sustainably engaged in utilising English as a tool to create, explore, discover, share new knowledge, ideas, experiences and to connect in all forms of interactions and contexts including classroom and workplace settings. It is for 'real' when more opportunities for professional training in L2 materials development are available in Hong Kong.

4. Anca Daniela Frumuselu (Universitat Rovira i Virgili, Tarragona, Spain), Seminar Room 6

The Role of Authentic Television Series in Enhancing FL/SL Colloquial Vocabulary and Oral Skills

Exposure to authentic informal language in natural contexts is an essential element to ease the gap between the correct and standard classroom language and the colloquial and informal language present in everyday English. A fundamental aid of an authentic video is that it carries a variety of registers (e.g. formal, informal, neutral, vulgar) with less dense information than the written register (Stempleski & Tomalin, 1990) and it incorporates elements that do not usually appear in textbooks, such as idioms, colloquial expressions, slang, which are vital in order to communicate meaningfully in the target language (King, 2002; Talaván, 2013).

The main aim of this paper is to present the effect of authentic subtitled television series upon learners' spoken production of idiomatic expressions and colloquialism in spontaneous oral interactions. Furthermore, practical examples will be presented of materials and activities employed in a long-term study carried out with 37 university students (A2 to C1 of

CEFR). Learners were exposed to a total of 28 episodes (English audio+ English subtitles) from the American series *Friends* over a period of 14 weeks. Students' long-term acquisition of colloquial and idiomatic vocabulary was tested with a 30-item multiple choice and open question written pre-/post-test. Additionally, students were paired up according to the informal and colloquial expressions pre-test results they took at the beginning of the course and they were asked to role-play an informal encounter between two people. Their interactions were recorded and analyzed afterwards. The results indicate that exposure to authentic subtitled television series leads to informal language acquisition and improvement of spoken production. A strong correlation between students' post-test results and their oral production could be noted too.

16.25 -17.15 – Alan Maley in Lecture Theatre 2

How Genuine is Authenticity?

The authentic materials debate has now been going on at least since the 1980's. It has tended to focus on the authenticity of linguistic inputs. Various objections have been raised: the negative effects of 'noise' in the inputs, the loss of authenticity when texts are removed from their original context of use, and so on.

In this talk, I propose to discuss some other aspects of authenticity. In particular, I shall focus on the authenticity of the learning as experienced by the learner, irrespective of the nature of the input, and on the authenticity of the teacher in providing an atmosphere conducive to genuine learning. In doing this, I shall necessarily touch on issues such as depth of processing, 'Flow', responses to unpredictability, possible changes in teacher training procedures, and the role played by testing and evaluation.

17.15-17.20 – Closing Remarks - Brian Tomlinson in Lecture Theatre 2

Poster Presentations (During Lunch in the Foyer on June 18th and 19th)

1. Yi Yong (Changzhou University, Qufu Normal University, China)

'Gone with the Wind' in the Chinese Comprehensive English Classroom

In Chinese Comprehensive English classrooms of English majors, authentic materials, such as short stories, news reports and excerpts from novels, are commonly used, but studying a long English novel is unusual practice. For this exploratory study the classic American novel 'Gone with the Wind' was used with groups of EFL sophomores in their first semester. The project was designed to facilitate mastery of the English language and to enhance learning the five basic skills including translation. It spanned sixteen weeks: in the first eight weeks students read the whole novel by themselves out of usual class hours and in the second eight weeks they studied the novel intensively in classrooms through various learning activities designed following a text-driven approach.

Most students were reticent to engage at first, but the majority of them gradually found that reading an original long novel and emerging themselves in the authentic language actually facilitated both the intake and the output. Students' responses and teacher observations show that, compared to the usual short texts in the Comprehensive English Course, the long novel is more linguistically challenging, but more affectively engaging and holistically rewarding. More importantly, this study shows the possibility of i+n instead of i+1.

2. Hyeonju Park and Songhee Park (International Graduate School of English, Seoul)

How to Use the Published Book: Teaching Implications for the SNS English Posting Style Book

See Parallel Presentation 2 on Sunday from 15.45-16.20.

3. Asma Aftab (University of Birmingham)

Breaking through the Walls: Showcasing the Real World in the ESL Classroom

Literature (such as Ihtiari, Sundari, and Andayani, 2013) has emphasized and demonstrated the importance of using authentic materials for language teaching since these texts can expose students to real language and thus can facilitate language acquisition. However, generally the typical ESL textbooks (especially those being prescribed in Pakistan) either continue to expose learners to non-authentic materials or use texts/activities which are authentic yet unimaginative and at the same time catering to limited genres and topics. This poster focuses on a comparative analysis of the language of the conventional teaching texts and that of materials from the real world. On one hand, samples of English textbook materials (being prescribed in the middle level grades in Pakistan) are presented and on the other hand, texts such as brochures (downloaded from the internet) and transcripts taken from documentaries and stage musicals are provided. In addition, the nature of the language being used in these presented materials is highlighted. The poster reflects and illustrates the value of innovative and varied material types from around the world which can be used to make English language learning a meaningful and engaging experience and consequently empower the

learners to communicate in the target language outside their classrooms.

4. Tony Waterman (Directorate of Education and Military Culture, Oman

Educationalists Evaluating the Materials They Produce

See Parallel Presentation 1 on Sunday June 19th at 14.35-15.00

We hope you enjoy the conference and the city of Liverpool.

See you again next year!