

Sat. 26-11-2010
16.00 to 16.30: Coffee Break

20	16.30 to 17.00	<p>Plenary talk:</p> <p>Judith Hanks (Senior Teaching Fellow at The Language Centre, University of Leeds): "Actioning understanding in the language classroom"</p>	<p>Exploratory Practice (EP) is a form of practitioner research which includes learners as well as teachers as 'key developing practitioners' (Allwright & Hanks, 2009). With its focus on the principles of 'quality of life', inclusivity, relevance to participants and sustainability, EP offers a wealth of creative opportunities for language learners and teachers to develop their understandings of classroom language learning life. But how easy or difficult is it to implement EP in practice? This work in progress uses a case study approach to illustrate how practitioners worked together to set their own research agendas, and investigate their puzzles, while also developing their language, and research, skills. In particular, I focus on my own context of teaching English for Academic Purposes (EAP) at a British university and tell the story of two case studies where EP was implemented in very intensive and goal-oriented programmes of study. I examine some of the challenges facing practitioners wishing to incorporate EP into their classroom practices, and conclude that while there are always dilemmas to consider, EP offers great potential for learners and teachers to action their own understandings.</p> <p>Reference: Allwright, D. & Hanks, J. (2009) <i>The Developing Language Learner: An introduction to Exploratory Practice</i>. Basingstoke. PalgraveMacMillan.</p>	Vanessa Boutefeu
21	17.00 to 18.30	<p>Interactive workshop:</p> <p>Dick Allwright (Lancaster) with Inês K. Miller (Pontifícia Universidade Católica do Rio de Janeiro, Brasil): "Treating Learners as Practitioners of Learning, via Exploratory Practice"</p>	<p>In my plenary talk I will set out my argument for treating learners as practitioners of learning, alongside teachers as practitioners of teaching (and of learning), and therefore for involving them fully in practitioner research.</p> <p>In this workshop we will explore current views of the learner in practitioner research, and then consider what this alternative view can mean in everyday classroom practice, taking examples from the work of the Exploratory Practice Group, Rio de Janeiro, and in particular from the annual Rio Exploratory Practice Event, where learners and teachers (mostly school-age learners) present posters about their work to understand their classroom lives.</p>	



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Fri. 25-11-2010

09:45 to 10.00: Opening Ceremonies

1	10:00 to 11.00	<p><i>Plenary talk:</i></p> <p>Dick Allwright (Lancaster) :</p> <p>"Making Practitioner Research fully inclusive through Exploratory Practice"</p>	<p>Practitioner research is research for practitioners by practitioners. But when we think of the practitioners we tend to think only of the professionals – the doctors, the architects, or the teachers, for example. That makes sense with doctors and architects, because they are dealing with ‘clients’, people who are usually not practitioners (at least not in the same field), and who do not wish to have to study medicine or architecture to get the best out of the professionals they employ. But teachers are different.</p> <p>Language teachers, for example, have learners to deal with, people who have an interest in learning both about language, and about learning itself. They may well not want to become language professionals, but we nevertheless hope they become good language practitioners, and we also hope they will become good practitioners of learning, so that their learning can continue long after they have had all the teaching schools can offer.</p> <p>So, in language teaching and learning we have two groups of practitioners: practitioners of teaching and practitioners of learning. It therefore makes sense, in our field at least, to try to involve both groups of practitioners in practitioner research, because both groups could be expected to have an interest in understanding both their own practices and those of the other group.</p> <p>Currently, however, most practitioner research treats only the teacher as practitioner, leaving the learner-practitioner out of the picture, except perhaps as the object of the research.</p> <p>My talk will explore the implications of this situation and show how Exploratory Practice, in a fully inclusive form, can help both teachers and learners understand their and each other’s learning and teaching lives, and, in the process, develop productive trust relationships.</p>	Carlos Ceia
	11.00 to 11.30	<p>Assia Slimani-Rolls (Head of Learning Teaching and Pedagogic Research Faculty of Business and Management Regent’s College):</p> <p>"Taking action to understand"</p>	<p>‘Exploratory Practice’ is a form of practitioner research. Using its principles as a research background, this work in progress describes an innovative approach to a continuing professional development programme (CPC) which guides a group of experienced university teachers towards developing a better understanding of their classroom practices in order to improve their quality of life and that of their students in the classroom. The teachers teach law and business management to first year university students whose English is, for the vast majority the second, third or even fourth language of study.</p> <p>Exploratory Practice (EP) proposes that understanding develops through the elucidation of puzzling situations that teachers have about their teaching and their classroom environment. The CPD programme leads the teachers to</p> <ul style="list-style-type: none"> • identify ‘puzzles’ in their classroom situation; • bring a reflective dimension to their teaching through the micro analysis of critical classroom episodes; • develop their research skills, in particular, analysis and interpretative skills to elucidate those ‘puzzles’ and • achieve a better understanding of their classroom practices through the insights gathered during these reflections and analyses. <p>The teachers’ elucidation of puzzle ‘Why students don’t engage with my teaching’ emphasised that bottom up teacher development is crucial to their professional development. It has also indicated how complex is the cultural shift that is involved in getting teachers from ‘just’ teaching to data-based reflection on their practice.</p>	

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15	12.00 to 12.30	<p>Maria Filomena Anastácio Martins (Escola Secundária de Gago Coutinho):</p> <p>"Guidelines to the development of interactive oral skills"</p>	<p>This session aims at providing guidelines on how to lead students to achieve effective interactive oral skills. The intention is to present some practices and instruments to help develop these activities and some examples of formative assessment. Problems encountered such as group work dynamics, mixed ability and large classes will be focused on as well.</p>	Dave Rowlands
16	12.30 to 13.00	<p>Maria Margarida Morgado (Escola Superior de Castelo Branco):</p> <p>"Representing Disability in the English Classroom"</p>	<p>A basic claim of all intercultural education is that classrooms should welcome diversity and address equity issues in terms of gender, class, ethnicity and/or disability. This paper addresses the topic of disability in children's books and claims that it is important to include children's books about disability in the EL classroom; it also claims that introducing these materials requires guided reading that will guarantee that disability is portrayed in the appropriate way and promote change of perceptions in the pupils. Thus, the paper will present some titles (mainly picture books) that might be included in the English classroom as positive representations of disability and offers insights on how they might be used in the classroom to change perceptions of pupils.</p>	

Sat. 26-11-2010

13.00 to 14.30: Lunch

17	14.30 to 15.00	<p>Maria del Carmen Arau Ribeiro (Escola Superior de Educação da Guarda):</p> <p>"Public speaking for intercultural education and metalinguistic development in ESP"</p>	<p>As higher education in Portugal becomes more active in the ERASMUS program, an increasing number of foreign students have enrolled in previously homogeneous L1 classes in English for Specific Purposes, altering the dynamics of the classroom significantly. This talk focuses on the results of a four-year study on the effect of these new enrollment characteristics on metalinguistic development and interculturality. The fact that these students are studying elective English for Specific Purposes (ESP) in the areas of Marketing, Management, and Accounting will also be considered for its learner-centered stance in terms of adequacy of materials and developing language competence.</p>	David Hardisty
18	15.00 to 15.30	<p>Isabella Paoletti (Centro de Linguística da Universidade Nova de Lisboa):</p> <p>"Order and disorder in classroom: A conversation analytic approach"</p>	<p>This paper discusses some aspects of classroom interaction as described in the ethnomethodological literature in particular, and it does so through the analysis of an excerpt from conversational interaction in a classroom. The interactional model described in the relevant literature is an asymmetric system of conversational rights in which the teacher controls every aspect of the conversation: Turn-taking, topic choice and duration, definition of what has been said for all practical purposes. The study argues that teacher constantly endeavours to strike a difficult balance between two contrasting tasks: Maintaining control over the class and monitoring the ordered unfolding of activities on one hand, and soliciting students’ participation on the other.</p>	
19	15.30 to 16.00	<p>Andrew Packett (Faculdade de Letras de Coimbra):</p> <p>"Reconceptualising grammar in teacher education"</p>	<p>This session looks at students’ conceptions of grammar as revealed in informal surveys carried out with first-year Linguas Modernas students at the University of Coimbra. These surveys reveal evidence of how students enter higher education with markedly negative attitudes towards a subject which they nonetheless recognize as being of central importance within their chosen area of study. I will argue that these affective reactions result not only from methodological options in the teaching of grammar, but also from underlying theoretical orientations which frame grammar in predominantly sentence-level, rule-based, and monolithic terms. Such conceptions need to be challenged within teacher education, and I will go on to show how the first-year survey data can be returned to in post-graduate teacher training courses as an initial awareness-raising activity designed to reconceptualise grammar within a more functional perspective, in which grammar is seen more as a resource for making meaning.</p>	

Sat. 26-11-2010

12	09:30 to 10:30	<p><i>Plenary talk:</i></p> <p>Karen Risager (Professor in Cultural Encounters, Roskilde Universitet (Denmark):</p> <p>"Intercultural Education – a Transnational Perspective"</p>	<p>Since the 1990s it has become more and more clear that the traditional national paradigm of intercultural education in language teaching and learning is out of sync with the complexity of the modern world. The language teacher of today has to take account of the shifting landscapes of languages and cultures and try to enact an alternative to the national paradigm that presupposes an identity of national language, national culture, national history and national territory. The lecture will present the basic ingredients of a transnational perspective on intercultural education in which the constraints of the national orientation are transgressed:</p> <p>A rethinking of our view of language. Language should be seen in a transnational perspective as linguistic flows moving in social networks all over the world. In this perspective quite a large number of the languages of the world are world languages because of their widespread use in all corners of the earth.</p> <p>A rethinking of our view of the relationship between language and culture. Linguistic flows cut across cultural contexts, in this sense the use of a language is disconnected from one cultural context and reconnected to another. But a language is never culturally neutral: it carries linguaculture, i.e. culture in language. This is the personal meanings and connotations we all develop during our lives. Linguaculture thus constitutes the link between language and subjectivity. We move around in the world carrying and developing the linguacultures related to the languages we have learned. Discourse is another kind of culture in language. But whereas linguaculture is related to a specific language, discourse (in the macro sense as in critical discourse analysis) may move from one language to another by way of translations and the like. For example discourses on democracy, terrorism, technology, grammar, moving across languages.</p> <p>On the basis of such a rethinking one can draw the outline of a new emerging identity of intercultural education.</p>	Ana Matos
13	10:30 to 11:00	<p>Sheila Brannigan (British Council):</p> <p>"Meeting learner needs: integrating a lexical approach into syllabus and course content for elementary YLs aged 10-13"</p>	<p>This paper discusses classroom and syllabus research being carried out with Younger Learners of English as a Foreign Language aged 10-13 in Portugal. The paper proposes that an integrated lexical approach to syllabus writing and lesson content can meet these learners' needs in terms of interest, motivation, challenge and exposure to sufficient, authentic input. The paper describes a project that was started in the academic year 2009-10, setting out to integrate a lexical syllabus into EFL courses for elementary level learners of this age group. The use of authentic resources which attempt to meet the challenge of matching language level to interests of the age group will be evaluated. A further area of research this paper reflects on is the extraction of language from authentic texts and the integration of this language into syllabus writing and lesson content.</p>	

Sat. 25-11-2010

11.00 to 11.30: Coffee Break

14	11:30 to 12:00	<p>Sofia Isabel Pereira Araújo (Universidade de Aveiro):</p> <p>"Intercultural Competence for Citizenship in English Language"</p>	<p>Due to globalisation and increased competition, mass human migration and technological advances, intercultural communication on an individual and organisational level has expanded. Successful intercultural communication is due to adequate intercultural competence. Intercultural competence has been recognized since the 1960s with advocates calling for adaptation, assimilation and accommodation. Language education, particularly English (ELT) is one of the areas where these shifts need to take place and the call for more interculturally oriented contents is pressing. Moreover, the Council of Europe recommends plurilingualism as an important tool for educating for democratic citizenship in a multilingual Europe. In this paper, I will argue that the English language, with its pluricentric and intercultural nature and its predominance as the most taught language in schools, has an important and special role to play in these processes. On the basis of an analysis of the two most sold course books for the teaching of English in Portugal in 2008/2009, I will discuss what content might best support a necessary shift in emphasis in the formal teaching of English towards engagement with world issues and an education for a more active and empowered participation in society.</p>	Dave Rowlands
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Fri. 25-11-2010

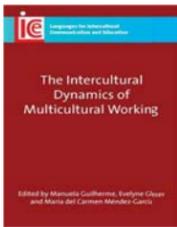
11.30 to 12.00: Coffee Break

3	12.00 to 12.30	<p>Carolyn Leslie (British Council, PhD student at FCSH/UNL):</p> <p>"Action Research in the Language classroom: Motivating Teenager Learners"</p>	<p>As all language teachers know, motivation is one of the key factors in success in language learning, with motivated students being enthusiastic, committed learners, and unmotivated students being insufficiently involved to develop their language skills. But what techniques can be used to motivate learners in the classroom? This presentation describes an action research project, that is, research carried out in the classroom by the teacher in response to a perceived need for change or improvement, in this case, the need to encourage teenage learners to become more responsible for their learning and more motivated to participate and use English in class. Some current theories of motivation in language learning will be examined and these will be related to the strategies implemented in the classroom. Lastly, the results of this research will be discussed.</p>	
4	12.30 to 13.00	<p>Maria Ellison (Universidade do Porto, PhD Student at FLUP/UP):</p> <p>"Scaffolding in the primary CLIL classroom: Teacher strategies for making input comprehensible"</p>	<p>The European Profile for Language Teacher Education (Kelly et al, 2004) recommends that there should be provision for training in CLIL pedagogy in pre-service language teacher courses. For this to happen, there is a need for more research into what teachers do in their CLIL classrooms to support learning that will be useful to those involved in pre-service training. This paper describes the process of designing and implementing an observation tool for evidence of scaffolding of language and content in CLIL lessons in primary schools. The tool contains criteria for planning, materials and delivery of lessons. It was used to analyse the initial CLIL lessons of two student-teachers of English as a foreign language who experimented with CLIL pedagogy during their practicum. The observation tool was piloted using the student-teachers' lesson plans and transcripts of films of their lessons. It also allowed for an accumulating list of teacher strategies for making input comprehensible in primary CLIL classrooms to be initiated. This will hopefully lead the way towards the development of a taxonomy of teacher strategies which will be useful in the education of future primary CLIL teachers.</p>	Dave Rowlands
5	13.00 to 13.30	<p>Lili Cavaleiro (Faculdade de Letras de Lisboa):</p> <p>"English as a Lingua Franca: Reconsidering the objective in ELT"</p>	<p>English and globalization have gone hand in hand during the last two centuries. English has influenced globalization, and globalization has contributed to changes in the language. Moreover, not only has English changed, but also the discourse concerning it has shifted to capture a new reality. In the European context, the use of English reflects an emerging multi-linguistic community, where languages continue to have their own place, each one used both as mother tongue and as a foreign language, and English is used in addition to them, emerging as the language of communication at an international level, the language which crosses linguistic barriers. As a result of this unique situation, teaching objectives in Europe may consider English as a Lingua Franca approach where English as a language for supranational communication is emphasized, with stress on intelligibility and communicative competences. Despite ongoing discussions on ELF, the adoption of communicative strategies should not be judged as a simplistic approach to the language. Speakers should be perceived rather as part of a privileged group, who have access to a wide range of languages and cultures, and whose aim is to negotiate meaning, simultaneously retaining their own identity and attitude.</p>	

Fri. 25-11-2010
13.30 to 14.45: Lunch

6	14.45 to 15.15	<p>Miroslaw Pawlak (Professor of English at Adam Mickiewicz University, Kalisz, Poland):</p> <p>"Exploring advanced learners beliefs about teaching and learning English grammar: Insights from interview data"</p>	<p>Although there is consensus among most theorists and researchers that grammar should be taught in the foreign language classroom, the scope, nature, timing, intensity and duration of such instruction remain controversial (cf. Ellis 2006; Nassaji and Fotos 2007; Larsen-Freeman 2010). This situation is due to the existence of different theoretical positions, the provision on this basis of sometimes quite disparate pedagogical proposals as well as quite often conflicting research findings. What theorists and researchers tend to neglect, though, are learners beliefs about the place of grammar in foreign language education and the best ways in which it should be taught and learnt. This situation is very unfortunate since students perceptions, views and expectations, often reflective of the realities of a specific educational context, are sometimes the key factor determining the effectiveness of specific pedagogic options. The paper aims to fill the existing gap by reporting the findings of a qualitative study which investigated the beliefs about grammar teaching and learning held by 40 English Department students who participated in a semi-structured interview. The results serve as a basis for providing a set of tentative recommendations for teaching English grammar at advanced levels.</p>	
7	15.15 to 15.45	<p>Sofia Funenga (Queen Elizabeth School, Lisbon; MA student at FCSH/UNL):</p> <p>"Exploring Corpora with Young Learners"</p>	<p>Corpora are principled collections of naturally occurring texts used for linguistic research. This paper explores the potential of using a general language corpus like the British National Corpus (BNC)* to prepare language learning materials for primary school ELT learners. Although corpus selection and processing is probably too complex for young learners, it is nevertheless possible to design and create paper-based and interactive Computer-Assisted Language Learning (CALL) corpus-based materials specifically geared to this audience. Taking the theme "Dinosaurs" as a starting point, simple and appealing age students, I will demonstrate how it is possible to explore the BNC and other corpus tools so as to generate a set of motivating activities based on authentic language that will engage young learners in a process of discovery learning aimed at enhancing their interest and motivation.</p> <p>*Available at <http://corpus.byu.edu/bnc/x.asp></p>	David Hardisty
8	15.45 to 16.15	<p>Ana Frankenberg-Garcia (ISLA & FCSH/UNL):</p> <p>"The use of dictionaries by learners of English: looking up beyond L1-L2 equivalents"</p>	<p>Despite the remarkable advances that have taken place in English language pedagogical lexicography over the past decades, many features of monolingual English learners' dictionaries – such as information on grammar, collocations, frequency, usage and style - remain underexploited (Carduner 2003, Rundell 1999, Schofield 2002, Summers 1988). Research on dictionary use shows that L2 learners generally prefer bilingual over monolingual look-ups, resorting mainly to L1-L2 dictionaries to find out how to say words in L2, and to L2-L1 dictionaries to find out what L2 words mean (Atkins and Varantola 1997, Varantola 1998, Frankenberg-Garcia 2005 and Welker 2006). But what would happen if learners were required to look up other types of linguistic information, beyond L1-L2 translations? This exploratory study examines what resources a group of 211 non-native speakers of English would choose to use when confronted with the demand to look up spelling, grammar, collocations and connotations. The results suggest that reference preferences can change dramatically under these circumstances (the bilingual dictionary no longer being a favourite), and that learners would not know where to look up much of the information they need.</p>	

Fri. 25-11-2010
16.15 to 16.45: Coffee Break

9	16.45 to 17.15	<p>Nicholas Hurst (Universidade do Porto, PhD Student at FLUP/UP):</p> <p>"Testing the truth: code and content in reading texts in Portuguese ELT coursebooks"</p>	<p>One of the most crucial elements of the ELT bookscape is the omnipresent reading text. Unit upon unit is opened with a reading text which may serve several purposes (simultaneously?): to introduce the unit theme, to provide a context for vocabulary development or grammar work or a resource for comprehension or interpretation questions, for example. This paper will seek to describe and analyse the importance of the choice of text and the implicit and explicit meanings that choice and those texts represent. The aim is to explore the interface between the code employed and content chosen and in what kinds of ways representations of the target culture are constructed. The main focus in this process is the "Extreme" series of three coursebooks published by Porto Editora between 2004 and 2006 for the 7th, 8th and 9th years of the local school system. This paper is presented in the context of ongoing doctoral research into the development through time of ELT coursebooks produced in Portugal since 1974.</p>	
10	17.15 to 17.45	<p>Sandie Mourão (PhD Student at Universidade de Aveiro):</p> <p>"Language development and picture books"</p>	<p>In pre-school English classes storytelling with picture books is common practice, however it is unusual to request that children retell the stories. As part of my research project small groups of pre-school children were asked to retell a known picture book story, with a view to determining how much language they had acquired from listening to the story several times in class. I shall briefly describe the categories used to analyse the children's retelling attempts, showing how they used English and Portuguese to make meaning, as well as how the image and / or words supported their retelling. I shall discuss how children's emergent reading strategies influenced their responses and conclude with my thoughts on developing the whole child through language.</p>	Ana Matos
11	17.45 to 18.45	<p><i>Plenary talk:</i> Patrick Hanks (Institute of Formal and Applied Linguistics, Charles University in Prague):</p> <p>"Corpus Pattern Analysis: new light on words and meanings"</p>	<p>This presentation describes a long-term research project, Corpus Pattern Analysis (CPA), whose goals include: a) shedding light on how people use words to make meanings; b) providing evidence to support a new theory of linguistic behaviour, called the Theory of Norms and Exploitations – TNE; and c) creating a resource that can be useful for tasks such as understanding the relationship between what is said and what is meant, or improving a learner's (or a computer's) command of idiomatic phraseology. Traditionally, the analysis of meaning was thought to proceed word by word, like a child building a toy house with Lego bricks. TNE proposes instead that words do not have meaning – they only have 'meaning potential'. Instead, in TNE, meanings are associated with patterns – prototypical phraseological patterns of word use. Words are highly ambiguous, but most patterns are unambiguous. Consider the word blow. It has many, many possible senses. Even the phrasal verb blow up is very ambiguous. But add a little bit of context – blow up a bridge vs. blow up a balloon, for example—and the ambiguity disappears. Contexts can be sorted into patterns, using the evidence of very large corpora. But there are several difficulties in such an approach. In this talk, I describe how meaningful patterns of word use are identified, using prototype theory, valencies, and collocational analysis.</p>	
	18.45	Auditório 2	Assembleia Geral da RECLES / RECLES annual meeting (for members only)	
	AUD. 1 18.45		<p>New book launch: <i>The Intercultural Dynamics of Multicultural Working</i>, edited by Manuela Guilherme, Evelyne Glaser, and Maria Del Carme Mendez-Garciae</p> <p>Presented by Professor Karen Risager http://www.multilingual-matters.com</p>	Karen Risager