

Language Learning and Teaching Conference: Developing Speaking Skills

15 September 2017, University of Leeds

Teaching Room 1: Introduction by Professor Matthew Treherne and the conference organisers			
Plenary Lecture: Learning-oriented feedback for the development and assessment of interactional competence by Dr. Fumiyo Nakatsuhara, Reader in Language Assessment, at CRELLA (Centre for Research in English Language Learning and Assessment) at The University of Bedfordshire			
THEME: PRONUNCIATION Teaching Room 1 Chair: Alex Ding	THEME: COGNITIVISM ON SPEAKING SKILLS Teaching Room 3 Chair: Christopher Lacey	THEME: PRAGMATICS AND INTERACTION Teaching Room 4 Chair: Hanem El-Farahaty	THEME: PRONUNCIATION Teaching Room 5 Chair: Bettina Hermoso-Gómez
<p>10.45-11.15 Early career ESOL teachers' practical knowledge of teaching speaking skills.</p> <p><i>Dr Simon Webster</i> <i>University of Leeds</i></p>	<p>10.45-11.15 Oracy in higher education: Implicit and explicit demands on students in curriculum, pedagogy and assessment.</p> <p><i>Dr Marion Heron</i> <i>University of Surrey</i></p>	<p>10.45-11.15 The development of pragmatic competence through comic books in Portuguese as a foreign language. <i>Salomé Girard, Ângela Carvalho, Isabel Duarte</i> <i>Universidade do Porto, Portugal</i></p>	<p>10.45-11.15 Self-guided teacher training for integrating pronunciation into ELT lessons.</p> <p><i>Laura Patsko</i> <i>Cambridge University Press</i></p>
<p>11.20-11.50 Rediscovering forgotten concepts that help us teach pronunciation skills in the language classroom.</p> <p><i>Diego Soto Hernando</i> <i>University of Exeter</i></p>	<p>11.20-11.50 Twitter and Storify: Experimenting with students' metacognitive skills to improve speaking accuracy in able linguists.</p> <p><i>Alessia Plutino</i> <i>University of Southampton</i></p>	<p>11.20-11.50 Language learners' pragmatic competence and strategies in communicating in an online intercultural encounter: The case of two pairs of Algerian and British speakers using English and French. <i>Amira Benabdelkader</i> <i>University of Southampton</i></p>	<p>11.20-11.50 Pronunciation of suprasegments: nucleus placement in utterances containing given information.</p> <p><i>Daniela Andrea Ubilla Bravo</i> <i>Universidad de Chile, Chile</i></p>
<p>11.55-12.25 Pronunciation teaching and learning in global communities.</p> <p><i>Cheryl Greenlay</i> <i>University of Leeds</i></p>	<p>11.55-12.25 Assessing speaking on campus and in school. Results from research conducted at the teacher training programme for secondary school at Stockholm University. <i>Birgitta Fröjdendahl</i> <i>Stockholm University Sweden</i></p>	<p>11.55-12.25 Developing spontaneity in L2 with theatre Improvisation activities.</p> <p><i>Inés Alonso-García</i> <i>Dr. Roser Martínez-Sánchez</i> <i>Helen Mayer</i> <i>London School of Economics</i></p>	<p>11.55-12.25 Students' motivation with practice implementation.</p> <p><i>Dr Paloma Úbeda Mansilla</i> <i>Universidad Politécnica de Madrid, Spain</i></p>

<p>THEME: ASSESSMENT Teaching Room 1</p> <p>Chair: Karima Gaci</p>	<p>THEME: MOTIVATION Teaching Room 3</p> <p>Chair: James Wilson</p>	<p>THEME: LEARNING OUTSIDE THE CLASSROOM Teaching Room 5 Chair: Christopher Lacey</p>
<p>13.15-13.45 Can video presentations do the assessment of oral skills justice?</p> <p><i>Sonja Altmüller, Mandy Poetzsch, Engracia Speight University of Sheffield</i></p>	<p>13.15-13.45 Incorporating interculturality and task-based learning to modules to increase meaningful opportunities for speaking at B2-C1 levels.</p> <p><i>Anna Johnston Durham University</i></p>	<p>13.15-13.45 Using Skype to enhance language, intercultural and employability skills.</p> <p><i>Sherrell Kelly and Dr Sandra Salin Newcastle University</i></p>
<p>13.50-14.20 Using a linguistic ethnographic framework to analyse speaking assessment.</p> <p><i>Georgina Lloyd St Andrews University</i></p>	<p>13.50-14.20 Heard and not (only) seen: Developing student oral participation.</p> <p><i>Gary Hernandez University of Leeds</i></p>	<p>13.50-14.20 Videos created by students: Rationale and assessment.</p> <p><i>Diana Conheaney and Maria Schedule Sheffield Hallam University</i></p>
<p>14.25-14.55 Developing a task-based speaking test for elementary school: Process and teaching implications.</p> <p><i>Dr Lambrini Loumbourdi Universität Giessen, Germany</i></p>	<p>14.25-14.55 Be your own language coach; self-mentoring to increase student reflection and motivation.</p> <p><i>Alison Hayes York St John University</i></p>	<p>14.25-14.55 <i>Ready, steady, speak! Learning French with the DRAMAFLE project.</i></p> <p><i>Emilie Poletto University of Bristol</i></p>

THEME: TECHNOLOGY TO ENHANCE LANGUAGE LEARNING Teaching Room 1	THEME: LEARNING OUTSIDE THE CLASSROOM Teaching Room 3	THEME: PRAGMATICS AND INTERACTION Teaching Room 4	THEME: PRONUNCIATION Teaching Room 5
<p style="text-align: center;">Chair: James Wilson</p> <p>15.15-15.45 Written online chat and the development of oral fluency and grammatical accuracy.</p> <p><i>Isabel Molina-Vidal</i> <i>University of Leeds</i></p>	<p style="text-align: center;">Chair: Alex Ding</p> <p>15.15-15.45 Peer-learning and the development of speaking skills in language cafes.</p> <p><i>Nuria Polo-Pérez</i> <i>Durham University</i></p>	<p style="text-align: center;">Chair: Karima Gaci</p> <p>15.15-15.45 Turn-taking in classroom talk: An analysis of turn-taking initiators used by learners of Spanish as a foreign language.</p> <p><i>Laura Acosta Ortega</i> <i>Universidad Pompeu Fabra, Spain</i></p>	<p style="text-align: center;">Chair: Chiara La-Sala</p> <p>15.15-15.45 The use of songs to teach pronunciation: Gilberto Gil's <i>Drão</i> and the nasal diphthong <i>ão</i> in Portuguese.</p> <p><i>Gabriela Ribeiro</i> <i>University of Glasgow</i> <i>Jose Peixoto Coelho de Souza</i> <i>University of Manchester</i></p>
<p>15.45-16.15 Squaring the circle: Developing accuracy and fluency through recorded speaking tasks.</p> <p><i>Thomas Jochum-Critchley</i> <i>University of York</i></p>	<p>15.45-16.15 Enhancing speaking skills through creative podcasts.</p> <p><i>Anne Markovic and Judith Eberharter</i> <i>University of Leeds</i></p>	<p>15.45-16.15 Analysing student presentations using Functional Pragmatic Discourse Analysis.</p> <p><i>Julia Feike</i> <i>University of Edinburgh</i></p>	<p>15.45-16.15 German melophonics (Melofonetik) - Conveying the art of sung German.</p> <p><i>Dr Daniela Fountain</i> <i>University of Hull</i></p>
<p>Teaching Room 1: Closing Plenary: Speaking anxiety, motivation and grit: reflections on informal, online language teaching and learning by Dr. Tita Beaven, Senior Lecturer in Spanish, Open University</p>			