

[Language Learning and Teaching Conference: Developing Speaking Skills](#)

15 September 2017, University of Leeds

**PARALLEL SESSIONS:** 20 mins presentations + 10 mins Questions

THEME: PRONUNCIATION	THEME: COGNITIVISM ON SPEAKING SKILLS	THEME: PRAGMATICS AND INTERACTION	THEME: PRONUNCIATION
<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.</p> <p><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.</p> <p><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.</p> <p><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>

THEME: PRAGMATICS AND INTERACTION	THEME: MOTIVATION	THEME: PRONUNCIATION	THEME: LEARNING OUTSIDE THE CLASSROOM
<p>13.15-13.45 Teaching conversational disjunctive discourse markers in Spanish as a second language.</p> <p><i>Dr María del Carmen Martínez Carrillo</i> Finnish National Board of Education, Finland</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</i> Durham University</p>	<p>13.15-13.45 The effects of pronunciation teaching on WTC in and outside the FL classroom.</p> <p><i>Dr Małgorzata Baran-Lucarz</i> University of Wrocław, Poland</p>	<p>13.15-13.45 Using Skype to enhance language, intercultural and employability skills.</p> <p><i>Sherrell Kelly and Dr Sandra Salin</i> Newcastle University</p>
<p>13.50-14.20 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> Universidad Pompeu Fabra, Spain</p>	<p>13.50-14.20 Heard and not (only) seen: Developing student oral participation.</p> <p><i>Gary Hernandez</i> University of Leeds</p>	<p>13.50-14.20 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> University of Glasgow <i>Jose Peixoto Coelho de Souza</i> University of Manchester</p>	<p>13.50-14.20 Videos created by students: Rationale and assessment.</p> <p><i>Diana Conheeney and Maria Schedule</i> Sheffield Hallam University</p>
<p>14.25-14.55 Analysing student presentations using Functional Pragmatic Discourse Analysis.</p> <p><i>Julia Feike</i> University of Edinburgh</p>	<p>14.25-14.55 Be your own language coach; self-mentoring to increase student reflection and motivation.</p> <p><i>Alison Hayes</i> York St John University</p>	<p>14.25-14.55 German melophonics (Melofonetik) - Conveying the art of sung German.</p> <p><i>Dr Daniela Fountain</i> University of Hull</p>	<p>14.25-14.55 <i>Ready, steady, speak! Learning French with the DRAMAFLE project.</i></p> <p><i>Emilie Poletto</i> University of Bristol</p>

<p><b>THEME: TECHNOLOGY TO ENHANCE LANGUAGE LEARNING</b> 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><b>THEME: LEARNING OUTSIDE THE CLASSROOM</b> 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><b>THEME: ASSESSMENT</b> 15.15-15.45 Using a linguistic ethnographic framework to analyse speaking assessment.</p> <p><i>Georgina Lloyd</i> <i>St Andrews University</i></p>	<p><b>THEME: TASK BASED TEACHING AND LEARNING</b> 15.15-15.45 Developing a task-based speaking test for elementary school: Process and teaching implications.</p> <p><i>Dr Lambrini Loumbourdi</i> <i>Universität Giessen, Germany</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 Can video presentations do the assessment of oral skills justice?</p> <p><i>Sonja Altmüller, Mandy Poetzsch, Engracia Speight</i> <i>University of Sheffield</i></p>	<p>15.45-16.15 Devising learning tasks for intercultural communicative language teaching: The case of first year CCL at the department of English at Batna-2 University.</p> <p><i>Manel Mizab and Amel Bahlooul</i> <i>Batna-2 University, Algeria</i></p>

Updated 18/08/2017