**Overview of talks – BALEAP PIM at INTO Newcastle University, 9th June 2018**

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| **Speaker** | **Title** |
| Jing (Alice) SHAN | Chinese postgraduate students' needs for oral participation in English in the UK |
| Dr Blair Matthews | Assessing Seminar Responses through Recorded Audio |
| Chris Heady | Small group consensus discussion tasks; Conversation Analysis driven criteria. |
| Chris Smith | Designing criteria to assess EAP speaking tasks (*workshop*) |
| Deak Kirkham | Dyadic writing as conversational simulation: using pair-based writing as preparatory work for interactional speaking activities |
| Elizabeth Allen, Christine Lee | Talking about texts: Using Reading and Listening Circles to provide students with a meaningful purpose to engage with texts in seminars and presentations. |
| Dr Edmund Jones, Annabelle Pinnington (Cambridge English) | A validity study of a prototype automated English speaking test |
| Gary Riley-Jones | ‘I want to know what’s going on in their heads’: The Role of Speaking in Critical Thinking in Art Education and its Relevance to EAP. A Work in Progress |
| Gemma Archer | Bringing pronunciation back to the pre-sessional programme: reflections and strategies from a 5-week study |
| Georgina Lloyd | Investigating a (student) doctor and (simulated) patient role-play assessment using a linguistic ethnographic framework |
| Helen Grinsell, Clare Albans | ‘Making it real’: innovation in Year 1 EAP Speaking Assessment |
| Helen Oakes | Preparing pre-medical/dental/veterinary students for their faculty interviews: a reflective approach (*workshop*) |
| Dr phil Iris Schaller-Schwaner | Oral seminar skills: Speaking tasks for academic self-positioning in ELF university contexts |
| Dr Julie Hartill | ‘English as a tool not just an objective': developing interaction and autonomy on a pre-sessional course |
| Katherine High | Improving discipline-specific speaking skills for international foundation students |
| Dr Katrien Deroey | Designing personalized, interactive materials for presentation skills |
| Liz Chiu | Pre-sessional assessment of spoken English for STEM postgraduates |
| Rebecca Welland | Fostering critical and meaningful responses in student seminar discussions |
| Sandra Strigel | Speaking in the subject classroom: CLIL reflective practice for pathway content teachers |
| Stephen Hughes | Faculty perspectives on international students’ speaking skills: challenges; possible causes of challenges and how pre-sessional courses could help. |
| Sharon Smith | Time-relevant support for PhD students in STEM: developing interactional competence within a range of academic scenarios along the PhD journey |
| Dr Marion Heron | ‘Communicating in a business-like way’: developing oracy skills in higher education |
| Gary Hernandez | Heard and not (only) seen: developing student oral participation |