**Craig Dicker (United States)**

**Bio:** Craig Dicker is the Regional English Language Officer (RELO) for Central and South-eastern Europe based in Budapest. He has a doctorate in language education from Columbia University in New York. Prior to arriving in Budapest, Dr. Dicker served as the Public Affairs Officer in Azerbaijan and the RELO in South Africa and Indonesia. He has also lived and worked in Yugoslavia (as a Fulbright Scholar) and Portugal (as an English teacher). Dr. Dicker speaks Azerbaijani-Turkish, Serbo-Croatian, Indonesian and French. His areas of expertise include qualitative studies of classroom settings, content-based language instruction, models of teacher education, reading instruction and oral testing.

**Title:** The Non-Linguistic Dimensions of Multicultural Education

**Abstract:** Classrooms are complex places, especially when populated by students from different cultural/ethnic backgrounds. The potential for cultural clashes in such classrooms is great. In many cases, learners from minority cultural backgrounds suffer in educational settings dominated by the "majority" or "national" culture. This presentation will focus on some of the non-linguistic aspects of cultures and highlight how students from minority cultures work at a disadvantage in educational settings due to the cultural norms they bring from their homes. With respect to concepts of time and space, attitudes toward authority and work, uses of touching and gesturing and the dynamics of group work activities, the "Euro-American" culture that dominates most classrooms in North America will be contrasted with the norms found in many Native American communities. These relatively broad, non-linguistic cultural attributes will then be re-considered in light of norms found in different cultural communities in North and Central Europe.
John Hedgcock (United States)

Bio: John Hedgcock is Professor of Applied Linguistics at the Monterey Institute of International Studies in Monterey, California, USA, where he teaches in the MATESOL/MATFL Program. His current research interests include second language reading and writing, the sociolinguistic dimensions of second language learning, and teacher preparation. Professor Hedgcock is co-author of Teaching ESL Composition: Purpose, Process, and Practice (2/e). His recent publications have appeared in the Journal of Language, Identity, and Education, the Modern Language Journal, and Applied Language Learning.

Title: Teacher Education and Teaching Practices: Revisiting the Knowledge Base

Abstract: Although reflective models of teaching and learning have gained prominence in ESOL teacher preparation, questions remain about effective and appropriate methods of promoting the linguistic, metalinguistic, pedagogical, and domain knowledge of language teachers. Mismatches between professional development and traditional academic preparation may complicate novice teachers' access to the knowledge base of their discipline and to wider communities of professional practice. This presentation will feature data samples from an ongoing study of ESOL teacher beliefs, practices, perceptions, and needs as reported during pre-service, in-training, and in-service phases of instructional activity. Findings suggest that, in an increasingly globalized, multidisciplinary environment, effective ESOL teacher preparation must facilitate candidates' access to shared and emergent knowledge, communities of practice, and pedagogical processes - all of which constitute exciting resources for learning and teaching. Given factors known to impede access to the field's knowledge base, the presenter will explore the proposition that teacher education should be grounded in a theory of practice. While supporting reflective orientations in professional preparation, the presenter will outline a problem-posing framework wherein socioeducational practices are carefully examined, challenged, and perhaps even renovated.
George Pickering  (United Kingdom)

Bio:
George is an educational coach, trainer and consultant. As a senior teaching fellow at the University of Sheffield he works on their Distance Learning Masters in Education in England, Singapore and Dubai. He has delivered talks and workshops in over 25 different countries for the British Council and other organisations. George is a tutor on the English UK Diploma in Management and is an inspector of language schools for the British Council in the UK (EIBAS). He is the director of the Professional Development Centre of International House London. He was the treasurer of IATEFL (International Association of Teachers of English as a Foreign Language) for six years and is the co-ordinator of the ELT Management Special Interest Group (SIG).

George trained as a state school teacher in the UK, has an MA in Applied Linguistics and is a Master Practitioner and certified trainer in NLP.

George lives with his pet camel and monkey in Ramsgate, England, and can be contacted at: georgeuk32@aol.com

Title: Teacher Development: mission impossible or voyage of discovery?

Abstract: “Teacher development is a term used in the literature to describe a process of continual intellectual, experiential and attitudinal growth of teachers”.
Dale Lange, 1990

How can teachers develop themselves at the same time as they attend to the 1,001 other things they have to do? A lot of teacher training is designed to help teachers use methodology and technology effectively. It can be argued that teacher + methodology + resources = effective teaching. This seminar focuses on the importance of the personal qualities and characteristics of the teacher and presents them through the use of the ASSERTIVE model. The session will include practical, developmental activities that can be used after the conference.
Debra Lee (United States)

Bio: Debra Lee is a Senior English Language Fellow at the CEELI Institute in Prague, Czech Republic. She is co-founder and President of Language4Law, Inc., a non-profit corporation whose goal is to provide state-of-the-art multimedia legal English instruction for public universities in Central and Southeast Europe. She has presented at numerous international conferences, including plenary sessions at Moscow State University and Moscow State Linguistic University. She has taught ESP and general English in Finland, Germany, China, and the United States. In addition, she has conducted ESP teacher training workshops and led curriculum development projects in Eritrea, southern Africa, China, Russia, and the U.S. She is co-author of American Legal English: Using Language in Legal Contexts [University of Michigan Press 1999] and First Year English for the Mechanical Trades-Pilot Edition [UNRWA 2002]. She is also Past Chair of the English for Specific Purposes Interest Section (ESP-IS) of TESOL.

Title: Content-Focused Materials Adaptation for the Classroom

Abstract: The use of the Internet for classroom instruction has greatly enhanced both teachers’ and students’ abilities to access content materials from around the world. That access opens the classroom to the use of multicultural, content-focused materials. The question is how do we, as teachers, provide focus for the content materials in a way that improves student language learning and enhances their understanding of multiculturalism. This presentation spotlights methods teachers can use to adapt content-based materials for classroom use. Computer-assisted language learning and traditional print materials will be used to demonstrate the process of materials adaptation.
Title: Language Educator Awareness: Teaching and learning in a multicultural classroom

Abstract: The presentation focuses on the concept and aspects of multicultural education that is a crucial issue of the globalising world. The participants will have an opportunity to experience and discuss different techniques and activities that promote cultural awareness. The presentation introduces the outcomes of ECML LEA project of 2004-2006.