

# ENGLISHUK Academic Conference 2013

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*Saturday 5th October*

To be held at Leeds Language College

Supported by



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

## Programme

Time			
1030~1125	Registration and Coffee/Tea		
1125	A short Presentation by Cambridge English Language Assessment		
1130			
1135	<b>1. Expansive Reading: the text and beyond</b> Robert Hill 	<b>2. How 35,000 Teachers Find Time for Professional Development</b> Virgil Ierubino 	<b>3. Mobilising your students' learning</b> Shaun Wilden 
1225			
1230	<b>4. Accreditation</b> Hilary Managh 	<b>5. Feedback on Classroom Speaking Tasks - What are the Options?</b> Annie McDonald	<b>6. Developing critical thinking activities</b> Paul Dummett 
1320	Lunch		
1405	<b>7. Ban, Tolerate or Welcome? - Mobile phones in the language classroom</b> Clare Voke and Stephanie McIntosh 	<b>8. Off the page and into life – taking vocabulary beyond the coursebook</b> Bess Bradfield 	<b>9. Switching on the lightbulb: getting students to come up with ideas</b> Lindsay Warwick 
1455			
1500	<b>10. Shaking Up Grammar</b> Leslie Anne Hendra 	<b>11. ELT Coursebooks: What they do, what they don't do and can we do without them?</b> Peter Moor 	<b>12. Going the Extra Mile</b> Fiona Scott Barrett 
1550	Tea		
1610	<b>A map of ELT</b> Mark Hancock		
1700	Close		

## Cost

Number of delegates	Cost per delegate (non-member)	Cost per delegate for EnglishUK North members
1	£60	£50
2	£55	£45
3	£50	£40
4	£50	£35
5 or more	£50	£30

## 1. Expansive Reading: the text and beyond Robert Hill

Graded reading has the potential to add a dynamic element to a student's learning experience. The debate about reading materials has traditionally focused on extensive versus intensive – should students be encouraged to read for pleasure at their own pace, or should it be incorporated into classroom work with comprehension and language practice tasks?

This talk claims this stark choice of reading styles is restrictive, and argues that teachers should employ an 'expansive approach', which takes the learner beyond the text and includes activities that develop a command of structures and lexis, as well as speaking, writing and listening. This approach goes further still to incorporate and explore elements like intertextuality – that is, how a story is related to other stories and genres including film and popular art forms – and how texts might relate to other cultures. The methodology is eclectic, ranging from the traditional to activities based on visual input to using the web.

Robert Hill, a graduate of Oxford University, has been involved in ELT for 35 years, including 20 years at Italian universities. He has spoken at conferences and held teacher-training seminars all over the world. His particular interest is reading, and he is the series editor of Black Cat graded readers.

## 2. How 35,000 Teachers Find Time for Professional Development. Virgil Ierubino

Balancing a busy schedule with the need to develop your knowledge and career is no easy task. That's why Cambridge University Press and Cambridge English Language Assessment collaborated to create Cambridge English Teacher, the professional membership that supports your growth with online professional development. Since launching just over 1 year ago, over 35,000 teachers have started using the website to develop, network and progress. Join this session to discover how Cambridge English Teacher can make professional development convenient, the value it offers, and what you need to become a Member.

Virgil Ierubino is Digital Marketing and Content Manager for Cambridge English Teacher. He has played a central role in the development and communication of digital English language teaching products at Cambridge University Press, and has a background in the web and new media.



## 3. Mobilising your students learning. Shaun Wilden

These days most students come to class with some sort of mobile device (even if they aren't necessarily allowed to use it in class). By bringing their device they are bringing with them a powerful tool. Used correctly, this tool can be employed to create engaging and successful language learning. Even if there is only one device in a class there is so much that can be done. In this session we'll look at the sort of things teachers can do with mobile devices in the classroom from texts to recording sound and taking photos. Add in an app or two and we can create everything from audio vocabulary books to more project based learning. In this hands-on session (please bring your device), we'll investigate how to choose apps and explore some practical tasks.

Shaun has been involved in English language teaching for over twenty years. He is currently the International House World Organisation Teacher Training Coordinator but also works as a freelance teacher trainer and materials writer – contributing materials to a number of coursebooks. Apart from that he maintains several online teaching sites including [ihonlinetraining.net](http://ihonlinetraining.net) and is interested in the application of technology to teaching. He is a moderator of the twitter #eltchat group which meets every Wednesday to discuss issues and ideas in ELT and an events coordinator for the IATEFL Learning Technologies SIG. Feel free to follow him @shaunwilden or read his blogs at [shaunwilden.co.uk](http://shaunwilden.co.uk).



## 4. Accreditation UK: what's new? Hilary Managh

Some 30 years since the English Language Schools Recognition Scheme first awarded British Council 'recognition' to private language schools, the British Council accredits around 550 UK ELT providers across the private, FE and HE sectors. Whether you've worked in an accredited institution for years or you're relatively new to it, you should be aware of how the accreditation scheme changes and how this affects you. This session will look at recent changes to the scheme, discuss developments for 2014 and consider how these might affect your experience of British Council inspection.

Hilary Managh, Assistant Manager Accreditation Services, has worked for the British Council for many years, including time in the Information Centre before moving to Accreditation in 2008. She assists with the management of the Accreditation Unit and has special responsibility for managing the relationship with members and the inspectorate. As secretary to the Accreditation Scheme Advisory Committee (ASAC), she has responsibility for ensuring that correspondence from providers about results of inspections or changes in provision and any matters arising from previous meetings are brought to the attention of the committee. Hilary also attends meetings of the Accreditation Scheme Board and so can advise providers on the latest policy.



## 5. Feedback on Classroom Speaking Tasks - What are the Options? Annie McDonald

It's notoriously difficult to give meaningful feedback to learners after they have 'done' a speaking activity – but is this the end of the story? In this session, we'll consider an approach which will help us generate appropriate feedback for a variety of classroom speaking tasks and for learners at different levels.

Annie has been involved in ELT for 25+ years, in Turkey, Brazil, the UK, Spain, and now back in the UK. She holds an MSc from Aston University and is a former president of TESOL-Spain. Annie co-authored Pen Pictures, a writing course for young learners, and English Result (2008-2010), a course for adults, both by OUP and written with Mark Hancock.



## 6. Developing critical thinking activities. Paul Dummett

There is much debate about what critical thinking is and consequently of what use it is to our learners. I believe strongly that critical thinking is a mindset or disposition which is fundamental to learning and one that we should encourage in our students from an early stage. This workshop looks at various critical thinking activities and offers the teacher strategies and advice for developing their own.

Paul is a teacher and writer based in Oxford. After managing a school in Oxford in the late 90s, he set up and ran his own school for a number of years, teaching professionals and English for Specific Purposes. He gave that up in 2007 to concentrate full time on writing, but still teaches occasionally in Paris and Oxford. His publications for National Geographic Learning include Success with BEC, Energy English, Aspire and Life.

## 7. Ban, Tolerate or Welcome? - Mobile phones in the language classroom. Clare Voke and Stephanie McIntosh

The use of mobile phones in classrooms is a controversial issue among teachers, with some advocating an outright ban, and others enthusiastically adopting this new media. In many classrooms, mobiles are outlawed as a distraction from learning or a temptation to cheat. However, could this position be short-sighted given the possibilities afforded by the current generation of smartphones? This session will examine arguments both for and against allowing mobile phones to be used in the language classroom, and demonstrate a range of activities using smartphones, which can be used either alongside or as an alternative to more traditional teaching methods.

Stephanie has gained experience working in commercial, financial and educational contexts. She has worked on projects delivering social media, on-line and podcasting solutions to schools and organizations and has been responsible for monitoring the on-line safety of young learners. She has worked with young people and dealt with clients and learners from many different linguistic and cultural backgrounds. Stephanie has worked on voluntary placements to assist refugees with their communication skills and participated in peace-making and human-rights projects in the Middle-East. Stephanie enjoys reading, hiking and handicrafts. She has studied French and is interested in world literature.



Clare has been teaching English as a second/foreign language for over 5 years and has worked both in the UK and China. She has worked with both adult and young learners and also been involved in supporting asylum seekers and refugees, providing them with advice on their rights and opportunities for development and integration. Claire has experience of in-class teaching and also working in the busy admissions department of a major university in the UK, supporting undergraduate and post-graduate students. She has taught all levels and also Business English to VIPs and executive students. Claire is interested in languages and travelling and speaks conversational Chinese.

## 8. Off the page and into life – taking vocabulary beyond the coursebook **Bess Bradfield**

A big vocabulary is essential for successful language learning, but teaching it presents a big challenge! Coursebooks can be essential resources for ready-to-go vocabulary lessons, but with so much to cover, are students getting enough depth as well as breadth?

In this workshop we will explore some ideas for taking coursebook vocabulary presentations and practice 'beyond the page,' exploiting and extending activities so as to make them even more meaningful, motivating and memorable for our students. This will be a practical session, in which we will share and try out some quick, easy, low-prep and no-prep activities, using examples from both print and digital teaching materials. Above all, there will be an emphasis on communication and fun!

*I'm a writer who's been lucky enough to work on a wide range of ELT materials, including international courses, schoolbooks, exams, websites, games and stories. I particularly enjoyed writing Target FCE for Richmond, and co-authoring materials for The Big Picture series. I'm interested in many aspects of English language learning, but especially in developing students' confidence and ability in skills work; using authentic, engaging contexts; and above all, in making the learning experience enjoyable, motivating and rewarding. Before teaching and writing, I took a first-class English Literature MA at Cambridge University, and spent a few years as a lexicographer at the Oxford English Dictionary. During my time at the OED, I created new entries for the British idioms 'does exactly what it says on the tin' and 'who ate all the pies?' Sorry about that!*



## 9. Academic English **Lindsay Warwick**

Academic English can be very challenging for learners who find themselves having to get to grips with its formal style and the language that accompanies it. But it is not just what to say or write that learners find difficult when completing an academic task. Often, before they even get to this stage, they find themselves struggling to know what to say. This webinar will focus on practical ways that a teacher can encourage learners to develop their thinking skills in and out of class so they are able to produce their own opinions and ideas in an academic setting which will help them to focus on developing their language skills beyond an intermediate level.

*Lindsay Warwick is a teacher and teacher trainer at Bell International College, Cambridge where many of her students are preparing for life in a British university. She has taught and trained in both Asia and Europe. She is a materials writer and co-author of Skillful Reading and Writing Level 4.*



## 10. Shaking Up Grammar: a goals- and context-based approach **Leslie Anne Hendra**

Compare these sentences: "If it rains, I'll stay at home." "If you like sushi, you'll love this restaurant." The second is truly context-based and meets the CEF goal 'give recommendations'. It has real-life application. The aim of this talk is to give you concrete ideas to use or adapt for your own classrooms. We will examine ways to make grammar more meaningful and therefore easier for learners to understand, produce and retain. Drawing on examples from different levels of English Unlimited, we will look at how to help learners achieve real-life, CEF-based goals by using this motivating goals- and context-based approach.

*Leslie Anne Hendra is a teacher and teacher trainer, who spent fifteen years teaching and writing in-house course materials in Japan and four years teaching and training at International House London. She is co-author of the Elementary, Pre-Intermediate, Intermediate and Upper Intermediate levels of the CEF-based adult course English Unlimited (Cambridge University Press). Leslie has given talks and workshops across Europe and in Japan and Turkey on grammar, the lexical approach, intercultural awareness and conversation strategies. She has an M.A. from the University of Toronto and lives in London.*



## 11. ELT Coursebooks: What they do, what they don't do and can we do without them? **Peter Moore**

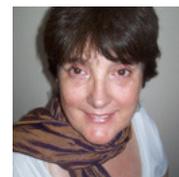
ELT coursebooks have a long and (sometimes) distinguished history, but do they have a future in the digital age? This workshop looks at how coursebooks have helped (and sometimes hindered) teachers in the past, how they have changed and need to change still further, and considers a variety of possible roles in the future. Of interest to teachers and teacher trainers at all levels of experience.

*Peter Moor has worked in ELT as teacher, teacher trainer and materials writer. He has taught and trained teachers in more than twenty countries around the world. He and Sarah Cunningham are co-authors of the 'Cutting Edge' series.*

## 12. Going the Extra Mile **Fiona Scott Barrett**

Course books are an inevitable compromise, and every teacher worth her salt knows she will have to pull in extra materials both to provide a periodic change and to cope with students who go too slowly or too fast, or who have different learning styles, interests or aspirations, or who have simply missed out on certain important classes for one reason or another. But how much 'extra material' can you – should you – add in? And where do you get it from – readers, grammar books, workbooks, the internet? Do students appreciate all of this extra effort on their behalf, or do they see it as 'just messing around'? And who is going to have to mark it all, afterwards? Despite the fashionable rhetoric, to what extent can you actually 'personalise the learning experience' when you've barely got time to prepare for your next lesson?

*Fiona's career in the field of English as a Foreign Language (EFL) has spanned three decades and has involved teaching, teacher training, materials and textbook writing, consultancy work and communication skills training. She has taught and lived in Italy, Indonesia, Germany, Greece and the UK as well as teaching on short intensive courses in France, Sweden and Finland. She has written or co-authored ten titles for Longman (Pearson Education) and Oxford University Press (OUP), specialising in Business English textbooks and skills-based exam preparation books. Fiona has been writing for Guided e-Learning since 2009 and took up her present position as Materials Production Manager in 2011.*



## Main Speaker: A Map of ELT **Mark Hancock**

How do you get from 21st century skills to CLIL? How does NLP relate to the CEFR? Do the new technologies have any connection with humanistic approaches? ELT is a complex territory these days, and it's hard to keep all areas in mind at once. In this session, we will take a bird's-eye view of the main regions and landmarks with the help of a Map of ELT.

*"I got my first teaching job in 1984, working at a large boys secondary school in El Obeid, Sudan. This experience made it very clear to me that there's a lot more to teaching English than just being able to speak the language! I returned to Britain and did a very inspiring teacher training course at Pilgrims, Canterbury. I then went on to teach in Turkey, and then Brazil, and then Spain, with a further teacher training course at International House, London, and finally a masters course in Teaching English with Aston University.*

*My book writing career began during my time in Brazil, with the publication of Pronunciation Games. I followed up with another photocopiable resource book Singing Grammar. After that, I started writing course books and other study materials, including English Pronunciation in Use, Pen Pictures and the four-level adult course English Result. These last two titles were written in collaboration with Annie McDonald."*



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