

# ENGLISHUK Academic Conference 2015

*north* *Saturday 3rd October*

Hosted by:  
New Barratt House,  
47 North John Street  
Liverpool, L2 6SG



Supported by

## Cambridge English

### Main speaker David Crystal

Time			
1030	Registration and Coffee/Tea		
1100	A short Presentation by Cambridge English Language Assessment		
1110			
1115	<p><b>1. Project Based Learning and Graded Readers - From Setting-up to Sharing Work</b> <i>Victoria Boobyer</i></p> 	<p><b>2. Getting the most out of the Cambridge English Teaching Framework – practical ideas for your professional development</b> <i>Marie Therese Swabey</i></p> <p><b>Cambridge English</b></p>	<p><b>3. IELTS: an end or a beginning? Bridging the gap between IELTS and academic literacy</b> <i>Jane Short</i></p> 
1210			
1215	<p><b>4. Using Video in the Classroom</b> <i>Stephanie Dimond-Bayir</i></p> 	<p><b>5 Interactional competence: the fifth skill?</b> <i>Steve Walsh</i></p>	<p><b>6. Pronunciation Teaching up North</b> <i>Mark Hancock</i></p>
1305	Lunch		
1350	<p><b>7. Another year, another Accreditation UK Handbook</b> <i>Liz McLaren, AccreditationUK</i></p> 	<p><b>8. Taking control of professionalism and CPD: spreading the Word (or lexis)...</b> <i>Ben Beaumont</i></p> 	<p><b>9. The Story of English in 100 Words</b> <i>David Crystal</i></p>
1440			
1445	<p><b>10 Using SCS (Screen capture software): Uses and Possibilities</b> <i>Steve Mann</i></p>	<p><b>11 . In the wrong level</b> <i>Andrew Walkley</i></p> 	<p><b>12. Learning Listening: The challenge of unscripted language</b> <i>Annie McDonald</i></p>
1535	Tea		
1555	<p><b>The future of Englishes</b> <i>David Crystal</i></p>		
1710	Close		

Exhibitors:



### Cost

Number of delegates	Cost per delegate (non-member)	Cost per delegate for EnglishUK North members
1	£70	£50
2	£65	£45
3	£60	£40
4	£55	£35
5 or more	£50	£30

### 1. Project Based Learning and Graded Readers - From Setting-up to Sharing Work

Searching for new and exciting ways to make the most out of your graded readers? Graded readers, with their exciting plots, fascinating characters and extraordinary settings lend themselves to a vast array of learning projects. In this session, we will briefly examine the theory behind Project Based Learning before looking at a number of practical examples of projects that cover a range of language skills and levels. High tech, low tech and no tech options will be explored. We will also look at alternative ways of setting up projects and, most importantly, sharing the final results.

**Victoria Boobyer** is a materials writer and an experienced teacher trainer. She has written a variety of materials for students and teachers, including a graded reader, and is currently working on a self-study book for advanced level learners. She tutors on several online teacher development courses, and has a passion for the extensive and expansive use of graded readers.



### 2. Getting the most out of the Cambridge English Teaching Framework – practical ideas for your professional development

This session will introduce the Cambridge English Teaching Framework, and look at how you can make effective use of it in planning your own continuing professional development. I'll demonstrate the Teacher Development Tracker and show how it helps teachers find where they are on the Framework, and create individual professional development plans. We'll look at where you can find resources to support your professional development, including the range of resources on Cambridge English Teacher.

**Marie Therese Swabey** has been involved in English Language teaching for more than 30 years as a teacher and a teacher trainer. She has taught learners and teachers in the UK in both the private and state sector and she has worked overseas in Italy, West Africa and the United States. She has written materials for teachers and teacher trainers for Cambridge ESOL and CUP and she is an item writer for TKT exams. She is a DELTA assessor, a Joint Chief assessor for CELTA and is Principal Assessor for TKT Practical.



**Cambridge English**

### 3. IELTS: an end or a beginning? Bridging the gap between IELTS and academic literacy Jane Short

In this talk, we will explore the relationship between the IELTS writing tasks and the demands of academic writing in the HE context. We will discuss the extent to which IELTS prepares candidates for entry to Higher Education and analyse the disparities between IELTS tasks and academic literacy. Finally we will look at practical ways of developing IELTS writing tasks to meet the expectations of academic study.

**Jane Short** is a Senior Lecturer in English Language at the Centre for English and World Languages at the University of Kent, where she is currently Director of In-session English Language programmes and Short Summer Courses. She has taught EAP, language teaching methodology and English as a second language in industry, schools and universities in Thailand, Venezuela and the UK. She is also a qualified CELTA trainer.

Jane is the author of *Get Ready for IELTS: Listening* (Harper Collins), *English for Psychology in Higher Education* (Garnet), *IELTS Foundation*, 2nd edition, and *IELTS Graduation: Teacher's Book*. She co-authored *IELTS Graduation Study Skills* (Macmillan).



### 4. Using Video in the Classroom Stephanie Dimond-Bayir

This practical workshop looks at the underlying principles and benefits of using video in the classroom and goes on to explore a variety of effective classroom based tasks. In a multimedia world, effective use of audio-visual materials can engage learners not just affectively but also in terms of higher order thinking skills, unlocking their potential for language. Now video lessons can integrate critical thinking skills and engage learners on EAP courses as well as general English. This workshop suggests practical activities which can be adapted for different learning contexts and gives you the opportunity to share your ideas.

**Stephanie Dimond-Bayir** is an educational manager, teacher and teacher trainer/educator with extensive experience in the UK and overseas. She currently works as the Director of the Language Support Unit at Anglia Ruskin University in Cambridge where she lectures and teaches on the MA TESOL and EAP programmes. Stephanie is author of various online teacher training programmes and materials, including some of the online tools for the Cambridge English Empower course books (Cambridge University Press 2015). She has also written print books, including *Unlock Speaking and Listening A2 level* (Cambridge University Press 2014). She has an MEd in Educational Research from Cambridge University.



**CAMBRIDGE UNIVERSITY PRESS**



### 5. Interactional competence: the fifth skill? Steve Walsh

Interactional competence is currently being proposed as a possible fifth skill. Through his involvement with the English Profile Research Project led by CUP, Steve has been researching the notion of interactional competence, loosely defined as the linguistic, interactional and multimodal resources we all use in spoken communication. The talk will explore what interactional competence is, and consider how it might be taught and assessed.

**Steve Walsh** is Professor of Applied Linguistics and Director of Postgraduate Research in the School of Education, Communication and Language Sciences at Newcastle University. He has been involved in English Language Teaching for more than 20 years and has worked in a range of overseas contexts, including Hong Kong, Spain, Hungary, Poland and China. His research interests include classroom discourse, teacher development, second language teacher education, educational linguistics and analyzing spoken interaction. He has published extensively in these areas and is the Editor of the journal *Classroom Discourse*.



### 6. Pronunciation Teaching up North Mark Hancock

Do you speak and teach in a standard RP accent? How bad is it if you don't? In this session, we will look at a phonemic chart and how it is organised. We will then consider some of the ways the sounds are different in the North of England. We will play with the idea that for teaching purposes, the sounds in the chart should be viewed as bendy, adapting to how we – and our students – actually speak. And we will share opinions as to whether there should be any limits to this bendiness. All points of view welcome!

**Mark Hancock** started teaching English in 1984. He's worked in Sudan, Turkey, Brazil, Spain and now Chester. He has a degree in Teaching English from Aston University. He has published the pronunciation books *Pronunciation Games* (CUP 1995) and *English Pronunciation in Use Intermediate* (CUP 2012). He is co-founder of the ELT resource site [hancockmcdonald.com](http://hancockmcdonald.com).



### 7. Another year, another Accreditation UK Handbook Liz McLaren

We're nearly two years into implementation of the new Care of under 18s section, three years into the publication of reports, and the new Accreditation UK Handbook for 2016-17 is in development. In this session Liz will look at the relative strengths/need for improvement awarded at inspection, taking a closer look at the areas within Teaching and learning, discuss the factors influencing these, and compare the performance of different sectors. There will also (hopefully) be a preview of changes to the inspection criteria.

**Liz McLaren** is the Manager of the British Council Accreditation Scheme for UK ELT centres. She taught English in Spain before joining the British Council and has worked in the Accreditation Unit since 1992. She is responsible for the day-to-day management of the Scheme, the accreditation team in Manchester, inspectorate and Accreditation Committee. She is currently preparing the 2016-17 edition of the Accreditation UK Handbook. Every word of each criterion has been carefully weighed and debated for more than 30 years and the next edition will continue to build on this history and more recent developments such as the new section on care of under 18s. After so many years in accreditation, she's older, perhaps wiser but not fed up with the UK ELT sector yet. When not poring over inspection reports, she enjoys gardening, has an allotment and keeps chickens.



## 8. Taking control of professionalism and CPD: spreading the Word (or lexis)... Ben Beaumont

What news of teachers' professionalism and professional recognition in the form of improved pay and conditions? This kind of question is not unusual in teachers' rooms around the globe but the answers are normally far more elusive than the enquirers might like. By looking more deeply into the issues around professionalism in ELT, I will endeavour to answer such questions as these, drawing direct comparisons between the experiences of teachers in UK Further Education, Higher Education and ELT. We will also discuss the notion of 'creative professionalism' and how an understanding of the issues it relates to can help foster an understanding of the contexts in which ELT teachers find themselves. Finally, this will lead to a renewed look at conditions within the sector, including the rise of 'tick-box professionalism', with the aim of identifying strengths for development and a call to take control of our industry through individually-focussed and pro-active CPD.



**Ben Beaumont** is TESOL Qualifications Manager at Trinity College London and has an interest in developing pre and in-service support for teachers to help promote effective learning and teaching. Having moved between ELT and generic state sector teacher education roles, Ben is keen to help share best practice between sectors while raising the reputation of ELT across the broader educational landscape. Apart from being academic lead for Trinity College's TESOL programmes, Ben's research interests include support for teachers in English Medium Instruction contexts and his personal interests include developing his dogme cooking skills (with varied success).



## 9. The story of English in 100 words David Crystal

Taking inspiration from the popular BBC radio series, A History of the World in 100 Objects, David Crystal wondered whether it would be possible to tell the story of the English language through 100 carefully selected words. This talk explains how he chose the words, and discusses some of them in more detail.

(see below for biography)

## 10. Using SCS (Screen capture software): Uses and Possibilities Steve Mann

This talk features options for the use of SCS in language learning and teacher education. Concentrating on feedback and how students feel about getting feedback with SCS, a number of SCS choices will be evaluated. The provision of feedback on writing tasks and assignments is an integral component of many language teaching and teacher education contexts. This talk focuses on audio-feedback provided through screen capture software (in this case Jing) in a UK teacher education context but is just as relevant for language teachers. The advantage of screen capture software (SCS) is that you can highlight the actual part of the text that you want to focus on (using a cursor and highlighting tools). You can simultaneously use voice comments to provide feedback. Additionally, through SCS, you can draw attention to other sites and resources (websites and on-line tools). The innovation of providing spoken feedback is not in itself a new phenomenon. However being able to simultaneously provide a visual focus and an auditory commentary is comparatively novel and this combination justifies the term 'multimodal' feedback. The talk also features an EU funded project called 'Video for all' which features ideas for the use of video and SCS.



**Steve Mann** (Associate Professor) currently works at the Centre for Applied Linguistics at University of Warwick. He previously lectured at both Aston University and University of Birmingham. He has teaching experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Steve supervises a research group of PhD students who are investigating teacher's education and development.

## 11. In the wrong level Andrew Walkley

This talk looks at reasons why students may feel they are in the wrong class. I look at how our existing notions of level and what should be taught underestimate what's required to reach proficiency. The talk suggests some theoretical and practical ideas for schools, material writers and teachers in how they could rethink levels and how to deal with the reality of mixed-level students in class.

**Bio**  
**Andrew Walkley** has 25 years experience as a teacher, trainer and materials writer. The second edition of his coursebook Outcomes (National Geographic Learning) is published this year. As a trainer, he mixes theoretical ideas about language, teaching and learning with simple practical applications that can be used regularly in class in a variety of contexts. He's the co-founder of Lexical Lab and the website [lexicallab.com](http://lexicallab.com), which promotes excellence in lexical materials and teaching.



## 12. Learning Listening: The challenge of unscripted language Annie McDonald

If you're a student who's been schooled on a diet of scripted ELT listening material, understanding natural conversation presents a daunting challenge. So, what can we do if we want to use a different type of audio material and want to help our students improve their understanding of unscripted language? In this workshop, we'll look at commonly occurring features of natural conversation and participants will try out some listening activities which could be used with different authentic listening texts. The activities are suitable for students at B1+ upwards.

**Annie McDonald** has worked in ELT for 25+ years, teaching EFL and ESP in Turkey, Brazil, Spain and England to secondary and university students. She has an MSc in Teaching English from Aston University, is a former president of TESOL-Spain and is co-founder of the website at [www.hancockmcdonald.com](http://www.hancockmcdonald.com). She has co-authored a 4-level general course English Result (OUP, 2007-2010), Authentic Listening Resource Pack (Delta Publishing, 2015), and a 2-level upper secondary school course for Spanish students (CUP, 2015), all with Mark Hancock. She currently teaches listening at English in Chester, writes teaching materials and gives teacher-training courses.



## The Future of Englishes

What are the consequences of the global status of English for the future development of the language? The talk reviews the relevant statistics, the historical reasons for the language's present position, and the trends which are affecting English world-wide, both formally (in relation to grammar, pronunciation, and vocabulary) and functionally (in relation to cultural diversity). Implications for language teaching are briefly discussed.

**David Crystal** works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. He read English at University College London (1959-62), specialised in English language studies, did some research there at the Survey of English Usage under Randolph Quirk (1962-3), then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading. He published the first of his 100 or so books in 1964, and became known chiefly for his research work in English language studies, in such fields as intonation and stylistics, and in the application of linguistics to religious, educational and clinical contexts.



He held a chair at the University of Reading for 10 years, and is now Honorary Professor of Linguistics at the University of Wales, Bangor. David Crystal is currently patron of the International Association of Teachers of English as a Foreign Language (IATEFL). He has also been a member of the Board of the British Council and of the English-Speaking Union. He received an OBE for services to the English language in 1995, and was made a Fellow of the British Academy (FBA) in 2000.

Institution	
Contact name	
<b>Contact email</b>	@
Contact fax	
Contact telephone	
Address	
Post code	

	Name	Elective 1, 2 or 3	Elective 4, 5 or 6	Elective 7, 8 or 9	Elective 10, 11 or 12	Any dietary requirements?
1						
2						
3						
4						
5						
6						
7						
8						

**On receipt of this form we will send you an invoice**

Please return this form to:

Liz Burrows  
 Melton College  
 137 Holgate Rd  
 York  
 YO244DH

English@meltoncollege.co.uk

Payment details:

Preferred method of payment is by BACS:  
 EnglishUK North,  
 Barclays Bank,  
 Sort Code: 20-55-13  
 Account No: 00517909

If you wish to pay by cheque, please make the  
 cheques payable to EnglishUK North