

Supported by
To be held at Melton College, York



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Programme

Time		
1030	Registration and Coffee/Tea	
1100	Welcome	
1105	<small>Elective 1</small> Jerry Lambert (OUP) Is bigger necessarily better?	<small>Elective 2</small> Peter Travis (Flo-Joe) Personalising Self-Access
1200		
1205	<small>Elective 3</small> Sue Johns (Kingsway English Centre) Continuous Enrolment on General and Business English Courses	<small>Elective 4</small> Johanna Stirling (CUP) Which words don't we listen to?
1300	Lunch	
1400	<small>Elective 5</small> Julia Glass (Promethean) The teacher as materials designer?	<small>Elective 6</small> Lee Knapp (CESOL) A major change in UK ESOL... new "ESOL for Work" qualifications arrive.
1500		
1505	<small>Elective 7</small> Barney Barret (Macmillan) Integrating new technology into language learning	<small>Elective 8</small> Vincent Szwachwicz (Pearson) Making Active Reading Interactive
1600	Tea	
1630	Gillie Cunningham (CUP) Where did I put my keys?	
1730	Close	

Venue

The conference will be held at **Melton College, 137 Holgate Rd, York, YO24 4DH**. The College is close to York Railway station and to the main roads into the City from the south (A64 Leeds) and the west (A59 Harrogate). Parking is available on site but please mention, when booking, if you intend to come by car.

<http://maps.google.co.uk/maps?f=q&hl=en&geocode=&q=melton+college,+york&ie=UTF8&z=14&om=1>

Cost £45 per delegate



Abstracts and Biographical Information

A major change in UK ESOL ... new "ESOL for Work" qualifications arrive.

Twelve months ago, government minister Bill Rammell announced that the UK ESOL budget was creaking at the seams, unable to sustain the growth in demand generated, in particular, by the number of EU migrant workers accessing free provision. Just a year later, nine ESOL examining boards have produced "ESOL for Work" qualifications, which have been developed "to support a shorter, more job-focused, practical approach to English language skills ... to meet the immediate English language acquisition needs of learners who are in employment or who are intending to work in this country on a short term basis, without seeking UK citizenship". (QCA)

In this session, Lee Knapp will give an overview of the rapid development of the new qualifications, describing how they fit in alongside the existing ESOL International and ESOL Skills for Life provision. The ESOL for Work initiative is anticipated to have a growing and eventually major impact on the UK ESOL scene, and in the second half of the talk Lee will give details of the assessments which Cambridge ESOL will provide: the **Cambridge ESOL Certificates in ESOL for Work**

Lee Knapp is Development Manager UK for Cambridge ESOL. Lee's involvement in language teaching dates back to the early 1970's, and his career has taken in Germany, the Gulf States and the UK. He has undertaken developmental roles in several organisations, including senior marketing positions in Further Education and the private sector. Lee is the co-author of "Write for Business" (published by Longman in 1987) and is a Member of the Chartered Institute of Marketing. He represents the Federation of Awarding Bodies on the National ESOL Forum, advising the Department for Innovation, Universities and Skills of the UK government.

Where Did I Put My Keys?

Remembering new language is one of the many challenges a student has to face. Although much class energy is spent teaching new language, making sure students keep it in their memories is something which is often neglected. Gillie Cunningham will explore the reasons why learners forget, then discusses the ways in which teachers can help students with different learning styles store and remember new language.

Gillie Cunningham has been in ELT since 1973, working mainly for International House and the Bell Educational Trust as a teacher and a teacher trainer. She has also been closely involved with the Cambridge ESOL DELTA examinations. She is the co-author, with Chris Redston, of Cambridge University Press's new adult course *face2face*. She also wrote the *Teacher's Books and Workbooks for Elementary, Pre-Intermediate and Advanced Matters* (Longman) and she co-wrote *Language to Go Pre-intermediate* (Pearson).

Which Words Don't We Listen To?

Listening is probably the hardest skill for students to master, and teachers are often unsure how to help their students improve their listening in the classroom. Johanna Stirling explores the underlying reasons why listening to natural spoken English is so problematic, then discusses practical ways in which teachers can really help students get better at listening.

Johanna Stirling is an experienced freelance teacher and teacher trainer who has worked in the UK, France and Australia. She worked for Bell International for 20 years and has an MA in Professional Development for Language Education. Johanna is the author of a variety of EFL materials and articles and also created the website "The English Language Garden" (www.elgweb.net). Her main professional interests are teacher training, materials development, spelling and using multimedia in language teaching.

Continuous Enrolment on General and Business English Courses

Clients demand the flexibility and convenience of "roll-on, roll-off" courses but they also want to feel that their course is a complete and well structured entity. Successful integration of new students into existing groups is a crucial teaching skill but there are plenty of other ways of ensuring that ro-ro works. Sue will look at the differences between General and Business English courses and give some practical advice on minimising the pain and maximising the gain of continuous enrolment.

Sue Johns Sue taught in the English state school system for 2 years before working in Indonesia for another 2 years. On her return to the UK she worked (briefly) for a well-known EFL school whose service quality was very low. This experience convinced her to set up a school which operated to the very highest standards. Together with husband Rick she set up Kingsway English Centre in Worcester in 1988. In their journey from the kitchen table to beautiful Georgian premises in the city centre, the school's owners have prided themselves on creating the perfect environment for business people, VIPs and motivated adults in general to study English.

Is bigger necessarily better?

Course packages are getting bigger and bigger, but is bigger always better? Is there a conflict between ELT course materials and the realities of a teacher's working day? This talk focuses on how New English File tries to help teachers without swamping them, and introduces the New English File iPacks – digital teaching resources designed to make a teacher's life easier.

Jerry Lambert taught English from 1987 to 1995 in the UK, Spain, Ecuador, Hong Kong, and Portugal. Since 1995 he has worked in ELT Adult Publishing at Oxford University Press, and is now manager of the English File series.

Making active reading interactive

The presentation will give practical ideas for teachers to incorporate the books and accompanying CDs into communicative language lessons for learners across a wide range of levels, ages and interests.

We will look at how learners can develop their reading skills and sub skills through a range of interesting and enjoyable tasks and how teachers can use the books in language input and practice lessons as well as integrated skills lessons.

Vincent Smidowicz has been in full-time ELT since 1976 and has experience of teaching across a wide range of language levels and age groups abroad and in the UK. Since 1988 he has been involved in academic management at Sidmouth International School, designing and directing courses in general English, English for Business and EFL/ESOL examinations. As head of teacher training, he has run Trinity College Cert TESOL and Diploma courses and has delivered overseas teacher development courses, presentations and workshops in more than thirty-five countries. To date, Vincent has given seven presentations at the annual IATEFL conference. He is also co-author of a number of skills-based students' books and teachers' books.

Integrating new technology into language learning

New technology can complement and enhance "face-to-face" teaching. However, successfully integrating technology into courses can involve changes in content, approach and methodology, and change can be both daunting and challenging. Many ELT teachers feel that they lack knowledge and / or skills in this area, or simply the time to become familiar with the current range of new technologies and their potential uses.

This talk aims to provide an overview of new technology, and to describe ways of integrating it into courses.

Barney Barrett I fell into English language teaching sometime in the mid 1990s after deciding that the life of an academic film critic was not for me after all. I spent a half year in Spain teaching in-company at a car component factory then returned to the UK to work at a Business English school in Stratford-on-Avon which has been my proper job ever since.

It was in Stratford that I met Pete Sharma and where we discovered a shared fascination with using computers in teaching. The blend of his pedagogical knowledge; my technical skills; and our combined classroom experience makes us a good team. Pete asked me for some ideas for his book on CD-ROMs and when he was invited to do a second book, this time on using the then wonderful new tool that is the World Wide Web, we officially teamed up as co-authors.

When not hunched over a laptop computer or a group of earnest accountants learning the present perfect I can be found on a mountain bike up to my hubs in mud or listening to and making music. At the moment, any CD with the words blues or Africa on the cover is likely to be blasting out of my earphones.

The teacher as materials designer?

Many people who have interactive whiteboards struggle with how to make the best of their boards and create their own materials. Because of the potential of the whiteboard and the enthusiastic response of students many teachers feel they should be using them more and making the most of this exciting new learning environment. Learning to use an interactive whiteboard efficiently seems a daunting task to many to be slotted in with all the other tasks in a working day. Do all teachers need to become materials designers to make the best use of their boards?

As a way of addressing this issue we will take some paper based content and construct a flipchart to show how even simple operations can transform a lesson. Everyone who attends the seminar and leaves their e-mail address can have a copy of the flipchart we construct and a free version of Activstudio flipchart viewer to run the flipchart in.

Julia Glass is Interactive Content Manager at Promethean Ltd and works in the design and development of IWB content for Promethean. Julia began her ELT career over 20 years ago in Malta and has taught in the Middle East and in the UK at Lancaster University. As Director of Studies in Saudi Arabia she specialised in developing materials suitable for this and other Islamic cultures. Her research interests included computer based text analysis, gender bias in texts and EFL materials design. Julia is committed to producing high quality and user friendly EFL materials in the new and exciting environment of Interactive Whiteboards. Over the past four years she has been working on the development of EFL materials for teachers to use in an Interactive Whiteboard teaching environment and assisting publisher partners in their creation of IWB content. Julia is originally from North Yorkshire with a UCLES/TEFLA and an MA in Linguistics for ELT from Lancaster University.

Personalising Self-Access

It has never been easier for teachers to utilize simple but effective learning technologies to support their students in learning more independently. Find out how to create your own online self-access centre, offering your learners links to websites, podcasts and much more. No technical expertise required!

Peter Travis joined the ELT profession in 1990 and taught in Greece and Portugal. He then joined Henley College Coventry, where following his innovative use of ICT in his EFL teaching, he later became e-Learning Manager with responsibility for staff training and ICT strategic planning. He co-authored the Candidate Series of course books for FCE and CAE and was a contributor to the Fast Track Series both published by Pearson. Peter is the co-founder of Flo-Joe the website for Cambridge exam preparation and recently launched www.splendid-speaking.com, aimed at upper-intermediate to advanced learners of English.

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