

The English UK Teachers' Conference 2011

Prospero House, London

Saturday 12th November 2011

Speaker Line Up

Timetable for the Day

9.15-10.00

Registration: breakfast, refreshments and exhibition

10.00-10.05

Opening address by Cambridge ESOL

10.05-11.00

Opening plenary: Maurice Claypole – Beyond the Communicative Approach

11.00-11.30

Break: refreshments and exhibition

11.30-12.20

Elective sessions (1)

Elective 1A.	Peer Observations: Maximising Feedback and Reflection Between Teachers	Lorraine Kennedy
Elective 1B.	Exactly What we Needed: Video Podcasts	Frances Eales (Pearson)
Elective 1C.	The Art (and Craft) of Teaching Unplugged	Luke Meddings
Elective 1D.	In and Out the Classroom	Julie Wallis
Elective 1E.	My English is Better Than Yours: World Englishes and the 'English City' Model	Paul Gallantry
Elective 1F.	Principles of Academic Writing	Annie Broadhead (Cambridge ESOL)
Elective 1G.	Appt for Learning: how to Make Mobile Learning Work for Your Students	Caroline Moore and Paul Sweeney
Elective 1H.	Writing Your Own Materials: Plusses and Pitfalls	Lucy Palmer

12.20-12.30

Room transfer

12.30-13.20

Elective sessions (2)

Elective 2A.	Repeat After ME	Nick Bilborough (Cambridge University Press)
Elective 2B.	Check Your Balance: the Teachers' ATM	James Munday
Elective 2C.	Keeping it (Grammar) Real	Andrew Dilger (Oxford University Press)
Elective 2D.	IELTS – How Low Can We Go?	Sam McCarter (Macmillan Education)
Elective 2E.	Can Just 8 Things Make a Brilliant Teacher; What's the Trick?	Jonathan Seath
Elective 2F.	Helping Students and Teachers Adapt to EAP	Louis Rogers
Elective 2G.	From Human Doing to Human Being	Kevin Batchelor (Pilgrims)
Elective 2H.	EAP Reading: Finding and Using Authentic Texts	Edward de Chazal

13.20-14.20

Buffet lunch and refreshments in the exhibition hall

14.20-15.10

Elective sessions (3)

Elective 3A.	Listening: Number 1 Skill in Life, Number 4 in the Classroom. Why?	Sheila Thorn
Elective 3B.	Technologies for Teacher Training	Nicholas Peachey
Elective 3C.	Keeping it Surreal: Tapping into Students' Creativity	Karen Harris
Elective 3D.	Five Ideas for Teaching IELTS Writing	Lewis Richards
Elective 3E.	Full Body Spelling Workout	Johanna Stirling
Elective 3F.	Preparing Students for the PTE Academic	Fiona Aish and Jo Tomlinson (Pearson)
Elective 3G.	Unleashing the Power of Images	Mark Lloyd (Richmond)
Elective 3H.	Feel the Fear and Teach Them Anyways	Mark Smith

15.10-15.30

Break: refreshments and exhibition

15.30-16.30

Closing plenary: Michael McCarthy – Designing a Grammar for Learners

Sessions and speakers

10.05 – 11.00 The Opening Plenary

Beyond the Communicative Approach

Maurice Claypole

Prevailing communicative methodologies are based on a set of assumptions about the nature of language and second language acquisition. Whilst these methods can in themselves be effective, they often incorporate a static model of language which does not reflect its inherent dynamism.

Human language is subject to a process of dynamic growth, iteration and constant transformation affecting form, content and modes of expression. In this, it mirrors the complexity of forms found in nature rather than the simplified constructs frequently encountered in received notions of grammar, structure and lexical analysis. Language embodies the fractal characteristics of self-similarity, self-organisation and dynamic iteration.

It is my contention, therefore, that natural language is fractal rather than Euclidean in nature and that teachers and materials designers should be reaching out beyond existing notions of form and content to benefit from the insights of non-linguistic scientific disciplines, thereby encouraging flexibility, discovery and developmental, ongoing learning.

Maurice Claypole is Pedagogical Director of LinguaServe, Germany. With over twenty-five years' experience in ELT in the private sector and as a university lecturer, he has also developed teaching and testing materials for major corporate clients and public bodies, including the German Federal Language Institute. Previous posts include Chair of ELTAS and member of IATEFL Committee of Management. He is founder of English Teaching Matters, editor of CALL Review and member of the Advisory Board of Languages and Dialogues. He is the author of two recent books, Controversies in ELT (2010) and The Fractal Approach to TEFL (2010).

11.30 – 12.20 Elective Sessions 1

1A. Peer Observations: Maximising Feedback and Reflection Between Teachers

Lorraine Kennedy

Peer observations should be a motivating and non-threatening professional development option for all teachers. But for this to be the case, in addition to using a mentoring approach, you need to be good at observing and even better at handling constructive feedback. But in reality, how good are your observation and feedback skills? Have you been shown how to get the most from observations? All teachers can benefit significantly from understanding how to give and receive feedback effectively. This practical workshop will guide you on how to make peer observations more beneficial for both the observer and observee; you will practice giving feedback through supportive reflective questioning techniques. Peer observations conducted well not only aid the professional development of the observed teacher, they also improve your own ability to reflect effectively on your own teaching. In turn, you become a better mentor.

Lorraine Kennedy has worked in the ELT profession for 24 years both in the UK and overseas, particularly in Hong Kong, Portugal, Japan and Italy. She is experienced in school management, teacher training and coaching. She has particular interest in continuing professional development (CPD) for teachers at all stages of their careers.

1B. Exactly What We Wanted: Video Podcasts

Frances Eales (Pearson)

These words came not from a teacher, but from a group of students, about a great learning resource: video podcasts of real people speaking authentic English. Come to this lively and interactive workshop to explore practical ideas, not only for designing lessons and self-study tasks around such podcasts, but also for mobilising students to engage in 'videopodding' film projects inside and outside the classroom. Learn how such podcasts can transform even the least motivated student to apply themselves and in the process develop their English *and* gain a great sense of achievement.

Frances Eales is a teacher, teacher trainer and materials writer who has worked in many countries including the UK, Hungary, Germany, Egypt, Hong Kong, Australia, New Zealand and Thailand. She is a co-author in the Cutting Edge series (Pearson) and is an author of Speakout, a new six-level general English course developed in conjunction with the BBC (Pearson). She also co-wrote and was a co-ordinator of the British Council/International House Distance DELTA course for experienced teachers and regularly works on the design and assessment of teaching and training exams for Cambridge ESOL.

Frances has a particular interest in the use of video in the classroom, the development of speaking and listening skills, language analysis, task-based learning, teacher development and distance learning. She currently lives and works near Brighton.

1C. The Art (and Craft) of Teaching Unplugged

Luke Meddings

Unplugged teaching focuses less on published materials, and more on the lives and language of the people in the room. This more 'bottom-up' approach can be very motivating for students, especially young adult and adult learners who have been on the 'grammar treadmill' for years with insufficient opportunity to talk.

An unplugged approach requires teachers to think on their feet, responding to the mood in the room and selecting language on which to focus. So can it be adopted by less experienced teachers, or by teachers working to a syllabus? This talk argues that it can, provided we take a less 'technical' view of our work as educators and a less rigid view of the syllabus.

Drawing on Donald Schön's notion of reflection in and on action, this hands-on workshop will explore how the notion of 'artful doing' can be applied to unplugged teaching, reinforced by a repertoire of task-light activity frameworks (the craft). It will also look at the syllabus as a map to be explored, rather than a route to be followed.

Luke Meddings has been working as a teacher, writer and teacher trainer in ELT for over 20 years. After training and teaching in London he worked as Deputy Editor on the EL Gazette, before leaving to manage an experimental language school. In 2000 he was a co-founder with Scott Thornbury of the dogme ELT movement, and wrote a monthly ELT column for the Guardian online. His first book, Teaching Unplugged, co-written with Scott Thornbury, was published by Delta in 2009 and won a British Council ELTon award for Innovation in 2010. He now writes and trains extensively on unplugged approaches.

1D. In and Out the Classroom

Julie Wallis

Increasingly the pressure is on to use modern technology and offer blended or e-learning options to our learners. More often than not, the search for the WOW factor and the focus on technology can distract us from our core aims and educational values. This workshop looks at how to create simple effective learning activities that motivate learners to take their learning outside the

classroom and back again forming a continuous learning cycle. The focus will be on developing skills through collaborative, often learner led, tasks using simple tools and websites both in and out the classroom. You will be invited to participate wearing a number of hats; teacher / trainer, learner, observer with a chance to reflect and contribute. The workshop is not only for digital natives, but also for digital immigrants and digital foreigners!

Julie Wallis runs a language school in northern Italy and is the AISLi educational officer (an association of independent quality language schools). She has published materials and written seminars and workshops on behalf of AISLi and has presented at a number of international conferences. She works as teacher trainer and materials developer and has recently run a Blended learning course at Bell Teacher Campus. Her experience has led her to believe that technology in ESL needs to be approached from a pedagogical point of view and not from that of an IT expert.

1E. My English is Better Than Yours: World Englishes and the ‘English City’ Model

Paul Gallantry

One student prefers American English; Another wants British English – and why? Because they think it’s better, or clearer. But what if this is true of neither? With the rise of English as a Lingua Franca or as an International Language, exactly how many Englishes are there? Is any one of them better than another? Do some of our students already speak International English, or is it a case of muddling by? Where do we draw the distinctions between learner English, dialects, and a ‘genuine’ language? How democratic and inclusive are our teaching and testing, and do they effectively exclude learners who do not in some way achieve the paradigms we set out for them?

This presentation will look at World Englishes and what is meant by varieties of English. It will describe current models of the relationships between different forms of English, and then present the Language City model. It will then examine what this implies for teaching approaches, testing and attitudes towards different forms of the language.

Paul Gallantry has been teaching English since 1993. He is currently a lecturer in EFL and ESOL at Reading College, where he has worked since 2000. Prior to that, he was Director of Studies at Dilko English, a large private language school in Istanbul. He delivered well-received workshops at the English UK teachers’ conferences in 2007, 2008 and 2010 and enjoyed the experience so much he is doing it again! He is currently interested in researching student motivation to learn language and why some students achieve fluency while others do not, and what biological and neurological factors may be involved.

1F. Principles of Academic Writing

Annie Broadhead (Cambridge ESOL)

This talk examines the underlying principles of academic writing and discusses how best to develop academic writing skills for your students. The talk will include ideas for teachers to use in the classroom with worksheets and information about relevant Cambridge ESOL examinations. This session is suitable for experienced and less experienced teachers of academic writing.

Annie Broadhead is an ESOL teacher, teacher trainer and ELT author living in Cambridge. Her 33 years of work in teaching English have offered a wide range of teaching situations from teaching beginners in groups to working with businessmen on a one-to-one basis. In addition to teaching and teacher training, Annie also works for Cambridge ESOL as a consultant working on several of the English language examinations. She is Chair of the Listening paper for the Certificate of Proficiency in English and a Team Leader for the Upper Main Suite Speaking Tests. She is also a presenter for Cambridge ESOL who has travelled in many countries giving Seminars and Workshops on aspects of teaching English.

1G. Appt for Learning: How to Make Mobile Learning Work for Your Students

Caroline Moore and Paul Sweeney

What does mlearning mean for ELT? Are portable tools 'go-anywhere learning' or just another shiny device? We are still exploring the implications of mlearning in education, but it is clear the huge growth in iPhone and Android 'Apps' is consumer driven and makes it possible for learners to spend more time on self-study to realise their learning goals.

This presentation will outline the results of an extensive survey of Smartphone and tablet language learning Apps that began in October 2010 covering, among other topics, the criteria for evaluation, using apps not designed for language learning and the difference between smartphones, tablets and everything in between.

The session will offer advice on how to keep up with such fast changing technological change in a way that will enrich and enliven the teaching experience for students and teachers alike.

Paul Sweeney is Director of Eduworlds Knowledge Ltd, a digital learning consultancy. He has a background of 20 years' experience in the ELT sector, more than half of which was spent in roles related to e-learning. Now he works as an e-publishing consultant for publishers, e-learning strategist for national education agencies, content provider and consultant project manager.

Caroline Moore is Director of Constellata Limited providing consultancy and product development for digital language learning, and like Paul, has worked in ELT and digital technologies for some years. She recently advised publishers and language schools on their digital learning strategies, and delivered training courses and presentations for English UK.

<http://eduworlds.co.uk> www.constellata.com

1H. Writing Your Own Materials: Plusses and Pitfalls

Lucy Palmer

This workshop is aimed at teachers who are starting out writing their own teaching materials for their classes and at those who already write their own materials and are considering publication. Participants will work in small groups of mixed materials-writing experience to consider the strengths and weaknesses of EFL teaching resources devised specially for the workshop. They will have the opportunity to suggest changes to each resource and to compare their proposed changes with those of other groups. This will lead on to a more theoretical discussion of some of the issues raised. These issues are likely to include:

- pre-teaching (or not pre-teaching) vocabulary
- writing effective definitions and instructions
- choosing examples to illustrate language points
- writing effective comprehension questions
- determining the difficulty of a task
- sequencing tasks within a resource
- design and illustration of materials

Finally, we will share names of magazines and websites which publish teachers' own teaching materials.

Lucy Palmer taught EFL in France for nine years, still does some EFL teaching on-and-off at a language school in Bristol, and for the last 18 months has been doing voluntary ESOL teaching to refugees and asylum seekers. She also works part-time as ELT Editor for Teachitworld (www.teachitworld.com), a website which publishes online resources made by teachers for teachers. She has always written, and continues to write, a lot of her own materials. Her undergraduate degree was in English and Philosophy and was followed by a CTEFLA and an MA in Language Studies. She completed her Delta in 2010.

12.30 – 13.20 Elective Sessions 2

2A. Repeat After ME

Nick Bilborough (Cambridge University Press)

Task repetition has long been recognized (e.g. Lewis 1997, Thornbury 2001) as an effective way to encourage learners to produce more accurate, more complex, and more fluent language. But, as teachers, how can we incorporate repetition into our classes whilst maintaining the same level of engagement and motivation. In this highly practical workshop we'll explore this issue and try out a range of repetition activities which are immediately usable for the teaching of English at a range of levels.

*Nick Bilbrough has been involved in language teaching for over twenty years, in a wide range of interesting and challenging contexts. He runs short teacher development courses at Horizon language Training, Totnes, Devon <http://www.horizonlanguagetraining.co.uk/> and is the author of two methodology books in the Cambridge Handbooks for Language Teachers series; *Dialogue Activities: Exploring Spoken Interaction in the language class* (2007) and *Memory Activities for Language Learning* (2011).*

2B. Check Your Balance: the Teachers' ATM

James Munday

Have you checked the balance of your lessons lately? Do you feel that your coursebook or materials just aren't giving you what you really want and you're constantly on the lookout for things to do with your class, or for new ideas? Is much of your preparation taken up with looking for things to photocopy? Or do you find that things seem to be repetitive, and it's hard to keep the class engaged? The three components of Activities, Techniques and Materials can be crucial, and a lack in any one, or an imbalance between them, may spoil even our best efforts. This workshop will take a practical look at all three aspects of our teaching, and suggest ways of making positive, informed choices about what we bring to the classroom. It will also look at how, with suitable techniques and activities, what seems to be plain and uninspiring material can be brought to life and exploited successfully.

James Munday has worked as a teacher for twenty years, mainly in Brighton and Hove, and for most of that time has developed and used his own materials rather than a coursebook. He is interested in both the theoretical and practical aspects of teaching and learning, and has spoken at IATEFL, the English UK Teachers' Conference and the English UK Managers' Conference on topics as varied as motivation, using a content-based syllabus for business teaching, getting organisational structure right, and also visual grammar. He currently works at Regent School, Brighton, as a teacher and as regional DOS for Regent Home Tuition.

2C. Keeping it (Grammar) Real

Andrew Dilger (Oxford University Press)

English Profile is a global community programme that uses corpus-based research to illustrate and clarify the can-do statements in the CEFR levels in an easily understandable way. Recent discoveries show how learners progress through the levels, including typical grammar and vocabulary patterns and learner errors. This workshop will show how English Profile research can be very valuable for teachers and learners, and encourage you to join our programme.

Andrew Dilger is a freelance editor and trainer based in the UK. He graduated with Honours in English Language & Literature from Oxford University, before becoming a CELTA- and DELTA-qualified teacher. He has taught English in Italy, Croatia and the UK and has given training sessions in France, Lithuania, Romania, Russia, Saudi Arabia, Serbia and Sweden. Until embarking on a freelance career in 2007, he was Senior Editor in the English Language Teaching department of Oxford University Press.

2D. IELTS – How Low Can We Go?

Sam McCarter (Macmillan Education)

This session will explore the question as to how low, from the score-band point of view, it is possible to go when preparing materials for and teaching the academic version of IELTS. The talk will seek to show that the emphasis should be on simplifying the materials and teaching them within the framework of the academic module of IELTS. The aim should not be the ‘EFLization/ESOLization’ of IELTS; it should be to achieve competence, skills and linguistic confidence in English relevant to IELTS. There will be a workshop element to the session.

Sam McCarter's teaching career spans a period of more than 30 years, starting in Sierra Leone in West Africa as a volunteer English teacher. Sam has worked as a consultant editor in the field of Tropical Medicine, notably for The Wellcome Trust and for various other organisations, including WHO.

He has taught a wide range of subjects from IELTS to English for Medical Purposes. Sam is the author of a number of textbooks for IELTS published by Macmillan as well as medical communication for OUP and now devotes his time to writing, teaching via video-conferencing and giving presentations on methodology in IELTS and EAP/ESP. Sam is currently working on several writing projects.

2E. Can Just 8 Things Make a Brilliant Teacher; What's The Trick?

Jonathan Seath

During British Council inspections all teachers are observed against eight criteria T28-T35. But what do these requirements really mean? What are the inspectors looking for?

While there is no perfect answer, this session will explore the kind of areas that might help teachers do well when they are being observed. Everything from the use of corrective feedback to dealing with new words will be explored. The session will be practical but will also explore the rationale behind some of the criteria.

Jonathan Seath was for many years the principal of a large EnglishUK school providing courses for juniors and adults. He now teaches, examines and works as a British Council inspector. He has an MA in Applied Linguistics and an MBA.

2F. Helping Students and Teachers Adapt to EAP

Louis Rogers

A change in context is disorientating for all involved. Whether that is a change of job, company, culture or teaching context there are challenges for all involved. A common change of context faced by both students and teachers is the adaptation to a new teaching and learning environment, for example, moving from General English to Business English.

The shift into an EAP environment can be particularly challenging if a student or teacher has come from a General English background. This presentation will look at some of the main differences between EAP and general English and will be followed by suggestions of how best to help students and teachers make the transition as quickly and smoothly as possible.

Louis Rogers is an author and course tutor. He is currently teaching on the International Foundation Programme at the University of Reading. He has previously worked in Italy, Portugal and Germany, where he taught General English, Business English and Academic English. He is also the author of two EAP titles; DELTA Academic Objectives: Reading Skills and DELTA Academic Objectives: Writing Skills.

2G. From Human Doing to Human Being

Kevin Batchelor

This workshop presents awareness, insight and challenge on “Being the teacher/leader/manager we really want to be”.

It raises awareness to the interferences of what gets in the way of us all being fully human – what it takes to shift the paradigm in which we live and achieve a way of being and living that is consistent with who we truly are!

The workshop is fun, interactive and light-hearted – and could provide access to a more consistently joyful life – both at work and within ourselves.

Kevin Batchelor discovered the “power of passion” at an early age when he went skiing on a school holiday to Chamonix, France. He discovered that “following your heart” and being “true to yourself” is key to living a happy, successful and empowered life!

Since these early experiences, Kevin has challenged himself to live up to these values. As a result, he has had a varied and eclectic career in skiing, life coaching, EFL, business management, teacher training, management training and performance coaching. Kevin has racked up many achievements from becoming the first non-Italian ski instructor in any Italian ski school in 1979 to helping companies grow turnover by up to 300% with simple yet profound marketing strategies.

He is trained in NLP, Cognitive Behavioural Therapy, The “Inner Game” and Performance Coaching. He has worked with significant people in these fields and enjoys pushing the boundaries of ‘what is perceived as possible’.

2H. EAP Reading: Finding and Using Authentic Texts

Edward de Chazal

Reading academic texts is a central activity in EAP contexts. Yet where can we find appropriate texts, and how can we use them to promote effective skills, critical thinking, and language development? This workshop addresses these questions through principled, practical teaching suggestions with reference to general EAP contexts at B1 to C1 levels. Suitable for both experienced EAP teachers as well as those just starting out.

Edward de Chazal started teaching EFL in 1987, and has taught, examined, and given talks in Argentina, the Czech Republic, Hungary, Ireland, Italy, Kuwait, Spain, Turkey, the UK and the USA. Since 1990 he has focused on ESP and EAP, most recently at University College London, where he taught EAP from 2002 – 2011. He is now a freelance author and consultant specializing in the field of EAP. Edward is a regular presenter at conferences including IATEFL and BALEAP (the global forum for EAP professionals), and serves on the BALEAP executive committee.

14.20 – 15.10 Elective Sessions 3

3A. Listening: Number One in Life, Number Four in the Classroom. Why?

Sheila Thorn

We shall start by considering the importance of listening in language acquisition, both inside and beyond the ESOL classroom before examining why, in 2011, ESOL coursebooks, and even skills books, consistently fail to include authentic listening passages. We shall look at factors such as cost, ethical considerations and technical challenges. We shall then consider why listening tends to take a back seat to the other three skills and why the traditional listening comprehension approach does not sit well in the modern communicative classroom.

I shall end the session by presenting the new approach to authentic listening I have developed for my Real Lives, Real Listening books. I shall demonstrate how a more 'micro' approach to classroom listening practice, with a focus on how things were said, rather than on what was said, can result in students making huge strides in listening more effectively and improve their motivation.

Sheila Thorn is an experienced teacher, teacher trainer, examination and materials writer, with a particular interest in authentic listening. She is the founder of The Listening Business and supplies language schools, FE colleges and universities all over the UK with listening materials based on BBC radio programmes. She is also the author of the Real Lives, Real Listening series and regularly gives presentations at conferences in the UK and overseas. (www.thelisteningbusiness.com)

3B. Technologies for Teacher Training

Nicholas Peachey

The ability to effectively use technology in a pedagogical setting is becoming an increasingly important skill for language teachers, but often this is confined to using ad hoc websites or web based tools to supplement coursebook activities. If we really want to develop a digitally literate ELT workforce then we need to start integrating technology into the process of teacher training at the earliest possible stage and embedding technology into our teacher development and teaching practice, so that it is not just an occasional feature to enhance classroom practice but becomes part of our core teaching skill.

This session will look at some free web based tools and software which can become core to teachers' abilities to function in the 21st century digital classroom. I will share some experiences of how I have been using these tools with a teacher development context.

Nick Peachey is a freelance teacher trainer and consultant doing a wide range of tasks from designing online teacher training courses, research and design for new digital teaching products, exploring new ways of delivering teacher training, instructional design of web based and mobile learning products and writing materials to enable teachers to make best use of available technologies. He also works as an associate trainer for Bell Educational Trust and is a visiting lecturer on the University of Westminster MA TESOL course.

3C. Keep it Surreal: Tapping into Students' Creativity

Karen Harris

A student's imagination is, in many ways, our single greatest resource. Yet how do we access its potential? The answer very often lies in incorporating the bizarre, the over-the-top and the downright surreal into our classroom activities. This light-hearted and interactive workshop will demonstrate how, with a little creativity on the teacher's part, lessons can be transformed:

speaking and writing skills are honed (in a variety of registers, and sometimes with a surprising degree of flair and sophistication), confidence is gained and classroom dynamics are boosted. It's all inherently student-centred and collaborative, too.

Come and see how cartoon characters, home improvement catalogues, 1950s musicals and random objects can turn the classroom into a hotbed of comedic talent. This workshop is particularly suited to those teaching relatively advanced classes, who are looking for ways to overcome the "plateau" stage. However, many of the activities could also be adapted for lower levels.

***Karen Harris** is a teacher, teacher trainer, artist and writer, with an MEd in Applied Linguistics and a Postgraduate Diploma in Journalism. Her particular interests lie in teaching exam classes and exploring the endless potential of authentic resources (sometimes unorthodox) for high-level EFL and EAP students. Since 2005, she has taught predominantly at the East Finchley School of English in North London, where she spent two years as Director of Studies and continues to enjoy the school's culture of academic freedom combined with rigorous teaching. Publications include EL Gazette, The Tottenham Journal and arts and culture magazine The Motion Online!*

3D. Five Ideas for Teaching for Teaching IELTS Writing

Lewis Richards

This session will look at five key approaches useful for the teaching of IELTS writing. Each point will be highlighted using original material and demonstrated workshop-style, with the audience taking part as much as possible. The five approaches cover;

- **Personalisation:** using students' experience for tasks 1 and 2.
- **Writing your own texts:** how to use your own texts to teach IELTS, with examples from Lewis.
- **Reformulation/Guided discovery exercises:** encouraging students to reflect on and reformulate their writing
- **Tailoring Grammar:** taking grammar learnt in different contexts or courses and applying it to IELTS teaching, with examples.
- **Model Answers:** How to get the most out of them.

***Lewis Richards** is Assistant Director of Studies, IELTS course manager, and teacher trainer at Language Specialists International in Portsmouth. He has 13 years' teaching experience, and has an A in the CELTA and a distinction in the DELTA. He is the co-author of 'IELTS Advantage: Writing Skills' (Delta Publishing, 2011), which is a book aimed at helping students to achieve a 6.5-7.0 in the IELTS writing exam. He has spoken at over 30 seminars and workshops, and is also an IELTS speaking and writing examiner.*

3E. Full Body Spelling Workout

Johanna Stirling

S-t-r-e-t-c-h your learners' spelling abilities. Shape up their word recognition. Tone up their cognitive strategies. Pump up their spelling confidence. This workshop will present a whole range of multisensory activities for your learners, including those who aren't natural spelling champions.

Spelling is a problem for so many English language learners but it is largely ignored by ELT literature, teacher training and materials. The little that is available is usually based on sound-spelling relationships or complicated rules. My multisensory approach, on the other hand, incorporates visualisation techniques, kinaesthetic activities and cognitive strategies. This very practical workshop will comprise activities that teachers can use with learners of any age, especially those for whom more traditional approaches have failed. You'll see how spelling can be a good sight more engaging than learning lists of words and the focus on strategies aims for

long-term improvement, rather than just temporary success in the end-of-week spelling test. This is what learners need and what teachers need, but it is what they are often not getting. Let's right that wrong.

Johanna Stirling is a freelance English Language Teaching Consultant based in the UK. She is a NILE (Norwich Institute for Language Education) Associate Trainer. She also writes materials and gives presentations for Cambridge University Press. Johanna became interested in teaching spelling when she saw the frustrations faced by her adult English language learners and set about trying to address the problem. This has led her to an exciting new approach, which she shares on The Spelling Blog (<http://thespellingblog.blogspot.com>) and her website, The English Language Garden (<http://www.elgweb.net>). She is the author of the groundbreaking book *Teaching Spelling to English Language Learners*.

3F. Preparing Students for the PTE Academic

Fiona Aish and Jo Tomlinson (Pearson)

This session will give a brief outline of the Pearson Test of English Academic (PTE Academic) and offer practical suggestions for delivering courses and preparing students for the test, drawing on the presenters' experience as trainers for PTE Academic.

It will cover the following areas:

- **Overview.** A brief outline of the test and the item types which are covered in the test.
- **Practical Considerations.** The challenges and considerations in designing and delivering a PTE preparation course, such as teacher knowledge, student level and technical considerations, and how these issues can be addressed.
- **Syllabus Design.** The different ways in which a preparation course can be approached with regard to practical aspects such as time constraints and availability of resources.
- **Materials Design.** How course books can be adapted and how other materials can be sourced or created for PTE Academic test preparation.
- **Sample Activities.** A practical demonstration of some activities which can be used for PTE Academic preparation.

Fiona Aish and Jo Tomlinson are PTE Academic trainers for Pearson and co-owners of *Target English*, a partnership which provides modular training courses in EAP and English language exams, as well as proofreading and consultancy services. Fiona and Jo have worked in EFL and EAP for many years, both in private language colleges and universities in the UK and abroad. In addition to running *Target English*, Fiona and Jo are both IELTS authors and examiners for Trinity College London.

3G. Unleashing the Power of Images

Mark Lloyd (Richmond)

From digital cameras to mental snapshots, images have the power to stimulate, activate and motivate. They can be springboards, centerpieces or memory hooks. They build bridges with the world outside the classroom. This hands-on workshop will explore how to unleash their power through a series of detailed practical lesson ideas aimed at a range of levels and backgrounds.

Mark Lloyd is currently the Principal at Kaplan International College in Bath and has a wealth of ELT teaching, teacher training and management experience both in the UK and abroad. He is a regular contributor to *teachitworld.com* and the *IH Journal of Education and Development* and is also a published author who has written adult, grammar and testing material for several international ELT publishers. These include Richmond where he was most recently involved in their brand new adult course *The Big Picture*. Mark is also a Cambridge ESOL examiner and a regular speaker at national and international ELT conferences.

3H. Feel the Fear and Teach Them Anyway

Mark Smith

In my experience of working as a teacher, I have found that there are those who accept the prospect of taking on classes and courses that are outside of their comfort-zone, and those who would prefer to avoid them and encourage their management team to offer them an alternative. Being in the former category myself I have had a few colossal failures, as well as many gratifying successes. The kind of classes I mean might be something run-of-the-mill, such as a widely mixed-level class, a very high, or a very low level group. I also want to include less commonly discussed contexts, such as obscure ESP courses, or courses whose design does not match the expectation of some or all of the participants.

I will take participants of this workshop through some of my own experiences. I will include both triumphs and disasters, and have a look at ways in which a brave teacher can benefit developmentally from saying “yes!” when offered something daunting to take on. Input will come from me, but also from the participants.

Mark Smith's primary work has been as a teacher for the Wimbledon School of English for the past 10 years, alongside which he has been involved in teacher development. He has run and led workshops both at Wimbledon and in other language schools, the English UK teachers' conference, and IATEFL. Subjects include integrating pronunciation, motivating IELTS learners, and using improvisation techniques to encourage more spontaneity in teachers and learners. He has also run teacher development sessions at a language school in Poland and a university in China. At Wimbledon he is involved in the observation of teachers, providing developmental guidance in the form of personal feedback and CPD sessions.

15.30 – 16.30 The Closing Plenary

Designing a Grammar for Learners

Michael McCarthy

This talk considers what a grammar for learners should include, based on corpus evidence. We see how learner corpora can be used to track the emergence of grammatical features among learners, from the elementary level to advanced, how learners get to grips with new grammar, how the divide between lexis and grammar becomes progressively blurred and how error-information can be interpreted to produce useful reference grammars for students at different levels.

Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, UK. He is also Adjunct Professor of Applied Linguistics at the Pennsylvania State University and at the University of Limerick, Ireland. He is the author of many titles of interest to teachers, including Spoken Language and Applied Linguistics. Well known as an expert on the teaching and learning of vocabulary, he is a co-author of the basic and upper-intermediate levels of Vocabulary in Use, and is also Academic Consultant to the Cambridge International Dictionary of Phrasal Verbs and the Cambridge International Dictionary of Idioms. He is co-author of the 2 latest successful corpus-informed publications by Cambridge University Press: Touchstone and Cambridge Grammar of English.