

The English UK Teachers' Conference

Saturday 12 November 2016
Prospero House, London

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Welcome to the English UK Teachers' Conference 2016, supported by Trinity College London

Teachers do a fantastic job maintaining an excellent standard of tuition, and we hope to further inspire, engage and increase your knowledge today.

The opening plenary, with Senior ELT Research Manager at Cambridge University Press Laura Patsko, will use English as a lingua franca to set the scene for a full day of excellent sessions.

In response to your feedback, there are sessions on helping students with learning differences (1B and 2B), content and language integrated learning (2A), English for academic purposes (2G), and teaching teens (3D). We have something for the teacher trainers among you (1D) and a whole strand on inclusive classrooms (strand H). Please do leave your feedback – it really helps shape future events.

The end of the day will be an uplifting reminder of what teachers can and do achieve with the award of the Action Research Scheme prize and our closing plenary, Ken Wilson. Ken, an excellent speaker among his numerous skills, will make you think and hopefully help you connect with your students and the positive aspects of the wonderful world of TEFL.

Finally, join us after the final plenary for a drinks reception, kindly sponsored by Macmillan Publishing.

We are extremely grateful to have the support of Trinity College London and our other excellent exhibitors. They provide materials and services to make your lives easier, and are a huge help in running the conference – please take some time during breaks to visit them and see what they have to offer.

Most importantly, thank you. It is a great pleasure to see you enjoy the conference and we hope you find it valuable.

Best wishes,

The English UK team

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Welcome

Information about the day

Conference welcome from Trinity College London

As well as being a chance to meet friends and colleagues from across the sector, the annual English UK Teachers' Conference is a great example of the efforts dedicated teachers go to in order to support their learners and also the exemplary support offered to schools and teachers by English UK.

With such excellent credentials, Trinity is delighted to be able sponsor this event, helping fulfil its own mission to promote successful language learning and innovative teacher development.

Whilst learners are at the heart of our language exams, it is, ultimately, a teacher's knowledge, professionalism and dedication that is fundamental to a learner's achievement and success. To support teachers in meeting their learners' needs, Trinity has a wide range of internationally recognised qualifications to help teachers worldwide: from the entry level CertTESOL to the gold-standard, master's-level DipTESOL.

As well as these benchmark qualifications, Trinity also helps broaden teachers' professional opportunities and become sector specialists by offering in-service CPD qualifications for teaching young learners (TYLEC), Business English (CertIBET), using technology in the classroom (CertICT) and ELT management (DELTm).

And with Trinity's focus on curriculum alignment and positive washback in the classroom, teaching towards our GESE and ISE exams also has a positive effect on learning, improving the language learning experience and rewarding learners' ability.

With innovations in so many areas, do come talk to us about how we can offer support as you and your colleagues continue to develop the skills necessary to support our learners' achievement.

We hope you have an enjoyable and developmental conference and look forward to meeting you.

The Trinity College London team



Room locations

Ground floor: main plenary room, all Smile rooms, exhibitors, lunch and refreshments.

First floor: Imagine rooms 1 and 2

Second floor: Visualise rooms 1 and 2

Fire alarm

There is no fire alarm test planned. If the alarm sounds, please make your way calmly to the fire assembly point which is situated behind the venue on Swan Street. Venue staff will guide you.

Smoking

The designated smoking area is at the front of the building to the left as you exit the main entrance. Please use the wall mounted ash trays for smoking litter.

Wifi

Wifi is free and the code is available at reception. This may become overloaded, especially at break times.

Cloakroom

A cloakroom can be found between the reception and the Smile rooms. Please keep any valuables with you – English UK and the venue take no responsibility for the security of items during the conference.

Exhibitor/ lunch locations

All exhibitors are on the ground floor – do take the time to visit them. Refreshments and lunch will be served on the ground floor – please follow staff directions to help reduce queueing.

Toilets

Toilets can be found on the ground floor behind reception (between the reception and the smile rooms, opposite the cloakroom) and on the first floor at the end of the corridor (away from the stairs and lifts).

Dietary requirements

Lunch includes a variety of vegetarian options. For those who notified us of a specific requirement, your badge will have a green marker. Your lunch will be prepared separately and served on a named plate. Please do not take any named food that is not your own!

Timetable

09:00 – 09:45	Registration: breakfast, refreshments and exhibition
10:00 – 10:10	Opening address
10:10 – 11:00	Opening plenary: Laura Patsko: English as a lingua franca and the multilingual classroom
11:00 – 11:30	Break: refreshments and exhibition
11:30 – 12:20	Elective sessions (see page 8)
12:20 – 12:30	Room transfer
12:30 – 13:20	Elective sessions
13:20 – 14:10	Buffet lunch and refreshments
14:10 – 15:00	Elective sessions
15:00 – 15:30	Break: refreshments and exhibition
15:30 – 16:00	Cambridge Action Research Scheme award ceremony
16:00 – 17:00	Closing plenary: Ken Wilson: Ten quotations to make you think
17:00 – 18:30	Drinks reception

Our sponsors



Trinity College London

English UK would like to thank our event sponsors for 2015/2016, Trinity College London, who will be delivering the opening address at the conference.

Established in 1877, Trinity College London has been assessing English language proficiency and supporting teacher development since the 1930s. Trinity's English language and teaching qualifications continue to provide life-changing opportunities for thousands of people all around the world.

Trinity's support allows us to plan another year of high quality conferences, and we hope you take the time to visit them to find out about their products and exams.

www.trinitycollege.co.uk



Macmillan Education

English UK would like to thank Macmillan Education for sponsoring the drinks reception this evening.

Macmillan Education is a global publisher that supports students, instructors and institutions through a lifetime of learning by providing them with world-class content in the most relevant, engaging and flexible formats, and is one of the world's leading publishers of ELT materials.

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Our exhibitors



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British Council accreditation (Accreditation UK) is the quality assurance scheme for English language course providers in the UK. We manage the scheme, in partnership with English UK, and inspect all aspects of ELT provision, guaranteeing quality for students.

Come and visit our stand to find out more.

www.britishcouncil.org
www.britishcouncil.org/education/accreditation

Cambridge English

Cambridge English Language Assessment

Cambridge English Language Assessment is part of the University of Cambridge.

We develop and produce the most valuable range of qualifications for learners and teachers of English in the world.

Over five million Cambridge English exams are taken each year in more than 130 countries.

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Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

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Our exhibitors



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We are one of the world's leading English language teaching publishers, and our products are used by people in nearly every country in the world to learn and teach the English language.

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Many of our English language teaching texts and courses are developed using the Cambridge English Corpus – a multi-billion word collection of written and spoken English, plus a unique bank of exam candidate papers. This helps students avoid mistakes, and means that the language taught from our materials is useful, natural and fully up-to-date.

Our English language teaching texts and courses are fully accessible to the modern learner in a range of different formats – from printed books, to mobile apps and online dictionaries.

www.cambridge.org



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By drawing on the best practice from both fields, ELT well supports professionals in their work with multilingual learners who have learning differences or disabilities by providing practical, flexible and relevant professional development and teaching materials.

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Cognitive assessments are also available, using the CAML materials (Cognitive Assessments for Multilingual Learners), which can be used with students aged 7+, and at any stage of English language proficiency.

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eltwell.com



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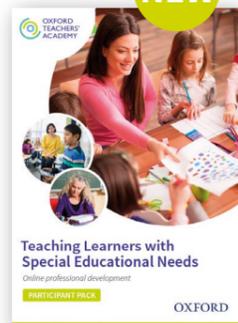
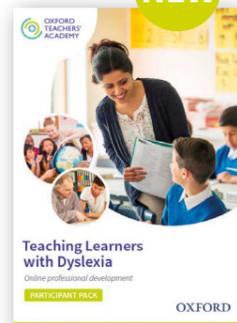
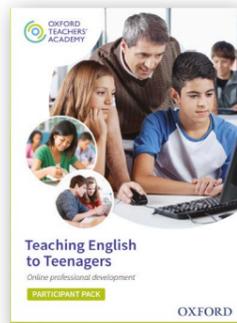
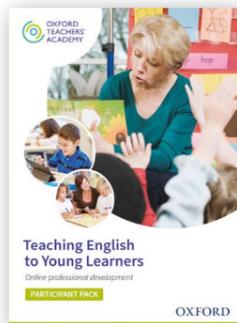


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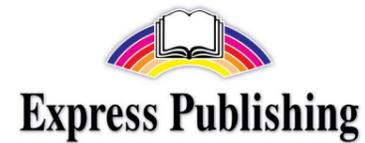
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- Session aims and topics mapped against the EAQUALS Framework for Language Teacher Training and Development

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Courses currently available:



Our exhibitors



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Our exhibitors



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At this year's EUK Teacher's Conference, Pearson are proud to be launching the new Expert IELTS course available across 8 component resources and the only IELTS course which gives access to all three levels of teacher's resources to enable teachers to customise the learning pathway according to the individual needs of the students.

To find out more, don't miss authors Lindsay Warwick and Clare Walsh's workshop session on Managing student confidence and expectations in a mixed level IELTS Classroom. Visit the Pearson stand to be the first to sign up for a digital sample and preview.

For more information you can also www.pearsonelt.com



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Seminar sessions

Elective sessions by subject area

A. Learning: evidencing and ideas

B. Responding to learner needs

C. Exams and testing

D. Teacher development and teaching approaches

E. Listening skills

F. Speaking and reading

G. Accuracy in production

H. Inclusive classrooms

I. Research

Session one: 11:30 – 12:20

1A Making learning visible to both teachers and their students

1B Recognising students with learning differences

1C Testing and assessment: developing a diagnosis radar

1D Uncovering the ideological beliefs of teacher educators

1E Extending listening: listening skills in and outside the classroom

1F Physicality of pronunciation: an interactive introduction

1G Correcting spoken errors: what, when, why and how?

1H Teaching Arab learners

1I a) Challenging assumptions through research

1I b) Can students help each other improve grammatical accuracy?

Silvana Richardson

Varinder Unlu

Chris Farrell

Ben Beaumont (Trinity)

Nick Northall

Marie Pettigrew

Beth Davies

Terry Phillips

Simon Borg

Raul Pope

Session two: 12:30 – 13:20

2A Skills and methods to make CLIL a success

2B How to spot dyslexia (and other SpLDs)

2C Managing student confidence and expectations in a mixed level IELTS classroom

2D Progressing to TEFL-Q and beyond

2E Jungle listening: survival tips for fast speech

2F Critical reading skills

2G Moving from general to academic English: a journey of language

2H LGBT inclusivity in our language learning classrooms

2I a) Using exploratory practice as a tool for language learning

2I b) The factors influencing student motivation in listening activities

Jon Wright

Anne Margaret Smith

Lindsay Warwick and Claire Walsh (Pearson)

Emma Carlile

Richard Cauldwell

Laurie Wilson

Fiona Aish

Simon Dunton

Sebastian Kozbial and Tim Leigh

Hayley Crawford

Lunch: 13:20 – 14:10

Session three: 14:10 – 15:00

3A Ideas for teaching advanced level students

3B Peer needs analysis: Sensitising learners to their classmates' needs

3C Using authentic texts in IELTS preparation courses

3D From CELTA to teaching teens: bridging the training gap

3E Understanding native speaker conversations

3F Applying synthetic phonics in adult ELT

3G Teaching grammar for all the right reasons

3H The native factor: bringing the discussion into our classes

3I a) Strategies for success in reading

3I b) What lies behind successful autonomous vocabulary acquisition?

Lewis Richards

Jason Anderson

Claire Hunter (IELTS)

Mel Judge

Alex Cann (EAQUALS)

Adam Scott

Danny Norrington-Davies

Marek Kiczowski and Varinder Unlu

Chris Edgoose and Ken Bateup

Aida Sahutoglu

Sessions and speakers

Plenary and elective session outlines

10:10 – 11:00

Opening plenary

English as a lingua franca and the multilingual classroom with **Laura Patsko**

The typical English language classroom contains students from a number of first-language backgrounds. In such an environment, the students are using English as their lingua franca. Even before it becomes the focus of instruction, English is already “the communicative medium of choice and often the only option” (Seidlhofer, 2011:7).

This is representative of the majority of interactions in English today. Those who speak English as their first language are outnumbered by at least three to one (Crystal, 2008), and over 80% of interactions involve no native speakers at all (Beneke, 1991).

So how can we best exploit the multilingual nature of ELT classrooms which reflect so well the communicative setting learners are likely to engage in outside class?

How can we take advantage of the rich multilingual repertoire which our students bring to class?

And what do teachers need to know and do in order to prepare their students to use English effectively as a lingua franca?

Speaker biography

Laura Patsko is senior ELT research manager at Cambridge University Press, and a former English teacher and teacher trainer.

Laura holds a BA in Linguistics and an MA in ELT and Applied Linguistics, and specialises in the use of English as an international lingua franca, pronunciation teaching and the practical applications of linguistic research.

She blogs at laurapatsko.wordpress.com and elfpron.wordpress.com, and tweets as @lauraahaha.



Laura Patsko



Silvana Richardson

Elective session one: 11:30 – 12:20

1A. Making learning visible to both teachers and their students with **Silvana Richardson**

One important area that has received increased attention recently is the need for teachers to get evidence of learning –i.e. to ensure that what is being learnt and how well it is being learnt is clearly visible to both teachers and their students – as this information is fundamental to determining the direction of subsequent teaching and learning.

This workshop for academic managers and teacher educators will explore the importance and the benefits of making learning visible and demonstrate some strategies the teachers in our organization use to get more and better evidence of learning.

I will also share the approach we use to teaching teachers about visible learning to enable them to successfully and confidently transfer the strategies they have learnt to their own practice.

Speaker biography

Silvana Richardson is head of teacher development at Bell and head of programme quality at the Bell Foundation.

She has over 25 years' experience as an EFL teacher, teacher educator and academic manager in the UK and overseas, is a quality assurance inspector and a speaker at international conferences.

1B. Recognising students with learning differences with **Varinder Unlu**

The majority of our students learn English and other languages without too much difficulty, but there are students who struggle.

There are many reasons for this, some of which can be identified quickly by teachers and they can help learners to acquire language more efficiently.

However, there are learners who find language learning particularly difficult because their general approach to learning is different. These students get labelled as being difficult, disruptive, unresponsive or just bad language learners.

Teachers need to have an understanding of students with learning differences and how these affect general learning processes and the mechanisms of second language acquisition.

In this session I present a number of case studies of such students taken from my experiences as teacher, teacher trainer and academic manager and highlight the importance of being able to recognise the signs of SEN.

Speaker biography

Varinder Unlu has worked in ELT for 25 years in all contexts both abroad and in the UK in private language schools to further and higher education. She has been a DOS/academic manager since 2002 and has worked at IH London since 2010. She is also a teacher trainer on the CELTA. She is currently working towards an MA in TESOL.



Varinder Unlu

1C. Testing and assessment: developing a diagnosis radar with **Chris Farrell**

This session will look at the role of appropriate testing and assessment in the classroom and highlight the role of testing in planning lessons. Tests delivered in a language classroom are all too often discrete item exercises that focus on grammar form.

This type of test provides a limited amount of information for the teacher in order to adequately diagnose learners and plan lessons that help the learners to improve their areas of weakness.

This session will look at different ways to broaden a teacher's range of testing, with the inclusion of skills based tasks and reference to the Common European Framework of Reference for Languages.

We will also look at how the results of the test can be used to provide some sort of diagnosis of what a certain level is and how learners can be 'progressed'

Speaker biography

Chris Farrell is the Head of Teacher Development with the Centre of English Studies Group, both in Ireland and the UK. He holds an MA and a Cambridge Delta and is the co-editor of the Equals Member's blog.



Chris Farrell

Sessions and speakers

Plenary and elective session outlines

1D. Uncovering the ideological beliefs of teacher educators with **Ben Beaumont**

There are many routes to becoming a teacher trainer, although in ELT these will probably follow a progression from delivering input on in-service support for non-native English speaking teachers through to running Ofqual regulated programmes, e.g. certificate and diploma-level qualifications.

While vocational in nature and usually thorough in terms of enabling practical techniques, what messages are actually being conveyed by trainers? Whether consciously or unconsciously, what educational paradigm or methodology do we propagate and embed in our trainees? Do we even 'practise what we preach'?

With reference to educational theory, literature and secondary research data, I will use questions and interview data to unpack some common ideological practices of teacher trainers and suggest reasons for them.

Using the British Council's CPD framework for teachers and the European Profiling Grid, I will then suggest how these findings can be used to support ongoing trainer development through a raised understanding of professional practice.

Speaker biography

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 Cert TESOL and Dip TESOL programmes, Ben's research interests include support for teachers in English Medium Instruction contexts and his personal interests include trying to stop his cat clawing up his carpet.



Ben Beaumont

1E. Extending listening: listening skills in and outside the classroom with **Nicholas Northall**

Over the last few years there has been a wealth of literature advocating the benefits of extensive reading (ER) – reading widely for pleasure and understanding – as a means of developing reading and productive skills, and grammatical and lexical understanding. On the other hand, research into the effects and benefits of extensive listening (EL) - listening to a wide range of easy, comprehensible and enjoyable recordings – has been sparse.

Yet the literature available suggests that EL could be another way of helping to develop language. Since many of our learners may arguably prefer listening activities (such as video and music) to reading ones, promoting EL could be a way of helping such learners.

We will consider how we can develop learners' listening skills with EL both inside and outside the classroom. I will give an introduction to EL, then would like the audience to consider various activities to help incorporate EL into language courses.

Speaker biography

Nicholas Northall works at the English Language Teaching Centre at the University of Sheffield, where he teaches EAP and contributes to the teacher training programme (including CELTA and TKT). He has been teaching English for 15 years.

Nicholas is interested in receptive skills, second language acquisition, classroom management, adapting and designing materials and classroom observations. He has an MA from Sheffield Hallam University as well as the Trinity College Diploma.



Nicholas Northall

1F. Physicality of pronunciation: an interactive introduction with **Marie Pettigrew**

Delegates will be introduced to the phonemes on the Adrian Underhill phonemic chart and taken through a number of kinaesthetic tasks to reinforce their learning and experiment with a number of ways in which it can be exploited for use with learners in the classroom.

The session will be supported by the online interactive phonemic chart. In addition, they will be taken through a number of tasks to work on word stress, contrastive stress and rhythm.

To round off the session they will be asked to share ways in which they work on pronunciation with their learners and demonstrate their own ways of dealing with pronunciation

Speaker biography

Marie Pettigrew is a teacher and teacher trainer who has been involved in EFL/ESOL for over 30 years and teacher training for over 25 years.

Marie trained in IH Hastings with Adrian Underhill and has been an avid follower of his physical approach to teaching pronunciation ever since.

With the introduction of new technologies and the growth in online training, Marie is interested in how technology can be used to enhance teaching and learning. She is keen to find out what other teachers and trainers are doing in this field and look forward to sharing practice with both old and new members of the profession.



Marie Pettigrew

1G. Correcting spoken errors: what, when, why and how? with **Beth Davies**

This interactive workshop will explore the role of learners' spoken errors in language learning.

What are errors and how do these differ from slips? What causes them and what can we learn from them? What is the teacher's role in relation to students' errors? What, when, why and how should we correct?

These questions and others will be discussed and practical techniques for correcting students' spoken errors will be demonstrated.

There will be the opportunity for delegates to practise and analyse the effectiveness of the correction techniques suggested, as well as reflecting on their own approach to error and correction in the classroom.

Speaker biography

Beth Davies is a CELTA and Delta trainer based at the ELTC at the University of Sheffield. She has worked in ELT for almost 15 years in a variety of contexts and has an MA in Applied Linguistics with TESOL.



Beth Davies

Sessions and speakers

Plenary and elective session outlines

1H. Teaching Arab learners with **Terry Phillips**

Arab learners often arrive at a language centre with a reasonable fluency and the ability to understand and make themselves understood in day to day conversation.

So why do they often make so little progress in courses aimed at preparing them for university entrance or higher level English medium study?

This session reveals the key differences between English and Arabic in terms of grammar, vocabulary, phonology and discourse structure.

It shows how these differences can get in the way of learning English and, most importantly, details some ways to overcome the specific difficulties which Arab learners have.

Speaker biography

Terry Phillips has worked in the English language sector for more than 40 years as a teacher, teaching supervisor, manager and language school owner and consultant, including 12 years in the Gulf.

At one time, he was a reasonably fluent speaker of Arabic with a good understanding of the written language. He has done contrastive studies of English and Arabic over many years.

With his wife, Anna in the www.phillipselt.com partnership he has written more than 100 published coursebooks, workbooks and teachers' books, many for state and private sector establishments in the Arab world.



Terry Phillips

1I. a) Challenging assumptions through research with **Simon Borg**

An Action Research Scheme presentation

Students like online homework. Peer assessment is good for students. Teaching should acknowledge diverse learning styles.

Teachers should elicit, not explain. These are examples of assumptions that often underpin the work of teachers. But what if these assumptions were incorrect?

Putting our assumptions to the test from time to time is a professionally healthy activity and in this talk I will outline how teachers can use action research for such a purpose.

The talk also introduces the Cambridge/English UK Action Research scheme; the third cohort of participants on this scheme have recently completed their projects and will be presenting them at the conference today.

Speaker biography

Simon Borg has been involved in ELT for almost 30 years, working in a range of international contexts.

Simon works full-time as an ELT consultant, while also holding academic positions at the University of Leeds and at Bergen University College. He specialises in professional learning and full details of his work are available at simon-borg.co.uk.



Simon Borg

1I. b) Can students help each other improve their own grammatical accuracy? with **Paul Rope**

An Action Research Scheme presentation

A group of pre-intermediate students were given a piece of their classmate's written work each week to peer review in pairs.

The students conducted an open-class discussion, wrote their feedback and had face-to-face conversations before reviewing their own work and attempting to correct it.

The research tries to find a correlation between peer reviewing written work, students reflecting on the errors found and an improvement in individual accuracy over time and decide whether time should be dedicated to creating a culture of peer assessment in EFL.

Speaker biography

Raul Pope has been teaching for nine years and currently teaches at Eurocentres in Bournemouth.

He has taught in a variety of contexts around the world including Spain, Russia and Japan and has an interest in student autonomy, motivation, world Englishes and second language acquisition.



Paul Rope

Sessions and speakers

Plenary and elective session outlines

Elective session two: 12:30 – 13:20

2A. Skills and methods to make CLIL a success with **Jon Wright**

Visual organisers such as Venn diagrams, decision trees, charts and grids are extremely flexible teaching tools. However, their full potential is often overlooked by language teachers.

This session will introduce a number of practical ways teachers can use visual aids to promote conversation and increase thinking skills, and thus boost confidence and creativity in the language class with students of all ages and levels.

Speaker biography

Jon Wright is a teacher, a teacher trainer, consultant, and examiner with over 25 years' experience in teaching English in the UK and abroad.

He has written 17 ELT course books and resource books for publishers such as Cambridge University Press, Oxford University Press, Heinle, DELTA publishing, Cornelsen and HarperCollins Cobuild.

He is particularly interested in innovative teaching methods, promoting learner independence, idioms and idiomatic language, materials design and CLIL.

Jon is a regular speaker at conferences and workshops in the UK and internationally.



Jon Wright

2B. How to spot dyslexia (and other SpLDs) with **Anne Margaret Smith**

Dyslexia can be hard to spot in a busy classroom, but it is possible if teachers are alert to the tell-tale signs. The assessment tool "Cognitive Assessments for Multilingual Learners" (CAML) makes it easy to follow up suspicions and determine what the most appropriate interventions would be for each student.

This session will open with an overview of the key indicators of dyslexia and some tips on how to recognise them in the language classroom.

The CAML materials will then be introduced and participants will be able to try out some of the tasks to see how it is possible to separate language use from cognitive function and thus identify learners who have specific learning differences, such as dyslexia, whatever their first language or English proficiency may be.

Finally, some guidance will be offered on what the next steps might be in supporting learners with SpLDs.

Speaker biography

Dr Anne Margaret Smith has taught English for over 25 years in Kenya, Germany, Sweden and the UK. She is also a dyslexia specialist tutor and assessor.

She founded ELT well with the intention of bringing together research-based practice from the two fields of ELT and SpLD support, providing training and materials for teachers, as well as assessments and specialist tuition for dyslexic language learners.

Anne Margaret was instrumental in the new IATEFL SIG on Inclusive Practices and SEN, which promotes the positive contributions that teachers and learners can make to a more inclusive learning environment.



Anne Margaret Smith

2C. Managing student confidence and expectations in a mixed level IELTS classroom with **Lindsay Warwick and Claire Walsh**

Before the advent of IELTS classes, EFL students had few alternatives to studying from a book that was carefully staged and appropriate to their level.

Much of what we taught assumed they were studying along the lines of Krashen's I+1 theory, with controlled input and manageable tasks. IELTS classes changed that. The one-level fits all approach to testing has seeped into classrooms creating new challenges for teachers.

In this workshop we'll explore how differentiated learning can help to manage student expectations and build confidence among learners.

We'll look at how differentiated goals can be addressed in a busy classroom, suggest ways to introduce informed self-reflection and consider how to help students deal with input levels much higher than their language level.

Speaker biographies

Lindsay Warwick is a teacher and a teacher trainer. She is an advanced practitioner at Bell Cambridge and is director of studies at Bell Teacher Campus. Lindsay is a materials writer, co-authoring course books, including Pearson's Gold Preliminary, PTE-Academic Expert and the forthcoming Expert IELTS 6.

Clare Walsh is a teacher and examiner who has worked in the general English and university preparation courses for over 20 years. She specialises in online teaching and testing. Clare has authored several books, including PTE-A Expert B1+ and IELTS Expert 6, to be published in 2017.



Lindsay Warwick



Claire Walsh

2D. Progressing to TEFL-Q and beyond with **Emma Carlile**

This session aims to give teachers information and ideas about how to progress their career beyond the obvious DELTA route. While obtaining qualifications is important, there are many other activities which a teacher can undertake in order to develop and progress, which can help in interviews and future career progression.

This would also be of use to academic managers of small schools looking at ways to develop their team and may not have the remit/possibility to give out a promotion.

Topics covered will include:

- Routes to TEFL-Q, what are my options and which is the best for me?
- Modes of Learning (face to face or distance)
- Where can I work? Different options as the industry diversifies (i.e. school or university)
- What else can I do in my current school? How to progress in a small company

Speaker biography

Emma Carlile is assistant director of studies of academic programmes, head of academic English at Kings London, an independent international college based in Beckenham, South-east London.

She has worked in international education for over ten years in a variety of contexts including as a volunteer, private language schools, business English teaching, university teaching and university foundation teaching. She has coordinated both British Council and OFSTED inspections at Kings London.



Emma Carlile

Sessions and speakers

Plenary and elective session outlines

2E. Jungle listening: survival tips for fast speech with **Richard Cauldwell**

In the real world, normal speech is fast messy and spontaneous. In the world of language teaching 'normal speech' is slow, orderly and scripted – featuring an adulation of the citation form, and a genteel observance of the rules of connected speech.

But there is now a conflict between this slow orderly model of speech, and the wildness of authentic recordings which occur in textbooks.

Using a botanic metaphor of the Greenhouse (citations forms) the Garden (rules of connected speech) and the Jungle (the mess of spontaneous speech) I will demonstrate materials in development which prepare learners for their listening encounters with normal (fast messy) speech in the real world.

Speaker biography

Richard Cauldwell has taught in France, Hong Kong, Japan, and at the University of Birmingham in the UK. Since 2001 he has authored and published award-winning publications (twice winner of ELTon for innovation in ELT): Streaming Speech and Cool Speech.

He specialises in turning the speed and unruliness of normal everyday speech into learning materials for students and training materials for teachers.



Richard Cauldwell

2F. Critical reading skills with **Laurie Wilson**

Critical reading is a vital academic skill but one which is often neglected in EFL teaching in favor of linguistic comprehension. Learners need to be able to utilise critical thinking skills such as prediction, inference, and genre and discourse analysis in order to become active, thinking readers who can simultaneously read a text and form their own opinions of it.

This session will demonstrate three communicative reading activities which can help learners to become more active readers who are able to critically engage with a text. The tasks in the session will focus primarily on the while-reading stage of the reading cycle.

The session is primarily aimed at teachers of teenage or university students but the activities could be adapted for use with younger (or older) learners in a range of contexts.

This will be a hands-on session and will require active participation.

Speaker biography

Laurie Wilson has taught in China, Egypt, Cambodia, South Korea and the UK, and has experience in a range of areas from YLs to EAP.

He holds a DELTA and is currently undertaking an MA in Applied Linguistics with TESOL at the University of Sheffield. Laurie's undergraduate degree was Philosophy and this has led to his interest in the role of critical thinking in L2 academic English.



Laurie Wilson

2G. Moving from general to academic English: a journey of language for students and teachers with **Fiona Aish**

This workshop will start by outlining why students want to progress from studying general to academic English, the place of high stakes exams to bridge this gap, and the assignment types associated with academic English.

We will then explore the lexico-grammatical differences between general and academic English. Participants will have some time to analyse both text and audio examples.

The session will then explore the transition from general to academic English from a teaching perspective. We will cover the language and skills knowledge required, as well as teaching approaches and activities. Participants will have time to discuss their own experiences and explore new ideas.

Finally, the workshop will look at some typical progression pathways for students and teachers, and provide further resources for professional development. This workshop would be suitable for teachers interested in moving into teaching academic English.

Speaker biography

Fiona Aish is a director of Target English, a consultancy that provides tailor-made solutions in content creation, course provision, teacher training and testing. Recent projects include an EAP test for a university and a bespoke IELTS course book for a language school.

Fiona has worked in ELT for 18 years in teaching, management and teacher training. After teaching in Asia and South America, she managed university preparation courses at Kaplan Aspect and University of the Arts London.

Fiona Aish and Jo Tomlinson have co-authored a number of IELTS titles for Collins, as well as Lectures, which won the 2014 ELTon for Innovation in Learner Resources.

2H. LGBT inclusivity in our language learning classrooms with **Simon Dunton**

Whether a purpose-made lesson or activity, idiomatic language or a remark made by a learner or teacher, queer (LGBT) moments can inadvertently arise in every teaching and learning context.

Based on classroom experiences, I will demonstrate how this is so, after which the audience will be invited to explore what teachers can and should do when reacting to such moments and discuss how they and their learners may feel when this is done.

In addition, we will look at some pre-made language learning materials to evaluate their suitability, both as social-cultural and linguistic teaching points, and highlight where possible improvements could be made.

Ultimately, we will look into the practicalities and necessity of dealing with, rather than avoiding or ignoring, queer moments in our classrooms.

Speaker biography

Simon Dunton has been working in the wonderful world of TEFL for the last ten years, the first eight of which were spent in Russia, before moving back to the UK to complete the Delta and get a taste of the multilingual classroom in autumn 2014.

Since then, Simon has begun to dip his toes into the world of teacher training whilst completing an MA in TESOL at Birkbeck.



Fiona Aish



Simon Dunton

Sessions and speakers

Plenary and elective session outlines

2l. a) Using exploratory practice as a tool for language learning with **Sebastian Kozbial** and **Tim Leigh**

An Action Research Scheme presentation

Exploratory practice primarily aims to integrate research and teaching, but through student-led tasks, could it also be used as a tool for improving learners' language?

This talk shares the findings from action research focused on the integration of Exploratory Practice into a low-level language course as a means of enhancing language learning, developing learner autonomy, and improving the quality of life in the classroom.

Speaker biographies

Tim Leigh currently teaches international students aiming to enrol onto undergraduate and postgraduate courses at Manchester Metropolitan University. He has taught English in the UK as well as in Asia, Europe, and the Middle East.

Sebastian Kozbial also currently teaches at Manchester Metropolitan University. His main focus is on teaching general English and English for Academic Purposes to international students. He also has extensive experience teaching and co-ordinating bespoke EFL and ESP programmes in Higher Education.



Tim Leigh



Sebastian Kozbial

2l. b) The factors influencing student motivation in listening activities with **Hayley Crawford**

An Action Research Scheme presentation

Through exposure to different elements present in audio, this study has examined the factors which influence students' motivation towards listening through two cycles of data collection.

The presentation will compare pre-selected factors such as authenticity, content, and task-type in relation to each of the listenings which were explored.

Conclusions will also be drawn on whether performing well on tasks during listening is linked to students' enjoyment of it.

Speaker biographies

Hayley Crawford started teaching EFL in Budapest in 2009, where she spent two years before moving to Qatar to continue her career. In 2012 she moved to London, did her CELTA and then followed on with the Trinity Diploma in 2015. She has been working at Kaplan Leicester Square for four years now.



Hayley Crawford



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Sessions and speakers

Plenary and elective session outlines

Elective session three: 14:10 - 15:00

3A. Ideas for teaching advanced level students with **Lewis Richards**

This session will present a range of ideas, techniques and lesson types for teaching higher level students.

It will focus particularly on getting the maximum out of students of this level, and showing how to challenge and interest them, with a variety of practical ideas.

There will be a particular emphasis on lexis, and showing how to respond to vocabulary and ideas which come up in class.

Speaker biography

Lewis Richards is a teacher, a teacher trainer and Director of Studies at LSI Portsmouth. He has taught for nearly 20 years, and specialises in teaching higher level classes, particularly exam classes. He is the co-author of 'IELTS Advantage Writing Skills' (DELTA, 2011).



Lewis Richards



Jason Anderson

3B. Peer needs analysis: Sensitising learners to their classmates' needs with **Jason Anderson**

This workshop will introduce the novel concept of peer needs analysis for adult language learners. Peer needs analysis can be briefly defined as the act of raising students' awareness of the needs of their co-learners.

We will explore what it is (in more detail), why it is useful, how to do it, when to do it, and consider in what contexts it is likely to be of value.

Two examples of how it has benefited both me as a teacher and my learners on a rolling-enrolment general English course in the UK will be provided and participants will take away ready-to-use materials, practical ideas and questions for consideration and investigation in their own classrooms.

There will be opportunities for interaction and discussion with other participants throughout the workshop.

Speaker biography

Jason Anderson is a teacher/ teacher trainer and educational consultant in both ELT and mainstream education.

He is a best-selling, award-winning author of resource books, methodological guides and numerous articles and papers for top international journals and practical magazines for language teachers and teacher educators.

He has trained teachers and developed teacher education programs for ministries of education, development partners (UNICEF, British Council, VSO) and private organisations in 15 countries worldwide.

He lives in London with his bicycle, his ego and his slightly sad collection of ornithological memorabilia.

3C. Using authentic texts in IELTS preparation courses with **Claire Hunter** (IELTS)

The use of authentic texts in the English language classroom has increased greatly over recent years, but this is not always the case in IELTS preparation courses. Including authentic material not only reflects the make-up of the IELTS test itself, but also allows learners to develop the skills they need to study autonomously, with materials that are readily available to them outside the classroom.

This session will focus on how we can exploit authentic texts in the IELTS classroom, and aims to provide practical tips and activities based around teachers preparing students for each of the four IELTS papers – Listening, Reading, Writing and Speaking.

It will introduce various activities that teachers can use in class, which are designed to keep students motivated and engaged, while developing their exam skills and strategies to improve their scores in each of the four areas.

Speaker biography

Claire Hunter is the Academic Manager at Edinburgh School of English.

She has worked as a teacher and teacher trainer, and has a special interest in preparing students for the IELTS test, using video in the classroom (particularly TED talks!), and syllabus and course design.

She is also a British Council IELTS UK Product Champion, and has led workshops for teachers throughout the UK and Ireland, and has spoken at conferences including IATEFL, ETpLive! and the English UK Teachers' Conference.



Claire Hunter

3D. From CELTA to teaching teens: bridging the training gap with **Mel Judge**

In 2014 almost 50% of all students at English UK schools were juniors. While certificate courses cover the basis of ELT methodology they do not always equip us to meet the language and behavioral needs of teenagers.

During the course of the session we will attempt to answer the following question

“How do we as teachers ensure that we are equipped with the skills and techniques to inspire, manage and challenge teenage learners?”

This workshop style session will identify and address the key differences between teaching adults and teenagers with a focus on classroom management and topic selection. Together we will explore the roles of choice, variety and challenge during the lesson plan and delivery stage.

The workshop aims to leave teachers with a greater awareness of teaching teens – resulting in happier students and teachers and more effective teaching and learning.

Speaker biography

Mel Judge is academic director for Stafford House Study Holidays and a committee member for Young Learners English UK. She has 12 years' experience working with young learners both teaching and in management. She holds an MA in TESOL, and is committed to raising the standards of young learner courses through staff training.



Mel Judge

Sessions and speakers

Plenary and elective session outlines

3E. Understanding native speaker conversations with **Alex Cann**

Many high level students can understand the English spoken in a classroom setting but struggle to understand native speakers, particularly those with strong regional accents.

In this highly interactive workshop I will focus on practising bottom-up processing, phonological problems relating to connected speech and suggest a Test Teach Test (TTT) lesson shape to allow students to discover, and then address, the causes of their problems.

The session will focus on how to develop and teach listening skills rather than just testing them. I will include several practical activities that can be used to develop bottom-up processing skills as well as providing a brief plan for a TTT dictogloss lesson. I will end with a short Q&A session.

Speaker biography

Alex Cann is an academic manager and teacher trainer with extensive experience in the UK and overseas. He currently works for Experience English (part of British Study Centres) as the Academic Manager at Edinburgh Language Centre and is also affiliated with Eaquals.

Alex set the school up as a CELTA training centre in 2014 and enjoys combining academic management and teacher training. Before moving to Edinburgh he worked in Spain and South America, as well as managing summer school programmes throughout the UK.

Alex enjoys presenting at conferences and is passionate about teacher training and continuing professional development.



Alex Cann



Adam Scott

3F. Applying synthetic phonics in adult ELT with **Adam Scott**

Phonological awareness and decoding are key to language development—when learners fail to decode words, they cannot understand what they read or hear.

This practical session will demonstrate how to integrate Synthetic Phonics decoding strategies into teaching, and why this produces wider gains in learners' skills and systems.

Participants will engage in hands-on practice of classroom activities that simplify the phonological complexities of English orthography and pronunciation for students and teachers alike, with practical takeaway materials and classroom ideas that enable fast, accurate decoding and support learners' development.

Synthetic phonics, by blending and segmenting phonemes rather than studying the larger sound units of analytic phonics or taking a whole-word approach, builds systematic pronunciation/spelling knowledge and strategies for handling problematic utterances or written words.

It has the potential to transform our teaching experience and benefit areas as diverse as reading, listening, spelling, comprehension, pronunciation and constructing meaning in writing and speech.

Speaker biography

Adam Scott has been teaching for ten years, working at St Giles College in Brighton for the last seven years, where he is a teacher and CELTA trainer. He is also centre manager and DoS of the school's successful family course.

Adam became interested in teacher research during his DELTA, and enjoys integrating current findings into classroom practice. He has conducted research projects into teaching adult beginners, and teaching adults synthetic phonics, and took part in the first Cambridge-English UK Action Research Scheme.

Adam has written a 76-hour beginners course, often presents at ELT conferences, and is also a freelance materials writer.

3G. Teaching grammar for all the right reasons with **Danny Norrington-Davies**

"We try to contain the language with rules but the language keeps running away".

Though widely used in grammars, course books and teaching materials, many of the pedagogic grammar rules we know today are vague, abstract or hard to apply. In fact, in the very worst instances, some rules are actually untrue.

In this workshop we will discuss some of the issues with pedagogic grammar rules and look at how working with reasons rather than rules enables learners to create more appropriate and less abstract descriptions of why specific items of grammar are used.

Using material taken from my book 'Teaching grammar: from rules to reasons', I will demonstrate some sample lessons and practice tasks, share descriptions of language generated by L2 learners and explore how students feel about working with grammar in this way.

Speaker biography

After completing his CELTA in 1995 Danny Norrington-Davies managed to work all over the world doing something he loves. He now works as a teacher and teacher trainer at International House London and as an associate lecturer at King's College London.

Along with ways of looking at language, Danny's interests in ELT are visualisation and memory, critical thinking, working with texts and creativity. His first book, 'Teaching grammar: from rules to reasons' is out this year.



Danny Norrington-Davies



Marek Kiczowski



Variander Unlu

3H. The native factor: bringing the discussion into our classes with **Marek Kiczowski** and **Variander Unlu**

When asked if they would prefer a native or non native teacher, students will almost always answer that native is best. They think that they will learn a more authentic English and gain better pronunciation and grammar.

In this talk we will be asking given the multicultural nature of the UK, what do you teach your students and how do you teach it? We will also be looking at what we promote in our teaching and how we match our students' expectations of what a teacher is.

With English fast becoming the medium of instruction in more and more countries around the world and students becoming ever more goal oriented, what are we teaching them and how are we meeting their needs and expectations?

Do all students need to achieve a native level of English in order to communicate effectively with each other in work and study?

Speaker biography

Originally from Poland, Marek Kiczowski is an IELTS examiner, holds a DELTA and a BA in English.

He has taught English in six countries and is currently working towards a PhD in TESOL at York University. He advocates equal employment opportunities for non-native English speaking teachers through TEFL Equity Advocates, co-authors The TEFL Show podcasts and blogs at TEFL Reflections.

Sessions and speakers

Plenary and elective session outlines

3l. a) Strategies for success in reading with **Ken Bateup** and **Chris Edgoose**

An Action Research Scheme presentation

Our research centred on what students actually do when they are reading in the context of the IELTS exam.

We used the Think Aloud research technique to attempt to uncover what strategies were employed and we analysed these strategies in relation to the relative success and non-success of the students.

The hope was to be able offer IELTS students and teachers some evidence-based advice on strategies for approaching IELTS reading.

Speaker biographies

Chris Edgoose is a teacher at Bell Cambridge, where he has focused largely on IELTS and EAP for over ten years. He is also involved in the implementation of CPD and Supported Experiments.

Ken Bateup is a teacher mentor at Bell Cambridge, where he mainly teaches academic English on the Masters Preparation Programme but also spends a lot of time teaching and thinking about the teaching of IELTS.



Ken Bateup



Chris Edgoose

3l. b) What lies behind successful autonomous vocabulary acquisition? with **Aida Sahutoglu**

An Action Research Scheme presentation

In this presentation I will discuss specific life-long study and learning strategies that different learners need to apply to develop their vocabulary skills.

I will go on to analyse the impact of regular and explicit classroom instruction on further independent ("teacherless") application of these strategies.

Finally, I will suggest ways of incorporating vocabulary strategy-training into daily teaching practice by exploring some classroom activities, and discuss possible challenges this may involve.

Speaker biography

Aida Sahutoglu has been teaching General English and exam classes (IELTS and Cambridge) in London for nearly ten years.

Prior to that, Aida worked in secondary and tertiary education in Russia. The differences in attitudes and perceptions of independent learning across cultures have motivated her to explore learner autonomy further.



Aida Sahutoglu

The Action Research Project Award

15:30 - 16:00

Award presentation with **Fiona Barker, Simon Borg and Huan Japes**

The Cambridge English Language Assessment/English UK Action Research Scheme is a unique opportunity for teachers to do classroom research with the tutored support of an expert researcher, and to publish their research as well as present it at the English UK Teachers' Conference – see the elective sessions above for details of the paired presentations from our six current participants.

Join English UK's deputy chief executive, Huan Japes, the lead research facilitator Simon Borg and Fiona Barker of Cambridge English Language Assessment to find out what the scheme has achieved in 2016 and to congratulate the participants on their research.



Fiona Barker



Simon Borg



Huan Japes



Ken Wilson

Closing plenary: 16:00 - 17:00

Ten quotations to make you think with **Ken Wilson**

This talk will mine ten main (and several subsidiary) quotations, usually from outside the world of education, for insights into teaching and learning.

One of those quotations is:

Mark Twain – 'I never let my schooling interfere with my education'. What does it tell us? Probably that Mark Twain was a bright, imaginative student who wasn't well served by the delivery style of education that was normal in his day. You can imagine him questioning his teachers, and either being told to shut up or being punished for insubordination.

What is the message for teachers today? Are we delivering too much information? Can we assert less control over proceedings in class and let the students use their imagination more?

Speaker biography

Ken Wilson is an ELT author and trainer. He's written more than 30 titles, including course books, sketches, songs and drama resources.

Ken is currently editor-in-chief of a primary course for Vietnam, a co-production between Macmillan Hong Kong and Vietnam Educational Publishing House, Hanoi. He is also studying for a Masters in Creative Writing at Birkbeck College, University of London. Until 2002, Ken was artistic director of the English Teaching Theatre.

Drinks reception 17:00 - 18:30

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