

# The English UK Teachers' Conference 2009

*Prospero House, London*

Saturday 14<sup>th</sup> November 2009

## Programme



**ENGLISHUK**   
*enterprises*



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

## Teachers' Conference 2009

Saturday 14<sup>th</sup> November, Prospero House, London

### The Conference

The annual English UK Teachers' Conference is one of the UK's premiere ELT events for teachers and one of the highlights of the English UK Professional Services programme. The national conference provides an excellent opportunity for teachers to network, share experience with colleagues and attend a range of first-class and practical teacher development sessions.

Set in a contemporary and stylish purpose-built venue, the conference will offer lively, practical and innovative sessions that will help delegates to develop a range of skills and keep attendees up to date with the latest research in the field. We appreciate Cambridge ESOL's continued support of our conferences and other key projects, and are happy to support Cambridge ESOL's main suite qualifications which are valued by our members & students around the world.

### The Programme

We are pleased to be able to offer you a first class programme featuring plenary sessions by Alan Waters and Adrian Tennant, and elective sessions by a range of leading ELT practitioners including Mario Rinvolucri, Hugh Dellar, Mark Hancock and Martin Hewings. The session content this year offers a great deal of variety, providing a rich selection for delegates to choose from and being of relevance to a wide range of sectors including Further and Higher Education. Topics covered include grammar, listening, EAP, IELTS, English for Work, Technology in the Classroom, Sport and Language Learning, and Teacher Professional Development.

*Delegates' opinions on the 2008 Teachers' Conference (also held at Prospero House):*

***"A very interesting and stimulating day with excellent presentations, giving plenty to think about and talk about"*** Tim Potter, South Thames College

***"A good day, lots of time for networking as well as generally interesting electives. Great closing plenary - exactly right for the end of the day!"***  
Amanda Bright, Embassy CES

***"There were several thought-provoking topics that made us 'think twice' and stay on our toes professionally. A good conference - well done!"***  
A.Small, Kingsway English Centre, Worcester

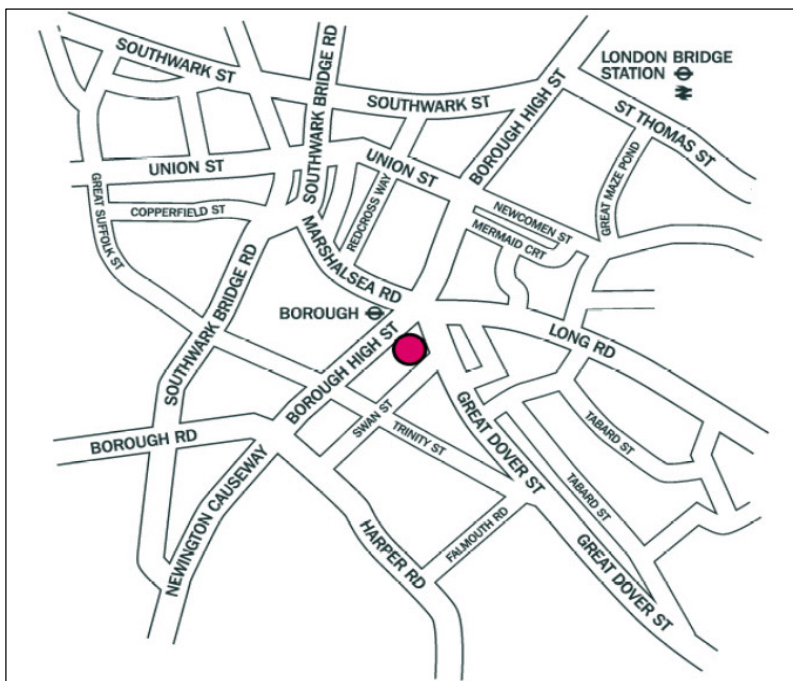
***"It just gets better and better and it is really difficult to conceive how you could produce a more seamlessly professional and edifying experience"***  
Mike Gill, St Giles Eastbourne

### The Package

As well as receiving a conference pack and strong programme of ELT professional development input, delegates can enjoy a light continental breakfast upon arrival, a buffet lunch, refreshments and an ELT exhibition.

### The Venue

A purpose-built conference venue located in central London, Prospero House provides an ideal learning environment with state of the art technology, modern decor and rooms that benefit from natural daylight. The venue is conveniently located near London Bridge and has excellent access by public transport.



### Travelling by Tube

Nearest stations are on the Northern line - there are regular Underground services from all Underground stations to **Borough** or **London Bridge** (also on Jubilee Line).

### London Buses

There are regular buses from Liverpool Street and London Bridge to Borough High Street. Liverpool Street: 35, 133. London Bridge: 35, 40, 133, 343, 21

### Address

Prospero House, 241 Borough High Street, London, SE1 1GA  
Tel: 020 7105 6010 Fax: 020 7105 6016

[http://www.etcvenues.co.uk/venues/prospero\\_house/](http://www.etcvenues.co.uk/venues/prospero_house/)

### Exhibitors

Exhibitors from a range of ELT-related businesses and service providers will be present – including: Cambridge ESOL, English UK, Copyright Licensing Agency, Cambridge University Press, Oxford University Press, Macmillan Education, Pearson Language Tests, Trinity College London, Heinle ELT, Pearson Longman, Macmillan English Campus, Garnet Publishing, Richmond Publishing and TEFL Tech.

### Cambridge ESOL

The number of English language students coming to English UK members just keeps on rising - and Cambridge ESOL has risen to the challenge by providing more than 150 examination dates to choose from in 2010. This impressive increase has had much to do with the advent of computer-based versions for many of the exams (we now have computer-based centres in London, Oxford, Cambridge, Bournemouth, Brighton and Manchester). However two special dates for 2010 will be Thursday 29 July, when KET and PET are made available for the first time in the summer and, after enormous success last year, Thursday 26 August when, in the UK and Ireland only, another paper-based examination for FCE will take place. And with the BULATS online test easily available through English UK, there's really every opportunity for any English language student coming to the UK and Ireland to take a Cambridge ESOL assessment during their stay.

**Programme Overview – 14<sup>th</sup> November 2009**

9.15 -10.00	Registration	<i>Breakfast, Refreshments and Exhibition</i>
10.00 – 10.05	Opening Address	Jon Grant, Cambridge ESOL
10.05 – 11.00	Opening Plenary	<b>The Politicisation of ELT Pedagogy</b> <i>by Alan Waters</i>
11.00 – 11.30	Break	<i>Refreshments and Exhibition</i>
11.30 –12.20	Electives Session 1	<b>1A. A Corpus Approach to Grammar</b> <i>by Martin Hewings (Cambridge University Press)</i>  <b>1B. Authentic Listening</b> <i>by Sheila Thorn</i>  <b>1C. Accessing EAP</b> <i>by Gary Hicks (Garnet)</i>  <b>1D. Preparing Students for FCE Use of English</b> <i>by Jane Allemano (Cambridge ESOL)</i>  <b>1E. Making IELTS Preparation Enjoyable and Effective</b> <i>by Mark Smith</i>  <b>1F. The Power of Image</b> <i>by Ben Goldstein (Richmond)</i>  <b>1G. Spoken English for Work</b> <i>by Sheila Brady (Trinity)</i>
12.20 – 12.30	Room Transfer	
12.30 – 13.20	Electives Session 2	<b>2A. Rethinking Teacher Talking Time</b> <i>by Hugh Dellar</i>  <b>2B. The Anatomy of a Business English Teacher</b> <i>by Mark Waistell</i>  <b>2C. Practical Uses of Technology in the EFL Classroom</b> <i>by Richard Turnbull (TEFL Tech)</i>  <b>2D. Applicability and Value of PTE Academic</b> <i>by Nick Hillman and Emma Stubbs (Pearson Language Tests)</i>  <b>2E. Sound and Spelling</b> <i>by Debbie Taylor</i>  <b>2F. Sport and English Language Learning</b> <i>by Michael Houten (British Council)</i>  <b>2G. Teaching English to Koreans</b> <i>by Ben Beuret</i>
13.20 – 14.20	Lunch	<i>Buffet and Exhibition</i>
14.20 – 15.10	Elective Session 3	<b>3A. Teaching Words and Collocations so They Stick</b> <i>by Mario Rinvolucri</i>  <b>3B. Teaching as Attention Management</b> <i>by Mark Hancock (Oxford University Press)</i>  <b>3C. Teacher Professional Development</b> <i>by Mike Gibson</i>  <b>3D. Teaching Vocabulary and Register in English Through Etymology</b> <i>by Marc Loewenthal</i>  <b>3E. Using Film Extracts in the Classroom</b> <i>by Graham Workman</i>  <b>3F. How Did YOU Learn a Second Language?</b> <i>by Richard Bridgman</i>  <b>3G. Over-Generalisation?</b> <i>by Tamarzon Lerner (Pearson Longman)</i>
15.10 – 15.30	Break	<i>Refreshments and Exhibition</i>
15.30 – 16.30	Closing Plenary	<b>Debunking Myths in ELT</b> <i>by Adrian Tennant</i>

## Sessions and Speakers

### *The Opening Plenary*

#### **The Politicisation of ELT Pedagogy** *Alan Waters*

There is nowadays an academic critique of ELT which views many of its well-established pedagogical practices as having an essentially hegemonic character. As a result, a number of strategies are advocated which are regarded as capable of putting ELT pedagogy on a more positive political footing. Unfortunately, however, many of these ideas can be seen to fly in the face of sound pedagogical principles. How this occurs is explained by reference to a representative selection of instances of the problem, such as the overweening advocacy of critical language awareness, ‘authenticity’, the learner-centred approach, and so on. This analysis is also seen to show that the political construction of ELT pedagogy, rather than having substance, is better viewed as a (disingenuous) attempt to promote its proponents’ political viewpoint, regardless of pedagogical merit. As a corollary, it is further argued that the agenda of much current research and theorising in ELT needs to be reprioritised, so that it becomes less politically ‘top-down’ and more concerned, in the first instance, with the ‘bottom-up’ attempt to appreciate the strengths of existing pedagogical traditions.

*Alan Waters is a Senior Lecturer in the Department of Linguistics and English Language at Lancaster University, UK, where he is currently Director of Studies of the MA TESOL and TEFL programmes. His overseas teaching and teacher training experience includes stints in Sierra Leone, Kuwait, and Thailand, and he has also acted as a consultant to several major ELT development projects. He has published a number of books and articles on a range of ELT topics, and his current main research interests include innovation in language teaching, teacher learning and language teaching methodology.*

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### **Elective sessions 1**

#### **1A. A Corpus Approach to Grammar** *Martin Hewings (Cambridge University Press)*

“It’s a dish made ..... herring, onions, and sour cream”: *out of, from, with or of?* A corpus approach to grammar in published and learner writing. Corpus analysis is becoming an important technique for language researchers, materials writers, and teachers. In this session we will explore the kinds of information that can be gathered from a corpus and how this information can be used in preparing teaching activities and materials. Participants will have the opportunity to analyse concordance lines to investigate some areas of grammar problematic for CAE-level students, and we will discuss how teachers can easily develop their own corpus-based classroom activities.

*Martin Hewings has taught English for over 30 years in many countries, including Sweden, Italy, Malaysia and Australia. From 1985 to 2009 he taught English for Academic Purposes at the University of Birmingham. He has published a number of textbooks with Cambridge University Press, including Advanced Grammar in Use, Pronunciation Practice Activities, English Pronunciation in Use Advanced, and, most recently, Cambridge Grammar for CAE and Proficiency (2009).*

#### **1B. Authentic Listening** *Sheila Thorn*

Listening is sometimes called ‘the Cinderella skill’ because it is the skill we use most in our daily lives, but the skill which receives the least attention in the classroom and in coursebooks. I believe the major reason for this is the fact that native English speakers and highly-competent non-native English speakers are automatically able to identify individual words in a text and attribute meaning to what they hear. In this interactive session I shall play a variety of off-air recordings which illustrate those features of spoken English which students find so challenging – features such as assimilation, linking, weak forms and elision. We shall then look at practical solutions. I shall demonstrate a variety of pure listening training exercises and classroom techniques which can be used with any authentic listening text to train students to listen more effectively. This approach differs dramatically from the traditional listening comprehension approach to listening practice.

*Sheila Thorn is an experienced teacher, teacher trainer 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.*



### 1C. Accessing EAP Gary Hicks (Garnet)

This talk will consider the differences between general English and EAP. It will analyze the composite elements of grammar, lexis and the four skills needed by students entering or intending to enter tertiary education in an English-speaking environment. The areas of grammar that students need to understand and to produce are markedly different from that of general English. There are elements of grammar that students do not need, and there are areas that students especially need and with which they tend to have great difficulty. It will argue that across the four skills of speaking, listening, reading and writing, non-native speakers in an academic environment need quite specific and easily defined sub-skills in order to operate successfully. Many of the activities and procedures common to general English language teaching are irrelevant in an EAP context. Likewise there are activities and procedures that are specific to the user of academic English.

***Gary Hicks** has been involved in ELT for over 20 years. As well as working as an EFL, ESP and EAP teacher, he has worked in Resource Management, School Management, Teacher Development and Teacher Training. Although mostly based in the UK Gary has recently had the pleasure of working in Sweden and Germany, Kuwait and Sudan. Gary works for Garnet Education as a Training Coordinator and is currently studying for a Professional Doctorate in Education researching the nature of 'rapport'.*

### 1D. Preparing Students for FCE Use of English Jane Allemanno (Cambridge ESOL)

This workshop is full of practical classroom activities and interesting ideas for preparing students for the FCE Use of English Paper. After a quick recap of the testing focuses of each part of the Paper the presenter will look at ways to develop the relevant language skills. This workshop gives ideas on developing this knowledge of vocabulary, morphology, syntax and discourse structure. Activities and skills covered include: Keeping a vocabulary notebook to help students develop knowledge of lexis at a phrase level; Word transformation and how to sensitise students to how words within the same family group can transformed, and exactly how these transformations take place; and Exploring paraphrasing with students so that they try and create their own paraphrases, before focusing on using the given key word. As well as receiving handouts for the workshop, participants will be emailed a set of activities for the classroom after the session.

***Jane Allemanno** has worked as a consultant for Cambridge ESOL for over 20 years. She has examined on the speaking papers for FCE, CAE and CPE and is currently a team leader and examiner trainer for these papers. She has also worked as an examiner on FCE and CAE writing papers and is currently a principal examiner for FCE. Jane is also contributing to the new Skills for Life examinations as an examiner and examiner trainer and as chair of the reading papers. She has also delivered seminars in a wide range of countries, particularly in Eastern Europe.*

### 1E. Making IELTS Preparation Enjoyable and Effective Mark Smith

The workshop will begin with a short summary of what my aims are and why I have decided to address this theme. I will talk about my own experiences of teaching IELTS and the experiences and comments of my colleagues. I will then look at ways of intrinsically motivating learners and discuss how these can be incorporated into the IELTS classroom. The bulk of the workshop will involve the presentation of a number of activities which aim to introduce and give practise of skills specific to the IELTS exams. Emphasis will be placed on encouraging learners to understand how these activities are directly related to the tasks they will have to perform in the exam. My aim is to encourage teachers to move away from beginning with an example exam task and move towards an approach where the skills are learned and then practised first and then applied to exam questions.

***Mark Smith** started teaching in Barcelona and returned to England in the summer of 2001, when he began working at Wimbledon School of English, where he remains. He teaches at all levels and has taught courses for all the Cambridge main suite exams and also IELTS. Mark runs workshops for other teachers both in his own school and other schools in England and abroad. This work has taken him as far as China and recently, the 2009 IATEFL conference in Cardiff. He can also be observed teaching on the accompanying DVD of Jeremy Harmer's How to teach English.*

## 1F. The Power of Image *Ben Goldstein (Richmond)*

Thanks to digital technology, never have we been able to access and manipulate so many images in so little time. We will look at ways we can exploit such images for their language learning potential and cultural significance and as a way to engage our learners on an imaginative level. Practical tasks featuring many different image types will be presented. This workshop will analyse ways images have been traditionally used in the language classroom and seek out some alternatives for the future. With the advent of digital technology, we will address the need to place the image at the centre of our classroom practice, exploring new ways to help learners can become more visually literate.

*Ben Goldstein teaches on the MATESOL programme at the New School, New York and at the Universitat Oberta de Catalunya in Barcelona. He has published a methodological handbook for teachers Working with Images (Cambridge) and is the main author of Richmond Publishing's adult coursebook series Framework and New Framework. He is a teacher trainer and has many given talks and workshops in conferences throughout the world. With respect to ELT, his main interests lie in encouraging intercultural awareness in the classroom, the lexical approach, World Englishes and the use of film and images.*

## 1G. Spoken English for Work *Sheila Brady (Trinity)*

The workshop will introduce the concept of this new addition to the Trinity College suite of ESOL examinations which tests spoken English and interactive listening in a working environment. The different phases of the examination deal with real-life situations specifically related to the world of work. The workshop will enable participants to watch DVD's of live examinations and evaluate the candidate's performance. A sample of telephone and interactive prompts for each level will be discussed as a group and then participants will work in small groups to think of ways they could prepare their candidates with regard to language, functions and communication skills. Depending on the time factor, participants will be given the opportunity to discuss situations which could arise in the workplace and brainstorm ideas how to incorporate these in their classroom activities.

*Sheila Brady is Senior Examiner for Trinity College London having joined the organisation in 2002. She is an oral examiner for the Graded Examinations in Spoken English (GESE), Integrated Skills in English (ISE), Spoken English for Work (SEW) and UK ESOL Skills for Work. In addition she is an item writer for the ISE written papers and the SEW telephone and interactive prompts and a marker for the ISE written papers. She has been involved in the videoing of live SEW exams. Until 2006 she was the ESOL Co-ordinator at a large college of Higher and Further Education. Sheila is also an ESOL teacher and teacher trainer.*

## Elective sessions 2

## 2A. Rethinking Teacher Talking Time *Hugh Dellar*

When I trained as a teacher, the rules regarding Teacher Talking Time were brutally clear. Students paid to come to class so that they could practise THEIR English. My job was simply to facilitate this. This seemed sound enough advice and I spent years following the dictat that TTT was bad, STT good. Slowly, though, the issue of how - and how much - I talk in class came to occupy a larger place in my thoughts. I now feel that good STT is very unlikely to occur without good TTT. In this talk, I explore what I mean by this. I propose that TTT is at heart of what good teachers do: explaining and modelling usage of language; modelling tasks; retelling students' stories; eliciting and even simply chatting - as through chat, much of use often develops. In this session, I will illustrate how I think these things can work in the classroom with practical examples drawn from my own practice.

*Hugh Dellar is a teacher and teacher trainer at the University of Westminster and the co-author of the General English series, INNOVATIONS - as well as the forthcoming ESSENTIAL series, published by Heinle Cengage. His main interests revolve around teaching natural useful language. He gives talks and workshops all over the world.*

## 2B. The Anatomy of a Business English Teacher *Mark Waistell*

“Anatomy” can be defined as dissection and also analysis and this session attempts to do both on the body of Business English Teachers. What **is** a Business English Teacher? **Who** are they? **How** and **Why** do people become Business English teachers? **What** makes a successful Business English Teacher (and an unsuccessful one?) It also examines ways of becoming a **better** one! This elective looks at the literature and received opinion and analyses it. It uses HR management tools to try to draw up a Personnel Specification for a Business English Teacher. It examines the various roles assumed by the successful B.E. teacher and considers different approaches (teacher, trainer, facilitator etc). Case studies are examined, tasks performed and the group will work together to produce a “definitive” anatomical report on the perfect Business English Teacher.

***Mark Waistell** is a Senior Partner at Accent International, a specialist organisation focusing on training and consultancy for Executives, Professionals and Corporate Clients worldwide. Accent is accredited by the British Council, a member of English UK, Business English UK and IALC. Mark is former Chairman and current committee member of Business English UK, current Chair of English UK (South West) and member of the British Council ASAC Accreditation Committee. His current responsibility is General and Strategic Management of Accent. Mark has been a teacher, teacher-trainer, DOS, Principal and lecturer. A published author, Mark speaks worldwide on Business English Teaching, Corporate Training and Consultancy.*

## 2C. Practical Uses of Technology in the EFL Classroom *Richard Turnbull (TEFL Tech)*

This session aims to bring you up to date with a range of applications that are now possible by using technology in the EFL classroom. We will start by looking at the latest developments on the Internet both for resource making and classroom use, demonstrating tried and tested lesson ideas and showing how the abundance of authentic audio and video available nowadays can be exploited for learners. The session will go on to discuss how free software such as Audacity, Teacher’s Pet, and Skype can provide learners with a more authentic communicative language learning experience, helping with the full range of language skills and systems. Examples of how blogs and wikis can be put to good use will also be shown, along with a look at how the use of PowerPoint with a projector or IWB can create a wealth of new techniques and activities.

***Richard Turnbull** BA (Hons), DELTA, is an EFL teacher and teacher trainer based on the south coast of the UK. He is the founder of TEFLTech, a training consultancy that specialises in advancing the use of technology in the EFL classroom. He runs hands-on workshops and training courses for EFL teachers, which focus on helping build practical skills as well as confidence when using technology. In addition, he consults on IT strategy for language schools, advising on hardware and software as well as installing and configuring IT systems. For more information, please see [www.tefltech.com](http://www.tefltech.com).*

## 2D. Applicability and Value of PTE Academic *Nick Hillman and Emma Stubbs (Pearson Language Tests)*

There are a number of different tests available for students and teachers to choose from when it comes to assessing English language proficiency. For academic institutions that require evidence of English language proficiency from international students, it is important that the tests they accept really do reflect the student's ability when it comes to applying their language skills in an academic setting. The Pearson Test of English Academic is a new assessment of academic English, but how is PTE Academic relevant in an academic context and what added value will students gain from preparing and taking the test? This presentation will include a brief overview of the PTE Academic and focus on a teacher's perspective of the applicability and value of PTE Academic in a UK-based international student environment. We will look at the relevancy of the test item types and content, preparation materials available, and some of the practical elements of security and score reporting.

***Nick Hillman** is the Programme Leader for EFL at Anglia Ruskin University and is responsible for the development and smooth running of all the non-credit bearing English language courses. He has an MA Applied Linguistics, with distinction, with particular focus on the good language learner and focus on form. He teaches on undergraduate pathways as well as on the Language Teaching Methodology module of the Applied Linguistics MA. He has a distinction in the RSA Diploma and still teaches on the non-modular EFL courses. He has designed ESP courses for a wide range of subject areas (Oil and Gas industry, General Practitioners, Law, and Business).*



***Emma Stubbs** joined Pearson Language Tests in June 2008. Prior to joining Pearson, Emma was Global IELTS Manager at the British Council in London for four years. Before that Emma held management positions with the British Council in China over a period of six years and was heavily involved in the development of IELTS in the China market. She holds a BA Honours degree in Linguistics and French from the University of York, a postgraduate diploma in Chinese from Durham University and the Advanced Certificate of Marketing Management from the Chartered Institute of Marketing.*

## **2E. Sound and Spelling Debbie Taylor**

Question: How often have you been confronted with students frustrated at the seeming lack of consistency between the spelling and pronunciation of different words? Answer: Probably quite a few times. Solution: Demonstrate to students that there are some patterns in English spelling that can help to reduce their confusion. In this communicative workshop, I explore a little bit of the development of the English language through the years, together with the advantages and disadvantages of English being as it is. It is aimed at less experienced teachers and provides some ideas for resources to use. I will outline some of the more common spelling patterns, getting participants to discover them for themselves. I will also demonstrate how looking at the spelling of words is not just connected with pronunciation, but contributes to the learning of new vocabulary and grammar, and that it can involve the skills of speaking and listening as well as reading and writing.

***Debbie Taylor** (B.A.Hons, A.C.I.L., Cert. TESOL, DELTA) has been teaching in the UK for the last 9 years and is a senior teacher at Kingsway English Centre in Worcester, which provides top quality short courses for professional people. She has taught both General English and Business English, having spent many years in the insurance industry before becoming a teacher. She is interested in all aspects of language and believes that pronunciation should have a high priority on all language courses.*

## **2F. Sport and English Language Learning Michael Houten (British Council)**

In global research conducted for the British Council into the interests of young people, sport and exercise came out as the most popular pastime, even above watching TV. Further research with English teachers in over 20 countries confirmed the interest their pupils had in sport. The UK has a rich sporting tradition and culture, and interest in this will only be enhanced by the Olympic and Paralympic Games to be hosted by London in 2012. The motivational power of sport to influence positive social change is now being acknowledged by educators. Our top sports teams provide examples of best practice in these areas. This talk will look at the resources available here in the UK which could enhance language learning courses. It will also discuss the best ways to exploit both the interest in sport and the resources available to create motivating language learning activities.

***Michael Houten** is based in Manchester and works for the British Council in the English and Exams Innovations team, creating products for learners and teachers of English. For several years he was in charge of the team responsible for the British Council's public access websites for learners and teachers of English (The LearnEnglish suite). Michael has managed ELT projects for the British Council in Brazil, Poland, and Slovakia. He has also worked as a History and English teacher in the UK, and as an EFL teacher, teacher trainer, and project manager in Spain, Poland and the former Czechoslovakia.*

## **2G. Teaching English to Koreans Ben Beuret**

I believe that we can teach our students better if we try to understand their linguistic and cultural background. As well as seeking factual knowledge about, e.g., the geography, history, and languages of our students' countries, we should strive to understand the underlying, perhaps less tangible aspects of their cultural background. What makes them tick? As a model of an answer to these questions, I will focus on Korean students. My talk will be based on my experience of working and living in Korea, and on research carried out among Korean students at the school where I work. The wider question of my talk will be, 'How can we work towards gaining detailed understanding of the linguistic and cultural background of all of our students?'

***Ben Beuret** qualified as a CELTA teacher in 1998, and has since worked in France, South Korea, and various schools in England. During his time in Korea Ben worked as Director of Studies for a year, and*

now works at St. Giles College, Bloomsbury, where he has been for two years. Ben trained and practiced as a teacher of modern foreign languages in secondary schools and last year completed the DELTA at UCL. In 2008 Ben took on the role of organising the CPD programme at St. Giles, which is called the Teachers' Tuesday Club and is open to any ELT teachers. In the future he may go into teacher training or publishing, but at the moment is still find teaching engaging and interesting, and is happy doing that.

### Elective sessions 3

#### 3A. Teaching Words and Collocations so They Stick *Mario Rinvoluceri*

You will leave the workshop room with a set of techniques you can immediately use in class to present new vocabulary, to get the student to activate the words and to revise them at a latter date. The theoretical part of what we do together is based on the work of Michael Hoey and his ideas on lexical priming.

**Mario Rinvoluceri** frequently contributes to *THE TEACHER TRAINER* and to *HUMANISING LANGUAGE TEACHING*, [www.hltmag.co.uk](http://www.hltmag.co.uk). Mario works as a teacher and teacher trainer for Pilgrims. His most recent teacher resource books are: *Imagine that!*, with Jane Arnold and Herbert Puchta, *Helbling Languages*, 2007, *Creative Writing*, with Christine Frank, *Helbling Languages* 2007, *Unlocking Self-expression through NLP*, with Judy Baker, *Delta Publishing*, 2005, *Multiple Intelligences in EFL*, with Herbert Puchta, *Helbling Languages*, 2005, *Using the Mother Tongue*, with Sheelagh Deller, *Delta Publishing*, 2002 and *Humanising your coursebook*, *Delta Publishing*, 2002.

#### 3B. Teaching as Attention Management *Mark Hancock (Oxford University Press)*

In order for our teaching to be motivating and effective, we need to manage our students' attention. First of all, we need to attract their attention through the materials and topics we present. Secondly, we need to maintain their attention through the tasks we ask them to do. Thirdly, we need to direct their attention to those aspects of language and learning which will help them to make progress. In this talk, we will look at the ways we propose to reach these three objectives in English Result.

**Mark Hancock** started teaching English in Sudan in 1984 and has since worked in Turkey, Brazil and Spain. In 1996 he completed an Msc in Teaching English at Aston University. Mark's first book was *Pronunciation Games* (CUP 1995). Since then he has written *Singing Grammar* (CUP; 1998), *English Pronunciation in Use* (CUP 2003) and co-written *Pen Pictures* (OUP 1999), as well as a course book series for Spanish secondary *New Ways to Go* (CUP) and Polish upper primary *Winners* (OUP). Mark is currently working on *English Result*, a 4-level general English course for adults (OUP 2008).

#### 3C. Teacher Professional Development *Mike Gibson*

It appears that as most of our students' learning happens in a classroom we therefore expect most of our teachers' learning to happen in a classroom. In-service training in the form of weekly or monthly workshops on various aspects of teaching is the sum total of many schools' teacher development programme. These are usually in addition to a full week's teaching so may not always be well-received by the teachers they are designed to help and for some teachers may not offer anything new. Research into human resources development suggests many ways in which employees develop their professional expertise. This workshop will look at what ELT can learn from other professions and other ways in which teachers can develop their professional practice. You will leave the session with concrete ideas about how to develop your own and others' teaching practice.

**Mike Gibson** Mike Gibson has been teaching English since 1994 after working in engineering in the UK and Saudi Arabia. For 10 years he worked in Russia, teaching in a variety of contexts. Between 2004 and 2008 he worked for the British Council in Penang, Malaysia and in Prague, Czech Republic managing the Business Courses Units and teaching professional skills courses. Now he is the principal at Leeds English Language School. He recently completed an MSc in Human Resources Management and Development at Leicester University, having completed an MA in TEFL at the University of Reading in 2004.

#### 3D. Teaching Vocabulary and Register in English Through Etymology *Marc Loewenthal*

We use a variety of methods to teach English vocabulary, including word association, semantic fields, context and so on. As students progress up to intermediate level and beyond, their need to understand

how to distinguish between synonyms and their uses, and how to use register appropriately becomes greater. In addition, many students develop an interest in the nature and history of the English language. One way of helping students in these areas is to use etymology to guide them in their choices of words to use in different contexts and situations, and to give them a greater insight into how English developed into the language we use today. This talk will present practical ideas for doing this with a variety of supporting examples and exercises to take away. It will also give teachers a greater insight into the history and development of the English language.

**Marc Loewenthal** has been an ELT professional for 28 years. He has worked in the UK, Greece, Saudi Arabia, Russia, Indonesia and Pakistan in a variety of roles: EFL teacher, ESP Instructor, EAP lecturer, ESOL Lecturer in FE, Director of Studies and Course Director. Marc has a degree in Russian and Linguistics, as well as an MA in Education (TESOL) from the Institute of Education and an MSc in Multimedia Applications Development. Marc is currently working as E-learning Coordinator for BACES (Brent ACL service). He has self-published two ELT books and has his own ELT website: <http://www.eflworksheets.com>.

### 3E. Using Film Extracts in the Classroom *Graham Workman*

This session will look at reasons for using short film extracts in the classroom and how they can be exploited with different levels of learners. Activities for listening, vocabulary enrichment, role play and discussion will be demonstrated. The talk will be illustrated using a wide range of genre to appeal to different types of learners. Criteria for selecting film extracts will also be incorporated.

**Graham Workman** Graham Workman is a freelance teacher, teacher trainer and materials writer. He has experience of teaching learners at all levels and publishes his own materials. He has written *Concept Questions and Time Lines*, *Popular Films for Language Use 1-3*, *Popular Films for Business English 1*, and *TPR for Primary English*, all published by Gem Publishing.

### 3F. How Did YOU Learn a Second Language? *Richard Bridgman*

As TEFL teachers we spend our time trying to help our students improve their L2 skills. Many of us have learnt/tried to learn/studied a second language ourselves...but how many of us have actually consciously reflected on that experience and draw from it in the classroom? How many of us can clearly articulate (1) what we have learnt during our own personal L2 acquisition and (2) how we have applied it to our teaching? This session aims to focus on the personal process we have undergone and how and whether we can draw any valuable lessons from it.

**Richard Bridgman** has been a TEFL teacher for over 15 years. He has lived and worked in the UK, Europe and North America. During that time he has taught at all levels and for a wide range of examinations from PET - CPE, TOEFL - TOIEC and IELTS. From 2003 - 2008 he was heavily involved in the development of University Foundation Courses at Kaplan Aspect. Recently he has begun to focus on the production of audio - visual materials for General English courses. The process of acquisition is of a source of great interest to him and making it easier for others is a real challenge!

### 3G. Over-Generalisation? *Tamarzon Lerner (Pearson)*

Sometimes General English classes are just that - a little too general - and we end up with a LENOR situation (Learning English for No Obvious Reason. In this session, we will look at how Language Leader can give an academic flavour to General English, in terms of providing valuable sub-skills that will prepare students for further study and give them a real reason for studying

**Tamarzon Lerner** was born in England and has worked in the field of ELT for over 15 years, based in Wales, Ukraine, Argentina, Uruguay, Portugal and Spain. She has been teacher, exams co-ordinator, ADoS, DoS, teacher trainer for CELTA, DELTA, TKT, CELTYL and a variety of International House in-house training courses and finally, has been a Cambridge examiner and Cambridge CELTA assessor. She is currently working as a teacher trainer for Pearson Education, a role which involves going to anywhere in the world where there is a Pearson office, aiming to give support and recognition to teachers of English, whatever their particular context.

### The Closing Plenary

**Debunking Myths in ELT** Adrian Tennant

**Adrian Tennant** has over 20 years experience of teaching, training and writing both in Britain and overseas. He has contributed materials to over 30 books and online resources for primary, secondary and adult students. He has worked as Course Director on six British Council Hornby Schools, run many in-service courses in countries around the world and given conference presentations and workshops in Asia, Africa, Europe the Middle East and South America. He is currently the chair of the IATEFL Membership Committee and is on the Coordinating Committee.



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