











**English UK North  
Academic Conference**  
*Saturday 5 October 2019*

Main sponsors:



Hosted by:



10.30	<i>Registration and coffee/tea</i>			
11.00-11.10	<b>Welcome and short presentation by our sponsors</b>			
11.15-12.10	<b>1. Five Golden Rules for teaching lexically</b>  <b>Andrew Walkley</b> 	<b>2. Keeping C.A.L.M.: Designing materials for soft skills development</b>  <b>Ros Wright</b>  <b>Express Publishing</b>	<b>3. Uncovering hidden messages</b>  <b>Peter Watkins</b> 	<b>4. 9 Effective Study Skills Techniques</b>  <b>Louis Rogers</b> 
12.15-13.15	<b>Plenary session: Scott Thornbury: What's the best method?</b>			
13.15-14.00	<i>Lunch</i>			
14.00-15.30	<b><u>Workshop sessions: 90 minute interactive sessions to explore issues and ideas in more depth</u></b>			
14.00-15.30	<b>5. Task design: one topic, five levels, 30 adaptable tasks</b>  <b>Jane Willis</b>	<b>6. Memory strategies for language learning – multisensory techniques for diverse learners</b>  <b>Anne Margaret Smith</b> <b>ELT well</b>	<b>7. Mindfulness is rubbish: the smartphone as class backbone</b>  <b>Thom Jones</b>	<b>8. Why do we need EAP word lists and what can we do with them?</b>  <b>Michael McCarthy</b> 
16.00-16.50	<i>Coffee/tea</i>			
16.00-16.50	<b>9. Teaching practices to unlock 21<sup>st</sup> Century Skills for learners.</b>  <b>Alex Thorp</b> 	<b>10. Using corpora to develop classroom materials</b>  <b>Jeanne McCarten</b>	<b>11. Mind the stress: Mindfulness for wellbeing</b>  <b>Matt Lunt</b> 	<b>12. Authenticity: Turning Theory into Tasks</b>  <b>Siân Morgan</b> 
16.50	<i>Close</i>			

Also exhibiting:



## Elective sessions 1

### 1. Andrew Walkley: Five Golden Rules for teaching lexically

The Lexical Approach has been with us for over a decade now, but the ideas that inform it have been slow to trickle down into our classrooms. To counter this, I would like to suggest Five Golden Rules which I believe lead to better - and more lexical - teaching



**Andrew Walkley** has 25 years' experience as a teacher, trainer and materials writer. He is currently the co-director of Lexical Lab ([lexicallab.com](http://lexicallab.com)) an educational services provider specialising in course design and consultancy, material writing and teacher training. With Lexical Lab, he runs a variety of training courses for people in English Language education as part of a Summer school. He is the co-author of several coursebook series – Outcomes, Innovations and Perspectives (National Geographic Learning) and the methodology book Teaching Lexically (Delta Publishing).

### 2. Ros Wright: Keeping C.A.L.M.: Designing materials for soft skills development

If a salesperson is failing to retain clients, if a team is unable to come to decisions easily, or if a company lacks that competitive edge, the chances are, there is a soft skills gap.

Otherwise known as interpersonal, 21<sup>st</sup> century, transferable or people skills, soft skills are what effectively ensure an individual's career progression. Soft skills might involve the ability to listen actively, build relationships or resolve conflict, but could equally include giving effective instructions, or facilitating a meeting.

This presentation will first discuss how to prioritise soft skills. It will then consider how communications models taken from the healthcare sector can be employed to encourage the development of soft skills in pre- and experienced learners of professional English. The presenter will explore the rationale for using such models before considering how best to incorporate them into materials.



With an MA in ELT Materials Development, **Ros Wright** is a teacher trainer, materials writer and trainer, specializing in medical English. Working with a leading UK recruitment agency, she delivers an induction programme preparing overseas doctors for work in the NHS. Ros is currently designing a course for candidates of the Occupational English Test (OET), an industry-specific test for healthcare professionals. A former President of TESOL France and General Secretary of EALTHY, Ros is a Trustee of IATEFL.

### 3. Peter Watkins: Uncovering hidden messages

Reading in either an L1 or an L2 cannot be a matter of simply decoding the words in a text partly because many of the texts we have contact with are not neutral. Instead they compete for our attention while also promoting their own agendas and in so doing they can influence our beliefs and attitudes in ways we may not even notice. The prevalence of such agendas, often only implicitly stated, makes it increasingly important for readers to question texts and make judgements on what is trustworthy.

We begin by looking at some of the typical devices used to position readers and then move on to look at practical classroom activities that can be used to help our learners become more critical when reading.



**Dr Peter Watkins** has been involved in teacher education for many years and is currently the Course Leader for the MA in Applied Linguistics and TESOL at the University of Portsmouth, UK. His main research interests relate to teacher education and teacher education materials writing. His publications include *Teaching and Developing Reading Skills* (Cambridge University Press, 2018), *Learning to Teach English* (Delta Publishing, second edition 2014, first edition 2005), *Cambridge English Teacher: Vocabulary and Pronunciation* (Cambridge University Press, 2012), *The CELTA Course Trainee Book* and *The CELTA Course Trainer's Manual* (both co-authored with Scott Thornbury, Cambridge University Press, 2007). He is also the author of the Cambridge White Paper 'Extensive Reading in ELT: What and How?' (2018).

#### 4. Louis Rogers: 9 Effective Study Skills Techniques

Language learning is challenging and students frequently seek tips and advice to improve as quickly as possible. To help students to improve we often give study advice and encourage particular learning techniques, but how do we know we are recommending the most effective techniques? The needs and aims of students also vary greatly, from taking exams such as IELTS, to studying Academic English at university to communicating effectively at work. Are certain techniques effective no matter what the context? In this talk I am going to look at 9 study skill techniques and compare the effectiveness of these against each other. How effective are the skills our students commonly use such as highlighting and test practice? Are there more effective techniques that are rarely taught and how can we integrate these into the classroom?



**Louis Rogers** has been an English language teacher for over 10 years, working in the UK, Germany, Portugal, and Italy. Much of this teaching has been to adults or young adults and mostly variations of English for specific purposes, in particular – Exams, Business English and EAP.

#### Plenary session: Scott Thornbury: What's the best method?

Although we supposedly live in the 'post-method era', the question that I am most often asked - by teachers, trainers and administrators - is 'What's the best method?' Why is the 'method concept' so persistent, and what does this tell us about the various needs of teachers, trainers, and administrators? In this talk I'll attempt to answer these questions, while also offering my own opinions as to what constitutes a 'good method.'



**Scott Thornbury** has taught and trained in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, including the second editions of both *About Language* (Cambridge) and *An A-Z of ELT* (Macmillan) which were published last year. His latest book is *101 Grammar Questions* (Cambridge). He is also the series editor for the *Cambridge Handbooks for Language Teachers*.

## Workshop sessions:

These sessions are longer more interactive sessions allowing us to explore the area in more detail

### **5. Jane Willis: Task design: one topic, five levels, 30 adaptable tasks**

We will take one topic (food) and narrow it down into related aspects using mind maps in order to build and refine a task sequence comprising different types of tasks that can be used in class. Lots of examples (including learner generated ideas) will be given at the start. Participants will then work in groups according to the age and needs of their learners, level of English and educational contexts (including CLIL). There will be two separate spells of interactive workshop activities, after which groups report back their ideas for tasks and outlines of task sequences.

During the session, we'll explore how a framework for task-based learning can be adapted to maximise learning opportunities. Principles of task design and the affordances that tasks offer learners will be summarised.



**Jane Willis** has worked extensively overseas as an English teacher and trainer. Her prize-winning books include *A Framework for Task-based Learning*, (Longman), and *English for Primary Teachers*, (OUP). She edited, with Corony Edwards, *Teachers Exploring Tasks in English Language Teaching* (Palgrave Macmillan) and with Betty Lou Leaver, *Task-based Instruction in Foreign Language Education: practices and programs* (Georgetown University Press) She retired after 12 years at Aston University, Birmingham, teaching on their Distance Learning Masters in TESOL programmes, but she continues to travel widely as an ELT consultant. She now lives in the Lake District and teaches Tai Chi. See [www.willis-elt.co.uk](http://www.willis-elt.co.uk)

### **6. Dr Anne Margaret Smith: Memory strategies for language learning – multisensory techniques for diverse learners**

All language learners need to memorise a lot of material, especially vocabulary, and this is something that dyslexic learners in particular might find very challenging. Our students are all individual, with their own strengths and areas of challenge, so it's important for teachers to have a wide range of techniques available to share with learners, to help them develop better memory strategies. Nothing works for everybody, but the most successful techniques tend to be those that make use of multisensory approaches to learning. By exploiting elements of drama (e.g. gesture, movements), art (colour, images) and music (especially rhythm and melody) we can help more of our learners to remember more of the words that they encounter.

In this workshop, participants will try out a range of activities designed to help them remember new vocabulary more easily, and have a chance to reflect on how they work.



**Dr Anne Margaret Smith** has taught English for 30 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 best practice from the two fields of ELT and SpLD support, and now offers materials and training to teachers, as well as specialist teaching to dyslexic learners. She was recently instrumental in setting up the new IATEFL SIG: Inclusive Practices and SEN. Find out more: [www.ELTwell.com](http://www.ELTwell.com)

## 7. Thom Jones: Mindfulness is rubbish: The smartphone as class backbone

While being 'in the moment' is a valid place to be, most students and teachers are not there....and why should they be?

Gone are the days of 'PUT THAT PHONE AWAY!' and 'I CAN SEE YOU TEXTING, ERIK!' The draconian shout that rules the classroom is now the confused conference talk on 'How to get students attention back into the classroom and away from their screens'.

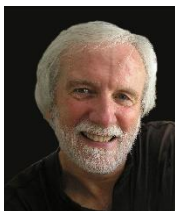
We'll be looking at ways to integrate devices into class and make them a hub rather than a distraction. Discussing when we should, how we can and why it can work. Concrete ideas to use in class, any age any level, teaching anything, tomorrow.



**Thom Jones** is a consultant for Telc. He has been a teacher, Dos and Principal before being seduced into the dark roads of Business Development, sales and business training. He presents regularly around the world and is a guest lecturer at four universities. He runs his own company, Brock Solutions Agency. He is rubbish at maths. His mother thinks he is great.

## 8. Michael McCarthy: Why do we need EAP word lists and what can we do with them?

What can we do with an all-purpose EAP word list when classes often include different disciplinary groups for whom some words may not be relevant while others have specialised uses within disciplines? Good corpus data can supply us with information we can use in teaching mixed classes, especially by generating chunks used across many disciplines. Corpora can also tell us about academic speaking, which most word lists in the past have neglected. In this workshop, we have hands-on exploration of a new set of word lists (OPAL), developed under the sponsorship of Oxford University Press, focusing on academic speaking and on chunks. We will look at how the lists are linked to other corpus-based information online (e.g. collocation, grammar). I will show a couple of examples of how I used the lists on a recent EAP pre-session course with students from a variety of disciplines. We will then work together to generate new ideas and activities based on the lists.



**Michael McCarthy** is Emeritus Professor of Applied Linguistics, University of Nottingham, Adjunct Professor of Applied Linguistics, University of Limerick, and Visiting Professor in Applied Linguistics at Newcastle University. He is author/co-author/editor of 53 books, including *Touchstone*, *Viewpoint* and the *Cambridge Grammar of English*, as well as titles in the *English Vocabulary in Use* series. He is author/co-author of 110 academic papers. He is co-director (with Ronald Carter) of the CANCODE and CANBEC spoken English corpora. He has lectured in 46 countries and has been involved in language teaching and applied linguistics for 52 years.

## Elective sessions 2

### 9. Alex Thorp: Teaching practices to unlock 21<sup>st</sup> Century Skills for learners.

As teachers, we are increasingly required to nurture and develop '21<sup>st</sup> century' or 'transferable' skills in our learners, and yet do we know exactly what these skills are, and what we can do to enhance them? This interactive session will start by defining what exactly we mean by 21<sup>st</sup> Century Skills, with reference to key publications including the CEFR Companion Volume, and seeks to identify which skills we can actively influence through our teaching practices. The session will explore what we can do to optimise our learner's opportunities to develop and acquire these skill-sets, skills that will not only facilitate language acquisition, but also enable our students to better fulfil personal potential in both academic and real-world scenarios. The overall objective of the session is not only to consider materials and tasks that promote transferable skills, but to analyse teaching and assessment practices that can help learners unlock these skills. We will reflect on how this relates predominantly to our teaching behaviours, and how we engage with the beliefs, emotions and motivations of our learners. Participants will leave with a clearer understanding of what is meant by 21<sup>st</sup> century skills, and practical guidelines relating to everyday teaching that will help foster these skills within classroom and assessment practices.



**Alex Thorp** is the Lead Academic, Language (Europe) at Trinity College London and is working with a diverse range of projects related to English language assessment and teacher development. He previously gained over 15 years' experience heading a teacher training department in the UK. With special interests in English Language Assessment, CLIL, Neuro-linguistics and Evidence-based teaching, he publishes and presents the world over with the aim of supporting best practices in language teaching and testing.

### 10. Jeanne McCarten: Using corpora to develop classroom materials

In this session I will share my experience over the last 20 years of researching corpora and applying the findings in developing materials for classroom use. Concentrating on the spoken language in particular, I consider some of the benefits and challenges presented by confronting 'real language' and also some of the methodological issues which arise when attempting to teach and practise aspects of spoken language use. Examples of materials will be included.



**Jeanne McCarten** has taught in Sweden, France, Malaysia and the UK, and has many years' experience of publishing English teaching materials, specialising in the areas of grammar and vocabulary. She was closely involved in the development of the spoken English sections of the Cambridge International Corpus.

## 11. Matt Lunt: Mind the stress: Mindfulness for wellbeing

Mindfulness is a form of mental training in which attention is consciously focused on the present moment with an attitude of curiosity and non-judgement. It is increasingly being used in educational organisations to help both students and staff to work with stress. In this practical session, aimed at both teachers and managers, we will explore what mindfulness is (and isn't!) through experiencing and reflecting upon several mindfulness activities. Participants will gain a better understanding of how our stress response works and how this can cause us 'unnecessary stress'. Participants will take away some useful, practical mindfulness techniques that can be incorporated into daily routines to help better manage day to day stressful situations.



**Matt Lunt** is currently Director of Studies at Liverpool School of English. He has been working in EFL for thirteen years and has taught in Italy, New Zealand and Ethiopia. He is currently studying on the Masters programme in Mindfulness-based Approaches with the University of Bangor. He also holds the DELTA and DELTM qualifications. His interests include professional and personal development, wellbeing, and quality improvement.

## 12. Siân Morgan: Authenticity: Turning Theory into Tasks

In this workshop we will explore how to turn theories of authenticity, in particular Weir's (2005) socio-cognitive framework, into practice. We will look at the process for developing authentic tasks and items for assessing productive skills at different CEFR levels and in various domains of language use.



**Siân Morgan** is a Senior Research Manager at Cambridge Assessment English. She works on educational reform projects, teaching qualifications and research and thought leadership initiatives. Her interests include performance assessment, learning-oriented assessment, and teacher assessment literacy. Previously she worked as a teacher in Italy, New York, and the UK. She has an Ed.M in Applied Linguistics (Language Assessment) from Columbia University (NYC).