













Hosted by:



Main sponsor:

Cambridge English

Programme

Time			
10.30	Registration and coffee/tea		
11.00	Welcome and short presentation by Cambridge English Language Assessment		
11.10			
11.15	1. Global trends in TESOL <i>Fiona Copland</i> 	2. Graded Readers as Inspiration for Writing Lessons <i>Victoria Boobyer</i> 	3. Feedback for moving forward <i>Johanna Stirling</i> 
12.10			
12.15	Plenary session: Fluency Revisited <i>Mike McCarthy</i>		
13.05	Lunch		
13.50	4. SETT: Self Evaluation of Teacher Talk <i>Steve Walsh</i> 	5. Practical Writing Tips for Arabic Learners <i>Emina Tuzović</i> 	6. Professional learning and your journey to becoming a teacher trainer <i>Ben Beaumont</i> 
14.40			
14.45	7. Motivation and Purpose: How do we encourage independence? <i>Juup Stelma</i> 	8. Continuing Vocabulary Development: the role of the teacher <i>Julie Moore</i> 	9. 21st Century Skills <i>Kristy Kors</i> 
15.35	Tea/coffee		
15.55	10. Setting up an action research project <i>Steve Mann</i> 	11. Keeping it real: Authentic video at every level <i>Lewis Lansford</i> 	12. Teaching and Learning – Overcoming fears and bringing out strengths in the classroom <i>Hilary Managh</i> 
17.00	Close		

Also exhibiting:



Number of delegates	Cost per delegate (non-member)	Cost per delegate for EnglishUK North members
1	£70	£50
2	£65	£45
3	£60	£40
4	£55	£35
5 or more	£50	£30

Global trends in TESOL: Fiona Copland

In this interactive talk, I will identify global trends in TESOL and then focus on three fields that I believe deserve particular attention from the perspective of both teachers' practice and research: the increase in the number of children learning English; the growing recognition of non-native English speaker teachers; and the flourishing demand for Master's programmes in TESOL in the UK. Drawing on recent projects, I will describe some of the issues associated with these three and consider, with input from the audience, how these trends might affect English language teaching locally as well as globally.



Fiona Copland is Professor of TESOL at the University of Stirling, Scotland. She has taught English and trained teachers in Nigeria, Hong Kong, Japan as well as the UK. Her research interests include teaching English to young learners, trainer talk in feedback conferences and NESTs and LETs collaborative practices.

Graded Readers as Inspiration for Writing Lessons: Victoria Boobyer

Most teachers recognise that increasing the amount that learners read is beneficial in terms of improving reading skills, embedding learned language, and promoting a positive attitude towards language learning. But readers (or language learner literature) can also be so much more than that.

They can be a springboard for a multitude of writing activities. These can range from short micro-writing activities, through to longer tasks and even full written projects. This talk will cover a wide range of practical, tried-and-tested activities for teachers to take away and develop with their classes.



Victoria Boobyer is a materials writer and online tutor. She has written a variety of materials for students and teachers, including a graded reader and a self-study course book for advanced learners with Dorling Kindersley. She is currently working on two more self-study books for Business English learners. Promoting the extensive and expansive use of graded readers is one of her great ELT passions.

Feedback for Moving Forward: Johanna Stirling

Feedback on learners' work can be one of the most influential ways to create improvement, according to research ... but to have this outcome, feedback needs to be given skilfully. In this talk, we will look at why formative feedback is so important, who can give it when and, most crucially, some varied and effective ways of responding to our learners' work. We will also explore several activities that incorporate feedback on language and skills work.



Johanna Stirling teaches, trains teachers, writes materials and gives presentations about English language teaching. She has written teaching materials for Cambridge University Press, including face2face, Touchstone, English Unlimited and Cambridge English Teacher. Johanna is also a NILE (Norwich Institute for Language Education) Associate Trainer. She has a special interest in teaching spelling. To find out more see her website, The English Language Garden at www.elgweb.net and The Spelling Blog at thespellingblog.blogspot.com

PLENARY SESSION: Fluency revisited: Mike McCarthy

In the case of speaking, most researchers agree that fluency involves smooth, automatic production. However, evidence from **spoken corpora** suggests that fluency in dialogue also involves attention to the linking of speaking turns to create mutual 'flow'. Successful conversations are characterised by joint activity by all participants to create and maintain conversational flow. We discuss research which supports a dialogic view of fluency and consider how fluency can be enhanced in pedagogy, informed by corpus evidence.



Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, University of Limerick, Ireland and Visiting Professor in Applied Linguistics at Newcastle University, UK. He is author/co-author/editor of more than 40 books (including Touchstone, the Cambridge Grammar of English, English Grammar Today, Grammar for Business, From Corpus to Classroom and several titles in The English Vocabulary in Use series) and more than 80 academic papers. He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project, and the one-million word CANBEC spoken business English corpus. His current research involves the creation and analysis of spoken learner corpora in connection with the English Profile project. He is a Fellow of the Royal Society of Arts. He has lectured on language and language teaching in 40 countries and has been actively involved in language teaching and applied linguistics for 50 years.

SETT: Self Evaluation of Teacher Talk: Steve Walsh

This workshop will provide an initial training in the use of SETT (Self-Evaluation of Teacher Talk), a framework which has been designed to help teachers improve their use of language and interactions with learners. In the workshop, you'll have an opportunity to use the SETT framework with video-recorded materials and develop a closer understanding of how even small adjustments to teacher talk can lead to more dynamic, engaged classrooms. In particular, the workshop is designed to help you reflect on your teaching and improve current practices by focusing on teacher talk and classroom interaction.



Steve Walsh is Professor of Applied Linguistics and Director of Postgraduate Research in the School of Education, Communication and Language Sciences at Newcastle University. He has been involved in English Language Teaching for more than 20 years and has worked in a range of overseas contexts, including Hong Kong, Spain, Hungary, Poland and China. His research interests include classroom discourse, teacher development, second language teacher education, educational linguistics and analysing spoken interaction. He has published extensively in these areas and is the Editor of the journal Classroom Discourse.

Practical Writing Tips for Arabic learners: Emina Tuzović

In EFL classes, Arabic learners markedly differ in terms of their needs from other EFL students. Teachers often struggle to help them, in particular with their writing skills. In this talk, I will highlight the reasons for Arabic learners' difficulties in writing before providing practical ideas to improve these.



Emina Tuzović works as an English language teacher at the London School of English, predominantly on EAP, ESP and exam preparation courses. She has designed an online spelling module for Arabic learners of English for CUP as well as reviewed various syllabuses for spelling materials for the Middle-East market. She is currently completing the final year of a PhD on word recognition and orthographic awareness in Arabic learners of English at Birkbeck College, London.

Professional leaning and your journey to becoming a teacher trainer:

Ben Beaumont

Becoming a teacher trainer is often seen as one of the more interesting job roles for experienced educators in ELT – there's the variety in cohort, different responsibilities and professional learning too. With such positives, it's no surprise that the opportunities to move into a trainer role are few and far between. Recognising this problem for those wanting to become trainers, we will take a practical look at what experienced teachers can do to support their ambitions to move into teacher education. As well as identifying some of the requirements that boards such as Trinity College and others ask of trainers, we'll look at the skills and knowledge trainers need to build in order to be successful and suggest some ways in which aspiring teachers can develop them.



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. 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.

Motivation and Purpose: How do we encourage independence?: Juup Stelma

This talk has two parts. The first part reflects on the meanings of *motivation* and *purpose* in language education, including how the two concepts relate and may be used to understand what an independent language learner is. The second part explores one approach that we, as language educators, may use to encourage independence among our language learners. The approach is a learner-oriented 'exploratory practice' (having learners explore and reflect on their own practice as learners). This exploratory practice encourages learners to develop their own purposes for learning the language. This may strengthen motivation, and in turn, develop independence.



Juup Stelma is the Programme Director for the MA TESOL at The University of Manchester, United Kingdom. His research and teaching is focused on classroom foreign/second language teaching, the psychology of language learning, as well as language teacher researcher education. Juup can be contacted on:

Juup.stelma@manchester.ac.uk.

Continuing Vocabulary Development: the role of the teacher: Julie Moore

It's impossible to predict what vocabulary students might need in their future English-speaking lives beyond a basic core. To become successful communicators, learners need to continue developing their vocabulary outside the classroom. That doesn't mean that we, as teachers, can abdicate all responsibility in this area though. In this session, we'll look at some principled ways in which we can encourage and support learners in expanding their own vocabulary. We'll explore resources and practical activities to help students develop both their range and depth of vocabulary.



Julie Moore is a freelance ELT writer and lexicographer based in Bristol. Over the past 17 years, she's worked on a range of learner's dictionaries, course books and other teaching materials, including the forthcoming *Oxford Academic Vocabulary Practice* books. She now combines writing, corpus research, teaching and teacher training, but vocabulary is still her first love.

21st Century Skills: Kristy Kors

The 21st century is here and new skills are required in order for our students to succeed: these skills are also known as 21st century skills. We need to help our students to prepare today with the right tools and approaches for tomorrow's future.



Kristy Kors taught English as a foreign language for several years before joining Express Publishing as an ELT Consultant. She now participates in seminars and conferences around the world, where she enjoys sharing ideas and benefitting from the insight of colleagues.

Setting up an action research project: Steve Mann

This practical workshop will help teachers or teacher trainers to get started on a plan for action research. Useful tools will be introduced to help participants narrow their research focus and then sustain it. As well as helping participants to arrive at an appropriate research focus, the workshop will illustrate ways of involving language learners in the research in ways which are mutually beneficial. Typical problems that face action researchers will also be covered, as well as ways to

minimise these potential problems. The workshop will also discuss different ways of sharing and publishing research outcomes.



Steve Mann (Associate Professor) currently works at the Centre for Applied Linguistics at University of Warwick. He previously lectured at both Aston University and University of Birmingham. He has teaching experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Steve supervises a research group of PhD students who are investigating teacher education and development.

Keeping it real: Authentic video at every level: Lewis Lansford

All too often, video is used simply for listening rather than as the multi-sensory resource that it is. And especially at lower levels, authentic input alone often isn't appropriate — the language level is too high. How can teachers make full use of the benefits of video? And how can we bridge the gap between low- or intermediate-level learners and the higher-level video material they all want to watch? Using TED talks, this workshop will show how unedited, ungraded video can be fully used in the classroom to encourage learner engagement and promote language development at all levels.



Lewis Landford got his first taste of teaching English in Barcelona in the late 1980s. The experience inspired him to get a Master's in TESOL, after which he taught at a university language centre in Arizona and then a manufacturing company in Japan. In 1995, he took an editorial job with a major publisher in Hong Kong developing materials for Asia, and in 1997 became a freelance editor, project manager and writer in the UK. He has worked on books, videos, tests, audio materials, worksheets, apps and online materials for English learners of all ages across the world. He currently lives in York.

Teaching and Learning – Overcoming fears and bringing out strengths in the classroom: Hilary Managh

How can you do better at inspections? This session focuses on the Teaching and Learning standard and aims to:

- Highlight changes to criteria;
- Review the inspection process and what staff can expect;
- Overcome fears about observation;
- Provide hints and tips for preparation, improvement and gaining those all-important strengths.

Whether you're looking forward to an inspection in 2016-17 or dreading it, come and find out what to expect and how this standard is assessed. If you had an inspection previously, come and share your experiences and take a look ahead to what might change for your next inspection.



Hilary Managh is the Assistant Manager of the British Council Accreditation Scheme for UK ELT centres. She is the Secretary of the Accreditation Scheme Advisory Committee (ASAC) and has worked in the Accreditation Unit since 2007. Prior to this she managed the British Council Customer Services and was involved in developing and delivering training to staff in the British Council network.

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