

To be held at The University of
Sheffield

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UNIVERSITY of CAMBRIDGE
ESOL Examinations

Programme

Time		
1030	Registration and Coffee/Tea	
1100	Welcome	
1105	A short presentation by Cambridge ESOL	
1115	A person centred way of looking at a lesson Mario Rinvoluceri, Pilgrims, UK	
1210		
1215	1. Making the most of CPD opportunities Hilary Parnall & Liz McLaren, <i>British Council Accreditation Unit</i>	2. Bringing the real world into the reading lesson <i>Liz Driscoll, CUP</i>
1310	Lunch	
1410	3. FCE Writing <i>Jacky Newbrook, CESOL</i>	4. CPD - more than workshops! <i>Mike Gibson, Leeds English Language School</i>
1505		
1510	5. Hooking your students - the missing (video) link! <i>Adrian Tennant, Heinle ELT</i>	6. Colours, cronies and cohesion <i>John Hird, Macmillan</i>
1605	Tea	
1630	7. A Masterclass in Vocabulary Acquisition <i>Diane Schmitt, Pearson</i>	8. Getting the right (Business) Result <i>Gareth Davies, OUP</i>
1725	Close	

Additional electives may be added!

Venue: The University of Sheffield

Cost £45 per delegate

Discount for EnglishUK North members:

Number of delegates	Cost per delegate	Total cost to EnglishUK North member
2	£40	£80
3	£35	£105
4	£30	£120
5 or more	£25	£125 (or more)

A person centred way of looking at a lesson

In this workshop we will examine what the word preparation means to different people, and my research so far tells me it is that no two people attribute the same meaning to the word. In the second part of the workshop we will move on to examining these other four aspects of a lesson:

Rhythm
Sympathies and antipathies
Obstacles to the lesson plan
The unexpected

You will leave the workshop with a new way of meditating on, internally discussing, assessing and evaluating your lessons. The instrument is intended for your use and not as a new yardstick for folk in authority to measure you against!

Mario Rinvoluceri works as a teacher and teacher trainer for Pilgrims, UK. He frequently contributes to THE TEACHER TRAINER and to HUMANISING LANGUAGE TEACHING www.hltmag.co.uk

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, **Humanising your coursebook**, Delta Publishing, 2002

Making the most of CPD opportunities

CPD underpins much of the accreditation scheme's requirements although it only features directly in a few of the criteria. So how do you, as a teacher or academic manager, make the most of opportunities for CPD for the benefit of your institution and within the framework of inspection?

We will share some of the outcomes from a session at this year's inspectors conference, a summary of findings from recent inspection reports and some hints and tips for developing CPD opportunities in your institution whether large or small, year-round or seasonal.

Hilary Parnall is one of two Chief Inspectors for Accreditation UK. She has an MA in second language learning and teaching and RSA/Cambridge Diploma in TEFLA. She has worked on a freelance basis as a teacher, teacher-trainer, examiner, inspector and materials writer since 1979, and before that worked at Regent London as a teacher, DoS and Principal.

Liz McLaren is the Manager of the British Council Accreditation Services. She has a BA in English and Drama and an MA in English Literature. She taught English in Spain before joining the British Council and has worked in the Accreditation Unit for 17 years, seeing through many of the developments in the Scheme over the years.

FCE Writing

This presentation demonstrates what is expected in a satisfactory answer by showing how mark schemes are applied. Participants will discuss problems students may have with writing tasks, and look at sample scripts. The presenter will explain how the Cambridge Learner Corpus informs assessment, and show some typical student mistakes.

Jacky Newbrook has been an EFL teacher and teacher trainer for more than 25 years, in the UK and abroad. She has wide experience of preparing students for different exams, and is an item writer and examiner for Cambridge ESOL. She has also written several exam course books.

Hooking your students - the missing (video) link!

Many teachers working in the UK FE and HE sectors are frustrated when they find that their students dislike reading. Unless our students read how can they cope with courses such as A-level geography, a foundation course or a degree? However, if we can awake our students' curiosity we might encourage them to read. What better way to do this than link video clips to reading materials? Using adapted, authentic material we will look at some practical activities designed to exploit the full potential of video and help stimulate our students.

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.

A Masterclass in Vocabulary Acquisition

This talk will review research on the vocabulary learning in order to provide insights on how vocabulary might most effectively be taught. We will then look at how vocabulary is currently covered in many textbooks including those for exam practice and consider practical suggestions on how vocabulary teaching and learning could be enhanced.

Diane Schmitt is a Senior Lecturer at Nottingham Trent University. She is deputy course leader for the MA in ELT and is involved in the delivery of several courses including Second Language Acquisition, Materials Design and Teaching Reading and Writing. She is the co-author of Focus on Vocabulary: Mastering the Academic Wordlist. She regularly writes and presents on topics such as the role of vocabulary for academic study, academic writing for international students, using corpora to teach writing, plagiarism, EAP testing and the international student experience.

Bringing the real world into the reading lesson

Authentic texts are often used in the classroom – for these are the texts that students are likely to come across in the outside world. The focus of this session will not be so much on the texts themselves – but more on why and how we read in the real world. We will consider how the way we read in our everyday lives can – and should – influence our approach to reading in the classroom and the tasks we ask students to carry out. We will also look at how a 'real-world' approach can suggest ways of dealing with difficult and unknown vocabulary in the classroom.

Liz Driscoll has worked as a teacher and teacher trainer, mainly in Italy and the UK. She currently works as an English language editor and materials writer. For Cambridge University Press, Liz has written: Reading Extra, one of a series of photocopyable resource book of multi-level skills activities; two books in the Vocabulary in Practice series; and two books in the Common Mistakes series: Common Mistakes at PET and Common Mistakes at KET, and most recently, Real Reading, for the Cambridge English Skills series.

CPD - more than workshops!

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. 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 has been teaching since 1994 after working in engineering in the UK and Saudi Arabia. He has worked in Russia and for the British Council in Penang, Malaysia and in Prague, where he managed 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.

Colours, cronies and cohesion

"The truth of the matter is that 99% of teaching is making the student feel interested in the material. The other 1% has to do with your methods."

"In the absence of interesting texts, very little is possible."

"An unvarying diet of artificial text can make language learning more difficult for learners."

This practical session explores these ideas and considers text choice, adaptation and exploitation in the EFL classroom.

Jon Hird has been a teacher and teacher trainer for over twelve years and during this time he has taught in France and very briefly in India and Vietnam while travelling through. He is particularly involved with Inside Out, having contributed to the Student's Books, co-authored the Intermediate and Advanced Teacher's Books and also written for the [Resource Packs](#), for which he was the classroom consultant. Jon has also co-authored resource books for ELT in Spanish secondary schools and is currently involved in several other ELT writing projects.

Getting the right (Business) Result

Case studies can help students practise their English in real life situations. But teachers often ignore them thinking they are too difficult to set up. In this session we will look at how case studies can help in the classroom and demonstrate how to set them up effectively.

Gareth Davies is a teacher, teacher trainer and materials developer based in the Czech Republic. He has been in the EFL industry for 13 years teaching in Portugal, the UK and the Czech Republic. Gareth is the author of the Teacher's Guides for Oxford iTools material for Headway, Result, Project and Solutions. He has also contributed material to OUP's Business one:one series and Business Result Series.

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