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	Name	1055 Elective 1, 2 or 3	1155 Elective 4, 5 or 6	1255 SIG A, B or C	1410 Elective 7, 8 or 9	1510 Elective 10, 11 or 12	Any dietary requirements?
1							
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Please return this form to:

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**UNIVERSITY of CAMBRIDGE**  
 ESOL Examinations

**Programme**

Time	Registration and Coffee/Tea		
1000	Welcome by David Maughan Brown, Deputy Vice-Chancellor, York St. John University		
1040	A short Presentation by The University of Cambridge ESOL Examinations		
1045			
1055	<b>1. Helping Arabic learners</b> <i>Alister Drury, Leeds English Language School</i>	<b>2. Using posters in the classroom</b> <i>Annie Broadhead, The University of Cambridge ESOL Examinations</i>	<b>3. Is Reading Aloud Allowed?</b> <i>Jeremy Harmer, Heinle ELT</i>
1150			
1155	<b>4. The best of boards, past, present and future</b> <i>Paul Seligson, Richmond Publishing</i>	<b>5. Profiling spoken fluency</b> <i>Michael McCarthy</i>	<b>6. The importance of writing</b> <i>Ian Lebeau, Pearson</i>
1250			
1255	<b>SIG A Experiential Learning</b>	<b>SIG B Learning Technologies</b>	<b>SIG C Academic English</b>
1315	<b>Lunch</b> <i>Sponsored by Pearson Longman</i>		
1410	<b>7. Pragmatics: the final frontier</b> <i>David Crystal</i>	<b>8. Techniques and tools for developing writing and language skills</b> <i>Margaret Deuter, Oxford University Press</i>	<b>9. Language education in a multilingual environment</b> <i>Michael Carrier, British Council</i>
1505			
1510	<b>10. Beginners in English, experts in life</b> <i>Kate Pickering, Macmillan</i>	<b>11. Including, not excluding: intercultural awareness and sensitivity in the classroom</b> <i>Leslie Anne Hendra, Cambridge University Press</i>	<b>12. Understanding interaction in the TESOL classroom</b> <i>Steve Walsh</i>
1605	<b>Tea</b> <i>Sponsored by Cambridge University Press</i>		
1630	<b>Advanced Conversational English - Fact and Fiction</b> <i>David Crystal</i> <i>Sponsored by Trinity</i>		
1725	Close		

**Cost**

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



### E1: Alister Dury Helping Arabic Learners

In the last 18 months, Alister has taught many Arabic speaking learners at all levels and has developed an interest in the problems they face when learning English, particularly spelling, which is essential when thinking of university study. Through his own attempts to learn Arabic and small scale research into the spelling mistakes which Arabic speakers make, Alister has gained some insights to help teachers both understand the reasons for these mistakes and some activities to help remedy the situation.

Alister Drury has been teaching since 1997. He gained the DELTA in 2009 and also has a master's degree in Applied Translation. He has taught in Russia, Poland and the UK, currently as a senior teacher at Leeds English Language School.



### E2: Annie Broadhead Using posters in the classroom

This talk will present practical ideas for using supplementary materials in general English classes. This will include ideas for using posters, worksheets, games and other activities to promote communicative language learning.

Annie Broadhead is an ESOL teacher trainer and ELT materials and test writer living in Cambridge. During her long career, she has taught English at all levels and in many teaching situations from beginners in groups to businessmen on a one-to-one basis. In addition to working on materials development and teacher training, Annie is also a consultant for Cambridge ESOL, working on several English language examinations. She is Chair of the Listening papers for KET for Schools, KET and the Certificate of Proficiency in English and a Team Leader for the Upper Main Suite Speaking Tests.



### E3: Jeremy Harmer Is reading aloud allowed?

Teachers have been doing it for years. Students have been suffering it for years too. But does it achieve anything? What's it for, for Heaven's sake!! This short talk will address the case against reading aloud before showing how, when used the right way, it can be a really useful activity - and enjoyable too.

Jeremy Harmer has an international reputation as an author, teacher trainer and expert in ELT methodology. His course materials and teacher's guides are used in over 40 countries.



### E4: Paul Seligson The best of boards, past, present and future

It's wonderful to move from chalk and board markers to interactive whiteboards, isn't it? Should the intonation rise k or fall m on that tag? Well, come along and find out! How many of us were ever really trained to use a blackboard, whiteboard or flipchart? Very few. Most teachers learnt by doing, but are we making optimum use of our boards? This lively workshop is full of instantly applicable teaching and training ideas.

Paul Seligson has been working in the TEFL industry for 30 years. An MA TEFL, CELTA assessor and LCCI examiner, his many publications include Richmond Essential English Course (Richmond), Power (Richmond), Helping Students to Speak (Richmond) and has also written for English File (OUP). He works from Brighton as a freelance trainer, author and consultant.



### E5: Michael McCarthy Profiling spoken fluency

In this talk we look at the Common European framework and examine exactly what the different levels (A1-C2) mean in terms of teaching fluency in speaking. Knowing exactly what learners can do (or can be expected to do) at each level is important for teaching and for assessment. By looking at real learner speech we can show how various abilities in speaking emerge at the different levels.

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, Pennsylvania State University, USA, and Adjunct Professor of Applied Linguistics, University of Limerick, Ireland. He is author/co-author/editor of more than 40 books 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. He has lectured on language and language teaching in 42 countries and has been actively involved in ELT for 44 years.

### E6: Ian Lebeau The importance of writing

In this session, we will consider why writing skills are so important (and difficult) for today's learners of General English, consider the different types of writing they need to do, and look at some material (from the Language Leader series) that can help them develop these essential writing skills.

Ian Lebeau has over 30 years' experience in ELT - mainly in higher education - and has taught in Spain, Italy and Japan. He is currently Senior Lecturer in English as a Foreign Language at London Metropolitan University where, among other things, he helps run - and teaches on - the General English Programme. Ian is co-author of Language Leader Elementary, Pre-Intermediate and Advanced.



SIG Break!

At the 2009 English UK North Academic Conference we launched the idea of creating Special Interest Groups to complement the Academic Conference and allow staff from member schools to meet (mainly electronically) to share ideas. These short session will allow all participants to find out about the work of three of our most active SIGs. The sessions are open to all participants, regardless of institution.



### E7: David Crystal Pragmatics: the final frontier

It has taken language scholars a long time to realise the centrality of pragmatics - the study of the choices we make when we use language, and of the factors governing those choices. This talk illustrates the way pragmatic factors enter into everything we say and write, and are a crucial factor in explaining why people use language in the way they do.

### E8: Margaret Deuter Techniques and tools for developing writing and language skills

Writing can be one of the most difficult things for learners to master, and many advanced students still need guidance in planning, structuring and checking their written work, as well as strategies for building vocabulary including collocations and synonyms.

Margaret Deuter is a managing editor in the ELT Dictionaries department at Oxford University Press. She taught English as a foreign language in Europe and the United States before joining OUP in 1991 as a lexicographer working on monolingual and bilingual dictionaries for learners of English.



### E9: Michael Carrier Language education in a multilingual environment: what should we expect from 21st century language teaching?

Learners, teachers and our societies have multiple expectations of language teaching. Perhaps this is a time to re-define what we mean by language teaching in terms of what we want from it, who it is for, how it is organised and what social benefits it can bring. Do we need to distinguish between branches of language teaching? What languages should we teach and what do learners want them for? Do we need to re-define teaching and learning approaches? This talk will unpick some of these contentious issues and look at new initiatives for the future.

Michael Carrier is Head of English Language Innovation for The British Council, based in London. He has been involved in ELT for over 30 years as a teacher, trainer, author, school director and network director. He has worked in Germany, Italy, Poland, UK and the USA, and lectured in many other countries worldwide. He was formerly Executive Director of Eurocentres in Washington D.C. and until 2008 CEO of the International House World network of schools. His special field of interest is in elearning and the application of technology to Language Teaching, and he is the Editor of the Technology section of Modern English Teacher, and was recently Associate Professor at New School University, New York. He is a Fellow of the Royal Society of Arts, a Member of the Institute of Directors and a Member of the Society of Authors, London.



### E10: Kate Pickering Beginners in English, Experts in Life

All too often low level coursebooks (and teachers) start off from the premise that there is a strong correlation between students' linguistic limitations and their general intelligence. The session will look at different ways to support low level students' learning while recognising and incorporating their real-world expertise.



### E11: Leslie Anne Hendra Including, not excluding: intercultural awareness and sensitivity

Whether our English language classes are filled with multicultural, multilingual learners or monocultural, monolingual ones, it is helpful for learners to be more aware of intercultural differences and similarities and to reflect on their own culture and exchange viewpoints and information with each other. In this workshop, we will look at why certain content may be sensitive in various cultures, consider a framework for selecting material, and think of how to present and encourage intercultural awareness in the classroom.

Leslie Anne Hendra is a teacher and CELTA trainer, with fifteen years' experience of teaching and writing course materials in Japan, and four years of teaching at International House London. Her areas of interest include intercultural awareness, speaking strategies, and lexis. She is co-author of English Unlimited (Cambridge University Press, 2010).



### E12: Steve Walsh Understanding interaction in the TESOL classroom

Teachers, through their use of language and teacher talk, influence interaction and may create or obstruct opportunities for learning. Here, I argue that making good interactive decisions is as important as using appropriate methodologies or materials. In this workshop, and by using video-recordings from TESOL classrooms, we'll consider what strategies teachers can use to improve interaction and to maximise learning opportunities. In particular, we'll be looking at specific ways in which interaction can be improved by making small adjustments to teacher talk.

Steve Walsh is Senior Lecturer in Applied Linguistics and TESOL and Postgraduate Research Director 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 analyzing spoken interaction. He has published extensively in these areas and is the Editor of the journal *Classroom Discourse* published by Routledge.

### Main Speaker: David Crystal Advanced Conversational English - Fact and Fiction

This talk is for an ELT audience, and looks at some of the differences between the language of textbooks and the realities of informal conversation, taking examples from pronunciation, grammar, vocabulary, and discourse.

David Crystal works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. He read English at University College London (1959-62), specialised in English language studies, did some research there at the Survey of English Usage under Randolph Quirk (1962-3), then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading. He published the first of his 100 or so books in 1964, and became known chiefly for his research work in English language studies, in such fields as intonation and stylistics, and in the application of linguistics to religious, educational and clinical contexts.

He held a chair at the University of Reading for 10 years, and is now Honorary Professor of Linguistics at the University of Wales, Bangor. David Crystal is currently patron of the International Association of Teachers of English as a Foreign Language (IATEFL). He has also been a member of the Board of the British Council and of the English-Speaking Union. He received an OBE for services to the English language in 1995, and was made a Fellow of the British Academy (FBA) in 2000.

