

# POLITICS, PRINCIPLES AND PRACTICE

**City University, London  
6 - 7 - 8 July 2007**

This year's conference engages with the politics, principles and practices of ESOL and the place of language and learning in the lives of teachers, learners and society as a whole. There is an exciting range of workshops and themes and new this year there is a series of mini workshops to introduce new faces and ideas. We have taken on board your views and introduced more workshop sessions over the weekend. The IATEFL Pronunciation Special Interest Group joins NATECLA on the Saturday with three workshops on pronunciation.

City University in Islington hosts our conference this year. All workshop rooms, exhibition space, lecture theatre and meals are close together in the Northampton Square building. Ensuite accommodation is in the modern hall of residence just a ten minute walk away.

### Conference starts early this year!

To offer practitioners working locally the opportunity to attend on Friday evening, the keynote address will be at 17.00. We are delighted to welcome Yasmin Alibhai-Brown, broadcaster, author and social commentator to give the opening address 'Blaming the Victim – Language, Integration and Political Failures'.

### Friday evening

Conference registration is from 15.30 and tea and cakes will be available from 16.00 prior to the conference opening and keynote address at 17.00. Following this there will be aperitifs, entertainment and the Friday evening conference buffet at 19.00 pm.

Throughout the weekend there will be an exhibition where you can browse, purchase resources and talk to representatives.

NATECLA thanks the following for their sponsorship.

Trinity College London, Cambridge ESOL Examinations, National Research and Development Centre (NRDC), Pearson Education, English Speaking Board and LLU+.

NATECLA members unable to secure funding from their employer may apply to National Centre for a bursary.

### Saturday

On Saturday after the workshops there will be the NATECLA AGM and fringe events. At 17.45 there is the opportunity to join a guided walk around Islington and Clerkenwell. Conference dinner and musical entertainment will be at 20.00.

To view information on the local area and some links to entertainment check [www.natecla.org.uk](http://www.natecla.org.uk)

### Sunday

On Sunday, after the morning workshops, Helen Casey chairs the NATECLA ESOL Question time panel of influential voices - with the DfES and NIACE returning to talk and listen to us one year on from 'More than a Language'.

The NATECLA conference is the ESOL event of the year - an opportunity not to be missed. See you there.

**Choose your workshops and complete the booking form and return to National Centre. Applications must be received by 20 June 2007. All accepted bookings will be confirmed.**

<b>Friday</b>	
<b>15.30</b>	<b>Conference registration opens.</b>
<b>16.00 –17.00</b>	<b>Refreshments will be available.</b>
<b>17.00</b>	<b>Welcome and keynote address</b>
<b>18.30</b>	<b>Drinks and entertainment followed by evening meal.</b>
<b>Saturday</b>	
<b>09.15-16.45</b>	<b>Workshops followed by AGM</b>
<b>17.45</b>	<b>Fringe events and exhibitions, guided walk around Islington and Clerkenwell</b>
<b>20.00</b>	<b>Conference dinner and musical entertainment</b>
<b>Sunday</b>	
<b>9.15-10.45</b>	<b>Workshops followed by NATECLA ESOL Question time panel</b>

## Saturday 7 July 09.15 – 10.45

### **A1 Pod-what? Podcasting for and with ESL learners**

*Workshop Leader: Nicky Hockly. This workshop is for new and experienced teachers and teacher trainers.*

A podcast is an audio and/or video file that is 'broadcast' via the Internet, and can be downloaded to a computer or mobile device such as an mp3 player for listening/viewing.

In this practical workshop we address three main questions; What is a podcast? How can I make podcasts with my learners? What kinds of podcast projects can I set up with my learners?

Workshop participants will leave this workshop with a clearer idea of what podcasts are and how to use them with their own classes.

### **A2 ESOL Voices: learners' perspectives on the Politics, Principles and Practice of ESOL**

*Workshop Leader: Melanie Cooke. This workshop is for everyone.*

Politicians in recent times have made much of their opinions that one of the obstacles to integration and social cohesion in the UK is the unwillingness of migrants to learn English. In this workshop I will present findings from in-depth interviews with learners (most in their mother tongue or expert language) from several qualitative research projects, in the hope of giving learners themselves a voice in this debate. Unsurprisingly, the experiences, attitudes, feelings and aspirations of adult migrants in ESOL classes are far away from their representation in public and media discourse. There will be time at the end of the presentation to discuss the issues raised and to begin to explore ways that this kind of research can be used to change negative attitudes to migrants outside of ESOL teaching communities.

### **A3 Teaching Speaking: experiences of action research**

*Workshop Leaders: James McGoldrick, Patrick Bushell, Jim O'Neill. This workshop is for experienced teachers and teacher trainers.*

How can action research inform our practice as ESOL tutors? In this workshop we will discuss the experience of an action research project on developing orality in ESOL.

This looked at issues such as how to teach narrative structure in oral English, argumentation, how to get learners to produce more talk at lower levels and how to teach more genuinely learner-led speaking lessons.

Based on the findings of the ESOL Effective Practice Project we developed a series of lessons based on real tapescripts of our learners' talk. This was then written up as a guide for teachers. We will discuss the process and the results and give some tips for doing similar work in your classrooms with your own learners.

### **A4 Speaking without worksheets - or how to save the planet through teaching!**

*Workshop Leader: Joanna Williams. This workshop is for anyone interested in developing speaking skills in ESOL classes.*

Ideas for developing bilingual learners' speaking skills, using prompts which don't involve a lot of reading and writing. The session will include ideas and activities for developing learners' confidence in speaking in Entry Level ESOL classes - building narratives, taking part in dialogues and discussions, practising new grammar points, encouraging independence in speaking in controlled and free speaking activities and allowing learners with different levels of literacy to participate equally in oral activities.

### **A5 Working with bi-lingual adults in Family Learning**

*Workshop Leaders: Karen Dudley and Fofou Savitzky. This workshop is for everyone.*

A fun and interactive workshop exploring the world of Family Learning:

- What is Family Learning? What are its benefits?
- Models, materials and activities from FLLN (Family Language, Literacy and Numeracy) and wider family learning
- Setting up successful Family Learning provision which meets the needs of bi-lingual adults.

### **A6 Niace Report 'More than a Language...' - where next?**

*Workshop Leaders: Jane Ward and Sue Diplock. This workshop is for everyone.*

The ESOL sector has been subject to non-stop change for at least seven years. The NIACE Report 'More than a Language ....' issued last October made 39 recommendations and was welcomed by the Government – who then introduced more changes.

What does the future hold for ESOL? This workshop will provide an opportunity to hear the latest developments, discuss their impact and share responses to benefit students.

### **A7 Just chatting? Managing effective classroom interaction for groups and individual students**

*Workshop Leader: Mary Weir. This workshop is for new and experienced teachers, teacher trainers.*

Leading effective whole group oral work can be challenging especially as we also need to differentiate for individual students. In this workshop we will explore strategies for subtle but effective differentiation for individuals within the context of whole group oral work. We will also consider how tutors can foster a collaborative and effective group ethos from the hyperdiversity of students in our classes.

### **A8 Exams, employment and experience: developing 'Skills for Life'**

*Workshop Leader: Gill Gibson. This workshop is for new and experienced teachers.*

Oral and written examinations can be daunting for candidates but the opportunities they present to practise and interact in realistic situations are endless. This workshop will enable teachers to consider and use techniques which not only allow candidates to prepare for Skills for Life examinations, but also help their students develop essential interpersonal, presentation and study skills.

### **A9 CB or not CB?**

*Workshop Leader: Lee Knapp. This workshop is for everyone.*

To help tutors and managers find out more about the suitability of computer based assessment for their ESOL Skills for Life learners, this workshop will look at how the new Cambridge ESOL CB examinations work, the benefits they offer to providers and candidates, and the practical issues and principles which surround their use.

### **A10 The New "Life in the UK" Test for settlement and citizenship**

*Workshop Leader: Robert Leach. This workshop is for everyone.*

How the new citizenship test works, its topics and language. Discussion of how to prepare learners for it. Ideas on reading tasks based on question types and key functional language as well as contrastive vocabulary. Discussion of the political context in the light of the growth of demanding tests in Australia, New Zealand and the USA.

### **A11 Lessons from history: the long-term and continuing influence of politics on ESOL provision and practice from 1870-2007**

*Workshop Leader: Sheila Rosenberg. This workshop is for everyone.*

ESOL has been a highly politicised activity, from the time when the Jewish refugees fled to the UK from the pogroms in Russia at the end of the nineteenth century, to the arrival of asylum seekers and migrant workers today. The workshop will examine the patterns of ESOL learners' experience over 137 years, showing some common themes, how the attitudes of successive administrations have fluctuated between absolute neglect and benign, but under-funded liberalism. Finally we will look at the lessons to be drawn and recommendations to NATECLA on ways forward.

### **A12 Blogging for ESL**

*Workshop Leader: Gavin Dudeney. This workshop is for everyone.*

What can blogs do for the teacher, trainer or centre manager?

In the field of English language teaching, blogs are helping students come together to share their lives and experiences, to work collaboratively on research projects or to support each other to improve their English. Teacher trainers are using them to share best practice and centre managers have a new way of sharing their thoughts for the future with their staff. You will learn exactly what a blog is, visit a few useful blogs and then learn how to set up one of your own and start posting to it. No technical knowledge required – if you can turn on a computer and open a webpage then you know enough to get involved in blogging.

### **A13 Literacy as Social Practice**

*Workshop Leader: Clare Fletcher and Pauline Moon. This workshop is for experienced teachers and teacher trainers.*

This workshop seeks to apply some of the thinking of the 'new literacy studies' to the teaching of literacy to ESOL learners. What does it mean to say that literacy is 'socially situated'? How can a view of literacy as social practice illuminate what goes on in our classrooms and outside? In the belief that there is nothing so practical as a good theory, Pauline and Clare invite you to join them in exploring these ideas.

### **A14 Speaking and Listening- Practice in the classroom**

*Workshop Leader: June Challis. This workshop is for everyone.*

Many ESOL learners want to practise speaking and listening and the classroom is for many the only place that they speak English.

This workshop will stimulate practical ways to incorporate further speaking and listening practice in the classroom. The workshop will look at techniques and classroom strategies which prompt learners to speak more. We will explore using prompts and role play and share exercises, activities and ideas for developing and adapting materials for learners of varying levels and skills.

### **A15 Numeracy and ESOL – developing language through building mathematical skills and knowledge**

*Workshop Leader: Noyona Chanda. This workshop is for everyone.*

Are you an ESOL teacher who would like to find out more about teaching Numeracy to your learners? What's required to qualify as a Numeracy specialist? Would you like to share new ideas, strategies and approaches to developing your learners' English for dealing with Numeracy? Or do you fancy trying out and making a Numeracy resource to take away with you?

If the answer to any of the questions above is "Yes", this workshop is for you! This will be a practical, interactive workshop with lots of opportunity to say, do and share. You will be able to take away resources and ideas which you can put into practice immediately.

### **A16 The Big Ask – learning to read a new language**

*Workshop Leader: Bridget Bird and Clarice Brierley. This workshop is for new teachers.*

How do adults learn to read at the same time as they are learning to understand a new language and a new country? What learning tasks and skills habits need to be developed? What helps and what confuses learners? Workshop participants will have an opportunity to analyse resources and methods. This workshop doesn't promise all the answers but it should provide some important questions for teachers to take into account.

### **A17 Creative Writing**

*Workshop Leader: Mario Rinvolucri. This workshop is for everyone.*

In this workshop you will experience a set of exercises that make people want to write and write to communicate with other members of their group. The levels involved go from beginner to upper intermediate.

## **Saturday 7 July 11.15 to 12.45**

### **B1 Do you understand? LLN awareness training**

*Workshop Leaders: Barbara Labiejko and Jayne Bullock. This workshop is for anyone involved in teaching ESOL learners in a vocational context*

This workshop will look at the pilot programme for LLN awareness for vocational tutors at Hackney Community College. It will give delegates a chance to familiarize themselves with the training materials used, as well as feedback from tutors who have participated in its delivery.

### **B2 Numeracy and ESOL – developing language through building mathematical skills and knowledge**

*Workshop Leader: Noyona Chanda. This workshop is for everyone.*

See A15 for details of this workshop.

### **B3 The Big Ask – learning to read a new language**

*Workshop Leaders: Bridget Bird and Clarice Brierley*

*This workshop is for new teachers*

See A16 for details of this workshop.

### **B4 Classical language teaching. Teaching exercises that risk being forgotten**

*Workshop Leader: Mario Rinvolucri. This workshop is for everyone.*

Teachers use exercises and then, after some years, these activities drop out of their repertoire, chased away by newer things. This is an inevitable and healthy process but it is sad that some classical activities get forgotten. I am thinking, for example of some of the early (1970's) work by Wright, Maley Duff etc...Being very ancient myself, I would like to bring some of these activities back to your ken!

### **B5 New qualifications and professional status for ESOL teachers**

*Workshop Leader: Paul Hambley. This workshop is for everyone.*

This workshop offers an update on the September 2007 reforms to teacher qualifications and professional status for teachers in the lifelong learning sector.

### **B6 CB or not CB?**

*Workshop Leader: Lee Knapp. This workshop is for everyone.*

See A9 for details of this workshop.

## **B7 Against Planning: the Politics of the Panopticon**

*Workshop Leader: John Sutter. This workshop is for everyone.*

Why does it seem that everything in education has to be planned nowadays? What are lesson plans for? Who are lesson plans for? Who does planning help? Whose interests do lesson plans serve? What does the prevalence of lesson plans and lesson planning reveal about our attitudes to teaching? What values underlie the discourses of planning? Are 'planning' and 'teaching' best friends – or mortal enemies? Should I 'plan' this workshop?

## **B8 Speaking without worksheets - or how to save the planet through teaching!**

*Workshop Leader: Joanna Williams. This workshop is for teachers.*

See A4 for details of this workshop.

## **B9 Helping students prepare for the Skills for Life Speaking and Listening examinations**

*Workshop Leader: Sheila Thom. This workshop is for everyone*

We shall begin by comparing the requirements of the Cambridge, Trinity and City and Guilds Speaking and Listening papers and ascertaining how far these relate to the speaking and listening activities our students are likely to engage in outside the classroom. Using our joint expertise, we shall then discuss imaginative, practical and effective ways of preparing our students for these examinations. This will include discussing sources of practice materials, ways of reducing student anxiety and ways of improving our students' confidence in their listening and speaking skills in terms of these exams. We shall also look at ways of improving the ability of our students to listen effectively and participate in face-to-face and telephone interactions with native and non-native speakers outside the classroom.

## **B10 ESOL and Literacy Placement Practices**

*Workshop Leader: James Simpson. This workshop is for everyone*

The NRDC Placement Practices Project started with a question: How do bilingual students get placed or place themselves in ESOL or literacy classrooms? Bilingual students might find themselves in either an ESOL or a literacy class. The Placement Practices Project has built up a picture of the experience of placement at two very different colleges, as seen through the eyes of students, tutors, managers and student advisers. The decisions and beliefs underpinning those decisions. These concern the boundaries and overlaps in Literacy and ESOL, how the two areas are conceptualised by students, tutors and managers, who they are assumed to be for, and what their teaching and learning focus should be.

The study has broad implications. It is particularly pertinent at a time of major debate over the funding of ESOL. The workshop will be of interest to any manager, tutor or trainer with an interest in the interface between ESOL and literacy.

## **B11 Pod-what? Podcasting for and with ESL learners**

*Workshop Leader: Nicky Hockly. This workshop is for teachers and teacher trainers.*

See A1 for details of this workshop.

## **B12 Creative Drama and Dramatisation**

*Workshop Leader: Mark Almond. This workshop is for teachers.*

We will begin by physically and vocally warming up and experiencing trust exercises designed to improve group dynamics and create a relaxed atmosphere. We will then go onto the main focus of the workshop - dramatising prose and poetry. Working in groups, we will look at ways of exploiting our vocal range to the full and of acting out prose and poetry to make the activity a more physical, creative and memorable experience.

## **B13 The role of politics, principles and practice in teacher training**

*Workshop Leader: Louise Taylor and Patrick Malloy*

*This workshop is for teacher trainers and organisers/managers.*

"By relentlessly delivering our strategy in Skills for Life we can together achieve profound and lasting change". (Tony Blair 2002)

So, are we all apartheid now? Has the 'change' since the launch of Skills for Life in 2001 been profound or simply relentless? How has this impacted on the way in which we are training new teachers in ESOL? How well do we think we are preparing teachers for the sector and what do they feel about it? Is policy supporting or corroding the development of creative and inspirational teachers equipped to research, challenge and change.?

The workshop will explore the tensions of professionalism, trainer principles, pedagogy and policy in teacher training in an ESOL context.

## **B14 Using interactive materials to support individualized ESOL learning**

*Workshop Leaders: Kitt Baguley. This workshop is for everyone.*

I will present a variety of useful interactive resources designed by ESOL lecturers in collaboration with e-learning developers. All are simple to use and allow you to add your own words and or pictures. There are various drag and drop matching exercises and an individualised spelling activity. The Super Sentence Machine supports learners by helping with complex sentence building skills.

Delegates will have time to create their own materials in the workshop and afterwards be able to access the templates via the Barking College website. I will also show how a VLE (Moodle) can be used to encourage collaborative learning and self-correction via use of Wikis and assignments.

## **Saturday 7 July 14.15 to 15.45**

### **C1 Libraries for Learning**

*Workshop Leader: Margaret Siudek. This workshop is for new and experienced teachers, managers and organisers*

Museums Libraries and Archives (MLA) London is running two projects which I will be talking about:

Skilled for Health – we are piloting the use in libraries of some new Skilled for Health materials- which are essentially embedded Skills for Life materials in a health literacy topic. Come and hear all about it, and look at the excellent materials.

Libraries for Learning – this is a pilot project which we hope to roll out nationwide eventually, about encouraging the development of low level Skills for Life (including ESOL) learning in libraries. I'll be talking about the project and what it hopes to achieve and how libraries and ESOL providers can work more collaboratively in the future.

### **C2 World in the East End**

*Workshop Leader: Julie Begum. This workshop is for everyone.*

Want to know about the World in the East End gallery at the V & A Museum of Childhood? Come to the workshop and find out what the museum offers to ESOL teachers, students and their families

### **C3 Contextualising for embedded ESOL assessment**

*Workshop Leader: Susan Brown. This workshop is for everyone.*

People talk more fluently about what they know well. ESB has developed assessment task materials which can match the interests of students on embedded courses. Come and see how your students could benefit.

#### **C4 Developing speaking skills**

*Workshop Leader: James McGoldrick. This workshop is for teachers.*

We will look at useful classroom activities and techniques for the development of engaging in discussion (a speaking strand in the Adult ESOL Core Curriculum). Participants will then discuss some of the problems adult ESOL learners encounter when engaging in discussion and in particular the issue around learners struggling to move away from lengthy 'opinion giving' and towards seeing a discussion as a 'two-way street.'

Video clips of Cambridge ESOL Skills for Life speaking tests will be used to highlight the challenge engaging in discussion poses for ESOL learners. Participants will talk about the implications for classroom teaching and learning.

#### **C5 National Learning Network ESOL resources**

*Workshop Leader: Robert Leach. This workshop is for everyone.*

The wide range of NLN online and CD-Rom ESOL resources, for ACL providers but relevant to FE, Offenders and Workbased learning. There are 130 learning objects (units) at all five SFL levels. How to find and use them.

#### **C6 Using video in the ESOL classroom**

*Workshop Leader: Kelly Jennings. This workshop is for teachers and teacher trainers.*

Video provides a multitude of opportunities for language practice but is an underutilized resource. This interactive workshop focuses on the language benefits that video can provide and suggests ways to incorporate it into the ESOL classroom. We will primarily focus on ways to use materials developed for second language learners but will also touch on the role of authentic materials such as film and television programmes. Participants will leave with a set of practical teaching ideas.

#### **C7 Welsh language taster**

*Workshop Leaders: Lyn Lording Jones and Ewa Brodzinska. This workshop is for everyone.*

Learn some Welsh and test your own language learning skills. For absolute beginners: basic greetings and acknowledgements, basic personal details, some social sight vocabulary. Find out about ESOL in a Welsh context in Wales.

#### **C8 Arabic language taster**

*Workshop Leader: Jabeen Zaidi. This workshop is for everyone.*

Did you know that Arabic ranks sixth in the world's league table of languages, with an estimated 186 million native speakers? As the language of Quran it is taught as a first language in Muslim states throughout the world. Modern Arabic varies a good deal from country to country, differing as much as, say Spanish and Portuguese. However, the classical written Arabic has changed little over the centuries. Arabic is no longer 'restricted' to the Muslims and more and more people are learning Arabic across the world. In this workshop you will be surprised at how much Arabic you already know! You will learn about where the language comes from and you will leave being able to greet and introduce yourself in Arabic.

#### **C9 Spanish language taster**

*Workshop Leader: David Roche. This workshop is for everyone.*

Learn some Spanish and test your own language learning skills. Remind yourself of the basics of language learning and discuss the implications for learners and teachers.

#### **C10 Gujarati language taster**

*Workshop Leader: Mayuri Somaia. This workshop is for everyone*

Learn some Gujarati and test your own language learning skills. Remind yourself of the basics of language learning and discuss the implications for learners and teachers.

#### **C11 A few words in Polish**

*Workshop Leader: Barbara Labiejko. This workshop is for everyone.*

Learn a few words in Polish and test your own language learning skills. Remind yourself of the basics of language learning and discuss the implications for learners and teachers.

#### **C12 Getting the most out of museums**

*Workshop Leader: Bev Davies. This workshop is for everyone.*

Encouraging new and more settled migrant learners to move beyond the classroom and explore their community, initially through visits with their ESOL class, is a valuable means of developing confidence in communication in entry-level learners. This workshop will present the results of a research project at Salford Museum and Art Gallery, which investigated a sample of E1 learners' expectations and experiences of visits with their class. Visits these learners made to the museum were observed and this has highlighted the potential of the experience to affect positively learners' confidence in speaking and writing.

This hands-on session focuses on exploring different activities ways to work with learners in museums to maximize this potential, as well as practical ideas for integrating visits into ESOL programmes.

#### **C13 Numeracy in ESOL**

*Workshop Leader: Anthony Cosgrove*

*This workshop is for teachers, managers/organisers.*

Numeracy is present in so many areas of language use which are of key importance to ESOL learners: times, prices, postcodes, phone numbers, shopping and so on. This workshop will look at ways in which teachers can address these issues, and will be supported by material from the New Cutting Edge series.

#### **C14 Extending ESOL Learning to your local Museum – opportunities for ESOL learners.**

*Workshop Leader: Andrew David. This workshop is for everyone.*

Opportunities and benefits from the tours, for ESOL tutors and learners – arranging a tour, pre-visit work, format of visit, follow-up work, how to fit into schemes of work, previous visitors' comments. Sharing the Experience of the British Museum and the V & A

#### **C15 Foundations of Literacy**

*Workshop Leader: Heather Campbell and Michael Hepworth. This workshop is for everyone.*

This is a presentation of work in progress on the Foundations of Literacy project. Since September, we have been investigating an ESOL literacy class, with a view to answering the question: 'What are the most suitable teaching approaches and methods for our beginner ESOL literacy students?'

We address the question through a combination of lesson observations, interviews with the class teacher, and interviews with students which have taken place in students' expert languages.

In this session we aim to describe the background to the project, present some of the data we have collected, and discuss some preliminary conclusions and implications for theory and practice. We also talk about the experience of carrying out research in one of our own classrooms.

## **Saturday 7 July 15.15 – 16.45**

### **D1 ESOL and Literacy Placement Practices**

*Workshop Leader: James Simpson. This workshop is for everyone.*

See B10 for a full description of this workshop.

### **D2 Creative Drama and Dramatisation**

*Workshop Leader: Mark Almond. This workshop is for teachers.*

See B12 for full description of this workshop

### **D3 Niace Report 'More than a Language...' - where next?**

*Workshop Leaders: Jane Ward and Sue Diplock. This workshop is for everyone*

See A6 for a full description of this workshop.

### **D4 ESOL for Work – Focus on Speaking and Listening**

*Workshop Leader: Susan Brown, This workshop is for teachers and managers.*

Give the workers what they want! Flexible, contextualised testing of speaking and listening skills, with workers' and employers' interests in mind

### **D5 Dogme**

*Workshop Leader: David Roche. This workshop is for everyone.*

Dogme ELT is inspired by the work of Scott Thornbury and others. The basic idea is that we create unnatural barriers between teachers and students with our books, worksheets, tapes, videos, and all the paraphernalia of the classroom. Dogme is a method which might involve going into the classroom with nothing at all. Dogme materials are the learners and the teacher. Dogme communication is what happens when people meet together in an atmosphere of respect and sharing. Dogme is about "Let's see what happens. Let's take this lesson time where we want it to go as a group of equals with a common goal". Come along and learn about the "Vow of Chastity". Lesson plans? No. Schemes of Work? No. Syllabi? No.

Dogme is also fun.

### **D6 Creating a Blended Learning Course from Trinity FE TESOL Qualifications**

*Workshop Leader: Huan Japes and Allison Belger. This workshop is for potential providers of these courses and course participants.*

Firstly, we will provide an overview of Trinity FE TESOL (QTLS compliant) qualifications for September 2007 and beyond. Then we will address blended learning options for these programmes, including provider guidelines, expected outcomes and competencies, minimum technological requirements, the training required (e.g. e-tutoring), course inspection and copyright issues, balancing face-to-face and distance components and bridging the two.

One of our providers will discuss how these guidelines might be implemented for one specific course programme and finally, we will consider how you could create your own programme.

This talk is suitable for both potential providers of these courses and course participants.

### **D7 Working with Bilingual learners: learning difficulties and disabilities**

*Workshop Leaders: Efisia Tranza and Judith Kirsh. This workshop is for teachers and teacher trainers*

This workshop is for all those interested in finding out about ESOL Access for All, 'Making it happen', an inclusive approach to working with learners and 'It's not as simple as you think', cross cultural viewpoints around disability. These documents support inclusive learning and are essential tools for all ESOL teachers.

You will become familiar with the documents and identify ways these can support teaching and learning in the ESOL classroom.

### **D8 Snazz up your teaching materials**

*Workshop Leaders: Rose Veitch and Mary Geaney. This workshop is for tutors.*

Do you sometimes feel like kicking the computer because it won't do what you want? Do you feel your materials lack a certain sophistication? If so, this could be the workshop for you! In this workshop, you will learn how to make your materials more professional looking, develop IT skills in relation to producing materials: learn how to use Microsoft Word more effectively eg working with images, tables and text boxes and learn what makes a successful worksheet.

### **D9 The teaching of grammar in the ESOL classroom**

*Workshop Leader: David King. This workshop is for everyone.*

The objectives of this workshop are to explore how much correct grammar matters to our students, what the teaching of grammar should involve and possible approaches to grammar teaching

The workshop will take the form of a number of mini-presentations by the speaker, followed by participant activities. It will be conducted in an atmosphere which welcomes questioning and open debate.

### **D10 ESOL and formative assessment**

*Workshop Leader: Jay Derrick and Judy Gawn This workshop is for everyone.*

Formative assessment is critical in supporting effective learner development. This workshop will share emerging research findings and their implications for practice. Could this be the 'magic ingredient'?

Come along and discuss ways of helping learners take charge of their own development.

### **D11 How should national initiatives support ESOL teacher training?**

*Workshop Leader: Helen Sunderland and Sally Bird. This workshop is for teacher training managers, organisers and planners.*

This workshop is for everyone interested in developing and improving ESOL teacher training and professional development. We will describe some of the recent national work from LLU+, the Skills for Life Improvement Programme and others - on new elements of teacher training, e.g. ESOL Access for All, online reflective modules, videos for teacher training - on the framework for teacher educators.

And we'll be asking you where the national support should go next.

### **D12 ESOL qualifications – where are we now and where are we going?**

*Workshop Leader: Anne Greenall. This workshop is for experienced teachers, teacher trainers and managers.*

Delegates will be able to share their experience of using different awarding bodies for ESOL SfL qualifications. In addition, the workshop will provide a briefing on the developments in ESOL qualifications. The major development for 2007 is 'ESOL for Work', due to be launched in September this year. We also hope to offer updates on developments in Functional Skills, IELTS and Level 3. This workshop will be useful for curriculum managers and experienced tutors.

### **D13 Back to Basics! Focus on Motivation**

*Workshop Leader: Monica Poulter. This workshop is for teachers and teacher trainers.*

Teachers are under pressure to widen participation, retain their learners, and demonstrate learner achievement. All these assume that teachers are working with motivated learners fully engaged in their learning. This talk/workshop will look at the different kinds of motivation that are relevant to the learning of English and provide a brief survey of findings in this area from second language research. It will back up these findings with learners' perceptions of their motivation to learn English. It will go on to outline guidelines for how teachers can help learners activate and maintain their motivation and suggest practical ways for implementing these.

**On Saturday the IATEFL Special Interest Group is providing three workshops facilitated by well known names in English pronunciation; Jonathan Marks with 'Every lesson a pronunciation lesson' (A) and Robin Walker with 'How Now Foul Vowel' (B) and 'Going for a Song'. (C)**

**If you are interested in these pronunciation workshops please indicate on the booking form and we will send you further details.**

## **Sunday 8 July 09.15 – 10.45**

### **E1 The importance of giving feedback**

*Workshop Leader: Philida Schellekens. This workshop is for everyone.*

Lesson observations show that many ESOL teachers give little or no feedback on the learners' spoken English. In this session we explore the reasons why this may be. We look at recent research on the value of feedback as well as why and how learners benefit from it. The workshop will provide an opportunity for reflection on how feedback, observation and noticing can enhance language learning.

### **E2 Helping students prepare for the Skills for Life Speaking and Listening examinations**

*Workshop Leader: Sheila Thorn. This workshop is for everyone.*

See B9 for full detail of this workshop.

### **E3 ESOL Voices: learners' perspectives on the Politics, Principles and Practice of ESOL**

*Workshop Leader: Melanie Cooke. This workshop is for everyone.*

See A2 for full detail of this workshop.

### **E4 The role of politics, principles and practice in teacher training**

*Workshop Leader: Louise Taylor and Patrick Malloy. This workshop is for teacher trainers and organisers/managers*

See B13 for full detail of this workshop.

### **E5 Just chatting? Managing effective classroom interaction for groups and individual students**

*Workshop Leader: Mary Weir. This workshop is for teachers and teacher trainers.*

See A7 for full detail of this workshop.

### **E6 Exams, employment and experience: developing 'Skills for Life'**

*Workshop Leader: Gill Gibson, This workshop is for teachers.*

See A8 for full detail of this workshop.

### **E7 Lessons from history: the long-term and continuing influence of politics on ESOL provision and practice from 1870-2007**

*Workshop Leader: Sheila Rosenberg. This workshop is for everyone.*

See A11 for full detail of this workshop.

### **E8 Speaking and Listening – Practice in the classroom**

*Workshop Leader: June Challis. This workshop is for anyone interested in developing speaking skills in ESOL classes.*

See A14 for full detail of this workshop.

### **E9 The New "Life in the UK" Test for settlement and citizenship**

*Workshop Leader: Robert Leach. This workshop is for everyone.*

See A10 for full detail of this workshop.

### **E10 NATECLA teacher training working party summer meeting**

*Workshop Leader: Sally Bird*

This is the summer meeting of the NATECLA teacher training working party. We'll be reflecting on the year just gone and the challenges for the working party for the year ahead. Non members are welcome.

## **To assist you in completing the booking form**

We endeavour to give you your first choice workshop but please indicate 2nd and 3rd choice.

The conference runs from 15.30 pm Friday 6 July until after lunch on Sunday 8 July. The closing date for residential bookings is Wednesday 20 June.

Please note:

Keynote address is now 17.00 on Friday and is followed by drinks reception and fork buffet at 19.00.

Conference dinner and entertainment on Saturday evening are not included in the Saturday only rate. Please add £30.00 if you are attending Saturday only and would like to stay for the dinner and entertainment.

Remember to photocopy your form. Your place will be confirmed.

Please note that there are no childcare facilities on site.

# Booking Form

# POLITICS, PRINCIPLES AND PRACTICE

Please PRINT

## About you

First Name \_\_\_\_\_

Surname \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Telephone:  Daytime

Telephone:  Evening

Email: \_\_\_\_\_

Membership No \_\_\_\_\_

## Conference fees

Fees are based on your membership status. You may join or renew your membership of NATECLA if you wish to claim membership rates.

I wish to attend the conference as:

- Individual member
- Using the one individual membership place on behalf of an Affiliated Institution
- Non member

Name of institution/ organisation (for delegate badge)

\_\_\_\_\_

I wish to book a place at the NATECLA 2007 Conference at City University, London

	Member	Non-member
Residential (includes all meals)	<input type="checkbox"/> £300.00	<input type="checkbox"/> £350.00
Non-residential (with lunch and dinner)	<input type="checkbox"/> £240.00	<input type="checkbox"/> £290.00
Friday only	<input type="checkbox"/> £50.00	<input type="checkbox"/> £70.00
(Including keynote address and evening meal)		
Saturday only	<input type="checkbox"/> £150.00	<input type="checkbox"/> £190.00
(Including workshops and lunch. Evening meal additional £30)		
Sunday only	<input type="checkbox"/> £85.00	<input type="checkbox"/> £105.00
(Including one workshop and closing plenary and lunch)		
One night residential (State Fri or Sat)	<input type="checkbox"/> £180.00	<input type="checkbox"/> £230.00

- I am paying for myself to attend and I enclose a cheque payable to NATECLA for the full amount.
- My employing institution has agreed to pay my fee and wishes to be invoiced for the full amount. It is understood that the fee is non-refundable in the event of cancellation. The invoice will be paid within 30 days of receipt.

Institution \_\_\_\_\_

Address to which invoice should be sent \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Contact name for invoice queries \_\_\_\_\_

Telephone \_\_\_\_\_

Purchase Order Number \_\_\_\_\_

## Workshop choices

We endeavour to give you your first choice workshop but please indicate 2nd and 3rd choice

	1st choice	2nd choice	3rd choice
Saturday A 09.15 - 10.45	_____	_____	_____
Saturday B 11.15 - 12.45	_____	_____	_____
Saturday C 14.15 - 15.00	_____	_____	_____
Saturday D 15.15 - 16.45	_____	_____	_____
Sunday E 09.15 - 10.45	_____	_____	_____

I am interested in attending the following IATEFL pronunciation workshop:

A B C

- Please tick if you would like to book onto the guided walk

## Dietary requirements

- Vegetarian
- Other (please specify) \_\_\_\_\_
- Late meal Friday 6 July (Tick only if you are arriving after 07.30 and wish to reserve a plated meal).
- Packed lunch required on Sunday 8 July

## Accommodation

- Please tick if you require a room with disabled access and facilities.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Please send your completed booking form with payment or purchase order to:

Jane Arstall, NATECLA, Room HB110, South Birmingham College,  
Hall Green Campus, Cole Bank Road  
Hall Green, Birmingham B28 8ES, Fax: 0121 694 5062

Return your form and payment or purchase order by

**Wednesday 20 June 2007**