

# Booking Form

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 allocated membership place on behalf of my affiliated institution
- Non member

Name of institution/ organisation (for delegate badge) \_\_\_\_\_

I wish to book a place at the NATECLA 2008 Conference at University of Warwick

	Member	Non-member
Residential (includes all meals)	<input type="checkbox"/> £310.00	<input type="checkbox"/> £360.00
Non-residential (with lunch & dinner)	<input type="checkbox"/> £240.00	<input type="checkbox"/> £290.00
Friday only (Including keynote address and evening meal)	<input type="checkbox"/> £50.00	<input type="checkbox"/> £70.00
Saturday only (Workshops and lunch. Evening meal additional £20 - tick here <input type="checkbox"/> )	<input type="checkbox"/> £150.00	<input type="checkbox"/> £190.00
Sunday only (Including one workshop, closing plenary and lunch)	<input type="checkbox"/> £50.00	<input type="checkbox"/> £70.00
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 but a substitute may attend. The invoice will be paid within 30 days of receipt. Purchase order or reference must accompany this booking form.

# Values and Vision

Institution \_\_\_\_\_

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

Postcode \_\_\_\_\_

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

Telephone \_\_\_\_\_

Purchase Order number or reference \_\_\_\_\_

## 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 14.00 - 15.30 \_\_\_\_\_

Sunday D 09.15 - 10.45 \_\_\_\_\_

## Dietary requirements

There will always be a vegetarian option available

Special diet request \_\_\_\_\_

- Packed lunch required on Sunday 13 July  
(instead of meal in the restaurant)

## Accommodation

- Please tick if you need a ground floor room.

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

NATECLA members unable to secure funding from their employer to attend the conference may apply for a bursary. Details on the NATECLA website [www.natecla.org.uk/content/516/national\\_conference\\_2008\\_valu/](http://www.natecla.org.uk/content/516/national_conference_2008_valu/)

Send your completed booking form to National Centre no later than 26 June. Your place will be confirmed.

# Values and Vision

NATECLA's thirty-first national conference 'Values and Vision' will focus on the changes which the ESOL sector has been facing and question the implications for our learners, ourselves as practitioners and for NATECLA as a key national voice. What are our underpinning values and what do we want our vision to be? Does government policy reflect the values of ESOL practitioners? Does it reflect research findings? Does it match the views and values of our learners? Does NATECLA as an organisation adequately or effectively reflect the voices and views of its members and ESOL learners?

This year, at the University of Warwick it promises to be one of the most interesting and thought-provoking conferences yet. The programme offers a varied and exciting choice of workshops at every session during the weekend, covering all aspects of practice and research, delivered by presenters with a wealth of experience to share.

In addition to the workshops, there are many other things for you to look forward to:

- On Friday evening a welcome return by the popular and distinguished supporter of NATECLA's work, Ron Carter, Professor of Modern English Language at the University of Nottingham, who will give the after dinner keynote address *The 'English' in ESOL: Visions, Values and Varieties*.
- Following the workshops on Saturday attend a free performance of the widely acclaimed 'Asylum Monologues'. A collaboration between Ice and Fire theatre and Actors for Refugees, 'Asylum Monologues' are used as an advocacy and awareness-raising tool and we are sure this performance will provoke discussion and involvement beyond the classroom.
- Book-signing and reception events in the exhibition during the weekend.
- Saturday evening, by popular demand, there will be a return of the Bhangra dancing tutorial with audience participation positively encouraged! There will also be a choice of independent activities available; you can catch a film at the arts centre cinema, do a few lengths in campus pool, take a leisurely stroll around the grounds looking at some of the University's sculptures or relax in the bar.

Throughout the weekend you will have an important opportunity to contribute to the Voice of the Conference – an innovative approach to identifying our professional values and shaping NATECLA's vision for the year ahead. You can also visit the exhibition area in the main concourse, talk to the representatives and authors present and get that essential resource to take back with you.

On Sunday, following the final workshop session, the conference will be rounded off with a presentation from the Skills for Life Strategy Unit and you will also have a chance to find out more about NATECLA's role in some of the key national consultations impacting on the field.

Remember attendance at NATECLA conferences can count towards your continuing professional development requirement so don't forget to collect your certificate.

The University of Warwick is located on the southern outskirts of Coventry and the campus is set in 700 acres of well-maintained grounds. It is easily accessible by road, rail and air and there is free car parking on site. The en-suite accommodation is only short walk from the conference 'hub'. There are good facilities on site – well-equipped seminar rooms, shops, a café, arts centre and also a sports centre with a pool, sauna and gym, all of which are available to use free of charge to delegates.

Whether you are coming on your own, or with a group of colleagues, for the whole event or just for the day, the conference offers you the chance to discuss the latest developments, air your views and take part in networking opportunities in both formal and informal settings. A friendly welcoming atmosphere has always been a feature of the NATECLA conference - we look forward to you joining us at the ESOL event of the year.

**Choose your workshop, complete the booking form and return to National Centre. Applications must be received by 26 June. All accepted bookings will be confirmed.**

NATECLA thanks the following for their sponsorship.

Main Sponsor: **University of Cambridge ESOL Examinations**

Additional sponsors:

**City & Guilds**

**LLU+ at London South Bank University**

**Trinity College London**

**Pearson Education**



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

## **A Saturday 12 July 09.15 – 10.45**

### **A1 Level 5 ESOL diploma - a flexible/distance study approach**

*Workshop Leader: Dot Powell and Sara Hattersley.  
This workshop is for everyone.*

This workshop will showcase the Level 5 University of Warwick Open Studies Diploma for ESOL Subject Specialists which is delivered through a blended model of study involving distance and e learning, and face to face delivery. There will be a chance to hear how the course is structured, see the website which supports the course, try out some activities, and hear about how weblogs are used to develop reflective practice.

### **A2 Two birds with one stone: ESOL teaching ideas for the 'real world' and for preparing learners for exams**

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

This session will look at fresh ideas for teaching the four skills to Entry level ESOL classes. We will look at activities that help learners develop language skills for the 'real world' and at the same time prepare them for Cambridge ESOL Skills for Life exams. By the end of the session participants should have a range of activities to try out in their ESOL classes. There will also be opportunities for participants to share their ideas and expertise.

### **A3 ESOL for the workplace - the qualification and getting employer buy-in**

*Workshop Leaders: Paul Sceeny and Ann Buller-Douglas.  
This workshop is for everyone.*

Find out more about how the new ESOL for Work qualification can be adapted to suit different learners and work settings. Also, a chance to discuss ideas for future assessment topics and how to 'sell' these qualifications to employers and other stakeholders.

### **A4 Teaching mixed level classes**

*Workshop Leader: Jenny Green.  
This workshop is for everyone.*

With the current strains on ESOL provision, tutors are increasingly being required to teach classes of learners at a variety of levels. This workshop examines ways in which teachers can plan class activities so that all learners are working to their potential, and to develop materials that are accessible to learners at different levels. The focus will be on Entry Level Learners.

### **A5 Testing the vision: approaches to teacher training**

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

This workshop will explore visions and values in teacher-training within the 'hyper-changing' UK context. We will briefly examine the tensions generated by the changes and complexity in our field. However, the main focus of the workshop will be exploring and sharing a range of strategies and approaches to support the development of empowered teachers. We want you to leave this workshop with a new set of non-designer frames and lenses!

### **A6 Designer classes for designer teachers**

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

This workshop will look at 'design' as a metaphor for meaning-making and teaching, and explore how teachers and teacher-trainers can apply 'design' in practice. It will also consider how the 'design' metaphor could be used as a tool for reflexive practice, and how it may help practitioners make links between their work and the broader social contexts of ESOL.

The session will be a mixture of input, discussion and activities, during which participants will be asked to interpret various designs, and to design their own stuff.

### **A7 Teaching ESOL in a vocational setting – issues and expectations**

*Workshop Leader: Ibrar Butt.  
This workshop is for everyone.*

How does 'vocationally embedding' shape an ESOL syllabus, influence classroom practice, and ultimately, assessment? I will discuss issues surrounding the dichotomy of 'context-knowledge' versus 'language-knowledge'. This will include a discussion of general workplace communication competencies including: greeting co-workers; making "small talk"; reporting problems, etc.; employer stakes in courses as well as conducting needs analyses.

### **A8 Playing with language - family language**

*Workshop Leaders: June Challis and Susan Brown This workshop is for new and experienced teachers, organisers and managers.*

To stimulate and help tutors and managers to look at approaches and practical ways to develop ESOL learning within a Family Language or Early Years programme. We will explore courses with parents only and with parents and children and the kinds of stimuli that can be used with a particular emphasis on E1 and E2 learners. This workshop will share some suggestions for schemes of work, materials and Handouts that could be used in a 30 hour Family Learning course and will show how the work can be accredited with a Skills for Life Speaking and Listening qualification with ESB.

### **A9 Promoting effective vocabulary learning**

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

Most language learners are keen to learn new words. In this session we look at the reasons why they think this is so important. We review recent research on vocabulary learning by Alison Wray, Paul Nation and others, and reflect how teachers can best harness the learners' desire to learn vocabulary.

## **D7 Teaching ESOL in a vocational setting – issues and expectations**

*Workshop Leader: Ibrar Butt.  
This workshop is for everyone.*

How does 'vocationally embedding' shape an ESOL syllabus, influence classroom practice, and ultimately, assessment? I will discuss issues surrounding the dichotomy of 'context-knowledge' versus 'language-knowledge'. This will include a discussion of general workplace communication competencies including: greeting co-workers; making "small talk"; reporting problems, etc.; employer stakes in courses as well as conducting needs analyses.

## **D8 Playing with language - family language**

*Workshop Leaders: June Challis and Susan Brown This workshop is for new and experienced teachers, organisers and managers.*

To stimulate and help tutors and managers to look at approaches and practical ways to develop ESOL learning within a Family Language or Early Years programme. We will explore courses with parents only and with parents and children and the kinds of stimuli that can be used with a particular emphasis on E1 and E2 learners. This workshop will share some suggestions for schemes of work, materials and Handouts that could be used in a 30 hour Family Learning course and will show how the work can be accredited with a Skills for Life Speaking and Listening qualification with ESB.

## **D9 Learning outside the classroom: Practical advice on using museums to support the ESOL curriculum**

*Workshop Leader: Jo-Anne Sunderland and Lawrence Leason.  
This workshop is for everyone.*

This workshop will look at the impact that visits to museums and other cultural institutions have on ESOL learners. The workshop will address practical issues in arranging visits, including finding out about visits within the local area; impact on classroom cohesion; impact on language skills; increased learner confidence; and a willingness to follow up visits with family and friends. We will discuss preparing learners for their visit and possible post-visit activities that relate to citizenship and employability.

## **D10 Interlanguage as a guiding concept to assess learning**

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

The focus in this session is on the language that the learners produce themselves. What can they already do well and where do they have problems? And perhaps even more important and intriguing: Why do they speak and write as they do? What does it tell us about their command of English? We shall explore how we can harness the concept of interlanguage to assess and plan learning. A useful addition to Skills for Life tools such as ILPs and the core curriculum!

## **D11 Adult ESOL Core Curriculum: into the electronic age**

*Workshop Leader: Pauline Moon. This workshop is for everyone*  
The Adult ESOL Core Curriculum is to be revised and converted to an electronic format. This workshop will give details of the consultation and feedback from teachers and managers, present some of the changes being made and seek feedback from delegates about the changes so far.

## **D12 ESOL & Citizenship – The Home Office, the student and the provider**

*Workshop Leader: Stuart Hanson. This workshop is for everyone.*  
OCNW has recently developed a set of external assessments for ESOL Skills for Life that map to the citizenship curriculum. Stuart Hanson, who wrote the materials for OCNW, will talk through the approach taken for the new papers and also share his experiences of offering citizenship-embedded-within ESOL courses.

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

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

The conference runs from 4pm on Friday 11th July until after lunch on Sunday 13 July.

Closing date is 26 June 2008. Your place will be confirmed.

Address:  
The University of Warwick  
Coventry  
CV4 7AL

Link for campus directions, on site parking, maps and traffic news  
[www2.warwick.ac.uk/about/visiting/](http://www2.warwick.ac.uk/about/visiting/)

There are no child care facilities on site.

## **B5 Identities online**

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

Identity – who and what you are becoming – is a crucial concern for new arrivals in a country. This workshop is about a current project investigating an aspect of identity of multilingual learners who are migrants to the UK: Online Textual Identity.

An online textual identity is created when someone uses Information, Communications Technologies (ICTs) such as email, text chat, web sites and blogs, and mobile phone messaging. The research asks: How do migrant ESOL learners identify themselves, and how are they identified by others, in their electronic and online communication?

## **B6 “I want to say it myself”: refugees’ access, progress and achievement in ESOL**

*Workshop Leader: Jenny Phillimore.*

*This workshop is for everyone.*

This workshop will examine refugees and asylum seekers achievement levels, explore the complexities of providing ESOL to refugees and asylum seekers, examine the main barriers faced by refugees and ESOL tutors, look at the types of practice that is effective and make suggestions to help shape future provision.

Delegates will gain insight into refugees and asylum seekers’ experiences of ESOL and some ideas about how they could help to support the learning of this group

## **B7 DTE(E)LLS, ADTE(E)LLS and PTLLS - Why Cambridge?**

*Workshop Leader: Monica Poulter.*

*This workshop is for everyone.*

This talk will give you the chance to familiarise yourself with the integrated DTLLS qualification developed by Cambridge ESOL in response to the new requirements for teachers in the lifelong learning sector. The session will explain how Cambridge ESOL's offer differs from other provision; what pathways are available for unqualified and part-qualified teachers and advise on how you can become a Cambridge ESOL centre. The talk will be followed by a question and answer session.

## **B8 Practical ideas for embedding craft-based activities in ESOL**

*Workshop Leader: Charlotte Haenlein. This workshop is for teachers of total beginners to lower E 2.*

This workshop demonstrates how to use hands-on craft activities, such as textile painting and paper crafts, to enhance teaching and learning at lower levels, and at the same time create resources for your centre.

You will be shown examples of language and literacy materials and collaborative hangings created by ESOL learners, women's groups and family learning classes, and how craft-based approaches can be integrated into the ESOL curriculum.

You will also have a hands-on opportunity to help create a collaborative silk-painted teaching resource - come and have a go!

## **B9 Consumer Education –the new OFT toolkit**

*Workshop Leaders: Karen Dudley & Jackie Ashton.*

*This workshop is for everyone*

Would you like to include more consumer education in your ESOL classes? Would you like to include numeracy in your ESOL classes? How confident are you in your own consumer education skills and knowledge?

This hands-on workshop will give you a chance to try out a wide range of consumer education activities and games which are part of the Office of Fair Trading (OFT) pilot Consumer Education toolkit. This is a free, downloadable and authorable resource which includes a wide range of activities designed to support learners in developing their language, literacy and numeracy skills along with their consumer skills and knowledge in consumer education contexts: Utilities, Technology and Buying and Selling.

## **B10 What are the messages from the OFSTED survey of ESOL and how can we use them?**

*Workshop Leader: Alastair Pearson. This workshop is for everyone*

What is Ofsted's view of the quality of ESOL? Where is it successful? Where does it still need to improve? What can teachers and managers do to make it better? In this workshop you will hear what Ofsted's recent survey says about ESOL, have your chance to say what you think, and consider what we can all do to improve ESOL for learners.

## **B11 Adult ESOL Core Curriculum: into the electronic age**

*Workshop Leader: Pauline Moon. This workshop is for everyone*

The Adult ESOL Core Curriculum is to be revised and converted to an electronic format. This workshop will give details of the consultation and feedback from teachers and managers, present some of the changes being made and seek feedback from delegates about the changes so far.

## **B12 Literacy and ESOL – who are the learners and what are the implications for teacher education?**

*Workshop Leader: Pam Frame and Irene Schwab. This workshop is for new and experienced teachers, organisers and managers.*

This workshop will explore the range of monolingual, bilingual and multilingual learners in literacy and ESOL classes. It will include research undertaken on learner placement practices in ESOL and literacy in the UK, and will offer an opportunity to discuss issues of commonality and difference in literacy and ESOL teaching.

We will look at initial teacher education programmes where adult literacy and ESOL teachers train together, and discuss emerging issues from some ongoing research into combined programmes in the UK.



## **Saturday 12 July 14.00 to 15.30**

### **C1 Phonology in practice**

*Workshop Leader: Dot Powell.*

*This workshop is for everyone.*

“Every lesson is a pronunciation lesson” This very interactive workshop demonstrates the links between underpinning knowledge of phonology and its application within the classroom. New and experienced teachers will be able to brush up on their knowledge of phonology and explore some ways to incorporate it in their teaching. Teacher trainers will be challenged to think about ways to cover learning outcomes related to phonology in their training programmes.

### **C2 Preparing for ESOL exams: advice for candidates.**

*Workshop Leader: Kate Biggins. This workshop is for everyone.*

Tutors can enable their students to make the most of their abilities in an exam by teaching them a few simple examination techniques. In consultation with our examiners and markers Trinity have put together this workshop which aims to offer practical advice to all candidates. We will look at ways in which tutors can incorporate these tips into their lessons.

### **C3 Community cohesion and ESOL**

*Workshop Leader: Chris Taylor*

*This workshop is for everyone*

This workshop examines the relationship between ESOL and community cohesion. We'll argue that this cannot be looked at in isolation. We would like to discuss the urgent need to sharpen the conceptualisation and language relating to social inclusion and community cohesion. Based on the assumption that the roots of exclusion lie in poverty, racism and inequalities of power, we would like to look at ESOL and examine the challenges that need to be tackled to make a real difference. Can ESOL be part of the solution?

### **C4 The impact of New Labour policy on English language provision 2001 - 2008**

*Workshop Leaders: Melanie Cooke and James Simpson.*

*This workshop is for everyone.*

From ‘Skills for Life’ to the ‘Save ESOL’ campaign, the last eight years have been tumultuous ones in ESOL. This workshop looks at some of the legislation which has impacted on provision and examines the position of ESOL at the centre of a web of policies on education, employment, immigration, national security and ‘social cohesion’. We will describe the effect of some of this legislation on ESOL teachers and students and will invite delegates to discuss their predictions for the future.

### **C5 Testing the vision: approaches to teacher training**

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

This workshop will explore visions and values in teacher-training within the ‘hyper-changing’ UK context. We will briefly examine the tensions generated by the changes and complexity in our field. However, the main focus of the workshop will be exploring and sharing a range of strategies and approaches to support the development of empowered teachers. We want you to leave this workshop with a new set of non-designer frames and lenses!

### **C6 Engaging and motivating kinaesthetic learners**

*Workshop Leader: Jenny Green. This workshop is for everyone.*

Are some of your learners restless and difficult to engage? Could they be kinaesthetic learners?

Whether it's upper or whole body movement, moving in class benefits all learners. This workshop covers incorporating kinaesthetic activities into your session plans and adapting your materials to provide movement for your learners.

### **C7 Focus on listening skills**

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

When we look at the core curriculum, we find that listening is seen primarily as comprehension, such as ‘listening for gist’ and ‘understanding instructions’. But is that all there is to listening? In this session we use John Field's work to investigate how spoken English works and how new language learners process the stream of sound that they hear. We will explore practical tips and tools to help learners manage that vital skill of listening, which is especially important for beginner learners. This session will be especially useful for teachers who speak English as their first language!

### **C8 Developing a DTLLS programme for ESOL**

*Workshop Leader: Huan Japes. This workshop is for everyone.*

We will be looking at some of the key considerations in designing and implementing an integrated DTLLS programme for ESOL teachers: integrating generic and subject specialist elements; mapping the qualification to existing programmes such as the Trinity certificate in TESOL; different approaches to assessment; incorporating teaching practice and mentoring; focusing on literacy as well as ESOL; accreditation and exemption; developing blended learning programmes. We will also provide feedback from providers who have begun to run the programme. This workshop is suitable for anyone interested in taking or developing a DTLLS programme.

### **C9 Learning outside the classroom: Practical advice on using museums to support the ESOL curriculum**

*Workshop Leader: Jo-Anne Sunderland and Lawrence Leason. This workshop is for everyone.*

This workshop will look at the impact that visits to museums and other cultural institutions have on ESOL learners. The workshop will address practical issues in arranging visits, including finding out about visits within the local area; impact on classroom cohesion; impact on language skills; increased learner confidence; and a willingness to follow up visits with family and friends. We will discuss preparing learners for their visit and possible post-visit activities that relate to citizenship and employability.

### **C10 What are the messages from the OFSTED survey of ESOL and how can we use them?**

*Workshop Leader: Alastair Pearson. This workshop is for everyone*

What is Ofsted's view of the quality of ESOL? Where is it successful? Where does it still need to improve? What can teachers and managers do to make it better? In this workshop you will hear what Ofsted's recent survey says about ESOL, have your chance to say what you think, and consider what we can all do to improve ESOL for learners.

### **C11 ESOL in the 21st Century**

*Workshop Leader: Joanna Norton. This workshop is for everyone.*

Are you a 21st Century-style ESOL teacher? Have you Googled, YouTube'd, shared files or downloaded a podcast this morning? No - well most of your students have! Do you know that this technology is out there? If you are unsure what it is or how to access it - let alone how to use it in the classroom then 'ESOL in the 21st Century' is a workshop that will give you a practical insight into using technology in the classroom with clear and engaging examples of students' work. The workshop is not just about students, but is also a direct attempt to demonstrate that technology in the 21st century also belongs to teachers

### **C12 Guidelines for your Continuing Professional Development (CPD)**

*Workshop Leader: Sue Colquhoun. This workshop is for everyone.*

What is CPD? This workshop will look at using the Institute for Learning (IfL) model of dual professionalism and recording your CPD, planning your professional development cycle and deciding upon suitable CPD activities.

## **Sunday 13 July 09.15 – 10.45**

### **D1 Teacher Training Working Party**

*Workshop Leader: Sally Bird.*

This is the summer meeting of the NATECLA teacher training working party. An opportunity to reflect on the past year and plan for the challenges ahead. Non members are welcome.

### **D2 Preparing for ESOL exams: advice for candidates**

*Workshop Leader: Kate Biggins. This workshop is for everyone.*

Tutors can enable their students to make the most of their abilities in an exam by teaching them a few simple examination techniques. In consultation with our examiners and markers Trinity have put together this workshop which aims to offer practical advice to all candidates. We will look at ways in which tutors can incorporate these tips into their lessons.

### **D3 ESOL for the workplace - the qualification and getting employer buy-in**

*Workshop Leaders: Paul Sceeny and Ann Buller-Douglas. This workshop is for everyone.*

Find out more about how the new ESOL for Work qualification can be adapted to suit different learners and work settings. Also, a chance to discuss ideas for future assessment topics and how to 'sell' these qualifications to employers and other stakeholders.

### **D4 Teaching mixed level classes**

*Workshop Leader: Jenny Green. This workshop is for everyone.*

With the current strains on ESOL provision, tutors are increasingly being required to teach classes of learners at a variety of levels. This workshop examines ways in which teachers can plan class activities so that all learners are working to their potential, and to develop materials that are accessible to learners at different levels. The focus will be on Entry Level Learners.

### **D5 National developments with bilingual families under the Family Literacy Language and Numeracy programme**

*Workshop Leader: Karen Fairfax-Cholmeley, This workshop is for everyone.*

This workshop will give an overview of the national policies affecting work with bilingual families and share some findings from the Family Language pilots currently being undertaken.

### **D6 Teaching ESOL to 14-19s**

*Workshop Leader: Helen Morgan. This workshop is for everyone.*

Not sure how to motivate teenagers in class? How can you build their confidence and make them independent learners? Want to give the best pastoral support possible, but don't know where to find help? Then come along to this workshop, where all these issues will be tackled and you will hopefully feel more empowered to do your utmost for your 14-19s, who need it!

### **A10 ESOL for Work. Do ‘short, sharp’ courses work?**

*Workshop Leader: Naeema Hann This workshop is for new teachers.*

This workshop is a space to explore language learning priorities for workplace English. Can a group of migrant workers with varied linguistic, geographical and educational backgrounds, with beginner to intermediate level skills in English acquire sufficient language in a 32 hour course? How were the employers engaged? What were the approaches to teaching and learning? Did the learners gain qualifications? Did their job seeking and job retaining skills improve?

The workshop will present case studies of ESOL courses for migrant workers at a manufacturing company and an employment agency. There will be opportunities to discuss and take away schemes of work and some of the teaching resources used with these groups.

### **A11 ESOL in the 21st Century**

*Workshop Leader: Joanna Norton.*

*This workshop is for everyone.*

Are you a 21st Century-style ESOL teacher? Have you Googled, YouTubed, shared files or downloaded a podcast this morning? No - well most of your students have! Do you know that this technology is out there? If you are unsure what it is or how to access it - let alone how to use it in the classroom then ‘ESOL in the 21st Century’ is a workshop that will give you a practical insight into using technology in the classroom with clear and engaging examples of students’ work. The workshop is not just about students, but is also a direct attempt to demonstrate that technology in the 21st century also belongs to teachers

### **A12 ESOL for Work: qualifying for success?**

*Workshop Leader: Lee Knapp.*

*This workshop is for everyone.*

This talk will present the latest findings from Cambridge ESOL on its Certificates in ESOL for Work. Drawing on feedback from candidates, centres and employers, the session will describe how the new qualifications are being used, by whom and for what purpose. Its key aim will be to help delegates evaluate their own current or planned approach to delivering ESOL for Work qualifications.

## **Saturday 12 July 11.15 to 12.45**

### **B1 Phonology in practice**

*Workshop Leader: Dot Powell.*

*This workshop is for everyone.*

“Every lesson is a pronunciation lesson” This very interactive workshop demonstrates the links between underpinning knowledge of phonology and its application within the classroom. New and experienced teachers will be able to brush up on their knowledge of phonology and explore some ways to incorporate it in their teaching. Teacher trainers will be challenged to think about ways to cover learning outcomes related to phonology in their training programmes.

### **B2 Two birds with one stone: ESOL teaching ideas for the ‘real world’ and for preparing learners for exams**

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

This session will look at fresh ideas for teaching the four skills to Entry level ESOL classes. We will look at activities that help learners develop language skills for the ‘real world’ and at the same time prepare them for Cambridge ESOL Skills for Life exams. By the end of the session participants should have a range of activities to try out in their ESOL classes. There will also be opportunities for participants to share their ideas and expertise.

### **B3 Community cohesion and ESOL**

*Workshop Leader: Chris Taylor*

*This workshop is for everyone*

This workshop examines the relationship between ESOL and community cohesion. We’ll argue that this cannot be looked at in isolation. We would like to discuss the urgent need to sharpen the conceptualisation and language relating to social inclusion and community cohesion. Based on the assumption that the roots of exclusion lie in poverty, racism and inequalities of power, we would like to look at ESOL and examine the challenges that need to be tackled to make a real difference. Can ESOL be part of the solution?

### **B4 Helping ESOL entry level learners to understand complex texts**

*Workshop Leaders: Elaine Boyd and Jo Smith.*

*This workshop is for everyone.*

Many ESOL Entry level learners find it hard to make sense of complex reading and listening texts which they are confronted with in their everyday lives. Yet these complex texts may contain information which is critical to learners in their daily lives or which they may need to understand as part of preparation for an exam. In this workshop we will be looking at types of reading and listening texts which Entry level learners are likely to encounter. We will consider strategies for helping learners to understand key information in the texts and at ways of helping them respond to texts, both in speaking and writing. We will also look at ways of using your own, and your students’, source texts in the classroom. Material used in this workshop is from *ESOL Activities Entry 2 & ESOL Activities Entry 3*, published by Cambridge University Press.