

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 2009 Conference at
Leed Trinity and All Saints

	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 £15 - 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"/> £200.00	<input type="checkbox"/> £240.00

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.

Facing the future responding to changes in ESOL



Leeds Trinity and All Saints
10-12 July 2009

Facing the future responding to changes in ESOL

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

- Vegetarian
- Special diet request _____
- Packed lunch required on Sunday 12 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 HA205, South Birmingham College
Hall Green Campus, Cole Bank Road
Hall Green, Birmingham B28 8ES
Tel/fax: 0121 688 8121

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

The NATECLA national conference in its thirty-second year has taken as its theme "Facing the future – responding to changes in ESOL". The conference will be a fantastic opportunity for practitioners to examine not only how their teaching practice is developing, but also how social policy is shaping the arena in which they teach.

On Friday evening the keynote address will be given by Clive Upton, Professor of Modern English Language at the University of Leeds. Entitled 'Mind the quality, feel the width: tolerance(s) in Standard English' it will explore issues relating to prescriptive and descriptive conceptions of the Standard, setting these ultimately in a context informed by recent research into so called 'vernacular universals'.

On Saturday and Sunday there will be a diverse range of workshops including practical teaching tips, new research projects, teacher training workshops and policy updates –something for everyone. Be sure to visit the resources exhibition, which offers a great opportunity to browse and really see what you're getting before you buy it. Talk to the publisher and awarding body representatives present and join in the Pearson Longman treasure hunt.

Ann Cryer, MP for Keighley, will address the conference on Saturday afternoon and this will be followed by a question and answer session. Ann is no stranger to supporting social cohesion and challenging intolerance. She strongly supports the right for adults to gain access to affordable education.

NATECLA wishes to raise the profile of Community Languages and is planning a plenary session on Saturday afternoon to present two case studies and consult with our membership on this area of important work. Trinity College London will sponsor this event.

'The Voice of Conference' provides an important opportunity for everyone attending to have their say. Whether you choose to air your views via a discussion group or via a post it note, NATECLA uses this feedback from members as guidance for our future focus and position on policy issues. Do join in. The feedback will be presented on Sunday morning and then to follow will be the ESOL Question Time panel chaired by Helen Casey, Executive Director, NRDC.

Trinity and All Saints is only 7 miles North West of Leeds, 1 mile from Horsforth Station and close to Leeds Airport. This pleasant compact campus has on-site parking, good conference classroom facilities and residential ensuite accommodation.

This is a most beautiful part of the country, close to Ilkley Moor and the Yorkshire Dales and if your time allows take the opportunity to explore the area and see some of the most beautiful places in Britain.

Attendance at NATECLA conferences can count towards your continuing professional development requirement and we award a certificate of attendance to delegates.

NATECLA thanks the following for their sponsorship.

Main Sponsor: **Pearson Longman**

Additional sponsors:

City & Guilds

English Speaking Board

LLU+ at London South Bank University

National Research and Development Centre (NRDC)

Trinity College London

University of Cambridge ESOL Examinations

The Department for Innovation, Universities and Skills (DIUS) is contributing to this event

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

To assist you in completing the booking form: The conference runs from 4pm on Friday 10th July until after lunch on Sunday 12 July.

Dinner is 6.30 on Friday and the keynote address 8pm

Closing date for bookings is Friday 26 June. Your place will be confirmed.

Mail your completed booking form to:

**NATECLA National Centre
HA205, South Birmingham College
Hall Green Campus
Cole Bank Road
Birmingham B28 8ES**

**Fax form to 0121 688 8121
www.leadstrinity.ac.uk/ABOUTUS/FINDUS/Pages/default.aspx**

There is on-site parking

A Saturday 11 July 09.15 – 10.45

A1 ESOL 21st Century Style

Workshop Leader: Joanna Norton.

This workshop is for everyone.

The workshop aims to increase colleagues’ knowledge and awareness of how to teach IT and self study skills to their learners by providing a hands-on opportunity to try a number of IT and self-study activities, some of which were designed by former Entry 1 ESOL students. The activities will also provide an ESOL model of what young ESOL learners can achieve and that their integration into UK society can offer them an abundance of opportunities and the ability to function in a virtual society along with their peers.

click4ESOL is an innovative website designed specifically to meet the needs of young ESOL learners,

Using the ESOL core curriculum as a starting point and combining it with aspects of employment, citizenship, and ICT, the final destination for users is integration and the resources on this website demonstrate how this goal can be achieved.

A2 Simple craft-based activities in paper, photography and textiles for the ESOL classroom

Workshop Leader: Charlotte Haenlein.

This workshop is for new and experienced teachers.

Engaging learners in practical hands-on crafts activities to promote oral and literacy work in the ESOL classroom has proved particularly effective at lower levels, and for those unaccustomed to formal learning. It boosts confidence and enjoyment, appeals to different learning styles, draws on learners’ pre-existing crafts or manual skills and can be tailored to mixed abilities while allowing for group and collaborative work, as well as links to IT.

The aim of the workshop is to give participants hands-on experience and guidance in using imaginative yet easy and inexpensive paper-based activities such as collage and bookmaking (flaps, 3D, origami, photo/digital imagery books), as well as simple textile projects such as silk-painted literacy games, textile hangings and family learning bookbags. Please bring any examples of similar work you have done with ESOL groups to share.

A3 Practical support for tutors of Speaking and Listening exams

Workshop Leader: Kate Biggins.

This workshop is for everyone.

This will be a practical workshop which will give tutors the opportunity to develop their skills in assessing and improving the level of their own students’ speaking and listening ability. We will look at how tutors can use materials readily available to them to help them gauge the likely grading of student’s exam grades, and discuss what students can do to better enable them to demonstrate their language ability on the day of an examination. We will also ask for feedback about the current changes in ESOL and how tutors would like to see future exams respond to their own and their students’ needs. This workshop is presented on behalf of Trinity College London but all Speaking and Listening tutors should find it useful.

2 Facing the future

A4 Eight kinds of fun - using Multiple Intelligences to bring variety and enjoyment to the learning experience.

Workshop Leaders: Juliana Salli and Ireni Thalassinou.

This workshop is for new and experienced tutors and teacher trainers.

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 Sit back, relax (more or less), and let the learners do all the work!

Workshop Leader: Michael Berman.

This workshop is for new and experienced tutors and teacher trainers.

In this workshop, techniques will be demonstrated that can be used when storytelling to ensure that the learners take an active part in the session and that you, the teacher, don’t end up having to do all the work. The intention is to make sure that you will be able to go home at the end of it with material that requires next to no preparation that you can then use with your own classes. No theory this time, just an hour packed with practical stuff.

A6 ESOL: Next Steps.

Workshop Leader: John Mackie.

This workshop is for everyone.

The workshop will consider what factors are needed to successfully implement DIUS’ new approach to ESOL and identify potential risks”

A7 Using NLP to explore how students self-correct

Workshop Leader: Mario Rinvolucrì.

This workshop is for everyone.

In the first half of the session I will equip you with Neuro-Linguistic Programming tools for investigating a person’s inner processes. In the second part of the session I will explore how two or three people in this group go about oral self-correction.

In the last part it will be over to you to tease out just how your neighbours correct themselves on the wing in English.

A8 Improving quality of provision

Workshop Leaders: Chris Hooper and Sue Green.

This workshop is for experienced teachers, teacher trainers and managers.

Using experience of working in a department which moved from ‘inadequate’ to ‘good’ in Ofsted inspections a year apart, the workshop will look at factors involved in improving the quality of the provision to meet the requirements of learners and Ofsted.

A9 Using the concept of interlanguage to assess language and plan learning

Workshop Leader: Philida Schellekens.

This workshop is for everyone.

The focus in this hands-on session is on how teachers can harness the concept of interlanguage to assess their learners’ spoken and written English. We will use examples of learner language to reflect on patterns of language acquisition. We will explore how these

D5 A phonics based approach to teaching literacy to ESOL students

Workshop Leader: Liz Frost.

This workshop is for new and experienced tutors and managers.

Do you have problems ‘moving on’ ESOL learners with literacy needs?

Do they always seem to be in the same class year after year making minimal progress with reading?

This workshop intends to provide participants with the techniques and strategies used in the “Letters and Sounds” pack which teaches phonics in a methodical order. This is a radical approach based on the Rose Report. As well as pronunciation, materials, a scheme of work and assessment tracking are included to support your progress with this pack.

D6 Real Lives, Real Listening: A new approach to listening practice

Workshop Leader: Sheila Thom.

This workshop is for everyone.

Many teachers would like to use authentic listening materials with their students but are simply too busy to record texts and prepare accompanying listening exercises.

The aim of my *Real Lives, Real Listening* books is to provide teachers with ready-made listening training materials which actually train students in the skill of listening rather than just test their comprehension.

In this session I shall demonstrate how my new approach to listening helps students to listen more effectively to the spoken English they will encounter outside the classroom. I shall also discuss how this new approach fits in with the latest theories on listening and language acquisition.

I will be using excerpts from my books and other sources to illustrate key points in my workshop.

D7 Assessing the oral competence of ESOL learners from an Organic Grammar perspective

Workshop Leader: Martha Young Scholten.

This workshop is for everyone.

This workshop applies the stages of a theory of first and second language development known as Organic Grammar which place second language learners at one of four stages of development based on their production of inflectional morphology and a set of syntactic structures. The workshop starts with a short introduction to the concepts underlying Organic Grammar and the relationship of OG stages to overall learner progression and to reading development and then includes a brief illustration of how Organic Grammar relates to the Skills for Life ESOL levels. The aim is to take participants through the steps of placing actual second language learners at OG stages. Stage placement will either be based on data the workshop leader will bring with her or on data participants bring with them from their own learners; these data will be either orthographically (not phonetically) transcribed oral data or written data. Prior to the workshop, the workshop leader will be available by email for advice on collecting such data.

D8 Life in the UK – beyond the book and the pack

Workshop Leaders: Gomathi Panchapagesan and Robert Leach.

This workshop is for everyone.

Try out your citizenship skills with the online ‘Life in the UK’ test questions from New UK Test. As more ESOL providers are branching out from ESOL citizenship to prepare people for the online ‘Life in the UK Test’, new models of course are emerging including hybrid ‘blended learning’ courses involving partnerships between face-to-face and online providers. New UK Test offers face-to-face providers a new dimension, with infinite numbers of practice tests each weighted to the marking of the real ‘Life in the UK Test’, and we would like to share their experience of working with Dudley College and others to provide good quality test preparation including ESOL support, exam preparation skills and plain cramming.

D9 ESOL and care work

Workshop Leader: Sondra Cuban.

This workshop is for everyone.

This workshop is about ESOL issues within the care sector, with implications for practice, policy and research. The workshop will deal with the following issues regarding migrant workers, ESOL and workplace education: communication, advancement opportunities, support systems/services, skills and practices, gender, networks, unions, core/peripheral English, bilingualism, literacy, multi-media, IT, immigration legislation, rurality, labour, power, and solidarity. Findings from a study of migrant care workers will be presented, and a model of support for migrant carers in workplace education will be discussed with relation to the above issues

D10 Reflect ESOL - Participatory learning in the classroom

Workshop Leader: Tish Taylor and Becky Winstanley.

This workshop is for everyone .

Please see B10 for details of this workshop.

To assist you in completing the booking form

The conference runs from 4pm on Friday 10 July until after lunch on Sunday 12 July.

Dinner is 18.30 on Friday and the keynote address at 20.00.

Closing date for bookings is Friday 26 June. Your place will be confirmed.

Post your completed application to:

NATECLA National Centre, HA205
South Birmingham College
Hall Green Campus
Cole Bank Road
Birmingham B28 8ES

or fax your form to **0121 688 8121**

www.leadstrinity.ac.uk/ABOUTUS/FINDUS/Pages/default.aspx

There is parking on-site.

B4 The Perfect ESOL Coursebook

*Workshop Leaders: Tad Lamer and Anthony Cosgrove.
This workshop is for everyone.*

Most ESOL teachers seek to supplement the Skills for Life packs with supplementary materials that dovetail neatly into the prescribed syllabus. Gladly, we do this partly for variety but sadly, partly out of necessity.

In this session, we shall look at how alternative materials can complement and enhance what is already available and look at the benefits of following a one-stop-one shop approach to our teaching.

We will be referring to materials published by Pearson Longman and by the end of the workshop, you will have ready made activities and ideas to use at your earliest convenience or not if you don't like them!

B5 What does this word mean? Sfl teaching tips

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

The Adult ESOL Core Curriculum states that Entry 3 adults can use a variety of reading strategies to help read and understand an increasing range or unfamiliar words. We will consider classroom activities that develop learners' strategies for dealing with unfamiliar words in 'real life' and in Cambridge ESOL's Skills for Life and ESOL for Work tests.

B6 The Institute for Learning: all you every wanted to know about QTLS and CPD

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

This workshop is for those people who might be interested in applying for the status of Qualified Teacher Learning and Skills (QTLS). It will provide information about the process of Professional Formation, the evidence required and how to submit it as well as plenty of opportunities for discussion, questions and answers to all your questions about CPD and the Institute for Learning!

B7 Listening and reading are receptive skills- do you really think so?

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

I will be suggesting to you that listening and reading are the meeting of the incoming message with the mass of sensations, memories and ideas that the listener or reader has in their head already. If you accept this, then you need to change aspects of your teaching.

So, for example, traditional comprehension questions are for the chop as you need to ask the students to deal with the text in their head, the deleted, elaborated and transformed text.

B8 Functional Skills update

*Workshop Leader: Ben Rockcliffe.
This workshop is for everyone.*

In September 2010 the pilot for Functional Skills qualifications will come to an end. When this happens it is expected that the final versions of the qualifications will replace Key Skills and possibly Skills for Life Adult Literacy and Numeracy. Functional Skills are also an

integral part of the new 14-19 Diplomas and are set to become a hurdle to achievement of GCSE English and Maths. Clearly Functional Skills are a priority for the government and, although the relationship between Functional Skills and ESOL remains uncertain, this is a development of which ESOL tutors should be aware. OCNW has been involved in the Functional Skills pilot from the outset and in this workshop we will look at the background to the pilot and the Functional Skills standards before looking at OCNW's assessment approach, in particular in English, and discussing how compatible ESOL is with this agenda.

B9 ESOL embedded in areas of study for ESOL 16-18 learners

*Workshop Leaders: Michaela Oltean, Kate Johnson and Wendy Croft.
This workshop is for everyone.*

The workshop will start with a general presentation of a successful ESOL programme for 16-18 year old learners from the perspective of language skills development followed by an interactive plenary showcasing ESOL embedded in two areas: Art and Social Science.

B10 Reflect ESOL - Participatory learning in the classroom

*Workshop Leader: Tish Taylor and Becky Winstanley.
This workshop is for everyone.*

We often talk about making our classes more learner centred and recognise this is good practice but how to go about it? The Reflect ESOL project set out to explore in practical terms how to achieve this ...and much more.

Based on an approach which combines the philosophy of educational revolutionary Paulo Freire with creative visual and participatory tools, 'Reflect' has been used in developing countries to support literacy development, community empowerment and social change. Now adapted for use in an UK ESOL context we welcome you to find out how our classes took to the new approach and come away with a few tools to use for yourselves. Independently evaluated by LLU+ South Bank University, workshop participants will be given a free copy of the report, and (while stocks last) a booklet on the Reflect ESOL approach

B11 EAL workforce development

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

The Institute of Education is working with LSN on a strategy for the development of the English as an additional language (EAL) workforce in schools. This strategy sets out a vision for the next five years in which every EAL learner is supported in achieving their full potential, and the teaching workforce is appropriately equipped to contribute to making this vision a reality. This strategy is far-reaching, affecting all members of the teaching workforce across all key stages. It will have a significant impact on the training of new members of the workforce, and on all those who support schools and teacher training providers, quality assurance agencies, including Local Authorities.

Four key priorities have been identified. This workshop will explain how we arrived at those priorities and consult on their validity and implementation. We will also look at parallels and crossover with the post-compulsory sector and consider where EAL ends and ESOL begins.

B12 Qualifications: present and future

*Workshop Leader: Moira Welch and Ann Buller-Douglas.
This workshop is for everyone.*

ESOL qualifications review, functional skills, QCF, FLT... The qualifications world is entering another period of massive change. What are the likely implications for ESOL Skills for Life and ESOL for Work, and how can qualifications better support the demand for more flexible and responsive provision? The session will also include an overview and update on City & Guilds' current ESOL qualifications and is a chance for you to tell us what you like and how they could be improved.

B13 Observation feedback and teacher development

*Workshop Leader: Jane Allemano.
This workshop is for teacher trainers and organisers.*

How can teacher development best be enhanced through observation and feedback? This workshop will look at research that has been carried out into the effects of observation feedback on teacher performance and consider ways of managing the process to maximise support for the observed.

Saturday 12 July 14.00 to 15.30

C1 Embedding ESOL into ICT courses

*Workshop Leader: Chris Hooper.
This workshop is for everyone.*

The workshop will examine how ICT qualifications can be effectively delivered to ESOL learners. Working towards an ICT qualification can be a great way of improving learners' confidence, building new skills and developing language. Participants will have the opportunity to examine sample schemes of work, session plans and resources. The plans and resources relate specifically to OCR ICT Skills for Life qualification, but could have uses for other appropriate qualifications. There will be the opportunity to work with others to plan their own embedded activities.

C2 Does the computer make a difference?

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

The pervasive influx of technology to daily life and the language skills required to make effective use of it have precipitated the term 'electronic literacy', a specialised form of literacy. This workshop is based on a Masters research project investigating ESOL learners' writing across paper-based and computer-based modes, with particular focus on 'cognitive processes' using a research method known as 'think-aloud protocols'. How ESOL writers tackle a writing task in either mode is of particular concern to ESOL tutors and assessment writers. Does the incorporation of computer technology into writing tasks and assessments necessitate a new way of thinking about the composing processes? Think-aloud protocols as a pedagogic tool will also be discussed, and the workshop will include some group activities and ideas for teaching writing across the two modes

C3 ESOL and visual thinking

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

Please see B3 for details of this workshop.

C4 An Elephant in the Room? Post-colonial guilt and the othering of ESOL learners

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

This provocative and interactive workshop will consider how ESOL practitioners have responded to government educational policies imposed on them (e.g. by accommodation, resistance, or 'strategic compliance'), and what the effects of these responses have been. It will relate practitioners' responses to their own and their learners' social positionings, and will consider whether/how far 'colonial' discourses persist in both ESOL provision generally and in some current views of language teaching.

C5 Teaching 14-19: Like them or loathe them?

*Workshop Leaders: Liz Frost.
This workshop is for new and experienced tutors and managers.*

Have the number of students from this age group in your classes soared recently? Are you fully prepared for the challenges and opportunities faced by teachers and curriculum managers in your organisation? This workshop will review results from a national survey conducted for this project and bring together teachers and curriculum managers to share both their experiences and anxieties. In addition, this workshop will give the participants the opportunity to share related education issues as well as take away some practical tips for dealing with these challenges.

C6 English language in the work and training context: an emerging syllabus

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

Many learners see English for work as a priority and some colleges and providers are making good progress in offering training and work-specific language provision. In this workshop you will have an opportunity to find out what resources language teachers can use to plan the delivery of language training. You will also be able to review my emerging syllabus, which outlines the skills that learners are likely to need in the training and work context. We will conclude by reflecting on the implications that the language in the workplace syllabus may have on the general ESOL curriculum.

C7 Micro level Impact Study of SFL tests

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

The presenter reports on an impact study focussing on test takers who have taken the Cambridge ESOL Skills for Life tests and other stakeholders in the context of applying for indefinite leave to remain (ILR) or citizenship in the UK. Extending the Cambridge ESOL model used for investigating test impact within an educational setting, we report on the results of research to gather feedback from individuals within the main stakeholders groups, especially from the test takers themselves.

C8 Panning for gold: exploiting texts for language work

Workshop Leader: Ivor Timmis.

This workshop is for new and experienced tutors and teacher trainers.

This workshop explores different ways of exploiting texts we use in class for language work. Using the metaphor of ‘panning for gold’, I will outline a principled and practical framework which involves applying three different kinds of language focused tasks to spoken and written texts: open discovery tasks; directed discovery tasks and learner directed discovery tasks. We will discuss how these tasks can be applied to a variety of texts ranging from stories to serious factual texts to help learners appropriate useful language from the texts they are exposed to.

C9 SLA and Functional Language in ESOL

Workshop Leader: Tad Lamer.

This workshop is for everyone.

Second Language Acquisition is a minefield of controversy because many theories are open to interpretation and research is harder to conduct with L2 than L1.

Notwithstanding, in this talk, we will look at how current SLA theory regards functional language and also look at how the theory can be put into practice in the ESOL classroom via new methodologies and approaches. If, like me, you have an armchair interest in linguistics and a simultaneous need for classroom activities, combine both and join me at this workshop

C10 The impact of new immigration law on ESOL and overseas students.

Workshop Leader: Stuart Matthew Hanson and Dr. James Pressley.

This workshop is for new and experienced teacher/ managers.

Every month the Home Office are introducing new laws that may have a direct impact on ESOL and international students. This session aims to raise general awareness of the current and proposed laws, such as the Points Based System and the Borders Act. There will also be information on Indefinite Leave to Remain and Naturalisation.

C11 Developing language through involving students in fund-raising for charity

Workshop Leader: Mary Simpson.

This workshop is for everyone.

Developing an awareness of voluntary work for charity links well with the citizenship agenda and the practical task of putting on an event to raise funds for charity involves a whole range of language skills. This workshop will describe the pilot project run at Croydon Adult Learning and Training Service to raise funds for the NATECLA charity, The Ruth Hayman Trust. This particular pilot was done with two classes at Entry 2, one preparing for E2 Speaking and Listening and the other E2 Reading exams. It included giving opinions, making suggestions and decisions, publicising the event to other students and teachers, making arrangements, negotiating, using persuasive language. Participants will look at the materials developed for the pilot, and then discuss the feasibility of getting students from their own colleges to put on a fund-raising event for the Trust.

C12 A framework for developing materials for the ESOL classroom

Workshop Leader: Michael Rodden.

This workshop is for everyone.

Our session will look at a ‘framework’ for helping us to make effective materials for our classrooms. Originally developed by Brian Tomlinson, the framework is flexible and practical, and allows us to take any text and exploit it for the needs of our learners. The session will offer participants a short demo of how the framework operates, and participants will then be able to collaborate to produce materials for their own learning situations.

C13 Keeping up with standards and qualifications for teachers of ESOL

Workshop Leader: Paul Hambley.

This workshop is for everyone.

This is an opportunity to find out more about the work of Lifelong learning UK in relation to ESOL in the FE sector in England. It is a chance to find out what we are learning about the ESOL teaching workforce and the knowledge, understanding and professional practice expected of it. Accredited professional development opportunities will be discussed including combined delivery with teachers of literacy. The workshop will also consider developments relating to teacher educators, learning support practitioners and the responsibilities of the wider learning and teaching workforce in supporting the language needs of learners.

Sunday 12 July 09.15 – 10.45

D1 Teacher Training Working Party

Workshop Leader: Sally Bird.

This is the summer meeting of the teacher training working group. New members are always welcome

D2 Does the computer make a difference?

Workshop Leader: Ibrar Butt.

This workshop is for everyone.

Please see C2 for details of this workshop.

D3 Using film and moving images in the ESOL classroom

Workshop Leaders: Michaela Salmon and Cormac Conway.

This workshop is for everyone.

Using film can be a great way of engaging ESOL learners and is an effective tool for developing language and introducing students to cultural and citizenship topics. The focus of this workshop will be on using film and other moving images in the classroom. We aim to demonstrate how to get the most out of English language films for ESOL students via practical demonstrations and activities. This workshop will give delegates lots of practical ideas and resources to enrich their teaching through the use of film.

D4 An Elephant in the Room? Post-colonial guilt and the othering of ESOL learners

Workshop Leaders: John Sutter.

This workshop is for everyone.

Please see C4 for details of this workshop.

can be used to plan learning opportunities. We will conclude by reflecting on the implications of the sequential order of language learning for assessment, teaching and learning

A10 Update on Cambridge ESOL’s teaching awards

Workshop Leader: Monica Poulter.

This workshop is for everyone.

In order to maintain their qualified status, teachers in the lifelong learning sector need to log 30 hours’ CPD each year. In this workshop we will look at some of the assessments available from Cambridge ESOL which can be used to further professional development within the sector. These assessments are accessible and easily available. They give teachers the opportunity to develop in specific areas of subject knowledge and classroom practice. There will be an opportunity to try some test samples.

A11 Delivering combined ESOL and literacy teacher-education courses

Workshop Leaders: Judith Kirsh and Irene Schwab.

This workshop is for teacher trainers.

This workshop will explore ways of combining ESOL and Literacy in teacher education programmes. We will consider some advantages and disadvantages and look at possible models of combining the two subjects. Participants will look at ways of planning for a combined group.

A12 Drama and storytelling exercises to have fun with learners

Workshop Leader: Josh Gaillemín.

This workshop is for everyone.

A selection of fun and easy to master exercises and games to get learners interacting with each other: asking questions, using descriptions and working creatively. The last exercises would teach a simple process to create a narrative, which can then be acted out and used as the basis for follow-on written work.

A13 Developing beginning literacy with young adults

Workshop Leader: Joanna Williams.

This workshop is for everyone.

This workshop will give tutors ideas for contexts and activities for developing beginning reading and writing skills with younger learners (16-19 year old). The focus would be on looking at ways of working which respect and build on learners’ ‘funds of knowledge’. It would include examples of activities to develop reading and writing at E1, and opportunities to share and develop materials.

Saturday 11 July 11.15 to 12.45

B1 Developing authentic materials in ESOL

Workshop Leaders: A team from Leeds Materials Development Group including Michael Hepworth, Stephen Woulds and Mary Weir.

This workshop is for everyone.

Are existing ESOL materials authentic enough? Do global text-books and Skills For Life resources, for example, allow learners the opportunity to engage with more local voices? If not, how might we develop more authentic materials? What are some of the issues and challenges involved in developing and disseminating these materials? This workshop aims to stimulate thought and discussion around questions like this, in the context of the work done so far by the Leeds-based ESOL Materials Development Group, a group of teachers and researchers working together on the production of authentic resources in ESOL. It is a practically-oriented session that will offer participants the opportunity to browse a newly-developed resource website and to produce authentic resources.

In keeping with the spirit of the group, the workshop will be collaboratively-presented

B2 Stimulating speaking skills

Workshop Leader: Ann Matsunaga.

This workshop is for everyone.

This will be an interactive workshop where participants will take part in a number of activities designed to stimulate speaking. A short evaluation will be completed after each activity and participants will be asked to consider how each activity could be used to stimulate speaking at different ESOL levels. This evaluation will also seek suggestions for further development of the activities. This feedback will be compiled into a document that will be emailed to all participants shortly after the conference.

The activities experienced in the workshop will come from the world of opera, drama and business, if you would like to try something different and find an activity that you can use with your learners/in your organisation or just have some fun trying something new, then this is the workshop for you.

B3 ESOL and visual thinking

Workshop Leader: Pauline Moon.

This workshop is for everyone

In this workshop we will explore ideas about visual thinking and why it is important that ESOL recognises its role in learning, alongside verbal thinking, in a world that is increasingly recognised as multimodal.

It is standard practice in ESOL to use pictures to provide meaningful contextualisation and prompts for talk, vocabulary work, drills, writing etc. However, the visual thinker will benefit from a learning environment in which the visual plays a deeper and more significant role in the learning process. We will look at some strategies for creating this type of learning environment.