



LEARN ENGLISH IN WALES

29 October 2016



Cardiff School of Management
Cardiff Metropolitan University- Llandaff Campus

CONFERENCE PROGRAMME

Time	Activity
09.00	Registration, coffee
9.45	Welcome- Professor Dan Davies, Dean of Cardiff School of Education (Cardiff Metropolitan University)
10.00	Rachael Roberts: <i>Don't cry for me Auntie Tina: developing listening skills through decoding</i>
11.05	Lyndsey Fouracre-Reynolds and Jade Fouracre-Reynolds (Swansea University) <i>When is less, more?</i> <i>The session looks at the reasons for and against developing autonomous study skills in student groups and presents practical methods for approaching this when planning and delivering courses.</i>
	Liz Smith (WE-Bridge Academy, Cardiff) <i>Using photographs in the classroom</i> <i>The workshop looks at a variety of activities to demonstrate how we can use photographs, and especially student's own, in the classroom. The activities will show how we can use photographs to develop all four skills, with a focus on speaking and vocabulary.</i>
	Pierre Gaité (Cardiff Metropolitan University) <i>Reflections on self-reflection in the English Language classroom</i> <i>The session explores a range of strategies and activities which can help students to improve their self-reflection skills, enabling them to consolidate learning outcomes in a current lesson, develop a greater awareness of their learner profile and better understand and express their thoughts and motivations on a variety of subjects.</i>
11.45	Posters, coffee
12.05	Sebastian Kozbial (Manchester Metropolitan University) <i>My kingdom for... motivation to read</i> <i>The session looks at four strands of reading which can be used to support the development of reading for lower-level students, both in and outside class. Examples of tried and tested reading tasks will also be provided so that participants can adapt them to their own teaching contexts.</i>
	Kenneth Chan (Cardiff Metropolitan University) <i>A 5-minute confidence building speaking warm-up activity</i> <i>It can be a great challenge for overseas students studying at a UK university for the first time. Aside from the language, environmental, and cultural adjustments, most will also have to cope with a different style of teaching and learning. Speaking in front of an audience in English can therefore be a daunting task for them. This short warm-up activity is designed to give students the opportunity to gently 'break in' to their studies at university, to help build confidence, and at the same time to enhance their reading and critical thinking skills, which should prove useful in their academic studies.</i>
	Jo Parfitt and Jen Welti (Swansea University) <i>The fear factor: getting the most from teaching observations</i> <i>Everyone dreads an observation but how can it be more meaningful for the observer and the teacher? The session looks at this from the perspective of those who observe and those who are observed.</i>
12.50	Posters, lunch
1.55	Johanna Stirling: <i>Feedback for moving forward</i>
3.00	Dr David Greenslade (Cardiff Metropolitan University) <i>Writing in Education- How to get your TEFL article published</i> <i>The session encourages writing itself and also looks at strategies used to approach an editor. David will explore the various stages of aspiration, motivation, the writing process, editing with publication in mind and submission.</i>
	James Fenton (University of Westminster) <i>New tools for teaching L2 academic writing: What we can learn from our L1s</i> <i>Building on recognition that L2 errors share developmental processes with L1 language learners (Corder, 1967; Ferris, 2011), this seminar aims to explore how developments in L1 acquisition can provide tools to serve L2 writers.</i>
	Fiona Hardy (Swansea University) and Neil Harris (City School of Languages, Swansea) <i>Best practice(s) or bullish promise? Querying the concept of best practice in ELT</i> <i>Although common currency, best practice in ELT "eludes definition" (Sheehan, 2015) and there is an even less clear understanding of how and indeed whether it can be operationalised. This workshop provides an opportunity to reflect on and then share understanding of best practice in our own institutions and more widely before examining some of the claims around ELT best practice.</i>
3.40	Posters, coffee
4.00	Hugh Dellar : <i>Following the patterns: colligation and the necessity of a bottom-up approach to grammar</i>
5.00	Round-up and prize-giving