

Learn English in Wales Conference
30th November 2019
Cardiff Metropolitan University, Llandaff Campus

Conference Programme	
Time	Activity
08.45	Registration, coffee
09.30	Welcome
09.45	<p>Gareth Rees (Macmillan) – Press PLAY, press REC; don’t press STOP Subtitled ‘Enhancing and extending our use of video for language learning; creating opportunities for productive skills practice.’ This session is aimed at ELT practitioners and trainee teachers and explores the use of video for language learning.</p>
10.45	Break
11.00	<p>Neil Harris (CELT) - Listening, The Cinderella Skill: In Search of Prince Charming This session, which is aimed at ELT practitioners and trainee teachers, surveys the classroom challenges we face when providing effective listening teaching and looks beyond the widespread use of listening practice towards a more focused listening development approach.</p> <p>Holly Dono (Cardiff Metropolitan) - L1 and L2 corpora: creating materials with authentic examples This session will explore how corpora can be used in the ELT classroom to create materials and syllabi based on authentic examples of language use. Language variation occurs continuously outside of the classroom often causing course material to become outdated. Through analysing both L1 and L2 corpora, we can identify patterns of English when used as an L1 or as a lingua franca to create globally relevant material. This session will show how course material can be created enabling students to be well prepared for the language they will encounter outside of the classroom in a variety of contexts.</p> <p>Caroline Thomas (WE Bridge) - Bringing writing to life Sub-titles: 'Being Paragraphs' and 'Problem/Solution Flow Charts'. The workshop approaches IELTS -type essay writing in a way which includes, supports and perhaps even celebrates different learning styles. The session demonstrates, by facilitating participation, 'writing' activities that do not involve any writing.</p>
11.45	Coffee Break
12.15	<p>Paul Dummett (National Geographic) - The what, why and how of Critical thinking in ELT This talk will explore three areas. First, what critical thinking really means and what part it plays in learning in general. Secondly, why a critical thinking approach is an integral part of language learning and what advantages it offers the learner. And lastly, how we incorporate critical thinking activities into the teaching of the four skills and grammar (and CT in visual literacy). In this last section we will look at the practical application of critical thinking skills with both higher and lower level learners.</p>
13.15	Lunch Break
14.15	<p>Jane Richards & Elin Stoodley (Bridgend College) - VCOPs - Improving ESOL students’ writing and discussion skills This session looks at using VCOPs - Vocabulary, Connectors, Openers and Punctuation Pyramid as a way of improving learners’ writing skills. The session will be a mixture of presentation and audience participation so that attendees can experience the use of VCOPs and develop /adapt the VCOP pyramid to best serve the needs of their own learners</p>
	<p>Dr Rhian Webb (University of South Wales) – I know but I can’t explain.’ Grammar and the native English-speaking teachers’ (NESTs’) fallacy. The talk presents a story about UK NESTs’ grammatical knowledge. It is presented through questions, which are answered using facts, research findings, pre-service TESOL students’ voices and experiences that NESTs may relate to.</p>

	<p>Since the 1980s, respected TESOL commentators have voiced concern about the lack of grammatical awareness that NESTs bring to TESOL education. More recently, concerns have moved to the difficulties NS have in developing grammatical acumen. When embarking on TESOL, UK NESTs are confronted with a huge linguistic grammatical knowledge base that despite being unknown is assumed, which is problematic. The story breaks down what TESOL educators know; NS do not know the grammar of their native tongue, but it also asks: Why is this the case? Why is grammar important? And, what can be done about the situation?</p> <p>The story outlines historical arguments, government policy and education reforms since the 1960s, which provide reasons for NS lack of knowledge. The difference between acquired and explicit grammar is explained together with types of grammar held by NS and NNS. The type of grammar needed for contemporary teaching methodologies and the reasons why and how NS grammar levels influence teaching style. In addition, pre-service TESOL students' voices are used to demonstrate the impact grammar education has on them during the practicum. Finally, what is the future? What can employers, teacher educators and teachers themselves do to ensure grammar knowledge is built.</p>
	<p>Mike Burden (CELT) - Surviving Summer School</p> <p>I am intending to give a presentation aimed at newly-qualified teachers whose first job in the industry is likely to be at a summer school. It will cover areas such as classroom management techniques, how to deal with continuous enrolment, using materials, and taking social programme activities. At the end, I would like to give attendees various scenarios to discuss.</p>
	<p>Dr Gabriel Roberts - Tall trees, weak roots? A model of barriers to English language proficiency confronting displaced medical healthcare professionals.</p> <p>Although language assessments for medical professionals in the UK are changing, there is still a need for these professionals to demonstrate their proficiency in English before working in the NHS. When providing English for Specific Purposes (ESP) courses for retraining refugee doctors, we need to consider all the potential barriers that every language learner faces, as well as professional barriers that may challenge them as a specific group. The presentation examines the linguistic (and psycho-linguistic) barriers that confront this intelligent, motivated and diligent group of people and puts forward a model that teachers, course planners and material designers may use for their English language training.</p>
15.00	<p>Peter Watkins (Cambridge University Press) - Reading and developing expertise in teaching reading</p> <p>The approach to the teaching of reading in the classroom seems to be well established. But to what extent does this approach correspond to what we know from research about how reading is learned and how well does it prepare our learners for reading outside the classroom? This talk will critique the received wisdom on how we should help our learners develop reading skills and will offer practical classroom alternatives, as well as addressing how teachers can develop expertise in the teaching of reading.</p>
16.00	Round-up and prize-giving ceremony