

NATESOL/IATEFL ESOL SIG Teachers' Conference 2011 –
Saturday 4th June – Salford City College

Plenary 1

PHILIDA SCHELLEKENS (The British Council and Freelance Consultant)

Breaking a barrier to communicating with the outside world – a focus on listening skills

Students often report that they find understanding spoken English the hardest skill to master. They see it as the biggest barrier to communicating with the outside world. The national standards and the ESOL curriculum treat listening as comprehension, such as 'listening for gist' and 'understanding instructions'. But is that all there is to listening? In my presentation we investigate how language learners process the stream of sound that they hear. We review practical tips and tools to help learners manage that vital skill of listening.

Session 1 (A)

SARAH TELFER (The University of Bolton) and **DANIELA BACOVA** (Skills Solutions Manchester)

Enhancing student interaction – drama in the ESOL classroom

Student interaction is an essential component of every ESOL classroom. ESOL teachers sometimes find it difficult to integrate interactive activities into entry level classes and to maximise student talk time. The aim of this workshop is to demonstrate a range of interactive activities that teachers can easily adopt into their practice. ESOL teachers will be invited to take part in a selection of interactive speaking and listening activities, based on recycling simple ideas that could be further developed into a series of tasks that structure a whole lesson. The participants will also be provided with handouts describing a range of additional interactive activities that they can take away and use in the ESOL classroom.

Session 1 (B)

RICHARD GRESSWELL (Leeds City College ESOL Teacher)

Making and sharing video clips by young adult ESOL learners

The making and sharing of video clips by ESOL learners is an accessible means of exploring issues, voicing concerns, or simply being creative and telling stories. Given the growing familiarity many learners have with digital technologies, the use of such Web 2.0 media in and around classroom settings, presents new and exciting opportunities in ESOL. For many young adult ESOL learners, the making and sharing of video clips offers a means of widening participation through valuing their out-of-school literacy practices and moreover connects the lives of the learners to classroom learning.

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Session 2 (A)

PHILIDA SCHELLEKENS (The British Council and Freelance Consultant)

Plenary follow-up and workshop on how we can link the learner to the outside world

In this session you will be able to explore further the points raised during my 'focus on listening skills' presentation and raise any questions you may have. We will also have an opportunity to discuss other language skills that learners need to communicate outside the classroom. We shall review what role teachers can play to promote effective learning and communication.

Session 2 (B)

JESSICA FRYE (Manchester Metropolitan University, Film in Language Teaching Association (FILTA))

Bringing Youtube into the Classroom - Making use of short films in the EFL classroom

The workshop aims to equip teachers with background knowledge on the pedagogic reasoning behind using short films available on Youtube for language teaching. It will provide experienced and novice teachers with adaptable activities for using short films in class, and how to integrate them into a lesson in order for them to supplement their own teaching as well as providing useful tips on using the technology needed. I will use the silent short film *The Black Hole* as an example, to illustrate the flexibility of silent films, in particular for the use with students of all abilities. The activities focus on four different categories: language, learner interaction and the learning process, social context and new media literacies. The workshop will give teachers time to develop their own activities using a short film available on Youtube, thereby generating teachers' confidence in using films in their own lessons.

Session 3 (A)

DR JON WRIGHT (Manchester Metropolitan University)

Photocopy free projects that work in class

It is easy to overload EFL students with photocopies. This workshop will demonstrate a number of simple activities for effective projectwork in class that help students at all levels of ability communicate and develop the sort of professional skills that are often overlooked in language classrooms.

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Session 3 (B)

PETE SHARMA (Macmillan and Freelance)

Teaching and learning in the digital age

Interactive whiteboards (IWBs) allow the power of multi-media and the Internet to be used in the classroom. Teachers without an IWB can use a simple data projector and computer to incorporate the new generation of digital software. Mobile learning enables learners to study on the move, with exciting 'apps' for phonology and storing new vocabulary. In reality, many managers are unsure how best to invest, many teachers are daunted by jargon (What's a vodcast?) and controversy continues: Is blended best?, Should students turn off their Smartphones? Using technology well to support teaching and learning remains challenging. This talk presents 20 new, practical teaching ideas for grammar, vocabulary, language skills (receptive and productive) and phonology. Some of these ideas are taken from Pete's latest book as co-author: 400 Ideas for Interactive Whiteboards (Macmillan). So, come along, see what's going on and conquer your fears.

Session 4 (A)

A PANEL DISCUSSION

hosted by **BEV DAVIES** (IATEFL ESOL SIG Coordinator) and **MIKE BEAUMONT** (Chair of NATESOL) with invited guests on

THE FUTURE OF ESOL IN THE UK.

Last month, Prime Minister David Cameron said in order to better integrate, immigrants should learn English. At the same time the Government has announced cuts to ESOL funding and new rules on English language tests for visas. Where does this all leave ESOL learners, teachers and organisations?

Session 4 (B)

PHIL BIRD (The British Council and Barking & Dagenham College) and **MIKE HARRSION** (The British Council and Bromley College)

Differentiated learning supported by technology

This workshop aims to consider practical strategies that teachers can employ with immediate effect in the ESOL classroom to meet a range of different learning needs. The session will be based on real classroom experiences and how we, as teachers, have adapted materials and responded to the individual reactions of our students to these resources. This action research project has been facilitated throughout by the use of technology, both in terms of assisting the teacher in accessing and reflecting

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upon the above resources, and for creating engaging, differentiated materials for learners. Supported by the British Council

Plenary 2

DAVID C. BYRNE (Poet and The Manchester College ESOL Teacher)

Poetry and ESOL

The session incorporates a blend on activities delivered in ESOL classrooms that encourage learners to develop creative writing / explore literature & reflect about their personal journeys to and in the UK. There will be materials for participants to engage in and create some creative writing of their own and share. There will be video & images that have been developed during my teaching and I will also be performing & reading poems that have been written about my work with ESOL students. There will hopefully also be a guest slot from Imran Akram CEO of the Brit Writers' Awards in which I won in the Adult Poetry category for poetry. There will also be a Level 1 student 'Jeph' who will read a poem about his experience of coming to & being in the UK. On June 1st I will be performing for the Young Muslim Writers Awards in London which is going live to 120 countries. I was taught by Carol Ann Duffy & Simon Armitage.