



NATESOL invite you to:

The NATESOL Conference 2018:

‘Diversity with Inclusivity: Special Educational Needs, Disability and the Second Language Learner’

Plenary Speaker 1: Anne Margaret Smith (ELT well and IATEFL IP & SEN SIG): ‘Raising Awareness of Specific Learning Differences (SpLDs)’

Stephanie Aldred (Manchester Metropolitan University) ‘Inclusivity: a win-win situation’

Tony Picot (Manchester Metropolitan University): ‘Inclusivity in higher education: policy and technology’

Suzanne Robertshaw (INTO): ‘Teaching learners with AD(H)D’

Stephen Dodd (English in Liverpool and NATESOL Teacher Development Scholar): ‘Time to take back control: how project-based learning (PBL) can empower both teachers and learners for better learning outcomes’

Plenary Speaker 2: Maria Reraki (University of Birmingham): ‘Dyslexia and Inclusion in the Second Language Classroom’

Victoria Mann (University of Sheffield): ‘Dyslexia and additional language learning’

Pura Ariza (Manchester Metropolitan University): ‘Are foreign languages an ‘elite’ subject? How do we teach foreign languages to learners who don’t score high marks?’.

Gee Macrory (MMU) **and Mike Beaumont** (formerly University of Manchester): ‘(Not) picking up the signals: how autism can drop under everybody’s radar’

Ruth Arrowsmith (INTO): ‘Learning with a difference: meeting the challenge of identifying and supporting Specific Learning Differences in second language learners’

Saturday, 19th May 2018,
9 am registration – main hall



Venue: Brooks Building, Birley Fields Campus, Manchester Metropolitan University,
Link <http://venues.mmu.ac.uk/venues/brooks-building/>

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| Conference fees (prices include lunch) | Concession & students £20 Members & Speakers £40 Non-members £50 Publishers (unless sponsoring) £95 |
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Pre-registration is required with Jonathon Nicolson at jtnicolson@hotmail.co.uk

NATESOL CONFERENCE 2018 - EVENTS SCHEDULE

| TIME | THEATRE G.86 | ROOM 2.18 | DINING HALL |
|---------------|--|---|----------------------|
| 9-9.30 | | | REGISTRATION WELCOME |
| 9.30-10.20 | Plenary Speaker 1: Anne Margaret Smith (ELT well and IATEFL IP & SEN SIG): 'Raising Awareness of Specific Learning Differences (SpLDs)' | | |
| 10.30 – 11.10 | Parallel session 1A Stephanie Aldred (Manchester Metropolitan University) 'Inclusivity: a win-win situation' | Parallel session 1B Tony Picot (Manchester Metropolitan University): 'Inclusivity in higher education: policy and technology' | |
| 11.10 – 11.30 | | | COFFEE BREAK 1 |
| 11.35 – 12.15 | Parallel Session 2A Suzanne Robertshaw (INTO): 'Teaching learners with AD(H)' | Parallel Session 2B Stephen Dodd (English in Liverpool and NATESOL Teacher Development Scholar): 'Time to take back control: how project-based learning (PBL) can empower both teachers and learners for better learning outcomes' | |
| 12.15-12.40 | NATESOL AGM | | |
| 12.40 – 13.45 | | | LUNCH |
| 13.45 – 14.35 | Plenary Speaker 2: Maria Reraki (University of Birmingham): 'Dyslexia and Inclusion in the Second Language Classroom' | | |
| 14.40 – 15.20 | Parallel Session 3A Victoria Mann (University of Sheffield): 'Dyslexia and additional language learning'. | Parallel Session 3B Pura Ariza (Manchester Metropolitan University): 'Are foreign languages an 'elite' subject? How do we teach foreign languages to learners who don't score high marks?' | |
| 15.20 – 15.40 | | | COFFEE BREAK 2 |
| 15.45 – 16.25 | Parallel Session 4A Gee Macrory (MMU) and Mike Beaumont (formerly University of Manchester): '(Not) picking up the signals: how autism can drop under everybody's radar' | Parallel Session 4B Ruth Arrowsmith (INTO): 'Learning with a difference: meeting the challenge of identifying and supporting Specific Learning Differences in second language learners.' | |
| 16-30 - 17-00 | CONFERENCE CLOSE | | |

Plenary Speaker 1: G86

Anne Margaret Smith (ELT well and IATEFL IP & SEN SIG): 'Raising Awareness of Specific Learning Differences (SpLDs)

As humans we are inherently diverse in all sorts of ways; on the surface we can see some physical differences, but it is the hidden differences, such as our family backgrounds, linguistic profiles, life experiences, talents, cognitive abilities and personalities that might have the most profound effect on our success in education or work. Students who have SpLDs (Specific Learning Differences, such as dyslexia, dyspraxia or ADHD) often experience greater challenges in learning languages than their peers. Unfortunately, they and their teachers may not always be aware of what the cause of these difficulties might be.

There are many practical steps that can be taken in the language classroom to accommodate the differences in the way people learn and support learners with SpLDs. Low tech solutions such as printing handouts on different coloured paper, and making text windows available, are a good starting point. Then there are ways of managing classroom interactions and providing multisensory activities, so as to allow everybody a chance to access the material, and process it in the way best for them. However, underpinning all of these small tweaks to classroom practice is a need for greater awareness of SpLDs. Both staff and students (and potentially families, as well, in the case of younger learners) benefit from understanding how SpLDs can affect learning in different ways, and how the effects can be mitigated. Students need to understand themselves well in order to make the best of the skills they have, and they need to appreciate that their classmates may work in different ways. Exploring all the possible approaches to a given task means that everybody benefits from developing a wider repertoire of study skills.

In this session, the most commonly co-occurring SpLDs and their impact on language learning will be identified. Some practical ways will be considered in which teachers can raise their own awareness of SpLDs, and also foster it amongst their students and their colleagues. Teachers are also encouraged to use their influence to persuade other professionals working in ELT (assessment boards, publishers etc.) to work towards more inclusive practices across the whole sector.

Parallel Session 1A G86

Stephanie Aldred (Manchester Metropolitan University) '*Inclusivity: a win-win situation*'

It's not easy being a language teacher: groups are always mixed-ability, syllabus demands are constraining, and available course books don't always seem to match the needs of students.

In addition there is a growing institutional focus on the importance of inclusivity in education at all levels, and increased consciousness that learners can too easily be left behind or shut out. Educators have never been more aware of cognitive differences, the importance of affective factors and socio-cultural influences. This can further increase teacher anxiety!

The talk aims to show that meeting inclusivity head-on, by bringing a deliberate variety of method, approach and style to the language classroom can be a win-win situation.

I aim to summarise the key academic research into learner preferences, styles and individual differences, as well as touch on the emergent understandings of ways of processing and internalising information with the assistance of improved technology.

Most importantly the interactive talk aims to show that paying attention to the differing needs of students in the language classroom benefits all learners, the progress of language education more generally and, it is hoped, the teacher's own experience.

Parallel Session 1B 2.18

Tony Picot (Manchester Metropolitan University): '*Inclusivity in higher education: policy and technology*'

Tony will present Manchester Metropolitan University's latest policies on inclusive practice; a series of guidelines that not only enables tutors across disciplines to make reasonable adjustments to their teaching so that their practice facilitates inclusion for students with a range of Specific Learning Disabilities (SpLDs), but also raises the quality of the learning experience for all students, not just those with an SpLD.

These guidelines are in line with current English Language Teaching Methodology. He will also present and critique various assistive technologies that have been recommended by Learner Development staff and used by students with SpLDs at Manchester Met. These include mind-mapping, text to speech and speech to text software.

Parallel session 2A G86

Suzanne Robertshaw (*INTO*): *'Teaching learners with AD(H)D'*

My interactive talk will focus on raising awareness, perhaps busting some myths and offering strategies for teaching students with AD(H)D. Having extensive family experience of this condition and supporting many EFL students with AD(H)D, I have come to realise how the methods applied to include these types of students can be of great benefit to the class as a whole. 1 in 20 young people in UK have an AD(H)D diagnosis, but what about the rest of the world? I will briefly talk about the challenges I have faced on a cultural level, when trying to tackle the practicalities of this condition. I would also like to address how commonly this condition co-occurs with other SpLD's, such as Dyslexia. Finally, I would like to show how we can capitalise on the many strengths presented by a neuro-diverse student in order to create an enriching and inclusive classroom environment.

Parallel session 2B 2.18

Stephen Dodd (*English in Liverpool and NATESOL Teacher Development Scholar*): *'Time to take back control: how project-based learning (PBL) can empower both teachers and learners for better learning outcomes'*

Partly based on my experience at the IATEFL Annual Conference in Brighton earlier this year, I will present a talk about the advantages of teachers moving away from using course books and instead empowering themselves through the use of PBL (Project-based Learning). PBL prepares students for the challenges of the 21st century in that the projects they work on develop creativity, critical thinking skills and content knowledge. A real-world problem forms the basis of the approach and the solutions are presented to a real audience. I will argue that it is high time that we as teachers started a serious debate about why, in 2018, and in many school contexts, we are still so dependent on the course book. My argument will be based on my own insights and those gleaned from the IATEFL conference. Your own views will also be welcome, so please come prepared to contribute!

Plenary speaker 2 G86

Maria Reraki (University of Birmingham): 'Dyslexia and Inclusion in the Second Language Classroom'

It is common for teachers to deal with diverse learners. Although classroom teaching means treating learners as a group, teachers need to be aware of their learners' individual characteristics when planning their lessons. Apart from social, family and personality differences, learners also differ in the way they process information. Some manage this quite well while others are confronted with difficulties. This is due to neurological and/or environmental factors or a combination of both. For those learners whose difficulties lie in the learning processes, the umbrella term Specific Learning Difficulties (SpLD) is currently used.

Dyslexia, the most common Specific Learning Difficulty, has attracted a lot of attention in the past twenty years. Despite the controversies that surround the field, the most prevalent view of dyslexia is that it stems from problems in the phonological route, which in turn result in reading and spelling difficulties. Other weaknesses in information processing, working memory and time perception are also present.

Dyslexic learners' difficulties appear regardless of whether the context is foreign, additional or second language education. In fact, the phonological deficits learners with dyslexia demonstrate and the new visual learning demands they encounter will hamper the acquisition of language skills. It is therefore important for language teachers to be aware of those dyslexia characteristics when planning their lessons. However, despite the presence of dyslexic learners in the language classroom, dyslexia has so far been overlooked in language education. Similarly, most studies on dyslexia are concerned with the acquisition of literacy skills in the learner's first language and tend to ignore pupils who learn additional, foreign or second languages.

The above are in conflict with the high value society assigns to foreign or second language learning, especially for world languages like English. Specialist approaches should be in place to support learners with dyslexia in the language classroom and help them access the language curriculum. Training for language teachers in the field of specific learning difficulties is an essential first step towards achieving this.

This session will focus on the teaching practices language teachers can use in their classroom to support dyslexic learners. Identification processes and inclusive approaches will also be discussed as means of creating more accessible language curricula for learners who struggle with the acquisition of literacy skills in the new language. The talk will also draw on the impact of these approaches on all classroom learners (with or without learning difficulties) and on coaching models that target the design of inclusive language learning environments.

Parallel session 3A G86

Victoria Mann (*University of Sheffield*): *'Dyslexia and additional language learning'*

Acquiring an additional language can be a challenging and difficult process, and students often make many mistakes on the path to improving their skills. If a student has dyslexia, it can be difficult for a teacher to determine if the difficulty is due to language acquisition or because of the dyslexia.

This presentation will explain what dyslexia is and how it impacts students. It will then briefly discuss how dyslexia impacts other languages, before moving on to a discussion about how to identify students who may have dyslexia. Following this, the presentation will discuss ways that the teacher can support students with dyslexia and provide strategies that students can use to improve their language skills.

Finally, the presentation will discuss ways to make the learning environment more inclusive, for example through the use of font size and style, and the use of coloured paper.

Parallel Session 3B 2.18

Pura Ariza (*Manchester Metropolitan University*): *'Are foreign languages an 'elite' subject? How do we teach foreign languages to learners who don't score high marks?'*

Language-learning in school was for many years reserved for 'able' pupils, whose exam success at age 11 was thought to demonstrate their potential for learning a foreign language. When the comprehensive ideal inspired our education system, the door was opened to languages for all. But as teachers and schools realised that they were not ready for the challenge, it quickly shut again. Now schools rarely offer foreign languages to all, and yet ironically they still struggle to engage pupils.

I taught in the inner-city for 10 years, teaching pupils who lacked motivation, success and self-belief (and who were never going to go to France....) But perhaps one of the hardest obstacles was persuading the school leadership team that teaching these pupils MFL was a properly worthwhile enterprise!

This will be an interactive sessions which will consider the following:

- How do we teach foreign languages to pupils who don't achieve high scores?
- What methods or materials are appropriate?
- How do we make learning purposeful and engaging?
- How do we motivate our students?
- How do we *make the case* for teaching so-called "low ability" pupils?
- How can we develop and build on our individual and collective expertise?

Parallel session 4A G86

Gee Macrory (MMU) and Mike Beaumont (formerly University of Manchester): *'(Not) picking up the signals: how autism can drop under everybody's radar'*

Our interest in this topic stems from personal experience. In August 2014, aged 22, our youngest daughter was diagnosed with Asperger's Syndrome, now incorporated by the American Psychiatric Association under the umbrella term 'autistic spectrum disorder (ASD)'. For us as parents, the diagnosis started to explain the various behaviours and characteristics our daughter had displayed from being a young child, which we had tended to label as 'quirky', though with the benefit of hindsight other atypical, and sometimes worrying, behaviours turn out to have been more than simply quirky. In addition, we had both spent the majority of our professional lives as educators, and yet it had occurred to neither of us that autism might be a factor. Similarly, teachers at four different schools, both primary and secondary, had failed to pick it up.

In this talk we will reflect on our experiences as parents and educators, attempting to link those experiences to the reading we have since done on the condition. We will identify some of the signals that could suggest to a parent or teacher that a child might be at the 'high-functioning' end of the spectrum, and recommend some strategies that might help a learner manifesting characteristics of ASD symptoms cope better both within the general learning environment and, more particularly, with the demands of second language learning. For our daughter, the diagnosis has had an extremely positive effect, helping her to understand some of the difficulties she faced through school and university and, now in the world of work, continues to face. For much of the time, difficulties arise because 'neurotypicals' are unaware of, or fail to acknowledge or implement, the reasonable adjustments it is possible to make.

Parallel session 4B 2.18

Ruth Arrowsmith (INTO): *'Learning with a difference: meeting the challenge of identifying and supporting Specific Learning Differences in second language learners'*

This talk will first look at why identifying and supporting Specific Learning Differences is a challenge with second language learners and what factors can affect our ability to do this. It will then discuss how teachers could identify SpLD's and what effect these could have on language learning as well as behaviour, communication, self-esteem and ultimately, success. Finally, it will offer strategies for support in class via inclusive learning, out of class support and emphasise the importance of teacher training and awareness.

This talk assumes some basic knowledge of conditions such as dyslexia, autism and ADHD and is aimed at teaching and learning support professionals.