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CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

2nd Cambridge English Symposium

4th & 5th March 2016

Wyndham Grand • Levent
Esentepe Mah. Büyükdere Cad. No: 177-183 Şişli, İstanbul



1st DAY - CONTINUOUS PROFESSIONAL DEVELOPMENT

09:00 – 09:45 Registration

09:45 – 09:55 Opening Remarks by **John Moorcroft**
Cambridge University Press

09:55 – 10:15 Opening Remarks by **Peter McCabe**
Acting Regional Director (MENAT)
Cambridge English Language Assessment

10:15 – 11:15 **Melanie Williams**
Author of Prepare! by Cambridge University Press

Continuing Professional Development: as easy as it sounds?

There are many and varied opportunities for teachers' professional development these days but it is not always easy to choose or to know what is best for each of us.

In this talk Melanie will start by attempting to define what we mean by teacher development. She will then demonstrate different ways in which teachers can begin to identify their own development needs and offer a number of teacher development options.

The focus will be on making teacher development a personally refreshing and motivating experience.

11:15 – 11:45 Coffee Break

11:45 – 12:45 **Andrea McKay**
Head of Assessment Services (MENAT),
Cambridge English Language Assessment

Practical, scalable teacher training – addressing the challenge

What are effective teaching qualifications? How can we make them accessible to more teachers, especially in compulsory education? An overview of how and why we developed new qualifications, and how they can work.

12:45 – 13:45 Lunch

13:45 – 14:45

Jim Scrivener

Freelance ELT Trainer & Author

Uncertainty

As ELT professionals, it feels as if we work in a world of increasing certainties. Researchers measure and quantify what we do and make proposals about best practice. Course books (and presumably their writers and publishers) seem to have worked out how best to organise learning content for the classroom. School owners and their management teams tell students that they know how long it will take them to progress through each level – and they tell teachers exactly how long they should take to cover each unit of the book. Inspectors seem to know exactly what they are looking for when they observe our lessons.

So...

...why do I still feel so unsure about everything?

This talk is an exploration of uncertainty in ELT (and the lack of it). The implications for teaching are surprisingly important and far-reaching.

14:45 – 15:15

Coffee Break

15:15 – 16:15

Jim Scrivener

Freelance ELT Trainer & Author

The Underknown Skills of Classroom Management

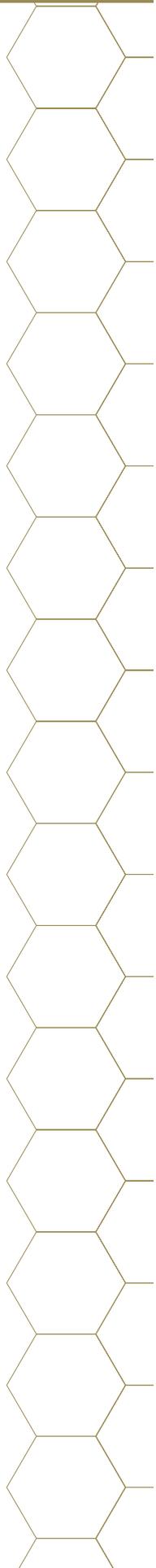
Is classroom management just about making groups, moving chairs and giving instructions?

No - there are many wonderful, easy-to-learn techniques (unknown or unused even by experienced teachers) that can transform a classroom by getting students engaged, interacting and really focussed on learning.

In this very practical talk I'll look at a number of key interventions that help to shape your lessons including:

- ✓ Walking away,
- ✓ Not rubberstamping,
- ✓ Blank face,
- ✓ Devil's advocate,
- ✓ Intentional not hearing.

You will discover some techniques you may know well – but also others that are new to you – and which have the potential to completely alter the quality of your teaching and your students' learning.



2nd DAY - CLASSROOM PRACTICE

09:30 – 10:30 **Michael Tomlinson**

Author of Kid's Box by Cambridge University Press

Affective Routes to Effective Learning

Michael will be discussing the fundamental differences between traditional and more modern approaches to teaching English, and asking to what extent 'affective' teaching can be integrated into the average classroom. Using the new 'Kids Box' series for young learners from Cambridge University Press, Michael will illustrate some affective teaching techniques in action, involving the audience and giving plenty of ideas on how to make your own lessons more affective and effective.

10:30 – 11:00 Coffee Break

11:00 – 12:00 **Ben Goldstein**

Author of Eyes Open by Cambridge University Press

The Moving Image: A history of video in ELT

From the BBC's crash course Follow Me in the 70s, through to the 90s concept of "Active Viewing" and today's You Tube Generation, how has the role of video changed in the last 50 years? This talk will trace how the moving image has moved on and analyse the part it may play in the decentralized classrooms of the future.

12:00 – 13:00 Lunch

13:00 – 14:00 **Brendan Wightman**

Head of Digital at Cambridge University Press

Squaring the digital circle: how to locate new technologies within standard pedagogy

Nurturing the minds and imaginations of young people is the single-most important challenge that schools face, and the role of the teacher in this process is both integral and essential. The recent explosion in mobile computing devices and connectivity, however, has raised many issues regarding how teachers, schools and students should engage with technology.

This presentation will treat existing pedagogical knowledge as the key for unlocking digital potentials in the classroom. It will discuss and then show a number of technology-based activities for young learners that are quick, easy, effective, and rooted in a methodology already familiar to teachers.

14:00 – 14:30 Coffee Break

14:30 – 15:30 **Brian Tomlinson**

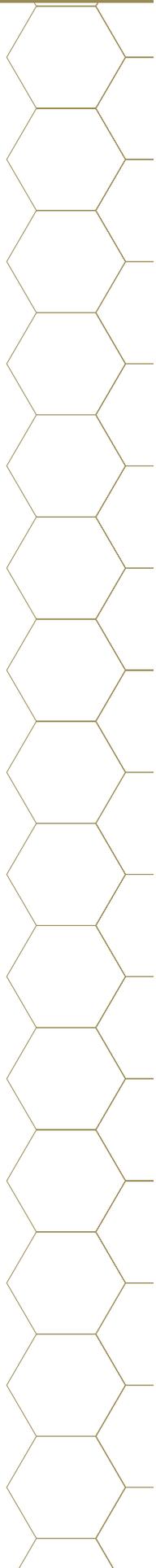
Teacher Trainer, Curriculum Developer and University Academic

Principled Whole-Class Activities for the L2 Classroom

Most publications and presentations on the application of SLA principles to materials development exemplify their suggestions with activities which involve group or pair work. However many teachers are in a situation in which they either are not encouraged to use group or pair work, they are reluctant to do so or their students express a preference for whole-class activities. I've taught in such situations and I've found that whole-class activities can have many advantages, provided the teacher doesn't just stand at the front lecturing the class or interrogating individual students.

In my presentation I'll be discussing and exemplifying some of the advantages I've found when using principled whole-class activities instead of or in addition to pair and group activities. I've done this in many different countries, with primary, secondary and tertiary students and often with large classes of up to ninety students. All of the types of activities I'll be exemplifying have created conditions which are conducive to both language acquisition and educational development. The emphasis is on engaging the learners both cognitively and affectively, on providing them with enjoyable exposure to the target language in use and on creating motivating opportunities for them to use the language for communication.

15:30 – 15:45 Closing Remarks



Speaker's Biodatas



Brendan Wightman – Biodata

Brendan Wightman taught English in Poland and Italy for seven years before studying for a postgraduate diploma in Education Technology and specializing in e-learning. As Head of Digital Publishing at Cambridge University Press, he has managed, commissioned and edited numerous high-profile digital projects, and has run hundreds of technology workshops for teachers around the world. Recently, Brendan has written two online courses on Teaching with Technology for Cambridge English Teacher. He has fourteen years' experience in e-learning and is an acknowledged expert in this field.



Brian Tomlinson – Biodata

Brian Tomlinson has worked as a teacher, teacher trainer, curriculum developer, football coach and university academic in Indonesia, Japan, Nigeria, Oman, Singapore, UK, Vanuatu and Zambia as well as giving presentations in over seventy countries. He is Founder and President of MATSDA (the international Materials Development Association), a Visiting Professor at the University of Liverpool and at Leeds Beckett University and a TESOL Professor at Anaheim University. He has over one hundred publications on materials development, language through literature, the teaching of reading, language awareness and teacher development, including Discover English (with Rod Bolitho), Openings, Materials Development in Language Teaching, Developing Materials for Language Teaching, Research for Materials Development in Language Learning (with Hitomi Masuhara) and Applied Linguistics and Materials Development.



Melanie Williams – Biodata

Melanie Williams specialises in the field of young learners and has worked in Malaysia, China, Bahrain, Tunisia and the UK as a teacher and teacher trainer. She is a seminar presenter for Cambridge ESO, has been closely involved in the development of CELTYL and ICELT, and is currently joint Chief Assessor Young Learners and a Chief Moderator for ICELT. She has acted as a consultant for and authored a number of materials projects. She is currently a consultant for primary syllabus development projects in Cyprus and Bahrain and series consultant.



Michael Tomlinson – Biodata

Michael Tomlinson has been teaching English since 1989. He has worked in the UK, Turkey, Spain and Sweden, with students ranging from children to adults and from beginner to proficiency level. He is currently a teacher and Director of Studies at Star English, Murcia. He has also led numerous teacher training talks and workshops in Europe and Asia. His publications include six Primary Box titles in the Cambridge Copy Collection and most recently Kid's Box (2008), co-authored with Caroline Nixon.



Jim Scrivener – Biodata

Jim has worked in many ELT jobs in different countries, including Kenya, the USSR and Hungary. He has been Head of Teacher Training for IH Hastings, Director of Education for IH Budapest and is currently Head of Teacher Development for Bell International, based in Kent. He was leader of the team that designed the Euro exams, and is now actively involved with Cambridge ESOL exams, especially on the TKT and revised DELTA. He designed Cambridge ESOL's online teacher portfolio and has written a number of newsletters for Cambridge ESOL. His publications include 'Learning Teaching' (Frank Bell prize 1995); 'Oxford Basics: Teaching Grammar'; Teachers' Books and "Portfolios" for 'Straightforward' Pre-Intermediate, Intermediate, Elementary, Upper Intermediate, Beginner and Advanced. He is currently contributing to two business course books for OUP and is a regular writer for onestopenglish.com. Jim is a well-known opening or closing speaker at major ELT conferences.



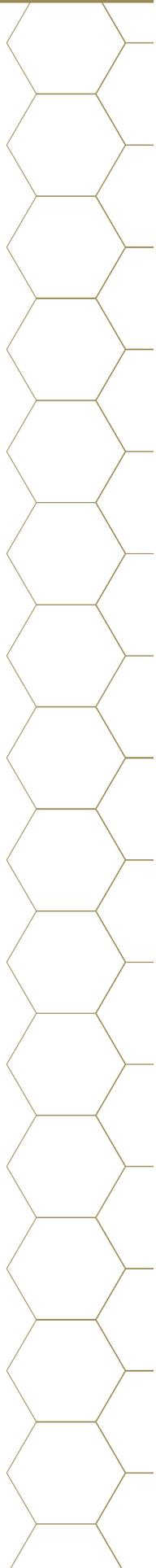
Ben Goldstein – Biodata

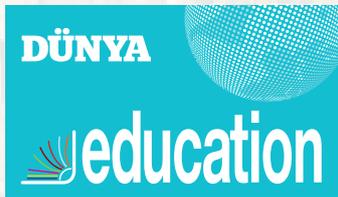
Ben Goldstein has taught English for over twenty years in the UK, Spain and Hong Kong. He currently teaches on The New School's online MATESOL program (New York). He is the author of the course book and workbook for English Unlimited Advanced, the teachers' methodology handbook working with Images and the forthcoming Language Learning with Digital Video. His main interests lie in intercultural issues, identity, images and video and English as an International Language. His most recent title for Cambridge University Press is Eyes Open, Uncover and Smart Planet.



Andrea McKay – Biodata

Most of Andrea's McKay's career has been in ELT teaching and assessment at secondary and university level. She has worked for extended periods in the UAE, Germany and Italy as well as in the UK and is the author of several exam preparation textbooks. Andrea has worked for Cambridge English for seven years and is currently based in Istanbul, where she is Head of Assessment Services (MENAT) for Cambridge English.





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