



CAMBRIDGE
UNIVERSITY PRESS

Better Learning Conference 2019

Programme

Admiral Hall

5th–6th June
Kyiv, Ukraine

Better

Learning

Wednesday

5th June

9.00 Registration and networking • *Admiral Hall (2nd floor)*

10.00 Conference opening • *Admiral Hall (2nd floor)*

10.20-11.10 **SCOTT THORNBURY** • *Admiral Hall (2nd floor)*

What's the best method?

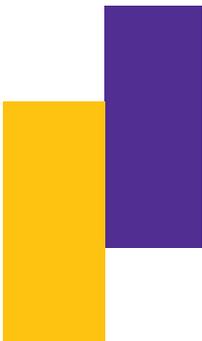
Although we supposedly live in the 'post-method era', the question that I am most often asked – by teachers, trainers and administrators – is 'What's the best method?' Why is the 'method concept' so persistent, and what does this tell us about the various needs of teachers, trainers, and administrators? In this talk I'll attempt to answer these questions, while also offering my own opinions as to what constitutes a 'good method.'

11.10 Coffee break and Scott Thornbury book signing
• *Admiral Hall (2nd floor)*

12.00-12.50 **BEN KNIGHT** • *Admiral Hall (2nd floor)*

Helping your students become successful international citizens

How can we prepare students of English to become successful international citizens who can engage in a globalised world? This talk will present a research-based approach to understanding the broader life skills our students need, through the Cambridge Life Competencies Framework. How can we bring greater clarity to what these skills are, how they are developed along the learning journey and how can teachers see their development in practice? We will look at the Framework in the context of English language programmes – how can English teachers integrate the development of these skills into their lessons without reducing the time spent learning English?



Wednesday

5th June

ELECTIVE SESSIONS

13.00-13.50

DR JONI HOLMES • *Admiral Hall (2nd floor)*

New methods for understanding why some children struggle to learn.

In this talk I will present data from a large diverse sample of children with cognitive learning problems who were referred by health and education professionals to the Centre for Attention Learning and Memory research clinic in Cambridge. Different approaches to understanding the causes of learning difficulties, and their importance for developing targeted interventions for individual children, will be discussed.

13.00-13.50

KATHERINE MARTINKEVICH • *Eleven Hall (6th floor)*

The Proof of the Pudding: ending the lesson with learning evidence

This workshop will cover a range of techniques that can be used at the end of an English language lesson to ensure that students leave the classroom content and confident. We will focus on several types of exit tests and other powerful but often underused closing activities and see how they can be applied to different learning contexts.

13.00-13.50

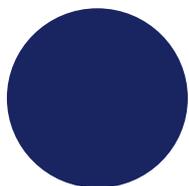
MARYNA TSEHELSKA • *Fresh Hall (6th floor)*

Teaching English Through Categories – a Brain-Friendly Approach

Categorization is a basic process of a human brain and a critical language processing skill. It may be successfully used in teaching the language – when we put words into clusters, we divide vocabulary into smaller groups and improve the memory, categorization helps to clarify the concepts. With the help of categorization we can reach the brains of our clip-thinking students. In a language classroom categorization becomes a tool for better understanding, remembering and development of thinking skills.

13.50

Lunch • *Admiral Hall Terrace (2nd floor)*



Wednesday

5th June

ELECTIVE SESSIONS

14.50-15.40 **SCOTT THORNBURY** • *Admiral Hall (2nd floor)*

Does aspect make you tense?

Language teachers spend a lot of time teaching “tenses”, in the belief that the tense system in English is both intricate and opaque. In this workshop I will attempt to simplify the traditional model, by first distinguishing between tense and aspect, and then suggesting ways that a simpler, more elegant system might be applied in practice.

14.50-15.40 **KATERYNA PROTSENKO** • *Eleven Hall (6th floor)*

Towards a More Learners-Centred Classroom

“Work in pairs” has been a mantra in the ELT classroom for a long time now – this is something we all believe in, practice and preach. In addition to this, there are lots of other things we do, either consciously or not, which make our lessons more learner-centred and productive. In this practical workshop we’re going to examine what strategies are there at hand which we can use to shift the focus from the teacher to the learner.

14.50-15.40 **CHRIS REESE** • *Fresh Hall (6th floor)*

Beyond fluency: developing conversation in the language classroom

While teaching recently, I noticed my learners were speaking together fluently; but their conversations were so... incredibly... boring! This session examines skills necessary for effective conversation – which go far beyond “speaking fluently” – from both discoursal and non-ELT perspectives and looks to determine what elements of conversation can be developed in the classroom. The session also provides a framework and activities to take into the classroom to build the skill of good conversation – so our learners don’t bore their future partners to death! Participants will leave with a better understanding of how to teach speaking beyond fluency and how to have a more engaging class on Monday.



Wednesday

5th June

15.50-16.40

MATTHEW ELLMAN • *Admiral Hall (2nd floor)*

How technology changes classrooms and what teachers can do about it

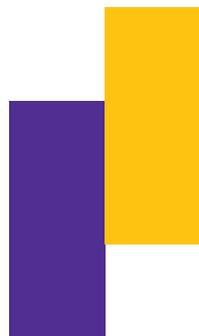
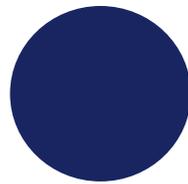
The messages teachers get from technology companies seem to suggest that classrooms are stuck in a pre-digital age, desperate for the introduction of the latest digital devices to bring teaching and learning up-to-date. But this technology-driven perspective disempowers teachers and makes it harder to notice new opportunities and constraints presented to teachers by 21st century classrooms. In this talk we'll look at some examples of how technology has altered the classroom environment in recent years, for better and for worse, and consider how to respond to those changes both now and in the future.

16.40-17.00

Day 1 Closing remarks • *Admiral Hall (2nd floor)*

18.00

Drinks and Dinner • *Hotel Khreschatyk*



Thursday

6th June

9.30-10.20

DR JONI HOLMES • *Admiral Hall (2nd floor)*

Working memory and classroom learning

Working memory supports classroom learning. Low levels of working memory performance are widely reported in groups of children with difficulties in reading, maths and science. I will review the impact of working memory problems in the classroom and discuss how these issues can be managed. I will also emphasise the need to consider broader cognitive profiles when developing targeted interventions to support individual children.

ELECTIVE SESSIONS

10.30-11.20

BEN GOLDSTEIN • *Admiral Hall (2nd floor)*

The labels we live by

There is an increasing tendency to categorize learners, but these labels are rarely neutral and can take on lives of their own, independent of our learners' actual opportunities to acquire language. This talk explores alternative ways of understanding learner identities following a narrative rather than a paradigmatic approach.

10.30-11.20

MARIIA DYNNYCHENKO & ALINA PROMSKA • *Eleven Hall (6th floor)*

The neuropsychology of motivation: how to push buttons and pull levers

Provides some insights into the neuropsychological basics of operational motivation. The talk is based on the action research on motivation, gamification and signposting carried out by a group of enthusiastic teachers in the British Council Kyiv in both adult and young learner (8-17 years old) classrooms. The findings were reported at the IATEFL conference in Brighton in April 2018, as well as at the INSETTs, and are already explored in Kyiv teaching centre by creating and using an adult Learner Notebook and a new signposted format of IWB flip charts.

10.30-11.20

SVITLANA DROBOTENKO • *Fresh Hall (6th floor)*

Take the best of both worlds: Technology and Tests

Why do learners think of tests as a burden and see it as an academic challenge instead of a fun and exciting "brain game"? This workshop will slice and dice the ways in which classroom assessment, through a focus on meaningful usage of gadgets, can be turned from a curse into a blessing for both teachers and students. We will try on our learners' shoes in doing tests (Assessment section of TKT) using technology (Pollev, Quizlet, Kahoot, Socrative, QR-code) and evaluate the tools afterwards, putting on teachers' hats. The session comprises the elements of Classroom Action Research.

11.20

Coffee break

Thursday

6th June

ELECTIVE SESSIONS

12.00-12.50 **BEN KNIGHT** • *Admiral Hall (2nd floor)*

How can we integrate life competencies into the English language classroom?

We will look in more detail at specific ways of developing life competencies while still teaching English. We will look at some activities from Cambridge, and also work on developing new ideas.

12.00-12.50 **MATTHEW ELLMAN** • *Eleven Hall (6th floor)*

Practice makes perfect! But only if...

Do you prepare students for Cambridge exams? Practice is a vital part of good exam preparation but there is a right and a wrong way to practise. In this session we'll look at the different official exam practice materials provided by Cambridge, and we'll explore the best ways that you can use them with your students – both in and out of the classroom!

12.00-12.50 **TETIANA SHELEPKO** • *Fresh Hall (6th floor)*

Creating an English-Speaking Environment in the Teenage Classroom

In this session we will share experiences and try activities that will help us identify what causes language barriers and ways to overcome it, engage students into meaningful communication, motivate teenagers to use L2 as an instrument of problem solving and teamwork rather than the subject of learning, create a unique platform for Life Skills development out of your classroom.



Thursday

6th June

13.00-13.50

BEN GOLDSTEIN • *Admiral Hall (2nd floor)*

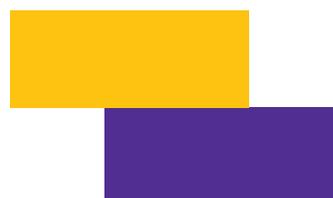
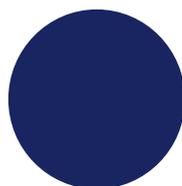
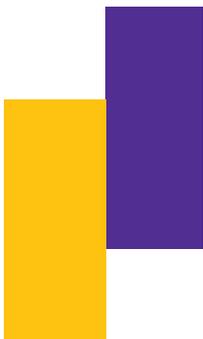
Building the Speaking Skill

With the communicative approach's focus on a functional syllabus, the speaking skill has naturally become more prominent in the classroom. And yet, what kinds of speaking really goes on in today's class and why do students struggle so much with this skill? The answer may lie in the kinds of the spoken language we teach, the tasks that we present to learners and the environment in which speaking takes place.

Firstly, we will focus on language, posing the question: "What makes a good speaker of English?" By analysing a video, we will discover the fluency aids and communicative strategies that a successful user can count on. Secondly, we will analyse how this language can be made available to learners. In doing so, we will establish five key criteria for speaking tasks: productivity, purposefulness, interactivity, challenge and authenticity. Finally, we will focus on the teacher's role in guiding students to develop the speaking skill through the building of a judgement-free classroom or what is known as a safe speaking environment.

14.00

Closing remarks



Speakers



**Scott
Thornbury**

Scott Thornbury teaches on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is Scott Thornbury's 101 Grammar Questions (Cambridge). He is series editor for the Cambridge Handbooks for Language Teachers.



**Ben
Knight**

Ben Knight works for Cambridge University Press as their Director of ELT Research and Teacher Development. His responsibilities include ensuring that high quality research underpins the learning materials, curriculum development and teacher support that CUP provides. Ben has taught and worked in several countries around the world, with International House, the British Council, Cambridge Assessment, City & Guilds, and various other schools and universities.



**Joni
Holmes**

Dr Joni Holmes is Head of the Centre for Attention Learning and Memory at the Medical Research Council's Cognition and Brain Sciences Unit, University of Cambridge. She has a PhD in Psychology, which was awarded by the University of Durham in 2005. Joni's research focuses on the causes and remediation of specific learning difficulties with a particular focus on working memory. She runs a research clinic for children with difficulties in attention, learning and memory, which aims to illuminate the cognitive, neural and genetic underpinnings of learning difficulties. The clinic provides free resources for professionals supporting struggling learners.



**Katherine
Martinkevich**

Katherine Martinkevich is an academic manager at the British Council Ukraine. She has been teaching English for more than 22 years, and training and supporting other teachers for at least half of that time. She has spoken at multiple international conferences in the UK, Ukraine and other countries; her main interests include Academic English, exam preparation, soft skills and educational psychology. She is currently pursuing her second Master's degree with the Norwich Institute for Language Education.



**Maryna
Tsehelska**

Maryna Tsehelska works as an associate professor at Kryvyi Rih Pedagogical University and she also is the director of the “Educational Centre “Interclass” – a language school, where English is taught through concept mapping. She is a Fulbright alumna, TESOL-Ukraine Vice-President and has presented at numerous scientific and practical conferences.



**Chris
Reese**

Chris Reese is an experienced, Delta-qualified teacher and teacher trainer who currently works as the Director of Studies for International Language Centre, Kyiv, where he also works as a CELTA and a CELT-S/P trainer. He is also an active presenter in conferences in both Ukraine and internationally, having most recently presented in Czechia. He is also a co-author of Exam Booster! ZNO. Currently, his interests lie in how to make our students’ learning more transparent and involve them more in the learning and assessment processes, and in how to motivate learners to achieve more.



**Kateryna
Protsenko**

Kateryna Protsenko is the Director of Teacher Training at Grade Education Centre. She has experience of teaching English to students of all levels and age groups, as well as experience of running the Academic Department, Teacher Training Department and working on pre-service and in-service training courses at various schools and private language schools. Kateryna has attended and presented at major conferences in Ukraine, the UK, Spain and Poland in the past 3 years. Her main interests include psychology of learning, mentoring, coaching, and other aspects involved in making learning effective.



**Matthew
Ellman**

Matthew Ellman works as regional ELT Trainer for Cambridge University Press, delivering face-to-face and online training for teachers and institutions across Europe, the Middle East and North Africa. He has worked as a teacher and trainer in the UK, Spain and Malaysia, where he was responsible for managing training to British Council teachers nationally, and has delivered workshops and talks in a further 20 countries. Matthew sits on the committee of the IATEFL Teacher Training and Education SIG, and was the winner of the British Council’s MA Dissertation Award at the 2018 ELTons. Find him on Twitter at @MatthewEllman.





**Ben
Goldstein**

Ben Goldstein is a teacher, teacher trainer, materials writer and international conference speaker. He has taught English for over twenty-five years in the UK, Spain and Hong Kong. He currently teaches on The New School's online MATESOL program (New York). He has co-authored the secondary course book series *Eyes Open* and the adult series *English Unlimited* and *Evolve* as well as the teachers' methodology handbooks *Working with Images and Language Learning with Digital Video* – all published by Cambridge University Press. His main interests lie in intercultural and identity issues, visual literacy and English as an International Language.



**Mariia
Dynnychenko**

Mariia Dynnychenko has diplomas in psychology, teaching English and literature and speech therapy, IHCYLT (2010), CELTA (2014), and Delta (2017). She joined the British Council Kyiv Teaching centre in September 2010 as a teacher and a YL behavioural consultant. She is a TYLEC trainer (2015-2017), tutor (2018), and adult students' progress advisor (since 2017). She sees great potential in interdisciplinary studies and has presented action research findings at international conferences.



**Svitlana
Drobotenko**

Svitlana Drobotenko is an academic director of Training Centre Linguist, a CELTA-qualified teacher and a teacher trainer in British Council Ukraine. She also works as a trainer in Kyiv InSET. Her current interest is learner autonomy as a powerful way of making learners responsible for their own progress. Her findings in this research served the ground for Svitlana's presentations at national and international teaching conferences. Svitlana attends major ELT conferences in Ukraine, Poland, Spain and the USA.



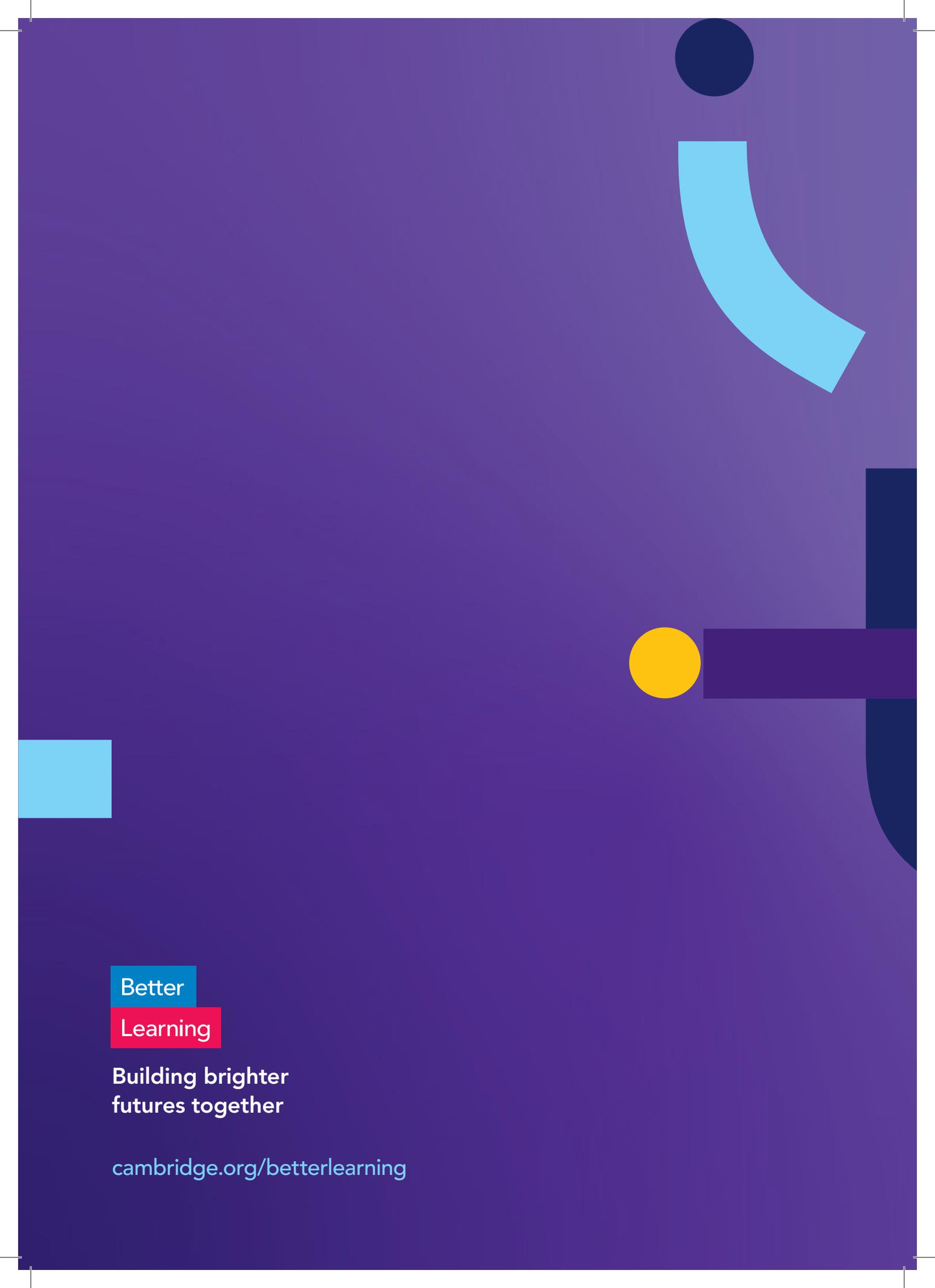
**Alina
Promska**

Alina Promska has degrees in Marketing and English language and literature. She has been working as a teacher of English since 2009 and has CELTA (2013), TYLEC (2015) and DELTA (2016). She did a teacher training course "How to teach teachers" with Pilgrims in 2017. She presented at international conferences in Great Britain and Jordan.



**Tetiana
Shelepko**

Tetiana Shelepko is working at the Linguist Company as Cambridge University Press ELT Consultant. She has been teaching English since 2010 and has experience in teaching Primary, Secondary and adult students. Tetiana is most interested in communicative approach and developing critical and creative thinking skills among students. She also occupies the position of Drama Coach and Theatre Director at the local English speaking Drama school and Theatre.



Better

Learning

Building brighter
futures together

cambridge.org/betterlearning