

A Week of Workshops for language teachers - Summary of sessions

Date Theme	Monday 5 th June Enabling learners to take their first steps in English	Tuesday 6 th June Encouraging reluctant learners	Wednesday 7 th June Developing speaking and listening	Thursday 8 th June Working with students who have dyslexia / splds	Friday 9 th June Working with international students in UK HE
Morning 10.00 – 12.30	<p>Ways and means: ensuring understanding <i>Using the target language with low-level learners requires skill in conveying and supporting meaning. This session gives plenty of practice opportunities and even a chance to put yourselves in your learners' shoes.</i> Leader: Krista Court</p>	<p>Making lessons meaningful: from start to finish <i>This session explores numerous ways of making lessons meaningful to students from the choice of topic and materials to teacher talk and eliciting techniques.</i> Leader: Krista Court</p>	<p>Pronunciation <i>How do you decide which aspects of pronunciation to focus on with different learners? In this session, we consider this question and discuss a variety of strategies for overcoming pronunciation difficulties.</i> Leader: Hazel Nowell</p>	<p>Identifying SpLDs in Multilingual Learners <i>When our language learners are experiencing difficulties it's only possible to distinguish between linguistic and cognitive issues if we take the second language out of the assessment process. This session demonstrates how.</i> Leader: Anne Margaret Smith</p>	<p>'Forcing students to talk to local people': research in the community <i>If you've ever wanted to get your students out of the classroom, exploring cultures and using their English language skills, then this session is for you. It provides practical ideas for supporting students with small-scale ethnographic research projects, as well as feedback from students themselves.</i> Leader: Krista Court</p>
Afternoon 2-.00 – 4.30	<p>Getting started with English literacy practices <i>A chance to consider the challenges facing learners who are new to literacy, and to try out some activities that would support them in the early stages.</i> Leader: Anne Margaret Smith</p>	<p>Peer + Self-awareness and self-esteem <i>Building more inclusive and collaborative learning environments in our classrooms, needs everybody's involvement. This session is devoted to exploring the issues and some possible solutions to this challenge.</i> Leader: Anne Margaret Smith</p>	<p>Successful fluency activities: it's all in the preparation <i>Fluency activities are often fun for students but not always successful in terms of linguistic productivity. Here we practice analysing out the linguistic and cognitive demands of a task so that students are fully prepared to stretch their skills.</i> Leader: Krista Court</p>	<p>Adapting course books for dyslexic learners <i>Mainstream teaching materials can be challenging for learners with SpLDs to access. Here we consider simple adaptations to make them more inclusive.</i> Leader: Anne Margaret Smith</p>	<p>Preparing dyslexic learners for exams <i>From planning revision to keeping calm on the day, there are many ways in which we can support learners with SpLDs at exam time so that they succeed.</i> Leader: Anne Margaret Smith</p>