

9.30 – 10.15 <b>REGISTRATION</b>			
10.15-10.30 <b>OPENING</b>		Presentation / Workshop	Presenter
10.30-11.15 <b>PLENARY</b>		<p><b>Classrooms and the Common European Framework</b></p> <p>The claim to <i>measure</i> language proficiency within a framework like the CEFR is a claim to be able to <i>quantify</i> it. The measurement metaphor is powerful, and practically useful, but beyond its reach remain <i>qualitative</i> differences between contexts of learning, and between individual learners. These are no less important for the language teacher, working to help each pupil to learn. This quantitative / qualitative distinction helps us to see summative and formative assessment as two complementary processes. Cambridge ESOL's exams are summative in form, though they also function well as a CEFR-related "learning ladder" of staged objectives. I shall introduce the measurement model underlying this framework, and consider how it might interact with other forms of assessment to link more closely with language learning in the classroom.</p> <p><i>Dr. Neil Jones</i></p>	<p>Neil Jones worked as an English language teacher in several countries before completing a PhD in Item Response Theory. He joined Cambridge ESOL in 1992 and has contributed to the development of the item banking system which now underpins all of Cambridge ESOL's language assessments. His current interests focus on the intersection of assessment and learning, and the construction of language proficiency frameworks like the Common European Framework.</p>
11.15-12.00 <b>PARALLEL SESSION</b>	<b>1 A</b>	<p><b>Which comes first: the chicken or the egg?</b></p> <p><b>Language development or Exam preparation?</b></p> <p>Shouldn't successful exam preparation courses also be solid language learning courses which offer systematic language development, skills work and learning strategies as well as exam tasks, training and tips? This workshop will use activities from Cambridge ELT materials for Cambridge ESOL exams, especially FCE and CAE, as examples of how to prepare our students for exam success while also ensuring lively, on-going language development in all four skills. We will also aim to answer the question as to which comes first</p> <p><i>Gary Anderson</i></p>	<p>Gary Anderson was Pedagogical Director of the language program of the former American Center in Paris where he taught and co-ordinated classes for all ages of learners and presented at TESOL International. He was President-elect of TESOL France when he joined Cambridge ELT as International Teacher Trainer based in Paris. He has since given talks in over 50 countries on five continents, including regularly at IATEFL UK and several times in the Netherlands.</p>
	<b>1 B</b>	Young Learners – Kid's Box Melanie Williams	

	<b>1 C</b>	CV and interview skills – Caraigh McGregor		
	<b>1 D</b>	<p><b>Moving in the Right Circles: practical Ideas for use in the classroom at advanced levels (C1-C2)</b></p> <p>This workshop will try out group activities such as classroom surveys, asking the right questions, exchanging and collecting information, information search, gap fill and role play, all suitable for students who are developing English language skills at the higher end of the Common European Framework. The language focus will be word formation, verb forms and reporting findings</p>	<p><b>Jacqueline Maher-Marescaux</b> is Irish. She has been teaching English since 1996 and specialises in English for Specific Purposes (ESP) in various fields. Since 2008 she has been Head of English Teaching at the Catholic University of Lille (L'Université Catholique de Lille). She is a Team Leader for University of Cambridge ESOL Examinations, responsible for training oral examiners.</p>	
12.00	<b>LUNCH</b>			
13.15	<b>PARALLEL SESSION</b>	<b>2A</b>	Critical Literacy – Caraigh McGregor	
		<b>2 B</b>	My favourite Things - Class room activities - Lynne Rushton	
		<b>2 C</b>	<p><b>B2 or not B2? Is that the question? Balancing Business English exam preparation with real Business English needs</b></p> <p>We'll look at the requirements of Cambridge ESOL Business English exams and compare them with our Business English students' needs. We will examine both how exam questions reflect real-life business skills and how practical classroom activities and tasks can prepare our learners to function successfully in the business world while also providing them with systematic preparation for the exams. Examples will be taken from Business Benchmark, the three-level Business English course from Cambridge ELT</p>	<p>Gary Anderson was Pedagogical Director of the language program of the former American Center in Paris where he taught and co-ordinated classes for all ages of learners and presented at TESOL International. He was President-elect of TESOL France when he joined Cambridge ELT as International Teacher Trainer based in Paris. He has since given talks in over 50 countries on five continents, including regularly at IATEFL UK and several times in the Netherlands.</p>
		<b>2 D</b>	TKT Melanie Williams	
14.00	<b>PARALLEL SESSION</b>	<b>3 A</b>	<p><b>Mind the Gap</b> Anna Bleeker</p>	
		<b>3 B</b>	My favourite things - Class room activities – Lynne Rushton	
		<b>3 C</b>	Business English - Nick Robertson to be confirmed.	
		<b>3 D</b>	<p><b>How to read the Common European Framework?</b></p> <p>Published by the Council of Europe in 2001, the CEFR has in a short period</p>	<p><b>Neil Jones</b> worked as an English language teacher in several countries before completing a PhD in Item</p>

		<p>become ubiquitous. Its impact on language policy and assessment has been huge, but this has not yet been widely reflected in classroom practice. In fact it is widely misunderstood – because it is quite difficult to read, and because most readers only focus on the descriptor scales which illustrate the six reference levels. This workshop will offer a corrective view. Teachers or course planners should not look to the CEFR for ready-made prescriptions – rather, they should feel free to relate their particular context to the CEFR in ways that reflect their own priorities. The workshop will include practical exercises to help readers of the CEFR begin to make good use of this freedom.</p>	<p>Response Theory. He joined Cambridge ESOL in 1992 and has contributed to the development of the item banking system which now underpins all of Cambridge ESOL’s language assessments. His current interests focus on the intersection of assessment and learning, and the construction of language proficiency frameworks like the Common European Framework.</p>
14.45-15.30 <b>PLENARY</b>		<p><b>Profiling English Profile</b></p> <p>English Profile is a long-term, collaborative project designed to enhance the learning, teaching and assessment of English worldwide. In collaboration with academics, teachers and education authorities, English Profile explores how learners of English progress through the levels of the Common European Framework. This talk provides an overview of one of the most exciting ELT developments to emerge in recent years.</p>	<p><b>Gary Anderson</b> was Pedagogical Director of the language program of the former American Center in Paris where he taught and co-ordinated classes for all ages of learners and presented at TESOL International. He was President-elect of TESOL France when he joined Cambridge ELT as International Teacher Trainer based in Paris. He has since given talks in over 50 countries on five continents, including regularly at IATEFL UK and several times in the Netherlands.</p>
Reserve CLIL – Stephen Smith			