

British Council Teaching for Success Online Conference

24th September 2022

TIMETABLE

10.00 – 11.00 Opening Comments and Plenary		
Mina Patel – The Future of English		
11.10 – 12.00		
Session 1	Session 2	Session 3
Spotting and producing paraphrase for external exams Michael Brand	How to become a reflective practitioner Hazel Watling	The need for reflection on short term exam preparation courses such as APTIS Neil Jones
12.00 – 12.40 Coffee Break		
12.40 – 13.30		
Session 4	Session 5	
Rethinking multilingualism and the use of the L1 in English as a Medium of Instruction in classrooms Nelson Arditto	How teachers encourage critical thinking and reflection in reading Christopher Allitt	
13.40 – 14.30		
Session 6	Session 7	Session 8
Attention to Diversity Gillian Fearn	Interactive Assessment Online Catherine Morley	The British Council School Learning Journey Kieran Culhane

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ABSTRACTS AND SPEAKER BIODATA

Opening plenary

The Future of English

Mina Patel



Abstract: We are living through a period where the pace of change seems relentless. This changing world has implications for the use and the teaching of the English language.

The Future of English (FoE) is a multi-phase research project with the aim of identifying key trends that will define the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts.

This presentation will discuss findings from Phase 2 of the project, where we organised over 14 roundtables with leading experts from 49 countries, and which illuminate the role of the English teacher in a world that has recently seen dramatic change and disruption.

Biodata:

Mina Patel is a researcher with the Assessment Research Group at the British Council. Her background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka and Malaysia as a teacher, trainer, materials developer and ELT projects manager and has extensive experience working with Ministries of Education in East Asia. Mina has presented at numerous national and international conferences on ELT related matters. Her

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academic interests lie in the area of English language testing and assessment and more specifically in language assessment literacy and the impact of testing and assessment. She is currently a PhD student with CRELLA at the University of Bedfordshire, UK.

11.10 – 12.00

Michael Brand



Spotting and producing paraphrase for external exams

In external exams, getting the right answer often depends on spotting paraphrase. Recognising synonyms and antonyms is often the order of the day, along with other reading and listening skills. Similarly, in some writing questions, students need to use stimulus material in their own words by paraphrasing. In this session we'll look at different activities we can use in class as well as strategies we can develop in our students to make them more effective language users and thereby more effective test takers!

Bio data

Michael is a Teacher Trainer for Pearson. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught YL, teens and adults. His interests include collaborative learning, gamification, video and online teaching. He's a teacher on the ELTon award-winning Live Classes project: online lessons which bring together students from all over the world.

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How to become a reflective practitioner



Hazel Watling

Reflection is an important part of any teacher's development, but there is no 'one size fits all' approach to reflection. This session will firstly look at reasons why reflection is crucial and later presents two models which are a good starting point. The first, Gibb's Reflective Cycle (1988), is broken down into easy-to-understand cycle stages and encourages both reflection on the experience (including emotional reflection), as well as action planning for future experiences. The Atkins and Murphy model (1993), on the other hand, encourages deeper reflection and might suit more experienced teachers.

Biodata:

Hazel Watling has been teaching English for 14 years. She has previously taught in London and worked for the British Council in Egypt, Sri Lanka, and most recently, South Korea. Her interests include self-reflection as a tool for students' sense of progress and making vocabulary engaging and meaningful for young learners. She is working as an operational coordinator at Madrid Teaching Centre.

The need for reflection on short term exam preparation courses such as APTIS

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Neil Jones

APTIS can be a quick means to an end for learners, providing rapid certification of their English level. Consequently, result can sometimes be given too much priority over process. This can be exacerbated on short term intensive courses with much to fit in but little time to do it.

Nevertheless, it is vital that space is found for learner reflection, since it can prompt greater understanding of processes that may facilitate exam success. Reflection may thereby increase learner awareness of both their strengths and areas for development, ultimately, developing understanding of what is required for learners to achieve their objectives.

Biodata:

Based in Madrid since 2005 and he combines working as a freelance ESL teacher with part - time employment for the British Council. He also works as a Pre-sessional EAP tutor at Kings College London (since 2017). He completed a Masters degree in Applied Linguistics & TESOL (Merit) in 2020. The dissertation for this qualification, which used a reflective analytical process to analyse how adult learner beliefs and approaches to language learning may evolve through exposure to different contexts and experiences, was awarded a distinction and is now available in the University of Leicester library as an example of good practice.

12.40 – 13.30

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Rethinking multilingualism and the use of the L1 in English as a Medium of Instruction in classrooms



Nelson Arditto

In recent years, the 'multilingual turn' has risen to challenge preconceived ideas that L2 learning can only happen through the exclusive use of English. This webinar will provide a background to the predominance of second language acquisition theories in EMI classrooms and question monolingual practices based on a hierarchical perspective of languages. It will look at the concept of 'translanguaging' as the hallmark of bilingual speakers and explore pedagogical and spontaneous uses in the EMI/CLIL classroom.

Participants will consider their beliefs and attitudes with regard to using the L1 in teaching and learning content and language and go away with some ideas and activities to try out in their teaching contexts.

Biodata:

Nelson Arditto is a teacher and teacher educator based in Spain. He has worked as Course Director and tutor on Trinity teacher training courses (CertTESOL, DipTESOL, TYLEC) and is an assessor for the CertPT qualification. He has e-moderated online teacher development courses for the British Council since 2012 and is a consultant for the Norwich Institute for Language Education. He holds a DELTA, MA in TESOL and is currently an EdD student at Bath University. His special interests include EMI/CLIL, learning technologies and e-learning.

How teachers encourage critical thinking and reflection in reading

Christopher Allitt

In the twenty-first century, the capacity to think critically is set apart as one of the most important forms of thinking needed. The ability to scrutinise and evaluate information, and make informed judgements is becoming more relevant in the increasingly information-based world we live in. Despite it being widely accepted that primary school pupils are lacking in critical thinking, there is no mention of thinking critically in the programme for reading at KS2 in the UK National Curriculum.

While research on critical thinking has found that pupils' reading comprehension performance benefits from the teaching of critical thinking, there has been a lack of consensus on how critical thinking is taught. The purpose of this presentation is to explore the extent in which critical thinking in reading is fostered by teachers in KS2, an important stage in the development of reading comprehension, and secondly to determine what strategies teachers are using to develop knowledge and understanding.

Biodata:

I am a Primary school teacher at the British Council in Somosaguas, Madrid. I have taught the English National Curriculum for ten years across KS1 and all years of the KS2 phase in state, private and independent schools. I have a Bachelor of the Arts (BA) degree in English Studies from Loughborough University, a Postgraduate Certificate in Education (PGCE) from the University of Cambridge and am currently completing a Master of the Arts (MA) degree in Education from the University of Durham which contains modules on 'Enhancing Teaching and Learning through Fostering Productive Thought' and 'Digital Technologies and Education. I am

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interested in creative and critical thinking across the primary curriculum and how thinking skills can be developed in students to enhance their learning experiences at school.

Interactive Assessment Online

Catherine Morley

In this session we'll look at some tools and tips for assessing online students' productive and receptive skills in ways that also add variety to online classes.

Biodata:

Catherine Morley has been teaching English to children and adults since 2001 in Spain and Mexico. She now manages the British Council Spain's national online courses for Young Learners.

Attention to Diversity

Gillian Fearn

Diversity is so...diverse! In this session we will look at an activity to show how we are all diverse and yet find similarities with each other. The main focus of the session will be diverse learning needs and practical strategies to support learners and teachers.

Biodata:

Gillian has taught in Bilbao for over 25 years. Over recent years she has developed an interest in special education needs in the area of second language learning. She is currently SEND (Special Education Needs and Disabilities) Coordinator for British Council centres in Barcelona, Bilbao, Palma and Valencia.

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Our British Council School Learning Journey as a strategy to foster a 'clear sense of progress' among our students.



Kieran Culhane

Changing our approach from providing a checklist of topics to be covered, to involving students in the creative process, has had a demonstrable impact on both attainment and student engagement. Student involvement in the learning process means they can develop their needs and action plans for their progression alongside their teacher. By monitoring their learning goals over time and through having progress highlighted, students become more motivated and can evaluate both their achievements and their own understanding.

Biodata:

I started teaching in 2011 as a teacher of Mathematics. I enjoy providing 'discovery learning' opportunities in the classroom. I have worked in London for over 10 years holding the following positions - Head of Year, Head of Maths and SLT in that time. I recently joined the British Council School in September 2021 as Teaching & Learning Leader in Mathematics and have really enjoyed my first full year.