

## The Teachers' Tuesday Club 2018 Programme

### April 17

Tom Rees

St Giles London Central

English Teaching on YouTube - The Global Classroom

### May 22

Sarah Ford

St Giles London Central

An Observer's Tips to Being Observed

### June 27

Andy Gaskins

St Giles London Central

Reflective Learning; Small Steps to Greater Progress

[Wednesday, not Tuesday!]

### July 31

Alex Warren

St Giles London Central

The Magic of Words – Enhancing Effective Vocabulary Learning

Sponsored by *Cengage*

### August 28

Adrian Underhill

St Giles London Central

The key to fluent English is not the stresses, but the unstresses

### September 25

Sebastian Crankshaw

St Giles London Central

Teaching with Depression

### October 30

Darren Oakley &

Jacqui Ashman

St Giles London Highgate

Developing New Strategies for Improving Reading Skills

### November 27

Aida Sahutoglu

St Giles London Central

The yellow blue bus - or teaching Russian Speakers

<b>Date</b>	<b>Title of session</b>	<b>Speaker</b>
<b>17<sup>th</sup> April</b> <b>St Giles London</b> <b>Central</b>	<b>English Teaching on</b> <b>YouTube - The Global</b> <b>Classroom</b>	<b>Tom Rees, St Giles teacher</b>
<p>For the last 2 years I have been building an audience of English learners on YouTube and have seen the wider impact my teaching skills have had beyond the traditional classroom. I have reached almost 80,000 subscribers and am using YouTube as a platform to not only reach more people but teach people that don't have access to an English school or native speakers. I'd like to outline the growing online teaching industry (through the context of YouTube), share my own experiences, explain how and why other teachers might want to follow suit, the pros and cons, and also a few ways YouTube lessons can be integrated into the traditional classroom.</p>		
<b>22<sup>nd</sup> May</b> <b>St Giles London</b> <b>Central</b>	<b>An Observer's Tips to Being</b> <b>Observed</b>	<b>Sarah Ford, St Giles teacher &amp;</b> <b>Director of Platinum courses</b>
<p>Being observed can be terrifying! Having been both the one being observed AND the observer, I feel like there is plenty I wish I'd known and plenty I've picked up on the way. In my early days of teaching I worked for a school which regularly filmed me and twice a year every teacher in my department watched me and gave me feedback. It was a steep learning curve, but I learned a great deal. Observations are impossible to avoid and now as a regular observer myself I see how necessary they are for all teachers and how they can be enjoyable for the person being observed as well as the observer. The aim of the session is to make you better prepared for observations from start to finish.</p>		
<b>27<sup>th</sup> June</b> <b>St Giles London</b> <b>Central</b>	<b>Reflective Learning; Small</b> <b>Steps to Greater Progress</b>  <i>*Wednesday not Tuesday</i>	<b>Andy Gaskins, St Giles teacher</b> <b>&amp; Director of Studies</b>
<p>This session grew out of research that I was doing into ways in which students could be more actively engaged in their own learning. I was interested in student perceptions of progress, and in finding ways in which these could be more nuanced than simply 'I go up?' This session will look at ways to encourage students to become more reflective, both in terms of their linguistic performance and their learning. We will look at classroom materials designed to make students more aware of and responsible for their own progress. We will also consider the potential benefits of encouraging students to think about how we teach and how they, as individuals, learn best.</p>		
<b>31<sup>st</sup> July</b> <b>St Giles London</b> <b>Central</b>	<b>The Magic of Words –</b> <b>Enhancing Effective</b> <b>Vocabulary Learning</b>	<b>Alex Warren, In-House teacher</b> <b>trainer (Cengage)</b>
<p>There are a great many number of principles to consider when maximising vocabulary learning: the need to give it deliberate attention; the need to show how words do not exist in isolation, but in partnerships and the need for learners to work out meaning for themselves and to take ownership of newly learnt vocabulary. In this session we'll explore how National Geographic Learning's Life series exploits these different principles to help speed up vocabulary learning and develop greater language awareness.</p>		
<b>28<sup>th</sup> August</b> <b>St Giles London</b> <b>Central</b>	<b>The key to fluent English is</b> <b>not the stresses, but the</b> <b>unstresses</b>	<b>Adrian Underhill, trainer,</b> <b>consultant, writer and speaker</b>
<p>Five practical activities that give learners (and teachers!) immediate insight into how English connected speech works. They focus on stress and unstress, how to connect words, how to deal with rapid English, both listening and speaking, the energy distributions across utterances, and how and why English speakers seem to swallow half the syllables - and what to do about it. These activities develop self confidence in speaking and listening, are playful, instructive, and apply to any class at any level from beginner to native speaker.... Each represents a class of activity, ie you do not use them once, but they infuse your teaching and emerge in multiple forms through the current class activity.</p>		

Date	Title of session	Speaker
<p>25<sup>th</sup> September  <b>St Giles London Central</b></p>	<p><b>Teaching with Depression</b></p>	<p><b>Sebastian Crankshaw, St Giles teacher</b></p>
<p>The area of teachers' mental health is very dear to my heart. I think it's a subject within EFL that is not spoken about enough; we focus a lot on students' wellbeing but actually very little on teachers'. The objective is to share my personal experience of teaching with depression and to open a an honest conversation on the topic which will open areas to explore and research further, with the eventual aim of creating a code of best practise for helping to manage teachers' mental health in terms of depression. This workshop was very well attended at the St Giles International conference of 2016 - it seemed to generate an appreciative and heartfelt response from the audience who welcomed the more personal and informal approach to this topic, and felt it was very valuable to have a session focusing on teachers' health rather than teaching methodology.</p>		
<p>30<sup>th</sup> October  <b>St Giles London Highgate</b></p>	<p><b>Developing New Strategies for Improving Reading Skills</b>  *Highgate not Central</p>	<p><b>Darren Oakley, teacher &amp; teacher trainer at St Giles, Jacqui Ashman, teacher at St Giles</b></p>
<p>We've noticed that students struggle with retaining more than several words at a time in terms of dictation activities and reading and decided to investigate how we could help them improve. We aim to look at current research into the influence of phonology in reading comprehension and the implications for the classroom. How can we, as teachers, develop tasks and activities to help learners improve reading sub-skills, based on research that indicates the issue lies in speaking and pronunciation? We will explore some of this research and whether course book reading activities actually develop reading or test it. We will also look at some of the approaches we have tried in the classroom and students' responses to these activities.</p>		
<p>27<sup>th</sup> November  <b>St Giles London Central</b></p>	<p><b>The yellow blue bus - or teaching Russian Speakers</b></p>	<p><b>Aida Sahutoglu, teacher at St Giles</b></p>
<p>Having lived and worked in Russia, as well as having taught (among others) Russian learners for 15 years, I have developed an interest and also gained a valuable insight into some peculiarities of teaching this particular group of learners. In my session, I intend to explore not only the linguistic differences, but to focus on the elements of culture, personality and key differences between the "Western" and Russian EFL classrooms. Most importantly, I would like to explore how this information can be applied in a classroom setting (both in the English-speaking countries and in Russia). The participants will be given an opportunity to analyse a range of tasks and ways to modify those to suit their Russian learners, they will be shown some samples of students' work and will be asked to do a lot of engaging comparing and contrasting! There will be a lot of "aah, that's why they are doing that!" moments throughout the session.</p>		

**To book a place on any of these seminars, please email [teachers.tuesday.club@outlook.com](mailto:teachers.tuesday.club@outlook.com). There is a £6.00 cover charge for all events (£10 for Adrian Underhill). Sessions run from 6:30pm-8:00pm.**