

## The Teachers' Tuesday Club 2019 Programme

**26 February**

Greg Archer

St Giles London Central

An IELTS Teacher is Still a Teacher

**19 March**

Aida Sahutoglu

St Giles London Central

$E=mc^2$  - A Formulaic Approach to Teaching Exams

**23 April**

Chris Sowton

St Giles London Central

10 Tips for Teaching Critical Thinking More Effectively

**21 May**

Adrian Doff

St Giles London Central

More than just speaking: Developing speaking skills

**25 June**

Alex Thorp

St Giles London Central

Insights into the psychology of the language teacher and learner – informing best practices

**23 July**

Paul Abbott

St Giles London Central

Creative Lessons for Cambridge Exam Students

**27 August**

Joel Hyams

St Giles London Central

'LLS' or Tips to Help Learners Learn Better

**24 September**

Sarah Ford

St Giles London Central

Nobody gets left behind! Differentiation: Maximising progression for all learners when levels differ in class

<b>Date</b>	<b>Title of session</b>	<b>Speaker</b>
<b>26<sup>th</sup> February</b> <b>St Giles London</b> <b>Central</b>	<b>An IELTS Teacher is Still a Teacher</b>	<b>Greg Archer, IELTS Teacher, Author (Cambridge), Examiner, Trainer</b>
<p>Teaching towards the IELTS test is challenging, rewarding and can bring out great creativity in the open-minded language teacher. This session will cover a range of skills that are tested in IELTS and suggest practical approaches to enlivening lessons, developing understanding of exam requirements and building language awareness in a way that serves the needs of the learners while allowing you to maintain your integrity as what you are: an English Language Teacher. Attendees certainly do not need to be experienced IELTS teachers. As well as being given the opportunity to work collaboratively to consider, for example, how to approach the teaching of certain question types, or how to exploit texts to bring out more sophisticated language use in your learners, there will be plenty of advice and guidance.</p>		
<b>19<sup>th</sup> March</b> <b>St Giles London</b> <b>Central</b>	<b>E=mc<sup>2</sup> - A Formulaic Approach to Teaching Exams</b>	<b>Aida Sahutoglu, Former St Giles teacher</b>
<p>The beauty of formulas, like Einstein's equation, is in their clarity, straightforwardness and the fact that if applied correctly, they always work! Exam preparation on the other hand can be overwhelming (both for trainers and students) due to varying teaching methods, abundance of training materials, tight deadlines and lack of skills in interpreting the requirements of band descriptors. And not everything that is taught, may work for candidates. In this session we will focus on developing productive skills in exam classes. We will explore how we could try to simplify some aspects of teaching and learning by giving students clear patterns which they can apply to their answers, thereby enhancing their fluency and coherence, and demonstrating a wider range of language. Participants will practice using simple formulas to develop their arguments, speak and write "around" the topic and to remember to include essential language points.</p>		
<b>23<sup>rd</sup> April</b> <b>St Giles London</b> <b>Central</b>	<b>10 Tips for Teaching Critical Thinking More Effectively</b>	<b>Chris Sowton, Teacher, Freelance consultant for Cambridge, Author</b>
<p>Whatever kind of English you teach, 'critical thinking' is almost universally expected by students and demanded by the institution, but which is often ignored, or presented poorly, in textbooks and learning materials. Through a mixture of presentation and workshop, this session will help you develop your own critical thinking skills, as well as learn strategies through which you can improve how you teach critical thinking in the classroom. This session will reflect on my experiences as the critical thinking editor for the second edition of CUP's Unlock, and from teaching and training on this topic in a range of different educational situations, from UK-based EP to Darfuri refugees in Jordan.</p>		
<b>21<sup>st</sup> May</b> <b>St Giles London</b> <b>Central</b>	<b>More than just speaking: Developing speaking skills</b>	<b>Adrian Doff, Cambridge author, Teacher trainer</b>
<p>Freer activities in class give learners a chance to practise speaking and gradually improve their fluency. But how can we do more than just give opportunities for speaking and actively develop learners' speaking skills? In this workshop, we will take a close look at the language learners need in order to speak effectively and consider how this can be focused on and integrated into fluency activities. We will then look at the way fluency in speaking is naturally enhanced through repetition and by giving 'thinking time', and we will consider ways in which this can be reflected in classroom activities. The talk will be a combination of pedagogical input (mainly through discovery and discussion tasks) and practical workshop activities. I hope that participants will gain new insights into how to develop speaking skills and organise fluency activities in their classes as well as practical techniques that they can apply directly in their teaching.</p>		

<b>Date</b>	<b>Title of session</b>	<b>Speaker</b>
<b>25<sup>th</sup> June</b> <b>St Giles London Central</b>	<b>Insights into the psychology of the language teacher and learner - informing best practices</b>	<b>Alex Thorpe, Trinity</b>
<p>Are you aware of the psychological processes that play a key role in language acquisition and form the basis of your learner's day-to-day experience in the classroom? This session explores central themes in educational psychology, both from the perspective of the teacher and the learner, and reflects upon the implications on teaching practices for your specific context. Myths surrounding developmental stages and cognitive thresholds are also explored, together with the negative practices these encourage. A range of further themes are covered, self-regulation and dealing with motivation, culminating with a consideration of the psychology of assessment; where different teaching approaches can have a significant impact on learner performance. The talk considers how the psychological insights explored are corroborated by the teaching practices endorsed in Evidenced-based Teaching, where meta-analyses of teacher practices reveal approaches that facilitate learning. You will leave this session with a clear outline of central themes in educational psychology and an awareness of how these factors can enable you to improve your teaching and assessment practices and develop your academic credibility.</p>		
<b>23<sup>rd</sup> July</b> <b>St Giles London Central</b>	<b>Creative Lessons for Cambridge Exam Students</b>	<b>Paul Abbott, teacher at St Giles</b>
<p>This session will present a series of lesson ideas and activities using authentic materials and games that replicate and practise Cambridge exam tasks for the FCE CAE and CPE exam. The aim is to provide 'take away' lesson activities for different skills that those present can use to supplement their own Cambridge exam materials.</p>		
<b>27<sup>th</sup> August</b> <b>St Giles London Central</b>	<b>'LLS' or Tips to Help Learners Learn Better</b>	<b>Joel Hyams, teacher &amp; teacher trainer at St Giles</b>
<p>The good language learner studies of the 70s and 80s revealed what strategies successful students applied to their studies. With a recent spike in interest in so called Language Learning Strategies, this session aims to review material associated with those early studies and their findings before moving on to explore materials that were influenced by the thinking of those studies and finally taking a look at classroom practices which exploit, develop and encourage good language learning habits in students.</p>		
<b>24<sup>th</sup> September</b> <b>St Giles London Central</b>	<b>Nobody gets left behind! Differentiation: Maximising progression for all learners when levels differ in class</b>	<b>Sarah Ford, Platinum Course Director at St Giles London Central</b>
<p>We've all experienced students of differing levels in the same group as well as students finishing tasks faster or slower than their classmates even when their levels are (supposedly) the same. For teachers, it is one more consideration to juggle and if you've ever had a 'B1' student who is actually an A2 speaker and a B2 reader you'll know that getting a group to do something within a time limit is difficult to manage. This session will be ideal for experienced teachers or those taking the DELTA but will also be a useful insight for those who are new to teaching. (Academic managers also very welcome!) The session will start with the pedagogical origins and how EFL can 'borrow' from mainstream education. Then, we shall look at practical solutions and attendees will try to apply these to their everyday scenarios. Ultimately, attendees will leave not only understanding 'why' we need to acknowledge differentiation but also 'how' to embrace it: making classes more dynamic and useful to everyone so nobody gets left behind.</p>		