

Montecarlo

Annual Convention

2014

Revisiting our practices

Convention MLA
16 November 2014
Salle D'Or 1/ Fairmont
Hotel Montecarlo

Programme

17.00

Welcome

Prof.ssa Anna Santorsola
Teacher Trainer

17.15 / 18.00

Ways of learning and teaching vocabulary

Dr. Peter Watkins

18.00 / 18.45

Teaching speaking including spoken grammar

Dr. Hanna Kryszewska

Abstracts

Peter Watkins is a Principal Lecturer in English Language and Linguistics at the University of Portsmouth, UK, where he leads the MA in Applied Linguistics and TESOL courses. He has been involved in teacher education for many years, including both pre-service and in-service programmes. His PhD focused on the design of materials for teacher education. His publications include *Learning to Teach English* (Delta Publishing, second edition 2014, first edition 2005), *Cambridge English Teacher: Vocabulary and Pronunciation* (Cambridge University Press, 2012), *The CELTA Course Trainee Book* and *The CELTA Course Trainer's Manual* (both co-authored with Scott Thornbury, Cambridge University Press, 2007). In addition, he has contributed frequently to *English Teaching Professional*.

Workshop: Ways of learning and teaching vocabulary

In recent years the teaching of vocabulary has become central to language teaching. Learners and teachers instinctively know that developing the ability to communicate comes through knowing words and combinations of words. In this presentation we will look at the ways in which teachers can help their learners in the huge undertaking of learning the words they need to communicate effectively. We will look at some of the issues in learning and teaching vocabulary, analyse some practical classroom activities, as well as considering the strategies used by successful learners. The talk will have a very practical focus so that teachers will leave with plenty of ideas to use in their own classrooms.

Hanna Kryszewska is a teacher, teacher trainer and trainer of trainers. She is a senior lecturer at the University of Gdańsk, Poland. She is co-author of resource books: *Learner Based Teaching*, OUP, *Towards Teaching*, Heinemann, *The Standby Book*, CUP, *Language Activities for Teenagers*, CUP, *The Company Words Keep*, DELTA Publishing, of a course for secondary schools: *ForMat*, Macmillan, and of a video based teacher training course: *Observing English Lessons*. She editor of *HLT Magazine* and a teacher trainer with *Pilgrims Language Courses* and *University of Oxford*.

Workshop: Teaching speaking including spoken grammar

Recent developments in corpus analysis of English point us towards the need to revisit our practices in language teaching, especially the way we teach vocabulary and speaking. Lexical analysis of the corpus proves that we need to teach more language chunks rather than individual lexical items/ words. When it comes to speaking, research shows that there are two different grammars of English: written grammar and spoken grammar. Spoken language is governed by its own rules, and needs to be addressed in our language lessons, especially when our learners are exposed to authentic use of the language in social media, films and songs. We teachers can take spoken grammar on board, show we are in tune with the times, and above all show our learners when they need written grammar and when spoken grammar. The session will be illustrated with many examples from songs, poems, e-mails, public speeches. Also it will look at practical aspects of pragmatics, i.e. pro-social behaviour in spoken discourse.