



15th International Publishers Exhibition

Hilton Cyprus Hotel - Nicosia

Programme

Tuesday 8 March - Kantara

9.30 – 10.15	<p>CREATING POSITIVE LANGUAGE LEARNING DYNAMICS IN WORKING TOWARDS CAMBRIDGE ENGLISH YOUNG LEARNERS TESTS</p> <p><i>Bob Obee, Author, Teacher, Teacher Trainer, CAMBRIDGE ENGLISH LANGUAGE ASSESSMENT</i></p> <p>This presentation will focus on how teachers can optimise a 'can do' sense of achievement in young learners of English in developing the language skills targeted by Cambridge English YLE tests. We will look at skills and task focuses in different areas of the YLE tests and explore broader, engaging classroom strategies teachers can exploit in helping Primary learners develop the requisite skills for success.</p>
10.15 – 11.00	<p>CLIL AND YOUNG LEARNERS</p> <p><i>Gary Anderson, Senior International Teacher Trainer, CAMBRIDGE UNIVERSITY PRESS</i></p> <p>We'll look at how Content and Language Integrated Learning and specifically CLIL 'lite', or working subject matter into language classes, has been put into practice for young learners in Guess What! to touch all pupils' different learning styles and interests.</p>
11.00 – 11.30	<p><i>Coffee Break sponsored by Cambridge</i></p>
11.30 – 12.15	<p>ASSESSING LEARNERS' WRITING AT B2 LEVEL</p> <p><i>Bob Obee, Author, Teacher, Teacher Trainer, CAMBRIDGE ENGLISH LANGUAGE ASSESSMENT</i></p> <p>This presentation will look at key differences between writing performance at B1 and B2 level and what criterial aspects of performance help learners achieve the higher level. This is a hands-on session that will involve participants using criteria from the Cambridge Common Scale of Writing to assess different learner scripts.</p>
12.15 – 13.00	<p>VIDEO FOR TEENAGERS TO DISCOVER AND LEARN</p> <p><i>Gary Anderson, Senior International Teacher Trainer, CAMBRIDGE UNIVERSITY PRESS</i></p> <p>We'll discuss the value that video brings to the language classroom and how this relates to the 'screenager' brought up on screens while looking at examples from Eyes Open with Discovery Education® videos to motivate and engage teenage students.</p>
13.30 – 13.55	<p>LET'S IELTS! (C)</p> <p><i>Stathis Avramidis, Company Representative, SUPER COURSE PUBLISHING</i></p> <p>A brand new innovative series for the IELTS examination by Super Course. Analytical presentation of the series followed by a brief presentation of all our new publications. Free Sample Copies will be distributed.</p>
14.00 – 14.50	<p>UNDERSTANDING ASSESSMENT – WHAT TEACHERS NEED TO KNOW (P)</p> <p><i>Dina Tsagari, Assistant Professor in Applied Linguistics/TEFL, Department of English Studies, University of Cyprus PANCYPRIAN ASSOCIATION OF ENGLISH TEACHERS</i></p> <p>The term "language assessment literacy" (LAL) is nowadays used in the field of language testing and assessment to refer to the skills, knowledge, methods and techniques needed by teachers and other stakeholders to carry out effective language assessments (e.g. Hasselgreen, et al. 2004; Inbar-Lourie, 2008; 2013; Fulcher, 2012; Taylor, 2009; 2013). In other words, teachers need to understand what makes a good test but many teachers are unsure of the key concepts and technical vocabulary associated with LAL. This presentation will explain in everyday language what teachers need to know about key areas of test design. The presentation will also focus on how testing relates to the classroom, and how testing leads to effective teaching and learning. The presentation will also make reference to the aims of a three-year long project involving a diverse network of experts from different European countries who aim to develop an efficient and sustainable LAL training infrastructure for English language teachers. The project entitled 'Teachers' Assessment Literacy Enhancement (TALE)', funded by Erasmus+</p>
15.00 – 15.50	<p>PRESENTATION SKILLS AND THE CLIL APPROACH</p> <p><i>Natassa Manitsa, Head of the ELT Consultants Department, Chief Editor of the Teacher's Corner EXPRESS PUBLISHING</i></p> <p>Whatever the reason might be, the fact is that our students will sooner or later be asked to do some form of public speaking so we need to help them develop their presentation skills. In addition, using presentations, rather than traditional written homework, we can help all students learn the language more successfully. Students that make presentations generally stay more engaged with the subject they are presenting when providing others with information. The rest of the class has the chance to experience learning through peer presentations.</p>