

Cambridge Day 2015 Schedule

10:00 - 10:50	Registration
10:50 - 11:00	Welcoming remarks
11:00 - 11:50	Michael McCarthy <i>'Spoken fluency revisited'</i>
11:50 - 12:10	Break
12:10 - 13:00	David Friedman <i>'The Cambridge Solution'</i>
13:00 - 14:00	Lunch
14:00 - 14:50	Stephanie Dimond-Bayir <i>'HOT Video - using film for creative critical thinking'</i>
14:50 - 15:10	Break
15:10 - 16:00	Michael McCarthy <i>'Grammar at the upper levels: exploiting corpus evidence'</i>

Saturday, November 14th, 2015

Sookmyung Women's University (College of Pharmacy B1F, Gemma Hall)



Directions:
- Subway:
From Subway Line 4
Go out Exit 10 of Sookmyung Women's Univ Station and walk for about 10 minutes.
From Subway Line 1
Get off at Nam Yeong Station and walk for 15 minutes in the direction of Hyochang Park.
From Subway Line 9
Go Out Exit 3 or 2 of Hyochang Park Station and walk for about 10 minutes.
- Bus:
For Sookmyung Women's Univ Station - 15, 16, 262, 503, 505
For Sookmyung Women's Univ Main gate - 15, 16

- Prize drawing after each presentation (winners must be present). Don't miss your chance!
- We ask you to please refrain from bringing children to the event.
- Light snacks and refreshments will be served.
- Presenters, schedules, times, etc. are subject to change without notice.

Register Online at <https://goo.gl/H CZ5Nn>

* Seating is limited. Be sure to come early.

Tel: 02-547-2890 Fax: 02-547-4411
For questions email: seoul@cambridge.org (no email registration)



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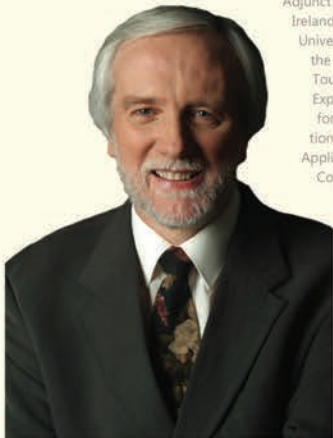
Michael McCarthy 11:00 - 11:50

Spoken fluency revisited

Teaching and assessment systems typically consider fluency in speaking to be one of the factors that determine a learner's competence and level, especially at higher levels. Furthermore, examination systems, alongside level descriptors in systems such as the Common European Framework of Reference (CEFR), frequently mention fluency in speaking and attempt to define it and set tasks to assess it. But what is fluency? Most researchers agree that it involves smooth, unhesitant production, and that being able to produce language automatically is a key element in being fluent. However, evidence from spoken corpora suggests that fluency also involves a repertoire of interactive items, and attention to linking what you say to what other speakers say in dialogue to create a kind of mutual 'flow'. How do we achieve this sense of interactive flow, and what sorts of things do learners need to master to achieve smooth dialogue? This talk reports on corpus-informed research for the English Profile project aimed at a better understanding of what fluency is and how it can be taught and assessed. I draw evidence from native-speaker and learner corpora, and argue that the interactive dimension of fluency is the fifth skill, over and above what we normally consider to be 'speaking skills'.

Michael McCarthy

is Emeritus Professor of Applied Linguistics, University of Nottingham, UK. Adjunct Professor of Applied Linguistics, University of Limerick, Ireland and Visiting Professor in Applied Linguistics at Newcastle University, UK. He is author/co-author/editor of 50 books, including the following major titles for Cambridge University Press: Touchstone, Viewpoint, the Cambridge Grammar of English, Exploring Spoken English, English Grammar Today, Grammar for Business, Exploring Grammar in Context, Vocabulary, Description Acquisition and Pedagogy, Spoken Language and Applied Linguistics, Issues in Applied Linguistics, From Corpus to Classroom and several titles in The English Vocabulary in Use series, as well as The Routledge Handbook of Corpus Linguistics and more than 100 academic articles. He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project, and the one-million word CANBEC spoken business English corpus. His current research involves the creation and analysis of spoken learner corpora in connection with the English Profile project, with special reference to the development of spoken fluency. He is a Fellow of the Royal Society of Arts. He has lectured on language and language teaching in 42 countries and has been actively involved in language teaching and applied linguistics for 49 years.



David Friedman 12:10 - 13:00

The Cambridge Solution

We all want the best for our students: we want them to become proficient in English and we want to be able to provide them with the support to ensure they are able to do so. However, in a rapidly changing learning environment, this is not so easily accomplished. How can we help our students learn English more effectively, and how can we, as teachers, put ourselves in the best possible position to succeed as educators? Cambridge University Press provides Learning Solutions uniquely formulated and customized to your specific needs and the levels, abilities and needs of your students. These include analyzing students' language to provide recommendations for future learning, providing pilot project support, providing program and syllabus design support to better align with CEFR levels, exams or your own specific requirements, teacher development plans backed by Cambridge resources, one-on-one teacher support and teacher development, and collaborative research support to help you enhance your research projects with additional data, tools and expertise from Cambridge.

David Friedman is an ELT Consultant at Cambridge University Press Korea. He conducts teacher training workshops, as well as sales and product presentations and is responsible for all digital and online training for the Korea region. He majored in English at the University of Wisconsin-Madison, graduated from the Yonsei University Korean Language Institute and received advanced marks on the Test of Proficiency in Korean exam. He taught English for 2 years in Korea at the high-school level before working in translation at the Korea Ministry of Strategy and Finance.



Stephanie Dimond-Bayir

is the Director of the Language Services Unit at Anglia Ruskin University, Cambridge where she also lectures on the M.A. TESOL and delivers teacher training courses and EAP classes. Stephanie has an M.Ed. from Cambridge University in Educational Research and is a CELTA and Delta trainer. She has been teaching and training for over 20 years both in the UK and many other countries across the world. Her areas of interest are focused on resources and classroom practice, professional development and assessing teaching and learning. Stephanie is the author of several publications including Unlock Speaking and Listening A2 (CUP), the online components for A1, A2 and B1+ Empower (CUP) and Improve Your Skills: Writing for IELTS 6.0-7.5 (Macmillan).



Stephanie Dimond-Bayir 14:00 - 14:50

HOT Video - using film for creative critical thinking

This practical workshop looks at the underlying principles and benefits of using video in the classroom. It explores a variety of fun, effective classroom based tasks which exploit learners' creative and critical thinking but are convenient for teachers to use. In a multimedia world, audio-visual materials can engage learners not just affectively but also in terms of higher order thinking skills. The 'youtube' generation are accustomed to constructing messages from combinations of word, sound and image on an hourly basis. So 'video' (which really includes anything from mobile device downloads to DVD) still provides excellent material for learning. But things have moved on since teachers simply gave out a list of comprehension questions and put on a film. Now video lessons are interactive and engaging, both cognitively and linguistically. They can integrate critical thinking skills and work as effectively on EAP courses as general English. This workshop suggests practical activities which can be adapted for different learning contexts and gives you the opportunity to share your ideas. It briefly reviews how we have moved from video as 'listening task' to multi-mode delivery using far more authentic material and modern approaches such as flipped learning. By the end of the workshop we will have considered the benefits of using video and looked at a variety of interesting activities. We will have tried out tasks and discussed how these might be applicable in different teaching contexts.

Michael McCarthy 15:10 - 16:00

Grammar at the upper levels: exploiting corpus evidence

Learner grammars can be designed in a number of ways and many factors have to be taken into account to distinguish them from native-user grammars. In this talk, I look at the factors that play a role in the construction of grammar syllabuses for learners of English for learners at the upper levels of the Common European Framework (CEFR). I refer to corpus evidence from native-user written and spoken English to assess the occurrence and distribution of increasingly complex and increasingly less frequent grammatical features that learners progressing through the levels may be expected to encounter and need or wish to use. We find that, as learners move through the levels, the relationship between lexis and grammar becomes more important, with patterns around verbs and nouns presenting particular challenges. Also important are grammatical differences based on register, involving spoken versus written differences, general versus special usages (e.g. certain academic writing conventions). Thanks to the existence of error-coded learner corpora, it is also possible to see where particular difficulties lie for learners. Moreover, learner corpora coded for different CEFR levels enable us to track the emergence of grammatical features as learners progress, giving us a powerful means of targeting particular features for each level. I illustrate the talk with examples from native-user and learner corpora.