

## Subplenaries 2011

### 1: Hugh Dellar

#### Teaching Grammar Better.

##### Presentation

The vast majority of students spent countless hours studying grammar forms and meanings and doing practice exercises and activities. Nevertheless, despite all this work, most still struggle to put all this knowledge into effective practice.

In this talk, I will be suggesting that the kind of PPP (Present, Practise, Produce) lessons that still dominate EFL teaching materials are actually part of the problem, and that if we really want students to use the grammar they study, we need to start teaching grammar differently – and teaching it better. I shall be proposing that this involves thinking much more about how grammar is actually used in the real world; doing away with the tyranny of studying structures in glorious isolation from each other; ensuring much more frequent recycling of grammatical structures within examples of everyday conversations and doing different things with different kinds of grammar at different levels.

### 2. Adrian Pilbeam

#### Activities to help your learners communicate more effectively across cultures.

Presentation: 50%-75%                      workshop: 25%-50%

In a lot of English language classes, learners are encouraged to talk **about** culture rather than to get involved in it and really feel the impact culture can have when we communicate with people from other cultures. In this presentation, the audience members will participate in a series of activities, some drawn from the recently published book 'Working across cultures'. (Pearson Longman). Participants will go away with some practical activities, as well as ideas and tips for other interactive activities.

### 3. Mark Lloyd

#### Expectations and perceptions in the secondary-level language classroom.

Presentation: 50%                      workshop: 50%

What does 'learning English' really mean to teenage students? In this workshop we will investigate possible answers to this question, then we will see how a new theory invites a reconsideration of what language is and how it is acquired before going on to look at some important practical implications for the secondary-level language classroom.