



40th TESOL SPAIN

NATIONAL CONVENTION
EVOLVING & INVOLVING
3 - 5 MARCH 2017
UMH, ELCHE



The Heart in the Art of Teaching

Weaving language, culture, and communities



9 - 11 March 2018

Madrid



41st

**TESOL-SPAIN
NATIONAL CONVENTION**





Sevilla Convention 2013



Salamanca Convention 2015



Contributors Vitoria Convention 2016

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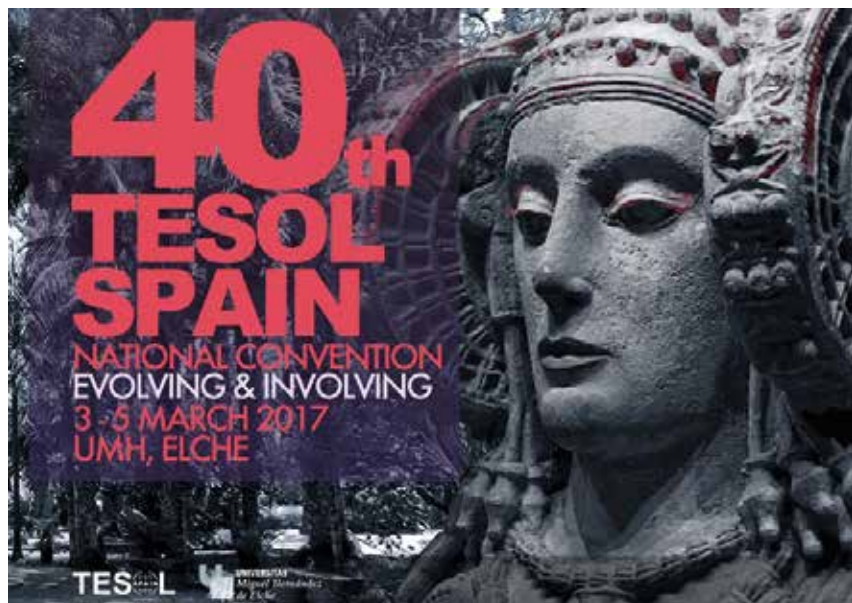
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Asamblea General Ordinaria de la XL Convención de TESOL-SPAIN

SÁBADO, 4 DE MARZO DE 2017
12:15-12:45

UNIVERSIDAD MIGUEL
HERNÁNDEZ, AULA MAGNA

Orden del día

1. Lectura y aprobación, si procede, del acta de la Asamblea General de la XXXIX convención anual celebrada en Vitoria el 12 de Marzo de 2016.
2. Presentación de los candidatos para la Junta Directiva de TESOL-SPAIN. Votación y recuento de votos.
3. Lectura y aprobación, si procede, del informe financiero de 2016.
4. Informe de las actividades realizadas por TESOL-SPAIN.
5. Informe resultado de la votación.
6. Ruegos y preguntas.

Dear TESOL-SPAIN members,

A year has gone by and we are together again celebrating a very special event:

TESOL-SPAIN's 40th Annual National Convention at Miguel Hernández University in Elche.

Since 1977, when TESOL- SPAIN was born, we have seen methods come and go, from grammar-based methodologies to the Communicative Approach to CLIL; technology has moved from audio cassettes, overhead projectors and language laboratories to CDs and computers; notional-functional, communicative, self-access, TPR, student-centered, cooperative learning, blended learning are only but a few of the ELT buzz words over the years.

But, how do we view our history now?

Are some trends returning? English has become a vital tool for learners' personal and professional development in Spain, but, are we involving everybody in the process? What do we need to do to become more inclusive of different voices in our classrooms, in our schools, in our profession? Our theme this year, Evolving and Involving, invites us to reflect on these and other issues. During these three days you will be able to attend presentations, workshops and two round tables which will provide a forum for discussion and reflection on the challenges that lie ahead.

These have been hectic weeks for the **Convention Coordinator and Board Members**, who have worked hard to put together an exciting programme of activities.

I would like to thank **Paola González, our Convention Coordinator**, for the hard work and time invested. A special 'thank you' to **Julia Miquel and Lindsay Clandfield; Vicente Micol Molina, Vicerrector de Relaciones Internacionales; and África Martínez Poveda, Vicerrectora Adjunta de Relaciones Internacionales of the Miguel Hernández University** for the all the support given to Paola and to our convention from the very beginning. I would also like to thank the publishers, without whose support this event would not have been possible. **A big 'thank you' to TESOL-SPAIN Board Members**, a fantastic, hard-working team who make everything easier with their enthusiasm and energy.

And last but not least, thank you all for coming, some from very distant places, giving this convention a truly international flavor.

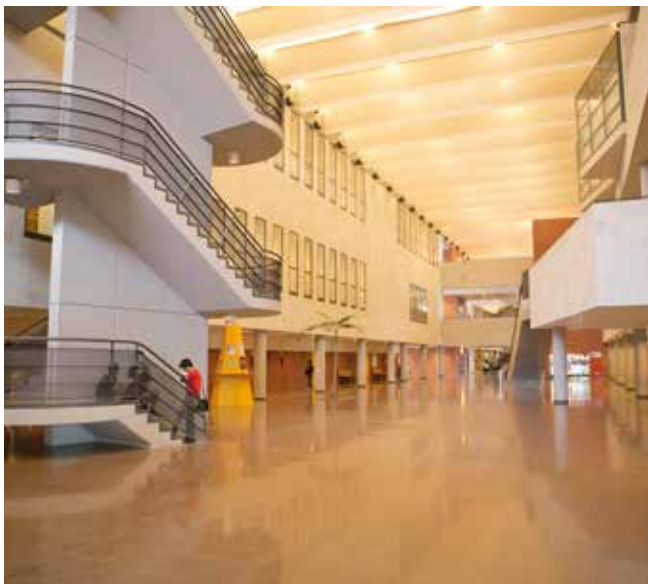
I hope you will discover something new, have the chance to share your experiences, make new friends and enjoy the Convention and this beautiful city.



Annie Altamirano
President



Basílica de Santa María y Palacio de Altamira, Elche



Hall de Edificio Altabix, UMH



Palmeral de Elche

Friday, 3rd March

15:00-19:30 Registration and Publishers' Exhibition

17:00-17:30 Official Opening Ceremony

17:30-18:30 **Opening Plenary: Michael Swan**

18:30-19:00 Break / Publishers' Exhibition

19:00-20:30 **Keynotes / Presentations / Workshops**

20:30-21:30 Opening Cocktail

Saturday, 4th March

08:00-09:00 Registration / Publishers' Exhibition

09:00-10:30 **Keynotes / Presentations / Workshops**

10:30-10:45 Mini-break / Publishers' Exhibition

10:45-11:45 **Keynotes / Presentations / Workshops**

11:45-12:15 Coffee Break / Publishers' Exhibition

12:15-12:45 TESOL- SPAIN Asamblea General

12:45-13:00 Mini-break / Publishers' Exhibition

13:00-14:00 **Plenary: Péter Medgyes**

14:00-15:30 Lunch / Publishers' Exhibition

15:30-16:30 **Keynotes / Presentations / Workshops**

16:30-17:00 Break / Publishers' Exhibition

17:00-18:00 **Keynotes / Presentations / Workshops**

18:00-18:15 Mini-break / Publishers' Exhibition

18:15-19:15 **Keynotes / Presentations / Workshops**

Sunday, 5th March

09:00-10:00 **Keynotes / Presentations / Workshops**

10:00-10:15 Mini-break / Publishers' Exhibition

10:15-11:15 **Keynotes / Presentations / Workshops**

11:15-11:45 Coffee Break / Publishers' Exhibition

11:45-12:45 **Keynotes / Presentations / Workshops**

12:45-13:00 Mini-break / Publishers' Exhibition

13:00-14:00 **Keynotes / Presentations / Workshops**

14:00-14:15 Mini-break / Publishers' Exhibition

14:15-15:15 **Closing Plenary: Silvana Richardson**

15:15-15:30 Raffle and Official Closing Ceremony



Pre-Registration/ Information Desk

Pre-Registration is open from 15:00 to 19:30 on Friday, from 8:30 to 12:15 and from 16:30 to 18:30 on Saturday, and on Sunday from 8:30 to 12:45. All participants must register and wear identification tags to attend the sessions. The volunteers monitoring the doors to the rooms have been instructed to strictly enforce this. The Information Desk is located in the Reception area of the UMH Altabix building and will be attended throughout the weekend.



Treasury and Onsite Registration Desk

Onsite Registration is open from 15:00 to 19:30 on Friday, from 8:30 to 12:00 and from 15:30 to 17:00 on Saturday, and on Sunday from 8:30 to 10:00



Talk Venues

The talks are located throughout the Altabix building (please check the map that has been provided to you). If you have any questions about where to go, please contact one of the volunteers. The rooms are clearly marked. All of the plenary sessions will be held in the Aula Magna, and the Annual General Meeting will also be held there. It is very important that the sessions begin and end on time, so please respect the timetables. The volunteers have been asked to ensure that the schedule is followed.



Lunch

The Altabix cafeteria offers a menu for Saturday 5th (5,80 euros, first course, second course, dessert, refreshment, bread) and two lunch shifts in order to offer a better service. We strongly advise you to buy the tickets in advance at the Pre-Registration area on Friday from 15:00 to 17:00 and on Saturday from 8:00 to 9:00. Exceptionally, you will be able to buy them in the cafeteria.



Photocopy

Photocopying and printing facilities will be available at the copy shop located in the building on Friday until 19:30 and on Saturday from 9:00 to 13:00. Speakers are reminded that they are responsible for providing photocopies of handouts.



Reception for New Members and First-time Attendees

This will be on Friday, 16:00-17:00, in classroom 0.6 on the first floor.



Area Coordinators' Meeting

The meeting will be held on Saturday, 17:00-18:00, in a classroom or lab room. This will be confirmed.



Programme Changes and Cancellations

Any changes or cancellations made after the printing of this programme will be clearly posted on our noticeboards situated near the Reception area.



Homologación

Para confirmar los requisitos necesarios y el procedimiento puede pasar por la mesa de homologación que estará en la zona de recepción en el edificio Altabix. Se recuerda a los interesados la obligación de pasar por la mesa de homologación cada uno de los tres días, con el fin de firmar el acta de cada una de las 4 sesiones. Por cualquier duda también puede consultar nuestra página web en la sección marcada "Homologación". Horario de atención: Viernes: 15:00-17:00, 20:00-21:00. Sábado: 8:45-10:45, 11:45- 12:15, 16:30-17:00, 18:00-19:30. Domingo: 8:45-10:15, 15:15-16:00.



TESOL-SPAIN Annual General Meeting

Everyone is invited to attend the AGM. This is your opportunity to participate in TESOL - SPAIN! The meeting will be held at 12:15 on Saturday in the Aula Magna. You can find the agenda in this programme. Please ask at the TESOL-SPAIN Information Desk for information about nominating someone to serve on the board.



Publishers and Convention Sponsors' Display

This display will be open from Friday to Sunday. You will find more than 20 stands offering an excellent opportunity to examine a variety of the latest materials, courses and programmes for both teachers and students. Many publishing and educational organizations continue their support of TESOL-SPAIN members by displaying their products and services as well as by sponsoring presentations and other aspects of the Convention programme. Important: participants are not allowed to purchase books or resource material at the publishers' stands.



Social and Professional Contacts

There will be many networking opportunities, where you will be able to meet colleagues and to establish professional contacts, the Cocktail reception and the Saturday Night Convention Dinner being the most important ones.



Cocktail Reception

Following the last presentations on Friday evening, TESOL-SPAIN invites all participants to a cocktail that will be held at the Dátil de Oro Restaurant, located among the famous palm trees in the Parque Municipal (a five-minute walk from the conference venue). Volunteers will be guiding participants to the event. The cocktail will start at 21:00.



Job Board

There is a special table and board set up for job seeking/offering possibilities. Just fill out the appropriate form found on the Job Board table, where your information will be displayed.



Saturday Night Convention Dinner

This year we would like to invite members to join us for our Convention Dinner, which will be held at 21:30 at “Canónigos”, a private dining room that belongs to “Els Capellans”, a restaurant specializing in creative Mediterranean cuisine, located at Porta de la Morera, 14, inside the Huerto del Cura Hotel. You can easily reach the restaurant on foot, a 15-minute walk across the city centre. Tickets cost 35,00 euros each and will be available at the Ticket Desk in the Onsite-Registration area until 13:00 on Saturday. Seating is limited, so be sure to purchase your ticket ahead of time, and don't forget to bring it to the dinner!



Feedback Forms

Your feedback is invaluable to us! Please help us improve the organization of our events by taking a moment to fill out the online forms.



General Raffle

There will be a raffle of books and resource material during the Closing Ceremony. To be able to participate, you MUST keep your name tag and be present to win a prize!



Free tour of the historic centre of Elche

On Saturday the city Tourist Office will provide a free walking tour of the city centre where you will be able to visit some of the famous landmarks. Participants must be at the Information Desk at 19:15. It will end at 20:30 at the Huerto del Cura Hotel. Please sign up ahead of time as there is a limit to the number of people who can take the tour.



Moving around Elche

Elche is a small city that can be explored on foot. The UMH Campus is situated on the Avenida de la Universidad, a short walk from the old part of town, where there are many pedestrian areas. Elche is a unique city for its three World Heritage Sites declared by UNESCO: the Palm Grove, the only one of its type in Europe; the Mystery Play, declared a Masterpiece of the Oral and Intangible Heritage of Humanity; and the School Museum of Pusol, included in the Register of Best Practices as a Centre of Traditional Culture. On the outskirts, you can enjoy Elche's nature reserves and its Mediterranean beaches.

It is also possible to take city buses or taxis. Bear in mind that in Elche taxis cannot be hailed on the street; you must take them at the designated taxi stands (there is one next to the Altabix building), or you can order them by phone at 965 45 82 57 – 965 42 77 77.

Elche prides itself on being a city committed to education. The city looks forward to welcoming all participants of TESOL-SPAIN and hopes you enjoy all it has to offer.



Attendance Certificates

These will be issued to all participants and speakers, and you will be able to collect them at the Registration desk when you pick up your convention packs. Official accreditation certificates will not be available until after the process has been approved. This can take between 2 to 6 months!

SATURDAY NIGHT CONVENTION DINNER at 21:30



Hotel Huerto del Cura. Sala Canónigos
Restaurante Els Capellans
C/ Porta de la Morera, 14. Elche

This year our **Saturday Night Gala Dinner** will be held at “Canónigos”, a private dining room with views of the palm trees and gardens, which belongs to “Els Capellans”, a restaurant specializing in creative Mediterranean cuisine. It is located on **Porta de la Morera, 14, inside the Huerto del Cura Hotel** and a short walk away from the city center. You can easily reach the restaurant on foot. There will be a conference dinner menu with three starters, two main courses, dessert, red and white wine, beer, soft drinks, and tea or coffee for **35,00 euros (VAT included)**. There is also a similarly attractive vegetarian option available upon request for those who do not wish to eat meat. **Please reserve your dinner tickets at the registration desk before Saturday 1 pm.** Seating is limited, so be sure to purchase your ticket ahead of time.

TESOL-SPAIN 40th Annual National Convention



CONVENTION RAFFLE FANTASTIC PRIZES!!!

Kindly donated by our Sponsors
Hand in your name tag during the Closing Ceremony
on Sunday at 15:15 in the Aula Magna

Dear Participants in the 40th TESOL-SPAIN Annual Convention,

It gives me great pleasure to welcome you to the beautiful city of **Elche**. With its amazing palm trees and orchards, Elche is a peaceful oasis in the Mediterranean. I really hope that you enjoy everything this Convention has to offer you and that you can also renew professional contacts and friendships.

The **40th TESOL-SPAIN's Convention** will be a really special one for all of us, as it is being held on the **40th Anniversary of the Association**. Speaking personally, this reminds me of my 20 years dedicated to the noble profession of teaching, something that has definitely made me become a better human being. I am convinced that education and learning a language are powerful tools that can really change our students' lives and that we are also responsible for this as educators.

This Convention would not be what it is without the help and support of a great number of people who have generously dedicated their free time and devotion to make this event possible.

First of all, **a big THANK YOU to our TESOL-SPAIN members** for trusting the association all these years and for making our efforts worthwhile. Your continued support makes the conventions possible and meaningful.

Thanks to Lindsay Clandfield, who enthusiastically came to me in 2014 to propose Elche as a great venue for a National Convention.

Thank you to Julia Miquel, who has made me discover Elche and its traditions during our time together. They have proved to be great assets to the Coordinating Team for their dedication, ideas, time and support over these two years in order to make this Convention come true. I am happy to have found two really good friends thanks to this convention.

A big THANK YOU to all the Board members who trusted me to deliver a successful event, who provided me with a great teamwork experience and who have helped me so much whenever I had a doubt during these two years:

Annie Altamirano, TESOL-SPAIN's President, who runs the association and leads the Board team in a positive and encouraging way, gave me the motivation to say 'yes' to organizing this convention. She has given me her support and trust from minute one, patiently listening to me and generously guiding me on the way;

Former Convention Coordinators Karen Mc Donald, María Antonia Castro, Nora Kaplan and Henri Castleberry, for all their advice on organizing a Convention and the invaluable tips they shared with me, especially those related to the organization of volunteers;

Nora Kaplan, Vice-President, for her sound contribution in different areas of the association, as well as dealing with the organization of the round tables and the Jobs Board;

Karen McDonald, for her dedication to the gathering and management of such a fantastic group of international and national speakers for our convention, and for her frankness and encouragement;

María Antonia Castro, for organizing the publishers, and for her devotion to suiting their needs, as well as for her great sense of humour and generosity; also to all the publishers and sponsors who have contributed in so many ways;

Marla Miller, for her enormous dedication to an effective management of the association's finances, and for her patience in helping us to work within our budget;



Audience in Convention Seville 2013

Tammi Santana, who has the great responsibility of dealing with membership databases, and for her lovely "Andalusian" sense of humour;

Birgit Strotmann, who provides an effective, practical and sound approach to many issues the association faces, and for helping to get the Homologación process approved and ready for the convention;

Ana Elena Martínez, for getting the official accreditation process approved, and without whose diligence and hard work you would not be reading this programme;

Blanca Díaz, for her sound advice, and for writing down everything everyone says when it is really valuable;

The Media Team: Gerard McLoughlin, Rebecca Place and Silvia Benítez, the people responsible for the online e-Newsletter, which all members receive every month without fail, and all other TESOL-SPAIN publications;

Gerard McLoughlin, for his continuous updating of our Webpage, where he has patiently included all the information related to this convention, and who is always friendly and willing to help;

Silvia Benítez, for helping promote the convention in the regions through the Area Coordinators and for her encouraging support of the regional events organized by the ACs;

Catt Boardman, for making sure that TESOL-SPAIN is in constant contact with all of the national and international affiliate associations, and for helping Karen when desperately needed.

To all the TESOL-SPAIN Area Coordinators, who do their best to keep our members informed and involved, always keen to organize regional training events with the sole motivation of serving our members, for their support before the convention and for their invaluable help during the event.

Thank you to the Miguel Hernández University, for the loan of their premises, and especially to Vicente Micol, Vice Rector for International Relations at the Miguel Hernández University, for considering this event of importance for the university from the very beginning.

A big THANK YOU to África Martínez, Deputy Vice Rector for International Relations at Miguel Hernández University, for all her professionalism, continuous dedication, patience and understanding of the importance of so many details to make this Convention a successful one.

A big THANK YOU to Vicky Alemany, English Teacher at EOI Alicante and Professor of English Philology at the University of Alicante, who once again gave me all her help and support in the important task of getting a volunteer team, and who also kindly agreed to participate in one of our round tables and provide her sound experience.

Thank you to Miguel Ángel Campos, Head of Department and Nereida Congost, Deputy Head of Department of English Philology, at the University of Alicante, for generously opening their classrooms to us and providing us with a fantastic team of volunteers.

To María José Rodero, Advisor on Plurilinguism from CEFIRE Alicante, who has kindly accepted to participate in one of our round tables.

To all of the volunteers from the Alicante University, the EOI Elche and the University of Salamanca who put a lot of hard work, enthusiasm and dedication into making sure that everyone was well taken care of during the convention.

Thank you to the City of Elche and to the Consejería de Educación, who supported us in different organization issues and publicized our convention among the teachers of Elche; I especially want to express my gratitude to Visit Elx, the Tourism Bureau, for all their great suggestions and support on how to make our event a success.

I also want to thank all of the speakers who have come to our city from near and far for sharing their invaluable knowledge and for transmitting their passion and love of teaching.

To my husband and my daughter, my great loves and noble supporters in all my adventures in life and so patient and understanding of me for taking hours from our family business and our free time to organize this convention.

Finally, I want to thank you, the TESOL-SPAIN Convention attendee, for coming to our city and taking part in the convention. I hope that you take back home with you a lot of good memories of Elche and that you have learned something new to use in your professional life.

*Paola González, Convention
Coordinator 2017*

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And these are the teachers who won a grant for this year's 40th Anniversary Convention.

REGISTRATION, TRANSPORT & ACCOMMODATION

Emma Keck



Biodata

I'm originally from Norwich, UK but spent many years living in the USA, which is where I completed my Bachelor's Degree in Biology. I returned back to Norwich in 1993 and worked at the John Innes Centre in the Genetics Department in flower development until I came to live in Salamanca in 2001, which is where I currently live and work. I started thinking about teaching English in 2012 when I completed a one-year course at the University of Salamanca in bilingual education. It was at this time that I started to teach English to young learners during after-school classes, and I quickly realized that I needed to obtain further training. I then enrolled in the Blended-Learning Teaching Degree programme at the Pontifical University of Salamanca, which I plan to finish this year. I became a member of TESOL-SPAIN in 2015 and attended my first meeting in Salamanca. It was the 38th National Annual Convention and I thoroughly enjoyed the talks, the atmosphere and the ethos in general. Although, I'm currently working at the Language Centre of the University of Salamanca as a translator and a language editor of scientific manuscripts, I continue to attend the TESOL-SPAIN meetings. Surprisingly, I was the winner of the grand raffle prize at the 2016 Madrid regional meeting last year!

FREE MEMBERSHIP

Megan Wummer



Biodata

Originally from the USA, I began teaching ESL while studying Spanish and Italian at college. In 2009 I moved to Malaga where my teaching has focused mainly on CLIL, business English and exam preparation. I am DELTA Module 1 and 2 qualified and am completing Module 3 with IH Barcelona. I am currently Director of Studies at New English Centre.

WINNER OF THE TESOL-SPAIN GLOBAL GRANT FOR SPEAKERS FROM AFRICA, ASIA OR LATIN AMERICA

Profesora Samira Chaibedra



REGISTRATION WAIVER FOR THE NATIONAL CONVENTION

Alberto Moreno López

FIRST TIME SPEAKER GRAN

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FRIDAY 17:30-18:30
OPENING PLENARY
Michael Swan

**“Student involvement,
teacher involvement
and the Goldilocks
principle”**



As a formal code, used to convey meaningful messages, a language necessarily has a dual character. Reflecting this, teaching philosophies oscillate between the two poles of form and meaning, control and freedom, imitation and expression, knowledge and skill, learning and using. Where are we now? In many teaching contexts (though not all), the last 40 years have seen a powerful drift towards the freedom/expression/using end of the spectrum. Increased student involvement, learner-directed work, learning by communicative activity and a concern for personal development are all good things, but they can push the basics of language teaching and learning into the background. We need to keep in mind the Goldilocks principle: not too little, not too much.

Michael Swan is a writer specializing in English Language teaching and reference materials. His many publications include Practical English Usage (OUP), the Cambridge English Course series (with Catherine Walter), and, also with Catherine Walter, the Oxford English Grammar Course. Michael's interests include pedagogic grammar, mother-tongue influence in second language acquisition, and the relationship between applied linguistic theory and classroom language-teaching practice. He has had extensive experience with adult learners, and has worked with teachers in many countries.

SATURDAY 13:00-14:00
PLENARY
Péter Medgyes

**“Elfies at large –
Beware!”**



It is common knowledge that English has become the Lingua Franca the world over. Today the overwhelming majority of communication takes place between nonnative users of English, often in the absence of native speakers. Given this, proponents of the ELF movement, whom I call elfies in my lecture, claim that native English standards need not be followed any longer. After I have subjected this assumption to critical analysis, I conclude that teachers had better follow their own agenda and satisfy their learners' genuine needs, instead of listening to elfies – or any other researchers, for that matter.

Péter Medgyes, CBE, is Professor Emeritus of Applied Linguistics and Language Pedagogy at Eötvös Loránd University Budapest. During his career he was a schoolteacher, teacher trainer, vice rector, deputy state secretary, ambassador of Hungary and Vice President of IATEFL. He was a plenary speaker in 45 countries and is the author of numerous articles and books, including *The Non-Native Teacher* (Macmillan, 1994, winner of the Duke of Edinburgh Book Competition), *The Language Teacher* (Corvina, 1997), *Laughing Matters* (Cambridge University Press, 2002), *Golden Age: Twenty Years of Foreign Language Education in Hungary* (National Textbook Publishing Company, 2011) and *Reflections on Foreign Language Education* (2015, Eötvös Publishing House). His main professional interests lie in language policy and teacher education, with a special emphasis on nonnative English speaking teachers. He can be reached at pmedgy@gmail.com.

SUNDAY 14:15-15:15
CLOSING PLENARY
Silvana Richardson

**“The ‘native factor’, the
haves and the have-nots ...
and why we still need to
talk about this in 2017”**



It is often claimed that much has changed in the field of English Language Teaching since 1983, when Peter Medgyes first described the struggle of ‘non-native’ teachers for visibility and due recognition. But has it? Away from academic circles, where the discourses that equated the ideal teacher with the ‘native speaker’ have been interrogated and critiqued, how has the situation really changed for the professional teacher of English whose first or home language is a language other than English?

In this talk I will draw on research studies, anecdotal evidence and my own and my colleagues' personal experiences to examine the state of equality and social justice in ELT with reference to the so-called ‘non-native speaker teacher’ thirty years on. I will look at how the logic of the market is used to justify current discriminatory recruitment practices that still perpetuate the view that a(n unqualified) native speaker is preferable to a qualified and professional ‘non-native teacher’.

I will reflect on the impact of the native-speaker bias and its dominance on developments in English Language teaching methodology, and how this dominance seems to have affected the emergence of context-appropriate pedagogies. Finally, I will address the ‘second best’ view of the ‘non-native teacher’ and its impact on their own construction of a legitimate professional identity and on their confidence in themselves as teachers, users and experts of an-other language.

PAGE 13 **Overview of all presentations**

PAGE 26 **Speakers' biodata**
If you'd like to find out more about the background of the presenters.

PAGE 26 **Speakers' e-mails**
If you want to contact a speaker after the convention.

PAGE 34 **ABC of speakers**
If you know the name of the speaker but need more information about his or her presentation.

PAGE 38 **Topic index**
If you are interested in a certain topic and want to know what's being offered during the convention.

KEY TO CODES

Upon examining the programme more closely, you'll find that under the presentations several types of codes are listed: subject area, student age and student level. Also included in this information is the amount of teaching experience the presenter is expecting the participants to have as well as a gauge indicating the relationship of theory and practice in the presentation. The keys to all the codes used in the programme are listed below. **For example:**

AREA CODES	
AL	Affective Learning
CBk	Coursebooks
CLIL	Content and Language Integrated Learning
CR	Classroom Research
CTec	Classroom Techniques
Cult	Aspects of culture in ELT
CSD	Curriculum & syllabus design
Dram	Drama
ESP	English for Specific Purposes
Game	Games
Gram	Grammar
ICT	Information and communication technology
L	Listening
LT	Learner Training
MDv	Materials development
Mus	Music and Songs
Pron	Pronunciation
R	Reading
S	Speaking
SA	Self Access
SES	Spanish educational system
SLA	Second Language Acquisition
TBL	Task-based Learning
TEA	Testing, Evaluation and Assessment
TDv	Teacher Development and Training
Vid	Video
Voc	Vocabulary
W	Writing
WE	World Englishes

TOPIC CODES:
Grammar & Materials development

PRESENTATION TYPE:
Workshop

STUDENT AGE:
Secondary & post-secondary

PRACTICE/THEORY:
Totally practical

TEACHING EXPERIENCE:
For everyone

LEARNER LEVEL:
Mixed ability

Flipped Playground
Michael Bennett, Humanitas Bilingual School

Gram/MDv W/Eng A2,3 LMix/T All P/T1

Imagine having class outside in the fresh air teaching students curricular objectives through activities that resemble games, allowing the children to think, to play, to make decisions, laugh, investigate and have them enjoy learning.

ROOM: 03

PRESENTATION TYPES	
Demo	Demonstration
Plen	Plenary
PrdPrn	Product Presentation
PrdPrn A	Product Presentation by Author
T	Talk
W	Workshop

AUDIENCE CODES	
Student Age:	
A1	primary
A2	secondary
A3	post-secondary
Student Level:	
L1	beginner/elementary
L2	intermediate
L3	advanced
LMix	mixed ability

PRACTICE/THEORY	
P/T1	Practical talk, with theoretical issues not articulated
P/T2	Practical talk with some theoretical issues discussed
P/T3	Theoretical talk with some mention of resulting classroom practice
P/T4	Theoretical talk, practical issues

TEACHING EXPERIENCE	
T1	New teachers or with less than two years' experience
T2	Teachers with more than two years' experience
T3	Experienced teachers, trainers, those in research, tertiary etc.

Friday Presentations

FRIDAY 17:30-18:30

OPENING PLENARY

Student Involvement, Teacher Involvement and the Goldilocks Principle

Michael Swan, Oxford University Press

Plen/Eng A All/L All/T All

As a formal code, used to convey meaningful messages, a language necessarily has a dual character. Reflecting this, teaching philosophies oscillate between the two poles of form and meaning, control and freedom, imitation and expression, knowledge and skill, learning and using. Where are we now? In many teaching contexts (though not all), the last 40 years have seen a powerful drift towards the freedom/expression/using end of the spectrum. Increased student involvement, learner-directed work, learning by communicative activity and a concern for personal development are all good things, but they can push the basics of language teaching and learning into the background. We need to keep in mind the Goldilocks principle: not too little, not too much.

ROOM: AULA MAGNA

FRIDAY 19:00-20:30

KEYNOTE

Forewarned is Forearmed! Enriching Correction

Paul Seligson, Richmond

CTec Talk/Eng A2,3/LMmix/T All P/T: 2

Dealing appropriately with errors is incredibly complex and, sadly, there's no 'magic fix'. However, most of our responses to errors do tend to be reactive, rather than proactive, and that's where I believe we can most improve things. Lively, highly practical session including every technique I know for spoken errors while busting some myths and demonstrating the advantages of more pre-emptive, error avoidance strategies.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

A Live Lesson in Pronunciation

Mark Hancock, hancockmcdonald

Pron Demo/Eng A2,3/L All LMmix/T2,3 P/T: 1

Come and watch an author/teacher attempt to give a series of mini pronunciation lessons in front of a live audience! In doing so, I hope to be able to demonstrate the more collaborative, negotiated, discovery-led approach which I've been trying in recent years. This session is suitable for teachers and participants who wish to work on their own pronunciation – or both!

ROOM: 0.4

Motivation Matters: Ideas and Activities for Primary Learners

Andrea Littlewood, Hyland Language Centre

CTec W/Eng A1/L1,2/T1,2 P/T: 1

We often consider motivation as a key to successful learning, but it can seem such an abstract topic. This practical workshop takes a look at motivational strategies and offers activities and suggestions to get our students motivated and keep them interested. The idea is to focus on possible changes to our lessons that will motivate us as teachers too.

ROOM: 0.6

Let's PLAY! Phonics & Learning Activities for You!

Mariela Collado, Versi School of English

CTec W/Eng A1/LMmix/T1,2 P/T: 1

Learning phonics through play enables children to explore reading at early stages by being actively involved in their own learning. In this session we will focus on creative activities to make learning phonics more memorable and effective.

ROOM: 0.7

Different Ways, Different Means

James Santana Heal, The British Institute, Seville

CTec W/Eng A All/L All LMmix/T1,2 P/T: 1

When faced with large groups, teachers tend to forget that students are individuals who bring into class different backgrounds, abilities and interests. Teachers may resent the idea of differentiation, daunted by extra work on an already heavy schedule. This session aims to dispel myths and offer practical ideas on how we can help our learners reach their potential through differentiation.

ROOM: 1.1

Saturday Presentations

SATURDAY 09:00-10:30

KEYNOTE

Intensive First: What to Focus On

Roy Norris, Macmillan



TEA Talk/Eng A2,3/L2/T1,2 P/T: 1

You're preparing students for the Cambridge English First exam. There's a lot of ground to cover, so what language and skills should you give priority to? What advice can you give students? In this practical talk, we will address these questions, using examples from the brand new coursebook *Straight to First*, as well as further supplementary materials Roy has designed for his own classes.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Young Learner Projects with Technology

Jennifer Dobson, *Freelance*

ICT/CTec W/Eng A1/LMix/T All P/T: 2

From infant to tweens, in this practical, hands on session we'll look at real examples of simple yet effective, creative and collaborative digital projects and see how you can set up and adapt these to your young learners and resources. No experience needed, just the same enthusiasm you'd pass on to your classes.

ROOM: 0.2

Flipped Playground

Michael Bennett, *Humanitas Bilingual School*

Game/CLIL Talk/Eng A1,2/LMix/T All P/T: 2

Imagine having class outside in the fresh air, teaching students curricular objectives through activities that resemble games, allowing the children to think, to play, to make decisions, laugh, investigate and have them enjoy learning. Flipping your schools playground will benefit students emotionally, academically and creatively while enhancing learning.

ROOM: 0.3

Teaching Creatively: Why? How?

Chaz Pugliese, *Helbling English*

TDv W/Eng A2,3/L All LMix/T All P/T: 1

Creativity, far from being a trivial add-on, should be considered an absolute must in education. This talk will briefly outline why Creativity is needed in the teaching profession. It will then focus on the strategies any teacher can utilize to develop their creative potential. Finally, it will provide the participants with a few practical examples of how to implement these strategies in the classroom.

ROOM: 0.4

Effectively Planning a CLIL Unit Using All Available Resources

Shawn Redwood, *Comillas Pontifical University*

CLIL/MDv Talk/Eng A2/L2,3 LMix/T1,2 P/T: 2

It would be nice if a textbook provided a CLIL unit plan, especially with changes in learning and teaching styles. Planning a CLIL unit can be time-consuming, but it does make lesson planning faster and efficient. The purpose of this workshop is to demonstrate how to create a unit plan that is both useful and practical for your students.

ROOM: 0.5

Teaching Active Listening to Teenagers

John Lavery, *British Council*

L/S Talk/Eng A2/L2,3 LMix/T All P/T: 2

Active Listening refers to a range of skills that signal interest and attention. Active Listening has been shown to improve students' language when used by teachers. This workshop describes an Action Research project that investigated if active listening could be taught to 14-16 year olds and suggests ways to help teenagers become better listeners both inside class and out.

ROOM: 0.6

The Effectiveness of the TASC Wheel Approach in CLIL

Lola Garay Abad, *Editorial Vicens Vives/ELASTiC Professional and Academic Skills Training*

CLIL/CTec W/Eng A1,2/L All LMix/T1,2 P/T: 2

Thinking is not linear and learning a language is organic. Through the observation and exploration of real classroom examples, we will look at how the TASC wheel approach (Thinking Actively in a Social Context) helps students organize their learning, and consolidate the learning of content and language (CLIL) in an organic, natural, motivating, and scaffolded way.

ROOM: 0.7

"Turn down for what?": Music for a New Generation of Learners

Carlos Lindade, *Freelance*

L/CR Talk/Eng A2/L1,2 LMix/T1,2 P/T: 2

Music has unquestionably become an intrinsic ally of English Language Teaching. Its motivational effects are undeniable, and whether you're preparing a grammar/lexical centered lesson or aiming to promote intercultural awareness, there seems to be a song for every situation. This talk aims to present songs from a new generation of artists to tackle common ELT topics, with numerous practical examples.

ROOM: 0.8

Making the Most of Our Language Assistants

Lyndsay Buckingham, *Universidad a Distancia de Madrid (UDIMA)*

CR/CTec W/Eng A1,2/L All LMix/T All P/T: 2

Foreign language assistants have been in our bilingual classrooms for years. But, do we know how to make the most of their special sets of skills? How can we effectively plan for their classroom participation? How might we avoid the usual difficulties that arise? Participants are welcome to share their experiences as we discuss these questions and proposed solutions.

ROOM: 1.1

Getting the Most from Student Speaking

Hugh Dellar, *National Geographic Learning*

S/CTec W/Eng A2,3/L All LMix/T All P/T: 2

Providing chances for students to practice their speaking is all very well, but what else can we do to ensure students make the most of these opportunities? In this session, we'll explore the unsung art of modelling, predict output and see how this can help with feedback, and look at how to ensure we respond in an engaging, principled way.

ROOM: 1.2

The Importance of Teaching Academic Language

Donna Fields, *Freelance*

SLA/Voc W/Eng A All/L All LMix/T All P/T: 1

Mastering a language is a challenge for all students. Consciously teaching academic language (Tiers 2 & 3 of Beck's pyramid) is believed to be one of the most important factors in the academic success of English Language learners. This workshop will show you how to identify key words in any subject area and scaffolding techniques to present them.

ROOM: 1.3

Dictation is Back!

Joanna Herbert, *Liceo Francés de Alicante*

CTec/W W/Eng A2,3/L All/T1,2 P/T: 1

Dictation has been around for a long time, but it's not the most seductive of classroom activities. This session aims to give dictation a face-lift in an attempt to make it more attractive to both teachers and their learners. With little preparation, dictation can be a versatile and effective tool for working on accuracy and fluency in all four skills.

ROOM: 1.4

SATURDAY 10:45-11:45

KEYNOTE

Are You Not Entertained?

Chris Roland, *ELI, Seville*

CTec Talk/Eng A2,3/L All LMix/T All P/T: 2



Here we shall flirt with the idea that our principal role is not to entertain our students - be they primary, secondary, young adults or advanced learners - rather that it is to provide professional help with language. We shall pursue this line of thinking across a roller coaster ride of colourful activities.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Let's Work Together: Co-operative Learning in the Primary Classroom

Elena Merino, *Pearson*

TBL/CTec W/Eng A1/L1,2/T All P/T: 2

We see lots of trends in education and ELT, but one that is definitely here to stay is co-operative learning. What is it and how can we integrate it into the primary classroom? In this session will explore this type of methodology and provide practical ideas and tips on how to get your learners working together.

ROOM: 0.2

Involving Students in the Creation of Picturebooks for CLIL

M^a Teresa Fleta Guillén, *School of Education, UCM*

M^a Luisa García Bermejo, *School of Education, UCM*

CLIL//W Talk//Eng A2,3//L2,3 LMix//T All P/T: 1

In today's classrooms the teaching pedagogies shift from teachers to learners. To enable the integration of all skills, students should be involved in the learning process. One way to make learning more stimulating and memorable is by promoting the use of the language in creative ways. This presentation focuses on the creation of picturebooks to teach in CLIL contexts.

ROOM: 0.3

A Spoonful of Sugar: Making B2 Sweeter!

Nikki Unsworth, *Centro de Idiomas Macarena*

TEA//Game W//Eng A2,3//L2, LMix//T1,2 P/T: 1

In this practical session I will present a selection of activities which can be used to liven up a B2 level class whilst helping students to improve exam performance. Focusing on both language practice and typical exam preparation, the session aims to share some ways to create fun, engaging and enjoyable classes.

ROOM: 0.4

Evolving ELT in a Brave New World

David Bradshaw, *Cambridge English Assessment*

ICT/LT Talk/Eng A All/L All LMix/T All P/T: 3

For some time now we have been talking about 'new technologies' and their application in ELT, but are we really entering a brave new world? In this talk, we will look at some of the possibilities which digital products can offer to support both learners and teachers. We will also look ahead to possible new developments for the near future.

ROOM: 0.5

Self-development Concepts Applied to Autonomous English Language Learning

Joaquín A. Gerardo Mateu, *St Andrew's School of English, Elche (Alicante)*

AL//LT PrdPrn A/Eng A2,3/L All LMix//T All P/T: 4

In this interactive talk, based on sections of my book, "Aprende tu mismo en un día a impulsar tu inglés", we will see how self-development concepts can apply to language learning: ways in which learners can motivate themselves; the importance of "healthy" self-talk; how to implement good learning habits; time management; setting and measuring goal;s and the power of visualizations.

ROOM: 0.6

Engaging 21st Century Teachers in 21st century CPD – What Do They think?

Gaele Macfarlane, *University of Glasgow, Scotland*

TDv Talk/Eng A All/L All LMix/T All P/T: 3

In any English Language teachers' room across the globe, there is a variety of teachers from different learning backgrounds with different relationships to the language. CPD for these teachers is more important than ever considering the rapidly evolving, mobile 21st century students. This talk will present a study with ELT teachers and present what they perceive engages them in CPD.

ROOM: 0.7

Listening as a Creative Process

Annie McDonald, *University of Chester / Freelance*

L/CTec W//Eng A2,3//L2,3 LMix//T2,3 P/T: 2

Findings of research into children's processing of spoken language illustrate the creative nature of listening. What do we mean by 'listening as a creative process' and how can we use this when teaching listening to adults? In this workshop, we'll look at some practical classroom techniques which help learners develop transferable skills and strategies and take them beyond a 'one-off' listening experience.

ROOM: 0.8

Aligning Parental Objectives with Young Learner Programmes

Shay Coyne, *Freelance*

CSD/TDv Talk/Eng A1,2/L All/T2,3 P/T: 2

Incorporating parental objectives into YL programmes means we deliver programmes that meet the needs of our learners and their parents more effectively. I'm responsible for the curriculum of my YL students, and I wanted to develop one with my clients' needs at its core. This workshop is based on my personal action research project conducted in 2015 in Barcelona, Spain.

ROOM: 1.1

The Native/Non-native Conundrum Revisited

Péter Medgyes, *Eötvös Loránd University Budapest/ TESOL-SPAIN*

TDv W/Eng A All/L All/T All

In his book, *The non-native teacher* (1994), Péter argued that non-native-speaking teachers of English were unable to emulate native speakers in terms of their English-language competence, but at the same time were in possession of certain attributes that may well offset their linguistic handicap. Since his publication, a lot has happened concerning the native/nonnative dilemma. With a new paradigm looming large, he proposes a 9-point action plan for deliberation.

ROOM: 1.2

40 Years on: Learning about Voice and Body Language

Luke Prodromou, *Freelance*

TDv/Dram W/Eng A All/L All LMix/T All P/T: 1



In effective teaching three factors play a crucial role: the teacher's voice, body language and presence. These factors come together powerfully in dramatic techniques in which language is activated in memorable ways for both teacher and student. This interactive talk will demonstrate and discuss these principles in a highly practical way.

ROOM: 1.3

Learner Autonomy and Vocabulary Learning

Hazel Watling, *British Council Las Rozas*

LT//Voc Talk//Eng A2,3//L2,3 LMix//T1,2 P/T: 2

Encouraging learner autonomy can be difficult, as it often confounds students' expectations of language learning. This session presents classroom-based research and suggests practical activities to promote learner autonomy when recycling vocabulary inside and outside the classroom. The session is aimed at teachers of adults and teenagers looking to develop their understanding of vocabulary recycling and its link to learner autonomy.

ROOM: 1.4

SATURDAY 13:00-14:00

PLENARY

Elflies at Large – Beware!

Péter Medgyes, *Eötvös Loránd University Budapest/ TE-SOL-SPAIN*

Plen/Eng A All/L All/T All

English has become the Lingua Franca the world over. Today the overwhelming majority of communication takes place between nonnative users of English, often in the absence of native speakers. Given this, proponents of the ELF movement claim that native English standards need not be followed any longer. After I have subjected this assumption to critical analysis, I conclude that teachers had better follow their own agenda and satisfy their learners' genuine needs.

ROOM: AULA MAGNA

SATURDAY 15:30-16:30

KEYNOTE

Films and Values in the Language Classroom

Kieran Donaghy, *UAB Idiomes Barcelona*

Vid/AL W/Eng A2,3/LMix/T2,3 P/T: 1

Although the teaching of values is often overlooked in language education, it is a vital area. In this session I will examine the importance of values in language education and propose practical activities designed around films, primarily short films, which encourage teachers, and students to reflect on values. I will also examine some of the issues in teaching values.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Practical Ideas for Mainstreaming Equality, Diversity & Inclusion into Class

Peter Blagdon, *British Council, Alcobendas*

CTec/MDv Talk/Eng A All/L All LMix/T All P/T: 1

Briefly look at what exactly Equality Diversity & Inclusion (EDI) is and why it is important. Then practical ideas of how to mainstream EDI themes and topics into classes every day. Doing this in an engaging way that provides lots of opportunities for language learning and developing skills to communicate about these topics.

ROOM: 0.2

Whatsapp, class? Involving and Interacting with Students Online

Lindsay Clandfield, *Freelance*

W/ICT Talk/Eng A2,3/L2,3/T All P/T: 1

Do you want to liven up an online element of your course with some fun, creative and interactive writing activities? This talk is about what is meant by meaningful online interaction, not just pointing and clicking. For the practically-minded, we will include several activities trialled with learners on Whatsapp, Facebook and other online forums.

ROOM: 0.3

Over 50 Years of TOEFL® Program: Evolution and Enhancements

Joanna Wrzesinska, *ETS - TOEFL*

TEA/ESP PrdPrn/Eng A2,3/L2,3/T All P/T: 3

In the past 53 years of the TOEFL® Program's history, it has evolved from a paper-based test used primarily in the USA to a robust, internet-delivered assessment accepted by more than 9,000 universities worldwide. In this session we will discuss how the Program evolved and summarize how years of rigorous research contributed to what the test looks like today.

ROOM: 0.4

Exploiting Video to the MAX

Michael Brand, *Pearson*

Vid/CTec W/Eng A2,3/L All LMix/T All P/T: 1

Let's get creative. Using video to contextualize vocabulary and grammar is all well and good, but that's just the tip of the iceberg! This session will provide a number of fun, original ways to exploit video that are guaranteed to get your students talking.

ROOM: 0.5

Ready to Read Aloud?

Beki Wilson, *Freelance*

CTec/Dram W/Eng A1/L1,2/T1,2 P/T: 2

Reading stories aloud plays a fundamental role in Early Years language acquisition and in creating a love of literacy. Stories can also provide a means for teaching vocabulary and concepts related to the bilingual curriculum, and we will be looking at some of the benefits of reading stories aloud. This talk is of special interest to educators of young EFL learners.

ROOM: 0.6

The Out-of-class-learning-resource Sharing Lesson!

Daniel Barber, *Freelance*

LT/SA W/Eng A2,3/L All/T All P/T: 1

Access to learning opportunities isn't an issue for today's language learners. But greater access means greater choice. How do learners choose which resources, apps and tools to adopt? Put your learners' hats on in this simulation of a learner coaching classroom. Let's review and recommend out-of-class activities and teach students how to evaluate resources using solid SLA principles.

ROOM: 0.7

Vocabulary Acquisition: From Meeting to Using

Hilary Plass, *Saint Louis University Madrid Campus*

Voc/SLA Talk/Eng A3/L2,3/T1,2 P/T: 2

Research tells us that students need to see a word or expression in context roughly seven times before they can use it. Lower level course books are, on the whole, fairly good at recycling vocabulary, but higher levels seem to neglect this. What can we do to enable intermediate and advanced students to acquire new vocabulary, especially when they are faced with an ever-increasing lexicon?

ROOM: 0.8

Homework: Done and Dusted, or Done to Death?

Alastair Roy, *British Council Somosaguas*

LT/AL W/Eng A All/L All LMix/T All P/T: 1

Too much? Too little? The homework debate is heating up in Spain. What do we realistically expect our students to achieve outside class, and is this detrimental to them? This session will look at the current homework situation, its effects on learners, and investigate (and try) some simple alternatives to the traditional approach to home study.

ROOM: 1.2

Using Science to Support Second Language Learning

Heather Porteous, *English for Fun*

Nadia Ruiz, *English for Fun*

CTec/TDv W/Eng A1,2/L1,2 LMix/T1,2 P/T: 2

Teaching language through science is an effective way to engage children in learning experiences. The inquiry-based model effectively scaffolds second language learning and promotes multiple developmental learning goals. We will present a framework, lesson plans and interactive practice. The workshop engages participants in what, how and why learning science through inquiry creates a good learning and good teaching experience.

ROOM: 1.3

SATURDAY 17:00-18:00

KEYNOTE

The Eyes Have It Too

Gerard McLoughlin, *International House Barcelona*

CTec/ICT W/Eng A3/L2,3/T2 P/T: 1



How can we help our higher level students interact and learn from online resources? Can we really get them to see things through different 'eyes'? In this workshop we'll explore online resources and look at ways to exploit them for both content and language. We'll mainly look at disadvantaged people with different 'abilities'. This is aimed at teaching intermediate and above and will give you some ideas for your next classes.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Forum: The NNEST/NEST Fallacy and How to Overcome It

Péter Medgyes, *Eötvös Loránd University Budapest/ TESOL-SPAIN*; **Hilary Plass**, *Saint Louis University, Madrid Campus*; **Shawn Redwood**, *Comillas Pontifical University*; and **Silvana Richardson**, *Bell Educational Services/ TESOL-SPAIN*

Forum/Eng

The stereotype that a native speaker is by nature the best person to teach EFL continues to pervade our profession in Spain. This Forum provides the best scenario in which to debate this thorny issue and propose ways to overcome the NNEST vs. NEST dilemma. In an open discussion, both a group of experts and the audience in general will share viewpoints, concerns and personal experiences.

ROOM: 0.2

Teaching Expressiveness in English as a Foreign Language

Samira Chaibeddra, *Royal School of Languages*
Winner of the TESOL-SPAIN Global Grant for Speakers from Africa, Asia, or Latin America

CTec/Cult Talk/Eng A2,3/L2/T1,2 P/T: 4

How can you make your students expressive in EFL? This talk will shed light on adopting "The Reverse Discourse Completion Task" in the classroom to help intermediate EFL learners accurately express their feelings through using the right emotional linguistic expressions. This pragmatic task does not only help students to be expressive but is also imaginative and creative!

ROOM: 0.3

The B2 Melting Pot: Bridging the Gap

Alberto Lanzat, *Escuela Oficial de Idiomas Málaga*

TEA/ICT Talk/Eng A2,3/L2,3 LMix/T2,3 P/T: 2

Helping our classes climb the ladder from B1+ to a true B2 level while dealing with diverse needs and goals can be daunting. Self-assessment, while crucial, has not always been easy in practice. But now free online tools are enabling learners to gauge their competence in English through skills-based descriptors while also improving the functions, structures and vocabulary they use.

ROOM: 0.4

Phonics for First Timers

Alix Tregenza, *British Council Bilbao*

CTec Talk/Eng A1/LMix/T1 P/T: 3

The session will look at what is synthetic phonics and briefly look at the situation in the UK regarding the teaching of phonics before looking at how you can incorporate synthetic phonics into your lessons. We will look at the 44 sounds and I'll give some idea for activities you can use in your classroom.

ROOM: 0.5

The Mixed-ability Classroom Challenge

Stephen Hasler, *Cambridge English*

CTec W/Eng A2,3/L2,3 LMix/T All P/T: 1

Today's demands to meet objectives and the emphasis on bilingualism mean that teachers of English frequently have to cope with mixed-ability classroom scenarios. This session looks at how to identify stronger and weaker teenage students and suggests ways of adapting materials to ensure all students are given the opportunity to participate and to progress on their learning journeys.

ROOM: 0.6

Public Speaking: Be Persuasive Using Logos, Pathos and Ethos

Luis Cabrera Rocha, *Universidad Nacional Autónoma de México*

ESP/ICT Talk/Eng A3/L3 LMix/T2 P/T: 3

Delivering a speech is not easy because most university students do not know how to organize their ideas, what content to include or how to be coherent. A way to help them to deliver a good speech is integrating the use of rhetoric in a speaking course. Let's help our students become more persuasive by using rhetoric and technology (Apps).

ROOM: 0.7

A Better Emotional Atmosphere for Better Learning

Borja Uruñuela, *Cambridge University Press*

AL/CTec Talk/Eng A All/L All LMix/T All P/T: 3

Teachers need to be technically competent but, more importantly, we need to be able to create the best emotional conditions in the classroom for learning to take place. In this talk we will evaluate the importance of emotional intelligence (EI) through self-awareness, self-motivation, self-management, active listening and empathy. Research says that schools with a high level of EI have 15% better results.

ROOM: 0.8

Punctuation: The Forgotten Skill

Anna Wright, *British Council Valencia*

W/Gram W/Eng A3/L2,3/T2 P/T: 1

Punctuation is an area which is often over-looked by many course books despite being an important skill which is evaluated in EFL examinations. Students often experience problems with punctuation because of numerous differences from their own language. This workshop will look at why we should include more focus on punctuation and suggest some fun activities with which to do so.

ROOM: 1.1

Wake Up Your Inner Elephant!

Jane Revell, *Richmond/Helbling English*

LT/CTec W/Eng A All/L All/T All P/T: 2

Memory is a vital part of learning anything. Elephants are said to have a really good memory, so how can we become more like them? Well, our memory is like a muscle: the more we exercise it, the better it works. Essentially, it's a question of practice, and the language classroom is a great place to do just that.

ROOM: 1.2

Reading and Listening: Talking through It

Colin Robinson, *St James Language Center*

CTec/MDv W/Eng A2,3/L2,3/T1 P/T: 1

Do you find that your higher level students still struggle with lengthy Readings and Listeners? Are you stuck for ideas on how to make these activities more dynamic? This session will provide practical ideas on how to adapt Readings and Listeners from course book material into more dynamic, communicative activities, while enforcing the essential sub-skills required by learners to become more effective readers and listeners in English.

ROOM: 1.3

SATURDAY 18:15-19:15

KEYNOTE

Try Talking in My Shoes: Empathy in Language Teaching

Kieran Donaghy, *UAB Idiomes Barcelona*

AL/Vid Talk/Eng A2,3/LMix/T2,3 P/T: 3



Empathy may be one of the qualities which distinguishes an average teacher from an excellent teacher in the eyes of the student. In this session we will examine the importance of empathy in language education and propose practical activities inspired by literature, film and positive psychology which encourage teachers, teacher trainers and students to be more empathetic.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Motivating Project Work for Teens

Amanda McLoughlin, *British Council, Bilbao*

CTec/TBL Talk/Eng A2/L2, LMix/T1,2 P/T: 1

It's hard to find topics and activities that teens are interested in and are motivated to do for the sake of the learning, rather than just for the grade. By doing projects, students develop cross-curricular skills, such as time management, planning and collaboration too. In this session, I will present 3 projects that develop collaboration and cross-curricular skills.

ROOM: 0.2

Once Upon a NOW! A Tale of 'Appers'

Jane Skellett, *Language4Life*

CLIL/ICT W/Eng A All/LMix/T All P/T: 2

Our ancestors sat around the fire - and did it! So too did the wandering ballad singers, preachers, travelling theatres - the novelists and film-makers - the storytellers. The story-form still drives our language development - and stories can be found everywhere; so to hunt them down with our pocket devices and Apps can make for new learning adventures.

ROOM: 0.3

Creating Meaningful Classroom-Based L2 Exams

Ann Frances Draemel, *Temple University*

TEA/CSD Talk/Eng A All/L All LMix/T1,2 P/T: 3

Are you faced with the daunting task of developing your own classroom-based English exams from scratch? Questions, such as where to start, what task types to include in the exam, and how to develop a fair scoring system, abound. This presentation will attempt to alleviate the anxieties associated with the test development process by clearly outlining the intricate steps involved.

ROOM: 0.4

A Critical Analysis and Implications of ELF for EFL

María Isabel Ruiz García, *Universidad de Alicante*

David B. Bell, *Universidad de Alicante*

WE/CTec Talk/Eng A2,3/L2,3 LMix/T All P/T: 2

English has become a global language with millions of NNS, stimulating a body of research about ELF (Jenkins 1998, Seidlhofer 2001), no longer the sole possession of the UK and US. We provide a critical review of the major proponents of ELF and then look at the positive implications of the global situation of English for the EFL classroom.

ROOM: 0.5

Creative Thinking, Creative Teaching and Creative Learning

Hamish Binns, *Saint Louis University, Madrid Campus*

AL/CTec Talk/Eng A All/LMix/T All P/T: 2

Since Bloom's taxonomy was changed to incorporate it as the utmost educational outcome, creativity has become a fashionable topic of discussion. However, that discussion has unfortunately caused little impact on educational systems and has still to reach – or to return to – many classrooms. Creativity can be taught, and it can be implemented without any radical curricular transformation.

ROOM: 0.6

Arts and Crafts for Revision

Silvie Rasikova, *Hyland Language Centre*

CTec/Game W/Eng A1,2/L1 LMix/T1,2 P/T: 1

Do you ever feel like you need to change pace and focus on your classes so that your students have the opportunity to reflect, practise and assimilate? In this session we will look at some fun and memorable ways of using arts and crafts in class in a meaningful way. Audience participation is expected.

ROOM: 0.7

Language Teaching through Storytelling

Pilar Reyes Sierra, *Kent House*

César González Paso, *Kent House*

CTec/SLA W/Eng A1,2/L1,2/T1,2 P/T: 2

Are you curious to know how you can engage your students in language learning using storytelling? Would you like more interaction in your classes? Come sit in a Mandarin class and find out more about the successful approach, TPR Storytelling!

ROOM: 0.8

Creating and Exploiting Learning Opportunities

Chris Johnson, *St James Language Center*

CBk/MDv W/Eng A2,3/L2,3 LMix/T All P/T: 2

In order to help our learners develop further and faster, we need to create and exploit as many learning opportunities as possible. In this session tried and tested activities and techniques will be provided for each of the four skills. These activities not only create more learning opportunities but also provide more challenging and more engaging lessons.

ROOM: 1.1

English Futures: Retooling Teaching for Tomorrow's Learners

Hugh Dellar, *National Geographic Learning*

WE/AL Talk/Eng A2,3/LMix/T All P/T: 3

As a global lingua franca, English is seen as a vital '21st century skill'. However, the real future needs for English will be at the high proficiency end – and the low, with little need in the middle. This raises questions about our inherited 20th century approach to teaching grammar rules and word lists. I aim to unpick these thorny issues.

ROOM: 1.2

Managing Classes with Kids Straight from the Heart

María Marta Suárez, *ALL Methods*

CTec Talk/Eng A1/L1/T All P/T: 2

Whoever works with children has experienced overwhelming chaos and loudness. However, you can make the most of their enthusiasm and curiosity by mastering affective and effective tips and tools. This workshop is an invitation to explore these for you to engage your young learners through magic, make-believe and authentic care.

ROOM: 1.3

Testing Times: A Farce in 5 Acts

Luke Prodromou, *Freelance* **Co-Presenters: Silvia Benítez,**

Ebenen; M^a Antonia Castro, *Ebenen; Lindsay Clandfield,*

Freelance; Diana Foran UCM; Péter Medgyes, Eötvös Loránd University Budapest/ TESOL-SPAIN; and Rosario Reyes Márquez, GRETA

Dram Demo/Eng A All/L All LMix/T All P/T: 1

A performance of 5 satirical sketches from Luke-and-friends (English Language Theatre): the perennial 'Speaking Test'; the irreverent 'What have teacher trainers ever done for us?'; the very first ever 'Private English Lesson'; the 'Masterclass' for teachers; and ... 'Mr Collins Proposes', a tribute to Jane Austen on the 200th anniversary of her death. With special surprise guests from our conference.

ROOM: AULA MAGNA

Sunday Presentations

SUNDAY 09:00-10:00

PRESENTATIONS/WORKSHOPS

Make Planning Work For You

Yvonne Margaret Moore, *Somosaguas Teaching Centre Madrid*

CTec/LT W/Eng A1,2/L1,2 LMix/T1,2 P/T: 2

Lesson planning ... who needs it, or needs to know how to do it? The real trick is to engage in planning that results in an effective lesson plan that by definition is clear, unambiguous, and communicates clearly what is supposed to take place in terms of reaching a specific objective with your students. With that said, let's get started.

ROOM: 0.2

Gamification and History Learning: Make History in Your Class

Alejandro Folch Gascón, *CEIP Bilingüe "El Justicia de Aragón", Alcorisa, Teruel*

Luisa María Palacios Maroto, *IES "Pablo Serrano", Andorra, Teruel*

CLIL/CTec Talk/Eng A1,2/LMix/T All P/T: 3

Teaching history to primary students may become boring for pupils and teachers alike, and that is why it is a huge challenge. To be successful in this effort, we transformed our classroom into a history detective agency and our students into researchers of Spain's history. Group work, challenges, points and a lot of emotion made history something fun and memorable.

ROOM: 0.3

English Language Exams: Good, Bad or Just Inevitable?

Bernadette Maguire, *British Council*

TEA/SES Talk/Eng A2,3/L3/T2 P/T: 4

How do we evaluate our students? Tests, exams and certificates seem to form an ever more important part of the English language learning process, both in schools and universities. But are we evaluating our students' progress correctly or do we allow exam boards to do our job for us? How far should we allow them into our classroom?

ROOM: 0.4

Teaching & Learning 21st Century Skills through ELT

George Kokolas, *Express Publishing*

LT/TBL Talk/Eng A2,3/L Mix/T1,2 P/T: 2

Traditional transmission models must be reworked if students are to overcome the challenges of the future. ELT offers ideal contexts for 21st century skills to develop thanks to the inherent dynamics of language usage. To develop these skills, ELT pedagogies that map onto the 21st century skills framework are needed.

ROOM: 0.5

Artist and Architect: Constructing a Student-Centered Environment

David San Juan, *English for Fun*

CTec/CLIL Talk/Eng A1/LMix/T All P/T: 2

Teachers will discover how educational theory and research can be implemented in the Early Years and Primary classrooms. By exploring inquiry, conceptual and play-based learning, teachers will gain a better understanding of how to create an engaging environment that motivates young learners through autonomy, investigation, critical thinking, music and fun!

ROOM: 0.6

Emotion² + (h)APPy Teaching = ENG Learning²

Mário Cruz, *Instituto Politécnico do Porto/Universidade de Aveiro*

ICT//CTec Talk//Eng A1,2//L1,2 LMix//T1,2 P/T: 2

New technology-driven teaching approaches may foster the development of pro-active and global citizens, namely: 'Gamification Pedagogy', 'Flipped Classroom Approach' and '20Time'. In this presentation we will focus on this new type of English lesson strategies, which aim at developing critical thinking, collaboration, creativity and cross-cultural skills, by making use of mobile apps and their multi-sensory settings.

ROOM: 0.7

Pause and Reflect: My Views on Language Learning

Timothy Denny, *Freelance*

SLA/WE W/Eng A All/L2,3 LMix/T All P/T: 3

There are many opinions and beliefs about how languages are "best" learned. These beliefs have influenced language instruction and methodology for decades. In the spirit of the theme of the conference, this "hands on" workshop will identify, explore, and challenge commonly held opinions and myths about English language learning from both teacher and student perspectives with attention to World Englishes.

ROOM: 0.8

E-portfolios in Collaborative Learning

Graciela Alchini, *ITESM Puebla*

CTec/LT Talk/Eng A2,3/L2,3/T2,3 P/T: 2

Collaborative learning in the English class promotes the development of language skills and the abilities to cooperate towards a common goal. An e-portfolio can help the team reflect and improve on their performance and interaction. In this talk we will briefly discuss the characteristics of these two approaches and look at an example of how they can be combined.

ROOM: 1.1

Developing Materials for Challenging Topics: Experiences of Inclusive Practice

Ben Nazer, *British Council*

MDv/Cult W/Eng A2/L2,3/T1,2 P/T: 3

In this workshop I share insights, materials and experiences from twelve years teaching using inclusive practices and ideas from critical pedagogy. I discuss how local and global issues can be used as meaningful language content that helps students understand their roles and responsibilities in society. I demonstrate basic principles for selecting authentic materials to ensure engaging topics and relevant lessons.

ROOM: 1.2

SUNDAY 10:15-11:15

KEYNOTE

Looking at Exams from the Inside Out

Ceri Jones, *Freelance*

CTec W/Eng A2,3/L2/T1,2 P/T: 2

In this workshop we'll look at how student-generated materials and student-centred lessons help learners understand the mechanisms of exam tasks and process both the strategies and the language they need to succeed. We will also be looking at how mobile devices can facilitate motivation and engagement, while also offering a structure for feedback and boosting fluency and confidence.

ROOM: 0.1

PRESENTATIONS/WORKSHOPS

Roundtable: Does Teacher Training Really Make a Difference in the Classroom?

Moderator: *Anne Lennon, British Council*

Panelists: *Vicenta Alemany, EOI Alicante; David Bradshaw, Cambridge Language, Assessment; Gerard McLoughlin, International House Barcelona; Silvana Richardson, Bell Educational Services/TESOL-SPAIN; and María José Roderó, CEFIRE Alicante*

TDv Roundtable/Eng

After the huge amount of money and time spent by education authorities and others on teacher training in Spain for both “traditional” ELT and on CLIL/bilingual projects, a good number of questions have been raised about whether this has made any difference at all in the learners. This Roundtable affords a perfect opportunity to address and openly discuss these concerns.

ROOM: 0.2

Heads Up and Hands On

Anna Capps-Jenner, Oxford University Press España

CLIL W/Eng A1/L All LMix/T All P/T: 2

Arts and Crafts is the ideal subject for expanding into CLIL. By making sure the children participate in hands-on activities and by increasing the input, they are exposed to lots of heads up activities like songs, chants, karaokes, stories, and drama activities (not to mention the IWB), which can ensure a positive learning experience for all.

ROOM: 0.3

Micro-listening Tasks That Are Real and ... Communicative

Anna Musielak, Freelance

CTec/L W/Eng A1,2/L1,2/T1,2 P/T: 1

“There’s so much that you can learn when you just listen”. Listening comprehension is more than just hearing what is said; it is the ability to understand the meaning of the words we hear and to relate to them. During this session we are going to look at solutions that prove that listening activities can be both fun and energizing.

ROOM: 0.4

Making Thinking Visible: The Magic of Thinking Routines

María Heron, NILE

CTec/LT W/Eng A All/LMix/T1,2 P/T: 2

In this workshop we will explore research-based practices that can make thinking visible and guide learners’ thought processes while fostering collaboration and language skills. Thinking routines are simple and well-structured strategies that encourage learners to develop thinking skills. The activities we will focus on can be adapted for a wide range of linguistic competence and all age groups.

ROOM: 0.5

Getting Smart with Voice Recording

Richard Whiteside, Idiomaster, Lucena, Córdoba

S/ICT Talk/Eng A2,3/L All LMix/T All P/T: 2

Voice recording in language learning is nothing new. Teachers have often had access to language labs, tape recorders and dictaphones. Nowadays, by using smartphones, students can easily record themselves speaking and share it instantly. In this talk, I’ll suggest how mobile technology can help teachers create opportunities for their students to practice speaking and pronunciation and provide feedback.

ROOM: 0.6

Constructive Error Correction in the Classroom

Linda Lethem, Global ELT

CTec/TEA Talk/Eng A All/L All LMix/T All P/T: 2

In this presentation we will look at common errors in the language classroom and how we can correct them in a positive and constructive way. There will be a number of practical methods offered that can be used for all levels of language learners and for different age groups.

ROOM: 0.7

Why Learn about the Latest Trends in British English Pronunciation?

Chris Kunz, Anglia Examinations Iberoamerica & Chichester College, UK

Pron/TDv W/Eng A All/L All LMix/T All P/T: 3

Estuary English, or should we say the “Standard British Pronunciation Model” these days, is pushing its way into our discourse hard and fast. Consequently, proactively assisting our students to productively understand these “new” pronunciation trends will undoubtedly help them to become successful communicators of their messages and ideas. In this interactive presentation, Chris will debunk a few pronunciation myths.

ROOM: 0.8

Creating Motivation, Creating Learning.

Chaz Pugliese, Helbling English

TDv Talk/Eng A2,3/L All LMix/T All P/T: 1

Learners can be motivated if the teacher first encourages affiliation. They will then need to be primed for the lesson, and finally, surprised and stimulated with activities that encourage deep learning. This session draws on research and aims to blend theory with practice: the participants will be invited to experience a few exercises they can use with their own groups.

ROOM: 1.1

What Cultural Filter Are You Using?

Debbie West, TESOL-France

Cult/CTec W/Eng A All/L1,2 LMix/T1 P/T: 1

Intercultural Awareness in language learning enables us to expand our limited perspective of how we think language is used. Being culturally aware can provoke challenges in how we perceive things. I propose to introduce some concepts, activities and discussion questions to get the participants aware of their own stereotypes and activities showing how to use cross cultural awareness activities in class.

ROOM: 1.2

Game of Phones: MALL as a Tool for Boosting Language Revision

Christopher Foreman, *Express Publishing/Edebeé*

ICT/CLIL Talk/Eng A2,3/L Mix/T1 P/T: 3

Neuroscience has proved that memory and retention are vastly improved if we repeat information at regular intervals and in reasonable quantities, highlighting the importance of the words "little and often". By making small, consistent efforts through MALL, students can learn and review language skills in a way which corresponds to their interests as well as their strengths as millennials.

ROOM: 1.3

SUNDAY 11:45-12:45

PRESENTATIONS/WORKSHOPS

Interaction Patterns

Ric Hulme, *The British Institute, Seville*

CTec/LT Talk/Eng A2,3/L2,3/T All P/T: 2, 3

Do our students learn more from working in groups, pairs or on their own? In my session we'll look at lots of different interaction patterns we can use in the classroom and their effectiveness. Helpful for B1 level classes and above.

ROOM: 0.2

B2 Exam Classes: Finding the Balance

Brian Engquist, *Pearson*

TEA/CTec Talk/Eng A2,3/L2 LMix/T All P/T: 1

Teaching a B2 exam course? Find yourself falling into the same old exam practice routine? Consistent practice and routine are key to successful exam prep, but variety is important too. So let's look at some engaging tasks that will spice up your lessons while helping your students learn strategies and practice skills to meet the demands of the exam.

ROOM: 0.4

Empathy-based Teaching Model: Collaborative and Creative Strategies

Csilla Jaray-Benn, *Université Grenoble Alpes*

AL/CTec Talk/Eng A2,3/T All P/T: 3

We will look at a new model of teaching based on empathy in two different aspects. Firstly, how teacher's empathy towards the learner can help personalize teaching style and adapt materials to learners' expectations in a creative way. Secondly, how this approach can yield to educating learners to become successful and active players in the 21st century empathic society.

ROOM: 0.5

Using Diaries to Develop Young Learners' Writing Skills

Alison Crooks, *ELI Málaga*

CTec/W W/Eng A1,2/L1 LMix/T1,2 P/T: 2

In this session we work on practical ideas to develop differentiated diary writing tasks for young learners. We look at how students can plan and develop their writing and use diaries as a tool for self-reflection. With a greater understanding of students' strengths, weaknesses and motivation, we examine how diary material can be sensitively used in subsequent activities.

ROOM: 0.6

The Power of Podcasts for Adult Self-study

Craig Wealand, *British Council, Valencia*

ICT/L Talk/Eng A3/L2,3/T All P/T: 2

This talk, for experienced and less-experienced teachers, gives a step-by-step guide on how learners can access podcasts and exploit them for self-study. I suggest ways for learners to improve listening comprehension, grammar, vocabulary and pronunciation and include results from a study at the British Council, Valencia, on the effectiveness of podcasts in improving listening comprehension of adult learners.

ROOM: 0.7

Rhythm and Rhyme

Rebecca Place, *British Council Bilbao*

Pron/Mus W/Eng A1/L1,2 LMix/T All P/T: 2

Clapping, counting, dipping and chanting...Filling your class with songs and rhymes motivates and energises you and your learners! Making pronunciation into a game develops communicative skills by exploiting listening habits and encouraging cooperative learning as children play with the rhythm of spoken English. Spending a little time pondering the rhymes and rhythms of English will make for more confident students.

ROOM: 0.8

Moving in the Write Direction

Fintan McRae, *British Council Madrid*

W Talk/Eng A1,2/L All/T1,2 P/T: 2

This session focuses on developing students' writing skills and, specifically, their writing fluency. For many students writing is equated to having a test, doing grammar exercises, or even what is done for homework. For teachers, correcting a class of writing papers is a time-consuming and often frustrating task. By writing more frequently – and especially in class – students can improve their writing fluency, accuracy, and confidence. This workshop will give teachers some ideas and activities to facilitate this objective.

ROOM: 1.1

CLIL Your Course

Angel Anderson, *The Cultural English Centre*

CLIL Talk/Eng A1,2/L1,2/T All P/T: 2

With the sweeping changes in language teaching in Spain, should language schools join in the CLIL movement? At The Cultural English Centre we think so, and we are well into our second year of our pilot course. In this presentation, we shall look at the reasons why a CLIL course is a good idea, how to set it up and some practical advice on how to run it.

ROOM: 1.2

Seven Lessons in Search of a Drama Activity

Daniel Brint, *Cambridge University Press*

CTec/CBk Talk/Eng A2,3/L2,3 LMix/T2 P/T: 2

Engaging classroom activities are essential for successful learning. Using drama in class is an effective and enjoyable way of developing fluency, bringing language and literary texts to life and enlivening text book materials. Furthermore, it doesn't require specialist training. In this workshop session, Daniel Brint will look at seven easy-to-use activities intended to motivate students and make using English relevant and memorable.

ROOM: 1.3

SUNDAY 13:00-14:00

PRESENTATIONS/WORKSHOPS

Putting Learners in the Driving Seat

Ana Isabel Fernández, *EOI A Coruña*

Winner of the TESOL-SPAIN First Time Speaker Grant

CTec/LT Talk/Eng A2,3/L All LMix/T All P/T: 1

How can we involve all our students in class? Shyness, little motivation or large groups make it easier said than done. I will share classroom techniques and a range of ideas that go from zero preparation activities to integrating technology that promote memorable class experiences where all students take control by personalizing, collaborating and creating during their language learning journey.

ROOM: 0.1

Turn the Tortilla over in the Classroom

Violeta Stefanovska, *Trinity College London*

CTec/MDv W/Eng A2,3/L2,3 LMix/T1,2 P/T: 2

EFL teachers often face situations where students bring new and unfamiliar content to the classroom, which may impede both natural communication and the process of instruction. However, this could also be turned into an asset, when approaching teaching in a more creative way. This workshop offers real-life and student-centred activities based on some Trinity ISE communicative tasks.

ROOM: 0.2

Helping Pre-primary Children Prepare for Bilingual Education Programmes

Janet Wilson-Smith, *Oxford University Press España*

CLIL W/Eng A1/L All LMix/T All P/T: 2

Despite the fact that research has shown that a key stage for language learning is from 0 to 7 years old, most bilingual programs begin in the first years of primary education, when children are already six years old. This workshop will focus on key elements to successful learning, ideas for activities for this age group that will help prepare children for future bilingual primary programmes.

ROOM: 0.3

Cambridge English Exams under Scrutiny

Pablo Tagarro Melón, *Asociación Cultural 'La Vega'*

Nerea Suárez González, *Asociación Cultural 'La Vega'*

TEA/CR Talk/Eng A All/L All LMix/T All P/T: 2

Cambridge English Exams are commonly thought to be a shining example of (a) an international certificate of English proficiency (reliability) and (b) of authentic, context-based, communicative practices (validity). Nonetheless, the present proposal will investigate to what extent Cambridge English examinations meet the definition of the so-called 'communicative approach' and will present ways of implementing and adapting Cambridge English tasks.

ROOM: 0.4

Watch, Listen and Share! Using Video on Topical Issues

Gordon Knowles, *Stanley Publishing*

Vid/Cult Talk/Eng A2/L All LMix/T All P/T: 2

This talk will explore how short, carefully graded, videos can inspire students to discuss the topical themes presented with learners of the same age and ability level throughout the world – providing opportunities for contextualised, meaningful language use. Free passwords to the site from which the videos can be sourced will be given to all teachers attending.

ROOM: 0.5

ENGAGE, ENERGISE, EDUCATE: Aims-Oriented Active Learning

Timothy Bourdon, *ELI Málaga*

CTec/AL W/Eng A1/L1/T All P/T: 1

This fully interactive session focuses on enjoyable dynamic activities for each of the four language skills. We explore active learning techniques that can be applied best to young learners. We then reflect on their efficacy to help attendees design aims-oriented lessons that stimulate enthusiastic participation. This workshop is of special interest to teachers of primary-aged students.

ROOM: 0.6

Where to Set the Bar?

Gareth Allen, *The British Institute, Seville*

LT/SLA W/Eng A3/L All LMix/T All P/T: 2

Our students may have a level of fluency that is not matched by their accuracy; they may have become over reliant on direct translation and prefer to stay within this "comfort zone". In this session we will discuss strategies and activities to lead them out of this zone and also to decide what is challenging and what could be overwhelming for our students, where to "set the bar".

ROOM: 0.7

Presenting and Recycling Vocabulary: Unity in Diversity?

Mario Luis Lopez Barrios, *Universidad Nacional de Córdoba, Argentina*

Voc/CR Talk/Eng A2,3/L1 LMix/T All P/T: 3

Vocabulary work is a given in EFL lessons. In my presentation I describe the vocabulary teaching practices of teachers in different educational contexts, analyze the amount of vocabulary introduced and recycled in elementary level lessons, describe the teaching techniques employed, and state who selects the words and if they belong to the teaching materials or are required by the learners.

ROOM: 0.8

Leave the Workbooks and Teach Grammar through Games!

Regina Szuszkiewicz, *Regipio*

Game/Gram W/Eng A All/L1,2 LMix/T All P/T: 1

Let's leave the workbooks at home and teach English grammar through games! Your students will not notice they learn the patterns and rules while competing and having fun. English grammar is difficult only if it's not practised. However, you need to know which games to choose. We will try those that will help you achieve an objective you really want.

ROOM: 1.1

CLILIZATION is the new sensation

Viktoria Molnar, *Don't panic English*

CLIL W/Eng A1,2/L1,2/T All P/T: 2

"Learning never exhausts the mind" (Leonardo da Vinci). It is often thought that languages can be learnt by specific course books and certain grammar and vocabulary exercises which can be dull and demotivating for students. We will look at the CLIL approach in practice which gives the students an enjoyable learning environment which is not exhausting, but refreshing.

ROOM: 1.2

SUNDAY 14:15-15:15

CLOSING PLENARY

The 'Native Factor', the Haves and the Have-nots... and Why We Still Need to Talk about This in 2017

Silvana Richardson, *Bell Educational Services/TESOL-SPAIN*

Plen/Eng A All/L All/T All



Silvana will draw on research studies, anecdotal evidence and her own and colleagues' personal experiences to examine the state of equality and social justice in ELT with reference to the so-called 'non-native speaker teacher' thirty years on, looking at how the logic of the market is used to justify current discriminatory recruitment practices that still perpetuate the view that a(n unqualified) native speaker is preferable to a qualified and professional 'non-native teacher'.

ROOM: AULA MAGNA

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Speakers Biodata

Graciela Alchini

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Graciela Alchini is an Argentinian teacher of English (IES Lenguas Vivas, Buenos Aires) living in Mexico, with 31 years' experience in universities and in-company courses. She also holds a master's degree in Distance Education (UTEM, Santiago, Chile). She is specialized in collaborative learning (ITESM, Mexico) and teaches mostly Business English. Her interests are also learning technologies and teacher development.

Gareth Allen

The British Institute, Seville

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Gareth Allen works in the British Institute of Seville and has over twenty years of experience as a teacher in London, Ireland and Spain. He has the DELTA, with a distinction for Course Design, is a Cambridge speaking examiner and has spoken at two previous TESOL conferences.

Angel Anderson

The Cultural English Centre

angel@tcec.es

Angel has been teaching for over 30 years, mainly in Spain, and mainly with teenagers (preparing them for Cambridge upper-suite exams). He has always been interested in CLIL and task-based learning. Over the years, Angel has been involved in management, teacher training and course development, but he is happiest in the classroom surrounded by teens and co-running the school's theatre club.

Daniel Barber

Freelance

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Daniel Barber has been a teacher and trainer for more than twenty years. He lives in Cádiz and writes materials for learning, including courses for Macmillan and Richmond. He's currently writing a course for teenagers for National Geographic Learning. His interests include coaching learners, phonology, neuroscience in education and materials development. He co-wrote *From English Teacher to Learner Coach*.

David B. Bell

Universidad de Alicante

David Bell is a professor in the English department at the University of Alicante (UA). After obtaining his undergraduate degree in Language Education in the US, he went on to complete a doctorate in English Translation. For 15 years he has taught courses at the UA in English Grammar, Language Education and Applied Linguistics, both for undergraduates and Masters students.

Michael Bennett

Humanitas Bilingual School

michaelthomasbennett@yahoo.com

Michael Bennett has been working as a Primary Educator for over eight years in Madrid. He has dedicated his career to designing activities and exploiting children's creativity in CLIL environments. He has given various conferences presenting his no-textbook philosophy on teaching and continuously investigates how to maximize student's learning, while allowing children to be just that, children.

Hamish Binns

Saint Louis University, Madrid

Campus

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Hamish Binns is Program Director of ESL and Modern Languages at Saint Louis University - Madrid Campus and runs an English language summer camp for adolescents in Extremadura. He holds an MA in Human Sciences from Oxford University and plays the spoons. His project www.seispinguinos.com is dedicated to music in education, especially to the making of instruments out of recycled materials.

Peter Blagdon

British Council, Alcobendas

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Peter Blagdon is currently the projects and mainstreaming coordinator alongside his teaching duties at the British Council teaching centre in Alcobendas, Madrid, Spain. He has been in this role since 2015 and at the British Council since 2013. He has taught students in Spain and London from ages 4 upwards and is very interested in Equality, Diversity and Inclusion and learner autonomy.

Timothy Bourdon

ELI Málaga

tfabourdon@gmail.com

Timothy Bourdon is a CELTA qualified teacher at ELI, Malaga. He has over ten years of experience with students of all ages and levels in language academies and public schools in Spain, Asia and America. He is particularly interested in fostering students' natural instinct for language.

David Bradshaw

Cambridge English Assessment

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David Bradshaw has worked full time for Cambridge English for 2½ years as Assessment Services Manager. Before that, he combined his role as

a Cambridge English speaking examiner and team leader with his job as head of languages in various private bilingual schools and as a teacher trainer. He has delivered presentations in conferences in Spain and around Europe.

Michael Brand

Pearson

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Michael Brand is a Teacher Trainer for Pearson. A passionate linguist, he studied French and German at Durham University, followed by a PGCE in Modern Languages. He has taught in England and Spain and has experience in the public and private sectors and across the primary and secondary school spectrum as well as adults. He is interested in pushing the boundaries of video in class.

Daniel Brint

Cambridge University Press

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Daniel Brint is an English teacher, trainer and writer with 30 years' experience. He is particularly interested in how literature can be taught and used in English classes. He has given literature courses and tutored online Drama and Storytelling modules for secondary school teachers. Daniel has recently contributed to the literature sections in *Citizen Z*, a new secondary course from Cambridge University Press.

Lyndsay Buckingham

Universidad a Distancia de Madrid (UDIMA)

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Lyndsay R. Buckingham is a professor at the Universidad a Distancia de Madrid, where she teaches EFL and EFL pedagogy. She recently defended her dissertation on the role of language assistants in bilingual primary schools. Having worked as a language assistant in one of the first years of Madrid's bilingual program, she has since been working in the field of TEFL.

Luis Cabrera Rocha

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Nerea Suárez González works as a computational linguist in Telefonica I+D (Barcelona) in "La Cuarta Plataforma" project (Big Data Analytics), training an ASR (Automatic Speech Recognition) model for a mobile application. She holds a BA in English Studies and an MA in Theoretical and Applied Linguistics and is currently completing a Postgraduate in Education. Her main areas of research are applied linguistics, historical linguistics and ELT.

Michael Swan *Oxford University Press*

Michael Swan is a writer specializing in English Language teaching and reference materials. His many publications include Practical English Usage (OUP), and, with Catherine Walter, the Cambridge English Course series and the Oxford English Grammar Course. Michael's interests include pedagogic grammar, mother-tongue influence in second language acquisition, and the relationship between applied linguistic theory and classroom language-teaching practice. He has had extensive experience with adult learners and has worked with teachers in many countries.

Regina Szuszkiewicz *Regipio* biuro@regipio.pl

Regina Szuszkiewicz, MA in English Philology, has taught English to all age groups at different levels of advancement over 10 years of her professional work and has had to meet their various educational needs. She is passionate about facilitating the learning process, making it engaging through fun and activities. Regina runs her own school and has created and produced over 20 language games.

Pablo Tagarro Melón *Asociación Cultural 'La Vega'*

Pablo Tagarro Melón is a postgraduate student at the University of Salamanca. He holds a BA in English Studies and is finishing a BA in Hispanic Studies, an MA in Advanced English Studies and an MA in Language Science and Hispanic Linguistics, the CELTA, CELTYL and is currently working on the DELTA. His main areas of research are English grammar, history of the English language and ELT.

Alix Tregenza *British Council Bilbao* alixtregenza@yahoo.co.uk

Alix Tregenza is a qualified primary school teacher with 10 years of experience in public schools in the north west of England. After moving to Spain, she started work at the British Council

Bilbao and local schools, where she developed a great interest in the teaching of synthetic phonics to very young learners. She is actively involved in teacher training, particularly training teachers to use phonics in the classroom.

Nikki Unsworth *Centro de Idiomas Macarena* nikki@emacarena.com

Nikki Unsworth has taught EFL for over 30 years. She is the Head of Studies at Centro de Idiomas Macarena in Seville and is responsible for in-house teacher development there. She has taught all ages from young children to adults and all levels from beginners to Proficiency. She is also a Cambridge Speaking examiner for YL, KET, PET, FIRST and ADVANCED.

Borja Uruñuela *Cambridge University Press* burunuela@stjames.es

Borja is the Head of Education at St. James and has recently finished an MBA. He is also the President and Head of Training for ACEIA (Asociación de Centros de Enseñanza de Idiomas de Andalucía). Borja has been teaching for 25 years, has written CLIL material for Kid's Box (Cambridge University Press) and is a Cambridge speaking examiner.

Hazel Watling *British Council Las Rozas* hazel.watling@britishcouncil.es

Hazel Watling has been teaching for 8 years. She is currently working in Madrid and has worked in the UK, Egypt and Sri Lanka. She enjoys teaching a range of general English levels, as well as EAP. Her main areas of interest are motivating learners, different ways of incorporating vocabulary in the classroom and learner autonomy.

Craig Wealand *British Council, Valencia* craigypoos@hotmail.com

Craig Wealand has been teaching English at the British Council, Valencia, since 1997. He is partner and materials writer for the website www.mansioningles.com and creates podcasts for Spanish speakers at www.inglespodcast.com. His flagship podcast, Aprender Inglés con Reza y Craig, won Best Education podcast at the New Media Europe conference in 2015 and reached the finals in 2016.

Debbie West *TESOL-France* debinparis2007@gmail.com

Debbie West, UC Berkeley grad, brought up in a military family, has done many things in education in California and teaches English to all levels and ages in France. She knows that language

learning and teaching have cultural challenges. An educator at heart, she encourages people to get real life experience speaking the language they study. westlanguage.com.

Richard Whiteside *Idiomaster, Lucena, Córdoba*

Richard Whiteside is a freelance editor, writer, materials developer and online tutor. He has an MA in Educational Technology and TESOL from the University of Manchester and is particularly interested in how teachers and students can get creative with technology.

Beki Wilson *Freelance* funphonicspain@yahoo.es

Beki Wilson is a highly experienced preschool and primary teacher. She has worked in Spain in various bilingual settings for over 17 years, teaching English, Art and Science. Beki currently works as a full-time teacher trainer and literacy consultant, organising and offering literacy-based training workshops, courses and conferences for parents, teachers, schools and universities all over Spain.

Janet Wilson-Smith *Oxford University Press España*

Janet Wilson-Smith was raised in Canada, where as a child she studied in the French immersion program. She has been living in Spain for 28 years, working first as a teacher in pre-primary and primary and is now involved in publishing and teacher training for bilingual programmes at Oxford University Press.

Anna Wright *British Council Valencia* anna.wright@britishcouncil.es

Anna Wright is the Adult School Academic Co-ordinator at the British Council Valencia and has worked in EFL since 1992 in both the private and public sector. She lived and worked in the UK for 10 years, specialising in the teaching of EAP. Anna is also a teacher trainer on the Trinity CERT TESOL and Diploma. Her research interests include the teaching of writing, learner training and the use of portfolios/ learning logs.

Joanna Wrzesinska *ETS - TOEFL* jwrzesinska@etsglobal.org

Joanna Wrzesinska is responsible for the coordination of marketing activities in the field of ELT in Europe and the Middle East at ETS Global. She is an experienced teacher trainer and leads workshops and webinars primarily related to the TOEFL® iBT test. Joanna is based in Warsaw, Poland and previously worked as a teacher and director of studies in the private sector.

ABC of Speakers

Name	Day	Time	Room	Title
Alchini, Graciela	SUNDAY	09.00-10.00	1.1	E-portfolios in Collaborative Learning
Allen, Gareth	SUNDAY	13.00-14.00	0.7	Where to Set the Bar?
Anderson, Angel	SUNDAY	11.45-12.45	1.2	CLIL Your Course
Barber, Daniel	SATURDAY	15.30-16.30	0.7	The Out-of-class-learning-resource Sharing Lesson!
Bell, David B.	SATURDAY	18.15-19.15	0.5	A Critical Analysis and Implications of ELF for EFL
Bennett, Michael	SATURDAY	09.00-10.30	0.3	Flipped Playground
Binns, Hamish	SATURDAY	18.15-19.15	0.6	Creative Thinking, Creative Teaching and Creative Learning
Blagdon, Peter	SATURDAY	15.30-16.30	0.2	Practical Ideas for Mainstreaming Equality, Diversity & Inclusion into Class
Bourdon, Timothy	SUNDAY	13.00-14.00	0.6	ENGAGE ENERGISE EDUCATE: Aims-Oriented Active Learning
Bradshaw, David	SATURDAY	10.45-11.45	0.5	Evolving ELT in a Brave New World
Brand, Michael	SATURDAY	15.30-16.30	0.5	Exploiting Video to the MAX
Brint, Daniel	SUNDAY	11.45-12.45	1.3	Seven Lessons in Search of a Drama Activity
Buckingham, Lyndsay	SATURDAY	09.00-10.30	1.1	Making the Most of Our Language Assistants
Cabrera Rocha, Luis	SATURDAY	17.00-18.00	0.7	Public Speaking: Be Persuasive Using Logos, Pathos and Ethos
Capps-Jenner, Anna	SUNDAY	10.15-11.15	0.3	Heads Up and Hands On
Chaibeddra, Samira	SATURDAY	17.00-18.00	0.3	Teaching Expressiveness in English as a Foreign Language
Clandfield, Lindsay	SATURDAY	15.30-16.30	0.3	Whatsapp, class? Involving and Interacting with Students Online
Collado, Mariela	FRIDAY	19.00-20.30	0.7	Let's PLAY! Phonics & Learning Activities for You!
Coyne, Shay	SATURDAY	10.45-11.45	1.1	Aligning Parental Objectives with Young Learner Programmes
Crooks, Alison	SUNDAY	11.45-12.45	0.6	Using Diaries to Develop Young Learners' Writing Skills
Cruz, Mário	SUNDAY	09.00-10.00	0.7	Emotion ² + (h)APPy Teaching = ENG Learning ²
Dellar, Hugh	SATURDAY	09.00-10.30	1.2	Getting the Most from Student Speaking
Dellar, Hugh	SATURDAY	18.15-19.15	1.2	English Futures: Retooling Teaching for Tomorrow's Learners
Denny, Timothy	SUNDAY	09.00-10.00	0.8	Pause and Reflect: My Views on Language Learning
Dobson, Jennifer	SATURDAY	09.00-10.30	0.2	Young Learner Projects with Technology

Name	Day	Time	Room	Title
Donaghy, Kieran	SATURDAY	15.30-16.30	0.1	Films and Values in the Language Classroom
Donaghy, Kieran	SATURDAY	18.15-19.15	0.1	Try Talking in My Shoes: Empathy in Language Teaching
Draemel, Ann Frances	SATURDAY	18.15-19.15	0.4	Creating Meaningful Classroom-Based L2 Exams
Engquist, Brian	SUNDAY	11.45-12.45	0.4	B2 Exam Classes: Finding the Balance
Fernández, Ana Isabel	SUNDAY	13.00-14.00	0.1	Putting Learners in the Driving Seat
Fields, Donna	SATURDAY	09.00-10.30	1.3	The Importance of Teaching Academic Language
Fleta Guillén, M^a Teresa	SATURDAY	10.45-11.45	0.3	Involving Students in the Creation of Picturebooks for CLIL
Folch Gascón, Alejandro	SUNDAY	09.00-10.00	0.3	Gamification and History Learning: Make History in Your Class
Foreman, Christopher	SUNDAY	10.15-11.15	1.3	Game of Phones: MALL as a Tool for Boosting Language Revision
Garay Abad, Lola	SATURDAY	09.00-10.30	0.7	The Effectiveness of the TASC Wheel Approach in CLIL
García Bermejo, M^a Luisa	SATURDAY	10.45-11.45	0.3	Involving Students in the Creation of Picturebooks for CLIL
Gerardo Mateu, Joaquín A.	SATURDAY	10.45-11.45	0.6	Self-development Concepts Applied to Autonomous English Language Learning
Gonzalez Paso, Cesar	SATURDAY	18.15-19.15	0.8	Language Teaching through Storytelling
Hancock, Mark	FRIDAY	19.00-20.30	0.4	A Live Lesson in Pronunciation
Hasler, Stephen	SATURDAY	17.00-18.00	0.6	The Mixed-ability Classroom Challenge
Herbert, Joanna	SATURDAY	09.00-10.30	1.4	Dictation is Back!
Heron, Maria	SUNDAY	10.15-11.15	0.5	Making Thinking Visible: The Magic of Thinking Routines
Hulme, Ric	SUNDAY	11.45-12.45	0.2	Interaction Patterns
Jaray-Benn, Csilla	SUNDAY	11.45-12.45	0.5	Empathy-based Teaching Model: Collaborative and Creative Strategies
Johnson, Chris	SATURDAY	18.15-19.15	1.1	Creating and Exploiting Learning Opportunities
Jones, Ceri	SUNDAY	10.15-11.15	0.1	Looking at Exams from the Inside Out
Knowles, Gordon	SUNDAY	13.00-14.00	0.5	Watch, Listen and Share! Using Video on Topical Issues
Kokolas, George	SUNDAY	09.00-10.00	0.5	Teaching & Learning 21st Century Skills through ELT
Kunz, Chris	SUNDAY	10.15-11.15	0.8	Why Learn about the Latest Trends in British English Pronunciation?
Lanzat, Alberto	SATURDAY	17.00-18.00	0.4	The B2 Melting Pot: Bridging the Gap
Lavery, John	SATURDAY	09.00-10.30	0.6	Teaching Active Listening to Teenagers
Lethem, Linda	SUNDAY	10.15-11.15	0.7	Constructive Error Correction in the Classroom

Name	Day	Time	Room	Title
Lindade, Carlos	SATURDAY	09.00-10.30	0.8	“Turn down for what?”: Music for a New Generation of Learners
Littlewood, Andrea	FRIDAY	19.00-20.30	0.6	Motivation Matters: Ideas and Activities for Primary Learners
Lopez Barrios, Mario Luis	SUNDAY	13.00-14.00	0.8	Presenting and Recycling Vocabulary: Unity in Diversity?
Macfarlane, Gaele	SATURDAY	10.45-11.45	0.7	Engaging 21st Century Teachers in 21st Century CPD – What Do They Think?
Maguire, Bernadette	SUNDAY	09.00-10.00	0.4	English Language Exams: Good, Bad or Just Inevitable?
McDonald, Annie	SATURDAY	10.45-11.45	0.8	Listening as a Creative Process
McLoughlin, Gerard	SATURDAY	17.00-18.00	0.1	The Eyes Have It Too
McLoughlin, Amanda	SATURDAY	18.15-19.15	0.2	Motivating Project Work for Teens
McRae, Fintan	SUNDAY	11.45-12.45	1.1	Moving in the Write Direction
Medgyes, Péter	SATURDAY	10.45-11.45	1.2	The Native/Non-native Conundrum Revisited
Medgyes, Péter	SATURDAY	13.00-14.00	Aula Magna	Elflies at Large – Beware!
Merino, Elena	SATURDAY	10.45-11.45	0.2	Let’s Work Together: Co-operative Learning in the Primary Classroom
Molnar, Viktoria	SUNDAY	13.00-14.00	1.2	CLILIZATION is the New Sensation
Moore, Yvonne Margaret	SUNDAY	09.00-10.00	0.2	Make Planning Work for You
Musielak, Anna	SUNDAY	10.15-11.15	0.4	Micro-listening Tasks That Are Real and ... Communicative
Nazer, Ben	SUNDAY	09.00-10.00	1.2	Developing Materials for Challenging Topics: Experiences of Inclusive Practice
Norris, Roy	SATURDAY	09.00-10.30	0.1	Intensive First: What to Focus On
Palacios Maroto, Luisa M ^a	SUNDAY	09.00-10.00	0.3	Gamification and History Learning: Make History in Your Class
Place, Rebecca	SUNDAY	11.45-12.45	0.8	Rhythm and Rhyme
Plass, Hilary	SATURDAY	15.30-16.30	0.8	Vocabulary Acquisition: From Meeting to Using
Porteous, Heather	SATURDAY	15.30-16.30	1.3	Using Science to Support Second Language Learning
Prodromou, Luke	SATURDAY	10.45-11.45	1.3	40 Years on: Learning about Voice and Body Language
Prodromou, Luke	SATURDAY	18.15-19.15	Aula Magna	Testing Times: A Farce in 5 Acts
Pugliese, Chaz	SATURDAY	09.00-10.30	0.4	Teaching Creatively: Why? How?
Pugliese, Chaz	SUNDAY	10.15-11.15	1.1	Creating Motivation, Creating Learning.
Rasikova, Silvie	SATURDAY	18.15-19.15	0.7	Arts and Crafts for Revision
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Reyes Sierra, Pilar	SATURDAY	18.15-19.15	0.8	Language Teaching through Storytelling
Richardson, Silvana	SUNDAY	14.15-15.15	Aula Magna	The 'Native Factor', the Haves and the Have-nots...and Why We Still Need to Talk about This in 2017
Robinson, Colin	SATURDAY	17.00-18.00	1.3	Reading and Listening: Talking through it
Roland, Chris	SATURDAY	10.45-11.45	0.1	Are You Not Entertained?
Roy, Alastair	SATURDAY	15.30-16.30	1.2	Homework: Done and Dusted, or Done to Death?
Ruiz, Nadia	SATURDAY	15.30-16.30	1.3	Using Science to Support Second Language Learning
Ruiz García, María Isabel	SATURDAY	18.15-19.15	0.5	A Critical Analysis and Implications of ELF for EFL
San Juan, David	SUNDAY	09.00-10.00	0.6	Artist and Architect: Constructing a Student-Centered Environment
Santana Heal, James	FRIDAY	19.00-20.30	1.1	Different Ways, Different Means
Seligson, Paul	FRIDAY	19.00-20.30	0.1	Forewarned is Forearmed! Enriching Correction
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Suárez González, Nerea	SUNDAY	13.00-14.00	0.4	Cambridge English Exams under Scrutiny
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Tagarro Melón, Pablo	SUNDAY	13.00-14.00	0.4	Cambridge English Exams under Scrutiny
Tregenza, Alix	SATURDAY	17.00-18.00	0.5	Phonics for First Timers
Unsworth, Nikki	SATURDAY	10.45-11.45	0.4	A Spoonful of Sugar: Making B2 Sweeter!
Uruñuela, Borja	SATURDAY	17.00-18.00	0.8	A Better Emotional Atmosphere for Better Learning
Watling, Hazel	SATURDAY	10.45-11.45	1.4	Learner Autonomy and Vocabulary Learning
Wealand, Craig	SUNDAY	11.45-12.45	0.7	The Power of Podcasts for Adult Self-study
West, Debbie	SUNDAY	10.15-11.15	1.2	What Cultural Filter Are You Using?
Whiteside, Richard	SUNDAY	10.15-11.15	0.6	Getting Smart with Voice Recording
Wilson, Beki	SATURDAY	15.30-16.30	0.6	Ready to Read Aloud?
Wilson-Smith, Janet	SUNDAY	13.00-14.00	0.3	Helping Pre-primary Children Prepare for Bilingual Education Programmes
Wright, Anna	SATURDAY	17.00-18.00	1.1	Punctuation: the Forgotten Skill
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Information & Communication Technology	Emotion² + (h)APPy Teaching = ENG Learning²	<i>Cruz, Mário</i>	SUNDAY	09.00-10.00	0.7
Information & Communication Technology	Game of Phones: MALL as a Tool for Boosting Language Revision	<i>Foreman, Christopher</i>	SUNDAY	10.15-11.15	1.3
Information & Communication Technology	The Power of Podcasts for Adult Self-study	<i>Wealand, Craig</i>	SUNDAY	11.45-12.45	0.7
Listening	Teaching Active Listening to Teenagers	<i>Lavery, John</i>	SATURDAY	09.00-10.30	0.6
Listening	"Turn down for what?" : Music for a New Generation of Learners	<i>Lindade, Carlos</i>	SATURDAY	09.00-10.30	0.8
Listening	Listening as a Creative Process	<i>McDonald, Annie</i>	SATURDAY	10.45-11.45	0.8
Learner Training	Learner Autonomy and Vocabulary Learning	<i>Watling, Hazel</i>	SATURDAY	10.45-11.45	1.4
Learner Training	The Out-of-class-learning-resource Sharing Lesson!	<i>Barber, Daniel</i>	SATURDAY	15.30-16.30	0.7
Learner Training	Homework: Done and Dusted, or Done to Death?	<i>Roy, Alastair</i>	SATURDAY	15.30-16.30	1.2
Learner Training	Wake Up Your Inner Elephant!	<i>Revell, Jane</i>	SATURDAY	17.00-18.00	1.2
Learner Training	Teaching & Learning 21st Century Skills through ELT	<i>Kokolas, George</i>	SUNDAY	09.00-10.00	0.5
Learner Training	Where to Set the Bar?	<i>Allen, Gareth</i>	SUNDAY	13.00-14.00	0.7
Materials Development	Developing Materials for Challenging Topics: Experiences of Inclusive Practice	<i>Nazer, Ben</i>	SUNDAY	09.00-10.00	1.2

Topic Area*	Title	Name	Day	Time	Room
Native/non-native teachers of EFL	The 'Native Factor', the Haves and the Have-nots...and Why We Still Need to Talk about This in 2017	<i>Richardson, Silvana</i>	SUNDAY	14.15-15.15	Aula Magna
Native/non-native teachers of EFL	The NNEST/NEST Fallacy and How to Overcome It	<i>Forum</i>	SATURDAY	17.00-18.00	0.2
Pronunciation	A Live Lesson in Pronunciation	<i>Hancock, Mark</i>	FRIDAY	19.00-20.30	0.4
Pronunciation	Why Learn about the Latest Trends in British English Pronunciation?	<i>Kunz, Chris</i>	SUNDAY	10.15-11.15	0.8
Pronunciation	Rhythm and Rhyme	<i>Place, Rebecca</i>	SUNDAY	11.45-12.45	0.8
Speaking	Getting the Most from Student Speaking	<i>Dellar, Hugh</i>	SATURDAY	09.00-10.30	1.2
Speaking	Getting Smart with Voice Recording	<i>Whiteside, Richard</i>	SUNDAY	10.15-11.15	0.6
Second Language Acquisition	The Importance of Teaching Academic Language	<i>Fields, Donna</i>	SATURDAY	09.00-10.30	1.3
Second Language Acquisition	Pause and Reflect: My Views on Language Learning	<i>Denny, Timothy</i>	SUNDAY	09.00-10.00	0.8
Task-based Learning	Let's Work Together: Co-operative Learning in the Primary Classroom	<i>Merino, Elena</i>	SATURDAY	10.45-11.45	0.2
Teacher Development	Teaching Creatively: Why? How?	<i>Pugliese, Chaz</i>	SATURDAY	09.00-10.30	0.4
Teacher Development	Engaging 21st Century Teachers in 21st Century CPD – What Do They Think?	<i>Macfarlane, Gaelle</i>	SATURDAY	10.45-11.45	0.7
Teacher Development	The Native/Non-native Conundrum Revisited	<i>Medgyes, Péter</i>	SATURDAY	10.45-11.45	1.2
Teacher Development	40 Years on: Learning about Voice and Body Language	<i>Prodromou, Luke</i>	SATURDAY	10.45-11.45	1.3
Teacher Development	Does Teacher Training Really Make a Difference in the Classroom?	<i>Round Table</i>	SUNDAY	10.15-11.15	0.2
Teacher Development	Creating Motivation, Creating Learning.	<i>Pugliese, Chaz</i>	SUNDAY	10.15-11.15	1.1
Testing Evaluation & Assessment	Intensive First: What to Focus On	<i>Norris, Roy</i>	SATURDAY	09.00-10.30	0.1
Testing Evaluation & Assessment	A Spoonful of Sugar: Making B2 Sweeter!	<i>Unsworth, Nikki</i>	SATURDAY	10.45-11.45	0.4

Topic Area*	Title	Name	Day	Time	Room
Testing Evaluation & Assessment	Over 50 Years of TOEFL® Program: Evolution and Enhancements	<i>Wrzesinska, Joanna</i>	SATURDAY	15.30-16.30	0.4
Testing Evaluation & Assessment	The B2 Melting Pot: Bridging the Gap	<i>Lanzat, Alberto</i>	SATURDAY	17.00-18.00	0.4
Testing Evaluation & Assessment	Creating Meaningful Classroom-Based L2 Exams	<i>Draemel, Ann Frances</i>	SATURDAY	18.15-19.15	0.4
Testing Evaluation & Assessment	English Language Exams: Good, Bad or Just Inevitable?	<i>Maguire, Bernadette</i>	SUNDAY	09.00-10.00	0.4
Testing Evaluation & Assessment	B2 Exam Classes: Finding the Balance	<i>Engquist, Brian</i>	SUNDAY	11.45-12.45	0.4
Testing Evaluation & Assessment	Cambridge English Exams under Scrutiny	<i>Tagarro Melón, Pablo & Suárez, Nerea</i>	SUNDAY	13.00-14.00	0.4
Video	Exploiting Video to the MAX	<i>Brand, Michael</i>	SATURDAY	15.30-16.30	0.5
Video	Films and Values in the Language Classroom	<i>Donaghy, Kieran</i>	SATURDAY	15.30-16.30	0.1
Video	Watch, Listen and Share! Using Video on Topical Issues	<i>Knowles, Gordon</i>	SUNDAY	13.00-14.00	0.5
Vocabulary	Presenting and Recycling Vocabulary: Unity in Diversity?	<i>Lopez Barrios, Mario Luis</i>	SUNDAY	13.00-14.00	0.8
Vocabulary	Vocabulary Acquisition: From Meeting to Using	<i>Plass, Hilary</i>	SATURDAY	15.30-16.30	0.8
Writing	Whatsapp, class? Involving and Interacting with Students Online	<i>Clandfield, Lindsay</i>	SATURDAY	15.30-16.30	0.3
Writing	Punctuation: The Forgotten Skill	<i>Wright, Anna</i>	SATURDAY	17.00-18.00	1.1
Writing	Moving in the Write Direction	<i>McRae, Fintan</i>	SUNDAY	11.45-12.45	1.1
World Englishes	A Critical Analysis and Implications of ELF for EFL	<i>Ruiz García, María Isabel & Bell, David</i>	SATURDAY	18.15-19.15	0.5
World Englishes	English Futures: Retooling Teaching for Tomorrow's Learners	<i>Dellar, Hugh</i>	SATURDAY	18.15-19.15	1.2
World Englishes	Elfies at Large – Beware!	<i>Medgyes, Péter</i>	SATURDAY	13.00-14.00	Aula Magna

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We also extend our gratitude to all those institutions who have directly or indirectly contributed to the event by supporting the participation of both speakers and colleagues at the Convention. Finally, TESOL-SPAIN would like to express sincere thanks to the **Miguel Hernández University** for their warm welcome and generous support.

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Miguel Hernández University

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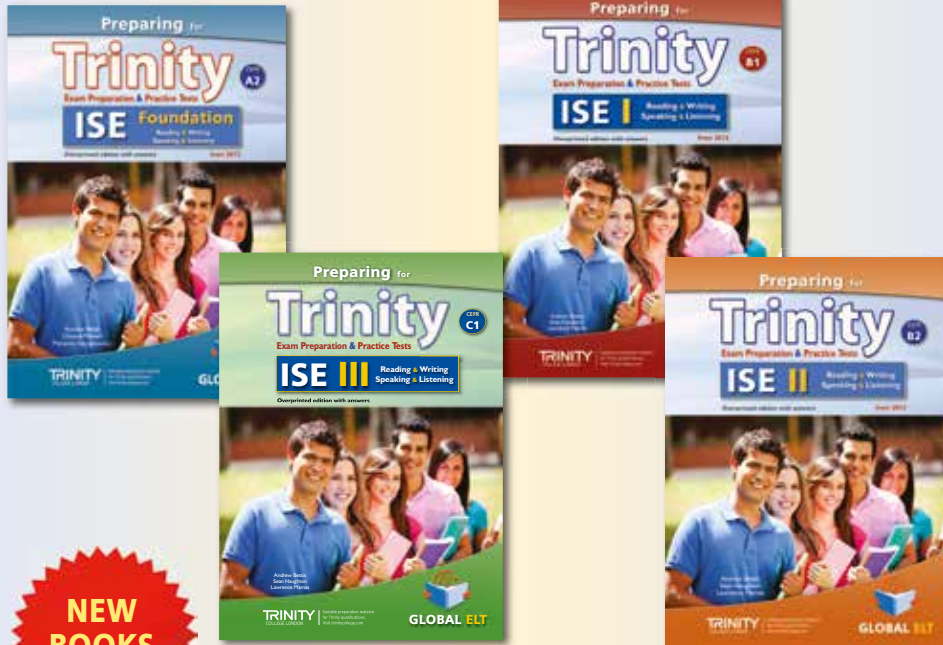


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