9.00- 9.45	REGISTRATION / PUBLISHERS` EXHIBITION										
9.45 - 11.00	CONFERENCE PRESENTATION OPENING PLENARY: Language, Learning and the Creative Mind. Antonia Clare — Convention Room (Downstairs)										
11.00 -11.30	**COFFEE BREAK** sponsored by TRINITY COLLEGE LONDON Nerja-Jerez										
	ELE	ENGLISH WORKSHOPS									Management
	ALJARAFE 1ST FLOOR 30 pax. max	**TRIANA** 1ST FLOOR 55 pax. max	**ROTA** 1ST FLOOR 55 pax. max	**MIJAS** 1ST FLOOR 55 pax. max	**ZAHARA** 1ST FLOOR 55 pax. max	**CAZORLA** 1ST FLOOR 35 pax. max	**SANLUCAR** 1ST FLOOR 35 pax. max	**ARCOS** 1ST FLOOR 90 pax. max	**NERJA - JEREZ** 1ST FLOOR 90 pax. max	**RONDA** DOWNSTAIRS 130 pax. max	**NERVIÓN** 1ST FLOOR 55 pax. max
11.30 12.30	Como hacer una clase a medida de los estudiantes: la importancia de la pantalla en la clase de ELE. **Carlos Barroso**	Breaking PET Apart **Sarah Fallon**	Blended learning: The right mix **Nadia Theochari**	Writing MORE English-ly **Chris Johnson**	B2 exam classes: success and fun, it can be done! **Michael Brand**	Sounding Right: Learning and Teaching Pronunciation **Ben Crompton**	CLIL your Course! **Angel Anderson**	I'm a young learner GIVE ME SOMETHING TO DO! **Chris Roland**	It's a question of ….. **Anne Robinson**	Through a glass darkly: is there a future for ELT? **Jeremy Harmer**	EL Poder de la influencia **Andrés Pineda**
12.30-1245											
12.45 13.45	La lengua con música entra **Patricia Díaz**	Independent listening **Robin Walker**	Connecting with digital natives **Marta Palomares**	A Spoonful of Sugar! Making B2 Sweeter **Nikki Unsworth**	C1: Are we there yet? **Elspeth Pollock**	Let's talk Business: Teaching English in the workplace **Kathryn Hornby**	How'd you get them to do that??!! **Karen Muckey**	Sex, drugs and rock ´n´roll **Claire Potter**	The Power of Video **Antonia Claire**	Advantaging Spanish Learners **Paul Seligson**	Facebook como herramienta comercial **Gabriel Carbajal**
13.45-15.00	BREAK										
15.00 16.00	Aprendiendo Español a través de Cómics – I **Bruno Vázquez**	Reading Toolbox: Equipping students with skills for B1 and beyond **Emily Stewart**	From the Classroom to The Wider World **Elena Merino**	10 Things to do with a Tapescript **Hannah Beardsworth**	Learning to Learn for Little Ones **Fiona Dunbar**	A unique approach to Reading and Writing in English **Eszter Godor**	Watch, listen, and share! Using video on topical issues. **Gordon Knowles**	How to use TED Talks to make great English lessons, and why. **Daniel Barber**	Back between the covers: should course books exist in a modern age? **Jeremy Harmer**	The Personalisation Problem **Ben Goldstein**	La Triple Venta – I – **Borja Uruñuela**
16.00-16.15											
16.15 17.15	Aprendiendo Español a través de Cómics – II **Bruno Vázquez**	Listening: teaching skills or testing students? **Teresa Bestwick**	Common Mistakes at ELT Exams teachers and students should avoid **Linda Lethem**	B2 or not B2 **Toks Thomas**	It Takes Two **Mike Bridge**	Fostering Learner Autonomy with Young Learners **Raylene Robertson**	"To act or not to act?" Demystifying drama in the Classroom **John G McFaulds**	A framework for developing digital competence **Steve Taylore-Knowles**	Hooking English: using famous song lines to build on existing knowledge **Paul Seligson**	Creative Juices **Nina Lauder**	La Triple Venta – II – **Borja Uruñuela**
PUBLISHERS` RAFFLE CONVENTION ROOM (DOWNSTAIRS)											

Welcome to the annual ACEIA Conference 2016

A big thank you to everyone who has made this event possible!

We offer:

- 1 PLENARY
- 4 SEMI-PLENARIES
- 32 ENGLISH WORKSHOPS
- 4 TALLERES DE ESPAÑOL
- 4 MANAGEMENT WORKSHOPS

Welcome

HOW TO CHOOSE YOUR SESSION

TITLE OF SESSION

Speaker's name
(biodata on each speaker at the back of the programme)



Sponsored by:

TYPE OF SESSION TARGET AGE TARGET AUDIENCE

Session outline.

ROOM (FLOOR)

TYPE OF SESSION	TARGET AGE	TARGET AUDIENCE	ROOM (FLOOR)
Workshop: practical and participative. Talk: less participative.	S1 Pre-School 0 -6 S2 Primary 6-11 S3 Secondary 11- 18 S4 Adults Ss All levels	T1 Teachers with 1-2 years' teaching experience. T2 Teachers with 3-4 years' teaching experience. T3 Teachers with 5+ years' teaching experience. Ts All Teachers DOS Director of Studies TT Teacher Trainers	Maximum number of participants

09.45 – 11.00 CONFERENCE PRESENTATION: PLENARY SESSION

LANGUAGE, LEARNING AND THE CREATIVE MIND — Antonia Clare



Sponsored by:

Pearson

TALK S1, S2, S3, S4 T1, T2, T3

Learning a language is an inherently creative task. The learner doesn't simply repeat words, phrases and grammar they're exposed to, but adapts that language to construct new meanings, relevant to their own lives. Creative intelligence contributes positively to the language learning process, and a creative disposition is a quality that characterises effective teachers and students (Richards, 2013). This talk examines the value of creativity in the language learning process and explores ideas for engendering creativity in our learners, and ourselves.

Convention Room (Downstairs)

11.30 – 12.30 SESSIONS

ENGLISH TALKS & WORKSHOP

Breaking PET Apart Sarah Fallon	TRIANA (1st floor). 55 Pax. Max
Blended learning: The right mix Nadia Theochari	ROTA (1st floor). 55 Pax. Max
Writing MORE English-ly Chris Johnson	MIJAS (1st floor). 55 Pax. Max
B2 exam classes: success and fun, it can be done! Michael Brand	ZAHARA (1st floor). 55 Pax. Max
Sounding Right: Learning and Teaching Pronunciation Ben Crompton	CAZORLA (1st floor). 35 Pax. Max
CLIL your Course! Angel Anderson	SANLUCAR (1st floor). 35 Pax. Max
I'm a young learner GIVE ME SOMETHING TO DO! Chris Roland	ARCOS (1st floor). 90 Pax. Max
It's a question of ..... Anne Robinson	NERJA-JEREZ (1st floor). 90 Pax Max

SEMI-PLENARY

Through a glass darkly: is there a future for ELT? Jeremy Harmer	RONDA (Downstairs). 130 Pax. Max

TALLER ESPAÑOL

Cómo hacer una clase a medida de los estudiantes: la importancia de la pantalla en la clase de ELE. Carlos Luis Barroso García	ALJARAFE (1st floor) 30 Pax. Max

MANAGEMENT

EL Poder de la influencia Andrés Pineda Ramos	NERVIÓN (1st floor) 55 Pax. Max

11.30 – 12.30 ENGLISH TALKS & WORKSHOP

BREAKING PET APART — Sarah Fallon



Sponsored by:

WORKSHOP S3, S4 T1, T2, T3

Teaching mainly Cambridge exams to teenage students, I am always looking for ways to make what can be deemed as boring, fun. In this session, I want to share ideas that I have used in the exam classroom with a focus on the B1. However, the activities are adaptable for other Cambridge levels. These activities will look at all four parts of the exam, and hopefully, show that exam practice can be more than just that.

TRIANA (1st floor)

11.30 – 12.30 ENGLISH TALKS & WORKSHOP

BLENDED LEARNING: THE RIGHT MIX

Nadia Theochari



Sponsored by: mm publications

TALK S3, S4 T1, T2, T3

Nowadays, the use of new technology is widespread in the ELT world. But what is the right combination of technology and face-to-face instruction? In this session we will look into the pedagogical benefits of Blended Learning through a demonstration of the state-of-the-art components and course features of educational material.

ROTA (1st floor)

WRITING MORE ENGLISH-LY

Chris Johnson



Sponsored by: St. James Language Center

WORKSHOP S3, S4 T1, T2, T3

How can we help our learners to develop their writing? How can we help them to write more cohesively and coherently? From my research and direct application in the classroom I have assessed what learners really need to know in order to encourage them to write more English-ly. In this session practical activities and ideas will be presented that have been used in class to highlight the various clausal relations and the ways that these can be signalled.

MIJAS (1st floor)

B2 EXAM CLASSES: SUCCESS AND FUN, IT CAN BE DONE!

Michael Brand



Sponsored by: Pearson

WORKSHOP S3, S4 T1, T2, T3

Exam classes can often be characterized by teaching to the test and routine, but we shouldn't forget that a successful learner is an engaged one. In this talk we will consider some of the demands of B2 exams and look at stimulating and fun activities which will help our students to meet them.

ZAHARA (1st floor)

SOUNDING RIGHT: LEARNING AND TEACHING PRONUNCIATION

Ben Crompton



Sponsored by: ELA English Language Academy

WORKSHOP S2, S3, S4 T2, T3

Pronunciation teaching can be a challenge for teachers, and we often find that we lack tools to teach it with confidence. The session addresses typical learner issues and how to tackle them effectively. We'll also take a look at some trends in methodology, including phonetic alphabets, drilling, and phonics, and consider the role they can play. Teachers will leave with practical ideas for Monday and some theoretical ones to boost their confidence in teaching pronunciation well.

CAZORLA(1st floor)

11.30 – 12.30 ENGLISH TALKS & WORKSHOP

CLIL YOUR COURSE! — Angel Anderson



Sponsored by: The Cultural English Centre

TALK S2, S3 T1, T2, T3

With the sweeping changes in language teaching not only in Spain, but also in the rest of Europe and Latin America, should language schools also join in the CLIL movement? At The Cultural English Centre we think so and are now into the second year of our pilot course. In this presentation we will 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.

SANLUCAR (1st floor)

I'M A YOUNG LEARNER GIVE ME SOMETHING TO DO! — Chris Roland



Sponsored by: ELI

TALK S1, S2 T1, T2, T3

I'd like to invite you inside my recent primary classrooms to look at a range of tasks that use movement on a kinaesthetic or sensori-motor level to help young learners engage with target language. These activities involve sorting, ordering, sliding, shuffling, shaking, lifting, building,stepping, carrying and more. While you won't be asked to stand, clap, or dance yourselves, there will be colourful photographs, anecdotes and structured but concise explanations. Suitable for new teachers and seasoned veterans alike.

ARCOS (1st floor)

IT'S A QUESTION OF ..... — Anne Robinson



Sponsored by: Cambridge University Press

S2, S3 All levels of experience

Questions are an essential part of classrooms and learning. In this practical session, we will consider the questions we use at different stages of the lesson, questions used in tests and exams, as well as the importance of choosing our questions carefully to work on comprehension, personalisation - and to make our activities successful and inspiring! Come along to question your questioning!

NERJA-JEREZ (1st floor)

11.30 – 12.30 SEMI-PLENARY

THROUGH A GLASS DARKLY: IS THERE A FUTURE FOR ELT?

Jeremy Harmer



Sponsored by:

HELBLING LANGUAGES

TALK S2, S3, S4 T1, T2, T3

Predicting the future is a mug's game – but presumably we do need to have some idea of where we are going next. This is especially important in the world of adaptive learning, enhanced machine translation and digital publishing - and that's without even considering the suggestion that old tropes (the grammar syllabus, 'communicative' approaches etc) are on the way out! So what is (or should happen) next? Time for some ELT futurology, perhaps!

RONDA (Downstairs)

11.30 – 12.30 TALLER ESPAÑOL

CÓMO HACER UNA CLASE A MEDIDA DE LOS ESTUDIANTES: LA IMPORTANCIA DE LA PANTALLA EN LA CLASE DE ELE.

Carlos L. Barroso García



Sponsored by:

SGEL ele

WORKSHOP S2, S3, S4

En este taller se trabajará con diferentes herramientas y recursos que el profesor de ELE necesita introducir en su clase de tal forma que complemente su libro de clase. Se enseñará a explotar secuencias de vídeo, a trabajar con materiales digitales; a crear actividades y descargarse documentos de la red que sirva para atender a las necesidades de sus estudiantes. El uso de TIC será fundamental en la parte práctica.

ALJARAFE (1st floor)

11.30 – 12.30 MANAGEMENT

EL PODER DE LA INFLUENCIA

Andrés Pineda Ramos



Sponsored by:

Fheel

TALK S3, S4 T1, T2, T3

Actualmente vivimos una crisis publicitaria. Muchos de los modelos publicitarios que antes causaban impacto, los nuevos medios de difusión como son YouTube han creado nuevos fenómenos de masas, personas anónimas que tienen gran repercusión en su canal. El uso inteligente de prescribir productos a través de ellos consigue beneficios nunca visto para marcas y anunciantes. A estos nuevos fenómenos se les llama Influencers. Marketing de Influencers.

NERVIÓN (1st floor)

12.45 – 13.45 SESSIONS

ENGLISH TALKS & WORKSHOP

Independent listening Robin Walker	TRIANA (1st floor). 55 Pax. Max
Connecting with digital natives Marta Palomares	ROTA (1st floor). 55 Pax. Max
A Spoonful of Sugar! Making B2 Sweeter Nikki Unsworth	MIJAS (1st floor). 55 Pax. Max
Are we there yet? Elspeth Pollock	ZAHARA (1st floor). 55 Pax. Max
Let's talk Business: Teaching English in the workplace Kathryn Hornby	CAZORLA (1st floor). 35 Pax. Max
How'd you get them to do that??!! Karen Muckey	SANLUCAR (1st floor). 35 Pax. Max
Sex, drugs and rock 'n'roll Claire Potter	ARCOS (1st floor). 90 Pax. Max
The Power of Video Antonia Clare	NERJA-JEREZ (1st floor). 90 Pax Max

SEMI-PLENARY

Advantaging Spanish Learners Paul Seligson	RONDA (Downstairs). 130 Pax. Max

TALLER ESPAÑOL

La lengua con música entra Patricia Díaz	ALJARAFE (1st floor) 30 Pax. Max

MANAGEMENT

Facebook como herramienta comercial Gabriel Carvajal	NERVIÓN (1st floor) 55 Pax. Max

12.45 – 13.45 ENGLISH TALKS & WORKSHOP

INDEPENDENT LISTENING

Robin Walker



Sponsored by:

TRINITY COLLEGE LONDON

TALK S2, S3 T1, T2, T3

Trinity's Integrated Skills in English exam involves an independent listening task designed to assess the candidates ability to deal with real-life listening to podcasts, classes or lectures. In this session we'll begin by looking at the difference between interactive and independent listening, and at the special difficulties the latter supposes for the listener. Then we'll explore a range of activities that we can use to help learners to become better independent listeners.

TRIANA (1st floor)

12.45 – 13.45 ENGLISH TALKS & WORKSHOP

CONNECTING WITH DIGITAL NATIVES — Marta Palomares



Sponsored by: Express Publishing

TALK S2, S3 T1, T2, T3

One of the biggest challenges in Education is for teachers to connect with pupils who are digital natives and who approach information in a different way. It is therefore necessary create a different attitude towards teaching in order to connect with them.

ROTA (1st floor)

A SPOONFUL OF SUGAR! MAKING B2 SWEETER — Nikki Unsworth



Sponsored by: Centro de Idiomas Macarena

TALK S3, S4 T1, T2, T3

It can sometimes be difficult to liven up an exam class as the exam preparation can seem repetitive and unavoidably dull. In this session I will present a selection of activities which can help bring some fun to 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 engaging, enjoyable classes, which I believe enhance learning.

MIJAS (1st floor)

C1: ARE WE THERE YET? — Elspeth Pollock



Sponsored by: ELI

WORKSHOP S3, S4 T1, T2, T3

It's not enough to have B2 any more. Our students need to be better than the rest and that means getting to C1, but the jump is huge and the road to get there can be a long struggle. So in this session we will focus on practical activities to raise their level and keep them motivated, with a particular focus on productive skills.

ZAHARA (1st floor)

LET'S TALK BUSINESS: TEACHING ENGLISH IN THE WORKPLACE — Kathryn Hornby



Sponsored by: McGinty School of English

TALK S4 T1, T2, T3

Do you find yourself teaching marketing strategies to warehouse staff? Do you struggle with students who are obliged to learn English by their company, but just don't want to? What do in-company students really need English for anyway? This session will cover assessing in-company learner needs and how to apply that to ensure your students benefit to the full; the importance of cross-country culture issues in business; and the role of role-play.

CAZORLA(1st floor)

12.45 – 13.45 ENGLISH TALKS & WORKSHOP

HOW'D YOU GET THEM TO DO THAT??!!

Karen Muckey



Sponsored by:

The English Business

WORKSHOP S1 T1, T2

Every year my young learners surprise me with their capabilities. It's amazing what children can do with the language, if their teacher has high expectations and has created a positive learning environment in the classroom. In this session, I'll show you what I achieved with a group of 5-year-olds. You'll be amazed at what they can do and we'll discuss how to get your students doing the same.

SANLUCAR (1st floor)

SEX, DRUGS AND ROCK 'N'ROLL

Claire Potter



Sponsored by:

clic

WORKSHOP S3, S4 T1, T2, T3

In this session we will look at all different types of lexical systems, and how we can help learners to learn, record and use vocabulary. It will include a focus on collocations, phrasal verbs, and longer chunks of language, with ideas which you can hopefully apply across the levels and ages from teens upwards. This is a practical workshop which will hopefully provide you with a few ideas for the classroom, and will require your enthusiastic participation!

ARCOS (1st floor)

THE POWER OF VIDEO

Antonia Clare



Sponsored by:

Pearson

WORKSHOP S4 T1, T2, T3

Video has the power to engage, inform and entertain learners and many teachers now regularly use video in their classes. This practical session will look at why video is such a useful tool in the classroom and will demonstrate a variety of different activities which can be used to exploit video material for both specific language focus and skills development.

NERJA-JEREZ (1st floor)

12.45 – 13.45 SEMI-PLENARY

ADVANTAGING SPANISH LEARNERS

Paul Seligson



Sponsored by:

Richmond

TALK S4 T1, T2, T3

How does your teaching really acknowledge, embrace and celebrate the fact that your students speak Spanish, and turn this to their - and your - advantage? Like it or not, all foreign learners translate virtually every new or unfamiliar item, no matter how much we insist they Think in English! Rather than see Spanish as 'the last resort' we need to 'aprovechar' and work efficiently with mental translation.

RONDA (Downstairs)

12.45 – 13.45 TALLER ESPAÑOL

LA LENGUA CON MÚSICA ENTRA

Patricia Díaz



Sponsored by:

clic

WORKSHOP S3, S4 T1, T2, T3

Se trata de descubrir conjuntamente con los profesores las enormes posibilidades que supone el uso de técnicas musicales en el aula: para crear un clima favorable de aprendizaje, para presentar contenidos o para potenciar la memoria.

ALJARAFE (1st floor)

12.45 – 13.45 MANAGEMENT

FACEBOOK COMO HERRAMIENTA COMERCIAL

Gabriel Carvajal



Sponsored by:

SINERGIA formación 2.0

TALK S4 T1, T2, T3

En esta charla, se estudiarán las opciones que la red social "Facebook" ofrece a las Escuelas como herramienta de pubicidad, organización de eventos, concursos, difusión, generación de imagen de marca... Para ello, se cuenta con un profesional que se dedica a gestionar redes sociales a diferentes firmas de distintos sectores de actividad.

NERVIÓN (1st floor)

15.00 – 16.00 SESSIONS

ENGLISH TALKS & WORKSHOP

Reading Toolbox: Equipping students with skills for B1 and beyond Emily Stewart	TRIANA (1st floor). 55 Pax. Max
From the Classroom to The Wider World Marta Cervera	ROTA (1st floor). 55 Pax. Max
10 Things to do with a Tapescript Hannah Beardsworth	MIJAS (1st floor). 55 Pax. Max
Learning to Learn for Little Ones Fiona Dunbar	ZAHARA (1st floor). 55 Pax. Max
A unique approach to Reading and Writing in English (The Phonics Method and Tools) Eszter Godor	CAZORLA (1st floor). 35 Pax. Max
Watch, listen, and share! Using video on topical issues. Gordon Knowles	SANLUCAR (1st floor). 35 Pax. Max
How to use TED Talks to make great English lessons, and why. Daniel Barber	ARCOS (1st floor). 90 Pax. Max
Back between the covers: should course books exist in a modern age? Jeremy Harmer	NERJA-JEREZ (1st floor). 90 Pax Max

SEMI-PLENARY

The Personalisation Problem Ben Goldstein	RONDA (Downstairs). 130 Pax. Max

TALLER ESPAÑOL

Aprendiendo Español a través de Cómics - I Bruno Vázquez	ALJARAFE (1st floor) 30 Pax. Max

MANAGEMENT

La Triple Venta - I Borja Uruñuela	NERVIÓN (1st floor) 55 Pax. Max

15.00–16.00 ENGLISH TALKS & WORKSHOP

READING TOOLBOX: EQUIPPING STUDENTS WITH SKILLS FOR B1 AND BEYOND

Emily Stewart



Sponsored by:

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Success with reading tasks at B1 requires a variety of reading subskills and many students need explicit training in strategies to be able to acquire these skills. This session will focus on ways to help improve students' reading fluency, and thereby their comprehension and ability to perform well on exam tasks. Participants will reflect on what it means to be a good reader and take away ideas and classroom activities designed to help B1 level students develop reading strategies.

TRIANA (1st floor)

15.00–16.00 ENGLISH TALKS & WORKSHOP

FROM THE CLASSROOM TO THE WIDER WORLD

Elena Merino



Sponsored by: Pearson

WORKSHOP S2 T1, T2, T3

Why are we all learning English? Ultimately, to be able to understand and be understood in this global society. But teachers know this is not just about vocabulary and grammar. Truly communicating in another language involves cultural awareness, empathy and being able to adapt our message to different audiences and through different channels. For our students, acquiring soft skills like these is as important as learning the language itself. Let's see how to include this in our classes

ROTA (1st floor)

10 THINGS TO DO WITH A TAPESCRIPT

Hannah Beardsworth



Sponsored by: clic

WORKSHOP S2, S3, S4 T2, T3

Is the way we teach listening using current methodology actually effective? Do coursebooks push our students to develop better intensive listening skills and recognise features of spoken language such as connected speech and the use of discourse markers? I am not convinced and have come up with 10 motivating, teacher-friendly ways to exploit tapescripts in order to unlock the mysteries of listening and hopefully build their confidence in an area which so many of them identify as a weakness.

MIJAS (1st floor)

LEARNING TO LEARN FOR LITTLE ONES

Fiona Dunbar



Sponsored by: ELI

WORKSHOP S1 T2, T3

In this session we look at activities and ideas to use with very young learners which help our littlest students to learn effectively. By developing soft skills and through learner training, we can optimise their English learning now and for the future. The participative workshop is of special interest to teachers of pre-primary aged children (3-6).

ZAHARA (1st floor)

A UNIQUE APPROACH TO READING AND WRITING IN ENGLISH (THE PHONICS METHOD AND TOOLS)

Eszter Godor



Sponsored by: Esztertainment SHOWROOM & EVENTS

TALK S1, S2, S3, S4 T1, T2, T3

Can we only start teaching reading and writing in English once our kids have fully acquired those skills in Spanish? We say it's a no! The two languages can be fully separated from this perspective, and reading and writing in English should be taught at the same time as in Spanish. This talk explains a different approach to reading and writing in English and brings you highly effective tools so that you can start right away!

CAZORLA(1st floor)

15.00–16.00 ENGLISH TALKS & WORKSHOP

WATCH, LISTEN, AND SHARE! USING VIDEO ON TOPICAL ISSUES.

Gordon Knowles



Sponsored by:

stanley publishing

TALK S3 T1, T2, T3

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.

SANLUCAR (1st floor)

HOW TO USE TED TALKS TO MAKE GREAT ENGLISH LESSONS, AND WHY.

Daniel Barber



Sponsored by:

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

WORKSHOP S4 T1, T2, T3

Why are TED Talks so suitable for learning English? How can we use them in class to motivate, inspire and challenge? And what must we consider when presenting students with real-world listening material? In this workshop we'll answer these questions using a number of talks and material from National Geographic Learning's courses which illustrate how we can all make TED work in ELT. You'll leave with all the tools you need to bring TED into your classrooms.

ARCOS (1st floor)

BACK BETWEEN THE COVERS: SHOULD COURSE BOOKS EXIST IN A MODERN AGE?

Jeremy Harmer



Sponsored by:

HELBLING LANGUAGES

WORKSHOP S2, S3, S4 T1, T2, T3

Coursebooks are under attack from many different directions: the digital world which threatens to engulf them; their one-size-fits-all pedagogy; their cultural inappropriacy; their relentless grammar syllabuses; their lack of 'unpluggedness'. Coming back to coursebook writing after some time away has made me confront these issues. How should coursebooks take students outside the covers? How can learning be all about 'them' even where coursebooks are being used? What's still wrong with them, but, more importantly, what can be put right?

NERJA-JEREZ (1st floor)

15.00–16.00 SEMI-PLENARY

THE PERSONALISATION PROBLEM — Ben Goldstein



WORKSHOP S3, S4 Ts

Personalisation once meant making space for your learners' lives in class. The term is now used in different contexts and has taken on a new significance, especially in the realms of Education Technology. This session reassesses the role of personalisation, suggests alternatives and analyses if our profession should ultimately embrace or resist it.

Sponsored by:

CAMBRIDGE UNIVERSITY PRESS

RONDA (Downstairs)

15.00–16.00 TALLER ESPAÑOL

APRENDIENDO ESPAÑOL A TRAVÉS DE CÓMICS - I — Bruno Vázquez



WORKSHOP S1, S2, S3, S4 T3

Trataremos de resolver las dificultades que se encuentran los profesores a la hora de ilustrar emociones, movimientos e ideas en el aula a través de ejercicios prácticos en los que el alumno no necesitará tener nociones previas de dibujo. Se enseñará cómo buscar en internet recursos para el dibujo y la creación de cómics mediante plantillas. También se darán técnicas para expresar ideas de manera esquemática y con trazos sencillos.

Sponsored by:

aceia asociación de centros de enseñanza de idiomas de andalucía

ALJARAFE (1st floor)

15.00–16.00 MANAGEMENT

LA TRIPLE VENTA - I — Borja Uruñuela



TALK S4 T1

En esta charla veremos qué factores podemos tener en cuenta para aumentar las ventas en nuestros centros. Partiremos de la premisa que la crisis de los últimos años ha tenido consecuencias importantes en nuestro sector. Por ello, la labor comercial de nuestros centros se ha convertido en una operación crucial que debemos cuidar, desarrollar y potenciar para poder mantener el nivel de competitividad en un mercado cambiante y exigente.

Sponsored by:

St. James LANGUAGE CENTER

NERVIÓN (1st floor)

16.15 – 17.15 SESSIONS

ENGLISH TALKS & WORKSHOP

Listening: teaching skills or testing students? Teresa Bestwick	TRIANA (1st floor). 55 Pax. Max
Common Mistakes at ELT Exams Teachers and Students Should Avoid Linda Lethem	ROTA (1st floor). 55 Pax. Max
B2 or not B2 Toks Thomas	MIJAS (1st floor). 55 Pax. Max
It Takes Two Mike Bridge	ZAHARA (1st floor). 55 Pax. Max
Fostering Learner Autonomy with Young Learners Raylene Robertson	CAZORLA (1st floor). 35 Pax. Max
"To act or not to act?" Demystifying Drama in the Classroom John Gerard McFaulds	SANLUCAR (1st floor). 35 Pax. Max
A framework for developing digital competence Steve Taylore-Knowles	ARCOS (1st floor). 90 Pax. Max
Hooking English: using famous song lines to build on existing knowledge Paul Seligson	NERJA-JEREZ (1st floor). 90 Pax Max

SEMI-PLENARY

Creative Juices Nina Lauder	RONDA (Downstairs). 130 Pax. Max

TALLER ESPAÑOL

Aprendiendo Español a través de Cómics - II Bruno Vázquez	ALJARAFE (1st floor) 30 Pax. Max

MANAGEMENT

La Triple Venta - II Borja Uruñuela	NERVIÓN (1st floor) 55 Pax. Max

16.15–17.15 ENGLISH TALKS & WORKSHOP

LISTENING: TEACHING SKILLS OR TESTING STUDENTS? — Teresa Bestwick



Sponsored by:

Tefl del (Sur)

TALK S3, S4 T1, T2

Our learners often struggle with listening tasks and, in my experience, it's the weakest skill of many older learners. So how can we help them become more effective listeners? How often, when we do listening comprehension in class, are we testing rather than teaching? This talk will give some practical ideas on activities we can do to train our learners, giving them the skills they need to succeed in listening tasks.

TRIANA (1st floor)

16.15–17.15 ENGLISH TALKS & WORKSHOP

COMMON MISTAKES AT ELT EXAMS TEACHERS AND STUDENTS SHOULD AVOID

Linda Lethem



Sponsored by:

GlobalELT

TALK S3, S4 T1, T2, T3

Good testing procedure, as well as good language use, can be achieved through errors avoidance. In order for tests to be reliably diagnostic, certain testing mistakes must be avoided. The common testing problems provided here have been drawn from wide experience with tests prepared for the classroom, and therefore are representative.

ROTA (1st floor)

B2 OR NOT B2

Toks Thomas



freelance

WORKSHOP S3, S4 T1, T2, T3

Have you ever started planning a lesson and wondered how to make it more interesting and relevant? When teaching higher levels there can be a tendency to stick to the book and focus on exam practice. This session will look at developing speaking, writing and general language competency using activities that mimic more realistic situations to enhance the course content. Participants will leave the session with some activities to help their higher level students speak and write more naturally.

MIJAS (1st floor)

IT TAKES TWO

Mike Bridge



Sponsored by:

Albany SCHOOL OF ENGLISH

TALK S1 , S2, S3, S4 T1

We all need to continually improve as teachers but who is responsible for our professional development? This talk will argue that whilst employers can and should provide a supportive/encouraging environment for professional development, it is also important for teachers to be proactive. It will help teachers to be able to identify and work towards their own objectives. Practical suggestions for personal development will be discussed, such as how to get the best out of peer observations and weekly meetings.

ZAHARA (1st floor)

FOSTERING LEARNER AUTONOMY WITH YOUNG LEARNERS

Raylene Robertson



Sponsored by:

IDIOMASTER

WORKSHOP S2 T2

This workshop will discuss the importance of fostering learner autonomy, for example, "should [it] be the ultimate goal"(Gok 2014) of teaching? What advantages and drawbacks are there? And how is the role of the teacher effected? Also, and most importantly, the main ideas of how to foster learner autonomy with young learners will be shared, along with a selection of activities that can be easily employed inside the classroom.

CAZORLA(1st floor)

16.15–17.15 ENGLISH TALKS & WORKSHOP

"TO ACT OR NOT TO ACT?" DEMYSTIFYING DRAMA IN THE CLASSROOM

John Gerard McFaulds



Sponsored by:

WORKSHOP S1, S2, S3, S4 T1, T2

There is no doubt surrounding the benefits of learning a language through drama. However when it comes to facilitating these activities in class, it's common to have teachers shy away from the so called "spotlight" This workshop will show that you do not have to be Andrew Lloyd Webber to conduct a successful drama activity. With lots of practical ideas (and audience participation) I will debunk myths surrounding drama and demonstrate its importance in our students' contextualisation of language.

SANLUCAR (1st floor)

A FRAMEWORK FOR DEVELOPING DIGITAL COMPETENCE

Steve Taylore-Knowles



Sponsored by:

TALK S4 T1, T2, T3

A recent report from the European Commission (DIGCOMP, 2013) provides a number of insights into digital competence. This session presents the key elements of that report, together with an exploration of the consequences for the English language classroom, including specific task sequences that develop digital competence in a second language.

ARCOS (1st floor)

HOOKING ENGLISH: USING FAMOUS SONG LINES TO BUILD ON EXISTING KNOWLEDGE

Paul Seligson



Sponsored by:

WORKSHOP S4 T1, T2, T3

Songs are probably our most effective and motivating source of authentic listening, at all levels and with all age groups, in and out of class. But, rather than just use the best or most useful bits from lots of songs, we tend to think of them as long texts and 'do' whole songs, which greatly restricts both the number and range we can use.

NERJA-JEREZ (1st floor)

16.15–17.15 SEMI-PLENARY

CREATIVE JUICES

Nina Lauder



Sponsored by:

OXFORD UNIVERSITY PRESS

WORKSHOP S2, S3 T1, T2, T3

Creativity is an important skill for school, and for life! All too often we get so wrapped up in the school syllabus and 'official exams' that we forgot how vital it is to keep creative juices flowing in class. In this session we will discuss why creativity is important and look at a series of fun and easy activities to develop creative skills in our classes.

RONDA (Downstairs)

16.15–17.15 TALLER ESPAÑOL

APRENDIENDO ESPAÑOL A TRAVÉS DE CÓMICS - II

Bruno Vázquez



Sponsored by:

aceia asociación de centros de enseñanza de idiomas de andalucía

WORKSHOP S1, S2, S3, S4 T3

Trataremos de resolver las dificultades que se encuentran los profesores a la hora de ilustrar emociones, movimientos e ideas en el aula a través de ejercicios prácticos en los que el alumno no necesitará tener nociones previas de dibujo. Se enseñará cómo buscar en internet recursos para el dibujo y la creación de cómics mediante plantillas. También se darán técnicas para expresar ideas de manera esquemática y con trazos sencillos.

ALJARAFE (1st floor)

16.15–17.15 MANAGEMENT

LA TRIPLE VENTA - II

Borja Uruñuela



Sponsored by:

St. James LANGUAGE CENTER

TALK S4 T1

En esta charla veremos qué factores podemos tener en cuenta para aumentar las ventas en nuestros centros. Partiremos de la premisa que la crisis de los últimos años ha tenido consecuencias importantes en nuestro sector. Por ello, la labor comercial de nuestros centros se ha convertido en una operación crucial que debemos cuidar, desarrollar y potenciar para poder mantener el nivel de competitividad en un mercado cambiante y exigente.

NERVIÓN (1st floor)

BIODATA

Andres Pineda Ramos. Empresario disléxico, Dto. de marketing y creatividad. En 2015 creo Fheel Advertising, SL pertence al Grupo Crazy4Media con presencia a nivel internacional en el mundo del Marketing Online. Plataforma que une marcas y anunciantes con Influencers.

Antonia Clare is an English language teacher trainer, international conference speaker and award-winning materials writer. Her special interests include the use of video and new technologies in ELT, creativity and the psychology of language learning. She has taught and trained in many countries around the world, and co-authored bestselling course book titles including Total English and Speakout, now in its brand new second edition.

Angel Anderson has been teaching now 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, long before the term came into use, and Task-Based Learning. Over the years Angel has been involved in management, teacher training and course development, but is still happiest in the classroom surrounded by teens.He also co-runs The Cultural English Centre's Theatre Club.

Anne Robinson is a Seminar Presenter for Cambridge English Language Assessment in Spain and an online Teacher Trainer. Based in Cantabria, she is a regular speaker at many national and international conferences. Anne has written materials for the Cambridge English Seminar programme and teaching resources for the website. She is the author of the Fun for Starters, Movers and Flyers series, published by Cambridge University Press.

Ben Crompton. After living in various cities in the UK, Ben studied English Language and Linguistics at the University of Glasgow. In 2011 he completed his CELTA at International House in Prague and has worked with ELA in Ubeda since then, becoming Assistant Director of Studies in 2015. He specialises in interactive technology for teaching, exam preparation, and pronunciation teaching; since 2013 has run a unique pronunciation course for all ages and levels.

Ben Goldstein has taught English for over twenty years in the UK, Spain and Hong Kong. He currently teaches on The New School's online MATESOL program (New York). He is the author of the coursebook and workbook for English Unlimited Advanced and the Secondary course Smart Planet. He has also written the teachers' methodology handbooks Working with Images and Language Learning with Digital Video. His main interests lie in intercultural issues, identity, images and video and English as an International Language.

Bruno Vázquez. Soy licenciado en Arquitectura por la Universidad de Granada. He estudiado cine, música, dibujo, pintura, diseño y publicidad. He trabajado de arquitecto, de diseñador, de pintor, de ayudante de dirección, de profesor... He vivido en Sevilla, Granada, Madrid, Barcelona, Italia y Japón. Actualmente tengo mi estudio en Sevilla donde imparto clases de pintura y trabajo en mis dos empresas de pintura e ilustración: brunovazquezart y pocochis.

Borja Uruñuela. Responsable de Educación de St. James, puesto que compagina con el de Presidente y Responsable de Formación de ACEIA. Borja cuenta con más de 20 años de experiencia en la gestión de centros de idiomas y acaba de terminar su MBA en la Escuela de Organización Industrial de Sevilla. Borja también es Teacher Trainer y examinador oral de los exámenes de Cambridge Young Learners.

Carlos Luis Barroso García. Licenciado en Filología Hispánica por la UAM y Master en Enseñanza de Español para Extranjeros por la Universidad Nebrija. Profesor de ELE en Instituto Cervantes de Manila (Filipinas), en Aliseda, CCI y Alliance Française. Monitor y director de trabajos de fin de máster en el Máster On line de Formación en ELE de la Universidad de La Rioja desde el año 2007, Coordinador del Departamento de E/LE de la editorial SGEL.

Chris Johnson is the DOS at St James Language Center, Seville. He is DELTA qualified, a Cambridge speaking examiner and regularly talks at all the main conferences in Spain as well as running St. James' in-house and external training. Whilst studying his masters he has developed a passion for semantics and pragmatics and is constantly applying this to his teaching to which he has seen incredible improvements in his learners' cohesion and coherence.

Chris Roland is an 'ideas man' based at ELI, here in Seville. He trains both new and experienced teachers across a wide range of settings, institutions and criteria and is also a regular speaker at teachers' conferences in Spain and Portugal. He has written about numerous facets of the ELT classroom including task design, text, the workings of fun, stress, structure, discipline, storytelling and differentiation. Much of his work can be found in English Teaching Professional magazine.

Claire Potter. Claire is Director of Teacher Training at Clic, IH Sevilla, where she works on Cambridge CELTA and Delta courses, and the IH Certificate in Teaching Young Learners and Teens. She loves the variety of her job, working with teachers and students alike, and her interests include developing language skills and looking at meaningful communication.

Daniel Barber is a teacher, trainer and writer based in Cádiz, Spain. He has been teaching for 22 years in Mexico, the UK and Spain. He has written for several publishers and co-wrote From English Teacher to Learner Coach. He is an experienced tutor on Trinity Certificate and Diploma TESOL courses. Interests include motivational factors, the digital future of ELT, and neuroeducation. Daniel is currently part of National Geographic Learning's (TM) team writing a course for upper secondary level.

Elena Merino is a Teacher Trainer for Pearson and teacher at the Universitat Oberta de Catalunya. She's worked as a teacher for over twelve years in different contexts and for different types of students and learning styles. PhD in Communication and Multilingual Education, she's concerned about meaningful tasks that engage students to communicate in English.

BIODATA

Elspeth Pollock has been a teacher and a trainer in Seville for over 20 years and is the Director of Studies at ELI, where she runs the teacher training and all things academic. She has the Cambridge Delta, Trinity ICT Cert and an MA in Linguistics (TESOL). She particularly enjoys the ups and downs of teaching teenagers and is always trying to find practical ways of entertaining them to get them through external exams.

Eszter Godor is the founder of Esztertainment Showroom & Events, a Granada-based language event organiser company. With extended experience in teaching English as a foreign language and vast expertise in applying the Phonics method using books from Usborne publishing she brings us a new perspective on teaching English to all ages. The speech will feature various interactive books and their application along with the Phonics method.

Emily Stewart In addition to being a seminar presenter for Cambridge English, Emily is a teacher and Young Learner Coordinator based in Granada. She has been preparing young learners and adults for the Cambridge English exams for the past eight years and has given numerous teacher-training sessions in Andalucía. Her qualifications include a Master's in Secondary Education and a Master's in TESOL. She taught academic English for three years at West Virginia University, and also taught in Bolivia and China before settling in Spain.

Fiona Dunbar, is the Director of ELI, Málaga. She has been teaching, training and managing in ELT for over 20 years, is Team Leader for Cambridge English YLE exams. With her (very) young learner classes, Fiona is particularly interested in personalisation, motivation, creativity, learner training and their impact on language acquisition.

Gabriel Carvajal. Consultor de marketing estratégico y emprendedor. Creador de redes sociales y especialista en la creación de modelos de negocio online. Ha colaborado con empresas como Daimler México, Selena Iberia, Turismo Andaluz, Cartier México, Decathlon España, Cuetara o Loewe. Profesor en escuelas de negocio como ICEMD, ESIC, EOI, Cámara de Comercio de Sevilla e Instituto Cajasol.

Gordon Knowles began his ELT teaching career in Italy, where he later went on to work as a teacher trainer for an international publisher. He is now Director of Mary Glasgow Magazines where he is able to indulge his passion for finding ways of motivating teenage learners to use English for a real purpose.

Hannah Beardsworth. I am a teacher and teacher trainer with 15 years experience working in private and state schools in Spain, Portugal, Bosnia, Bolivia and the UK. My current interests include working with VYLS as well as developing students' listening skills and pronunciation as these I think are key areas for Spanish learners.

Jeremy Harmer teaches for the online MA at the New School, New York. His many books include The Practice of English Language Teaching, How to Teach English and Essential Teacher Knowledge (Pearson). He is a co-author of Jetstream a new 6-level adult course (Helbling Languages). He offers training and talks around the world. Away from ELT he is a singer-songwriter, practising musician and spoken-word performer jeremyharmer.wordpress.com

John Gerard McFaulds, has been teaching for five years and is about to embark on the Trinity Diploma course this year. A keen participant in all aspects of the performing arts, JG is a musician, actor, singer, writer, dancer and all round Jack of All Trades, Master of none. JG teaches in Cadiz with Active Language where he has started an English Drama club for young teens in the city.

Kathryn Hornby. I have been teaching in Spain for 5 years, firstly as EFL Teacher, then Senior Teacher at Espanglish, Vera, and presently as EFL Teacher and In-Company Business Teacher Trainer at McGinty's, Almeria City. My interest in business English stems from 5 years as Sales Manager for a local newspaper in Northumberland and as Marketing and Sales Executive for North-East Building Company MKM. I am currently studying to complete my Delta and have been a Cambridge Speaking Examiner for 2 years.

Karen Muckey is the Director of The English Business and has been working as an English teacher for over 13 years in Seville. Prior to teaching English in Spain, she was a Spanish teacher in the United States. Karen has taught English to all age groups and levels, but what she enjoys the most is teaching English to babies and young learners.

Linda Lethem. After completing my Master's Degree from The University of Brighton in 1989, I embarked on a career as a teacher of English as a Foreign Language. Initially I taught in the UK. I then moved to Athens, Greece to further my career as a teacher, teacher trainer and examiner. I became involved in ELT publishing in 1991 as an editor. I have been a writer and editor for Global ELT in the UK from 2000 to the present day.

Marta Palomares. Licenciada en Historia y con estudios de idiomas, fue profesora de inglés durante muchos años antes de empezar a ejercer de asesora pedagógica y formadora de docentes. Ha viajado por todo el mundo dando charlas a diferentes comunidades educativas.

Mike Bridge is in his sixth year of teaching EFL and his second in Andalucia. Originally from York in the UK, he changed career in 2011 and has never looked back. He is currently part way through studying the Delta, is passionate about coaching/personal development within ELT and specialises in teaching exam classes to different ages.

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 has developed a particular interest in motivational teaching methodology.

Nadia Theochari has a BA in Literature from the Athens Kapodistrian University. She completed her MSc in International Marketing at the University of West of Scotland. She has extensive experience in teaching English as a foreign language. She has worked as teacher trainer and ELT consultant for MM Publications. Ms Theochari is currently involved in marketing projects for a number of countries and she travels widely in this capacity.

BIODATA

Nina Lauder has been teaching at all levels since 1990 and has been involved in educational consulting and teacher training for over a decade. She has given workshops all over Spain and abroad, and has collaborated on several professional development programmes. She is the co-author of Explorers (OUP) and the Think! Do! Learn! series (OUP-CLIL). She currently works as an author, teacher trainer, editor and educational consultant.

Nikki Unsworth has taught English as a Foreign Language for over 30 years and has worked in the UK, France and Spain. She is the Head of Studies at Centro de Idiomas Macarena in Seville, as well as being 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.

Patricia Díaz. Cantante y actriz argentina. Especialista en técnicas de la voz. Cursa la carrera de teatro musical (Instituto de Comedia Musical Argentino). ha colaborado y dirigido diferentes musicales y en la actualidad trabaja con profesionales de la voz: profesores, actores, cantantes y locutores.

Paul Seligson has been 'TEFLing' worldwide for 37 years and is well-known for his lively, pragmatic training. A CELTA assessor, his many publications include English File, Helping Students to Speak, Essential English 1-5, Kids' Web 1-5 now in its second edition, and his latest publication, English ID, a 6-level course from Richmond, the first specifically written for Romance Language background learners.

Raylene Robertson, graduated from Sheffield Hallam University in 2009, with a degree in English Studies. She completed her CELTA in 2012 and has been a teacher at Idiomaster in Lucena, ever since. She has taught a variety of levels and ages, and has experience teaching both Cambridge and Trinity exams. She is currently studying towards the Trinity Diploma in TESOL, with special interests in building relationships with young learners, fostering learner autonomy with young learners, and preparing students for exams.

Robin Walker is a freelance teacher, teacher educator, and materials writer. He has been in ELT for over 30 years, and regularly collaborates with Trinity College London, and Oxford University Press. His main interests are teacher education, English as a lingua franca and pronunciation, a subject on which he has published numerous articles. In 2010 he published Teaching the Pronunciation of English as a Lingua Franca, a title in the OUP Handbooks for Language Teachers series.

Sarah Fallon. This is my ninth year of teaching, my third in Spain and I continue to enjoy the ever-changing face of EFL. From working with refugees to teaching in over-crowded state schools as well as private schools and language academies, I have accumulated a vast range of ideas. Here in Spain, I teach all ages, but mainly teenagers and a variety of levels, ranging fromA1 to C1 as well as prepare students for Cambridge and Trinity examinations.

Steve Taylore-Knowles has spent over 22 years in ELT as a writer, a trainer, an examiner and a teacher. He has created a number of best-selling courses, including Open Mind (Macmillan, 2014-15), which incorporates life skills as an integral part of the course. He regularly speaks at events throughout the world on various aspects of English language teaching and learning.

Teresa Bestwick has been teaching in Andalucía for 12 years and is currently a teacher and teacher trainer at Active Language in Cádiz. She is former president of TEFL del Sur and a keen tweeter and blogger. In her free time, she enjoys watching films and series with zombies, vampires or mutant man-eating animals.

Toks Thomas is a teacher with 5 years of experience working in Seville teaching at all levels with a particular focus on higher level classes. He has been very interested in developing students' key skills across speaking, writing, reading and listening with a view to making production more natural and fluent. He is also a speaking examiner for B2 and C1 levels and this has helped fuel his interest in improving higher level students.