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asociación de centros de enseñanza de idiomas de andalucía

Conferencia anual 2022

TOGETHER LEADING THE WAY

SÁBADO 5 DE NOVIEMBRE

9.00 - 9.45 REGISTRO Y PUBLISHER EXHIBITION

PLENARIA 10.00 – 11.30

apertura y plenaria

ANTONIA CLARE

CONNECTION MATTERS: THE IMPORTANCE OF HUMAN CONNECTION

SALÓN CONVENCIONES (PLANTA -1)

Pearson

TEACHERS - SESSIONS 11.40 – 12.30

SALÓN MIJAS 45-50 PAX	SALÓN ROTA 45-50 PAX	SALÓN TRIANA 45-50 PAX	SALÓN ARCOS 45-50 PAX	SALÓN EL PALMAR 45-50 PAX	SALÓN TARIFA 45-50 PAX	SALÓN CONIL 45-50 PAX
Preparing our students for exams COLIN ROBINSON *St James Language Center*	Adapting familiar games for the teen EFL classroom JENNY GALLIGAN *TECS*	Cultivating Change (makers) HARRY WATERS *Freelance*	The Kids are Alright - but How about Me? ANGEL ANDERSON *The Cultural English Centre*	"Class, please ensure your phones are on" JONATHAN BARTLETT *CLIC International House Seville*	The Art of Giving Good Instructions LINDSAY CLANDFIELD *Richmond Publishing*	A Formula for good communication skills in exams and life ELIZABETH BEER *Pearson*

DIRECTORES

SALÓN NERVIÓN 45-50 PAX

11.40 – 12.30

Gestión del cambio y diversidad

JOSÉ MANUEL PÉREZ

Nextu

12.30 – 13.00 / Coffee break

TEACHERS - SESSIONS 13.10 – 14.00

SALÓN MIJAS 45-50 PAX	SALÓN ROTA 45-50 PAX	SALÓN TRIANA 45-50 PAX	SALÓN ARCOS 45-50 PAX	SALÓN EL PALMAR 45-50 PAX	SALÓN TARIFA 45-50 PAX	SALÓN CONIL 45-50 PAX
Developing reading skills for B1 BEN CROMPTON *SeaHaven Centro de Inglés*	How to develop communicative skills through extensive listening activities PAUL BOUNIOL *LanguageCert*	Dream BIG: From Words to Sentences! BORJA URUÑUELA *St James Language Center*	Personalising our language learning journeys TERESA BESTWICK *The TEFL Development Hub*	Emotional Intelligence in English Language Teaching DARIA FILIMONOVA *Btraining*	Teaching Grammar Holistically: Really minding the gap. BOB OBEE *Express Publishing*	They've finished writing, now what? Tips for providing meaningful feedback on written work. SALLY BOLTON *Trinity*

SALÓN NERVIÓN 45-50 PAX

13.10 – 13.40

Día a día en las academias de idiomas: dudas jurídicas frecuentes

ÁLVARO DÍAZ

Edefense

13.40 – 14.25

Tendencias de mercado en el sector de cursos de idiomas en el extranjero. Legislación aplicable al sector y buenas prácticas

OSCAR PORRAS

Aseproce

14.30 – 15.00

Trinity Stars: ¿Mano de santo para los más peques?

AIDAN O'TOOLE

Trinity

TEACHERS - SESSIONS 14.10 – 15.00

SALÓN MIJAS 45-50 PAX	SALÓN ROTA 45-50 PAX	SALÓN TRIANA 45-50 PAX	SALÓN ARCOS 45-50 PAX	SALÓN EL PALMAR 45-50 PAX	SALÓN TARIFA 45-50 PAX	SALÓN CONIL 45-50 PAX
Dyslexia should never be the excuse for not learning English BOELO VAN DER POOL *Btraining*	How to make writing tasks more meaningful to students LAWRENCE MAMAS *GlobalELT*	Developing and assessing mediation VICTORIA PEÑA *Cambridge U.P and Assessment*	When students have no objectives ANYES SEGURA *Hello English*	Looking for Lightbulbs: Reflecting on your teaching CLAIRE MARTINE MOLONEY *NEP English School*	Mini-Lessons that Promote Inclusion in our Diverse ELT Classes DONNA FIELDS *Richmond*	Why emotions matter CHAZ PUGLIESE *Pilgrims*

15.00 – 16.15 / Lunch

TEACHERS - SESSIONS 16.15 – 17.05

SALÓN MIJAS 45-50 PAX	SALÓN ROTA 45-50 PAX	SALÓN TRIANA 45-50 PAX	SALÓN ARCOS 45-50 PAX	SALÓN EL PALMAR 45-50 PAX	SALÓN TARIFA 45-50 PAX	SALÓN CONIL 45-50 PAX
Evaluating Beyond Language ALEXANDRA PURCELL *Cambridge U.P and Assessment*	Engage the disengaged CHRISTOPHER VASILEIOU *MM Publications*	Translating real-world mediation situations into simple, communicative classroom RICCARDO CHIAPPINI *DELTA Publishing*	Strong Starts and Fantastic Finishes CHRIS RICHARDS *Freelance*	Quand relaxation, harmonie et bien-être riment avec apprentissage GUILHAUME GARCIA *CLIC International House*	What's REALLY important in teaching primary students? SIMON PEARLMAN *Active Language*	A fluency approach for the aptis speaking exam ELI DRISCOLL *British Council*

SALÓN NERVIÓN 45-50 PAX

16.15 – 16.45

Are you working for your school or is it working for you?

FIONA DUNBAR

Fiona Dunbar ELT

16.45 – 18.00

Mesa redonda
Moderador:
Borja Uruñuela

"CONTRATACIÓN: NUEVOS RETOS, NUEVAS SOLUCIONES"
Aidan O'Toole

- "LA PRÓXIMA COMPETENCIA DESLEAL VIVE EN BAKU"
Boelo van der Pool

- CEA+empresas
Alan McDyre

TEACHERS - SESSIONS 17.10 – 18.00

SALÓN MIJAS 45-50 PAX	SALÓN ROTA 45-50 PAX	SALÓN TRIANA 45-50 PAX	SALÓN ARCOS 45-50 PAX	SALÓN EL PALMAR 45-50 PAX	SALÓN TARIFA 45-50 PAX	SALÓN CONIL 45-50 PAX
Could you become a social media English teacher? SAMUEL WILLIAMS *VicenVives*	Inspiring inquiries: a learner-centred approach for the primary classroom MICHELLE WORGAN *Freelance*	Selecting and Developing Vocab JOSS PINCHES *Hello Idiomas*	The Pronunciation of English as a Lingua Franca - Shifting from EFL to ELF CHRIS KUNZ *Anglia Examinations*	Helping B2 students to distinguish between different types of writings PAUL SINGLETON *Freelance*	Get MORE out of your exam classes! ELSPETH POLLOCK *Macmillan Education*	Evaluating EFL Materials Geared Towards Young Learners PAUL BOUNIOL *LanguageCert*

18.00 / Sorteo

SÁBADO 5 DE NOVIEMBRE



CONNECTION MATTERS: THE IMPORTANCE OF HUMAN CONNECTION

Antonia Clare

SALÓN CONVENCIONES - PLANTA -1

As humans, our relationships are important and we thrive when we feel a sense of connection in our daily lives. In education, connection extends beyond this idea of social connectedness to include the deep connections required to make learning effective. However, it can be hard to form these deeper connections in today's world. This talk will look at the importance of deep connection in learning and techniques we can use to maximise our own and our learners' sense of connectedness.

Antonia Clare is an English language teacher trainer, international conference speaker and author. Her special interests include the psychology of language learning, creativity and art. She has taught and trained in many countries around the world, and co-authored bestselling course book titles including Total English and Speakout and Teachers' Resource titles such as The Creative Teacher's Compendium. She is a freelance writer and a consultant trainer with NILE, and is currently working on a book about Positive Language Education.

Sessions: S2: Primary 6-11 / S3: Secondary 11- 18 / S4: Adults

SESSIONS 11.40 – 12.30



PREPARING OUR STUDENTS FOR EXAMS

Colin Robinson

S3 / S4 SALÓN MIJAS

As we know it is vital that students are correctly prepared to take exams and in many cases Cambridge suite exams. It's not only enough to have the grammatical and lexical knowledge to pass but also for the student to be aware of what is expected of them in the exam. In this talk we will look at some ways of preparing our students for specific parts of the exam and what echniques will help them to be successful.

Colin Robinson is the Director of Studies at St James Language Center. He has 12 years of teaching experience, ranging from very young learners to advanced examination classes. He is currently mentoring teachers through teacher training sessions and developmental observations. He has wide experience teaching exam preparation courses.



ADAPTING FAMILIAR GAMES FOR THE TEEN EFL CLASSROOM

Jenny Galligan

Ts / S3 | SALÓN ROTA

Classic EFL activities or games often fall flat with teenagers. Adapting the games teens play in their L1 to the classroom can motivate our teenage learners. This session will present activities that may be familiar to both you and your students from outside the classroom context, and show how they can have a language focus. Participants will learn and participate in a wide range of activities applicable to lexis and grammar, that can be used with B1- C1 classes.

Having started teaching six years ago, Jenny is currently working as a Director of Studies in Jerez de la Frontera, Andalucía. Her experience ranges from teaching VYL to Cambridge exam preparation, and she thoroughly enjoys teaching all levels and ages, as well as supporting and helping teachers to do the same.



CULTIVATING CHANGE(MAKERS)

Harry Waters

S2/ S3/ S4 | SALÓN TRIANA

The world is changing, and the landscape of education is changing with it. As teachers we need to ensure we're on the right side of history. We need to empower our students to make the decisions to go out there and shape it to be as bright as possible. The session looks at some of the issues the world is currently facing.It introduces the idea of changemakers and emphasise the positive impact they can have on the planet.

Harry Waters teaching for over 15 years. He is the founder of Renewable English, a free climate change awareness course aiming to provide learners and educators with the tools to make a difference.



THE KIDS ARE ALRIGHT - BUT HOW ABOUT ME?

Angel Anderson

Ss | SALÓN ARCOS

You may be settling in to your first term as a teacher, or you may have been at it for a while, but the fact that you're here today means you care about your students and that they should become. But what about you? In this lively session we'll look at teacher wellbeing and together look at ways to make life that bit easier for you as a teacher.

Angel has been teaching for over 35 years, mainly in Spain and mainly preparing teenagers for the Cambridge upper suite exams. He has also been involved in management, course development and teacher training, but is happiest in a classroom surrounded by kids. When not teaching, he can be found co-running TCEC-TC, the centre's teen theatre club or experimenting in his kitchen.



"CLASS, PLEASE ENSURE YOUR PHONES ARE ON"

Jonathan Bartlett

S3 / S4 | SALÓN EL PALMAR

clic
Centro de Lenguas e Intercambio Cultural

Sometimes shunned and despised by teachers for being intrusive and distracting, smartphones can also be used to engage your students and form an integral part of your teaching. I hope to demonstrate the usefulness of some tried and tested apps that I have used in class for adults and teenagers. We will be doing a number of demonstrations so a fully charged smartphone and internet connection is a must! (For teachers with fewer years of experience).

Jonathan is a DELTA qualified teacher at CLIC International House Seville and a speaking examiner. He has taught classes of all ages and levels for over twenty years and has a keen interest in involving technology in the ESL classroom.



THE ART OF GIVING GOOD INSTRUCTIONS

Lindsay Clandfield

S2 / S3 / S4 | SALÓN TARIFA

Richmond

Perhaps more than most professions, English language teachers should be really really good at giving clear, comprehensible instructions. And most of the time this is true! In this practical workshop for language teachers of all languages we'll review and reexamine best practices for giving instructions for activities, both spoken and written and online. But we'll also look at how this is a useful and important skill for our learners and practical ways we can help them develop it.

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker. He has written more than twenty coursebooks and is the main author of the new young adult course Studio (Helbling Languages). Lindsay is the author of various methodology books for teachers, most recently Interaction Online (CUP) and Live Online Teaching (Pavilion) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects such as blogs, self-publishing ventures and podcasts.

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A FORMULA FOR GOOD COMMUNICATION SKILLS IN EXAMS AND LIFE

Elizabeth Beer

S3 / S4 | SALÓN CONIL

A key component in the Cambridge speaking exam is 'Communicative ability' and the Listening paper is all based on communicating messages to the listener. But what is this skill exactly? What are our students supposed to be processing in the listening, and how can they be good communicators in the speaking exam? This session focuses on how to effectively teach listening and speaking skills with a view to performing better in exams and becoming more confident communicators in general.

Elizabeth Beer has been teaching for 17 years in various places such as Vietnam, Hong Kong and Spain. She's a Cambridge Examiner and a Teacher Trainer. She enjoys creating her own materials and lessons and has a particular interest in pronunciation, literacy and speaking skills in class. Elizabeth is also a teacher on the award-winning Pearson & BBC Live Classes project.



GESTIÓN DEL CAMBIO Y DIVERSIDAD

José Manuel Pérez

SALÓ NERVIÓN | DIRECTORES | 11.40 / 12.30

"Hemos pasado de un entorno VUCA a otro BANI. El cambio es lo único permanente. Todo proceso de cambio conlleva una parte emocional y otra cognitiva. Conocer las resistencias al cambio y la curva del mismo nos ayudará a transitar por él de manera más rápido y más liviana. También es importante preparar una estrategia adecuada para afrontar los cambios en nuestros centros educativos y conocer distintas metodologías. Por otro, lado la convivencia intergeneracional es otro aspecto fundamental hoy día en nuestras empresas. Conocer las motivaciones, intereses, propósito y hábitos de conducta de cada una de ellas nos ayudará a entablar un verdadero diálogo entre generaciones. El gran reto es entendernos porque el mundo ni se crea, ni se destruye, solo se transforma".

Licenciado en Psicología del Trabajo y de las Organizaciones. U. de Sevilla. Master en Gestión de Recursos Humanos. U. de Sevilla. Master en Economía y Dirección de Empresas. San Telmo Business School. Coach Ejecutivo y Sistémico de Equipos. Practitioner en PNL. Facilitador de Lego Serious Play y Roles de Equipo de Belbin. Consultor en Desarrollo Organizacional, Team Building, Liderazgo y Change Management. Socio Director de Nextu Formación, S.L.

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DEVELOPING READING SKILLS FOR B1

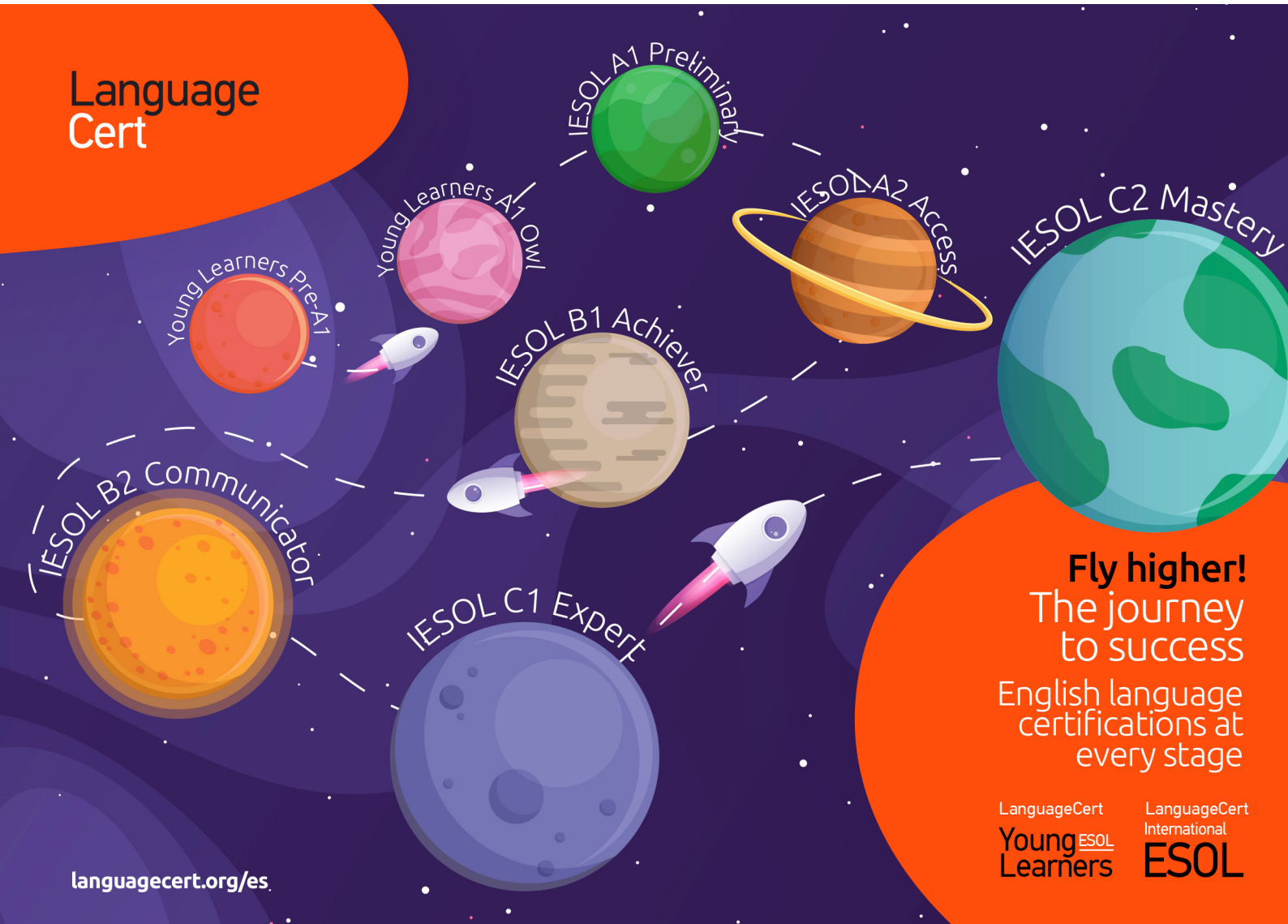
Ben Crompton

S3 / S4 | SALÓN MIJAS

SeaHaven
centros de inglés

Reading is a challenging skill for B1 learners to master, and it can be disheartening when even our strongest students struggle in the reading exam. In this highly practical workshop, I'll show you the steps I've taken to develop my learners' reading skills and help them become more confident and autonomous readers, all the while helping them achieve stronger results in their exam tasks. You'll leave the workshop armed with a set of techniques to make B1 reading easier.

Ben Crompton is the Director of Studies at SeaHaven Centro de Inglés in Martos, Jaén, and has been teaching since 2008. He has many different passions in teaching, and enjoys experimenting in the classroom, above all keeping communication at the heart of his classes.
Ben is in the final stages of completing his Trinity Diploma in TESOL, having focused on teaching receptive skills as part of his Unit 2 projects.





HOW TO DEVELOP COMMUNICATIVE SKILLS THROUGH EXTENSIVE LISTENING ACTIVITIES

Paul Bouniol

S2 / S3 | SALÓN ROTA

The following presentation aims at sharing practical ideas related to extensive listening activities that can be used to further develop our learners' communicative skills. After a brief introduction to the crucial need to develop our learners' communicative skills, there will be reference to a number of websites that can be based on to design such activities. Their underlying rationale (aim, procedure etc.) will be clarified so that participants can easily replicate or adapt them for their own context.

Paul Bouniol has been teaching EFL/ESL for more than 35 years. He has also held various posts ranging from Director of Studies, International Baccalaureate Coordinator, Applied Linguistics lecturer to Research Associate and Academic Coordinator. Currently he works for PeopleCert/LanguageCert as one of its Academic Consultants



DREAM BIG: FROM WORDS TO SENTENCES!

Borja Uruñuela

Ts / S2 | SALÓN TRIANA

When I observe Primary classes I see kids coming out with words when they want to answer a question or say something. However, I don't see many students coming out with longer answers. In this session I will show some simple ways of helping young learners produce nice, complete sentences rather than single words.

Borja has been working in education for 30 years. He has been the Head of Education at St. James since 1995 where he teaches and works closely with teachers to maintain the level of teaching quality at St. James. He's a regular speaker at national conferences and has written material for Macmillan and Cambridge University Press.



PERSONALISING OUR LANGUAGE LEARNING JOURNEYS

Teresa Bestwick

Ts / S3 | SALÓN ARCOS

This workshop will provide teachers with ideas to get more from the coursebook, taking students beyond and behind the images and texts to encourage them to develop their creativity and critical thinking skills. These simple, no-prep ideas will help involve students more in the content and help them put their own personal spin on the materials.

Teresa is a teacher trainer and materials writer based in San Fernando. She runs an online Facebook community, the TEFL Development Hub, which offers weekly live events and questions to help ELT professionals engage with their practice and connect with other educators from around the world. In her free time, she enjoys running and drinking craft beer.



EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

Daria Filimonova

S2 / S3 / S4 SALÓN EL PALMAR

Emotions affect learning. They drive students´ attention, confidence and memory. By teaching soft skills in your classes you will engage your students to the full. In this talk, we'll dive into an in-depth look at how grammar and vocabulary exercises can be taught in combination with Emotional Intelligence, which is one of the most important parts of soft skills. We will outline lesson plans that ensure far more successful learning. The teaching materials will be provided.

Daria is currently working as an English teacher for Babel Idiomas Academy and participating in various Erasmus+ programmes, including ones dedicated to teaching soft skills. Having taught multiple classes to dyslexic students, prepared teaching materials for students with special needs and acquired practical skills provided by European partners, she would like to share the invaluable experience of teaching soft skills in classes.
She also has a lot of experience as a conference speaker in front of large audiences (up to 1000 participants).



TEACHING GRAMMAR HOLISTICALLY: REALLY MINDING THE GAP.

Bob Obee

S3 / S4 SALÓN TARIFA

This talk will explore a range of grammar learning principles which put 'meaning-making' at the heart of the classroom grammar learning process. We will touch upon issues such as ways to meaningfully link the teaching of lexis and grammar, optimising grammar output through highly context-driven work and activity frameworks that engage learners cognitively and affectively in a variety of ways - above all really minding the gap.

Bob has written numerous course series and books for teachers for Express Publishing and Cambridge University Press in the areas of primary and secondary school English as well as a wide range of exam titles. He has also worked for many years as the Professional Support Leader for Cambridge Assessment English in south-east Europe and as an international curriculum consultant on major government projects around the world.



THEY'VE FINISHED WRITING, NOW WHAT? TIPS FOR PROVIDING MEANINGFUL FEEDBACK ON WRITTEN WORK.

Sally Bolton

S2 / S3 / S4 SALÓN CONIL

Feedback on writing plays an essential part in learner success. Constructive feedback can raise students' awareness, improve their texts, and help them to use language more effectively. But how much do your students engage with the feedback they receive? In this practical workshop we will look at different ways of giving feedback to students on their writing and examine how and when these techniques might be useful.

Sally has worked in the EFL profession for over 20 years, as a teacher, teacher trainer, materials writer and school manager. As well as teaching in her own language school, she is a teacher trainer and course designer on the Excellence in Education website (Trinity College London Approved Service Provider), providing support for teachers. She also collaborates with various regional teacher training centres. She has one MA in TESOL and another MA in Digital Education.



DÍA A DÍA EN LAS ACADEMIAS DE IDIOMAS: DUDAS JURÍDICAS FRECUENTES

Álvaro Díaz

SALÓN NERVIÓN | DIRECTORES | 13.10 / 13.40

1. El acceso a la información de menores por padres separados: ¿cómo evito problemas?
2. La protección del know how frente a fugas de información por empleados: ¿qué debo tener en cuenta?
3. La supervisión y monitorización del personal en el cumplimiento de sus funciones: ¿cómo puedo hacerlo de forma legal?
4. El uso de WhatsApp en la academia: ¿cuáles son las prohibiciones? ¿Cómo lo usamos correctamente?
5. La nueva ley antifraude de facturación: ¿Qué hago para no ser sancionado?

Delegado de Protección de Datos y Compliance Officer. Socio fundador de eDefense Asesoramiento Legal Graduado en Derecho y Graduado en Criminología por la Universidad de Sevilla. Máster en Análisis y Prevención Delictiva por la Universidad Miguel Hernández de Elche. Experto en ciberseguridad. Formador en Ciberseguridad y Legalidad Digital de Andalucía Emprende. Delegado de Protección de Datos de ACEIA"



TENDENCIAS DE MERCADO EN EL SECTOR DE CURSOS DE IDIOMAS EN EL EXTRANJERO. LEGISLACIÓN APLICABLE AL SECTOR Y BUENAS PRÁCTICAS

Oscar Porras

SALÓN NERVIÓN | DIRECTORES | 13.40 – 14.25

El sector de los cursos de idiomas en el extranjero ha crecido exponencialmente en este último año. Igualmente existe un número muy importante de academias que realizan esta actividad de manera irregular y sin cumplir la legislación vigente. En esta presentación, Óscar Porras, analiza el volumen de este sector, las tendencias actuales y la legislación aplicable a este tipo de programas.

Oscar Porras es Licenciado en Filología Inglesa y presidente de ASEPROCE. ASEPROCE, Asociación Española de Promotores de Cursos en el Extranjero es una organización sin ánimo de lucro fundada en 1.987 cuyo objetivo es promover la calidad y profesionalidad de las empresas del sector y defender los intereses de los estudiantes.



DYSLEXIA SHOULD NEVER BE THE EXCUSE FOR NOT LEARNING ENGLISH

Boelo van der Pool

S2 / S3 / S4 | SALÓN MIJAS

Approximately 10% of the population (and your students as well) have dyslexia. This might sound horrible, and it is, while we, as educators, are not able to understand how these students learn best. We will discuss what dyslexia is and how you can adapt your classes to them. It will be informative and practical. And it will change the way you see many of your students and empower you to start teaching them in the way it suits them best.

Boelo is not a language teacher, but he has been involved in language teaching & learning for almost 30 years. He is founder of Babel Idiomas, is a trained language coach, teacher trainer and specializes in inclusive teaching for students with dyslexia. As such, he participates in international projects on inclusive education. In 2020, Boelo and his team started adapting English courses to students with dyslexia, which has led them to winning the FECEI TOP Award in 2022.



HOW TO MAKE WRITING TASKS MORE MEANINGFUL TO STUDENTS

Lawrence Mamas

Ss | SALÓN ROTA

What are the different approaches to teaching writing to EFL/ESL students? How can writing help students learn the language better? Strategies for teaching writing skills for ELT Exams. Ways to make the writing tasks more meaningful to students.

Lawrence Mamas holds an MA in TESOL from St Michael's College, Vermont, USA and has been teaching English as a foreign language for many years. He is also the co-author of a number of exam preparation books for various exams such as First, Advanced, Trinity, TOEIC and TOEFL.



DEVELOPING AND ASSESSING MEDIATION

Victoria Peña

S2 / S3 / S4 SALÓN TRIANA

CAMBRIDGE

Since the Companion Volume to the CEFR was published, mediation has received a good deal of attention despite not being entirely new because it has been part of language lessons in standard activities.
This workshop will discuss what we mean by mediation, and will present some activities to practise mediation in class. Finally, we'll think about how to assess mediation by looking at different assessment methods, criteria and tasks you can easily incorporate into your classes.

Victoria Peña has worked for Cambridge since September 2018. Prior to that, she taught English to preschool, primary and secondary school students, as well as preparing adults for Cambridge examinations. Since joining Cambridge, she has been involved in creating content for teachers, collaborating in different government bilingual projects and has delivered presentations and webinars for teachers. Victoria holds a degree in Translation and Interpreting and an MA in Applied Linguistics and a PhD focusing on the washback of proficiency exams.

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WHEN STUDENTS HAVE NO OBJECTIVES

Anyes Segura

S3 | SALÓN ARCOS

What happens when our students are lost in their paths towards "our" objectives? How can we deal with the lack of commitment and effort? Do their families help? How can we make them understand the "convenience" of the traced objective? These questions are present in our daily labour and we need tools to make it easier for us and for them. Let's figure out some of the tools we can use in our classes to raise awareness about our targets.

Soy Licenciada en Filología Inglesa, y si bien he dedicado parte de mi formación a los estudios de género y participación política femenina, mi principal campo de actuación siempre ha sido la labor docente en academias. En el año 2015, creé mi propio proyecto, Hello English Educación. El principal objetivo de mi visión docente es la incorporación de las tecnologías de forma efectiva y el desarrollo de soft skills entre el alumnado.



LOOKING FOR LIGHTBULBS: REFLECTING ON YOUR TEACHING

Claire Martine Moloney

Ss | SALÓN EL PALMAR

Reflection is a vital part of our teaching practice, but it's so difficult to find time, the way, motivation or to even know if we are doing it right. Experiment in this workshop ways to find lightbulbs of clarity within and transform our own teaching practice and therefore impact our students learning journeys in a more profound way. Learn how to think more about your teaching and how to use this to be a better leader in your classroom.

Claire Martine Moloney started her teaching career as a Language Assistant in a Primary School in Malaga 13 years ago. She has been the Head of Studies at NEP English School in Malaga since 2016. She is passionate about seeing the learning experience as a creative, emotional, and inclusive process, anything to do with computers and teacher training. Connections with people are what gets her up in the morning.



MINI-LESSONS THAT PROMOTE INCLUSION IN OUR DIVERSE ELT CLASSES

Donna Fields

S2 / S3 / S4 | SALÓN TARIFA

Planning lessons in the bilingual classroom is challenging, and more so when we factor in the diversity of our student populations. We will focus on a structure that pro-actively balances these differences, transforming our educational environment into a more inclusive one. Through Mini-Lessons (scaffolding, body of lesson, reflection), participants will see how to guide their diverse student population into new information, and so create a more balanced educational environment. Resources and concrete strategies will be offered to facilitate this dynamic.

Donna Lee Fields, Ph.D., author, professor, teacher-trainer, and collaborator with international educational institutions such as Richmond Publishing (Mexico, Spain), Educluster (Finland), and Programa BEDA (Spain). Specialises in innovative language and content teaching including the CLIL approach and Phenomenon-Based Learning. Creator of scaffoldingmagic.com, an award-nominated website designed to provide teachers with resources to help to transition into more dynamic teaching practices. Has just published the first three volumes of What if..The Comprehensive Guide to Creating Phenomenon-Based Learning Projects.



WHY EMOTIONS MATTER

Chaz Pugliese

S2 / S3 / S4 | SALÓN CONIL

Pilgrims

Social and Emotional skills are increasingly important. Being able to identify and label our emotions and unpack them can hinder or help our attention, decision-making, focus and performance. An emotionally intelligent teacher is a more effective teacher, because there's a strong relationship between identifying and regulating our emotions and our cognitive efficiency. We will look closer at the role of emotions in the classroom and experience some simple strategies and exercises teachers can use to become emotion scientist's.

Chaz Pugliese is a lecturer, author, speaker and trainer. Chaz is Director of Education and Teacher Training at Pilgrims Global, working out of Ireland and France. With over 30 years' experience in Foreign Language Teaching, Chaz has taught in five countries, and has trained teachers in as many as 35 countries all over the world. His publications include: 'Being Creative (2010), 'Principled Communicative Teaching' (2015) and 'Creating Motivation' (2017). Research interests: psychology in the learning process, creativity, motivational issues.



TRINITY STARS: ¿MANO DE SANTO PARA LOS MÁS PEQUES?

Aidan O'Toole

SALÓN NERVIÓN | DIRECTORES | 14.30 – 15.00

TRINITY COLLEGE LONDON
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Los alumnos grandes salen de nuestros centros con titulaciones internacionales, pruebas contundentes de la eficacia de nuestros métodos. Muchas veces los papás de los más peques, sin embargo, tienen que esperar para ver los resultados de nuestros esfuerzos … y de su inversión. Los que hemos introducido Trinity Stars en nuestros centros hemos descubierto una forma de adelantar alegrías para los papás de alumnos de 3 a 6 años y de fidelizar más rápidamente a este colectivo.

Aidan O'Toole lleva más de 30 años en España. Durante ese tiempo ha sido profesor de inglés, director de estudios, propietario de academia, examinador de Cambridge e inspector de Trinity, además de presidente y luego gerente de FECEI, la Federación Española de Centros de Enseñanza de Idiomas. Es director de Spainwise, centro de formación acreditado por Trinity College London para ofrecer formación, presencial y online, mediante programas de iniciación o de especialización, dirigidos a profesores de inglés como segunda lengua.



EVALUATING BEYOND LANGUAGE

Alexandra Purcell

S2 / S3 SALÓN MIJAS

How can we assess our learners beyond their language performance? We will explore the role of life competencies in formative assessment and how we can encourage our learners to build effective learning strategies through self and peer assessment.

Alex has been working in English Language Teaching since 2005. Since moving to Spain in 2009 she has taught classes of all ages and levels, and delivered teacher training courses on a variety of topics and methodologies. She holds a DELTA and enjoys helping teachers prepare their students for success in terms of language, content and life skills. She has given talks for numerous countries and is a Professional Learning and Development Trainer for Cambridge University Press and Assessment.



ENGAGE THE DISENGAGED

Christopher Vasileiou

Ss SALÓN ROTA

The better we understand our students' needs, interests and abilities, the more engaging our lessons can become. Hence the better they will learn! In this session let's sort out ways we can engage students and help teachers accomplish their goals while keeping students happy and preparing them for modern society.

Born in Lowell, Massachusetts, USA. He completed his Bachelor's degree in English Literature and his Master's degree in Developmental and Learning Disabilities. He has extensive experience in teaching English as a foreign language at all levels. He has also written course materials for different levels of English as a foreign language. He is currently working for MM Publications as an ELT consultant and teacher trainer.



TRANSLATING REAL-WORLD MEDIATION SITUATIONS INTO SIMPLE, COMMUNICATIVE CLASSROOM ACTIVITIES.

Ricardo Chiappini

S3 / S4 SALÓN TRIANA

The LOMLOE has finally brought mediation into our schools. This workshop will give you the opportunity to understand why this has occurred and how your students will benefit from mediation training. It will be a chance for you to experience mediation first hand from theory to practice.
The content of this workshop is based on the book Activities for Mediation, published by DELTA Publishing.

Riccardo Chiappini is an ELT materials writer and editor. He has written and edited ELT course and exam preparation materials for the Spanish Ministry of Education, National Geographic ELT, Macmillan Education and Oxford University Press (Spain and UK). His latest publication is Activities for Mediation for DELTA Publishing and his upcoming IELTS preparation coursebook for the same publisher, Build Up to IELTS: 6.5–8, will be out in October 2022.



STRONG STARTS AND FANTASTIC FINISHES

Chris Richards

S2 / S3 / S4 | SALÓN ARCOS

Starting a lesson well can be a key element in our overall classroom management toolkit as it sets the tone for each session. Likewise, finishing well so that our students leave the lesson smiling and looking forward to the next lesson can be seen as another important component. This session will suggest simple, practical activities and approaches that attendees will be able to use in their lessons immediately.

Chris first taught in the UK high school system, but has been working in ELT since 2015. He holds an MEd in Applied Linguistics and currently works as Director of Studies for BRAYS English in Getafe. He is particularly interested in inclusivity/diversity, curriculum design, and teacher development.



QUAND RELAXATION, HARMONIE ET BIEN-ÊTRE RIMENT AVEC APPRENTISSAGE (in French)

clic
Centro de Lenguas e Intercambio Cultural

Guilhaume García

S4 | SALÓN EL PALMAR

De nos jours, le niveau de stress qui nous entoure est généralement élevé et influence l'énergie d'une personne. Pour nos apprenants, c'est pareil. Chacun arrive avec sa valise émotionnelle. Notre objectif sera, à travers réflexions et activités concrètes, de voir comment se connecter avec la personne qu'ils sont vraiment, afin qu'ils se sentent à l'aise, détendus, curieux. Ainsi, nous verrons une plus grande réceptivité, en créant un climat positif favorable à l'apprentissage.

Français de naissance établi en Espagne, Guilhaume Garcia a plus de 15 ans d'expérience dans le monde de la formation, allant de l'enseignement du français et de l'espagnol comme langues étrangères à la formation de professeurs. Actuellement, Guilhaume est responsable du dépa rtement de Formation en entreprise de l'académie CLIC International House de Séville. Son crédo: "Derrière chacun de nos élèves se ca che une personne avec sa valise émotionnelle." Pour plus d'informations, https://www.linkedin.com/in/guilhaume-garcia-32738138



WHAT'S REALLY IMPORTANT IN TEACHING PRIMARY STUDENTS?

ELT Teacher Training | Centro De Idiomas
active language

Simon Pearlman

S2 | SALÓN TARIFA

Sometimes we can feel pulled and pushed in different directions in our teaching and we can lose sight of the essence of primary teaching, in this session we'll try to zero in on what's really important. You'll leave the session with lots of easy to prepare, material light activities which you can introduce straightaway into your classes and hopefully some that will stay with you for a long time to come.

Simon has been teaching for over 20 years. He (generally) loves being in the classroom, especially the primary classroom. He also trains teachers on the Trinity CertTESOL and Certificate in Teaching Younger Learners courses and organises the professional development for all staff at Active Language, Cádiz where he is also one of the directors. He is passionate about English language teaching and has a special interest in inclusivity.



A FLUENCY APPROACH FOR THE APTIS SPEAKING EXAM

Eli Driscoll

SALÓN CONIL

The focus of this workshop will be on how to enhance learners' ability to perform to the best of their ability in the APTIS speaking exam via the use of a fluency-based approach. The workshop will look at peer correction and self-correction of errors, pyramid speaking techniques, the use of recording devices to improve speaking, as well as frameworks for giving more confident, complete, structured responses to prompts.

Originally from London, I have been teaching English since 2000. Over the years I have worked in contexts as varied as within banks and the financial industry, the Spanish military, and with undocumented immigrants at a large, urban High School in the USA, as well as the British Council. I have prepared many students for a wide variety of exams- including a teachers requiring certification to teach bilingually in Spain, and have delivered training sessions in Massachusetts and Madrid.



ARE YOU WORKING FOR YOUR SCHOOL OR IS IT WORKING FOR YOU?

Fiona Dunbar

SALÓN NERVIÓN | DIRECTORES | 16.15 – 16.45

FIONA DUNBAR
ELT

You run your own school - chances are you're full of ideas of what to do better..., different..., new!! But ideas and plans fall by the wayside year after year as you get dragged down in the day-to-day. Time, energy, money are finite - if they're swallowed up just "getting by", what's left for the future? This session looks at the 'bigger picture', finding a clearer way to move forward, focussing on what really matters to you and your school.

Fiona has been working in ELT for almost 30 years. Before setting up her own school, her various hats included teaching, training, marketing and managing. She currently divides her time between managing ELI Málaga, running consultancy services and her From Roots to Fruits programme (for language school owners), and hanging out under her lemon tree. She has a DipTEFLA and BA Business Economics & Marketing.



COULD YOU BECOME A SOCIAL MEDIA ENGLISH TEACHER?

Samuel Williams

S3 | SALÓN MIJAS

In this workshop you will learn about the power of social media as a teaching tool for English. I will share with you lesson ideas combining storytelling, social media English teachers, as well as a wide range of free lesson materials from BlackCat Cideb. We would also like to invite you to join our CATchy social media project… Could you become a social media English teacher?

Samuel Williams is an English teacher and Social Media influencer who creates video content for English language learners. His videos are popular across platforms such as Instagram, YouTube and TikTok. Samuel makes videos that creatively teach English in context and are used by teachers in classrooms around the world. Samuel also leads a community of Social Media English teachers who create valuable video lesson resources that can be used alongside Black Cat graded readers.



INSPIRING INQUIRIES: A LEARNER-CENTRED APPROACH FOR THE PRIMARY CLASSROOM

Michelle Worgan

S2 | SALÓN ROTA

Fed up with traditional ELT methodologies which exclude rather than include? This practical workshop will explore inquiry-based learning, a learner-centred approach that is both inclusive and fosters essential future skills. We'll discuss learner wellbeing and engagement and explore the principles of inclusive approaches. We'll then examine a model inquiry and see how this could work in the primary classroom. Finally, you'll work in groups to collaboratively develop topics and ideas suitable for inquiry in your young learner classroom.

Michelle is a primary materials writer based in Jerez de la Frontera. She creates and develops materials based on her extensive classroom experience and has worked on varied projects for international publishers. She is particularly interested in bridging the gap between ELT and mainstream educational materials and methodologies, with a special interest in learner-centred approaches such as Inquiry-based learning and Project-based learning. She's recently started designing teacher training courses and has plans to self-publish her own resources around these approaches.



SELECTING AND DEVELOPING VOCAB

Joss Pinches

S3 / S4 | SALÓN TRIANA

We are often encouraged to think of vocab in terms of lexical sets (town = shops - stadium - main square etc.), but the approach doesn't necessarily help students talk about the topic in question. In this talk I will consider how we can make vocab more relevant and productive by changing the way we make our choices of what to teach.

I teach English in the 'Servicio de Lenguas Modernas' at the University of Huelva, and am also co-director of Hello Idiomas. I enjoy all things about the profession - teaching, talking about teaching, and watching students (and teachers) develop their skills. I'm particularly interested in pedagogical grammar, corpus linguistics and assessment.



THE PRONUNCIATION OF ENGLISH AS A LINGUA FRANCA - SHIFTING FROM EFL TO ELF

Chris Kunz

S2 / S3 / S4 | SALÓN ARCOS

The phenomenon of English as a Lingua Franca (ELF) has sparked off considerable debate in the past few years. Considering ELF is used in both, non-native English countries as well as mother tongue English countries, isn't it high time we looked a lot more closely into the linguistic and pragmatic features that are characteristic of this variety?

ELT Professional in Spain, Argentina, Australia and UK for over 25 years. Has vastly lectured in various countries on ELT Pedagogy, Advanced Language for teachers, English Phonetics and Phonology and English as a Lingua Franca since 1997. Has been involved with the Anglia ESOL Examinations Testing Services since 1996. Is the Anglia President within the Ibero-American Network. Holds the Cambridge/RSA Certificate and Diploma in ELTA. Is a CELTA Trainer. Is currently the Principal at English Centre in Almeria, Spain.



HELPING B2 STUDENTS TO DISTINGUISH BETWEEN DIFFERENT TYPES OF WRITINGS

Paul Singleton

S4 | SALÓN EL PALMAR

Do your students still not quite get what is required to make an essay an essay? In this talk, I will go through the key elements required in an essay, informal letter and an article and highlight the distinct differences between each and how I get students to approach and write each one. Calling upon the audience's own experience at various points, we will work through each type of writing together.

I'm a DELTA qualified teacher and a Cambridge speaking examiner who has been teaching in Spain for over ten years. During this time, I have given several talks in Seville, Madrid and Merida on a range of different topics from English through improvisation to how to get through DELTA module one. I currently work for Speak Your Mind and help to prepare students for their Cambridge exams.



GET MORE OUT OF YOUR EXAM CLASSES!

Elspeth Pollock

S2 | SALÓN TARIFA

In this session we will look at ways to optimise use of the materials we use in exam preparation classes to allow students not only pass their exam, but to progress, give them choice, promote learner autonomy and work on their fluency and skills.

Elspeth is Director of Studies at ELI, Seville. She's been a teacher and trainer for over 20 years and during this time has obtained the Cambridge Delta and an MA in Linguistics. She is a Cambridge speaking examiner for B1, B2, C1 and C2 and a materials writer for Macmillan Education. She is particularly interested in exploring effective ways to maximise student participation and engagement to help them to become effective communicators.



EVALUATING EFL MATERIALS GEARED TOWARDS YOUNG LEARNERS

Paul Bouniol

Language Cert

S2 / S3 | SALÓN CONIL

This presentation aims at introducing teachers to the criteria necessary to evaluate teaching materials geared towards Young Learners. There will be reference to the typical concerns of EFL teachers, their perceived role of instructional materials, the underlying 'hidden' learning theory adopted by the materials' author(s) as well as reference to useful materials evaluation grids and checklists.

Paul Bouniol has been teaching EFL/ESL for more than 35 years. He has also held various posts ranging from Director of Studies, International Baccalaureate Coordinator, Applied Linguistics lecturer to Research Associate and Academic Coordinator. Currently he works for PeopleCert/LanguageCert as one of its Academic Consultants.



MESA REDONDA

Moderadora por Borja Uruñuela

SALÓN NERVIÓN | DIRECTORES | 16.45 – 18.00

Abriremos este foro lanzando tres temas de interés:
- "Contratación: nuevos retos, nuevas soluciones" (Aidan O'Toole).
- "La próxima competencia desleal vive en Baku" (Boelo van der Pool). Nuestra competencia ya no es la academia "pirata" de la calle de al lado, ni si quiere el profe que, a nuestras espaldas, da clases por su cuenta, si no que viene de países con legislación laboral y fiscal muchos más laxos y, sobre todo, sueldos mucho más bajos. Si hay rumanos, letones, serbios o azerbaiyanos con TEFL y buen nivel de inglés para dar clases en España, también los hay en sus países de origen....
- "CEA+empresas" (Alan McDyre)