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ACEIA ANNUAL CONFERENCE 2026 (SEVILLA, 13-14 NOVEMBER)

aceia asociación de centros de enseñanza de idiomas de andalucía

#connected
#annualconference2026

SÁBADO 14 DE NOVIEMBRE

9.00 - 9.45 REGISTRO Y PUBLISHER EXHIBITION

SALA CONVENCIONES (Planta -1)

10.00 - 10.15 APERTURA

PLENARIA 10.15 – 11.15

CLAIRE POTTER
Building Connection in the Classroom

11.15 - 11.45
Conferencia ACEIA - 20 años conectando el sector

SEMI PLENARIA 11.45 - 12.25

Jenna M Watson
Supporting Multilingual Neurodivergent Learners in the Classroom

Pearson

12.25 – 13.00 / COFFEE BREAK

TEACHERS - SESSIONS 13.00 – 13.45

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
MARK MEREDITH *Cambridge* FUTURE OF LANGUAGE SKILLS	**MICHELLE WORGAN** *Macmillan* KEEPING IT REAL: MAKING ENGLISH MEANINGFUL FOR YOUNG LEARNERS	**VICKY ANDERSON** *Academia Británica* OBSERVATIONS WITHOUT FEAR: FROM JUDGEMENT TO GROWTH	**KAREN MCDONALD** *TESOL SPAIN* 50 WAYS TO END YOUR LESSONS	**SALLY BOLTON** *Trinity* ADD DRAMA TO YOUR TEACHING	**JOSS PINCHES** *Hello Idiomas* EAR-TRAINING – AN ALTERNATIVE APPROACH TO LISTENING	**CHRIS KUNZ** *Anglia* INTONATION MATTERS: HELPING LEARNERS COMMUNICATE NATURALLY AND AUTHENTICALLY ALONGSIDE AI

TEACHERS - SESSIONS 13.55 – 14.40

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
CAROL READ HOW TO DEVELOP GLOBAL SKILLS THROUGH STORYTELLING WITH YOUNG CHILDREN	**GREGG SOTIROPOULOS** *MM/Stanley* EFFECTIVE TEAMWORK THRIVES WHEN COMMUNICATION DRIVES	**TERESA BESTWICK** *LanguageCert* THE HUMAN-CENTRED CLASSROOM: BUILDING CONNECTIONS WITH AND BETWEEN LEARNERS	**COLIN ROBINSON AND ZOI SECHLIDOU** *St James* LOW-TECH TOOLKIT	**HARRY WATERS** *Pearson* HOW TO TEACH SMARTER WITH MULTIMODAL LEARNING	**KAREN WATERSTON** *Difusión* READING FOR LIFE: INTEGRATING READERS INTO ENGLISH LANGUAGE CLASSROOMS	**YORDANKA KAVALOVA** *Oxford* BEYOND TEACHING TO THE TEST: HARNESSING POSITIVE WASHBACK

DIRECTORES

11.45 / 12.30 (NERJA/JEREZ)
CUADRO DE MANDOS FINANCIERO PARA ACADEMIAS: INDICADORES QUE IMPORTAN.
Mª CARMEN ARIAS

13.00 / 13.15 (NERJA/JEREZ)
PRESENTACIÓN CURSANGLIA.
JOSÉ CARLOS HUELVA

13.20 / 14.00 (NERJA/JEREZ)
INNOVACIÓN, TALENTO Y CRECIMIENTO: LA NUEVA AGENDA DE LAS ESCUELAS DE IDIOMAS.
AIDAN O'TOOLE Y MANUEL VIDAL

13.20 / 14.00 (ALJARAFE)
GESTIÓN DE PROFESORADO: KPI'S Y REMUNERACIÓN. UN MODELO A SEGUIR.
DAVID CANALES

14.00 / 14.40 (NERJA/JEREZ)
EL INGLÉS EN INFANTIL NO ES UN JUEGO.
SILVIA QUIRÓS

14.00 / 14.40 (ALJARAFE)
ADMINISTRAR Y VENDER... ¡CENTRA YA A TU EQUIPO DE ADMINISTRACIÓN!.
DAVID CANALES

ADMINISTRACIÓN

SALÓN ALCALÁ 45-50 PAX

10.45 / 12.30
CÓMO CONVERTIR CONSULTAS EN MATRÍCULAS Y ALUMNOS EN FANS. (PARTE II).
BORJA URUÑUELA

13.00 / 13.50
CÓMO CONVERTIR CONSULTAS EN MATRÍCULAS Y ALUMNOS EN FANS. (PARTE II).
BORJA URUÑUELA

13.50 / 14.40
COMUNICACIÓN DIGITAL REALISTA PARA ACADEMIAS DE IDIOMAS.
MARÍA DÍAZ GARCÍA

14.40 - 16.00 / LUNCH

TEACHERS - SESSIONS 16.00 – 16.45

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
GEORGIANA BUGA *Richmond* BEYOND DIFFERENTIATION: HELPING EVERY CHILD SUCCEED IN ENGLISH	**RACHEL JEFFRIES** *Cambridge* CAMBRIDGE EXAM PREP FOR NEW TEACHERS	**HARRY WATERS** MOULDING MINI MINDS ABOUT MAKING A DIFFERENCE	**ANNA PIRES** POP POWER: MUSIC IN ACTION	**ANA SÁNCHEZ MARTA GÓMEZ** *Clil British Method* THE NEUROSCIENCE OF LEARNING AND THE ART OF INSPIRING YOUNG MINDS	**PAUL SINGLETON** ERROR CORRECTION WORKSHOP	**NIKKI UNSWORTH** *Centro Idiomas Macarena* SIMPLY THE BEST

TEACHERS - SESSIONS 16.50 – 17.35

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
DENI SAVVIDOU *British Council* RECONCEPTUALISING OBSERVATIONS: EXPLORING THE UNSEEN MODEL	**PAULINA WOZNIAK** *TCEC* SO TELL ME WHAT YOU WANT WHAT YOU REALLY...	**SIMON PEARLMAN** *Active Language* CONTROL, FREEDOM AND CONNECTION IN YOUNGER LEARNERS' CLASSROOMS	**JOY VENNER** KEEP THE HUMANS IN THE LOOP	**VANESSA REILLY** TEACHING FOR TOMORROW: HANDS-ON SUSTAINABILITY PROJECTS FOR PRIMARY LEARNERS	**IAN BRAYSHAW** *CBS Language Academy* EXPLICIT METHODOLOGY MATTERS IN THE EFL CLASSROOM	**BORJA URUÑUELA** *St. James* SOUND ON: BOOSTING LISTENING AND PRONUNCIATION WITH WORDWALL

DIRECTORES

SALÓN NERJA-JEREZ 45-50 PAX

16.00 / 16.45 (NERJA/JEREZ)
SUCESIÓN INTERNA ESTRUCTURADA: ARQUITECTURA DE UNA MENTORÍA
ALEX LOJO

16.00 / 16.45 (ALJARAFE)
COMUNICACIÓN QUE CONECTA: LIDERANDO CONVERSACIONES DIFÍCILES
PILAR GONZÁLEZ AGUDO

16.50 / 17.05 (NERJA/JEREZ)
PRESENTACIÓN PEOPLECERT
ROBIN GRAVINA

17.05 / 17.35 (NERJA/JEREZ)
MESA REDONDA Y CONCLUSIONES

ADMINISTRACIÓN

SALÓN ALCALÁ 45-50 PAX

16.00 / 16.45
EFECTIVIDAD PROFESIONAL GESTIONAR EL TIEMPO, GANAR EN CALIDAD DE VIDA.
MAGDALENA REQUENA MIRANDA

16.50 / 17.35
MESA REDONDA Y CONCLUSIONES.
SONIA RIOS

17.40 / SORTEO

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PLENARIA 10.15 – 11.15

BUILDING CONNECTION IN THE CLASSROOM

Claire Potter

S3 / S4

"We really connect" is a fantastic way to describe a relationship with somebody, but it doesn't always come naturally. In this session, we'll focus on how the human touch is a vital part of being a teacher. From small gestures to structured activities, whether Admin Staff or Teachers or Managers, we examine how an empathetic, engaging, and motivating approach builds the trust, confidence, and connection needed for a positive and successful learning environment.



Claire Potter, Director of Teacher Training at Clic, International House Seville, began teaching in Japan in 1992 before moving to IH Cordoba, where she learned a great deal as a teacher. At Clic since 1999, she has worked with a wonderful range of students, trainees and colleagues on CELTA, DELTA & IH Young Learner courses in Seville and Málaga. She has a soft spot for teaching teens, as among other things the connections she makes keep her feeling young!

11.15 - 11.45

Conferencia ACEIA - 20 años conectando el sector

SEMI PLENARIA 11.45 - 12.25

SUPPORTING MULTILINGUAL NEURODIVERGENT LEARNERS IN THE CLASSROOM

Jenna M Watson

Ss

Because understanding how pupils brains work is essential to providing more effective support, this presentation provides a snapshot of the types of neurodivergence that we encounter in the EAL (and all) classroom, Followed by practical strategies for supporting learners with ADHD, Autism, dyslexia, dyspraxia and dysgraphia, etc. that teachers can begin to implement the following day.



Jenna Watson spent the first part of her career trying to save the planet before she realised that supporting brilliant kids who learn differently was her true passion. She went back to school achieving a (second!) masters degree in special needs and inclusive education from the University of Nottingham with distinction. Jenna can relate to what it feels like to be a different learner having received extra support for maths in her primary years. She is currently the SENCO for Seniors and Wellbeing Lead at an international British school in Barcelona, where she advocates for pupils, supports teachers in the classroom (even in maths!), and acts as a liaison for parents and external professionals.

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

SESSIONS 13.00 – 13.45

SALA MIJAS 13.00 - 13.45 | S4

THE FUTURE OF LANGUAGE SKILLS
Mark Meredith

CAMBRIDGE

Teaching has changed a lot in the last two years, but the fundamentals still matter. In this session, we will look at what has stayed the same in language teaching and what has changed, with a focus on the skills learners need for Cambridge exams. We will explore how AI can support writing, how oracy can strengthen spoken interaction, and how to design lessons that help all learners participate with confidence.



Mark Meredith is a Professional Learning and Development Trainer at Cambridge University Press & Assessment with over 15 years of experience in ELT, teacher training, and curriculum development. Working extensively across Spain and Portugal as well as Central and Northern Europe, he designs and delivers impactful training programmes and international webinars centered on collaboration, fair assessment, and inclusive classroom practices. Mark holds an MA in TESOL from Lancaster University and a Trinity DipTESOL.

SALA ROTA 13.00 - 13.45 | S2

KEEPING IT REAL: MAKING ENGLISH MEANINGFUL FOR YOUNG LEARNERS. Michelle Worgan

macmillan education

What if every lesson gave your pupils a real reason to use English? In this practical workshop we'll explore how to bring the real world into your primary EFL classroom. Together we will look at how to use images and everyday situations to spark curiosity and give young learners something genuine to say. We'll also discover how framing learning through meaningful tasks gives structure and purpose to everything pupils do. You'll leave with ready-to-use ideas to use in your classroom.



Michelle Worgan is a teacher, trainer and author based in Jerez. With a career spanning over twenty-five years, she is passionate about young learner teaching and strives to help and support teachers to empower their students, with a special interest in learner-centred approaches. She writes for a variety of international publishers as well as self-publishing her own resources and running a training programme in inquiry-based learning. Michelle is currently joint events coordinator for the IATEFL Young Learners & Teenagers SIG.

SALA TRIANA 13.00 - 13.45 | S2 | Jefes de Estudios

OBSERVATIONS WITHOUT FEAR: FROM JUDGEMENT TO GROWTH
Vicky Anderson

Academia Británica

Lesson observations are often associated with anxiety and judgement, yet they can be one of the most powerful tools for teacher development. Aimed at DoSes, senior teachers and those aspiring to leadership roles, this session explores how to move beyond checklists to develop observation practices that foster trust and meaningful professional conversations. We'll look at common pitfalls, explore coaching-based feedback and leave with concrete strategies to make observations less about evaluation and more about connection and growth.



Vicky is an Academic Manager at Academia Británica - International House Huelva, where she works closely with a team of EFL teachers across two language schools as well as colleagues at sister schools in Córdoba. Having spent many years being observed herself, she knows first-hand what it feels like to be on the receiving end of an observation. Now, as the observer, she's particularly interested in how effective feedback can build confidence, encourage reflection and support meaningful professional growth.

SALA ARCOS 13.00 - 13.45 | Ss

50 WAYS TO END YOUR LESSONS

Karen McDonald

Don't you ever just want the lesson to end? Students, teacher?? We'd like to think that it shouldn't be the case but what if the end of the lesson is planned and something to look forward to? In this session I aim to show you as many ways as possible to end your lessons in a fun, and who knows, perhaps even in an original way. Whether they're children, teens or adults we want them to leave the classroom with a smile.



Karen McDonald is passionate about language learning and teaching. She started teaching English as a second language 30+ years ago. She has taught students of all ages (2 to 82) in many different types of institutions from kindergarten to university. She currently teaches at a Language School, here in Seville. Outside of the classroom much of her spare time is devoted to TESOL-SPAIN having been a board member for the last 15 years.

SALA EL PALMAR 13.00 - 13.45 | Ss

ADD DRAMA TO YOUR TEACHING

Sally Bolton

Would you like to bring more energy, creativity, and communication into your classroom, but feel that drama is too complicated or time-consuming? In this practical session, you will discover simple, adaptable drama techniques that you can use immediately with learners of different ages and levels. You will leave with a range of ready-to-use activities to increase engagement, confidence, and speaking skills, as well as access to a free extended online collaborative learning course to continue developing your practice.



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 and running her own language school, she is the Academic Lead for Trinity College London Spain and Europe East & West, providing academic support for EFL teachers and Trinity registered exam centres. She also collaborates with various regional teacher training centres. She has an MA in TESOL and another MA in Digital Education.

SALA TARIFA 13.00 - 13.45 | S3 / S4

EAR-TRAINING – AN ALTERNATIVE APPROACH TO LISTENING

Joss Pinches

Conventional wisdom suggests we can help our students to develop their listening skills by focusing on 'top-down' strategies such as context and inference. In this talk I'll argue in favour of 'bottom-up' strategies such as dealing with sound changes and recognising recurrent lexical patterns. I'll show how intensive diagnostic exercises can identify specific areas of difficulty from assimilation to verb catenation, and also demonstrate a range of 'ear-training' tasks for working on these areas.



Joss works for the Servicio de Lenguas Modernas at the University of Huelva, and is co-owner of Hello Idiomas. Over the past few years he has been examining and overhauling his teaching according to insights from corpus linguistics, discourse analysis and growth mindset methodology. He is currently working on developing an alternative syllabus that integrates the four skills.

SALA CONIL 13.00 - 13.45 | S3 / S4

INTONATION MATTERS: HELPING LEARNERS COMMUNICATE NATURALLY AND AUTHENTICALLY ALONGSIDE AI

Chris Kunz

As AI tools increasingly support language learning, learners can improve vocabulary and grammar more easily than ever. However, communicating naturally requires more than linguistic accuracy. Intonation plays a key role in conveying meaning, attitude, emotion, and speaker intent. This presentation explores practical classroom activities and technology-enhanced strategies that help intermediate and advanced learners develop more natural speech. Participants will discover ways to integrate intonation practice into their teaching, enabling learners to communicate more clearly, confidently, and effectively in real-world interactions.



ELT professional with over 30 years of experience across Europe, Australia, and the Americas. Since 1997, he has lectured in ELT pedagogy, language change, English phonetics and phonology, and English as a Lingua Franca. He serves as President of Anglia Examinations for the Americas and Spain Network and as Principal of The English Centre Schools Network in Spain. He holds the Cambridge/RSA Certificate and Diploma in ELTA, the Anglia Certificate and Diploma in Applied Translation, and is a CELTA Trainer.

SESSIONS 13.55 – 14.40

SALA MIJAS 13.45 - 14.40 | **S1 / S2**

HOW TO DEVELOP GLOBAL SKILLS THROUGH STORYTELLING WITH YOUNG CHILDREN. Carol Read

Global skills are critical to young children's educational success and long-term future. But how can we incorporate them into our teaching in a meaningful and age-appropriate way? In this workshop, we will explore what global skills are and discuss a pedagogical framework for developing them in class. The main focus will be on practical ideas and activities to implement the framework through storytelling. The session will include an example of one of the presenter's own stories.



Carol Read has decades of experience as a teacher, teacher educator, academic manager and international consultant. She is also an award-winning author. Carol's main area of expertise is in early years and primary ELT and she has published extensively in this area. Her special interests include storytelling, social and emotional learning and implementing a 'whole child' approach. Carol is also a former President of IATEFL. You can find out more about Carol by visiting www.carolread.com

SALA ROTA 13.45 - 14.40 | **S4**

EFFECTIVE TEAMWORK THRIVES WHEN COMMUNICATION DRIVES
Gregg Sotiropoulos

Effective teamwork may begin and end with communication, but that's not the whole story. Mike Krzyzewski said it best, "Leaders have to search for the heart on a team, because the person who has it can bring out the best in everybody else." Working closely and being part of a team involves personal growth and the development of a wide range of leadership, collaborative, and problem-solving skills. Developing teamwork in our classrooms can steadily improve our students' performance and really help bring out the best in them.
Together we will examine just how teamwork achieves this while keeping in mind the key element of communication.



Gregg Sotiropoulos (BA, MBA) born in New York, USA.
He began his career in education as an elementary school teacher in 1998 in New York. He holds a bachelor's degree in Education, a Master's Degree in Business Administration and had participated in numerous seminars and conferences concentrating on Leadership, Coaching, Negotiations and Training. He has extensive experience in teaching English as a foreign language at all levels. He is currently working for MM Publications as an ELT consultant and teacher trainer.

SALA TRIANA 13.45 - 14.40 | **S3 / S4**

THE HUMAN-CENTRED CLASSROOM: BUILDING CONNECTIONS WITH AND BETWEEN LEARNERS. Teresa Bestwick

In this hands-on workshop, we'll look at a variety of ways to engage our learners during the lesson. We'll look at activities which help us to continue to build rapport with our learners through the year and which also encourage them to develop their interpersonal skills, building stronger relationships between learners. Some activities will be low-tech, others will make use of the tools we have available to us, but all will be low-prep and easily adaptable to different groups.



Teresa is a teacher, trainer and ELT author based in San Fernando, Cádiz. She is the co-host of 'Tea with Fi and T', a weekly podcast discussing a range of topics in ELT, and co-author of 'Teaching Teenagers' from DELTA Publishing. She teaches online and when not in front of the computer, enjoys early-morning walks and true crime podcasts.

SALA ARCOS 13.45 - 14.40 | Ss

LOW-TECH TOOLKIT
Colin Robinson and Zoi Sechlidou

In this session we go against the flow. Technology is becoming more dominant in the classroom but not always for the better. We will look at how we can still use materials now considered old school. From flashcards to a simple sheet of paper to create a dynamic classroom environment, with a focus on getting our students speaking and engaged. In fact we may also steal a few ideas from AI to go with the flow.




Colin Robinson is the Director of Studies at St James Language Center. He has over 15 years of teaching experience. He is currently mentoring new and experienced teachers through our teacher training sessions and developmental observations as well as presenting sessions at conferences such as ACEIA and TESOL.
Zoi has been dedicated to English language education since 2012, teaching both young learners and exam preparation classes. As Assistant Director of Studies, Zoi brings a wealth of experience, including participating as a conference speaker and publishing a paper on English Language and Literature.

SALA EL PALMAR 13.45 - 14.40 | Ss

HOW TO TEACH SMARTER WITH MULTIMODAL LEARNING
Harry Waters

In this session, we'll explore why multimodal learning is essential for today's language classroom and how AI can help teachers create engaging, accessible learning experiences across multiple modes. We'll look at how utilising different inputs - text, images, audio and video - can support deeper understanding, increase motivation and improve accessibility, You'll leave with practical strategies, a bank of useful AI-powered tools and ready-to-use ideas for designing more inclusive, effective and engaging ELT lessons.



Harry Waters is a teacher trainer, author, and sustainability consultant who has somehow turned talking about education into a full-time job. Based in Spain, he has worked with teachers in dozens of countries and collaborated with almost every major ELT publisher in the industry. A regular conference speaker and webinar host, Harry is known for combining practical classroom ideas with a healthy dose of humor. He is the author of Activities for a Greener Mindset and is passionate about helping teachers inspire curiosity, critical thinking, and positive action in their classrooms. In his free time he likes to cook things in his car and clean up other people's litter.

SALA TARIFA 13.45 - 14.40 | S2/ S3 / S4

READING FOR LIFE: INTEGRATING READERS INTO ENGLISH LANGUAGE CLASSROOMS. Karen Waterston

In a world of fast content and short attention spans, reading remains one of the most powerful tools for developing thinking, focus and learning. In this session we will look at how teachers can build successful learners through the integration of Helbling's graded readers into daily teaching. It explores reading as a life skill, a cognitive tool, and a foundation for critical thinking, while trying out practical classroom strategies to create a lasting reading culture.



Karen Waterston holds an MEd in Educational Technology from the University of Manchester and has over 30 years of experience in teaching and teacher training. She has taught and trained educators around the world, both face-to-face and online, across a wide range of educational contexts. Currently based in Catalunya, Spain, she works at a local high school running a garden project as well as teaching the 5th year students. She works online, developing training materials and is part of the British Council social media team.

SALA CONIL 13.45 - 14.40 | S4

BEYOND TEACHING TO THE TEST: HARNESSING POSITIVE WASHBACK

Yordanka Kavalova

Every assessment creates washback, shaping what teachers teach and what learners focus on. For language schools, the challenge is ensuring that test preparation develops genuine communicative competence, not just exam-taking skills. Drawing on research into washback, assessment for learning, and the CEFR, this session explores how real-world proficiency tasks can promote positive washback. A practical washback model highlights factors influencing learner motivation and achievement, alongside strategies for creating assessment experiences that build transferable language abilities, confidence, and long-term learning success.



Yordanka Kavalova is the Head of Assessment Product at Oxford University Press, ELT. She has worked in educational research and publishing for over two decades and has led international projects for schools and higher education, including collaborating with ministries of education. Before that, she was a corpus linguistics researcher at University College London. Yordanka is passionate about translating latest academic research into practical assessment solutions, ensuring OUP's offer meets the highest standards of validity and relevance, and supports learner success.

LUNCH 14.40 - 16.00

SALA MIJAS 16.00 - 16.45 | S2 / S3

BEYOND DIFFERENTIATION: HELPING EVERY CHILD SUCCEED IN ENGLISH. Georgiana Buga

Are our learners really communicating, or simply producing rehearsed answers? In a world shaped by screens and AI, authentic interaction matters more than ever. This session explores the power of oracy through mediation—the explicit teaching of speaking and listening skills—to build confidence, engagement, and meaningful communication in English. Participants will discover practical strategies, including scaffolding and discussion routines, that develop speaking and active listening skills while also preparing learners to perform more successfully in speaking tasks and certification exams.



I am an English language education professional with extensive experience in teaching, academic coordination, and educational consultancy. I currently work as an English Advisor at Santillana Richmond, where I contribute to the development and implementation of innovative educational projects, teacher training initiatives, and English language teaching resources. My background also includes academic coordination and experience supporting academic processes, curriculum development, and quality assurance within higher education. My professional focus is on enhancing English language teaching through effective methodologies, innovation, and collaboration across diverse educational contexts.

SALA ROTA 16.00 - 16.45 | S4

Cambridge Exam Preparation for New Teachers
Rachel Jeffries

New to Cambridge English Qualifications? This session offers a clear starting point for teachers who are new to Cambridge or to exam preparation for Cambridge Qualifications. We will look at the key
principles behind the assessments, how skills develop across the papers, and how to use support materials to turn everyday classroom work into effective preparation. This session is also the perfect place to ask the
things you have always wondered about but never quite had the chance to ask. By the end of the session, you will hopefully feel more confident, be able to save time, and begin planning lessons with a stronger sense of purpose and progression.



Rachel is an experienced teacher and teacher trainer. Starting as a secondary Drama and English teacher, she has taught diverse groups across various countries. Now, she leads a team covering West Europe,
Italy, and Iberia, overseeing regional and local educational strategies and delivering tailored pedagogical solutions. Rachel is a specialist in Integrated Learning and Assessment (ILA) and in applying Cambridge's research-based approaches to enhance teaching and learning. With a PGDE and DELTA, she is passionate about driving educational excellence, adapting to evolving needs, and fostering collaborative solutions.

SALA TRIANA 16.00 - 16.45 | S1 / S2

MOULDING MINI MINDS ABOUT MAKING A DIFFERENCE.

Harry Waters

How young is too young to start making a difference? In this practical and inspiring session, we'll explore how environmental awareness, advocacy, and agency can be nurtured from the earliest years of learning. From preschool children who are not yet reading to young learners beginning to engage with texts and the wider world, we'll look at age-appropriate ways to help children develop a sense of responsibility, empathy, and action.

Through stories, play, projects, routines, and simple classroom activities, we'll examine how teachers can empower even the youngest learners to see themselves as capable of creating positive change. Participants will leave with a range of practical ideas and activities that can be easily adapted to their own contexts, helping children move from awareness to action while developing language skills, confidence, and a lifelong connection to the world around them.



Harry Waters is a teacher trainer, author, and sustainability consultant who has somehow turned talking about education into a full-time job. Based in Spain, he has worked with teachers in dozens of countries and collaborated with almost every major ELT publisher in the industry. A regular conference speaker and webinar host, Harry is known for combining practical classroom ideas with a healthy dose of humor. He is the author of Activities for a Greener Mindset and is passionate about helping teachers inspire curiosity, critical thinking, and positive action in their classrooms. In his free time he likes to cook things in his car and clean up other people's litter.

SALA ARCOS 16.00 - 16.45 | S2 / S3

POP POWER: MUSIC IN ACTION

Anna Pires

Music has a special place in the English classroom, especially with young learners and teens. This practical workshop explores how songs and music videos can bring energy and purpose to language learning. Participants will experience classroom-ready ideas that use music as a starting point for communication, creativity and community building. The focus is on making lessons memorable while helping learners connect with English through sound, image, emotion and shared experience.

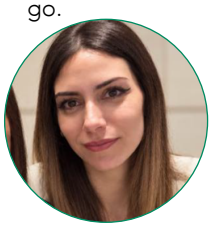


Anna Pires is a teacher trainer, materials writer and coursebook author with over 30 years' experience in ELT. She is coordinator of the APPI Mindful EFL SIG and a regular speaker at national and international events. Her work explores music, mindfulness, multimodality, creativity and humanistic approaches to language learning. In her sessions for young learners and teens, she focuses on how music, movement, emotion and carefully designed classroom experiences can support language, confidence, participation and classroom community.

SALA EL PALMAR 16.00 - 16.45 | S3 / S4

THE NEUROSCIENCE OF LEARNING AND THE ART OF INSPIRING YOUNG MINDS. Ana Sánchez / Marta Gómez

What is the secret to better learning? Isn't it about inspiring children to want to learn rather than simply teaching them more? Discover how emotion, curiosity, and motivation can transform the way children learn English.
In this presentation, we will explore what neuroscience reveals about the learning process and how this knowledge can be translated into educational experiences that capture attention, spark interest, and create lasting impact.
Through practical examples and the innovative vision of the CLIL British Method®, we will discover how to move beyond traditional teaching approaches and create learning environments where children not only learn English but genuinely enjoy using it. This inspiring and practical session connects science, methodology, and educational innovation, encouraging professionals in the field to rethink how we teach in order to achieve more meaningful and effective learning outcomes.
Because when we understand what drives learning, we can transform not only how children learn, but also how far they can go.





Ana Sánchez Gómez is the founder and creator of CLIL BRITISH METHOD™, her own methodology combining neuroeducation, active learning and meaningful experiences to support English language acquisition from an early age. Her innovative work was recognised with the FECEI TOP 2026 Award. She has over 20 years of experience in education, specialising in bilingual teaching, British education and pedagogical innovation. A qualified teacher of English and Early Childhood Education, she has worked across different educational models and coordinated bilingual programmes and official Cambridge and Trinity examinations and certifications.

As Pedagogical Director of CLIL BRITISH METHOD™, Marta Gómez Moreno oversees teaching programmes and educational resources, promotes the implementation of the method in other schools, and leads teacher training initiatives. Her work focuses on active, meaningful learning tailored to children's developmental needs. She is an educational psychologist specialising in active learning methodologies, neuroeducation and innovation in bilingual education, and holds a degree from the University of Seville. She has seven years of experience teaching English to young learners and developing innovative learning strategies..

SALA TARIFA 16.00 - 16.45 | S2/ S3 / S4

ERROR CORRECTION WORKSHOP.
Paul Singleton

In this talk, we'll address why students make the same errors over and over, and how we can help them self-correct and eliminate these infuriating mishaps. As well as offering my own insights and class experiences, I'll be drawing upon fellow teachers' expertise and correction techniques to make this talk a more entertaining and interactive gathering.



I've been teaching for nearly twenty years in South Korea, Ireland and Spain. Having attended several ACEIA conferences, I've given talks on grammar, vocabulary, Cambridge exams, and improvisational skills. I currently work for Coucke's where I specialise in exam preparation for Cambridge, Trinity and APTIS exams.

SALA CONIL 16.00 - 16.45 | S2 / S3 / S4

SIMPLY THE BEST.
Nikki Unsworth

In this workshop I aim to share some of the best practical ideas I've accumulated in over 40 years of trying to teach humanistically and from the heart. It's a go-to collection of tried and tested classroom activities, including tasks to use at the beginning of a course, with songs, to correct students' work, to introduce skills work, to prompt speaking, and lots more. My favourite things to bring warmth, colour and wonder to the classroom!



Nikki Unsworth has been teaching EFL for 40+ years and for 35 of those years was the Head of Studies at Centro de Macarena in Seville, where she taught all ages from young children to adults (all levels from beginners to proficiency). She likes sharing ideas that help create a positive, cooperative learning environment. And although recently retired, she feels a strong connection with the ELT community.

SESSIONS 16.50 - 17.35

SALA MIJAS 16.50 - 17.35 | **Ss**

RECONCEPTUALISING OBSERVATIONS: EXPLORING THE UNSEEN MODEL. Deni Savvidou

BRITISH COUNCIL

This workshop explores "unseen observations": a collaborative alternative to traditional classroom observations, grounded in critical friendship, active listening, reflection, and confidentiality. Through guided activities, participants will experience key stages of the model and consider how it can reshape professional dialogue and teacher development. They'll leave with practical tools to implement and reconceptualise observation culture in their contexts.



Deni Savvidou is a Senior Teacher/Director of Studies at British Council Madrid. She holds a DipTESOL, an MA in Renaissance Studies and a BA in English Studies. She has extensive experience in English language teaching, teacher development and academic management across a range of educational contexts. Her professional interests include phonology, native-speakerism, educational research and teacher training, with a particular focus on supporting teachers' professional growth through reflective practice and evidence-informed approaches.

SALA ROTA 16.50 - 17.35 | **S2 - S3 - S4**

SO TELL ME WHAT YOU WANT WHAT YOU REALLY... Paulina Wozniak

The Cultural English Centre

When learners ask for "something fun", it is tempting to reach for a pre-planned filler. But what happens when we hand over some of the choice? This practical workshop explores quick, adaptable activities—from familiar classroom favourites to AI-generated options—that build agency, spark curiosity and create genuine connection. Participants will try activities they can use during a lesson or in its final minutes, then leave with a flexible toolkit for making student voice part of everyday classroom decision-making.



Paulina Woźniak is an EFL teacher and teacher trainer with experience teaching children, teens and adults in Spain. Passionate about learner-centred education, she enjoys helping teachers turn everyday classroom moments into opportunities for greater engagement, agency and connection. Her CPD sessions combine practical ideas with current trends in ELT, including mediation, DOGME and the purposeful use of AI. She believes students learn best when they feel heard and teachers feel empowered to experiment.

SALA TRIANA 16.50 - 17.35 | **S2**

CONTROL, FREEDOM AND CONNECTION IN YOUNGER LEARNERS' CLASSROOMS. Simon Pearlman

ELT Teacher Training | Centro De Idiomas
Cádiz active language

Working with younger learners can be a joy and a privilege. It can also be challenging and messy. Can we find a balance between control and freedom that works for us and for our students? What role does connection play? There will be particular emphasis on both language production and on classroom management. You should leave the session with plenty of practical ideas to use in class straightaway as well as some food for thought.



Simon is a teacher, trainer and joint owner of Active Language, Cádiz, a language school and teacher training centre offering Trinity Dip, CertTESOL and Young Learners courses. Simon has been teaching since 1997 and still loves it, mostly. He is the main tutor on the Younger Learners course as well as a conference-lover and a regular speaker at events across Spain. He is also ACEIA "vocal" for his adopted province, Cádiz. Find him on social media, at training@activelanguage.net or www.activelanguage.net

SALA ARCOS 16.50 - 17.35 | S4

KEEP THE HUMANS IN THE LOOP.
Joy Venner

This is not another session about AI tools. Instead, it explores what it means to remain human in the age of AI. As teachers, how do we help students learn safely, critically and meaningfully when it has never been easier to bypass the learning process? Through practical activities, discussion and reflection, we'll explore how AI is reshaping English language teaching while reaffirming our role as educators. We are the heart of language teaching, let's keep it that way.



I am the founder of Own Your English and a teacher with over 20 years' experience in English language education. Based in Spain, I now specialise in communication, professional English and the future of learning. I am passionate and curious about helping teachers and learners use AI thoughtfully while protecting the human qualities that technology cannot replace. My session aims to combine practical ideas, reflection and real-world application to prepare educators for the classrooms of tomorrow.

SALA EL PALMAR 16.50 - 17.35 | S2

TEACHING FOR TOMORROW: HANDS-ON SUSTAINABILITY PROJECTS FOR PRIMARY LEARNERS. Vanessa Reilly

Teaching children about being kind to each other, to living things and to the world around them has always been really important to me, so the Sustainable Development Goals made lots of sense.
Primary classrooms are the perfect setting to engage children in experiences and projects that will make them aware that they can make a difference to the world they live in.
In this very hands-on session, we will consider projects which children become quickly and easily invested in.



Vanessa Reilly is a pre-primary and primary teacher passionate about helping children become confident learners of English and supporting their teachers to facilitate this. Most recently she completed a resource book for DELTA Publishing called Sustainable Development Strategies for Young Learners and she is one of the authors of My friend Allie, a dynamic six-level primary English course (ages 6-12) designed for modern, inclusive classrooms where every pupil is seen, supported and motivated for DELTA.

SALA TARIFA 16.50 - 17.35 | S3

EXPLICIT METHODOLOGY MATTERS IN THE EFL CLASSROOM
Ian Brayshaw

CBS LANGUAGE ACADEMY

Explaining our methodology is essential for the effective teaching of EFL. The premise being that understanding why we do the things we do in the classroom empowers students by helping them understand how learning happens, increasing willingness to participate, giving the autonomy for self learning outside the classroom and enabling them to self evaluate with critical thinking



Ian is from Oxford, England and has been teaching English as a foreign language for 30 years. Firstly in Japan and laterally in southern Spain. He achieved his TEFL qualification with the London Teacher Training College, attaining a distinction. He is an experienced teacher at all levels from young learners through teens to adult professionals.

SALA CONIL 16.50 - 17.35 | Ss

SOUND ON: BOOSTING LISTENING AND PRONUNCIATION WITH WORDWALL. Borja Uruñuela

Want to transform interactive games into an active listening powerhouse? In this practical session, we will explore how to exploit Wordwall's audio feature to maximize young learners' exposure to spoken English. Discover gamified activities designed to improve children's pronunciation, boost overall comprehension, and prepare them for exams. While the main focus is on primary students, you will walk away with dynamic, adaptable ideas ready to inject interactive audio into any age group. Let's make digital learning sound better!



Borja is the Head of Education at St. James where he works very closely with the teachers and the students. He's also a Teacher Trainer, material writer and gives conferences throughout the country. Borja and his team are currently running an online course for English teachers: Empowering English Teachers: St. James's Online Practical Course. Borja has been teaching English since 1991.

SORTEO 17.40