

## Friday Presentations

### 28th TESOL-SPAIN National Convention Official Opening Ceremony AULA MAGNA 17:00 - 17:30

### OPENING PLENARY 17:30 - 18:30

**Harmer, Jeremy** Aula Magna (201)

Marshall Cavendish ELT

#### **CULTURE or Culture? Language, Methodology and Content in Century 21**

MDv/Cult Talk/Eng A2/LGen/T1,2,3 P...T

Is there such a thing as a global TEFL community? Are teachers in Turkey teaching the same thing as their counterparts in Cambridge, Mexico City, Jeddah or Seattle? This talk will examine what makes us different and what makes us the same, where English fits in all this, how the language has evolved and how methodology copes with it all.

### Friday 19:00 - 20:00

**Drummond, Hadija** Room 109

Kwansei Gakuin University, Japan

**Haddon, Andrew**

International Education Services, Japan

#### **Raising EFL Students' Awareness of World Englishes**

WE/Cult Talk/Eng A2,3/L2,3/T2,3 P...T

It has been argued that EFL students should be aware of multiple varieties of English and encouraged to recognize the validity of all such varieties. We will present a unit to increase students' awareness of World Englishes and discuss our research into students' reactions to the unit. The presentation is aimed at teachers of high-intermediate to advanced learners. Audience participation is expected.

### Friday 19:00 - 20:30

**Andrewes, Simon** Room 210

Freelance

#### **Content-based Teaching**

TBL/Ctec W/Eng A2/L1,2/T1,2,3 P...T

In content-based language teaching, structural and lexical language input is the medium which conveys informational content of relevance and interest to the learner. Sources of informational content are extremely varied and may come in the foreign language or the mother tongue. This talk explores how to exploit some of them in the teenage classroom.

**Gerdes, Teresa V.**

Room 102

**Clement, Jamie**

Vicens Vives

#### **English in the Content Area- catering to diversity**

CTec/AL R Prv/Eng A1/LMix/TGen P...T

Teaching English in a Content Area, such as science, social studies or mathematics, provides students with a meaningful and interesting context. This workshop will focus on instructional strategies that cater to all learners. We will use Vicens-Vives's new book, *World 1 for Natural Social and Cultural Environment* (first cycle primary) as our material.

**Hancock, Mark**

Aula Magna (201)

Freelance/CUP

#### **Intonation Games**

Pron W/Eng A1,2,3/L1,2,3,Mix/TGen P...T

In this workshop, we'll look at how to present English sentence stress and intonation to students. I'll suggest that the key is to avoid too much detail, and to make it feel game-like. I'll demonstrate classroom activities and materials, which participants can take away and try in their own classrooms.

**Hylton, Carrol**

Room 203

The British Council

#### **Jamaican English and Music**

CALL/Cult W/Eng A2,3/L2,3/T2 P...T

In the early days - 1960's, Jamaican English (in Britain) was only spoken amongst Jamaican families and their friends. Now, it is part of British culture. This is a practical workshop which explores Jamaican English and its influence, through music. Participants will have the opportunity to explore EFL materials available on the Internet for organising a cultural-awareness activity in class.

**Kelly, Kathryn**

Room 208

British Council, Madrid

#### **Your Daily Newspaper is your Daily Lesson**

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

A practical-oriented session providing several lesson plans which can be implemented immediately and easily. Ex-journalist Kathryn Kelly will reveal a few tricks of her old trade to demonstrate how your daily newspaper, or news bulletin, can provide limitless lesson material. There will be ideas for classes which require zero preparation time but which can be highly communicative.

**McConochie, Paul**

Room 107

Burlington Books

#### **English Please!**

CTec Talk/Eng A2,3/L1,2,3/LmixT1,2,3 P...T

Do you ever feel guilty about using Mother Tongue in class? Aren't traditional approaches to teaching English - translation, dictation, explanations in MT - actually very useful and compatible with dynamic classroom practice? Join us for a session where we'll be looking at combining the traditional with the modern to create a fun and fruitful teaching environment.

**McDonald, Annie** **Room 209**

Universidad San Pablo-CEU

**An Introduction to Intercultural Competence**

Cult Talk/Eng A2,3/L1,2,3,Lmix/T2,3 P...T

The Common European Framework (CEF) has stimulated an interest in the development of intercultural competence in the language classroom. In this presentation we will investigate the components of intercultural competence and consider types of learning experiences appropriate for learners of different ages and at different levels. We will also briefly look at the intercultural dimension in the ELP (European Language Portfolio).

**Walkley, Andrew** **Room 108**

University of Westminster / Thomson Learning

**Making Life Easier for Low Level Learners**

CBk/CTec Talk/Eng A3/L1/T1,2,3 P...T

Why do so many students stop learning English at low levels? In this talk I suggest the typical elementary syllabus is partly to blame. By reflecting on L1 acquisition, we can rethink the language taught in elementary courses, the contexts used and the way we address students' questions. The talk offers practical advice and possible ways of thinking about material.

**Quinn, Robert** **Room 111**

Oxford University Press

**Full of Questions**

S/CTec W/Eng A1/L1/T1,2 P...T

Have you noticed that young children love asking questions? How can we make this work in our favour in first and second cycle of Primary? What kinds of question/answer tasks and games can we use to develop childrens' speaking skills? What works best with different ages? These questions will be answered, along with practical suggestions and ideas for class activities.

**White, Mark** **Room 115**

British Council, Madrid

**Liven up your Reading**

CTec/R Dem/Eng A1,2,3/L1,2,3/T1,2 P...T

Hands-on demonstrations of two ways of adapting coursebook readings to make them more interesting and memorable, hence effective. Methods: convert into listening for gist and detail - using noticing and memory, and running dictations followed by ordering or matching activities. Ways of modifying methods to particular circumstances, examples done plus comments, and a third method, retelling using words/phrases, included in handout.

**Santopietro Weddel, Kathleen** **Room 110**

Northern Colorado Literacy Resource Center

**Loustalet, Ardith**

St. Vrain Valley Adult Education

**Task-Based Listening Activities**

L/CTec Dem/Eng A3/L1,2/T1,2 P...T

While teachers devote much of their instructional time creating speaking opportunities for learners, experts say that, actually, "we acquire language by listening, not speaking". The presenters focus on five general listening tasks and engaging activities requiring learners to listen in order to complete them. Participants will practice some activities and take them back to the classroom on Monday morning.

**Sarbadhikari, Paloma** **Room 103**

Richmond Publishing

**Have you got a Story to Tell? Children Always Do!**

CTec W/Eng A1/LMix/T2 P...T

In this practical workshop I will show you how to make a "Little Handmade Storybook" which I have found extremely effective in motivating children to simply tell a story using writing skills and illustration. This activity produces a great deal of language pay-off and is a useful tool in developing intercultural communication by allowing students to tell a story about their world as they see it.

# Saturday Presentations

**Saturday**

**9:00 - 10:30**

**Arcos, Marina**

Universidad de Sevilla

**Room 208**

***Diversity in English Language Materials***

CTec/MDv    Talk/Eng    A1/LMix/T1,2,3    P . . \* . T

The presentation will combine theoretical and practical elements related to materials development to promote diversity in language materials. We will discuss reasons for adapting and making our own materials to cater for diversity. Then, a selection of four different types of teaching materials will be discussed, aimed at young learners and illustrated with examples drawn from a bilingual project.

**Cabrera, Luis**

Universidad Nacional Autonoma de Mexico, UNAM

**Room 108**

***Autonomy in Listening***

L/CTec    W/Eng    A3/L2,3/T1,2    P . \* . . T

Come and discover how to find out your students' learning styles and help them create their own listening activities. This workshop will give you lots of ideas on how to design listening activities based on videos, recordings and the Internet. Several demonstrations will be given and participants will develop their own activities.

**Fulton, Shona**

British Council, Madrid

**Computer Room**

***Pronunciation Fillers***

Pron/Game    W/Eng    A1,2,3LGen/T1    P \* . . . T

Are you and your students intimidated by phonemic symbols? This workshop is for new teachers or for teachers who have thus far avoided pronunciation teaching. I will suggest some practical activities to help your students learn as they play. These fillers can be used to focus on pronunciation differences between English and your learners' L1. Audience participation essential.

**Harmer, Jeremy**

Marshall Cavendish ELT

**Room 102**

***Do you Dream Often? (Or What's the Best Way?)***

CTec/MDv    W/Eng    A2/LMix/T1,2,3    P . \* . . T

This session asks questions about what people do, experience and like in terms of language methodology and activities. Do all students respond to the same kind of activity? Does the same student always react to the same activities in the same way? These are questions which this workshop will attempt to answer by looking at different activities and assessing their worth.

**Hetherington, Julie**

Trinity College London

**Room 103**

***Trinity - supporting the teacher and the candidate***

TDv    W/Eng    A1,2,3/L1,2,3,Lmix/T1,2,3    P \* . . . T

Finding an EFL exam for your students which is practical and easy to administer can be a nightmare for any state or language school. In this practical session we will show you some tried and tested ideas on how to prepare your students for the Trinity College oral exams and give you a real insight into how the exams work.

**Horsfall, Ruth**

British Council, Madrid

**Room 110**

***Plays and Displays - ideas for classroom projects***

CTec/Dram    Dem/Eng    A1,2/LMix/T2    P \* . . . T

Interested in new ideas for project work in the classroom? Thinking of ways to use language creatively and to encourage group work and continuity within a course? Come along and get some ideas for projects using drama, photos and art with your learners which can span over several lessons, weeks or terms.

**Lukiewicz-Kostro, Renata**

Elita. Holistic Education

**Room 115**

***Dance - a natural form of educational kinesiology in language learning***

AL/CTec    W/Eng    A1,2,3/LMix/T3    P . \* . . T

Experts nowadays comment on the desensualization of human life. Our educational environment brings less sensual experience and we have lost true understanding of our bodies - a natural path to... wisdom! I want to demonstrate how to combine body movement with intellectual work and boost students' potential through the use of the whole body, which is a facilitator of learning.

**Mauder, Katie**

Cambridge ESOL

**Room 111**

***Young Learners: Activities and assessment for all their intelligences!***

CTec/TEA    W/Eng    A1/L1/T1,2    P . \* . . T

This workshop will demonstrate tried and tested activities and games for primary children that appeal to a variety of their learning styles: spatial, musical, kinaesthetic, logical and so on. Ways of assessing these various skills in a non-threatening way will also be looked at using the increasingly popular Cambridge Young Learners Exams. Audience participation appreciated.

**McCreary, Mark** Room 203  
Vektor

***From the CD to the Digital Age in Primary***

**Education**

CALL/MDv W/Eng A1/L1/T1,2 P\*...T

Teachers have been using CD materials for some years. We want to show how to use Starters Young Learners Exam CD at school/home. Is digital language learning beyond the reach of primary school teachers? It is being used successfully in other European countries and increasing emphasis is being laid on how to incorporate its use in the educational system in Spain.

**Nolan, Cinnamon** Room 107

International House Valladolid y Santander

***Your Voice: Uses, misuses and abuses***

TDv/S W/Eng A1,2,3L1,2,3,Lmix/T1,2,3 P.\*...T

Voice/throat problems? Teachers need to have and keep strong, trouble-free voices. In this practical workshop you'll learn about voice production, evaluate your current condition, identify habits that help or harm your voice/throat, and learn how to improve. Come prepared to try out physical exercises plus breathing and relaxation techniques for stress reduction and healthy, happy speaking.

**Read, Carol** Aula Magna (201)

Madrid / Macmillan Heinemann ELT

***Scaffolding Children's Talk and Learning***

CTec/S W/Eng A1/L1,Lmix/T1,2,3 P.\*...T

This workshop aims to explore the metaphor of scaffolding in relation to children learning a foreign language at school. Through examining classroom talk and social interaction arising from stories, songs, games and real content, we will consider multiple ways to support – or scaffold – children's learning from initial, spontaneous responses (often in L1) to increasing competence, autonomy and creativity in L2.

**Soriero, Mary Alice** Room 109

Texas Christian University and Adelante Abroad

***Living and Learning - a journey into intercultural awareness***

Cult W/Eng A2,3/LGen/T1,2,3 P.\*...T

Participants will engage in activities to heighten cultural awareness and bolster cultural understanding and language acquisition. Attendees will first ground themselves within their cultural identity, then define culture, thereby accepting they are a product of theirs, and thus potentially a sufferer of culture shock upon interacting in another. The session terminates by exploring culture's values as reflected in colloquialisms.

**Spiewak, Grzegorz** Room 210  
IATEFL POLAND

***Less TENSE - ambiguity and the English verb system***

Gram/CTec W/Eng A2,3/L2,3,Lmix/T1,2 P.\*...T

This session is for all those whose learners are tense about their verb usage, with their present forms far from being perfect, or with continuous worries about past forms. I will invite you to re-examine the way you have taught English tenses, offering a neat, practicable, pedagogically simple solution which will make your learners feel more relaxed about their tenses.

**Zanatta, Theresa** Room 209

Richmond Publishing

***The Family Friendly Classroom: Forging the home school connection***

CTec/AL W/Eng A1,2/L1,2/TGen P.\*...T

Thirty years of research has demonstrated that when teachers and schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In this workshop we will look at classroom routines, teaching techniques and activities that reach out to the family and help create a meaningful home-school connection in the English class.

**Saturday**

**11:00 - 12:00**

**Banner, James** Room 109

Hilderstone College, UK

***Creative Plagiarism- product and process (Part 1)***

W W/Eng A2,3/L2,3,Lmix/T1,2,3 P.\*...T

Practical and stimulating ideas for using structures and texts as models to encourage writing and discussion from lower intermediate to advanced levels. This seminar will be of special interest to teachers with students who find it difficult to "get started". Areas covered will include creative writing, EAP and ideas for exploiting art and design and popular culture in the classroom. Look out for Part 2 at 15:30 on Sunday.

**Casal, Sonia** Room 102

Pablo de Olavide University, Seville

***Group Membership and Self-esteem in the English Classroom***

AL/CTec W/Eng A1,2,3L1,2,3,Mix/T1,2,3 P.\*...T

Research has shown that self-esteem can either encourage or discourage students to learn a foreign language. This workshop focuses on the links that connect group membership and self-esteem, arguing that membership within groups in the classroom and group members significantly influence self-esteem. Participants will learn how to make the most of groups to enhance students' self-esteem and motivation to learn.

**Colwell O'Callaghan, Veronica** Room 203  
Universidad de León

**Teaching-Culture, a Grundtvig 1 EU project**  
TDv Talk/Eng A3/LMix/T1,2,3 P\*...T

Teaching Culture!, an ongoing Grundtvig 1 project involving thirteen European partners, is developing an in-service teacher training course for teachers of adults. In Teaching Culture!, the teachers themselves are part of an intercultural, co-operative, blended learning situation and thus bring in their own experience in developing and testing teacher training modules in intercultural awareness with their adult learners.

**García Guerrero, María Mercedes** Room 208  
Colegio Caja General de Ahorros de Granada

**Luhrman's Films Encouraging ESO Students of English**

CTec/Vid Talk/Eng A2,3/L1,2/T3 P\*...T

Motivating students has become the key to open the door of our ESO classroom. Looking for a rich, enhancing, universal language which could serve as a bridge between the two - at present, distant - worlds of teachers and students, we came upon cinema. We will look at ways to exploit it in the most fruitful way, hand-in-hand with Baz Luhrman.

**Hill, Robert** Room 108  
Vicens Vives

**Standardisation and Diversification in Teaching and Teaching Materials**

Cult/R Talk/Eng A1,2/L1,2/T1,2 P\*...T

Learners, teachers and materials are surrounded by elements which pull in different directions: towards conformity – the Common European Framework, language portfolios, external exams, national curricula – and towards diversity – eclectic methodology, and the recognition of different cultural identities and learning styles. This talk, for a general audience, will explore how materials can reflect and sometimes reconcile influences towards conformity and diversity.

**Hill, David A.** Room 110  
Cambridge University Press

**The Power of Reading**

R/CTec Talk/Eng A2,3/L1,2,3/T1,2,3 P\*...T

There is solid evidence that extensive reading massively improves learner ability in all areas of competence. This session rehearses the research, then discusses ways of introducing an extensive reading programme into the classroom.

**Pickard, Sam** Room 111  
Burlington Books

**The Burlington Speech Trainer**

Pron/CALL PrPm/Eng A2,3/L1,2,3/LmixT1,2,3 P...\*T

Imagine your students practising vocabulary, expressions and dialogues from their books... and receiving personalised speech correction at school or at home. Burlington makes this dream a reality! This session will be a demonstration of how the revolutionary new Burlington Speech Trainer works.

**Pierce McMahon, Joana** Room 210  
Universidad Politécnica de Madrid

**New Ideas for Using Technology in the Classroom**

CALL/ESP Talk/Eng A2,3/LMix/T1,2 P\*...T

This informal talk will deal with some of the problems facing teachers/professors of large classes and mixed levels of students. One solution that has helped me tremendously is the use of computers in the language lab. Problems and issues will be presented as well as solutions that I have found to enhance teaching in these circumstances.

**Plass, Hilary** Room 209  
Freelance

**The European Language Portfolio: Where do we start?**

CTec/CSD Talk/Eng A1,2,3/L1,2,3,Lmix/T2 P\*...T

This talk is aimed both at teachers wanting to implement the European Language Portfolio in their classes and those who have already done so. I will report briefly on the results of trialling the Portfolio with different target groups throughout Europe. We will then discuss the pre-requisites and assess some alternative ways of introducing and working with the ELP.

**Scott, Enda** Aula Magna (201)

English Language Institute, Seville

**Making IT Work for You**

CALL/Cult Talk/Eng A1,2/L1,2,3/T1,2 P...\*T

From games and flashcards to complete lesson plans and the power of real-world content and communication, the Internet provides enormous potential for language teachers. This talk aims at providing a very practical and realistic overview of these possibilities. There will be a handout.

**Spain, Tom** Room 107  
British Council

**Using Authentic Texts in the Classroom**

CTec/MDv Talk/Eng A2,3/L2,3/T1,2,3 P\*...T

I will demonstrate ways of raising vocabulary awareness by using games and activities based on authentic texts. The activities involve pairs competing against each other to guess and/or predict vocabulary using all four skills to do so. The activities are suitable for teenagers and adults at Upper-Intermediate and above.

**SEMI-PLENARIES 12:15 - 13.15**

**Fanselow, John** **Aula Magna (201)**  
 President of International Pacific College, NZ/ Professor Emeritus  
 Columbia University, Teachers College

**Huh?...Ah...Wow! Beyond Diversity - strategies for autonomous language learning**

CTec Talk/Eng A2,3/LGen/TGen P...T

Though there is much diversity in any class, learners also have a lot in common. I will invite participants to perform tasks showing ways to overcome diversity of learning styles and backgrounds. Learning English requires predicting more than memorization or explanations, and everyone makes predictions in other areas of life, such as discovering how to open and close doors or which button to touch on a VCR.

**Taylor, Linda** **Room 102**  
 Nottingham Trent University

**Investigating Affect Through the Analysis of Teacher Talk**

CR/TDv Talk/Eng A1,2,3/L1,2,3,Lmix/T1,2,3 P...T

This presentation will examine teachers' use of language to enhance rapport in language classes. It is hoped that those attending this presentation will learn strategies appropriate to their own context. It is also expected that there will be some discussion of the language lesson genre, as it applies in participants' own cultural settings.

**Saturday 13:30 - 14:30 TESOL-SPAIN ANNUAL GENERAL MEETING**

**XXVIII Asamblea General de TESOL-SPAIN**

**Saturday 16:00 - 17:00**

**Campbell, Robert** **Room 203**

iT's Magazines  
**Clandfield, Lindsay**  
 Freelance

**Fifteen**

Mdv/CTec Talk/Eng A2,3/L1,2/T1,2,3 P\*...T

A practical demonstration of fifteen of the best classroom activities that have appeared in iT's Magazine since it was first published in Spain fifteen years ago. Participants will be asked to vote for the activities they think are most motivating, helping to create a top fifteen activity chart that will appear in a special issue of iT's for Teachers.

**Fernández González, Elisa** **Computer Room**  
**Blasco Cobertera, María Emilia**

Universidad Autónoma de Madrid

**Teaching Tolerance Through Stories**

MDv/Cult Dem/Eng A1/L1/T1 P...T

This presentation is aimed at pre-school and primary teachers who want to introduce educational values in their English classes along with the linguistic content in an enjoyable and memorable way. We propose a model for dealing with diversity through storytelling called the TTTS project (Teaching Tolerance Through Stories) by showing the stories and suggesting activities for classroom use.

**Issa, Tözün** **Room 107**

London Metropolitan University

**Approaches to ELT in Britain: Reflections of a diverse classroom**

CTec/Cult Talk/Eng A1LMix/T1,2,3 P...T

This talk looks at the English language education of primary school children in inner London. It analyses the current provision under the English National Curriculum guidelines and explores the teaching methods used in classrooms. The paper explores these methods in relation to linguistic needs of children from diverse communities and discusses implications for TEFL (Teaching English as a Foreign Language) in Europe.

**Kokolas, George** **Room 111**

Express Publishing

**Language in Action: Ways to involve your primary learners**

CTec/ Talk/Eng A1/L1/T1,2,3 P...T

In order to set solid foundations in ELT learning, we should ensure that young learners are exposed to stimulating and motivating material. It should therefore incorporate pleasurable tasks and activities that involve body and mind such as songs, chants, games, craftwork and stories. Animating our primary language classroom is the first step towards creating happy and motivated learners.

**Kuniholm Durañ, Donna** **Room 208**

Universidad Pontificia Comillas de Madrid

**Cartoons in the Class**

Cult/ESP Talk/Eng A3/L3/T2 P\*...T

This talk will focus principally on the use of political cartoons in the classroom to a) teach culture through the recognition of symbols, and b) heighten knowledge of cultural norms and current events. Other sources and uses for cartoons in other fields will also be shown. Specific exercises and a list of free sources for cartoons on the Internet will be handed out.

**Levy, Mark** Room 110

British Council, Madrid

**Teaching: It's no joke!**

TDv/Ctec Talk/Eng T1,2,3 P.\*..T

In this session I'll tell you a few jokes and use these to make some serious points about teaching and learning and how we might make these more successful. You probably won't be taking too many notes in this session, but hopefully I'll give you something to think about... and you may even laugh at the jokes!

**Loustalet, Ardith** Room 115

St. Vrain Valley Adult education

**Building Academic Competence Through Language Learning**

CTec/LT W/Eng A2/L1,2,3/T1,2,3 P.\*..T

This presentation features learning concepts and teaching/learning strategies from Dr. Maria Montano-Harmon, UCLA-educated linguist. Her research has proven that a variety of fun classroom activities, each incorporating cognitive, organizational and language-building features, can help learners at secondary level to read and write better across the curriculum.

**Montero Méndez, Susana** Room 209

Centro Superior de Estudios Universitarios La Salle

**Martínez Suárez, Susana**

Centro Juvenil Moratalaz

**Multicultural Games**

Game/Cult Talk/Eng A1/L1/T1,2 P.\*..T

Our presentation is aimed at primary teachers or anyone interested in games as a way to develop communicative competence and intercultural awareness. Due to the increasing immigrant population in our country, teachers need to adapt to the mixed cultural class. For that purpose, we will present activities that will focus on creating a respectful atmosphere within the classroom.

**Nicholson, Desmond** Room 210

Cambridge ESOL

**Introducing TKT**

TDv/CSD PrPm/Eng AGen/LGen/T1,2,3 P.\*..T

The Teaching Knowledge Test (TKT) is a new test of professional knowledge for English language teachers. It focuses on core areas of knowledge needed in the English language classroom. This talk outlines the format of the test and the flexible preparation options, and looks at TKT's role in career development.

**Pollock, Elspeth** Room 109

English Language Institute, Seville

**Collocation at all Levels**

Voc/S W/Eng A2,3/L1,2,3/T2,3 P\*...T

In this practical session we will look at common collocations and how to extend our students' vocabulary at any level to enable them to recognise and use patterns of language.

**Round Table** Aula Magna (201)

**Multiculturalism in the Classroom**

Cult Eng/SpanAGen/LGen/TGen/ P.\*..T

What does a multicultural classroom look like? How can we raise awareness and encourage positive attitudes towards other cultures, ensuring that multiculturalism becomes a meaningful and enriching reality for teachers and students? A panel of experts will discuss where we are and where we are going in our efforts to bring multiculturalism into the classroom. Questions and comments from the floor regarding experiences and opinions welcome.

**Strotmann, Birgit** Room 103

Universidad Europea de Madrid

**Pérez González, Luis**

University of Manchester

**The Use of Blended Learning for Teaching Mixed Level Groups**

MDv/CALL Talk/Eng A3/LMix/T2 P.\*..T

In this presentation the usefulness of blended learning techniques for mixed level groups will be explored, making reference to a module designed by the authors. Reference will be made to course design, student evaluation and future applications of similar designs. Special attention will be paid to adaptation to the European Higher Education Area.

**Wilson-Smith, Janet** Room 102

Richmond Publishing

**Summer Holidays - reviewing or relaxing**

CR/LT Talk/Eng A1/L1,Lmix/T1,2 P.\*..T

Everyone knows that a year has twelve months, so why is it that we tend to teach our students only during nine months? Should children be given the summer off to relax, or do they need to review and consolidate what they have learned during the year? What can we reasonably expect our students to do outside of the classroom?

**Saturday**

**17:15 - 18:45**

**Fanselow, John** Room 102

President of International Pacific College, NZ/ Professor Emeritus Columbia University, Teachers College

**Your Rapport was Great! But...**

TDv W/Eng A2,3/LGen/T2,3 P.\*..T

Discussions of teaching usually involve judgments, yet in many other professions, analysis of data is the norm rather than judgments about practices. During the workshop, we will analyze transcribed exchanges from tape recordings of classes and learn to discuss our teaching practices in non-judgmental ways, looking at new ways to generate alternative practices. (Bring transcriptions from one of your classes if possible).

**Howarth, Patrick**  
The British Council Madrid

**Room 103**

***How was it for me? Evaluating our own Teaching***

TDv W/Eng A1,2,3/L1,2,3,Lmix/T1,2,3 P.\*..T

Most teachers recognize the value of reflection but are too busy to do it. This session will review the value of self-evaluation and suggest some approaches to reflecting on our own practice.

**Howarth, Ruth**

**Room 115**

Hyland Language Centre

***Using Visual Aids in the Language Classroom***

CTec/MDv W/Eng A2,3/L1,2,3/T1,2 P.\*..T

Many of us are visual learners. In this workshop we will look at what kind of visuals you can use in the EFL classroom and explore why and how visuals can be used as an effective aid for teachers. Participants will get the chance to actively take part in a wide range of activities for using visual aids.

**Ingram, Amanda Jane**

**Room 108**

Hyland Language Centre

***Vocabulary Recycling - why and how?***

Voc/CTec W/Eng A2,3/L2,3/T1,2,3 P.\*..T

Why is there such a gap between the vocabulary we teach and the vocabulary our students learn? After focusing on the mental processes involved in the latter stages of vocabulary learning, we will look at lots of activities requiring minimum preparation which encourage deeper and more meaningful processing of previously met lexis and therefore help students close this gap.

**Jordano de la Torre, María**

**Computer Room**

Universidad de Castilla la Mancha

**González Chávez, Dafne**

Universidad Simon Bolivar, Caracas, Venezuela

***WIA, a CoP to Teach and Learn EFL in Collaboration***

TBL/CALL Dem/Eng A2,3/Lmix/T2,3 P.\*..T

This talk tries to show how a strong and consolidated CoP (Community of Practice) like WIA is still alive, five years after being created by its co-ordinator, Vance Stevens. Thanks to him, we all have students to work on our own projects and teachers to share doubts, suggestions and our little discoveries with.

**McKenna, Joe**

**Room 107**

EOI Córdoba

***Multicultural What?***

CTec/Cult W/Eng A3/L3/TGen P\*...T

You often hear of coursebooks being slated for falling short on sociocultural content, never mind the multicultural component. And you wonder: are these aspects really so difficult to work on? This workshop offers two sets of activities that will put you in the hotseat, raising a whole series of questions about culture, identity and the way we look at others.

**Murphey, Tim**

**Room 111**

Dokkyo University, Japan/CUP

***Group Dynamics in the Language Classroom***

TDv/AL W/Eng A1,2,3/L1,2,3,Lmix/T1,2,3 P.\*..T

How can we help students in our classes form supportive and cohesive groups? Group dynamics is probably one of the most – if not the most – useful subdisciplines in the social sciences for language teachers. This workshop seeks to sensitize teachers to how groups develop and how we can enhance our students' learning through applying some GD principles.

**Pinheiro Tenorio, Vanessa Adriana**

**Room 109**

**Pinheiro Tenorio, Maria de Fátima**

System 2000 Centro de Idiomas

***Teaching Children Through School Content Using Innovative Material***

MDv/CSD PrPrnA/Eng A1/Lmix/T1 P.\*..T

Traditional coursebooks for children seem to underestimate their real potential. After 17 years facing poor results from 5- to 12-year-old children, the presenters, who run their own school in Brazil, decided to develop their own material to teach English through math, science, social studies, and other school subjects. In this presentation they show what makes their material irresistible for children and teachers.

**Puchta, Herbert**

**Room 203**

Helbling Languages/CUP

***How Multiple Intelligences Thinking can Inspire EFL Classrooms***

CTec W/Eng A2,3/LGen/TGen P.\*..T

A personal statement of how and why Herbert Puchta has benefited from Howard Gardner's educational thinking will be followed by a brief introduction to Multiple Intelligences thinking. Active involvement is then required in activities drawing on participants' different intelligences. You should go away with a clear understanding of the theory of MI and a taste of what it can be like in practice.

**Rodríguez Vázquez, Francisco Javier**

**Room 209**

Premier School of English / Pilgrims

***Teaching Teenagers***

CTec/AL W/Eng A2/L1,2,3/T1,2 P.\*..T

I have always found teaching teenagers very rewarding, despite the fact that making the English classroom a fun and enjoyable place to be can be challenging. In this workshop I will present tips and practical ideas which I have implemented and used successfully with my teenage groups over the years.

**Stirling, Johanna** Aula Magna (201)

Bell International

**Spelling for Mouses: Computer activities for teaching English spelling**

W/CALL W/Eng A1,2,3/L2,3,Mix/T1,2,3 P.\*..T

Learning English spelling poses many problems and multimedia offers some great solutions. After examining the spelling needs of your students, (whatever their age, level and aims), we will explore a wide range of multimedia activities to stimulate your learners and improve their spelling. Suitable for teachers whose students have computer access at school or home.

**Streames, Dominic** Room 208

International House, San Sebastian

**Teaching Phrasal Verbs Through Storytelling**

Voc/S W/Eng A2,3/L1,2,3/T1,2,3 P.\*..T

How to get students using phrasal verbs. This session will show a very simple technique which is extremely effective in getting students to really internalise this language and allow them to produce it. The secret is the clear and extremely memorable context in which it is presented. This technique can be used for any vocabulary area at any level.

**Saturday**

**19:00 - 20:00**

**Canga Alonso Andrés** Room 102

(First-time Speaker Grant Recipient)

Colegio Dulce Nombre de Jesús (Oviedo)

**Teaching Language and Culture to Mixed-Ability Groups Through E-tandem**

Cult/CR Talk/Eng A2/LMix/T2 P..\*.T

This talk is aimed at secondary teachers. We will point out how language and culture can be taught through collaborative work among mixed-ability British and Spanish secondary students belonging to different social backgrounds. We will illustrate how they deal with several topics using e-tandem and autonomous collaborative work and we will discuss the results of their work comparing both groups.

**Dooly, Melinda** Room 109

Universitat Autònoma de Barcelona

**Collaborative Communities: Learning about "International" English through the web**

CALL/Cult Talk/Eng A2,3/L2,3/T2,3 P..\*.T

This talk will demonstrate a collaborative Internet-based project involving three countries which facilitated both purposeful, authentic language use and provided a platform for the students to investigate social and cultural aspects of the use of International English. The design of the tasks, the results, samples and tips on setting up similar projects will be provided.

**Forbes, Jessica Ann** Room 107

Worldwide English School/ESIC

**Fun Ways to Use Computers in the Classroom**

CALL/Game Talk/Eng A1,2,3/L1,2,3/T1,2,3 P\*..T

We will show how we supplement our regular classroom time with computer lessons by sharing our computers on a rotating schedule. Although the exercises and ideas we will present have been designed for students working under teacher supervision, we will suggest ways in which they could be adapted for teachers whose students do not have Internet access in the classroom.

**Giber, Maily** Room 115

University of South Australia, Adelaide

**ESL Teachers' Focus on Identity in the Teaching Process**

Cult/CSD Talk/Eng A3/LMix/T1,2,3 P.\*..T

The presenter will open a discussion about teachers who are able to view their cultural identities as part of their curriculum development and classroom practice. Work has been done by Woods (1996), Bennett et al (2002) and Freeman (1998, 2000) which documents aspects of cultural identity, teacher knowledge and classroom practice. We will look at theoretical implications and practical applications of this knowledge.

**Harris, Simon** Room 209

British Council

**Plurilingualism and the Common European Framework**

Cult/SES Talk/Eng A2,3/LMix/T1,2,3 P.\*..T

What does the Common European Framework mean for us? This talk will review demographic changes in Europe, and will then analyse what the Framework has to say about learning objectives and testing. We close by viewing the Can Do statements as a tool relevant to the teaching of English and other languages.

**Ings, Richard** Room 111

British Council, Las Rozas, Madrid

**Writing Skills - building classroom communities and student autonomy**

W/TEA W/Eng A2,3/L2,3/T1,2 P.\*..T

This is a practical session looking at developing FCE/CAE/CPE writing skills, drawing on student involvement through the development of classroom relationships. We will examine ideas for introducing students to the Cambridge jargon, tips for involving students more in feedback, etc. The underlying principle is that students can work together on a range of activities to develop increased autonomy.

**McCabe , Anne** **Room 203**

Saint Louis University in Madrid

***In the Face of Resistance***

CR/LT Talk/Eng A2,3/L2,3/T2,3 P..\*.T

Why are some learners resistant to their own language learning? We will examine a group of learners (ages 18-25) in a study skills course, some of whom demonstrated passivity/resistance to class activities. Questionnaires, learner journals and interviews suggest explanations as to what motivates learners one way or another, either to resist or to grow. Classroom activities will be provided throughout.

**McGuire, Steven** **Room 108**

International House, Madrid

***Once upon a Time – getting more from children's stories***

CTec/MDv W/Eng A1,2/L1,2,LMix/T1,2 P\*...T

Teachers are aware of the power of a good story to capture the imagination of children and expose them to language. But I don't think we are getting enough out of a story. In this workshop I will demonstrate a variety of fun activities that lead up to and follow on from a story to reinforce the language.

**Munt, Kathryn** **Room 210**

Pearson Education

***Ever Thought of Being a Writer?***

CSD/MDv W/Eng AGen/LGen/T1,2,3 P..\*.T

In this workshop participants will be taken behind the scenes in the development of English language teaching materials. The session will look at some of the more technical aspects of how a coursebook comes together, as well as exploring the development of initial ideas and concepts behind an ELT teaching programme. If you have ever thought of being a writer, please come along!

**Pavón Vázquez, Víctor** **Aula Magna (201)**

Universidad de Córdoba

**Rubio Alcalá, Fernando**

Universidad de Huelva

***A Multisensory and Dynamic Way to Learn Pronunciation***

Pron/CTec Talk/Eng A1,2,3/L1,2,3,LMix/T1,2,3 P..\*.T

This talk will show a dynamic, fun and multisensory way for the students to learn English pronunciation using Underhill's phonetic chart. Video recordings will be played to show its implementation in some school settings and the impact it creates on students' motivation and pronunciation learning efficiency.

**Quincy, Cristina** **Room 208**

McGraw-Hill

***Bilingual Education and the Emancipation of ESL***

Pron/CSD Talk/Eng A1,2,3/L1,2,3/T1,2,3 P..\*.T

Research shows that the quality of English exposure (not quantity) is the major factor in English acquisition. ESL is best taught in natural situations where the language is used in meaningful contexts and not just repetitive grammar and vocabulary lessons. Bilingual education offers meaningful contexts, releasing the language from the restrictive bonds of traditional education and restoring its functional uses as a language.

**Roldán Tapia, Antonio** **Room 103**

IES Alhaken II (Córdoba) / UCO

***Stereotypes in Teaching Cultural Issues***

Cult/SES Talk/Eng A2/LMix/T1,2,3 P..\*.T

The presentation is intended as a reflection on the stereotypes that have developed regarding cultural issues. A review of terminology and samples from materials will be the core of the session. Audience participation is expected in the reflection process.

**Rome, Desmond** **Room 110**

CUP Portugal/APPI

***Teaching an Intercultural Perspective***

Cult Talk/Eng A1,2,3/L1,2,3/T1,2,3 P..\*.T

Intercultural relations in the classroom means to focus on the problems encountered by teachers with a multicultural class as well as the cultural differences encountered by ELT teachers teaching abroad. This talk will focus on mixed ability/ethnic classroom scenarios together with an overview of Types, stereotypes and gender communication.

**Walton, Emma** **Computer Room**

**Rubio, Eduardo**

EF Education

***Efeka System***

CALL/TDv Talk/Eng A3/L1,2,3/T1,2,3 P..\*.T

Why not use all the technological tools that are available to complement traditional teaching? Is it possible to learn 24 hours a day by combining the best teachers with the best technology available? We will present how the system works, the features that come with it and the advantages of complementing this method with traditional teaching.

# Sunday Presentations

**Sunday**

**09:30 - 11:00**

**Aslan, Gulferm**  
Express Publishing

**Room 209**

***Switching Our Teaching to the 'Right' Channels***

AL/TDv W/Eng A2,3/L1/T1,2,3 P.\*..T

Neuro Linguistic Programming has existed for thirty years and struggling students have existed since the dawn of time. Yet few teachers have grasped how NLP can help students 'learn how to learn' by processing information through the five senses. This lively demonstration will show how we can reach every student through the right channel, via a rich blend of images, sounds and feelings.

**Clandfield, Lindsay**  
ITs Magazines

**Room 208**

***Surviving Burnout: Cooperation, development and fun in our staffrooms***

TDv Talk/Eng A1,2,3/LGen/T1,2 P.\*..T

"It's a great place to work." When I hear teachers say that about their school, they are often talking more about the working environment and staff relations than the facilities and salary. This important workshop looks out how we as teachers can avoid burnout, improve and develop not just alone in the classroom, but together in the staffroom.

**Dellar, Hugh**  
The University of Westminster

**Room 110**

***Doing More with Less***

CTec/TDv W/Eng A3/L1,2,3,Mix/T1,2,3 P.\*..T

The way we deal with the mistakes that students make when they speak and the kinds of questions we ask about the language in our coursebooks are two crucial - and often overlooked - areas of teaching. This workshop will consider how we can do more teaching with less material and how our students can be our most valuable resource.

**Hopkins, Joseph**  
Universitat Oberta de Catalunya

**Room 203**

***Are these your own Words? Dealing with Internet Plagiarism***

CALL/LT W/Eng A2,3/L1,2,3/T1,2,3 P.\*..T

The Internet provides learners with access to more materials than ever before in the target language. One drawback to this is that it is also providing learners with many more opportunities to copy. In this workshop, we will also look at various methods for detecting instances of copying and discuss strategies of how to deal with the students involved.

**Littlewood, Andrea**

**Room 210**

Hyland Language Centre, Madrid

***Providing Challenge and Aiming for Confidence in the Classroom***

CTec W/Eng A1/L1/T1 P.\*..T

In this workshop we will be looking at how we can work towards providing a positive learning and teaching environment in the primary classroom. Participants will take part in a variety of activities, including vocabulary development and drama, which aim to help children feel challenged (linguistically and cognitively), confident, in control and ultimately content.

**Mason, David**

**Room 115**

Clen College

***Explaining Phrasal Verbs Comprehensively and Dynamically***

CTec/Gram W/Eng A3/L2/T2 P.\*..T

By presenting phrasal verbs as combinations of meanings in which the particle (the preposition or adverb) is fundamental, we can show a logic to phrasal verbs that helps students learn them more effectively. This presentation will look at explaining phrasal verbs in this way; using physical and visual activities to reinforce this idea; common problems; and useful tips and techniques.

**Mauchline, Fiona**  
TEA

**Room 109**

***That'll get 'em Talking!***

Pron/CTec W/Eng A2,3/L1,2/T1,2,3 P.\*..T

Ever tried a 'speaking activity' that only got three sentences of mumble from your students? Or worse? 'Speaking skills practice' looks a piece of cake, on paper, but is it? And could it be? A few ideas to motivate students - whether teens or adults - to get them talking, making an effort, enjoying, and to dare them to go where no... well, beyond where they've gone before.

**Moore, Pat**  
Universidad Pablo de Olavide

**Room 108**

***Music in the Classroom***

Mus/CTec W/Eng A1,2,3/L1,2,3,LMix/T1,2 P.\*..T

There is nothing original about the idea of using music in the classroom. Yet it is all too easy to fall into a pattern of using the same old activities: gap fills, jigsaws and so on. This will be a hands-on session allowing teachers to experience a range of other music-related activities for classroom use. Some great ideas and some good music, too!

**Potter, Claire**

CLIC, IH Seville

**Room 111**

***Exploiting Authentic Materials for Receptive Skills Development***

CTec/MDv W/Eng A3/L2,3/T1,2 P...T

Using authentic materials in class can be both stimulating and confidence building for students, but a lack of comprehension can in turn be very demoralising. In this session we will look at how to deal with reading and listening texts to help students gain a sense of achievement, whatever their level.

**Santopietro Weddel, Kathleen Aula Magna (201)**

Northern Colorado Literacy Resource Center

**Loustalet, Ardith**

St. Vrain Valley Adult Education

***A Handful of Ways to Teach Vocabulary***

CTec/Voc Talk/Eng A2,3/LMix/T1,2 P...T

When ESOL learners are faced with difficult reading or listening input, teachers often ask them to, "skip the words you don't know and get the gist of the meaning. In this session, the presenters will go beyond this advice with demonstration of student-centered strategies for actively teaching vocabulary in order to enhance listening and reading comprehension.

**Seligson, Paul**

Richmond Publishing

**Room 102**

***(25 years of ) Teaching Observed***

CTec/TDv W/Eng A3/LGen/T2 P...T

One day you wake up and you've been teaching 25 years – ouch! This lively, reflective talk looks back at some of the many things I've learned from observing so many classes. I will make lots of practical suggestions which should be of benefit to most of teachers in Spain and show video of teachers in action to illustrate my suggestions.

**Watkin, Montse**

British Council, Young Learners, Madrid

**Room 107**

***Songs, Chants and Rhymes ... and Imagination!***

CTec/Mus W/Eng A1/L1,2,Lmix/T1,2 P...T

From nose wriggling and arm swinging to whispering and squeaking, children are immediately absorbed by songs and rhymes which allow them to be creative in body, mind and sound. This workshop will highlight what an invaluable resource they can be for the teacher in the English language classroom, providing fresh ideas to take away to young primary students.

**Watson, Alistair**

British Institute of Seville

**Room 103**

***Getting your Revision in First***

Game/Voc W/Eng A1,2,3/L1,2,3/T1 P...T

Most students tend to ignore the need to revise until 2 days before the exam - and then are surprised if they fail. This talk offers some ideas for continually revising/recycling vocabulary, grammar and even a bit of writing.

**Sunday**

**11:30 - 12:30**

**Antúnez Pérez, Isabel**

Universidad de Sevilla

**Room 115**

***Paralanguage: A tool for optimizing second language learning***

LT Talk/Eng A2/L2/T1 P...T

Paralanguage, always relegated to a marginal position in linguistics and second language studies, is one of the three cosystems of communication, together with language and kinesics, and one of the elements of the triple audiovisual reality of speech. Paralanguage is essential in the development of second language training and should be included in textbooks and dealt with in the class.

**Breeze, Ruth**

University of Navarra

**Room 209**

***Learners' Perceptions of the L2 Writing Process***

CR/ESP Talk/Eng A3/L2,3,Mix/T1,2,3 P...T

This paper looks at university-level L2 writing from the learner's point of view and discusses the implications of this for the writing teacher.

**Campbell, Robert**

IT's Magazines

**Aula Magna (201)**

***It's My World: A free on-line community***

W Dem/Eng A2/L1,2,Lmix/T1,2,3 P...T

Would your students like to be part of a worldwide community of students of English? Would they like to create their own English home page, take part in on-line projects such as writing a guide to where they live or creating a fan page? The its-my-world Internet site is a free on-line resource where students can communicate with each other.

**Dellar, Hugh**

The University of Westminster

**Room 102**

***The Curse of Creativity***

CTec/TDv Talk/Eng A3/L1,2,3,Mix/T1,2,3 P...T

The concept of creativity casts a long shadow in EFL. We are constantly urged to become more creative as teachers - and to engender creativity in our students. However, the real key to success lies in doing the mundane well - and in encouraging our students to do the same. In this talk, I shall explore both why and how!

**Dutkowski, Konrad**

Freelance

**Room 107**

***Three Lenses to View Learner Autonomy: Reflection, tolerance, independence***

LT Talk/Eng A1,2,3/L1,2,3,Lmix/T1,2,3 P...T

The three lenses to view Autonomy through are: self reflection, tolerance and independence. We will start with a brief presentation of how we understand the term "autonomy". Then, a selection of video extracts will follow to illustrate the concepts discussed. Finally, expecting input from the participants, we will consider all practical aspects and their possible consequences for the process of teaching/learning.

**García Laborda, Jesús** Room 210  
**Enriquez Carrasco, Emilia**  
Grupo de Investigación GILFE, Universidad Politécnica de Valencia  
**El futuro de los Exámenes Orales por Ordenador: HIEO**  
TEA/CALL Talk/Span A1,2,3/LGen/T1,2,3 P.\*..T  
Este trabajo describe, y analiza: a) los avances en el campo de la evaluación inicial con herramientas en línea; b) el diseño de una nueva herramienta de evaluación oral c) las expectativas que actualmente hay sobre la misma y, para concluir, d) los posibles problemas y posibilidades de futuras investigaciones en relación del proyecto HIEO de la Generalitat Valenciana (GVAGV04B/436).

**Kokolas, George** Room 111  
Express Publishing  
**Personalising your Language Classroom**  
CTec/CR Talk/Eng A2/L1/T1,2,3 P.\*..T  
Students are more likely to be fully engaged and motivated if they feel that the tasks are relevant to their own lives and that their feelings, thoughts, opinions and knowledge are valued. Following the principles of personalization, the Language Portfolio provides the opportunity for self-expression, self-access and autonomy. The seminar will illustrate strategies to achieve a more personalized language classroom.

**McLeod, Kevin** Room 108  
The British Council, Madrid., Young Learners.  
**Lots of Fun and Little Work**  
CTec/Game W/Eng A1,2L1,2/T1,2 P\*...T  
A lively workshop of fun activities to use with primary and/or secondary students that don't need a lot of preparation. Of special interest to teachers of young learners. Audience participation is essential.

**Pérez Ríu, Carmen** Room 208  
**Walker, Robin**  
E.U. de Turismo de Asturias  
**Humanising ESP**  
ESP/AL Talk/Eng A3/LMix/T1,2,3 P.\*..T  
The idea of humanising our teaching is not new, and the 1980s saw the birth of a whole range of teaching methods that aimed to take the learner and various affective factors into account. This interest continues today, of course, but is it relevant to ESP, EVP, EST, EAP, etc? We think it is.

**Puchta, Herbert** Room 103  
Helbling Languages/CUP  
**Motivating Adolescent Students**  
CTec/AL Talk/Eng A2/Lgen/T1,2,3 P..\*.T  
A well-known saying claims 'If you can teach teenagers, you can teach anyone'. The problems teachers frequently face derive from the adolescent's struggle for identity - a process that requires the development of a distinct sense of who they are. Herbert Puchta will show how the teacher can successfully combine sharply focused language work with content and teaching processes that naturally appeal to teenage learners.

**Serrago, Nadia** Room 203  
University of Calabria, Italy  
**Breaking Down Cultural Barriers Through E-learning**  
Cult/MDv Talk/Eng A2,3/L2,3,MixT1,2,3 P.\*..T  
Studies by Gardner and Lambert (1972) affirm that positive attitudes toward the target-language group and their culture enhance proficiency. We will discuss how e-learning can be a powerful teaching tool to expose students to the reality of English as an international language, increasing awareness of cultural similarities as well as differences and enhancing intercultural communication between them and the target-language group.

**Waller, Daniel** Room109  
University of Central Lancashire  
**Scaffolding Approaches to Introduce Students to British Academic Writing**  
W/CR Talk/Eng A3/L3/T1,2 P..\*.T  
This presentation investigates the use of scaffolding approaches for academic writing on a university EAP course. The presenter will argue that by using a genre-process approach international students can be made aware of the demands and requirements of academic writing in the British university system.

**Sunday**

**13:00 - 14:00**

**Ashton, Joel** Room 210  
International House  
**Bringing the Internet into the Classroom**  
MDv/CALL Talk/Eng A2,3/L2,3/T1,2,3 P\*...T  
This talk is aimed at all teachers who use, or want to use, the Internet in the classroom. The Internet is all around us and represents a great source of authentic English that we must learn to incorporate into our teaching. This talk will offer resources, advice and techniques so that you can make your own great Internet worksheets.

**Brooks, David** Room 209  
Kitasato University, Japan  
**Keeping Teaching Alive and Well in Blended Learning Classrooms**  
CALL Talk/Eng A3/L1,2/T2 P.\*..T  
Focusing on the role and nature of teaching in blended learning, this session assesses the current potential of CALL technologies to enhance both teacher and learner efficacy. After an interactive evaluation of the pedagogical implications promised by CALL, the presenter will demonstrate examples in his own real and virtual classroom that value 'each' and 'earn' in teaching with e-learning tools.

**Corbett, Jeanette** Room 103

Clic /International House Seville

**Teaching Using Stories and Scrapbooks**

CTec/MDv Talk/Eng A1/T1,2 P.\*..T

Why are stories useful for teaching? Starting with your opinions, I will talk about teaching a group of 8-year-olds using only stories: authentic, the teacher's own and graded readers. I will explain why I chose stories, look at how they were used in the classroom and display work completed by the students from their scrapbooks. An interesting session for those who are teaching young learners and would like to use stories more in the classroom.

**Elliott, Melody** Room 109

**Asbjornson, Brian**

Tokai University, Japan

**Balancing Content and Language Skill**

**Development in International Studies**

ESP/MDv Talk/Eng A3/L2,3/T2,3 P\*...T

University ESP teachers face the difficult task of balancing language skill development with content relevant to a particular area of study. In this talk, we will explore problems and successful strategies/materials developed to help our low-intermediate students meet the challenges of research, discussion, and presentation on issues in international studies, including trade and the environment, human rights and the UN.

**Gray, David** Room 208

Richmond Publishing

**Break it up!**

CTec Talk/Eng A2/LGen/TGen P.\*..T

This talk will look at how setting explicit teaching/learning goals is particularly suited to the developmental needs of teenage learners and show how goals can be translated into an action-oriented methodology, allowing learners and teachers to evaluate progress on an ongoing basis. It will give practical examples of how teachers can identify and cater for the diverse needs of learners.

**Hadfield, Christopher** Room 115

Viana-Ikastola, Navarra

**Using Basque Mythology in the English Class**

Dram/S Talk/Eng A1/L1/T1,2 P.\*..T

This talk is about familiarity in the classroom. The subject of Basque mythology is replete and everybody knows several figures from mythology: Either Olentzero or the famous witches. I intend to show, by using these figures, how pupils can use English to talk about a familiar subject. This topic is aimed at 10-year-olds, and therefore the vocabulary is limited.

**Krupa, Tony** Room 102

British Institute of Seville

**A Writing Curriculum**

W/CSD Talk/Eng A2,3/L1,2/T2,3 P.\*..T

This follows a talk given at last year's TESOL Convention concerning the need for academies to design and implement a writing curriculum. The talk will outline the further work that has been done on the design and implementation of a writing curriculum and the systematic development of writing skills throughout the levels at the British Institute of Seville.

**Morris-Adams, Muna** Room 111

Aston University

**Talking in Turn or Turn-taking?**

CTec/CBk Talk/Eng A2,3/L1,2/T1,2 P.\*..T

Typical pairwork activities in current course books seem to present communication as a one-way event, where one person speaks at a time, and the role of active listener is largely ignored. Using classroom data, the presenter will consider the implications for the development of learners' interactional skills and will propose some alternatives.

**Ní Bhraonáin, Órla** Room 108

John Atkinson School, San Fernando

**Effective Activities Using Movement for Young Learners**

CTec/Game W/Eng A1/L1,2/T1,2 P.\*..T

Do you find your activities sedentary? Are you afraid to get your Young Learners up and moving for fear of chaos? In need of fresh ideas to get your students active? This workshop re-examines reasons why we should have students moving, suggests ways of managing such activities and provides practical ideas you can use in class.

**Oxbrow, Gina** Room 110

Universidad de Las Palmas de Gran Canaria

**Motivation Revisited**

SLA/CR Talk/Eng A2,3/L2,3/LMix/T2 P.\*..T

The all-embracing term motivation has been a buzzword for many years in English language teaching, but what exactly does it consist of? How much can we really influence it? How can we sustain it? This practical talk will explore these questions and present some of the speaker's own conclusions informed by data provided by her own learners and trainee teachers.

**Tijera, Antonio** Room 203

Visiting International Faculty Program, Madrid

**VIF PROGRAM— teach in the USA**

Cult Talk/Eng A1,2/L1,2,3/T1,2,3 P...\*T

Are you a teacher interested in Cultural Exchange? Would you like to experience a Language and Cultural Immersion in the United States? The VIF Program places educators in regular positions in US public schools for positions ranging from one to three school years. Learn about the participation requirements as well as the many benefits and services available to VIF participants!

**Walkley, Andrew** Aula Magna (201)

University of Westminster / Thomson Learning

***You Weren't Listening! I didn't Hear***

L/CTec Talk/Eng A2,3/L1,2,3/T1,2,3 P.\*..T

Is students' failure to listen the problem in listening lessons? Or is the problem an inability to hear? What texts do they need to listen to or hear? How can we help students? With some anecdotes and experiments I try to answer these big questions briefly and then present some practical tasks to be used in class.

**Field, Amy E.**

British Council

***Using List Poems in the Language Learning Classroom***

CTec/W Talk/Eng A2,3/L1,2,LMix/T1,2 P\*...T

After briefly examining different rationales for using creative writing in the classroom, we will go on to look at different types of poems which can be used with students from the primary levels to university age. Participants will have the opportunity to use a few of the different structures. We will conclude with different ways creative writing can be shared.

**Room 210**

**Sunday**

**15:30 - 16:30**

**Anner, Catherine M.** Room 115

Colegio Internacional Alminar

***Display Areas in the Young Learners' Classroom***

CTec/MDv PrPrnA/Eng A1/L1/T1 P\*...T

This talk aims to give teachers of young learners some ideas on how to create attractive display areas. We will look at where to set up the display, basic tips on how to make children's drawings and art work stand out, and lots of projects for festivals, seasons and basic vocabulary. Attractive areas will motivate young learners and stimulate language learning.

**Mayne, Sheila**

University of Pennsylvania

***Activities for Helping Students Read a Novel in English***

R/MDv Dem/Eng A1,2,3/L2,3/T1,2 P.\*..T

Novels as reading texts are effective in motivating students to read. But what activities can we actually do in class to help students work their way through a book? This demonstration will show instructors a variety of activities to do with a novel, based on language goals and reading skills.

**Room 208**

**Banner, James** Room 111

Hilderstone College, UK

***Creative Plagiarism - product and process (Part 2)***

W W/Eng A2,3/L2,3,Lmix/T1,2,3 P.\*..T

More practical and stimulating ideas for using structures and texts as models to encourage writing and discussion from lower intermediate to advanced levels. This is a follow-on to the session held on Saturday at 11:00 but is intended both for attendees who have seen Part 1 and those who haven't.

**Nicholson, Desmond**

Cambridge ESOL

***The Practical Applications of the Common European Framework of Reference***

TEACSD Talk/Eng A1,2,3/L1,2,3LMix/T1,2,3 P..\*.T

Knowledge and awareness of the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is growing daily. This presentation will discuss the background and aims of the CEFR, and address its practical application to assessment and learning by using case study examples.

**Room 110**

**Beaumont, Benjamin** Room 108

Oxford House College, London

***Engaging Culture in Teaching – working with stateless coursebooks***

CBk/Cult Talk/Eng A1,2,3/L1,2,3/T1,2,3 P..\*.T

This talk will take in a brief history of culturally specific items in coursebooks and relate this to the modern trend of using global 'stateless' coursebooks. While understanding the global necessity for such books, the presenter will highlight the benefits of introducing selected cultural items to help engage learners in language learning.

**Pinyana, Angels**

Khan, Sarah

Universitat de Vic

***Independent Language Learning in the Classroom***

LT/SA Talk/Eng A2,3/LMix/T1,2,3 P..\*.T

How can we combine self-access and classroom-based learning? We'll look at what learners told us about how they planned, monitored and evaluated their learning with the help of questionnaires and a language log. We'll also discuss the pros and cons of such 'learning to learn' materials and the practical implications of fostering learner independence for institutions, teachers and learners.

**Room 109**

**Rodríguez López, Beatriz**  
**Varela Méndez, Raquel**  
UNED

**Room 103**

***English Instructional Material Design: The role of interculturality***

CBk/MDv Talk/Eng A1/LMix/T1,2 P...\*T

We intend to study all the elements involved in the treatment of interculturality and how it is taken into account in the design of coursebooks and supplementary materials, so we can improve them and make them a valuable tool for teachers, helping them to cope with diversity of cultural backgrounds, cognitive styles and language level in the English classroom.

**Schmitt, Thomas**

**Room 209**

American University of Sharjah

***Activating Passive Vocabulary in Writing***

Voc/W Dem/Eng A2,3/L2,3/T1,2,3 P...\*..T

Successful students improve in both structure and lexis, yet they often do not incorporate their higher-level vocabulary into their writing. This demonstration shows one method to focus students on applying their vocabulary to their writing and thus improve the accuracy and sophistication of their essays.

**Simonson, Martin**

**Room 102**

Colegio San Viator Ikastetxea

***Social and Linguistic Integrative Strategies Through Trilingual Education***

SLA/SES Talk/Eng A1,2/L2/T1,2 P...\*..T

Many schools start teaching English at a very early stage, but they do not use any particular long-term plan for this. Because of this, there are huge differences between different students in terms of their level of English when they finish school. This must be avoided. We wish to present our school's plan for an efficient linguistic and social integration through a long term trilingual education programme.

**CLOSING PLENARY 17:00 - 18:00**

**Hill, David A.**

**Aula Magna (201)**

Cambridge University Press

***Language Play and Creative Learning***

CSD/CTec Talk/Eng A1,2,3/L1,2,3/T1,2,3 P...\*.T

Given the centrality of language play in the L1 learning process, and its importance in everyday life through the jokes we tell, the puns we make and the way that TV/radio comedy is constructed, we ignore it at our peril in L2 teaching and learning. This plenary examines the issues and relates them to classroom practice for students of all ages/levels.

**OFFICIAL CLOSING CEREMONY**  
**18:00 - 18:15**