



# Pre-programme\* Summary, 30th Annual Convention - Donostia-San Sebastián

\*Pre-programme is subject to change

## PLENARIES & KEYNOTES

Jane Willis  
Freelance

### ***Lessons from TBL for CLIL: How teachers solve problems***

Teachers worldwide who have implemented different forms of task-based teaching in various content fields and topic areas have reported to us their personal solutions to ten common classroom problems, including over-use of L1, disengaged learners, mixed ability classes, exam demands and time pressures. I will outline some of their solutions and explore the relevance of a TBL approach to CLIL.

Paul Seligson  
Richmond Publishing

### ***Becoming a More Efficient Classroom Manager***

Efficient group management is perhaps the key teaching skill. Too many ELT techniques prioritise individuals over the group, leading to a grindingly slow pace and bored students wasting time doing nothing whilst teachers interact with one student at a time. This talk illustrates 13 tips based on my own teaching errors. Avoid them and you won't be a dinosaur like me!

Mario Rinvolucrí  
Pilgrims

### ***Thinking Frames that Help us Clarify Teaching Issues***

I hope you will leave this keynote session with two or three thinking frames that help you to see more clearly in the jungle of pe-le-mele thoughts and feelings that teaching brings into your hearts and heads. We will look at two or three frameworks, drawn from the work of Rudolph Steiner (Waldorf Schools), Antoine de la Garanderie, NLP and Gregory Bateson.

Dave Willis  
Freelance

### ***CLIL and Task-based Learning***

Even those of us teaching general English can learn from CLIL. Most students ultimately need English for academic or occupational purposes. Given this we need to find general content which will appeal to a wide audience, but which can be treated in an appropriately academic style. I will look at lessons based on texts designed to meet these requirements.

Ronald Carter  
Cambridge University Press

### ***Language, Grammar and Context: From corpus to classroom***

This talk raises key questions about the use of corpora in English teaching and how such databases can help us make decisions about what to teach and how to present it in the classroom. Using evidence from corpora helps us understand key differences between spoken and written grammar in English and key relationships between language content, form and language teaching.

Do Coyle  
University of Nottingham, UK

### ***Motivating Learners: Evidence from CLIL classrooms***

This talk will explore how CLIL approaches can motivate learners in a wide range of contexts. It will present examples of effective practice and make the case for re-conceptualising how language learning can be relevant and engaging through 'language using'. Do will explore frameworks for organising CLIL, which integrate thinking skills, problem-solving, intercultural understanding, challenging content and language using skills.

Hugh Dellar  
University of Westminster / Thomson

### ***Setting a good example***

What teachers do when asked about new vocabulary has a profound effect both on what students learn and on how they perceive language to work. In this practical, classroom-rooted workshop, we will consider why some kinds of explanations and examples work better than others, and explore how we can best harness to power of good boardwork.

Ben Goldstein  
Richmond Publishing

### ***The Power of Image***

Thanks to digital technology, never have we been able to access or create such a great variety of images. This workshop will analyse ways images have been traditionally used in class and look to the future. In so doing we will attempt to develop a visual literacy, presenting tasks which feature many different image types - icons, artworks, adverts, cultural representations, etc.

David Graddol  
The English Company (UK) Ltd

English is now taught to ever-younger learners but recent trends are much more than a new fashion in modern languages teaching. In this talk David Graddol will show how the move to teaching English in primary schools fits into a larger, global picture, in which English is increasingly regarded as a basic skill rather than a foreign language.

Luke Prodromou  
Freelance

### ***Exploring ELF: The power of small words***

Drawing on my own corpus-based research into English as a Lingua Franca, I describe the way L1- and L2- use of spoken English differ in the way they use 'small words': discourse - or pragmatic - markers and vague language. I will argue that these 'small words' have big meanings and are the tip of a cultural - and pedagogic - iceberg.

Teresa Reilly  
British Council

### ***Assessing Pupils in Bilingual Projects in Mainstream Education***

In situations where children are learning through the medium of English as opposed to learning English as a Foreign Language it is essential that assessment techniques should reflect a picture of proficiency rather than deficiency. The aim of this session is to suggest tools of assessment which are fairer and more appropriate to "emerging bilinguals" at top primary and early secondary education.

## DRAMA & MUSIC PERFORMANCES

Gillian Apter

The Lingua-Arts Theatre Company. S.L.

### **"PENALTY!" - an English language play for intermediate learners**

The Lingua-Arts Theatre Company presents "PENALTY!", a play aimed at students aged between 10 and 14: Teri is a Spanish teenage girl with a passion for playing football. She wants to turn professional AND play with men, but she has to overcome opposition from her father, her school friends and the Spanish football league. Which is why Teri goes to England.

Dani Griffin

dancingenglish.com

### **LIVE! Dani Presents his TPR-based Concerts and CD's Project**

Spain's #1 EFL concert performer and Oxford's Cool Kids composer Dani presents his unique concerts + CD's project. These in-school shows are interactive: students sing, gesture and dance. Combining comedy with TPR, Dani teaches pronunciation, vocabulary and structures. Teachers receive CD's and written materials to prepare students for participation. Songs are based on TPR specifically designed to reinforce language learning.

Emma Reynolds

Blue Mango Theatre

### **Blue Mango Theatre Presents "Spinderella" for Primary**

Spinderella- primary show by Blue Mango Theatre. Cindy wants to be a pop-star, but the only chance she gets to sing is when she is cleaning for her horrible older sister. When Cindy's fairy godmother the Karaoke Queen comes to visit, it looks like her dreams will come true. This action packed musical comedy is a modern adaptation of Cinderella, touching on the theme of healthy eating.

Dominic Streames

Lacunza-IH, San Sebastián

### **Children's Theatre: "The Diamond of Wimberly Boo" and "Mental Control"**

A performance by a Children's Theatre group of two plays, "The Diamond of Wimberly Boo". and "Mental Control". This will be a presentation of some of the ideas I will go into during my Sunday slot (The Diamond of Wimberly Boo, the making of) as well as sessions in previous years on Theatre in the Classroom, with particular emphasis on the effective use of songs and movement to enhance the language content.

## CONTENT-BASED LEARNING

Phil Ball

Federación de Ikastolas de Gipuzkoa

### **'Integration'. Why CLIL does it Better**

Successful CLIL teaches neither language nor content. Rather it uses these two constituents as vehicles to engender something else – subject skills. This is what constitutes the 'integration' part of the acronym, and this practical talk will attempt to demonstrate exactly how that is achieved. We will also try to arrive at working definitions of the loaded terms 'content' and 'language'.

Do Coyle

University of Nottingham, UK

### **Experimenting with CLIL: Planning a unit of work**

This workshop will explore how a CLIL unit can be planned as an alternative to traditional language lessons. The workshop will engage participants in a range of activities which can be adapted and applied to individual contexts. The workshop will also identify the steps needed for successful implementation

Elizabeth Forster

British Council Primary School Madrid Spain

### **Step Inside a Painting**

Art and music can be used to give wings to children's imaginations and provide a different and absorbing stimulus towards creative writing. This project used impressionist art and music to create a magical world that would be attractive to children and demonstrate how alternative areas of curriculum can be used to work on both oral and narrative language skills.

Teresa V. Gerdes

Vicens Vives

### **SIOP: Methodology for Content Based Instruction**

Sheltered Instructional Observational Protocol or SIOP is currently the leading content based methodology in North America. Developed by the Center for Research on Education, Diversity & Excellence (CREDE), SIOP is a methodological framework which gives teachers the tools to successfully teach both language and content. During this session we will look at the eight components that make up this step-by-step approach and discuss its implementation in the classroom.

Michele C. Guerrini

Richmond Publishing

### **WANTED! Language Syllabus for CLIL**

Develop an awareness of the differences between the EFL and CLIL syllabi: genre, grammar, functions. Comprehensive syllabi for CLIL courses are not yet available, so EFL and content teachers need to work together to define them. Combined with Cognitive Academic Language Proficiency skills, a CLIL syllabus helps learners succeed. This workshop provides insight through examples, tasks and group sharing.

Itziar Hormaza/Lui Garcia Gurrutxga

Berritzegune Sestao/Berritzegune Donostia

### **BHINEBI: A CLIL proposal for secondary**

BHINEBI is the official proposal for English teaching in Secondary Education. We will look at the main methodological and educational principles of BHINEBI, see units of work designed to implement them and look at work the learners in BHINEBI have been producing. This talk is suitable for all attendees but particularly Secondary English teachers and those in private academies with Secondary students.

Jamie Keddie

Freelance

### **CLIL-ing me Softly**

Are there any features of a CLIL-based approach that are relevant for classes of adults who are learning English rather than learning "in" English? I feel that there are. In this workshop, I would like to demonstrate this idea through the use of some original activities and techniques.

Nina Lauder

Mary Glasgow Magazines

### **Cross-Curricular Resources for Primary and Secondary**

Increasingly schools are exploring ways to improve English language acquisition by integrating language and content. In this session, we will investigate the CLIL situation and consider a variety of fun and practical resources for primary and secondary school teachers looking to use cross-curricular activities. English language and content teachers will receive free up-to-date materials and suggestions for various classroom situations.

Margaret Locke  
British Council

***In and Out of the Textbook***

How can authentic content and language skills development be integrated into the EFL classroom? From working on the MEC/British Council bilingual project to teaching in an EFL setting, I have asked myself this question and endeavoured to put it into practice. During this session we will look at ways of combining course book work with authentic content and language skills development.

Susana Martínez Suárez/Eva Marqués Calderón  
Centro Superior de Estudios Universitarios La Salle

***Teaching English Through Children's Literature***

Using children's literature as a basis for teaching English to monolingual Spanish-speaking children may show us the effectiveness of a content approach to ESL. A literature-based approach involves greater time and difficulty, but it can pay off in the long run if implemented meaningfully. We will illustrate our talk with the results of a project carried out with Spanish children.

Pilar Medrano Ruiz

Inst. Sup. de Formación del Profesorado (M.E.C.)

***MEC/British Council Bilingual Project: Achievements and challenges***

In 1996 the Spanish Ministry of Education and the British Council signed an agreement to develop an integrated curriculum to provide children with a bilingual, bicultural education. Today the Bilingual Project shows positive results in the level of English and in the standards of attainment of curricular areas. In this session we look at the achievements and challenges it faces.

Tom Morton

Freelance

***Scaffolding content and language learning through effective classroom talk***

In this talk we will use the notion of scaffolding to explore how secondary CLIL teachers, by using classroom talk effectively, can provide opportunities for both subject-matter and language learning. After defining the notion of scaffolding in the context of secondary CLIL, we will look at some examples of talk taken from content-based classrooms, and identify implications for classroom practice.

Inma Muñoa Barredo

Gipuzkoako Ikastolen Elkarte

***Does CLIL Mean the End of the English Teacher?***

Although many voices are currently claiming the end of us English teachers, we still have a most important role in helping students cope with learning a school subject in English. This presentation will hopefully help to define this role by presenting an adjunct English syllabus designed for and used by secondary students learning Social Sciences in that language.

Victor Pavón Vázquez

University of Córdoba / CETA

***Changing Educational Reality Through Plurilingual Education.***

Based on the benefits of content and language learning, plurilingual education offers a total revision of objectives, a more practical selection of the competences students should acquire, and a new way to plan and organise contents. In this talk, the relevance of this program will be discussed, as well as the necessary methodological and linguistic implications for the teachers involved.

Joanne Ramsden/Joy Morris  
British Council

***Impact and Involvement in English through Science Concepts***

Teaching science in English will often involve quite sophisticated concepts. Children's limited language control can be compensated through high impact visual support. Time given to concept teaching needs to be balanced by opportunities for children to actively use the language themselves. This talk gives ideas for maximising impact and involvement in content-focused teaching.

Anne Robinson

Cambridge University Press

***Mutual Benefits - inspired by the tests***

Are teaching English and CLIL a completely different ball game? In this session, we will examine various features of teaching English to 7-12 year olds and consider whether they also have a place in CLIL. We will try out activities which mirror the Cambridge ESOL Young Learners English Tests and consider how they can be useful in content-based lessons.

Agustín Suárez

Richmond Publishing

***Concept or Vocabulary Acquisition***

Why teach science in English? During this workshop we will explore, analyze and develop ideas from TEFL teaching and how to put them into practice in Science class. We will take into consideration all the specific needs such as safety, suitability, feasibility, and preparation for a Science class.

Borja Uruñuela

St James English School / Macmillan

***CLIL: It sounds good but how do you do it?***

I'll show a video of Spanish primary students learning science in English and we'll look at the main stages to the lesson. We'll also discuss the main ingredients of effective CLIL lessons and ideas on how to put them into practice. This session is aimed at teachers doing CLIL and language teachers who want to supplement their lessons.

Jane Willis

Freelance

***From Content Area to Task Sequences***

I will start by outlining a way of generating a sequence of tasks based on a particular content area. Participants in small groups will then agree on a theme suitable for their own learners, brainstorm various types of task and design a task sequence. They will report these to other groups and we can explore further possibilities for CLIL materials.

Dave Willis

Freelance

***Language as Content***

We can bring CLIL into language classrooms by studying questions about language and encouraging learners to research these questions. I will show how this approach might be realised by looking at materials and lesson plans based on two topics: Differences between spoken and written language, and Vague language.

Gillian Young

McGraw-Hill

***Developing English Through Art and Craft***

Art and Craft is perhaps the most appropriate subject matter for launching into content and language integrated learning. We will be looking at what opportunities this subject provides to help our students acquire English, along with some practical ideas for the Secondary classroom.

## LANGUAGE & LEARNING

Jane Arnold

University of Seville/Helbling Languages

### ***IMAGINE THAT: Using mental images in language teaching***

A powerful way to improve language learning is to activate and use our students' mental images. Great artists, scientists and athletes have relied on imagery, and it can support many areas of the language acquisition process, from memory to reading comprehension to motivation and beyond. In this workshop we will explore options for using this inexpensive, plentiful and enjoyable resource.

Brigit Clunies-Ross

Lacunza-IH, San Sebastián

### ***Helping Learners Learn***

Class time is often limited and there is so much to teach. Can we give our students techniques to help them become better learners? This session will look at what we can do in class so that they can continue learning outside the classroom. This session would be of interest to teachers of secondary students in academies.

Ruth Horsfall

British Council, Villaviciosa

### ***Self-Assessment : Making it work***

In this session we look at students' and teachers' reflections on experiences of self-assessment and the ways it can lead to more self-directed learning. We will focus on a variety of self-assessment tools such as questionnaires, learner diaries and portfolios, and how to use them in class. The session deals with self assessment for teenage and adult students.

Jon Kear

British Council, Barcelona

### ***English through cultural comparison. Fun or folly?***

Learning English by looking at contemporary British society and culture and making comparisons with learners' own lives and experiences can be very rewarding, but what aspects of society and culture should we focus on? If you want to encounter and practise some useful language building activities using the context of cultural analysis and comparison, this talk is for you.

George Kokolas

Express Publishing

### ***Left Brain versus Right Brain! Which side are you on?***

The left and right hemispheres of the brain process information in different ways. Students tend to explore language using their dominant side. However, the language learning process is enhanced when both sides of the brain participate in a balanced, holistic manner. The speaker aims to illustrate how this can be achieved in the EFL Classroom.

Bruce Milne

Bell International

### ***The Changing Face of Language***

This is a light-hearted talk looking at some of the recent changes in and additions to the vocabulary of the English language. There will be some exploration of how these changes help to define the character of the British people and reflect changes in attitude. We will also examine how our perceptions of spoken language have changed through recent corpus studies.

Gina Oxbrow

Universidad de Las Palmas de Gran Canaria

### ***Motivating Learners: A strategic approach***

The complexity of the role of motivation in second language acquisition, along with the different types that have been identified, have been the object of much learner-centred research leading to varying practical implications for language teaching. This talk will present results from a recent longitudinal study addressing motivation in a Spanish university context and the effect of integrated strategy training.

Silvie Rasikova

Lacunza-IH, San Sebastián

### ***Changing Pairs and Competitions***

Do you feel your classes are sometimes boring and/or do you have trouble changing/ assigning pairs? In this seminar we will look at how to have your students compete in the classroom in teams, small groups or pairs while doing exercises. Audience participation is expected as this workshop focuses on practical ideas.

Mario Rinvolucri

Pilgrims

### ***Teaching Words so they Stick***

A word is more than a "signifier" representing a "signified". Following Michael Hoey we can say that every word has several "primings" or aspects. But a word is much more than Hoey suggests; it has its own way of impacting the sensory system of the listener/reader and much more. This workshop will arm you with firm vocabulary teaching techniques for all levels.

Julie Tice

British Council, Madrid

### ***Developing a Learner-centred Approach with Young Learners***

Learner-centred is a well-known term but what does it actually mean? We begin with this question, exploring background influences and practical implications for our classrooms. We then take a group of 12 year old elementary learners studying English in Spain. Can we introduce a learner-centred approach? We look at ways of trying to achieve this and, importantly, the children's responses.

## TEACHER DEVELOPMENT

Dave Allan

Norwich Institute for Language Education (NILE)

### ***Teacher Self-Development - becoming the best teacher I can be***

This talk will examine how language teachers can best achieve positive, long-term professional development, exploring what we can do to enhance our abilities and extend our enthusiasm for what we do. The session will examine 20 years' experience of TD from both personal and professional perspectives, offering participants a positive, practical agenda for continuing growth and development as language teaching professionals.

Sandra J. Briggs

TESOL, Inc.

### ***Talking about TESOL, Inc.***

The presenter has been a member of TESOL, Inc. since 1975. She has participated in many aspects of the association. She will talk about what TESOL is and what is going on in TESOL now. There will be time to take questions from the audience.

Ana García Stone

British Council

### ***So You Want to Be a Teacher Trainer?***

How is training different from teaching? Through a series of written and practical tasks, participants will be introduced to a series of skills needed in training such as giving observation feedback. They will be asked to consider the different roles of the

trainer and different ways of coping with difficult trainees. For fairly experienced teachers with little or no experience of training.

Patrick Howarth  
Freelance

***Teach Less, Learn More: Lessons from the Suzuki Method***

For the past three years my son and I have been attending a Suzuki Method school, where he is learning the violin. In addition to developing an extreme sensitivity to high pitched noise, the experience has made me reconsider aspects of teaching and learning. In this session I would like to share some of my revelations with you.

Jenny Pugsley  
Trinity College London

***Professional development and certification for state sector teachers***

Teachers of English in primary and secondary schools are knowledgeable about young learners' cognitive development and learning motivation but would often welcome support in practical ways of how to teach English. They would also like a form of certification to provide evidence of their achievements. Trinity is exploring ways of developing just such a programme and would welcome your views.

Antonio Tijera  
Visiting International Faculty Program

***Teach in the USA***

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!

Mark Wilson  
Lacunza-IH, San Sebastián

***H.E.L.L. What's Really Important In Teaching!***

The H.E.L.L. of my title refers not to teaching, but to Heaven, Earth, Latitude and Longitude. This workshop investigates the relationship between ideal teaching conditions (Heaven), the real world of everyday teaching (Earth), the customary content of training courses (Latitude), and the really important things training courses can't teach you (Longitude). You will leave the session with enhanced longitudinal capability!

<p><b>TEACHING APPROACHES, METHODS &amp; TECHNIQUES</b></p>
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Lizzy Adams  
Hyland Language Centre, Madrid

***Reconstruction and Translation***

Have you ever wondered why, after multiple exposure to grammar rules or areas of vocabulary, students still misuse them or just avoid using them altogether? This session focuses on two practical techniques, reconstruction and translation, which can help students own new language by making language input meaningful, cognitively challenging and tailor made to their own current linguistic needs and abilities.

Rachel Bastow  
Hyland Language Centre

***Error Correction – if, when and how***

Correction plays a vital role in the development of a student's language competence and therefore deserves its place in the EFL

classroom. But what should we correct? Should it be delayed or on-the-spot? And how should we correct? In this seminar we will answer these questions and look at some practical ideas and techniques to incorporate into our day-to-day teaching.

Sandra J. Briggs  
TESOL, Inc.

***Killing Two Birds with One Idiom***

The presenter will begin by sharing a technique that she uses with secondary English learners to teach idioms and writing friendly letters. She will continue by looking at strategies to help students become more independent language learners and build their vocabulary in the process. There will be handouts with examples and resources for the participants and time for discussion.

Luis Cabrera  
CELE, UNAM

***Teaching Pronunciation to Improve Listening. How to do it***

Listening is one of the most difficult skills to teach and learn. Students feel frustrated when they listen to a native speaker of English and do not understand the message. It is difficult for non-native speakers to understand those "tricks" of pronunciation that make our students' lives miserable. This workshop will help you design listening and pronunciation activities using videos.

Joe Fagan  
British Council

***Are your Students 'Collocated'?***

Using a database of student writing, we will examine the most frequent student language collocations. How do they compare with native speakers? What activities can we use in class to practise and iron out any imperfections?

Coral George/Inés Delgado-Echagüe Sell  
British Council

***Teaching Ideas for Grammar and Drama in the Classroom***

The first part of the session will consist of Classroom Techniques and practical ideas about getting the children to talk naturally in the class. A video will be shown. During the second part of the session we will be looking at the development of grammar worksheets and collaborative learning.

Finola Griffin  
British Council Young Learners Centre

***Interpreting the Text: Discourse and authentic materials***

How do notions of a text affect the materials teachers use and how they exploit them? This session offers a brief introduction to discourse analysis and suggests ways of exploiting authentic texts, and their conventions, in the light of this knowledge. It would be of interest to teachers of secondary or university students looking to develop their ideas about language theory/methodology.

Emma Heyderman  
Lacunza-IH, San Sebastián

***How I Use Reading Texts***

From teaching "Social Science through English to teenagers" to teaching "General English to the retired", we all use reading texts. How can we exploit these texts for language (TALO), information (TAVI) or perhaps as a springboard for another activity (TASP)? Participants should leave this very practical workshop with lesson ideas and, hopefully, enthusiasm to take back to their classrooms.

Robert Hill  
Black Cat-VicensVives

***The Text and Beyond***

Debates about reading have traditionally been about intensive reading and extensive reading. In intensive reading,

comprehension tasks have led into language practice. But (perhaps more importantly?) - all texts are ideal for expansive reading: for exploring CLIL-style connections with other subjects and for raising awareness of intertextuality - how a text is related to other texts and genres - and cultural background.

John Hird

bai & by Araba S.L.

***Taboo or not Taboo? Combatting Content Censorship***

Swear words, gay rights, torture, sex etc..... words and subjects which are used and talked about in everyday life but which are hardly ever seen in textbooks or heard in most classrooms. The talk will cover the treatment of taboos in EFL content. Should more taboos be introduced into content? How can taboo subjects be tackled in the classroom?

David Holden

British Council, Madrid

***Making Speaking Activities Fun and Meaningful***

How can we make speaking activities fun and meaningful? This session will examine what makes a good speaking activity and looks at the different stages a speaking activity consists of, including how to set one up and what feedback to provide afterwards. We will then conclude by trying out some examples of successful, communicative and fun speaking activities.

Ruth Howarth

British Council Young Learners Centre

***Fun with Drama!***

Drama needn't be scary - it can be fun for both students and teachers. This is a highly participative and practical session. We will look at the types of activities which can be considered as drama activities and why these activities can be useful for students. Participants will do some of these activities in a supportive group atmosphere.

Amanda Ingram

Hyland Language Centre, Madrid

***Discourse Analysis through Short Stories***

If you're interested in going beyond traditional daily classroom grammar, discourse analysis could be the next step. But - what is discourse analysis and how can it help our students? After briefly introducing some terminology, we will analyse discourse in action through a practical reading lesson for advanced students which exploits a short story from an internet web site.

Ceri Jones

Freelance

***Literature: Valued added reading***

Why use literature? Because literature has been written to be pored over in detail and read time and again. Because literary texts are dense and packed with linguistic information. Because literature can engage, motivate and stimulate. How? Come and see! We'll be looking at three texts, three levels and three ready to go lessons!

Geraldine Laboria

Cendrassos English School

***NLP and its Implications in Teaching and Learning English***

Neuro-Linguistic Programming, (NLP), has rightly been called "the art of effective communication", and as teachers we all need good communicating and listening skills regardless of the age group or level we teach. This workshop will introduce the more important theories on which NLP is based, as well as giving teachers of all ages and levels ideas and activities to use in class.

Hester Lott

Marshall Cavendish Education

***New Horizons in Grammar Teaching***

We will discuss the role grammar teaching has in our syllabuses and the notion that we should demand grammar teaching material that is interesting, stimulating and visually appealing, just as we do for other areas of the syllabus. We will then look at a selection of pages from currently popular grammar books, and discuss their relative merits and/or weaknesses.

Barry Lynam

Trinity College London

***Two Birds, 14 Pounds***

Writing is often the number 1 bugbear BUT it can be fun -and lead to students taking responsibility for their own, and their peers', improvement.

Colin Lyne

Exeter Language Centres

***Puzzled?***

We all enjoy the challenge of working out what's going on around us. Doing detective work, making guesses and solving riddles are, of course, a great stimulus to learning. This talk aims to provide teachers with a range of intriguing activities using all the main language skills. So, come along and yejno sloyeresuv!!

Makoula Malyari

Oxford House College, London

***We All Make Mistakes***

How can you make error feedback fun for students? Find out by attending this workshop which presents some tried-and-tested techniques to fully engage your students and to add a whole new dimension to correcting spoken errors.

David Mason

Understand English

***20 Activities for Common Spanish-speaker Errors in English***

The same mistakes are often continually repeated by language learners despite correction and despite being fully aware of these mistakes. This is often because of mother tongue interference. The objective of this presentation is to give 20 adaptable and student-friendly games and activities that specifically focus on typical Spanish-speaker errors in English, heightening student awareness of these errors and of mother-tongue interference.

Sheila Mayne/Jim Dyksen

University of Pennsylvania

***Extensive Reading Made Easy with Novels and Movies***

Extensive reading for pleasure is usually not an option or a desire for our time-strapped students. Yet if we consider the benefits, increased fluency in language and cultural understanding, plus vocabulary development, we see that it is well worth the effort. So how do we do this? We incorporate light novels that have corresponding movies into our weekly lesson plans.

Paul McConochie

Burlington Books

***Lend Me Your Ears***

'¡No he entendido nada!'. How many times have we heard this after doing a classroom listening? And playing the tape again doesn't seem to help. Are we testing rather than practising important subskills? In this session we'll be trying to find enjoyable, fun ways to exploit existing coursebook material and hopefully develop a positive attitude towards this important skill.

Joe McKenna Gleeson

EOI Córdoba

***Getting Language Strategies into Classroom Practice***

Useful strategies and coursebook tips abound, but the flow of your learners' dialogues and written work remains erratic. This workshop will define the kind of strategies that can make a difference in the classroom context; analyse and contrast relevant

exercises based on oral and written work, and prepare an oral and written exercise each for specific language strategies.

Gerard McLoughlin  
McGraw-Hill

### ***Putting Words into Action***

Students often communicate using their passive knowledge of vocabulary. How do we get them to expand their range and actively use and develop their vocabulary in the classroom? In this workshop we'll look at why, what and how.

Pat Moore  
Universidad Pablo de Olavide, Sevilla

### ***Enhancing Classroom Discourse***

All teachers, whatever their subject, contribute to the development of pupils' language and languages. Language teachers do it explicitly; content teachers do it implicitly. Using data from the British National Corpus and participants' own contributions, this session will explore some of the ways in which teachers can enhance the spoken input and feedback which they provide.

Fiona Mulcahy  
St. James English School, Sevilla

### ***Conversation Strategies with Higher Level Students***

Conversation is one of the areas that students always want but rarely get. Native speakers use a wide variety of conversation strategies and this workshop will focus on how to exploit these effectively in class. It is aimed at all teachers who are interested in helping their students speak more naturally.

Frank O'Connor  
British Council, Madrid

### ***Collocation, Chunks and the Communicative Classroom***

The Lexical Approach has been around for a while now but there remains a lack of classroom-friendly materials that will motivate learners and promote genuine communication. This workshop will present a number of activities to help teachers exploit collocation and lexical chunks and enable learners to produce more natural English.

Róisín O'Farrell  
English Language Institute, Seville

### ***Using DVD and Video in the Classroom***

Do your students clamour for videos but you struggle to justify TV during precious English time? Would you like to be able to integrate video into your course? This workshop will look at different ways of approaching films and scenes from films that are simple to implement and allow for more language practice in lessons involving DVD or video.

María de la Paz Adelia Peña Clavel  
UNAM CELE

### ***Having fun with Language Learning***

Playing a game in the English class is a good opportunity to practice a foreign language in a fun way. The participants in this workshop will have the chance to experience different kinds of games which not only provide practice of grammar, vocabulary and the four skills, but also promote learner autonomy.

Sam Pickard  
Burlington Books

### ***All Work and No Play...?***

Fun and games in secondary? Well, why not? Teachers and students alike often assume the transition from primary to secondary means a change in approach; the fun's over and now it's time for serious work. This may be true, but with a little imagination it's possible to use games to revise what students are learning while they play.

Rebecca Place  
British Council, Bilbao

### ***"You can't say that!" Use and Abuse of Language***

Time to stop sniggering over "PC-ness" and welcome it into our lessons. Time to sift through Internet-speak, appalling translations, misplaced apostrophes and double negatives, and teach correct English? This talk is aimed at everyone interested in the quality of the language we teach. We will look at examples of use and abuse – and together try to draw the line.

Luke Prodromou  
Freelance

### ***Getting students' attention and keeping it!***

This workshop describes and demonstrates a range of techniques for dealing with restless, inattentive or disruptive learners. I build on existing models of motivation to create a framework for analysing and dealing with these classroom difficulties: in this scheme the following principles will play a part: rules, class management and, above all, rapport with learners and presence of the teacher.

Mario Rinvolucri  
Pilgrims

### ***Creative Grammar Practice***

Since grammar is too serious not to be fun we will work on a series of techniques that involve movement, competition, heuristic thinking and affect. What you learn will have no whiff of gap-fill monotony.

Mónica Rodríguez Sammartino/M<sup>a</sup> Inés de Zabaleta  
Teacher Training College, Argentina

### ***Task, Form and Lexis: A recipe for success***

Why is task-based learning still at the centre of stage? From our perspective, because it gives priority to meaningful communication and is an ideal means for establishing bridges between grammar and lexis. In this workshop we will examine fluency, accuracy and complexity tasks through which learners are able to develop their communicative skills with plenty of opportunities for noticing.

James Rose  
Burlington Books

### ***Acting Up***

Noisy, restless students? Do you need to channel their energies into something positive and motivating? This session explores methods for converting exuberance into enthusiasm. Taking games and techniques used in the theatre, and modifying them for the classroom, we provide a fun learning platform in which students work in a more focused atmosphere, and learn more than they realise!

Phil Spooner  
Freelance

### ***Bringing Hollywood into the EFL classroom***

This demonstration will present a wide variety of effective techniques for using authentic film clips in the EFL classroom. Traditionally, teachers have prepared worksheets for videos based mainly on comprehension questions and cloze tests. This session will outline and discuss how stimulating worksheets can be designed to teach grammar, songs and to generate pair work, group discussion activities etc.

Dominic Streames  
Lacunza-IH, San Sebastián

### ***"The Diamond of Wimberly Boo", the making of.***

This session will look at the development of the Children's Theatre production of "The Diamond of Wimberly Boo", which will be performed on Saturday evening. The session will cover simple ways to create your own songs and tips on how to present them, choreographing fights and chases (with minimal loss of life) and other visual tips for effective children's theatre.

Marina Viana  
Escola Secundária/3 Emidio Garcia-Bragança

***Power to the Lyrics (2)!***

A sequel of last year's Madrid Convention session. The spirit is still the same: proposing activities with songs that may provide both students and teachers alike with engagement, motivation and fun!

Robin Walker  
EU de Turismo de Asturias

***Are you Listening?***

Good listening skills are vital because studies suggest that students who find listening difficult usually have problems with pronunciation and speaking. In this session we will look at exactly what is happening when our students listen to English, and then look at a range of classroom techniques and activities to improve their listening skills.

Andrew Walkley  
University of Westminster/Thomson Learning

***Using the Board to Teach Language Better***

Boards have a vital role in exemplifying the language students need to learn, yet they are rarely a focus for training. Based on classroom research and interviews this talk raises questions about what we write on the board and how students take notes. From this I will suggest some practical activities for teachers and trainers to encourage better use of the board.

<p style="text-align: center;"><b>TEACHING YOUNG LEARNERS/ PRIMARY</b></p>
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Shonagh Clark  
Lacunza-IH, San Sebastián

***Projects That Work***

Project work has been popular in schools for many years but can it be adapted successfully to the EFL classroom? This hands-on demonstration attempts to show teachers how projects can work, incorporating techniques like TPR and exploiting multiple intelligences to enable students to succeed where more traditional methods have failed. Of special interest to teachers of young children.

Betty D' Cruz  
Freelance

***Developing Independent Creative Writing in Primary Classes***

The teaching of written English has previously been undertaken using exercises and essays: how can we bridge the gap between using English words in isolation, and producing independent, creative sentences? Using "scaffolding" – frames to support sentence structure – primary teachers in this participative workshop will learn how to help children write independently and creatively, without taxing their memory and spelling skills.

Raquel Fernández Fernández  
Escuela Universitaria Cardenal Cisneros

***Biliteracy: A view from the bilingual classroom***

Many teachers in Spain are facing the challenge of teaching pupils to read and write in two or more languages at the same time. In this session, we will show how a group of teachers working in a Bilingual Project in public schools in Madrid deal with biliteracy by analysing their conceptualizations, methodologies and materials.

M<sup>a</sup> Jesús Fernández López  
CEIP San Ildefonso/ Anaya

***Steps 1, 2, 3 to Bilingualism***

This practical workshop, based on the day to day activities in a bilingual primary school, introduces both the three main theoretical

criteria to be born in my mind when planning for content based learning and the three main tasks for carrying it out.

Antonio García Gómez  
Universidad de Alcalá de Henares

***Coping with the Class Clown in the Bilingual Classroom***

This presentation aims at providing the audience with effective techniques to cope with class clown students in the bilingual classroom. For this purpose, a brief overview of common misbehaviours is given. Then, a wide range of techniques to discipline students is presented. A final thought on the seriousness of this topic brings the session to an end.

David Green  
Lacunza-IH, San Sebastián

***Essentials of Classroom Management with Young Learners***

Teaching young learners sometimes feels like a battlefield, and classroom management might appear to be a minefield. This talk looks at who might be laying the mines. It will go on to offer some mine detecting techniques and a bit of body armour, just in case.

George Kokolas  
Express Publishing

***How do Children Think and Learn?***

How do children learn and what are the ways to teach them? Children learn by making and doing, through rhymes, songs and games. The speaker will discuss ways to develop young learners' language skills and subskills by using all the ingredients which make learning fun.

Andrea Littlewood  
Hyland Language Centre, Madrid

***Warmers and Coolers - keeping children engaged in class***

Children come to our classes with different and often unexpected energy levels. In this session we will be looking at ways of adapting our lessons to cater for the moments when the children need their energy levels raised or lowered. The warmers and coolers help the teacher to keep the children engaged and therefore make the most of the class.

María Fernanda López Alcalá  
McGraw-Hill

***La Motivación en el Aprendizaje de una Lengua Extranjera***

Debido a la incorporación del bilingüismo en nuestro sistema educativo, los profesores nos encontramos con mayores contenidos lingüísticos que enseñar a alumnos cada vez más pequeños. ¿Qué actividades de motivación podemos utilizar en E1 y EPO para implicarlos en su propio proceso de aprendizaje? ¿Cómo los ayudamos en EPO a que utilicen el inglés como una herramienta para adquirir los contenidos de otra asignatura?

Katie Maunder  
Cambridge ESOL

***Young Learners: Listen and play***

We spend more time listening to a language than reading, writing or speaking it. So we need to do this well! This workshop demonstrates games and classroom activities to practise listening skills with young learners. Audience participation is required. The activities will be applicable to general English classes and for students preparing for the Cambridge Young Learners Tests.

Yvonne Moore  
British Council

***Board?- then use a mini-whiteboard***

This talk aims to draw attention to the need for variation in the classroom, more so with young learners. The use of mini-

whiteboards can provide the teacher with a different focus to the class. Incorporating mini-whiteboard activities into your class lesson will provide a more learner centred class and be fun too.

Sandie Mourão  
Scholastic

### ***Illustrations and Words: Mother tongue supporting the foreign language***

This talk discusses the importance of visual literacy when using picture books to teach English. It analyses how teachers can use reflection and discussion of the illustrations and examines the role the mother tongue plays in this process, providing a platform for children to recreate their own discourse in English around the illustrations.

Mady Musiol/Magaly Villarroel  
ELI

### ***Pigeonholing is for the Birds! Activating Children's Intelligences***

"At school", wrote John Lennon, "all they had was information I didn't need." This still holds true in some classrooms, where kids are pigeonholed instead of having their intelligence(s) activated in a hundred and one ways. In this session we offer practical ideas and activities to ensure that no children are left behind because they do not fit the mold.

Janis Taylor Harvey  
British Council Young Learners Centre

### ***Fun in the Primary Classroom***

This workshop is aimed at teachers of primary classes. As it is sometimes difficult to keep our primary classes up and going, the focus of the workshop will be on easy-to-use-activities that can fit into most lesson plans and help to keep the students motivated. We will also look at some tips for managing and motivating primary classes. Audience participation is essential.

David Vale

### ***Toys and Teaching English***

This workshop aims to demonstrate fun, friendly and fulfilling ways in which simple toy-making can be linked to various curriculum areas – and to rhymes, songs and stories - then to English as a medium/tool of communication in English teaching situations in Spain. Teachers of children as well as young adolescents in both mainstream education and private language schools are particularly welcome.

## **TEACHING SECONDARY & BACHILLERATO**

Nigel Bowles  
International House, Pamplona

### ***Teenagers will talk***

Having problems getting teenagers to talk in English. This workshop will be of special interest to secondary school and academy teachers with reluctant teenage students. A variety of activities to encourage teenagers to speak will be demonstrated and carried out by participants.

Pippa Bumstead  
Lacunza-IH, San Sebastián

### ***Putting Words into Teenagers' Mouths***

"I ask them what they want to talk about; I spend hours preparing something special, I set the activity up perfectly, and after ten seconds, they've "finished"!!" This workshop talk will provide pret-à-porter, highly adaptable solutions to the perennial problem of

getting more than a monosyllabic grunt out of the most reticent of your teenage students!

Ian King/Laura Nogués  
Freelance

### ***Human Rights in ELT***

This workshop is aimed at teachers who would like to incorporate human rights issues into their teaching, to raise awareness and to achieve some key pedagogical objectives. We will also present a wrapping-up tool for content evaluation called 'Human Rights checklist'. This workshop is of special interest to secondary teachers interested in human rights and in reflective teaching.

Arantzazu Latorre Zuaznabar/Montserrat Ayerdi Solé  
Aixerrota BHI

### ***Multilingualism in the Basque System: A content-based approach***

Secondary students are able to accomplish successfully plenty of tasks in English when working through content towards language. ITCs are an attractive means to lead them into this desired land. We will show you the multilingual model that AIXERROTA BHI in Getxo (Bizkaia) has been using for the last four years. Intended mainly for teachers of English in Secondary Education.

Fiona Mauchline  
CLIC - IH Seville

### ***Homework? What Homework?***

Ah homework, the bane of learning. Teachers set it - sometimes - and students do it occasionally. But as a way of maximising learning opportunities, homework is a treasure trove. How can you make homework motivating, unscary and interesting enough to get students to take the plunge, and actually enjoy doing it? In this workshop, we'll try to find some ways.

María D. Pérez Murillo

School of Education, Complutense University

### ***Contextual and Structural Characteristics of a Bilingual Programme***

In this session I will first describe different educational paths to bilingualism, and specifically, ways that have been used to categorise bilingual education. I will focus on the Spanish school in London and I will emphasise the need to develop more detailed studies to throw light on how the different Spanish Autonomous Communities are dealing with the implementation of CLIL.

Montse Watkin  
British Council

### ***Deepening Relationships with your Partner School***

All relationships that are not looked after or nurtured gradually fizzle out. The same is true of a school's relationship with its link school abroad. Time, attention and imagination need dedicating to it, so that the relationship develops into something deep and meaningful to all those involved! This practical talk will suggest ways to do just that!

## **TEACHING ADULTS & UNIVERSITY**

Jorge Arús Hita  
Universidad Complutense de Madrid

### ***Teaching to 'live' in English: a sample lesson***

This demonstration shows my current work in the development of a teaching method in which learners are invited to travel throughout the English-speaking world in order to learn English in context. In this method, English is taught as a tool to negotiate situations, focusing on the appropriate exploitation of linguistic resources for the achievement of situation-specific goals.

Teresa V. Gerdes  
Stanley Publishing

***Content Based Instruction for the Adult Learner***

Content Based Instruction is revolutionizing ELT. When we think of content based instruction however, many of us think of an approach that is intended more for young learners. In this session we will talk about the use of the Content Based approach at the adult level and we will examine the Sheltered Instructional Observational Protocol (SIOP) model in order to effectively teach content and language.

**TEACHING BUSINESS ENGLISH & ESP**

Guy Brook-Hart  
Cambridge University Press

***Business Reading: Behind the texts***

This workshop considers how texts can be selected and modified to prepare students for the Reading Paper in the BEC Vantage and Higher exams. It looks at how questions are constructed and considers strategies to optimise student performance in the Reading Paper. It also suggests activities for integrating exam reading skills into a lively and interesting lesson.

Marián González Rúa  
EU de Turismo de Asturias

***Business English: 1000 ways to make it different***

Have you ever dealt with a student who feels insecure when speaking English in a business setting? Do you know what happens when his mind goes blank as the English words disappear from his memory during an international phone call? If the answer is 'Yes!' then you've found reasons to attend this presentation.

Makoula Malyari  
Oxford House College, London

***The Creative Business English Lesson***

Add a little spark to your business classes! This talk will cover 7 activities which you can incorporate into your Business English syllabus that students love and which involve minimum preparation for the teacher!

Beatriz Rodríguez López/Raquel Varela Méndez  
UNED

***Cultural Awareness in English for Tourism Teaching Materials***

We will analyse how culture is treated in several books on the market aimed at students of English as a foreign language in the contexts of the hotel and catering industry. We will present the results of our research, but the participants will also have the opportunity to find some examples by themselves, which could be discussed in the session.

James Schofield  
Summertown Publishing

***DIY meets the Cambridge Business English Certificate***

This workshop looks at how to increase student involvement in the exam preparation process by getting them to develop their own exam. By using authentic business materials drawn from their work they can see the relevance of the exam tasks to daily life. The examples are from a BEC preparation class but the principles are applicable to any exam class.

**EVALUATION & ASSESSMENT**

Caroline Bintcliffe  
British Council Young Learners

***Exam Speaking can be Fun***

This session aims to look at some of the language required for the FCE/CAE oral exams, to consider some of the difficulties that students face, together with typical errors, and to provide a range of fun practice activities. Come along, be a candidate for an hour and take part in the practice activities.

Diana Foran  
Universidad Complutense de Madrid

***Suggestions for Authentic Assessment in CLIL***

One of the dilemmas in CLIL is how and what to test: content or language. In this talk, we will look at ways to assess content acquisition through activities that represent classroom and real-life situations as alternatives to traditional forms of testing (T/F, multiple choice, etc). Geared towards university, adult, ESP and professional students, the activities can be easily adapted.

Jon Kear  
British Council, Barcelona

***Successful Preparation for IELTS Writing***

Many IELTS candidates find the IELTS writing module the most challenging part of the test. Effective preparation and correction helps significantly in increasing candidate awareness of what is required in IELTS writing tasks. This talk focuses on IELTS writing task types, but will also be of interest to teachers preparing students for all exam writing, including mainsuite Cambridge ESOL exams.

John Phillips  
St. Patrick's English School, San Sebastián

***Using the "CEF" to Define Linguistic Policy***

Your school may need to define or redefine linguistic policy. How should you go about it? In the absence of guidelines, we turned to the "Common European Framework" in search of pointers. This talk will take you briefly through the steps we followed, providing you with material and a framework which you can develop later.

Elixabete Sagasta/Joe Jenner  
San Viator Ikastetxea

***ELP (European Language Portfolio): An experience in a content based situation***

After the presentation of the ELP in Seville, two years have gone by. It is now time to present the experiences. This talk is of special interest to teachers of secondary education who have already heard about the European Portfolio. Participants will have the opportunity to see an experience in a content based context.

**COMPUTER ASSISTED LANGUAGE  
LEARNING**

Sara Martín Díez  
TEA

***ICT and Intercultural Education in the EFL Classroom***

Could we kill two birds with one stone and use ICT in our lessons, not just to help our students to improve their English, but also to promote Intercultural Education? Come and see some examples of how common tools such a Word Processor and latest trends in Web-based activities may serve our purpose, with a little bit of imagination!

Graham Stanley  
British Council, Barcelona

***Publishing Student Work Online Using Blogs, Wikis and Podcasts***

Wikis, blogs and podcasts are three powerful tools available to teachers to help motivate and engage learners through online publishing projects. I will be looking at how teachers can best undertake such projects in their own teaching situations.

Mark Stevens  
American University of Sharjah

***Learning to Blend Your Class with Moodle***

Participants in this two-part workshop will first see how Moodle, an open-source virtual learning environment, can be used in a blended-learning ESL course. After the major features of Moodle are demonstrated, participants will experiment with a "blank" Moodle course. (Courses will remain accessible online for two weeks.) No prior knowledge of Moodle is required. Participants will also receive free CDs.

Amaia Urruzmendi/Diana Lindsay  
Federation of Ikastolas of Gipuzkoa

***'Space Search': Interactive CD ROM for primary school pupils***

The authors will present Space Search; an award-winning interactive CD ROM, designed for Primary pupils with some knowledge of English. It consists of a set of multimedia activities introduced by an alien space captain. The aim of the game is to rescue the lost members of the captain's crew by successfully completing activities on lexis, listening, reading, phonetics, writing and grammar.

<b>MATERIALS AND PRODUCTS</b>
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Joel Ashton  
The English Database

***Ideas for using online video from YouTube and beyond***

This practical and informative presentation from the English Database will introduce you to the leading websites providing free video online. You will receive a host of useful ideas on how this rich online media can easily be integrated into your teaching. Plus there will be tips and advice on using the internet effectively in the classroom.

John Bradley  
Lacunza-IH, San Sebastián

***Business English: Teaching on one-to-one courses***

Tired or frustrated with using a text book which is written for group teaching with a one-to-one business class? How does teaching one-to-one differ from teaching groups? Come along to this talk and see how the new publication from OUP 'Business One:One' can help.

Lindsay Clandfield  
IT's Magazines

***Content, with a Twist!***

iT's magazines has been designing cross-curricular materials for some time. As with any materials the challenge is to make content as motivating as possible, while exploiting its language value. Come and sample some activities from our theme-based activity books, including iT's Knowledge, which includes activities related to geography, science, maths, history, technology, and the natural world. Activities - with a twist!

James Schofield  
Summertown Publishing

***Stories, Language and Culture in the Business English Classroom***

Taking the title of the conference as its theme, this presentation looks at how effective storytelling can be for teaching language and culture in the Business English classroom. We'll explore why storytelling is important and look at examples from the 'Double Dealing' series.