

**Friday 17.00 – 17.30**

**Official Opening Ceremony**

**Salón de Actas**

All presentations are listed in each slot in alphabetical order

**Friday 17:30 - 18:30**

**Keynote Sessions**

**Banner, James Room0.1**

Hilderstone College, UK  
**Principles of English Comedy**  
 Talk/Eng Cult A2,3/L3/TGen P . \* . . T  
 The English are famous for their sense of humour - but what is it exactly that distinguishes English humour? Is there anything in it that we can identify as being peculiarly 'English'? Through video extracts from some of our funniest comedies, we shall be exploring themes, stereotypes and attitudes which illustrate an important point about classic English comedy: a great deal of the humour is class-based, based on our sense of social class and the absurdities that are created by class distinction.

**Dellar, Hugh Room 0.2**

The University of Westminster, UK  
**Grammar is Dead! Long Live Grammar!!**  
 Talk/Eng Gram/Voc A2,3/LGen,Mix/TGen P . \* . . T  
 Structural grammar continues to dominate EFL, despite the fact that recent research into language suggests there are several major problems with this. This talk explains why it is time to wave goodbye to the grammar syllabus as we know it, and then considers what could replace it.

**Levy, Mark Salón de Actas**

British Council, Madrid  
**Nice Teachers Help You; Nasty Ones Don't.**  
 Talk/Eng TDv/SES AGen/LGen,Mix/TGen P . \* . . T  
 In a survey carried out by a newspaper a few years ago, one little girl, when asked what made a good teacher, said: 'Nice teachers help you; Nasty ones don't!' In this session we will suggest reasons as to why we don't always help enough, and suggest ways we can help our learners more; and be 'nicer' teachers!

**Plass, Hilary Room 1.12**

CSIM; Universidad Complutense Madrid  
**English in the Developing World: Rising to the challenge**  
 Talk/Eng TDv/Cult AGen/TGen P . \* . . T  
 Lack of proficiency in English is a major hindrance to development, preventing poorer nations from playing a larger role on the international stage and effectively

barring access to up-to-date knowledge, ideas and trends in all sectors. This presentation will examine some of the issues confronting EFL students, teachers and teacher trainers in Ethiopia, drawing on my own experiences as a teacher trainer in Ethiopia.

**Friday 19:00 - 20:30**

**Presentations / Workshops**

**Adelia Peña Clavel, María de la Paz Room N-4**

UNAM CELE, Mexico  
**Creating Material for Promoting Learner Autonomy**  
 W/Eng MDv/LT A3/LMix/ TGen P . \* . . T  
 Promoting learner autonomy in the language classroom can become a powerful tool for both students and teachers. Therefore, teachers have to prepare a series of materials to help students be autonomous. The workshop's aim is to share with the participants a methodology that allows us to turn activities and materials into resources that can help the students reflect upon their learning process and strategies.

**Andrewes, Simon Room 0.2**

University of Granada  
**Spanglish**  
 W/Eng Cult A2,3/LGen,Mix/T1,2 P . \* . . T  
 Spanglish refers in this case to the constructive intervention of the mother tongue in the foreign language learning process. In this workshop we will go through a series of techniques related to language awareness and language play for Spanish speaking learners of English. They include translating and interpreting activities, comparing and contrasting L1 and L2, code switching and calquing (literal translation).

**Dillon, Ken Room 1.12**

International University of Japan  
**Counseling, Correction, and Assessment in Academic Writing**  
 W/Eng W/ESP A2,3/L3/T2,3 P . \* . . T  
 This workshop will introduce participants to methods of evaluating and assessing academic writing in multicultural classes by having them assess samples of student writing at various stages of the drafting process. Several assessment methods will be presented and used. The presenter will also share methods and insights into teaching and advising students on their writing.

**Gimeno, Ana Room N-2**

Universidad Politecnica Valencia  
**Developing a Pedagogically-sound Authoring Shell and Courseware for ESP Learners**  
 Talk/Eng CALL/MDv A3/L2/TGen P . \* . . T  
 The author will report on the findings of Proyecto IN6ENIO, an R+D project funded by the Universidad

Politécnica de Valencia to establish the theoretical framework for online multimedia software development. The presentation will include a detailed analysis of the IN6ENIO authoring shell (ie. a web-delivered computer programme specifically designed to host multimedia components, organise these according to predefined specifications by means of a "content manager", and deliver the contents in the form of a completed language course).

**Gutiérrez Vidarte, Rosa****Room N-3**

San Pablo CEU, Madrid

**International Exchange: Chat for specific purposes.**

Dem/Eng CALL A2,3/L2,3,Mix/TGen P.\*..T

This presentation will provide an overview of an international electronic exchange project between students in Spain and the USA. Topics of the exchange include: self-introductions, financial habits of university students, resumes and cover letters, the job market, and advertising. We will demonstrate the web environment (discussion boards and chat) showing samples of student interactions. We will also discuss evaluation results from both learner and instructor perspectives.

**Hancock, Mark****Room 0.3**

Cambridge University Press

**Pronouncing Grammar**

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

In this workshop, we will examine the areas where English pronunciation and grammar overlap, including rhythm, contractions, weak forms, chunking, and grammatical word endings. We will discuss why these areas are particularly important in pronunciation teaching. And, in the process, we will try out a variety of different classroom materials and techniques for working on these areas of pronunciation.

**Leiguarda, Ana****Room 0.4**

Colegio San José Secundario, Córdoba, Argentina

**Creating Hooks to Remember the Language Easily**

W/Eng Gram/Game A1,2/L1,2,Mix/TGen P.\*..T

Can we learn to drive without getting into a car? Or to play a guitar without playing one? We all learn by doing. Research in brain-based learning suggests that several factors determine the extent to which the formation is internalized. In this workshop we will try to enhance learning by helping students create "hooks" to remember structures, functions and vocabulary.

**Morell Moll, Angela****Room 0.7**

The Spanish &amp; English School, Alicante

**Let's Have Fun With Cartoons!**

W/Eng CTec/MDv A2/L2/T2 P.\*..T

What can we do with cartoons? Come and find out. In this workshop we will look at how to use cartoons in creative and fun ways. Participants will play an active role in designing activities for different kinds of cartoons. Come join the fun and share your ideas!

**Pickard, Sam****Room 0.1**

Burlington Books

**Classroom's Greatest Hits**

W/Eng SES/CTec A2/LGen,Mix/T2,3 P.\*..T

Few secondary students would claim to have no interest whatsoever in popular music - be it Top 40 or thrash metal! Using popular music in the language classroom stimulates that interest and allows the students to explore the language in a realistic context at their own level. So let's browse through the back catalogue: there's sure to be something for everybody!

**Stewart, Keith****Room 1.8**

Universidad Politecnica Valencia

**Online Course Design**

W/Eng CALL A3/L3/T2 P.\*..T

This workshop will deal with issues related to online course design and will be divided into three parts: theoretical aspects, pedagogical aspects and technical aspects. Theoretical aspects will look at issues of pedagogy versus technology. Pedagogical aspects will focus on materials design: the contents and structure of pedagogical units. Technical aspects will deal with audio, images, text and video in online courses. Finally, a model of online course design will be presented.

**Saturday****09:30 - 11:00****Presentations / Workshops****Aull, Nika Genevieve****Room 0.7**

The English House, Sevilla

**Taking your Time: Personal and professional time management**

W/Eng TDv AGen/LGen/TGen P\*...T

As teachers, we often struggle with time management. How can we use our time efficiently in order to plan excellent classes AND accomplish our personal goals as well? This fun and interactive session is about how to balance your personal and professional priorities so that you can finally take the dance class (etc.) you've been wishing for, yet still have well-planned classes.

**Candel Mora, Miguel Angel****Room 1.8****Jaime Pastor, Asunción****Perrera Gomá, Montserrat**

Universidad Politecnica Valencia

**Elaboración de Material Didáctico para Enseñanza****Asistida por Ordenador**

W/Spa CALL/ESP AGen/LGen/T2 P.\*..T

El taller sobre elaboración de material didáctico para la enseñanza asistida por ordenador está dirigido a profesores que deseen aplicar herramientas de autor para el diseño de material multimedia complementario a las clases teóricas.

**Goldstein, Ben**

Richmond Publishing

**Global Chat**

W/Eng S/CTec A3/L1,2/TGen P\*...T

This chat will compare types of conversation that are presented in coursebooks and how they are normally exploited. How are these conversations constructed and to what extent are they mere vehicles for targeted structures? This practical workshop will examine alternative ways to present naturalistic conversation. We will examine the advantages of using semi-scripted dialogues in which structures emerge rather than are embedded. Other issues such as the use of non-native speakers, and the highlighting of discourse markers and other conversational chunks will also be discussed. A variety of audio and video excerpts will exemplify this approach.

**Harry, Michael**

ETC English Theatre Company

**Student Created Drama Activities**

W/Eng Drama/CTec A1,2/LGen,Mix/T1,2 P\*...T

This session looks at how we can use the diverse knowledge, ability, interests, and needs that students bring to the EFL classroom. A series of techniques adapted from theatre training activities are demonstrated where the emphasis is on creating both the material and the activity from the students themselves.

**Hopkins, Joseph****Ernest, Pauline**

Universitat Oberta de Catalunya

**Introduction to HTML for Language Teachers Part 1**

W/Eng CALL/MDv AGen/LGen/TGen P\*...T

HTML is the most commonly-used and most accessible language used for creating webpages today. In this hands-on session, after a brief introduction, participants will learn how to create a simple webpage. No prior knowledge of HTML or of webpage design is necessary, although participants with limited computer skills will be encouraged to work with a partner.

**Latham, Mary**

British Council, Madrid

**Multiple Intelligence: Practical suggestions integrating theory into the classroom**

W/Eng AL/CTec AGen/LGen,Mix/T1,2 P\*...T

This is a lively, practical introduction to Multiple Intelligence theory aimed at teachers who know little or nothing about MI theory. The aim is to show how the theory can be exploited in the classroom to give motivating and varied lessons, which will appeal to your students and cater for their different learning needs.

**Room 0.1****Lawrance, Linda**

Cambridge ESOL

**Classroom Activities for the PET Writing Paper**

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

This interactive workshop will focus on how Writing is assessed in the Cambridge ESOL Preliminary English Test (PET). We will look at the focus of the tasks, and discuss the performance of Spanish candidates. The workshop will concentrate on practical ideas to use in the classroom to help teachers and students in their preparation for the test.

**Room 0.4****McKenna Gleeson, Joe**

EOI Córdoba

**Activating Post-Intermediate Vocabulary Work**

W/Eng CTec/Voc A2,3/L2,3/T2,3 P\*...T

The workshop will offer a brief review of the theoretical issues currently affecting vocabulary teaching. The bulk of the session will be devoted to small groups working through a sample set of original, tested activities aimed at integrating and activating work on lexis in class for intermediate level upwards.

**Room N-4****Mauchline, Fiona**

Freelance/TEA (Canaries)

**Motivating Teens: Mission impossible?**

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

"Teen classes? Boom, boom, shake, shake the room!" How can Will Smith, Rita Moreno and Gran Wyoming help? Or fish and Feng Shui? And why? With a dollop of hands-on practice and a soupçon of chewing the fat, this workshop on motivating teenagers will hope to uncover some answers.

**Room N-2****Nolan, Cinnamon**

Freelance

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

W/Eng TDv AGen/LGen,Mix/TGen P\*...T

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

**Room N-3****Norris, Roy**

Macmillan Heinemann ELT &amp; International House, Madrid

**Avoiding the Wrong Answer at First Certificate**

W/Eng CTec/TEA A2,3/L2/TGen P\*...T

Distractors come in many forms in the First Certificate exam. This workshop will consider these and other factors which cause students to choose the wrong answer in FCE exercises, offering a range of practical solutions for the classroom, including awareness-raising and exam training activities to help students avoid the pitfalls inherent in the Listening, Reading and Use of English papers.

**Room 0.2**

**Pickard, Sam**

Burlington Books

**Talking Pictures**

W/Eng SES/CTec A2/LGen,Mix/T1,2 P.\*.T

This session focuses on one of the students' favourite activities - watching television! We will look at a wide range of possible exercises and in the process will analyse the whys and wherefores of using video in the classroom.

**Room 0.3****Zanatta, Theresa**

Richmond Publishing

**Ready to Read is Ready to Learn!**

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

In this workshop we will discuss why it is important to help prepare our young learners to read, beginning with “educació infantil” and continuing up the third cycle of primary education. We will also look at specific strategies, techniques and activities for this. Particular emphasis will be placed on the specific needs and differences among “educació infantil”, and the 1st, 2nd and 3rd cycles of English instruction in the primary classroom.

**Salón de Actas****Saturday****11:30 - 12:30****Presentations****Andreu-Andrés, M<sup>a</sup> Angeles**

Universidad Polit ecnica Valencia

**García-Casas, Miguel**

IES La Moreria, Mislata (Valencia)

**Mollar-Garcia, Miguel**

Universidad Politecnica Valencia

**El juego en la enseñanza-aprendizaje de lengua y cultura**

Talk/Spa CALL/Game AGen/LGen/TGen P\*...T

La interacción entre los creadores de juegos didácticos y el alumnado, durante el diseño de escenarios lúdicos para la enseñanza-aprendizaje de lengua y cultura, constituye un entorno investigador en el que observación, razonamiento y experimentación intervienen sistemáticamente. Ofrecemos una recopilación de ejemplos prácticos fruto de esta línea investigadora: el juego didáctico en soporte informático para la enseñanza-aprendizaje.

**Room 0.1****Clandfield, Lindsay**

Oxford House College Barcelona

**Bright Ideas and Dirty Tricks: Teaching idioms**

PrPmA/Eng Voc/MDv A3/L2,3/T2,3 P.\*.T

Teaching idioms (especially at an advanced level) is often a daunting challenge. One way to organise such teaching is through recourse to conceptual metaphor. A presentation of some dominant metaphors which affect the way we view the world will be followed by practical examples of classroom activities. Participants will be invited to identify and develop further examples of metaphors and activities.

**Room 0.2****Dellar, Hugh**

The University of Westminster, UK

**The Golden Rules of Teaching Lexically**

Talk/Eng CTec/Voc A3/LGen,Mix/TGen P.\*.T

The ideas behind the Lexical Approach have been around for over a decade, but what actually happens when one starts teaching lexically? This talk explores the world of possibilities that lexical teaching implies and gives some golden rules of immediate practical relevance to classroom practitioners.

**Salón de Actas****Garton, Sue**

Aston University, UK

**Encouraging Long Turns in the Classroom**

Talk/Eng S/CTec A2,3/L2,Mix/TGen P.\*.T

Using a small-scale classroom experiment as a starting point, this talk will examine possible ways of encouraging learners to take longer turns at speaking in the classroom. I will discuss how three factors – task type, use of planning time and organisation of task – can influence the quantity of learner talk. I will also look at some of the difficulties learners have in structuring long turns and suggest possible solutions.

**Room 1.4****Harben, Paddy**

Universidad San Pablo-CEU, Madrid

**Slaght, John**

University of Reading, UK

**Teaching Academic Reading Skills: From methodology to course design**

Talk/Eng ESP/R A3/L3/T2,3 P.\*.T

We describe the development of an academic reading course from initial approach through to the final version. The course integrates task-based work and strategy training, encouraging students to read with an overall purpose and to select appropriate strategies for achieving it. The materials were refined through successive trials using student and teacher feedback along with classroom observation.

**Room N-3****Hopkins, Joseph**

Universitat Oberta de Catalunya

**Introduction to HTML for Language Teachers Part 2**

W/Eng CALL/MDv AGen/LGen/TGen P\*...T

In this session participants will have the opportunity to create their own interactive HTML-based activities using the Hot Potatoes authoring programs. In addition, participants will also learn how they can publish their work on the Web.

**Room 1.9**

(Please note that it is assumed that participants at this session will have also attended “Introduction to HTML for Language Teachers, Part 1”)

**Howarth, Patrick**

British Council Madrid

**Teachers and Stress: Is teacher development a solution?**

Talk/Eng TDv AGen/LGen/TGen

My talk will present findings of a recent case study into the causes and effects of work-related stress in native

**Room 1.5**

speaker English language teachers working in a non-English speaking environment. In the light of my research I will suggest that teacher development, particularly that tailored to the needs of the individual, can be both a preventative and curative solution.

**Lloyd, James****Room N-2**

British Council (IB Madrid – Jóvenes)

**Successful Classroom Instructions and Successful****Student Development**

Talk/Eng AL/LT A1,2/LGen/T1,2 P. \* . . T

This presentation will look at the affective and environmental factors which influence the success or otherwise of a teacher's instructions to students, particularly young learners. It will also consider the positive and negative side effects of a teacher's classroom instructions on a child's metacognitive awareness.

**Lynam, Barry****Room 1.12**

Trinity College London

**Personal'ISE' – Integrated Skills in English: An exam for all**

Talk/Eng TEA/CSD A2,3/L2,3,Mix/TGen P. . \* . T

In this talk we will look briefly at the background and development of Trinity's new series of Integrated Skills in English exams – the first directly based on the level descriptors of the Common European Framework at B1, B2 and C2 – and then in more detail at the different components, and how it works in practice, based on our experience from Italy where it was first launched this year with great success, coinciding with Trinity's 125th anniversary.

**Pfingstag, Nancy****Room 0.7****Mattingly, Barbara**

University of North Carolina, USA

**Preparing Students for the U.S. University**

Talk/Eng CTec/ESP A3/L3/T2,3 P. \* . . T

Advanced students of English who are planning to enter a U.S. university need to be aware of the expectations of native English speakers in academic settings. Teachers of English for Academic Purposes can better prepare students for university course work by teaching them the skills needed for academic assignments and by familiarizing them with the culture of the U.S. classroom.

**Rome, Desmond L. A.****Room 0.3**

CUP, Portugal

**Objective Pet: Meet the new member of the Objective family**

PrPm/Eng CBk/TEA A2/L2/TGen P. \* . . T

The presenter will give a brief overview of the other books in the Objective series (Proficiency, CAE, FCE). This will be followed by a session covering all aspects of the book, together with the PET examination itself.

**Sánchez Ramos, M<sup>a</sup> del Mar****Room 1.8**

University of Granada

**Working on Vocabulary with On-line Dictionaries**

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

This workshop will be focused on the close relation established between vocabulary acquisition and the use of dictionaries, as well as the Internet, as a way to introduce reference material into the English classroom. After a brief theoretical introduction, we will look at some practical activities to improve vocabulary acquisition and dictionary skills.

**Scott, Enda Francis****Room 0.4**

English Language Institute, Sevilla

**Email Projects and the Lessons they have Provided.**

Talk/Eng CTec/Cult A2/LGen,Mix/T2,3 P. \* \* . T

This talk will take a look at various email writing exchanges I have been involved in connecting students here in Spain with others around the world. From highly to mildly successful, from ten to seventeen year olds, from high-tech to low-tech, from small groups to larger groups, the different experiences will be analysed in terms of what email exchanges can provide and how best they can be exploited. A series of practical recommendations will be outlined from the experiences illustrated

**Tijera, Antonio****Room N-4****Navarro Castilla, Esther****Martínez Martínez, Blas**

The Visiting International Faculty Program

**VIF Program: Teach in the USA**

PrPm/Eng TDv/Cult TGen P. \* . . T

We will present the VIF Program to teachers interested in cultural exchange with the USA. VIF participants are mostly FL teachers who want to improve their English Language proficiency and their knowledge of the US culture. VIF works with public institutions including US School districts and State Departments of Education, the Spanish Ministry of Education, universities both in the US and Spain.

**Saturday****12:40 - 13:40****Keynote Sessions****Doff, Adrian****Room 0.2**

Cambridge University Press

**Does 'Communicative' Mean Difficult?**

Talk/Eng MDv/CTec A2,3/L1,2/TGen P. . \* . T

Communicative activities naturally involve freedom and creativity, but this seems to make them unsuitable for learners who have just started to learn a language. So how can we adapt communicative methodology to make it suitable for learners at very low levels? This talk will explore this question and will also include examples of practical classroom activities.

**Jones, Vaughan**

Macmillan Heinemann ELT

**Meaning Rules**

Talk/Eng CTec/MDv AGen/LGen,Mix/TGen P. \* . . T  
 “The oxen are standing on my feet”; “Is that your leg?”; and “My husband is a man”. Extreme examples of random, de-contextualised, meaningless sentences that have appeared in ELT textbooks. I believe that all practice activities, however ‘controlled’ or ‘free’ and at whatever level, should be meaningful, not meaningless. I will use material from *Inside Out* to illustrate these ideas.

**Room 0.3****Powell, Mark**

Macmillan Heinemann ELT

**Messaging: Mobile, voicemail, e-mail.**

Talk/Eng ESP/CTec A3/LGen/TGen P. \* . . T  
 21st century business is fast. And the media balance has been changed. At some companies people are getting 250 e-mails a day. Many phone calls last longer than the meetings people are phoning about. Teleconferencing has replaced face-to-face meetings with strange new electronic encounters. These days it makes more sense to talk about the English of messaging rather than old-style telephone techniques and business writing skills. In this session we’ll try out activities to practise the essential skills of networking in a business context.

**Room 0.1****Harmer, Jeremy**

Marshall Cavendish Ltd.

**Can you Teach Students to Learn?**

Talk/Eng CTec/LT AGen/LGen/TGen P. . \* . T  
 How far does what we do affect what our students learn? Should we believe the Applied Linguists and task-centred methodologists who say that form-based instruction doesn’t work? Is language acquisition accidental and capricious? Should it be? This talk will look (with examples) at ways of helping students with both explicit and implicit language learning and show how the two complement each other.

**Salón de Actas****Walker, Robin**

EU de Turismo de Asturias

**Making the Best of Visits Abroad**

Talk/Eng TBL/ESP A2,3/LMix/T1,2 P. \* . . T  
 A trip to Britain is motivating for students, but too often the language benefits are limited, with learners surviving through minimal use of English. The experience described in this talk shows how to push students towards using their English for meaningful communicative purposes, thus optimising the language learning outcomes of the visit abroad.

**Room 1.12****Saturday 13:40 – 14:30****TESOL-SPAIN  
Annual General Meeting****Salón de Actas****Saturday****16:00 - 17:00****Presentations****Banner, James**

Hilderstone College, UK

**When the Photocopier Breaks Down: Teaching without materials**

PrPm/Eng AL/CTec A2,3/L2,3/TGen P. \* . . T  
 1) Interactive Dictation and Board Techniques that involve the whole class and encourage communication across the range of multiple intelligences. 2) Stimulating and enjoyable writing exercises for the classroom – a minimum of preparation, a maximum of productivity.

**Salón de Actas****Dwyer, Anne**

Freelance

**Adding Soft Skill Value to Pair Work**

W/Eng ESP/CTec A3/L2,3/T2 P. \* . . T  
 In EFL pair work activities, A and B have worksheets which complement each other. They use their English to share the information. In the world of business, information often overlaps and sharing information involves flexibility, backtracking and acting on what is produced: information sharing is a means to an end. This session will look at ways of building soft skills into pair work and other communicative activities to mirror the real world.

**Room 0.2****Garcia Carbonell, Amparo**

Universidad Politecnica Valencia

**Learning Style, Emotional Intelligence and Learning English: Telematic simulation**

Talk/Eng AL/CR A2,3/L2,3/T2 P. . \* . T  
 The use of telematic simulation for learning English in the context of a polytechnic university such as the UPV was established empirically as being a very effective methodology. The present paper describes further research carried out to explore the relationship between student learning style, emotional intelligence and progress in English when using on-line simulation.

**Room 0.1****Watts, Frances**

**Garcia Laborda, Jesús**

Universidad Politécnica Valencia

***Estrategias para sobrevivir a un curso de inglés para universitarios***

W/Spa ESP/TBL A3/L3/T2 P.\*.T

Resulta evidente que muchos estudiantes llegan a la universidad sin una idea clara de cómo aprender o cómo realizar sus trabajos para su clase de inglés. Esta presentación ofrece distintas sugerencias para guiar a los alumnos y sus profesores.

**Room 1.4****Mitchell, Fiona**

British Council Madrid

***Text Analysis and Students' Writing***

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

This presentation looks at how the application of different models of text analysis to students writing reveals how much they get right, as well as providing a clear point of departure for explaining where they have gone wrong. Teachers who feel discouraged by their students' written work may find this session motivating. No prior knowledge of text analysis is necessary.

**Room 0.7****(Daniel Griffin), Dani**

Musicenglish.com

***Musicenglish.com Presents Dani, Spain's only concerts + CD's project***

PrPm/A/Eng Mus A1/L1,2/T1,2 P.\*.T

Spain's #1 EFL concert performer presents his unique live concerts + CD's method. These in-school shows are interactive: students sing, move and dance. Combining comedy with TPR, Dani teaches pronunciation, vocabulary and structures. But first, teachers receive CD's and written materials to prepare students for participation.

**Room N-3****Montijano Cabrera, M<sup>a</sup> del Pilar**

University of Malaga

***Search and Research for Effectiveness in EFL Classes***

Talk/Eng CR/TDv AGen/LGen/T1,2 P.\*.T

Once having obtained the degree, when pre-service EFL teachers are to face the real thing, the question "and now what?" will unavoidably turn up, as inherent to being a teacher is a feeling of permanent search, always looking for pathways to make everything as plain as possible for our students. We will look at classroom research as the key to ongoing search for effectiveness in the EFL class.

**Room N-5****Hayes, Malcolm**

IC@TS, Lleida

***"Wants" and "Needs": Meeting real rather than perceived needs***

Talk/Eng CSD/ESP A2,3/LGen.Mix/TGen P.\*.T

The success of any learning experience depends on maximising the perceived relevance of teaching input. Many students and course sponsors have clear, yet often distorted, perceptions of what is really required. This session offers strategies for identifying real needs, dealing with sponsor and student doubts, and designing courses with relevant input.

**Room N-2****Oxbrow, Gina**

Universidad De Las Palmas De Gran Canaria

***Reflective Dialogue: Learning teaching***

Talk/Eng CR/TDv A3/L3/T1 P.\*.T

The successful promotion of learner autonomy is closely linked to the exploration of teacher autonomy in teacher education and the encouragement of reflective teaching. This paper will report on the use of interactive dialogue journals with university methodology students as a vehicle for the written exploration of pedagogical issues arising from course content and the consequent raising of metacognitive awareness.

**Room 1.5****Lever, Steve**

Express Publishing

***Applying Multiple Intelligence Theory in EFL***

PrdPm/Eng AL/CBk A1,2/LMix/TGen P.\*.T

This presentation will explain Howard Gardner's multiple intelligence theory and its implications in the EFL classroom. It will demonstrate that in order to facilitate learning, educators and authors must bear in mind the various ways in which individuals learn and process information about the world around them.

**Room 1.12****Prats Carreras, Sònia**

UAB Idiomes Campus

***The Outsiders' Tale: Non-native teachers in the EFL world***

Talk/Eng Cult/WE AGen/Mix/TGen P.\*.T

Where English is studied as an international language or lingua franca, the dominant (? domineering) role of the native speaker needs to be challenged. The aim of becoming native-like speakers is unrealistic. The current position of English obliges us to reassess not only our role as native or non-native speakers, but also to question the very validity of such terms.

**Room N-1****McGuire, Steven**

International House Madrid

***Activities to Encourage Young Learners to Speak***

Talk/Eng S/MDv A1,2/L1,2,Mix/TGen P.\*.T

A teacher-centred lesson means you are more in control. But students need to talk to each other and the more chance they get to speak, the more they practise the target language. In this seminar, I will demonstrate how you can develop and adapt activities to make them more student-centred, giving young learners lots of opportunity to talk to each other and really use the language.

**Room 0.3****Spain, Tom**

British Council Madrid

***Ideas for Using Subtitled Videos in the Classroom***

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

We will look at some ideas for using subtitled videos in the classroom to raise student awareness of vocabulary

**Room 0.4**

related to the senses – sounds, sights and smells - as well as some more abstract concepts such as wishes, desires and regrets. It is intended to be a lively session involving the audience in discussion, non-verbal communication and memory games.

**Wilson-Smith, Janet****Room N-4**

Colegio Legamar

**Genis, Marta**

Universidad Antonio De Nebrija

***Beyond Panic: Some practical ideas for the multi-media classroom***

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

Multi-Media classrooms (high technology language laboratories where the teacher controls an individual computer with various channels) are becoming more and more common, and EFL teachers are often expected to use them. What are some of the theories behind this new trend, and how can EFL teachers and students get the most out their time?

**Saturday****17:15 - 17:45****Research Papers / Product Presentations****Friel, Miranda****Room0.7****Ramsay, Jennifer**

Universidad Antonio de Nebrija

***Language Teaching and the Natural Environment***

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

How can you as an individual or as an educator contribute to the health of our natural environment? And how can a plastic bag live up your English Class? This talk relates the experience of a collective of secondary and third level teachers in using language teaching to promote the natural environment and the natural environment to promote language learning.

**Gomm, Helena****Room 0.1**

ETp magazine

***Writing for English Teaching professional***

PrPm/Eng TDv/W TGen P\*...T

I will give an introduction to English Teaching professional magazine and advice on how to get involved with the magazine - for example, how to get articles and other contributions published in it.

**Garton, Sue****Room1.4**

Aston University, UK

***Is Distance Learning Second Best?***

PrPm/Eng TDv AGen/LGen/T2,3 P\*...T

In spite of the increasing number of courses available by distance learning, there is still the idea that these courses are somehow second best. This presentation, based on our experience at Aston University, will explain how distance learning can actually be far more beneficial to teacher development, if teachers are encouraged to explore their own contexts.

**Huntley Maycock, Susan****Room 0.4**

Universidad de las Palmas Gran Canaria

***Three Patterns of 'If' Clauses: How helpful is this?***

Paper/Eng CTec/ESP A2,3/L2,3/TGen P\*...T

Most students are traditionally taught that there are three common patterns of 'if' clauses. We suggest that, instead of being helpful, this is a setback, as there is a range of possibilities that diverges from this rule especially as regards English for Tourism and Business English. We set out to demonstrate this and put forward a different, more beneficial, approach.

**Montero Fleta, Begoña****Room N-3****Watts, Frances****Andreu Andrés, M<sup>a</sup> Angeles**

Universidad Politecnica Valencia

***Creación de un banco informatizado de ítems***

Talk/Spa TEA/CALL A2,3/LGen/T2,3 P\*...T

La creación de un banco de preguntas y respuestas (ítems), útil para la confección de pruebas para medir el progreso en el aprendizaje o conocimiento de un idioma, presenta una serie de cuestiones que se ha de plantear desde el principio. Nuestra comunicación describe algunas dificultades iniciales halladas por el grupo de investigación DfAAL en la confección de su banco informatizado de ítems de inglés.

**Pérez-Guillot, Cristina****Room 0.3****Tudela-Andreu, Cristina**

Universidad Politecnica Valencia

***Materiales Multimedia en el Aula de Idiomas:******Aspectos prácticos***

Talk/Spa CALL/MDv AGen/LGen/TGen P\*...T

Los materiales multimedia ofrecen ventajas para el aprendizaje de lenguas, creemos que debería servir para aumentar la capacidad de atención y motivación del alumno. Ayuda a crear y a desarrollar estrategias de aprendizaje útiles basadas en un entorno individualizado. Presentaremos un ejemplo de aplicación en el aula.

**Rome, Desmond L. A.****Room 1.12**

Cambridge University Press, Portugal

***Primary Colours & The Box Family: Creative and fun lessons***

PrPm/Eng CBk A1,2/L1,2/T1,2 P\*...T

The presenter will link the Activity Box with two newcomers - Grammar and Vocabulary Box. There will be singing, dancing, and lots of fun, which all goes together to make a good and creative lesson. There will also be a hands-on demonstration / workshop, using all the available materials from Primary Colours: songs, rhymes, visuals etc..

**Turner, Mark****Room 1.5**

Vektor Ltd

***Vektor Online Schools: Internet authoring for teachers***

PrPm/Eng CALL/MDv AGen/LGen/T2,3 P\*...T

An online authoring system designed by teachers for teachers. Vektor online schools takes away all the

technical problems from creating your own internet exercises for your students. You will also be able to check which students have done the work you set, and follow up their progress. No technical knowledge required – not even html!

**Viñes Gimeno, Vicenta****Room N-2**

I.E.S. Luis Vives, Valencia

***Learning Grammar through Strategy Training: A classroom study***

Paper/ Eng Gram/LT A3/L3/TGen P... \* T

Much has been written on strategy and grammar instruction. However, there are few empirical studies which join strategy and grammar researchers' contributions to help L2 learners learn grammar. This paper, based on cognitive theory, presents an instructional model which combines them and examines the model's effectiveness in the light of results obtained after its use by Spanish secondary school students.

**Saturday****18.15 - 19:15****Presentation****Howarth, Ruth****Room N-1**

British Council, Madrid

***Options for In-service Training of Young Learners***

Talk/Eng TEA/TDv T2,3

My talk will focus on my experience of setting up and running a Trinity LTCL Diploma TESOL, using their new revised syllabus. I will talk about the validation process, the differences between the new Trinity Diploma and RSA/Cambridge DELTA, and explain how the Trinity Diploma can provide a useful and viable training option for teachers of young learners.

**Saturday****18:15 - 19:45****Presentations / Workshops****Aull, Nika Genevieve****Room 1.4**

The English House, Sevilla

***Getting the "Slower Ones" to Get It!***

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

If you are only a good teacher to good students, you aren't an effective teacher... yet. This session is about ways of helping the younger learners who struggle with learning the basics. We will work through making the steps in your lessons clearer through TPR, music, personalized topics, and repetition.

**Barrett, Francis****Room 1.5**

British Council, Barcelona

***Internet Resources for Teachers of EFL for Law***

W/Eng ESP/MDv A3/L3,Mix/T3 P\*... T

The Internet provides a vast databank of legal English material; but how to find what you need? The most useful sites with the best links will be identified, with a view to providing as varied and authoritative a range of authentic teaching material as possible. How to adapt for classroom use will also be discussed, as will certain copyright issues.

**Bwye, Nigel****Room 0.4**

Burlington Books

***Common Culture?***

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

Children go to school to learn subjects like English. However without a common culture to serve as a context for what they learn, subjects like English would be meaningless. In this session we will look at how we can introduce primary children to the English world – traditional songs, games and stories – to help them make sense of it all.

**Gil Salom, Luz****Room N-4****Soler Monreal, Carmen****Carbonell Olivares, Maria**

Universidad Politecnica Valencia

***TextWorks***

Talk/Spa CALL A3/L3/T3 P\*... T

This workshop will present TextWorks, a software application consisting of four tools: two applied linguistic research tools (a concordancer and a tagger) and two language learning tools (an exercise creation environment [ECE] and a virtual library for learning English [VLLE]). TextWorks may be useful for teachers working with Corpora and DataDriven Learning materials in a Networked Language Learning environment.

**Lauder, Nina****Room 0.2**

Richmond Publishing

***Great Games for Primary***

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

Games help to develop a positive classroom atmosphere and to motivate students. In this lively session we will look at a variety of games appropriate for young learners and talk about how these games can help evaluate students' linguistic performance and attitudes towards English. Come along, play some games and share your ideas!

**Lawley, Jim****Room 1.12**

Richmond Publishing

***Exercises that Work Well in ESO and Exercises that don't***

W/Eng CTec/SES A2/L1,2,Mix/TGen P\*... T

In this talk the speaker examines exercises that worked well in large mixed-ability ESO classes, and also exercises that caused him and his students problems. Why do some exercises that seem plausible not in fact

work well in this teaching situation? Are there any common denominators in the exercises that do work well?

**Lever, Steve**

Express Publishing

**Room 0.7*****Creating a Positive Learning Experience in the EFL Classroom***

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

A classroom which remains inactive is a classroom in which boredom rather than learning prevails. Through simple techniques, a teacher can create a lively and positive atmosphere in the classroom. Various activities will be presented that will remove the teacher from the central focus of the lesson and encourage the active participation of students in their own learning.

**McDonald, Annie**

Universidad San Pablo-CEU, Madrid

**Room N-2*****Presenting the European Language Portfolio (ELP)***

Talk/Eng LT/SES AGen/LGen/TGen P.\*..T

In 2004 Spanish language learners will have their own Council of Europe validated version of the ELP. The components of the ELP represent a formal and dynamic record of language proficiency, simultaneously encouraging foreign language learning and learner autonomy. In this presentation we will look at examples of portfolio sections, the underlying rationale, and discuss practical ways of using the ELP with our learners.

**Nolan, Cinnamon**

Freelance

**Room N-3*****Sounds Great!: Voice quality for teachers and students***

W/Eng TDv/Pron AGen/LGen,Mix/TGen P.\*..T

Unhappy with how your voice sounds? Want students to hang on your every word? Looking for pronunciation exercises for personal or classroom use? This active, practical workshop will help you develop your own voice as you practice posture, breathing and mouth/throat movements to generate varied styles and individual sounds. You'll also participate in voicework activities adaptable for students of all ages.

**Powell, Mark**

Macmillan Heinemann ELT

**Room 0.1*****Networking: The secret language of business***

W/Eng S/CTec A3/L2,3,Mix/TGen P.\*..T

According to Mark McCormack, author of *What they don't teach you at Harvard Business School*, "All things being equal, people will buy from a friend. All things being not quite so equal, people will still buy from a friend." In business, relationship-building is paramount. Skilful conversation is every bit as important as skilful presentation or negotiation. In this session we'll try out a series of classroom activities to practise the essential skills of networking in a business context.

**Pérez Torres, Isabel**

IES Isaac Albeniz

**Room 1.9*****Free Teacher Tools on the Web: Designing materials on the internet***

W/Eng CALL/MDv A2,3/LGen, Mix/T3 P.\*..T

The Internet offers a lot of tools for English teachers and many of them for free. In this workshop we will explore some specific sites where we can easily design activities and exercises such as quizzes, tests, or puzzles and either leave them on the web or use them off line. We will carry out some designing online.

**Seligson, Paul**

Oxford University Press

**Room 0.3*****Reading - With Pleasure!***

W/Eng R AGen/LGen/TGen P.\*..T

A practical workshop of ideas to make teaching and practising reading in class both sexier and more effective for all concerned. We'll also look at the pros and cons of reading aloud, me for one being generally against.

**Sunday****09:15 - 09:45****Research Papers / Product Presentations****Cabrejas Peñuelas, Ana**

Universidad de Valencia

**Room 0.7*****Effective and Ineffective Composing Processes: Using the think-aloud protocol***

Talk/Spa W A2,3/LMix/T2 P.\*..T

The study focuses on the writing processes of one unsuccessful EFL student and an English native speaker writing a composition in English while thinking aloud. Verbal reports serve the purpose of gaining insights into the students' cognitive processes and of explaining their writing behaviors although interviews, questionnaires and observations are employed. The think-aloud protocol helps diagnose students' deficiencies and come up with solutions, it shows the characteristics of good writing and it provides a record of the students' cognitive processes.

**Carbonell Olivares, Maria**

Universidad Politecnica Valencia

**Room 1.9*****Internet Resources and ESP Authentic Materials: Instructions***

Talk/Eng ESP/MDv A3/L2/TGen P.\*..T

This paper examines the issue of materials development for ESP using Internet resources, in particular the use of authentic materials to create communicative and motivating tasks form an interdisciplinary approach. Sample materials are presented and discussed, attempting to show how to exploit online digital videos, instruction manuals and translators to teach the genre of technical instructions.

**Espinosa, Virginia****Room 0.2**

I.E.S. Hotel -Escuela C.M.

***How to Create Teaching Materials from Learners' Writing***

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

The aim of this demonstration is not only that of providing a series of grammar, spelling, reading, vocabulary activities designed by the teacher, though based on learners' writing, but also of presenting a new focus on the way of dealing with writing in our syllabuses, becoming a motivating and cooperative area also used as a means of improving other disciplines of language learning.

**Marcos Llinas, Mónica****Room N-1**

Universitat de les Illes Balears

***Affective Variables in the Foreign Language Teaching Classroom***

Paper/Eng AL A2,3/LMix/T1 P . . \* T

For many students, learning a foreign language can be either an enriching or a threatening experience. The focus of this paper will be the role of affective variables in the language-teaching classroom. Insights from a current on-going research project will be shared. Discussion will focus on different assessment instruments and classroom activities. Participants will be expected to share experiences.

**Marti Viaño, Maria del Mar****Room 0.3**

University of Valencia

***Self-Correction in Classroom Interaction***

Talk/Eng CR A3/L3,Mix/TGen P . . \* T

In order to investigate self-correction, 30 classes of teacher-training students are recorded and transcribed. Two types of tasks are distinguished (focused on language or on communication). Results indicate that students correct themselves more in communicative tasks and most of these corrections occur in the area of grammatical structures.

**Paterson, Ken****Room 0.1**

University of Westminster, UK

***Designing a Short Course in Intensive Speaking***

Talk/Eng CSD/S A3/L2,3/TGen P . . \* T

How do you create a short course for students who want to spend all their time in class using and improving their natural speaking of English? What will your syllabus look like, and how will you teach it? At the University of Westminster, we're trying to find the answers! See what you think of our progress at this talk.

**Scurfield, Sean****Room N-2**

University of Cantabria

***Give Vocabulary Learning a Chance***

Paper/Eng Voc/SLA A2,3/L2,3/TGen P . . \* T

Despite the wealth of recent research underlining the urgent need for a more systematic approach to L2 vocabulary teaching, both coursebook and syllabus designers and practising teachers continue to 'pass the buck' on this matter. This paper focuses on the main

findings of the research, urges the teaching profession to take greater heed of these findings and suggests some practical applications.

**Sunday****09:45 - 11:15****Presentations/Workshops****Bilsborough, Katherine****Room N-1**

British Council, Bilbao

***Using and Adapting Games for Multi-level Primary Classes***

W/Eng Game/CTec A1/LMix/T1 P . \* . T

My aims in this workshop are two-fold: Firstly, to discuss the importance of using games and, secondly, to tackle the problem of mixed-abilities while using games in the Primary classroom. Together we will look at ways of using and adapting a variety of games so that learners can participate freely regardless of their level of English.

**Brown, Andrea****Room 0.7**

British Council, Bilbao

***How to Exploit Puppets at Nursery / Primary Level***

W/Eng Drama/MDv A1/L2,3/T2 P . \* . T

Aimed at teachers looking for a practical and fun way to change the focus of their classes, this session requires NO prior knowledge of using puppets, but audience participation is essential. Starting with why puppets are an invaluable teaching tool, we will then look at easy-to-make puppet types, each presented with a rhyme / song, followed by demonstrations of how to use puppets to dramatise dialogues / stories.

**Hill, Sarah Jane****Room N-5*****Using Cognitive Learning Strategies in the EFL/ESL Classroom***

Capitol Hill Language Training, Madrid

W/Eng LT/CR A3/L2/T2 P . \* . T

Recent studies have indicated that a student's success in learning a second language is not necessarily based on natural aptitude, but rather on his adequate application of cognitive strategies (e.g. making inferences, error analysis, and natural practice). In this workshop we will examine how a student can maximize his language learning potential through the conscious practice of cognitive learning strategies.

**Laboria, Geraldine****Room 0.3**

Cendrassos English School, Figueres

***Musical Secrets for Successful Teaching and Building Self-Esteem***

W/Eng Mus/AL AGen/LGen/TGen P . \* . T

It has been scientifically proved that music plays a key role in our over-all development. Its effects can begin before birth and last all our lives, affecting mental and physical health, as well as learning abilities. Participants will have the opportunity to experience for

themselves how music can relax, stimulate, beat stress and help build up self-esteem.

**Maunder, Katie** **Room0.1**  
 Cambridge ESOL  
**“Painless” Grammar Activities in the Elementary Classroom**

W/Eng Game/TEA A1/L1/T2 P.\*..T  
 The workshop will include activities for immediate use in the elementary classrooms. These activities will introduce and practise grammar structures, focusing on accuracy in a fun way. Attempts to make correction memorable will also be dealt with together with methods of assessment using the Cambridge ESOL exams.

**Palazón, Manuel** **Room1.9**  
 Escuela Superior de Turismo Lope de Vega  
**Alasón, M<sup>a</sup> Amparo**  
 Universidad de Alicante

**Implementing Hot Potatoes Exercises in ESP Lessons**  
 W/Eng CALL/ESP T2,3 P\*...T  
 On-line exercises can be a good complement to face-to-face traditional teaching / learning. Implementing such exercises is not a difficult task if we use user-friendly tools such as Hot Potatoes Software. This suite of tools helps the teacher to create six different types of exercises: crosswords, quizzes, multiple-choice tests, jumbled sentences, match-the-column exercises and fill-the-gap exercises.

**Riddle, Jon** **Room N-4**  
 Creative English School, Madrid  
**Getting Students Speaking**

W/Eng S/Pron AGen/LGen/Mix/TGen P.\*..T  
 Most of us want our students to learn how to speak English. Sometimes we even admonish them to think in English. But how? This presentation will explore strategies for getting students speaking and bridging the translation gap. Fun and effective activities will also be shared for helping students with pronunciation and intonation.

**Seijas, José Luis** **Room N-2**  
 University of La Laguna  
**Reflective Listening: A step towards learner autonomy**

W/Eng CTec/LT AGen/LGen/TGen P.\*..T  
 Many books focus on ideas to present listening activities, but are students motivated to listen? Reflective listening will be discussed as a technique to help students reflect on their listening skill, its advantages for students as well as for teachers and its connection with learner autonomy. To be conscious of the listening process implies more autonomy.

<b>Sunday</b>	<b>11:45 - 12:45</b>
<b>Presentations</b>	

**Clandfield, Lindsay** **Room 0.7**  
 iT's Magazines

**Extra! Extra! Hear all about iT's!**  
 PrPmA/Eng MDv/CALL A2,3/L1,2,Mix/TGen P\*...T  
 A practical and lively demonstration of how to use the contemporary magazines iT's and biTs, and related online resources, to motivate students to learn English. By combining topical magazine features with interactive online material and global project work, students can learn and have fun at the same. Audience participation a must!

**Doff, Adrian** **Salón de Actas**  
 Cambridge University Press

**Getting too Personal? Personal Topics in the Language Classroom**  
 Talk/Eng MDv/CTec A2,3/L2/TGen P.\*..T  
 Some of the most interesting classroom activities are those which touch directly on learners' personal experiences, beliefs and feelings. However, they carry with them the danger that learners may find them threatening or simply too demanding. This talk will explore some of the issues, and will consider how activities can be made personally involving without becoming threatening.

**Foran-Storer, Diana** **Room 0.4**  
 Universidad Complutense Madrid

**Massive Classes: What's a teacher to do?**  
 Talk/Eng SES A3/LMix/TGen P.\*..T  
 “How many did you say? 120 students! Are you joking?” Unfortunately, I'm not. Massive multi-level English classes are common in Spanish universities. However, even with 40, 60 or 80 students class management and logistics are important factors for a teacher's mental stability when confronted with this challenge. In this talk/workshop, participants will discuss the realistic objectives that can be expected for these massive multi-level groups.

**Gerardo Mateu, Joaquin** **Room N-5**  
 St.Andrew's School of English, Elche

**English Only? L1, an effective/affective language learning device**  
 Talk/Eng SLA A2,3/LGen/TGen P.\*..T  
 Current trends in ELT consider the students' mother tongue as a valuable teaching aid. We will look at a general overview of aspects such as: the reasons why L1 was outlawed; why L1 is useful; its disadvantages; why L1 is sometimes abused and how we can avoid it; translation and interpretation as the “5th skill”; and practical activities involving L1.

**Graham, Kenny**

Bell School, Cambridge, UK

***It's Good to Chat***

Talk/Eng CALL/S AGen/LGen/TGen P.\*.T

I will describe getting three groups of different learners together in a chat room in a highly successful experiment. We will examine some of the actual discourse of the chats and see that, although the students were undoubtedly writing, the results resembled speaking more. Finally we will look at the practical implications of organising this type of experience. Audience participation expected.

**Room N.3**

volunteer answers or questions? In this talk we will have a look at the questions we ask our students and the questions we train or don't train them to ask.

**Hayes, Malcom**

IC@TS, Lleida

***Working Together through Co-operatives and Mutual Aid Networks***

Talk/Eng TDv AGen/LGen,Mix/T1,2 P\*...T

Working for others is often personally and financially restricting, but working alone can be lonely, expensive and frustrating. Forming part of a co-operative or mutual aid network (as either an individual or as a school) offers the best of both worlds. You have the independence of working for yourself and the advantages of forming part of a larger whole.

**Room N-1****Tunnell, George**

Freelance

***E-motion and Motivation***

Talk/Eng AL/Dram A2,3/L2,3,Mix/TGen P.\*.T

In addition to the traditional emphasis on linguistic and communicative competence, language teachers must also seek to promote emotional competence, which involves eliciting curiosity, using humour and requiring learners to move their bodies as well as their lips.

**Room 0.3****Lyne, Colin**

Exeter Language Centres, Gijón

***The Great Dictator: Dictation techniques for increasing classroom communication***

Talk/Eng CTec AGen/LGen,Mix/TGen P.\*.T

Dictation is often considered to be one of the most boring and pointless classroom activities. However, by applying some of the techniques outlined in this talk, we can, perhaps paradoxically, increase our students' confidence in their use of the two most basic linguistic skills: listening and speaking. Indeed, many teachers who have started getting into dictation, shake off their "blackboard addiction" and become "dicto-addicts" – far healthier for all concerned (and cheaper on board pens!)

**Room0.1****Walkley, Andrew**

University of Westminster, UK

***Teach Language, not Skills. Teach People, not Robots.***

PrPm/Eng CBk/R A3/L2/TGen P.\*.T

In this talk, I offer a critique of the ideas behind teaching skills. Focussing mainly on reading, I suggest the dominant approach fails to recognize students as mature adults or as language learners. I consider the implications of this and show how we approached texts when writing *Innovations*. I also suggest activities that teachers can apply to any coursebook.

**Room N-2**

Sunday

13:00 - 14:00

**Keynote Sessions****Mayne, Sheila**

University of Pennsylvania

***Harry Potter -- More Than Just a Reading Class***

Dem/Eng CTec/R A2,3/L2,3,Mix/T1,2 P.\*.T

By supporting a popular novel with film and tapes, a reading class is transformed into an integrated skills class. This demonstration will show how listening, speaking, and writing were added to a content based reading course on Harry Potter. Activities using film and literature circles will be demonstrated. Participant participation will be encouraged and handouts will be given.

**Room 0.2****Granger, Colin**

Macmillan Heinemann ELT

***Getting Rid of Grammar Groans***

Talk/Eng CTec/Gram A2,3/L1,2,Mix/TGen P.\*.T

This practical session is all about how we can make our teaching of grammar far more more effective. With some simple ideas and techniques, we can make the presentation and practice of grammar more enjoyable and easier for students to learn and remember. You will come away from this workshop with at least a dozen practical ideas to take to your next classes.

**Salón de Actas****Morell Morell, Teresa**

Universidad de Alicante

***Do We Ask the Right Questions?***

Talk/Eng CTec/S A2,3/L2,3,Mix/TGen P.\*.T

Do you want your students to participate in classroom talk? Have you ever wondered why they don't

**Room N-4****McCabe, Anne**

Saint Louis University; Madrid Campus

***Teachers' Anecdotes: Judging and developing our professional experience***

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

Our teaching stories and anecdotes provide rich ground for analysis of our expectations of students, teaching, language, classrooms, and so on. Through this analysis, we can come to see how we judge our teaching, and make decisions as to directions for exploration and development. In this workshop participants apply discourse analysis techniques to provide a new 'lens' on teaching practices.

**Room 0.1**

**Seligson, Paul**

**Room 0.3**

Oxford University Press

***Aren't Spanish Students Warm Enough Already?***

W/Eng      CTec      AGen/LGen/TGen      P.\*.T

This highly practical workshop looks at the role of warmers and fillers. Wonderful things of course, but some of us seem obsessed with collecting infinite ways to warm or fill, when there's already so much else to do. We rarely get through books/syllabuses anyway so why do we bother? After analysing pros and cons of both, I'll list some alternative strategies. And of course, for collectors there will be plenty of warmers and fillers to take away and add to your repertoire.

**Sunday**

**14:00 – 14:30**

**Official Closing Ceremony & Raffle**

**Salón de Actas**