

#ELTSANSEBASTIAN



3RD ANNUAL
SAN SEBASTIAN
ELT CONFERENCE

- MARCH 30TH -

PALACIO MIRAMAR. PASEO MIRACONCHA, 48



3RD ANNUAL SAN SEBASTIAN ELT CONFERENCE

Language Testing Services annual ELT conferences began with the aim of giving all those involved in language teaching the chance to keep up to date with the latest developments in our profession. In order to do this, in collaboration with our sponsors, we have brought world class professionals, who otherwise we would not have the opportunity to hear and meet in the Basque Country, to give informative and above all motivational talks and workshops. This year building on the success of previous years we have once again put together a group of speakers, leaders in their fields, whose talks will cover a wide range of interesting topics relevant to all of us.

ORGANISER



MEMBERS



CONTACT

eltconference@languagetestingervices.com



3RD ANNUAL SAN SEBASTIAN ELT CONFERENCE

PROGRAMME

8.30 - 9.00
WELCOME & REGISTRATION
RECEPTION AREA

9.00 - 9.25
OFFICIAL OPENING
SALA JULIO CARO BAROJA

9.30 - 10.25
PLENARY BY HUGH DELLAR
MAKING A REAL DIFFERENCE:
INTERVENTIONS THAT MAXIMIZE LEARNING POTENTIAL
SALA JULIO CARO BAROJA

10.30 - 11.25
PLENARY BY J.J. WILSON
MENTORS, MYTHS AND MEMORIES: THE DREAM LIVES OF TEACHERS
SALA JULIO CARO BAROJA

11.30 - 12.10
COFFEE BREAK, SPONSORED BY  Cambridge Assessment
English
SALÓN DE MÚSICA

12.15 - 13.30
HUGH DELLAR
MORE THAN JUST
THE ANSWERS
SALA JULIO CARO BAROJA

COLIN WILLIAMS
CREATING A PERFECT TEST:
THE TEST PRODUCTION
PROCESS AT CAMBRIDGE
ASSESSMENT ENGLISH
COMEDOR REAL

LAWRENCE MAMAS
THE NON-NATIVE TEACHER OF ENGLISH
(NNST) VERSUS NATIVE SPEAKER
(NST) NATIVE OR NON-NATIVE: WHO
MAKES A BETTER ENGLISH TEACHER?
SALA PALACIO

13.30 - 15.15
LUNCH BREAK

15.30 - 16.30
ROY NORRIS
UNDERSTANDING FIRST
SALA JULIO CARO BAROJA

ROBIN WALKER
LANGUAGE THROUGH
LITERATURE
COMEDOR REAL

MICHAEL BRAND
CONNECTING WITH
THE VIDEO GENERATION
SALA PALACIO

16.35 - 17.30
CLOSING PLENARY BY PAUL SELIGSON
ACCELERATING FLUENCY IN ROMANCE LANGUAGE SPEAKERS
SALA JULIO CARO BAROJA

17.35 - 18.00
CLOSING CEREMONY AND RAFFLE
SALA JULIO CARO BAROJA



**HUGH
DELLAR**

BIODATA

Hugh Dellar is an author, teacher and teacher trainer with over twenty years' experience in the field. He is also the co-founder of Lexical Lab and has co-written the methodology book *Teaching Lexically*. Hugh has given teacher training and development sessions in over twenty countries including Brazil, Mexico, Peru, Spain, Italy, Japan, Russia and Ukraine. He has spoken on such wide-ranging topics as the nature of English as a lingua franca, the uses and abuses of corpora, approaches to teaching grammar and vocabulary and many others. He is co-author of the *Outcomes* series and *Perspectives*, both published by National Geographic Learning.



JJ WILSON

PLENARY

**MENTORS, MYTHS AND MEMORIES:
THE DREAM LIVES OF TEACHERS**

BIODATA

JJ Wilson is the writer-in-residence at Western New Mexico University, USA. He teaches classes in ESL Methods, Linguistics, Publication, and Creative Writing. He has co-authored several ELT courses, including *Total English* and *Speakout*, which won the Duke of Edinburgh English Speaking Union prize and was shortlisted for an ELTons award. His methodology book, *How to Teach Listening*, also won an English Speaking Union prize. JJ writes fiction under the name JJ Amaworo Wilson. His novel, *Damificados*, won three awards, and was included on Oprah's Top 10 list. JJ has lived in 10 countries and trained teachers in 30.

PLENARY

**MAKING A REAL DIFFERENCE:
INTERVENTIONS THAT
MAXIMIZE LEARNING
POTENTIAL**

ABSTRACT

All too often in the field of education, we look for quick fixes. We invest in technology, halve class sizes, jump on bandwagons, and so on. Yet increasingly the research shows that what makes the biggest difference is teachers and what we do in class. Come along and find out how to maximize your students learning.

**MORE THAN JUST
THE ANSWERS**

ABSTRACT

One of the great unsung skills of teaching involves providing more than just the answers when going through classroom exercises. In this session, I'll explore the challenges posed by different types of vocabulary exercises, and consider what we can best add when working with each type. There will be interactive workshop elements – and plenty of practical ideas.

ABSTRACT

The first stage of Teacher Development is to look inwards. Our growth as professionals is rooted in personal narrative, understanding our lives as teachers and examining the different paths we might take. We need to ask ourselves: What type of teacher am I? How did I become this way? What type of teacher would I like to be? What do I need to do to get there? Through the lens of personal narrative, we will look at different ways of developing – for example, through courses, mentoring, and deep reading – and engage in some enjoyable activities designed to explore our identities as teachers.



PAUL SELIGSON

PLENARY

ACCELERATING FLUENCY IN ROMANCE LANGUAGE SPEAKERS

BIODATA

Paul Seligson has been 'TEFLing' worldwide for 40 years and is well-known for his lively, pragmatic training. An MA in TEFL and CELTA assessor, his many ELT publications include English File (OUP) and, for Richmond, Helping Students to Speak, Awesome, Kids' Web, Essential English 1-5, English ID and now Identities 1 and 2, a 6-level course from Richmond, the first specifically written for Romance Language background learners. He works freelance from Brighton and is absolutely delighted to be returning to the Basque Country for the umpteenth time.

ABSTRACT

Context ought to dictate our choice of pedagogical strategy; who we are teaching, where and why. We should begin with and build on students' existing knowledge to create their most efficient route to 'the next level'. Our monolingual classes have clearly predictable and specific strengths/weaknesses and, as Romance language speakers, they ought to learn to communicate successfully in English relatively quickly. But their language school 'diet' has typically been 'General English'; international, mainly accuracy-oriented syllabuses, based on native-speaker frequency, which has often hindered fluency. By doing 'lo de siempre' we aren't best tailoring courses to their real needs, nor fluency potential with English as a Lingua Franca. Highly practical, full of fun, pick-up-and-go activities, especially designed for our Spanish students. I will focus on facilitating fluency, particularly ways to use/build on Spanish, without ever asking students – nor teachers – to speak it in class at all.



ROY NORRIS

UNDERSTANDING FIRST

BIODATA

In a career spanning 35 years, Roy started out teaching French and German in England before moving to Madrid in 1989 to work in ELT, mainly for International House. He has also worked as Director of Studies at Soros International House in Vilnius, Lithuania. Roy has been writing for Macmillan for almost 20 years, and is the author of *Straight to First*, *Ready for First* and *Straightforward Advanced*, and co-author of *Ready for Advanced*.

ABSTRACT

In order to prepare your students effectively for the *Cambridge English: First* exam, it's important to understand first how each task is constructed, what is tested and how it is tested. We'll look at the nitty-gritty of the *First* exam and then draw conclusions for our classroom teaching. The aim of the session, then, is to provide practical ideas and tips, based on an understanding of the finer points of the exam.



OXFORD
UNIVERSITY PRESS

ROBIN WALKER

LANGUAGE THROUGH LITERATURE

BIODATA

Robin Walker is a freelance teacher, teacher educator, and materials writer. He has been in ELT for over 30 years, and from a base in Spain works around the world, participating in conferences, courses and webinars. He has written numerous articles on teaching English, and is co-author of *Tourism*, a course in OUP's Oxford English for Careers series. In 2010 he published *Teaching the Pronunciation of English as a Lingua Franca* with the OUP Handbooks, and he is currently working on the 4th edition of *English File*.

ABSTRACT

Too often the word 'literature' conjures up ideas of impenetrable genius. But it doesn't need to be this way, and properly used literature provides even lower-level learners with an excellent window into both the English language and the cultures of the English-speaking world. In this workshop we'll look at practical examples of activities designed to carefully introduce students to literature in English, whilst at the same time providing plentiful opportunities for meaningful practice of essential language skills.



 Cambridge Assessment
English

COLIN WILLIAMS

CREATING A PERFECT TEST: THE TEST PRODUCTION PROCESS AT CAMBRIDGE ASSESSMENT ENGLISH

BIODATA

Since 2016, I have been working as an Assessment Manager in Cambridge English on a number of different Qualifications papers at a variety of levels and across all skills. I've also worked with the Global Network in the Balkans and with a number of centres in describing the test production process at Cambridge English with presentations on this theme. I'm also interested in the process of content creation and ways we can add new content to our existing exams and in new products in the future.

Previously, I worked as an EFL teacher in the Czech Republic, Italy, France, Portugal and the UK, and from 2005-2016 as the director of my own private language academy in Veliko Tarnovo, Bulgaria. I've also written a book, *St is for Sleaze but Sn is for Sneeze!* on phonosemantics and the intrinsic meaning found within consonant clusters.

ABSTRACT

This presentation describes the test production process at Cambridge Assessment English, outlining the process from commissioning to test construction. The presentation looks at how we decide the number and types of task to commission and the various stages that tasks need to pass through in order to go into live tests. The presentation examines what happens in the pre-editing and editing stages and the importance of pretesting with regard to our materials, with reference to tasks submitted at each stage. It also looks at how pretests are reviewed and the validation process our tasks undergo so that we can ensure that the tasks which appear in our examinations are fair, reliable and at the required level of difficulty. The presentation will also discuss the various checks and balances we have in the vetting and proofing of our tasks and the scrutiny of our tests with regard to grading, results, malpractice and examiner and centre performance.



LAURENCE MAMAS

THE NON-NATIVE TEACHER OF ENGLISH (NNEST) VERSUS NEST (NATIVE SPEAKER)

NATIVE OR NON-NATIVE: WHO MAKES A BETTER ENGLISH TEACHER?

BIODATA

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

ABSTRACT

The discussion about **The Non-Native teacher of English (NNEST) versus NEST** has received a lot of attention by a number of teachers' associations recently. It is a debate that still goes on across social media groups of languages teachers for years and there is a need for rational and informed discussion.

Teachers should be hired on the basis of their qualifications and not on their language background.



MICHAEL BRAND

CONNECTING WITH THE VIDEO GENERATION

BIODATA

Michael Brand is a Teacher Trainer for Pearson. A passionate linguist, he studied French and German at Durham University, followed by a PGCE in Modern Languages. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught young learners, teens and adults. He now spends his time training teachers on all things ELT and his interests include collaborative learning and the creative use of video.

ABSTRACT

For entertainment, interacting with friends, or just trying to make sense of the world, the medium of choice for today's students is video. The implications for our classes are clear: If we want to engage with them and help them learn more effectively, video is a vital ingredient. But which videos should we choose? How can we best present them in our classes to make them both fun and educational? And what tools are available to get our students to actively produce their own videos? In this session we will provide practical activities to deal with these and other questions.

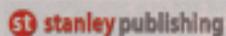
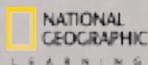
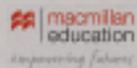
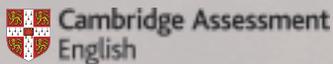
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LTS would like to thank the above organisations for their sponsorship and support towards the conference