

OPENING PLENARY

Scott Thornbury *Cambridge University Press*

The Human Touch: How we learn with our bodies

Language is in the mind, and the mind is in the body. Hence, proponents of what is called 'embodied cognition' argue that gesture, movement, and physicality are implicated in both language use and language learning. In this talk I'll review and illustrate developments in this exciting new field, and suggest some applications to teaching.

Scott Thornbury teaches on the MA TESOL program at The New School in New York. His previous experience includes teaching and training in Egypt, UK, Spain, and in his native New Zealand. He has written extensively on areas of language and methodology for Cambridge University Press. He is currently the series editor of the *Cambridge Handbooks for Language Teachers*.

CLOSING PLENARY

Mark Hancock *Freelance*

From Technology to the Human Touch: A Map of ELT

How do you get from 21st century skills to CLIL? How does NLP relate to the CEFR? Do the new technologies have any connection with humanistic approaches? It's hard to find your way around in ELT these days. In this session, we will take a bird's-eye view of the main regions and landmarks with the help of a map of contemporary ELT.

Mark Hancock started teaching English in 1984. He has a degree in Teaching English from Aston University. His books include *Pronunciation Games* (CUP 1995), *English Pronunciation in Use Intermediate* (2nd ed. CUP 2012) and he is co-author of *English Result* (OUP 2007-10) and co-founder of the ELT resource site <http://hancockmcdonald.com>

SPECIAL SATURDAY KEYNOTES (SATURDAY 12:15-13:15)

Hanna Kryszewska *Pilgrims Teacher Training Courses/TESOL-SPAIN*

How to Humanistically Integrate Technology into ELT

Humanism is a tried and tested ELT approach which has proven itself many times. But now there is an expectation that we use progressively more technology. Does it have to be one or the other? When we combine the two will it be an arranged marriage or a passionate relationship? This talk looks at humanising technology and 'technologising' humanism.

Hanna Kryszewska is a senior lecturer at the University of Gdańsk, Poland and a teacher trainer and trainer of trainers at Pilgrims and the University of Oxford. She is co-author of coursebooks for Macmillan and resource books such as *Learner-based Teaching, Towards Teaching, The Stand-by Book, Language Activities for Teenagers, The Company Words Keep*, and a teacher training course. She is also the editor of *Humanising Language Teaching*, and a presenter at international conferences and workshops.

Carol Read *Freelance/TESOL-SPAIN*

Creative Teaching, Creative Learning

This practical session explores the concept of creativity through an engaging, interactive story. Participants are invited to consider and discuss key questions such as the differences between

creative teaching, teaching for creativity and creative learning, and big 'C' and little 'c' creativity. A range of easy-to-implement strategies are offered to promote creativity in teaching learners of all ages and levels.

Carol Read is an educational consultant, teacher trainer and writer with many years' experience of working with children. Carol's publications include award-winning titles such as *Bugs* and *500 Activities for the Primary Classroom*. Carol's latest publication, *Tiger*, is a new primary coursebook series with integrated digital resources for teachers and pupils. Carol is currently Vice President of IATEFL.

Robin Walker *Freelance*

Technology for Teaching Pronunciation

Pronunciation needs an individualised approach, with learners working at their own speed towards their own goals. It needs repeated practice with immediate feedback to allow for improvement. In short, it needs one-to-one teaching, so presumably technology is the answer to our problems. Or is it? Come and find out, and see what technology can do for your students' pronunciation.

Robin Walker is a freelance teacher, teacher trainer and ELT author. A former Vice-President of TESOL-SPAIN, he gives talks, courses and workshops on language teaching. He is co-author of *Tourism*, and author of *Teaching the Pronunciation of English as a Lingua Franca*, both with OUP. Robin is the editor of *Speak Out!*, the newsletter of the IATEFL Pronunciation SIG.

OTHER KEYNOTES:

Claire Acevedo *Freelance*

Reading to Learn: Pedagogy for Language and Literacy Acceleration (KEYNOTE)

This presentation will familiarise participants with the Reading to Learn literacy acceleration program developed in Australia. It uses Systemic Functional Linguistics to dramatically accelerate language, literacy and learning. It can be used by teachers in all subjects across the curriculum with their usual classroom texts at any stage of schooling.

Claire Acevedo is a London based international, freelance education consultant originally from Australia. The major focus of her current work is leading Reading to Learn projects in Europe in the EU funded Teacher Learning for European Literacy Education (TeL4ELE) project in conjunction with the University of Sydney and a Nordplus funded project in conjunction with the University of Helsinki.

Hugh Dellar *University of Westminster /National Geographic Learning*

Technology and Principles in Language Teaching (KEYNOTE)

Recent distinctions between digital natives and non-natives breed insecurity about the wrong thing. Teachers' concerns should first and foremost be to focus on language, to act on principles of learning – and to work only the hours they're paid! In this talk, I discuss these issues, suggest how technology can follow principles but at the same time show parallel non-tech solutions.

Hugh Dellar is a teacher and teacher trainer at the University of Westminster. He has been teaching since 1993, predominantly in London, but spent three years in Jakarta, Indonesia. He gives teacher training and development talks all over the world. He is the co-author of the *Outcomes* and *Innovations* series and the online teacher development course, *Teaching Lexically*.

Ceri Jones *Freelance*

***Getting the Reading Habit* (KEYNOTE)**

Extensive reading is so valuable in so many different ways and at so many different levels and supporting and mentoring students as they become confident, happy readers can be both challenging and immensely gratifying. In this practical workshop we'll look at reading from a number of different perspectives and explore a range of different activities, both classroom based and not, that can help us guide our students to discover the pleasure of reading in English.

Ceri Jones is a teacher, trainer and materials writer. She has worked in ELT for over 25 years in Italy, Hungary, Spain and the UK. She has an MA in TEFL and has contributed to a number of coursebook projects as well as editing short story collections for the English classroom.

Gabriela Kleckova *TESOL/University of West Bohemia*

***Bringing Technology to Real Life* (KEYNOTE)**

We know that technology has its place in language teaching. But do we know how to integrate it effectively and efficiently into our language instruction so it enhances language learning? This talk provides participants with an overview of considerations for successful integration of technology and outlines criteria for designing effective language activities around technology.

Gabriela Kleckova is Assistant Professor in the English Department, College of Education at the University of Western Bohemia in Plzen, the Czech Republic where she teaches TESOL methodology courses to pre-service and in-service teachers. She is interested in teacher education, content and language integrated learning (CLIL), and materials development. She currently serves on the TESOL Board of Directors.

Nina Lauder *Oxford University Press*

***Rethinking Teaching: Digital Citizenship and Etiquette* (KEYNOTE)**

Our students' exposure to digital resources has increased dramatically in the past few years. Communication innovations should be embraced, but students also need to be aware of rules of conduct online and the basics of digital etiquette. In this session we will look at steps we can take to ensure that our students use technology in an engaging, safe way.

Nina Lauder has been teaching at all levels since 1990 and for the past ten years has been involved in educational consulting and teacher training. She is one of the authors of OUP's series for Primary, *Explorers* and currently works as a freelance author, teacher trainer and educational consultant.

Andrea Littlewood *Hyland language Centre*

***Speak about It! Write about It! Personalisation at Primary* (KEYNOTE)**

Children are keen to share information that's important to them. In this session we will be looking at simple ideas that can be used alongside our course books to encourage our groups to speak about their world. We will be exploiting the children's interest with follow-up ideas that lead to a variety of written texts to motivate classmates and teachers alike.

Andrea Littlewood has been teaching since 1985 and is Head of the Young Learners Department at Hyland Language Centre, Madrid. She is interested in teacher development and has given talks to teachers in the state and private sector. Andrea has co-authored the first cycle of the primary course *Twister* and is a Cambridge ESOL speaking examiner.

Fiona Mauchline *Freelance / UNEX*

***Putting the Creative Back in Writing* (KEYNOTE)**

'I have no imagination' is a common complaint, the let-out clause for teens and adults, but with a gentle nudge and some fun activities that unleash a wealth of vocabulary and awake the senses as well as the imagination, not only will your students enjoy writing creatively but you'll have something interesting to read. Let the Muse begin to play.

Fiona Mauchline is a teacher, teacher trainer and materials writer based in Cáceres. She has worked in ELT for 25 years. She regularly teacher-trains in Spain and other countries, and is the co-author of *Interface* (for ESO, Macmillan) and *Motivate* (for Bachillerato, Edelvives). She writes or runs 3 blogs (including *macappella* and *Take a photo and...*), and co-curates *#Eltpics*

Roy Norris *Macmillan*

***What Goes into Writing an Exam Coursebook?* (KEYNOTE)**

This talk aims to give teachers an insight into how an exam coursebook is put together. It will look at the preparation involved, decisions regarding content and some of the practical considerations which influence the writing of a classroom-friendly resource. Examples will be taken from my own coursebooks, particularly the new edition of *Ready for FCE*.

Roy Norris taught French and German in England for five years, before moving to Madrid in 1989 to work in ELT, mainly for International House. He has been writing for Macmillan for 14 years, and is the author of *Ready for FCE*, *Ready for CAE* and *Straightforward Advanced*, and co-author of *Direct to FCE*.

Herbert Puchta *Hebling Languages*

***Bored students? Tap into the brain's reward system!* (KEYNOTE)**

Latest scientific research offers exciting findings about the plasticity of the human brain: for learning to have long-lasting effects certain chemicals must be released. We can kickstart this process by activating the brain's 'reward system'. We will consider how we can use rewards to elicit optimal motivational responses in class.

Dr Herbert Puchta is a full time writer and teacher trainer. For almost three decades, he has carried out research into the practical application of findings from cognitive psychology to the teaching of EFL. Herbert has co-authored a number of bestselling course books and written numerous articles and resource books.

Graham Stanley *British Council, Barcelona*

Creative Pedagogy, Language Learning and Technology (KEYNOTE)

This talk considers how the combination of creative pedagogy and technology can promote learning in the language classroom. The relationship between technology and creative pedagogy will be explored, demonstrating - through practical classroom activities - how using technology in the classroom can foster a creative learning environment, where both creative thinking and learning are enhanced.

Graham Stanley works as a senior teacher at the British Council in Barcelona, has an MEd in ELT & Educational Technology (Manchester) and is co-ordinator of the IATEFL Learning Technologies Special Interest Group. He is co-author of the *ELTon's* award winning *Digital Play: Computer games and language aims* (Delta) and author of the forthcoming book *Language Learning and Technology* (CUP).

Russell Stannard *University of Warwick*

ICT Tools for Collaboration (KEYNOTE)

ICT and particularly Web 2.0 offer a whole range of tools that can be used to improve and enhance collaboration between students both in the class and outside of it. This presentation will look at some quick and very effective tools that can be used to get students collaborating and working in groups. Full of practical ideas.

Russell Stannard has been teaching English since 1987. He was Director of Studies of IH Seville until 1999. He now works at the University of Warwick teaching on the MA in ELT. He specialises in ICT and runs www.teachertrainingvideos.com which has won several big awards including a British Council *ELTons*.

OTHER TALKS/WORKSHOPS/DEMONSTRATIONS:

Graciela Alchini *Tecnológico de Monterrey, Campus Puebla, México*

Interaction with peers, interactivity with technology: collaborative learning experiences

Collaborative learning ensures interaction among students, which greatly humanizes learning and enhances the development of linguistic skills. An activity based on this approach also benefits from the use of technology, making this task more appealing to our students today. We will look into the principles of collaborative learning, study some examples of how it works and create some activities.

Graciela Alchini is an Argentinian teacher of English (IES Lenguas Vivas, Buenos Aires) living in Mexico, with over 27 years' experience in universities and in-company courses. She also holds a Master degree in Distance Education (UTEM, Santiago, Chile). She is certified in Collaborative Learning by ITESM, where she has been a full-time teacher for 9 years.

Nicole Alonge *Universidad Pontificia de Comillas*

Examining Questions-Challenging Students to Critically Think

One of our jobs as teachers is to ask questions in order to ensure students' comprehension. However, are we asking them the 'right' questions? In this session we will examine Bloom's Taxonomy- a framework for teachers to use to promote higher-order thinking. Participants will be given different classroom tasks and look for ways of improving their questioning tactics.

Nicole Alonge holds a Bachelor's Degree in Psychology from SUNY at Purchase College and a Master's Degree in TESOL from CUNY at Hunter College. She has taught ESL at both Berkeley and Queensborough College and also has experience working as an elementary ESL teacher in New York City. She currently teaches at Universidad Pontificia de Comillas in Madrid.

Simon Andrewes *Freelance*

ELF: English as a Lingua Franca

ELF: what it is and what it isn't; how and/or whether to teach it. First, in order to dispel myths and clarify misconceptions, I will present the arguments of Barbara Seidlhofer's 'Understanding English as a lingua franca'. Then I will consider what classroom conditions might favour an ELF approach and present some techniques I have used (more or less successfully).

Simon Andrewes is well into his fourth decade of TEFL-ology. A lot of this time has been in Spain, but he also has extensive experience from the UK and Germany. He got turned on to English as a lingua franca about ten years ago and has incorporated it increasingly into his practice in recent years.

MariCruz Arcos Sorando *Centro de Profesores y Recursos*

Research Results: Paintings as a Didactic Resource

Our research shows how CLIL and EFL participants experience the skill of writing in English as well as with paintings as stimuli. Their stimulated written production was analysed for accuracy, fluency, syntactic complexity, coherence, appropriateness and creativity. Rationale for the use of paintings will be provided. Audience participation will be required when we show ways of using paintings to stimulate the 4 skills.

MariCruz Arcos has taught English for 18 years at EOI Teruel. She has designed central exams for Escuelas Oficiales de Idiomas in Aragón for three years. She has also worked as an associate professor at the University of Teruel. She has worked as an in-service teacher-trainer for two years and is currently working as Director of CPR in Teruel.

Jane Arnold *University of Seville*

Making Language Learning More Meaningful

In this session we will explore the importance of making learning more meaningful. When learners perceive their classroom activities are relevant to their needs and interests, language learning will be more effective. We will consider how with both more traditional ways and new technologies we can create, as Earl Stevick said, a 'world of meaningful action' in our classes.

Jane Arnold is Professor of ELT methodology at the University of Seville. Her publications include *Affect in Language Learning and Meaningful Action* (CUP) and *Imagine That* and *Seeds of Confidence* (Helbling). She has given plenaries, workshops and modules for Masters in many countries throughout the world. Her main research area is the affective domain of language learning and teaching.

Joel Ashton *Truro College, UK*

Using Adverts to Teach English and Develop Cultural Knowledge

Adverts invade so many aspects of our lives. Journeying through some classic commercials from over the years, we will look at how adverts provide lots of interesting models of communication. I will discuss teaching ideas for using adverts (all available on YouTube), with some fun examples to accompany the ads shown during the talk.

Joel Ashton is Head of ESOL & TESOL at Truro College, a leading state college in the UK. Joel has taught English all over the world and spoken at various TESOL conferences in the past. The focus of his previous talks and his main area of interest is using the internet, in particular video clips, in the classroom.

Phil Ball *University of Dayton Publishers*

CLIL-based Production Tasks and Technology: A Happy Marriage

Due to its more student-centred approach, CLIL-based practice lends itself naturally to a range of more elaborate and substantial production tasks. This talk will focus on how we can successfully exploit the internet and its related resources without losing sight of the fundamental principles that underlie our reasons for requiring students to present complex information to their peers.

Phil Ball is a CLIL-based materials writer and teacher-trainer based in the Basque Country who has been closely involved, since 1991, with the successful multilingual project 'Eleanitz'. He previously worked in England, Peru, Oman and Qatar and has written a series of CLIL textbooks for the Basque syllabus (studied in English), which are now being used in the Spanish curriculum.

Anthony Bamber *Middlesmoor, English & Teacher Development Courses*

IT Aid to Theatre Work: A Shakespeare Project Illustrated

I was invited to do a Shakespeare project at a liceo classico in Rome. Students were 15-16 and studying Macbeth. My bold (?) intention was to complete all in two weeks with only 6 hours with students, completing it with a performance for a TESOL conference. I gave each student their text visualised and carefully read by myself on a DVD.

Anthony Bamber and his wife have run a summer school for 34 years (www.middlesmoor.com). They make great use of 'theatre work', but of a very grammar focused kind in what they refer to as 'grammar plays'. As for their own reduced scenes from Shakespeare, they have found that students of intermediate level (like the Rome students) find Shakespeare linguistically exciting.

Valentina Bamber *Free University of Bozen/Bolzano*

Fostering Trainee Teachers' Language Development through Scaffolded Skype Conversations

The talk will describe and demonstrate various interactive and affective strategies used in the integration of a Skype project in a university-based YL teacher training programme. This included one-to-one conversations between trainees and supervisor, to foster spoken language development and reflective practice. The participant trainees' feedback will be discussed so as to highlight the outcomes and potential of the project.

Valentina Bamber has been an EFL lecturer, teacher trainer and online supervisor at the Free University of Bozen/Bolzano (Italy) since 2005, and co-director, author and teacher for

Middlesmoor English & Teacher Development Courses, UK, since 1985. A trained musician and professional singer, she has an additional interest in the principled use of music and songs as language development resources.

Daniel Barber *freelance*

Neuroeducation: the appliance of science in ELT

This century has been hailed the Century of The Brain. Still in its infancy, neuroscience is rapidly developing. What's going on in the language-learning brain? Does this have any bearing on our profession? Is it too early to jump to conclusions? How are non-scientists to navigate through the neural maze? This talk asks important questions and provides guidelines for teachers.

Daniel Barber has a staggering 100,000,000,000 neural connections. What they're all for, he's not so sure. Perhaps as a teacher and trainer in Mexico, England, Barcelona and now Cádiz, he's helped to rewire learners' brains for the better, although that's more than likely wishful thinking. Both his left and right hemispheres are currently employed writing coursebooks and other materials.

Jorge Bascón & Ruth Ricart *University of Dayton Publishing*

Tech in Your Multiple Intelligent Class

How can you make all your students feel unique? You will listen to a brief explanation of Gardner's theory with practical ideas for your everyday teaching mixing nowadays tools your students and we, as teachers, have to live with: new technology and our useful blackboard and paper. We will show you how you can make teaching very motivating and fun!

Jorge Bascón is an experienced teacher and teacher trainer. He has given talks and workshops for teachers all over Spain for the past 10 years. He is a specialist in multilingual education with extensive experience of implementing multilingual projects and helping teachers in very different realities in Spain and beyond. He works as an ELT Consultant with University of Dayton Publishing.

Ruth Ricart is an experienced teacher and teacher trainer. She has been teaching EFL and multilingual subjects in Catalunya and England for the past 15 years with infants, primary and secondary students. She works as an ELT Consultant with University of Dayton Publishing.

Teresa Bestwick *Active Language, Cádiz*

One-board Games for All Ages

Board games have always been a tool for teachers and this talk will present a number of different games using one simple board which will encourage speaking in learners of all ages and levels. Whilst using activities with a specific exam focus, the games provide a fun opportunity for all our students to roll the dice and speak out.

Teresa Bestwick has been teaching in Andalucía for eight years. She has spoken at conferences throughout Spain and is also the founder and current president of TEFL del Sur, an organisation which provides professional development opportunities for teachers in and around Cádiz. She also writes a blog for EFL teachers, *Views from the Whiteboard*.

Katherine Bilsborough *Oxford University Press*

Twenty-five Years of Stealing Ideas

In the 25 years I've been teaching English I've collected lots of practical ideas for the classroom. The best are from other teachers; passed on in staff rooms or standing around the photocopier. In this session I'd like to share some of these ideas. Emphasis is on activities with little or no preparation that can be easily adapted for different ages or levels.

Katherine Bilsborough has worked as a teacher, trainer and author for more than 20 years. She has published coursebooks for many of the top EFL publishers. Her books are used in schools in Spain, France, Poland, Russia, Argentina and Uruguay. She also develops materials for British Council websites *LearnEnglish* and *TeachingEnglish*. For the past few years Katherine has been developing the British Council's online courses for learners in specific contexts.

Hamish Binns *Saint Louis University-Madrid Campus*

Space and Communication in the Classroom

In this talk, we will look at and discuss how classroom communication can be either enhanced or detracted by usage of physical space, including territorialism, distances and layout in the classroom, on paper or on screen. We will also look at metaphorical space including class planning, limit setting, and virtual space, including intimacy at a distance and effective instruction.

Hamish Binns is Coordinator of ESL programs at Saint Louis University, Madrid Campus, but has also worked at a Rudolph Steiner school and in various language academies giving business classes, and runs a yearly English language summer camp in Extremadura. He holds a MA in Human Sciences from Oxford University, is a composer, and plays the spoons.

Paul Braddock *British Council*

The Flipped Classroom

A workshop exploring the possibilities of the flipped classroom in language teaching and, in particular, the potential of this approach to promote greater learner autonomy and personalisation. We will look at some of the key features and try to identify the teacher's role, as well exploring the extent to which technology has helped us become better teachers.

Paul Braddock currently manages the British Council's *TeachingEnglish* website and has been involved in English language teaching and teacher training for over twelve years. He has worked in several countries, including Japan, Hungary, Portugal and the UK.

Richard Bradley *Trinity College London*

What Should We Do in our Precious English Lessons?

There are four sections: soft skills, the brain, literature, CLIL. The presenter will give his opinion and the opinions of leading educators, based on current research. He will also demonstrate (with audience participation) a variety of practical and interesting activities. Participants will take away thought-provoking ideas about the future of language teaching and some novel, fun and stimulating lesson activities.

Richard Bradley has worked in the state and private sector as a teacher, lecturer, trainer and course developer. In 2002 he shifted the main focus of his work to CLIL. Since 2002 Richard has

worked extensively with Trinity College London and Bilingual schools and has given workshops around the world. He is presently a consultant for Trinity College Iberia.

David Bradshaw *Freelance*

Getting Them Speaking

One of the most complex areas of our work as teachers is providing activities to get our students speaking in the classroom. This workshop aims to explore a number of different types of speaking activities which have been used successfully with Secondary age students of differing levels, along with options for modifying the activities according to the students' level.

Peer Response in the Writing Process

Peer response is a useful technique when teaching writing as learners can feel less intimidated being helped by others in the class. It is also a useful way of teaching students vital editing skills. This talk aims to examine what peer response is and provide various practical ways in which to implement it in the language classroom, with learners of different ages.

David Bradshaw has been teaching in bilingual schools in Spain for just over twenty years. He is currently working in the design and development of a bilingual programme in a group of private schools in Madrid. His main interests are in the teaching of writing and the preparation of students for the Cambridge exams, both in Primary and in Secondary.

María Antonia Castro & Silvia Benítez *Ebenen Escuela de Idiomas*

We Were Once Teens

Don't you sometimes feel that there is a wall between your teen students and you? Adolescents are hard stuff! Their attention span is short and they often lack of intrinsic motivation. After carrying out a research among teenagers, we will provide you with 'hammers' (some of their favourite activities adapted to the English class) to knock down this wall.

M^a Antonia Castro is the Director of the Escuelas de Idiomas Ebenen in Torrejón de Ardoz and has over 20 years experience in EFL as well as DaF (German) teaching. She is doing some research on how to change attitudes towards the learning of foreign languages in Spain. She is co-writing materials for promoting communication in EFL and DaF teaching.

Silvia Benítez has been an English and German language teacher at Escuela de Idiomas Ebenen for eleven years. She is currently co-assistant in the direction of the school, and is especially interested in learning processes and psychology applied to the language teaching. She is, together with M^a Antonia Castro, writing materials for promoting communication in EFL and DaF teaching.

Mark Clarke *University of Colorado, Denver*

Teaching Reading and Negotiating Identities

Participants will work with intermediate reading materials to develop authentic communicative activities for learners that take into account their emerging identities within the classroom environment. The work is based on a theoretical perspective developed in over 20 years of research and materials development. Participants will leave the session with a theoretical framework and materials they can use on Monday morning.

Transforming Your Teaching with Video Observation and Critique

Learning Labs permit teachers to film themselves and lead brainstorming sessions with colleagues to improve practice. Video clips are used to explore our commitments to improve and our resistance to change, including our squeamishness about filming and being observed. Participants will view video clips and participate in the process we have developed. Session includes elaboration and examination of theoretical framework.

Mark Clarke teaches graduate courses in language, literacy, and culture at the University of Colorado Denver, and directs a research lab on teaching practices and teacher development. He is author of numerous articles and four books: *Choice Readings*, *Reader's Choice*, *A Place to Stand*, *Common Ground*, *Contested Territory*. He spent 2009/2010 as Senior Fulbright Researcher at La Universidad Autónoma de Barcelona.

Mariela Collado *Versi Idiomas*

CLIL: Ideas for Keeping Things Moving

Teachers are all welcomed to actively participate in order to fully understand how CLIL works by involving students in an authentic learning experiences with different stimulating and enjoyable resources and activities through stories, songs, chants, games which will develop in children an interest and motivation which hopefully will stay with them throughout their entire language learning experience.

Mariela Collado is teacher of English and a teacher trainer with more than 19 years' teaching experience. She has collaborated with OUP and different Teachers' Centers, running workshops for Primary and Secondary school teachers of English in Spain. She participated as a speaker at the 2008 IATEFL International Conference on Primary English held in Beijing, China.

Helen Collins *ELI, Seville*

Make THEM Do It!

How can we help our students to stay motivated, take responsibility and succeed in their language learning? In this session we'll look at how Internet tools such as social networks, blogs and other websites can be used to promote learner autonomy and motivate our learners to continue learning outside of the classroom.

Helen Collins is a teacher and Teacher Trainer at ELI, Seville. She is also responsible for implementing blended learning. Her interests include blogging and using ICT as a teaching tool. Since qualifying as an EFL teacher, she has gained the IHCYL, Blended ICT Teaching with Technology and the DELTA.

Hugh Dellar *University of Westminster /National Geographic Learning*

A Dogme Approach to Coursebooks

With its emphasis on conversation, emergent language and a materials light approach, the Dogme dogma as preached by Scott Thornbury has for long been seen as antithetical to coursebooks. However, in this practical polemic I shall argue that it doesn't have to be this way and that Dogme can offer sensible guidelines for the use and construction of coursebooks!

Hugh Dellar is a teacher and teacher trainer at the University of Westminster. He has been teaching since 1993, predominantly in London, but spent three years in Jakarta, Indonesia. He

gives teacher training and development talks all over the world. He is the co-author of the *Outcomes* and *Innovations* series and the online teacher development course, *Teaching Lexically*.

Louise Desmier *British Council Madrid Young Learners*

Monitoring and Encouraging Progress in the Primary Classroom

We often assume that primary learners are like sponges and will 'pick up' language easily. But how can we ensure that they are really making progress? In this talk, aimed at teachers of young learners, we'll look at ways of monitoring students' progress in all the skills areas using traditional approaches as well as web-based tools and online resources.

Louise Desmier is a Senior Teacher at the British Council, Madrid Young Learners, responsible for the Primary department and off-site schools. She has the Cambridge Delta, the Trinity TYLEC and has also been a speaking examiner for the Cambridge Young Learner exams.

Kieran Donaghy *UAB Idiomes Barcelona*

Using Moving Images to Help Students Learn Vocabulary

In this practical session we will look at a range of classroom activities inspired by short films and videos which can help students learn and remember vocabulary. These activities have all been tried and tested in the classroom. Participants will get a number of ideas for teaching vocabulary through moving images to take away and use with their own students.

Kieran Donaghy has taught in the UK, Italy, Portugal and Spain. He works at UAB Idiomes Barcelona. He is particularly interested in the use of film and is the co-author of *Films in Health Sciences Education*. He has an award-winning blog on the use of film <http://film-english.com/>.

David Donnarumma *Trinity College, London*

Teaching without Coursebooks: Using Online Tools

The focus of the workshop will explore ways of designing and delivering online learning materials without using printed coursebook materials. The workshop will draw on examples from regular teaching contexts and explore ways of using different online tools in the online or face to face classroom. The talk will be of interest to all teachers, course designers, and those moving from a printed to online learning environment.

David Donnarumma has been involved in ELT for 15 years. He spent a number of years developing and running communication skills' programmes in various international companies. He has developed a range of materials in a variety of contexts, in both online and blended environments. He has also advised companies on the development of online English language courses. He is Teaching Qualifications Manager at Trinity College, London.

Kathryn Dougal *British Council School, Madrid*

Teaching Literacy through Shadow Puppet Theatre and Radio Shows

Difficult literature doesn't have to be a challenge to teach. This demonstration explores a range of interlinked activities that encourage children to get stuck into the novel *Krindlekrax* and the narrative verse *The Highwayman* in an exciting and engaging way. The skills developed in both these schemes of work can be easily applied to other genres and schemes of work.

Kathryn Dougal trained at Dundee University and graduated in 2009. She has since taught in Edinburgh, Egypt and now currently works at the British Council School in Madrid as a Year 5 teacher. She recently took part in the British Council Conference Practical Classroom Activities, leading a talk and demonstration on Developing Speaking and Listening through Literature.

Lynn Durrant *International House, Barcelona*

Creating Interest

This session focuses on ideas I have taken from Internet such as the use of images to create motivation and tasks types and how internet has helped me become a more creative teacher with young learners. The main focus of this session will be to look at some task types aimed at creating participation via integration of skills.

Lynn Durrant is Head of Primary and Secondary Training at International House and has worked as an Educational Consultant for Cambridge University. Lynn has given seminars and conferences in Europe, Asia and South America as well as courses at Universities on training for teachers and trainers. She has co-written several coursebooks for primary, secondary and adult learners.

Brian Engquist *Pearson*

Blended Learning for Digital Teens

Teaching to a curriculum can often reduce the natural enthusiasm of teenagers experimenting with the language. But new online tools which enhance autonomous learning are changing that by freeing up class time for the creative, collaborative and individualized approach that both teachers and teens enjoy. We will also discuss how to partner with parents as we move into the future.

Brian Engquist has spent the last 20 years as an English teacher and teacher trainer in Spain. He often speaks about Blended Learning, Game-Based Learning, Digital Transformation, and the evolving roles of teachers and students. More interested in the social consequences of technology than the technology itself, he hopes his talks place the emphasis on the C in ICT.

Caroline Engstler *EF Education First*

Spain's English Only 18th Worldwide: Implications for Teachers

Better English = successful national development. This presentation will share the results of the latest EF English Proficiency Index, the world's first ranking of 53 countries' English ability, and will suggest new directions for mobile, social, and collaborative learning to prepare Spain's students for the future global workplace.

Caroline Engstler is a teacher trainer and researcher at EF Education First in Zurich, Switzerland. She holds an MA in Germanic Studies and a PhD in Linguistics from Northwestern University. Caroline also has over ten years' experience in teaching ESL and is particularly interested in mobile learning. Her academic research focuses on bilingualism, second language learning and study abroad.

María Fernández Agüero & Isabel Alonso Belmonte *Universidad Autónoma de Madrid*

In Trouble: An On-line Teaching Unit on Reading Comprehension

This talk presents the main characteristics and components of In Trouble, an on-line teaching unit designed by members of the DAIC (Discourse Analysis and Intercultural Communication) research group at Autónoma University of Madrid to improve pre-service student teachers' linguistic and sociocultural competence in English. We will explain the rationale that supports its development and show examples of its implementation.

Dr María Fernández Agüero holds an MA in English as a Foreign Language Teacher Education and a PhD in English Philology. She works as a lecturer at the Universidad Autónoma de Madrid, and she has worked in EFL pre-service and in-service Teacher Training for 15 years. Her main research interests include the development of intercultural competence and bilingual education.

Dr Isabel Alonso Belmonte holds an MA in Spanish as a Foreign Language Teacher Education and a PhD in English Philology from the Universidad Complutense of Madrid. She currently works as an ELT associate professor at the Universidad Autónoma de Madrid and she has participated in several international projects on foreign language teacher training in primary and secondary education.

María Fernández Agüero *Universidad Autónoma de Madrid* & **Susana Montero** *CS Estudios Universitarios La Salle*

Technology and Teaching of Literature: Are They a Match?

This talk presents a practical approach to the teaching of literature in a blended-learning environment for students training to become EFL teachers. We shall provide examples of how prospective language teachers are encouraged to use different technologies such as blogs, forums, etc. with the aim of drawing them to the world of literature and culture whilst developing their communicative competence.

Dr María Fernández Agüero holds a MA in English as a Foreign Language Teacher Education and a PhD in English Philology. She works as a lecturer at the Universidad Autónoma de Madrid, and she has worked in EFL pre-service and in-service Teacher Training for 15 years. Her main research interests include the development of intercultural competence and bilingual education.

Susana Montero Méndez is a teacher at Centro Superior de Estudios Universitarios La Salle, where she teaches English and English Literature and Culture to future teachers. Her areas of interest include English as a second language and the use of literature in second language teaching.

Winner of the First-time Speaker's Grant 2013

Donna Fields *Valencian International University*

Cartoons for the CLIL classroom!

Cartoons, that so capture our students' attention, were first presented as comics and books. These picture stories – those we hold in our hands to those seen on the screen - can be used in scaffolding any CLIL class as introductory materials, reinforcements of the unit being taught, or as reviews for the lesson as a whole.

Donna Fields has a doctorate in folktales, is a professor and consultant at the Valencian International University, and is a teacher trainer for Macmillan Publishing and the Department of Education in Valencia. She is coordinator for the on-line English course sponsored by the Diputación of Valencia, has an English academy, and is currently working on a series of multi-lingual children's books.

Liam Fitzpatrick *Express Publishing - edebé*

Teaching Digital Natives

Today's students have unlimited information available via technology tools. Also, without technology, we run the risk of our lessons seeming out of touch and irrelevant. The speaker will look at the reasons why we should embrace technology and its tools. Thus, we may realize that at the heart of high-tech teaching, there are also some surprisingly 'old-fashioned' educational values.

How to Use Intensive Reading

Intensive reading is rightly expected to be part of any course. But why exactly is it there and how do we get the most out of it? In this session we will examine: how to structure a reading lesson; some of the techniques we can make use of; and what results they can help us achieve.

Originally from Ireland, Liam Fitzpatrick graduated with a BA in Social Sciences with La Trobe University, Melbourne, Australia. Based in Spain since 1994, he has also completed post-graduate studies in TESOL with Aston University in the UK and has accumulated more than 15 years experience in the field of ELT. Liam currently works both 'in & out' of the classroom for Express Publishing.

Diana Foran *Freelance*

Formative Assessment: Humanizing the Learning Process

Formative assessment is closely linked with instructional practices. Teachers need to consider how their classroom activities, assignments, and tests support learning aims and allow students to communicate what they know, and then use this information to improve teaching and learning. In this talk we will look at ways to ensure cognitive effective assessment strategies and humanize the learning process.

Diana Foran is a former Language and Linguistics professor at the Universidad Complutense de Madrid. Founding member of TESOL-Spain, she has worked in English teaching at all levels over the years with special interest in ESP, EAP, materials development, evaluation and teacher training. She is a member of Euro-CLIL research groups; CLIL lecturer at national and international linguistic conferences.

Elizabeth Forster *British Council Primary School* & **Teresa Fleta** *Universidad de Alcalá de Henares*

Multicultural, Multilingual and Multimodal Pedagogies across the Curriculum

This talk is based on Flat Stanley, a storybook which provided the starting point for an international workshop on children's literature/creativity at IATEFL 2011. Like ripples on a pond, this idea crossed national borders and grew into the project presented in this talk. The talk also gives ideas on how to dovetail aspects of both the English and Spanish curriculums.

Elizabeth Forster has been a classroom practitioner for over thirty years and has been involved in various projects promoting pedagogical cooperation across Europe. Currently she is a teacher in the British Council Primary School and participates in teaching a module for a Master's Degree in the Alcalá de Henares University in Teaching Young Learners.

Teresa Fleta has carried our research on child language acquisition of English at the British Council School. Currently, she participates in a module "Teaching Young Learners" within the Master's Degree Programme at the Alcalá de Henares University.

Jesús García Laborda & Nuria Otero de Juan *Universidad de Alcalá*

De PAU a PGB: Implicaciones, mitos y cambios

En un curso marcado por las reacciones a la LOMCE, es necesario observar los cambios que se darán y como comenzar a preparar a nuestros estudiantes. Los cambios afectarán la lengua hablada a corto y largo plazo ¿Cómo? ¿Podemos prepararnos? Este trabajo es una presentación aplicada de los datos obtenidos en el proyecto OPENAPU FFI2011-22442.

Jesús García Laborda - PhD, MA, MEd. Ha enseñado inglés como lengua extranjera desde hace 15 años en España y los Balcanes, y en español en los EE.UU.. Es profesor en la Universidad de Alcalá (España). Su interés principal en la actualidad es la prueba de idioma en la PAU/PGB.

Nuria Otero de Juan es investigador lingüístico y Master en Formación del profesorado. Nuria ha participado en numerosos congresos del profesorado en España y en el extranjero y ha publicado en revistas como *Interlingüística* o *Social & Behavioral procedia*.

Soraya García-Sánchez *Universidad de Las Palmas de Gran Canaria*

U-learning and Other Learning Methods: Too Much for EFL Learners?

Nowadays, university degrees combine face-to-face learning with e-learning, (blended learning). Correspondingly, learners are also using portable devices (m-learning) that enable them to access interactive activities, videos and screencast presentations from anywhere and at any time (u-learning). This paper aims to analyse the frequent approaches and the effects to learning in today's EFL students at the University of Las Palmas de Gran Canaria.

Dr. Soraya García-Sánchez is an EFL teacher and researcher at the Universidad de Las Palmas de Gran Canaria, Spain. Her research interests, presented in articles and international conferences, are focused on u-learning, motivation, cultural and language input for EFL university students.

Linda Gerena *York College-CUNY*

Fulbright Research: Bilingual Education Perspectives, Attitudes and Effective Practices

This talk will present the results of a research project to study bilingual education in Spain that was undertaken as part of a Fulbright Senior Scholar research agenda during the spring 2012 semester. The presenter spent the semester observing, interviewing, and surveying teachers, language assistants and students in bilingual programs in La Comunidad de Madrid.

Dr. Linda Gerena is a Fulbright Scholar and Associate Professor (Titular) at York College, City University of New York, where she prepares future educators to effectively teach English Learners. She focuses on helping teachers use methods, activities, and strategies to engage

students in language learning through content instruction. Recently, she conducted research on primary and secondary bilingual schools in Madrid.

Paul Goldberg *Kwansei Gakuin University, Japan*

Assessment and Extensive Reading

The practice of extensive reading, having students read large quantities of simple text of their own choice, is becoming increasingly popular. However, because each student in a class may be reading a different text, the assessment of extensive reading presents some challenges to teachers. In this talk, we will look at these challenges and some practical methods to overcome them.

Paul Goldberg has taught EFL in Venezuela, Spain, Korea, the US, and Japan. He currently teaches at Kwansei Gakuin University near Osaka, Japan where he is a coordinator in the English Language Program. His main areas of interest include extensive reading, extensive listening and vocabulary acquisition. He is currently developing a system that will provide online extensive reading.

Martin Goosey *British Council Madrid Young Learners*

Streaming Consciousness

Ever wondered if you could simply, easily, produce a class TV channel? Could you use streaming technology to engage learners, involving them in really motivating project work or recording classwork? This step-by-step walk-through of free online tools demonstrates how even technology-deprived teachers can start facilitating really student-centred production. Bring your portable technologies (even digital cameras) and we'll record it all!

Martin Goosey is ATCM Professional Development at British Council Madrid Young Learners. Teaching since 1994 from Europe to Asia, he has numerous qualifications in teaching Adults, YLs, Business English, and ELT Management, and an MA Applied Linguistics. An experienced speaker, he has presented across the globe, at TESOL and IATEFL events, runs Trinity training courses, and reviews coursebooks for major publishers.

Michele Guerrini *MCG Content and Language Network*

How does it work? What's it good for?

Web 2.0 offers thousands of interactive, online tools. Many seem exciting, but how do they help you achieve your teaching- learning objectives? In this workshop, we'll explore Web 2.0 tools to discover how they can activate knowledge, stimulate communication, and develop thinking skills. In the process, we'll define criteria for selecting tools and share our favourites.

Michele C. Guerrini teaches in the Masters programme for bilingual schools at the Universidad de Alcalá de Henares, and is director of MCG Content and Language Network. She is co-author of *Comet*, an EFL/CLIL primary course (UDP), co-editor of *CLIL across Educational Levels* (Richmond), and has developed CLIL Science and Geography courses. She specialises in materials development and teacher training.

Natalie Hammerton *MM Publications*

Incorporating New Technology in the Classroom: A Transformation in Learning and Teaching

Technology has become more accessible to teachers and the use of technological aids has become a common feature in the EFL classroom. In this session, the potential that the latest technology has to offer to students and teachers alike is discussed, and participants are presented with practical tips and ideas so that they can make the best use of technology in their classes.

Natalie Hammerton has studied English Language and Literature in the Athens Kapodistrian University. She has been a teacher and an ELT consultant for several years and she is now working as an ELT consultant for MM Publications. Ms. Hammerton is currently involved in teacher training and travels widely in this capacity.

John Harrop *Trinity College London/Freelance*

Dramatising Language Learning

Drama games are a fun and dynamic way to help learners explore their imagination and discover their own creativity, while also developing their confidence and teamwork skills. In this workshop, we will look at ways in which such activities can be integrated into the classroom.

Theatre of the Mind

This fun and engaging interactive show is often called 'mystery entertainment'. It is a mixture of storytelling, psychology, mind-reading and magic. Intuitively perceiving people's unspoken thoughts and foreseeing outcomes, John Harrop uses his five physical senses to create the illusion of a sixth sense. The audience is left thinking about what happened and wondering how it was done!

John Harrop lives in Sevilla and divides his time between teaching, training, writing and co-running Bat-i-Burrillo Puppet Theatre Company. He has worked all over the world performing interactive shows and theatre workshops for teachers and students of all ages. He has also written educational materials for the BBC, OUP and Macmillan.

Katie Hill & María Izaguirre *Colegio Base, Madrid*

Emotional Intelligence in the English Classroom with Audiovisual Technology

In this workshop we will share some activities to use in the English classroom to build emotional intelligence. We will tell you how we implement these values and we will do some sample activities that you can adapt for your classroom.

Katie Hill is from Spokane, WA. She has a BA in Education, Spanish and ESL and an MA in Education, specializing in ESL and Bilingual Education. She has taught 3rd, 4th, 5th and 6th year English and Science at Colegio Base in Madrid and implemented a K-8 Spanish language program in the US.

María Izaguirre is from Madrid and this is her eighth year teaching English and Science in 5th and 6th year at Colegio Base. Aside from her EFL teacher training she has an MA in Educational Psychology and is very interested in developing a more creative, motivated and emotionally intelligent teaching practice, more in tune with today's world.

Deanna Hinman *Mercyhurst Preparatory School*

Engaging and Effective iPad Apps for the ELL Classroom

Technology is a teacher's greatest asset in reaching the 'screen-ager' generation. This presentation explains and demonstrates how multiple Apple iPad applications help develop activities for lessons, engage students and evaluate secondary level ELL students' understanding of content standards through reading, writing, listening, and speaking. Audience members are recommended to bring their own iPads.

Deanna Kramer Hinman holds an MA in TESOL and a BA in World Language Education. She is a Spanish and TESOL teacher, with an additional teaching certificate in Social Studies, at Mercyhurst Preparatory School, an International Baccalaureate high school in Erie, Pennsylvania.

David Holden *British Council, Alcobendas*

Exam Training: CAE/FCE Reading and Use of English

Are you worried about your students' ability to pass the FCE and CAE exams? Do they have problems with the Use of English and the Reading papers? In this workshop we will be looking at and trying out tips, techniques and activities to help students cope with these two papers.

David Holden has worked as a teacher and CELTA teacher trainer in Spain since 1989. He is currently working as a teacher and Senior and Adult Coordinator for the British Council at Alcobendas. His special interests include teacher training, exam training and writing assessment and course materials.

Aidan Holland *British Council, Somosaguas*

Growing Pains: Effectively Monitoring Student Progress

This session will propose various ways to monitor students' progress more effectively, both in and out of class. It will draw on action research as well as theories of testing and assessment in order to propose a set of practical tools which teachers can use in the classroom to make the learning process more tangible for both teacher and learner.

Aidan Holland has been working in the EFL sector since 2003. Since completing the Trinity TESOL certificate in Barcelona, he has worked in Taiwan, Italy and the UK. He took the Cambridge DELTA in 2010 and since then has been working as Senior Teacher for British Council Somosaguas Teaching Centre in Madrid. He is particularly interested in researching more effective ways to teach advanced learners as well as testing and assessment.

Ian James *Universitat Autònoma de Barcelona*

Photo Opportunities

Camera-equipped mobile devices, image-editing applications and photo-sharing platforms have led to a revolution in visual media. This talk will look at some of the ways these developments can be harnessed to provide opportunities for learner-centred tasks using student-generated images. Emphasis will be placed on practical ideas for classroom and project-based activities using both web-based and mobile applications.

Ian James has been teaching English in Barcelona since 1988. He has worked for International House and the British Council, and currently holds a teaching post at the Servei de Llengües of

the Universitat Autònoma de Barcelona. He gives talks and workshops on the use of technology in language teaching and publishes a blog called Teflteacher.

Trinidad Jerez *IES Santa Rosa de Lima , Córdoba*

Touch-sensitive Tales

Availability of direct Internet access, video watching, audio and image sharing are resources that IWBs provide, making for whole-classroom L2 lessons. This talk is about the experience of teaching students how to create their own interactive tales using IWB software, ready to be manipulated on a touch-sensitive screen!

Trinidad Jerez teaches English at IES Santa Rosa de Lima (Córdoba) where she has been Bilingual Programme Coordinator since 2009. Bilingualism and ICT are her main fields of interest. She has spoken at Jornadas CETA and the 4th IWB Congress organized by Pizarratic and UNED. The Consejería de Educación recently funded her research project into the contribution of IWBs to learning.

Fergal Kavanagh *Tune Into English*

Using Pop Music to Enhance Language Teaching

One of the best ways to involve students in the learning process is to use pop music. This powerful and motivating teaching tool engages the student emotionally, helping to fix vocabulary and structures into long-term memory. Practical examples will be included to show how songs can best be exploited in the language classroom.

Fergal Kavanagh has taught in Italian State schools, the British Council and the University 'L'Orientale', Napoli. He is co-author of *Team Up in English*, a text book for the lower secondary school, published by ELI (2008, new edition 2011). His website www.tuneintoenglish.com (nominated for a 2012 *ELTons Award*) and travelling Roadshow promote the use of songs as his preferred method of teaching.

Lesley Keast *British Council Madrid Young Learners*

Investigating Praise and Positive Feedback in Childrens' Classrooms

Why do teachers give praise and positive feedback? How frequently does it happen? Does this differ across age groups? All focus questions behind this research in the YL ELT classroom. In addition to the reporting of the research teachers will be engaged in mini-research activities and pair-discussions. A starting point to reflect on your use of praise and positive feedback.

Lesley Keast is the Diploma Course Leader for the British Council in Madrid, and has worked for the British Council for 6 years. She also teaches on the MA TESOL course at the Universidad de Alcalá. She has worked in ELT in Spain, Hungary, Italy, Portugal, and the UK.

Helena Kennedy *Hyland Language Centre*

You and YouTube™

Anyone these days knows what YouTube™ is, but what place does it serve in the classroom? This session will look at everything from adverts to clips from TV shows and how these short videos serve as a basis for practising all the skills, as well as grammar, vocabulary and pronunciation for different levels and types of classes.

Helena Kennedy is the Assistant Director of Studies for adults and younger learners at Hyland Language Centre, Madrid. She has been teaching adults, younger learners and exam classes for the past 8 years. She has previously taught in Austria and the UK, before coming to Spain in 2006. Helena is particularly interested in using technology in the classroom.

Raymond Kerr *British Council, Istanbul*

TPR Frenzy!

This is a very practical and hands-on workshop showcasing a wide range of TPR activities for teachers in state and private primary schools. Participants should be prepared to take an active part in a selection of TPR activities for skills development.

Raymond Kerr is a Teacher Development Advisor in the Global Teacher Development Team at the British Council engaged in the design of teacher development courses. Raymond has taught at all levels and age groups in EFL in Europe, the Middle East and the Far East.

Thom Kiddle *Norwich Institute of Language Education*

Developing Digital Language Teaching Materials: Principles and Practice

This presentation focuses on what defines and distinguishes true exploitation of the digital format, rather than just putting text and image content online. It looks at the range of relevant contexts for digital materials in language teaching, from classroom, to computer lab, to self-study and mobile access. Finally it considers potential developments in digital language teaching materials and practical implications.

Thom Kiddle is Assistant Academic Director at Norwich Institute for Language Education, UK and former Head of Educational Technology at Universidad Chileno-Britanica, Chile. He is a teacher and teacher-trainer, and writes on digital language teaching and learning, materials development, and language testing and assessment.

Gabriela Kleckova *TESOL/University of West Bohemia*

Content Reading Strategies: Promoting Comprehension and Reading Proficiency

English reading texts are a valuable teaching tool; however, language learners often find reading longer content texts challenging and discouraging. This demonstration addresses some of these challenges and provides participants with ideas how to work with longer reading texts. Specifically, prereading, during reading and postreading strategies that promote comprehension and reading proficiency are being presented.

Gabriela Kleckova is Assistant Professor in the English Department, College of Education at the University of Western Bohemia in Plzen, the Czech Republic where she teaches TESOL methodology courses to pre-service and in-service teachers. She is interested in teacher education, content and language integrated learning (CLIL), and materials development. She currently serves on the TESOL Board of Directors.

Joseph Parkin *Edelvives*

Synthetic Phonics: To Infinity and Beyond!

Synthetic Phonics methodology is considered best practice in preparing very young learners for future reading and writing challenges. However, simply teaching English sounds can quickly become boring and repetitive. In this session we will see how to integrate the teaching of sounds (Phonics) into a meaningful, communicative context with plenty of fun, music, stories and movement.

Joseph Parkin is a young and creative English teacher who specialises in Synthetic Phonics. Participation, activation and good vibrations are the hallmarks of his training sessions. Joseph designs his Phonics courses in close collaboration with Inés Delgado Echagüe Sell, author of *Yo-yo Phonics* (Edelvives 2011).

Hanna Kryszewska *Pilgrims Teacher Training Courses/ TESOL-SPAIN*

A devout humanist's favourite technology... Is it possible?

Now we have a wealth of technological tools to choose from in language classes. A teacher is like a child in a toy shop, each toy attracts but we cannot have them all. The dilemma is which tool to choose, and how to choose wisely. In this workshop I will share my favourite technology and explain why it suits me.

Hanna Kryszewska is a senior lecturer at the University of Gdańsk, Poland and a teacher trainer and trainer of trainers at Pilgrims and the University of Oxford. She is co-author of coursebooks for Macmillan and resource books such as *Learner-based Teaching, Towards Teaching, The Stand-by Book, Language Activities for Teenagers, The Company Words Keep*, and a teacher training course. She is also the editor of *Humanising Language Teaching*, and a presenter at international conferences and workshops.

Samantha Lewis *Cambridge University Press*

Getting to Grips with Graphic Novels

This workshop looks at the nature of graphic novels and reasons for using them with ELT students. Participants take part in a variety of skills and language activities based on a range of teen-friendly graphic novels including those in *Interactive*, Cambridge's teen course. It also focuses on online resources available for students to read and create their own comics.

Samantha Lewis teaches young learners for the British Council in Somosaguas, Madrid and writes for the British Council website, *LearnEnglish Teens*. She is co-author of *Interactive for Spanish Speakers*, Cambridge's new course for lower-secondary students. She has trained primary and secondary school teachers of English and has recently completed an MA specializing in English Language Teaching in secondary schools.

Diana Lindsay *British Council*

CLIL through Stories

Are the secrets of Science or the mysteries of Maths only for more proficient language users? In this work shop, we will see how the use of stories can lead into further exploration of subject content for younger learners. No prior knowledge of CLIL is required for teachers to come and experience how we develop content, cognition and communication through stories.

Diana Lindsay is a teacher, teacher trainer and materials writer based in the Basque Country. She has co-authored teaching materials and training courses for CLIL in Primary and Secondary education. Current interests include English-medium subject instruction from Primary to Higher Education, and professional standards for teachers.

Edward Lockhart *Universitat Rovira i Virgili*

Storytelling through Prezi

In this presentation the audience will be able to listen to a famous (or not that famous) story with the support of Prezi. We will also use Prezi for the pre-listening and follow-up activities.

Edward Lockhart is currently doing his PhD with the Martí i Franqués scholarship (URV) and teaching two subjects in the English Minor inside the Primary Education degree (URV). He is coordinator of the English Minors inside the Primary Education and the Pre-primary Education (URV) and a former teacher trainer and English primary school teacher for the Departament d'Educació.

Sue Lyon-Jones *ESOL Courses LTD*

Copyrights and Copy Wrongs: A Teacher's Guide

This practical teacher development workshop sets out to explore some of the key issues that relate to downloading, copying, adapting, and uploading digital materials that others have created, and aims to raise awareness of the laws that apply to re-using, remixing, and sharing other people's work in electronic formats.

Sue Lyon-Jones is a freelance ELT developer, ESOL tutor and teaching with ICT consultant based in the UK. She publishes and writes the content for the free English lessons and ELT resources site, ESOL Courses. Her current areas of interest include teaching with web based technologies, interactive materials development, educational games, mobile learning and Dogme ELT.

Bernadette Maguire *British Council, Spain*

IELTS: Testing English for Success

With the increase in academic and work-oriented mobility as a result of globalisation and the economic situation in Spain, IELTS is experiencing a significant growth in candidate numbers. The presentation will focus on the uses of the IELTS exam and on the exam itself: its structure, the teaching issues surrounding the test and hints and tips for student preparation.

Bernie Maguire has worked in English language teaching for 30 years, with students of all ages and levels, in main stream education and for the British Council. She is experienced in the field of teacher training and is now a member of the British Council Exams team. She is particularly interested in testing and evaluation and its effect on teaching.

Makoula Malyari *Oxford House College, London*

Move on up: Spicing up Lessons with Kinaesthetic Tasks!

The aim of this workshop is to provide teachers with some fun-based, hands-on ideas on how to adapt tasks so as to make lessons more lively and engaging for different learner intelligence. Spice up your lessons by adding a kinaesthetic element to skills, lexis, pronunciation and grammar tasks and kick the dreariness out of your classroom!

Makoula Malyari has been teaching English as a foreign language for 22 years. She has worked in the UK and in Greece as an EFL teacher, state school teacher, CELTA teacher trainer and an UCLES examiner. She is currently working as a teacher trainer for Oxford House College, London.

Lawrence Mamas *Global ELT*

ELT Exams Update

More and more learners of English are keen to get accreditation and the number of the ELT exams available internationally has also grown. In this presentation most of the main ELT exams, American or British, will be introduced with all the latest developments and changes. All the recent trends in ELT exams, e.g. computer-based tests, will also be presented.

Lawrence Mamas holds an MA in TESOL from St Michael's College, Vermont, USA and has been teaching English as a foreign language for about 20 years. He has also written a number of exam preparation books for various exams such as FCE, CAE, City & Guilds and TOEIC.

Joanna Marriott *British Council, Somosaguas*

My Class is a Nightmare

My class is a nightmare! Sound familiar? Difficult classes can make a teacher's life miserable and impede the progress of your learners. This session looks at what the underlying reasons are behind poorly engaged groups of learners, as well as considering practical solutions in the areas of classroom management, class dynamics and motivation.

Joanna Marriott has been working in ELT for the last eighteen years, and is currently Senior Teacher at British Council Somosaguas. She has delivered numerous training sessions at conferences and in ELT organisations, and is a tutor for the British Council/Trinity TYLEC (Teaching Young Learners Extension Certificate). She has recently started to research Learner Behaviour, the focus of her session.

Fiona Mauchline *ELTpics*

Take a Photo and...

Picture this: students gazing out the window, imagining themselves after class, talking to friends or fantasising about the weekend. Picture this: students who feel shy or inhibited when talking about themselves, at a loss for words. Picture this: heaps of ideas using photographs either taken by students or from free resource #ELTpics to keep your students in the picture.

Fiona Mauchline is a teacher, teacher trainer and materials writer based in Cáceres. She has worked in ELT for 25 years. She regularly teacher-trains in Spain and other countries, and is the co-author of *Interface* (for ESO, Macmillan) and *Motivate* (for Bachillerato, Edelvives). She writes or runs 3 blogs (including *macappella* and *Take a photo and...*), and co-curates #ELTpics

Katie Maunder *Cambridge ESOL*

Speak, Write, Learn: Fun Activities for the Adolescent Classroom

This workshop is aimed at secondary teachers struggling to get teenagers to speak and write! It will offer practical ideas and photocopiable worksheets for classroom use that appeal to this age group. Assessing their progress using Cambridge KET and PET for schools exams and their rubrics will also be discussed. Audience participation is required in activities demonstrated.

Katie Maunder is an experienced TEFL teacher. She is currently the ESL teacher at an international school and runs her own language academy. She is also an Exam Manager and Speaking Examiner for Cambridge ESOL. She has written material for Cambridge ESOL, MacMillan, and One Stop English and gives teacher training workshops and CEP classes regularly.

Anne McCabe *Saint Louis University, Madrid Campus* & **Elisa Hidalgo** *English Connection*
Managing Identity for Engaging Learning

In the classroom community, the identity of participants seems clear: teacher(s) and learner(s). However, not all learners accept this identity, especially adolescents; some are passive about, even resistant to, altering their knowledge states/abilities. We explain techniques and activities we have used to help establish and embrace learner identity for greater engagement in the learning process.

Anne McCabe has been teaching Language, Linguistics and Writing at Saint Louis University's Madrid Campus for over twenty years. She holds an MSc in Teaching English and a PhD in Language Studies, both from Aston University. She is passionate about both language and education, and has researched and written widely in these areas.

Elisa Hidalgo has experience teaching language in academic institutions ranging from elementary school to university. She holds an MA in Applied Linguistics from the University of Massachusetts, Boston. Her areas of interest include bilingualism and multicultural education. She is currently teaching students ranging from 7 year-olds to adults at English Connection Academy near Madrid.

Annie McDonald *Freelance*

Developing the Listening Skill: Tips for Materials Design

We'll look at the challenges authentic listening texts present for non-expert listeners at around B2 level. We'll then walk through a listening lesson and see how, with careful task-design, we can simultaneously mediate difficulty level and develop the listening skill. Participants will leave the session with ideas on how to develop listening materials for use with texts of their choice.

Annie McDonald has been involved in ELT for 25+ years, in Turkey, Brazil, the UK and Spain. She holds an MSc from Aston University and is a former president of TESOL-SPAIN. Annie co-authored *Pen Pictures*, a writing course for young learners, and *English Result* (2008-2010), a course for adults, both by OUP and written with Mark Hancock. <http://hancockmcdonald.com>

Joe McKenna *EOI Córdoba*

Forms are Fine but Meaning is Better: Theory

The debate over form versus meaning is nothing new. But somehow grammatical form always seems to gain the upper hand. This talk will consider the price we pay for our devotion to the god of grammar, and explore the option of rearranging priorities so as to get more meaning into – and out of – classroom language learning.

Forms are Fine but Meaning is Better: Practice

Are you interested in going beyond language teaching as mere structure practice? You'd like your students to be challenged rather than spoon-fed? This session will demonstrate two sequential sets of materials (one for listening and speaking, the other for reading and writing) designed with just that in mind.

Joe McKenna has worked in EFL since 1979 and is based at EOI Córdoba. His main concern is setting meaning before form and spoken language before written in the classroom. He wrote the Workbooks for the OUP *Result* general English series and is currently working on his own materials.

Gerard McLoughlin *International House, Barcelona*

Words, Words, Words!!

Language learners are constantly trying to update their vocabulary but having problems recording and recalling words. This Workshops will look at the role of memorization and how we can help students with their vocabulary acquisition. We also look at ways to encourage our students to record and use new expressions by using practical classroom and out of class activities.

Gerard McLoughlin has been a teacher and trainer for 20 years. He works at International House, Barcelona and is a co-author of *Next Generation*, a Bachillerato coursebook for Cambridge English. He is a board member of TESOL-SPAIN and Webmaster and Resources Officer.

Amanda McLoughlin *British Council, Bilbao*

Getting Students to Think in CLIL Classes

The focus of this session will be practical, with examples of how to design engaging activities which will challenge students and develop their higher order thinking skills.

Amanda McLoughlin has been teaching EFL since 1999 in Spain and the UK. More recently she has been involved in teaching Science and Art in a primary school near Bilbao and writing materials for the primary CLIL market. Recently she has been working as a teacher trainer at the British Council.

Jennifer Messecar *IES Polígono Sur*

The Role of School Leadership in Bilingual Program Initiatives

This talk looks at new research on bilingual education curriculum implementation, including the effectiveness of the Content and Language Integrated Learning (CLIL) approach and challenges it presents for teachers, in both the public and private sector of secondary education in Andalusia. Implications for the ongoing implementation of the Plan to Foment Plurilingualism in Andalucía will be discussed.

Jennifer Aline Messecar is a secondary level English language teacher at IES Polígono Sur in Seville, Spain. She is currently a doctoral student in the Second Language Acquisition program offered by the Department of English Philology at the Universidad de Sevilla. Her dissertation will focus on collaboration between non-Spanish conversation aides and Spanish secondary level teachers in the CLIL classroom.

Yvonne Moore *British Council, Somosaguas*

Let's Move It Move It!

In a young learner setting we need to be aware that the classroom is not a static place. This session will support the theory that movement-based activities are extremely effective in the learning process. Come along and take away some ideas to spice up your lessons, get the students out of their seats and find movement results in learning.

Yvonne Moore is an experienced young learners teacher, and is now a tutor on the TYLEC (Trinity Young Learner Extension Course). She is interested in how children learn, and is constantly looking at ways of motivating her young learners. She was recently filmed demonstrating the importance of skills work at the September BC Conference. Yvonne is Cambridge Exams oral examiner.

Catherine Morley *British Council, Alcalá de Henares*

Ten Things to Do with a Vocabulary Bag

We all know that if we want our students to really learn and be able to use a new word, asking them to write it in their notebooks just isn't enough! In this session, we will look at the why and how of vocabulary bags, with an emphasis on a range of fun classroom activities for 'recycling' words and collocations.

Catherine Morley (BA, RSA CELTA & DELTA) has taught general and business English in Spain and Mexico since 2001, and is a Cambridge CELTA and ICALT teacher trainer. She is currently a teacher at the British Council in Alcalá de Henares.

Steve Muir *British Council, Alcalá de Henares*

Food for Thought

One of the topics that always goes down well in class is food. In this workshop we will look at a range of classroom activities inspired by ingredients, recipes, culture and cooking shows. Participants will take away a number of teaching ideas that they can use with their own classes.

Steve Muir has worked in ELT for over 20 years. He has taught English to young learners and adults in Egypt, Hong Kong and Spain. He lives in Madrid and works at the British Council in Alcalá de Henares.

Fiona Mulcahy *St. James Language Center*

Skillesential Ingredients

How can we motivate while teaching the four skills? Students often reject skill based lessons as boring and uninspiring. This workshop will look at a variety of communicative techniques getting your students' imagination going through stimulating and challenging activities. By looking at both ICT and 'traditional' types of activities, this session can inspire all types of teacher.

Fiona Mulcahy has been teaching English since 2000. She is DoS at St. James Language Center in Seville, where she is in charge of internal and external teacher training as well as developing and introducing ICT activities into the school's curriculum. She holds a DELTA and CTYL (Cambridge Certificate in Teaching Young Learners) and a Trinity Certificate in ICT.

Anna Musielak *Freelance*

The Magical World of Fairy Tales

Does Little Red Riding Hood know how to use a smartphone? What if Cinderella was a boy? This workshop is aimed at teachers who want to use classical fairy tales on their lessons and aren't afraid to put a twist on them. Ideas presented during this workshop will show how to make famous stories contemporary and attractive for children.

Anna Musielak is a Polish teacher and teacher trainer holding a PhD from Silesian University. She has worked at the military unit, at college, teaching British Literature and Culture and as methodology director in a private language school. Currently she cooperates with Oxford University Press Poland and teaches English to young learners and adults.

Barbara Muszyńska Freelance

Using Kids' Learning Videos

Using kids' learning videos as a way of integrating technology, culture and language in the classroom. In this session participants will have the opportunity to learn about sites created for children learning English and implementing them in our ESL classes in the primary schools. Useful for teachers who are looking for new ideas and would like to share their experience.

Barbara Muszyńska is an educational psychologist, an ESL teacher and teacher trainer. She is the co-author of the *Footprints* series for Pearson Longman Poland. Her main interests CLIL and the multilingual and intercultural education in Europe are related to her PhD research at the University of Córdoba in Spain.

Roisin O'Farrell ELI, Seville

From Known to New

From their world outside the English classroom or their previous experiences with English, our young learners possess skills and knowledge that can help them assimilate new language targets. In this session we will try out different activities and ways we can help our students work things out for themselves, taking advantage of what they know as a springboard to new learning.

Roisin O'Farrell has been teaching for more than 20 years in different parts of the world. She is currently Head of Children's Studies at ELI, Sevilla, where she is a teacher and is involved in teacher training and materials development. She is a regular trainer for Macmillan ELT and is co-author of *Quest*, a Macmillan primary course.

Ted O'Neill McGraw Hill Education

Engage Learners with Interactive Fiction and Shared Reading Tasks

Learners become more engaged with stories when they can make the characters and language their own. The speaker will share practical ways for learners to interact with graded readers from the new Choose Your Own Adventure series from McGraw Hill Education. Participants will leave with practical activities for both inside and outside the classroom.

Ted O'Neill teaches English at Tokyo Medical and Dental University and is Director of Public Relations for the Japan Association for Language Teaching. He has adapted four graded readers in the *Choose Your Own Adventure* series from McGraw Hill Education—*Escape from Dorado*, *Return to Dorado*, *Smoke Jumpers*, and *MoonQuest*.

Gina Oxbrow *Universidad de Las Palmas de Gran Canaria*

Aspiring to Teach/Inspiring to Learn: Guided Reflection in Teacher Training

Teacher roles inevitably need to transform and adapt in line with changing education paradigms and the increasingly sophisticated nature of pedagogical resources. Indeed, many might even question whether teachers are really necessary at all when so many online learning opportunities and materials are currently available. This talk aims to explore trainee teachers' perceptions of effective educators by means of guided written reflection and will provide revealing insights gained from their unique perspective as they make the transition from learners to teachers.

Gina Oxbrow teaches English Language and Applied Linguistics (EFL Methodology) at the University of Las Palmas de Gran Canaria. She completed her PhD dissertation in 2003 on the effect of integrated training in indirect learning strategies on writing skills development. Her research interests include language learning strategies, metacognition, intercultural competence, motivation, learner autonomy, guided reflection and affect in language learning.

Sam Pickard *Burlington Books*

Around the English Speaking World Part II

So you thought you knew all there was to know about English speaking cultures? Test your knowledge with our new quiz style talk. Back by popular demand, we take another humorous but informative look at the English speaking world in all its glory. Once more, we will be travelling around the globe, stopping off at various points to examine some of the cultural and linguistic curiosities that make this world so fascinating.

Sam Pickard began his teaching career as a secondary teacher in Birmingham, England in 1990. He moved to Spain in 1994 and gained further experience at infant and primary level. He is now the Training and Product Manager at Burlington Books where he is closely involved in the development of secondary materials.

Elsbeth Pollock *ELI, Seville*

Make Your Exam Classes Less Boring!

Do you feel sometimes your exam classes (B1 PET - C2 Proficiency) get a bit dull and repetitive? This session has practical ideas to make teaching exam classes challenging but fun and which can be easily adapted for whichever CEFR level(s) you teach.

Elsbeth Pollock is Director of Studies at ELI, Seville and has been teaching and training for over 20 years. During this time she has done the Cambridge DELTA and Trinity ICT certificate and has an MA in Linguistics. She enjoys teaching exam classes and finding ways to include ICT as an integral part of teaching.

Sònia Prats-Carreras *Language Service, UAB*

The Catalan University English Exam

This presentation presents a new multi-level inter-university exam, termed CLUC, designed to assess level of English. The examination, scheduled to begin in February 2013, has been created by members of the Catalan University System to assess and test levels of language

skills prevalent in these universities. The talk will outline the exam and will detail the phases of its development.

Sònia Prats Carreras (BA; MA UAB) is Director of Studies at the Language Service of the Universitat Autònoma de Barcelona, where she is also a lecturer at the Faculty of Education.

Herbert Puchta *Hebling Languages*

Excellence in Teaching Pre-schoolers: Differences That Make a Difference!

Young language learners love songs, rhymes, chants and stories. But in order to develop a value-based classroom that fosters self-esteem and lays foundations for lifelong learning enriching children's cognitive, social and psychological development, our activities must be built on sound principles. Join us, and discover what makes all the difference!

Dr Herbert Puchta is a full time writer and teacher trainer. For almost three decades, he has carried out research into the practical application of findings from cognitive psychology to the teaching of EFL. Herbert has co-authored a number of bestselling course books and written numerous articles and resource books.

Marianne Raynaud *Freelance* & **Sophie Pietrucci** *Paris Tech*

All You Need Is... Motivation

The most essential force in learning is motivation. How do you stimulate motivation? We'll begin by analyzing what impedes us, teachers, from carrying out both private and professional resolutions. Then we'll look at goals students would like to attain and discuss why they very often lose hope and give up. Finally, we'll consider practical (tested) strategies that stimulate motivation. Expect much pair work and discussion in small groups. Films with students performing will illustrate the effect of enhanced motivation.

Marianne Raynaud, author of *QualityTime-ESL: The Digital Resource Book*, taught 24 years at the Grenoble Institute of Technology, elaborating collaborative teaching programs. Her interactive podcasts *QualityTime-ESL*, *Your English* and *5-Minute TOPs* are among the top 200 iTunes language courses in many countries. Marianne recently started *Essential English for Beginners*. She writes for *ETP*, *Voices*, *Share*, *Teaching Times* and *QualityTime-ESL*.

Sophie Pietrucci, currently working at Paris Tech, has been teaching engineering students in France for the past 14 years. Passionate about communication and culture Sophie speaks four languages and even French Sign Language. She has travelled extensively around the world and taught in India, Laos, and England. She has organized swap shops with TESOL France for the last 6 years.

Shawn Redwood *Nuestra Señora de Loreto, Madrid*

Using Songs to Stimulate Meaningful Conversation and Self-expression

Motivation through engagement is an important factor for successful language learning. Too often we use songs as a grammar review without any activities that stimulate meaningful conversation and self-expression. In this workshop, we will look at ways of creating communicative activities which allow students to recognize and use language in a wide range of contexts applied to everyday life.

Shawn Redwood has been teaching EFL for 9 years. He is a Teacher Trainer and an English Language Assistant at Colegio Nuestra Señora de Loreto in Madrid. He also worked at CEIP Federico García Lorca, Colegio Espíritu Santo and Colegio San Saturio. Shawn's principal areas of interest are bilingual and international education, as well as implementing authentic material in classroom.

Josie Rich Delgado & Joanne Sintes *University of Dayton Publishing*

E-learning Teacher Training: What does the 'e' stand for?

Have you ever taken an online teacher training course? Have you ever dropped out of one? What makes an e-learner stay on track? What does the 'e' in e-learning stand for? Recent research-based evidence shows how online experiential learning has had a positive effect on trainee retention in Spain and Latin America.

Josie Rich is an experienced EFL teacher and teacher trainer. She worked for International House for 18 years and then joined the ELT publishing sector as a teacher trainer. She has given training sessions in schools and at conferences around the country, with a particular focus on CLIL. She currently works as an ELT Consultant for University of Dayton Publishing.

Joanne Sintes is an experienced language teacher, having taught English in Spain for the last 20 years at all school levels and In-company. She is an experienced trainer, NLP practitioner and Life Coach. She now works as an ELT Consultant for University of Dayton Publishing working closely with schools helping them to develop in areas of bilingualism and ELT.

Nick Robinson *Nick Robinson ELT*

Ready to Get Published?

Are you ready to think about getting published? How do you get the publishers' attention? How should you promote yourself? What's it actually like to write ELT materials professionally? Does it pay well? How can you channel your creativity? What does the future of publishing look like? So many questions, and only 60 minutes to answer them all!

Nick Robinson owns and runs Nick Robinson ELT Author Representation, an agency he set up to help teachers become authors. He has worked in ELT publishing in an editorial capacity since 2004 and also written numerous books for CUP, including *Cambridge English for Marketing*. Before all that, he taught in Barcelona. You can find him online at nickrobinsonELT.com and [@nmkrobinson](https://twitter.com/nmkrobinson).

Chris Roland *ELI, Seville*

A Discipline Festival 2013

Discipline Fest. 2013 is a smorgasbord of strategies, tips, techniques, metaphors, analogies and front line survival tactics to increase order, organization and control in classes. You will hear my advice on sending students out and on those after class chats and will also get to find out what I mean by Mountain Pass Politics, Resetting Jelly and the Cloud Hammer.

Teaching Low Level Two Thousand and Teens

Why can't low level teens speak English very well? Do we even like the phrase 'low-level teen'? What about low level language? Does that exist? How important are the irregular verbs and is

there a more effective way to teach them? What about vocabulary and speaking and course books? I shall try to offer useful thoughts on all these issues.

Chris Roland is currently a teacher and trainer with ELI, Seville. He has also taught and trained in Barcelona, Nottingham, Aleppo, Cádiz and Damascus. His particular areas of interest are: task micro-mechanics, classroom discipline, learners' engagement with text, context sensitive material and the way that students and teachers talk to each other.

Javier Rosquete *Treehouse Proyectos Educativos S. L.*

Engaging Reading Activities for Children

Young readers need to be introduced and led into reading in an appropriate and encouraging manner. While engaged in a story, we need to make sure that they are still involved and are following the story line through simple and thought provoking activities, some of these activities will be presented in this workshop.

Javier Rosquete is Educational Advisor for Treehouse Proyectos Educativos S.L. He gives assessment and support to bilingual schools in the greater Madrid area. He has participated in several regional Spanish congresses, ACEIA '10, APAC '11 & '12, APIGA '10 and GRETA '11, in which he has given hands on learning workshops related to CLIL Science and Games as a tool for learning.

Fernando Rubio Alcalá *Universidad de Huelva*

Flow in the Language Classroom

Flow is a state of optimal experience, including intense concentration, interest and enjoyment. In this session participants will experience flow, and the conditions for flow to occur in the language classroom will be analysed. Participants will benefit from acknowledging what type of tasks and teaching procedures will promote flow in the foreign language classroom.

Fernando Rubio works at the University of Huelva. He is a researcher in the area of Applied Linguistics in the field of language learning, with special attention to affective factors and classroom methodology. Among other texts, he has published *Optimal experiences in the foreign language classroom: Flow states in speaking tasks* in the journal *Anglistik. International Journal of English Studies*.

Liliana Russo *Universidad Pontificia de Comillas* & **María Luisa Simón** *Santa María H.H.*

Maristas, Toledo

Looking for Humanity in Technology!

With the implementation the Bologna Declaration, a facilitator must face enthralling challenges, such as the coordination between technology and the human factor. Is it worth teaching with technology to the undivided student in a broad sense? No doubt about it! We will offer you a great deal of technological activities varnished by a human hand!

Liliana Russo has been teaching English as a foreign language for more than 25 years. At University, she teaches Universidad Pontificia de Comillas where she is in charge of methodology at their master's course and the Methodology in Grado for Infantil and Primaria.

María Luisa Simón studied Translation and Interpreting (English, French and German) at Universidad Pontificia de Comillas, where she also did a Master's degree to become an English teacher. She is an English sworn translator and works at the school Santa María H.H. Maristas (Toledo) as a French and English teacher in Secondary Education and Bachillerato.

Alison Smith *British Council, Somosaguas*

More Than Words

Why are our students misunderstood when the words they are using are correct? This session will look at the importance of intonation in ELT and will give some practical ideas for the classroom. It focuses on the importance of introducing and looking at intonation in the classroom and will deal specifically with tone units, prominence and attitudinal intonation.

Alison Smith has been teaching at the British Council Somosaguas Madrid since 2010. As Academic Coordinator she has contributed to material and course development, led on teacher training and developed materials to support teaching exam classes. As well as pronunciation, other areas of interest include using drama in the EFL classroom and teaching English with stories.

Tom Spain *British Council, Alcalá de Henares*

Storytelling

I've been experimenting with students telling each other personal anecdotes for years and have discovered an almost limitless resource. It's interesting, unpredictable and has interesting by-products. Bring an open mind and be prepared to tell and hear some great stories!

Tom Spain teaches at the British Council in Madrid and works as a freelance teacher trainer. His main interest at the moment is how to create and exploit conversation in the classroom. He's a big fan of free and easy-to-use technologies and is co-author of the resources blog for teachers <http://allatc.wordpress.com/>

Jo Steel *CSIM, Universidad Complutense, Madrid*

Digital Literacy for Teachers

Your students may use ICT, but are they digitally literate? Many teachers are realising the importance of developing their own digital literacy (DL) to help their learners develop their own. This workshop covers key areas to focus on with practical ideas and useful resources. It's for teachers and trainers of all backgrounds with little knowledge of DLs.

Jo Steel is a teacher and trainer at the CSIM, Universidad Complutense and freelance CELTA tutor. She wrote and tutors on an online course for teachers of young learners for iH London and is adapting materials for the Trinity ISE exams for MacMillan. She is particularly interested in using new technologies in teaching, training and professional development.

Dominic Streames *St Patrick's English School, San Sebastian, Spain*

Building oral confidence and fluency with young learners

This workshop will look at a variety of techniques for achieving high levels of oral fluency in the classroom. I will show how careful use of pair work interviews, story telling and drama can be not only fun and motivating, but much more importantly, activities which challenge the learners, pushing their learning on, and thus helping to build oral confidence.

Dominic Streames has been teaching English as a foreign language for 19 years. He has given workshops for Macmillan Education, the British Council and TSOL Spain. He has a particular interest in using drama and film making in the EFL classroom as a way of building oral confidence and fluency. He is the author of the efl website efltheatreclub.co.uk.

Claire Thom *ELI, Seville* & **James Santana Heal** *The British Institute, Seville*

Making Connections

We will look at different ways of exploiting a topic (the modern world, specifically technology and communication) using authentic materials taken from social networks. The session caters for different learning styles and intelligences and demonstrates fun activities which focus on the different skills. Audience participation is essential. This session is particularly relevant for teachers looking for new practical ideas.

Claire Thom is currently working at ELI, in Seville. She has experience working with all levels and ages. Prior to this she taught Spanish and French at Secondary Level in the UK, following completion of PGCE. Claire has taught for seven years and has also worked as a Course Director. Her interests include teacher training, group work and creative writing.

James Santana Heal is currently working at the British Institute, in Seville. He has previously taught in the UK, Poland and Indonesia. He has experience working with all levels and ages. His interests include encouraging student autonomy and maximising student production. He has a degree in Modern and Contemporary History, a Trinity Certificate and a DELTA and has experience in teacher training and management.

Maria Thomas-Ruzic *University of Colorado, USA* & **Fátima Encinas** *Universidad Autónoma de Puebla, Mexico*

Relating Literacy, Professional and Adult Development: An Ecological Perspective

The authors chronicle the L2 literacy development of three graduate students in a Maestría en la enseñanza del inglés in a large, public, urban university in Central Mexico; they show how students' literacy, professional and adult development are linked. An increasingly complex, dynamic world requires greater understanding of how students learn and grow and how we can best support this growth.

Maria Thomas-Ruzic, PhD, works in teacher education/development at the University of Colorado, and collaborates with colleagues and students at the Benemérita Universidad Autónoma de Puebla in Mexico. She is a frequent presenter in the areas of teacher learning, teacher action research, and interaction/talk in the classroom.

Fátima Encinas, MA, from the Facultad de Lenguas at the Benemérita Universidad Autónoma de Puebla in Mexico, works in teaching and research within the Maestría en la enseñanza del inglés. Her research focuses are multi-literacies and professional development. She has presented and published widely in these areas in Mexico and the United States.

Melissa Thomson *British Council, Bilbao*

Homework They Want to Do!

How often do you feel like giving homework is a waste of time? We will look at how to introduce simple, fun, materials-light/internet focused homework projects into your

teenage/adult classroom which build skills in learner autonomy, allow for valuable personalised language learning at home, and, actually get done! Some audience participation expected.

Melissa Thomson has been teaching adults and teenagers since 2004 and has taught in Vietnam, Japan, Scotland and Spain. She currently works in the British Council, Bilbao.

Scott Thornbury *Freelance/TESOL-SPAIN*

Dogme/Teaching Unplugged: Q&A

Twelve years after it first saw the light of day, Dogme/Teaching Unplugged continues to inspire, puzzle, and irritate – in equal measure. In this very dogme-esque and interactive session, you can put your questions about dogme to one of its original architects. (Note: There are no handouts!)

Scott Thornbury teaches on the MA TESOL program at The New School in New York. His previous experience includes teaching and training in Egypt, UK, Spain, and in his native New Zealand. He has written extensively on areas of language and methodology for Cambridge University Press. He is currently the series editor of the *Cambridge Handbooks for Language Teachers*.

Pilar Torres Caño *CEP Luisa Revuelta, Córdoba* & **Ester Molina Robles** *CEIP Los Califas, Córdoba*
Building Students' Self-confidence and Creativity through Blogs and Scrapbooks

This workshop will show primary and secondary teachers the potential of using blogs and scrapbooks in the ELT classroom to build students' self-esteem, focusing on how the new technologies can be used in order to innovate and develop their creativity.

Pilar Torres is a secondary school English teacher. Since 2006, she has been a teacher trainer at the Luisa Revuelta Teacher Training Center (CEP) in Córdoba. She is in charge of training teachers in bilingual secondary schools and Schools of Languages in Córdoba's CEP. She was awarded the first prize in *Edublogs Espiral 2012* with her blog on teacher training (*alinguistico.blogspot.com*).

Ester Molina is a Primary school English teacher. Since 2009, she has been the President of CETA, an English teachers association in Córdoba. She is one of the English teachers at Los Califas Primary School. She teaches this foreign language at Pre-Primary and Primary levels.

M. Carmen Tovar Sánchez & Ruth Martín Escanilla *Ministerio de Educación Cultura y Deporte*
Primer Estudio Europeo de Competencia Lingüística

En esta charla se presentará el European Survey on Language Competences, (2012), en el que ha participado España, cuyo objetivo es crear un indicador sobre competencias lingüísticas que proporcione información sobre el conocimiento de lenguas extranjeras de los alumnos europeos. Se pretende que el estudio sirva de ayuda para mejorar los métodos de enseñanza de idiomas y el rendimiento académico.

Carmen Tovar Sánchez es licenciada en Filología Anglogermánica por la Universidad de Extremadura y en Linguistics and Literature por la University of Central Lancashire (England). Ha realizado estudios de doctorado en Lingüística Aplicada. Esta profesora de Enseñanza Secundaria, es Técnico Docente en el Instituto Nacional de Evaluación

Educativa y National Project Manager del proyecto European Study of Language Competences.

Ruth Martín Escanilla es licenciada en Ciencias Matemáticas y Ciencias y Técnicas Estadísticas por la Universidad Complutense de Madrid. Ha realizado estudios de doctorado en Estadística e Investigación Operativa. Esta profesora de Enseñanza Secundaria, es Asesora Técnico Docente en el Instituto Nacional de Evaluación Educativa. Lleva el análisis de datos para el Informe Español del Estudio Europeo de Competencia Lingüística.

Alix Tregenza *British Council, Bilbao*

Phonics on the Cheap!

Synthetic phonics is one of the buzz words in ELT at the moment. This session aims to give you ideas on how to introduce synthetic phonics into your school or academy without buying a commercially produced scheme. It looks at web sites where materials can be obtained for free or very cheaply.

Alix Tregenza was trained as a primary school teacher in the UK, where she taught for 10 years. She has lived and worked in Spain for the last 8 years. She works for the British Council, Bilbao, where she teaches the very youngest learners and she is also involved with a project at an Ikastola teaching phonics to 3, 4 and 5 year-olds.

Borja Uruñuela *St. James Language Center*

What Really Matters

Reading , writing, listening, speaking, pronunciation, grammar, vocabulary, technology, homework, discipline, motivation, CLIL, mistakes, projects, stories, songs, pairwork, materials, techniques, drilling...but what is it that really makes teaching, or better said, LEARNING happen? In this talk we will discuss those few things that make learning happen in and beyond the classroom.

Borja Uruñuela is the Head of Education at St. James in Seville where he has developed a language and content programme. He has been teaching for over 20 years and he is the President and Head of Training for ACEIA (Asociación de Centros de Enseñanza de Idiomas de Andalucía). Borja has written Content and Language Integrated Learning (CLIL) and Social Awareness material for *Kid's Box*.

Alicia Vazquez Picazo *International Institute Madrid*

Step by Step Guide to Blogs and Wikis

Blogs and wikis are great to teach English, but how do you get started and which one is the right one for your classroom? Learn the pros and cons for each. Get step-by-step directions on how to set one up for your class. Get practical ideas on how to integrate them into your English class to motivate students and build a community of learners.

Alicia Vázquez was a web designer before becoming a teacher. She currently has several blogs and wikis including the ones for her English classes at the International Institute and the Universidad de Comillas in Madrid. She has a California Bilingual Teaching Credential and

extensive experience teaching English in context in multi-lingual classes. Her passion is integrating technology into her lessons.

Noelia Villafañe *IES Ángel Corella, Colmenar Viejo, (Madrid)*

Integrating Technology in CLIL: The Sixth Sense

This presentation is of special interest to teachers or prospective teachers working in CLIL who would like to integrate technology in their classes. Participants will have the opportunity to see how technological, emotional and social competences go hand in hand. We will show how to integrate successfully new technologies in CLIL classes without forgetting the emotional side.

Noelia Villafañe Fraile has been teaching EFL in secondary education and bachillerato for fourteen years. For the last two years she has been head of the English department in a bilingual high school in the Community of Madrid. She has been researching the influence of emotions in CLIL and how to integrate different disciplines in English teaching.

Philip Weir *Active Language Cadiz* & **Terence Pearson** *ELI, Seville*

The Power of PowerPoint

Using the medium of PowerPoint we will look at how a teacher can adapt it to their class and we will present different games and ideas that can be exploited in the classroom. We will also demonstrate how one can recreate some of these ideas.

Philip Weir has been happily working in the EFL industry for 5 years, teaching primarily in the south of Spain. He has a keen interest in looking at how we can exploit technology in the classroom, especially living in the media driven world that surrounds us today.

Terence Pearson has been in the TEFL industry for 4 years, teaching mostly in the south of Spain, following a degree in linguistics. He is currently working at ELI in Seville. His interests are in phonology and improving teaching standards through using technology in the classroom.

Debbie West *Freelance*

Using Presentation Steps and Skills in the Classroom

I would like to go through the steps of doing a presentation using the tools available on Internet and other media. The workshop will consist of going over the basic steps, using basic drama techniques, voice techniques, visual presentation techniques and delivery techniques. We will discover different ways and activities we can use with students to get them speaking in the classroom.

Debbie West, UC Berkeley grad, raised in a military family, has done almost everything from teaching French to being International Student Advisor in the United States to teaching English in France. She is the Vice President and Workshop Coordinator of TESOL France. Seeing education as more than classroom learning, Debbie has a Total Summer Immersion English Program in California. deb@westlanguage.com

Kevin Westbrook & Byron Russell *Pete Sharma Associates Ltd*

Producing Materials for Blended Learning: Including the Individual

Technology can be impersonal. This talk will look at some general theoretical background on language learning before considering what can be learned from this about personalising

courses and activities in a variety of ways. Examples will be given and audience suggestions discussed. This talk will be useful for teachers looking for a framework to base course and materials design on.

Kevin Westbrook has been involved in EFL since 1997 and held his first course on technology for language teachers in 2000. He writes on the subject in various publications, and presents at conferences such as BESIG. He completed his MA in Applied Linguistics for Language Teaching in 2008 and is a Director of Pete Sharma Associates Ltd.

Byron Russell has a PGCE TEFL and taught in the UK and Italy, but has spent most of his career in educational publishing, with management posts at OUP, Berlitz and Pearson. Since 2001 he has worked as an independent consultant in digital learning environments including Macmillan Education and English360. He is a Director of Pete Sharma Associates Ltd.

Stephanie Williams *Vicens Vives*

Food for Talk: Use of Authentic Audio-visual Resources in ELT

Do you find it a challenge to get your students to speak in English? This session will introduce teachers to resources that will guarantee student participation. These include effective warmers, CLIL activities, and activities that will engage and entertain students regardless of their age or level.

Stephanie Williams graduated in Modern Languages at Portsmouth University in the United Kingdom. She has over 15 years experience in English teaching, both in the UK and in Spain. She is also a teacher trainer and is currently working in the languages department of Vicens Vives.

Anthony Wilson *British Council*

ESL Presentation Skills: Training Your Students to Train Themselves

Even advanced students often find presentations in English difficult and stressful. We examine the particular needs of non-native presenters, and the interplay between their language and other skills. I recommend an approach - based on considerable experience - with an important element of self-training outside the classroom.

Anthony Wilson is a highly experienced teacher and trainer, who has been with the British Council for 20 years. He has trained ESL speakers in presentation skills in many different sectors and contexts. He also provides ESP skills training on Masters courses at Universidad Pontificia Comillas, Centro de Estudios Garrigues and EPHOS (European School of Pharmastudies).

Michelle Worgan *Freelance*

Collaborative Digital Storytelling for Young Learners

This workshop will introduce several digital tools that can be used for storytelling in the classroom. Participants will discuss how the tools can be used to enhance regular lessons as well as ways in which wider collaborative projects can be set up. Aimed at teachers of young learners, participants will take away practical ideas ready to use in the classroom.

Michelle Worgan has been teaching English since 1999 and lives in Jerez de la Frontera where she is currently teaching coordinator. She has written and published materials for young

learners and often writes up classroom ideas on her blog: *So this is English...* found at www.inspireyourlearners.blogspot.com. She is especially interested in professional development and she is [@michelleworgan](https://twitter.com/michelleworgan) on Twitter.