



**Plenary Speaker: Paul Seligson, Richmond**

**Time: 10:00-11:00 Room: Salón de Actos**

***Things we could do differently, perhaps better?***

A practical reflection on the whys and wherefores of a range of teaching routines and how they might alter and be improved at different levels. Areas in focus will include elicitation, accuracy vs fluency, ‘own language’ choices, question techniques, checking answers, monitoring, correction, ‘authenticity’ and aspects of pronunciation. I will argue that much of what we do is ‘inherited’ and ought to be much more closely tailored to our mono-lingual teen and adults classes here in Spain.

**Biodata:**

Paul Seligson has been ‘TEFLing’ worldwide for 39 years and is well-known for lively, pragmatic training. His many publications include English File, Essential English 1-5, English ID, and now Identities 1 & 2, a 6-level course from Richmond, the first specifically written for Romance Language background learners. Freelance based in Brighton he’s delighted to be returning to TESOL-SPAIN again.

09:00-09:45	ON-SITE REGISTRATION		
09:45-10:00	OFFICIAL OPENING		
10:00 11:00	<b>OPENING PLENARY – Salón de Actos</b>  <b>Paul Seligson – Things we could do differently, perhaps better</b>		
11:00-11:30	COFFEE BREAK / PUBLISHERS’ EXHIBITION		
	<b>ROOM 1</b>	<b>ROOM 2</b>	<b>ROOM 3</b>
11:30-12:30	<b>Vanessa Reilly OUP</b> Meeting the Needs of Teachers and Primary Pupils in Bilingual Schools in Andalusia in 2017	<b>Fiona Dunbar ELI Málaga</b> Pronunciation in Practice	<b>Chris Rolad ELI Seville</b> Putting the Adult Back into the Class
12:30-12:45	BREAK / PUBLISHERS’ EXHIBITION		
	<b>ROOM 1</b>	<b>ROOM 2</b>	<b>ROOM 3</b>
12:45-13:45	<b>Annie Altamirano, TESOL-SPAIN</b> We don’t teach English, we teach people	<b>James Santana Heal, BI Seville</b> Different Ways, Different Means	<b>M<sup>a</sup> Dolores Gómez, EOI Santiago de Compostela</b> Creativity: Brainpower, Reflection, Possibility
13:45-15:00	LUNCH/ PUBLISHERS’ EXHIBITION		
	<b>ROOM 1</b>	<b>ROOM 2</b>	<b>ROOM 3</b>
15:00-16:00	<b>Alison Crooks, ELI Málaga</b> Using Diaries to Develop Young Learners’ Writing Skills	<b>Adam Sands &amp; Simone Bleda EDEBÉ EXPRESS</b> Debating in Class	<b>Jorge García Mata, EOI Málaga</b> Anxiety in the FL Classroom: Factors and Implications
16:00-16:10	BREAK		
	<b>ROOM 1</b>	<b>ROOM 2</b>	<b>ROOM 3</b>
16:10-17:10	<b>Timothy Bourdon, ELI Málaga</b> ENGAGE ENERGISE EDUCATE: Aims-Orientated Active Learning	<b>Enda Scott ELI Seville</b> Knocked Out, Loaded	<b>Alberto Lanzat, Pearson</b> The B2 Melting Pot: Bridging the Gap
17:10-17:30	CLOSING AND RAFFLE		

## 11:30- 12:30

### *Meeting The Needs of Teachers and Primary Pupils in Bilingual Schools in Andalusia in 2017*

**Vanessa Reilly, OUP** \*(PRIM)

When introducing CLIL (Content and Language Integrated Learning) into our primary curriculum, we must not forget how children learn a new language. Obviously we are concentrating on the content however, it is important to still include all the techniques and methodology which have long been proven to work in the primary language classroom like stories, songs, games and TPR. In this short practical session we will explore some techniques to ensure that we have a good balance to maximize the children's Content and Language Integrated Learning.

**Vanessa Reilly** is a teacher, author and teacher trainer. She has an M.A. in English Language Teaching specializing in young learners. She runs courses for Primary teachers all over Spain and regularly trains Primary school teachers from around the world. She also teaches children from the ages of 3 to 12 in Seville, Spain. Vanessa is an author for Oxford University Press and has published over 16 books. She is currently preparing her PhD focusing on aspects of bilingual education in Spain.

### *Pronunciation in Practice*

**Fiona Dunbar, ELI Málaga** \*(SEC & ADLT)

In this workshop session we discuss the impact of pronunciation with particular reference to the suprasegmental features of phonology; connected speech, stress, rhythm and intonation. We look at fun classroom activities and ideas to help our students. The activities are appropriate for adults but can be adapted to suit different levels and ages.

**Fiona Dunbar** is Director of ELI Málaga, Head of Training for ACEIA, and Team Leader for Cambridge English YLE exams. She has been teaching, training and managing in ELT for over 20 years and has the Cambridge DipTEFLA. In the classroom, Fiona is particularly interested in optimizing impact on language acquisition through personalisation, motivation, creativity, learner training and effective classroom practice.

### *Putting the Adult Back into the Class*

**Chris Roland, ELI Seville** \*(ADLT)

In this session we shall look at how to tap into our adult students' life experience and knowledge beyond the classroom in order to make our lessons a more enriched and fulfilling place for us all. Suitable for new teachers, seasoned veterans and trainers alike.

**Chris Roland** is a teacher trainer currently based at ELI, a language academy in Seville. He has worked with teachers in a range of contexts across Spain, in Portugal and the Middle East. His work often appears as articles in English Teaching Professional magazine.

## 12:45-13:45

### *We don't teach English, We teach people*

**Annie Altamirano, TESOL-SPAIN** \*(PRIM & SEC)

EFL teachers know that they're teaching more than just English. One of those things is values. But how do we teach them? In this presentation, I will present ideas for incorporating values education in our classes from an early age. Teachers will discuss what values need to be taught in their teaching situation and discuss activities that can be implemented in their lessons.

**Annie Altamirano** (MA ELT & Applied Linguistics) has over 30 years' experience as a teacher, teacher trainer, academic manager and materials developer. She has co-authored courses for children, adolescents and adults for Macmillan, CUP, Pearson, Cengage and the British Council as well as online and digital content. Her main interests are learning strategies, critical thinking skills, creativity and motivation. She is currently President of TESOL-SPAIN.

### *Different Ways, Different Means*

**James Santana Heal, The British Institute, Seville** \*(ALL)

When faced with large groups, teachers tend to forget that students are individuals who bring into class different backgrounds, abilities and interests. Teachers may resent the idea of differentiation, daunted by extra work on an already heavy schedule. This session aims to dispel myths and offer practical ideas on how we can help our learners reach their potential through differentiation.

**James Santana Heal** has been teaching at the British Institute of Seville for the last 14 years, having taught previously in the United Kingdom, Poland and Indonesia. He is interested in teacher training, encouraging students to become autonomous learners and student-generated materials. He has a degree in Modern and Contemporary History and the CELTA and DELTA.

### *Creativity: Brainpower, Reflection, Possibility*

**M<sup>a</sup> Dolores Gómez, EOI Santiago de Compostela** \*(SEC & ADLT)

Creating is, at its core, an inherent human characteristic. Our society requires creativity and innovation but we are sometimes lost as to how to unleash it. In this talk I intend to share some key tips to help us change our mindset and be prepared to try techniques that can help us step out of tired routines with minimal preparation.

**María Dolores Gómez Gómez** has been teaching English and Spanish as a foreign language for over 20 years. She has also been involved in teacher training and curriculum design. Some of her professional interests include ICT as a tool for inclusive classrooms, motivational techniques and educational neuropsychology with a focus on the relation between memory and learning.

## 15:00-16:00

### *Using Diaries to Develop Young Learners' Writing Skills*

**Alison Crooks**, *ELI Malaga* \*(PRIM & SEC)

In this session we work on practical ideas to develop differentiated diary writing tasks for young learners. We look at how students can plan and develop their writing and use diaries as a tool for self-reflection. With a greater understanding of students' strengths, weaknesses and motivation we examine how diary material can be sensitively used in subsequent activities.

**Alison Crooks** decided to train as an EFL teacher after a career including management and training roles in real estate and fashion production,. She has worked in a range of teaching roles including small traditional mono-lingual academies and a multi-lingual summer school. She currently works at the forward-thinking academy, ELI Malaga, teaching 4 year olds to adults.

### *Debating in Class*

**Adam Sands & Simone Bleda** *EDEBÉ EXPRESS* \*(SEC)

A debate is different from a presentation, because the objective is for two sides to compete to prove which point is more valid. Teaching students how to debate is important because it not only teaches them how to be good speakers, but also good listeners. In this workshop we will show how to bring together students in small groups to develop argumentation, practice public speaking and develop confidence through debating. Active participation is expected.

**Adam Sands** studied Sociology at Essex University in UK and started his professional career in Human Resources. From 1998 he worked as a Head of Studies for an international language academy in Seville. From 2006 he specialised in immersion courses for teachers and company employees. In 2016, he joined Edebé Express as an ELT Consultant and dedicates his time advising, coaching and providing training solutions to schools and teachers in Southern Spain.

**Simone Bleda** studied Sociology and Leisure Sciences at the Universities of Breda and Tilburg (The Netherlands). She started her teaching career at the former, teaching subjects such as communication skills, project- and event management and sports marketing. After her move to Spain in 2008 she qualified as an English teacher and now works as an ELT Consultant for Edebé Express Publishing. She is specifically interested in project based and student-centred learning. She loves travelling, reading, running and cycling.

### *Anxiety in the FL Classroom: Factors and Implications*

**Jorge García Mata**, *EOI Málaga* \*(ADLT)

FL anxiety (FLA) is a well-known variable that critically affects learner well-being and achievement. Although a high proportion of learners suffer from FLA, this is largely an unacknowledged phenomenon in FL classrooms. This workshop explores the most frequent factors associated with FLA, its most likely manifestations in learners, and a range of possible methodological initiatives to reduce it.

**Jorge García Mata** is an EFL teacher at EOI Málaga and has been a teacher and a teacher trainer at The University of Málaga (UMA). He holds a MSc (Teaching EFL) from Aston University (Birmingham, UK) and a PhD from UMA. He is currently involved in research on aspects of oral production in EFL classrooms, among which anxiety features prominently.

## 16:10 – 17:10

### *ENGAGE ENERGISE EDUCATE: Aims-Oriented Active Learning*

**Timothy Bourdon**, *ELI Málaga* \*(PRIM)

This fully interactive session focuses on enjoyable dynamic activities for each of the four language skills. We explore active learning techniques that can be applied best to young learners. We then reflect on their efficacy to help attendees design aims-oriented lessons that stimulate enthusiastic participation. This workshop is of special interest to teachers of primary-aged students.

**Timothy Bourdon** is a CELTA qualified teacher at ELI, Malaga. He has over ten years of experience with students of all ages and levels in language academies and public schools in Spain, Asia and America. He is particularly interested in fostering students' natural instinct for language.

### ***Knocked Out, Loaded***

**Enda Scott, *ELI Seville* \*(SEC & ADLT)**

Teaching is challenging and at times exhausting. Here are some ideas to keep you going, deal with frustrations and have up your sleeve for those moments when nothing seems to be going right!

**Enda Scott** has been working in Efl for nearly thirty years as a teacher, a trainer and in management. He has an M Ed. in EFL and Technology from the University of Manchester and is a past President of TESOL-SPAIN

### ***The B2 Melting Pot: Bridging the Gap***

**Alberto Lanzat, *Pearson/EOI Málaga* \*(SEC & ADLT)**

Helping our classes climb the ladder from B1+ to a true B2 level while dealing with diverse needs and goals can be daunting. Self-assessment, while crucial, has not always been easy in practice. But now free online tools are enabling learners to gauge their competence in English through skills-based descriptors while also improving the functions, structures and vocabulary they use.

**Alberto Lanzat** has a degree in English Philology with post-graduate studies from Georgetown and San Diego State University. He holds Master's Degrees in both Bilingual Education and English Studies and Intercultural Education. He works as a teacher at EOI Málaga, and is a teacher trainer and conference speaker in the fields of CLIL, School Linguistic Projects, Intercultural Integration and ICT.

\*KEY:

**PRIM:** Suitable for teachers of primary

**SEC:** Suitable for teachers of secondary

**ADLT:** Suitable for teachers of adults.

**ALL:** For teachers of all age-groups.

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