

apac

ELT Convention 2017

Teaching English... What Else?

The Ins and Outs of an
Ever-Changing Profession

February
16th, 17th
& 18th

Universitat
Pompeu Fabra
Campus Ciutadella

Ramon Trias Fargas, 25-27

Barcelona



apac

Associació
de Professors i
Professores d'Anglès
de Catalunya

apac

February

16th, 17th & 18th

Teaching English... What Else?

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Activitat reconeguda pel Departament d'Ensenyament REC 0120472

Welcome to Universitat Pompeu Fabra – Campus Ciutadella and the 2017 edition of APAC - ELT Convention. Here are some useful tips for enjoying it to the full.

- Once registered, wear the badge you have been given with your Convention bag.
- Have your attendance record booklet stamped by a member of the help team when leaving each session. One stamp accounts for two hours.
- Have a careful look at the timeble and organise your time to be able to certify the 80% requested by the Departament d'Ensenyament. The certificate will state a maximum of 20 hours. The programme has been extended in the afternoons for those who cannot attend on Friday morning.
- You will be able to access the handouts, presentations, web references and updates of the sessions you have attended and even more after the Congress at <http://www.apac.es/elt-convention/programme.html>.
- You are cordially invited to the Welcome Cava on Thursday afternoon and the Coffee Break on Saturday morning.
- The bars and two self-service restaurants at the UPF will be open on Thursday and Friday for coffee, light refreshments and lunch.
- Coffee will be available free of charge at the exhibition hall at all times.
- Extra! Visiting the exhibition stands and getting 4 stamps from four different exhibitors will account for a 2-hour stamp on your attendance record booklet, as if it were a regular workshop or lecture. You will also be very welcome to visit the exhibition hall at all times during the breaks as from Thursday 3pm until Saturday at 12am.
- On Saturday as from 1:00pm the **certificates** of attendance will be delivered at APAC's stand. Give us your attendance record booklet with your full name and ID or NIF on it, and a brief assessment of the sessions you have attended.
- During the month of March, APAC will transfer your attendance to the Departament d'Ensenyament in-service data base, provided you have attended 80% of the congress hours.
- If you have to leave before delivery time, you will be able to pick the certificate reaching APAC on the phone (February to June).
- Open WIFI will be available.
- APAC and UPF are not responsible for your personal belongings.

GENERAL TIMETABLE 2017

Thursday 16th
15.00 – 16.00

Registration

Book and materials exhibition

APAC's DESK

16.00 – 17.30

OPENING SESSION:

ADDRESS BY THE AUTHORITIES

APAC -JOHN MCDOWELL BRITISH COUNCIL AWARDS

OPENING PRESENTATION by LINDSAY CLANFIELD
The Ins And Outs Of The "Real-World" In ELT

OPENING
SESSION

When we talk about what else we teach apart from vocabulary and grammar, the topic of "the real world" often comes up. This could mean real-world English (unscripted), real-world characters (in our material), real-world tasks (for functional language) or real-world skills (for the 21st century). This talk looks at some of the issues and problems with this current obsession with the "real world". Whose 'real world' are we talking about here? How real-world is something when it's taken from the world and put into a classroom on a Thursday evening? Why is it that sometimes the most artificial situations, language and tasks provide the most enjoyment and potential learning? For the practically-minded, we will be looking at some 'unreal' activities that have real world value.

17.30 – 18.00

Welcome Cava



**BOOKS
&
MATERIALS
EXHIBITION**

EXHIBITION HALL

WELCOME CAVA

Courtesy of

apac Associació de Professors i
Professores d'Anglès
de Catalunya

Sabadell

Thursday 16th
18.00 – 19.15

Plenary Sessions and Workshops

BOYD, ELAINE (Trinity College London)
Learning From Assessment

PARALLEL SESSION
GENERAL

An inexhaustible debate about classroom methodologies together with shifting educational policies have left the average teacher standing still waiting for the winds to settle. Yet today's teachers are better equipped, more highly skilled and significantly more knowledgeable than in the past so why does change seem to register simply as "more work"? This talk examines two aspects of change which teachers are currently expected to embrace. The first of these is the broadening of assessment. How much of assessment do teachers really need to understand and what are the basic principles which contribute to fair testing? The second change is the introduction of data driven learning as a pedagogy. How can teachers utilize modern data such as that offered by the Trinity Lancaster Corpus of Spoken Learner language? How important is this data for the classroom and what might it mean for teachers in delivering lessons? By considering practical examples of how teachers can engage with each of these emerging changes, I will suggest concrete but manageable steps towards making changes that benefit ourselves and our students. Trinity Spain:<http://www.trinitycollege.com/spain> Spoken Corpus:<http://cass.lancs.ac.uk>

DOOLEY, JENNY (Express Publishing - Edebé)
It's The Way You Say It: Developing Verbal And Non-Verbal Communication Skills

PLENARY
GENERAL

The success or failure of real-life communication is often decided by non-verbal factors. If our learners are to interact confidently and effectively, they must be aware of the impact that their tone of voice, body language, and appearance will have on their audience. In this interactive session, we will look at practical ways we can help our learners improve this often-neglected aspect of communicative competence. Through games, demonstrations, breathing exercises, and gibberish activities, participants will develop their awareness of the ways our voices, gestures, and facial expressions can be used to increase both the clarity and force of our communication.

DOOLY, MELINDA (Universitat Autònoma de Barcelona)
The Ever-Changing Profession Of Teaching English In An Ever-Changing World

PLENARY
GENERAL

It is becoming increasingly common to hear of the need to educate 'global citizens'. This idea is often promoted as a means of creating bridges between imminent internationalization (on all levels – individual, regional, national) and multicultural awareness. Parallel to this, the use of communication technology (social media, digital tools, computers and tablets, etc.) to promote learning has become quite widely accepted as a means of ensuring that today's students are tomorrow's successful citizens, complete with the requisite 21st century competences. Among these competences, knowing how to collaborate –to work together towards a mutual goal- is repeatedly deemed an essential skill and in particular being able to take part in distanced collaboration.

Many reports and studies underscore the notion that 21st century communities will "hinge on collaborative relationships and social networking" and a successful workforce will have individuals who can "offer cross-border perspectives and solutions", "apply tangible skills such as language proficiency" including "greater sensitivity to cultural differences, openness to new and different ideas, and the ability to adapt to change" (Partnership for 21st Century Skills, 2008, p. 7). However, for teachers it can be daunting to consider how to best prepare their students for an uncertain future where new concepts such as 'shareconomy', 'collaborative consumption' and 'peer economy' are rapidly influencing the communication competences that they will need. This talk will discuss what constitutes 'knowledge' for the 21st century, along with possible strategies for embracing technology in ways that remain learner focused while opening up the classroom to a wider world.

19.15 – 20.30

Extra Sessions

DWYER, ANNE
The Ins and Outs of Teacher Training

GENERAL
TEACHER DEVELOPMENT

It's been a tough day ... students with spring fever, parents complaining and stacks of marking still to finish and ... this evening there's an in-service teacher training session I have to go to! Why? To hear the same old story? To play the 'same old games'? To learn about a new technique I'm never going to use because that's just not me... Is in-service teacher training worth the trouble? What are the challenges for the trainer? For the teachers? For the students?

GARCIA, RICARD
Learning in Motion: Using Mobile Devices in Class... or Outside

GENERAL
TEACHER DEVELOPMENT

Time to go mobile! Smartphones and tablets are here to stay... why don't we try to make the best of it? Let's have a look at some useful apps we can use in class. We can share opinions, create stories, speak English, even make animations!! We only need to learn how to use some easy apps and have a clear goal, and there you are, engaged learners and successful learning!

VIVANCO, DAVID (Scottish Dancing And Songs In Schools)
Scottish Dancing And Songs In Schools

GENERAL
COME AND HAVE FUN
COMMERCIAL PRESENTATION

Experience a taste of Scottish culture by learning easy group Ceilidh Dances and singing folk songs. Listen and respond to stories and humour, relating to historic and contemporary Scotland (includes bagpipe demonstration!) Taking part in English through dance, song & humour workshops can challenge, motivate and energise students. This activity has cross-syllabus appeal, touching not only Language departments, but those of Physical education and Music also, not to mention the cooperation and team building it requires and encourages, resulting in a potential benefit to all areas of school life and indeed the students' own personal lives! Come and try!

STANNET, KATHERINE (National Geographic Learning)
Teaching A Language – Educating A PersonKEYNOTE SPEECH
GENERAL

As ELT professionals, we are tasked with teaching our students a new language. In this talk I will be looking at how language is so much more than just a school topic; so much more than just a collection of words stuck together with the glue of grammar. I will be examining how our language tells us about our culture and our society and how it enables our students to describe and examine their own lives, realities and culture. I will explore how, as teachers, we can fulfil the increasing demands made on us, by creating a global classroom for our English lessons; a classroom in which all students are welcome, all students feel motivated to participate and all students can progress. Finally, I will argue that, in this global classroom, we can provide a truly supportive, flexible, 21st century education for our students.

APAC ROUND TABLE:**Teaching English ... What Else? The Ins And Outs Of Project Work**

Chair and coordination: SOL, USOA & OLIVA, ÀNGELS

With: GUERRA, CÈLIA; IRUN, MONTSE; ROIG, CARME; SÒRIA, LAURA & XORTÓ, MIREIA

GENERAL
METHODOLOGY
PROJECTS

Project-based learning is taking many schools by storm because it crosses the boundaries between subjects and languages, and it encompasses the key principles that underpin 21st century education: competence-based programming and assessment, collaborative learning, increasing student autonomy and participation, and bringing the outside world into the classroom. That is why this year's roundtable puts the spotlight on teachers who have already implemented it in their schools, and are willing to share their ideas and experiences with us. We are bringing together these experts for a hands on, no-frills discussion on the reasons behind their decision to adopt projects, the pros and cons of this methodology, the process of implementation and the impact it has had on their schools.

BUDDEN, JO (The British Council)**Helping Learners Survive – And Thrive – In The Digital World**PLENARY
GENERAL
ICT ISSUES

Are young people today as tech-savvy as they seem? Are they in control of the technology in their pockets? Do they know how to stay safe online? Are they looking after their digital footprints? And how is their plugged-in lifestyle changing the way they, and we, behave and communicate with one another? This talk will be a chance to stop and look around the digital world we find ourselves in. We will reflect on how we use technology and how our young learners experience it. Finally, Jo will suggest ways we can bring some of the issues around digital literacies into the classroom.

LABORIA, GERALDINE**Not Only ... But Also**PLENARY
GENERAL

This year APAC is not only organizing a convention ,but is also giving teachers a metaphorical "apple for the teacher"...an opportunity to participate in an event NOT based around "the how" or "the what" to teach, but around us, and "the who" we are and "the where" to find help or advice to cope with our feelings, needs and problems of a hugely demanding profession. The aim of my talk will be to encourage teachers to think and talk about the ins-and-outs and the ups-and-downs of teaching. By using simple tips and techniques taken from a variety of fields including NLP, Emotional Intelligence, Holistic teaching, Psychomusical therapy and Laughter therapy teachers can learn how to look after themselves, prevent over-stress and burn-out and change many of the negatives to positives. This is not a "touchy-feely, Mary Poppins" type of talk, it is based on serious methods and scientific facts which offer simple, effective ways of coping with teaching today. Let's take advantage of this chance to come together to help ourselves, and each other, and re-discover why we became teachers and how we can meet the daily challenges and still keep sane...and smiling!

CHIDGEY, PAUL & BURNETT, PAUL (Eye-Catching English)
A Unique Visual Method To Learn And Remember English Phrasal Verbs

SEC/BATX/VET/ADULT METHODOLOGY
 COMMERCIAL PRESENTATION

Eye-catching English's objective is to make specific areas enjoyable and more importantly memorable using our highly effective visual method in order to retain information. The book is a visual aid, a complement that can be used alongside any teaching method. We will be talking about "Laura Lips in Eye Catching Phrasal verbs" and through the story the reader will learn phrasal verbs in context. Each page has a striking illustration to depict the phrasal verb because when using a visual aid your recall rate becomes higher. We have tested this out in our Phrasal verb Efficacy test, and the results will be revealed at APAC for the first time! We will also be highlighting how important visual learning really is throughout the workshop, and you may even surprise yourselves at how much you learn. Come and see our graded reading materials in action. Visit www.eyecatchingenglish.com for more information on idioms, workshops, summer programs, and much more.

COYNE, SHAY
Aligning Parental Objectives With Young Learners Programmes

PRIMARY
 METHODOLOGY
 COMMERCIAL PRESENTATION

Parents are an important factor in YL courses. Incorporating their objectives into YL programmes and providing YL teachers with a practical checklist of these means we can develop and deliver programmes that meet the needs of our students more effectively. This presentation is based on data collected from my personal action research project conducted in 2015 in Barcelona. I was responsible for the creation of the YL curriculum, and with a questionnaire I could develop a curriculum with the needs of my clients at its core. Specifically, I focused on the following questions: What objectives do parents have for their children learning English? How can these objectives be incorporated into YL programmes? In this presentation we will see a summary of the project, an interactive task for the audience to predict objectives, a presentation of the data, an interactive brainstorming task via twitter on how management can incorporate these objectives into the classroom, an interactive task for the audience to brainstorm practical ways teachers can address these needs in class again, and the presentation of a final checklist for teachers to have something concrete to focus on while lesson planning. Bring along your mobile phones.

FERNANDEZ, ANABEL & PARKER, FIONA
EAP – A Challenge For Teachers And Learners

BATX/EO/ADULT/UNIV
 METHODOLOGY

This workshop revolves around how teachers are thrust upon EAP (English For Academic Purposes) with little or no previous training at all and have to yet again swim or sink. Some user-friendly activities will be presented to help teachers overcome another challenge in their ever-changing careers and succeed again against all odds.

SAVORY, ANGUS (Educational Software Products)
Turn Your Learning Platform Into An Active Resource

SEC/BAT/ADULT
 ICT RESOURCES
 COMMERCIAL PRESENTATION

In the ELT world, we are constantly striving to have students actively produce English, which, of course, is the Holy Grail of our profession. Our classrooms are filled with students producing language, however, when it comes to work outside school, this does not seem to be replicated, especially in online materials. With a plethora of learning platforms available to schools and complimentary online materials, schools are often disappointed with the take-up of students with these materials. This may be partly because students are passive receivers of information and have little interaction with online materials, in stark contrast to the active role they play on social networking apps and sites. In a collaboration with a leading UK language school, Let's Learn English has created a space for students to create their own materials, led and monitored by their teachers, which makes them the authors of content. In this talk, I will demonstrate how to get your students to work together using their own multimedia skills through a user-friendly interface, resulting in a truly motivating experience.

SUBIRÀ, PEPITA
A Day At School

PRE-SCHOOL
 PRIMARY
 METHODOLOGY

The aim of this workshop is to present activities around story books with pictures only. By observing the characters in the books and their situation throughout the story, the children will be encouraged to speak about the characters, about themselves and about what happens in the story. Along the session we will present ideas for activities to increase observation, and improve imagination and creativity. You can use the ideas as a teacher in class or with your own children at home, in the children's first language or in a foreign language. One of the books presented will be one that describes what happens at school along a school day. See website <http://www.e-cruilla.cat/undiaalescola>

VENDRELL, FINA
Get Aboard The "Nutri Fit Cruise" And Sail Across The "eTwinning Sea"

PRIMARY
 METHODOLOGY
 INTERNATIONAL PROJECTS

In this session we will get aboard of a ship across the "eTwinning sea" and stop on different islands just to find out something interesting to do and learn about how to keep our mind and body healthy. We will see how members from three different countries lived aboard the Nutri Fit ship as a big family, sharing the same goals just to have fun and learn a lot at the same time. That is why all the activities were developed in a cooperative and collaborative way. They improved their EFL and used lots of new 2.0 web tools. Let's see an example of a cross-curricular and interdisciplinary project involving key competences characterized as innovative, collaborative, cross-curricular, project-based and motivational, ICT-supported, with a focus on student-centered, personalized learning. We will see the main goals an eTwinning Project needs to achieve a National and European quality label and, why not, an eTwinning prize!

ELT MATERIALS AND ACTIVITIES

GENERAL
 TEACHER DEVELOPMENT

FIELDS, DONNA LEE**Giving A Helping Hand Into Phenomenon-Based Learning**PRIM/SEC/BAT
METHODOLOGY

Phenomenon-based learning (project-based learning) has been proven to be a powerful means with which students learn both cross-curricular material and essential social cues they need to succeed in their futures. Based on Michael Fullan's research of successful educational programs, Finland has nationally adopted this method. This workshop will help participants write enquiry questions that are the driving force behind a project-based lesson and give them the structure to create innovative and dynamic cross-curricular units. Once the enquiry questions are designed, they will learn techniques to scaffolding the different elements of the units to help students transition seamlessly from one section to another. Participants will leave the workshop with the basic structure of a phenomenon-based project including the driving (enquiry) question, a framework to use to develop the unit, and ways to transition in and out of each section. Many of the scaffolding ideas that will be introduced can be found at: <https://www.facebook.com/DonnaLeeFields/>

GIBBS, IAN (IPA Productions)**The Happy Elephant Workshop**GENERAL
METHODOLOGY

As a follow up of his presentation last year on motivation, Ian will be holding a workshop session where everyone will be involved in discussing what motivates our pupils, what demotivates them and (hopefully) create a definitive list of good practices that you might find useful both in and out of the classroom. By applying these good practices, it is hoped that you should find your pupils to be more engaged in their studies and thus increase their interest and capacity for learning.

PARÉS, PERE**It's Not About Me, It's About You!**SEC/BAT
METHODOLOGY

Have you ever wondered how to get your students speak more in the English class? In an ever-changing world, developing communication skills has become "a must" and yet too many students struggle when it comes to communicate orally in English. In this workshop we will have a look at four projects that encourage students to speak in English. The four projects include using short films, creating online presentations, establishing daily routines and creating a personal elevator pitch. They all work and can be adapted to different classroom environments. This workshop will help you plan these types of projects and you will have the chance to see real examples from real students you can find in your English classes.

PLAYFAIR, RACHEL**Scaffolding Warm Up Activities**PRIMARY
METHODOLOGY

Too often, children practice the very same language during warm up activities in English class, whether they are 6 years old or 12! In this workshop, we will explore the Warm Up activity format as a way to structure oral practice for primary-aged children, increasing in complexity as children move from year to year. Warm up activities are a fun way to help children improve their vocabulary, grammar and functional language through speaking, listening and pronunciation activities.

SANS, LAURA & MORA, NINA**Huffing and Puffing: Learning English through Routines and Storytelling**PRE-SCHOOL
METHODOLOGY

Teaching English effectively in Early Childhood is a challenge that we tackle with enthusiasm. In our lessons, we have seen that Routines and Storytelling are powerful strategies that we need to take advantage of. Routines are based in naturally repetitive moments of the school life. We use the existence of such significant spaces to introduce new language structures and ways of communication. There are lots of moments in the classroom that can easily become routines. In this workshop we are going to explore which are these moments and how can we use them in order to encourage pupils to use English in a real communicative context. In Sant Gregori we have based our curriculum mainly on stories. The reason for this choice is that storytelling is also a common activity in children's lives. Moreover, stories provide a context to also introduce new language, since they are part of the oral culture of a speaking community. We are going to focus on The three little pigs unit that we have recently developed in class. We will explore different ways of telling and working with the story. Join us in this workshop full of strategies, videos, samples and other resources.

STANNET, KATHERINE (National Geographic Learning)**Making An Impact: Teaching Our Students To Be Global Explorers**SEC/BATX/VET
METHODOLOGY

Today's teenage students have limitless access to information; they can connect around the world at any time of day and night; they have more opportunities to travel than at any time in our past. How can we arm our students with the necessary skills to navigate their journey in this new and exciting 21st century world? In this workshop participants will be encouraged to reflect on the 21st century learner and to discuss their own students and how they interact with the world around them. Together, we will exchange views about how we can develop students' technological literacy so that they are able to extract the most significant facts that they need from the wealth of information available to them. We will think about the tools needed to help our students become creative and critical thinkers. Then, using videos, photographs and true stories from some of National Geographic's most inspirational explorers, we will look at a variety of topics and discuss how we can make them interesting and relevant to students. Finally, we will talk about how we can empower them to go out and make a positive impact on their world.

ELT MATERIALS AND ACTIVITIESGENERAL
TEACHER DEVELOPMENT

BESALÚ, ADRIÀ & FONTANELLA, JOAN
Diving Into Youtube: Listen And LearnPRIM/SEC/BAT/ADULT
RESOURCES

We really believe that acquiring good listening skills is basic in any language learning process and it implies other abilities such as concentration. Listening is not the same as hearing -which is a rather passive activity- but a conscious process. Getting meaning from what you hear requires the ability to stay focused on the message and avoid distractions, which needs practice and effort. There is a limitless amount of resources if you want your students to improve their reading, writing and speaking abilities. However, it requires a great deal of mental effort to come up with varied and diverse methods of listening activities. Our main purpose is to present a different and attractive way of dealing with the listening skill, Youtube, by mixing new technologies and our students' interests such as video clips, the news, trailers, adverts, documentaries and so on. Be ready to go back to your classes with a bounty of resources!

DOOLEY, JENNY (Express Publishing - Edebé)
Assessment And TestingSEC/BAT/ADULT
METHODOLOGY

Testing is an inevitable part of student life. Whether a weekly spelling test, or a state or international exam, this kind of assessment forms an integral part of any education system. This may be partly due to the fact that, for people outside the classroom, tests are possibly the only way of understanding what goes on inside.

In this session, we will take a closer look at testing theory in order to understand the purpose behind specific testing methods better. When teachers understand what a task is looking for, they are in a better position to help students develop strategies to deal with it and approach it with more confidence. We will also discuss alternative forms of assessment for use in the classroom, other than formal pen to paper tests, which can help learners look on the experience not as something to fear, but as an opportunity to show what they know.

GONZÁLEZ, SÓNIA**The Use Of Active Subtitling In A Foreign Language Class**SEC/BATX/ADULT
METHODOLOGY

Subtitling has been used as a didactic tool to develop linguistic competences by means of both passive and active methods. Although many projects related to subtitling are focused on the acquisition of foreign languages from a passive perspective, the didactic benefits of performing this type of exercise in an active way have also been empirically proved. Several projects show that active subtitling (both intralinguistic and interlinguistic) is a very useful activity that can be applied in the FL teaching context. The aim of this paper is to explore to what extent English teachers make use of this method in the FL classroom and the implications that this type of activity has on students.

RODRÍGUEZ, SALVADOR**The Use Of CLIL In The Primary Classroom**PRIMARY
WORKSHOP

Since teaching Science through English has proved to be highly successful and useful in the Primary classroom, the talk will focus on the presentation of the CLIL approach as opposed to the topic based foreign language teaching model. Examples of CLIL activities and sequence plannings will reveal the advantages of learning and teaching whilst implementing curricular contents successfully. If the foreign language is used as a tool in the learning of the non-linguistic subject, it can be said that both the language and the subject have a joint role and it is the subject that dictates what language support is needed. Because the use of CLIL becomes a real must in teaching English to primary students, practical suggestions on how to create and develop simple CLIL units will be presented for teachers to easily incorporate them into their own daily teaching practice. There is no doubt that by doing that teachers will make the most of their English teaching time.

SULLER, JOSEP**Dealing With Mistakes By Means Of Games**SEC/BAT/EOI/ADULT
METHODOLOGY

Have you asked yourself why students keep making the same mistakes, despite the fact that we keep correcting them? In this session we are going to see some theoretical background on what, when and how to correct mistakes and a few examples of useful and enjoyable games designed to help your students "register" and remember your corrections. The participants are expected to take an active part in some of these games.

WADDINGTON, JULIE (Universitat de Girona)**Competency-Based ELT: Learning To Learn Through Our Storytelling Circle**PRIMARY
METHODOLOGY

At all levels of education, teachers are being urged to see themselves as facilitators, tasked with the job of equipping learners with the key competences for life and lifelong learning. Within this context, the transversal competences of learning to learn and personal competences acquire particular importance. Given the existing complexities and difficulties of teaching English as a foreign language, it is understandable that teachers may feel this is stretching their duties too far, and that developing communicative competences is already enough of a challenge. The main aim of this paper is to show how fostering learning to learn and personal competences can in fact help address some of the difficulties involved in teaching and learning English, while also helping to rethink traditional teacher/student roles, moving towards a more learner-oriented environment. In order to do this, the paper presents a project being implemented in a primary school context: The Storytelling Circle. Born out of a voluntary project aiming to promote positive attitudes towards English and foster a love of reading/stories in the language, the cyclical project now in development aims to go a step further; turning listeners into storytellers and providing learners with a real purpose and stimulus for learning English.

ELT MATERIALS AND ACTIVITIESGENERAL
TEACHER DEVELOPMENT

DONAGHY, KIERAN**Try Talking In My Shoes: Empathy In Language Teaching**GENERAL
METHODOLOGY

Empathy may be one of the qualities which distinguishes an average teacher from an excellent teacher in the eyes of the student. In this session we will examine the importance of empathy in language education, look at projects which promote empathy in language learning, and propose practical activities inspired by literature and films which encourage teachers, teacher trainers and students to be more empathic. The workshop will be structured in the following way: 1. We will briefly look at why empathy is increasingly important in language education and refer specifically to the work of H. Douglas Brown, Earl Stevick and Jill Hadfield. We will argue that as communication requires a sophisticated degree of empathy, in order to communicate effectively, language teachers and learners need to be able to understand the other person's affective and cognitive states. 2. We will look at non-profit initiatives started by English language teachers which have successfully promoted empathy and human rights among thousands of English language teachers and students. 3. We will propose a number of highly practical activities inspired by literature which promote empathy. 4. We will explore a number of activities inspired by short films to foster empathy among teachers and their students.

ROSADO, INÈS**Top Digital Resources For Primary English Teachers**PRIMARY
METHODOLOGY

Explore a selection of easy and amazing top resources for your teaching practice. Your students will be engaged and more motivated using them at the English lessons. Also, we will introduce new ideas for surprising our young learners. After that, we will share more proposals from the audience. Come to this workshop and you will encourage yourself to bring them to your lessons. <http://topdigitalresources.blogspot.com/es/>

VIVANCO, DAVID (Scottish Dancing And Songs In Schools)**Scottish Dancing And Songs In Schools**GENERAL
COME AND HAVE FUN
commercial presentation

Experience a taste of Scottish culture by learning easy group Ceilidh Dances and singing folk songs. Listen and respond to stories and humour, relating to historic and contemporary Scotland (includes bagpipe demonstration!) Taking part in English through dance, song & humour workshops can challenge, motivate and energise students. this activity has cross-syllabus appeal, touching not only language departments, but those of physical education and music also, not to mention the cooperation and team building it requires and encourages, resulting in a potential benefit to all areas of school life and indeed the students' own personal lives! Come and try!

BARON, JULIA & GÓMEZ, RAQUEL
I'm Afraid I Can't Agree With YouSEC/BAT/EOI/ADULT
METHODOLOGY

This presentation objective is to raise awareness and develop pragmatic competence in EFL context as well as to promote the teacher-researcher role. Investigations in the field of interlanguage pragmatics have proved the positive effects of instruction, especially in EFL contexts, in which pragmatics is not usually dealt with in the language class. The focus was agreeing and disagreeing formulae and the activities presented have been used with B2 level groups. They were mostly groups taking part in extracurricular activities aimed at preparing them to sit First Certificate in English Exam. In the oral paper, students are usually asked to confront opinions, so interrupting and disagreeing were the main pragmatic indicators examined. In order to test pragmatic development, a pre-, post- and delayed post- test design was followed. Finally, the students completed a questionnaire about their learning experience.

CORTIELLA, PERE
Engaging Young LearnersPRESCHOOL/PRIM
METHODOLOGY

Acquiring good group management skills might well be one the most difficult challenges facing teachers of Young Learners, but it is also what is going to make our lessons smooth and pleasant rather than rough and problematic. This talk is for teachers of children around the ages of 3 to 10 and it will look at the different class dynamics necessary to create a positive atmosphere and therefore enhance our students' learning experience.

KOKOLAS, GEORGES (Express Publishing - Edebé)
Specialization Of The 21st Century LearnerESP/MET
METHODOLOGY

The central idea of this session is that specialized skills and transferable skills need to be developed simultaneously if learners are to achieve their career goals. ESP (English for Specific Purposes) is often thought of as a process of developing specialized English abilities that will enable learners to take advantage of the career opportunities globalization and digital technologies offer. This is certainly a key objective, but it is not the only one. Learners also need to develop transferrable skills that correspond with the 21st century world, and to become familiar with specific terminology and the interfaces where communication takes place. They need to collaborate with people from other cultures and to solve problems requiring both critical and creative thinking abilities. They need to be self-directed and to learn autonomously. Our objectives are to make ESP teachers aware of the need to help their students develop the skills of a workplace. Examples of how this process works in practice will be shown using Express Publishing's *Career Paths* series. Teachers will leave this session with a wider view of the learning opportunities ESP offers, and a greater understanding of how to teach specific and transferrable skills.

SANTAMARIA, CARMEN
The Importance Of English Word StressUPPER PRIMARY
METHODOLOGY

Needless to say phonetics matters and stress being a part of it as well. That is why in this workshop we are going to have a look at the importance of Word Stress when speaking in English. Can it influence the degree of intelligibility between a speaker and a listener? Is it the same as a non-native to talk to a native than to another non-native? What types of games can we use in the classroom with our students to practise stress? Are we mispronouncing words by placing the syllable stress where it should not go? We'll find out the answers to all these questions if you decide to join this workshop.

ZANDARIN, ANA
Process Writing:
Improving Students' Writing Skills While Encouraging Their CreativitySEC/BAT
METHODOLOGY

Nowadays, our teenage and adult students are in need of thoroughly developed writing skills for educational and work purposes. But what can we do when "writing" equals "boredom" in the minds of our learners? This workshop will introduce some practical tools to help teachers achieve their goal of improving students' writing abilities, while encouraging their creativity and output ownership. Introducing process writing into our classrooms is a way of having students successfully produce different genres without the automation, and inherent dullness, that product writing often implies and that most students dread. More importantly, in order to be good writers, our students need to be good thinkers. It is our job as teachers to help learners develop critical thinking skills and the ability to analyze issues from various viewpoints. Moreover, we need to raise students' awareness about the fact that writing is not just copying chunks of language, but a genuinely valuable means of communicating one's ideas.

ELT MATERIALS AND ACTIVITIESGENERAL
TEACHER DEVELOPMENT

10.30 – 11.15 Coffee Break – Courtesy of all the Publishers, Exhibitors and the APAC Book & Materials Exhibition

APARICIO, ANNA
Simulating An EnterpriseSEC/VET/BAT
METHODOLOGY

This session aims at showing how the English subject can be integrated in other areas of the curriculum by sharing a cross-curricular common objective: in this case, the creation of a simulated enterprise - together with its products and services- and its presentation at an international practice firms fair trade (SEFED) that takes place in Barcelona every two years. Collaboration with other curricular areas like marketing, informatics or selling techniques allowed students to highly increase their motivation towards English. The session will also show you, on the one hand, what the SEFED platform and the international network of simulated enterprises is and, on the other hand, how to implement a cross-curricular project at any school with the aid of new technologies. In this regard, step-by-step guidelines and some tips on best practices for successful cross-curricular implementation will be given. In addition, we will show you some video extracts from the project itself that will state the mutual benefits of working in a cross-curricular project.

BARBEITO CASSIDY, RÓISÍN & KANE, SAMUEL**Learning English Through Music And Drama**PRIMARY
METHODOLOGY

We will look at how music/ drama can influence the learning of a language through listening exercises, singing, and composing. There will be a short introduction of benefits of music and drama in language learning followed by a workshop. We will listen to a piece of music, discuss it and from this we will create a story and develop it with drama and instruments. This type of activity allows students to develop vocabulary, express emotions and develop their creativity.

BORRÁS, ANABEL**Experimenting With Science**PRIMARY CLIL
METHODOLOGY

Sometimes the idea of introducing CLIL into our teaching planning can make us apprehensive. Teaching other subjects in English creates challenges that we don't normally face when using our first language. In this session, we will deal with some of these challenges (choice of contents, use of language, where to get resources, etc), offering options and easy examples to start teaching Science across the levels.

CLANFIELD, LINDSAY**Sweet Emoji: Classroom Applications Of The Language Of Texts**GENERAL
METHODOLOGY

It is a sure sign that a new word has "made it" when it appears in the Oxford dictionary, and in 2015 the word of the year was not a word, but the emoji for "face with tears of joy". This practical and fun workshop dives into the world of emoji and looks at their origins and use. We will also look at a variety of fun activities that use emoji to get learners using more English.

REYNOLDS, EMMA (Bluemango Theatre)**Stress-Less. Practical Tips For Surfing The Waves. Mindfulness For Teachers And Students**GENERAL
TEACHER DEVELOPMENT

The new buzz-word Mindfulness seems to be everywhere these days, but what is it and how can it help teachers and their students in their every-day classroom experience? In America in the late 1970s Jon Kabat-Zinn created a breakthrough programme called MBSR (Mindful based stress reduction) that used mindfulness concepts from the Buddhist tradition in a secular way to help people deal with stress. During the last 30 years it has been clinically proven to lower stress-levels, improve concentration, and promote health and well being amongst its practitioners. In 2009, MiSP (Mindfulness in schools project, UK) was created to provide teachers with the skills to deliver simple but effective mindfulness practices in the classroom. In this 1 hour session we will be de-mystifying mindfulness and the concept of stress, as well as offering practical tips, advice and practices for both teachers and their students.

STEFANOVSKA, VIOLETTA (Trinity College London)**Turn The Tortilla Over In The Classroom**SEC/BAT/ADULT
METHODOLOGY

Information overload seems to create more and more issues for both teachers and students nowadays. Being exposed to and processing lots of information on a daily basis affects communication in general, especially in the classroom. School curricula in some countries tend to follow modern trends and include new contents and subjects, while still keeping the older contents in the same form. EFL teachers, especially in the private sector are constantly facing situations where students bring new and unfamiliar to others contents in the classroom, which may impede both natural communication and the process of instruction. While these new conditions could be observed as obstacles, they could also be turned into an asset, when approaching teaching in a new and more creative way. This workshop will look at some real life and student-centred activities based on some Trinity ISE tasks which were created to develop transferable skills in addition to language skills (www.trinitycollege.com).

FORJAN, M^a LUISA**Mobile Devices In Primary: The Gateway To A Real Educational Transformation**PRIMARY
METHODOLOGY

Nowadays, the use of new methodologies along the new design of activities are going through the walls out of our classrooms. It is time to unleash our students' full potential, to favour their interactivity, creativity and engagement. It is time to enhance the creation of contents on behalf of our own students. We are going to deal with some of the most productive and motivating apps and websites in a really practical way to help our students to learn to learn. Flipped classroom and blended learning will guide our way to achieve objectives such as: knowing motivating experiences to apply in our classes, promoting our Students' autonomy, using technologies to innovate and creating in a cooperative way. It is about time to personalize learning with the technological support.

English School Blog: <http://antinaschool.blogspot.com/es/>**HORTAL, MARC****I Didn't Ask To Be A Tutor. Ideas, Tips And Strategies For A Successful Tutorial Plan.**SEC/BATX
METHODOLOGY
IN ENGL/SPA/CAT

I though everyone agrees that tutors are key elements in our school system, teachers usually get very little training in such a complex activity and have to improvise and learn by trial and error. The objective of this talk is to outline a realistic program for a tutorial year in Secondary or Batxillerat. We will go through the main issues that a good tutorial program should cover: profile of a good tutor, group dynamics, school coexistence and conflict resolution, educational guidance, communication with parents and technology as an ally -or an enemy-. Every issue will be explored with examples, resources and activities from real classroom practice. Attendants to the talk will take home many practical ideas, strategies and links to good tutorial resources in English, Catalan and Spanish.

MARTIN, SIDNEY**On Feedback And Motivation In Pronunciation Learning And Teaching: A Teacher's Experience**SEC/BAT/VET/EOI
METHODOLOGY

One of the challenges for a teacher is to make students perceive that they are actually improving during their learning process, thus boosting their self-confidence and motivation. More specifically, while improving their pronunciation, which is one of the toughest challenges for any foreign-language student. The aim of the presentation is to share with you the steps I followed in order to design a tool which could bring both pronunciation learning and motivation together in a B1 English course. The main takeaway from this experience is that the tool designed allows both students and teachers to easily see the students' progress towards a target and thus tackle specific areas when necessary. It also fosters autonomous learning since students need to find strategies that will help them achieve their goals so as to pronounce better. Last but not least, some observations will be made on different ways we can use IT, more specifically "screencasting", in order to enhance self-reflection in our students, which will in turn result in deeper learning.

MAYNEGRE, SIGFRIED**Any Pretext Is Good For Reading**GENERAL
METHODOLOGY

In the new technological era we are all involved in, students are receiving more inputs than ever. Screens, engaging resources or digital textbooks are nowadays in our classrooms and continuously stimulating students. However, students also need to process all that information which means that a good balance between stimulating and reflexive activities must be found. When students read a book they focus on its content whereas when they search for information they get disperse. Thus, reading a book is a good option to focus, reflex and learn, and there are books for all tastes. Have you ever thought of setting up a tutor reading project, where older students help youngsters to read short illustrated stories in English? Or of a science CLIL project where students work in teams and prepare short speeches based on science assisted books? Or simply of an English reading corner in the classroom? Why not trying to read English comics in ESO where students are more difficult to engage? The aim of the workshop is to show and experience reading and CLIL resources for the class and how to use them to engage students of all ages.

VIGIL, EVA**An Autistic Child Learning English As A Foreign Language**PRIMARY
SPECIAL NEEDS
METHODOLOGY

Learning languages is a complex phenomenon in which many aspects are related. It is even more difficult with a disability associated. Special Education Needs have to be taken into account when teaching. However, the English teacher has not always the same supports and shared knowledge on how to tackle the subject with special education students than the rest of their colleagues. Sharing the methods and the findings found in a particular class with a particular child can help the rest of the professionals on teaching English as a FL to understand better those special students and create a more concrete and useful experience. The reality presented here is the result of analysing and trialing on bringing English to an Autistic child.

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