

# British Council Madrid Teaching for Success

## Teachers' Conference

24th September 2022

### TIMETABLE

10.00 – 11.00 Opening Comments and Plenary					
Mina Patel – The Future of English					
11.10 – 12.00					
IELTS: Practice (test) makes perfect and other exam preparation misconceptions	Developing Reflective Learners and Teachers	Developing Sustained Shared Thinking Through Floorbooks	Plan B or when technology is having a day off	The teacher as a learner - 10 tips to learn a language like a baby	<b>ONLINE SESSION</b>
<b>Deni Savvidou</b>	<b>Sam Inder</b>	<b>Anna Hajost</b>	<b>Silvie Rasikova</b>	<b>Elsa O'Brien</b>	
12.00 – 12.40 Publishers and Coffee					
12.40 – 13.30					
From ADHD learner to ADHD teacher	Developing thinking skills in exam preparation courses	Linguistic Mediation in Secondary (and upwards)	A fluency approach for the APTIS speaking exam	Workshop for Future of English	<b>ONLINE SESSION</b>
<b>Jane Welsh</b>	<b>Ethan Mansur (Macmillan)</b>	<b>Christopher Foreman (edebe)</b>	<b>Eli O'Driscoll</b>	<b>Ruth Horsfall</b>	
13.40 – 14.30					
How to become a reflective practitioner	Developing writing skills for external exams	Looking Back and Moving Forward	Helping exam students learn from reflection	Promoting reflection in adult learners through a reflective analytical process.	<b>ONLINE SESSION</b>
<b>Hazel Watling</b>	<b>Michael Brand (Pearson)</b>	<b>Alexandra Purcell (Cambridge)</b>	<b>Samantha Lewis</b>	<b>Neil Jones</b>	

## ABSTRACTS AND SPEAKER BIODATA

Opening plenary

### The Future of English

Mina Patel



*Abstract:* We are living through a period where the pace of change seems relentless. This changing world has implications for the use and the teaching of the English language.

The Future of English (FoE) is a multi-phase research project with the aim of identifying key trends that will define the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts.

This presentation will discuss findings from Phase 2 of the project, where we organised over 14 roundtables with leading experts from 49 countries, and which illuminate the role of the English teacher in a world that has recently seen dramatic change and disruption.

*Biodata:*

Mina Patel is a researcher with the Assessment Research Group at the British Council. Her background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka and Malaysia as a teacher, trainer, materials developer and ELT projects manager and has extensive experience working with Ministries of Education in East Asia. Mina

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has presented at numerous national and international conferences on ELT related matters. Her academic interests lie in the area of English language testing and assessment and more specifically in language assessment literacy and the impact of testing and assessment. She is currently a PhD student with CRELLA at the University of Bedfordshire, UK.

11.10 – 12.00

## **IELTS: Practice (test) makes perfect and other exam preparation misconceptions**

Deni Savvidou

Many IELTS books currently on the market feature such buzzwords as “exam strategies and tips”, which is perhaps symptomatic of teaching-to-the-test approaches that focus on the format of an exam rather than on subject matter. “Self-study” is another buzzword that might perpetuate the myth that most candidates can prepare for the exam themselves.

In this session, I will present practical approaches that empower students through backward planning and material design and share how certain online tools can enhance learner autonomy.

*Biodata:*

Deni Savvidou is a British Council teacher and teaching coordinator who holds a DipTesol, an MA in Renaissance Studies and a BA in English Studies. Her interests include phonology, native speakerism, educational research and teacher training.

## Developing Reflective Learners and Teachers

Sam Inder

Being truly reflective is easier said than done. When so much of what we do is built on long held habits and 'doing things because that's the way we've always done them'. And yet the world is changing and our students are facing challenges that previous generations haven't had to deal with. In this session we will look at strategies to reflect on our own practice, as well as practical methods for developing genuine and powerful reflections amongst our students.

*Biodata:*

I have been a Primary Teacher for the past 16 years, the last 7 of which have been spent in Spain, and am currently part of the Senior Leadership Team at the British Council School of Madrid. Throughout my teaching career, I have had a particular focus on challenge, digital learning and staff development. During this time, I have worked with truly innovative organisations including The James Dyson Foundation and Apple Education to develop ways to inspire pupils to be the best they can be.

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## Developing Sustained Shared Thinking Through Floorbooks



### Anna Hajost

Sustained Shared Thinking is a situation in which two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend narrative, etc. Both parties must contribute to the thinking process, in order to extend their learning and understanding. Implementation of Sustained Shared Thinking through Floorbooks will help children to explore ideas and make links between new experiences and pupils' previous knowledge. Therefore, it will support children's deep level learning.

#### *Biodata:*

I am originally from Poland, but I left my country for England in 2000 to teach TEFL and study translation. After a few years, I changed my TEFL career for Early Years education in a state school in London. My first contact with the bilingual project (MEC/BC) in Spain took place in 2010 when I moved to Zaragoza to teach in a bilingual school there. I am presently an Early Years teacher at the British Council school in Madrid. Apart from my job, I also enjoy reading, philosophy, music, dancing, yoga and acting.

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## Plan B or when technology is having a day off



### Silvie Rasikova

Have you ever had to sub a class with very little time to prepare? Or have you ever planned a great lesson and then there was no computer in your classroom or no Internet? If you've ever experienced this, this session is for you. We are going to have a look at practical zero-tech/low-prep ideas that you could use with a number of primary and lower secondary classes?

#### *Biodata:*

Silvie Rasikova is currently working at British Council Martinez Campos in Madrid as one of the operational coordinators. Silvie started teaching in 2001 and has worked in the Czech Republic, the UK and Spain. She has completed the IH Young Learners' Course and the DELTA. She also has a Master's degree in Spanish and English language and literature. Silvie is particularly interested in how the element of play motivates students and stimulates their learning.

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## The teacher as a learner - 10 tips to learn a language like a baby.

Elsa O'Brien

As teachers we keep an eye on the latest trend in teaching, we learn how to use new technologies and look for new materials. However, how often do we reflect on our own process as language learners? How did we learn our first language? Effortlessly! -or at least, more so than the second language we learned. We should keep our own language learning journey in mind, in order to pin down why we acquired at least one language so effectively and try to help our learners do the same. Materials and methodologies have already been converging towards this type of learning for some years, and we can align with them through mere observation. Babies and even our youngest students are great reminders of these natural human mechanisms. In my talk I will outline 10 tips to learn a language like a baby!

### *Biodata:*

I started off my career studying human behaviour in the consumer goods sector. After a few years I decided I wanted to carry on learning about the workings of our brain in a very different field: language learning. I've been working for the British Council for 6 years teaching adults and young learners. My master's in Linguistics together with action research and professional development programmes at the British Council keep me busy researching, trying new things in my lessons and writing in blogs and magazines about some of my findings.

12.40 – 13.30

## From ADHD learner to ADHD teacher

Jane Welsh

I did a training session on ADHD that was successful and would like to adapt it to reach a wider audience, and in a face-to-face context rather than online. It is an intro to some of the basic aspects of ADHD (memory, executive function, time, etc...) and how teachers can tackle them in the classroom, from the perspective of a teacher that has ADHD.

Biodata:

I teach English to young learners at the Madrid Teaching Centre. I have a special interest in SEN learners and a passion for explaining to teachers how to integrate certain habits into their own teaching styles, in order to be inclusive of learners with SEN challenges, in particular ADHD, because I myself have it.

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## Developing thinking skills in exam preparation courses



### Ethan Mansur (Macmillan)

Is exam preparation only about doing practice exams and talking about exam strategies? Using a variety of practical examples, we'll discuss why exam preparation courses are the perfect place to develop higher-order thinking skills and how this focus can lead to both increased engagement and better progress throughout the course.

#### *Biodata:*

Ethan Mansur is the author of the teacher's books for *Ready for B2 First* and *Ready for C1 Advanced* (Macmillan Education), as well as the resource book *Activities for Mediation* (DELTA publishing). He currently teaches at International House Madrid, where he participates in the professional development programme. He has an MA in Applied Linguistics from the University of Leicester.

## Linguistic Mediation in Secondary (and upwards)

Christopher Foreman (edebe)

Inspired by the CEFR, linguistic mediation is a skill made up of other skills; it's reading, listening, writing and speaking all mixed together, but with an added, human element. With linguistic mediation we are putting effective communication at the centre. It is all encompassing and it's exactly what we've been missing in language learning. Mediation was first adopted in Spain in the EOLs just a few years ago, and now, with new education laws potentially coming into effect this year, there is the distinct possibility that this new skill will be a part of our ELT classrooms at all levels. Join us to learn how mediation might just be the most meaningful teaching trend of 2022!

### *Biodata:*

Christopher has been involved in English language teaching and teacher training for over 10 years and has worked as a consultant for Edebé/Express Publishing since 2016. He has developed a keen sense of what teachers AND students really need in their day-to-day, and he sees motivation as the key factor which separates success from failure.

## A fluency approach for the APTIS speaking exam

Eli O'Driscoll

The focus of this workshop will be on how to enhance learners' ability to perform to the best of their ability in the APTIS speaking exam via the use of a fluency-based approach. The workshop will look at peer correction and self-correction of errors, pyramid speaking techniques, the use of recording devices to improve speaking, as well as frameworks for giving more confident, complete, structured responses to prompts.

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## *Biodata:*

Originally from London, I have been teaching English since 2000. Over the years I have worked in contexts as varied as within banks and the financial industry, for the Spanish military, and working within undocumented immigrants at a large urban High School in the USA, as well as of course with the British Council. I have successfully prepared many students for a wide variety of exams - including a lot of teachers requiring certification to teach bilingually in Spain - and have delivered training sessions for fellow teachers both in Madrid and in Framingham School District in Massachusetts.

## Future of English Workshop



### Delivered by Ruth Horsfall

This is a workshop related to the plenary delivered by Mina Patel on the future of English. Participants will have an opportunity to discuss the future of English and the teachers role within it. They will also consider English language learning from their students' perspective.

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## *Biodata:*

Ruth Horsfall is the Young Learner Courses Manager for the British Council in Spain. She has been working as a teacher, centre manager and academic manager in Spain for over 20 years and specialises in teaching and learning English with Early Years and Primary students. She works closely with language teachers, both in her organisation and in schools in Spain, and since completing her MA in Education and Applied Linguistics in 2010, has been particularly interested in the areas of language and literacy as well as motivation and engagement in the classroom.

**13.40 – 14.30**

## **How to become a reflective practitioner**



### **Hazel Watling**

Reflection is an important part of any teacher's development, but there is no 'one size fits all' approach to reflection. This session will firstly look at reasons why reflection is crucial and later presents two models which are a good starting point. The first, Gibb's Reflective Cycle (1988), is broken down into easy-to-understand cycle stages and encourages both reflection on the

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experience (including emotional reflection), as well as action planning for future experiences. The Atkins and Murphy model (1993), on the other hand, encourages deeper reflection and might suit more experienced teachers.

## *Biodata:*

Hazel Watling has been teaching English for 14 years. She has previously taught in London and worked for the British Council in Egypt, Sri Lanka, and most recently, South Korea. Her interests include self-reflection as a tool for students' sense of progress and making vocabulary engaging and meaningful for young learners. She is working as an operational coordinator at Madrid Teaching Centre.

## Developing writing skills for external exams



### Michael Brand (Pearson)

Getting our students producing well-structured and coherent pieces of writing that are accurate and include a good variety of language is the goal. In this talk we're going to look at different methods to get there: we'll consider ideas-generation techniques, the use of models, drafting, collaborative work and different ways to manage feedback as a means to improve our students writing: making this improvement in their writing tangible for them will see students' confidence and motivation grow and stand them in good stead for their external exams!

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*Biodata:*

Michael is a Teacher Trainer for Pearson. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught YL, teens and adults. His interests include collaborative learning, gamification, video and online teaching. He's a teacher on the ELTon award-winning Live Classes project: online lessons which bring together students from all over the world.

## Looking Back and Moving Forward

### Alexandra Purcell (Cambridge)

In this session we explore what it means to be an inclusive teacher, looking at strategies and techniques that encourage learners to participate in class and take an active role in their education. We will explore the importance of reflection as a tool for learning alongside both formal and informal assessment techniques.

*Biodata:*

Alex has been working in English Language Teaching since 2005. Since moving to Spain in 2009 she has taught classes of all ages and levels and delivered teacher training courses on a variety of topics and methodologies, in particular CLIL. She holds a DELTA and enjoys helping teachers prepare their students for success in terms of language, content and life skills. She has given talks for numerous countries and is currently a Professional Learning and

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Development Trainer for Cambridge University Press and Assessment, covering the South of Spain and Portugal.

## Helping exam students learn from reflection

Samantha Lewis

Doing exam practice has little effect unless students learn from the experience instead of just focussing on marks. In this session, we'll look at ways of using Kolb's Learning Cycle as a framework to help our students reflect on exam practice done in class to make tangible improvements in their performance.

*Biodata:*

Samantha is the national academic lead for Secondary at the British Council in Spain and highly experienced teacher, trainer and author. She has co-authored international Secondary courses with Cambridge University Press, including 'Collaborate' and created online materials for the British Council Learn English Teens website. She has an MA in the teaching of English as a foreign language to Secondary learners from the University of Alcalá. One of her recent projects includes collaborating with ONCE to deliver accessible courses online to visually impaired and blind Secondary students in Spain.

## Promoting reflection in adult learners through a reflective analytical process.

Neil Jones

One way adult learners (and practitioners) can learn from experience is through reflective analytical processes such as the 'letter to younger self' (LTYS) in which participants write to a junior version of themselves sharing knowledge and understanding accrued from their own contexts and experiences (Szedlak, Smith and Callary, 2020). As well as stimulating learning through reflection, the LTYS can also have affective value since realisation by the writer of what they have achieved may well be confidence building and empowering. These benefits can inform future practice and be used collaboratively to provide guidance and support to peers and those returning to study.

### *Biodata:*

Neil has been based in Madrid since 2005, combining working as a freelance ESL teacher with part-time employment for the British Council. He also works as a Pre-sessional EAP tutor at Kings College London (since 2017). He completed a Masters degree in Applied Linguistics & TESOL (Merit) in 2020. The dissertation for this qualification, which used a reflective analytical process to analyse how adult learner beliefs and approaches to language learning may evolve through exposure to different contexts and experiences, was awarded a distinction and is now available in the University of Leicester library as an example of good practice.

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## ONLINE SESSIONS

We will be streaming some of our talks from the online conference into a classroom at our face to face conference in Madrid

11.10 – 12.00

### **The need for reflection on short term exam preparation courses such as APTIS**

Neil Jones

APTIS can be a quick means to an end for learners, providing rapid certification of their English level. Consequently, result can sometimes be given too much priority over process. This can be exacerbated on short term intensive courses with much to fit in but little time to do it.

Nevertheless, it is vital that space is found for learner reflection, since it can prompt greater understanding of processes that may facilitate exam success. Reflection may thereby increase learner awareness of both their strengths and areas for development, ultimately, developing understanding of what is required for learners to achieve their objectives.

Biodata:

Based in Madrid since 2005 and he combines working as a freelance ESL teacher with part - time employment for the British Council. He also works as a Pre-sessional EAP tutor at Kings College London (since 2017). He completed a Masters degree in Applied Linguistics & TESOL (Merit) in 2020. The dissertation for this qualification, which used a reflective analytical process to analyse how adult learner beliefs and approaches to language learning may evolve through exposure to different contexts and experiences, was awarded a distinction and is now available in the University of Leicester library as an example of good practice.

12.40 – 13.30

## Rethinking multilingualism and the use of the L1 in English as a Medium of Instruction in classrooms

Nelson Arditto

In recent years, the 'multilingual turn' has risen to challenge preconceived ideas that L2 learning can only happen through the exclusive use of English. This webinar will provide a background to the predominance of second language acquisition theories in EMI classrooms and question monolingual practices based on a hierarchical perspective of languages. It will look at the concept of 'translanguaging' as the hallmark of bilingual speakers and explore pedagogical and spontaneous uses in the EMI/CLIL classroom. Participants will consider their beliefs and attitudes with regard to using the L1 in teaching and learning content and language and go away with some ideas and activities to try out in their teaching contexts.

*Biodata:*

Nelson Arditto is a teacher and teacher educator based in Spain. He has worked as Course Director and tutor on Trinity teacher training courses (CertTESOL, DipTESOL, TYLEC) and is an assessor for the CertPT qualification. He has e-moderated online teacher development courses for the British Council since 2012 and is a consultant for the Norwich Institute for Language Education. He holds a DELTA, MA in TESOL and is currently an EdD student at Bath University. His special interests include EMI/CLIL, learning technologies and e-learning.

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13.40 – 14.30

## Attention to Diversity

Gillian Fearn

Diversity is so...diverse! In this session we will look at an activity to show how we are all diverse and yet find similarities with each other. The main focus of the session will be diverse learning needs and practical strategies to support learners and teachers.

*Biodata:*

Gillian has taught in Bilbao for over 25 years. Over recent years she has developed an interest in special education needs in the area of second language learning. She is currently SEND (Special Education Needs and Disabilities) Coordinator for British Council centres in Barcelona, Bilbao, Palma and Valencia.