

Plenary 10.10 – 11.00

## Teatro del Británico

### **Mercedes Hernández** **Igniting Creativity and Imagination in the Classroom**

Mercedes Hernández Estrada leads the pioneering British education institution in Spain. Motivation and an excellent track record in educational management are her credentials. Previously, she was CEO of Pioneer Educational Trust in Windsor and Slough and Chief Executive Officer. Devoted to education in the United Kingdom since the 1980s, Ms. Hernández holds BA in Modern Foreign Languages, an MA in Anglo Germanic Philology and a Certificate in Teaching Aptitude (CAP) from Oviedo University. An expert in curricular design, training and leadership, she has advised schools, communities, British and Spanish ministries, and the Madrid Regional Government. Passionate about teaching, her professional experience has encompassed different types of schools, fostering and improving the quality of prestigious centres such as Tonbridge Grammar School, Regent's Park School in Southampton or Upton Court Educational Trust.

Mercedes Hernandez works with creative people for a living. As Head of the British Council School, she leads a team of outstanding teachers who ignite children's imagination through creative learning. She presents a riveting case for creating environments that nurture imagination and provides key tools on modelling creativity to fuel learning.

In this keynote speech, she shares research, practice and key lessons on creativity and imagination using insights from Einstein, Plato and other renowned psychologists that still resonate today.

Mercedes challenges everyone to claim their own creativity and build a culture of imagination and discovery in the classroom.

Other Sessions 10.10 – 11.00

## Room 004

### **Yvonne Margaret Moore** **Assessing Through Games**

Yvonne has been teaching for over twenty years. Her teaching has been with learners between the ages of 3 and 16. As a trained artist, she finds having the ability to be able to draw a tremendous asset in the classroom. She is conscious of focussing on how her learners learn, and is aware of the importance of looking for materials that will be both motivational and engaging for her students. Yvonne is a Cambridge examiner for YL's, the Lower and Upper Main Suite exams together with being one of the main tutors on the TYLEC course run by the British Council.

We tend to forget the impact that games have on a child and focus on the fun factor, but is that all there is to games? More than just grading your students you can change their attitude towards assessment and boost their self-confidence. This session will take a practical look at how this can be achieved. We will look at nonintrusive ways of assessing our YL students through the use of specifically chosen games aimed at reinforcing and practising language. We will also focus on how the data provides information about what the students do and don't understand, and how they apply skills like critical thinking and problem solving.

## Room 001

**Sarah Buckley**

### **Teaching children with autism and ADHD; developing and implementing strategies**

Sarah has been teaching for the last 4 years; three within mainstream education and one in the EFL setting. She is currently working in Somosaguas teaching centre, following the completion of her CELTA course in September 2018. Prior to moving to Spain she taught as a mainstream primary teacher in the North of England. Since beginning teaching in Madrid she has completed the TYLEC course and is currently completing the NILE Early Years course. She has completed a PGCE with a specialism in teaching 5-11 year olds. Within her teaching she has developed an interest in learners with special educational needs and providing pastoral care for those with social, emotional and mental health concerns.

This session will look at identifying the behaviours associated with autism and ADHD in children in the primary and early years classroom. It aims to provide participants with a range of strategies that can be used within the classroom, addressing the educational, social and emotional needs of the children they teach. Participants will be able to discuss strategies they have used, as well as the challenges they have faced teaching students with special educational needs. The session aims to give participants a bank of materials that can be adapted to meet the specific needs of their learners.

**First Sessions 11.10 – 12.00**

## Room 001

**Sarah Buckley**

### **Teaching children with autism and ADHD; developing and implementing strategies**

REPEAT SESSION

## Room 002

**Rosalyn Parfitt**

### **Action Research: To Drill or Not to Drill**

Rosalyn has been teaching for over four years in Sicily, Ukraine, and currently at British Council Somosaguas. This summer she gained experience teaching English for Academic Purposes at Loughborough University. She is particularly interested in the area of phonetics and teaching pronunciation. Rosalyn recently collaborated on a research project investigating the effectiveness of different drilling techniques and, in May this year, published the findings in English Teaching Professional magazine. She completed the Delta in 2017 with the practical element (module 2) at International House London and modules 1 and 3 via distance, specialising in syllabus design in non-English teaching environments.

In this workshop I will discuss what action research is; its potential for transforming teachers' practice, and; how to go about doing it, using a four-step process. I will provide examples from my own action research looking into the effectiveness of different drilling techniques and comment on the issues around selecting suitable research methodology. Together we will generate some new research questions and identify appropriate methodologies for answering those questions.

## Room 003

**Victoria Clark**

### **CEFR: Promoting Quality in Language Learning and Teaching**

Dr Victoria Clark works for the British Council as Manager of Global Assessments Solutions Group. She holds two Master's degrees in Applied Languages and in TEFL. She received her PhD in Applied Linguistics from the University of Reading, England, in which she focused on the assessment of the productive skills. She has published many books on the General English Proficiency Test and has presented all over the world. After leaving university, she worked in many countries including Germany, Holland, Russia, Iran, Taiwan and Egypt as an EFL teacher, teacher trainer and university lecturer before specialising in language assessment.

The CEFR's impact has been felt worldwide on language policy, course materials, teaching and assessment. In this presentation, I will introduce the CEFR and its updated and extended version published in 2018. I will first discuss the aims, approach and uses of the CEFR, Then I will focus on the CEFR's shift from the four traditional skills of reading, listening, writing and speaking to the four modes of communication (reception, interaction, production and mediation) and how this shift promotes real-life language use and communication skills. Finally, I will address the relevance of the common references levels and the descriptor scales to the classroom.

## Room 004

**Yvonne Margaret Moore**  
**Assessing Through Games**  
REPEAT SESSION

## Room 005

**Amanda Hawthorne**  
**Inequality and Race in Education**

Amanda Jane Hawthorne is an English language teacher, trainer and materials writer, specialising in equality, diversity and inclusion. Originally from Kent, England she is now based full time in Spain having spent seven years teaching English in London, Cairo and Madrid. With the higher level qualification of the Young Learner's Certificate, Amanda now teaches young learners English in Madrid and coordinates equality and diversity for the British Council across teaching centres in Spain. Currently studying a Master's in Education and Social Justice at the University of Lancaster, she is also a film enthusiast and founder of the Bechdel Film Club Madrid.

The purpose of this session is to increase our understanding of and engagement with the area of inequality in the classroom. The session will focus on race, which is in an area of significant complexity, nuance, and discomfort, which means it is often a topic avoided in the sector of education. This session will give time and space to look directly at the topic of race in education. Attendees will also benefit from viewing examples of how race impacts in all classrooms and finally, there will be suggestions for teachers on how to educate in an open and inclusive environment.

## Room 006

**Steven McGuire**  
**Exploiting Video**

Steven is Director of Teacher Training at International House Madrid. He is responsible for in-service professional development, encouraging innovation and more effective approaches to teaching. He feels passionate about using technology more effectively in class and involving students more in their learning.

Our students watch lots of video on social media, TV and cinema. It's a compelling medium and one we should use more to provide a rich context for language. In this seminar, we'll briefly discuss the pros and cons of using video and I'll demonstrate a range of activities which exploit videos from our course books and freely available on YouTube. This is a practical session with lots of ready-to-use ideas

## Room 011

**Sam Inder**

### **Challenge and Differentiation: a practical approach to ensuring all children reach their potential**

Sam has been a Primary Teacher for the past 14 years, the last 4 of which have been spent in Spain, and is currently part of the Senior Management Team at the British Council School of Madrid. Throughout his teaching career, he has had a particular focus on challenge, digital learning and staff development. During this time he has 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.

In a class of mixed abilities, how can we differentiate the learning in a way that offers both support and challenge to those who need it? For too long differentiation has been a synonym for limitation and putting a predetermined cap on a child's learning. This session will look at highly practical ways to ensure we can have consistently high expectations for all, whilst offering differentiation through support, open-ended tasks and challenge.

## Room 012

**Fiona Hoghton**

### **Putting Pen to Paper: Literacy interventions for English language learners**

Fiona has been teaching science for 3 years at the British Council School of Madrid. For two of these years she has been an Assistant Teaching and Learning Leader in Science. Fiona has a First class degree from the University of Leeds in Medical Sciences, a PGCE from the University of Bristol and is currently studying a Master's in Bilingual Education at the Universidad Europea in Madrid. She is particularly interested in the discrepancies between ELLs written and spoken communicative competences and plans to do a research project on this topic for her Trabajo Fin de Master.

Content and Language Integrated Learning (CLIL) is becoming increasingly popular throughout Europe. There is a plethora of research to suggest that English Language Learners (ELLs) often make significantly less progress than native speakers, however. From my personal experience, teaching Science to students for whom English is a second language, I have noticed that language can become a barrier to learning for my students. Often they are able to express things orally that they then struggle to put down on paper. This presentation will present the results of a literacy intervention performed with ELLs learning Key Stage 3 science. It will then consider the implications of these results for both classroom practice and teacher training.

## Room 013

**Kevin McCourt**

### **Using Authentic Video: From Listening to Better Speaking**

Kevin has been a teacher of some kind for too many years to mention, and has worked as a Teacher of English at BC Somosaguas Teaching Centre for the last 12 years. His main interests centre on the use of authentic materials as both a motivational tool and a resource to improve both receptive (comprehension) and productive (speaking) skills. This interest has been most keenly developed while planning classes for teenagers and adults at B2 level and above. Kevin holds the Trinity Diploma (Tesol) and an M.F.A. (Master of Fine Arts).

Authentic video consists of recordings which have not been produced specifically for the ELT classroom but which might nevertheless be employed there. This workshop session will start by briefly addressing the benefits and potential drawbacks of using such authentic video materials in the classroom and discussing some of the fears teachers might have of using them. In small groups, we will then look at and work with a number of videos and graded tasks I have prepared for Upper Secondary and Adult levels in order to improve students' awareness of discourse features and their listening and speaking skills at B2+ levels.

## Room 014

**Silvie Rasikova**

### **"A little magic can take you a long way"**

Silvie Rasikova is currently working for British Council Madrid Teaching Centre with both young learners and adults. She 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.

Do you ever feel that you need to motivate your students more? Would you like to have a few new tricks up your sleeve? In this workshop we will look at a number of easy, low-preparation magic tricks to be used with young learners. These tricks serve both as a motivational tool and as self-contained activities. For most of these tricks we will use everyday objects such as straws or balloons and some of them can be performed by your students. This session is particularly interesting for primary teachers. Audience participation is expected.

## Room 015

**Eli Daniel Driscoll**

### **Making Thinking Visible; Thinking routines and strategies for secondary learners**

Eli Driscoll has been working as an EFL/ESL teacher for 18 years. He completed the Trinity DipTESOL with the British Council in 2015, before moving to the US, where he qualified as a ESL Grade 9-12 teacher and worked in mainstream education with teenagers from varied backgrounds, many of them in vulnerable situations. He was awarded the MATSOL Anne Dow Award for Excellence and Creativity in Teaching in June 2018. He returned to Spain in 2018 and currently works at the Las Rozas British Council Teaching Centre.

The effect of metacognitive awareness on student outcomes is strong and durable. Students can learn to be aware of their own thinking and to apply routines and strategies that will help them to achieve their fullest potential. Visible Thinking makes use of learning routines that are thinking rich. These routines are simple structures, for example a set of questions or a short sequence of steps that can be used across various levels and age groups.

## Room 016

**Daniel Hunt-Vincent**

### **Recording Early Years Assessment**

Daniel has been a teacher for 8 years, working for 6 years in British mainstream education and for 2 years as a TEFL teacher. He currently works at British Council Somosaguas Teaching Centre. Daniel has completed the NILE, TYLEC and Trinity diploma, and has a degree in Primary Education (BA). Over his years of teaching Daniel has gained an interest in various means of adapting and differentiating both teaching and learning in order to help SEND children access all forms of education.

This workshop will discuss various ways of recording assessment within an Early Years setting and the effects these may have on teaching practice. It will also explore the home/school connection and look at different methods of relaying information to parents and presenting children's work. At the end of the workshop, we will have an opportunity to showcase and trial the app "SeeSaw", which can be used to record and collect children's work on a safe online platform, easily accessible to parents.

## Room 101

**Hazel Bowen**

**The use of Sign Language as a tool to assist communication skills with young learners.**

Hazel is an Early Years Teacher, currently working in Nursery (3-4 year olds) at the British Council School, Madrid. She holds a middle-management post and is responsible for a small team of colleagues across two year groups. Hazel has been working in Madrid for 10 years and has been teaching for over 15 years. Her main experience lies in Early Years, although she has worked with pupils up to 11 years old. Her interest in the use of Sign Language began when working in a Children's Centre in the UK and it is a skill that she has used in her teaching ever since.

Sign Language, in this case British Sign Language (BSL), is a complete language with a unique vocabulary, construction, grammar and regional variations. This workshop will draw attention to some of the theory and research behind the benefits of using Sign Language with pre-verbal, non-verbal and verbal learners. It will provide attendees with some basic skills in British Sign Language, sign-posting useful resources for further development. Simple, practical ways in which BSL can be used to assist language acquisition for bilingual learners will also be demonstrated, with the focus being on very young pupils.

## Second Sessions 12.40 – 13.30

## Room 001

**Wayne Flint**

**“Just bring yourself” - Mental imagery in the EFL classroom**

Wayne is a DipTESOL qualified teacher who is the current Adult coordinator at the British Council Valencia and Director of Studies at Discovery Summer (Radley). He has taught EFL in Japan, Italy, Finland, Bulgaria, the UK and has been living and working in Spain for 14 years. He has also run his own language academy in Valencia (English Fusion) and is currently a Cambridge speaking examiner for KET, PET, FCE and CAE. He has a keen interest in phonology.

Visualisation can be used anytime, anywhere and is a useful tool in the EFL classroom. Not only can it help students relax and become more receptive but it also has pedagogical benefits in that it makes vocabulary more memorable, can bring all senses into the classroom, adds variety to your teaching, creates information gaps and stimulates both left and right brain thinking. Best of all it's free! No equipment required.... just bring yourself.



## Room 002

**Liz Beer**

### **Putting some sparkle in speaking**

Elizabeth Beer has been teaching for 14 years in various places such as Vietnam, Hong Kong and Spain. She's a Cambridge Examiner and a Teacher Trainer. She enjoys creating her own materials and lessons and has a particular interest in pronunciation, literacy and speaking skills in class.

Many primary teachers list 'getting them to speak' among their difficulties. In this workshop we'll look to provide the antidote. Task design is key: let's look at meaningful, authentic activities where pupils really do have a reason to communicate. A sense of fun is also important: what can props and drama do for our students? This lively session will equip you with principles and practical ideas to use with your pupils in your next class.

## Room 003

**Victoria Clark**

### **Understanding Aptis: How Different CEFR Levels are Assessed**

Dr Victoria Clark works for the British Council as Manager of Global Assessments Solutions Group. She holds two Master's degrees in Applied Languages and in TEFL. She received her PhD in Applied Linguistics from the University of Reading, England, in which she focused on the assessment of the productive skills. She has published many books on the General English Proficiency Test and has presented all over the world. After leaving university, she worked in many countries including Germany, Holland, Russia, Iran, Taiwan and Egypt as an EFL teacher, teacher trainer and university lecturer before specialising in language assessment.

Aptis is an innovative English language test from the British Council designed to make a practical and accurate assessment of your level of English according to the CEFR levels. The question for teachers is how to reduce negative washback and improve the overall proficiency of students whilst preparing them to achieve their best performance in the test. In this presentation, I will focus on the underlying skills and competences being assessed in each task in Aptis and how these skills and competences differ at each CEFR levels. The presentation will assist teachers in understanding CEFR levels and how tests assess them. This knowledge will lead to more informed language teaching and test preparation.

## Room 004

**Claire Culliford**

### **Innovation and Imagination – CLIL in the classroom**

Claire Culliford is an environmental children's author. A teacher, teacher trainer and translator for almost 20 years, her environmental children's book series was written in response to requests from governments and in accordance with a number of the United Nations' Sustainable Development Goals. It raises awareness among children of global environmental and social issues and creative ways of resolving these. The first three books in the series have been translated into over 20 languages and are increasingly being used as resources for CLIL education in primary and secondary schools and cultural organisations.

CLIL (Content and Language Based Learning) has become a buzzword in language-teaching. But how does the solid theory behind this methodology translate into classroom practice? This workshop will use a series of environmental children's books to illustrate how CLIL resources can be exploited effectively and enjoyably to include the four major language skills. It will enable practise in creating exercises, activities and tasks that cover the basic CLIL principles:

- Language is used to learn as well as to communicate
- It is the subject matter which determines the language needed to learn.

## Room 005

**Vasanti Ramdeen**

### **E-safety: teaching students how to stay safe online**

Vasanti is Deputy Head of Primary at the British Council School in Madrid. She has been working at the school for six years, both as a class teacher and senior manager, specialising in computing and assessment. She restructured the computing curriculum in the British Council School Primary to incorporate the 2014 National Curriculum updates including online safety. Vasanti has delivered sessions to pupils, parents and staff, supporting others in understanding their digital footprint. Previously, Vasanti worked as ICT coordinator in London, supporting the school in developing a comprehensive ICT curriculum and ICT policy.

As technology and app creation develops rapidly, it's important for adults to keep up-to-date with children and support them in understanding their digital footprint. During this session, you will learn about popular apps and websites, as well as useful resources and lesson ideas for teaching children about how to keep safe online. Topics include online privacy, messaging, cyberbullying and online gaming.

## Room 006

**Catherine Stewart**

### **Bringing books to life in the infant classroom**

Catherine has been Head of the Early Years department in the Madrid school since 2012. She gained her PGCE in Primary teaching followed by 5 years teaching in Newcastle upon Tyne. Catherine decided to pursue an exciting change and went to work firstly in a private school in Lima Peru followed by a job teaching a year 3 class in the British School of Amsterdam. She came to Madrid in 2003 after securing a job teaching English in 2 bilingual state schools. Catherine joined the British Council School as a Year 1 teacher in 2007.

Books help children develop basic language skills and to expand their vocabulary as well as capturing and igniting their imagination. We want our children to become avid readers and fluent speakers of English right from the earliest age. It is therefore important that children experience and become familiar with a range of books during their school journey. This workshop will give you lots of practical ideas for activities to plan for your students using a book or simple text. Learn to engage and inspire your students using any of the favourite books on your shelf!

## Room 011

**Janis Taylor**

### **Motivating Teachers**

Janis has been teaching English for 25 Years and working with the British Council since 1997. She is interested in motivation as a necessary element in the classroom for ensuring that the teaching and learning processes are successful. Her studies include a MA in Education (Applied Linguistics), a degree in English Philology, a degree in English and Theatre, the Trinity diploma, the Cambridge TEFL certification, and a Coaching Certification among others.

In the same way that teachers generally recognise when students are not interested in learning, the students can also recognise when the teachers are demotivated. If the teacher, in the role as class leader, is able to regain motivation and take energised action, the learning and teaching processes can definitely take a turn around for the better. The session will delve into some tips for boosting teacher motivation.

## Room 012

**Aidan Holland**

### **Engaging Learners through Reflective Learning**

Aidan Holland has been working in ELT since 2004. He has lived in Taiwan, Italy and the UK before moving to Spain in 2009 and since then has held a range of different roles in the British Council. He is currently the EU Teaching Products Coordinator. He is particularly interested in researching how teachers can be best supported to implement Assessment for Learning into their classes.

Assessment is an important part of classroom life. However, it can be easy to overlook the impact that tests and exams can have on a students' perception of their own abilities. This session will revisit assessment theory and give teachers a practical pedagogic framework to ensure that the assessments they do foment a positive attitude to learning.

## Room 013

**David Hillier**

### **Using corpus linguistics software for academic reading and writing skills.**

David has 6 years teaching experience. He has recently worked as an EAP (English for Academic Purposes) Tutor for pre-sessional students at the University of Warwick. David is DipTESOL, TYLEC and cert TESOL qualified. He has experience teaching Cambridge Proficiency examination courses. He also has an MA in Contemporary Literature.

Corpus Linguistics software is usually seen as an academic research tool that has little-to-no scope for classroom application. During this workshop, I will show teachers a brief overview of the functions and uses of corpus linguistic software, as well as an in-depth look at "Sketch Engine," an accessible and free-to-use corpus search engine. I will outline and discuss practical classroom applications for high-level secondary students, especially those who plan to study in English-speaking universities, or read and write academically in English in the future.

## Room 014

**Silvie Rasikova**

### **"A little magic can take you a long way"**

REPEAT SESSION

## Room 015

### **Rebecca Place** **Happy Reading with SEN/D**

Rebecca works for the British Council in Bilbao and, apart from teacher training, enjoys reading, writing and telling stories. She likes to introduce her students of all ages to this genre and encourage them to expand their horizons and challenge their understanding of English, building on the confidence born from the intimacy of the written page and the comfort of the storytellers lap. She is interested in finding ways to help teachers reach out to students with learning difficulties by using stories of all kinds.

As schools try to fit traditional texts into a more dynamic framework of the *Plan Lector*, so teachers are realising that this skill has to be approached in a more proactive, learner-centred way if it is going to work. Coupled with finding the best learning strategies for a diverse classroom, and catering for our students with special educational needs and disabilities, the task could end any way but happily ever after.

## Room 016

### **Jenny Durham** **Project work with primary and secondary students**

Jenny has been working for the British Council for four years and currently works as an Operational Coordinator at the Madrid Teaching Centre. She has taken the Trinity DipTESOL and TYLEC and has a particular interest in task-based learning and promoting speaking and presentation skills.

Project work is a fun and engaging way for students to learn and practise new language. But how can we set these projects up to maximise learning, while encouraging students to work independently? This workshop will look at how to get the most out of projects in terms of language practice, as well as how to give students the support they need to be able to work autonomously. It will also look at some example projects and how these could be set up.

## Room 101

### **Dr Stephen Daniel Brint** **Mediation and meaning in the language classroom**

Dr Daniel Brint is an experienced teacher, teacher trainer and writer with special interest in literature, textual studies, visual media and creative writing. Daniel has worked for the British Council for 25 years and regularly gives teacher training course

for the Comunidad de Madrid. He has also written material for Cambridge University Press's textbook series CITIZEN Z and PREPARE. He is co-author of the British Council-Espasa collaboration Las 500 Dudas más Frecuentes del Inglés.

Mediation is an exciting and dynamic language competence which recognizes the role played by a range of factors in the creation of meaning in diverse communication situations. In this session, Daniel Brint will provide a general definition of mediation, suggest what constitutes mediation (as opposed to literal translation, for example) and outline a number of classroom activities and tasks that can be used to achieve specific mediated aims and objectives. The session will be a blend of theoretical exposition and practical examples.

## Third Sessions 13.40 – 14.30

### Room 001

#### **Richard Stenhouse**

#### **SOS: Simultaneous Oral Spelling and other useful strategies to teach and learn spelling successfully using phonics.**

Richard Stenhouse graduated with a B.Ed(hons) in Primary Education from the University of Strathclyde in 1996. Since then, he has worked in Scotland and Spain and has 20 years' experience in the bilingual setting, 12 with the British Council School. He has an MSc in Educational Leadership and MEd in Leadership for learning. He is a member of SLT in the Primary section of the British Council School, Madrid, with responsibility for CPD, Literacy and KS1. His areas of expertise lie in phonics and spelling, the teaching of writing, reading comprehension, leadership, and coaching and mentoring.

This workshop will explore the link between phonemic / morphological knowledge and the teaching and learning of spelling. The session will provide key knowledge and some effective, practical strategies to help teach children to learn spellings in English and will explore the 5 main components of a balanced spelling programme:

- Teach
- Practise
- Apply
- Assess
- Succeed

The aim is to equip teachers with the necessary knowledge, skills and resources to become confident practitioners thus producing confident spellers.

## Room 002

**Liz Beer**

### **Teens: It's hard to B1**

Elizabeth Beer has been teaching for 14 years in various places such as Vietnam, Hong Kong and Spain. She's a Cambridge Examiner and a Teacher Trainer. She enjoys creating her own materials and lessons and has a particular interest in pronunciation, literacy and speaking skills in class.

Our B1 level teens haven't quite reached maturity yet - both personally and linguistically. What language, skills and strategies will they need in B1 exams? Can we dovetail this with their needs and preferences as teens? In this workshop we'll look at general principles for teaching students at this level and try out some activities across the four skills that will leave your teens both engaged and prepared to succeed at B1.

## Room 003

**Victoria Clark**

### **Assessment Literacy for Teachers: Basic Concepts in Language Testing.**

Dr Victoria Clark works for the British Council as Manager of Global Assessments Solutions Group. She holds two Master's degrees in Applied Languages and in TEFL. She received her PhD in Applied Linguistics from the University of Reading, England, in which she focused on the assessment of the productive skills. She has published many books on the General English Proficiency Test and has presented all over the world. After leaving university, she worked in many countries including Germany, Holland, Russia, Iran, Taiwan and Egypt as an EFL teacher, teacher trainer and university lecturer before specialising in language assessment.

The purpose of this presentation is to give language teachers an understanding of the 4 most important concepts in language testing: validity, reliability, practicality and washback. These concepts are the main principles that guide test construction and evaluation. However, these principles do not just apply to high-stakes tests but need to be applied to all tests and assessment tools created by teachers. Understanding these principles will allow teachers to design better assessment tools, which in turn will allow better decision-making based on the results of the assessment tools. In this presentation, I will discuss each principle in detail and offer suggestions for classroom relevance.

## Room 004

### **Ed Cousins**

#### **How to Show What you Know**

Co Founder of Interacting, leading international specialist in language teaching theatre runs courses and events for teachers.

Active in TIE for over 25 years, course director n European in service training courses since 1998. Current chair of the European Association of Training Providers, Creator of Playing CLIL concept and now Playing Beyond CLIL. Combining a passion for sport and literature with a profession in theatre and games.

This Workshop/presentation will explain and demonstrate key concepts in the workshop of the Playing Beyond CLIL project. The project is an Erasmus Plus KA2 with partners such as the Universities of Berlin, Edinburgh, Helsinki and the Las Palmas. From an acceptance of the need to 'language' (where learners can express their understanding of a topic) the project has developed learning events known as Show What You Know. This session describes how the events work as classroom assessment tools and vehicles for 'deep learning'.

## Room 005

### **Jo Sintes**

#### **The "I" in CLIL – Steps to a quality bilingual programme**

Jo Sintes is an experienced language teacher having taught English in Spain for over 20 years at all school levels and In-company and more recently as a volunteer in Nepal. She is an experienced trainer and a qualified NLP Practitioner and Life/Executive coach: She now works as an ELT consultant with the University of Dayton Publishing/ SM working closely with schools helping them develop in areas of bilingualism and ELT.

There are many types of bilingual programmes and many different results. We are going to look at certain steps that can be taken in order to achieve QUALITY in YOUR bilingual programme. We will look at the importance of INTEGRATION, what it means and how we can achieve this to achieve the quality we are looking for. You will have the opportunity to reflect on best practices and we will be using some useful tools/activities which you will be able to use in your classroom with your students

## Room 006

### **Katie Wright and Victoria MacKellar**

#### **Encouraging Imagination through child-led Role Play**

This is Katie and Victoria's first year teaching in Spain. They both teach Reception at the British Council School Somosaguas and both have a PGCE and a Paediatric First Aid Certificate. Victoria has jointly run a summer camp for 5 weeks for 8-18 years olds, taught TEFL in Granada, Spain and worked in Macau for the last three years. Katie has been teaching early years for six years. Katie and Victoria are both 31 years old and are from England. Both are passionate about Role Play.



This workshop aims to provide teachers with the tools required to set up a role-play area in the classroom. We will look at features of role play, how to play in the area, making your own resources, encouraging imagination through a Montessori approach and how role play is linked to the EYFS curriculum. Participants will leave with the tools required and some props to get their role play area up and running straight away.

## Room 011

**Ada Francoy**

### **Storytelling in Early Years: cross-curricular, meaningful, fun!**

Ada is a Doctor in Education, currently researching gender equality in children's theatre. As an actress and Early Years teacher committed to equality and diversity, she tries to make use of what theatre has to offer to create engaging, inclusive, interactive lessons. Ada has worked in international schools for over 12 years in Myanmar, United Arab Emirates, UK and Spain. She is currently freelancing as a storyteller, university professor (UNIR University) and educational consultant (Trinity College and International Bacculaureate). She also writes and has published four books both for children and adults.

Use your favourite stories to create engaging lessons in Early Years based on storytelling techniques. Dance your stories in PE, take away some characters in Maths, experience the settings in Understanding of the World and create new multicultural, meaningful endings to invent a playscript for your Trinity Stars show!

## Room 012

**Aidan Holland**

### **Developing Speaking Skills through Cyclical Learning**

Aidan Holland has been working in ELT since 2004. He has lived in Taiwan, Italy and the UK before moving to Spain in 2009 and since then has held a range of different roles in the British Council. He is currently the EU Teaching Products Coordinator. He is particularly interested in researching how teachers can be best supported to implement Assessment for Learning into their classes.

This practical stand-alone session builds on the content of the Engaging Learners through Reflective learning session. It will give you some practical ideas about how to implement an Assessment for Learning approach when doing Projects where there are clear speaking and writing objectives. Of key importance will be ensuring that success criteria are shared from the outset through strategic planning and reflection.

## Room 013

**Matthew Palazon**

### **Demystifying Reading and Writing for Young Learners**

Matthew has taught EYFS, Primary and EFL for almost 6 years. He has a bachelor's degree in law, a CELTA, and a PGCE in Primary Education. He is now in the process of completing a master's degree in Bilingual Education. Matthew currently teaches at the British Council Early Years School and also lectures at Francisco de Vitoria University on the Early Childhood Education degree. He is particularly interested in language acquisition and the effects of bilingualism on the brain.

The complexity and peculiarities of the English language can make it challenging to learn to read and write, particularly in a bilingual setting. This talk will consider the key areas of learning for reading and writing with a strong focus on the role of the teacher in supporting and promoting learning in these areas. The talk will provide an overview of the related pedagogy and practical tips which can be implemented with minimal preparation.

## Room 015

**Christopher Foreman**

### **Producing English for KET & PET: Fun times for Speaking & Writing**

After graduating from the University of Kent, Christopher moved to Madrid and immersed himself into the world of teaching English as a foreign language. Since then he has joined Edebé/Express Publishing where he works as an ELT consultant, a job which allows him to meet teachers from all over the country to deliver training and share ideas about all things ELT.

Christopher holds the firm belief that the key difference between success and failure is motivation, and so teachers therefore have the responsibility to factor in this important aspect of the learning process into their ELT courses.

In this interactive workshop we will focus on the **two** challenging skills of SPEAKING and WRITING. We will show teachers how they can help prepare their students for KET and PET success in a fun and dynamic way. The activities we will look at are specifically designed to engage students as well as ensure the free flowing production of English in your ELT classroom. Active participation is expected!

## Room 016

**Olly Jones**

### **L2 Identity and Motivation**

Olly has been teaching for 7 years and is currently halfway through a masters in Applied Linguistics and TESOL. His interests are in the areas of psychology and the social aspects of learning and education. Olly is currently facilitating a Community of Practice at the Madrid British Council, which focuses on fostering motivation in learners. He lives and teaches in Madrid, Spain

Our identity and sense of self forms a huge part our lives and interaction with the world around us. If we can become aware of our desired “future self” with regards to using a second language, we can use this image in order to stimulate motivation. This session aims to offer teachers practical activities to create this positive future image (based on the work of Zoltan Dornyei). These practical activities not only serve to increase awareness of the benefits of learning a second language and increase motivation, but they also give students valuable opportunities at meaningful and genuine communication.