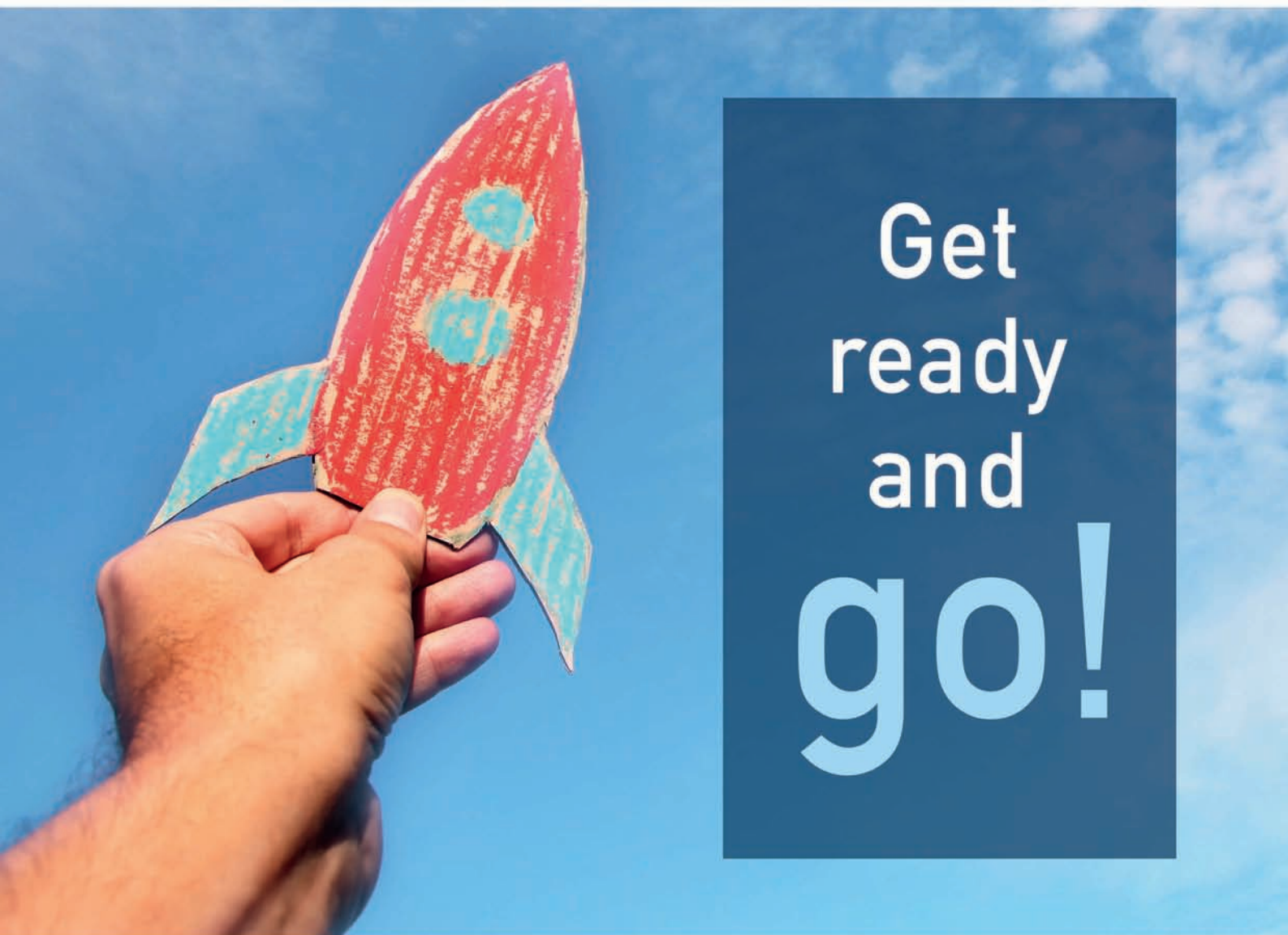


1st ACEIA Conference in Huelva

Saturday 14th September 2019

Huelva University
Edificio Galileo, Campus de El Carmen



Get
ready
and
go!

Prácticas y técnicas actuales en la enseñanza del inglés

Entidades colaboradoras:



WELCOME TO THE ANNUAL ACEIA-HUELVA CONFERENCE 2019

THANK-YOU FOR TAKING PART!

ACEIA tiene el enorme placer de anunciar la **Primera Conferencia en la provincia de Huelva**. El evento tendrá lugar el sábado 14 de septiembre bajo el título **Get Ready and Go!**. El programa estará compuesto por excelentes ponencias destinadas a profesionales de la enseñanza de inglés: profesores, jefes de estudios, directores de centros y otras personas relacionadas con nuestro sector.

Desde aquí damos la enhorabuena a los socios de ACEIA en Huelva por esta gran iniciativa que ponemos en marcha con mucha ilusión.

Borja Uruñuela
Responsable de Formación de ACEIA

Get Ready and Go!					
9.30 - 10.00 Recepción					
10.00 - 10.50					
PLENARY: Chris Roland					
<i>Booyaka! Teaching teens and ENJOYING it!</i>					
SALA 1		SALA 2		SALA 3	
11.00 11.45	<p style="text-align: center;">Amy Hardman Fun, games and a whole lotta learning</p>	<p style="text-align: center;">Mick Daly Mind the ___ !</p>	<p style="text-align: center;">Karen Muckey I am the Kid Whisperer</p>	<p style="text-align: center;">Michael Brand Exam Classes: success and fun, it can be done</p>	<p style="text-align: center;">Victoria Clark Understanding Aptis</p>
11.45 - 12.15 COFFEE BREAK					
SALA 1		SALA 2		SALA 3	
12.15 13.05	<p style="text-align: center;">Cristina Wootton Teacher or educator, is there a difference?</p>	<p style="text-align: center;">Mark Walker The ABCs of GroupWork</p>	<p style="text-align: center;">Beatriz López English: more than just a subject in State Schools in Andalucía</p>	<p style="text-align: center;">Borja Uruñuela Teaching effective lessons starts with effective planning</p>	
SALA 1		SALA 2		SALA 3	
13.10 14.00	<p style="text-align: center;">Ian Howard Striking the right balance</p>	<p style="text-align: center;">Yvonne AITKEN The "nitty-gritty" of teaching Young Learners</p>	<p style="text-align: center;">Fernando Rubio Alcalá Promoting oral interaction in the language classroom</p>	<p style="text-align: center;">Kate Newell Engaging learners in the assessment of writing skills at B2 and C1</p>	
14.00 - 14.30 RAFFLE AND COCKTAIL					



CHRIS ROLAND

Booyaka! Teaching teens and ENJOYING it!



There will be two recurrent themes here: the idea that we can turn anything into an opportunity for teaching and the idea that we need to be ready for anything in terms of behaviour. We shall look to go beyond simply trying to get to the end of our lessons towards celebrating the moment, linking in language and nudging performance on everyday activities towards something we can feel proud of. Suitable for new teachers and seasoned veterans alike.

Chris is teacher, trainer and methodology writer based at ELI in Seville. He works with teachers across a wide range of contexts and enjoys exploring the limits of what is possible in the classroom. His first book: Understanding Teenagers in the ELT Classroom, has just been published by Pavilion.

11.00 - 11.45 SESSIONS



AMY HARDMAN

FUN, GAMES AND A WHOLE LOTTA LEARNING



SALA 1

How do you teach the Present Continuous to a class of 7 year olds who have been at school all day and complain as soon as they have to get out their books? In this practical session, we will look at how to transform the most boring of coursebook activities into games to engage and motivate your students and maximise learning opportunities. The talk will focus on adapting coursebooks aimed at Young Learners.

Amy Hardman is Director of Studies at Paddington School in Huelva. She has taught General English and Exam classes to students of all ages in the UK and Spain for over 10 years. She obtained her DELTA qualification at IH Barcelona and has been a face-to-face tutor on the IH CYLT. She is passionate about teaching and in particular, teaching VYLs and YLs.



MICK DALY

MIND THE ___ !



SALA 2

Human beings are hard-wired to solve puzzles, to find solutions and to discover new information. Just as nature abhors a vacuum: humans abhor a knowledge gap. We shall look at how our intolerance of gaps is a motivating classroom force. When one student has some information and their partner doesn't, an information gap, and therefore an incentive for communication, exists. We shall do several activities and look at how coursebook texts can be made more motivating by inserting information gaps.

Mick's early career in ELT was spent in London, Hamburg and Strasbourg, but for most of his 25 years in the field he has been based in Huelva, where he is Co-director of Hello Idiomas. As administrator, trainer and teacher, he is involved in all aspects of running an academy, but his main interest is in teacher development. He completed the DELTA in 2000, and regularly gives teacher training sessions.



KAREN MUCKEY

I AM THE KID WHISPERER!

SALA 1



I am a huge fan of Cesar Millan from The Dog Whisperer and it dawned on me that his techniques to train dogs are not that different from those that can be implemented in young learner classes to help with classroom management. In this session, I'll give you some tips and ideas on how to TRAIN your students to behave in class.

Karen Muckey-Martinez is the Director of TEB located in Sevilla and has been working in ELT for over 15 years. She has taught all age groups and levels, but what she enjoys teaching the most is babies and very young learners.



MICHAEL BRAND

EXAM CLASSES: SUCCESS AND FUN, IT CAN BE DONE

SALA 4



Many teachers are tasked with preparing their students for external exams. The development of skills and strategies as well as exam practice are key, but we can't forget that a successful student is an engaged one. The 21st century student can be a notoriously difficult customer to satisfy: they spend a lot of time online, like to multitask and are avid consumers of video: can we cater for this in our lessons? This session will demonstrate adaptable ideas that our students will love, while at the same time developing the skills they need to succeed.

Michael Brand is a Teacher Trainer for Pearson. A passionate linguist, he studied French and German at Durham University, followed by a PGCE in Modern Languages. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught young learners, teens and adults. He now spends his time training teachers on all things ELT and his interests include collaborative learning and the creative use of video.



VICTORIA CLARK

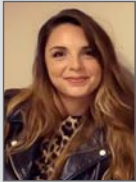
UNDERSTANDING APTIS

SALA 5



Aptis is an innovative global English assessment tool from the British Council and is used to assess English language ability in all four skills. In this workshop, the rationale behind and design of Aptis will be briefly presented followed by an open Q&A session to answer any questions from the audience on areas such as the purpose, design, task types, content, rubrics, scoring, validity, reliability, preparation and alignment to CEFR. An opportunity to learn more about Aptis.

Dr Victoria Clark works for the British Council as the Global Assessments Solutions Manager. She holds two Master's degrees in Applied Languages and in TEFL and has received her PhD in Applied Linguistics from the University of Reading, England. She has published several books on the General English Proficiency Test and has presented in many parts of the world. She worked as an EFL teacher and teacher trainer before specialising in English language assessment.



CRISTINA WOOTTON

TEACHER OR EDUCATOR, IS THERE A DIFFERENCE?

SALA 1

My intention is to help and guide people to explore the idea of inspiring and motivating children and teenagers to see their studies as not only a method of passing exams as a final objective, but to instigate their curiosity and interest by changing their attitude to learning.

A senior bilingual teacher, passionate about education, language teaching and inspiring curiosity, understanding and motivation in children and teenagers.



MARK WALKER

THE ABCS OF GROUPWORK

SALA 2

Collaborative Learning in the ELT Classroom. We have all seen that putting students together in groups does not in itself create effective cooperation. This workshop proposes to go through the basics of setting up, managing and monitoring group work. It will give practical examples of interactive patterns and structures that are proven to maximise collaboration and participation.

Mark has been living and working in Spain since 1989 and has over 25 years experience in ELT.

He holds a BA in Philosophy & Politics as well as a Trinity Dip TESOL. He has worked as a teacher, DOS, teacher trainer and language school director. His interests include everything to do with language, learning and teaching. He has a special interest in TBLT, cognitive psychology for vocabulary learning, as well as the benefits of collaborative learning.



BEATRIZ LÓPEZ

ENGLISH: MORE THAN JUST A SUBJECT IN STATE SCHOOLS IN ANDALUCÍA

SALA 3

This seminar considers how the teaching of English in Andalusia has taken off over the last fifteen years. From being just another subject, English has become instrumental in helping students to achieve their long-term goals. This talk suggests it is time to reappraise how we think of English in the secondary school context and recognise its value beyond the curriculum.

Secondary school teacher since 2002 in several highschools in Extremadura and Andalucía.

Coordinator of Bilingual programmes since 2005 in Andalucía in three different bilingual schools in towns and in the city of Huelva. At the moment, I am the bilingual coordinator of Diego de Guzmán y Quesada Highschool in Huelva.

E-twinning ambassador since 2017

ERASMUS coordinator in my highschool. At the moment working on an ERASMUS K2 project entitled CIRO project.

Trinity Exams Coordinator since 2008.

Teacher trainer in CEP (Centro de Profesorado) in Huelva for bilingual coordinators, CLIL methodology, e-twinning and ERASMUS programmes.

Teacher trainer in Secondary Education Master in the University of Huelva on Bilingual Secondary Education in Andalucía.

12.15 -13.05 SESSIONS



BORJA URÑUELA

TEACHING EFFECTIVE LESSONS STARTS WITH EFFECTIVE PLANNING



SALA 2

Many teachers spend a lot of time discussing what goes on in the classroom but they don't seem to spend enough time reflecting on their road map: their lesson plan. I've observed hundreds of lessons over the years and I can say that good lessons are the result of careful planning. In this session I will present what I consider to be the key elements to planning effective lessons.

Borja is the Head of Education at St. James. He is also the Head of Training at ACEIA. Borja has been teaching English for 25 years, he has written CLIL material for Kid's Box and he is a speaker on a national level. In the last few years he has been exploring Emotional Intelligence through an Emotional Intelligence Programme which he has implemented at St. James.

13.10 -14.00 SESSIONS



IAN HOWARD

STRIKING THE RIGHT BALANCE



SALA 3

As teachers, we face a number of different challenges depending on the classes and individual students we have. Our classes must be educational, fun and so much more. Strong classroom and course management are essential.

This talk, which focuses on adults and teens, will give some practical teaching tips for starting, maintaining and finishing a successful course, focusing on typical problems we encounter at different times of the year and how to overcome them.

I am originally from Killarney, Ireland. Having completed my CELTA in 2011, I had spells teaching in Ireland, The UK and Madrid before arriving in Huelva in 2013. I have worked at Kedaro International since my arrival and will be starting my fifth year here as Head of Teachers at the academy. I particularly enjoy teaching teenage and adult students as well as helping our teachers to reach their full potential.



YVONNE AITKEN

THE "NITTY-GRITTY" OF TEACHING YOUNG LEARNERS



SALA 4

Teaching young learners can be unexpectedly challenging. I aim to share my experience and offer some advice and practical ideas I wish someone had given me many years ago.

Yvonne has been teaching for over 30 years in France, Spain and the UK in both mainstream schools and private language academies. She is a trained Cambridge examiner and has worked as the Young Learners Coordinator at Academia Británica for many years. She is currently the Academic Director at Academia Británica, International House, Huelva



FERNANDO RUBIO ALCALÁ

PROMOTING ORAL INTERACTION IN THE LANGUAGE CLASSROOM

SALA 3



The promotion of oral interaction in the foreign language classroom (FLC) is of paramount importance, and still many learners often complain they have problems with oral production even after many years of English lessons. This workshop will identify the causes that hinder oral production and will demonstrate techniques, strategies and activities to make students interact in the classroom and become fluent.

Dr. Fernando D. Rubio Alcalá is a tenured Professor and Head of Language Policy at the University of Huelva. His main area of research is Applied Linguistics, focused on teaching and learning foreign languages. He has published some works related to the promotion of oral interaction in the classroom (see at http://www.uhu.es/fernando_rubio), and has participated in over one hundred training events in Europe, North, Central and South America.



KATE NEWELL

ENGAGING LEARNERS IN THE ASSESSMENT OF WRITING SKILLS AT B2 AND C1.

SALA 4



Assessing writing can be a complex business, it can be difficult to decide what to focus on. In this seminar, we aim to explore how different forms of classroom assessment can be used to develop learners' writing skills at B2 and C1 levels. We will then look at what can motivate students to write in the modern world. Finally, we will look at how more formal assessment criteria can be applied in the classroom.

Kate Newell has been working in EFL for over 20 years and is a teacher, trainer and member of the presenters' team of Cambridge Assessment English. Originally from England, she lived in New Zealand for a year before moving to Seville where she has now adopted the Spanish lifestyle. Kate enjoys all aspects of teaching and training and firmly believes that there is a strong link between enjoyment in class and the production of excellent student results.