

Join us online for APAC's ELT CONVENTION 2022 *Teaching Matters*

Welcome to APAC's annual ELT Convention, a fully online event spread over three weeks to accommodate teachers' busy schedules. In this document, you'll find an introduction to the sessions and speakers, and the steps to follow to make the most of the Convention. Join us for inspiring talks, engaging workshops & trendy loungewear



Step 1. Register online

Remember that as an **APAC member** you get a 60% discount on the total price! You can also get a discount if you're a university student, part of a group or currently unemployed.

www.apac365.org/elt-convention-2022

Step 2. Visit the site

This is the landing page for the Convention, in which you'll find **APAC's partners and their contact details**, a video of the **opening session**, the links to the **live sessions** for each of the three days, the links to the **CAPACSULES** and the links to the **videos of the sessions** that have already taken place.

The sections with the live and recorded videos are **only available to registered participants**. Before the start of the Convention, you'll receive a password to access everything.

Step 3. Meet APAC's partners

APAC's partners support teacher development by contributing to our training events and bringing great international speakers. Here's a chance to meet our partners, find out about their latest projects and get in touch with them to boost your students' learning:



National Geographic Learning is a leading provider of English Language Teaching materials for learners at kindergarten through to adult and academic education. Our unique partnerships with National Geographic and TED mean we can offer a unique range of authentic materials that inspire and bring your classroom to life. For information on any of our titles, visit our website ELTNGL.com.



Anglia examinations is an internationally recognised Examination Board owned by Chichester College Group, England. Our CEFR B1, B2, C1, C2 levels are OFQUAL-accredited. We also offer lower levels. We have Exams for Students, Teachers and in Translation. Very competitive fees! Contact us at contact@angliaexams.com - www.angliaexams.es



Escola
d'Idiomes
Moderns

Universitat
de Barcelona

L'Escola d'Idiomes Moderns (EIM), offers high quality training in foreign languages to all the university students and staff, as well as to public and corporate bodies. Training includes regular and introductory level training, oral fluency, exam preparation and courses adapted to different degrees and disciplines. EIM can also design tailored courses in professional contexts, providing you with high standard training based on the CEFR of the European Council. Find us online at <https://www.eim.ub.edu/ca/>



SammTalk gets your students, ages 13-18, connected to pupils in Scandinavia and The Netherlands for real English practice –exchanging videos about themselves, chatting and video chatting. Boost their motivation and culture awareness in our 4-week Free Trial Programmes in March or May 2022! Learn more at sammtalk.com/freetrialprogramme



Founded in 1984, COME IN, Barcelona's English Bookstore, represents an inescapable reference for any person or firm related to language learning in our city. Our customers have a special interest in the English language, not only in the teaching and learning areas but also in the field of classical and contemporary literature. Most of the teachers and students –not only English students- from our city and surroundings as well as national and international public figures (writers, musicians, actors, cinema and theatre directors, politicians, journalists, etc.) have dropped by our bookstore from time to time. Check out our website to see our wide offering of books, games and classroom materials: <https://www.libreriainglesa.com/en>

Step 4. Start watching!

Some sessions will be available before the start of the Convention: The **opening session**, the **welcome session**, the summary of the **John McDowell Awards** and the **CAPACSULES**.

Once the Convention starts, there will be **2 plenary sessions** and **presentations** to choose from every day.

You'll have until **13th February** to watch more sessions or to rewatch them.

The Convention is certified for up to **20 hours of training** by the Catalan Department of Education, but you can also certify 16 or 18 hours, depending on the number of sessions you've attended.

Remember to fill in the survey linked to each of the sessions **before 13th February** so that APAC can record the data. We will also issue you with an online certificate of attendance, which we'll send to the e-mail address you provided when you registered.

Here's how the hours are counted so you can do the maths ;)

Step 5. Get your certificate

Welcome and
opening sessions

Thu & Fri
2 plenaries & 2
presentations

Sat
2 plenaries & 2
presentations,
wrap-up

cAPACsules

Offline viewing

$3h + 4.5h + 4.5h + 5h + 1/2h \text{ each} + 1h \text{ each}$





Session overview

APAC's ELT CONVENTION 2022

all sessions
will be recorded
& available to
watch

From 24th January, *asynchronously*

- Welcome session: A recap of 2021 by **APAC's board**, winners of the **John McDowell Awards**
- Opening talk by **Andrew Walkley, from The Lexical Lab**
- **CAPACSULES**, 20' videos to inspire you and give you ideas of activities and methods, featuring **Mireia Sanchez, Usua Sol** and **Raquel Joaquín**

Friday 4 February, *live* from 16:00 to 20:30

- Plenary session by **Alex Warren, from National Geographic Learning**
- Round #1 of presentations: **Clodagh Twomey**, or **Jackie Robbins and Christine Appel**
- Round #2 of presentations: **Nicky Hockly**, or a session on **Ace the Opos with APAC**, with **Edward Lockhart, Anna Asian** and **Raquel Joaquín**
- Plenary session by **Lindsay Clandfield**

Thursday 3 February, *live* from 16:00 to 20:30

- Plenary session by **Nia Richards and Sian James, from Creativity, Culture & Education**
- Round #1 of presentations: **Cèlia Pratginestós and Dolors Masats**, or **Núria Carrillo and Encarna Romero**
- Round #2 of presentations: **Chris Kunz, from Anglia Examinations**, or **Matilde Benavent**
- Plenary session: **Amanda Mcloughlin**

Saturday 5 February, *live* from 9:30 to 14:30

- Plenary session by **Chia Suan Chong, from National Geographic Learning**
- Round #1 of presentations: **Alexandra Bonet and Maria Mont**, or **Dunya Martinez**
- Round #2 of presentations: **Nia Richards and Sian James, from Creativity, Culture & Education**, or **Claire Venables**
- Closing session by **Lindsay Clandfield**
- Wrap-up session and last day giveaway: **APAC**

Get started with the OPENING SESSION:



Welcome session

APAC's welcome to the ELT Convention & recap of the past year: members, publications, training sessions, and engagement.



John McDowell Awards

Winner and runner up for each category: Teachers, schools and fantastic projects from the past academic year.



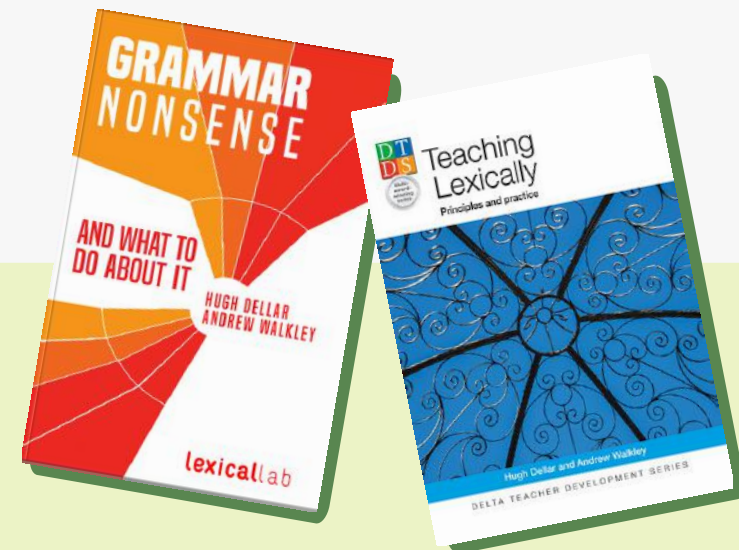
Opening session by Andrew Walkley, from The Lexical Lab **Google is your friend**

Google and other types of machine translation can often be seen as a threat to teachers, but in this talk I will argue how we might train students to use it more effectively along with several simple activities that teachers and students can do in and outside of the class. Through this I hope to assuage any concerns teachers might have and show how we can add value.

Andrew Walkley is teacher, trainer and writer with over 30 years experience in ELT. He currently runs Lexical Lab with his long term writing and business partner Hugh Dellar and they provide training and resources for ELT professionals, working both online and face-to-face. Andrew has co-authored a number of coursebooks including the series *Outcomes* with National Geographic Learning and the methodology books *Teaching Lexically* (Delta Publishing) and *Grammar Nonsense and what to do about it* (Waygoose Press).



Click to visit
[The Lexical Lab](#)



Watch CAPACSULES: 20' videos to release your inspiration, APAC-style.



Mireia Sanchez i Cervera holds a degree in English Philology from the University of Barcelona (2019) and she has also obtained the Master's Degree in Secondary Education Teacher Training. She is currently working as a teacher of English in Secondary education and she is also doing a PhD in Education. Her areas of interest are plurilingualism, co-teaching and Content and Language Integrated Learning (CLIL).

CAPACSULE #1

Plurilingualism for effective Content and Language[s] Integrated Learning

In Catalonia, CLIL is often done by translating the content of a subject into English and teaching it in this language, but CLIL is not actually based on doing so. This is what may lead to negative results, and learners may not learn an additional language in an effective way. On the basis of this, we have decided to look for solutions by exploring the ideas of plurilingualism.

Apart from the content, the linguistic side is also a very important aspect in CLIL subjects, so using languages other than English could be useful for having an effective CLIL performance. Nowadays, there is a lot of emphasis on plurilingualism, but few studies have examined it together with CLIL, which could be helpful for their sociocultural benefits, the possibility to include home languages and the learning of additional languages apart from English.

One of the studies exploring plurilingual practices in CLIL programmes has been the one of Milán-Maillo and Pladevall-Ballester (2019). They explored the various uses of the home language in CLIL contexts with co-teaching methodologies. They wanted to know if it is actually beneficial to be exposed to plurilingual input in an additional language setting and if students could develop strategies with their mother tongue to acquire the additional language (Milán-Maillo & Pladevall-Ballester, 2019). After analysing the results, they concluded that the home language “acted as a compensatory strategy that coped with CLIL demands and was beneficial both for learners and teachers.” (p.212) Therefore, if the native language is used and planned in a pedagogical way, it can be helpful for learners to develop the additional language (Milán-Maillo; Pladevall-Ballester, 2019).

Enjoying the capacsules? Join APAC to find these and more in the members-only section of our website

Pop a CAPACSULE and transform your teaching



Usua Sol has been working as a secondary school English teacher in Barcelona since 2003, when she graduated in Translation and Interpreting from UPF. She got her Diploma in English Teaching (DELTA) from International House Barcelona in 2008 and won the John McDowell APAC award in 2013. She is particularly interested in the psychology of teenagers and believes in the use of ICT to motivate students and to help them in their learning. She's also a teacher trainer and a materials writer, and since 2017, an associate lecturer at Blanquerna.

CAPACSULE #2 and CAPACSULE #3 *An Ace Up Your Sleeve! Parts 1 and 2*

We teachers like to play it cool, but deep inside we're always a bit on edge. We always plan, plan, plan, but regardless of the thousands of activities and ideas our brains store, we all have a secret fear of not being *quite* prepared for our sessions. It doesn't matter that you haven't been able to do all the activities you had planned for a session for the past fifteen years, there's still that nagging feeling that we might run out of gas long before the bell rings. Fear no more, here you have a series of low-prep ideas that you can use for a variety of purposes: to get to know your students better, to energize them after a long task, to give them fun practice opportunities or to notice expressions or certain language aspects.

In these two videos, Usua describes a series of fun, inspiring and easy-to-prepare activities. She also shares ideas on materials and topics you can use, and discusses how she uses these activities with her students in order to stretch all of them into participating in her sessions, regardless of their level. Put the focus on students, and get them using English meaningfully.

Here are the activities you'll find in part #1:

- Would you rather?
- Reverse taboo

And in part #2:

- Sentence pictionary
- Word bingo



CAPACSULES: Educational pills to inspire teachers



Raquel Joaquin has been teaching English for seven years now. She has taught general English courses to young learners, teenagers and adults in private language schools and she started working in the public sector two years ago. She passed the opos exam last year and she is currently working at Institut Badia del Vallès. She is also a board member of APAC, being the partner liaison and contributing to the social media team. She graduated in Translation and Interpretation and she also holds the Master's Degree in Teaching English as a Foreign Language since 2014.

CAPACSULE #4

Hands-on ideas to nail your writing

Some people find writing a very calming activity that helps them reconnect with themselves and with past experiences. We write much more than we know, albeit maybe not quite as correctly as we like to think. But writing tasks can be daunting for many students (and non-students), in their first language and even more so in any additional languages. Writing in a foreign language involves many complex processes, and students often find it hard to deal with contents, structure, vocabulary, decoding, purpose, audience...

In her video, Raquel shares with us some tips to avoid writer's block and to feel on top of any writing task by breaking it down into more manageable units. When we make students be aware of and apply the same processes effective writers follow, we help them develop their own writing strategies. The more they practice these strategies across different writing situations and purposes, the more efficient they'll be, and the more comfortable they'll feel when writing in high-stakes situations.

Here are the strategies Raquel will present, along with ideas to work them into your sessions:

- Sentence stems
- The burger method to write for and against essays
- Random Facts about me!
- Lacasitos and... writing!

Check them out, use them, and let us know how they turn out!

Enjoying the capacsules?

Join APAC to find these and more in the members-only section of our website

Thursday talks

16:00 to 16:50 - Plenary session

Nia Richards & Sian James, from Creativity Culture & Education

Why Creative Teaching Matters



'Creativity and critical thinking are key skills for complex, globalised and increasingly digitalised economies and societies. While teachers and education policy makers consider creativity and critical thinking as important learning goals, it is still unclear to many what it means to develop these skills in a school setting.' OECD, 2019.

There is widespread agreement that creativity is an essential skill but it's often an overlooked element of initial teacher education and continued professional development. At CCE our goal is to support educators in developing confidence to teach creatively and for creativity – ensuring that learners are fully equipped to both meet the demands, and thrive, in a rapidly changing world.

As the theme of this year's APAC convention states 'Teaching Matters', and this is especially true when it comes to creativity – we cannot expect to nurture successful, creative, and critical thinkers without teachers modelling creative attitudes and behaviours, making creativity visible and purposefully looking for learning opportunities where creativity can be ignited.

In this presentation, we will share our work with you and make the case for creative education within all subjects and disciplines. We will share some examples from one of our partners in Wales, who have worked with over 600 schools to date, many of these bilingual schools have focussed their work on developing language and literacy.



Click to view CCE's website or
type <https://www.creativitycultureeducation.org/>

Creativity, Culture and Education, or CCE, is an award-winning international foundation dedicated to unlocking the creative learning potential of children and young people around the world.

CCE is recognised by Harvard's Global Education Innovation Initiative as one of the 50 organisations world-wide delivering an education that is engaging, powerful, rigorous and relevant to the 21st century.

CCE knows that, all over the world, children and young people from poorer or less privileged backgrounds are likely to achieve less in school. So we work to unlock their creativity and improve their attainment through consultancy and research, the design and delivery of targeted programmes and the provisions of professional development for those who support them. We support programmes in Australia, Ireland, England, Norway, Hungary, Czech Republic, Pakistan, Thailand and Chile.

Presented by Nia Richards, Development Manager Teaching and Learning and Sian James, Development Manager Leading for Creativity at CCE

Nia has 13 years' experience as an educator working in schools in England and Wales, and 7 years' experience of supporting schools in developing creative teaching and learning approaches. She has an MA in Practitioner Research and her research has been published in the peer-reviewed journal, Practice.

Sian manages a national Creative Learning programme with Arts Council Wales alongside her work at CCE; she has supported over 600 schools and their teachers to explore innovative pedagogy and prepare for the introduction of a new expansive curriculum.

17:00 to 17:50
Choose one session

Cèlia Pratginestós and Dolors Masats

DIGITASK: Your new tool to design effective interactional tasks

Tasks are present in language classrooms both as an instrument of data collection in educational research and as a tool to design and implement learning proposals. Competence-based language curricula, for example, envisage learning as a social activity in which learners engage in the resolution of tasks that enable them to develop their interactional competence while they acquire 21st century skills and interdisciplinary knowledge.

The activities people do in everyday life at home, at school, at work or when socialising are regarded as tasks. Task-based learning proposes to bring those tasks into the classrooms to make learning meaningful and lasting. Pedagogical tasks are seen as tools to provide learners with genuine opportunities of using the target language while they are engaged in the resolution of problems or in the process of creating an output (a story, a marketing campaign, a book trailer, etc.). Through tasks, learners can meet specific learning objectives and are given the opportunity to take part in a communicative event in a language they still do not master. Yet, designing effective tasks is still a challenge teachers need to face.

This workshop aims to present the DIGITASK app*, which consists of a software and a website for generating pedagogical tasks that foster learners' interactional competence. The open-access app is complemented with methodological packages for teaching foreign languages and a training module designed both as a self-learning and as an instructional tool on how to use it to create digital pedagogical tasks.

With DIGITASK, our team expects to have a significant impact on teachers, teacher trainers and materials designers as it will offer pedagogical and technological support for the creation of effective and meaningful tasks.

We'd love to show you around DIGITASK! Come and join us on this journey! *DIGITASK4IC is a project supported within the scheme of Erasmus+ KA226 Digital Education Readiness, whose objective is to create a digital task generator for pedagogical tasks, linked with an annotated task catalogue and an OER library to support teacher trainers and trainee teachers. It is developed thanks to a strategic partnership among Hacettepe University (Turkey), Universitat Autònoma de Barcelona (Catalonia), Universitaet Innsbruck (Austria), and Mugla Sitki Kocman University (Turkey).



check out our project!



Dolors Masats started her teaching career in the field of foreign language education (English, Catalan, and Spanish) more than 25 years ago. She is currently a teacher trainer, a researcher and the Head of the Department of Language and Literature Education and Social Science Education at Universitat Autònoma de Barcelona. She is an enthusiastic promoter of the inclusion of task-based teaching and project-based learning proposals both in the classroom and in national curricula. Two of the projects she developed together with a team of in-service primary teachers won the John McDowell Award (2008 & 2018). At present she also co-leads A + Project team, an initiative supported by ICE-UAB to design materials and training proposals targeted at applying the premises of the project-based learning approach to teach young children English.

Cèlia Pratginestós has been teaching English for over 20 years, both in secondary and higher education. She is now an Adjunct Lecturer in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona and a member of the Research Centre for Teaching and Plurilingual Interaction (GREIP). Graduated in Translation and Interpreting (UAB), she holds a Master's Degree in Discourse Studies (UPF-UAB) and is now pursuing her PhD in Education on plurilingual interaction. Her research focuses on conversation analysis applied to language learning and the deployment of interactional competence in plurilingual peer interaction both in formal and non-formal learning contexts.

Núria Carrillo and Encarna Romero

Language learning with integration of yoga techniques

No doubt that teaching matters and that we need to move forward in ELT, so we will share some ideas and examples on how yoga techniques help improve language learning through the creation, implementation and evaluation of classroom activities that integrate these techniques in the teaching and learning process.

Our main goals are:

- Create an environment that fosters learning
- Encourage constructive and respectful interaction in the classroom
- Increase autonomous and responsible student's learning
- Develop emotional and cognitive self-regulation skills
- Acquire long-term linguistic memory
- Facilitate confidence and improvement of self-image in the acquisition of additional languages
- Develop skills that enhance attention and concentration

And when can we start integrating yoga techniques in our language lessons? We can do it since students are very young and go on till secondary or even adulthood. We will show you three short videos, one in infant education, another in primary and, finally, one in secondary level. There is no age limit if you are searching for meaningful learning, which is what we are fostering in CESIRE (Centre in Support of Innovation and Educational Research).

For five years, CESIRE has been collaborating with RYE Spain (Research on Yoga in Education) organising educational courses for both beginners and advanced teachers. As results have proved satisfactory, this year we have started an educational course for schools in order to go beyond the classroom, and try to get an impact throughout the whole school. Probably, we may have some new results to share with you on future APAC ELT Conventions.

You can find information about what we offer in CESIRE in our new web:

<https://serveiseducatius.xtec.cat/cesire/>

We offer training for both beginners and advanced teachers and for schools. And we also share a site with documents and resources for teachers to use:

<https://sites.google.com/xtec.cat/ambit-linguistic-holistiques/inici>

<https://www.rye-yoga-educacion.es/ca> ; e-mail address: rye.spain@gmail.com



Núria Carrillo is a Catalan and English language teacher; BA in Psychology and English Philology. She has worked as an English language and CLIL (Content and Language Integrated Learning) specialist. She is a co-author of eight Science CLIL modules-“The Thinking Lab”, Cambridge University Press, for upper levels in primary school. She has worked in foreign languages teacher education at the Ministry of Education in Catalonia and she is currently a CESIRE (Resource Centre for Innovation and Educational Research) languages staff member.

Last year, CESIRE started a new project and we are promoting teachers' training to apply new knowledge (all subjects and levels) in their lessons to improve students' learning, but we also foster an improvement beyond the classroom, an impact on the whole school. That is why we also offer training for groups of teachers of the same school.

Encarna Romero has been a Primary and Secondary English teacher, PHD in Pedagogy at UB, who has been introducing Yoga techniques in her English classes for ten years. After getting a Degree on Yoga and Relaxation Techniques in Education and becoming a Yoga teacher, she has been giving courses as a RYE trainer to expand Yoga techniques at school context (RYE Spain is an association for the Research on Yoga in Education).

For six years, she was a member of the ICE group at the UAB and coordinator of the GRIAE (Research Group on Yoga in Education) at UB from 2013 to 2016. From 2016, she has been collaborating with CESIRE (Resource Centre for Innovation and Educational Research) in their project of integrating Yoga techniques in language learning. She really believes that Students' participation in a relaxed atmosphere is essential to improve the teaching and learning process



18:30 to 19:30
Choose one session



Chris Kunz, from Anglia Examinations

***English as a Lingua Franca - Shifting
from an EFL to an ELF mindset***

The remarkably emergent phenomenon of English as a Lingua Franca (ELF) has sparked off considerable debate in the past few years, not only with regard to its phonological, lexical and grammatical hallmarks, but also with respect to how we should test the use of English as a language for international communication.

Language and language development are cognitive processes that involve the ability to communicate thoughts through, among others, the spoken word, regardless of the variety of English we use. How and why raters differ in their cognitive processes and rating behaviors when assessing ELF speaking performance is an area we will comprehensibly explore during the presentation. It is also very relevant to contemplate the amount of attention the assessment of ELF has recently been given, especially when an extensive number of raters seem to prioritise the language ability a speaker has alongside the language the speaker actually produces in the here-and-now- situation, independent of the context the speaker's competence and their performance may be constrained by. Given that ELF is used in both, mother tongue English countries as well as non-native English countries, it is high time we ventured to look more closely into the linguistic and pragmatic features that are characteristic of this variety of English. Similarly, and due to growing concern expressed by language users and test administrators alike, we should scrutinise the actual importance these attributes have in ELF-aware tests.

Bearing in mind that English is now primarily used among non-native speakers of English, we must, as English language teachers living in a globalised 21st century world, be particularly careful as to which pronunciation model we foster among our students. Research has shown us that there are currently far more conversational exchanges between two non-native speakers than there are between even one native and one non-native speaker. Revisiting the challenge of whether or not it would be advisable to plan and eventually design ELF-aware tests which aim to capture the nature of ELF production, during the presentation, the speaker will be sharing a few fundamental concepts and assumptions confident that you can all make a substantially more informed decision in the field of assessing the pronunciation of ELF.



*Click here to view their site
or visit <https://www.anglia.org/>*

Chris Kunz is an ELT professional who has worked in Spain, Argentina, Australia and the UK for over 25 years. He has vastly lectured in various countries on ELT Pedagogy, Advanced Language for teachers and English Phonetics and Phonology, and English as a Lingua Franca since 1997. Chris has been involved with the **Anglia ESOL Examinations Testing Services** since 1996, and is currently the Anglia President within the Ibero-American Network. He holds the Cambridge/RSA Certificate and Diploma in ELTA, and is a CELTA Trainer. He is also the Director of Studies at The English Centre, College of Languages in Almería, Spain.



Matilde Benavent
CLIL, is it still possible in 21st century schools?



Content and Language Learning Integrated or CLIL came into our lives in the 1990s and has been used ever since. The development of CLIL in Spain has led to the proliferation of bilingualism programs in most of the Autonomous Communities. However, in recent times discordant voices have emerged with this type of multilingualism programs, arguing, on the one hand, that the content has been reduced by the language. And on the other, that some Spanish teachers do not have the necessary linguistic competence to be able to carry out this type of program. The question now is: Is CLIL still an option for language learning?

In this session I am going to offer three examples of CLIL carried out in a school in the Valencian Community. In the first of them, I will show how the language and contents are learned in the social sciences through a project called Xarqui Women Encyclopedia in which the students learned the past in English while they made biographies about important women who changed the world. It is a permanent project of the center in which every year the fifth and sixth grade students will carry out their biographies. In the second of them, Literature is joined through the Reading Plan with the making of a film using the Green Screen technique. The phonetics and grammar of the participating courses were practiced, relating it to the books read both in Spanish and Valencian. One of the films has won the jury award at the 2021 International Film Festival (MICE). Finally, the third of the projects presented makes a connection between the area of Values as content and written expression in English as part of language through the creation of our Wonders in which both classmates and teachers wrote positive things about each of the students.

After some experience in the banking sector, **Matilde** moved into the educational sector graduating in 2014. She has taught English in several schools and also played the role of tutor in some of them. She is currently working in CEIP Xarquia being both English teacher and tutor at 6th grade.

She was a speaker at two CLIL “CEFIRE” courses at Orihuela for both English and Valencian teachers as well as at the 5th ELT-CLIL workshop in Valencia. Furthermore, Matilde has also been speaker for 6 ELT-gamification courses at the CEFIRE during the years 2021-2022.

join us for more learning opportunities, and support the community

become a
member of
APAC 



19:30 to 20:30 - Plenary session
Amanda Mcloughlin



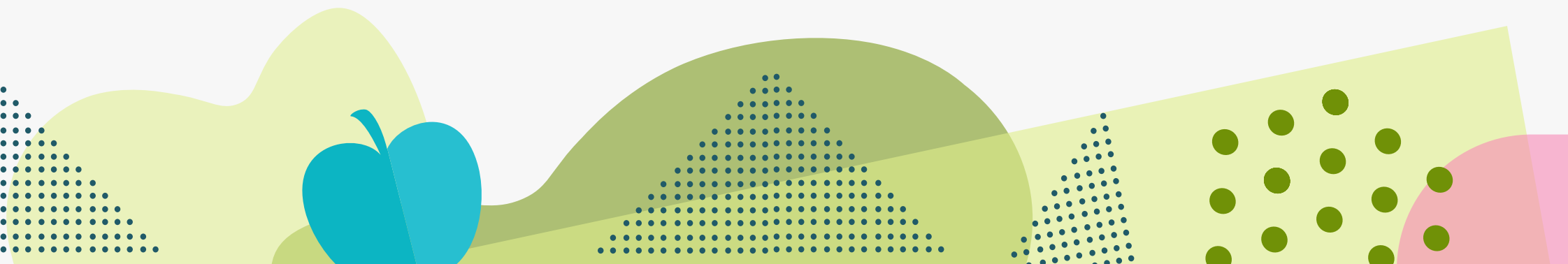
CLIL in the language classroom. How can language teachers 'do' CLIL?



CLIL is becoming a big thing in mainstream education around the world. In many cases, CLIL teachers teach their subjects in English. So, what does that mean for the English teacher? Are we now obsolete? English teachers' roles are changing as we are now not the only ones teaching English to the learners in our classrooms, whether we teach in academies or schools, primary or secondary. In this session we'll look at how language teachers can support CLIL teaching and how they can bring a bit of CLIL into their own lessons too.

Amanda Mcloughlin is an experienced teacher and teacher trainer. Since 2001 she has been an EFL teacher and teacher trainer specialising in both online and face to face methodology courses including CLIL for the Basque Government, the Government of Navarra, Castilla y Leon, Comunidad de Murcia and La Rioja. She has been a tutor for British Council for in house CiSELT and TYLEC courses and a local tutor for DELTA. Since 2016 she has collaborated as a trainer with Oxford University Press specialising in CLIL and EFL courses for primary and secondary teachers across Spain. She has made many conference presentations at national and international ELT conferences.

end of Thursday's talks,
time for a break



Friday talks

16:00 to 16:50 - Plenary session

Alex Warren, from National Geographic Learning

Finding your Voice - Incorporating linguistic mediation into your everyday teaching



The concept of linguistic mediation might be comparatively new in the language classroom, hence teacher's continued general sense of confusion (or panic) at its mention. However, in reality it has to an extent always been a part of the communicative classroom – we just didn't recognise it as such.

In this practical session I'll explore how we can start to recognize language learning tasks that incorporate mediation and latterly at how we can create mediation tasks using existing content in our coursebooks.

Alex Warren is a DELTA trained teacher trainer with over 18 years' experience of working in ELT as a teacher, teacher trainer and academic director. He has presented and run workshops and webinars on a wide range of topics in over 35 countries throughout Europe, Africa, the Middle East and Latin America. Alex is currently the Senior ELT Academic Consultant for National Geographic Learning.



visit our website at
<https://eltngl.com/>

You can also watch many other webinars by Alex Warren that NGL shares with teachers worldwide



**NATIONAL
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LEARNING



Clodagh Twomey

Games for Learning English in Vocational Training

Are you tired and frustrated, sick to your teeth of teaching unmotivated disengaged learners? Well, you are not alone, this talk is for you.

We know that social media and digital device addiction is a real issue for young teenagers, the knock-on effect on academic performance and social and emotional development is evident in every classroom and every household in every part of society.

This workshop offers practical methods to re-engage learners through games and playing games. The workshop is based on the study of an English class of vocational training students in their last year of *Beauty and Aesthetics* course. The workshop is designed to give participants valuable lessons on what we learned through the project, and for them to be able to take away ideas to try in their own classes.

Young Teenagers don't learn social behaviours of sharing empathy and turn-taking automatically, yet they are an essential part of being a well-rounded adult. Without a conscious effort to build this into the curriculum, many young people may finish their schooling emotionally underdeveloped.

Get to know the project better by checking out the website maxyourclass.com

Clodagh Twomey graduated from University College Dublin with a Bachelors Degree in Chemical Engineering in 1992. Working primarily in design and project management, Clodagh travelled and lived in many countries around the world before settling in Barcelona. With the birth of her two daughters, Clodagh became interested in 2on Language acquisition, and it was through this study she came to collaborate with the UAB and started the Language Acquisition Project "Max Your Class". In 2017 she began working with Sonia Jaimez Garcia in La Salut school, looking at ways to bring English and STEM together in the school curriculum.



Jackie Robbins and Christine Appel

Task design for online language learner engagement

Distance education refers to learning and teaching in educational contexts where there is often a temporal but always a spatial distance between the learners and teacher. To all intents and purposes, distance education today means online education. The Covid-19 situation led to “emergency remote teaching”. In practice, this often translated to an overuse of synchronous learning in platforms such as Zoom which led to learner disengagement. Teachers were ill-equipped to deal with the pedagogical paradigm shift needed when moving education online. “Learner engagement occurs when learners are emotionally, behaviourally and cognitively connected to their study” (Kahu et al., 2014: 523), but with learners and teachers in different places, this has proved to be challenging.

In this workshop we will present the concept of learner engagement and its three dimensions: behavioural, cognitive and emotional. We will also present the concept of open source technologies, distinguishing between notions of free and open and the implications these have for online language education. Participants will be encouraged to debate the task features that can foster each of the dimensions of learner engagement. We will then put forward a number of teaching scenarios and participants in the workshop will work together in designing tasks for optimal learning engagement in the context of online language teaching and learning. The workshop will end with a discussion of the designed tasks and open source technologies that best fit each of them. This workshop is offered in the framework of the European Erasmus + project “PENSA: Professionalization of Teachers using Digital Technology to Support Autonomy and Citizenship” .



Want to find out more about the project? Check out the website:

Projet PENSA at <https://pensa.univ-amu.fr/>



Jackie Robbins holds a PhD in Education from the Universitat Autònoma de Barcelona. She is a lecturer at the Centre for Modern Languages and the Faculty of Arts and Humanities of the Universitat Oberta de Catalunya (UOC) in Barcelona, where she coordinates EFL and teacher training courses. Jackie is also a member of the European Centre for Modern Languages ICT-REV Training and Consultancy team which supports language teaching and learning in Europe and she has run numerous workshops both online and in person about the use of technology in language learning and teaching. Her research interests include online language learning, learner engagement and special needs language learners in online contexts.

Christine Appel is a Senior Lecturer in the Center for Modern Languages and the Faculty of Arts and Humanities at the Universitat Oberta de Catalunya (UOC) in Barcelona. She holds a PhD in Applied Linguistics from the University of Dublin, Trinity College. She coordinates EFL and teacher training courses in the Centre for Modern Languages at the UOC, and the subjects of Online Collaboration and Gamification in the Masters degree in Technology-mediated language teaching and learning. She has coordinated several European funded projects including SpeakApps and eQTel. She’s currently the UOC principal investigator in the Erasmus+ project PENSA. Her research interests are in the area of CALL including Tandem language learning, Distance education, Online speaking interaction in the L2, online teacher training and processes that contribute to online learner engagement such as gamification. She’s a member of the research group realTIC.

18:30 to 19:20
Choose one session



Nicky Hockly, from The Consultants-E
Digital literacies



Digital literacies are the technical skills and social practices needed to effectively interact with digital technologies; as such, they are key 21st century skills. As English language teachers, we are helping our students to communicate in a global lingua franca in an increasingly wired world. We need to ensure that they are given not just the linguistic tools to do so, but an awareness of the wider social practices surrounding the appropriate use of language which is increasingly being mediated by technology.

It is imperative for teachers to not only understand and develop their own digital literacy skills, but to help students develop theirs. This workshop looks at some of the theory underpinning digital literacies, and explores how teachers can address them in the classroom with their learners.



You can visit their site at
<https://www.theconsultants-e.com>

Nicky Hockly is the Director of Pedagogy of The Consultants-E, an award-winning online training and development organisation. She holds an MA in ELT (University of Granada), DTEFLA, CTEFLA and BA Hons in English. She has worked in the field of English Language Teaching since 1987, is a consultant and international plenary speaker, and gives workshops and training courses for teachers all over the world. She has been teaching online since 1997, and she is an experienced online course designer and online teacher trainer. Her research interests include digital literacies; online, blended and hybrid learning; and the application of learning technologies in ELT. Nicky has written several prize-winning methodology books about digital technologies in language teaching, several of them with co-author Gavin Dudeney. Her most recent books are *Digital Literacies* (second edition; Routledge; 2022) and *50 Essentials for Using Learning Technologies* (Cambridge University Press; 2022), *Focus on Learning Technologies* (Oxford University Press, 2016), and *ETpedia Technology* (Pavilion Publishing, 2017).

Edward Lockhart, Raquel Joaquin & Anna Asian

Ace the Opos with APAC! Ask us anything

In this Q&A session APAC's very own experts in *oposicions* will be presenting our first solo course on this year's public exams, which will support candidates to thrive through all the sections of this gruelling exam, from the outline and revision of the theoretical topics to the design of an effective didactic sequence and its oral presentation.

Edward, Raquel and Anna will share their expertise in the field of "opos", both as trainers and as current teachers in the public system: Their own experiences preparing for and sitting the exams, the vision of foreign language learning and teaching that they share with their trainees, and the trick and strategies that helped them succeed. They will also outline the structure of the course and the methodology used in the sessions, which will take place live online on Saturday mornings.

The floor will then be open for the audience to participate by asking them questions, sharing their own experiences and expectations and, hopefully, some of you will take the step to join the profession.



Starting date: 12th February 2022

On Saturdays, 9:00 to 13:00h

Live online sessions

52 hours

Have a question or comment? Share it with us by e-mail or via social networks using the hashtag #acetheopos and #apacelt22



Edward Lockhart has been teaching English for over 25 years. He has taught kids, teenagers and adults, both in mainstream education and in the private sector. He passed his first opos in 2005 as a primary English teacher. He then became an opos trainer. Simultaneously he started working as a teacher trainer for the Departament d'Educació, where he has collaborated for more than 15 years. He holds an MA in Teaching English as a Foreign Language, and has worked at Universitat Rovira i Virgili in the primary and pre-primary education degrees where he became the coordinator of the English Minor. While he was doing that, he got his PhD on English language teaching methodologies. He also collaborated with Universitat Internacional de Catalunya where he taught a subject on CLIL in a postgraduate education degree. He then passed his second opos, in this case for secondary English teaching. He has published several articles on English teaching and has participated in national and international conferences.

Raquel Joaquin has been teaching English for seven years now. She has taught general English courses to young learners, teenagers and adults in private language schools and she started working in the public sector two years ago. She passed the opos exam last year and she is currently working at Institut Badia del Vallès. She is also a board member of APAC, being the partner liaison and contributing to the social media team. She graduated in Translation and Interpretation and she also holds the Master's Degree in Teaching English as a Foreign Language since 2014.

Anna Asian has taught English language and literature for 30 years at the Universitat Pompeu Fabra, at the Faculty of Humanities and within the Master's Degree in Teaching English in Secondary Schools and EOI. She passed the opos last year and is now working at the Institut Bellvitge. She got the Cambridge Diploma in English Studies in 1999 and the Diploma for Teaching English to Adults in 2000.

19:30 to 20:30 - Plenary session
Lindsay Clandfield



Two by two and online crowd control



Pairwork has become such a staple feature of English language teaching materials that it's almost never questioned. And yet it's consistently an area that can be problematic. What happens with an odd number of students? How do we know learners are on task? And why do teachers themselves groan at doing pairwork at conferences?! This talk takes a fresh look at pairwork. I'll share tips and tricks for successful pairwork, the best kinds of pairwork activities and examine times when it's probably best to avoid pairwork. We'll also see techniques on how to manage pairwork in the online classroom.

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in the field of English language teaching. He has written more than twelve coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay has co-written various methodology books for teachers, notably Dealing with Difficulties and Teaching Online (Delta Publishing). His most recent methodology books were Interaction Online (CUP, 2017) and Live Online Teaching (Pavilion, 2021) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog Six Things, the e-publishing collective The Round and the sci-fi/adventure materials website Extreme Language Teaching.



You can find out more about Lindsay on his website at www.lindsayclandfield.com

end of Friday talks, time
for a break

Saturday talks

9:30 to 10:20 - Plenary session

Chia Suan Chong, from National Geographic Learning

Helping our students become more effective international communicators



With English being used as the global language of trade, education and science, English users of different backgrounds are having to find ways of successfully communicating with each other across the borders. The inclusion of mediation in the new CEFR goes to further demonstrate that the ability to accommodate, adapt and accurately interpret our conversation partners is essential when communicating internationally. In this interactive workshop, Chia will be using critical thinking activities, storytelling, roleplays and a touch of drama to explore some ways we can help learners develop an awareness of different communication styles and cultural expectations, spot a communication breakdown when it happens, and become better international communicators.

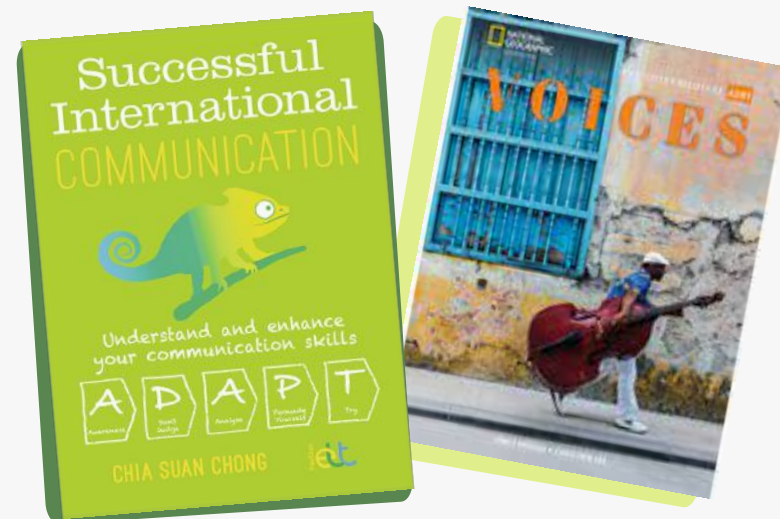
Chia Suan Chong is a writer, communication skills trainer and a teacher trainer. She is the author of *Successful International Communication*, where she presented her ADAPT model as a framework for dealing with intercultural conflict. Delivering both online and face-to-face training to teachers and learners around the globe, Chia specializes in interactive workshops that encourage reflection for more effective international communication and improved collaboration. Currently based in York, Chia was English Teaching Professional's award-winning resident blogger between 2012 and 2019. She developed and co-wrote the *Pearson ELTD* – an online teacher training course, has contributed extensively to the British Council Learn English website and holds a DELTA and a Masters in Applied Linguistics and ELT. Chia is a co-author for VOICES, an integrated series by National Geographic Learning for adult learners of English.



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Saturday talks

10:30 to 11:20
Choose one session

Maria Mont and Alexandra Bonet

Make the most of literature to spice up your teaching

Dealing with the new curriculum seems to be a piece of cake as we, language teachers, have always dealt with the 4 skills and relied on them when dealing with the 21st C skills. However, there is this part of the syllabus that seems to bother us a bit. How do we deal with and evaluate the literary basic competence? They seem to be unwired from the EFL classroom, despite being an awe-inspiring source of culture and language which can be really appealing to anyone interested in the foreign language. Can we really make it attractive to our students? This is what we will try to unveil while presenting highlights of very powerful and innovative teaching methodologies such as Project Based Learning, Literature Based Instruction or Game Based Learning hand in hand with humble experiences in our schools.

Pieces of news, information our students bring into class, inquiries and questions learners rise are a breeding ground for what we are being asked for. By listening to our students and rising issues that make our students vibrate and enjoy, we can produce great activities that answer not only to the communicative necessities of foreign language learning, but also to the cultural background that transforms it into acquisition. Let Romeo and Juliet express their beliefs about love and respect, the Native Americans show their appreciation for nature and society and let the suffragette's movement inspire students as well as it inspired the HeforShe movement.

We would like to inspire you today! We are about to put theory into practice with a set of activities that help us deal with this literary competence by means of technology, Projects, GBL and the literature-based instruction. A classic, a song or an essay are used to develop literacy in our students. Letting them use a piece of art as an excuse to give opinions, learn from the stream of events in a book or share a change of mind after reading a poem is beneficial not only for the individual, but also for the group. King Arthur, Guy Fawkes, Robert Burns, George Washington, Nonhalema or Alice Paul are the perfect companions for our lessons. They walk with us, teaching us lessons through their words and stories while helping the teacher plan a set of activities where language, culture and sympathy make a whole. Teaching and learning are tackled alike through cooperation and evaluation. "Crossing the threshold of culture with a masterpiece is diving into a reality only you and millions of native speakers know it exists"

Would you like to join us?!



Maria Mont is an enthusiastic English teacher, translator and interpreter. After studying English language & didactic courses in the UK, Australia and Canada, she worked as an English teacher for more than 12 years in a state school, where she experimented with the use of ICT and telecollaborative projects in the foreign language class. She coordinates and is actively involved in international and government-funded projects; and is currently a teacher trainer and an educational advisor at Vallès Oriental IV resource center. Since 2014 she has been an adjunct professor at Universitat Autònoma de Barcelona (UAB) and a member of the Research Centre on Plurilingual Interaction and Teaching (GREIP). Her main research interests revolve around the fields of PBL learning, gamification and 21st century skills in teacher education. She has published articles and chapters in these areas of study. She also currently co-leads several groups of English teachers from Maresme-Vallès Oriental. Maria is the educational programs director of [Seeds of Adventure](#).

Alexandra Bonet has been working as an EFL teacher since 1998. She has worked in both, language schools and state high schools. After travelling abroad to study English, she established herself in Terrassa, where she teaches English language to 1st and 2nd of ESO Students (year 8 and 9). She also deals with 2nd Batchillerat students (year 12). She is really keen on PBL with the use of the ICT. She is currently working in INS Torre del Palau where the computer-based learning project started in 2000. She runs the ICT coordination, at the moment. Captivated as well by the new fashion, Gamification and GBL, and how this can be implemented in class making students be more aware of their own learning, she grew interested in Neuroscience and PBL too. She has actively collaborated with UAB and Associació de mestres Alexandre Galí in Terrassa, where sharing one's findings and experiences with other teachers is the priority. She also works as a Teacher Trainer for the Education Department in Catalonia.



Dunya Martínez Fortuny, Universitat Oberta de Catalunya

Tips for trainers: how to teach face-to-face and online simultaneously (hyflex lessons) to teenage students

Faced with a hyflex teaching scenario for nearly two years now (with half the students attending face-to-face classes and the other half participating remotely via Meet / Zoom / Teams...), it occurs to me that there may be a large number of teachers facing the same issue and wondering how to combine these face-to-face and distance classes simultaneously. Is there any way that we can continue to “move” around the classroom somewhat freely, or at the very least not rely on wires to project, while yet allowing students at home to see what we show/explain? Additionally, we can have students at home doing online classes while watching a video, eating, and/or checking their smartphone messages.

This scene must be a frequent occurrence in many houses. I have worked on online education programmes for over a decade and am well aware that students, whether teenagers or adults, can confront several temptations. The purpose of this presentation is to share personal experiences and make recommendations for overcoming these roadblocks and minimizing potential risks.

Dunya Martinez is an experienced teacher of English as a Foreign Language to teenagers and adults, both face-to-face and online (and hyflex). She is a PhD candidate in Education and ICT (E-learning) at Universitat Oberta de Catalunya (UOC). She is also a lecturer in the Master in Bilingual Education at Valencia International University (VIU). Her research interests include L2 learning and teaching, social networks, cross-platform instant messaging applications, Mobile Assisted Language Learning (MALL), Computer Assisted Language Learning (CALL), ICTs, and gamification.



You can find out more about Dunya at her website dunyamartinez.com

You can also follow her on Instagram and LinkedIn.

11:30 to 12:00
Break time!



12:00 to 12:50
Choose one session



Nia Richards and Sian James, from Creativity Culture & Education
What makes good learning?

As educators, is our perception of learning the same as our learners' perception? In our work around the world, we often see a disconnect between the way children and young people, and teacher's, view the way learning happens. This matters because it gives us clues about why learners can become disengaged from their education and why they may lack self-efficacy and a sense of agency. It also matters because if we want to ensure that we develop lifelong learners, we all have a responsibility to support understanding and enthusiasm for good and impactful learning.

We believe creativity plays a vital role in this. However, often creativity in learning is misinterpreted as solely integrating arts and cultural activities whereas, our definition of creativity relates to all subjects and is considered a Habit of Mind. In this workshop, we will introduce you to a model of creativity we have co-developed and invite you to consider how it can be added to your pedagogical toolkit, to think about learning in a different way.



Click to view CCE's website or type
<https://www.creativitycultureeducation.org/>

Creativity, Culture and Education, or CCE, is an award-winning international foundation dedicated to unlocking the creative learning potential of children and young people around the world.

CCE is recognised by Harvard's Global Education Innovation Initiative as one of the 50 organisations world-wide delivering an education that is engaging, powerful, rigorous and relevant to the 21st century.

CCE knows that, all over the world, children and young people from poorer or less privileged backgrounds are likely to achieve less in school. So we work to unlock their creativity and improve their attainment through consultancy and research, the design and delivery of targeted programmes and the provisions of professional development for those who support them. We support programmes in Australia, Ireland, England, Norway, Hungary, Czech Republic, Pakistan, Thailand and Chile.

Nia Richards is Development Manager Teaching and Learning at CCE. She has 13 years' experience as an educator working in schools in England and Wales, and 7 years' experience of supporting schools in developing creative teaching and learning approaches. She has an MA in Practitioner Research and her research has been published in the peer-reviewed journal, Practice.

Sian James is Development Manager Leading for Creativity at CCE. Sian manages a national Creative Learning programme with Arts Council Wales alongside her work at CCE; she has supported over 600 schools and their teachers to explore innovative pedagogy and prepare for the introduction of a new expansive curriculum.



Claire Venables, from Active English
Connection & Community in the Language Classroom



Fostering positive relationships between the students is one of the building blocks for creating a healthy classroom environment. Despite this, however, it is rarely a priority in course books or the curriculum. This session will provide practical ideas for integrating group-formation activities into lessons with the aim of dealing with problems such as classroom management, confidence, interest, and the learning needs of the individuals within a class.

Claire Venables is a qualified English teacher who has been dedicated to ELT for over 20 years. After a decade in Spain, she moved to Brazil in 2011 where she has worked in the creation and implementation of bilingual programs in schools, the development of teacher training courses, as a national and international speaker, materials writer, and Director of Active English. Despite her wide-ranging experience, she is and always will be most passionate about teaching children.



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<http://activeenglish.com.br/>

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13:00 to 13:50 - Closing session
Lindsay Clandfield

Automated Language Teaching – Are robots really coming for our jobs?



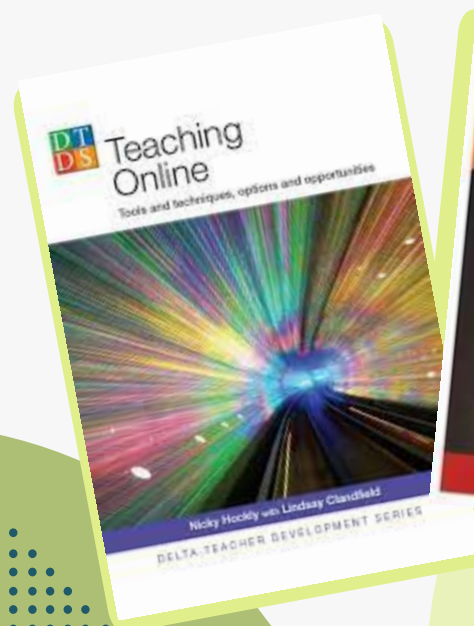
We are told that automation and AI are two of the key features that will shape the economy of the near future. However, the story that ‘robots are coming for your jobs’ is hardly new in the world of science fiction, and nor is it a new threat – or promise – in the world of education. How likely is the scenario to take place in ELT? This plenary looks at the discourse and history of the push for automation and teaching machines in language education. I’ll argue that the apocalyptic predictions of robot teachers might not only be incorrect visions of the future, but also harmful to our present-day practices.

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in the field of English language teaching. He has written more than twelve coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay has co-written various methodology books for teachers, notably *Dealing with Difficulties and Teaching Online* (Delta Publishing). His most recent methodology books were *Interaction Online* (CUP, 2017) and *Live Online Teaching* (Pavilion, 2021) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog *Six Things*, the e-publishing collective The Round and the sci-fi/adventure materials website *Extreme Language Teaching*.



Visit My Six Things at
<https://mysixthings.wordpress.com/>

And Extreme Language Teaching at
<https://exlt.wordpress.com/>



14:00 to 14:30 - Wrap-up session & giveaway
APAC board

Join us in the **wrap-up session of APAC's ELT Convention**, participate in a fun EFL-related game and win some fab prizes:

A **book** by any of this year's conference speakers or from our partners & a free year of **APAC membership!** Have a look around the programme, we've suggested some books you might find inspiring.



Thanks for joining us, and see you soon!



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