Thursday 18th
16.00 – 17.30

OPENING SESSION:
ADDRESS BY THE AUTHORITIES
APAC - JOHN MCDOWELL BRITISH COUNCIL AWARDS

OPENING SESSION by
LUKE PRODROMOU & DAVID GIBSON

All The World’s A Stage: Celebrating Shakespeare
Come to a performance inspired by a dozen works of the greatest writer in the English language - for the delight and instruction of teachers who crawl - willingly or unwillingly- to school. A most lamentable comedy about the love and the cruellest death of Romeo and Juliet, performed by Peter Quince and Bottom, the weaver. And they let KIDS watch this?
Shakespeare’s original: A Midsummer Night’s Dream

Peter Quince, a carpenter, and his fellow amateur actors plan to put on a play for the wedding of the Duke and the Duchess, ‘The most lamentable comedy and most cruel death of Pyramus and Thisbe’. Quince reads the names of the characters and tells the players their roles. Nick Bottom, who is playing the main role of Pyramus, is over-enthusiastic and wants to dominate the others by suggesting himself for several parts: the male hero, Pyramus, the female lead, Thisbe, and the Lion, which he thinks he can play all at the same time.
The actors meet in the forest to rehearse. They are unsure how to represent parts of the story, such as the hero killing himself with a sword, the lion, the moon and the wall between which the lovers, Pyramus and Thisbe whisper and kiss. At the wedding feast, the performers are terrible playing their roles and the tragedy soon becomes a comedy.
Thursday 18th 18.00 – 19.15 Plenary sessions and workshops

ALLAN, DAVE (NILE)

This session will explore some of the key factors underlying effective performance by professionals involved in language education. Since researching motivational factors in language learning as a postgraduate in Cambridge, I have been fascinated by what makes people ‘tick’, what motivates individuals and groups to want to give of their best. I have observed how effective leadership and teambuilding can have dramatic impact in fields apparently as distant from the world of language education as, e.g. professional football, and explored how particular attitudes, policies, processes and cultural norms work out in practice in organisations where, over 40 years, I have had contact with around 40,000 teachers from some 60 countries and widely varying cultures, as well as, in the last 20, my own NILE team members. As part of my research, I have recently surveyed the views of a hundred teachers and trainers in different parts of the world and their responses have clear patterns of common thinking and feeling. While there may be no universally valid answers to the questions I have posed, there are undoubtedly key factors in how we ‘manage to motivate’, some perhaps surprising in the light of accepted beliefs in the literature of management in professional contexts.

JUAN GARAU, MARIA
Learning Through An Additional Language: Insights Into CLIL Education In Multilingual Settings

This presentation intends to provide firstly a brief overview of the state of the art in CLIL research, followed by new evidence from the COLE (Combination of Contexts for Learning) project, which provides empirical data regarding content-based English language teaching and learning in multilingual settings. In this ambitious state-funded research initiative based in Catalonia (UPF) and the Balearic Islands (UIB), authentic content-based foreign language teaching contexts are contrasted with comparable non-CLIL, formal instruction classrooms. Longitudinal data collected over a three-year period from a large sample of secondary education English learners in the Balearics will be examined. We will specifically report on the contrast between CLIL and formal instruction classes with regard to the receptive skills (i.e. listening and reading), writing, speaking (with a focus on fluency and pronunciation), and lexico-grammatical development. Attention will also be paid to affective variables such as learner attitudes, motivation and willingness to communicate. In short, evidence will be provided of the effectiveness of CLIL in terms of enhancing linguistic benefits and fostering the students’ use of English in the international arena. Finally, the applicability and relevance of our project’s CLIL research findings to actual classroom practice will be presented and discussed.

LOBO, MARIA JOSÉ
“Competències Bàsiques” In Primary: Making The Most Of Them

In this hands-on session we will have a look in depth at the “Competències bàsiques” in the foreign language class in Primary so that we can share all our concerns and foreshadow all the opportunities they offer to improve our approach to ELT for our young students.
19.15 – 20.30 Extra workshops

GWYER, ANNE & LE RENDUE, SOPHIE
From Motivation to Mindfulness
Last year the focus was on motivation and managing stress. This year we revisit teacher self motivation, engagement and managing stress and take it to a whole new plain: mindfulness, a buzzword in business circles and is now beginning to enter the classroom. Mindfulness improves attention, awareness and emotional regulation all of which are missing in the 21st century scenario of tablets, information overload and instant gratification. Research shows very positive effects of the practice of mindfulness; is it time to bring it into our classrooms?

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

RAMON VIDAL, JOSEP
Robotics In Infantil And Ciclo Inicial? Why Not!
Computer programming and coding develops students’ computational and critical thinking skills and shows them how to create rather than simply use new technologies. This fundamental knowledge is needed to prepare students for the 21st century. We are going to see the use of robots like Bee-Bots to fulfil educational outcomes across the curriculum such as direction and using coordinates in maths, experimenting and problem solving in science and exploring language use for a range of purposes in literacy. Bee Bots are programmable robots designed for use by very young children. Students learn to break down a task into smaller steps, understand the importance of ordering instructions, learn to work collaboratively and have fun. If we start these little minds ticking over about the possibilities that coding and programming can have... we may be a few steps closer to the ultimate app, computer program or robotic space exploring cyborgs.

Friday 19th 10.00 – 11.30 Keynote speech

DELLAR, HUGH (National Geographic Learning - Cengage Learning)
Twenty Dots In Twenty Years
I started teaching in 1993, after completing a one-month CTEFLA course. Twenty years, a DTEFLA, an MA TESOL and fifteen books later, I am still in the classroom almost every day and still very much in love with what I do. This talk...
aims to summarise the most important lessons that these two decades have taught me, in a pithy, entertaining and provocative manner. Think of this session as an extended pecha kucha on steroids! It will be an overview of twenty things I have come to believe during my years at the chalkface. Among the points I intend to make are:

- the fact that the true purpose of working on pronunciation in class is actually to aid listening
- the fact that the way in which we're taught to think about grammar hinders our teaching
- the fact that the vast majority of mistakes students make have little to do with grammar
- the way in which the thirst for recipes has overshadowed the vital importance of theoretical underpinning
- the fact that input is more important than output
- the fact that taking a principled stand on kind of input we provide is central
- the ways in which the Neuro-Linguistic Programming empire has come to resemble a pyramid-selling scheme
- the great harm the scientifically discredited learning styles debate has wrought upon EFL
- the fact that the group must always be important than the individual in teaching
- the fact that 75% of what I've learned came to via Michael!

11.30 – 12.00 Coffee break

Exhibition, Photo-call and The APAC Wall of Dots

12.00 – 13.30

APAC ROUNDTABLE: 30 Years Connecting The Dots #rtapac16 Handout

Chair: SOL, USOA Coordination: OLIVA, ÀNGELS

With:

Dwyer, Anne; Garcia, Ricard;

Prodromou, Luke; Santamaria, Carmen

The aim of this year's round table is to listen to four experienced teachers talk about their “dots”, i.e. turning points and milestones, in their professional career, and to share those of the audience in an interactive way. Usoa Sol will lead the conversation, with Anne Dwyer, Ricard Garcia, Luke Prodromou and Carmen Santamaria sharing and connecting their dots. Share your views (and your dots), and remember to bring along your mobile phones! Tweet to: #rtapac16

To mark APAC’s 30 year anniversary, we have set up the APAC Wall of Dots in the exhibition hall, where all ELT professionals are welcome to post their paper dots in order to share their past experiences, current interests and challenges for the future. Fill in your dot and don’t forget to post it on APAC’s Wall of Dots during this year’s convention! You can also share it on Twitter using the hashtag #rtapac16. By Saturday we hope to have a general picture of how we teachers see our ELT training paths.

Building Trust, Confidence And Belonging In The Classroom Handout

This practical presentation considers ways in which children might fail in the classroom - through not having a real sense of belonging, and being reluctant or unable to fully participate in activities. As John Holt said 50 years ago – “Most children in school fail. Why do they fail? They fail because they are afraid, bored, and confused.” Solutions are explored in the form of simple steps teachers can take with a little thought, the minimum of effort - and no gadgets or gimmicks - to enable all students to join together in a mutually inclusive learning environment.
PUJOLÀ, JOAN TOMÀS

Digital Materials: Features Which Enhance Language Learning

This session will discuss the results of a Ministry of Education funded project (EDU 2012 38049) which analyzed published digital materials from different sources. On the basis of the analysis of the format, content and interactivity of the activities, project members listed a series of recommendations on the design and use of digital materials for language teaching and language learning.

Friday 19th 15.00 – 16.00 Workshops & lectures

AIXALÀ, LAIA

The Effectiveness of Tablets in International Projects  Handout

The use of new devices in our school, Escola Garbí, has gained an extraordinary impact in our primary and secondary students. iPads—featuring high mobility, convenient network connectivity, and smart application extendibility—are part of a wave of the latest mobile inventions; how these new mobile devices enhance students learning and how students perceive them as a language learning tool have yet to be broadly explored. Our session wants to demonstrate that iPads are an ideal tool for creating an interactive, collaborative, and ubiquitous environment for learning a foreign language, provided that the technological affordances of the device have been fully explored with the students. This session highlights particular school-examples of how students are able to learn through apps and networking sites in out-of-school supporting European Projects like Comenius and School Exchanges.

DE GRAAF, PREMO

Synthetic Phonics  Handout 1  Handout 2  Handout 3

This introductory presentation takes you step-by-step through the principles behind Synthetic Phonics. Because the English writing system is alphabetic, beginner readers (native or EAL learners) must be taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language and how to blend the sounds to read words, and break up the sounds in words to spell. It provides background advice on how to use it in a fit-for-purpose manner and will show a real classroom scenario phonics lesson. It will show how to teach relatively short, discrete daily sessions and how to progress from simple elements to the more complex aspects of phonic knowledge, skills and understanding. We will see when we expose our young learners only to cumulative decodable texts; they will experience a boost to their confidence, self-belief and attitudes to reading. I will provide a handout with an Alphabetic Code chart, the order of the first 42 graphemes, the 3 core skills and the complexities of the English language, a simple view of reading module, do's and don'ts and valuable links.

DEL RIO, CARMEN, JUAN GARAU, MARIA & PEREZ-VIDAL, CARMEN

Study Abroad: Measuring Its Different Impact Preparing For Its Benefits

This workshop will offer an overview of the results of a research study on the effects of different learning contexts on the progress made by Catalan/Spanish learners of English. The experience of a study abroad (SA) period in an English-speaking country will be contrasted with other learning contexts, and in particular with conventional formal instruction. The workshop will be organized in three parts. Firstly, we will present the SA context and the way it may impact linguistic and non-linguistic development (i.e. attitudes and motivation, or culture). Secondly, we will summarize the results of our studies with data from both adolescent and adult participants. The longitudinal research we will report on has focused on all four skills, including pronunciation, and has included data from both secondary and university learners of English. Finally, we will have a discussion on the best ways to prepare learners for different learning contexts, with a particular emphasis on SA. More specifically, the discussion will focus mostly on SA pre-programme preparation, during programme support, and post-programme debriefing.
Project Based Learning (PBL) is a student-centred pedagogical methodology that requires collaborative teachers planning, designing cross-curricular activities and introducing new ways of assessment. We will reflect upon the practice of it in the Primary Stages (Ages 6 to 12) and the possibilities to extend it to Preschool and Secondary. The PBL experience in St. Peter’s School began three years ago with ages 8 and 9 and it has been extended gradually year by year. Now it is the teaching/learning practice followed throughout the stage. This paper aims also to bring an insight into the difficulties and the constraints of introducing this methodology as an alternative teaching method to the traditional one. There is not better way of showing this methodology than by applying it, thus, the session will be designed as a PBL session itself.

Digital Technology is changing the world, including the classrooms in radical ways. This talk takes a critical look at the impact of the Internet on our classrooms, our brains and our lives. It asks questions that all teachers should be asking – so we understand what is gained and what is lost as we become more and more connected.

The concept of drilling went out of fashion with the onset of the communicative approach to language teaching. Nevertheless, many language students are now failing to learn the basic forms and structures in English despite a still-apparent focus on grammar in the classroom. How then can we re-introduce the idea of repetition and yet make it communicative and... fun?!

In today’s practical presentation, we would like to share an experience that has meant a significant turning point in our school. Something unique, something all schools are constantly seeking: a spirit of togetherness, a
connection between Pre-school, Primary, Secondary, Batxillerat, teachers, parents, locals, and volunteers. Please follow the link and click on the different cells to see the presentation:

**DELLAR, HUGH** (National Geographic Learning - Cengage)

**Smooth Sailing Through A Sea Of Words**

Availability bias causes us to overestimate the probability of events associated with memorable occurrences. Because memorable events are further magnified by media coverage, the bias becomes compounded on a societal level. This also applies to teachers' perceptions of word frequency. The majority of teachers, for instance, believe a word like blonde is more frequent than a more abstract verb like arise, despite the fact the latter is far more widely used. We all know blonde people, and may have strong feelings about blonde hair, and thus gravitate towards that which we can visualise, whilst neglecting the more loosely tenable. This has serious ramifications, and this bias is reflected in the dominance of lexical sets within classroom materials. In this workshop, I'll be exploring why this is problematic and how availability bias leads us to over-emphasise language that is often both uncommon and not useful when it comes to helping students develop communicative competence. I will then discuss the importance of the examples of new lexis that teachers give, and look at how an awareness of our own biases can help us make better use of dictionaries, exploit classroom texts more rigorously and result in better and more focused vocabulary teaching.

**GIBSON, DAVID**

**Shakespeare For Young Learners**  **Handout**

The value of literature in language teaching is surely beyond doubt. This interactive presentation demonstrates how the works of the greatest writer in English can be used to develop the language skills of students of all ages, boost their confidence, reduce their anxieties, and work wonders with their pronunciation. When students become aware of language in an active context, they become more engaged with the learning process, and Shakespeare provides language for action, emotion, opinion, and expression. The benefits of Shakespeare's works lie in the challenge offered to the students, the scope for discussion, language awareness, role-play, writing activities, and much more. Language is not just for getting things done, but for expressing ideas, thoughts, feelings, hopes, and fears which students might not have the ability to express because they may never have seen or heard them expressed. The serendipitous events described in this talk will show how students as young as nine years can be given those abilities.

**MAGUIRE, TOM**

**Managing Conflict**  **Article Handout**

Many teachers have to deal with conflict in their classrooms on a daily basis and yet they must also retain enough trust in order to lead their groups. Conflict cannot be avoided but teachers can learn to handle volatile situations while maintaining a positive leadership of the group. So, how can they manage class relationships to achieve this? This workshop offers tools to reach this win-win deal. The various strategies are included within two sections: building a relationship and dealing with conflicts. All the techniques are based on non-verbal communication and you will find them practical and immediately applicable to your classroom.

**PAINTER, PATRICK**  
(Express Publishing - EDEBÉ)

**The Power Of Play-Developing Language Through Games**
Play is the most natural teaching tool there is and its purpose is to help the young prepare for adult life. It allows language learners to experience and experiment with language in a context that is safe and in a format they can understand. Structured play in the classroom is not time off from learning, but making sure learning happens.

ROMEU, FERNANDO
Playing And Learning With Socrative And Kahoot (Handout 1) (Handout 2)

Kahoot and Socrative are two websites where teachers can create quizzes which students play in class on their smartphones. These quizzes can contain multimedia elements and they can be played individually or in groups or teams. In this workshop we'll see what each tool offers and their pedagogical potential. Fun, learning and dynamism in the English classroom.

Friday 19th 18.00 – 19.00 Workshops & lectures

BESALÚ, ADRIÀ & FONTANELLA, JOAN
Improving Your Pupils' Listening Skills Through Youtube! Handout

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

GIBBS, IAN (IPA Productions)
How Behavioural Psychology Can Help In The Classroom

Why do we think the way we think? Why do we behave the way we behave? In this session Ian will condense four years of research and study into one hour to explain?? How your brain is not what you might think it is? What spaceships and Neanderthals have to do with your students? Behaviour a few surprising facts about motivation? What teachers can learn from doctors that give rectal probes By the end of the session you should have a better idea of how you and your students think and how that affects their attitude towards learning. You should also understand a bit better how your own thought process works and pick up a few tricks that, if you're not doing them already, you might want to incorporate into your teaching repertoire.

OLLER, MAITE
Reading In Pairs Handout

Reading in pairs is promoted by GRAI (research group on peer learning) of UAB and has support materials published in Spanish, Catalan and Basque as a FL and English as a SL. The main goal of the programme is to improve ESL: reading and speaking, through peer tutoring with family involvement. The programme relies on helping teachers at schools, working also cooperatively, to introduce instructional strategies for the inclusive education, recognising not only those students that are different but also taking pedagogical advantage of their different levels. The programme counts on the commitment of students, teachers, school network and families. It has developed for 8 years in 266 different primary and secondary schools. Visit: http://grupsderecerca.uab.cat/grai/en to know more.
"Gamification is the use of mechanical and dynamics of gaming activities that are not directly related to games." Perhaps this is the most popular and repeated definition. Creating games and ice-breakers has been a common part of training for a long time but it is not true "gamification". We are interested in the field of education: the relationship between gamification and teaching. We will introduce gamification as gaming experiences that help in many ways: they increase student motivation for learning, improve the climate of the classroom, empower students, revitalize classwork, increase engagement with homework and tasks, enhance collaboration, cooperation and teamwork, improve academic performance. We will talk about many tools and strategies: Avatars, Clans, Student grouping. Online activities: Duolingo, EDpuzzle, Kahoot. Virtual environments. Classcraft. Games: Influent, 80 days...Rewards: badges, certificates... Class Dojo. Completion of activities, Conditional activities (levels, Easter Eggs ...). This lecture will be given in Catalan, with English examples.

In this session you will learn how Drop'pin can help you to help your students bridge the gap between education and employment and how you can integrate the teaching of Drop'pin into your classes. Youth unemployment is high and many young people in Europe need help to get a foot on the employment ladder and start their professional lives. Drop'pin is one of the initiatives from the European Commission that can help your students take this important step. With Drop'pin, you have a comprehensive tool. The platform aims to connect young people with a range of opportunities across Europe, such as apprenticeships, traineeships, training programmes, e-learning courses, language training, coaching and mentoring, mobility support, etc. You can network to create programmes and develop innovative solutions. During this session you will have a chance to share your thoughts and provide feedback to the European Commission on how it could be improved to be more useful for you and your students.

This workshop wants to encourage teachers and schools to adopt a bilingual programme and not to be afraid of it. The growing implementation of a variety of CLIL programs in the classrooms is a challenge for the education sector, as well as a unique opportunity for students to foster language acquisition. The development of a complete reading plan through adequate CLIL principles can be very helpful in order to complement any learning need and overcome difficulties. In this workshop we will revise the most important features of CLIL and see how they can adapt to a successful student-centred reading plan.

Creative thinking leads to effective learning by teaching students how to think rather than what to think. Every student is unique and possesses different talents and abilities. Teachers should foster every student’s individuality through multiple pathways to learning. The speaker will suggest that the environment that fosters independent, critical and creative thinking is best created through questioning, participation and open discussion. Finally, the speaker will present tasks and strategies such as information-processing, inquiry, reasoning, creative thinking and evaluation skills.
SAINT-JEAN, CATHERINE (APAC)

The Language Class: Teaching With Drama

This is a workshop for teachers of English who wish to explore the possibilities of drama in education with their classes. This approach can be used in Primary, Secondary or adult training. Teens and grown-ups alike usually respond to the activities with keen enthusiasm. What is drama in language class? It involves using specific drama-based techniques that naturally get the pupils into real action, be it for speaking, listening, writing or reading. Yet the liberating force of drama in language class is not only this. By doing drama, pupils learn to improvise, empathise, create and find solutions, always tapping into their own resources. Props, costumes, music, all these can be easily implemented to enhance a lesson if desired. Using drama in language class may well involve the preparation and public performance of a play, or doing extracts from a play, yet the main purpose is to create favourable conditions for language production. Drama-based tasks generally improve the motivation to learn. In our workshop there will be constant focus not only on language learning but also on transcurricular competences such as collaboration, initiative and creativity. We will experiment with a few drama techniques and reflect on the various processes at work for the benefit of our pupils in the language class. A selected bibliography will be given at the end of the session.

VIVANCO, DAVID (Scottish Dancing And Songs In Schools)

Scottish Dancing And Songs In Schools

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

Saturday 20th  9.30 – 10.30  Workshops & lectures

DAGG, TROY (Universitat Oberta de Catalunya) Handout

Getting The Peg To Fit The Hole: Exploiting On-Line Tools To Supplement Course Book Speaking Activity

The aim of this lecture will be to demonstrate how new on-line technologies can be exploited by teachers to supplement course book speaking activities so as to further improve language students’ oral production and speaking interaction skills. Attendees will discover how through the use of such tools they can give more effective task performance feedback, and how speaking practice can be extended beyond the physical and temporal boundaries of the traditional classroom, thereby increasing the amount of speaking practice their students receive.

ROSADO, INÈS

Useful Teaching Resources For Primary Lessons Handout 1 Handout 2

In this workshop we will share classroom experiences and activities that work in our English lessons. We will explore how effective language teaching can go through some clear examples. After that an open debate will take place with more proposals from the audience or with comments and remarks on what has been exposed. We will have internet connection in the classroom to be able to visit on-line your school-blog or your favourite resources website. Come and...
**SANTAMARIA, CARMEN**

**Teach Pronunciation To Avoid Discombobulation**

Have you ever taught pronunciation to your pupils? Would you like to work on it with them? If so, join this talk and you will go back to class with a compilation of some fabulous games and practical activities that will make your pupils have oodles of fun while learning the correct pronunciation of words.

**THOMSON-GARAY, LOLA** *(Vicens Vives)*

**How PBL Enhances Linguistic And Cognitive Development In CLIL**

A second language is best acquired when students use it in real-life situations. As such, how can we really make CLIL more project-oriented and experimental in order to make learning more meaningful? We will look at practical ways in which PBL plays an important role in linguistic and cognitive intake when developing CLIL programs in primary and secondary education. This workshop is relevant to educators who teach subject content in English in Primary and Secondary schools in monolingual or bilingual environments. Participants will be able to interact and share knowledge.

Objectives: To discuss ways PBL makes CLIL classes more experimental and meaningful and facilitates intake at linguistic and cognitive levels. To look at ways to adapt textbook materials, make the content more interactive and work on functional language. To raise awareness of how content learning through PBL affects L2 acquisition and cognitive engagement. To explore practical ideas and resources from classroom experience.

**TRENCHS, MANUEL**

**Handout versal, Handout youtube**

**Flipped Classrooms**

En aquesta sessió s’explicarà el concepte de “flipped learning” o “flipped classroom” i com canvia la manera de treballar dins i fora de l’aula, i els papers de professor i d’alumne en el procés d’ensenyament-aprenentatge. Per a la metodologia “flipped” és molt important l’ús de les noves eines digitals i de les aplicacions educatives, a més d’un clar replantejament educatiu per part del professor. Durant la sessió es mostraran exemples de concrets d’activitats fetes a la matèria d’Història de l’Art amb eines com: EDpuzzle i Remind; de Gamificació (amb Kahoot, Socrative i Quizlet); de Geolocalització (amb Eduloc)... I de l’entorn Google (sites, GHO, classroom,...). És una sessió adient per al professorat de batxillerat especialment, per a professorat d’ESO i per professorat, en general, interessat en l’ús de les TIC dins i fora de l’aula. *[Sessió en català amb exemples en anglès i català]*.

**WILSON, JACLYN** *(Blanquerna – Universitat Ramon Llull)*

**The Intercultural Storytelling Blog:**

In this session we are presenting the translation-based syllabus designed and implemented in a secondary school in Barcelona, with practical examples of the activities and tasks used. The syllabus involved a project called "The Intercultural Storytelling Blog", in which students are invited to work collaboratively and plurilingually using all four language skills as well as new technologies. In addition, we present classroom material designed to help students develop the strategies needed to face translation issues and, in turn, learn to move effectively between languages and cultures. As the plurilingual paradigm gains force, voices are emerging in favour of using L1 and translation in informed ways in additional language (AL) learning. The study we present in this session has aimed to contribute to this paradigm by developing a theoretical framework based on several studies, such as Translation for Other Learning Contents (TOLC) (González-Davies), the Optimal Position (Macaro), translanguaging (Garíca), Multicompetence (Cook) among others.

**ELT MATERIALS AND ACTIVITIES**

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**Digital film-making has made the process of creating a film much cheaper, easier and less time-consuming. In this session we will explore how film-making can be used in the language classroom and beyond. Participants will go away with ideas for very straightforward film projects they can use with their students. Firstly, we will briefly explore how digital film-making has made the process incredibly cheaper, easier and less time-consuming, and how nowadays anyone with a digital camera or even a mobile device can be a film-maker. Secondly, we will briefly examine the benefits of using film-making in language education. Thirdly, we will look at how the secret of successful film-making in language education is keeping it simple. Finally, in the main part of the session, we will look at three highly practical film-making projects which can be easily integrated into the syllabus, and designed in such a way that much of the work can be done outside of school time or set as homework.**

**Aptis for Teens is a test for teenage learners and is one of a suite of computer based tests evaluating all language skills, which have been developed by the British Council for diverse testing and assessment contexts. In collaboration with the Departament d’Ensenyament, Aptis for Teens has recently been piloted in several secondary schools in Barcelona to assess its suitability as a test option for accurately assessing the English language level of 16 year old secondary school students. The pilot results have highlighted the multiple factors influencing learner performance across the different language skills in English language tests. The talk will present an analysis of the pilot results and look at how Aptis For Teens may be used as a test option for learners in secondary schools across Catalunya.**

**Sustained attention is the key to learning. Research indicates that people demonstrate a longer attention span on enjoyable, intrinsically motivating or fluent tasks, and that it is pedagogically efficacious to foment effortless attention through various teacher or student-led measures. In this talk I aim to show you how you can start with one text and end with another. On the way there is active reading, vocabulary, text reconstruction, guided discovery, meaningful and meaning-based grammar practice, writing and speaking. Lots of speaking! The students draw on their own personal experience and creativity to produce a lasting memory of what they have learnt and then they are encouraged to reflect on what they have done and evaluate it. The variety of skills, the relevance of the material, the partial ownership of content, the constant interaction with the material and each other, the tapping into childhood experiences and the readymade audience all make this a motivating and memorable way to learn a language.**

**Organising workshops and working through projects are successful ways to teach English In Primary. Language is contextualised and learned in a natural way, which allows children to integrate knowledge and skills easily. Practical suggestions and examples will be given on how to implement them in class. As opposed to topic-based teaching, workshops and projects can easily be incorporated into one’s daily teaching practice. There is also clear evidence that when English goes beyond the coursebook, curricular contents are implemented meaningfully and language becomes part of the process rather than an end in itself. Other aspects such as pronunciation, intonation, rhythm and culture are also taken into account and children become aware of their importance while playing and learning by doing. In order to start the engines, the best thing is to think of what children really need and can cope with. The variety of skills, the relevance of the material, the partial ownership of content, the constant interaction with the material and each other, the tapping into childhood experiences and the readymade audience all make this a motivating and memorable way to learn a language.**

**Are you ready to discover a new method to teach English? Have you ever heard about Storytelling? Yes! It’s not new, you’re right. But how many of you use it in your classes? All right, and now… Have you ever dared to use real English books with the pre-primary students? We have! And the results are AWESOME. This workshop will be about how to use real English and American books with pre-primary students, plus some activities and games. We will tell you a couple of books -we promise not to tell you “The Very Hungry Caterpillar”- and we’ll play different games related to them. The workshop will be based on a research project applied in four different schools of Tarragona and Lleida. It is funded by the ICE of the URV and consists on teaching the four and five year-old children through one of the most natural way of learning: storytelling.**
Collaborative problem solving (CPS) is a 21st century skill that is becoming increasingly important in the workforce and in our day to day lives. As the English language also becomes crucial to the workforce (and life), English language teachers need to not only provide opportunities for students to develop CPS skills in English, but also provide the essential language needed for CPS success. This workshop will briefly touch on the current research in CPS and its role in education. It will also provide concrete teaching ideas for CPS in the English-language learning classroom that are simple, useful and fun.

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<tr>
<th><strong>Saturday 20th 12.45 – 13.45 Workshops &amp; lectures</strong></th>
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<tr>
<td><strong>BORRAS, ANABEL</strong></td>
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<td>Identity: Showing &amp; Sharing</td>
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<td>During the session, two projects will be shown as an example of how to work on children's identity in a cooperative way. During the procedure, your pupils will know, expand and share their roots and personality following very basic and guided steps. “My box of life” is a compilation of objects which represent the child’s origins and family as well as what they want to be in the future. “My European garden” shows in a very visual way the students’ nationalities, their hobbies and their mother tongues. The keys for the success of these projects are the lack of material expenses, the basic technological resources needed, the high motivation and implications of the kids and the amazing final results. Moreover, you have the option of exchanging the results with another school and turning the project into an international one.</td>
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| **GARCÍA, MªJOSE & XORTÓ, MIREIA** | **SECONDARY BATXILLERAT METHODOLOGY** |
| Macbeth: How To Get ESO And Batxillerat Students Interested In A Classic | |
| Macbeth is first introduced to students by preparing a conference with both the writer and illustrator of the comic book adaptation of the classic. Students get to debate with both authors and then they reflect on this experience. Then they read passages of Macbeth in Catalan, Spanish and English as well as passages of the comic version and they watch a clip of Orson Welles's movie adaptation. ESO4 students choose an act and scene and create their own video adaptation participating in a literary contest on Sant Jordi’s Day. ESO3 students reflect on what is evil. All activities last from October to April and they are conducted within the Reading Project classes. Objectives: reading the comic adaptation and passages in Catalan, Spanish and English; learning about Shakespeare; reflecting on the plot in Macbeth and its persistence today; getting to know current comic book authors; learning to debate, cooperate and work in groups. Links to activities and further explanations on contents, objectives, methodology and assessment: “Experiència de biblioteca escolar i lectura”: [https://drive.google.com/file/d/0B9fJKMFfBVr-NkR0TmJtN0kxYkE/view?pli=1](https://drive.google.com/file/d/0B9fJKMFfBVr-NkR0TmJtN0kxYkE/view?pli=1) |

| **LITTLE, KAY & CHIDGEY, PAUL** | **GENERAL METHODOLOGY Commercial presentation** |
| (Eye-catching English) | Understanding The English Language Using A Fun Visual Aid | |
| Eye-catch English’s objective is to make specific areas of the English Language enjoyable and more importantly memorable using our highly effective method in order to learn, and retain information. The book is best described as a visual aid, a compliment that can be used alongside any teaching method. The pictures have drawn in a deliberately striking way and this is because we understand that when using a visual aid your recall rate becomes higher. We have been testing this out in our Efficacy test in various schools in both the UK and Spain and the results of the test will be revealed at APAC for the first time! On our website [www.eyecatchingenglish.com](http://www.eyecatchingenglish.com) you will be able to find out more information on idioms, as well as a quick fire interactive game to test your knowledge. |

| **OLLER, CARME** | **PRESCHOOL PRIMARY METHODOLOGY** |
| ICT And English In English | |
| CLIL. We can teach ICT in English but why don't apply ICT techniques or abilities to the English project students are working about in the English time? From 1st level to 6th level we design material to learn ICT with the project contents we are teaching at the English time mainly about social studies or science. Framed by the CLIL theory, we will analyze the activities looking at some CLIL ideas such as the Cummin's matrix and the scaffolding idea. |
Presentation skills are necessary for personal and professional development. We give presentations to communicate ideas, persuade or to present information. In this talk we will be focusing on the various types of presentation, why we give presentations and the proper structure we should follow in order to obtain the best possible feedback from our audience. We will also analyze the benefits of developing presentation skills in the class as a new method for assessment and effective learning. It’s true that public speaking can be intimidating, but with the proper preparation and the awareness of what makes a presentation successful, it becomes less of a challenge.

This interactive, practical presentation will first address the position of English as an International Language (EIL) or English Lingua Franca (ELF), aiming to elicit discussion of attitudes to English found among teachers of English and of CLIL, and among students. We will examine how to adjust our teaching and evaluation towards task-based and performance-centered activities and approaches that reflect the international nature of the English-using communities. I will further provide activities to use with students and also to spark language awareness in workshops that English teachers may offer to CLIL colleagues. These activities will focus on strategies for analyzing content and form before, during and after classroom instruction. I hope to provoke an exchange of thoughts and concrete ideas for working with the essential communicative vehicle that English has become.

13.45 – 15.00  Delivery of Certificates – APAC’s Desk

OUR SPEAKERS …

PRODROMOU, LUKE & GIBSON, DAVID (APAC)

All The World’s A Stage: Celebrating Shakespeare

Dr. Luke Prodromou is a teacher, trainer and materials writer. He is a graduate of Bristol, Birmingham and Leeds Universities. He obtained his PhD from the University of Nottingham. He taught for the British Council, and has also done training for Pilgrims, NILE, University of Edinburgh, and ESADE, Barcelona et al... He was an item writer for the Greek State English exams. His most recent course book is Flash on. He wrote Dealing with Difficulties (Delta), with L. Clandfield. He has published a book on English as a Lingua Franca (Continuum, 2010). Luke is one half of the Dave’n’Luke English Language Theatre, and a founder member of the Disabled Access Friendly movement. for whom he wrote and performs - with David Gibson- The Wheelchair Sketch.

David Gibson retired from teaching in 2008. With five diplomas from the universities of Nottingham, Bristol, and Cambridge, he taught for fifteen years in England before moving to Greece in 1979. He taught in private language schools for six years before joining the British Council as a teacher, teacher-trainer and coordinator of student social and cultural activities. In 1995, he took up a post as teacher of English Language and Literature at Pinewood International School, Thessaloniki, and becoming chairman of the English Department in 1999. He also coached three football teams and ran guitar clubs and school bands. David is one of the founders and a three-time board member of TESOL Macedonia-Thrace, Northern Greece and since 2010 has been one half of the English Language Theatre group Dave’n’Luke

DELLAR, HUGH (National Geographic Learning - Cengage Learning)

Twenty Dots In Twenty Years

Hugh Dellar is a teacher and teacher trainer with over twenty years experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, Innovations and Outcomes, both published by National Geographic Learning.

AIXALÀ, LAIA (APAC)

The Effectiveness of Tablets in International Projects

Laia Aixalà is Head of the Foreign Language Department in Escola Garbí. She has recently set up her PHD at Leicester University to analyze the effectiveness of iPads in schools for language learning.
ALLAN, DAVE (NILE)
Managing To Motivate: What Makes Language Education Professionals Work Better?
PLENIARY GENERAL THU 18.00
A regular speaker in Spain, Dave Allan is the founding Director of NILE, the Norwich Institute for Language Education, which provides training and professional development for around 2,000 teachers a year from some 40 countries worldwide, at all levels from initial training to an MA. Dave has been involved in management in language education for nearly 40 years and has been a management consultant for national ministries and a range of premier institutions worldwide. Dave was responsible for the design and delivery of management modules on MAs at the Universities of East Anglia and Nottingham, as well leading NILE’s own MA in Language Education, while NILE has provided training and professional development for thousands of teachers from all over Spain, including many from Catalonia. He is looking forward to being back in Barcelona.

ARNAU, SUSANNA; LÓPEZ, ISABEL & TAMARIT, LITA (APAC)
Super English Day: Taking English Out Of The Classroom. A Memorable Experience
GENERAL METHODOLOGY FRI 16.30
Susanna Arnau is a Primary teacher of English with over 25 years of experience at Col.LEGI Sant Gabriel in Torroella de Montgrí. She is specialised in teaching Art in English.

Isabel López is currently a Secondary teacher at Col.LEGI Sant Gabriel in Torroella de Montgrí. She has taught children, teenagers and adults in a variety of contexts, including English for Specific Purposes.

Lita Tamarit is a Secondary Teacher who has been teaching English for over twenty years. She has been involved in different award-winning school projects and has also taught adults. She is currently teaching at Col.LEGI Sant Gabriel in Torroella de Montgrí.

ARTHUR, SYLVIA & MILENKOVIĆ, NEBOJSA (Drop’pin)
Drop’pin: opportunities for students in Europe to bridge the gap between their education and their first job
VET ADULTS EUROPANE PROGRAMMES FRI 18.00
Henric Stjernquist works at the European Commission, DG Employment, Social affairs and Inclusion, and is responsible for the new Drop’pin initiative which was launched in June 2015 as a practical tool for tackling youth unemployment in Europe. Previously, he was working for EURES, the European network of public employment services and the EURES portal, which offers services to workers and employers for finding jobs and recruiting in Europe.

Pascale Woodruff works at the European Commission, DG Employment, Social affairs and Inclusion, and is responsible for the new Drop’pin initiative which was launched in June 2015 as a practical tool for tackling youth unemployment in Europe. Previously, he was working for EURES, the European network of public employment services and the EURES portal, which offers services to workers and employers for finding jobs and recruiting in Europe.

BESALU, ADRIÀ & FONTANELLA, JOAN (APAC)
Improving Your Pupils? Listening Skills Through Youtube!
UPPER PRIMARY SECONDARY METHODOLOGY FRI 18.00
Adrià Besalú is an English teacher and has worked for more than ten years at Bell-lloc del Pla School in Girona. He mainly teaches English and Science from 3rd to 6th grades of Primary. He is very concerned about using new technologies and motivating his pupils through projects such as scale models, murals and Youtube listening activities. He believes that pronunciation is one of the basic skills in children’s learning process. He has written an article for a teachers’ magazine focusing on the importance of learning Science through making scale models.

Joan Fontanella is an English teacher and has worked for more than ten years at Bell-lloc del Pla School in Girona. He mainly teaches English and Science from 3rd to 6th grades of Primary. He is very concerned about using new technologies and motivating his pupils through projects such as scale models, murals and Youtube listening activities. He believes that pronunciation is one of the basic skills in children’s learning process. He has written an article for a teachers’ magazine focusing on the importance of learning Science through making scale models.

BORRAS, ANABEL (APAC)
Identity: Showing & Sharing
PRIMARY [SECONDARY] METHODOLOGY SAT 12.45
Anabel Borràs has been an English and CLIL teacher in Primary Education for 13 years. She has developed several European projects in collaboration with the UAB and the Comenius network, sharing her pupils’ diversity and identity with other children around Europe. She has also worked for the National Agency as an evaluator of Erasmus+ projects in School Education (KA1 & KA2).

DAGG, TROY (Universitat Oberta de Catalunya)
Getting The Peg To Fit The Hole: Exploiting On-Line Tools To Supplement Course Book Speaking Activity
SECONDARY ADULTS ICT METHODOLOGY SAT 9.30
Troy Dagg is an ex-Director of Studies and presently works in the e-Learn Centre for the Universitat Oberta de Catalunya. He has been living and working in Barcelona for 10 years.

DE GRAAF, PREMO (APAC)
Synthetic Phonics
PRE-SCHOOL EARLY PRIMARY METHODOLOGY FRI 15.00
Premo de Graaf is a Synthetic Phonics Trainer and consultant recognized by Jolly Phonics and knowledgeable about
various synthetic phonics programmes on the market. She has teaching and intervention experience with children from pre-school and primary to learn to read and write in English as an L2. She has helped to successfully implement the methodology in several schools and institutes as the whole school literacy approach. She also has first-hand experience with the favourable outcome of synthetic phonics method with her two children, one taught with synthetic phonics and the other with the traditional multi-cuing strategy.

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<tr>
<th>DEL RIO, CARMEN, JUAN GARAU, MARIA; PEREZ-VIDAL, CARMEN (APAC)</th>
<th>SECONDARY BATXILLERAT VET – ADULTS</th>
<th>FRI 15.00</th>
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<tr>
<td>Study Abroad: Measuring Its Different Impact Preparing For Its Benefits</td>
<td>Carmen del Río has a PhD from the Department of Translation and Linguistic Sciences, UPF, where she has taught undergraduate and graduate courses, in particular courses on the Masters' for Secondary School teachers of English. She has also extensive experience as a teacher of English in secondary education. Her research interests lie in the field of phonetics and pronunciation in the EFL classroom, a topic which she has examined in order to measure the effects of different learning contexts, namely Study Abroad and formal classroom instruction, on EFL learners' linguistic progress.</td>
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<td>Maria Juan-Garau is currently Associate Professor in English at the Universitat de les Illes Balears, where she teaches courses on language learning in multilingual settings and ICT applications of English linguistics. Her research interests centre on language acquisition in different learning contexts, whether naturalistic or formal, with special attention to study abroad and CLIL. Her work has appeared in numerous international journals and edited volumes, including Language Acquisition in Study Abroad and Formal Instruction Contexts (Pérez Vidal, 2014), published by John Benjamins. She has recently co-edited a Springer book, Content-Based Language Learning in Multilingual Educational Environments (Juan-Garau &amp; Salazar-Noguera, 2015).</td>
<td>Maria Pérez-Vidal is currently Associate Professor of English at the Department of Translation and Linguistic Sciences, Universitat Pompeu Fabra, where she teaches English syntax and language acquisition. Her research interests concern bi/multilingualism, and, in particular, the effects of different learning contexts, such as Study Abroad and English-Medium Instruction, on learners’ linguistic and non-linguistic development. She has published internationally. Most recently she has edited a volume entitled Language Acquisition in Study Abroad and Formal Instruction Contexts (Pérez Vidal, 2014), published by John Benjamins, presenting the results of a 10-year long research project on Study Abroad and Formal Instruction effects contrasted.</td>
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<td>DELLAR, HUGH (National Geographic Learning - Cengage Learning)</td>
<td>SECONDARY BATXILLERAT METHODOLOGY</td>
<td>FRI 16.30</td>
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<tr>
<td>Smooth Sailing Through A Sea Of Words</td>
<td>Hugh Dellar is a teacher and teacher trainer with over twenty years experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, Innovations and Outcomes, both published by National Geographic Learning</td>
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<td>DONAGHY, KIERAN (APAC)</td>
<td>GENERAL METHODOLOGY</td>
<td>SAT 11.15</td>
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<td>Film In Action: Digital Film Making In Language Teaching</td>
<td>Kieran Donaghy is a teacher, trainer and award-winning writer with a special interest in the use of film in education. His website on the use of film in language teaching Film English <a href="http://film-english.com/">http://film-english.com/</a> won a British Council ELTons Award for Innovation in Teacher Resources, the most prestigious European media in education prize the MEDEA Award for User-Generated Media in 2013, and an English Speaking Union Award in 2014. Kieran is the author of the methodology book on the use of film in language teaching Film in Action (DELTA Publishing).</td>
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<tr>
<td>DWYER, ANNE &amp; LE RENDUE, SOPHIA (APAC)</td>
<td>GENERAL WORKSHOP</td>
<td>THU 19.15</td>
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<tr>
<td>From Motivation to Mindfulness</td>
<td>Anne Dwyer is a sociologist with a DELTA and Master level studies from three different countries, majoring in sociology, communication management and e-learning. Anne has attended local and international conferences and workshops as presenter and participant and has published a number of articles on effective communication and effective pedagogy.</td>
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<td>ESCORCIA, CARMEN &amp; MCLAUGHLIN, SINÉAD (APAC)</td>
<td>PRIMARY METHODOLOGY</td>
<td>FRI 15.00</td>
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<tr>
<td>Project-Based Learning</td>
<td>Carmen Escorcia graduated in Journalism and Comparative Literature. She is in charge of the corporate communication at St. Peter’s School since 2012 and teaches Catalan in Secondary. She coordinates the University Research Programme, designed to collaborate with and build a bridge between school/s and university, so that we all can share our expertise and learn from one another.</td>
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<td>Sinéad McLoughlin She completed a Post-graduate in teaching English to speakers of others languages and taught adults for several years. She then studied in London to be a primary teacher and worked there for a year before returning to Barcelona in 2013. She is now in her third year at St. Peter’s School, teaching Classes 3 &amp; 4 as well as coordinating the project-based learning.</td>
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<td>GARCIA, RICARD (APAC)</td>
<td>GENERAL RT – TEACHER DEVELOPMENT</td>
<td>FRI 12.00</td>
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<tr>
<td>Round table: 30 Years Connecting The Dots</td>
<td>Anne Garcia is a sociologist with a DELTA and Master level studies from three different countries, majoring in sociology, communication management and e-learning. Anne has attended local and international conferences and workshops as presenter and participant and has published a number of articles on effective communication and effective pedagogy.</td>
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Ricard Garcia has been a secondary teacher since 1988, present editor of edu365.cat and Toolbox; curator of CREA & JUGA sections in edu365, devoted to 2.0 creative tools and games in the classroom. Currently he is teaching at UB (Grau de professorat d'educació primària) and UPF (Màster de secundària - llengua anglesa). ELT teacher trainer, co-author of “Next Generation”, the book for Batxillerat by Cambridge University Press.

### GARCIA, M*JOSE & XORTO, MIREIA (APAC)
#### Macbeth: How To Get ESO And Batxillerat Students Interested In A Classic
**SECONDARY BATXILLERAT METHODOLOGY**
**SAT 12.45**
Maria José García Ruiz is a French teacher in Institut Francesc Macià in Cornellà de Llobregat. She is working as a librarian in her School too. She loves doing new projects and speaking English (PILE, PELE, collaborating with Comenius project). These are the reasons which brought her, her friend Mireia Xortó and the teachers’ team to design activities about Macbeth when they found out that it had been adapted into a comic.

Mireia Xortó is a teacher of English at Institut Rafael Casanova in Sant Boi de Llobregat. She has also been a school librarian, teacher of the Reading Project in English, orientation teacher and course coordinator at Institut Francesc Macià in Cornellà de Llobregat, where she has also participated in two different Comenius projects and she has collaborated in the design of a PILE project. She likes blogging for and with her students and taking part in etwinning projects.

### GIBBS, IAN (IPA Productions)
#### How Behavioural Psychology Can Help In The Classroom
**GENERAL METHODOLOGY**
**FRI 18.00**
Teacher, trainer, coach and company director, Ian has spent the last 4 years learning as much about behavioural psychology, neurology and cognitive science as he can cope with. He works the Barcelona area as a Life Coach and also gives in-company training sessions on Zen and the Art of Thinking and Communication Skills from the Big Stage? He is also halfway through writing his first book The Sorites Principle: How to Harness the Power of Insignificant Change to Achieve Almost Anything? He has a dog, called Scotty, who is half Labrador and half kangaroo.

### GIBSON, DAVID (APAC)
#### Shakespeare For Young Learners
**WORKSHOP PRIMARY**
**FRI 12.00**
**UPPER PRIMARY METHODOLOGY**
**FRI 16.30**
David Gibson retired from teaching in 2008. With five diplomas from the universities of Nottingham, Bristol, and Cambridge, he taught for fifteen years in England before moving to Greece in 1979. He taught in private language schools for six years before joining the British Council as a teacher, teacher-trainer and coordinator of student social and cultural activities. In 1995, he took up a post as teacher of English Language and Literature at Pinewood International School, Thessaloniki, and becoming chairman of the English Department in 1999. He also coached 3 football teams and ran guitar clubs and school bands. David is one of the founders and a three-time member of TESOL Macedonia-Thrace, Northern Greece and since 2010 has been one half of the English Language Theatre group Dave’n’Luke.

### JUAN GARAU, MARIA (APAC)
#### Learning Through An Additional Language: Insights Into CLIL Education In Multilingual Settings
**PLENARY BATXIL/ VET**
**THU 18.00**
Maria Juan-Garau is currently Associate Professor in English at the Universitat de les Illes Balears, where she teaches courses on language learning in multilingual settings and ICT applications of English linguistics. Her research interests centre on language acquisition in different learning contexts, whether naturalistic or formal, with special attention to study abroad and CLIL. Her work has appeared in numerous international journals and edited volumes, including Language Acquisition in Study Abroad and Formal Instruction Contexts (Pérez Vidal, 2014), published by John Benjamins. She has recently co-edited a Springer book, Content-Based Language Learning in Multilingual Educational Environments (Juan-Garau & Salazar-Noguera, 2015).

### KEEAR, JON (The British Council)
#### Evaluating The English Of Teenage Catalans – The Aptis For Teens Catalan Schools Pilot
**SECONDARY TESTING**
**SAT 11.15**
Jon Kear is the Exams Manager at the British council Barcelona, where he previously worked as a teacher and Senior Teacher for 15 years, specialising in English for Business and IELTS preparation. Jon is responsible for the British council Aptis, IELTS and Cambridge English Exams in Catalonia, Andorra, the Balearic and Canary Islands. He holds an MA in English Teaching from the Institute of Education, University of London and has extensive experience in assessment and evaluation at all levels and ages.

### LE RENDUE, SOPHIE & DWYER, ANNE (APAC)
#### From Motivation to Mindfulness
**GENERAL WORKSHOP**
**THU 19.15**
Sophia Le Rendue has been working with whole-systems practices, applications and philosophies for more than 20 years. Her holistic approach and techniques act as a catalyst for change now and facilitate continuous development of the individual and the team. Sophia holds a Masters degree in International Journalism from Cardiff University and is also a qualified language teacher

### LITTLE, KAY & CHIDGEY, PAUL (Eye-catching English)
#### Understanding The English Language Using A Fun Visual Aid
**GENERAL METHODOLOGY COMMERCIAL**
**SAT 12.45**
For the past two years the Eye-Catching team have been busy producing various books on specific areas of the English language. Our first two books were published in Spanish and English because we saw an opportunity to learn aspects of
the English language more efficiently. Whether you are learning English as a foreign language or you are improving and enriching your own language, our books can be used alongside educational books as an added tool. Each illustration you see has been drawn in a deliberately striking way because we intend each page to be remembered quickly.

Paul Chidgey, an Educational Consultant, was born and educated in Wales with its love of literature, poetry and song. He trained as a teacher in Manchester which became his home. Working as a teacher, head teacher, education officer, teacher-trainer and consultant, the main focuses of his career have been pupils in multi-cultural communities and support for newly-qualified and returning teachers. A traditionalist in spoken and written English. His appreciation of spoken English is best exemplified in his love of the works of Welsh poet and writer, Dylan Thomas. Paul was awarded the British Empire Medal for “Services to Education” in the Queen’s 2016 New Year Honours.

LOBO, MARIA JOSE (APAC)
“Competències Bàsiques” In Primary: Making The Most Of Them

Maria José Lobo is an experienced teacher, teacher trainer and materials writer. Her main interest is engaging and motivating learners and teachers of English to make the whole process of achieving competency in the new language, an enriching and fruitful experience for everyone. She has taught in primary and secondary schools and has designed and implemented lots of teacher training courses and seminars in Spain and abroad. At present she is working in the Departament d’Ensenyament where she was a member of the group that developed the documents Competències Bàsiques de l’àmbit linguistic (llengües estrangeres). She also lectures at Universitat Autònoma de Barcelona, Faculty of Education and collaborates in the master course run by Blanquerna. She is co-author of several course books and materials for the teaching of English: English Speaking Union award winning Big Red Bus, Super Bus and Top Deck (Macmillian), and Sunshine (Pearson Longman).

MAGUIRE, GABBY (International House)
And one thing led to another…!

Gabby Maguire has been teaching English since 1985 in International House, where she’s taught all levels from Beginners to Post-Proficiency. She’s the Team Leader, Exam Coordinator and a Speaking Examiner for the Cambridge Exams in First Certificate, CAE and Proficiency for the IHLS Group in Catalonia. A teacher trainer on CELTA courses, she has also been Director of Studies on summer courses in London. Apart from teaching, she has written the communication activities for course books such as Speak Out Starters, Cutting Edge Pre-Intermediate and Intermediate (5th edition, Publisher: Pearson) and Target FCE (publisher Richmond). She is also a script consultant on EFL course books and she has written material for students learning English online. Gabby is an experienced speaker who has given talks at conferences in English and Spanish, both in Spain and abroad.

MAGUIRE, TOM (APAC)
Managing Conflict

Tom Maguire has degrees in English (Glasgow), French (Montpellier, France) and Philology (Santiago de Compostela). He has over 30 years experience in TEFL at university and high school levels in France and Spain. He lectures in Class Management at the Ramon Llull University and at the UPF, Barcelona. He is a Master Practitioner in Neuro-linguistic Programming (Nlp) and is certified in Group Dynamics by Michael Grinder, expert in group mastery.

OLIVA, ANGELS (APAC)
APAC Round table: 30 years connecting the dots

Angels Oliva works at the faculty of Humanities at UPF, teaching general English, English for specific purposes, and English Literature. She has also taught CLIL at Universitat Internacional de Catalunya and general and professional English courses at the Faculty of Translation at UPF. Before, she worked as a CLIL teacher of Humanities subjects at a private secondary school, designing materials and working in collaboration with content teachers. At UPF, she has participated in a series of projects to improve the quality of teaching alongside other members of the department of Humanities, including the development of ICT materials and the implementation of a mentoring programme. Ángels finished her Ph. D. at the Faculty of Education of UAB in 2012. Her main research interests lie in the field of education, literacies, and inter-cultural studies, particularly regarding the exploration of the connections between discourse and identity construction in the foreign language class. Ángels is a member of the APAC board, and of the UPF-based research groups GREIIL and ALLENCAM.

OLLER, CARMÈ (APAC)
ICT And English In English

Carme Oller started working in 1991. That means 24 years searching the best way to teach and to learn English. She started working on “corners” to give autonomy to students, then she focused on acting out the language in order to make it real and she finished using real language in real subjects: Physical education, ICT, Sciences, Arts and craft, etc., in English. Then she realised this was called CLIL and from then on she hasn’t tried anything else!

OLLER, MAITÈ (APAC)
Reading In Pairs

Maite Oller is a Primary and English teacher a teacher trainer and a member of GRAI (research group on peer learning) of Universitat Autònoma de Barcelona. Coordinator of the programmes Reading in pairs and Llègim i escrivim en parella in Catalonia. She is also author of some pedagogical journal articles and co-author of some published books about peer learning, cooperative learning and family involvement.
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**Creative Thinking, Effective Learning**

**Traditional Homework vs. Presentation Skills 0-1**

Patrick Painter studied history and pedagogy in North America at the University of Western Ontario, York University and the University of Connecticut. He worked as a university lecturer and English language teacher for seven years before joining Express Publishing as an ELT consultant.

Dr. Luke Prodromou is a teacher, trainer and materials writer. He is a graduate of Bristol, Birmingham and Leeds Universities. He obtained his PhD from the University of Nottingham. He taught for the British Council, and has also done training for Pilgrims, NILE, University of Edinburgh, and ESADE, Barcelona et al... He was an item writer for the Greek State English exams. His most recent course book is Flash on. He wrote Dealing with Difficulties (Delta), with L. Clandfield. He has published a book on English as a Lingua Franca (Continuum, 2010). Luke is one half of the Dave'n'Luke English Language Theatre, and a founder member of the Disabled Access Friendly movement. for whom he wrote and performs - with David Gibson- The Wheelchair Sketch.

Joan-Tomàs Pujolà is a senior lecturer at the Department of Teaching Language and Literature of the Faculty of Education, University of Barcelona (UB). He is director of the Master’s Degree in Training Teachers of Spanish as a Foreign Language (UB and Universitat Pompeu Fabra). He holds a PhD in Applied Linguistics from the University of Edinburgh. His research interests focus on computer-assisted language learning, autonomy in language learning and language teacher training. He is also the director of the research group realTIC (2014 SGR 1003) recognized by the Agency for Management of University and Research Grants (AGAUR) of the Generalitat de Catalunya.

Lluís Rius Oliva teaches Catalan language and literature at Institut Pla de l'Estany (Banyoles). He is a CTIC consultant at UOC University. He has designed and produced a handful of materials in real and virtual formats, aimed primarily at learning the language and literature in Catalan, Spanish and English. For years, he has tried to incorporate ICT tools in his lessons and provide dynamic, effective and motivational teaching strategies.

Salvador Rodríguez Almendros is a qualified teacher of English at Primary level and has worked in different schools in Barcelona for 17 years. He currently works at the Consorci d’Educació de Barcelona as a foreign language coordinator, at the University of Barcelona Faculty of Education as an associate professor and at the Faculty of Psychology, Education and Sport Sciences Blanquerna as a collaborator. He is also a teacher trainer and has given courses for teachers of English at the Rosa Sensat teachers association and at the Department of Education. He has also spoken at several Foreign Language Conferences in Catalonia.

Fernando Romeu holds a degree in English Philology from Universitat Rovira i Virgili. He started his teaching career at Col·legi Sagrat Cor in Amposta. Since 2004 he has been teaching English at EOI Tortosa, where he has also been the ICT coordinator. He has given workshops and talks on the use of PowerPoint, Hot Potatoes and Moodle quizzes for ELT.

Inés Rosado is a Primary English teacher in Sabadell and the English Primary Teachers Group coordinator in the same city. She also has some experience in European projects. Nowadays, her school participates in two eTwinning projects. She is a blogger and she uses new technologies and different resources to connect English lessons to families. She is a blogger and she uses new technologies and different resources to connect English lessons to families.

**Rius, Lluis (APAC)**

Gamify Your Class

**Pujolà, Joan Tomàs (APAC)**

Digital Materials: Features Which Enhance Language Learning

**Ramón Vidal, Josep (APAC)**

Robotics In Infantil And Cicle Inicial? Why Not!

**Rius, Lluis (APAC)**

Gamify Your Class

**Rodríguez, Salvador (APAC)**

Workshops And Projects In Primary: Help Yourself!

**Romeu, Fernando (APAC)**

Playing And Learning With Socrative And Kahoot

**Rosado, Inés (APAC)**

Useful Teaching Resources For Primary Lessons
Catherine Saint Jean was born in Toulouse in the south of France. She studied languages in France and Germany. She is currently teaching English at the Lycée Français in Barcelona. She is also a teacher trainer and educational advisor for languages at French schools in the peninsula as well as a certified drama pedagogue. She taught in France, England, Germany and Austria before coming to Spain 5 years ago.

Carmen Santamaría is a primary school English teacher and philologist with 11 years professional experience. She has been working at the Diputació school in Barcelona since 2007, mainly with superior stage graders, carrying out a CLIL science project with excellent results and awards in several contests. She is passionate and innovative in her work and she believes in devoting part of her lessons to pronunciation and English sounds as well as helping other teachers be aware of their relevance. Carmen has lectured at previous APAC conventions and CRP Sant Andreu and has lead British Council workshops for English teachers. She is currently collaborating with the Faculty of Psychology, Education and Sport Science at Blanquerna in the teaching of a new Masters degree and her articles have been published in the APAC magazine, most recently one about teaching pronunciation which is undoubtedly her favourite area of study.

Eve Schnitzer taught English to adults at ESADE Idiomes in Barcelona for 18 years, returning to Ottawa, Canada to work in English for Academic Purposes (EAP) at Carleton University and train language teachers at Algonquin Community College. She has been teaching Spanish at Carleton since 2000, when foreign languages joined the School of Linguistics and Language Studies (SLALS). Her interest in EIL goes back to 1992 and her Masters entitled A Common Language for Diverse Cultures- English in Europe.

Usoa Sol is a secondary English teacher and the Head of the English Department at Sant Gregori School in Barcelona. She graduated in Translation and Interpreting from UPF and she got her Diploma in English Teaching (DELTA) from International House Barcelona. 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 a keen wiki user and the administrator of www.santgregorienglish.pbworks.com, winner of the John McDowell-British Council award. She's also a teacher trainer, a materials writer and a member of the APAC board.

Angel Solé Borull graduated in English Philology (UAB). He has worked as a language teacher at primary and secondary levels for over ten years, and holds a varied additional experience in non-formal education and differentiated instruction in the classroom. He currently works as ELT Consultant at Express Publishing–Edebé.

Lola Thomson-Garay is a teacher and teacher trainer and has been in education for the last 13 years. As co-founder of the educational consultancy ELASTIC Training, she develops CLIL programs in educational institutions in Spain in partnership with Vicens Vives. She also works with Trinity College of London and designs and delivers Best Practice in ELT teacher training programs in schools and universities throughout Spain.

Manel Trenchs is the Art History teacher in Escola Pia Santa Anna, Mataró. Flipped Learning Network member, Remind Teacher Advisory Board member and editor of “The Flipped Classroom”, Speaker at FlipCon2015 in Michigan, USA. Interested in rethinking education in the twenty-first century, in the use of ICTs inside the classroom and outside school (and TRIC, the Relational factor as well), gamification, emotional education and the relationship between formal and informal learning.

Are you ready to discover a new method to teach English? Have you ever heard about Storytelling? Yes! It's not new, you're right. But how many of you use it in your classes? All right, and now... Have you ever dared to use real English books with the pre-primary students? We have! And the results are AWESOME. This workshop will be about how to use real English and American books with pre-primary students. Moreover, we'll be using some activities and games that can
also be applied to primary students. We will tell you a couple of books -we promise not to tell you “The Very Hungry Caterpillar”- and we’ll play different games related to them. The workshop will be based on a research project applied in four different schools of Tarragona and Lleida. It is funded by the ICE of the URV and consists on teaching the four and five year-old children through one of the most natural way of learning: storytelling.

Elena Vercher is currently working as an English teacher in primary and pre-primary (Escola Cal·lípolis) and is teaching a subject in the English Minor of the Primary Education degree in the URV. Elena has the degree of Primary and Music Education, the new degree of Pre-primary education and a Masters in Teaching English as a Foreign Language.

Edward is an English primary school teacher who holds a Masters in Teaching English as a Foreign Language. He is now doing his PhD on English teaching with a Martí i Franqués Scholarship. He currently coordinates the English Minor at the Universitat Rovira i Virgili in Tarragona.

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

Based in Scotland, David Vivanco has been teaching popular Scottish Ceilidh Folk dances and performing songs for students of English as a Foreign Language in Scotland for over 17 years. Every year, David conducts an increasingly popular workshop tour round schools in Italy and Spain and now has clients requesting his services in France, Austria, Finland, Poland and Japan. David visits schools and adult colleges abroad, bringing a valuable opportunity for students to engage in an easily accessible activity learning something new and fun in English, combining easy physical exercise, language practice, cultural awareness and positive social interaction.

WELLS, DAVID (APAC)
Fun Drills and Dot Joining Skills

David has been working in and around Sabadell and the Barcelona area for over twenty years. He is currently the manager of HELP, his own school, now in its fifth year.

WIDOWS, ALENA (Fundació de l’Institut d’Estudis Nordamericans)
Ideas To Develop CPS Skills and Why It Is So Important
For English Language Learners

Alena Widows has been teaching English for over 10 years; first in the U.S.A. to immigrants and refugees from all over the world, and now in Barcelona, Spain. She is currently a program coordinator at the Institut Nord-Amèrica where she mentors new teachers, develops and implements training sessions and supports teachers and students. She is most interested in trends in education and how they can be applied to TEFL teaching.

WILSON, JACLYN (Blanquerna – Universitat Ramon Llull)
The Intercultural Storytelling Blog: Working Plurilingually In The Language Classroom

Jaclyn Wilson is a PhD student at Blanquerna, Universitat Ramon Llull, where she is also an active member of the Research Group in Interlinguistic and Intercultural Competence in the Learning and Teaching of Languages (CILCEAL). Her research focuses on plurilingualism and the use of L1, specifically translation, in additional language teaching and learning. She has taught English in various different contexts over the last few years, including primary and secondary schools, Escola Oficial d’Idiomes and the Universitat Oberta de Catalunya. At present, she is working as an English and CLIL teacher in a primary school in Barcelona.