



guide to participate in **APAC's ELT CONVENTION 2021** *Birds of a Feather Teach Together*



Welcome to our first ever online Convention, after more than 30 years! 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.

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.

Step 2. Visit the site

www.apac365.org/elt-convention-2021

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

Get in touch with our partners, find out about their latest projects and get in touch with them to boost your students' learning: **National Geographic Learning, Trinity College London, the British Council & MM Publications.**

Step 4. Start watching!

Some sessions will be available before the start of the Convention: The opening session and the CAPACSULES. Once the Convention starts, there will be 2 plenary sessions and one or two workshops every day. Here's the summary of the three days:



BEFORE the Convention



- Opening session: Speeches, John McDowell Awards
- Talk by **Dr David Bueno**
- CAPACSULES: #1 & #2 by **2 Profes en apuros**, #3 & #4 by **Ready, set, coteach**, and #5 by **Lola Garay** from **Trinity College London**

On Thursday 28th January, from 16:00 to 20:00



- Plenary session: **Russell Stannard**
- Workshop 1: **Svetlana Gritsenko** or **Laura Caldas**
- Workshop 2: **The A+ Project Team** or **Gregg Sotiropoulos**
- Plenary session: **Chris Roland**

On Friday 29th January, from 16:00 to 20:00



- Plenary session: **Dr. Joan Kang Shin**
- Workshop 1: **Martyn Cooper, Nadia Theochari** or **Susana Gómez**
- Workshop 2: **Elena Vercher, Sammtalk** or **Colin Young**
- Workshop: **Russell Stannard**

On Saturday 30th January, from 10:00 to 14:00



- Plenary session: **Kieran Donaghy**
- Workshop 1: **ENGLISH group**, **Elen Evans** or **Dunya Martinez**
- Closing session: **Alex Warren**
- Wrap-up session and last day giveaway: **APAC**

All sessions
will be available
on video in the
Convention's
page

Get started with the OPENING SESSION:



Introduction to the Convention

Introductory speeches & key points of the past year: members, publications, training sessions, and engagement.



John McDowell Awards

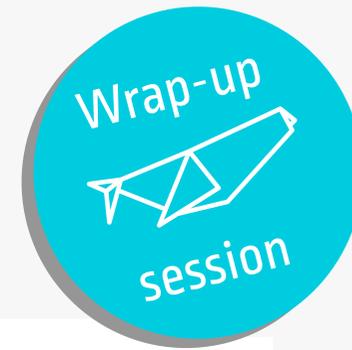
Winner and runner up for each category: Teachers, schools and fantastic projects from the past academic year. With the support of **Trinity College London** and the **British Council**.



Opening lecture by Dr. David Bueno

The Art Of Educating The Brain. How Education Models Determine The Construction Of The Future

Delivered in Catalan, with English subtitles



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The brain is a plastic organ, constantly building and rebuilding itself as it learns and gains experience. Consequently, education must necessarily influence how the brain is formed, therefore affecting how individuals perceive themselves, how they interpret their surroundings, and how they'll interact with them. In other words, everything we learn, and especially how we learn it, has an influence on who we are and on the way we behave. In this talk, we'll reflect on these issues, and emphasize the importance of the models that as teachers we bring to students in order to promote a more holistic education.

Dr. David Bueno holds a PhD in Biology, is head of the UB-EDU1ST Chair in Neuro-education and a professor and researcher in the Biomedical, Evolutionary and Developmental Genetics Section of the *Universitat de Barcelona*. His professional and academic career, focused on developmental genetics and neuroscience and their relationship with human behaviour, particularly regarding education and learning processes, has developed mainly in Barcelona. He has also been a researcher at the University of Oxford, and assesses UNESCO's International Bureau of Education. He has published 60 scientific papers in specialised scientific journals, twenty-one essay books, and contributes regularly to various media, in which he has published over 600 articles. In 2010 he won the European Prize for Scientific Dissemination, in 2018 the Teaching Prize for his contribution to neuroeducation and in 2019 the UB Doctors' Senate and Board of Trustees Award for his contribution to scientific dissemination. Follow him on Twitter as **@DavidBueno33**



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

Anna Palencia and **Carlota Hernández**, aka **2 Profes En Apuros**, teach early years and primary in state schools. Anna is a pedagogue, and Carlota has specialized in English. It all started in 2015 along Ana Martínez, a philologist, keen illustrator and designer, with whom they created a **blog** with all their teaching resources and ideas. They also set up an online "**Solidarity Shop**" that funds a different educational solidarity project every year, have written the book "Aprender jugando" (2017), and last but not least, have organised several educational events such as the first edition of JPA (**Jornada para Profes en Apuros**) and the first edition of the **Open Instagram Teachers' Meetup** in Girona in April 2019. You can follow them online with the handle **@2profesenapuros**.

CAPACSULE #1

3 essential group dynamics for your classroom

Session in Catalan, with English subtitles

In this video, Carlota and Anna will demonstrate three examples of group dynamics to enhance team-building and collaboration in your classroom. In such difficult times, getting students to work together is key. This video will provide you with ideas to bond your group together and work on your students' emotional education.

CAPACSULE #2

3 games you can set up in a flash and for students of all ages!

Session in Catalan, with English subtitles

Who said play is only for the little ones? Watch this video to learn about three versatile games to take to your classroom no matter how old your students are. Are you ready to play?



*Click to view
their site*



Flying together, Ana, Carlota & Anna



Pop a CAPACSULE and transform your teaching

Allyson, John & Ashley are National Board certified co-teachers from Raleigh, NC that specialize in co-teaching for English Learners at the elementary level. With 18 years of experience between them, they have been teaching together for four years, are the subject of a published case study, are featured in several professional texts and have presented at multiple education conferences on the topics of **inclusion, collaboration, literacy & language**. You can find out more about their work on their web, and follow them in the social networks [@readysetcoteach](#).



*Click to view
their site*

CAPACSULE #3

Engagement Strategies for Virtual Learning

Virtual learning presents very different challenges when it comes to active student engagement, especially for Multilingual Learners. How do we boost motivation, interest & access for MLLs online? Join us as we discuss how to overcome barriers and increase participation and learning in this new virtual environment.

CAPACSULE #4

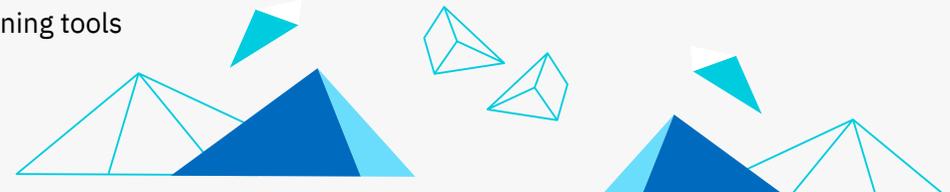
Stop, Collaborate & Co-plan

Ongoing collaboration and co-planning are powerful tools not only in the co-taught classroom but across the board. When expertise is combined we are increasingly able to develop individualized lessons that meet the needs of all students. Let's explore ways to maximize the effectiveness and efficiency of collaborative planning including tips & tricks regarding:

- Effective communication
- Collaborative planning norms
- Making the most of co-planning time
- Planning for language
- Co-planning templates
- Virtual collaborative planning tools



*Birds of a feather
Ashley,
Allyson & John*





CAPACSULES: Educational pills to inspire teachers

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life. Follow Trinity Spain on our blog and social media!

CAPACSULE #5

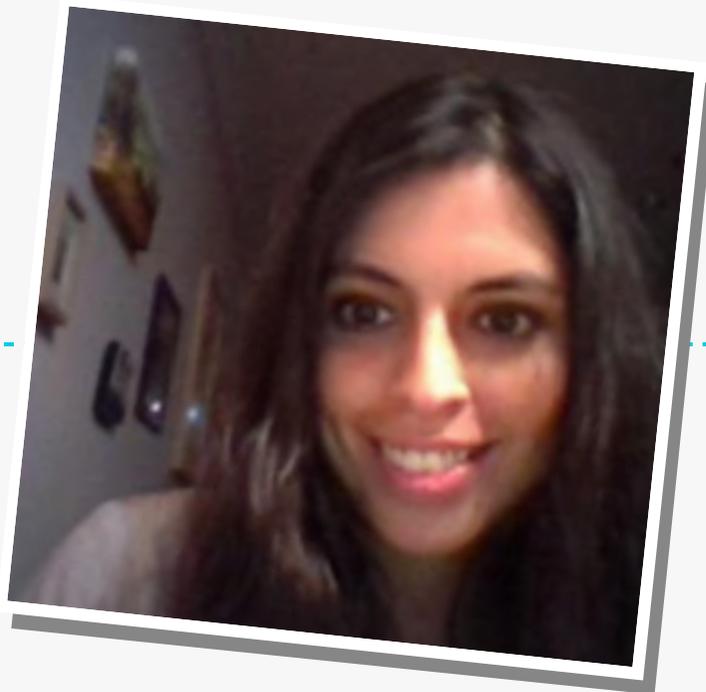
Inclusion in the EFL classroom



*Click to view
our blog*

As educators, we have become increasingly aware of students' individual differences and the impact these have on their learning. It's important that we all design our courses to stretch all students to the maximum of their capacities, and this requires including everyone in class! In her video, Lola discusses strategies to support dyslexic students through different educational levels. The accommodation strategies she presents include ways to design materials, presenting them, planning and sequencing activities, and more.

Lola Garay Abad Lola is a teacher, a teacher trainer and a specialist in SLA, SLDs and CLIL. She has been in education for the last 18 years. She has managed academic programs, published classroom material and created and delivered teaching development programs, conferences and workshops for educators in mainstream education and language teaching in Spain, Portugal, the UK, etc. She works in public education and is also involved in research. She works as an educational consultant in various public and private schools across the country.



Trinity trainer Lola Garay



Thursday talks



16:00 to 16:50 - Plenary session
Russell Stannard, founder of Teacher Training Videos

How a Flipped Classroom approach can apply to online and hybrid lessons

The flipped classroom is a great way of approaching blended learning teaching. It is also just as relevant to fully online or hybrid delivery. In this highly practical talk Russell will talk about how the principles of flipped learning can be applied to online and hybrid classes and then go on to demonstrate some specific tools and techniques which are simple to use and easy to apply.



Click to view
Russell's site

Russell is a multi award-winning Educational Technologist and founder of www.teachertrainingvideos.com. He received awards from the British Council, the Times Higher Education and the University of Westminster for his work in the use of ICT in education. He is especially known for his work in using technology to enhance feedback, teaching online and blended/flipped learning. He is a recommended Camtasia Trainer and was previously a Principal Educational Technologist at the University of Warwick and the University of Westminster. He currently works as a consultant on educational technology at Kings College University London. He has more than 55,000 subscribers on his YouTube channel and 11,000 subscribers on his popular newsletter. You can follow Russell on Twitter [@russell1955](https://twitter.com/russell1955).

17:00 to 17:50
Choose 1 workshop
out of 2



Svetlana Gritsenko

Best Practice for Integrating Technology to Teach Phonemic Awareness

In this workshop we will be exploring the role of online interactive whiteboards called Miro board and Google Jamboard . They provide some really great features, which ESL teachers can implement in their classes on a regular basis both online and offline. The aim of this workshop is to share some of those practices with you. Focusing on areas such as stretched blending, isolating the first sound, phonemic segmentation and alphabetic principle, we will take a look at some specific activities and different ways in which the tools might contribute more effectively in the ESL classroom. By the end of this session participants will be able to integrate Miroboard, Jamboard and many other online resources (Nearpod Library, Letter land, Oxford Phonics) to develop awareness of the alphabetic principle.

Svetlana was born in Moscow. After graduating from the Moscow State Pedagogical University with the degree in English Philology she immersed herself into the world of teaching English as a foreign language. For over 5 years, Svetlana taught kids and teenagers at the private academy called English First, where she found how innovative use of classroom technologies could aid second language acquisition. Svetlana is currently studying for a Master's degree in Teaching English as a Foreign Language at the University of Rovira and Virgili in Tarragona. Apart from that, she is interested in rethinking learning and finding the ways of effectively integrating ICT in EFL classrooms. Therefore, she took a course in teaching via Nearpod Educational platform and became a Certified Nearpod Educator. Recently Svetlana has launched the blog about digital teaching where ESL teachers can find free tutorials and detailed instructions on how to create online interactive lessons. In 2020 Svetlana was awarded a first prize in the John McDowell Awards for her Final Master's paper. You can follow Svetlana on Instagram [@esl_ed_tech](https://www.instagram.com/esl_ed_tech).



Laura Caldas, from Tarro de Idiomas
First Aid Kit for Online Teaching

Teaching online is becoming a challenge for all of us. Students are less engaged and they sometimes do not see the point of the contents or the work that we carry out in class. In this workshop we will discuss how to overcome these problems online and in face-to-face lessons with activities and resources that will make both students and teachers happy.

Laura has been working as a Spanish teacher in the UK since 2014. She never planned to become a teacher but life took her down this path. When she started teaching languages, she fell in love with it and since then, she's been really happy about it. For the last few years, she has been creating resources for teachers and sharing them through multiple social media channels. You can get in touch with Laura on Instagram [@tarrodeidiomas](#) and [@kumubox](#) and on Twitter [@Tarrodeidiomas](#) and [@KumuboxOficial](#).

18:00 to 18:50
 Choose 1 workshop
 out of 2

The A+ Project Team, with Yolanda Álvarez, Romina, Argüello, Carol Barriuso, Maribel Gomáriz, Elisabeth Guitart, David López, Dolors Masats, Maria Mont Comment end , Ingrid Picola, Cristina Rodríguez, Esther Serramià i Berta Solé

Dealing with Blended Learning: Tips that Work!

Blended-learning was recently just an educational trend. Today it has become a must for most language teachers across the world. It is widely accepted that this pedagogical proposal provides opportunities for creating open learner-centred environments, yet it also presents great challenges to teachers. Blended-learning is not about adding technology in the classrooms, nor about knowing how to use the trendiest Apps to fulfil pedagogical goals. Yet, teachers need to be able to do that as well when they design materials or plan their lessons. Technology will never replace great teachers, but if we, teachers, aim at maximising learning, we need to think great to use technology to combine face-to-face lessons with virtual education. Do you need to plan both face-to-face and online lessons for the same target students? Do you want to know tools that can help you create materials and resources for blended-learning environments? Do you wish to make the most of the software you already use, such as Genially and Google Slides, to teach the course contents and assess students? In this session, A+Project members will provide answers to meet these needs. First, we will briefly discuss the challenges of blended-learning in the context of primary education in Catalonia. Then we will share tips and ideas on how to get started, on how to plan blended-learning attractive proposals and on how to assess what our students learnt. Our thoughts will be accompanied with a bank of real examples of projects, lessons and materials we have created and implemented in our English classrooms.



Click to view
 their site

A+ Project is an initiative supported by the Institute of Educational Sciences (ICE) of the Universitat Autònoma de Barcelona (UAB) that teams a group of in-service Primary teachers and teacher educators with the objective of gaining (and sharing) expertise on the implementation of PBL in primary schools and the use of multiple resources (realia, digital tools, gamification, etc.) to teach and get young children learn English. The team was born in September 2018 and, as its name suggests, its members are devoted to Analysing Pools of Resources and Offering Joint Experiences to other Creative Teachers. Check out our website for further info or follow us on various social networks: Dolors as [@DolorsMasats](#); Carol as [@kittenguardian](#); Yolanda as [@teacher_xolain](#), Maria as [@MariaMont19](#); and Esther as [@DenimEsther](#)



Gregg Sotiropoulos, from MM Publications
***Social and emotional intelligence:
Essential, now more than ever!***

Fostering the social and emotional well-being of our students is an important factor towards their positive development, enabling them to accomplish positive results in school. Together we will focus on 4 cognitive, emotional, and behavioral competencies; self-awareness, social consciousness, relationship skills and responsible decision making. These competencies play a specific role in empowering students in realizing their potential and increasing their engagement in school.

Beginning his career in education in 1996 as an elementary school teacher in New York, **Gregg** continues to this day to motivate, inspire and coach both teachers and students worldwide. In today's ever changing society his approach to education is led by the guiding principle of "filotimo", simply translated by "doing good". He holds a bachelor's degree with a double major in Education and Art and an MBA with a focus on managerial interactions. Gregg has participated in numerous conferences delivering plenaries, workshops and seminars concentrating on Leadership, Coaching, Motivation, and Professional Development. He is currently working for MM Publications as an ELT Academic Consultant and teacher trainer. Follow us on our various social networks: [@mmpublications](#) (Facebook and Twitter) and [@mmpublicationself](#) (Instagram).



19:00 to 19:50 - Plenary session
Chris Roland, ELI Seville, Pavilion Publishing UK, sponsored
by Trinity College London

Engaging our students in strained times

So much has happened over the last months in terms of social upheaval that sometimes the classroom seems to be the last place any of us want to be. In this quick-paced session we shall look at some practical principles and easily employed tweaks to help re-engage both primary and secondary aged students. Suitable for new teachers, seasoned veterans and trainers alike.

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Chris is a trainer and methodology writer based at ELI, a language academy in Seville. He has worked with teachers in numerous countries and contexts. He is a tutor on Trinity Certificate and Diploma courses for OxfordTEFL, Barcelona, and has held positions with the British Council in both Spain and Syria. His first book *Understanding Teenagers in the ELT classroom* (2018) was nominated for an ELTon award. His second book *Structuring Fun for Young Learners in the ELT Classroom* (2020) has also recently been published by Pavilion - with an accompanying volume *Structuring Fun for Young Language Learners Online*. His current areas of work are: helping teachers to adapt to online teaching for YL's and teens, coping with L1 and student cross-talk, the psychological terrain of a teacher's working day, task design, the micro-mechanics of going over exercises and the workings of what we call 'fun'.

Friday talks



16:00 to 16:50 - Keynote session
Dr. Joan Kang Shin, from National Geographic Learning

The human touch in online learning

Don't let online learning leave your students feeling isolated and unmotivated. This presentation will provide some tips for building a sense of community online in order to enhance student engagement and language learning.

Dr. Joan Kang Shin is an Associate Professor of Education at George Mason University and the Academic Program Coordinator of the Teaching Culturally & Linguistically Diverse & Exceptional Learners (TCLDEL) program. Dr. Shin specializes in teaching ESL/EFL to young learners and teenagers and has provided professional development programs and workshops to EFL teachers in over 100 countries around the world. She is a Series Editor of National Geographic Learning's young learner programs Welcome to Our World, Our World, and Explore Our World, as well as the teen program Impact, and an author of the professional development title Teaching Young Learners English.

17:00 to 17:50
Choose 1 workshop
out of 3



Martyn Cooper, from St Peter's School
Learning Across Continents

We wanted students to have a truly international and collaborative experience which would give them a real window outside of their group-bubbles and allow them to learn alongside students from another country. Working with Nehal from Egypt, we have planned together and will soon be implementing a Year 7 unit on Shakespeare's *The Tempest*, with the theme being colonialism. Using the online tools to which the whole educational world has become used to, we enable students to collaborate and share ideas via Google classroom. What problems might arise in the planning and implementation of this ambitious project? What benefits will the students get out of this international learning experience?

Martyn is from London and moved to Barcelona in 2010 where he taught for 6 years as an ELT teacher and Cambridge examiner in Barcelona. After that he moved back to London and gained his PGCE, English Secondary from East London University. He taught English at Stepney All Saints Secondary School from 2016 to 2019 before returning to Barcelona. He has been working as an English teacher at St Peter's school since then, teaching IB/MYP Language and Literature.



Nadia Theochari, from MM Publications
One size does not fit all: Traditional vs differentiated instruction

In the ELT classroom, each student has a unique combination of strengths and skills. Following a one-size-fits-all approach will leave many students behind, but at the same time teachers often struggle to balance learners' different needs. In this session, we will explore the different preferences and learning styles a student may have and how we can accommodate all of them in the ELT classroom through differentiated instruction. We will focus on the right blend of activities and how we can integrate them into the lesson to help students enhance their skills and build their confidence.

Nadia has a BA in Languages. She completed her MSc in International Marketing at the University of West of Scotland. She has extensive experience in teaching English as a foreign language both in public and private schools. She has worked as teacher trainer and ELT consultant for MM Publications. Ms Theochari is currently involved in marketing projects for a number of countries in Europe, Asia, Africa, etc providing teacher training. Follow us on our various social networks: [@mmpublications](#) (Facebook), [@mmpublications](#) (Twitter), or [@mmpublicationseit](#) (Instagram).



Susana Gómez, Universidad de Valladolid
Fostering students' motivation and involvement by writing personal stories in their L2

In this session, Susana will present the funded Erasmus+ KA2 interdisciplinary Project #Shiftingwalls, a thought-provoking project that is particularly stimulating and engaging for language learners, as the core activity is to work on photo stories written in the students' mother tongue and/or in their L2, which are later on published on Instagram. The project also trains students on 21st Century Skills (The 4 C's: Critical Thinking, Creativity, Communication, Collaboration), skills for life or soft skills (autonomy, time management, sense of initiative and entrepreneurship, sense of responsibility, team work, social and civic competences, imagination, personal development, decision making, reflective skills, cultural awareness, problem-solving, constructive criticism, assertiveness, emotional development, social responsibilities, emotional intelligence, empowerment, learning to learn, digital learning, independent learning, autonomous learning, curiosity learning, among others) and promotes life-long learning.

Examples taken from the Piloting phase, carried out in April 2020 during lockdown prove that this interdisciplinary project can be delivered fully online and autonomously with the materials created for the project. The audience will be invited to take part actively in the project and be provided with ready-to-use materials plus guidance from the project team during the process of implementation.

Susana, MA, PhD, (susana.gomez@uva.es) is a lecturer of undergraduate and postgraduate courses at UVA. She is a regular speaker at ESL conferences, participates in several national and international research and innovation projects, works as a reviewer for several international journals on ELT and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology.

Remember to use the hashtag **#apacelt21**

18:00 to 18:50
Choose 1 workshop
out of 3



Elena Vercher

Augmented creARTivity! Creating interactive resources for our EFL classes

Do you have to use textbooks and you need new materials to use with your students? Would you like to have some -free- tools to start designing your own games and resources? Do you end up using other people's materials even though you would rather have something different? In this workshop, we will explore different apps and resources to create interactive materials for our classes. These materials can also be used by our students to collaborate while creating their own interactive materials and games. We will create a couple of different resources and gather them all in a learning landscape... in augmented reality! Ready to include some more MAGIC in your classes?! Muggles are tolerated... Wizards are welcome! ✨

Elena is based in Tarragona and has been teaching since 2009. She is currently teaching at Escola Sant Jordi, in l'Ametlla de Mar. She has also taught in the English Minor of the Primary Education Degree at the "Rovira i Virgili" University for two years and has given teacher training talks in Barcelona, Madrid, London and València. She is a Google Certified Trainer and Innovator and has been recently awarded with one of the "Teaching Professional Stays" from the Ministry of Education in a Primary School in England and the follow-up of the 2018 edition of the John McDowell APAC award. Elena has a degree in Primary Education, English and Music Education, the new degree of Pre-primary Education and a Masters' in Teaching English as a Foreign Language. You can follow Elena on Twitter [@elenavercher](https://twitter.com/elenavercher).



Colin Young

eLearning. The end-to-end of designing blended courses

Ctrl-C, Ctrl-V. This is not how an online blended course is designed and implemented. Moving our materials, activities and methodologies online is a much more challenging task that requires educators to step back and plan the overall concept, learning objects and tools that will enable learners to meet the course objectives. We will explore this process from end-to-end sharing strategies that have worked as well as the pitfalls to avoid.

Colin is a language enthusiast, teacher trainer and learning designer currently based in Barcelona, Spain. He runs online Creative Writing, Storytelling and business communication courses as a freelancer. Colin started as a language teacher in Asia for many years before discovering his passion for teacher training and professional development. This motivated him to design and run TESOL Cert courses with Intesol Bolivia in South America and now an up and coming project for a blended training system in China. You can follow Collin on [Instagram](https://www.instagram.com/colinyoung) and connect with him via [LinkedIn](https://www.linkedin.com/in/colinyoung).



SammTalk, with Taylor Sawyer, Ander Delgado & Mercè Vidiella
***Digital Pen Pals for Language and Culture Exchange
- Meet SammTalk***

Meet **SammTalk**, the Norwegian social enterprise who will give you a partner class abroad, a secure platform, and an engaging series of activities for a successful online language exchange. Co-directors Taylor and Ander, who created the programme in 2017 during their year working as teacher trainees, present an overview of the programme and platform. Barcelona English teacher Mercè Vidiella accompanies them, to share her personal experience being partnered with a school in Netherlands last school year. This conference session will be of particular interest to teachers looking to bring real communication practice into their classroom, ways to motivate their students, and an opportunity to give their students meaningful connections with other young people abroad.

Taylor is a researcher and educator presently writing her PhD thesis and working as the co-founder of SammTalk. She has teaching experience from the United States and Norway. Taylor comes from a family of teachers and is passionate about making education more accessible and enhancing teaching methods and new curriculums.

Ander graduated in Translation and Interpreting at the University of Valladolid in 2015 and in Linguistics and Spanish Teaching as a Foreign Language in 2016. While working as a teaching assistant through Erasmus+ in Norway in 2017, he co-founded a social enterprise, SammTalk, to create an easy way for teachers to connect their students with other teachers/pupils abroad in Europe for a digital cultural and language exchange in a safe platform and guided programme.

Mercè currently works as an English teacher in Institut L'Alzina (Barcelona). Apart from teaching, she has also helped the school to organize and promote study abroad experiences in the UK. Last year her Batxillerat students took part in an online exchange programme with a high school in The Netherlands through SammTalk.

Participate in our Instagram giveaway!

Follow APAC on Instagram @apac365, and leave a comment saying which of the Convention sessions you found the most useful and interesting and why.

The deadline is **February 7th** at midnight. The prize is a teacher survival kit designed by **2 Profes en Apuros**. Stay tuned!

*Remember to use the hashtag
#apacelt21*



19:00 to 19:50 - Workshop
Russell Stannard, founder of Teacher Training Videos

Making your online lessons more student-centred

Teachers often struggle to find ways to make their online delivery more student focused. In this talk Russell will highlight a few tools and techniques that we can use to get the students more engaged in the lessons and that also means less pressure on the teacher. A talk full of practical ideas where right from the start you will be engaged. A talk based around simple but useful technologies that you will want to use time and time again.

Russell is a multi award-winning Educational Technologist and founder of www.teachertrainingvideos.com. He received awards from the British Council, the Times Higher Education and the University of Westminster for his work in the use of ICT in education. He is especially known for his work in using technology to enhance feedback, teaching online and blended/flipped learning. He is a recommended Camtasia Trainer and was previously a Principal Educational Technologist at the University of Warwick and the University of Westminster. He currently works as a consultant on educational technology at Kings College University London. He has more than 55,000 subscribers on his YouTube channel and 11,000 subscribers on his popular newsletter. You can follow Russell on twitter [@russell1955](https://twitter.com/russell1955).

Saturday talks



10:00 to 10:50 - Plenary session
Kieran Donaghy, The School For Training

What about the fifth skill of viewing?

In the English language curricula of a number of countries – for example, Canada, Australia and Singapore – two new skills, viewing and visually representing, have been added to the traditional skills of reading, writing, listening and speaking. Undoubtedly, these two new skills of viewing and visually representing will be integrated into national curricula throughout the world in the near future. In this talk Kieran Donaghy examines what viewing is and how both teachers and students can become more effective viewers by exploring a number of viewing frameworks which can be used with a variety of visual texts – photos, paintings, short films and videos. We will go away from this session with a clear understanding of what the skill of viewing is and a number of tried and tested viewing frameworks to share with our students.

Kieran is a freelance award-winning writer, international conference speaker and trainer. He is the author of books for students and teachers of English as a foreign language. His publications include *Film in Action* (Delta Publishing), *Writing Activities for Film* (ELT Teacher2Writer), *Video, The Image in ELT* (ELT Council) and *Language Hub* (Macmillan). He trains teachers in Barcelona and online at his specialist teacher development institute, [The School for Training](http://TheSchoolforTraining.com). His website Film English has won a British Council ELTons Award, an English Speaking Union Award and the MEDEA Award. He is the founder of The Image Conference and co-founder of the Visual Arts Circle. You can find out more about Kieran at his [author website](http://authorwebsite.com). You can follow Kieran on Twitter [@kierandonaghy](https://twitter.com/kierandonaghy).



ENGLISH group, with Maria Mont, Carol Barriuso, Romina Argüello, Carolina Garrido, Carmen Capel, Silvia Bertran & Esther Serramia

The great adventure of teaching English to Very Young Learners

It could seem to be daunting going into a class of 25 three to six years-old children. Early childhood education is about far more than learning language. Big challenge? However, teaching VYL is so rewarding, they are so joyful and prone to learn. Every day, they bring surprises and excitement towards learning. Perhaps more than any other age group, teaching VYLs may leave a lifelong impact on them. Given that, we always want to do the best job we can, right?! Let's make our lessons relaxed & fun having a safe and stress-free environment while teaching English!

In today's educational world, gamification has been attracting attention from teachers worldwide, as it offers a variety of benefits linked to learning outcomes. But what about introducing it to a class where students aren't able to understand the language, and they are not independent enough to follow the game sequence? Ever wondered how to bring gamification to a classroom of VYL? Is it even possible?

This is your chance to get to know a little more about some real experiences that have proved to be useful. First, we will explore briefly some of the key characteristics, needs and strengths of the very young learners, and then we will go on sharing inspiration, tips and useful tasks that we as VYL teachers have tried while gamifying our lessons successfully. From this virtual workshop you will be provided with ideas and some advice. Besides, we will offer a variety of games and even a breakout.

Let the game begin! Are you ready?

11:00 to 11:50
Choose 1 workshop
out of 3

Our **ENGLISH** group is an initiative supported by the Centre de Recursos Pedagògics Vallès Oriental IV of the Departament d'Educació. ENGLISH stands for **Empowering youNG Learners fosterIng language Skills while using TechNology**. We are a group of in-service teachers and teacher educators with the objective of finding new ways of reaching our student's minds and souls. We have in common that we teach English to very young learners (VYL) and we all seek for new ideas, resources and methodologies to spice up our students' learning adventures. We hold meetings at least once a month with the main objective of exchanging our most useful resources and teaching discoveries, and start establishing a strong network of English teachers while disseminating freely our knowledge with the whole educational community. Check out our website, and you can follow us on Twitter [@mariamont19](#), [@kittenguardian](#) and on Instagram [@englishgroupcrp](#).



Click image to
view their site



Dunya Martínez

Taking WhatsApp to English class

The implementation of technology in the classroom has allowed language teachers to promote and adopt student-centred approaches. Mobile Instant Messaging (MIM) applications are on the frontline, holding great potential for language learning and teaching. Industry reports that there has been a significant growth of people owning smartphones, and using Mobile Instant Messaging (MIM) applications. MIM applications have emerged as potential tools to enhance learning English as a second language (Tang, Y. & Hew, K. F., 2017; Andújar, 2019). Realising the importance of MIM applications and education co-evolving in mutually supportive roles to bridge the gap between formal and informal learning (Tan & So, 2014), we will explore the use of WhatsApp used as a support tool for various classroom activities. I keep in touch with my students through the class Whatsapp group, as well as provide them with activities to support their learning. Most of the students own smartphones but the other few are connected to the class group with their parents' smartphones. I would like to share some ways I use WhatsApp as a support tool to enhance and improve learning English as a foreign language.

Dunya is an experienced teacher of English as a Second Language to teenagers and adults, both face-to-face and online. 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](#). You can also follow her on [Instagram](#) and [LinkedIn](#).



Elen Evans, from STEM Ginger Education

STEM meets CLIL and together they will ... (fill the gap!)

Working together makes us stronger and more effective: we can work together within a classroom, within schools, within the community, and we can work together on a global scale too. STEM Ginger Education sets up monthly projects with the Environmental Warriors that focus on a particular aspect of the natural world. Each month there is a new theme and there are three related tasks: Earth Warrior, Fire Warrior and Air Warrior, each requiring differing amounts of input and output. This means the projects are ideal for heterogeneous groups of learners, of different ages and with different cognitive abilities, as well as being suitable for both English teachers and STEM teachers. In addition, the projects can incorporate work produced in the art classroom, be looked at from another angle in the history classroom, even be used to influence dance or games within the P.E. lessons. The projects can be set up within a school, can be multi-disciplinary and provide a lot of scope for freedom, interpretation and creativity. Students around the globe are doing Environmental Warrior projects and are then encouraged to communicate and share ideas on the forum in English.

Elen is the founder of STEM Ginger Education, an initiative that aims to bring children around the globe together over environmental and STEM matters. She develops projects, writes materials, trains and supports teachers (in both STEM and CLIL). She also works as a materials writer and English teacher with Perfectly Spoken (an online academy), an English teacher and CLIL teacher trainer at Fundació Paco Puerto at CCOO, and an oral examiner at the British Council, Barcelona. Elen completed her BSc (Hons) in Natural Sciences in 2017, focussing primarily on Environmental Science and Oceanography. She is also a DELTA qualified English teacher, which she trained for and completed at The British Council, Naples. After having lived in different countries, working always in the field of education, Elen decided to bring her passions (STEM, environmental awareness, communication and language) together and STEM Ginger Education was born.



12:30 to 13:30 - Closing session
Alex Warren, from National Geographic Learning

The Importance of Building an Online Classroom Community

While the online and face-to-face classroom might share a number of similarities, there are also many significant and impactful differences. Not least amongst these is the sense of camaraderie and community that exists in the face-to-face classroom. In this webinar we'll explore why creating a safe, supportive online community is so important to success in the online classroom, before looking at how we can achieve this through both synchronous and asynchronous methods.



Alex Warren is a DELTA trained teacher trainer with over 17 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 30 countries throughout Europe, Africa and the Middle East. Alex is currently the Senior ELT Academic Consultant for National Geographic Learning.

13:30 to 14:00 - Wrap-up session & giveaway
APAC board

Join us in the **wrap-up session of APAC's ELT Convention**, participate in a Kahoot on fun EFL-related questions and get three prizes: **2 books by Dr. David Bueno** and **a free year of APAC membership!**





Step 5. Get your certificate of attendance

The Convention is certified for up to **20 hours of training**, depending on the number of sessions you've attended.

Remember to fill in the survey linked to each of the sessions **before 8th February** so that APAC can record the data in the Department's app. 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.

Thanks for joining us, and see you soon!



Join APAC

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the benefits of joining the Association

