



5<sup>th</sup> ACEIA  
JAEN  
ELT CONFERENCE  
Saturday, 18<sup>th</sup> January 2020

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#aceiajaen2020 #hopstepjump *Early years to teens: A hop, step and a jump*

Early years to teens. A hop, step and a jump!

9.15 - 9.40 Registration

9.45 - 10.00 ACEIA PRESENTATION

10.00  
11.00

PLENARY:  
Karen Muckey Linguistic Geniuses!

11.00 - 11.25 Coffee

	ROOM BAÑOS ÁRABES	ROOM BAEZA	ROOM BATALLAS	ROOM LECTURAS
11.30 12.20	Teaching students how to successfully deal with exam stress Adam Sands	Keep them engaged. Videos for teens and exam classes Gareth Yates	Stop the misuse of English! Robert Prince	The trials and tribulations of being a language school owner Julie Hetherington
12.30 13.20	Let me tell you a story Claire Martine Moloney	Teens: It's hard to B1 Alyssa Alexander	2B OR NOT B2? Angel Anderson	
13.30 14.20	Multisensory Baby English Rebecca Morton	Signposting your way to fluency Roger O'Keeffe	Why won't (can't) they listen? Sarah Fallon	

14.25 - 15.10 RAFFLE Y COPA CLAUSURA

10.00 / 11.00

## Linguistic Geniuses!

Karen Muckey



Karen Muckey is from Michigan and has lived in Seville since 2003. Prior to teaching English, she was a Spanish teacher and has always enjoyed teaching languages and encouraging students to study abroad. Over the years, Karen has taught all ages and levels, but she now specializes in very young learners and babies. Her youngest students are only 4-months old!

Children are now beginning English classes at very early ages (my youngest students can't sit up on their own yet!) and evidence shows that the earlier a student begins their linguistic journey, the better. By starting young, our students can achieve great things, but as teachers it presents challenges. In this session, we'll discuss how to maximize children's development by setting clear and high objectives at different stages of their learning. We'll also look at the importance of recycling language while introducing new concepts to achieve things we never thought possible with our young learners.

11.30 / 12.20

## Teaching students how to successfully deal with exam stress

Adam Sands



Adam Sands studied Sociology at Essex University in UK and started his professional career in Human Resources. He moved to Spain in 1998 where he worked as a head of Studies for an international language academy. From 2006 he specialised in immersion courses for teachers and company employees. In 2016, he joined Edebé Express as an ELT Consultant and dedicates his time advising, coaching and providing training solutions to schools and teachers in Southern Spain.

In this interactive workshop I will show teachers how they can help identify exam stress in young learners and teens as well as selecting and using strategies that help manage their stress, including study skills techniques. Active participation is expected!

11.30 / 12.20

Keep them Engaged: Video for teens and exam classes

Gareth Yates



**ELA** | English  
Language  
Academy

I have been teaching English for six years and have spent the last two in Spain at ELA in Ubeda. Using my background in writing screenplays, I like bringing films and creativity into my classes. Having spent four years teaching Cambridge Exams, I've faced the challenge of covering exam skills creatively without reinventing the wheel. I now have a stock of video classes and fun activities that keep teenagers engaged, making my teaching more enjoyable.

This session is for busy teachers who want to engage their teens but are lacking time to be creative. In this practical workshop we'll look at how to use video to quickly take the textbook off the page and adapt it into activities your teens will love. The session will cover grammar and vocabulary tasks and using video in conjunction with exam reading and speaking skills, as well as how to find videos through a range of useful websites.

BAEZA

11.30 / 12.20

Stop that Misuse of English!

Robert Prince



**TEB**  
The English Business

Rob is a senior teacher, mentor and head of adult education in TEB language academy in Sevilla. He works extensively with teen and adult students but has taught a wide range of ages and levels, especially with official exams in mind. He also trains new teachers and regularly contributes to seminars and conferences both external and in house.

It's tricky to come up with relevant yet fun ideas to extend our students' knowledge in the Use of English section of FCE paper one. The solution is right here! This session will offer plenty of hands-on, useful ideas for teachers to take away and use in the classroom. These activities expose our students to challenging lexical and grammatical structures in a logical way and present them with key techniques to use when tackling paper 1.

BATALLAS

11.30 / 12.20

The trials and tribulations of being a language school owner

Julie Hetherington



Julie Hetherington has been owner and director of El Centro de Inglés, Andújar (Jaén) since 1988 and co-owner of ECI IDIOMAS Bailen since 2007.

In my role as PR officer for ACEIA, I visit many language schools in Andalusia who have requested to become members of our association. My role is to help them with their application and check that all the legal paperwork is in order before joining ACEIA.

Apart from being a language school owner for the past 30 years, I have also worked on teacher training and teaching practice programmes with International House, The British Council and Trinity College. I have also been an examiner for Cambridge University ESOL exams.

In this informative session we are going to look at what administrative and legal requirements are involved when opening a language school. In the good old days, you were all set to go if you had a telephone and an emergency exit light over the main door. However, that is no longer the case. Let's run through what you need to start up and how to avoid that unpleasant inspection from "consumo" or the work inspectors.

LECTURAS

12.30 / 13.20

Let me tell you a story...

Claire Martine Moloney



Claire Martine Moloney started her teaching career as a Language Assistant in a Primary School in Malaga 10 years ago. She has been the Head of Studies at NEP English School in Malaga since 2016. You can often find her creating never-ending stories with her kids. She gets excited about the power of language and believes that the learning experience is a holistic endeavor. For her, language is living. Storytelling is a way to keep it alive.

Teachers will see how to incorporate storytelling, as well as exam success, in their EFL classrooms. Come away from this workshop with stories to share the following week with your students and the resources to get your students motivated about English literacy, be it as a reader, a storyteller or as an active listener. Add a little creativity to your classroom and hand over your classroom to your students, allowing them to experiment with the power of storytelling.

BAÑOS ÁRABES

12.30 / 13.20

Teens: It's hard to B1

Alyssa Alexander



Alyssa Alexander has had various roles in the field of language teaching over the past ten years. She first came to Andalusia as a language assistant in the public school system, went on to get a master's degree in Translation and Intercultural Studies, and worked as an English teacher in Seville up until recently. She is particularly interested in how to motivate students and how language learning can open doors to new opportunities. She now works as an ELT Consultant for Pearson and considers Spain her home.

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

BAEZA

12.30 / 13.20

2B or not B2?

Angel Anderson



Angel has been teaching for well over 30 years, mainly in Spain and mainly preparing teenagers for the Cambridge upper suite exams. He has also been involved in management, course development and teacher training, but is happiest in a classroom surrounded by kids. When not teaching or leading the Cultural English Centre's Friday writing workshops, he can be found co-running TCEC-TC, the centre's teen theatre club.

More than a hop, more than a step – it is a jump from B1 to B2. One of the greatest challenges for our ever increasingly younger students is an awareness of their level of language and for those heading for B2, it's all too easy to stay in the comfort zone, being correct but not adventuring further. In this session we'll look at strategies to help them feel the level and thus help them improve in speaking and writing.

BATALLAS

13.30 / 14.20

## Multisensory Baby English

Rebecca Morton



Having spent the last 3 and a half years working in English language teaching, Rebecca has worked with children of all ages but has found her passion in working with Very Young Learners. She has worked with this age group in both Barcelona and Andalucía and enjoys looking for new and interesting ways to teach this age group.

At an age where they are beginning to explore the world around them, getting Very Young Learners (VYL, ages 0-3) to sit still and actively participate in English class is virtually impossible and, perhaps, unrealistic. This practical workshop looks at different multisensory activities as well as the common every day objects that can turn your Baby English classes into a fun and exciting place where your VYLs can explore and learn, whilst being engaged and entertained.

BAÑOS ÁRABES

13.30 / 14.20

## Signposting your way to fluency

Roger O'Keeffe



Roger is part of the academic team for Trinity College London for Spain and Portugal. He is also a full time teacher with his own centre and 20 years' experience in EFL. He has a Master's degree in TESOL. His particular interests include promoting positive washback of exams and collaborative learning.

This practical workshop will look at how signposting language can help students to move from an intermediate to an advanced level in a foreign language. We will do some activities that will focus on the use of signposting words with functional language to give students' production a smooth feel.

BAEZA

13.30 / 14.20

Why won't (can't) they listen?

Sarah Fallon



I have been teaching for 14 years, 6 of which have been in Spain. I have taught all ages and from all backgrounds and in a variety of countries. In recent years, I have been developing skills in the classroom - those needed to pass exams that Spanish students need to take, but trying to do so in a fun way.

Ever skated over a listening activity not knowing how to stretch it out? Ever had students groan when you say "Let's listen."? Well, I have. This session offers a variety of listening activities to do in the classroom ranging from young learners to adults, with the aim to make listening both fun and productive for students.

BATALLAS