

Teaching for Success 2022
Valencia

Timetable, abstracts and speaker biodata

Timetable

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10.00-10.10 <i>Welcome</i>			
10.10-11.00 Hybrid Plenary: The Future of English: implications for teachers Mina Patel			
11.10 – 12.00			
Room 1	Room 2	Room 3	Room 4 (Online Stream)
Interactive workshop – The Future of English Jacqui Littleales British Council Valencia	Alohamora! Unlocking the magic of authentic English through Harry Potter Wayne Flint (British Council Valencia)	How and when to exploit environmental issues in class Michèle Sanniti (British Council Valencia)	Spotting and producing paraphrase for external exams (online stream) Michael Brand
Coffee break, Publishers' Exhibition & Raffle: 12.00-12.40			
12.40-13.30			
Room 1	Room 2	Room 3	Room 4 (Online Stream)
Looking back and moving forward Andrea Tolve (Cambridge)	Short and Long Term Goals Rich Dolphin	Back to Basics in the post-Covid classroom David Sale	Rethinking multilingualism and the use of the L1 as English as a Medium of Instruction in classrooms (online stream) Nelson Arditto
13.40 – 14.30			
Room 1	Room 2	Room 3	Room 4 (Online Stream)
Helping exam students learn from reflection Fiona Hamill (based on a talk by Phillipa Davies, British Council Barcelona)	Making lessons more learner centred Ella Horton Chandler	Alohamora! Unlocking the magic of authentic English through Harry Potter Wayne Flint (British Council Valencia)	Attention to Diversity (online stream) Gillian Fearn

Hybrid Plenary: The Future of English: implications for teachers

Mina Patel



We are living through a period where the pace of change seems relentless. This changing world has implications for the use and the teaching of the English language.

Change creates opportunities. Opportunities to reflect, to be in the moment and also to think about the future. I will briefly reflect on where I think we were before the onset of the Covid Pandemic and where we possibly find ourselves now. Then, importantly, I will suggest implications for English language teachers to think about as we move forward into a world where the education space and the stakeholders have changed. To frame my presentation, I will present progress and findings to date of a project initiated by the British Council in 2020.

The Future of English (FoE) is a multi-phase research project with the aim of identifying key trends that will define the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts. This is not the first time work has been done on trying to foresee the future direction of the English language and its role in teaching and learning. Existing studies (Graddol, 1997 and 2006) have been reviewed and findings from these reviews form the basis of the Future of English project.

Teachers and learners have been at the forefront of discussion and debate as education systems have attempted to navigate new learning environments to ensure the continued provision of high-quality, effective teaching and learning. This presentation will discuss findings from Phase 2 of the project, where we organised over 14 round-tables with leading experts from 49 countries, and which illuminate the role of the English teacher in a world that has recently seen dramatic change and disruption.

About Mina Patel

Mina Patel is a researcher with the Assessment Research Group at the British Council. Her background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka and Malaysia as a teacher, trainer, materials developer and ELT projects manager and has extensive experience working with Ministries of Education in East Asia. Mina has presented at numerous national and international conferences on ELT related matters. Her academic interests lie in the area of English language testing and assessment and more specifically in language assessment literacy and the impact of testing and assessment. She is currently a PhD student with CRELLA at the University of Bedfordshire, UK. [top](#)

How and when to exploit environmental issues in class

Michèle Sanniti (British Council Valencia)

The way we talk about the environment has changed. For two decades we have been talking about "Climate Change", it has appeared quite frequently in course books, usually treated in a descriptive, scientific way. In light of recent events we now have different and possibly more engaging perspectives from which to cover the topic; "the environmental youth protest movement/ environmental activism" (Fridays for Future), as well as "solutions to climate change" (hope for the future).

Teachers should leave this presentation with many practical ideas about how to exploit this topic for both primary and secondary/adult levels.

About Michèle

Michèle has been a teacher at the British Council for 16 years, teaching all levels but focussing mainly on teens and primary in recent years. She has a particular interest in ecology and continually strives to make a difference by involving students in engaging and informative lessons that show them the role they can play in helping the environment. [top](#)

Alohamora! Unlocking the magic of authentic English through Harry Potter

Wayne Flint (British Council Valencia)

Young learners generally prioritise meaning over form which makes them very skilled at learning languages when exposed to authentic language, especially, the type of language seldom found in course books! In this talk we will be looking at ways of exploiting Harry Potter films to teach colloquial language, plus activities to pique their curiosity and consolidate what they've learnt. Muggles also welcome!

About Wayne

Wayne has been teaching English since 1996 and has taught in Italy, Finland, Bulgaria, Poland, Spain and the UK. He has a degree in Modern Languages and the DipTESOL (Diploma in Teaching English to Speakers of Other Languages). He currently lives in Valencia where he teaches adults and young learners, works as a speaking examiner, delivers conference talks and holds the position of Resources Coordinator (adults) for the British Council in Spain. He is a phonology geek and loves helping his students to improve their pronunciation. In his free time, he sings in a post-punk band and is an avid supporter of Blackpool Football Club (you've probably never heard of them). [top](#)

Looking back and moving forward

Andrea Tolve (Cambridge)

In this session we explore what it means to be an inclusive teacher, looking at strategies and techniques that encourage learners to participate in class and take an active role in their education. We will explore the importance of reflection as a tool for learning alongside both formal and informal assessment techniques.

About Andrea

Andrea Tolve is the Professional Learning and Development Manager for Cambridge University Press and Assessment Iberia (Spain and Portugal) and has been working in the ELT world since 1999. She has experience in teaching all levels and age groups in Zagreb and Madrid and has been involved in developing and delivering teacher training solutions for over a decade. She has a Master of Arts in Education (Applied Linguistics) with The Open University and is passionate about teacher training and development. [top](#)

Short and Long Term Goals

Rich Dolphin

As adults, it's often easier to recognise what we want or need, and are more capable of taking steps to get there. This means that we can see the benefit of our current actions when considering our long-term goals. For many of the kids that we teach, especially our youngest

learners, it's sometimes impossible to realise why they are coming to class and how what they are learning now will help them. When students are aware of their own needs, we can help them set and achieve realistic, short-term goals, which in turn can teach them to be better learners. In this session, we'll look at a few practical ways for three different age groups to achieve goals. Which, from a teacher's perspective, will hopefully keep them interested in order to participate in activities and enjoy coming to class.

About Rich

Rich has been a teacher at the British Council Valencia for 14 years, having previously worked as a staff trainer in a bank before going on to study Fine Art. While studying for his teaching diploma, and later on during the TYLEC, he focussed on the effects of teacher roles, learner styles, goal setting and lesson structuring to ensure students are happy, relaxed and focussed so that they naturally develop self-motivation. He draws on his own experience as a language learner to make sure that activities are balanced, relevant and engaging, that students are involved in the decision-making process, and that students understand why they are learning what they are learning. [top](#)

Back to Basics in the post-Covid classroom

David Sale

The aim of this workshop is to reflect on the last couple of years of teaching in the ESL classroom and see how we have changed, what we can do to get back some of what we lost by revisiting some ideas, and how to use our newly found skills to the benefit of our students.

About David

David has been teaching for 20 years in the UK, Japan and now Spain. He works in the YL department in Valencia and is the Primary Coordinator. Material writing, teacher training and literacy are his areas of interest, and he is about to start an MA in TESOL for his sins. [top](#)

Making lessons more learner centred

Ella Horton Chandler

This session will look briefly at constructivist theory and the benefits of making classes more learner centred. We will then look at ways to do this in the language learning classroom with practical examples of activities which combine a sense of freedom for the learner, but also show how the teacher can support and guide students in the learning process.

About Ella

Ella is from Oxford but has lived in Spain for half of her life now. She has been teaching for over nine years since completing the CELTA in 2013. She came to the British Council in 2016 where she has taught a variety of ages and levels, but the majority of her experience is in Primary and Early Years. Whilst at the British Council she gained the Trinity TYLEC qualification, NILE Certificate in pre-primary education, and DELTA. [top](#)

Helping exam students learn from reflection

Fiona Hamill (based on a talk by Phillipa Davies, British Council Barcelona)

Doing exam practice has little effect unless students learn from the experience instead of just focussing on marks. In this session, we'll look at ways of using Kolb's Learning Cycle as a framework to help our students reflect on exam practice done in class to make tangible improvements in their performance.



About Fiona

Fiona is an operational coordinator at the British Council Valencia and has 20 years' experience in teaching students at all levels, with a particular focus on preparing students for Cambridge exams. She has a special interest in materials preparation and works on a project with ONCE, adapting material for visually impaired learners. In her spare time, she enjoys horseriding and learning to play the piano. [top](#)

Rethinking multilingualism and the use of the L1 as English as a Medium of Instruction in classrooms (online stream)

Nelson Arditto

In recent years, the 'multilingual turn' has risen to challenge preconceived ideas that L2 learning can only happen through the exclusive use of English. This webinar will provide a background to the predominance of second language acquisition theories in EMI classrooms and question monolingual practices based on a hierarchical perspective of languages. It will look at the concept of 'translanguaging' as the hallmark of bilingual speakers and explore pedagogical and spontaneous uses in the EMI/CLIL classroom.

Participants will consider their beliefs and attitudes with regard to using the L1 in teaching and learning content and language and go away with some ideas and activities to try out in their teaching contexts.



About Nelson

Nelson Arditto is a teacher and teacher educator based in Spain. He has worked as Course Director and tutor on Trinity teacher training courses (CertTESOL, DipTESOL, TYLEC) and is an assessor for the CertPT qualification. He has e-moderated online teacher development courses for the British Council since 2012 and is a consultant for the Norwich Institute for Language Education. He holds a DELTA, MA in TESOL and is currently an EdD student at Bath University. His special interests include EMI/CLIL, learning technologies and e-learning. [top](#)

Spotting and producing paraphrase for external exams (online stream)

Michael Brand

In external exams, getting the right answer often depends on spotting paraphrase. Recognising synonyms and antonyms is often the order of the day, along with other reading and listening skills. Similarly, in some writing questions, students need to use stimulus material in their own words by

paraphrasing. In this session we'll look at different activities we can use in class as well as strategies we can develop in our students to make them more effective language users and thereby more effective test takers!

About Michael

Michael is a Teacher Trainer for Pearson. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught YL, teens and adults. His interests include collaborative learning, gamification, video and online teaching. He's a teacher on the ELTon award-winning Live Classes project: online lessons which bring together students from all over the world. [top](#)

Attention to Diversity (online stream)

Gillian Fearn

Diversity is so...diverse! In this session we will look at an activity to show how we are all diverse and yet find similarities with each other. The main focus of the session will be diverse learning needs and practical strategies to support learners and teachers.

About Gillian

Gillian has taught in Bilbao for over 25 years. Over recent years she has developed an interest in special education needs in the area of second language learning. She is currently SEND (Special Education Needs and Disabilities) Coordinator for British Council centres in Barcelona, Bilbao, Palma and Valencia. [top](#)