HL1: Humanizing Language Teaching

International Conference

December 2023, Tenerife
Friday 1st - Saturday 2nd, December 2023
Hotel Best Semiramis, Puerto de La Cruz

https://hlt.digital/
Description
The Tenerife HLT.Digital Conference is a valuable face-to-face event that emerges from the enthusiasm to disseminate our humanistic values and beliefs, portrayed through a selection of practitioners and materials on our project website, hlt.digital. The Tenerife HLT.Digital Conference provides a rich programme of professional development for language school directors, academic managers, teacher trainers, teachers and researchers alike. Attendees will have the opportunity to reflect about their own teaching practice and methodological approaches as well as gather a wealth of practical ideas to take back to their schools.

Objectives
- inspire lifelong learning among teachers and teacher trainers
- disseminate our Erasmus Project values and beliefs
- disseminate our website as well as the names of the practitioners portrayed on it.
- provide attendees with a valuable opportunity to reflect about their teaching practice and their methodological decisions
- offer attendees the opportunity to take an even more humanistic approach at their schools and lessons
- foster the building of quality rapports with students
- provide attendees with a wealth of practical ideas to implement in their schools and lessons

Contents
The programme has been organised around the following fields:
- the traits of a humanistic teacher
- teachers’ continuous professional development
- factors to create a safe learning environment
- strategies to humanise, personalise and contextualise teaching and content
- ways to improve students’ motivation
- ways to improve teachers’ and students’ wellbeing
# Programme

**HLT Digital International Conference Tenerife**

**Friday 1st, December 2023**

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<td>Non Natives are not natives- so what?</td>
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## Programme

**HLT Digital International Conference Tenerife**  
*Saturday 2nd, December 2023*

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Speakers

Alan Maley
Alicja Galazka
Claudia Ferradas
Dominic Kauffman
Irene Rojnik
Magda Zawadzka
Mike Shreeve
Nicole Stockmann
Olivier Massé
Rod Bolitho

Alan Pulverness
Beatriz Somolinos
Débora Rivero
Elena Cañete
Jonathan Dykes
Marie Le Folgoc
Natalia R. Valls
Nino Cervera
Péter Medgyes
Speakers & Talks

Alan Maley

Alan has been involved with English Language Teaching since 1962. He has lived and worked in 10 countries: Yugoslavia, Ghana, Italy, France, China, India, UK, Singapore, Thailand and Malaysia. He has published over 50 books in the field of language teaching and many articles. From 1988-92 he was President of IATEFL, and in 2012, received the ELTons Lifetime Achievement Award. He was a founder member of The C Group (Creativity for Change in Language Teaching), the IATEFL Global Issues Special Interest Group (GISIG) and The Extensive Reading Foundation. He currently runs an international creative writing group: Worlds into Words.

Let’s write something interesting (for a change)

I shall briefly discuss the nature of creativity and creative writing. I will then set out the benefits of creative writing activities, both for learners and for teachers. I will also present some principles for stimulating and developing creative writing. The majority of this workshop session will then involve participants in hands-on activities to create interesting texts using a number of very simple techniques.
Speakers & Talks

Alan Maley

Alan’s joint session with Rod Bolitho

Connecting what we do with what we believe and who we are

We contend that the practices of effective teachers are closely related to their beliefs about teaching and learning and to personal qualities. We'll invite the audience to share some of their own beliefs and how these play out in their practice before looking at the importance of congruence between beliefs and action. We'll share some effective teaching actions based on personal experiences, soliciting contributions from participants. We'll then solicit a list of personal qualities, followed by the results of a small inquiry into memorable past teachers. During a closing discussion, we'll examine how all this can be approached in a teacher education context as well as through self-awareness strategies for individual teachers.
Speakers & Talks

Alan Pulverness is a Director of TransformELT and Senior Consultant for NILE. He has worked as teacher and trainer in Algeria, Canada, Germany, Italy, Russia and the UK; as a consultant for the British Council on curriculum renewal, syllabus design, materials development and reader development projects in Bulgaria, Hungary, Poland, and Russia. Alan is co-author of a number of coursebooks, including the award-winning Macmillan Short Course Programme and The TKT Course. He has published widely, including in ELT Journal, Modern English Teacher and British Studies Now; in 2013, (with Brian Tomlinson) a chapter in Developing Materials for Language Teaching; and in 2015, two chapters in Assessing Language Teachers’ Professional Skills and Knowledge. His specialist interests are drama and literature in ELT and intercultural awareness. From 2000 to 2004 he edited IATEFL Conference Selections and from 2002 to 2006 he co-chaired the British Council Oxford Conference on the Teaching of Literature.

Humanising your coursebook

Most teachers would readily agree that there is no such thing as the perfect coursebook, and very often, not even the right coursebook for their class. The great problem with coursebooks is that they are designed for everyone – and for no one. But in fact the great advantage of coursebooks is precisely that they are designed for everyone – and for no one. In other words, because even the best choice is never the ‘right’ one for any particular group of learners, it is the very limitations of the coursebook that provide the thoughtful teacher with a rich array of opportunities to adapt – to modify, to vary, to enliven, to localise, to personalise, and even to subvert. This talk will explore some of these modes of adaptation, options open to the teacher who wants to be in control of published teaching resources rather than being controlled by them.
Speakers & Talks

Alicja is a professor at the University of Silesia, a psychotherapist, psychologist, linguist, a licenced coach and an international master trainer. A President of ICI (International Coaching Institute) in Poland and a head of the Language Centre FUTURE in Poland. She is an author of over 300 articles published in Polish and English. An active member of IDEA, National Drama Association and IATEFL. Has been researching and practising drama for years. Her main interest is psychology and drama in the ELT classroom. A coordinator and participant of many international projects. Coordinator of two SIGs: Psychology in ELT and Drama in ELT in IATEFL Poland. A regional adviser for Trinity College London in Poland, teacher trainer cooperating with many international educational organisations. Working in two main sectors: Medicine and Education. She actively works with teachers, school managers and pupils on developing their well-being and resilience.

Psychological flexibility as a remedy in building teachers’ and students’ well-being

Psychological flexibility is a crucial mental skill that involves staying present in the face of difficult thoughts, emotions, and sensations, allowing a broader perspective on the situation. Rather than reacting solely to fleeting thoughts and emotions, psychologically flexible individuals make choices aligned with their core values and long-term life vision. They are open to feedback, adaptable in problem-solving, and reject rigid thinking or following tradition for tradition's sake. Their perspective can fluidly shift between the present moment and the future, making them well-equipped to navigate a chaotic and unpredictable world. This skill enhances one's overall quality of life and personal development. In today's turbulent times, psychological flexibility is vital for both teachers and students to maintain well-being. The presentation offers insights into how to cultivate psychological flexibility and cope with emotional stress and burnout, making it a valuable resource for those seeking to thrive in uncertain circumstances.
In this workshop, you will gain a comprehensive understanding of Process Drama and its effectiveness as an engaging and emotionally resonant method for both young learners and adults to acquire a second language and nurture their 21st-century skills. Language educators will discover how to implement Process Drama and incorporate drama techniques within their second language classrooms. Throughout the session, you'll find answers to essential questions:
- What exactly is Process Drama?
- What benefits does it bring to second language teachers and learners?
- How can you introduce Process Drama into your language classes?
- What are the primary drama strategies at your disposal?
- What role does the teacher play in this dynamic approach?

This workshop will empower language instructors to harness the potential of Process Drama for more effective language learning and skill development, providing practical insights and strategies for their teaching journey.
Speakers & Talks

Beatriz Somolinos
Débora Rivero
Elena Cañete

Beatriz y Débora son docentes. Beatriz es maestra de infantil y Débora es maestra de Necesidades Específicas de Apoyo Educativo. Elena es psicóloga. Las tres son alumnas de la EOI La Orotava, donde comparten su visión del aprendizaje de idiomas, de la docencia y de la psicología educativa.

Lo que nos hace sentir seguras y Lo que nos motiva

Con un largo recorrido en el aprendizaje de idiomas en la EOI de La Orotava, además de otros centros, en sus dos intervenciones Beatriz, Débora y Elena le darán voz al alumnado de la escuela y aportarán la visión de los alumnos para humanizar aún más este congreso hablando de lo que, desde su punto de vista, conforman un entorno de aprendizaje seguro y motivante.
Claudia Ferradas is a teacher educator, writer and singer from Buenos Aires, Argentina, where she graduated as a teacher of English and has taught language and literature for many years. She holds an MA in Education and Professional Development from the University of East Anglia and a PhD in English Studies from the University of Nottingham.

She has extensive international experience as a conference presenter and consultant. At present, she teaches on postgraduate and teacher development programmes in Argentina and the UK. She has published numerous academic papers, contributions to books and intercultural ELT materials.

Claudia writes poetry in Spanish and in English. In her poetry readings she likes to put poetry in dialogue with songs. She also has a multilingual poetry and drama podcast called Palabras en escena and a YouTube channel which features academic presentations and poetry readings.

Across the divide: texts as cultural mediators in the language class

The development of linguistic and cultural mediation skills, as the new descriptors included in the Common European Framework or Reference for Languages show, is a major focus in language education, whose central aim is to face the challenge of expressing one world view through a language normally used to express a different one. The reading experience, which can involve different media, offers opportunities to come into contact with diverse contexts and personal circumstances, thus contributing to intercultural awareness and offering a fertile soil to develop mediation skills.

In this presentation, we will explore the potential of poems, short narratives and video-poems to develop linguistic and cultural mediation skills, transcending cultural borders to build empathy. The talk is also intended as an invitation to reflect on the challenges posed by the aim of expressing of our own multiple identities in a foreign language.
Dominic Kauffman, with over 16 years of experience in the field of TESOL, has served in various roles, including teacher, coordinator of extracurricular classes, exam preparer, project leader, and in-school English specialist for younger children. Hailing from the UK, Dominic pursued his education in Liverpool and Manchester. However, his TESOL journey has led him to diverse locations, spanning South America, Morocco, and finally finding his niche in the sunny climes of Tenerife. This island serves as an endless source of inspiration for outdoor learning and exploration.

Outdoor Learning

Outdoor learning is a valuable educational experience, not only for students but also for their educators. But what exactly do we mean by "outdoor learning," and what are the reasons behind embracing it? We will delve into the myriad benefits it offers, encompassing physical, psychological, and emotional aspects. Outdoor learning encourages diverse social interactions, enhances mental well-being, and provides a hands-on grasp of various subjects. Additionally, we will explore practical considerations to ensure a successful outdoor educational journey. Through insightful case studies, including excursions to Taganana and Güímar, we will vividly portray the creative and educational potentials of outdoor learning. This approach links to experiential learning and nurtures learners' existential and naturalist intelligences, making it an enriching pedagogical tool.
Speakers & Talks

Irene Rojnik

Irene Rojnik is a Coach, Trainer, and Consultant with a strong emphasis on effective communication. She excels in active listening and asking pertinent questions at the right moments. With two decades of professional experience across various international non-profit organizations spanning Africa to Eastern Europe, and several years abroad, her intercultural sensitivity is finely tuned. Currently residing in Vienna, Austria, Irene provides her expertise as a coach, trainer, and consultant, supporting individuals, teams, and organizations in their growth journey. Her primary focus centers on inclusive leadership and emotional intelligence, emphasizing the unique strengths of each individual. Irene holds a master's degree in communication, a degree in mediation, and a master's in systemic coaching and organizational development. Additionally, Irene is a founding member of Alp – activating leadership potential, which has been offering educational opportunities for educators and trainers since 2013.

Inclusive Leadership in Practice

The aim of inclusive leadership is to create, change and innovate whilst balancing everybody’s needs. Inclusive leaders embody a leadership approach that appreciates diversity, invites and welcomes everyone’s individual contribution, and encourages full engagement within the processes of decision-making and shaping reality.

I believe that every person, but even more teachers and trainers are leaders of their participants. Therefore, in this session we will talk about Inclusive Leadership, an approach, which we developed through an Erasmus+ Project in 2017. The workshop creates an opportunity to experience, reflect upon and broaden the knowledge and skills related to inclusive leadership. You will learn about the 4 developing areas and the 5 pillows of Inclusive Leadership. Despite that we have a full book of theory about the topic, in the workshop I will minimize the theory and maximise the practice.
Jonathan has spent most of his professional life in the language teaching industry. He started out as a teacher, working in Spain, Germany, and the UK, but soon moved into management, and ending up running a small multinational group of schools, several of which he started. Jonathan also set up Net Languages, one of the world’s first Web-based language schools, and in 2020 he co-founded Green Standard Schools, a global association of language schools that are committed to protecting the environment.

Jonathan has also worked on several Erasmus KA2 projects, including Virtual Reality for Language Learners (VR4LL) which was named as a finalist for the 2022 ELTons awards, in the category of Digital Innovation. He has also managed to obtain Erasmus funding to develop study materials for language learners that focus on environmental issues.

**Green Standard Schools Accreditation – good for the environment and good for your school.**

As we all know, the world is racing towards an environmental catastrophe that can only be halted by immediate and persistent action. Not just action on a geopolitical scale, but action by schools, businesses, and individuals in their every-day habits and behaviours. Language schools need to play their part, and we can do this in many different ways.

Green Standard Schools is a not-for-profit association that has been established in order to encourage the adoption of rigorous environmental standards across the language teaching sector. We award accreditation to schools that can demonstrate a serious commitment to environmental sustainability and we’re also developing a range of study materials for learners of English, French and Spanish, designed to help schools integrate environmental themes into their classes more frequently.

This presentation will outline the aims of the association, how the accreditation system works, and how accreditation could be of real benefit to schools, as well as having a positive impact on the environment.
Speakers & Talks  
Magda Zawadzka

Magda Zawadzka is a teacher and teacher trainer interested in the latest trends in teaching, psychology, creativity, the role of art in teaching. Magda teaches individual students and exam groups; she also runs training sessions, webinars and workshops for teachers.

Art not only for art’s sake

If you want to diversify your activities for teenagers and adults through art, but are afraid that questions about it will cause an awkward silence, this session is for you. I will show you effective ways in which art can assist in developing a variety of skills, as well as support creativity and a deeper understanding of the world around us.
Speakers & Talks  Marie Le Folgoc

Marie a commencé à enseigner le français dans le cadre du programme d'assistant de conversation entre la France et l'Espagne en 2007. L'idée était de revenir en France, dans sa Bretagne natale, pour être professeure d'espagnol en collèges et lycées et, 16 ans plus tard, elle est toujours à Tenerife et elle continue à enseigner le français!

Marie a toujours adoré les jeux : “ils ont été mes alliés quand je travaillais dans les colonies de vacances pendant l'été en France et ils ont représenté une aide précieuse pour mon intégration dans la culture espagnole”. Sa philosophie d'enseignement est que les rires et le plaisir doivent être les axes centraux pour maintenir la flamme de la motivation allumée.

Aujourd'hui Marie travaille à l'EOI de Güímar et c'est tout naturellement que elle intègre les jeux tous les jours dans ses cours.

Les jeux en classe de Français

Nous passons une grande partie de notre enfance à jouer pour apprendre, découvrir et nous familiariser avec notre environnement. Et puis, nous arrêtons, comme si l'adulte avait renoncé à l'enfant qui est toujours en lui. Les jeux offrent un énorme potentiel didactique permettant de compléter l'apprentissage, le rendre plus amusant, proposer une autre forme d'apprendre et de mémoriser en se basant sur l'expérimentation de la langue, etc. Ils promeuvent aussi de nombreux aspects du côté humain de nos apprenants: la cohabitation harmonieuse, la confiance en soi, en les autres et en son professeur, la saine compétition, la communication et l'entre-aide. Et enfin, les jeux en classe de langue sont pour s'amuser! L'ennui est le pire ennemi de l'apprentissage et les rires sont nos meilleurs alliés alors, jouons!
Speakers & Talks

Mike Shreeve

Mike is teacher trainer and qualified coach who main area of interest includes coaching and mentoring, the psychology of learning, the development of teacher confidence and building a classroom that people feel safe to be creative and real. He worked since 1990's in Pilgrims humanistic and innovative teacher summer school running Coaching and NLP for teachers and teaching difficult leaners as well as in Slovakia a teachers reboot camp with the Bridge school and a coaching practitioner training for business clients who simultaneously want to build their people skills and improve their language. Has been involved with several large-scale teaching development projects in Africa and Europe. Outside of professional life, Mike lives in Brighton and enjoys walking (and contemplating )the South Downs and is (healthily he hopes) obsessed with playing tennis.

Is unlocking emotional intelligence a way of humanistic teaching in the now and building sustainable human beings for the future?

How can a teacher use a knowledge of emotional intelligence and psychology to help build deeper connections in the classroom and improve the dynamics? We also review the wider impact and purpose of this.
Speakers & Talks

Natalia R. Valls
Nino Cervera

Natalia es docente, comunicadora y emprendedora. Su trayectoria académica y profesional siempre ha estado vinculada a la Educación para el Desarrollo Sostenible, la comunicación con impacto y el desarrollo de proyectos educativos ecosociales. Es cofundadora de "Cambium Sostenible", donde acompaña a docentes y entidades a desarrollar sus habilidades comunicativas, su creatividad y su potencial como agentes de cambio positivo. Natalia considera que el cambio global comienza en la acción local.

Nino es docente, emprendedor y autor del libro "¿Eres el profe que te hubiera gustado tener?", especialista en innovación educativa y educación para la vida real. Compagina su trabajo de docente de secundaria con su proyecto de emprendimiento "Cambium", donde acompaña al profesorado y a jóvenes para que desarrollen habilidades personales y profesionales. Nino cree firmemente que quien se atreve a enseñar no debe dejar nunca de aprender.

Educación para la vida real

En esta ponencia daremos una serie de claves prácticas e inspiradoras para incorporar la vida real dentro de las aulas y crear espacios de aprendizaje donde el alumnado quiera ir, quiera quedarse y, sobre todo, quiera volver.
Speakers & Talks


Deeper Learning


**Déscolariser l’espace de la classe**

Dans cette conférence, après avoir mis en lumière l’importance progressive donnée par les didactologues au milieu d’apprentissage, nous nous appuierons sur le modèle du losange didactologique (C. Germain, 2022) pour analyser des cas concrets d’espace classe afin de comprendre comment leur organisation est susceptible de favoriser (ou à l’inverse de défavoriser) l’appropriation des L2/LE. Puis, au-delà du dispositif choisi par les enseignants, nous expliquerons pourquoi le milieu d’apprentissage, en tant qu’atmosphère et, plus largement, qu’espace perceptuel global, est à prendre en considération si l’on veut optimiser les processus d’apprentissage. Cela nous conduira, enfin, à exposer le concept de communication authentique (C. Germain et G. Netten, 2012, 2017) qui, si l’on en tire toutes les conséquences, invite à déscolariser les salles de classe (et selon nous, peut-être, à la limite, à les abandonner).
Péter Medgyes, CBE, is Professor Emeritus of Applied Linguistics and Language Pedagogy. He has been a plenary speaker in over 50 countries and author of numerous books and papers published both in his home country (Hungary) and abroad. His main professional interests lie in teacher education, language policy and humour research.

Nonnatives are not natives – so what?

It goes without saying that teachers for whom English is not their mother tongue are unable to emulate native speakers in terms of their English-language competence. However, nonnative teachers seem to be in possession of certain attributes that may well offset their linguistic shortcomings. It is these attributes on which this lecture focuses.

How’s this for fun?

Humour is the yeast of life and the best medicine. Why is it then that present-day coursebook authors pull such a serious face? How can humour be sneaked back into teaching materials? And what about the ELT classroom? Do we have enough laughter there? Why don’t we weave more humour into the fabric of our classes? I'm biased for humour of (almost) any kind. You've been warned!
Speakers & Talks

Rod Bolitho

Rod holds a BA (Hons in German) from the University of Durham; and a Post Graduate Certificate in Education (Teaching English as a Foreign Language) from the University of London (Institute of Education). Rod worked in language education as teacher, teacher educator and manager for over 50 years in both the public and private sectors. He has an international reputation as author, trainer, and consultant to ELT projects in Europe and beyond.

He is very active as a speaker at conferences and as a freelance consultant in English Language Teaching and Education. Rod currently chairs the NILE (Norwich Institute for Language Education) Advisory Board.

“I’ve qualified as a teacher. Now what?”

A teaching diploma is certainly a ticket for a long career in the profession, but it’s a beginning, not an end. Doctors, engineers and lawyers are no different. They qualify but they never stop learning their jobs. In this interactive talk, I will focus on the many ways in which we can, and should, continue our professional development throughout our careers. I will put forward and describe a range of development-oriented activities and will argue that it is in the best interests of teachers, learners and institutions to make time and space for them during each school year. I will also describe some ways in which development can be sustained throughout a teacher’s career. If listeners leave the session with some new perspectives on professional development and with a personal plan for action, I’ll feel we’ve achieved something positive together.
Speakers & Talks  Rod Bolitho

Rod’s joint session with Alan Maley

We contend that the practices of effective teachers are closely related to their beliefs about teaching and learning and to personal qualities. We’ll invite the audience to share some of their own beliefs and how these play out in their practice before looking at the importance of congruence between beliefs and action. We’ll share some effective teaching actions based on personal experiences, soliciting contributions from participants. We’ll then solicit a list of personal qualities, followed by the results of a small inquiry into memorable past teachers. During a closing discussion, we’ll examine how all this can be approached in a teacher education context as well as through self-awareness strategies for individual teachers.