

UNIVERSIDAD DE OTOÑO CDL SEPTEMBER 2019

THE 'FOUR SKILLS' TODAY.BACK TO THE FUTURE?-SESSIONS ABSTRACTS AND BIODATA

MONDAY 16TH

MARK LEVY.

"THE IMPORTANCE OF LANGUAGE SKILLS FOR HUMAN COMMUNICATION

Head of English Programmes for the British Council in Spain with responsibility for the British Council's support for plurilingual/bilingual education and CLIL programmes. Mark Levi manages the British Council's partnership with the Spanish Ministry of Education on the national Bilingual Education Programme and British Council collaboration with Regional Governments.

RACHEL WHITTAKER

READING: LET'S TRY TEACHING IT, NOT TESTING IT!

Rachel Whittaker is a lecturer in the English Department of the Universidad Autónoma, Madrid. She is founder-member of the UAM-CLIL research group (uam-clil.org), and works on literacy in L2. Her publications include *The Roles of Language in CLIL* (CUP 2012), a book on language use and development in CLIL classes (author of the chapters on text structure and language, and writing development), co-editor of *Language and Literacy: Functional Approaches* (Continuum 2006), *Advances in Language and Education* (Continuum 2007) and "La composición como comunicación: una experiencia en aulas de bachillerato" (Ediciones UAM 2005). She coordinated Spain's team in the project: *Teacher Learning for European Literacy Education* (tel4ele.eu) which brought the Australian literacy pedagogy, *Reading to Learn*, to Europe (see telcon2013.com and formule.es), and supervised the translation of the book *Learning to Write, Reading to Learn* by David Rose & Jim Martin (Equinox 2012) into Spanish as *Leer para aprender: lectura y escritura en las áreas del currículo* (Pirámide 2018). She is active in teacher education using the *Reading to Learn* model and has published a number of articles on the pedagogy and its results.

TUESDAY 17TH

**ALEXANDRA PURCELL.. CAMBRIDGE UP
DEVELOPING SPEAKING SKILLS**

In this session we will clarify what we mean by speaking, and explore how we can help our learners develop their speaking skills.

As well as looking at features of spoken English, we will focus on accuracy, fluency and pronunciation. We will also share ideas for classroom tasks and activities which put the learners at the centre and maximize communication.

Alexandra Purcell has been working in ELT since 2005. Since moving to Spain in 2009 she has taught classes of all ages and levels. She has designed and delivered training courses aimed at teachers in the bilingual system, and has written course book materials for Primary levels. She is DELTA qualified and particularly enjoys helping teacher prepare their students for exams. Alex now works as a teacher trainer for Cambridge University Press Iberia.

DAVID BRADSHAW (Cambridge Assessment English)

'Assessing speaking, then and now'

Assessing speaking has long been a headache for many teachers. Apart from the transient nature of speech itself, there is the problem of what aspects to focus any assessment on, and even defining what we really mean by 'speaking'.

In this presentation, we will examine speaking assessment past and present and through this attempt to identify which aspects of speech we should be assessing, and different ways in which that assessment can be done. We will round off with a brief look towards the future and how assessment of speaking may be affected by developments in technology.

Davidid Bradshaw has worked for Cambridge Assessment English for just over twenty years, initially combining his role as a Speaking Examiner for all levels and as Team Leader for *B2 First* with his job as an EFL teacher and Head of Modern Languages in a series of bilingual schools. He currently works full time in the Madrid Office of Cambridge English as Senior Assessment Services Manager for Spain and Portugal. He holds a degree in English Language and Literature and a M.Ed. in Applied Linguistics.

MONDAY 23RD

DONNA FIELDS . OXFORD U. P

SCAFOLDING MEDIATION SKILLS. This workshop will present scaffolding activities and techniques specifically designed to support the language for cognitive and relational mediation in both spoken and written means, including facilitating relationships, conveying received meaning, establishing connections, interpreting, managing interactions, and other key interactions. Participants will leave with resources they can include in their lessons immediately

Donna Lee Fields, Ph.D., author (*101 Scaffolding Techniques for Language Teaching and Learning*), associate professor (University of Jaén, Spain), teacher-trainer and collaborator with international educational institutions such as OUP (Spain, London), Educluster (Finland), Programa BEDA (Spain), Universidad de Guadalajara (Mexico), and the Departments of Education (Spain, Finland). Specializes in innovative language and content teaching including the CLIL approach and Phenomenon-Based Learning. Creator of scaffoldingmagic.com, an award-nominated website designed to provide teachers with resources to help to transition into more dynamic teaching practices. She is currently working on *What if...The Comprehensive Guide to Phenomenon-Based Learning*.

MICHAEL BRAND-. PEARSON

IMPROVING WRITING IN A COLLABORATIVE XXI CENTURY- (Let's work together. A collaborative approach to writing)

More and more teachers are looking to create a culture of collaboration in class: getting students to work together to solve problems and share knowledge and to see one another as a resource. But writing, unlike speaking, is something students should do on their own, isn't it? Let's have a rethink. From generating ideas to improving accuracy, from planning to increasing student motivation, let's examine how a collaborative approach to writing can benefit our students.

Michael Brand is a Teacher Trainer for Pearson. A passionate linguist, he studied French and German at Durham University, followed by a PGCE in Modern Languages. Having taught in England and Spain, he has experience in the public, private and state-assisted sectors and has taught young learners, teens and adults. He now spends his time training teachers on all things ELT and his interests include collaborative learning and the creative use of video.

TUESDAY 24TH

IMPROVING LISTENING-SPEAKING THROUGH PHONETICS

SYLVIE RIESCO BERNIER

PhD in Linguistics Applied to the Teaching of English (UAM, 2007. Outstanding Cum Laude. Extraordinary Doctoral Award, 2012).

Head of studies and English teacher at the EOI in Torrejón.

She has been a professor of phonics in the Department. English Philology (Universidad Autónoma de Madrid (2008-2012) and speaker of courses for teachers: Plan de Formación en Lengua Inglesa (2007, 2008), Curso para Opositores de Escuelas Oficiales de Idiomas de la CAM (2008), Curso de Pronunciación a través de la Fonética (CDL, 2013), Masterclass de Neurociencia y Pronunciación (UNIR, 2014).

He is currently a member of the Editorial Panel of Yearbook of Corpus Linguistics and Pragmatics, Journal of Multicultural Discourses, Classroom Discourse y TESOL-SPAIN and is a member of oral corpus research projects (transcription and data coding) at the Autonomous University of Madrid and currently collaborates with the Corpus CLAN (UAM) research team.

ACTO GENERAL-CONFERENCIA "ENSEÑAR O EL OFICIO DE APRENDER"

MIGUEL ÁNGEL SANTOS GUERRA. Catedrático emérito de Didáctica y Organización escolar en la Universidad de Málaga. Doctor en Ciencias de la Educación por la Universidad Complutense de Madrid

