

# 7 ELT Conference

**Programme**  
16<sup>th</sup> November 2019

8:30 – 9:15

Arrival and registration



Welcome coffee

9:15 – 9:30

Welcome address



**Michael Terry**  
Centre Examinations Manager,  
Exams Catalunya

9:35 – 10:20

Plenary | Scott Thornbury



Challenging our assumptions  
about language learning

10:25 – 11:10

Plenary | Karen Saxby



Robo-crit? 4D-imager?  
Z-scooper? Skills for the future



11:10 – 11:40

Morning Coffee

11:50 – 12:40

Plenary | Miranda Hamilton



Paradox and promise – learner  
autonomy, technology, and  
language learning



12:50 – 13:40

Workshops | 6 options \*



13:45 – 14:40

Lunch

14:45 – 15:35

Workshops | 6 options \*



15:45 – 16:35

Workshops | 6 options \*



16:45 – 17:30

Plenary | Rachael Roberts



Crash and burn-out:  
early warning signs and  
avoiding teacher burn-out

17:40 – 18:00





Closing remarks and prize giving












**Erin van de Hey**  
Head of Support,  
Exams Catalunya

\* No registration required for workshops









## Workshops 12:50 - 13:40

 <b>65</b> <b>Harnessing the power of social media to benefit your school and clients</b> Sara Cantelar <b>Management</b> 	 <b>63</b> <b>Oh no! A reading text!</b> Anne Robinson <b>Assessment</b>	 <b>75</b> <b>Mindfulness for ELT teachers and students</b> Rachael Roberts <b>Teachers</b>	 <b>A</b> <b>Teens: it's hard to B1</b> Michael Brand <b>Young Learners/Teens</b> 	 <b>62</b> <b>Using exam tasks to create classroom games and activities for young learners</b> Sarah Johnston <b>Young Learners/Teens</b>	 <b>72</b> <b>Digital recordings, or how to get your students to fast-improve their speaking</b> Anne de Leon <b>Learners/Learning</b>
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## Workshops 14:45 - 15:35

 <b>65</b> <b>The art of persuasion: communicating successfully with your teachers</b> Dan Shepherd <b>Management</b> 	 <b>A</b> <b>Assessment of writing</b> Graham Ward <b>Assessment</b> 	 <b>72</b> <b>Getting ahead in ELT: where do I go from here?</b> Jessica McKay <b>Teachers</b>	 <b>63</b> <b>Collaborative approaches to skills work in the secondary classroom</b> John Lavery <b>Young Learners/Teens</b>	 <b>75</b> <b>Ready, steady, go! Preparing for Speaking part of the Cambridge Assessment English Young Learner Exams</b> Eli Ridler <b>Young Learners/Teens</b>	 <b>62</b> <b>You're so demanding! Demand - high teaching</b> Alice Copello <b>Learners/Learning</b> 
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## Workshops 15:45 - 16:35

 <b>65</b> <b>You are what you need: helping teachers to fulfil their potential</b> Borja Uruñuela <b>Management</b>	 <b>62</b> <b>Exams, qualifications, adaptive tests: what's the difference and why does it matter?</b> Tom Wogan <b>Assessment</b> 	 <b>72</b> <b>Carving out your career as a writer: mistakes, madness and mystery</b> George Chilton <b>Teachers</b> 	 <b>75</b> <b>Everyone has a story to tell</b> Mireia López Anna Barrett <b>Young Learners/Teens</b>	 <b>A</b> <b>Enhancing your classroom with drama</b> Schuyler Hedstrom <b>Learners/Learning</b>	 <b>63</b> <b>Vocabulary revision games</b> Anita Derecskei <b>Learners/Learning</b>
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