



**“Develop with ACEIA” 2nd Edition: Monthly Training programme**

<b>18<sup>th</sup> February</b> <b>Advanced learners and Young Learners</b>	<b>10.00 – 10.50</b> Making the Grade at C1 <b>Michael Brand</b>	<b>11.00 – 11.50</b> How to get the most out of your young learner coursebook <b>Lisa Dold</b>
	<b>10.00 – 10.50</b> ‘Making meaning’ choices – methodologies for more Advanced level usage classes <b>Bob Obee</b>	<b>11.00 – 11.50</b> The Opaqueness and Transparency of Dyslexia in Language Teaching Contexts <b>Martin Bloomfield</b>
<b>25<sup>th</sup> March</b> <b>Assessment and Hybrid Teaching</b>	<b>10.00 – 10.50</b> A Formula for success at B2 First <b>Michael Brand</b>	<b>11.00 – 11.50</b> Bridging the gap between Zoomers and Roomers <b>Charlie Cranmer</b>
	<b>10.00 – 10.50</b> The importance of soft skills in teaching groups of dyslexic students <b>Daria Filimonova</b>	TBC
<b>20<sup>th</sup> May</b> <b>Inclusión</b>	<b>10.00 – 10.50</b> Ensuring a fair chance for all <b>Mark Meredith &amp; Alexandra Purcell</b>	TBC

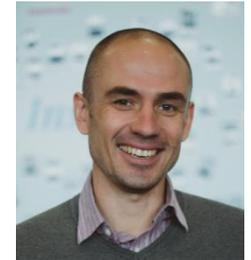
# 18th February : Advanced learners and Young Learners

## Making the Grade at C1

**Michael Brand** – Pearson

**10.00 – 10.50**

4 out of 5 job adverts in Spain demand English, but what level do our students need to reach? While a B2 might have secured employment 20 years ago, a ferociously competitive job market and a veritable boom in English teaching mean that C1 is fast becoming the new standard in professional and academic contexts. How can we pinpoint the fundamental differences between a B2 learner and a C1? What are the specific skills our students will need at C1, and how might we best go about developing them and assessing them?



*Michael Brand 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.*

## How to get the most out of your young learner coursebook

**Lisa Dold** – English 1

**11.00 – 11.50**

'Where do I even begin?' 'Will my students be able to do this?' 'Can I get more out of this activity?' Have these questions ever raced through your mind on opening your coursebook? In this session, targeted at teachers who are relatively new to working with learners between the ages of 6 and 12, we will answer these questions with practical examples that you can immediately put into practice in your classroom.



*Lisa Dold has been teaching since 2006 and she obtained both her CELTA and DELTA in Seville. She is Director of Studies at English 1 in Seville and Head of Training for ACEIA. She enjoys teaching all levels and ages, but has a special passion for very young learners, and loves working with teachers to encourage constant professional development.*

# 18th March : Advanced Levels and Inclusion: Special Educational Needs

## 'Making meaning' choices – methodologies for more Advanced level usage classes

**Bob Obee** – Express Publishing

**10.00 – 10.50**



This presentation explores a range of issues relating to how more Advanced L2 learners engage with new words and structure. We will consider a range of pedagogical notions relating to the teaching of new lexis and structure such as 'knowing a word', 'grammaticisation', 'depth of processing', 'mediation' and 'relexicalisation', and consider how using methodologies relating to each helps to put 'making meaning' choices rather than completing someone else's meanings at the heart of our usage classes.

*Bob Obee has written numerous course titles and books for teachers for Express Publishing and Cambridge University Press in the areas of primary and secondary school English as well as a wide range of exam titles. He has also worked for many years as the Professional Support Leader for Cambridge Assessment English in south-east Europe and also as an English curriculum consultant on numerous national curricula projects around the world.*

## The Opaqueness and Transparency of Dyslexia in Language Teaching Contexts

**Martin Bloomfield**

**11.00 – 11.50**



Dyslexia is the most common of the known "neurodivergencies", yet it is the least understood. In language teaching settings, it is even less understood than elsewhere, because of the challenges of language, orthography, and culture. This session will explore what dyslexia is, how to recognise it, teaching practices that may exacerbate the problems dyslexic students have in the classroom, and techniques to create a more open, friendly, and productive learning environment for everyone – regardless of whether a student is dyslexic.

*Martin has worked in neurodiversity issues for twenty years, winning a Commendation for Equality, Diversity, and Inclusion at the British Council ELTons Awards, sitting on a Centre for Social Justice "dyslexia and criminal justice roundtable", and holding visiting lecturer positions in universities around Europe. Heavily involved in international projects – like The Dyslexia Compass, providing an internationally-consistent dyslexia measurement, and The SEN Toolkit, free online SEN teacher training – Martin runs the Dyslexia Bytes project, raising dyslexia awareness from an intercultural perspective.*

# 25th March : Assessment and Hybrid Teaching

## A Formula for success at B2 First

**Michael Brand** – Pearson

10.00 – 10.50

Preparing students for external exams involves helping them get their language to the required level and equipping them with the skills and strategies they'll need in the exam (and hopefully beyond, in real life!). This can include helping students to recognise paraphrase or the author's opinion, training them on the best way to approach Use of English questions, or showing them how to really collaborate in a collaborative speaking task. In this webinar we'll look at effective strategies and activities to develop skills for the B2 First exam.



*Michael Brand 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.*

## Bridging the gap between Zoomers and Roomers

**Charlie Cranmer** – Charlie's Lessons

11.00 – 11.50

Of all the challenges teachers have faced during this pandemic, hybrid teaching has been one of the toughest. How do you keep students engaged both in class and at home? We started hybrid teaching back in 2020 and in this session I'd like to share some practical advice on how to approach the hybrid classroom. We'll look at some tools and platforms that enable you to create a 'space' where online and face to face students can meet, interact and collaborate and some example activities and tasks.



*I'm the creator of the YouTube channel, Charlie's Lessons. I'm passionate about meeting my student's needs and I have a passion for tech in the classroom. My YouTube channel covers everything from practical advice for the classroom to reviews of popular teacher tech. I'm also acting DOS over at CLIC International House Cadiz. I've been teaching English as a foreign language for over 12 years and taught in Thailand, South Korea, the UK and Spain.*

## 22nd April : Inclusión

The importance of soft skills in teaching groups of dyslexic students		
<b>Daria Filimonova</b> -Babel Idiomas	<b>10.00 – 10.50</b>	
Supporting teachers who teach students with category B special educational needs is of paramount importance nowadays. To make the most of opportunities and overcome the challenges that can be encountered in classes with dyslexic students, teachers should be qualified in the field of soft skills. Self-esteem, active listening, resilience, emotional intelligence and cognitive empathy can be taught to children who struggle to get along with others. Engaging materials combined with practical explanations will be provided during the presentation.		
<i>I'm currently working as an English teacher for Babel Idiomas and participating in Erasmus+ programmes. Having taught multiple classes to dyslexic students, prepared teaching materials for them and acquired practical skills provided by the European SEN Toolkit project partners, I would like to share the invaluable experience of teaching soft skills in classes with students who have special needs. I also have a lot of experience as a conference speaker in front of large audiences, up to 1000 participants.</i>		

T.B.C		
	<b>11.00 – 11.50</b>	

# 20th May : Inclusión

Ensuring a fair chance for all	
<b>Mark Meredith &amp; Alexandra Purcell</b> - Cambridge University Press	<b>10.00 – 10.50</b>
<p>This webinar will explore some different approaches to supporting school-age learners with dyslexia and other special educational needs in the English language classroom. The session will offer practical take-away tips, activities and techniques for teachers to try in class with learners from Pre-A1 up to B2 levels. With reference to the Teacher Guides on supporting school-age learners with dyslexia, we will explore a variety of approaches to help teachers better understand their learners' preferences and needs, and offer comprehensive lesson plans to support learners with SEN.</p>	
<p><i>Mark is a Professional Learning and Development Trainer for Cambridge University Press. Since arriving in Spain he has taught primary and secondary students as well as future university students on pre-sessional programs. He has also run professional development training sessions and courses with teachers from across Spain and Portugal as well as delivering local and international webinars. He holds a Trinity DipTesol and an MA in TESOL from Lancaster University.</i></p> <p><i>Alex has been working in ELT since 2005. Since moving to Spain in 2009 she has taught classes of all ages and levels, and delivered teacher training courses on a variety of topics and methodologies. She holds a DELTA and particularly enjoys helping teachers prepare their students for exams. She is a Professional Learning and Development Trainer for Cambridge University Press Iberia.</i></p>	
 	

T.B.C.	
	<b>11.00 – 11.50</b>