



# Creativity through interaction in the English class

Workshops (room 9)	Speakers
<p><b>October 17<sup>th</sup> (5pm-8pm)</b></p> <p><b>Paving the way towards a more creative classroom</b></p> <p>Have you got the feeling that your students are not as involved in the lessons as you would like them to be? It is time to win them back! In this workshop we will explore different ways of making classes more creative, so that they engage your students' interests. We will work with practical examples, especially focused on rising students' awareness on the sounds of English with a view on improving their speaking and listening abilities.</p>	<p><b>Laura Martínez Pellicer</b>, EOI teacher for 12 years and, before that, she worked as a teacher of English at Secondary Education for four years. Her main interest is helping students to be aware of and produce all the English sounds, so that they can feel more confident when speaking and understand spoken language more accurately. Also, she's convinced that learning through the use of games will yield more satisfied students and better results.</p>
<p><b>October 20<sup>th</sup> (4.30pm-8.30pm)</b></p> <p><b>Where did all the creativity in the classroom go?</b></p> <p>Sometimes instructors forget that creativity is an important aspect of teaching languages and they unintentionally stifle it by focusing too harshly on the rules of a language. Our goal with this workshop is to help teachers find ways to invite creativity back into their classroom through games, fine arts, acting and a bit of performance that will encourage students to think outside the box. Take part in this workshop if you're looking for a way to reignite the sparks of creativity in your classroom.</p>	<p><b>Jarrett McDowell</b>, a graduate of University of North Carolina in Chapel Hill where he studied Hispanic Linguistics and Biology, has been teaching English to non-native speakers for 7 years. He specializes in diversity education.</p> <p><b>Gabrielle Mendieta Pérez</b>, a graduate of University of Houston in English philology, is a New-Yorker, with CertTESOL certification who has been teaching English for 5 years in various countries around the world. She specializes mainly in ways to teach outside the classroom.</p>
<p><b>October 24<sup>th</sup> (5pm-8pm)</b></p> <p><b>Growth mindset applied to education</b></p> <p>We all know about limiting beliefs and self-sabotage. It is especially tough on us, language learners and language teachers, when we convince ourselves we can't do something. In this session, we will explore which beliefs are holding us down and how we can overcome them.</p>	<p><b>María Dolores Gómez Gómez</b> has been teaching English and Spanish as a foreign language for over 20 years. She has also been involved in teacher training and curriculum design. Some of her professional interests include ICT as a tool for inclusive classrooms, motivational techniques and educational neuropsychology with a focus on the relation between memory and learning.</p>

**November 7<sup>th</sup> (5pm-8pm)**

**Too many cooks do not spoil the learning broth:**

***Adding a pinch of ICTs and a dash of student-generated material to your teaching***

In this session we will focus on practical examples of how students are given opportunities to take control over many aspects of their learning to break down “*the barriers that so easily erect themselves between formal learning and the wider environment in which our learners live*” (Little). We will take a detailed look at how by using simple (and free!) digital tools, students create their own learning content at home and then collectively exploit it in the classroom. We will conclude by discussing what impact these activities have on learner autonomy and motivation and ultimately on the learning process itself. *We complain that students want to be spoon-fed, but then we won't let them hold the spoon!* (J. Bozarth)

**Carla S. Dechant** (USA) has more than 20 years of combined teaching experience in Spanish and English as a second language. She has specialized in teaching secondary, university, adult, and professional students, and has worked in both the public and private sectors in the USA and Spain. She is an avid proponent of using ICTs within and beyond the language classroom setting. She is especially interested in the relationship between learner autonomy and motivation, and how to foster both of these through digital literacy.

**November 18<sup>th</sup> (5pm-8pm)**

**Two's company, three's a crowd. Reflections on flexible classroom groupings**  
Modern student-centred approaches have changed the focus away from teachers and towards learners, encouraging communication and collaboration among classmates. Grouping has been employed in this shift by taking into account the diversity of students, encouraging students to socialize, and promoting learner autonomy. This workshop, therefore, will delve into the premises behind the use of flexible grouping in language teaching and consider variables which will lead to successful classroom dynamics in the design of activities which involve student interaction in pairs or larger combinations. Appropriate for all levels of teaching.

**Paul Herron** was a double major at St. Louis University, earning a Political Science and Spanish degree. He also received a Master's Degree in Spanish Literature from the University of New Mexico, Albuquerque. For the last 25 years he has been dedicated to the world of English language teaching both privately and in public institutions. In addition, Paul has participated in several teacher-training programs (PIALE, CALC) in collaboration with the CAFI as well as work groups on topics ranging from evaluation to the use of IT in the classroom. He is also actively involved in the Erasmus+ program at the EOI Santiago, having benefitted from various modes of teacher training abroad.

**November 24<sup>th</sup> (4.30pm-8.30pm)**

**STEM, STEAM, Creativity...**

The ongoing debate on the integration of the Arts and the Sciences in the classroom has pushed many educators to rely on creativity to improve their practices. This presentation will share with attendees practical ways of integrating the Arts and the Sciences in their routines en route to a more communicative classroom. In the second part we will reflect upon the findings of recent research on language, cognition and decisions and will share with attendees practical activities, based on the aforementioned results, to increase students' communication, engagement, and interaction in the classroom.

**Francisco Ramos**, Ph.D., teaches courses on theories and methods in second language acquisition, as well as on bilingualism and biliteracy at Loyola Marymount University in Los Angeles, California. His research interests revolve around teachers' opinions about the use of students' primary languages in the classroom, dual language education, teacher resilience, and effective strategies for English Language Learners.