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HUPE DAY
APRIL 20, 2024

Programme:

9.15 – 9:30 – Opening and housekeeping details

9.30 – 10:15 - BETA - Dr Georgi Dimitrov

Multimedia Technologies in Teaching English

Dr Dimitrov is a senior lecturer at the University of National and World Economy, where he teaches ESP mainly to students of International Relations and Economics and Politics as well as general English. His main research interests are in the field of phonetics, prosody, and intonation.

As BETA e-newsletter editor, he hopes he will manage to contribute to the future development of the Association.

Multimedia Technologies in Teaching English

The article discusses the application of multimedia technologies in the four stages of learning, i.e. presenting information, guiding the learners, practising, and assessment. Multimedia technologies are viewed as important means for optimising the foreign language teaching process. More specifically, the article pays attention to the media presentation, the interactive whiteboard, the Edutainment technology as well as their didactic functions.





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10:20 – 11:05 – USA - Evie Atom Atkinson

The Classroom as a Speculative Fiction

Evie Atom Atkinson is a trans woman poet, a U.S. Fulbright scholar at the University of Split, and a doctoral candidate in English Literature and Creative Writing at the University of Utah, though she usually lives in New York City. Previously, she has directed the writing program at Catapult and literary programs at Chautauqua Institution, and she has taught creative writing year-round at Interlochen Arts Academy and summers at the Johns Hopkins Center for Talented Youth. Her writing has been supported by residencies at Saltonstall, Ventspils International Writers' & Translators' House, and Children's Museum of Pittsburgh; honored with the Academy of American Poets Larry Levis Prize; and appeared in the Academy of American Poets' Poem-a-Day, Black Warrior Review, Don't Write Alone, and elsewhere.



The Classroom as a Speculative Fiction

It is often said that children are the future and, relatedly, that teachers are role models. Speculative writing offers teachers a set of tools to give students a less constrained view of what their own future could look like. In this lecture and workshop, participants will have a chance to try on exercises that seek to project Percy Bysshe Shelley's description of poets onto every willing student: "hierophants of an unapprehended inspiration; the mirrors of the gigantic shadows which futurity casts upon the present."

11:10 – 11:55 – APPI Portugal - Anna Pires

Music Videos in the Classroom

Anna Pires is from the beautiful city of Toronto. She worked at International House Braga for 25 years, as an EFL teacher and Assistant Director of Studies. She is currently a coursebook and materials writer, having authored and edited various coursebooks, self-study books and digital content for young learners and teenagers in Portugal. She has also written and edited coursebooks for East Timor, Angola, Mozambique and Cabo Verde. Anna is co-coordinator of the APPI Mindful EFL SIG.



Music videos in the classroom

In this practical session, we will be exploring the impact music videos have on enhancing a song's message, transcending mere auditory enjoyment to foster visual literacy. Through practical activities, we'll be looking at how these visual narratives not only improve language skills but also cultivate mindfulness, empathy, and cultural awareness. Be ready to experience a range of emotions as we uncover the deeper connections music videos forge between the viewer, the music, and how this can enhance language learning.

12:00 – 12:10 – Teacher Training, Anita Jokić

12:10 – 12:40 – AGM

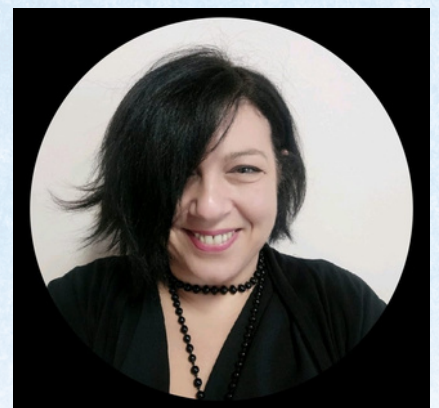
12:45 – 13:30 – British Council - Paola Dora Giuliani

**British Council's commitment towards Equality,
Diversity and Inclusion (EDI) in Language Assessment**

Paola Giuliani is British Council's Exam Manager for Central and Southern Italy. She has comprehensive knowledge of English language teaching and assessment gained through her work experience both in the private and public sector as well as her roles as a speaking examiner for several major assessment boards. She has gained a Magna cum Laude degree in Language and literature in Italy and a postgraduate certificate in ELT and Applied Linguistics at King's College London and a CELTA (grade B) at International House London. She started developing an interest for inclusive educational practices when supporting Pilgrims' Teacher Training staff as a resource manager for several summer editions of their courses at the University of Canterbury.

British Council's commitment towards Equality,
Diversity and Inclusion (EDI) in Language
Assessment

In this talk, we will have a quick look at the British Council EDI Policy and some examples of special educational needs. That will lead us to showcase how British Council implemented the several types of accommodations throughout its exams portfolio. At the end of the session, you will have an overview of all the tools the British Council has developed to ensure language assessment is an inclusive and empowering process for test takers.



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13:35 – 14:20 – TESOL Spain - Dr. Stephen Daniel Brint

Seeing what you Mean; Using short films for practicing reading and use of English activities

Dr Daniel Brint is a teacher, materials writer and teacher trainer with special interest in literature, visual media and creative writing. Daniel worked for the British Council for 30 years and is now director of Upper Street School of English, Madrid. Daniel has written material for Cambridge University Press's textbooks CITIZEN Z and PREPARE and is co- author of the British Council-Espasa collaboration Las 500 Dudas más Frecuentes del Inglés.



Seeing what you Mean; Using short films for practicing reading and use of English activities

Testing, exam task preparation and module reviews are all necessary and important aspects of learning. Yet both students and teachers are entitled to feel a degree of frustration with the format and focus of these materials (often framed as reading and use of English exercises) as they can appear random and unengaging. When a motivating discussion about technology is followed up with a gap-fill exercise on robotics, there's an inevitable sense of deflation. Over the years, I have tried to link these kinds of formal activities to visual input, to connect an exercise to real world issues and individuals. When students can make an emotional or cognitive connection to an exercise, they will experience greater motivation through relevance and a sense of agency. In this session I will outline a methodology for doing this and show some examples of lesson plans. I will also offer some practical advice on time-saving tricks for preparing materials.

14:20 – Closing

See you soon!

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