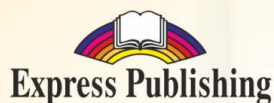


Uniscan, Express Publishing & Trait d'Union International Conference

5-7 May, Aro Palace, Braşov



Trait d'union



Unlocking New Mindsets in Education!



Friday, 5th May

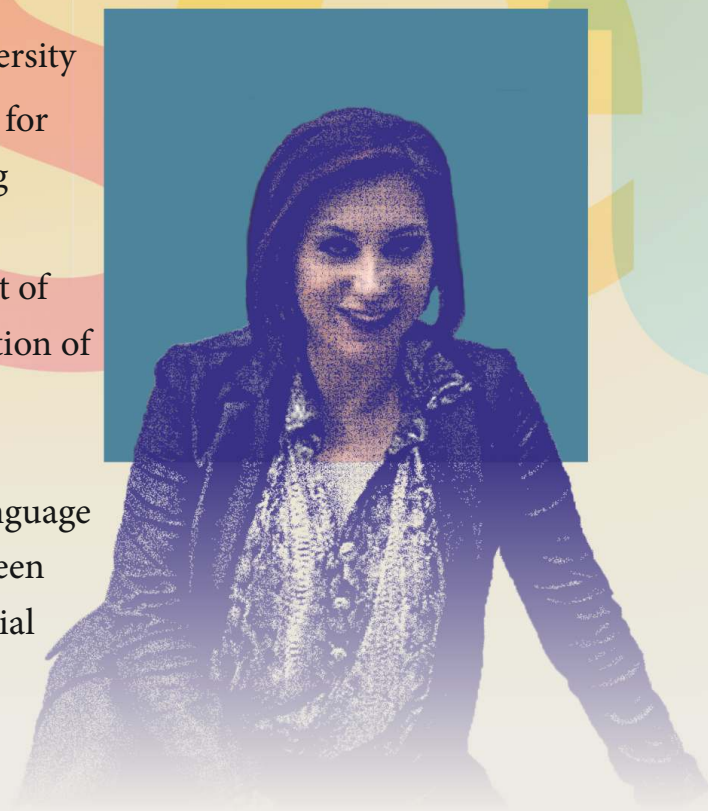
13:00	Registration / Coffee & pastries		
14:00 - 15:20	Activități de socializare (Sociodramă) (RO)	Simona Popa, Cătălina Hetel	
15:30 - 16:00	Deschiderea Conferinței / Plenară (RO)	Relația profesor-elev vs Relația elev-profesor - Simona Popa	
16:00 - 16:30	Plenară (RO)	Învățarea & Anxietatea - Cristina Călărășanu	
16:30 - 17:00	Plenară (RO)	Învățare & Motivare - Corina Tudose	
17:00 - 17:30	Coffee break		
17:30 - 18:20	Plenary (EN)	Flipped Learning: Flipping the EFL Classroom - Jenny Dooley	
18:20-18:30	Switch rooms		
18:30-19:30	Ateliere (RO)	Abilități pentru viață (Life Q) Cătălina Hetel, Corina Tudose	Comportamentul disruptiv la clasă Simona Popa, Cristina Călărășanu
20:00	Dinner		

Saturday, 6th May

9:00 - 10:20	Plenary (EN)	<i>Getting the Message Across: Mediation in the EFL Classroom</i> - Jenny Dooley
10:20 - 10:30	Switch rooms	

10:30 - 11:30	Workshops (EN)	<i>The Secret Life of Flashcards</i> Daniel Morris	<i>Does reading still matter? Does reading matter still matter?</i> Thom Jones	<i>Well-being Games</i> Despina Mallidou
11:30 - 12:00	Coffee break			
12:00 -13:00	Plenary (EN)	<i>Express yourself! What your students need to know NOW!</i> <i>And how to teach it!</i> - Thom Jones		
13:00 - 16:00	Free time			
16:00 - 16:50	Plenary (EN)	<i>Asynchronous Learning: Enhancing Learner Autonomy and Engagement</i> Daniel Morris		
16:50 - 17:00	Switch rooms			
17:00 - 17:50	Workshops (EN)	<i>Assessing Writing at CEFR B2 & C2 Levels</i> Jenny Dooley	<i>Teaching Happiness in the Language Classroom</i> Despina Mallidou	<i>The Sounds and Shapes of Words: Teaching Reading Effectively</i> Thom Jones
17:50 - 18:00	Switch rooms			
18:00 - 18:45	Closing, Quiz time & Prizes (EN)	Simona Popa, Ileana Briceag, Cristina Lepădatu		
20:00	Festive dinner - Aro Palace Hotel			
Sunday, 7 th May				
9:00 - 13:00	Visit to the Bran Castle			

Jenny Dooley, President of Express Publishing, holds an M.Ed. from the University of Wales, Swansea. She has been a teacher, teacher trainer, and author in the ELT field for more than twenty years. She has travelled extensively, delivering seminars and holding workshops in Latin America, Europe, the Middle East and Asia. She is the owner and manager of one of the piloting schools used by Express Publishing and is the president of H.E.C., a language exams distribution centre. She has also been influential in the creation of children's theatre groups, which aim to stimulate young learners' imaginations while enhancing their English language learning. Her research interests include: language acquisition in young learners; the application of the multiple intelligence theory in language learning; gamification in education; neuroscience; and modern assessment. She has been involved in the development of printed, audio-visual, animated and digital ELT material for more than two decades. Some of her latest publications are: 4Minds, #English, i Wonder, Right On and On Screen. She has also designed DigiBooks, a gamified LMS platform with ELT content.



Plenary 1: Flipped Learning: Flipping the EFL Classroom

Flipped learning is an innovative and effective pedagogical approach for the modern EFL classroom, as it creates numerous opportunities for active engagement. Under the guidance of their teachers, students take ownership of their learning and gain a deeper, more experiential understanding of the language. This gives them the chance to enjoy creative and productive class time, accomplishing a more solid learning outcome.

Plenary 2: Getting the Message Across: Mediation in the EFL Classroom

Mediation is an essential element of everyday communication in today's ever-more pluricultural and plurilingual societies. In an effort to emphasise the crucial role of language in the social perspective, educators are integrating mediation in the language learning process. This presentation will focus on the purpose, the activities and strategies of mediation as well as its practical application in the EFL classroom, helping learners and teachers build connections and improve communication through the co-construction of meaning.

Workshop: Assessing Writing at CEFR B2 & C2 Levels

What is the difference between assessment and grading, when it comes to writing? Grading is used to measure student performance but it is not necessarily an accurate indicator of student learning. Assessment and feedback go beyond grading, looking at patterns of student learning and using that data to help students learn more effectively, improving their overall performance in writing. This session will look at the art of teaching writing and how to develop effective writing skills.

Daniel Morris holds a BA (Hons) in Hispanic Studies from the University of Kent, Canterbury (UK). His degree included studies of numerous European languages including Spanish, Catalan, Portuguese and Italian. After graduating, he began his professional development in ELT and attained a Cambridge CELTA. He has worked as a British Council Language Assistant and as an EFL teacher in Spain, before joining Express Publishing as an ELT Consultant in September 2018.



Plenary: The Secret Life of Flashcards

Flashcards are an excellent tool for drilling vocabulary, but they can be so much more than that. In this session, we will explore the different ways in which this valuable resource can be used to promote active learning through classroom games.

Workshop: Asynchronous Learning: Enhancing Learner Autonomy and Engagement

Asynchronous learning offers learners individual space, time and flexibility to engage with learning content without a teacher present. The main challenge that educators face is how to facilitate the conditions in which asynchronous learning can be implemented effectively, as a way to balance their synchronous lesson activities. More recently, the use of learning platforms has emerged as an ideal solution, given the rise of distance learning and the forced shift to online instruction. In this session, we will examine the role of learning platforms and how they can be used to foster, more confident, engaged and autonomous EFL learners.

Thom Jones has lived in more than a dozen countries and delivered training in over 70. Having been a truly useless student (and proving it frequently by failing all the exams he was set) he started his professional life as a waiter before going into teaching, then management, before going freelance. Formerly part of the senior executive at Embassy CES before becoming Director of Operations USA for Studygroup he returned to the UK to work with Trinity College London and now works with a range of organisations on a wide variety of projects. He is College Principal for an international summer programme in Cambridge



each summer. He presents regularly around the world on a range of topics and is a guest lecturer at four universities. He is also a freelance trainer in business and management. Ten years ago he cycled from the UK to Turkey, travelling through 11 countries. He is Ambassador of Buzz for Express Publishing.

Plenary: Does reading still matter? Does reading matter still matter?

Is it still of value that we read? If so, is what we, as teachers, choose to select for our students to read still important too?

As we stare into the supernova of artificial intelligence and the infinite internet, is there any point in teaching students to read? With students of English, in the 21st century, what language skills do they need? What are they reading for? Is literature still valid? Is long reading still valid? As we are increasingly consuming information in snack-sized bites of 140 characters of international Lingua Franca, should we still be forcing students to chew their way through 400 page CLASSICS?

But does reading foster empathy? Focus? Critical thinking? Problem solving? Does reading broaden the mind?

What are we actually teaching when we teach reading? What skills do we actually need to give our students? How best can we approach this?

This will be a lively workshop-your opinion matters! Bring your own ideas, you're the expert in your classroom!

We'll be looking at practical things you can use in your class on Monday morning.

Workshop 1: Express yourself! What your students need to know NOW!

And how to teach it!

You know what you know, you know how you use the language you're teaching: express yourself! Use yourself as the compass for how students need to learn!

We often talk about energy, 'fun' and engagement, not so much about FEAR....the fear students feel of looking stupid, feeling

stupid and feeling judged. The fear of making mistakes, the shame of getting it wrong, or the disruptive things students often do to divert attention from the fact they don't understand: it's sometimes easier to set fire to the classroom than admit you're frightened of PAGE 48....It's also the fear of self expression. What motivates your students?

In today's language classroom what do students need to be able to DO with the language? Are the rigorous grammar rules of yesterday still important? What are they going to do with their language? How can we get the message across? How can we create a classroom that equips students with the skills they need?

We'll look at the fear that drives so much classroom behaviour and the courage needed to overcome it, for students and teachers. We'll talk about classroom management and promoting an atmosphere of relevant responses and linguistic reflexes. We'll laugh at the idea of creating comfortable classrooms-based on the fallacy that learning a language is comfortable?! Since when?! If we can't help students deal with the inevitable discomfort...are we really helping them at all? There will be questions. Bring your own answers.

Workshop 2: The Sounds and Shapes of Words: Teaching Reading Effectively

Establishing early literacy skills in the ELT classroom is an essential objective for primary teachers. However, the traditional method of beginning with the English

alphabet can initially cause more problems for young learners. It has become clear that teaching the English code requires a more principled approach that makes use of careful strategies and scaffolding techniques. In this session, we will discuss how to help young learners start reading English. We will begin with highlighting the complexities of the English language, before exploring strategies to gradually introduce the English code. The most logical approach is to follow a highly structured system, starting with the most common sounds before moving on to those less frequent. We will also stress the importance of getting learners to actively engage, through various activities that encourage 'looking with intent'.

Despina Mallidou is a skilled educator, with over 27 years' experience of teaching English Language. She holds a Master's Degree in Positive Psychology from University of Bolton, a Master's Degree in NLP in Education along with an R.S.A. Dip. for teaching English as a Foreign Language (EFL).

Her many years of teaching experience has helped her develop strong people skills and foster a reputation as a key contributor through innovation and collaboration. She is highly skilled at creating and enriching student-centered learning environment in the classroom and providing social and emotional support to students. Identifying improved approaches and enhanced solutions to business challenges, are activities that drive and inspire her. Recognizing that fresh perspectives and new techniques help businesses evolve and grow, led her to develop her own innovative educational tools, including “Learn How To Learn”, “GrammArt”, “Drama Games and “Incredible Kids”.



In her new ventures, as the Founder of “POSITIVE4U” Educating Happy people Project, it is her desire to import positive psychology into her teaching methods, which also involves trainings and workshops for students, teachers and parents. She is the writer of the book "Teaching Happiness in the Language classroom" by Express Publishing.

Workshop 1: Well-being Games

Can you think of a better educational tool, to facilitate learning or teaching, than games?

In this workshop attendees will be acquainted with some of the aspects of well-being and positive psychology.

Will be playing games, increase their level of well-being and be able to apply everything they will have experienced, in their classes the next day.

Workshop 2: Teaching Happiness in the Language Classroom

Who says we cannot teach kindness while practicing grammar structure?

And why not teach kindness while helping our students strengthen their vocabulary?

And we can definitely teach empathy while practicing speaking skills!

I will show how.

During the session attendees will be able to experience some of the tasks of the book "Teaching Happiness in the language classroom"!