

# 1st On-line Conference: International TESOL Associations organised by TESOL Spain, “Building Bridges, Building Co-operation” 23rd of October, 10:50-20:00

<p><b>1ST ONLINE CONFERENCE INTERNATIONAL TESOL ASSOCIATIONS</b> BUILDING BRIDGES, BUILDING COOPERATION</p> <p><b>23RD OCTOBER 2021</b></p>	<p>11.50 Welcome and presentation of event: Gerard McLoughlin, President TESOL-SPAIN 12.00 - 12.30 Maria Diakou, CyTEA (Cyprus) 12.45 - 13.15 Amira Salama, Africa ELTA 13.30 - 14.00 Samir Omara, Nile TESOL (Egypt) 14.15 - 14.45 Ceri Jones, TESOL-SPAIN 14.45 - 15.45 LUNCH BREAK 15.45 - 16.15 Milica Vukadin, ELTA Serbia 16.30 - 17.00 Lucyna Wilinkiewicz-Górniak, IATEFL Poland 17.15 - 17.45 Susana Tuero &amp; Ana María Roca, Argentina TESOL 18.00 - 18.30 Anita Jokic, HUPE (Croatia) 18.45 - 19.15 Jeremy Levin, TESOL France 19.30 - 20.00 Juan Rafael Cervantes, MEXTESOL 20.15 - 20.45 Rómulo Neves, APPI (Portugal) 20.45 - 21.00 Closing ceremony: Gerard McLoughlin, President TESOL-SPAIN</p>	
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The first On-line Conference: International TESOL Associations organised by TESOL Spain, titled “Building Bridges, Building Co-operation” was a one-day conference, which took place on the 23rd of October, with Annie Altamirao as the host.

The main idea of the conference was to strengthen the ties between teachers’ associations all over the world and, by exchanging ideas and learning about new teaching/learning solutions at the time of Covid-19.

The conference was opened by the President of TESOL-SPAIN, Gerard McLoughlin, who stressed the importance of continuous communication between all of us, teachers from all angles of the world, to be able to create a synergy effect and diversify our professional portfolios.

The need for building bridges between teachers, students, and their families, was addressed by the first speaker, Maria Diakou, representing CyTEA (Cyprus). Amira Samara from Africa ELTA spoke about successful teacher mentoring programmes in Africa. Her session was followed by an overview of teacher associations' past, present, and future forms of co-operation: from face-to-face events and conferences, face-to-face scholarships and printed publications to webinars, e-publications and on-line conferences at the time of the coronavirus pandemic. It was presented by Samir Omara, who represented Nile TESOL (Egypt).

Ceri Jones from TESOL-SPAIN talked about the necessity of combining our educational efforts with sustainability issues, by building links between the classroom and our environment.

International TESOL Associations 2021

# Thank you!

Ceri Jones, TESOL-SPAIN




Milica Vukadin from ELTA Serbia presented to us the possibility of using bibliotherapy in storytelling with young, and very young, learners. The talk was really interesting and useful, not only for teachers working with children, but, in fact, all of us. After all, a teacher has to be a good psychologist and a therapist, as well, especially, when our students have to deal with difficult conditions, such as coping with grief, sadness, or even depression.

In my own presentation, titled: 'Positive classroom – before, during and after Covid-19', the idea of a positive teaching-learning environment was further developed. I am of the opinion, that in order to make the educational process feasible, teachers should start by creating a positive, stimulating atmosphere in the classroom at the outset of each course, to enable its participants to develop their language skills freely and dynamically in a creative and thought-provoking environment. I am convinced that a successful, positive teaching-learning process is possible in various environments, not only in a traditional one, but also in an on-line or a hybrid classroom.



## Positive classroom – before, during and after Covid-19

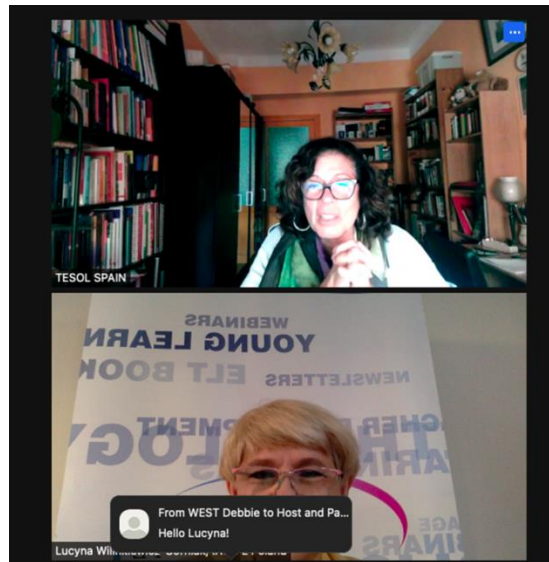


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1ST ONLINE CONFERENCE  
INTERNATIONAL TESOL ASSOCIATIONS  
**BUILDING BRIDGES, BUILDING COOPERATION**  
23rd October 2021



*Title slide, Lucyna Wilinkiewicz-Górniak*



Another topic addressed during the conference by Susana Tuero & Ana María Roca from Argentina TESOL, was the process of editing articles for publication, while at the same time, making sure that they follow the standards. Especially valuable for us, all attendees of this presentation, was the list of the most frequent problems encountered in the process, and ways of dealing with these problems.

**1st International TA's conference**  
TESOL Spain - October 23, 2021

**The process of editing articles for publication**

Ana Maria Rocca  
Susana B. Tuero

Anita Jokic from HUPE (Croatia) presented to us a multi-disciplinary workshop (class project), combining ELT, Music, Arts, Geography, Culture, and Tourism with Modern Technology, Music, and Practical work. The title of her talk was: 'Sea, sounds, and scents we share'.

## Class project, 4 lessons

- ▶ Aims:
  - ▶ To learn more about the Mediterranean
  - ▶ Practice research, cooperation and team work
  - ▶ Create a Padlet, quiz
  - ▶ Creatively implement new knowledge

Plus: ask you colleagues (geo, music, other languages) > interdisciplinary project?

Eg. Geography: bottle is dropped in Gibraltar, how does it travel around Mediterranean? Biology: which fish would it 'encounter'? Other languages: a love letter in the bottle...

Jeremy Levin from TESOL France, inspired us with his ideas concerning the use of games as a part of the educational process, which, thanks to the most recent developments in educational technology, new apps, platforms and solutions, has really gained speed. In his workshop titled: 'Game on!' Jeremy demonstrated and compared four different gamification applications, and shared with us his findings on what students think about gamification.

In the next talk by Juan Rafael Cervantes representing MEXTESOL the use of technology was also addressed. The title of the talk: 'Technology succeeds, when humanism subsists: A look at

English teaching in México', drew our attention to the necessity of keeping the humanistic approach in education, especially at the time of Covid-19. The talk was based on a study collecting the impressions of how technology was effective in English classes, and the real credits, teachers that manage these resources have, in order to make classes succeed. The answers to this question were: "provided by students from three different schools, using a Google forms instrument that provides graphics, plus the interpretation of the researcher, in order to have both qualitative and quantitative conclusions in the mixed method study."

The final talk, by Rómulo Neves, representing APPI (Portugal), addressed: 'high impact teaching strategies in action', in order make our learners more communicative, competent, and creative at the same time.

All of these topics were very well received by the participants of the sessions, and, thanks to lively follow-up discussions at the end of each talk, the synergy effect was created, and every participant of this on-line conference, left it being fully convinced that sharing and exchanging ideas concerning the educational process, is the key to successful teaching at the time of the pandemic.

This idea was further re-inforced by Gerard McLoughlin, President of TESOL-SPAIN, who closed the conference, whilst, at the same time, stressing the importance of keeping in touch.

