

**connecting
teachers**

BBELT

2 0 2 2

CONFERENCE PROGRAMME

**empowering
learners**

Contents

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Welcome to BBELT 2022!



On behalf of the British Council team in Mexico, I would like to welcome you to our biggest academic conference with a focus on English Language Teaching: BBELT 2022. A virtual space for learning, sharing best practices and meeting other professionals and experts in the sector. We have created a safe space for you to have a great learning experience, in an interactive, supportive and inclusive environment.

The British Council is building the world's largest community of English teachers, sharing best practice and supporting teachers to strengthen their teaching knowledge and skills. At BBELT 2022, we want you to be part of our community of learning, along with hundreds of teachers from different countries attending the conference, including educators from Argentina, Brazil, Canada, Peru, the United Kingdom, Uruguay, Venezuela and of course Mexico, the country which has hosted BBELT for the last 30 years.

We are very excited about the upcoming days of activities, and this year's theme represents the increasing global context and challenges that teachers are facing every day in their classrooms, be they virtual or face-to-face. Hence this year's theme is 'Connecting teachers, empowering learners'. We aim to create affinity between educational professionals with the goal of providing students with the tools and strategies needed to overcome obstacles and barriers in their academic and personal lives due to the changing environment we are living today.

This two-day conference will be full of engagement, and fascinating, thought-provoking topics. There will be six plenary sessions featuring

expert speakers with different cultural backgrounds and experience. The activity continues with seventy-two concurrent sessions with state-of-the-art content. This ranges from new and emerging methodologies to improve the four skills of English, tips for Continuing Professional Development and use of instant messaging for teaching English, to composition of music to enhance pronunciation and short movie production as a learning process. We are very thankful to and proud to have such talented professionals collaborating with us at BBELT 2022. Thank you!

Thanks to our sponsors who have trusted in BBELT and the British Council these last years, you help us to make this come true: Cambridge Assessment, Cambridge University Press, Empreser, Helbling, Little Bridge, MacMillan Education, National Geographic Learning, Oxford University Press, SM-University of Dayton and Vista Higher Education. And of course, thank YOU teachers for believing and sharing our goal. We are delighted to have you here with us today!

Finally, a very special thanks to Secretaría de Educación Pública and to the UK Embassy in Mexico, as their participation in BBELT 2022 demonstrates the commitment of both countries to CPD and their belief in its importance in improving education.

In organising this conference, we have made every effort to ensure that you have a successful and enriching experience. We want you to feel part of this big community of learning and we hope you enjoy the conference during the next two days.

I wish you a great learning experience at #BBELT2022.

With warm wishes,

Brian Young

Country Director, British Council, Mexico

British Council Mexico

Brian Young
COUNTRY DIRECTOR

María García Holley
ACTING DIRECTOR CULTURAL
ENGAGEMENT

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PROJECT OFFICER (SCHOOLS)

Michelle Lezama Díaz
PROJECT OFFICER (ENGLISH)

HIGHER EDUCATION

Abel Dorantes
HEAD OF SCIENCE AND NON-FORMAL
EDUCATION

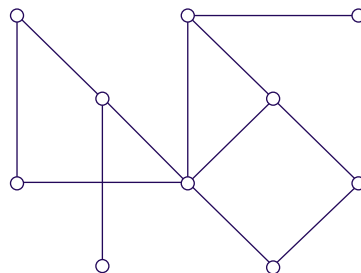
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MANAGER

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Anna Phillips
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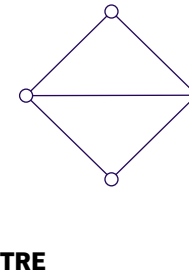
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TEACHING CENTRE MANAGER

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EXAMS

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EXAMS REGISTRAR

Valeria Cruz
TEST DAY DELIVERY COORDINATOR

Víctor Hernandez
TEST DAY DELIVERY OFFICER

Friday 18 February (Mex time)

*Times are established in the Central Mexico time zone.

8:30–9:00 LOGIN (LOBBY SECTION)												
9:00–9:20 OPENING CEREMONY (PLENARY SECTION)												
9:20–10:20 PLENARY SESSION A — What Paulo Freire can teach us about ELT, CHRIS SOWTON												
CONCURRENT SESSIONS A	Implementing a Freirean approach in your classroom	Using microbreaks in online classes	The new space to learn	BBELT – TR SIG Aiming for teaching (not testing) listening: Why and how	A comprehensive strategy for continuous professional development	Developing remote teaching through observations	Sharing good language teaching practice in the new normal	Teachers' perceptions of changing teaching practices in online EFL program	The plot thickens! Making stories out of stories	Doing culture in the ELT classroom	The Whole Picture: Literacy development from 2 to 12 years old	From doubt to destination: Finding your way with Cambridge Pathfinder
	CHRIS SOWTON	LINDSAY CLANDFIELD	KOEN V. LANDEGHEM	DENISE SANTOS	KEVIN WESTBROOK	MARIELA MASUYAMA	JOE DALE	ISKRA STAMENKOSKA SERRANA MUNIZ OLIVER SANDON	ROBERT HILL	CHIA S. CHONG	LEMMY TRUJILLO	ROSALIA VALERO MÓNICA MENDOZA
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
11:30–12:00 EXHIBITION AND CHAT WITH... <i>Chat with...</i> British Council <i>Chat with...</i> Cambridge <i>Chat with...</i> Macmillan Education <i>Chat with...</i> National Geographic Learning												
12:00–13:00 PLENARY SESSION B — Climate Action in Language Education: Impactful ways to integrate environmental issues in English language teaching, HALA AHMED												
POSTERS	Planetary citizenship	Fostering of English language certifications among Normal students	Museum activities to empower learners in the ELT classroom	Mentoring teachers to connect their classrooms	Literacies: A professional development program for English teachers in Brazil	Strategies to enhance critical thinking skills in English learning	Not everything that shines is gold: Developing technology-based tasks	Using children's stories to promote teenager and adult literacy	Professional development in virtual environments			
	JANDIRA MOREIRA	ROSALIO OVALLE JORGE NAME LORENA RODRÍGUEZ	DULCE M. MONTES DE OCA MARÍA M. CAMACHO	VINAYADHAR R. PRATHIKANTAM	MAÍSA H. BRUM	ADRIANA C. TORRES	ANA I. FIGUEROA	CYNTHIA RAMIREZ	GRAZZIA M. MENDOZA			
	POSTER 1	POSTER 2	POSTER 3	POSTER 4	POSTER 5	POSTER 6	POSTER 7	POSTER 8	POSTER 9			
13:30–14:30 LUNCH AND NETWORKING												
14:30–15:30 PLENARY SESSION C — The automated language teacher, LINDSAY CLANDFIELD												
CONCURRENT SESSIONS B	The New Learner: Ditching outdated concepts and responding to a post-Covid reality	Virtual exchange: Internationalising the ELT classroom	Growing digital: Pre-service teachers as materials creators	BBELT – TR SIG Pride and prejudice: Older adults in ELT coursebooks	Beyond teaching. How to grow in ELT outside the classroom	Making the most of ELT materials available online	Extensive reading to help to overcome language learning disruption	And now what?	Circling the world with literature: Continuing professional development online	The new normal: Adjustments to English curriculum and class implementation	Developing reading practice: Strategies for the hybrid classroom	Gifts, gains, and ganas: Empowering English learners
	MILTON BRADBURY	PALOMA VARELA	MARIA LAURA GARCIA	HELOISA DUARTE	ELOISE VIVANCO	MAGDA RYBACZUK	PILAR R. NUÑEZ	MARIA J. GALLENDO	ANTONELLA PERCARA SONIA ULRICH	ADRIANA DE LOS SANTOS	JAMES HALL	JENNIFER TRUJILLO
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
16:40–17:00 EXHIBITION AND NETWORKING												
CONCURRENT SESSIONS C	Managing training and the adoption of technology	Professional development through learning communities: Experience at IPN	Might your beliefs be hindering your students' learning?	BBELT – TR SIG Connecting with students' needs: Empowering learners in the flipped classroom	Leaders forming leaders	Giving students a confident start! Come on, everyone!	Synchronous online teacher training: A possible model	Project-based learning in the YL classroom	Composing "music" to enhance pronunciation	Intercultural communication in the classroom: Identities, respect, and values	Digital teaching with Oxford	Develop your own voice in English
	MARIA L. CASTANEDO HIGINIO ORDÓÑEZ	ANA J. HERRERA	DARRAGH O'GRADY	OMAR RUGERIO	ANGÉLICA FLORES	JI YOUNG KO	SARAH J. BROWN MARTHA E. CARRILLO	MIGUEL SAINZ	CLARK VONHELLER	GABRIELA LADRÓN DE G.	PILAR R. NUÑEZ	JAIR FÉLIX
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
18:10–19:30 NETWORKING AND CULTURAL EVENT (PLENARY SECTION) — Bafta : Short films and Networking event												

Saturday 19 February (Mex time)

*Times are established in the Central Mexico time zone.

8:45–9:00	ANNOUNCEMENTS (PLENARY SECTION)											
9:00–10:00	PLENARY SESSION D — Collaborative approaches for teacher learning and innovation, SILVANA RICHARDSON											
10:10–11:10 CONCURRENT SESSIONS D	Adapting materials to make the ELT classroom more inclusive	How to manage ELT operations and professionals remotely	Maximizing the effectiveness and efficiency of feedback	Compassionate teaching: Enhancing learning through emotional awareness in ELT	Social media & ELT: Using WhatsApp to teach receptive skills	Engaging the senses: Making the most of media	Graphic facilitation for ELT: using simple drawings to engage learners	Teacher educators: a vital force for good CPD	Assessing skills: To separate or integrate? That is the question!	Shift keeps happening	ELT through PBL in Early Years	Building up speaking skills
	ILA COIMBRA	LILIANA SÁNCHEZ	PHILIP HAINES	MARIO MOYA PABLO MARCHISIO SONIA L. DI SIENA	KHASSOUM DIOP	YANZER REBOLLO LILIAN BRETÓN	EMILY BRYSON	JOHN SHACKLETON TIM PHILLIPS	CAROLYN WESTBROOK RICHARD SPIBY	KOEN V. LANDEGHEM	CECILIA CABRERA	GREGG SOTIROPOULOS ROGER ESPADAS
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
11:20–12:20	PLENARY SESSION E — The duty of not being neutral: Critical pedagogy in ELT, ILA COIMBRA											
12:30–13:30 CONCURRENT SESSIONS E	How to address teaching and learning English during a pandemic	Bringing Shakespeare remotely close to younger learners	BBELT – LT SIG Lockdown learning: The odds, the digital growth leap, and beyond	BBELT – LT SIG Not all that glitters is gold	Access the world through language, literacy, and content	Differentiation for success with English learners	Lessons from hybridity: Understanding new ways of learning and teaching	Reflective Teaching Program: A team building agent through a pandemic	How to develop assessment in the visible learning classroom: A recent study	Teach creatively to empower the 21 st century learner	Brain Juice... Be the change!	Test & Train: The effective workout for students that counts
	MARÍA USQUIANO	FABIANA MALLON	RAQUEL RIBEIRO	ANDREW STARLING	LUCIANA FERNÁNDEZ	JENNIFER TRUJILLO	CAROLINE MOORE PATRICIA GROUNDS	MIKAELA ARMELINI	ANA B.TUR GISELA ZOCCOLA	SUSAN HILLYARD	SHEILA A. MORENO HOMERO PINEDA	MEI-LI SIERRA MEDARDO MENDOZA
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
13:30–14:00	EXHIBITION AND CHAT WITH...			Chat with... Vista Higher Learning			Chat with... Empreser			Chat with... SM-Dayton		
14:00–14:20 POSTERS	Reconceptualizing a school-based family literacy programme: A novice researcher's journey	Students' sense of achievement: A road to confidence and successful learning	A sociolinguistic approach to pronunciation assessment	Teaching English on TV: How?	Well-being: Teachers' and learners' mental health during emergency school teaching	Listening and speaking activities: An exploratory action research project	More randomness, less schema activation (and why)	How to plan for all learning abilities within the classroom				
	ERIN VELOSO	LEONARDO MARINHO DANIELA ARA JO	VICTOR CARREÃO	KAREN MEZA	FATEN ABDELMALEK	ISABEL M. LÓPEZ AZULPERLA B. JARDON HUMBERTO MENDEZ	JACKSON BAGATOLI	MARIA I. NAVARRINE				
	POSTER 1	POSTER 2	POSTER 3	POSTER 4	POSTER 5	POSTER 6	POSTER 7	POSTER 8				
14:20–15:30	LUNCH AND NETWORKING											
15:30–16:30 CONCURRENT SESSIONS F	How to become a global educator	Teaching and learning in mixed models	Move, draw, and design in the online classroom	BBELT – LT SIG Multiliteracies in ELT: Demands for teachers in the digital world	Teaching English pronunciation online: Practical tips and benefits of shadowing	Developing resilience in children	Ways to assess student learning online	Short movie production to contribute to students' learning process in the EFL classroom: An international experience Peru-Brazil	Telegram as a tool for remote teacher training	Where are all the women at?	A two-strategy proposal on speaking: Shadowing and linguistic constructs	Building supportive relationships for school improvement
	ANDREA B. COLLADOS	TANIA G. ESQUIVEL	CARLOS I. GONZALEZ	LAURA A. MEZA	MAXIM BARKOV	YEDID MONROY	ERIKA LIZARRAGA	ROXANA C. PERCA FERNANDA RAMOS	JUANA M. SAGARAY WENDY ARNOLD MARIA T. FERNANDEZ	ANA F. VELASCO	CECILIA CABRERA	MAYRA H. L. PEZ
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12
16:30–17:00	EXHIBITION AND NETWORKING											
17:00–18:00	PLENARY SESSION F — Inspiring the next generation of scientists and explorers, JOE GRABOWSKI											
18:00–18:30	RAFFLE AND CLOSING CEREMONY (PLENARY SECTION)											

How to make the most of your experience

LOBBY



Here, you can find out what's happening now, the schedule, announcements, event messages, and other updates. From here, you can access other virtual rooms via the panel on the left-hand side.

PLENARY SESSIONS



The stage is where the plenary sessions will happen.

*Times are established in the Central Mexico time zone.

CONCURRENT SESSIONS



Choose the tab for the session that interests you most and scroll through the sessions to select one to join. Alternatively, you can use the search box.

*Times are established in the Central Mexico time zone.

EXHIBITION/POSTERS



Visit the best ELT material available, offered by our sponsors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos. Join the booth's live chats – *Chat with...* Find the innovative posters and join the sessions according to the programme schedule.

PEOPLE

Find the names of speakers and all the other attendees. You can send a direct message or "Invite to video call".

CHAT

Join the live chat. You can access a live event chat from wherever you are on the site.

NETWORKING



Connect and catch up!... Checking the programme schedule, take the opportunity to match up with a fellow attendee with your shared interests, in a short (three-minute) video networking call.

REPLAY



This is the on-demand section.

Reading your programme

Title of session

SPEAKER'S NAME	ROOM 1	W	CCR	NWT
	ROOM	TYPE OF SESSION	TOPIC	

Types of sessions

- P** Presentation
- W** Workshop
- F** Forum
- PS** Posters
- CP** Commercial

Presentation

Topics

- CCR** Community, collaboration, and resilience
- LT** Learning technologies
- MLT** Managing learning and teaching
- NWT** The new learner and new ways of teaching
- CC** Climate connection
- CPD** Continuing Professional Development
- ASM** Assessment
- EDI** Equality, Diversity, and Inclusion
- RES** Research, evidence, and good practice
- CML** Curriculum, materials, and lesson planning

Friday 18 February

PLENARY SESSION

A

09:20 – 10:20

What Paulo Freire can teach us about ELT

To wash one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral. A century after the birth of Paulo Freire, and despite the fact that his ideas are little-known in many parts of the world, there is much that we can still learn from the Brazilian educator. This plenary highlights some of the areas in which Freirean thought could have a positive impact in the world of English Language Teaching, especially as we emerge into a post-COVID landscape. The session will initially explore some of Freire's key writings about conscientização (critical consciousness), the banking model of education, his view that language could never be neutral, and how education can liberate human potential. These ideas will then be used to explore the world of contemporary ELT, analysing areas such as language-in-education policy, curriculum and syllabus design, assessment, pedagogy, and methodology, as well as students' (and parents') rationale for learning English, and indeed the type of English which is being learnt. In the plenary, I will argue that by adopting a more Freirean approach, the ELT community can become more equitable, fairer, and more closely

connected to social justice issues, for example by employing multilingual approaches in the classroom, adopting a more problem-centred pedagogical approach, and developing materials which are meaningful for all students, rather than just a select group. In so doing, our language teaching can become richer, deeper, more effective, and more relevant, as we look to support young people in addressing the myriad economic, social, and environmental challenges that surround us.

CHRIS SOWTON



Chris Sowton has been working in the field of English Language Teaching for 25 years. He has worked for a range of institutions, including Cambridge University Press and the British Council, and taught at institutions including Cambridge University and King's College London (University of London). He has written extensively in the field, as author or co-author on more than 20

ELT books, including CUP's Unlock and Prism series. His most recent work is *Teaching in Challenging Circumstances*, which provides practical advice and classroom-ready teaching tips for teachers working in difficult circumstances, and was shortlisted for a British Council ELTon. He has conducted teacher training and educational research in many countries, including Lebanon, Jordan, Palestine, Nepal, Nigeria, Saudi Arabia, India, Somaliland, China, and Indonesia. He has also made and presented two podcasts for the British Council: *The Climate Connection*, which explores language education and the climate crisis, and *Teaching English*, which provides practical advice for teachers. He has an MA, a DELTA, and is currently pursuing a doctorate at the University of Bath, focusing on the language-in-education policy of South Sudan. Further information can be found at www.chrissowton.com.

Implementing a Freirean approach in your classroom

CHRIS SOWTON

ROOM 1



CCR NWT

This workshop will provide practical guidance and suggestions about how your teaching can become more 'Freirean'. We will explore different multilingual strategies and activities, and look at ways in which institutions can create better links with the communities in which they are situated and the people who live there. We will look at co-operative tasks such as community mapping and collaborative writing which can promote language learning as a communal, empowering process. We will analyse how teachers can continue to follow stipulated curriculums and prepare students for assessment whilst also adopting a more critical, problem-focused approach. We will also discuss ways how social issues can be meaningfully integrated into language teaching, and how teachers can discuss coursebook content in ways that enable their students to better understand – and improve – their position within society.

Chris Sowton has been working in the field of English Language Teaching for 25 years. He has worked for a range of institutions, including Cambridge University Press and the British Council, and taught at institutions including Cambridge University and King's College London (University of London). He has written extensively in the field, as author or co-author on more than 20 ELT books, including CUP's Unlock and Prism series. His most recent work is Teaching in Challenging Circumstances, which provides practical advice and classroom-ready teaching tips for teachers working in difficult circumstances, and was shortlisted for a British Council ELTon. He has conducted teacher training and educational research in many countries, including Lebanon, Jordan, Palestine, Nepal, Nigeria, Saudi Arabia, India, Somaliland, China, and Indonesia. He has also made and presented two podcasts for the British Council: The Climate Connection, which explores language education and the climate crisis, and Teaching English, which provides practical advice for teachers. He has an MA, a DELTA, and is currently pursuing a doctorate at the University of Bath, focusing on the language-in-education policy of South Sudan. Further information can be found at www.chrissowton.com.

Using microbreaks in online classes

LINDSAY CLANDFIELD

ROOM 2



LT NWT

Over the past two years, millions of students have been thrown into online versions of their classes and the results have varied. One thing that has become clear is that following an online lesson on a screen from home can be more taxing for students and it can be more difficult for the teacher to maintain their attention. One tool that we can use to cope with this is the implementation of microbreaks: short breaks during a period of work. In this workshop, I will argue for the importance of incorporating microbreaks into our lessons. I will also provide practical examples of tasks that can be done during microbreaks to make them as productive as possible for everyone involved.

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer, and international speaker in the field of English language teaching. He has written more than ten coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay is the series editor of the Delta Teacher Development books and has co-written various methodology books for teachers, notably Dealing with Difficulties and Interaction Online (Cambridge University Press). His most recent methodology book was Teaching Live Online (Pavilion Press) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog Six Things, the e-publishing collective The Round, and the sci-fi/adventure materials website Extreme Language Teaching. You can find out more about him at his website www.lindsayclandfield.com.

The new space to learn

KOEN VAN LANDEGHEM

ROOM 3



LT

NWT

CML

We all want a safe space to teach and learn. This can be face-to-face or online; a space where students can learn and practice and become confident using the language. Studio is Helbling's innovative course for young adults, packed with videos and cool digital tools that aim at helping teachers to create that new space to learn. In this session, Koen explores Studio's innovative teaching approach and the user-friendly interactive activities and cool new tools that help enhance teaching and learning in both the face-to-face as well as the distant classroom.

Koen has a background in psychology and is passionate about change and innovation. He has been involved in ELT as a teacher, teacher trainer and publisher. A frequent speaker in ELT conferences in Mexico and abroad, Koen is currently the director for Helbling English in Mexico and Central America.

Aiming for teaching (not testing) listening: Why and how

BBELT TR-SIG

DENISE SANTOS

ROOM 4



RES

CML

For many years, research into listening development has recommended approaching listening as a process, with the systematic integration of metacognitive strategies before, during, and after listening. Yet mainstream listening textbook activities still tend to approach listening as a product, whose success is measured by results in previously defined comprehension questions. This latter approach, also known as 'testing rather than teaching listening', needs to be challenged if we want to empower learners to become autonomous, critical, and successful listeners. This workshop will explore some ways of addressing this gap between listening research and listening practice.

Denise Santos (MEd, PhD) has been working in ELT for over 30 years as a teacher, teacher trainer, university lecturer, researcher, and materials writer. Her publications include textbooks, readers, books for teachers and the general public, and a large number of academic publications. More information can be found on www.denisesantos.com.

A comprehensive strategy for continuous professional development

KEVIN WESTBROOK

ROOM 5



CPD

We need to be proactive and plan our CPD. Take control of your future and think of the big picture. This presentation will look at how to take a structured, long-term approach to professional development. It will include hints on keeping organised and show how you can plan individual professional development within a framework that can be presented to and understood by current and future employers. The presentation will also demonstrate the benefits of this approach for individual mental health and will point out how to do this with limited resources.

Kevin Westbrook has been an EFL teacher since 1997 and a teacher trainer since 2000. He has taught in a wide range of contexts, including language schools, universities, and in-house training. He regularly gives conference presentations on CPD and jointly hosts a podcast on the subject.

Developing remote teaching through observations

FLORENCIA RAMOS / MARIELA MASUYAMA

ROOM 6



MLT

CPD

Delivering over 1400 remote lessons per week for Ceibal en Inglés, it has become the British Council Argentina Remote Teaching Centre's priority to streamline and ensure high-quality lessons, particularly in the context of the pandemic, with teachers working autonomously from their homes. This presentation will explore our experience with a robust CPD initiative, which combines formal and informal observations, peer observations, and self-observations. Participants will find out how a multi-faceted observation scheme can be designed and implemented to assess teaching quality, disseminate good practices, and identify areas of opportunity for individual teachers.

Florencia Ramos is an English teacher who holds a postgraduate degree in Education Technologies and a master's degree in Educational Processes. She joined the British Council in 2015 as a remote teacher for the Ceibal en Inglés project. Currently, she is the Academic Quality manager.

Mariela Masuyama is a graduate English teacher from IESLV "Juan Ramón Fernández" and holds a degree in English from UNSAM. She joined the British Council in 2018 as a Quality Manager for Ceibal en Inglés and moved on to the role of Teacher Development Manager in 2021.

Sharing good language teaching practice in the new normal

JOE DALE

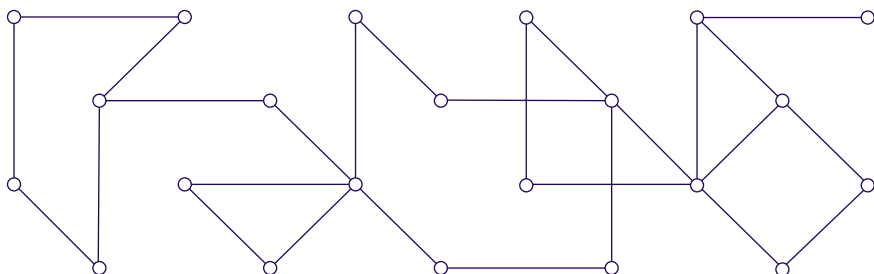
ROOM 7



CCR LT NWT
CPD ASM

In this webinar, we will explore how different cross-platform tools can promote collaboration, independent learning, creativity, and assessment opportunities in a remote teaching and hybrid teaching context. Focusing on pedagogical principles and improving outcomes, Joe Dale will demonstrate how easy it is to enhance learning in a purposeful way with a range of tools which are device agnostic allowing learners to practise, reflect, and share the results easily. He will show using practical examples how language teachers can promote listening, speaking, reading, writing, and give learners written and audio feedback.

Joe Dale is an independent consultant from the UK who works with a range of global organisations such as the British Council. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning.



Teachers' perceptions of changing teaching practices in online EFL program

ISKRA STAMENKOSKA / SERRANA MUNIZ / OLIVER SANDON

ROOM 8



CPD

This presentation introduces English Without Borders, an extracurricular online program which aims to increase the English language proficiency of Colombian adolescents in low-income contexts. We intend to spotlight the challenges posed by this online teaching environment as seen by 100 remote teachers, who have had to change and adapt their teaching practice to adequately respond to teaching remotely and to tend to the specific characteristics of the target audience. We will discuss what changes these teachers introduced into their teaching practices and what needs to be included in teacher training programs to best prepare teachers for online language teaching programs.

Dr. Iskra Stamenkoska is assistant professor at FON University in Skopje and core faculty at the School of Applied Linguistics. Her primary area of research is teacher education and training. Iskra is a Cambridge Delta-certified teacher and CELTA tutor. Currently, she is a Master Teacher for English Without Borders Bogotá.

Serrana Muniz is a Uruguayan teacher of English with a Diploma in TEFL and an MA in Digital Technologies, Communication and Education. She has taught English and Digital Literacies at primary and secondary education. She has coordinated different large-scale projects. Currently, she is a Master Teacher for English Without Borders Bogotá.

Oliver Sandon is Academic Lead on the British Council, English Without Borders teaching programme. He has a background in academic quality management at British Council, Colombia and is also a CELTA trainer and assessor. He is also currently a lecturer in ESOL on a refugee language support program in London, UK.

The plot thickens! Making stories out of stories

ROBERT HILL

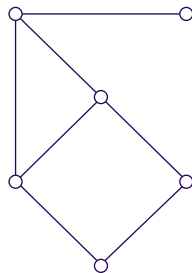
ROOM 9

P

CML

The most fascinating story about King Arthur's knights, 'Sir Gawain and the Green Knight', is certainly trending now! A spectacular film based on it, 'The Green Knight', was released recently. We will identify elements that make 'Sir Gawain and the Green Knight' a great story: suspense and surprise, a hero, a dangerous quest, a mysterious antagonist... and an ambiguous ending. We will then show how learners can explore what the story leaves unsaid, and suggest how they can engage creatively with the story by imagining different kinds of prequels ('backstories' and 'origin stories') and sequels ('continuations' and 'spin-offs').

A graduate in English literature from Oxford University, Robert has taught in Spain, Greece, England, and Italy. After many years at the universities of Verona and Milan he is now an author and teacher-trainer. He has spoken at conferences worldwide and is coordinator of the IATEFL Literature Special Interest Group.



Doing culture in the ELT Classroom

CHIA SUAN CHONG

ROOM 10

W

NWT

With English being used as the global language of trade, education, and science, English users of different backgrounds are having to find ways of successfully communicating with each other across borders. The inclusion of mediation in the new CEFR goes to further demonstrate that the ability to accommodate, adapt, and accurately interpret our conversation partners is essential when communicating internationally. In this interactive workshop, Chia will be using critical thinking activities, storytelling, roleplays, and a touch of drama to explore some ways we can help learners develop an awareness of different communication styles and cultural expectations, spot a communication breakdown when it happens, and become better international communicators.

Chia Suan Chong is a writer, communication skills trainer, and teacher trainer. She is the author of Successful International Communication, where she presented her ADAPT model as a framework for dealing with intercultural conflict. Chia specializes in interactive workshops that encourage reflection for more effective international communication and improved collaboration. Chia was English Teaching Professional's award-winning resident blogger between 2012 and 2019 and now has a regular feature 'Not Only But Also' in the bi-monthly ETp magazine.

The whole picture: Literacy development from 2 to 12 years old

LEMMY TRUJILLO

ROOM 11

W

NWT

CML

Early childhood education plays an essential role in preparing young learners for future success in school, and literacy development is vital in ensuring that learners are ready for learning. But what exactly is literacy, what are the building blocks that learners need to take in their first steps in early literacy, and how do we teach them?

Lemmy Trujillo has been an English teacher and teacher trainer for over 20 years. She holds a master's degree in Teaching English as a Foreign Language from Jaen University, and a master's degree in Applied Linguistics for English Language Teaching. Lemmy has been an Academic Consultant for Macmillan Education since 2004.

From doubt to destination: Finding your way with Cambridge Pathfinder

ROSALIA VALERO / MÓNICA MENDOZA

ROOM 12



NWT CML

The Cambridge Pathfinder is a free online tool to support teachers. It's a curated collection encompassing 23 categories that provide access to 500+ resources created by Cambridge:

- Exam guides
- Downloadable files
- Videos
- Webinars
- Articles
- and more!

The resources include new materials as well as many of the tools, exam guides, and collections that have become English teachers' favourite classroom options.

Start your journey and access a bank of more than 500 free Cambridge English materials in a range of categories including lesson planning (in traditional, remote, and hybrid contexts), games, apps, wellbeing, working with parents, and much, much more."

Rosalía Valero is Strategic Development Head Americas at Cambridge Assessment English. She manages education transformation activity in the Americas, working with ministries of education and educational institutions and organisations. Rosalía's expertise lies in English language teaching and training, professional development, and English Language Teaching management.

EXHIBITION AND CHAT WITH...

11:30 – 12:00

Chat with...



Exhibition/Posters



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Chat with...



Climate Action in Language Education: Impactful ways to integrate environmental issues in English language teaching

This session will be centred around the research strand of the British Council's new 'Climate Action in Language Education' project. In the first section, Hala Ahmed will briefly outline some of the headline findings in the research, and their possible classroom and institutional implications. After this, Hala will focus on practical ways English language teachers can develop and deliver lessons with a sustainability focus, moving beyond traditional coursebook environment units.

HALA AHMED



Hala is based in Cairo and leads on British Council Teacher Professional Development Programmes in Egypt. In more than 11 years with the British Council, Hala has been a teacher, a teacher trainer, a teacher mentor, and an academic manager of several English programmes including national and regional projects to support refugees to access higher education, build the

capacity of school teachers and teacher educators, and develop and roll out the English for Interfaith Dialogue programme, strengthening teacher networks and communities of practice in MENA. She has been a speaker several times in international conferences such as IATEFL, IMMLE, CIES, NileTESOL, and TESOL Arabia. Aside from that, Hala enjoys practising sports, going to the cinema, playing the guitar, and singing.

Planetary citizenship

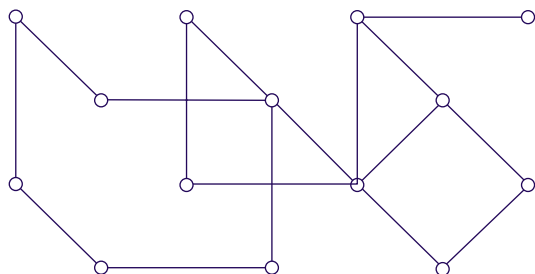
JANDIRA MOREIRA

POSTER 1



*This presentation states the meaning of planetary citizenship - a unified vision of the world climate and its environment as a group of values, attitudes, and new perceptions of the Earth as one community. The purpose is to deliver this student's claim to global authorities on the protection of environmental issues. This will show how to develop the curriculum in terms of its content and its underlying values, assist in achieving individual ethos, and build relationships to help promote responsible attitudes in relation to fellow citizens and the global environment. Reference: GUTIÉRREZ, Francisco & PRADO Cruz. *Ecopedagogia e cidadania Planetária*, CORTEZ, 2002.*

This is Jan, from state of Rio de Janeiro, B.S. in Languages and Literatures. She will show how learners of the international community react in favor of nature and show their vision on the Amazon issue. Kids from the global community claim: 'Don't Mess up with our world'.



Fostering of English language certifications among Normal students

ROSALIO OVALLE / JORGE NAME / LORENA RODRÍGUEZ

POSTER 2



Exploratory action research aimed at fostering English language certifications in the students currently studying at Escuela Normal Urbana Cuauhtémoc in the border city of Nuevo Laredo, Tamaulipas; carrying out an action plan: 1) to raise awareness of the importance of getting an English language certification as a Normal student and to gain a competitive advantage when presenting the open exam at USICAMM, 2) to train all the students on the options offered at Normal, 3) to certify as many students as possible. The action plan intends to be an ongoing process to be done at least once per semester.

Rosalio Ovalle holds a master's degree in Upper High-school Education by UPN 011. EFL teacher with 7 years of experience from preschool to university; Academic Coordinator in high school for 2 years; Third-Party Expert in Translation Matters since 2017. Nowadays, he is an English teacher in Escuela Normal Urbana Cuauhtémoc.

Jorge Name holds a master's degree in Competency-Based Education from Universidad del Valle de México. ESL teacher with 10 years of experience from elementary to university in both the public and private sector. Currently, he is pursuing a doctorate degree in Education while teaching English in Escuela Normal Cuauhtémoc.

Lorena Rodríguez holds a master's degree in Education from Universidad Pedagógica Nacional. ESL teacher with 10 years of experience from elementary to university in both the public and private sector. Currently she is an English teacher in Escuela Normal Urbana Cuauhtémoc at Nuevo Laredo, Tamaulipas.

Museum activities to empower learners in the ELT classroom

DULCE MARÍA VERÓNICA MONTES DE OCA OLIVO
MARÍA MERCEDES CAMACHO REYES

POSTER 3



MLT

Young learners struggle to see the importance of learning a foreign language; they believe it is important for travel, to get a scholarship, or for a future job but they don't know how it may be useful or relevant for them. They sometimes consider learning a foreign language as just another subject and feel a lack of confidence and don't care how important it could be to study any language. So, how can we motivate our students to be interested in English class? In this poster, we will share some ideas to work with museum activities to empower learners with the language.

Dulce Montes de Oca holds a doctoral degree in Education and has been an English teacher for about 35 years. She has been an English teacher for ENP UNAM 6 "Antonio Caso" for 30 years and her latest research is about how to explore the pedagogical use of TIC TAC in the learning and teaching process in a language.

María Mercedes has doctorate studies in Pedagogy (UNAM) and has been an English teacher for ENP UNAM 6, Antonio Caso, for 40 years. She has been a speaker at national and international speaker events.

Mentoring teachers to connect their classrooms

VINAYADHAR RAJU PRATHIKANTAM

POSTER 4



CCR LT MLT
NWT

Connecting and collaboration enhance students' learning through technology, and Covid-19 provided an opportunity for teachers to use and integrate technology in classrooms. This project provided an opportunity for teachers to use technology to connect fellow teachers and institutions to collaborate.

Mr. Vinayadhar Raju is working as English Language Teacher in Telangana state government secondary school. He is also acting as a State Resource person and training module writer for in-service teacher training organised by Telangana state government and SCERT. Mr. Vinayadhar has 24 years of experience in teaching English and handling in-service teacher training by integrating technologies in teacher training sessions as well as in classroom teaching.

Literacies: A professional development program for English teachers in Brazil

MAÍSA HELENA BRUM

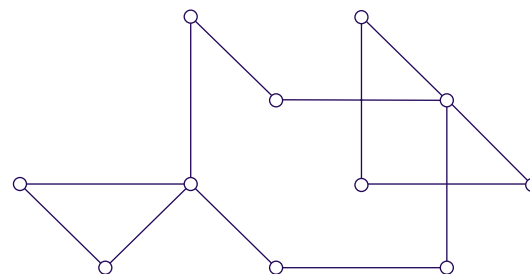
POSTER 5



CPD

The poster presents and discusses a proposal for a continuing professional development program developed for English public-school teachers in South Brazil. The two-year program focused on teachers' actions and reflections about their own teaching practice, taking into account the knowledge processes proposed by the Pedagogy of Literacies approach. As a result, it was identified that the Pedagogy of Multiliteracies approach led to the recontextualization of teachers' discourse and pedagogical practices at school. Ultimately, the program also engaged participants and mediated the development of collaborative pedagogical practices.

English and Portuguese professor from the Federal Institute of Science, Education, and Technology of Rio Grande do Sul (IFRS), Brazil. Ph.D. in Linguistic Studies from the Federal University of Santa Maria (UFSM). Her research interests are professional development, literacies, and English Language teaching.



Strategies to enhance critical thinking skills in English learning

ADRIANA CAROLINA TORRES ESCOBAR

POSTER 6

PS

CCR CML

This presentation reports the findings of a qualitative Ph.D. that, through a Critical Discourse Analysis of official documents and teachers' proposals found that English teaching urgently needs to promote active and critical learning. It explains the importance of English teaching exerting a vibrant role in empowering students to become agents of change in the current world that endures myriad social problems. Therefore, the study shares strategies to help students reach higher thinking skills such as reflection, interpretation, analysis, synthesis, evaluation, and creation of ideas to be active, pacific, proactive, and innovative citizens.

Adriana Carolina Torres Escobar is a Spanish, French, and English professor in Bogotá, Colombia. Ms. Torres holds a Ph.D. in Education from Universidad Santo Tomás. She is an active member of the "Curriculum and Evaluation" research group. Her research areas are argumentation, bilingualism, Critical Discourse Analysis, critical thinking, diversity, interculturality, metacognition, subjectivities, and teacher agency.

Not everything that shines is gold: Developing technology-based tasks

ANA ISABEL FIGUEROA LIAÑO

POSTER 7

PS

LT

Does the mere inclusion of technology in our classes mean that we are already using it in a transformative way? Are we simply doing the same old thing but now on an electronic device? How can we actually transform teaching and learning using technology? Students need to think, create, collaborate, and communicate so that the tasks have an echo that resonates into their future lives. This poster depicts some ideas as to what needs to be taken into account at the moment of choosing technology or developing technology-based tasks or activities.

Ana Figueroa has been involved in ELT for over ten years. She has worked as a teacher of EFL at language centers, schools, and universities. She holds a bachelor's degree in English Language Teaching, issued by UNAM. Ana has traveled around Mexico to train teachers, give lectures, workshops, and courses. She has participated as a presenter in BBELT and Mextesol.

Using children's stories to promote teenager and adult literacy

CYNTHIA RAMIREZ PEREZ

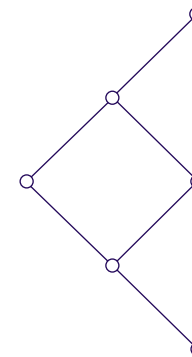
POSTER 8

PS

CML

Do you have a large and multilevel class? Do you not know how to help them with their literacy? Are you starting to struggle with that? Using children's stories to promote literacy can be the answer you have been looking for. This poster shows some activities that can be done to help learners to write and read efficiently. Through the key points set on the poster, every teacher will find the opportunity to learn and share activities that involve the use of stories to practice, improve, and develop writing and reading skills in a fun and active way.

Cynthia Ramirez has been a teacher for more than ten years. Certified by Cambridge University and Exeter College, Cynthia Ramirez holds a bachelor's degree in teaching English, a master's degree in Education, and most recently a Doctorate's in Science of Education. She is currently working as a teacher trainer at Escuela Normal de San Felipe del Progreso.



Professional development in virtual environments

GRAZZIA MARIA MENDOZA CHIRINOS

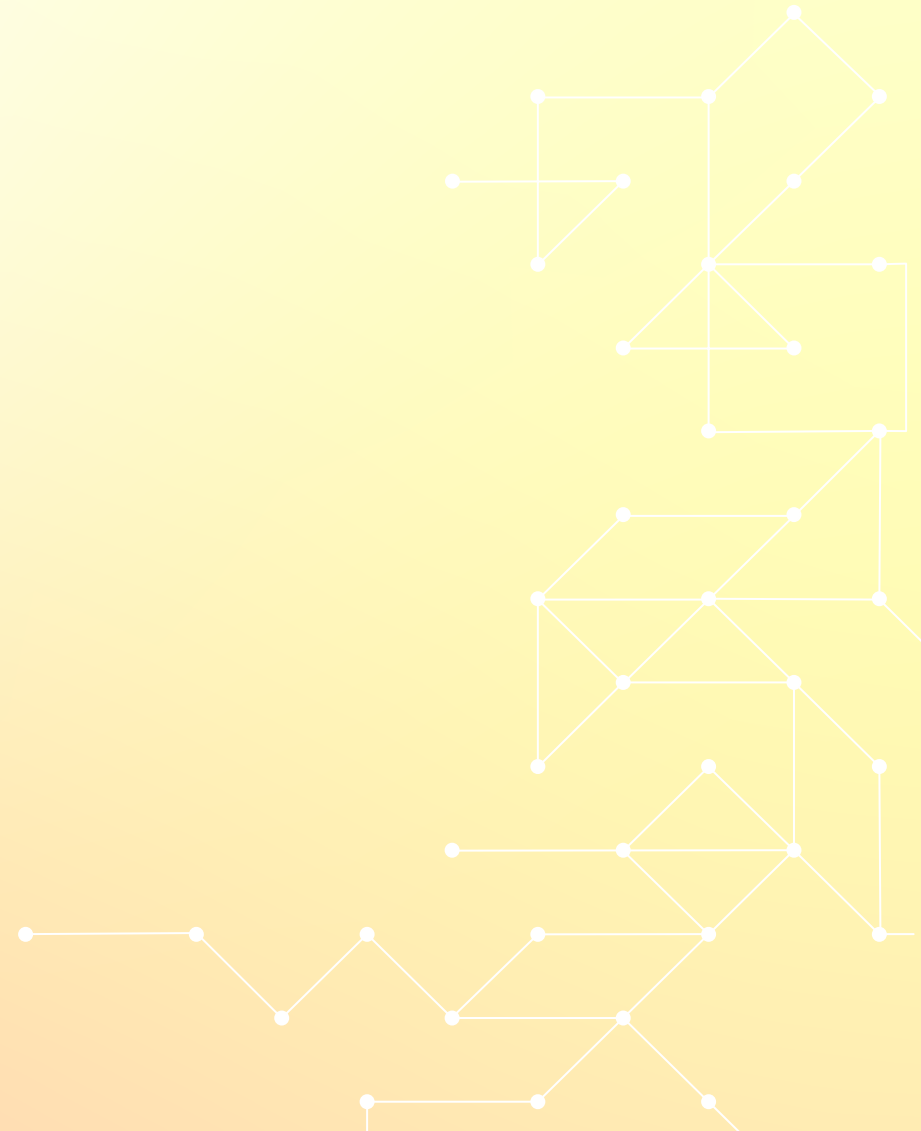
POSTER 9



CPD

The pandemic has hit education in more than one way. It has created a shift in the ways we approach learning in the classroom. It has also impacted the way we embark on professional development. This poster will portray the experience of the presenter with a group of over 60 teachers in Honduras enrolled in a 6-week course related to best practices in ELT. The presenter will showcase how language educators from different parts of the country came together virtually to learn about best practices to implement in the classroom and learn about technologies that can aid their teaching. In addition, the presenter will show the different experiences, the level of engagement shown by educators, and the results of the work reflected in their classrooms. Participants will leave with ideas on how to create similar experiences, suggestions on tools to use for engagement, and samples of methodological guides for workshops of this type.

Grazzia María Mendoza Chirinos has two master's degrees in International Education and TESOL. She is a US State Department Alumna recognized for project development for teachers' professional growth. She has been in the TESOL field for 28 years. She is the founder of HELTA TESOL in Honduras and former President of Latin America and Caribbean TESOL. At present, she is an education specialist for the US Government at USAID Honduras.



The automated language teacher

We are told that automation and AI are two of the key features that will shape the economy of the near future. However, the story that ‘robots are coming for your jobs’ is hardly new in the world of science fiction. There have been many books, films, and series which deal with this as a frightening aspect of the future. Nor is automation a new threat – or promise – in the world of education. What about in ELT? As machine translation continues to develop, we are already seeing bots and robots taking on the role of language instructors. This plenary looks at the discourse and history of the push for automation and teaching machines in language education. I’d like to go further than just discussing whether or not we will be replaced by machines (spoiler alert: I don’t think we will). I’ll argue that apocalyptic predictions of robot teachers might not only be incorrect visions of the future but also harmful to our present-day practices. We’ll also look at what role the pandemic has played in clarifying the role of technology and teachers in recent years.

LINDSAY CLANDFIELD



Lindsay Clandfield is an award-winning writer, teacher, teacher trainer, and international speaker in the field of English language teaching. He has written more than ten coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay is the series editor of the Delta Teacher

Development books and has co-written various methodology books for teachers, notably *Dealing with Difficulties* and *Interaction Online* (Cambridge University Press). His most recent methodology book was *Teaching Live Online* (Pavilion Press) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog *Six Things*, the e-publishing collective *The Round*, and the sci-fi/adventure materials website *Extreme Language Teaching*. You can find out more about him at his website www.lindsayclandfield.com.

CONCURRENT SESSIONS	B	15:40 – 16:40
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The new learner: Ditching outdated concepts and responding to a post-Covid reality

MILTON BRADBURY	ROOM 1	P	CCR LT MLT NWT
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Language learning post-Covid has changed. There's no escaping it. The management of learning centres, the teaching, classroom resources... but most significantly – the learner. Learners have been forced to become more autonomous, and as a result, their expectations, their objectives, and their classroom preferences have undergone changes. There is no going back to a pre-Covid normality. Our responsibility as educators is to understand the 'new' normal. This session will examine classroom assumptions that have become outdated and provide courses of action to respond to the new learners' needs. We will review easily-implemented practical tips and generate discussion on longer-term consequences.

Milton Bradbury is the Senior Teacher for adult courses at British Council Mexico. He has been in ELT for over 12 years working as a teacher, teacher trainer, and is now working as an academic manager of adult courses. His main interests in ELT include technology, assessment, and teacher training.

Virtual exchange: Internationalising the ELT classroom

PALOMA VARELA	ROOM 2	P	LT CPD
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Virtual exchange (VE) is a form of student-centred learning whereby students in geographically distant locations engage in dialogue to understand the 'other' better and collaborate using online technologies.

In second language education, a virtual exchange involves bringing together learners from different cultural contexts for online intercultural collaboration and interaction. This can be done as an integrated part of the students' educational programmes or their second language programme.

This presentation examines what VE is and its role in developing learners' foreign language skills, digital literacies, and intercultural competence.

MA TESOL Paloma Varela is a language teacher, E-moderator, ESL content developer for various institutions, including the British Council, an author and content editor for several publishers too. She believes that inspiring is more important than teaching.

Growing digital: Pre-service teachers as materials creators

MARIA LAURA GARCIA	ROOM 3	P	LT NWT
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During this pandemic, more and more teachers are designing resources to engage language learners in challenging contexts. While some have started to develop technology-enhanced materials to suit all learners' needs, others are still struggling to plan better learning experiences. In this presentation, we will explore how pre-service teachers are learning to use technology in meaningful and creative ways to develop teaching material that fosters interaction, interactivity, and thinking in low-resource settings.

María Laura García is a lecturer in Materials Development and Learning Technologies at public foreign language teacher training colleges in the city of Buenos Aires. She holds a postgraduate degree in English Language Teaching and has specialized in educational research, virtual learning environments, and digital policies in education.

Pride and prejudice: Older adults in ELT coursebooks

HELOISA DUARTE

ROOM 4

P

EDI RES

In this presentation, I will present the results of my MA research aimed at examining if images and concepts regarding older adults presented in ELT Brazilian and international coursebooks offered students an ageist view of this population cohort, thus perpetuating ageist stereotypes. The possible reasons for these representations and their consequences will be discussed, and I will also present a good-practices manual that was written as a result of the research, which can be used as a reference by authors, publishers, and teachers who write their own materials.

Heloisa Duarte holds an MA in Language Education from the University of Chichester and NILE/UK, a CELTA, and other ELT certifications. She has been involved in English language teaching for over 26 years as a teacher, teacher educator, materials writer, and manager at prestigious national and international institutions in Brazil.

Beyond teaching. How to grow in ELT outside the classroom

ELOISE VIVANCO

ROOM 5

P

CPD

Are you ready to move on from classroom teaching? Are you looking for a new challenge? This presentation will explore career options open to EFL teachers such as teacher training and writing, and will give advice as to how you can move your career in this direction.

Eloise is a specialist in young and very young learners. She worked at the British Council in Mexico City for several years as both a teacher and a teacher trainer. After starting a family, she took her career on a different route by writing ELT coursebooks.

Making the most of ELT materials available online

MAGDA RYBACZUK

ROOM 6

CP

LT CPD

Today, the internet is full of ESL resources that seem useful, but how do you browse through all these offers and pick the best materials without wasting time or money? In this session, we'll look at the basics of lesson planning to inform how we pick suitable online resources, from full lesson plans to short activities such as warmers and fillers. We'll look at materials for all age groups and modes of delivery (face-to-face and online).

Magda Rybaczuk is the Commissioning Editor for Macmillan's onestopenglish.com ELT platform. She holds CELTA, DELTA, and TYLEC and is currently finishing a master's degree in Digital Education at Edinburgh University. Magda has over 15 years of experience in ELT and specializes in inclusive and digital education.

Extensive reading to help to overcome language learning disruption

PILAR ROSARIO NUÑEZ DURAN

ROOM 7

W

MLT RES

Many students have fallen behind because of the COVID-19 pandemic; finding ways to empower them becomes essential. Setting up an extensive reading approach may become the key to getting over this educational disruption in language programmes. In this workshop, the nature of extensive reading and the 10 extensive reading principles will be explained. Documented benefits of extensive reading will be shown and how to put extensive reading successfully into practice will be suggested. Different ideas and techniques that can help to build reading for pleasure in students in a motivating and effective way will be shared.

Master Certificate in Information and Communication Technology in Education. B.A. in English Language Teaching. Diploma in School and Family Values. Diploma in Cognitive, Affective, and Social Skills Development. Band 4 TKT modules 1, 2, 3, and YL. 22 years of experience in ELT. Currently, Oxford University Press Customer Success Consultant.

And now what?

MARIA JOSE GALLEN VALDEZ

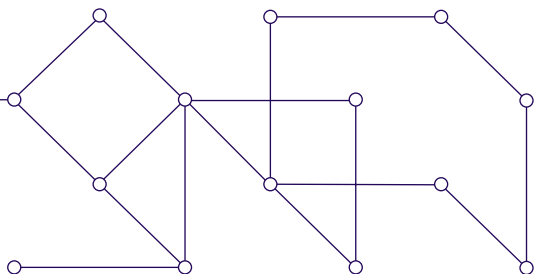
ROOM 8

P

LT EDI CML

The pandemic has taken its toll on us as teachers, but we have also had the opportunity to grow like we have never grown before. Have you thought about what you are going to do with all that knowledge? If you are teaching face-to-face will you throw away all that you have accomplished in the past 2 years, or is there something that we can combine? Join me in this session to reflect on what can be used from now on and what could be modified.

María José has been teaching English since 2003, is currently the educational technologist at St Brendan's School and she is a British Council online moderator. She is very much interested in the application of technology in the classroom with a meaningful purpose. She holds an MA in Digital Technology and Communication and Education from the University of Manchester and another MA in TESOL Teacher Education from the same university. She is also a Cambridge ESOL examiner for YLE, KET and PET.



Circling the world with literature: Continuing professional development online

ANTONELLA PERCARA / SONIA ULRICH

ROOM 9

P

CCR CPD

This presentation will introduce the mechanics of literature circles showing how they can be used by English language teachers for continuing professional development. It will emphasise the opportunities literature circles may offer to build professional learning communities notwithstanding where teachers are in the world. Participants will be offered: a) theoretical background to support the use of literature circles among teachers, b) concrete ideas, examples, and online tools to work together in literature circles, c) reflections on ways to extrapolate the methodology of literature circles to their classrooms, and d) an invitation to create a professional network to stay connected.

Antonella Percara holds an MA in English and Applied Linguistics from Universidad Nacional de Córdoba, Argentina. She is a teacher educator and researcher at the EFL Teacher Education programme at Universidad Autónoma de Entre Ríos and at the EFL Teacher Education and Translation programmes at Universidad Adventista del Plata, Argentina.

Sonia Ulrich is a teacher of English, graduated from the Autonomous University of Entre Ríos (UADER). She has been teaching at secondary school, university, and private language institutes. Currently, she teaches at Secondary School for Young and Adult students and offers tuition for international exams.

The new normal: Adjustments to English curriculum and class implementation

ADRIANA DE LOS SANTOS

ROOM 10



CML

The issue of learner empowerment and engagement has been widely discussed lately. Our students' roles and needs have been mutating quickly in the last year or so. In this presentation, I will share with the audience the adjustments I have made in lesson planning and implementation in order to accompany these fast changes in English instruction in Uruguay.

MA ELT University of Southampton (UK), BA Ed UdelaR (Uruguay), PGCE Philosophy Ed (UNLP, Arg - UdelaR, Uy), Differentiated Instruction (Harvard School of Ed) Former British Council project and teaching centre manager. Current teacher educator (ANEP), academic consultant (International House) coordinator (Varela) volunteer 'Inglés sin Límites' (Políticas Lingüísticas, ANEP, Uruguay).

Developing reading practice: Strategies for the hybrid classroom

JAMES HALL

ROOM 11



LT MLT

As schools faced the 'new normal' of at-home and distance learning in 2020, reading skills and social-emotional development became two points of emphasis in successful remote learning programs. In this session, we will discuss how a love of reading can impact social and emotional development. We will explore the connection between reading and social-emotional growth, between reading and academic success, and share best practices and strategies for at-home, hybrid, and in-person learning environments.

James Hall is an experienced teacher, author, publisher, and ed-tech expert from Highlights Library. James trains teachers to help learners become their best selves - confident, creative, caring, and curious. From Vancouver, Canada, he is a frequent speaker at international English language learning conferences and has trained teachers in 50+ countries.

Gifts, gains, and ganas: Empowering English learners

JENNIFER TRUJILLO

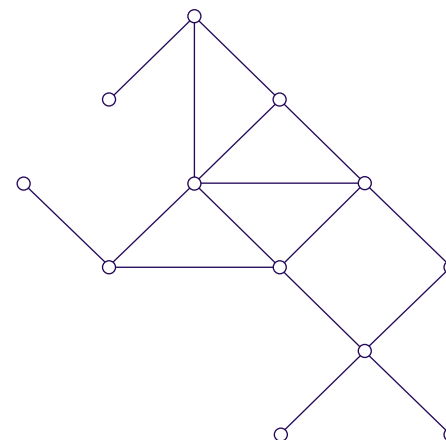
ROOM 12



CML

English learners bring talent and knowledge to language learning. When educators capitalize upon this knowledge as gifts, then gains can be made. Key language strategies based on progressive research can foster growth in the academic and social emotional realm. Students' internal drive (ganas) can be activated for motivation. The session covers specific ELT strategies in listening, speaking, reading, and writing in both academic content and language. The arc of a language unit is shown through lesson components with key methods highlighted. Through personal stories of working with multilingual students, this session brings language teaching to life!

Dr. Trujillo has 28 years of experience in English Learner education-- from classroom teacher to EL/Bilingual Director to college professor to author. She has taught in the US and Mexico. She has co-authored several successful literacy and language programs, and has presented lively educational sessions at national and international conferences.



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Networking



Connect and catch up!... Checking the programme schedule, take the opportunity to match up with a fellow attendee with your shared interests, in a short (three-minute) video networking call.



CONCURRENT SESSIONS	C	17:00 – 18:00
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Managing training and the adoption of technology

MARIA LUISA CASTANEDO / HIGINIO ORDÓÑEZ SUÁREZ	ROOM 1	P	CPD
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Following up on initial bibliographic research to pin down the basic online teaching competencies we would need to put into practice to face the 2020-2021 school year, we have continued to work on more precise descriptors for different levels of competency. We have had the opportunity to develop these with teachers of different subjects in a public high school in Estado de México, as part of an academic accompaniment project. In this presentation, we will share the different steps we have taken to devise eventual targeted interventions to help teachers integrate technology into their practice and develop their competency.

María Luisa Castanedo has been involved in ELT for over 25 years. She is a licensed tutor for World Learning SIT TESOL Certificate, and was an ICELTE tutor, and speaking examiner for 15 years. She holds a BA in Chemical Engineering, and an MA TESOL from Canterbury Christ Church University.

Higinio Ordóñez was born in Atlacomulco, México. He holds an MA in Administration in Education. He has been involved in ELT for many years. He was the State Coordinator of PRONI in Estado de México. He is currently a freelance consultant on topics related to teacher training and young learners.

Professional learning communities: Experience at IPN

ANA JACQUELINE HERRERA DELGADO	ROOM 2	P	CCR	LT	MLT	CPD	RES
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Teaching has been my passion for 24 years. I once read, “good teachers teach, great teachers inspire!” and that has been my motto ever since. I do think two vitally important assets an amazing teacher must have are fondness for teaching and hunger for learning. Madonna has crossed over generations; she is almost 70, and even though she has been in the music industry for 38 years, she keeps re-inventing herself. Teachers must constantly reengineer their delivery to maintain freshness in their lessons. IPN has been working on an overall plan in collaboration with British Council to provide their teachers with tools to do so.

Academic Consultant at Dirección de Formación en Lenguas Extranjeras, IPN, speaker at national and international forums including Feria Internacional de Idiomas UDG, co-author of the Catálogo de Buenas Prácticas. ANUIES; Mentor Teacher and Quality Control Observer at The Anglo. English teacher for 24 years in public and private institutions and language centres.

Might your beliefs be hindering your students’ learning?

DARRAGH O’GRADY	ROOM 3	W	MLT	CPD	ASM	RES
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As language teachers who develop professionally, we collect all kinds of beliefs about the teaching-learning process. Some of these beliefs come from our initial training and some from our own experience as learners; we read about some, and pick others up at conferences. But how often do we question our beliefs? And more worryingly, might our beliefs be getting in the way of students’ learning? In this workshop, we will examine what teacher beliefs are and where they come from, and do some experiments to see how well they hold up under examination.

Darragh has been teaching EFL since 1993 to all ages and levels. He has worked predominantly in Ireland and Mexico with some teacher training experience in LatAm and Turkey. He holds an MA in English Lit and a postgraduate diploma in teaching in TEFL from the National University of Ireland.

Connecting with students' needs: Empowering learners in the flipped classroom

OMAR RUGERIO

ROOM 4



LT NWT

The COVID-19 pandemic has not only affected health for nearly 2 years but also learning. Kicking off an academic year in the blended-learning format might represent a new opportunity to address learners' weaknesses and strengths. So, what do you do when a group of learners is unable to progress because of an educational lag? The intention of this presentation is to share a series of practical actions to address and potentialize students' learning and skills development in the flipped classroom through the implementation of microlearning activities and digital teaching principles.

Omar Rugerio, Cambridge ICALT qualified teacher and digital teaching specialist (UPAEP), is an EFL instructor at secondary education, a teacher educator at Escuela Normal de Amecameca, and the BBELT TR-SIG coordinator. He was a researcher and a mentor in the 'Champion Teachers' programme in Mexico in 2018 and 2019.

Leaders forming leaders

ANGÉLICA FLORES ALGABA

ROOM 5



CCR MLT
NWT EDI

Everyone in the classroom can be a leader. When learners develop leadership skills, they become individuals who propose changes to improve, grow, and learn. They are able to include their fellow mates to participate in projects aimed at proposing solutions. Transformative leaders can see the big picture and are aware of the importance of inclusion, equality, and diversity. An EFL lesson can guide learners towards developing leadership skills as they learn the language.

Angélica has more than 26 years of experience in ELT. She started teacher training 23 years ago. She has delivered and designed many teaching-development courses and workshops in different teaching environments. She has a master's degree in Teaching English. She is an online tutor, material designer and academic consultant.

Giving students a confident start! Come on, everyone!

JI YOUNG KO

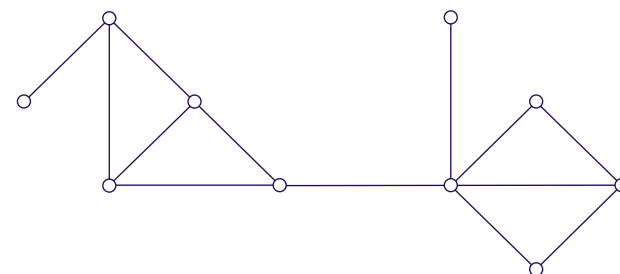
ROOM 6



MLT CPD
CML

In this session, we will have a look at what we can do as teachers to make the journey to learning English easier and more effective. We will be discussing topics such as how to motivate our students, as well as how to lead our students' speaking and writing output. This session is for teachers who want to shape their English class with task-based activities that trigger students' motivation and interest.

Ji Young Ko has an MA in TESOL from New York University. She holds an MBA from the University of Geneva in Switzerland. She previously taught and developed the curriculum for an ESL program at a public school in New York City. She currently works at NE_Build&Grow as a teacher trainer and academic consultant. She has presented in MEXTESOL, ThaiTESOL, and KOTESOL with topics related to K-12 EFL teaching for the last ten years.



Synchronous online teacher training: A possible model

SARAH J. BROWN / MARTHA ELENA CARRILLO FLORES ROOM 7   

This presentation looks at how we can achieve collaborative teacher training workshops in an online setting. We will share our experience as facilitators of a training course in English Medium Instruction (EMI) for university professors interested in teaching their content courses in English. Due to the pandemic, the course had to be given online. Consequently, creating circumstances as similar as possible to face-to-face training workshops was crucial but challenging for us. Fostering an appropriate social-emotional environment through community building and course design was a key element in the success of this course.

Sarah has an undergraduate degree from the University of Wales, and an M.Ed. in TEFL from the University of Bristol. Sarah has accompanied teachers as both a trainer and an academic coordinator for many years. Her main areas of interest are teacher development, observation, and EMI.

Martha has been an English teacher for 25 years. She started teaching at ITESO in 2003 and became an academic coordinator in November 2012. She was an ICELT tutor from 2011 to 2014 and has been a teacher trainer in projects with ITESO and SEP.


Project-based learning in the YL classroom

MIGUEL SAINZ CHAVEZ ROOM 8    

What do your YL lessons look like? Are you or your learners tired of doing the same lesson after lesson? Why not explore Project-based learning (PBL)? This is a student-centered pedagogic framework to teach and learn through a project. By implementing it, learning can improve through the active exploration of real-world challenges and problems. The focus has learners explore a subject for an extended period of time to investigate and respond to a complex question, challenge, or problem. Join this presentation to understand more about PBL and learn some practical ideas on how to implement it in your YL classroom.

Miguel Sainz has been a teacher of English for fifteen years and a teacher trainer for six. He completed TYLEC in 2020 and has specialized in teaching Young Learners since then. He is currently completing his MA in Professional Development for Language Education.

Composing “music” to enhance pronunciation

CLARK VONHELLER ROOM 9    

Oral pronunciation is one of the major goals in adult EFL. This presentation uses real annotation of music to enhance the basic skills needed for second language learners to distinguish stress and intonation in the English language by manually “composing” as the intonation rises and falls. This series of intensive listening lessons is a hit with students because they can actually visualize the intonation.

“Dr Clark von Heller has served as a teacher of ESL/EFL on the Texas-Mexico border since 1978. In 1982 he launched into TESOL teacher training and advocacy.

Dr Heller has given plenary sessions in many conferences in the US, Peru, and México. He continues to teach and research with adult learners at South Texas College in McAllen Texas with Spanish speakers, primarily Mexican Americans.”

Intercultural communication in the classroom: Identities, respect, and values

GABRIELA LADRÓN DE GUEVARA DE LEÓN

ROOM 10



EDI

Learning English is often associated with progress and modernity, and as this is supported by government policies that consider it the global language, intercultural communication becomes a vital part of the learning process. However, English language classrooms might show a partial view of Anglophone culture, and they often leave students' own culture outside. In addition, some textbooks are normally oriented to the main cultural streams and they seldom address the culture of minority groups or compare cultural practices. This workshop will help participants reflect on the present situation and will give some practical ideas to introduce intercultural communication in the class.

Gabriela is an English teacher, teacher trainer, and in-service tutor. Writer and storyteller. Professor and researcher at Universidad Autónoma de la Ciudad de México. BA in Teaching French as a Foreign Language, BA in English, and BA in Teaching English. MA in Education, Ph.D. in Education.

Digital teaching with Oxford

PILAR ROSARIO NÚÑEZ DURÁN

ROOM 11



LT CML

Many students have fallen behind because of the covid-19 pandemic; finding ways to empower them has become essential. There is an urgent need to find practical solutions that will not add extra work for teachers and will continue developing students' autonomy and improving their outcomes. Oxford University Press's digital proposal will provide teachers with all they need to overcome these tough conditions by advancing knowledge and learning. Join us in this session to know more about our digital solutions.

Master certificate in Information and Communication Technology in Education. B.A. In English Language Teaching. Diploma in School and Family Values. Diploma in Cognitive, Affective, and Social Skills Development. Band 4 TKT modules 1, 2, 3, and YL. 22 years of experience in ELT. Currently, Oxford University Press Customer Success Consultant.

Develop your own voice in English

JAIR FÉLIX

ROOM 12



MLT NWT

Join presenter Jair Félix in this interactive session that demonstrates how students learn to use English as a tool for global communication with Voices, National Geographic Learning's new integrated skills course for young adults and adults. Experience how Voices empowers learners to connect with people from a wide range of cultures and backgrounds in their own voice by listening to and watching real people use language in their daily lives, engaging with a pronunciation syllabus that focuses on being understood, and developing the mediation skills needed to navigate the global community.

The National Geographic Learning Senior ELT Academic Consultant for Latin America, he has a B.A. in TEFL from Universidad Autónoma de Sinaloa in Mexico and a post-graduate degree in Teachers' Development from The College of St. Mark & St. John, Plymouth, UK. Jair has been involved in language teaching and teacher training for over 24 years and has conducted workshops on various topics such as lesson planning, discourse analysis for language teachers, action research, educational technologies, and 21st-century skills, among others.

CULTURAL AND NETWORKING EVENT

STAGE SECTION

18:10 — 19:30

A showcase of the British Short Film and British Short Animation nominees at the annual EE British Academy Film Awards, celebrating innovative and experimental short fiction and non-fiction films and animation.

Lucky Break



Oloaku works the graveyard shift at a dead end service station and is bored out of her mind, but a chance encounter with a suspicious stranger will soon fix that.

The Owl and the Pussycat



A waximated illustration of Edward Lear's 1871 poem

Lizard



An 8-year-old girl with an ability to sense danger gets ejected from Sunday school service. She unwittingly witnesses the underbelly in and around a Mega Church in Lagos.

Saturday 19 February

PLENARY SESSION

D

09:00 – 10:00

Collaborative approaches for teacher learning and innovation

For some time different research studies on how teachers learn have included collaboration between teachers as one of the key ingredients of impactful teacher learning, and collaboration is generally considered integral to all professional development. However, not all forms of collaboration in professional learning and development programmes for teachers are equally effective. In fact, teacher collaboration may lead to effective and ineffective professional development.

Thanks to the best available evidence, we now have a better understanding of the type of teacher collaboration that is a strong component of effective continuing professional development programmes: it is teacher learning activities which involve structured and evidence-rich collaboration with peers. As teachers face challenges and grapple with questions while they try out, refine and embed innovative strategies and approaches that are new to them, collaborative activities

of this type offer a safe and supportive environment that enables them to have professional learning conversations that genuinely contribute to improvements in their practice and lead to incremental development.

This talk will introduce what research has to say about effective collaboration and will go on to explore tried and tested approaches to structured collaboration that lead to context relevant, transferable and impactful professional learning, and which can be implemented in face-to-face, online and hybrid lessons.

SILVANA RICHARDSON



Silvana has worked in English language teaching for over 25 years.

She holds an MA in Teacher Education, is PGCE and Delta qualified and has trained teachers all over the world.

Silvana is the Academic Director of Studies for Bell Teacher Academy and has previously worked as

Course Director for the Bell Online Delta. She writes teacher training materials for the Bell Delta and Cambridge English Teacher and is a regular speaker at international industry conferences, such as IATEFL UK, an industry-leading teaching conference

CONCURRENT SESSIONS	D	10:10 – 11:10
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Adapting materials to make the ELT classroom more inclusive

ILA COIMBRA	ROOM 1	W	EDI	NWT	CML
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We live in a world with a plurality of identities, genders, ethnicities, body shapes, among many other differences, and our learners most certainly reflect that. What about our teaching and materials? Do they reflect that diversity? What image of the English-speaking world are the pictures we use in the classroom conveying? What assumptions about our learners are there in the topics we discuss in class? The aim of this workshop is to briefly highlight why having diverse materials is important, how to adapt the materials we use to make them more inclusive, and what we should watch out for when adapting our materials. Audience participation is expected and there will be hands-on tasks.

Born and raised in Sao Paulo, Brazil, Ilá is an EFL teacher and teacher trainer based in Munich, Germany. Since 2016, Ilá has been interested in equality, representation, and critical pedagogy in ELT, which led her to start developing inclusive materials for the ELT classroom. She is a founding member and co-author of the Raise Up! project, a project that aims to make the classroom more inclusive and diverse. She is also one of the founding members of BRAZ-TESOL Voices SIG, a special interest group that focuses on equality in ELT.

How to manage ELT operations and professionals remotely

LILIANA SÁNCHEZ	ROOM 2	P	CCR
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In the last two years, circumstances around the world have created the conditions for schools, language centres, and teachers to operate remotely or adopt a hybrid format of virtual and face-to-face work. In my current role as Programme Lead for the Remote Teaching Centre Argentina, providing teaching services to public basic education schools in Uruguay, while being physically located in Mexico, has broadened my experience in teaching, management, and leadership. In this session, I will share the lessons learnt working remotely and explain how the coordination of interactions is key whether in teaching, managing, or operating ELT activities.

Liliana Sánchez is the Programme Lead for the Remote Teaching Centre at British Council Argentina, with a focus on Plan Ceibal Uruguay. She holds an MA in TESOL from Canterbury Christchurch University and has been involved in ELT for over 30 years. Her main interests are teacher education and education management.

Maximizing the effectiveness and efficiency of feedback

PHILIP HAINES	ROOM 3	W	CPD	ASM
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Feedback has always been an important part of the repertoire of good ELT teachers. However, being able to give effective feedback involves a large investment of time to acquire the techniques in the first place, as well as implementing them effectively in the classroom. This workshop takes as its starting point a set of effective feedback techniques and explores which are the most efficient in terms of teacher acquisition and how these can be implemented in the most efficient way.

Philip Haines has lived over half his life in Mexico, where he works as a global professional development consultant for OUP. He has trained teachers all over Mexico and around the world, both online and face-to-face. Philip is also a co-author of several ELT series published in Mexico.

Compassionate teaching: Enhancing learning through emotional awareness in ELT

MARIO MOYA / PABLO MARCHISIO /
SONIA LETICIA DI SIENA

ROOM 4



CCR LT
MLT NWT

Life has been tough and perplexing over the past two years as we are coping with many different challenges that have come in different shapes and sizes. Acknowledging the value of our emotional well-being and that of our new students has never been so important as it is today, for both better teaching and effective learning to take place. In this workshop we will explore the potential for developing positive emotions in the classroom, focusing on compassion, empathy, and social connection. Our purpose is mainly to provide a space for teachers' reflection, formation, and sharing of good practice.

Dr Mario Moya is the Course Convenor of the Master's in English Language Teaching and Master's in Education at the University of East London in the United Kingdom. He has provided consultancy to the British Council on academic literacies in contexts where English is taught as a medium of instruction (EMI).

Pablo Fernando Marchisio is a teacher of English as a foreign language who graduated from the Faculty of Languages (Universidad Nacional de Córdoba). He is currently completing doctoral studies in Education at the Catholic University of Córdoba. He has over twenty years of teaching experience with different levels and age groups. Nowadays, he is a professor in charge of linguistics, Teaching Practice, and Language Acquisition at Maryland Teacher-Training College.

Di Siena, Sonia Leticia. English Teacher and Translator graduated from the School of Languages at Córdoba National University - Argentina. She has been Director of Studies of the English Department and Teacher Training College at Maryland School. She has organized many professional development workshops on applied drama and social and emotional learning in the English classroom.

Social media & ELT: Using WhatsApp to teach receptive skills

KHASSOUM DIOP

ROOM 5



LT NWT

Our topic "Social media and English language teaching: Using WhatsApp to teach receptive skills" proposes a practical demonstration of the use of social media in English Language Teaching. This presentation will focus on the different stages of a reading lesson as an example. During the session, participants will engage in active reading, perform tasks, and eventually end up with a reflection on how they will adapt or adopt this lesson in their own context.

I am a teacher and teacher trainer. I am also member of ATEs Pedagogical Commission and the current Executive Secretary of Africa ELTA. I attended and presented at the Nile TESOL Conference, BELPAF Symposium, and Africa ELTA Conference. I will be presenting at International House London on November 13th.

Engaging the senses: Making the most of media

YANZER REBOLLO / LILIAN BRETÓN

ROOM 6



LT NWT RES

Learning is multi-sensory; engaging the senses helps build connections and enhance thought processes, leading to deeper understanding and more successful learning. Images, video, and audio content are all readily available in educational materials, and online tools enable students to collaborate using a range of media. But how can we make the most of media and tools to enrich our students' learning experiences?

Yanzer Rebollo studied Computer Science at St John's University, Pedagogy, and language teaching at UNAM. He has taught at different levels including exam preparation courses. He has co-authored several teaching materials. He is an academic consultant for Macmillan Education.

Lilian Bretón is an Anthropologist with a specialization in Social Anthropology and an English Professor with a COTE Degree and CPE from Cambridge University. Professional experience: English, ESL, and EFL Professor since 1997; an academic consultant and teacher trainer for the last 15 years. Speaker at international venues. An academic consultant since 2004.

Graphic facilitation for ELT: using simple drawings to engage learners

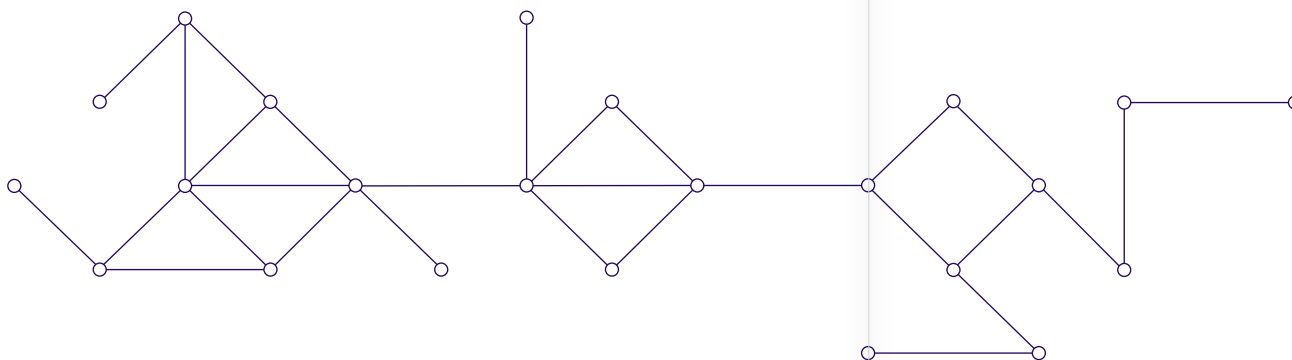
EMILY BRYSON

ROOM 7



Drawings are a visual vocabulary and a powerful means of communication. Learning to draw simple icons can support your learners' understanding, vocabulary recall, creativity, critical thinking, and note-taking skills. It can also rejuvenate teaching mojos, focus reflective practice, equip teachers with a bank of zero prep activities and add a touch of magic to classes. This session will introduce teachers to basic graphic facilitation techniques such as using visual templates and capture sheets, graphic organisers, and sketchnoting. It will demonstrate how to draw simple icons and containers to engage learners virtually or face to face.

Emily Bryson is an ESOL lecturer, ELT author, teacher trainer and graphic facilitator. She has written various print and digital materials for a number of ELT publishers, including the Voices series for National Geographic Learning. She is particularly interested in literacy, inclusion, accessibility, and graphic facilitation.



Teacher educators: a vital force for good CPD

JOHN SHACKLETON / TIM PHILLIPS

ROOM 8



CPD

This session will focus on the role of teacher educators and discuss general principles and specific examples of the work of teacher educators. Drawing on the British Council's CPD framework for Teacher Educators and the British Council's Assured Certificate – two key components of our support for the professional development of teacher educators – the session will discuss practical examples of how teacher educators can develop professionally, get involved with the teacher educator community, and seek out opportunities for career development.

John Shackleton is currently based in Cairo and looks after teacher development work for the British Council in the Middle East and North Africa region. He's taking up a new global role in 2022 as Senior Consultant Teacher Development, based in the British Council in London.

Tim Phillips is head of teacher development in English in Education Systems in the British Council, based in Manchester. He leads on Teaching for Success, the British Council's approach to English language teacher development. He has experience in teacher education in many countries and has published on aspects of English language teaching and teacher development.

Assessing skills: To separate or integrate? That is the question!

CAROLYN WESTBROOK / RICHARD SPIBY

ROOM 9



ASM

The use of integrated skills tasks reflects classroom and real-world language use. It therefore makes sense to consider using integrated tasks in students' assessments. This workshop will present the pros and cons of integrated assessments and introduce participants to the Interaction and Mediation scales in the CEFR Companion Volume. Participants will identify whether example tasks involve discrete or integrated skills and then select appropriate scales for assessing them. Issues and considerations of integrated skills assessment will be presented and participants will consider the relevance of integrated tasks in their own contexts.

Dr Carolyn Westbrook is a Test Development Researcher at the British Council in the UK. Formerly an Associate Professor in EFL, she has over 25 years' experience teaching and assessing EFL. A Senior Fellow of the Higher Education Academy (Advance HE), Carolyn is also a teacher trainer and materials writer.

Richard Spiby has been a Test Development Researcher with the British Council Assessment Research Group since 2016. He currently works on developing and evaluating the receptive skills components of new and existing tests. He also works on a variety of British Council assessment and training projects worldwide.

Shift keeps happening

KOEN VAN LANDEGHEM

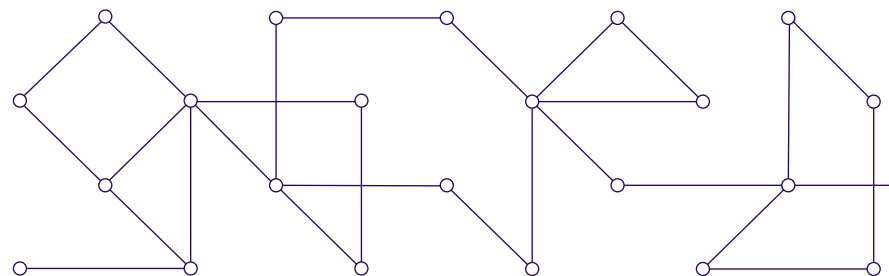
ROOM 10



CCR LT
MLT NWT
CC ASM

The only thing constant in life is change said Heraclitus, some three thousand years ago. A once-in-a-lifetime event of highspeed change has recently disrupted every aspect of our lives, our work, and our relationships. Teachers bend themselves over backwards to keep things on track and ensure students' linguistic progress. Our main goal for our students is their employability, and hence, beyond developing linguistic competence we cannot ignore the need to cultivate skills that align with what employers look for. This session focuses on the latter: the development in language teaching of skills and meta-skills that are now in high demand.

Koen has a background in psychology and is passionate about change and innovation. He has been involved in ELT as a teacher, teacher trainer, and publisher. A frequent speaker in ELT conferences in Mexico and abroad, Koen is currently the director for Helbling English in Mexico and Central America.



ELT through PBL in Early Years

CECILIA CABRERA

ROOM 11



MLT NWT

Teaching English through PBL nowadays has become quite familiar for many teachers. However, when referring to Early Years, it might still sound challenging even though it has been proven that learning through inquiry is a more meaningful and effective approach in ELT. In this workshop, the presenter will show how to teach English through PBL successfully with the very little ones. The participants will receive the strategies, techniques, and guidelines to teach ELT through PBL following a step-by-step description of the teaching process of PBL and how to work on language learning at the same time. In addition, the participants will be invited to interact, participate, and apply some strategies and techniques in the context of the workshop to receive the guidance and support of the presenter.

Cecilia Cabrera Martirena is a teacher and teacher educator who has been in the field of teaching and learning for more than 30 years. Among others, she has been a Didactics Teacher at State Teacher Education Institutes and at International House, Montevideo. She has been accredited Programme Leader by Cambridge Assessment International Education. For the last 15 years, she has been conducting professional development workshops and writing articles for teachers and for school leaders in UK, Mexico, Colombia, Brazil, Argentina, and Uruguay

Building up speaking skills

GREGG SOTIROPOULOS / ROGER ESPADAS

ROOM 12

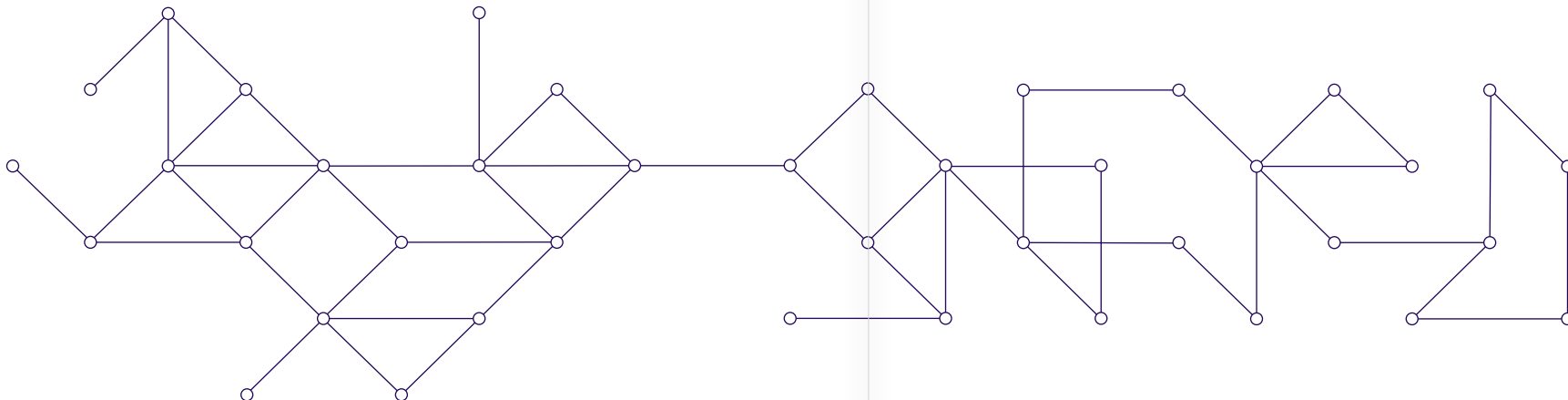


MLT CML

This presentation focuses on the development of speaking skills, which is often neglected in many language classrooms for a number of reasons, ranging from syllabus design to time factors and classroom management. This presentation outlines the aims of teaching speaking skills and argues that learners should be communicating for a purpose. After discussing a number of factors that minimize communicative stress – so that learners are not too scared to speak – participants will learn and practice some techniques which maximize the effectiveness of speaking tasks and activities.

Gregg Sotiropoulos began his career as a teacher in 1998 in NY. He holds a B.A. in Education, an M.B.A. in Business Administration, and has participated in numerous seminars and conferences concentrating on Teacher Training. He has extensive experience in ELT at all levels. He is currently working for MM Publications as an ELT consultant and teacher trainer.

Roger Espadas started his career as a language teacher in Europe in 2000 and ever since he has been searching for new ways to facilitate language acquisition in students. Roger holds a B.A. in ELT from Ceneval, Mexico. Roger is currently working at Emperer ELT as an Academic Consultant and Product Manager for MM Publications.



The duty of not being neutral: Critical pedagogy in ELT

In *Pedagogy of the Oppressed*, Paulo Freire said that there is no such thing as neutrality in the role of an educator: education is a tool to bring about either freedom or conformity. As teachers and educators, we have to ask ourselves which side we are taking: Do our teaching practices reinforce mechanisms that maintain the status quo, where many identities, groups, and conditions are marginalized? Or do we teach to foster critical thinking, exercise freedom, and help our students to become agents of social change? Do we allow our students to become themselves in the classroom or do we reinforce stereotypes and labels that repress who they are? The aim of this plenary is to discuss how the principles of Critical Pedagogy can be applied to the ELT classroom to make our learners agents of social change and not just dexterous users of English.

ILA COIMBRA



Born and raised in Sao Paulo, Brazil, Ilá is an EFL teacher and teacher trainer based in Munich, Germany. Since 2016, Ilá has been interested in equality, representation, and critical pedagogy in ELT, which led her to start developing inclusive materials for the ELT classroom. She is a founding member and co-author of the Raise Up! project, a project that aims to make the

classroom more inclusive and diverse. She is also one of the founding members of BRAZ-TESOL Voices SIG, a special interest group that focuses on equality in ELT.

CONCURRENT SESSIONS	E	12:30 – 13:30
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How to address teaching and learning English during a pandemic

MARÍA USQUIANO	ROOM 1	W	MLT	CPD
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Since early 2020 educators have been forced to face enormous variations in the teaching and learning process; nevertheless, as language teachers, we have to keep focused on our main purpose: to substantially interact with students and hold up their learning. We all know that it involves different aspects to become novel experts who are able to manage remote education. Besides, this is not an undemanding task. This presentation will offer some concepts based on the 3Rs process: Reflect, Respond and Rethink to guide you to analyse not only your performance but also your feelings towards this new modality of teaching.

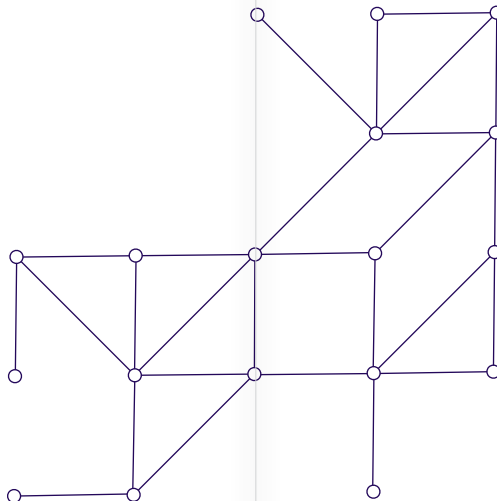
An experienced EFL teacher and a proactive trainer of Translation and Interpreting students. As a coordinator, she implemented different processes to offer a quality educative system at César Vallejo University in Perú. She is a lively member of its research educators' staff and an oral examiner for Cambridge Assessment English.

Bringing Shakespeare remotely close to younger learners

FABIANA MALLON	ROOM 2	W	MLT	NWT	CPD
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In this workshop, I shall focus on an intensive training and educational programme that guides EFL remote teachers to deliver remote drama lessons to state primary elementary students who will finally succeed in staging a Shakespeare piece. The main aim of this workshop is to demonstrate that by bringing Shakespeare to life through drama, teachers will help learners improve their English skills: reading, writing, listening, and speaking through interactions with drama in an inclusive atmosphere, with the possibility of applying their knowledge in a meaningful context. The affordances and limitations of this innovative remote mode of delivery will also be discussed.

Fabiana Mallon is a remote teacher coordinator at the British Council with a passion for teaching and training. She believes in the language classroom as a place where students can thrive whenever lessons are learner centred. She also specialises in mentoring and training teachers. She enjoys transferring knowledge and offering highly effective techniques to help language educators to create a safe atmosphere where students can have an engaging learning experience.



Lockdown learning: The odds, the digital growth

leap, and beyond

BBELT LT-SIG

RAQUEL RIBEIRO

ROOM 3



LT NWT

Despite all the difficulties, COVID-19 has proven to be an accelerator of technology for education and both students and teachers have reached a new level of knowledge in dealing with tech resources, especially mobile learning. Join me as I share strategies on how to ensure the language learning process keeps up with digital growth, both in online and in-person classes.

Raquel Ribeiro is an EdTech expert, Google Innovator, and English language teacher. Raquel is a tech-savvy educator, passionate about motivating students to go beyond their limits and trust their learning potential. She is one of the authors of the Teacher Editions 1 and 2 of the Cambridge University Press Evolve series. She also volunteered at IATEFL Learning Technologies SIG as the social media manager for 3 years. Follow Raquel at @informed_teachers_blog on Instagram for tips and insights on mobile teaching and learning.

Not all that glitters is gold

BBELT TR-SIG

ANDREW STARLING

ROOM 4



LT

The amount of educational technology available to the teacher is vast, and the COVID-19 health crisis has pushed digital tools into the forefront of education. However, knowing which tools are suitable and selecting the right tools to provide the best results can be quite a challenge. This presentation focuses on the evaluation and selection of educational technology and proposes some principles to help teachers make informed choices.

Andrew is the publishing manager at University of Dayton Publishing, and he has worked in English language teaching, in various roles, for almost 30 years. Andrew holds an MA in Digital Education from the University of Leeds, and he is the Coordinator of the BBELT Learning Technologies Special Interest Group.

Access the world through language, literacy, and content

LUCIANA FERNÁNDEZ

ROOM 5



MLT NWT CPD

Today's educators working in content-based English classrooms across the globe know from their everyday work that strong language and literacy skills are critical to the success of our multilingual learners in today's world. Supporting this success requires some key changes in the instructional approach for this large, diverse, and growing population. In this session, we will present the core competencies for the future that are supported by an interdisciplinary approach to foster multilingual students' literacy skills in English.

Luciana Fernández is a graduate teacher of English and a teacher educator who has 27 years' experience in the field of education. She has specialized in Methodology, Teaching Practice, Early Years Education, Literacy, and Critical Thinking. She holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She also has two postgraduate certifications in Teaching for Comprehension and Thinking Cultures (FUNDACIES, Colombia).

Differentiation for success with English learners

JENNIFER TRUJILLO

ROOM 6



EDI RES CML

Within and across language levels there is variation. Educators must address this and engage students, helping them to grow. This requires both scaffolding for students at lower levels of English, as well as augmentation for those at the upper levels. Differentiation also requires multiple paths to comprehension and production. From illustrations to visual cues, varying ways to engage students is important for success. This session uses a sample unit to highlight authentic ways to differentiate through mixed group/partner activities, fun oral reading and speaking techniques, written prompts, games, and videos. There are many creative ways to meet differing needs!

Dr. Trujillo has 28 years of experience in English Learner education--from classroom teacher to EL/Bilingual Director to college professor to author. She has taught in the US and Mexico. She has co-authored several successful literacy and language programs, and has presented lively educational sessions at national and international conferences.

Lessons from hybridity: Understanding new ways of learning and teaching

CAROLINE MOORE / PATRICIA GROUNDS

ROOM 7

P

MLT NWT

After plunging into online learning during the pandemic in 2020 and 2021, how do things stand now? What surprising skills have our learners acquired during this time? What innovations in managing learning have teachers acquired? How has evolving technology impacted the way our students learn and the way we need to teach? And, most importantly, what now is the way forward? Discuss these questions with us as we examine how the inextricable presence of technology and Artificial Intelligence brings changes in task and material design and in the ownership of teaching and learning.

Caroline Moore is an ELT teacher and teacher educator with experience in designing and delivering online professional development courses at postgraduate level at the University of Guadalajara and the University of Southampton in collaboration with the British Council. Her current research looks into characteristics of successful online learning.

Pat Grounds (MA App.Ling., PhD Language Studies) has specialized in professional training/development projects for British Council, currently mainly HE institutions, for example, online language learning, teacher development, language testing, and research. An online tutor for the British Council/University of Southampton's MA in ELT: Online, Pat has edited/co-published textbooks & journal articles.

Reflective Teaching Program: A team building agent through a pandemic

MIKAELA ARMELINI

ROOM 8

P

CCR CPD

Driven by the need to effectively support teachers in the Covid-19 Pandemic, the Reflective Teaching Programme encouraged team building and reflective practice as well as providing support to remote teachers in British Council Argentina. In this presentation, we will look into how a collaborative professional development programme can have a positive impact on the learning process and the teaching community.

Mikaela Armelini is a DELTA certified teacher based in Argentina. She has a bachelor's degree in TEFL, a licentiate degree in Materials Writing, and is currently studying e-Learning Instructional Design and Project Management. She has more than 8 years of experience across all educational levels, currently being a Remote Teacher Coordinator at the British Council for Plan Ceibal. In this project, she has been involved in Materials Design, Continuous Professional Development, and Teacher Research.

How to develop assessment in the visible learning classroom: A recent study

ANA BELEN TUR / GISELA ZOCCOLA

ROOM 9



ASM

John Hattie invites us to think of assessment not as a question of whether it needs to be formative or summative but to think of assessment in terms of “feedback information”. In a classroom in which visible teaching and visible learning take place, we may help students become aware of their own learning process. We will review Hattie’s main statements to think of ways in which we can develop a different way of assessing our students in the 2022 classrooms.

Ana Belen Tur is a Teacher of English and Lic. in Education (UBA). She has been teaching English for more than 16 years, specially to Young learners. She coordinates the English Department in a Kindergarten and Primary school in Buenos Aires. She started investigating John Hattie’s work three years ago.

Gisela Zoccola is a teacher of English and also holds a degree in Advertising. She has been teaching English for more than 17 years. She teaches in Primary and Secondary school. She attended one conference that John Hattie gave last year and started discussing the different approaches his books suggest.

Teach creatively to empower the 21st century learner

SUSAN HILLYARD

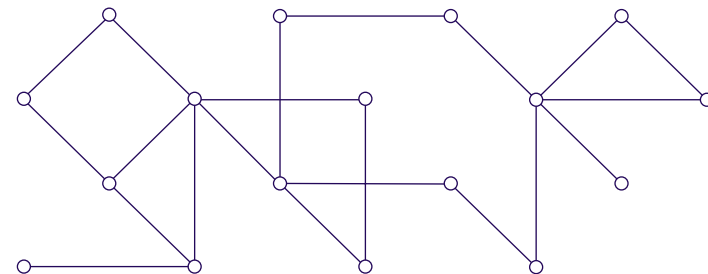
ROOM 10



NWT

In this presentation, we will seek to find some answers to a number of questions such as: Is the “21st Century Student” really a different breed of student? Is the challenge only to do with the exponential rate of development in new technologies or does it run much deeper? What new language skills will students need? How does the whole approach to the ELT paradigm need to change? How can heads and teachers transform English language schools and classrooms?

Susan has a B.Ed. (Hons.) degree from Warwick University in the UK. Teacher, Head of Dept., Teacher Trainer, Conference Speaker, Workshop Facilitator, Materials Writer, Researcher, On-line tutor, TIE consultant for The Performers and Webinar Presenter. Presently she is founder and Director of SHELTA, Susan Hillyard’s English Language Teachers’ Academy, and a freelance consultant on EMI for the British Council in China.



Brain Juice... Be the change!

SHEILA ARACELI MORENO ROJAS /
HOMERO PINEDA SAYNES

ROOM 11



During this pandemic, teachers and learners have been pushed to try new strategies, handle print resources, adapt and approach content, and manage technology. What does University of Dayton Publishing (UDP) have to offer in order to make teaching and learning a successful experience in a global context? UDP has released Brain Juice, a powerful series that promotes placing the student at the centre of their academic process and helping them be the change the world demands. Join this session and see how wonderful Brain Juice is... and get ready to be the change!

Sheila Moreno, ELT Specialist at Grupo SM and UDP, has made a career in designing strategies to help schools at all levels make improvements in terms of education. These strategies have focused on setting the learners at the center of the learning process to potentiate their academic and life skills.

Homero Pineda Saynes has been involved in the ELT world for more than 25 years. He has been a teacher and a teacher trainer at language centres and international schools. Homero has participated in the publishing industry in both academic services as well as in commercial areas.

Test & Train: The effective workout for students that counts

MEI-LI SIERRA / MEDARDO MENDOZA

ROOM 12



One of the main challenges in supporting students in their exam journey is to provide learners with unique, easy-to-use exam practice through short, sharp workouts centred around exam tasks for Cambridge English Qualifications. Join us to find out about Test & Train, the new and exciting on-the-go, intuitive exam practice developed by Cambridge University Assessment. Test & Train provides perfect preparation for the exam and is backed up with timed practice tests to consolidate training needs ahead of the big day!

She holds the In-Service Certificate in English Language Teaching and the Train the Trainer from Cambridge University. She has worked as an English teacher and coordinator for over 18 years at different institutions. Currently, Mei-Li is an Academic Consultant and Teacher Trainer at Cambridge University for Mexico and Central America.

Medardo Mendoza has been involved in TEFL for 25 years. He is a teacher trainer and materials writer with experience in course programme design and exam writing. Medardo has worked for different organizations in various areas related to ELT. He is now a full-time Academic Consultant and Teacher Trainer at Cambridge University Press Mexico.

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Reconceptualizing a school-based family literacy programme: A novice researcher's journey

ERIN VELOSO

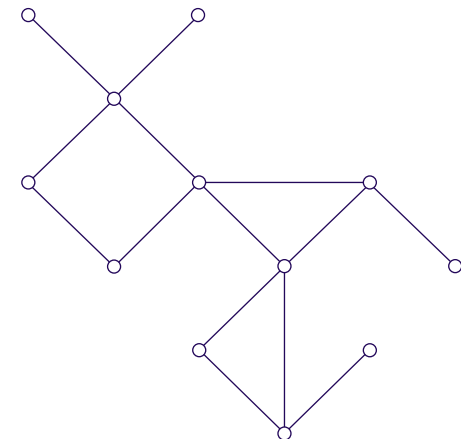
POSTER 1

PS

CCR RES

How did a researcher reflect on her School-Based Family Literacy Programme (SBFLP), to help reconceptualize future planning? This poster session will focus on the experience of a novice researcher and English Language Teacher who wanted to improve the SBFLP with the help of her informants – the parents and family members of the ELLs. Family Literacy Programmes have been shown to help bridge the gap between the families of English Language Learners and schools. Practitioners and researchers interested in family literacy programmes can attend this session to learn from the presenter's reflection of her research process and her findings.

Erin Veloso is a teacher of English language learners and family literacy coordinator. She is a student in the Family Science and Human Development PhD program at Montclair State University. Her research focuses on English language learners and their families in Family Literacy Programs in the context of Family Science.



Students' sense of achievement: A road to confidence and successful learning

LEONARDO MARINHO DIAS LIMA /
DANIELA ARAÚJO CAVALCANTE

POSTER 2



MLT NWT CPD
RES CML

Positive psychology has proven that students must realize what they have learned in a clear way to raise their awareness regarding accountability and goal achievement. When students realize they have achieved learning, they develop motivation and enthusiasm into further educational experiences. This work aims at how proper practices enhance students' sense of achievement and aid in turning lesson planning, assessment, and feedback into effective tools towards empowering students. Thus, students may become able to refine their critical and analytical skills, besides being more capable of improving their goal-setting perception.

Leonardo Marinho Dias Lima is a Brazilian educator who has been a teacher of English, academic manager, and teacher trainer for 16 years. He holds a passion for teaching alongside a BA in English, a TEFL certification, a postgraduate diploma (TESOL), and is currently taking a master's program in Education.

Daniela Araújo Cavalcante is an English teaching major student who has been working for the Yes! Idiomas franchise as a branch assistant coordinator. Daniela teaches English classes to different age groups and levels. She is passionate about ELT, linguistics, literature, and education in general.

A sociolinguistic approach to pronunciation assessment

VICTOR CARREÃO

POSTER 3



ASM

Linguistic studies show that language may vary according to a speaker's place of residence, natural linguistic processes, or even social status. In this talk, our objective is to put pronunciation assessment in ELT under the spotlight and highlight the importance of taking its diverse nature into account in our classrooms. Thus, we aim at raising linguistic and social awareness by considering sociolinguistic variation during pronunciation assessment. Two types of accent discrimination, related to 'prestige' and 'nativeness' are presented in this talk to illustrate this point and promote the importance of fair (and socially just) assessment.

Victor Carreão has worked in ELT since 2007, teaching in varied educational contexts. He is a Ph.D. candidate in Linguistics and has a master's in this field. He has also worked as a speaking examiner for international exams and as a course designer.

Teaching English on TV: How?

KAREN MEZA

POSTER 4



CML

It was thought that making a TV programme had to simulate what exactly happens in the classroom, and it was also believed that translation was crucial for English TV programmes. This poster briefly shows the pedagogic planning process behind the TV programmes of Aprendo en Casa for the English Area as well as the challenges in it. It also presents some ways of how these programmes can be adapted.

Karen is an English specialist in the Ministry of Education of Peru who has been responsible for the implementation of the Aprendo en Casa Web Strategy for the English area, and for creating content for television in 2021. She has vast experience in working for the public and private sector.

Well-being: Teachers' and learners' mental health during emergency school teaching

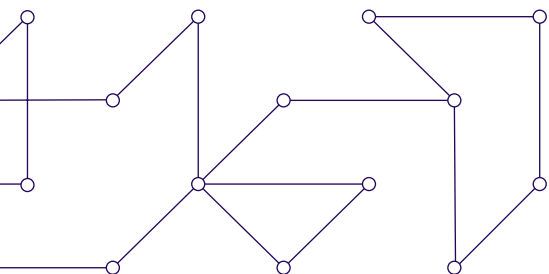
FATEN ABDELMALEK

POSTER 5



The COVID-19 pandemic changed the world! It came to a standstill. But without education, a country's future does not develop. Traditional ways of teaching were not viable, so emergency school teaching started. But this meant that learners were no longer physically visible to the teacher and in some cases, their mental health started to be impacted. In this poster presentation, I will share some of the practices and tips I used to help to resolve some of the challenges which primary school-aged learners faced. I will also share some of the practices I used for my own well-being.

Faten Abdelmalek is a teacher with 12 years' experience. She holds a British Literature degree from ISL Gabes Institute. She has designed materials and taught her own classes with a special interest in building resilience during emergency teaching.



Listening and speaking activities: An exploratory action research project

ISABEL MONTSERRAT LÓPEZ DELGADO / AZULPERLA
BETSABE JARDON BERNAL / HUMBERTO MENDEZ GOMEZ

POSTER 6



Perhaps it's time for us to take a look at the way we teach. Why not implement new and innovative strategies that will lead us to a great class? As teachers, we are always looking for new ways to deliver a better class, and by doing research we can continuously improve our practice. Come and learn the steps we followed to carry out an action-research project based on the British Council's handbook. Let us explore some situated learning strategies with different listening & speaking activities to make our teaching practice more fun and interesting!

Isabel Montserrat López Delgado is in charge of the English department at Escuela Normal de Ixtapan de la Sal. Isabel studied a B.A. in languages and a master's degree in applied linguistics at UAEMex.

Azulperla Betsabe Jardón Bernal is a teacher in training at Escuela Normal de Ixtapan de la Sal. She is currently studying for her degree in Teaching and Learning English in Secondary Education. She enjoys sharing her experiences about the different strategies she has implemented in the English classroom.

Humberto Méndez Gómez is in 5th semester of the B.A. in English Teaching in Secondary Schools at Escuela Normal de Ixtapan de la Sal. Humberto is a pre-service teacher who believes in continuous improvement; his motto is "the only thing that is impossible is that which we do not try".

More randomness, less schema activation (and why)

JACKSON BAGATOLI

POSTER 7

PS

NWT EDI

We as teachers sometimes try so desperately to help our students in every possible way to make them succeed. This may hurt them in building autonomy, and that's what I would like to tell you about: how I have created a set of principles and ways of dealing with my private one-on-one students in a way that increases autonomy in a safe enough environment. They may feel lost, only to truly find themselves. It does sound philosophical but has everyday practical implications. I try to understand the gap between what schools and tests tell them and the reality.

Jackson belongs to the world of experimentation; he has experimented with countless methodologies and books and decided to do things his own way (and his students' way). One of his hyperfocuses is certainly human psychology, language, and expression. Jack is a proud member of the neurodivergent community and speaks like one.

How to plan for all learning abilities within the classroom

MARIA ISABEL NAVARRINE

POSTER 8

PS

CCR MLT
NWT CPD
EDI RES CML

Dyslexia, attention deficit, anxiety, and other behaviors are common within the classroom. There is a difference between the ideal and the real classroom. Sometimes we, as teachers, plan for the ideal classroom. It's our best bet! But what if we are given the tools to plan for the real classroom, where different learning abilities can take place? In this session, we will share what to do if you have a group of students with different learning abilities, and how to make them thrive!

Maria Isabel Navarrine is a teacher of English as a second language, specializing in different learning abilities such as dyslexia, ADHD, anxiety and other disorders within the classroom.

CONCURRENT SESSIONS

F

15:30 – 16:30

How to become a global educator

ANDREA BEATRIZ COLLADOS

ROOM 1

P

CCR CPD EDI

This session is designed to provide career advice for professionals seeking to teach in new countries and cultures. Teaching across the globe is one of the most effective forms of continuous professional development (CPD) but at the same time, it implies facing new challenges every day. They may vary according to factors such as origin, gender, ethnicity, social status, and whether the educators are native speakers of English or not. However, as the world has become increasingly globalized and interconnected, thinking of just one correct English and way of teaching would be ludicrous. The advent of the pandemic has shaken up the ELT world in various forms. Global educators who have previously moved from country to country have to reinvent themselves, reflect on their role as teachers, adapt to the demands of virtual classrooms, and develop new skills required for the ever-changing global context.

She is an English teacher, global educator, lecturer, intrepid traveler, and co-founding partner of Poliglosa, a digital journal of arts and literature. The many years of teaching English and Spanish in Argentina, the USA, Andorra, China, Japan, Sudan, and Germany helped her develop a more global and multicultural perspective over the implications of being an educator. She has recently graduated from the MA Las Américas / The Americas at FAU in Germany.

Teaching and learning in mixed models

TANIA GEORGINA ESQUIVEL ESPINOSA

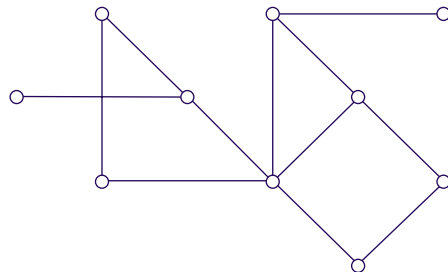
ROOM 2



MLT GML

Since the pandemic started, teachers, students, and parents had to find new ways to connect and learn. The importance of designing tasks that can be done by learners at their own pace has extended a practice that is far from new, which is self-learning through platforms. Platforms are not new, but they were usually reserved for learners with more autonomy and of a certain age. This changed and there is no turning back. With these platforms, teacher planning has changed dramatically and has had to incorporate new methodologies, instructional design for remote learning, and self-access assessments suitable for all ages.

Tania Esquivel is an academic and administrative educator with 33 years' experience in public and private education. She has been involved in national organizations (SEP) as well as with international organizations (IBO), The British Council, and The Anglo Mexican Foundation. Her experience ranges from ELT teacher to coordinator, middle school principal academic coordinator, and Philosophy for Children facilitator as well as Core Skills trainer. She has an ample view of the role of the educator in different contexts.



Move, draw, and design in the online classroom

CARLOS IGNACIO GONZALEZ

ROOM 3



MLT NWT

In this distant learning era, the different online platforms that Young Learner teachers use to deliver their lessons do not offer the same classroom interaction, nor the same variety of activities that we could provide to our learners in the physical school settings. Activities like circle time or singing aloud are just difficult to run in this context. This workshop aims to offer a variety of interactive activities to be performed in the online classroom (TPR, drawing and coloring, crafts, treasure hunts, etc.) to keep children interested in their online lessons and increase their motivation.

Ignacio González has been an ELT teacher for around 14 years in a variety of contexts. Ignacio holds a master's degree in applied linguistics from Simón Bolívar University in Caracas, Venezuela, and he is currently pursuing a DipTESOL Diploma. Ignacio is a frequent speaker in the ESL circuit in Venezuela.

Multiliteracies in ELT: Demands for teachers in the digital world BBELT LT-SIG

LAURA A MEZA

ROOM 4



LT

In this presentation we will discuss what it means to be “literate” nowadays, addressing the issue of knowing how to interpret and effectively communicate meaning through different media such as video, interactive infographics, power-point presentations, and other tools we are expected to use to introduce and practice content or to obtain evidence of learning from our students. The job of a multi-literate teacher in the digital arena we are all navigating becomes more demanding and can sometimes feel overwhelming. By analyzing a model of multiliteracies instruction I will present a few tips and ideas that can help overcome this challenge.

Laura A. Meza holds a master's degree in Education from the University of Exeter and the DOTE from Cambridge. She has been involved in ELT for more than 30 years focusing on teacher education for more than 25. She currently lives in Long Beach, California, where she writes materials and participates in different teacher education programs.

Teaching English pronunciation online: Practical tips and benefits of shadowing

MAXIM BARKOV

ROOM 5



By the end of this presentation, you will be able to explain how to use different free, freemium, and public domain applications, programs, platforms, and materials (Google Workspace programs, Google Chrome Extensions, Genially, LibriVox audios, etc.) to teach pronunciation in an online learning environment. You will also be able to describe the principal benefits of the technique called ‘shadowing’ (i.e. immediate repetition of the target stimulus) on the pronunciation of English learners in a virtual setting.

Maxim Barkov is a full-time professor at the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). He has taught numerous courses on online teaching and collaborative learning. At present, Maxim is developing an online course on academic English. He is also a Google Educator Level 1.

Developing resilience in children

YEDID MONROY SEGUNDO

ROOM 6



Working with kids requires, besides teaching the content of a subject, establishing a relationship that supports students’ learning through patience and love. It sounds simple but in real life, it is hard for us as teachers to find a way to truly love and care for all the students we work with. Teachers and students need to learn how to deal with resilience to support each other. In this presentation, I will share some strategies from different authors about how to build resilience in children. I am sure that these strategies will not only benefit our students but also us as teachers.

Yedid Monroy Segundo has been an English Teacher for 20 years; she has taught English at different levels. She holds a bachelor’s degree in English Teaching and a master’s and Ph.D. in Education. Her main areas of interest and research are affective learning, teacher and learner motivation, teacher professional development, and teacher research.

Ways to assess student learning online

ERIKA LIZARRAGA ROBLES

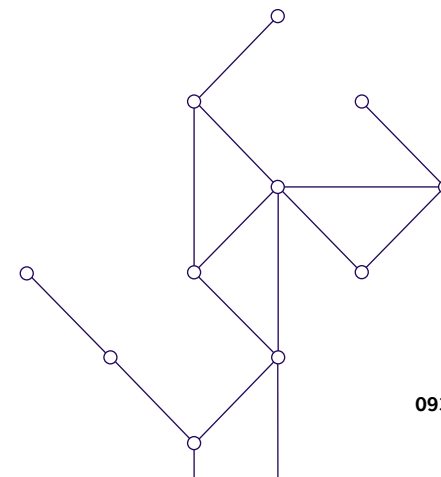
ROOM 7



ASM

Student assessment has changed considerably in the past couple of years, starting right after the pandemic started. Though old-fashioned paper exams are still substantially part of teachers’ and students’ lives, we cannot deny the fact that technology evolves on a daily basis and has become a great tool to assist teachers in the assessment of student learning. Therefore, the purpose of this workshop is to boost engagement, identify areas of opportunity, and support deeper teaching and learning.

Erika Lizárraga holds a BA in English Literature from UNAM and in Teaching English from CENEVAL and a Dip RSA from Cambridge ESOL. She is a material writer, a certified oral examiner, and a validated trainer from the University of London, to deliver CPD and Core Skill courses. She has given seminars in Mexico, Central and South America, and Asia.



Short movie production to contribute to students' learning process in the EFL classroom: An international experience Peru-Brazil

ROXANA CAROLINA PERCA CHAGUA /
FERNANDA RAMOS MACHADO

ROOM 8



CML

Multilingualism implies the use of different national, regional, and idiosyncratic languages. Bearing this in mind, the main objective is to present a project-based methodology for the teaching of English through which learners were expected to be engaged in multilingual practices. The project envisioned the production of short films by students of a Brazilian and a Peruvian institution. Throughout the project, multilingual experiences were pedagogically cultivated through tasks. Based on this shared practice, we hope to shed light on how multilingualism can be theoretically understood in a postmodern framing, and how it might be methodologically designed through a project-based pedagogy.

Roxana Perca holds a licentiate in Science of Education with a major in Foreign Languages from Jorge Basadre Grohmann National University (UNJBG), Peru. She also holds a master's in Linguistics from the Federal University of Santa Catarina (UFSC), Brazil. She is currently working as a teacher for the Peruvian Ministry of Education in Tacna-Peru. She graduated from the Champion Teacher Program 2018 organized by British Council Peru and won the Peruvian National Competition for Educational Innovation Projects in 2020 organized by the National Fund for the Development of Peruvian Education (FONDEP).

Fernanda Ramos Machado is an English teacher at the Federal Institute of Santa Catarina (IFSC), Brazil. She holds a doctorate degree with an emphasis on applied linguistics and a focus on teacher education from the Federal University of Santa Catarina (UFSC) from 2017. She also holds a master's degree in English and a bachelor's degree in English language and literature also from the Federal University of Santa Catarina (UFSC), 2009 and 2006 respectively.

Telegram as a tool for remote teacher training

JUANA MARIA SAGARAY COVAULT / WENDY ARNOLD /
MARIA TERESA FERNANDEZ DI TURI

ROOM 9



LT NWT

CPD RES

The COVID 19 pandemic has forced us to change our traditional ways of teaching and has made us find new ways of communicating with each other. The key to succeeding in these difficult times has been to take advantage of the resources that are available. In countries like Venezuela, where electricity and internet connection can be intermittent, we have found in Telegram a way to run a high-quality nationwide teacher training programme for public secondary school teachers. In this presentation, we will share the findings regarding the effectiveness of this app in teacher training programmes.

Juana Sagaray, PhD, is project manager at British Council, Venezuela. She has been a teacher trainer for 25 years at undergraduate and graduate level at UPEL Maturin. She has been a materials writer, researcher, and consultant for projects in Venezuela, Saudi Arabia, the UAE, Spain, and Palestine.

Wendy Arnold MA in Teaching English to Young Learners, co-founder of ELT Consultants. Wendy has over 30 years' experience in ELT. She designs and delivers teacher development projects for face-to-face training, and more recently for delivery using a range of technologies such as radio, MOOC, and the app Telegram.

Maria-Teresa Fernandez PhD, Teacher Trainer, and Researcher at the Universidad Pedagógica Experimental Libertador (UPEL), joint-IATEFL YLT Sig Publications Editor. She has been a teacher trainer for 15 years at Universidad Pedagógica Experimental Libertador (UPEL). She is also an English as a Foreign Language (EFL) materials writer and researcher.

Where are all the women at?

ANA FABIOLA VELASCO ARGENTE

ROOM 10



CML

How are females depicted in learning materials? Are males represented in the same way? I reflected on these questions at the beginning of the semester when deciding what materials to use for my English class at university and I ended up with one more: Where are all the women at? Learning materials can contribute to cultural prejudices and gender bias. Therefore, in this presentation, a panorama of gender inequality in Mexico will be provided along with an explanation of the importance of gender representation in learning materials, as well as some practical considerations to increase female representation in the classroom.

Ana Fabiola Velasco Argente holds a B.A. in English Language Teaching and M.A. in Education from UQROO, where she is currently a professor. She also works at CBTIS N° 214 in Chetumal, Quintana Roo. She has worked as an English teacher at different levels from kindergarten to undergraduate students.

A two-strategy proposal on speaking: Shadowing and linguistic constructs

ROSALIO OVALLE

ROOM 11



LT

Exploratory action research aimed at improving oral production (speaking skills) in adults both from the private and public sector, from bachelor's degree in primary education at Normal Cuauhtémoc (face-to-face) and lawyers from an international firm (online). After obtaining information for data collection tools, an action plan was carried out: 1) to show students how to use the two strategies, 2) to practice in different contexts aimed at measuring suitability, 3) to let the students use critical thinking in the development of the concepts. The action plan intends to be an ongoing process to be done at least once per semester.

Rosalio Ovalle holds a master's degree in Upper High-school Education from UPN 011. EFL Teacher with 6 years of experience from preschool to university; Academic Coordinator in High-school for 2 years; Third-Party Expert in Translation Matters since 2017. Nowadays, he is an English Teacher in Escuela Normal Urbana Cuauhtémoc.

Building supportive relationships for school improvement

MAYRA HILDA LÓPEZ

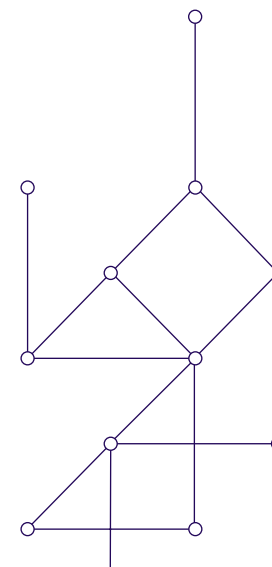
ROOM 12



MLT NWT

In view of all the unpredictable educational circumstances we have all gone through during the pandemic, we must now focus on developing a supportive and stable learning environment in our classes. One vital way to achieve this is through nurturing teacher-student relationships. A positive social connection encourages students' motivation and promotes engagement in learning as well. A trusting classroom with mutual respect is always essential to achieve thriving instruction. During this session, we will point out some basic components of good social relationships and we will share some tips, ideas, and strategies to promote a steady learning environment in which students will feel safe and emotionally protected.

Mayra López has a degree in Pedagogy from the UNAM and different teaching training diplomas from the IMNRC and from the Universidad de Londres. She has been involved in the field of English language instruction since 1995. In addition to teaching, she has coordinated several institutions' educational programs, including an English online teaching project for the Universidad de Londres in Mexico.



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Networking



Connect and catch up!... Checking the programme schedule, take the opportunity to match up with a fellow attendee with your shared interests, in a short (three-minute) video networking call.



Inspiring the next generation of scientists and explorers

If we're going to live sustainably on our planet, it's important that students learn what it means to be a global citizen. We need to inspire the next generation of scientists and explorers and there are no better role models than those who are on the frontlines of researching, documenting, protecting, and exploring our planet. Every scientist and explorer can remember when it happened, when their passion for their chosen pursuit was ignited. It may have been meeting someone, seeing a documentary, reading a book, or being inspired by a dynamic educator. You can spark these 'aha' moments for your students by bringing the world into your classrooms through virtual connections with leading scientists and explorers around the world, and it's easier than you think! As educators, we strive to bring meaningful and relevant learning experiences to our students each day, to connect the dots between what we're teaching and how it applies to the real world. Join educator and National Geographic Explorer Joe Grabowski as he shares the story of the unexpected turn his education career took when he began engaging his students through the stories and adventures of scientists and explorers around the world. We'll dive into the exciting resource that can have your students virtually exploring outside their classroom walls within the week and learn tips and tricks for engaging your students before and after these unique experiences. Finally, we'll explore ways the classroom might change in the future, from maker spaces to new content areas to more mobile and self-directed learning. A world of exciting possibilities awaits as we prepare students for careers that don't even exist yet.

JOE GRABOWSKI



Joe Grabowski is a science communicator, educator, and scuba diver working to inspire the next generation of scientists and explorers. He is the founder of the non-profit Exploring by the Seat of Your Pants, which brings science, exploration, adventure, and conservation into classrooms across North America and around the world through virtual speakers and field trips. Since 2015, he's

hosted over 2,000 live events connecting half a million students with leading scientists and explorers from over 80 countries. Joe is using technology to open the most remote corners of the planet to classrooms, sending textbook-sized satellite units into the field with explorers so they can live broadcast into classrooms from the most remote regions on the planet. In 2017, he was selected as a National Geographic Emerging Explorer and shortly after became National Geographic's first Education Fellow. He founded National Geographic's Explorer Classroom program and recently launched the Global Biodiversity Festival, a virtual event bringing biodiversity live to the general public in over 100 countries. Joe's a top 50 finalist for the Global Teacher Prize and is a fellow of the Royal Canadian Geographical Society and Explorers Club. An avid scuba diver for the past decade, he's always looking for an excuse to sink beneath the waves.

Exhibitors

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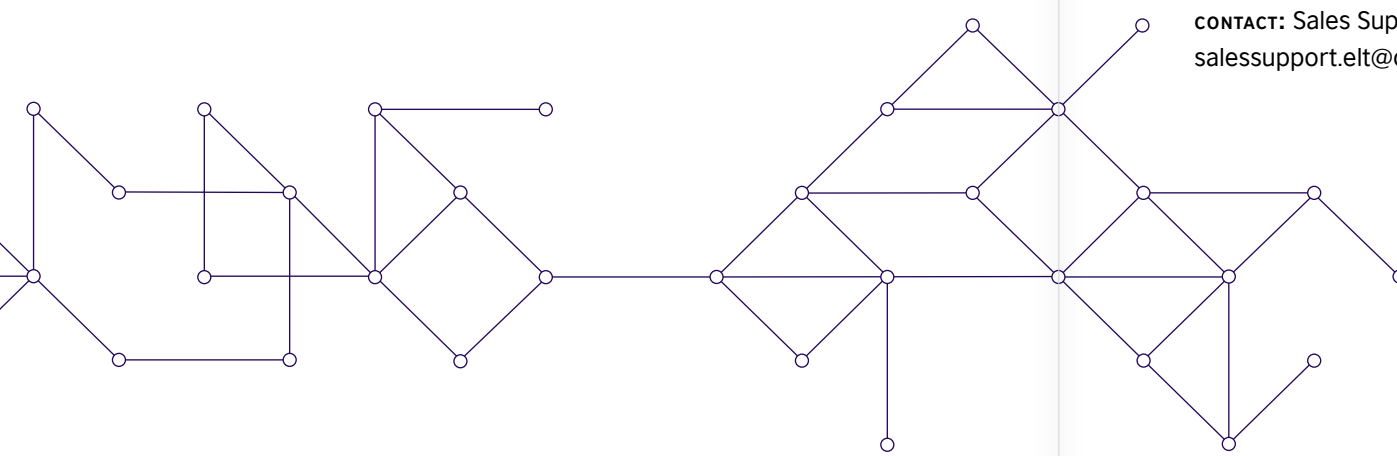
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