BRITISH COUNCIL

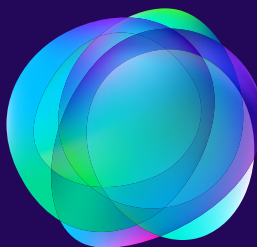# BBELT
2024

CONFERENCE PROGRAMME
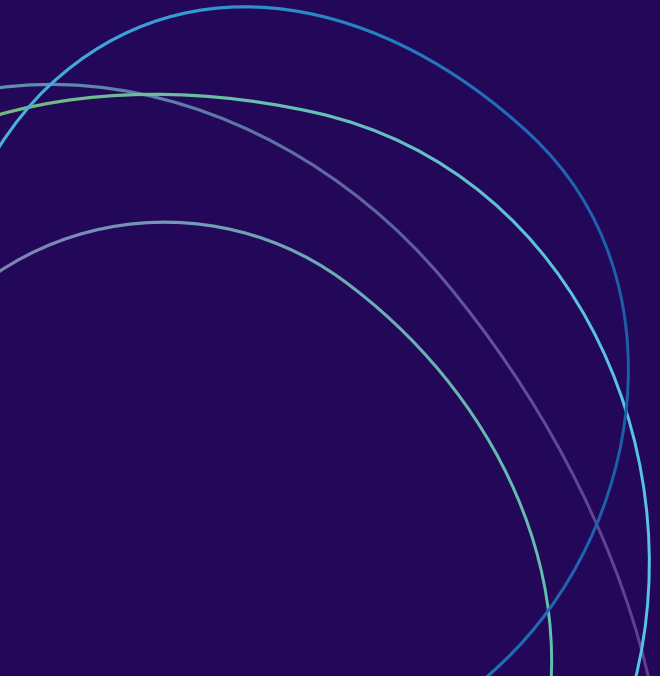
March 1-2

*Times are established in the Central Mexico time zone.

Contents

Welcome to
BBELT 2024

We are delighted to welcome you to the 21st BBELT conference. Through the years, *The Best and Brightest of ELT* has become an event that brings together members of the local and international ELT communities to share, learn, discuss, and keep up to date with key developments in their professional field. We are proud to have provided this opportunity for thousands of ELT professionals in Mexico for over three decades, and we are equally proud to expand this offer now to the ELT community in the Americas and beyond with this year's conference, which is fast becoming the largest and most important online conference in the region.

Our mission at the British Council is to share knowledge and foster understanding between the UK and other countries and we do this by generating opportunities and building connections between individuals and organisations across a range of sectors, in particular, the Arts, Education, and English. We are committed to supporting more equal access to quality education, as well as contributing to the English language teaching profession in the Americas through this annual conference.

We are very excited to present to you this year's programme: two full days of talks, workshops, forums, keynotes, and plenary sessions delivered by specialists from Argentina, Brazil, Chile, Colombia, Cuba, Honduras, Italy, Mexico, Pakistan, Republic of Ireland, Spain, Sri Lanka, United Arab Emirates, United Kingdom, Uruguay, United States, Venezuela, and Vietnam. Our BBELT 2024 speakers will invite you to reflect on best practices and start conversations about the role of English language teaching in the current context worldwide, including the use of AI. They will also give you plenty of innovative ideas that will boost your motivation and encourage you to continue to experiment and discover in your teaching context. Many thanks to our keynote speakers, Andrew John Starling, Carol Read, Jane Revell, Joe Dale, and Mariano Felice, and I would also like to express my appreciation to Antonieta Heyden

Megale Siano, Claudia Rey, Lesley Painter-Farrell, Milton Bradbury, and Phil Dexter who, along with myself, will be serving as plenary speakers and sharing knowledge and experience with all our teachers in the Americas.

We are happy to inform you that all the sessions will be available on the platform during the month after the event for you to watch at your leisure.

As always, we would like to thank our partners Bridge, Helbing Publishing, Language Testing International, and University of Dayton Publishing for their support and commitment to our shared goals. An event of this nature would not be possible without them.

Special thanks to Ministries of Education in the Americas and teacher associations for their interest in and support of BBELT. And, of course, all our thanks to you, the teachers and ELT professionals attending this conference. You make teaching count, and we hope you find the conference an inspiring and enriching experience both professionally and personally.

With best wishes,

GRAHAM STANLEY

English Programmes Lead,
Cultural Engagement | English Programmes British Council Americas

British Council Americas

JOANNA BURKE
Regional Director, Americas.

CAMILA MORSCH
Cultural Engagement Business Director, English Language and Education Director, Americas.

GRAHAM STANLEY
English Programmes Lead, Americas.

Argentina

ROBERT CHATFIELD
Country Director and Country English Programmes Lead

MARÍA VICTORIA MAINERI
Project Manager, English Programmes

KATRINA COHEN
Cultural Engagement Project Officer, Southern Cone Cluster

Brazil

TOM BIRTWISTLE
Country Director

DIANA DASTE
Director, Cultural Engagement

ALESSANDRA MOURA
Head of English Programmes and Schools

EMILIO ABULARACH
Project Manager English

VANESSA PEDEBOS
Project Manager English

AMANDA ALVES
Project Officer, Cultural Engagement

MARIANE ORSOLAN
Project Officer, Cultural Engagement

Colombia

FELIPE VILLAR
Country Director

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Head of Implementation Atenea, English Programmes

MARIA ALEJANDRA BERNAL
Project Manager, English Programmes

Cuba

MINERVA RODRIGUEZ
Country Director

YAILET LANDROVE
Project Manager, Cultural Engagement

Mexico

DARREN COYLE
Country Director

ISABEL GIL
Cultural Engagement Lead and Head of Arts

LILIANA SÁNCHEZ
Head of English Programmes

ADRIANA SÁNCHEZ
Project Manager, English Programmes

GABRIELA GARCÍA
Project Manager, English Programmes

FERNANDA DUVIGNAU
Projects Officer, Cultural Engagement

LUCÍA MORA
Projects Officer, Cultural Engagement

MICHELLE LEZAMA
CE Project Officer, Caribbean Cluster

Peru

WILLIAM MACHACA
Project Manager, Education

GISELLE HIGA
Project Officer, Cultural Engagement

CAROLINA GÓMEZ
CE Project Officer, Pacific Alliance Cluster

Venezuela

SORAYA COLMENARES
Country Director

AURAMARINA LAZARDE
Director, Cultural Engagement

Friday, 1 March

Time						
08:45-09:00 LOG IN						PROFILE
09:00-09:20 OPENING CEREMONY						PLENARY ROOM
09:20-10:20 PLENARY SESSION A | Teaching for Success: what does that mean? - Lesley Painter-Farrell						

10:30-11:00 CONCURRENT SESSIONS Presentations

Delving into the educator's role and ethical considerations in AI-aided material creation	Integrating English learning and artistic expression in SEN schools	Sustainable futures: SDGs and Skills4Girls for global change	Tackling the climate crisis through ELT	Implementing Project-Based Learning (PBL) as a formative assessment tool	Unlocking multilingual teaching: Lessons from my classroom
	Gonzalo Negrón Alicia Pérez	**Alan Ibrahim Morlán García, Alina Fernanda Gómez Rivera**	**Neil Harris Harry Waters**	**Elena Ostashchenko**	**Huma Hasna Riaz Ahmed**
Tamires Gama de Oliveira					
ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

11:10-12:10 KEYNOTE SESSIONS

Towards self-regulation and autonomy in the early years	The more things change, the more they stay the same
Carol Read	**Jane Revell**
ROOM 1	ROOM 2

12:10-12:30 EXHIBITION, NETWORKING, AND CHAT WITH…		EXHIBITION ROOM
Chat with… **BRITISH COUNCIL**	Chat with… **UNIVERSITY OF DAYTON PUBLISHING**	Chat with… **LANGUAGE TESTING INTERNATIONAL**

12:30-13:30 CONCURRENT SESSIONS Workshops and Forums

Generative AI & SGE: Communicative experiences in English language classes	Communication skills teachers need in synchronous sessions in low-tech environments	Powerful questioning techniques for scaffolding output in primary CLIL classrooms	The key to self-regulated learning: A systematic approach	Self-assessment and transformative education: Teacher trainees' perspectives	Practical AI tools you can use to teach English today
	Alicia Artusi, Wendy Arnold, Gabriela Tavella	**Mark Andrew Arthur**	**Philip Haines**	**Patricia Grounds Reynolds, Caroline Moore Lister, Marisol Fernández Zetina**	**Heriberto Diaz, Lucian Alexandrin**
Raquel Ribeiro					
ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

13:40-14:10 CONCURRENT SESSIONS Presentations

An online variation of TBL to develop oral production	Triggering representations in primary ELT materials	Less is more: Microlearning for teacher continuous professional development	Hey, teacher: Are you still tweeting?	Teaching English as an additional language to autistic students	Promoting values in the ELT classroom
Marcelo Andrade	**Heloisa Duarte**	**Mariela Masuyama**	**Stephan Hughes**	**Carolina Assumpcao de Abreu**	**Antonella D'Onofrio, Sofía María Pavone**
ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

14:10-15:00 BREAK | LUNCH, EXHIBITION, AND NETWORKING
15:00-16:00 PLENARY SESSION B | Bilingual Education in Brazil: Navigating Global and Local Dynamics - Antonieta Heyden Megale Siano

16:10-16:40 CONCURRENT SESSIONS Presentations

AI & ELT Forum	Teaching English through advocacy: Voicing better worlds	The knowledge base of teaching in a linguistically diverse public primary school	Unlocking global women empowerment: An example of OER for ELT	Total teenage control: Motivate through a collaborative fantasy RPG game	Fostering assessment literacy in bilingual contexts
	Fernanda Vieira de Sant' Anna	**María José Estefanía González Betancour**	**Araceli Salas, Grazzia Mendoza**	**Angel Galindo**	**Guilherme Meira**
	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

16:50-17:20 CONCURRENT SESSIONS Presentations

Graham Stanley, Paulo Dantas, Waqar Mahmood Khan, Antonella Beatriz Dell'Aquila, Ana Fabiola Velasco Argente	Is your EFL textbook sexist?	Slang: Going further with vocabulary	Connecting youth across borders: Learning language while unlearning bias	Education for a sustainable future	Exploring beyond the observations and the observers in EFL classes
	Lidia Daniela Coronel Merino	**María Fernanda Díaz Pérez, Karina Guadalupe Díaz Pedroza**	**Cindy Elizabeth Macedo Ortiz, Pedro Antonino Mora**	**Angélica Flores Algaba**	**Miguel Martinez**
ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

17:20-17:40 EXHIBITION AND NETWORKING
17:40-18:40 PLENARY SESSION C | Learner Autonomy: A fresh look - Milton Bradbury
18:40-19:30 SPECIAL EVENT | Total relaxation: The importance of rest for efficient processing - Tanya Meyer   PLENARY ROOM

Saturday, 2 March

08:45-09:00	ANNOUNCEMENTS					PLENARY ROOM
09:00-10:00	PLENARY SESSION D	Teaching English to learners with SEN/D - implementing inclusive teaching and learning practices - Phil Dexter					

10:10-10:40 CONCURRENT SESSIONS Presentations	Creating educational content for EFL classes with artificial intelligence	From teacher to 'head-teacher': Promoting local leadership and learning communities	Continuous Professional Development? Very little time and money!	Singing as a tool for learning English	What does virtual classroom management involve?	AI-powered assessment in ELT
	Maxim Barkov, Monserrat de Jesús Guerra Ocampo	**Daniella Seong You**	**Rosalía Valero**	**Philip Salmon, Susana Caligaris**	**María Alejandra Fumaroni**	**Ahisha Haneef**
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

10:50-11:50 KEYNOTE SESSIONS	AI and ChatGPT in Language Teaching: Enhancing Personalised Learning Experiences		How sustainable is sustainability in primary EFL courseware?		AI for Language Assessment	
	Joe Dale		**Andrew John Starling**		**Mariano Felice**	
	ROOM 1		ROOM 2		ROOM 3	

12:00-13:00 CONCURRENT SESSIONS Workshops and Forums	AI as an ally not a foe	Critical human rights education in English language classes	Green pedagogy and environmental literacy: Connecting curriculum to climate action	Time to mash up assessment and playful learning	STEAMing ahead: Integrating STEAM projects in ELT for YLs	Teaching teenagers: Refreshing our teacher's toolkit
	Maria Jose Galleno Valdez	**Lívia Zanholo Santos**	**Luisa Alejandra Jiménez Cubría**	**Estefania Belen Chiosso Llorca**	**Sasha Dayna Collie**	**Ana Gabriela Díaz Ortega, Guillermo de la Parra Tron**
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

13:00-13:20	EXHIBITION, NETWORKING, AND CHAT WITH…					EXHIBITION ROOM
	Chat with… BRIDGE EDUCATION GROUP		**Chat with… HELBLING ENGLISH**		**Chat with… BURLINGTON ENGLISH MEXICO**	

13:20-13:50 CONCURRENT SESSIONS Presentations	TechEmpower: Transforming teacher communities through networking and digital collaboration	Strategies for incorporating the 4 skills in public school classrooms	Using "silent books" in ELT	Highlights of Eco-PBL for tourism educators' course in Chiapas	How to create an autistic-friendly EFL classroom	Developing rubrics to support assessment for and as learning
	Mariela Mondaca	**Matheus Nazário**	**Greta Antonioni**	**Edrei Gonzalez Hernandez, Wendy Coulson**	**Sandra Guadalupe Ojeda**	**Gladys Quevedo-Camargo**
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

13:50-15:00	BREAK	LUNCH, EXHIBITION, AND NETWORKING					
15:00-16:00	PLENARY SESSION E	Climbing the Walls: How to design activities to take English language learning outside the classroom - Claudia Rey					

16:10-16:40 CONCURRENT SESSIONS Presentations	Trailblazing teacher trainers in Venezuela: Our online mentoring success story	Can Exploratory Action Research contribute to teaching other school subjects?	The Phonological Loop: Linguistic transparency or opacity and ESL Teaching	Creating projects that involve your entire school	Tutoring feedback and the development of academic literacy in English	Ensuring social presence in online teaching and fostering language learning
	Oscar Carmona Perez, Nicky Francis	**Maria Marta Mora**	**Luciana Correa**	**Hugo Dart**	**Marina Alves Mahfuz**	**Valéria Benévolo França**
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

16:50-17:20 CONCURRENT SESSIONS Presentations	Impact of remote teacher-training programs on Venezuelan English teachers	Revolutionizing English learning for Yanomami: Innovative approaches in Amazonas, Brazil	Examples of integrated skills tasks in the ELT classroom	Storytelling in the classroom: A natural way to improve listening	Teaching large classes: A British Council experience in Venezuela	Bridging cultures: Fostering intercultural understanding through asynchronous online exchanges
	Ana Castellin Lastra	**Emmanuel Jeremia Mganda**	**G. Alejandra Durán Colín**	**Gabriela Ladron de Guevara de Leon**	**Juana Maria Sagaray Covault, Maria Teresa Fernandez Di Turi, Leonelys Cuevas Yanez**	**Alejandro Cisneros**
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6

17:20-17:40	EXHIBITION AND NETWORKING					EXHIBITION ROOM
17:40-18:40	PLENARY SESSION F	ELT, Inclusion and Technology - Graham Stanley					
18:40-19:00	CLOSING CEREMONY					PLENARY ROOM

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.

CONCURRENT AND KEYNOTE 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.

PLENARY SESSIONS

The stage is where the plenary sessions will happen.

Times are established in the Central Mexico time zone.

EXHIBITION

Visit the best ELT material available and offered by exhibitors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos.

Join the booth's live chats – Chat with...

CHAT

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

PEOPLE

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

NETWORKING

Connect and catch up!... During the scheduled networking periods, take the chance to match up with a fellow attendee with your shared interests, in a short (five-minute) video networking call.

ON-DEMAND

This is the on-demand section. Here you can watch any of the recorded sessions during the month after the event.

READING YOUR PROGRAMME

Title of session

Speaker's name	ROOM#	P.	TOPIC	YL

Type of session   Target Audience

TYPES OF SESSIONS

- **K** Keynote sessions
- **P** Presentation
- **W** Workshop
- **F** Forum

TARGET AUDIENCE

- **YL** Young Learners
- **A** Adults
- **TT** Teacher trainers
- **C/D** Coordinators / Directors

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, 1 March

PLENARY SESSION **A** 09:20 - 10:20

Teaching for Success: what does that mean?

In any classroom, the student body has myriad strengths and weaknesses, which weave together to create a complicated landscape. The challenge is for the teacher to use each student's strengths and embrace each student's weaknesses to ensure that all students succeed. Ultimately, this is what teaching for success means. Although the axiom teaching for success sounds like a broad and overarching statement about learning, it actually can be broken down into concrete, actionable constructs, which involve considering where research in the field of second language acquisition is today, the impact of the field of neuroscience in our field, and also what adopting an asset-based mindset means.

In this presentation, the presenter will discuss the construct of teaching for success and its origins. She will also explore how principled eclecticism and evidence-orientated teaching inform current pedagogy. She will look at concrete ways to enhance students' learning, focusing on memory, the importance of building a learning community, cognitive overload theory, and an asset mindset approach.

Lesley Painter-Farrell

Lesley Painter-Farrell (DELTA, CELTA Cambridge University, M.Sc. Aston University, EdD in progress) worked as a teacher of English as a foreign language in Portugal, Poland, and many countries in Asia. She began teacher training when based in Poland for the Soros Foundation and Longman publications. She moved to New York to head a teacher training department in Manhattan and designed courses for teaching younger learners and language development courses. She also ran CELTA (Cambridge University) courses. She was the director and a faculty member of a master's in TESOL program in New York City. During that time, she set up an Outreach program that provided free English language classes for refugees, immigrants, and asylum seekers. She is a faculty member of an English Language Institute at a State University in New York. Her research focuses on reflective practice in teaching and literacy. Her publications include Homework (Oxford University Press), Lessons Learned, First Steps Towards Reflective Teaching in ELT (Richmond), and Happy Campers (Macmillan Publications). Currently, she is working on a book about teaching beginner language learners for Bloomsbury Press.

CONCURRENT SESSIONS
Presentations   10:30 - 11:00

Delving into the educator's role and ethical considerations in AI-aided material creation

Tamires Gama de Oliveira	ROOM 1	P	LT	A	TT	C/D

In today's ever-evolving educational landscape, the integration of Artificial Intelligence (AI) has provided new avenues for the creation of educational materials. This talk invites you to explore the dynamic intersection of technology and pedagogy. We will uncover the essential role of educators in harnessing AI for the benefit of students and delve into the ethical dimensions that guide this transformative process.

With over 13 years of experience in ELT, **Tamires** is a versatile educator, trainer, speaker, and materials writer. Since 2016, she has been teaching English Online and owns Simplifica Inglês, an online English school. Tamires's passion lies in technology, studying gender and race, and designing inclusive lessons. Her qualifications include a B.A. in Languages, TESOL, C2 Proficiency, CELTA, Train the Trainer, and ACTE. She is presently pursuing a postgraduate program in Online Learning and Learning Technologies at PUCRS.

Integrating English learning and artistic expression in SEN schools

Gonzalo Negrón Alicia Pérez	ROOM 2	P	CCR	EDI	TT	C/D

This presentation delves into the collaborative efforts of Ceibal en Inglés and Artistas en el Aula to offer Special Educational Needs schools in the Ceibal en Inglés programme the opportunity to organise an English art festival. It highlights the role of technology in overcoming geographical barriers, fostering communication and creativity. This talk underscores the synergy between English language and art, promoting interdisciplinary learning to address students' cognitive needs and enhance their school experience. Teamwork is also emphasised for creating a collaborative environment that facilitates knowledge

sharing and cohesive learning. This work contributes valuable insights and recommendations for educators and administrators in education collaboration, technology use, and the integration of English and art.

Gonzalo Negrón is an English Teacher graduated from Universidad de Oriente (Venezuela) who moved to Uruguay in 2015. There, he started working in the Ceibal en Inglés programme as remote teacher first, a teacher coordinator later, and currently as a Quality Manager.

Alicia Pérez is an English teacher and cultural manager. She has worked as an EFL teacher at primary and secondary schools and language centres. She has also been a cultural manager for over a decade. Since 2019 she has worked as a Pedagogical Assistant in Ceibal en Inglés.

Sustainable futures: SDGs and Skills4Girls for global change

Alan Ibrahim Morlán García Alina Fernanda Gómez Rivera	ROOM 3	P	CCR	EDI	CML	YL	TT	C/D

This presentation aims to raise teachers' awareness of two relevant frameworks. We will explore the integration of the United Nations Sustainable Development Goals (SDGs) into young learners' curriculums. In addition, we will present how the powerful initiative from UNICEF Skills4Girls is essential for significant change in young learners' education. It is crucial to understand how these initiatives can work together in the classroom to create global citizens and global teachers for the sake of local benefit for a better and brighter future.

Alan Morlán is an EFL teacher with over 8 years of teaching experience in primary schools in Mexico. He holds a BA in ELT and currently works as a content developer for Primary at the University of Dayton Publishing. Alan is interested in sustainable education. He has participated in BBELT and Mextesol as a speaker.

Alina Gómez is a former EFL teacher with a degree in English Teaching from Universidad Nacional Autónoma de México. She has over 7 years of experience focusing mainly on secondary and high school levels. She works as a Content Developer at University of Dayton Publishing. She is keen on topics regarding inclusion, equity, and education.

Tackling the climate crisis through ELT

Neil Harris Harry Waters	ROOM 4	P	CC	A TT C/D

This presentation explores how a 10-week fully online training programme raised awareness of the climate crisis among a group of teachers, master trainers, and teacher trainers in order to develop a changemaker mindset among secondary school students in Viet Nam. It then considers how learning from the project can be used to develop similar programmes around the world, including the Americas. The session is divided into two parts. The first sets the global context for embedding climate change education into ELT and shares our findings on the challenges faced and the successes enjoyed through the programme's delivery. The second half shares a selection of simple and practical activities which attendees can take away and use in their classroom settings plus ideas for integrating a climate change focus into your existing coursebooks.

Neil Harris is a teacher, teacher trainer, trainer trainer, and content developer based in the UK. He has worked on Cert TESOL, CELTA, and TKT programmes plus F2F and online teacher development projects, including a British Council programme focusing on Climate Change and ELT for the British Council Viet Nam.

Harry Waters is the founder of Renewable English, an ambassador for Macmillan's Advanced Learning Change Makers, and a lead trainer for two Pearson and BBC ELTon award-winning projects. His climate activism within education and drive for reform led to invitations to speak twice at the world's largest climate summit, ChangeNOW.

Implementing Project-Based Learning (PBL) as a formative assessment tool

Elena Ostashchenko	ROOM 5	P	MLT NWT ASM CML	YL TT C/D

Exploring the intersection of 21st-century skill development and language assessment, this presentation delves into the effectiveness of Project-Based Learning (PBL) in evaluating young learners' performance. Drawing from a recent MA research study involving 39 EFL teachers across nine countries, the session investigates the theory behind PBL, considerations of formative assessment techniques, and the views of EFL teachers on the benefits and challenges of PBL. Finally, guidance on enhancing PBL accessibility for EFL students is offered, and successful examples from Vietnamese students are showcased, illustrating effective methods for introducing driving questions, prompting brainstorming, scaffolding, and presenting the final product.

Elena Ostashchenko, an EFL educator with 15 years of teaching experience in EFL/ESL, Business English, ESP/EAP, and IELTS. Based in Vietnam since 2017, she holds an MA in Applied Linguistics & TESOL from the University of Leicester (2023), complemented by full certifications in Cambridge CELTA (2017) and Delta (2019).

Unlocking multilingual teaching: Lessons from my classroom

| Huma Hasna Riaz Ahmed	ROOM 6	P	EDI RES	YL A

"No Arabic in this class, please." "Sorry, you are not allowed to use Spanish." "I'm afraid you can't speak French in here." How often have we found ourselves saying something similar to our students? Perhaps it is high time we reconsider this classroom practice to establish a more inclusive learning environment. In this research-focused session, I will present insights from my classroom research on implementing multilingual teaching at lower levels and its impact on the confidence of adult learners. Additionally, I will share practical lesson ideas from my classroom.

Huma Hasna Riaz Ahmed is a certified teacher and teacher mentor, an e-moderator and examiner, and has donned many hats for the British Council for over 14 years. She has worked in India and England and is currently in the UAE.
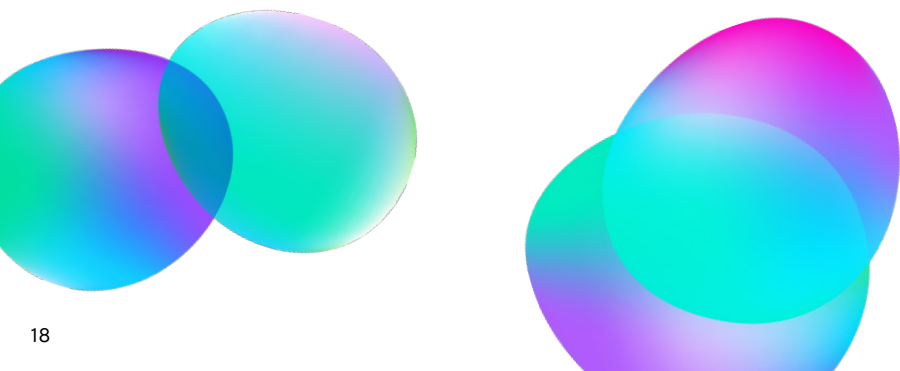
KEYNOTE SESSIONS   11:10 - 12:10

Towards self-regulation and autonomy in the early years

Carol Read   ROOM 1   K   MLT   YL   TT

Do you ever find it challenging to manage young children? This talk explores how to lead children towards self-regulation and autonomy so that they increasingly manage themselves. The main thesis is that by integrating pro-active classroom management strategies with key aspects of social and emotional learning (SEL), we create conditions for children to flourish as motivated, self-directed learners and achieve successful learning outcomes. You will leave the talk with an understanding of the interrelationship between classroom management and SEL, and practical ideas to enhance your everyday teaching skills and develop the unique potential of every child.

Carol Read is a highly experienced teacher, teacher educator, academic manager, international consultant and author. Carol specialises in early years and primary ELT and has published extensively in this area. Carol is also a former President of IATEFL. You can find out more about Carol by visiting www.carolread.com

The more things change, the more they stay the same

Jane Revell   ROOM 2   K

"PLUS ÇA CHANGE, PLUS C'EST LA MÊME CHOSE". (Jean-Baptiste Alfonse Karr 1849) Many things in English Language Teaching have changed radically in the last few years. But has everything? It's true that enormous changes have taken place, and both teachers and students have had to adapt quickly to new technologies and, in consequence, new methodologies. But what about our basic beliefs and values which underpin this learning/teaching process? Have those changed too? In this session, we'll be looking at some key ideas that seem to remain constant. "

Since starting out as a volunteer teacher in Rwanda more than forty years ago, **Jane** has taught English and trained teachers all over the world. Three times winner of the ESU Duke of Edinburgh Award for her ELT courses and books for teachers, she has also written readers, children's stories, BBC radio and video material as well as innovative personal development books for teachers. Jane is also an international NLP trainer, a stress management consultant, and a Pilates instructor.

EXHIBITION, NETWORKING, AND CHAT WITH...   12:10 - 12:30

EXHIBITION

Visit the best ELT material available and offered by exhibitors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos.

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CHAT WITH...

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CONCURRENT SESSIONS
Workshops and Forums

12:30 - 13:30

Generative AI & SGE: Communicative experiences in English language classes

Raquel Ribeiro	ROOM 1	W	LT NWT CPD	A TT C/D

In this workshop my aim is to present the key characteristics and possibilities of using generative AI, and the most recent one, SGE (Search Generative Experience), within the English language teaching and learning context. Let's understand how to integrate practical usages of Gen AI at some strategic points during English classes and the suitability for the age ranges and CEFR levels with purpose and students' agency in mind. The need for proper professional development opportunities for teachers, strategies to collaborate with the students, hallucinations, and how to foster critical thinking will also be addressed.

Raquel Ribeiro is a Google Champion Innovator and a Teacher Educator certified by the British Council in partnership with the City & Guilds. She has worked with teachers from various backgrounds, including language institutes, regular schools, and private instructors. Her training experience encompasses both theoretical knowledge and practical application, online as well as face to face.

Communication skills teachers need in synchronous sessions in low-tech environments

Alicia Artusi Wendy Arnold Gabriela Tavella	ROOM 2	F	LT CPD EDI	TT C/D

This forum intends to share our experiences as teacher trainers in a CPD programme, Low Tech Development for ELTs, using a flipped learning approach, delivered to teachers of English in low-tech environments in rural areas of Chiapas, Mexico via Telegram, with ELT Consultants, UK. The purpose of the weekly synchronous sessions delivered by trainers from different parts of the world is to improve and develop teaching and learning skills using cell phones and data

provided by the British Council. We will focus on the video call and communication skills teachers in low-tech environments need in order to profit from the synchronous sessions and asynchronous work on Telegram.

Alicia Artusi is an independent ELT consultant from Argentina. She worked with the British Council on several projects like Plan Ceibal en Ingles and New Ways of Teaching. She worked on various CPD projects with ELT Consultants, UK. Currently, she is a consultant for Ingles en Linea with the Ministry of Education, Argentina.

Wendy Arnold holds an MA in Teaching English to Young Learners, UK, and a postgraduate certificate in Education. Teaching English as a Foreign/Second Language (distinction), Hong Kong. She is the Director of Wendy Arnold & Co Ltd trading as ELT Consultants. She has over 30 years' ELT experience in multiple contexts.

Gabriela N. Tavella holds an MA in Professional Development for Language Education, a postgraduate diploma in Education, UK, a diploma in Digital Teaching and Educational Innovation, and in Teacher Training in Neurosciences. She is a professor in a master's programme, Argentina. She has worked on CPD projects with ELT Consultants.

Powerful questioning techniques for scaffolding output in primary CLIL classrooms

Mark Andrew Arthur	ROOM 3	W	MLT CML	YL

Why are effective questioning techniques such an essential skill for CLIL teachers? How do good and bad teacher questions differ? Why should you attend this session? Questions are important. Whether it's pushing learners beyond their current language level to facilitate language acquisition, understanding learners' thinking processes, or deciding what to do next in a lesson, effective questioning techniques are a cornerstone of the CLIL teacher's repertoire. Join us for this practical session to delve into these questions, gaining insights and techniques that can be immediately applied in your classroom.

Mark Arthur holds the CertTESOL and DipTESOL from Trinity College London. Working in ELT since 2000 in Mexico and the UK as a teacher, teacher trainer, examiner, and materials writer, Mark is currently an academic consultant for Macmillan Education. He is also a former keynote speaker at MEXTEOL and FIID.

The key to self-regulated learning: A systematic approach

Philip Haines	ROOM 4	W	NWT	A TT C/D

In education, the ability to engage in self-regulated learning (SRL) has been shown to have a significant impact on lifelong educational and professional outcomes. In this workshop, after first defining what SRL is, we will look at a clear framework for developing SRL in students, taking into account practical considerations including motivation, the needs of individual learners, and selecting appropriate resources and strategies. We will also see how this process can be replicated by teachers to nurture confident and life-long learners.

Philip is originally from the UK but has lived over half his life in Mexico, where he works as a Global Professional Development Consultant for Oxford University Press. He had been training teachers for nearly 25 years. Philip is also an ELT materials writer for young learners, teens, and adults.

Self-assessment and transformative education: Teacher trainees' perspectives

Patricia Grounds Reynolds Caroline Moore Lister Marisol Fernández Zetina	ROOM 5	F	ASM RES	TT C/D

Self-assessment, "…the act of monitoring one's processes and products in order to make adjustments that deepen learning and enhance performance," (Andrade, 2019), aligns principles of humanistic educational philosophies and current transformative, educational thinking. Our study explores how this approach may be integrated into the assessment scheme of a BA in TEFL in a Mexican university and we report on students' perceptions of their own learning and performance. We then draw conclusions on how to embolden students in this formative process and suggest possible future directions to be taken in formative assessment.

Pat Grounds Reynolds is currently working as an ELT teacher education and curriculum design consultant at the UAEH, UV, UAdeC, and is a Former Course Tutor of

MA in ELT: Online (British Council/University of Southampton), Cambridge DELTA, UAEH (RLC Journal, Editorial Board). She is also a published researcher in our field.

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

Marisol Fernández Zetina is head of the Instituto de Lenguas Extranjeras at the Autonomous University of Coahuila, which oversees the work of 5 foreign language-related departments. She studied musical performance in England, the BA in ELT (CENEVAL) and MA in ELT (British Council/University of Southampton) and is a keen teacher/researcher.

Practical AI tools you can use to teach English today

Heriberto Diaz Lucian Alexandrin	ROOM 6	W	LT NWT	A

Are you apprehensive about AI in a teaching context, and about allowing your learners to use it in or outside the English classroom? Would you like to become more familiarised with how specific AI tools can help you support your students' development of language skills? In this workshop, the presenters will provide a brief review and updates on AI in education. They will then encourage teachers to develop their own working knowledge of AI tools and explore several practical ways these tools can work to support the development of language skills in their immediate teaching context.

Heriberto Díaz is an enthusiastic educator and passionate language learner. He is the director of the Department of Languages at CIDE. He has also worked at the British Council as a teacher, teacher trainer, examiner, and online tutor.

Lucian Alexandrin is a passionate teacher and trainer. His academic focus is on the psychology of language learning, and he has worked as an academic manager and business developer in ELT at the British Council and Universidad Iberoamericana.

CONCURRENT SESSIONS
Presentations

13:40 - 14:10

An online variation of TBL to develop oral production

Marcelo Andrade	ROOM 1	W	LT	ASM	RES	A

This presentation reports on an online pedagogical proposal carried out during one semester with twenty-one Chilean university students as part of a teaching innovation project. The purpose of the study was twofold: to develop four aspects of their oral production in English: grammar, vocabulary, pronunciation, and discourse management and to increase students' speaking time outside the classroom by using podcasts. The proposal, named S-P-E-A-K, focuses on the students' asynchronous performance of individual oral communicative tasks. Its acronym stands for the phases carried out by the teacher and students during the whole cycle: Scaffolding, Practice, Evaluation, Application, and Knowledge of Results.

Professor at Universidad Austral de Chile with a B.A. in English and master's in Higher Education. **Marcelo Andrade** has been teaching in the areas of Phonetics and Phonology, Reading, Writing, ELT methodology, and ICT. He has also been a teacher trainer for different initiatives of the Chilean Ministry of Education.

Triggering representations in primary ELT materials

Heloisa Duarte	ROOM 2	P	MLT	EDI	RES	YL	C/D

In this presentation, I will analyse representations of race, gender, disability, and appearance, or lack thereof, in ELT materials aimed at primary levels that might be triggering for students. The negative aspects of these representations and their possible consequences will be discussed, and I will also suggest ways through which we can improve the way such representations are incorporated into ELT materials in order to make students feel safe, included, and represented. This presentation will also cover practical tips for teachers on how to deal with such representations when using ELT materials.

Heloisa Duarte holds an MA in Language Education (NILE/UK) and a CELTA and has thirty years of experience in ELT as a teacher, lecturer, teacher trainer, and materials writer. She currently works as an ELT coursebook senior editor at StandFor-FTD Educação, a Brazilian publishing house.

Less is more: Microlearning for teacher continuous professional development

Mariela Masuyama	ROOM 3	P	CPD	YL	C/D

This presentation explores the transformative potential of microlearning in teachers' Continuing Professional Development (CPD). Emphasising brief, targeted learning modules, we delve into how microlearning enhances teacher engagement, knowledge retention, and skill acquisition. By leveraging accessible digital platforms, this approach accommodates busy schedules while fostering a culture of continuous learning. The presentation highlights the efficacy of microlearning in addressing specific teacher needs, promoting collaborative learning communities, and ultimately contributing to the evolution of effective and adaptable teaching practices.

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

Hey, teacher: Are you still tweeting?

Stephan Hughes	ROOM 4	P	CCR	MLT	CPD	RES	A	TT

Real-time feedback and communication? On Twitter it's possible. Student motivation and collaboration? On Twitter it's possible. Engaging learning environment and quick access to resources? On Twitter it's possible (Huang & Chiu, 2014; Scordi & Sádaba, 2017). Even with the technological changes microblogging has undergone in the last four years and the toxicity that can dissuade anyone wanting to explore the Twitterverse, this social media platform continues to show its transformative power for lifelong learning. This talk will showcase how teachers around the world use this platform as a vital tool for their Continuous Professional Development.

Doctoral student in Applied Linguistics at the Pontifical Catholic University of São Paulo, **Stephan** is a middle and high school English teacher at an international school in Rio de Janeiro and adjunct lecturer in graduate programs for English Language Teachers.

Teaching English as an additional language to autistic students

Carolina Assumpcao de Abreu	ROOM 5	P	MLT NWT CPD EDI RES	A

This research investigates effective methodologies employed by English teachers for teaching students diagnosed with autism spectrum disorder (ASD). It explores the diverse learning needs of ASD students and evaluates various teaching strategies, including the Learning Preferences and Strengths model (LPS) and Multi-sensory Structured Learning (MSL). The study is grounded in qualitative research, primarily through teacher interviews. Key findings indicate a necessity for adaptable teaching methodologies tailored to ASD students' unique needs, emphasizing visual aids, student interests, and multi-sensory approaches. The research highlights the pivotal role of teacher initiative in the absence of institutional support. Keywords: Autism Spectrum Disorder, ESL Teaching, Adapted Teaching Methodologies.

Carolina Abreu has been a passionate and dedicated English teacher since 2007. Driven by her commitment to inclusive education, she has dedicated her efforts to researching effective ways to help her pupils achieve their goals, enhancing their learning journey.

Promoting values in the ELT classroom

Antonella D'Onofrio Sofía María Pavone	ROOM 6	P	CCR CML	A C/D

As educators we should promote different values for the wellbeing and safety of the teaching community, especially children. Therefore, we decided to work on a project promoting mitigating actions, reinforcing Safeguarding principles, especially those of anti-bullying and digital safety. In this session, we will share our experience designing and implementing the project and the impact it has had for teachers to implement activities fostering the development of 21st century skills in the classroom.

Antonella D'Onofrio holds a BA in English Language, and a master's degree in ELT. She has been working as an English language teacher since 2015. She joined the British Council in 2020 as a Remote Teacher of English for the Ceibal en Inglés project and became a Teacher Coordinator in 2022.

Sofia Pavone holds a degree in Teaching English to Primary and Secondary students. She has been working as an EFL teacher since 2014, and she has been working as a Remote Teacher Coordinator for two years. She participated in a volunteering program as a dual-language reading interventionist at Tyler Elementary (Washington DC, USA).

LUNCH, EXHIBITION AND NETWORKING   14:10 - 15:00

EXHIBITION

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NETWORKING

Connect and catch up!... During this scheduled networking period, take the chance to match up with a fellow attendee with your shared interests, in a short (five-minute) video networking call.

Friday, 1 March

Bilingual Education in Brazil: Navigating Global and Local Dynamics

This plenary aims to provide a comprehensive overview of the current state of bilingual education in Brazil. The discussion will critically examine the existing landscape, shedding light on the challenges and opportunities faced by educators and learners. I will also delve into the intricate balance between global perspectives and local contexts within the realm of bilingual education. By exploring strategies for intercultural education, the session contributes to the ongoing dialogue on preparing students for an increasingly globalised world while crucially acknowledging and addressing the amplification of social, economic, and educational disparities by the neoliberal order, resulting in an unequal world that disproportionately affects marginalized communities. This academic exploration aims to foster a deeper understanding of the evolving dynamics in bilingual education, emphasising the importance of research and the continual development of educators.

Antonieta Heyden Megale Siano

Graduated in Social Communication and Pedagogy. Holds a master's degree in Applied Linguistics from the Pontifical Catholic University of São Paulo (PUC-SP). Earned a Ph.D. in Applied Linguistics from the State University of Campinas (Unicamp). Completed a doctoral internship at the University of Viadrina (Germany). Currently undertaking a post-doctoral internship in Applied Linguistics at the Pontifical Catholic University of São Paulo (PUC-SP). Serves as the Academic Director at Maple Bear / Brazil. Currently, she is a professor in the postgraduate program at the Department of Languages at the Federal University of São Paulo (Unifesp). She is a member of the Bilingual/Multilingual Education Study Group (GEEB) at PUC/SP.

CONCURRENT SESSIONS – FORUM   16:10 - 17:20

AI & ELT Forum

Graham Stanley Paulo Dantas Waqar Mahmood Khan Antonella Beatriz Dell'Aquila Ana Fabiola Velasco Argente	ROOM 1	P	LT MLT NWT CPD RES CML	YL A TT C/D

In this session, we'll explore what generative AI and large language models mean for ELT and how we might prepare ourselves for a future in which it will be an integral component of our daily lives.

Graham Stanley is the British Council's English Programmes Lead for the Americas, based in Mexico City. Prior to this, he was Country Director Uruguay, helping to manage Ceibal en Inglés, a programme teaching English via video conferencing to 70% of state school upper primary school children in Uruguay. He has a master's in Education in ELT & Educational Technology (University of Manchester, UK) and won awards for his first two handbooks for teachers: 'Digital Play: Computer games and language aims' (Delta Publishing, 2011), the winner of an ELT Innovation award (ELTon), and 'Language Learning with Technology' (Cambridge University Press, 2013), winner of the English Speaking Union's 'HRH Duke of Edinburgh ELT book of the year' award. His last book was 'Remote Teaching' (British Council, 2019).

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 Nº 214 in Chetumal, Quintana Roo. She has worked as an English teacher at different levels from kindergarten to undergraduate students.

Antonella Dell'Aquila, MA in TESOL and Fulbright Alumna, is an educational linguist who aims to bridge the gap between SLA theories and the classroom while disrupting traditional teaching methods and the idea of native-like proficiency. This objective reflects her current interests including digital literacy, L2 writing, language policies, and translanguaging.

Paulo Dantas is a managing partner at Troika and has been involved in language teaching for over 20 years as a teacher, teacher educator, course designer, materials writer, and coursebook editor; in the last few years, Paulo has explored ways in which technology and innovation impact teaching and learning and has developed apps, platforms, and other digital products for language learning and teacher education. As EdTech specialist, he has served as international expert panellist for the Horizon Report Higher Education - International (2016, 2017, 2018) and its Brazilian version as well, Horizon.br. Having attended UFPE (Social Studies), Paulo holds a post graduate certificate in teacher development from the University of Chichester and the Cambridge ESOL DELTA.

Mr. Waqar Mahmood Khan is serving as a lecturer at the QS-ranked University of Okara's Department of English. Mr. Waqar attained his primary education in Dubai, UAE. He completed his BS Honours in English (2015) from The Islamia University of Bahawalpur. He also holds an MA in Education degree to his credit from the same university. In the year 2018, Mr. Khan completed his M.Phil. in English from NCBA&E, Lahore, securing a 4/4 CGPA. On the 14th of May 1998, he was awarded for his General Proficiency by Our Own English High School, Dubai.

CONCURRENT SESSIONS   16:10 - 16:40
Presentations

Teaching English through advocacy: Voicing better worlds

Fernanda Vieira de Sant' Anna	ROOM 2	P	CCR NWT CC EDI	A TT C/D

English teachers can embrace the intersection of language education and social advocacy, fostering a deeper connection between language acquisition and global citizenship. Integrating real-world issues empowers students to use English as a tool for social change, enhancing linguistic competence and nurturing critical thinking, empathy, and cultural understanding. Multicultural classrooms provide a platform for students with diverse backgrounds to cultivate deeper conversations and meaningful connections, offering teachers opportunities to navigate cultural differences positively. This presentation advocates for an English language teaching practice that engages educators in meaningful pedagogic explorations while inspiring learners to become articulate advocates for positive societal transformation.

Dr. **Fernanda Vieira de Sant' Anna** is a Professor in the Language and Literature Department at the State University of Minas Gerais (UEMG), where she is also a Research Productivity Fellow. She holds a PhD in Literature Studies from the State University of Rio de Janeiro (UERJ).

The knowledge base of teaching in a linguistically diverse public primary school

María José Estefanía González Betancour	ROOM 3	P	CPD EDI RES	TT

The aim of this research was to define the knowledge base of teaching in a linguistically diverse public primary school in Northwest London, England, to provide insight into what teachers perceive as good multilingual classroom practice at the primary level. The results show that there are 16 core principles that constitute teachers' knowledge base of teaching in linguistically diverse contexts. The study has direct implications for effective teaching practices in the multilingual classroom, teacher identity, parent empowerment within the school system, and teacher training and Continuous Professional Development programmes.

María José Estefanía González Betanco holds an MSc in English as a Second Language from the University of Scranton and an MA in Applied Linguistics from the Institute of Education, University College London. She earned the Fulbright Foreign Language Teaching Assistant Scholarship in 2009 and the Chevening Scholarship in 2017.

Unlocking global women empowerment: An example of OER for ELT

Araceli Salas Grazzia Mendoza	ROOM 4	P	CCR	TT C/D

Open access materials have the potential to transform access to knowledge in ELT classrooms. This session will present the concept of open-access materials or open-educational resources (OER) and a real example based on the life stories of successful women in ELT worldwide who have shared their stories to inspire and empower others.

Araceli Salas has a PhD in Language Science. She works as a researcher and teacher-educator for BUAP. Dr. Salas is an editor for the MEXTESOL Journal and other academic publications. She is an elected member of the TESOL International Board of Directors. Her research interests include teacher-education, discourse analysis, and leadership.

Grazzia Mendoza is a bi/multilingual researcher and former USAID specialist supporting Ministry of Education projects. Educator for 30 years. Recognized by TESOL International - Virginia French Allen/Outstanding Advocate Awards. Founder/Former President HELTA TESOL, former President LAC TESOL, past member of TESOL Board of Directors. Currently EVO Assistant Coordinator and Chair Elect-Elect TEIS.

Total teenage control: Motivate through a collaborative fantasy RPG game

Angel Galindo	ROOM 5	P	NWT	YL TT C/D

I will show ESL teachers how I used image-generating A.I. engines to build a "Dungeons & Dragons"-type game from scratch, designed for middle-school bilingual teenagers to practise their acting and speaking skills in class and to provide them with the necessary elements to construct a fantasy narrative collaboratively.

Angel Galindo is a former Rockstar Games tester who worked on games such as GTA IV and Red Dead Redemption. Now, with a master's degree in Education and 10 years of teaching experience, he aims at innovating in the ESL field by integrating a wide range of games into his classes.

Fostering assessment literacy in bilingual contexts

Guilherme Meira	ROOM 6	P	ASM	YL A TT C/D

Sharing the belief that translanguaging pedagogy values students' knowledge (GARCÍA, 2022), this presentation tackles projects and rubrics in bilingual environments, shedding light on the importance of assessment literacy in order to effectively assess students' performance regarding language use and content learning. The motivation for this talk comes from the need to reflect on assessment criteria and how to give feedback. The results show the washback effect that assessment rubrics can have on students' awareness, fostering autonomy and critical agency.

Guilherme Meira is a language teacher and pedagogical coordinator. He holds a CPE and a specialization in Bilingual Education. He is currently pursuing a master's degree in Applied Linguistics (UFRGS). He is mainly interested in teachers' assessment literacy to improve teaching and learning.

BRITISH COUNCIL

Is your EFL textbook sexist?

Lidia Daniela Coronel Merino	ROOM 2	P	EDI RES	A TT C/D

When choosing a textbook, it is of vital importance to reflect on its contents, not only linguistically but in terms of social inclusion and gender balance. Is it promoting gender stereotypes? What roles are attributed to females and males in it? What occupations are assigned to each gender? These and other elements are discussed in this session in order to find out if textbooks are promoting sexism.

Daniela Coronel has been teaching English for more than twenty years and Mandarin Chinese for almost 10 years in both public and private institutions in Mexico. She holds a TEFL master's degree from Universidad de Guadalajara with her thesis "A Gender Representation Analysis of an EFL textbook".

Slang: Going further with vocabulary

| María Fernanda Díaz Pérez
Karina Guadalupe Díaz Pedroza	ROOM 3	P	LT NWT RES CML	A TT C/D

In the increasingly interconnected and multicultural world that we live in, the learning of English as a second language has become essential in higher education especially in the field of language teaching. Among the many challenges encountered by learners, the incorporation of slang poses a distinct and intriguing avenue for exploration. "Slang: Going further with vocabulary" has the final purpose of exploring and analysing the use of slang to foster vocabulary within the B.A. in English Language Teaching at Universidad Autónoma de Chiapas. This teaching strategy is the result of an action research project within the qualitative paradigm.

Fernanda Díaz hailing from Chiapas, Mexico is a student of the B.A. in ELT at UNACH. Presently, she is developing a research project, which seeks to devise pedagogical strategies for the incorporation of English slang within the language classroom.

Karina Díaz is originally from Tuxtla Gutierrez, Chiapas, Mexico. She holds a Ph.D. in Education. She is a bachelor's degree professor in the Autonomous University of Chiapas (UNACH) and in the master's degree in English Language Teaching in IEXPRO University. Coordinator of the programme "English For Young Learners" in the Language Faculty at UNACH. Passionate about educational processes reached through a humanistic approach combining knowledge and the recognition of values within the lessons.

Connecting youth across borders: Learning language while unlearning bias

| Cindy Elizabeth Macedo Ortiz
Pedro Antonino Mora	ROOM 4	P	NWT	C/D

Global Nomads Group's Language Learning through Overcoming Bias program is a unique virtual exchange opportunity that promotes empathy, understanding, and awareness among middle- and high-school students in Mexico and the U.S. Through youth-generated activities, media, and stories, students reflect on personal and societal biases, analyse how language both communicates and challenges bias, and create plans to overcome bias. During live virtual conversations, participants collaboratively address bias, engaging in cross-cultural exchange while practicing language skills. Our presentation shares findings from our pilot implementation and considers how this approach to language learning enhances students' cross-cultural understanding while strengthening their language skills.

Cindy Macedo is a historian by training and a language educator by choice, with over 10 years of experience as an English language teacher and teacher trainer. She is currently a Program Manager at Global Nomads Group, where she uses a youth-centered approach to bridge language learning and virtual exchange.

Pedro Antonino has worked in the realm of foreign language teaching and international education for several years. He came from his native Chicago to Mexico on a Fulbright to teach English and is currently the US-MX program coordinator at Global Nomads Group.

Education for a sustainable future

Angélica Flores Algaba	ROOM 5	P	CCR EDI	TT

Language teachers are not just instructors but coaches of future leaders of the world. Changing the focus of the ELT lesson to include principles of sustainability can transform the experience of learning into forming better citizens who become conscious of the problems and eventually proponents of solutions. This presentation aims to review the main tenets of sustainability and how these can be part of the syllabus to be implemented in the ELT lesson.

Angélica has more than 30 years of experience in ELT. She started teacher training 25 years ago. She has delivered and designed many courses and workshops to foster learning development in different teaching environments. She has a master's degree in Teaching English and Applied Linguistics. She is an online tutor, material designer, author, academic consultant, and conference speaker. She is a certified core skills trainer and a content writer.

Exploring beyond the observations and the observers in EFL classes

Miguel Martinez	ROOM 6	P	CPD ASM RES	A TT C/D

This presentation shows a careful analysis of the observers' positions in English language classes. The topic focuses on the observations of in-service English classes, mainly from the positions of the observers who supervise, evaluate, and give feedback to English language teachers, which is common in the ELT (English Language Teaching) field. The objective of this doctoral study evidences relevant aspects of the positions of observers through the analysis of narratives. The emotional, contextualised, and other positions of the observer are brought to light by their autobiographical narratives.

Miguel Martinez is a full-time teacher at Universidad Minuto de Dios, Bogotá, Colombia. He holds a B.Ed. in Teaching English and a master's in teaching English as a Foreign Language. He holds a Ph.D. in Education, ELT emphasis. He has been working as an ELT Educator at the elementary, high school, and university levels for 12 years. His research interests focus on teachers' social practices, subjectivity, professional development, and class observations.

EXHIBITION AND NETWORKING	17:20 - 17:40

EXHIBITION

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NETWORKING

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Friday, 1 March

PLENARY SESSION **C** 17:40 - 18:40

Learner Autonomy: A fresh look

Learning a language is difficult – really difficult! There are so many different reasons that our students struggle to progress. Just a few of the issues include not enough classroom time and not enough personal attention. Realistically, due to factors that are out of our hands, we cannot expect large and immediate changes to classroom conditions. As such, today, more than ever, the need for learners to undertake independent learning is essential.

Learner autonomy is not a new idea, though. In fact, it has been a key theme in ELT for over 30 years. So why do many of us feel that individual learning is not feasible in practice? Common explanations include a lack of student motivation and that inflexible curriculums prevent independent learning.

In this talk, I aim to tackle these perceptions. I will promote a fresh look at learner autonomy by providing creative and practical activities and giving examples of how these strategies can be easily adapted to different contexts.

We'll also look at ways of encouraging learners to not only play an active role in their learning but to also make decisions about, reflect on, and evaluate their progress.

Milton Bradbury

Milton Bradbury is the British Council Cluster Academic Lead for Adult Courses for the Americas. In this role, he oversees the professional development of more than 80 teachers, and the teaching of English to over 3,000 adult students at any given time. He manages the adult courses portfolio and is constantly looking at how to optimise the learning experience in the teaching centres by analysing student feedback data.

He has also worked as a teacher trainer, academic consultant, materials writer, curriculum designer, and content developer. Milton is a frequent presenter at international ELT conferences, and he has spoken at BBELT every March for the last 8 years. His areas of specialisation include learner autonomy, teaching speaking, and digitalising the classroom experience.

Total relaxation: The importance of rest for efficient processing

Many of us find it challenging to relax after a full, busy day at work, especially when we know that another full day lies ahead the next day, and the one after that. Our waking hours are filled with meetings, lessons, presentations, important activities, and endless distractions like our mobile phones and social media that are highly compelling and demanding of our attention. It's no wonder that our mind continues to buzz long after we've tucked ourselves into bed, while sleep and rest elude us. Not getting enough rest can lead to burnout, which is characterised by feelings of emotional, mental, and physical exhaustion, and is scientifically linked to many other chronic health problems as well.

The practice of relaxation is designed not only for those interested in mindfulness, but for anyone who needs to relieve stress. It provides an opportunity for our body to rest, to heal, and to be restored. We relax our body, give our attention to each part in turn, and send our kind appreciation and care to every cell. This practice is highly enjoyable, nourishing and healing for our body and mind.

Tanya Meyer is a committed and entrepreneurial English-as-a-foreign-language teacher to adults, operating at the intersection between efficient language learning, the practice of awareness-raising, and greater overall happiness and well-being, to help bring clarity, understanding, and joy to English language acquisition and use.

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Saturday, 2 March

Teaching English to learners with SEN/D - implementing inclusive teaching and learning practices

Support for learners with special educational needs and disabilities (SEND) and inclusion have become buzz words in education systems across the world and almost all governments wish to include approaches to inclusive practices in their education policies. This, of course, needs to be translated into everyday educational practice which schools and teachers are expected to apply. While it is essential that teacher educators have a good understanding of both SEND and inclusive classroom practices, many teachers don't have the training or experience to do this confidently.

In this plenary session I will outline a framework for supporting learners with SEND and present ideas on how to apply practically inclusive teaching and learning practices based on good global practice in ways that are relevant in different contexts.

Inclusion in education is a process of addressing and responding to learners' needs by increasing their participation and success in learning. While there are specific interventions and solutions in supporting learners with SEND, our good practice approach to inclusive practice is based on 'All means all' and that inclusion is for everyone.

Phil Dexter

Phil Dexter manages the production of The Pilgrims Teacher Trainer Journal https://pilgrimsttj.com, has worked as a teacher trainer for Pilgrims since 1997, and is now a freelance educational consultant. Phil worked for the British Council for over 30 years in English and education projects in teacher development and inclusive education. Phil's most recent consultancy advice in inclusive education involves working with governments across the world in a variety of contexts in the UK, Europe, Africa, Asia, and Latin America – supporting applying approaches to inclusive teaching and learning. Phil has also worked with Cambridge University Press, supporting ways of adapting coursebooks to be more inclusive.

Phil's research interests are in good practice approaches to teaching and learning and evidence-informed approaches based on current developments in neuroscience, with a specific interest in understanding neurodiversity. Phil was awarded an MBE in the 2017 Queen's New Year Honours for his work in special educational needs, equality, diversity, and inclusion. Phil is the sub-editor of the most recent British Council publications on inclusive education – 'Creating an Inclusive School Environment' and 'How can teachers be best supported in addressing the challenges associated with teaching learners with special educational needs and disabilities?' – plus a number of other publications.

CONCURRENT SESSIONS
Presentations

10:10 - 10:40

Creating educational content for EFL classes with artificial intelligence

Maxim Barkov Monserrat de Jesús Guerra Ocampo	ROOM 1	P	LT NWT	A TT

This presentation contains five parts. In the first section, we provide the audience with the historical background regarding the use of artificial intelligence (AI henceforth). In the second part, we focus on various AI-based techniques which may be used to automate different administrative tasks. In the third section, we explain how AI may be used to enrich lesson planning and assessment-related tasks. In the fourth part, we explore new ways of generating low-stakes custom-tailored pedagogical materials. Lastly, in the final section, the perils and the ethics of active AI use in the classroom are discussed.

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 and workshops on pronunciation teaching and the use of ICT in education. Maxim is also a Google Educator Level 2.

Monserrat Guerra works as an English teacher at the Extension Centres of the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). Furthermore, she holds a degree in Educational Psychology from the National Pedagogical University (UPN).

From teacher to 'head-teacher': Promoting local leadership and learning communities

Daniella Seong You	ROOM 2	P	CCR CPD	C/D

This talk aims to outline the impact of the implementation of a peer-to-peer in-service teacher development programme in a large private language school. This implementation can be used to promote learning communities and foster local leadership by developing local teacher leaders locally named as 'head-teachers'. The findings offer key insights into teacher development.

Daniella Seong Hui You is the Executive Academic Manager at Cultura Inglesa São Paulo. She is responsible for the pre- and in-service training programmes and teacher development initiatives. She has implemented and managed the 'Head Teacher Program' and managed and developed courses for teachers. She is also responsible for developing teacher evaluation programs. She is a CELTA and DELTA tutor and assessor and a former pedagogical bilingual mainstream school coordinator. She holds the DELTA (IH London), a BA in Economics (USP) and a postgraduate diploma in Professional Development for Language Education at Nile (UK).

Continuous Professional Development? Very little time and money!

Rosalía Valero	ROOM 3	P	CPD	YL A TT C/D

So, we start out as ELT practitioners one day and we'd like to improve our professional life. But what happens when we feel we simply don't have enough time/money/energy? Let's talk about realistic possibilities, where we can find them, and how we can use them. A quick look at some key points: What? Why? How? When? Where? And who with?

Rosalía Valero is Senior Assessment Services Manager – English for Mexico, Central America & the Caribbean in the Cambridge office in Mexico. Rosalía has an MSc in Teaching English from Aston University, England. Her professional career started as an ELT teacher then a trainer, coordinator, head of department, ELT manager, etc.

Singing as a tool for learning English

Philip Salmon Susana Caligaris	ROOM 4	P	CCR NWT	YL A

Singing, as individuals or in a group, is a bio-psycho-social activity that exercises the whole social engagement system (Porges 2014). This empirical study, integrated into short intense vocal and choral courses, focuses on the effects of the act of singing on the learning of the English language for Spanish speakers in Argentina. Not only does it explore pronunciation, but also a closer understanding, internalisation, and assimilation of the language and its expressive possibilities. The outcomes, generally deemed to be very beneficial, are defined through observation and through feedback from the choral directors and individual participants.

Philip Salmon has an international solo career in concert and opera. He has a thriving private teaching practice, regularly holding master classes in Rome, Barcelona, and Argentina. He has directed choirs in Britain and Argentina, and his joint investigations (with Professor Susana Caligaris) 'Towards the Embodied Voice' have been published.

Professor **Susana Caligaris**, soprano, has an international solo career and heads her vocal department in the Instituto Superior de Música, Universidad Nacional del Litoral Santa Fe. She is also visiting professor of voice in Europe and Argentina. She collaborates with Philip Salmon on many projects, both musical and investigative.

What does virtual classroom management involve?

María Alejandra Fumaroni	ROOM 5	P	MLT	TT C/D

The aim of this proposal is to share teaching tips regarding managing virtual classrooms. According to Scrivener, "our most important job is perhaps to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of the course. It includes 'organizational skills and techniques' that grouped together are called 'classroom management'". (Scrivener, 2005:79). Effectiveness of the proposed change will be to make appropriate decisions between looking at and reading classroom events as they occur and running them.

Maria has been working for 17 years. She holds a BA degree with a specialization in University Teaching and has trained in English as a Foreign Language. Certified as an English language teacher to adults (CELTA). Currently based in Dublin teaching general English to adults.

AI-powered assessment in ELT

| Ahisha Haneef	ROOM 6	P	LT NWT ASM	YL A

This presentation will explore the transformative role of Artificial Intelligence (AI) in the EFL classroom. We will delve into AI's applications in language acquisition, from personalised learning to real-time assessment. We will also examine how AI enhances the IELTS preparation process. Additionally, we will explore adaptive assessment, demonstrating how AI adapts content and evaluation to individual learners' needs. Join me as we discover how AI-driven tools are reshaping language education, making it more engaging, efficient, and tailored to each student's journey towards language proficiency.

Ahisha Haneef is a Cambridge-certified teacher coordinator at the British Council with extensive experience teaching learners of all ages and backgrounds. She excels in IGCSE and IELTS preparation. Ahisha's passion for integrating technology into her lessons aligns with her interest in reshaping language education.
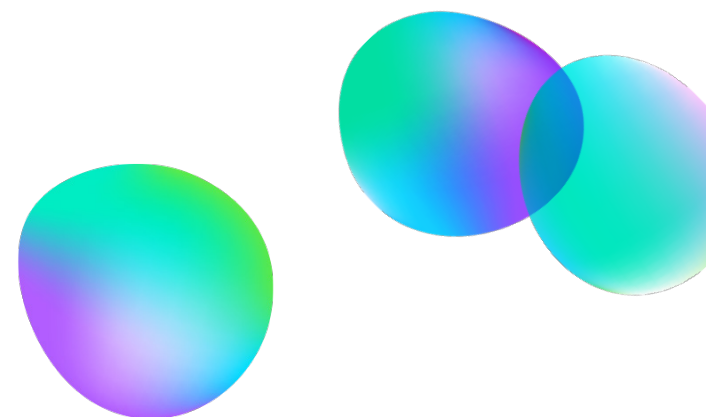
AI and ChatGPT in Language Teaching: Enhancing Personalised Learning Experiences

Joe Dale	ROOM 1	K	LT	NWT	CML	YL

This practical session explores how ChatGPT and emerging learning technologies are reshaping language teaching for the new learner. It will explore creative approaches to curriculum development and lesson planning, emphasising personalised and diverse learning materials. Attendees will learn how to integrate ChatGPT with tools like WordWall and CLOZEit for crafting engaging, customised content. The session promises practical insights into enhancing student engagement and effectiveness in language learning, culminating in a Q&A to address the evolving landscape of teaching methodologies in the digital age. Ideal for educators passionate about innovative teaching strategies!

Joe Dale is an independent languages consultant from the UK who works with organisations such as The Association for Language Learning and The British Council. He has spoken at conferences and run training courses in Europe, North America, South America, the Middle East, the Far East, and Australasia.

How sustainable is sustainability in primary EFL courseware?

Andrew John Starling	ROOM 2	K	CML	YL

Sustainability continues to be an important topic around the world and this talk examines the key decisions, process, and lessons learned behind the conceptualization and creation of an ELTon award-winning ELT series for primary learners that combines English and the UN's Sustainable Development Goals to raise awareness of global big issues and to encourage children to get involved

Andrew Starling is Product Development and Publishing Manager for University of Dayton Publishing with over 30 years' ELT experience and is co-author of various EFL series. He is the winner of the 2022 British Council ELTon award for Excellence in Course Innovation.

AI for Language Assessment

Mariano Felice	ROOM 3	K	LT	ASM	RES	A	TT	C/D

Over the years, an increasing number of organisations have adopted autoscoring solutions to automate the assessment of linguistic proficiency, each focusing on specific needs and using different techniques. However, the underlying approach in most modern autoscoring systems is the same, i.e. a machine learning model that learns to predict a label (score) from a set of human-rated examples.
This talk will explain how these systems are built using different approaches and reflect on a number of issues around the use of AI systems for decision-making, so that stakeholders can understand the scope and limitations of this type of system.

Dr Mariano Felice is a Senior Researcher and Data Scientist for Language Assessment and Learning at the British Council and a visiting researcher at the University of Cambridge. Mariano leads work on artificial intelligence (AI) and natural language processing (NLP) for language teaching and assessment and is a regular speaker at international conferences.

CONCURRENT SESSIONS
Workshops and Forums   12:00 - 13:00

AI as an ally not a foe

Maria Jose Galleno Valdez	ROOM 1	W	LT RES	A TT

Are you an English teacher facing challenges in teaching advanced levels? Join this session to discover innovative AI-driven strategies for guiding students beyond grammar and vocabulary, fostering a deeper command of the language. This presentation showcases practical examples of incorporating AI in the classroom to empower students to reach higher proficiency independently.

María José, an English educator since 2003, transitioned into a teacher trainer in 2011. Presently, she works at a bilingual school with advanced learners, actively moderates for the British Council, and authors online course materials. Her passion lies in purposeful tech integration, continually embracing the classroom's challenges. María advocates tirelessly for inclusive education, firmly believing that the right tools can empower all to learn English. Holding an MA in Digital Technology Communication and Education and another in TESOL Teacher Education from the University of Manchester, she also examines for Cambridge ESOL and British Council APTIS.

Critical human rights education in English language classes

Lívia Zanholo Santos	ROOM 2	W	EDI	YL A TT

This workshop aims to present critical human rights education and its promotion in English classes. It will present some human rights education principles and activities that can be carried out in English classes that aim to develop writing, speaking, reading, and listening skills in English. The workshop is for English language teachers who seek to develop human rights topics during their classes. The participants will have the opportunity to learn more about critical human rights education and have access to free lesson plans related to the topic.

Livia Zanholo is a doctoral researcher in Education, Linguistics, and Human Rights. She holds a master's degree in Human Rights and a bachelor's degree in Law. Based in Palmas, Tocantins, Brazil. Livia Zanholo is an English teacher at the State University of Tocantins and SENAC.

Green pedagogy and environmental literacy: Connecting curriculum to climate action

Luisa Alejandra Jiménez Cubría	ROOM 3	W	CC	YL A TT C/D

Teachers need to engage students in sustainable practices in the midst of escalating climate and environmental issues. This talk emphasizes green pedagogy's significance in English Language Teaching (ELT), covering environmental literacy, education, and awareness. We will discover how to integrate CLIL to foster eco-friendly actions and instill climate consciousness regardless of age, grade, gender, or interests. As educators, we hold the power to be change agents nurturing a greener, cleaner, and safer world, all while enhancing students' metacognitive and language skills.

Luisa's diverse academic background fuels her passion for dynamic English classes, integrating subjects for engaging lessons. Her expertise in CLIL, whole child, and whole person approaches enriches ELT lessons. She has excelled as a teacher, coordinator, and consultant, displaying leadership in curriculum development. Currently Luisa works as an Academic Consultant at Helbling English.

Time to mash up assessment and playful learning

Estefania Belen Chiosso Llorca	ROOM 4	W	ASM RES	YL A

Testing has proved to be an essential tool in language learning, so it is here to stay. Join me in this workshop to reflect on how to combine it with instances of playful learning, a crucial educational approach that blends the power of play and learning to enhance students' cognitive, social, and emotional development, promoting active engagement, curiosity, and self-discovery.

Estefania is a passionate educator and an ongoing learner! She holds a postgraduate degree in Education by UNRN (Universidad Nacional de Rio Negro), she is an EFL teacher graduated from Instituto Superior Juan XXIII, also a "Neurosicoeducator" by Asociacion Educar para el Desarrollo Humano, and this year, she got an International Certificate on Evaluation and Assessment from Nile, London. Estefania leads "Rainbow Institute" in Viedma, Rio Negro and she has also become a freelance Academic Consultant for Path International Examinations.

STEAMing ahead: Integrating STEAM projects in ELT for YLs

Sasha Dayna Collie	ROOM 5	W	NWT RES CML	YL A C/D

This workshop explores seamlessly blending Science, Technology, Engineering, Arts, and Mathematics (STEAM) into young learner curricula. Participants will learn practical steps to implement these projects, enhancing their ability to foster higher-order thinking skills. Teachers gain tools for providing language support, enabling learners to express themselves and pursue a STEAM-rich future. The workshop's relevance in shaping Latin America's educational landscape is highlighted by the region's abundant STEAM talent.

Sasha Collie, a passionate English Language specialist, brings over a decade of experience across Mexico, Colombia, and the Bahamas. Her journey began in the sunny Bahamas, later evolving into a dedicated ELT career. Armed with certifications from Cambridge and Trinity, Sasha's pedagogy aims to advance discourse on effective language teaching.

Teaching teenagers: Refreshing our teacher's toolkit

Ana Gabriela Díaz Ortega Guillermo de la Parra Tron	ROOM 6	W	NWT	TT C/D

Teaching teenagers has always been a challenge because of all the changes occurring in this stage of life. However, new factors in the 21st century such as social media, reduced opportunities for social interaction, and new learning needs make this task more demanding than ever.

In this session we will focus on innovative strategies, adapting traditional pedagogical approaches, integrating technology, and fostering effective communication to engage teenagers effectively. Teachers will leave this session with a refreshed toolkit that aligns with contemporary educational insights, ensuring a positive and dynamic learning environment for both teachers and teenagers.

Ana Gabriela Díaz has a bachelor's degree in Pedagogy, a master's degree in Psychology, and a specialist degree in Special Education. She has taught English for over 7 years. She actively participates in projects to improve education. Currently, she is an Academic Consultant for University of Dayton Publishing.

Guillermo de la Parra has a bachelor's degree in Education with a specialisation in Educational Management and Administration. He's been involved in education, as a teacher, coordinator, and teacher trainer, for over 20 years. Currently, he is an Academic Consultant for University of Dayton Publishing.

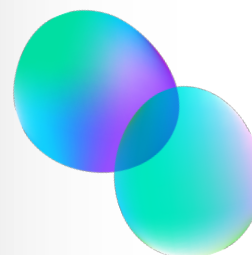### EXHIBITION, NETWORKING, AND CHAT WITH…   13:00 - 13:20

EXHIBITION

Visit the best ELT material available and offered by our exhibitors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos.

Join the booth's live chats – Chat with…

CHAT WITH…

CONCURRENT SESSIONS
Presentations

13:20 - 13:50

TechEmpower: Transforming teacher communities through networking and digital collaboration

Mariela Mondaca	ROOM 1	P	LT CPD	A TT C/D

This session will examine the principles of social constructivism and how collaborative learning plays a key role in teachers' professional growth, resilience, and familiarity with technology. We emphasise the importance of building communities and judgment-free environments for all teachers of English, particularly those whose first language is not English, to develop their language skills. We will also explore how technology can bridge distances, looking into practical tools and small success stories on embracing technology and social media for language development and professional growth. Through a holistic approach that spotlights collaboration, theoretical frameworks, and practical strategies, we will explore teacher empowerment and community building.

Mariela Mondaca has been a teacher of English and a teacher educator for over 24 years. She has trained in drama and storytelling. Nowadays, she has her own online language business where she aims to create spaces where teachers of English can come together to collaborate, learn, and grow.

Strategies for incorporating the 4 skills in public school classrooms

Matheus Nazário	ROOM 2	P	CCR EDI RES	A TT C/D

With over 8 years of diverse teaching experience, my transition to public schools highlighted the challenges of instructing English to large classes. Managing 40 to nearly 50 students in a class resonated deeply. This presentation shares insights and proven practices for educators facing limited resources or extensive student numbers. Practical strategies, drawn from personal experience, enhance teaching effectiveness, fostering an environment conducive to English language development. Join this exploration of innovative techniques, empowering educators to overcome challenges and enrich the language learning experience in resource-constrained schools.

Matheus Nazário, an accomplished English teacher, has guided numerous students through preparation for various language proficiency exams, including the FCE, CAE, and IELTS. Holding a CELTA certification (PASS B) and currently enrolled in the DipTESOL course at Trinity College, Matheus also possesses a prep-teaching for IELTS certification from Bridge Edu. Over the course of his teaching career, Matheus has delivered General English instruction to students spanning diverse ages and proficiency levels. He has also conducted specialized courses in English for Specific Purposes and exam preparation. Matheus takes pride in delivering personalized, student-centered instruction, creating a positive and inclusive learning environment where students feel comfortable and motivated to enhance their language skills. Matheus's teaching approach revolves around practical and engaging activities that encourage active participation and facilitate language acquisition. By offering constructive feedback, practical advice, and relevant resources, Matheus is dedicated to assisting students in reaching their language goals and succeeding in their chosen endeavours.

Using "silent books" in ELT

Greta Antonioni	ROOM 3	P	LT NWT RES CML	YL

Silent books are picture books in which stories are "told" through images and where there is no room for words. These can become an extremely useful tool during ELT lessons as they can be employed to enhance vocabulary acquisition through the description of the scenes, to teach new grammar structures and, eventually, to develop writing skills. This presentation is aimed at showing a project we can carry out using silent books in ELT classes which, through various activities, leads to the creation of a digitally dubbed book.

Greta Antonioni is an English teacher in Italy. During her career she has taught English to different age groups of students. Currently, she is teaching in a high school. She has attended conferences, webinars, and trainings thanks to an exchange program for teachers which let her acquire new digital and didactic competences.

Highlights of Eco-PBL for tourism educators' course in Chiapas

Edrei Gonzalez Hernandez Wendy Coulson	ROOM 4	P	CC CPD	C/D

The presenters created and facilitated a professional development course for in-service EL and tourism educators in Chiapas for designing and implementing English-medium lessons using an Eco-PBL framework into their regular classes at area vocational schools. The audience will gain an insight into our processes and highlights.

Edrei González is founder and director of Chiapas's 'Meeting Point and Colectivo Xu'. She's been a teacher since 2005 and a speaker and lecturer since 2015. She's worked and studied in the USA and UK. She holds a PhD in Regional Studies, - and degrees in ELT and Visuals Arts.

Wendy Coulson is an independent ELT consultant specializing in instructional coaching and mentoring and materials development for TEYL in low-resource and community-based environments. She holds master's degrees in Applied Linguistics and TESOL and in K-12 Bilingual Education. She has facilitated in large-scale teacher development projects with the British Council in Myanmar, Bangladesh, and virtually in Tunisia and Rwanda. She considers Mexico her adopted country.

How to create an autistic-friendly EFL classroom

Sandra Guadalupe Ojeda	ROOM 5	P	CPD EDI	A TT C/D

Many novice and experienced teachers claim the need to learn more about students with special needs to be better prepared to face the challenges these students may pose. In this presentation I will start by describing the main characteristics of Autistic Spectrum Disorder (ASD) to help teachers understand the condition and be able to cater for the ASD students' needs. Attendees will learn about the signs and symptoms of autism, and they will also acquire strategies to build an autistic-friendly environment.

Sandra Guadalupe Ojeda holds an M.A. in Teaching English as a Foreign Language, and she has also specialised in teaching English in all levels of Education, ICT, Teaching Practice, Research, Inclusive Education, and Sexuality Comprehensive Education. At present she is an educator at Universidad Autónoma de Entre Ríos and I.S.P.I 4020 "San Roque," in Santa Fe. She is an active member of the ELT community as organiser and presenter.

Developing rubrics to support assessment for and as learning

Gladys Quevedo-Camargo	ROOM 6	P	ASM EDI	C/D

Rubrics consist of a set of criteria for students' (language) performance which include descriptions of levels of expected achievement. Their usefulness has been widely recognised in the educational field as they are essential for fair and transparent practices both in assessment for and as learning, as well as instruments for the development of learners' critical thinking and autonomy. This presentation aims to go deeper into understanding the characteristics of good rubrics as well as how to write them. In addition, different types of rubrics will be presented so as to inspire attendees to create their own.

Gladys Quevedo-Camargo is associate professor at the University of Brasília and holds a PhD in Language Studies and the RSA/DELTA. She is a member of LAALTA – Latin American Association for Language Testing and Assessment and of the BrazTesol Assessment SIG. Her interests are language testing and assessment and language assessment literacy.

LUNCH, EXHIBITION, AND NETWORKING	13:50 - 15:00

EXHIBITION

Visit the best ELT material available and offered by our exhibitors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos.

NETWORKING

Connect and catch up!... During this scheduled networking period, take the chance to match up with a fellow attendee with your shared interests, in a short (five-minute) video networking call.

Saturday, 2 March

PLENARY SESSION **E** 15:00 - 16:00

Climbing the Walls: How to design activities to take English language learning outside the classroom

Creating and implementing activities in real contexts can motivate learners, help them explore their interests, and focus on meaningful language use while promoting thinking skills. In this presentation, we will look at visits to art galleries and museums, nature walks, and virtual tours to take learning outside the classroom.

There will be lots of practical ideas that teachers will be able to adapt for different language levels and ages, and in physical or virtual contexts in low-tech or high-tech teaching environments. This session will be highly interactive to give participants the chance to share their own ideas, personal experiences, and questions.

Claudia Rey

Claudia Rey is a teacher trainer, conference speaker, and ELT consultant who specializes in the areas of Teaching Young Learners, CLIL for Primary and Secondary Teachers, Assessment, and Teaching English through Literature.

Claudia is the designer and course leader of NILE's "Teaching Young Learners" online course. She also designed the "Learning Outside the Classroom" video series (TeachingEnglish/British Council) and moderated the "Teaching Your Subject in English" Massive Open Online Course (Cambridge English Language Assessment).

Claudia's work as a teacher trainer is deeply rooted in her thirty years of experience as a classroom teacher.

CONCURRENT SESSIONS
Presentations

16:10 - 16:40

Trailblazing teacher trainers in Venezuela: Our online mentoring success story

Oscar Carmona Perez Nicky Francis	ROOM 1	P	CPD	TT

How can we develop teachers countrywide when faced with economic and connectivity problems? Join our talk where we delve into challenges and achievements and share our experiences of how the collaboration of cross-cultural mentoring is empowering teachers across Venezuela. Discover how a cascading programme transformed nationwide teacher training through smartphones and the valuable lessons learned for educators worldwide.

Oscar Carmona is a CELTA certified English teacher with a master's in Educational Research and teacher trainer at Universidad Nacional Experimental del Magisterio Samuel Robinson (UNEM). He has been a teacher trainer for 8 years in primary, secondary, and university levels.

Nicky is an education consultant with over 24 years' experience gained from her teaching and leadership roles with the British Council in France and Saudi Arabia. Since September 2021 she has been privileged to work as a trainer, coach, and mentor for Venezuelan Teacher Educators in a ground-breaking online project.

Can Exploratory Action Research contribute to teaching other school subjects?

Maria Marta Mora	ROOM 2	P	CPD	RES	TT	C/D

Exploratory Action Research (EAR) has contributed to enhancing ELT classroom teaching for some years now. Founded on solid experience around the world, EAR is being carried out in different teaching contexts, such as teaching other subjects in the secondary school curriculum in Buenos Aires, Argentina. Successful ventures have encouraged the presenter to share the theoretical framework, international stories of exploratory action research, and her own experience as a mentor.

Maria Marta Mora is a teacher of English and an Exploratory Action Research mentor in a secondary school in Buenos Aires, Argentina, where she is based. She also participates in Richard Smith's international community of Mentoring Teacher Research. She was a speaker in BBELT 2023 and in other international conferences.

The Phonological Loop: Linguistic transparency or opacity and ESL Teaching

Luciana Correa	ROOM 3	P	CPD	RES	TT	C/D

When comparing the phonetic disparities between Brazilian Portuguese and English, or Spanish and English, it is essential to analyse how this factor affects simultaneous literacy. While there is little to no differentiation between spoken and written Portuguese and Spanish, there is a high degree of opacity that leads to phoneme and grapheme mismatching in English, which can hinder the learning process. Practical measures to support learners and improve their learning experience will be presented, involving the Phonological Loop Device and short- and long-term memory.

Luciana Correa has 34 years' experience of teaching English as a second language. She is also an educationalist with expertise in writing English textbooks for grades one to five in bilingual schools. Consequently, she has a deep understanding of the challenges that arise in such situations.

Creating projects that involve your entire school

Hugo Dart	ROOM 4	P	CCR	YL	A

This presentation will introduce a project about the 50 states in the USA carried out at one branch of a language school in Rio de Janeiro, which involved 13 teachers and 52 groups of students. They ranged from young learners to seniors, - and included games, the creation of posters, a live chat with American students, and a visit by US Consulate officials. The speaker will explore the basic principles, strategies, and conditions required for you to design initiatives for your own educational context.

Hugo has been in ELT for 25 years and at IBEU-RJ for the past 13, working with EFL, CLIL, and teacher education. A board member of the BRAZ-TESOL Intercultural Language Education SIG, he is currently enrolled in NILE's MA in Professional Development for Language Education.

Tutoring feedback and the development of academic literacy in English

| Marina Alves Mahfuz | ROOM 5 | P | RES | A |

The Laboratory of Academic Literacy (LLAC-USP) aims to help undergraduate and graduate students to improve the writing of their academic texts, such as research papers, summaries, and essays in English. This research analyses how feedback given by tutors to undergraduate students at the Laboratory contributes to the development of academic texts in English.

Marina Mahfuz is an English teacher, proficiency exams tutor, CELTA holder, translator, and a graduate student in English at Universidade de São Paulo (USP).

Ensuring social presence in online teaching and fostering language learning

| Valéria Benévolo França | ROOM 6 | P | LT | NWT | A | TT |

This presentation will explore five ways in which teachers can ensure a positive social presence in an online teaching environment when teaching older teenagers and young adults. It can be quite complicated to maintain the right level of social interaction in an online environment and ensure there is a healthy level of engagement. To this end we need to try and maintain an affective dimension, open communication, and some level of group cohesion. This presentation will explore the theoretical domains of social presence and will also share some best practices which can be implemented during online synchronous lessons.

Valeria has worked in ELT for 30 years. She taught and was head of teacher development at Cultura Inglesa Brazil. She then was head of learning and development at Edify Education. She has founded her language school. She is a BRAZ-TESOL Past President and tutor on the NILE MA programme.

Impact of remote teacher-training programs on Venezuelan English teachers

| Ana Castellin Lastra | ROOM 5 | P | LT | NWT | CPD | RES | A | TT | C/D |

Continuing Professional Development is essential for teachers; however, the opportunities for professional growth and teacher development for English teachers to which Venezuelan teachers have access are limited. In 2021, the British Council launched the nationwide PNF Secondary Remote Teacher Training Program through Telegram. In this presentation, I'll share my experience and those of other English teachers located in different states of the country on how this remote training received via Telegram has influenced our teaching practice.

Ana Castellin is a specialist in Education of English as a Foreign Language. Ana has over 10 years of experience in EFL teaching. She currently works as a Facilitator at Universidad Nacional Experimental del Magisterio Samuel Robinson for undergraduate and graduate programs and as a pedagogical coordinator in a public high school.

Revolutionizing English learning for Yanomami: Innovative approaches in Amazonas, Brazil

| Emmanuel Jeremia Mganda | ROOM 2 | P | NWT | YL |

Explore groundbreaking methods of teaching English to Yanomami learners in Amazonas, fostering cultural sensitivity and engagement. This session unveils effective techniques, emphasizing inclusivity and relevance.

Emmanuel is an experienced language educator with a passion for inclusive education. Graduated in Philosophy and Education, Post-graduation in Geography and Christian Religion Education. Emmanuel has a proven track record of implementing innovative teaching methodologies in diverse cultural contexts such as Tanzania, Kenya, and Amazonas, Brazil.

Examples of Integrated Skills tasks in the ELT Classroom

G. Alejandra Durán Colín	ROOM 3	P	CCR NWT	A

Language users are social agents of their own learning process thus engaging them in different types of language activities is of great importance. In order to improve the modes of reception and production in A2 and B1 users, I present two integrated tasks for them to produce real-life products: the description of some photos that are significant to them and an email with solutions for a problem.

G. Alejandra Durán Colín is an English language teacher with more than 15 years of experience and a master's degree in Education and Teaching. Collaborated in the redesign of the Institutional English General Program for IPN as well as taking part in the design and assessment of 4 Skills proficiency tests and other assessment tools.

Storytelling in the classroom: A natural way to improve listening

Gabriela Ladron de Guevara de Leon	ROOM 4	P	NWT	YL A

This action-research case study explores the efficacy of employing storytelling to enhance oral comprehension and cultural competencies among A1 level high school EFL learners. Using participant observation, 105 students were exposed to folktales, legends, and authors' stories. Through Socratic questioning and collaborative activities, students improved their oral comprehension skills, fostering appreciation for diverse cultural expressions. The study underlines how storytelling not only nurtures micro-skills in language comprehension but also serves as a tool to preserve intangible heritage. This presentation shows the importance of storytelling in language learning, emphasising its role in nurturing both linguistic and cultural fluency.

Gabriela Ladrón de Guevara de León is an English teacher, teacher trainer, and in-service tutor, as well as writer and storyteller. She is a professor and researcher at Universidad Autónoma de la Ciudad de México. She holds a BA in Teaching French as a Foreign Language, a BA in English, and a BA in Teaching English, as well as an MA in Education and PhD in Education.

Teaching large classes: A British Council experience in Venezuela

| Juana Maria Sagaray Covault Maria Teresa Fernandez Di Turi Leonelys Cuevas Yanez	ROOM 5	P	MLT	YL

This presentation is about teaching large classes. We will talk about strategies we have been using to improve English teaching in lower primary, upper primary, and secondary classes. The strategies are based on pedagogical and psychological principles. The effectiveness of these strategies has been evidenced through class observations, assessment results, and the perceptions of teachers, students, parents, and coordinators.

Juana Sagaray is the YL Coordinator at the British Council, Venezuela. She has over 25 years of experience as a teacher trainer. She earned her PhD in Education from UPEL, Venezuela. She has designed ELT materials and has managed monitoring and evaluation of education projects. She is a researcher and lecturer.

María Teresa Fernandez is an English teacher at the British Council, Venezuela. She has over 17 years of experience as a teacher trainer. She earned her PhD in Education from UPEL, Venezuela. She has specialised in researching monitoring and evaluation. She is an ELT materials writer, researcher, and lecturer.

Leonelys Cuevas has a degree in Education, majoring in English language teaching from Universidad Pedagogica Experimental Libertador, Venezuela. She currently works as an English teacher for the British Council, Venezuela. She completed a Teaching Young Learners Extension Certificate. She also has experience in digital writing.
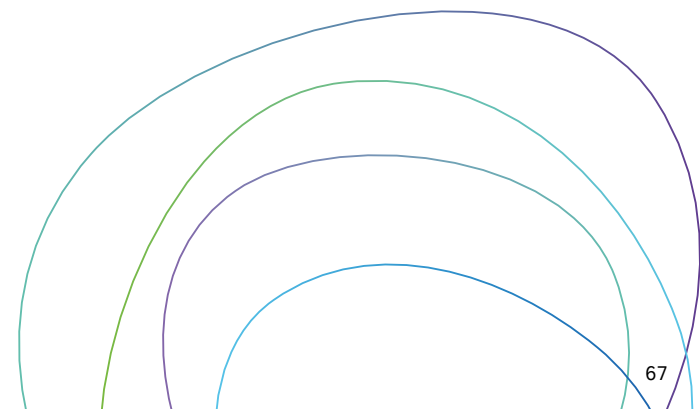
Bridging cultures: Fostering intercultural understanding through asynchronous online exchanges

Alejandro Cisneros · ROOM 6 · P · LT · CC · CML · A · TT · C/D

Do you struggle to motivate your students to use the target language for meaningful purposes? Connect them with their peers abroad for guided video exchanges that are tiered by proficiency and topic. See how your students can have real-world conversations and cultural discussions with global peers in a target language and how you can channel their curiosity about the world, create awareness of cultural similarities and differences, and help them develop as global citizens.

Alejandro is a Global Learning Specialist at Language Testing International. He's a former language and psychology teacher at the high school and university level. As a linguist, his research focuses on second language pragmatics and language teacher training.

EXHIBITION AND NETWORKING 17:20 - 17:40

EXHIBITION

Visit the best ELT material available and offered by our exhibitors. Learn about innovative courses, books, apps, certifications, and more. Watch short videos.

NETWORKING

Connect and catch up!... During this scheduled networking period, take the chance to match up with a fellow attendee with your shared interests, in a short (five-minute) video networking call.

Saturday, 2 March

ELT, Inclusion and Technology

The participation and progress of all our learners are important, but the way most classrooms are traditionally set up as a 'one-size-fits-all' model means some learners can feel excluded or experience barriers to learning. How can we help foster a more inclusive approach to teaching, learning, and teacher education? Are there contexts and circumstances when technology can be used to help? In this talk, I will show examples of how teachers can embrace inclusive teaching strategies, - and how technology is being used to help create more inclusive learning environments.

We'll look at how teachers can use a new toolkit for inclusive teaching strategies and examine the evidence for using mobile messenger apps to bridge the digital divide. I will show examples of how WhatsApp and Telegram are being used to provide Continuing Professional Development (CPD) opportunities for teachers with low connectivity in Mexico and Venezuela and show how teachers can get concrete, practical support with challenges such as differentiating learning and presenting information for different needs.

Graham Stanley

Graham Stanley is the British Council's English Programmes Lead for the Americas, based in Mexico City. Prior to this, he was Country Director Uruguay, helping to manage Ceibal en Inglés, a programme teaching English via video conferencing to 70% of state school upper primary school children in Uruguay. He has a master's in Education in ELT & Educational Technology (University of Manchester, UK) and won awards for his first two handbooks for teachers: 'Digital Play: Computer games and language aims' (Delta Publishing, 2011), the winner of an ELT Innovation award (ELTon), and 'Language Learning with Technology' (Cambridge University Press, 2013), winner of the English Speaking Union's 'HRH Duke of Edinburgh ELT book of the year' award. His last book was 'Remote Teaching' (British Council, 2019).

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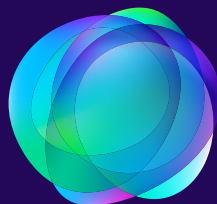Team Argentina

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