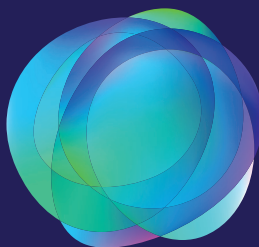


BBELT

2025



CONFERENCE PROGRAMME

April 4-5

*Times are established in the Central Mexico time zone (UTC/GTM - 6).



Contents

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Welcome to BBELT 2025

We are delighted to welcome you to the 22nd BBELT conference!

As English Language Teaching (ELT) professionals, you are at the forefront of shaping the future of language education. This year's conference aims to provide a dynamic platform for the exchange of ideas, best practices, and cutting-edge research. Over the next few days, you'll have the opportunity to engage in thought-provoking sessions, connect with like-minded colleagues, and gain valuable insights to enhance your teaching practices.

Whether you are attending sessions on the latest digital tools in ELT, exploring methodologies for learner-centered classrooms, or discussing the role of culture in language acquisition, we are confident that the knowledge and connections you gain here will inspire and elevate your professional journey.

Our virtual platform will allow you to fully participate in sessions, networking opportunities, and discussions. We encourage you to explore, ask questions, and engage with speakers and fellow attendees. We're proud to bring you an event that reflects the diversity and innovation that defines our global ELT community.

We are very excited to present you with this year's programme: two full days of talks, Teach-in, forums, and plenary sessions delivered by specialists from Argentina, Australia, Brazil, Canada, Colombia, Ecuador, Ireland, Mexico, Pakistan, Poland, Saudi Arabia, Spain, Sri Lanka, the United Kingdom, Uruguay, Uzbekistan, and Venezuela.

The speakers will give you plenty of innovative ideas to boost your motivation and encourage you to keep experimenting and discovering in your teaching context. Many thanks to our keynote speakers, Cecilia Nobre, Gabriel Diaz Maggioli, Jennifer Verschoor, Joe Dale, Paul Seligson, and Susan Dawson, who are very generously sharing their knowledge and experience with all our teachers in the Americas.

As always, we would like to thank our partners Bridge Education Group, Bodeli Osnaya, Cambridge University Press and Assessment, Empreser ELT, Language Testing International, Macmillan Education, National Geographic Learning, Oxford University Press, and SM-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.

We know that speaking English represents an opportunity to transform lives, and teachers are the vehicle to offer the necessary tools to excel in this global and ever-changing context. There is no doubt that your work helps transform successful life stories, and we are happy to contribute through initiatives such as this one. Welcome to BBELT 2025!

With best wishes,



AIDA SALAMANCA MBE

English & Schools Education Lead
British Council Americas.

British Council Americas

JOANNA BURKE

Regional Director,
Americas.

CAMILA MORSCH

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

AIDA SALAMANCA

English and Schools
Education Lead America.

Argentina

ROBERT CHATFIELD

Country Director
Argentina and Chile

MARIELA MASUYAMA

Head of English and
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AURAMARINA LAZARDE

Director, Cultural
Engagement

ENNIS DIAZ

Project Officer Cultural
Engagement

Friday, 4 April

*Times are established in the Central Mexico time zone (UTC/GMT - 6).

08:45-09:00	Log in				PROFILE
09:00-09:20	Opening ceremony				PLENARY ROOM
09:20-10:20	Plenary session A Evolving trends in English language teaching and professional practices, Susan Dawson				
Concurrent sessions Presentations	10:30-11:00	Empowering learners to navigate the infodemic in the age of AI	Redefining roles in modern teaching	Helping learners self-monitor progress: Portfolio insights from Sri Lanka	Skill up for success: Integrated 21st century skills for teens
		Marina Falasca	Mohamed Nabil	Ahisha Haneef	Silvie Rasikova
		Room 1	Room 2	Room 3	Room 4
Concurrent sessions Teach-in and Forums	11:10-12:10	A Human-centred approach to GenAI in language acquisition	Thinking critically about the choices we make: Tigers or capybaras?	Decolonial pedagogies - Forum	The mother tongue matters: Embracing multilingualism for inclusivity and empowerment
		Raquel Ribeiro	Juan Reis	Fernanda Vieira, Andrea C. Farfán	Lucy A. Durance
		Room 1	Room 2	Room 3	Room 4
12:10-12:30	Exhibition, networking, and chat with...				EXHIBITION ROOM
		Chat with... British Council	Chat with... SM - University of Dayton Publishing	Chat with... Macmillan Education	Chat with... National Geographic Learning
Concurrent sessions Teach-in and Forums	12:30-13:30	Literature as a bridge to global skills	Mastering lessons through the art of slow-looking	Teachers' agency in CPD - The road not taken	Unlocking meaning in learning games
		Mark Arthur	Marcela C. Danowski	Jorge Chacon	Daniela Tovar
		Room 1	Room 2	Room 3	Room 4
Concurrent sessions Presentations	13:40-14:10	Connecting with students via teacher-created materials	Less is more: Managing the demands of teaching and learning	Lessons for LatAm from an HE research project in the UK	From concept to course: Developing "Foundations of Remote Teaching"
		Philip R. Stoneman	Lauren J. Nock	Rosalía Valero	Rafael Farinas
		Room 1	Room 2	Room 3	Room 4
14:10-15:00	Lunch, exhibition, and networking				
15:00-16:00	Plenary session B Becoming, belonging, and beyond: Crafting your professional identity as a teacher, Gabriel Diaz Maggioli				
Concurrent sessions Presentations	16:10-16:40	Who teaches the teachers? Analysing teacher educators' identities in Brazil	Embracing diversity by implementing Universal Design for Learning	Pedagogical translanguaging as "troublesome knowledge" in teacher education	Once upon a STEAM project: Fairy tales inspiring young innovators
		Emilio Bobadilla	Sandra Ojeda Araceli Díez Sonia Ulrich	Caroline Moore Sue Ollerhead Gillian Pennington	Taila Gimenez
		Room 1	Room 2	Room 3	Room 4
Concurrent sessions Presentations	16:50-17:20	Timeless ELT strategies enhanced by technology	Boosting writing skills through practical approaches	Teaching critical thinking in the era of algorithms	Teacher reflection & collaboration: Together they enable continuous professional development
		Alicia Artusi	Milton Bradbury	Andrea B. Collados	Jovanna M. Godínez
		Room 1	Room 2	Room 3	Room 4
17:20-17:40	Exhibition and networking				
17:40-18:40	Plenary session C AI and digital transformation in the EFL classroom, Jennifer Verschoor				

Saturday, 5 April

*Times are established in the Central Mexico time zone (UTC/GMT - 6).

08:45-09:00	Announcements				PLENARY ROOM
09:00-10:00	Plenary session D Are we holding back Latino learners?, Paul Seligson				
10:10-10:40	The CEFR as a tool for formative assessment	Lights, camera, action: Harnessing vlogging to transform ELT classrooms	Bridging generations: Transforming ELT with innovation, vision, and purpose	The ABC of planning equitable lessons for the EFL class	
	Jaber Ahmad	Feruz Akbarov	Waqar M. Khan	Laura Romiti	
	Room 1	Room 2	Room 3	Room 4	
10:50-11:50	Global challenges: A chance to empower students to improve	Digital citizenship and critical thinking enrich language learning	Is AI making you stupid? How homework automation is killing critical thinking	ELT for a sustainable future: Teaching beyond the classroom	
	Isaí Hernández	María C. Orgnero	Beloufa Chahra	Marcela Villan	
	Room 1	Room 2	Room 3	Room 4	
12:00-13:00	Playful lessons: Brain-friendly games for every learner	AI-assisted language learning: Innovations in English teaching	Teaching with intention: Designing purposeful ELT lessons through backwards planning	Using GenAI as a conversational partner in class	
	Eugenia Dell'Osa	Fatima R. Baeza	Luisa A. Jiménez	Maxim Barkov Montserrat Guerra Sofía Alemán	
	Room 1	Room 2	Room 3	Room 4	
13:00-13:20	Exhibition, networking, and chat with...				EXHIBITION ROOM
	Chat with... British Council	Chat with... University of Dayton Publishing	Chat with... Language Testing International	Chat with... Bridge Education Group	
13:20-13:50	Making Thinking Visible: empowering our students through thinking routines	Beyond grades: Rethinking assessment to empower learners and educators	The overlooked learners: Ensuring inclusion for gifted students in English lessons	The missing link: Deep processing and associative learning in action	
	Daniela Blanco	Patricia Ibiapina Hellen Haga	Malgosia Tetiurka	Anna Machura	
	Room 1	Room 2	Room 3	Room 4	
13:50-15:00	Lunch, exhibition, and networking				
15:00-16:00	Plenary session E Practical AI for ELT: Enhancing listening, speaking, reading, and writing, Joe Dale				
16:10-16:40	Enhancing classroom accessibility through AI	Neurodiversity in second language education: Inclusive strategies and success stories with Asperger's learners	Inclusive assessment strategies for ADHD in English language learning	Critical and antiracist English teaching in Argentina: Theory into practice	
	Veronica Gonzalez Miguel A. Martinez	Erandi Carrasco César E. Rodríguez	Gisele Marçon	Melisa Miralles	
	Room 1	Room 2	Room 3	Room 4	
16:50-17:20	Making every minute count: Maximising student speaking in short lessons	Affection and the process of learning English in students with Down syndrome	Future-ready next-gen learners: Mind the Alpha and the Omega	Shaping the curriculum: The importance of women's representation	
	Felipe Emerick, Sílvia Kubo	Sara Lara Cibele Cecilio	Silvia Breiburd	Ana F. Velasco	
	Room 1	Room 2	Room 3	Room 4	
17:20-17:40	Exhibition and networking				EXHIBITION ROOM
17:40-18:40	Plenary session F Helping learners take control of their own language journey, Cecilia Nobre				
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 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 our sponsors. Learn about innovative courses, books, apps, certifications and more. Watch short videos.

Join the booth's live chats – Chat with... Find the innovative posters and join the sessions according to the programme schedule.



CHAT

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



PEOPLE

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



NETWORKING

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



REPLAY

This is the on-demand section.

READING YOUR PROGRAMME

Title of session

Speaker's name	ROOM#	P	CONTENT FOCUS	YL
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Type of session

Target Audience

TYPES OF SESSIONS

- P** Presentation
- T** Teach - in
- F** Forum

TARGET AUDIENCE

- YL** Young Learners
- A** Adults
- TT** Teacher trainers
- C/D** Coordinators / Directors
- ST** Student teacher / Teacher in training

CONTENT FOCUS:

- PL** Planning lessons and courses
- UL** Understanding learners
- ML** Managing the lesson
- KS** Knowing the subject
- MR** Managing resources
- AL** Assessing learning
- ICT** Integrating ICT
- PD** Taking responsibility for professional development
- IP** Using inclusive practices
- MA** Using multilingual approaches
- 21st** Promoting 21st century skills
- EP** Understanding educational policies and practices

Academic programme

Friday, 4 April

PLENARY SESSION **A**

09:20 - 10:20

Evolving Trends in English Language Teaching and Professional Practices

Using the results of an extensive review commissioned by the British Council into the changes in English language teaching and teacher education over the last 10 years, this presentation highlights some of the key changes and trends emerging from that review, and the implications for the Professional Practices. It begins by looking at the purposes for the review, the methodology used, and the key findings. It shows how these findings were used to revise the current CPD Framework and the rationale for the changes. It concludes with practical suggestions as to how the revised CPD Framework might be used by ELT practitioners.



Susan Dawson

Susan Dawson holds an MA TESOL and a PhD in Education from The University of Manchester, UK, where she is currently a lecturer in Education. She has been involved in English language teaching and English language teacher education for over 35 years and has delivered CPD workshops in many countries. Her research interests include inclusive practitioner research, teacher resilience and using accessible, low cost technology for teacher development purposes.

CONCURRENT SESSIONS

Presentations

10:30 - 11:00

Empowering learners to navigate the infodemic in the age of AI

Marina Falasca

ROOM 1

P

PL

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21st

TT

C/D

ST

In today's world of AI-driven misinformation, media literacy is crucial for helping learners distinguish reliable information from false or misleading content. By integrating media literacy with critical thinking skills, students can better assess, challenge, and navigate the complex media environment, identify biases, and make well-informed decisions. This presentation will highlight the importance of these combined skills and offer research-based strategies and practical tasks to help learners effectively manage misinformation in the age of AI.

Marina Falasca, M.Ed., M.A., is a teacher trainer and author. With a strong academic background in Curriculum and Instruction and Area Studies, she currently serves as an Associate Professor at I.E.S. at Lenguas Vivas Juan Ramón Fernández and INSPT UTN in Buenos Aires. In these roles, she teaches courses on TEFL Methods, Multimedia Learning, Discourse Analysis, and Educational Research, bringing a wealth of knowledge and practical expertise to her students. Since 2023, Marina has led STAR Argentina as the Country Director, organizing international workshops and programs that promote global education and intercultural learning. Her research interests include educational technology, intercultural learning, differentiated instruction, and global education. She is the co-author of two books: Literacy and Transmedia Skills: Projects and Tasks for Secondary and Higher Education (2022) and Current Trends in Global Education: Bridging K-12 and Higher Education for an Interconnected World (2024). Among other awards, Marina has recently received the 2024 Klett Award for Sustainable Development Education in the World Language Classroom, a prestigious international award granted by the American Council on the Teaching of Foreign Languages (ACTFL) and the Language Connects Foundation.

Redefining roles in modern teaching

Mohamed Nabil

ROOM 2

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This presentation reflects on how teacher agency can have a transformational impact on framing modern education. We will also discuss how teacher empowerment to exercise autonomy and leadership builds innovation in the classroom, increases student engagement, and eventually improves the success of the school. The participants will have actionable strategies to develop teacher agency, understand how to overcome obstacles, and create supportive environments for collaborative decision-making. Join us in uncovering the pragmatic insights and inspirational examples that recast teachers as changemakers, making meaningful change in education. Through real-life examples and actionable principles, this session will illustrate how empowering teachers to take charge of their professional development and classroom practices can lead to transformative outcomes for both educators and students. Join us as we redefine the teaching profession and embrace the emergence of the autonomous educator as a key player in shaping the future of education.

Mohammad Nabil is a dedicated educator and advocate for innovative learning at Educast. He empowers teachers and fosters student-centered environments while organizing impactful educational events. Known for his visionary approach, Mohammad inspires educators to embrace innovation and shape the future of education.

Helping learners self-monitor progress: Portfolio insights from Sri Lanka

Ahisha Haneef

ROOM 3

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Language learners face a number of challenges in exam preparation, including uncertainty, difficulty recalling learning, and lack of tangible progress evidence. To address this, our Communities of Practice (CoP) initiative in Sri Lanka explored strategies to help adult learners track progress in assessment-focused courses. Portfolios emerged as the most effective tool, incorporating artifacts, checklists, AI tools, and reflections to enhance autonomy and metacognition. Drawing on research and CoP findings, this session highlights how portfolios foster self-regulated learning and assessment literacy. Attendees will gain practical

strategies to implement portfolios, enabling learners to document, reflect on, and take ownership of their progress toward exam success.

Ahisha Haneef is the Coordinator for Adult Courses at the British Council Sri Lanka. She holds the Cambridge CELTA, DELTA, and Trinity TYLEC, as well as a BA in Education. Ahisha specializes in teaching IELTS Coach classes, which led to the development of this community of practice initiative.

Skill up for success: Integrated 21st century skills for teens

Silvie Rasikova

ROOM 4

P

UL

YL

How can we better prepare our secondary students for the evolving demands of the 21st century workplace? In this session, we will explore the theory behind fostering essential 21st-century skills in the classroom, including growth and risk mindset and embracing challenges, as well as practical classroom activities that align with the findings from my own research.

Silvie is an experienced teacher, academic coordinator, and life stage lead currently working at the British Council Madrid Teaching Centre. With a career spanning over two decades, she has taught across Spain, the UK, and the Czech Republic. Silvie regularly presents practical sessions at TESOL Spain and other ELT events.

CONCURRENT SESSIONS

Teach-in and Forums

11:10 - 12:10

A Human-centred approach to GenAI in language acquisition

Raquel Ribeiro

ROOM 1

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This interactive teach-in aims to demonstrate how AI can be used as a support for pronunciation and vocabulary expansion in a way that the teacher feels confident, and how these tasks can foster students' language acquisition and digital literacy. Researchers and educators should prioritize human agency and responsible, pedagogically appropriate interaction between humans and AI tools when deciding on whether and how to use GenAI. The role of teacher development in integrating GenAI during classes and the competencies needed by teachers to understand and use AI for teaching and learning will also be addressed.

Raquel Ribeiro is a Digital Facilitator at Cultura Inglesa, English Course Coordinator at the Brazilian Paralympic Centre and a Teacher Educator certified by the British Council with the City & Guilds. She is a coauthor of the teachers' editions 1 and 2 of the English coursebook EVOLVE. Raquel presented at Digital Learning Week 2024 at UNESCO on "Integrating GenAI into EFL classrooms in Brazil."

Thinking critically about the choices we make: Tigers or capybaras?

Juan Reis Lopes

ROOM 2

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There is a real need to help our students develop critical thinking, but are we developing it ourselves? How does this impact the choices we make as educators? In this talk, we will explore what it means to think critically about the choices we make as teachers and how to take into account the relationship between language and the realities it allows our learners to access. We will look at thinking frameworks that allow for true development of critical thinking and how that may lead us to some of the social changes we have long been yearning for.

Juan Lopes is a Brazilian teacher trainer based in Toronto. He has a BA in English Language and Literature, the DELTA Modules 1 and 2, and is an enthusiast of Social Psychology, Discourse Analysis, and Critical Pedagogy. He is also a coordinator of the São Paulo City Chapter at Braz-TESOL.



Decolonial pedagogies - forum

Fernanda Vieira de Sant' Anna
Andrea Camila Farfán Ardila

ROOM 3

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This presentation discusses decolonizing EFL education, shifting English teaching from a tool of erasure to one of linguistic and cultural empowerment. Drawing from decolonial pedagogy and indigenous epistemologies, it examines strategies to balance English with local languages and traditions. A case study from Minas Gerais State University (UEMG) highlights a redesigned syllabus incorporating advocacy in EFL teaching, empowering students and challenging dominant narratives. Ultimately, this lecture argues for language justice, positioning English as a tool for social justice and cultural resistance, ensuring that marginalized languages and cultures thrive in a globalized world.

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).

****Camila Farfán**** is a PhD candidate in Social Sciences, holds a Master's in Peace and Conflict Studies, and a Bachelor's in Modern Languages. Her research focuses on Afro-descendant women's interventions in Colombia, resistance pedagogies, and intercultural education. She has extensive experience in curriculum design, teacher training, and inclusive language teaching.

The mother tongue matters: Embracing multilingualism for inclusivity and empowerment

Lucy Amelia Durance

ROOM 4

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The mother tongue is essential for enriching the learning environment, fostering inclusivity, and empowering students. This session explores strategies for integrating multilingual approaches, enhancing group dynamics, and enabling students to leverage their native languages. We'll discuss interactive storytelling, comparing folk tales, and inviting families to participate, while also celebrating special days like Mother Tongue Day. Additionally, we'll address themes such as the Black Lives Matter movement and how to avoid prejudices, creating a diverse and empowering learning space for all students.

Lucy Amelia Durance is a teacher, teacher trainer, bilingual children's book author, and lifelong learner. Currently an infant PYP teacher at Agora Lledó International School, Spain, she leads Reading, Outdoor Learning, STEAM, and Safeguarding Communities. With a master's in Bilingual Education, she offers extensive teacher training and educational talks worldwide.

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



EXHIBITION

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NETWORKING

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



CHAT WITH...



CONCURRENT SESSIONS

Teach-in and Forums

12:30 - 13:30

Literature as a bridge to global skills

Mark Arthur

ROOM 1

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The use of literature to support language learning has long been endorsed by teacher educators. Today, as language teaching methodology evolves by integrating language skills development with, for example, competencies to prepare students for success in a competitive global knowledge economy, and to live and work as global citizens in increasingly multilingual, multicultural professional and social contexts, short stories, poems and other types of literary texts hold greater than ever potential as resources for language teaching and learning. Join us to explore how literature can support the development of intercultural communicative competencies and culturally sustaining language learning pedagogies.

Mark Arthur holds the CertTESOL and DipTESOL from Trinity College London. Working in ELT since 2000 in Mexico and the UK, Mark is currently Senior Academic Consultant for Macmillan Education. A regular conference speaker who has given talks at events throughout Latin America, Mark has participated as keynote speaker at MEXTESOL and FIID.

Mastering lessons through the art of slow-looking

Marcela Cecilia Danowski

ROOM 2

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21st

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How can observation transform learning? This session explores Slow Looking, a powerful approach that enhances student engagement, critical thinking, and creativity. By analyzing artworks and leveraging AI-generated content, educators will discover innovative ways to deepen understanding and foster meaningful classroom interactions. Participants will explore strategies to cultivate curiosity, collaboration, and 21st-century skills, creating dynamic learning environments where students explore, question, and create. Join us to reimagine the role of art and observation in education, unlocking new possibilities for enriching student learning experiences.

Marcela Cecilia Danowski is an English language educator, teacher trainer, and educational consultant from Buenos Aires, Argentina. With over 20 years of experience, she specializes in phonetics, curriculum design, and exam preparation. She is also a speaking examiner and a conference presenter, passionate about fostering innovation and inclusivity in education.

Teachers' agency in CPD - The road not taken

Jorge Chacon

ROOM 3

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In my experience as Teacher Trainer, I have found institutions conducting observations just to evaluate teachers. Additionally, teachers are constantly requested to develop themselves professionally by taking new certifications and conducting action research without providing training, support, and guidance on this, often leading to increased stress and anxiety levels in teachers and lack of motivation for taking further CPD training. The purpose of this session is to foster teachers' agency, enabling them to guide their continuous professional development through reflection and action rooted in their personal beliefs and practices.

Jorge Chacon, an English teacher since 2014, is a specialist in teaching in NESEs. Experienced in exam training, developing learner autonomy, assessment, working with emerging language, CLIL, and SEND. Jorge has become a frequent speaker at English language teaching conferences, having conducted research on learner autonomy, teachers' agency, and SEND

Unlocking meaning in learning games

Daniela Tovar Uribe

ROOM 4

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How do games create meaningful learning experiences? This session explores how interactivity—the core of gameplay—drives engagement and language acquisition. We'll define games in ELT, break down the anatomy of interactivity, and provide a checklist to evaluate game quality. Through three examples and insights from neuroscience, we'll see why games are the ultimate communicative activity.

Daniela Tovar is the Senior Product Developer for Elementary at University of Dayton Publishing. With 15 years in ELT as a teacher, author, and editor for digital and print materials, she is passionate about play and games for learning. An ELTON Award winner, she has presented at MEXTESOL and BBELT.

CONCURRENT SESSIONS

Presentations

13:40 - 14:10

Connecting with students via teacher-created materials**Philip Robert Stoneman****ROOM 1****P****PL****YL****A****TT****C/D****ST**

Creating materials for in-class use should be something that all teachers are able to do, and this is something that students recognise the importance of and benefit from. This session will focus on the advantages of creating one's own in-class materials, what we need to bear in mind while doing this, and what can be done.

From Sheffield, UK, Phil holds a BA in Film and Media Studies and an MPhil in Publishing Studies from the University of Stirling in Scotland, as well as the DELTA from Cambridge University. He has been teaching English at Universidad Externado de Colombia since 2006.

Less is more: Managing the demands of teaching and learning**Lauren Jane Nock****ROOM 2****P****PL****UL****YL****A**

Offering all of our learners engaging lessons can feel like a daunting challenge. The frustrations we face not only impact our own well-being, but they can also affect our learners. In this talk, I am going to present some challenges teachers face nowadays and offer practical solutions to ease the teaching load without compromising the learning experience. These practical solutions are based on reflective practice and research with a focus on ELT best practices.

Lauren Nock has been a Cultura Inglesa teacher for six years, teaching a range of age groups and levels. She has been acting as Head Teacher for four years and is an Academic and Learning & Development Helper. Lauren has completed CELTA and the Cambridge Train the Trainer course.

Lessons for LatAm from an HE research project in the UK**Rosalía Valero****ROOM 3****P****EP****A****C/D**

Are you apprehensive about AI in a teaching context, and about allowing your A session based on Phase One of a collaborative research project involving the British Council, Cambridge University Press & Assessment, the University of Dundee, and the University of Cambridge. During COVID, new English tests emerged in HE admissions globally. These organisations investigated the impact of expanding admission tests in the UK. Universities that accepted previously unrecognised exams now see students struggling with university life. What can Latin American universities learn from this? Is it too late to close the door? This session will be based on the interim project report.

Rosalía Valero is Senior Assessment Services Manager - English for Mexico, Central America and the Caribbean at the Cambridge office in Mexico. She has an MSc in Teaching English from Aston University, England. Her professional career started as an ELT practitioner, then a trainer, coordinator, and department head.

From concept to course: Developing “Foundations of Remote Teaching”**Rafael Farinas****ROOM 4****P****PD****EP****TT****C/D****ST**

How do you design an online training course for potential remote English teachers from scratch? In this session, we'll take you behind the scenes of “Foundations of Remote Teaching for Ceibal en Inglés”, sharing how we developed the course, chose a platform, and structured the content to make it accessible and practical. We'll discuss the challenges and decisions involved in creating open-access proposals and possible next steps for interested teachers.

Rafael Farinas is the Professional Development Manager for Ceibal en Inglés. Blending ELT expertise and educational technology experience, he currently develops solutions and supports the necessities of remote teachers of English who deliver lessons for different programmes.

LUNCH, EXHIBITION AND NETWORKING

14:10 - 15:00



EXHIBITION

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NETWORKING

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Academic programme

Friday, 4 April

PLENARY SESSION **B**

15:00 - 16:00

Becoming, belonging, and beyond: Crafting your professional identity as a teacher

In teaching, professional identity shapes every decision, from classroom practices to career pathways. This plenary offers insights into teachers' career stages at both pre-service and in-service levels. We'll dive into the Teacher's Choice Model and a sociocultural perspective on identity formation, blending theory with practical strategies. Whether you're just starting or are a seasoned educator, you'll leave with concrete tools to reflect on, refine, and expand your professional identity. Join us to empower yourself as an agent of change in your professional journey!



**Gabriel Diaz
Maggioli**

Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as a teacher educator, researcher, writer, and consultant. He currently directs the postgraduate programs in ELT at the Institute of Education, Universidad ORT Uruguay. His research focuses on sociocultural perspectives on teacher education and development. He has served on the Board of the TESOL International Association and was the first Latinx President of IATEFL (2019–2024). His latest publication, “New Directions in Language Teaching,” was recently released by Magró Grupo Editores.

CONCURRENT SESSIONS

Presentations

16:10 - 16:40

Who teaches the teachers? Analysing teacher educators' identities in Brazil**Emilio Bobadilla Abularach****ROOM 1****P****PD****TT****C/D**

The area of Teacher Education in Language is relatively new in the field of ELT (Borg, 2011). The dominant analysis in this field has been interested in aspects of Teacher Educators' (TEs) professional profiling, challenges faced by novice TEs and topics for continuous professional development programmes. However, such analysis has focused on the descriptive level, leaving aside identity aspects which may offer a more profound perspective into this topic. This new perspective of analysis could approach discourses from TEs characterizations on how they constitute as subjects within power relations, which are of utmost relevance to understand their constitution of identities.

Graduated from the University of Florida in Political Science. He received his Juris Doctor degree in 2015 and a TEFL certification that same year. In 2016, he moved to Brazil to start his ELT career. In 2022, he joined the British Council. His interests are Teacher Training, multilingualism and morphology.

Embracing diversity by implementing Universal Design for Learning**Sandra Ojeda Ojeda
Paula Araceli Diez
Sonia Ulrich****ROOM 2****P****IP****TT****C/D****ST**

EFL teachers should be able to cater for the needs of the wide diversity of students they might find in their classrooms. Education has changed to embrace differences, and learning about Universal Design for Learning (UDL) might help educators find strategies to enhance their practice to include students with or without special needs. UDL is an innovative educational framework aimed at creating inclusive learning environments that take into account students' diversity. In this presentation, teachers will learn about UDL's theoretical framework, core principles and strategies to give students the opportunity to succeed in learning.

Sandra Guadalupe Ojeda holds an M.A. in TEFL and she has specialised in ICT,

Teaching Practice, Research, Inclusive Education and Sexuality Comprehensive Education. She is an educator at Universidad Autónoma de Entre Ríos and I.S.P.I 4020. She is an active member of the ELT community.

Paula Araceli Diez is an English teacher and researcher from Argentina. She holds a master's degree in Teaching English as a Foreign Language and has postgraduate studies in Neuroscience, Comprehensive Sexuality Education, Inclusive Education and English Phonetics and Phonology. Nowadays, she is an educator at Universidad Autónoma de Entre Ríos.

Sonia Ulrich is a teacher of English, graduated from at Universidad Autónoma de Entre Ríos (UADER). She has been teaching at secondary school, university and private language institutes. She has organised and participated as a speaker in different conferences for EFL teachers.

Pedagogical translanguaging as “troublesome knowledge” in teacher education**Caroline Moore Lister
Sue Ollerhead
Gillian Pennington****ROOM 3****P****IP****MA****TT****ST**

This presentation reports on shifts in understanding experienced by teacher-education students as they were introduced to Pedagogical Translanguaging as a core theoretical and pedagogical concept. Ideas that classroom teaching should celebrate and include plurilingual students' home languages required some students to confront deep-seated beliefs that “English-only is best”. Our research found that as these MEd students faced counterintuitive beliefs, they entered an uncomfortable liminal space where new knowledge became troublesome, suggesting that pedagogical translanguaging is a ‘threshold concept’ (Meyer & Land, 2003). In particular, they found applying these new ways of thinking about linguistic diversity in the classroom most problematic.

Caroline Moore is an ELT teacher, teacher educator and researcher at the University of Guadalajara. She holds a Master's in Applied Linguistics (University of Essex, UK) and a PhD in Language studies (University of Kent, UK) and publishes in the field of teacher education.

Sue Ollerhead is an accomplished academic and senior lecturer in Languages and Literacy Education at Macquarie University, Australia. She has a PhD focused

on Education from UNSW, Sydney, and her recent research publications discuss Multilingualism, Pedagogical Translanguaging and teaching in culturally and linguistically diverse contexts.

Gillian Pennington has worked as an EAL/D consultant for the NSW Department of Education, Australia. She taught at the University of Sydney, where she completed her PhD in 2018, researching Storytelling in a Multilingual Community. She currently works as a freelance EAL/D consultant and researcher, most recently with Macquarie University.

Once upon a STEAM project: Fairy tales inspiring young innovators

Taïla Gimenez	ROOM 4	P	T	21st	YL	ST
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The project bridges the world of fairy tales with the realm of STEAM (Science, Technology, Engineering, Arts and Mathematics) activities, designed to empower primary students. In this session, participants will be given strategies to explore the principles of STEAM through storytelling and hands-on experiences, discovering connections between these subjects and timeless stories. A project that ignites creativity, curiosity and critical thinking, encouraging young minds for a promising future.

Taïla Gimenez is an inspiring educator with over 20 years of experience. She has thrived developing impactful projects. Taïla views teaching as a passionate and purposeful profession. She believes education can foster a more equitable and sustainable future by nurturing students' potential and instilling a love for learning in every classroom.

CONCURRENT SESSIONS

Presentations

16:50 - 17:20

Timeless ELT strategies enhanced by technology

Alicia Artusi

ROOM 1

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This presentation will share how effective ELT is built on timeless strategies that have stood the test of time, such as communicative language teaching, task based instruction, scaffolding, gamification, and others that can be enhanced using technology. The purpose of this presentation is to reflect on effective teaching strategies, some collected with the help of AI chatbots with additions of key elements that come from experience in the classrooms. Views on the topic from ELT educators will be shared. By the end of the session, educators will have reflected on how to leverage technology to reinforce well-established ELT strategies.

Alicia Artusi worked with the British Council on several projects like Plan Ceibal en Ingles and New Ways of Teaching. She is the author of various coursebooks with OUP, UK. She is the Director of ELT Consultants Ed Tech and a teacher trainer for the Ministry of Education, CABA, Argentina.

Boosting writing skills through practical approaches

Milton Bradbury

ROOM 2

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Strong writing skills are key to success in both academic and professional life, yet many learners struggle to develop confidence and clarity in their writing. This session will explore a range of practical, tried-and-tested strategies to help students improve their writing. We'll look at how to design engaging writing tasks, give meaningful feedback, and support learners in tackling common challenges. Through interactive activities and real-world examples, you'll leave with a toolkit of adaptable techniques to help your students write with greater structure, creativity, and confidence.

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.

Teaching critical thinking in the era of algorithms

Andrea Beatriz Collados

ROOM 3

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In an age of misinformation and fake news, thinking critically is a key competence and is considered one of the most important future-proof skills. Critical thinking can be described as a way to analyze information and come to a conclusion free from our feelings and opinions. However, due to several factors such as bias and fallacies, it could become a difficult practice to carry out and teach. The world has become increasingly digitized, and everyone who uses social media, to some extent, feels the effects of the algorithms designed to appeal to their needs and drive usage. The challenge for 21st century teachers totally immersed in the world of AI is to develop a skill that enables source evaluation, argument construction, and reasoning. By developing critical thinking, learners are able to distinguish facts from fiction, ask right the questions, have enriching discussions, listen actively, learn new things and understand that others' viewpoints are as valuable as theirs.

Andrea is an ESL/EFL teacher, global educator, lecturer, intrepid traveler, and photographer. The many years of teaching English and Spanish in Argentina, the USA, Andorra, China, Japan, Sudan, and Germany helped her develop a more global and multicultural perspective over the implications of being an educator. After graduating from the MA Las Américas / The Americas at FAU in Germany she moved back to Argentina, where she's currently working as a freelancer focusing on international exams preparation, B2B and also teaching general English to learners from across the globe.

Teacher reflection & collaboration: Together they enable continuous professional development.

Jovanna Matilde Godínez Martínez

ROOM 4

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This presentation offers insights into teachers' cognitive and metacognitive processes in diverse English language teaching contexts in Mexico, as they engage in conscious individual critical reflection and transition to more collaborative reflective practices. It also examines the reflective tools available, which are contingent on specific teaching styles and needs. It further discusses the key personal traits that enabled these reflective processes to occur and how they facilitated continuous professional development, not only for individual practitioners, but also within their communities of practice.

Jovanna Godínez has been involved in the field of English Language Teaching since the year 2000, initially as an English language teacher and since 2009 as a Teacher Trainer in Mexico and Central America. She holds a master's degree and research doctorate from the University of Southampton in the UK.

EXHIBITION AND NETWORKING

17:20 - 17:40



EXHIBITION AND POSTERS

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NETWORKING

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Academic programme

Friday, 4 April

PLENARY SESSION **C**

17:40 - 18:40

AI and digital transformation in the EFL classroom

Artificial Intelligence is reshaping education, and the EFL classroom is no exception. As AI-driven tools and AI conversational tools revolutionize teaching and learning, educators must embrace this transformation to enhance student engagement, personalize instruction, and foster deeper language acquisition. In this plenary, we will explore how AI is not just a tool but a catalyst for redefining the teacher's role—from knowledge transmitter to facilitator and mentor. We will discuss practical strategies for integrating AI while ensuring critical thinking, creativity, and ethical responsibility remain at the core of education. Through real-world examples and thought-provoking insights, this session will challenge educators to rethink traditional practices and harness AI's potential to enrich language learning. The goal is not to replace teachers but to empower them with AI-driven solutions that enhance, rather than diminish, the human connection in education.



Jennifer Verschoor

Jennifer Verschoor is a university professor, certified translator, and expert in educational technology. She holds degrees from Cambridge and Harvard and received a prestigious scholarship from Singularity University. Recognized for innovation, she has received ELTons nominations and Microsoft awards. She leads the AI and EdTech programs at a bilingual school in Buenos Aires and the educational program at an AI startup.

Academic programme

Saturday 5 April

PLENARY SESSION **D**

09:00 - 10:00

Are we holding back Latino learners?

Spanish and Portuguese speakers ought to learn English faster than most. Sadly, too often, they don't. There are many reasons, but I'll focus on our methodological choices. The universal, 'one-size fits all' approach that international courses have 'exported' from the CEFR suggests an 'idealised levelling'. This largely ignores facility for our learners: Romance language-speaking Latinos, in monolingual classes, learning ELF. Context and existing knowledge should underpin any good teaching. By not fully exploiting their linguistic advantages, we hold them back. I'll offer multiple ways to use L1 effectively, before, during and after class, to accelerate English learning in Latin America.



Paul Seligson

Highly experienced Latin American specialist, MA in TEFL, CELTA assessor, well-known for highly practical training. Has taught and trained worldwide and produced 21 coursebook series. Bases his work on 4 decades of observing Romance speaker teachers. Latest publications: English ID 2nd edition (Richmond), and forthcoming, English Express for Latin America, (Majestic). Currently consultant for the UAEH in Mexico.

CONCURRENT SESSIONS – Presentations 10:10 - 10:40

The CEFR as a tool for formative assessment

Jaber Ahmad

ROOM 1

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The CEFR is typically associated with the design of curricula, materials and tests. However, despite the plethora of resources on the Council of Europe's website, the CEFR's potential as a tool for formative assessment may not always be fully realised due to the challenges of aligning task design and developmental feedback systems with CEFR descriptors. Through a practical example of designing a CEFR-aligned speaking task, complete with success criteria that serve as the foundation for self- and peer-feedback forms, at the end of the session, participants will have a better understanding of self- and peer-assessment principles, benefits, challenges and solutions.

Jaber has worked for the British Council since 2015 as a teacher, trainer, examiner and academic manager. As Global Assessment Solutions Project Lead, he supports governments and institutions with their language education needs. He holds the Cambridge DELTA, is pursuing an MA in Language Testing and is based in Spain.

Lights, camera, action: Harnessing vlogging to transform ELT classrooms

Feruz Akbarov

ROOM 1

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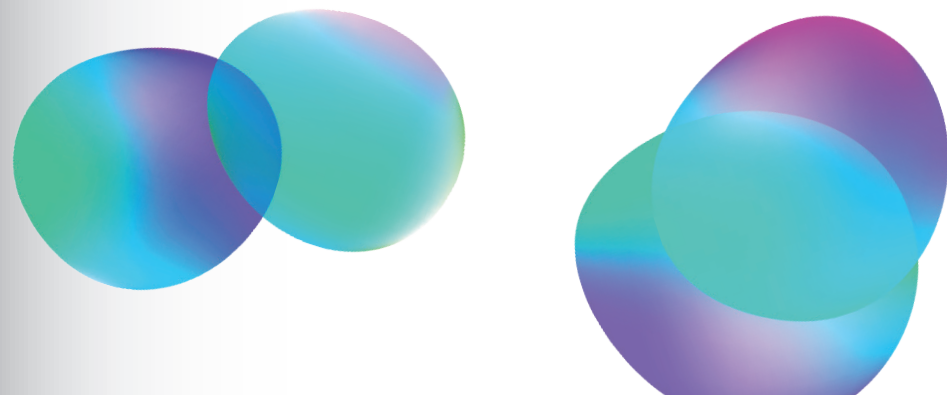
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"Lights, Camera, Action: Harnessing Vlogging to Transform ELT Classrooms" explores innovative ways to integrate vlogging into English language teaching. This workshop focuses on enhancing student engagement, motivation, and language skills such as speaking, listening, and storytelling. Participants will discover strategies for incorporating vlogs into lessons, creating authentic content, and fostering cross-cultural communication while promoting digital literacy. Examples of successful student projects and tips for leveraging platforms like YouTube, VoiceThread and Flipgrid will be shared. The session includes practical demonstrations and interactive activities, equipping educators to transform classrooms into dynamic, creative spaces for language learning.

Feruz Akbarov is an Uzbek educator with a BA in English Philology from the Samarkand State Institute of Foreign Languages and a state-funded MA from the University of Pune, India. He has received multiple international awards, including The Best TESOL Teacher Award 2014 (China) and the Golden Globe Education Award 2023 (India). A dedicated philanthropist, he actively engages in volunteering and public speaking. With extensive international teaching experience, he holds a UK-certified C2 English level and has presented at prestigious conferences like TESOL Arabia (Dubai), Africa ELTA, and APAC ELT (Spain). He is the founder of ETA Uzbekistan (English Teachers' Association) and leads various educational projects, such as the TED Master virtual speaking club, a 20-minute talk with the founder, and a Zoom workshop for ESL teachers. In 2023, he was awarded a state medal for his contributions to English language teaching in Uzbekistan. He currently teaches the Australian VCE English course in China. His motto is: "Take the first step."



Bridging generations: Transforming ELT with innovation, vision, and purpose

Waqar Mahmood Khan

ROOM 3

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In this era of rapid technological advancement, education is evolving to prepare individuals for Industry 4.0 and beyond. This study explores generational dynamics: Generation Z, Alpha, and the anticipated Beta - which are impacting English Language Teaching (ELT). Gen Z requires collaborative, tech-savvy teaching. Gen Alpha is entering an era of AI and augmented reality. Future Gen Beta will experience deep AI integration. By integrating 21st-century skills in ELT such as critical thinking and digital literacy, teachers can create adaptive, inclusive environments that foster competencies. ELT must prioritize adaptability to prepare learners for evolving job markets and ensure human professionals remain relevant amidst automation.

Mr. Waqar Mahmood Khan, with over 7 years of experience as an ELT practitioner, serves as a Lecturer in the English Department at the University of Okara. He holds an MPhil in English and Communication Studies and has published multiple research articles in recognized journals. Mr. Khan has presented at numerous international conferences, addressing innovation in education. He has supervised 8 MPhil scholars, with 4 defending their theses in 2024. Additionally, he has organized 26+ departmental events, including seminars, webinars, and career guidance sessions. He actively participates in academic committees and is committed to student development through holistic support.

The ABC of planning equitable lessons for the EFL class

Laura Romiti

ROOM 4

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How can our EFL classes become more equitable? It all starts with our lesson plans. This talk presents specific actions that can be implemented in the lesson-planning stage to ensure that everyone can become expert learners. These strategies are based on Universal Design for Learning (UDL) guidelines (CAST, 2024), instructional design principles, and best practices for accessibility.

Laura Romiti is a language teacher and teacher trainer with 13 years' experience. She works as a professor at UTEC (Uruguay) and has a language center, in which she teaches English, Spanish, and Portuguese. She holds a Master's in Education and several certifications in inclusive education. She has a disability.

CONCURRENT SESSIONS

Teach-in and Forums

10:50 - 11:50

Global challenges: A chance to empower students to improve

Isaí Hernández Aguilar

ROOM 1

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This session explores innovative ways to integrate real-world problems—such as food supply, migration, and energy sources—into the English language classroom, aligned with the Sustainable Development Goals (SDGs). Participants will discover how to engage students in project-based activities like showroom presentations, poster creation, and research projects, fostering critical 21st-century skills such as collaboration, creativity, and problem-solving. The session will also highlight strategies for promoting inclusion, personalized learning, and alternative assessment methods, while ensuring accessibility through Universal Design for Access (DUA). Attendees will leave with practical tools to inspire students to propose solutions to global challenges, while enhancing their language and presentation skills.

Isaí is a dedicated educator with 17 years of experience, specializing in teaching teenagers and adults. He holds a degree in English Language and is pursuing a master's in Methodologies for Teaching in Personalized Education. His expertise spans schools and language centers, fostering impactful learning experiences.

Digital citizenship and critical thinking enrich language learning

María Carolina Orgnero Schiaffino

ROOM 2

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Learners use social media daily, so digital citizenship and critical thinking become crucial 21st century skills that can be developed alongside language learning. Stories from news will be used to contextualize the activities. Implications for teachers and benefits for their students will be discussed.

M. Carolina Orgnero graduated as a teacher of English from Universidad Nacional de Córdoba (UNC). She earned her Ph.D at the University of Connecticut. She is currently the Academic Coordinator at the Virtual Campus at Facultad de Lenguas (FL-UNC) and she also teaches pedagogy at Zorrilla.

Is AI making you stupid? How homework automation is killing critical thinking

Beloufa Chahra	ROOM 3	P	PL AL	UL 21st	ML EP	A	TT	C/D	ST
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This interactive teach-in session explores the growing reliance on AI tools like ChatGPT for homework completion and its impact on students' critical thinking, creativity, and learning retention. As AI-generated responses become more accessible, students risk bypassing essential cognitive processes, weakening their ability to analyze, problem-solve, and retain information effectively.

Dr. Chahra Beloufa is an assistant professor of English with extensive experience in literature, linguistics, and English language teaching (ELT). She holds a PhD in English Studies from the University of Paul Valéry, France, and has pursued advanced certifications, including the Harvard Bok Higher Education Teaching Certificate and a Level 7 Diploma in Leadership and Management. Her research spans Shakespearean studies, pragmatics, AI in education, and digital learning environments. She has published widely in Scopus-indexed journals and has presented her work at international conferences. Passionate about integrating technology in education, she explores AI-driven pedagogies and their implications for student learning and academic integrity. Beyond academia, Dr. Beloufa is a poet and creative writer, weaving her expertise in literature with artistic expression. Fluent in Arabic, English, French, and Spanish, she engages with diverse linguistic and cultural contexts. As an active member of global academic societies, she collaborates on interdisciplinary projects that bridge traditional literary analysis with contemporary digital methodologies. Currently based in Saudi Arabia, Dr. Beloufa contributes to curriculum development, research mentorship, and student engagement initiatives. Her work continues to shape discussions on the evolving landscape of education in an AI-driven world.

ELT for a sustainable future: Teaching beyond the classroom

Marcela Villan	ROOM 4	P	PD	21st	YL	A	TT	C/D	ST
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In an era where sustainability is at the heart of global discussions, educators have a crucial role to play. This webinar explores innovative strategies to integrate Education for Sustainable Development (ESD) into English Language Teaching (ELT), by blending the language lessons with seemingly real-life scenarios for change. Participants will discover practical approaches that connect ELT with pressing

global challenges, fostering critical thinking, environmental awareness, and social responsibility among learners. Whether you are new to ESD or looking to enhance your teaching practices, this session will equip you with fresh insights and actionable ideas to inspire students beyond the classroom and into a more sustainable future.

Marcela Villan is an experienced educator from Argentina. She specializes in ELT, Education for Sustainability and Global Citizenship. With over 30 years in education, she has served as a teacher, coordinator, examiner and teacher trainer. Marcela has written articles and frequently delivers workshops and webinars in her own country and abroad, inspiring educators to foster sustainability in their classrooms.

CONCURRENT SESSIONS

Teach-in and Forums

12:00 - 13:00

Playful lessons: Brain-friendly games for every learner

Eugenia Dell'Osa	ROOM 1	P	PL	ML	IP	YL	A	TT	C/D	ST
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Engaging every learner in today's ELT classroom requires brain-friendly strategies. This session explores the power of play combined with brain-based teaching principles. Participants will discover practical games that enhance language development, support neurodiverse learners, and incorporate social-emotional learning. Suitable for young learners and pre-teens, these adaptable activities make learning playful, inclusive, and effective for all students.

Eugenia Dell'Osa, an ELT professional since 1995, has over 20 years of experience in bilingual curriculum development, teacher training, and educational leadership. She leads EFL Diplomas at Universidad de Morón and speaks at national and international conferences. A life-long learner, she is passionate about innovative, non-traditional teaching approaches.

AI-assisted language learning: Innovations in English teaching

Fatima Rocio Baeza de la Cruz

ROOM 2

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Artificial Intelligence (AI) is transforming English education by providing instant feedback, personalized learning, and innovative tools. This talk explores AI-driven chatbots, writing assistants, and adaptive platforms that enhance language skills. Educators will learn practical strategies for integrating AI while addressing ethical concerns. Through hands-on demonstrations, attendees will gain insights into AI's benefits, challenges, and future in teaching. The session concludes with actionable steps for leveraging AI effectively in the classroom.

Fátima Rocío Baeza de la Cruz is an English teaching professional, Canva Educator Creator, and Teacher Canvassador. She has led workshops with Mextesol and Canva México. Recognized as “Teacher of the Year 2022” and “Education Ambassador for Youth 2024,” she specializes in digital education and innovative teaching methods.

Teaching with intention: Designing purposeful ELT lessons through backwards planning

Luisa Alejandra Jiménez Cubría

ROOM 3

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In this teach-in session, participants will explore the concept of backwards planning in ELT and its application in creating more focused, student-centered lessons. By starting with clearly defined learning outcomes, teachers will discover how to design activities and assessments that align with their goals, promoting effective teaching and enhanced student engagement. Through hands-on exercises, participants will learn practical strategies for incorporating backwards planning into their lesson planning process. This approach ensures that lessons are purposeful, coherent, and tailored to students' needs. The workshop will provide actionable tools for implementing backwards planning in various ELT contexts, benefiting both teachers and learners.

Luisa is an experienced educator specializing in CLIL, whole child, and whole person approaches. She has excelled as a teacher, coordinator, and consultant, with a focus on curriculum development. A speaker at BBELT and British Council ELT Week Brazil 2024, Luisa currently works as an Academic Consultant at Macmillan Education.

Using GenAI as a conversational partner in class

Maxim Barkov
Montserrat Guerra
Sofía Alemán

ROOM 4

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This talk will be delivered by three speakers. The first presenter will provide a general overview of the difficulties that speaking poses for a great number of Mexican professionals and note that the advent of Generative AI (GenAI) tools may aid in addressing this issue. The second speaker will describe the ways in which different GenAI mobile programs could be used by both instructors and learners in and out of class to improve speaking skills. The third speaker will briefly describe the preliminary findings of an exploratory action research project into the use of GenAI as a conversational partner.

Maxim Barkov is a full-time professor-researcher at the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). His main areas of academic interest are teaching pronunciation, language acquisition and the use of ICT in language teaching.

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). She holds a degree in Educational Psychology from the National Pedagogical University (UPN).

Sofía Alemán is a senior undergraduate student in Applied Linguistics at the National Autonomous University of Mexico. Currently, she is teaching English as a foreign language at the National Polytechnic Institute in Mexico City.

EXHIBITION AND NETWORKING

13:00 - 13:20



EXHIBITION

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CONCURRENT SESSIONS – Presentations

13:20 - 13:50

Making thinking visible: Empowering our students through thinking routines

Danila Blanco Travnicek

ROOM 1

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How can we build lessons that empower students to develop 21st century skills? In this workshop, we'll explore the answer to this question: Making Thinking Visible. This is a mindset developed by Project Zero, an influential initiative from the Harvard Graduate School of Education. Through interactive, experiential activities, we will equip teachers with the tools and strategies necessary to foster critical thinking, leadership, collaboration, reflection, and creativity in their students. Embracing this mindset and integrating thinking routines will broaden your current teaching horizons.

Danila Blanco Travnicek is the co-founder of EduStorm and the Director of Education at The Build Fellowship by Open Avenues. She's a university professor and international speaker. In 2022, she was selected as one of the Young Leaders of the Americas Initiative by the U.S State Department. Due to her work, she is among the 30 Global Outstanding Young Leaders by JCI International.

Beyond grades: Rethinking assessment to empower learners and educators

Patricia Ibiapina
Hellen Haga

ROOM 2

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Assessment should go beyond measuring knowledge—it should actively support learning. This session explores innovative strategies beyond standardized tests, focusing on formative assessment, self-reflection, and feedback-driven learning. Drawing on our experience in teacher training and language assessment, we will share practical techniques for teachers who want to track student progress and institutions aiming to refine their syllabi to better support language learners. Participants will explore AI, portfolios, and performance-based tasks to foster deeper engagement and autonomy. Attendees will leave with adaptable strategies to align assessment with real communicative needs, making learning more inclusive and effective.

Patricia Ibiapina is an English language educator, teacher trainer, and Quality Assurance Examiner for the British Council. With 18+ years of experience, she mentors teachers, develops curricula, and speaks at international conferences. Passionate about empowering educators, she specializes in assessment, AI in education, and professional development in underserved areas.

Hellen Haga is an English language educator, teacher trainer, and founder of Higher-up Business English. Since 2011, she has taught English, trained teachers, and spoken at national and international events on ELF and native-speakerism. She holds CPE, CELTA, and DELTA, and advocates for inclusive and effective language education.

The overlooked learners: Ensuring inclusion for gifted students in English lessons

Malgosia Tetiurka

ROOM 3

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Inclusive education aims to meet the needs of all learners, yet gifted students are often overlooked in practice, especially in big classrooms. This session explores how English teachers can better support gifted learners within an inclusive classroom. We will discuss the challenges these students face, strategies to engage and challenge them appropriately, and practical ways to differentiate instruction. Through research insights and hands-on activities, participants will gain tools to foster a stimulating learning environment that nurtures the potential of high-ability students while maintaining inclusivity for all.

Małgosia is an English teacher, trainer, and materials writer with 30+ years of experience. She trains teachers worldwide, examines for Cambridge ESOL, and authors teaching resources for various publishers. A NILE Consultant Trainer, she enjoys gardening, audiobooks, and time with her seven grandchildren.

The missing link: Deep processing and associative learning in action

Anna Machura

ROOM 4

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This session will highlight crucial aspects of optimising the learning process, focusing on 7 effective activities for information integration and its purposeful use.

Participants will gain valuable knowledge, both theoretical and practical, on the principles of creating a highly engaging lesson, even with no specific coursebook, where learners are encouraged to build stronger connections between concepts and their applications. The session – led by an expert – is ideal for novice or experienced teachers working with neurotypical and neurodivergent learners of various ages, who wish to successfully enrich their current skill set.

Anna Machura is a passionate and experienced university language teacher, linguist, lecturer, educational consultant, coach, therapist, course creator and author of many educational articles. She is also a UK Standards Office CPD accredited international speaker and certified teacher trainer, chair of TEFL Kuwait Neurolinguistics SIG and specialist in neurodiversity-informed practice.

EXHIBITION AND NETWORKING

17:20 - 17:40



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NETWORKING

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Academic programme

Saturday 5 April

PLENARY SESSION **E**

15:00 - 16:00

Practical AI for ELT: Enhancing listening, speaking, reading, and writing

Artificial Intelligence is transforming English language teaching, offering new ways to personalise learning while streamlining teachers' workloads. This session explores practical AI tools that enhance listening, speaking, reading, and writing, helping educators create activities more efficiently. Discover how Suno generates songs in multiple languages to improve listening comprehension, how Mizou enables AI-driven conversation practice, and how Brisk Boost Tutor provides real-time feedback on writing. Learn how Google Translate supports pronunciation with personalised phrasebooks and how NotebookLM helps structure and summarise learning materials. Join us to explore how AI can empower teachers, engage learners, and shape the future of ELT.



Joe Dale

Joe Dale is an independent languages consultant with expertise in technology-enhanced learning. He has worked with major organisations like the British Council, BBC, and Microsoft. A recognised leader in AI for language teaching, Joe delivers training worldwide, supporting educators in using digital tools to enhance language learning and workload efficiency.

CONCURRENT SESSIONS

Presentations

16:10 - 16:40

Enhancing classroom accessibility through AI

Veronica Gonzalez Olivera
Miguel Martínez

ROOM 1

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How can AI transform accessibility and inclusion in education? This session unveils practical AI-driven solutions that empower students with dyslexia, ADHD, hearing impairments, and cognitive disabilities. Through real-world classroom applications of tools like Google Read&Write, ChatGPT, and VEED.IO, we'll showcase how AI fosters engagement, autonomy, and equitable learning experiences. Attendees will gain hands-on strategies to personalize instruction, enhance participation, and bridge learning gaps—without replacing the human connection at the heart of teaching. Join us to discover how AI can be a game-changer in making education truly accessible for all.

Verónica González is a TEFL educator, Cambridge Speaking Examiner, and AI in education specialist with 30+ years of experience. She integrates AI and PBL into teaching, prepares students for Cambridge exams, and promotes SDG 16 in education. A UNODC RiseUp4Peace ambassador, she leads global workshops on innovative teaching and assessment.

Miguel Martínez is an EFL teacher with 10+ years of experience preparing students for Cambridge exams (PET, FCE). Certified in CPE, TKT, and TEFL, he integrates AI tools to enhance learning. Currently in his third year at CeRP del Norte, he continues advancing his professional development.

Neurodiversity in second language education: Inclusive strategies and success stories with Asperger's learners

Erandi Carrasco
César Eduardo Rodríguez Suenaga

ROOM 1

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This presentation explores inclusive teaching strategies for students with Asperger's Syndrome learning general English, emphasizing the pre-pragmatic elements crucial for effective communication. By combining structured lesson plans, technology tools in the classroom, and guided social interactions, teachers can meet both the cognitive and social needs of these learners. In this session,

we outline practical techniques to enhance pragmatic competence, strengthen language comprehension, and foster meaningful participation among students with Asperger's in a communicative language setting. Participants will gain actionable approaches for developing communication skills and cultivating an inclusive classroom environment.

Erandi is a leader in bilingual education, English certification, and digital learning. With master's degrees in Digital Technology and Education, he merges pedagogy and innovation. A global speaker since 2019, he has revolutionized learning with Broadcasting Learning and LMS optimization, redefining language education in the digital age.

César Eduardo Rodríguez Suenaga is an experienced English educator specializing in elementary and middle school instruction. A graduate of Normal del Valle de Toluca, he develops innovative techniques for multilevel classrooms. Passionate about inclusive pedagogy, he enhances language acquisition through research-based strategies, fostering engaging and effective learning experiences for diverse learners.

Inclusive assessment strategies for ADHD in English language learning

Gisele Marçon Bastos Perigo

ROOM 3

P

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Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inattention, impulsivity, and hyperactivity, with a global prevalence of approximately 7.2%. These symptoms can significantly impact additional language learning, affecting focus, working memory, and lesson comprehension. Many teachers feel unprepared to support students with ADHD due to a lack of proper training and strategies. This presentation will explore effective strategies for teachers to create an inclusive learning environment that accommodates students with ADHD, helping them overcome challenges in language acquisition and fostering a more engaging, supportive classroom for diverse learners.

Gisele Marçon Bastos Périgo is an ELT professional from Brazil with an MA in Applied Linguistics and a postgraduate degree in Neuroscience Applied to Education. A certified Neurolanguage Coach, she coordinates the ELT department at Colégios Vicentinos in São Paulo, integrating neuroscience into language teaching for enhanced learning outcomes.

Critical and antiracist English teaching in Argentina: Theory into practice

Melisa Miralles

ROOM 4

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This presentation begins with the premise that language and race are intrinsically connected, which explains why certain dialects gain prestige over others based on the racial positioning of their speakers in society. Building on this perspective, this proposal presents a pedagogical proposal for teaching English at the high school level from a critical and antiracist perspective. It aims to challenge, interrogate, and dismantle the underlying white supremacy often embedded in the EFL (English as a Foreign Language) curricula, which perpetuates unequal power structures. By interrogating these power structures, EFL educators and teacher trainers can foster more equitable pedagogical practices.

Melisa Miralles, an English language educator from Argentina, has ten years of experience. A 2020 Fulbright scholar, she taught Spanish at the University of Arkansas at Monticello. She holds a master's in Curriculum and Instruction from the University of Washington, specializing in decolonial pedagogies in foreign language teaching.

CONCURRENT SESSIONS

Presentations

16:50 - 17:20

Making every minute count: Maximising student speaking in short lessons

Felipe Emerick
Silvia Kubo

ROOM 1

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In fast-paced, one-hour lessons, how can we make every minute count and give students maximum speaking practice? This session offers practical strategies to help teachers manage time, involve students, and reuse activities to boost student output. Drawing on successful class experiments, we'll show how small tweaks can lead to big learning gains. You'll leave with simple, adaptable techniques to keep students engaged and speaking - no matter the level, mode or class size. Join us and discover how to transform limited class time into rich learning opportunities!

Felipe Emerick is an Academic Coordinator at Cultura Inglesa São Paulo, Brazil, focusing on teacher training and development. He holds a BA in Languages, an MBA in Project Management from Universidade de São Paulo, and a certificate in Bilingual Education from Faculdade Cultura Inglesa. He also tutors Cambridge CELTA courses.

Silvia Kubo is an English language teacher at Cultura Inglesa São Paulo, Brazil. She holds a BA in Translation and Interpreting from UNIBERO, and the Cambridge CELTA and ICILT. Silvia is passionate about developing teaching materials and creating engaging learning experiences by integrating technology to enhance teaching and learning.

Affection and the process of learning English in students with Down syndrome

Sara Lara
Cibele Cecilio

ROOM 2

P

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Teaching a foreign language to individuals with Down Syndrome (DS) is challenging and requires pedagogical and socio-affective skills. Emotional interactions between teachers, families and students play a crucial role in language learning. This study explores how affective dynamics influence English language (EL) acquisition in students with DS. Conducted in three phases—face-to-face, remote

(due to COVID-19), and hybrid—data were collected through questionnaires, interviews, diaries, and interactive teaching tools. Findings highlight both positive and challenging emotional responses from students and affective states evolving based on tailored instructional strategies. Addressing affective elements fosters engagement, enhancing EL learning in students with DS.

Phd in Linguistics and Portuguese Language Program at the Faculty of Science and Letters of Araraquara- Unesp (FClar)

Future-ready next-gen learners: Mind the Alpha and the Omega

Silvia Breiburd

ROOM 3

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21st

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ELLs' evolving identities challenge ELT practitioners to adapt. This plenary explores strategies to align teaching with Gen Z and Alpha's cognitive, emotional, and technological realities. Grounded in research and practice, it provides tools to better onboard students into a GenAI-driven world, creating meaningful and effective learning experiences.

Silvia Breiburd is an EFL teacher and action researcher specializing in generational theory, with extensive experience in primary and secondary teaching, managerial positions, teacher training, and in-service professional development. She holds a degree in Law, a degree in Education, and a Diploma in Applied Educational Leadership and Management from the University of London. Silvia is President elect for Argentina TESOL, and lectures on Methodology and English Literature at ISFDyT Pedro Poveda and on Ethics and Deontology of Teaching at INSPT Universidad Tecnológica Nacional. A conference speaker and coach, Silvia champions sustainable leadership, generationally-friendly leadership, and GenAI integration in ELT.

Shaping the curriculum: The importance of women's representation

Ana Fabiola Velasco Argente

ROOM 4

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This presentation explores the transformative power of gender representation in educational curricula, focusing on including women's stories, achievements, and experiences. The session highlights how curriculum design can challenge stereotypes and reshape students' perceptions of gender roles. By integrating

women as role models in fields where they are traditionally underrepresented, educators can disrupt biases and foster a more equitable learning environment. Motivated by the need for inclusivity and the recognition that most of my students are women, I revised the syllabus for my university-level English 6 course. This revision centered on incorporating materials that illuminate women's historical and contemporary contributions across diverse fields. The goal was not only to celebrate their achievements, but also to spark discussions about the challenges they face, offering students a more complete and accurate narrative of history and society.

Ana Velasco Argente holds a B.A. in English Language Teaching, an M.A. in Education, and a PhD in Pedagogical Sciences. She is currently a professor at UQROO and works at CBTIS N° 214 in Chetumal, Quintana Roo. She has worked with kindergarten to undergraduate students.

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Academic programme

Saturday 5 April

PLENARY SESSION **F**

17:40 - 18:40

Helping learners take control of their own language journey

Many learners struggle to take control of their own language learning, relying heavily on teachers for direction. But what if we could help them become more independent, confident, and motivated? This plenary explores the key factors that influence learner autonomy and provides practical strategies to foster independent learning habits. Through goal-setting, needs analysis, and reflective practice, we can support learners in developing the skills they need to continue learning beyond the classroom. Join us in discovering ways to scaffold autonomy across different teaching contexts and empower your students to take charge of their own language journey.



Cecilia Nobre

Cecilia Nobre is a teacher, trainer, DipTESOL tutor, and mentor with 20+ years of experience. Passionate about online teaching and teacher development, she has taught in Brazil, the UK, and Turkey. She is pursuing a PhD in Applied Linguistics at Warwick, and co-authored Using Video to Support Teacher Reflection (2023).

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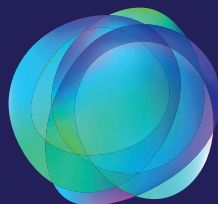
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