



**Moving Forward,
Learning Together**

BBELT 2023

CONFERENCE PROGRAMME



17-18 February



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Welcome to BBELT 2023

We are delighted to welcome you to the 20th 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 create friendly knowledge and 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.

As we emerge from several years of a health crisis, which forced and accelerated experimentation and innovation, now is an opportunity to share experiences and look to the road ahead. How will the lessons learnt shape learning and teaching from now on? This year's conference theme, Moving Forward, Learning Together, will be a space for teachers and other ELT professionals to address this question.

We are very excited to present to you this year's programme: two full days of talks, workshops, forums, and poster sessions delivered by specialists from Mexico, Brazil, UK, Argentina, Colombia, Cuba, Guatemala, Honduras, Italy, Japan, Jordan, Saudi Arabia, Peru, Trinidad y Tobago, Turkey, Peru, Spain, Uruguay, US

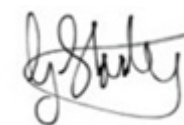
and Venezuela. Our BBELT 2023 speakers will invite you to reflect on lessons learnt in the past years and start conversations about the role of English language teaching in the current context worldwide. They will also give you plenty of innovative ideas that will boost your motivation and will encourage you to continue to experiment and discover in your teaching context. Many thanks to our plenary speakers, Daniella Seong Hui You, Kieran Donaghy, Lindsay Clandfield, Maria José Galleno, Mina Patel, Steve Copeland, Tamires Gama, Gisela Zoccola, and Fernando Gatica for sharing their knowledge and experience.

We are happy to inform you that all of 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 sponsors Bridge Education Group, Empreser, EnglishScore, Helbling English, Level Up Village, Macmillan Education, National Geographic Learning, PrepMyFuture and Vista Higher Learning for their support and commitment to our shared goals. An event of this scale would not be possible without them.

Special thanks to Secretaría de Educación Pública in Mexico 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

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Regional Director
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Director Cultural
Engagement

ALEXANDRA LADO

Project Officer Cultural
Engagement



Friday 17 February

*Times are established in the [Central Mexico time zone](#).

08:30-09:00	LOG IN						PROFILE						
09:00-09:20	OPENING CEREMONY						PLENARY ROOM						
09:20-10:20	PLENARY SESSION A The Future of English: Implications for Teachers, Steve Copeland and Mina Patel												
CONCURRENT SESSIONS A	Accessible learning: Supporting learners with graphic facilitation	How to teach one-on-one with no textbooks whatsoever	Responsibility: Giving kids the tools to take the reins	Overlooked essentials for a thriving school year	Campers Learning Trail: A fun and exciting learning experience	The new space to learn	Myths and legends: A labyrinth of creative opportunities	Strategies for promoting self-awareness and self-management in the language classroom	The power of bilingual play	Building English language, literacy, and content knowledge for academic success	Increasing learners' autonomy inside and outside the classroom	Southampton PhD Forum: Graham Stanley , Facilitator	
	Emily Bryson	Jackson Bagatoli	Bella Szyszkowska	Cecilia Cabrera Martirena	Angela Llanas & Manlio Solórzano	Catherine Shih	Robert Hill	Mark Arthur	Rebekah Sampson & Ana Carolina Lucas	Jair Félix	Jorge Arne Chacon Vivas	Knowledge & Culture Tatiana Galván, María V. Mercau, Gloria Ronzón & Lizette D. Flores	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
11:30-12:00	EXHIBITION AND CHAT WITH...						EXHIBITION ROOM						
	Chat with... MACMILLAN EDUCATION				Chat with... BRIDGE EDUCATION GROUP				Chat with... NATIONAL GEOGRAPHIC LEARNING				
12:00-13:00	PLENARY SESSION B Impact of Data Driven Teacher Development and Evaluation Program, Daniella You												
CONCURRENT SESSIONS B	Promoting an inclusive approach with tips on accessibility using technology	Transmedia storytelling: The power of active pedagogies	Top-down vs bottom-up continuous professional development: Empowering teachers in their CPD	How was it? Honestly? Teachers' perceptions of collaborative professional development	Learning stations in remote teaching	Building up the speaking skills	The Sustainable Development Goals: A vehicle for meaningful ELT	Nonviolent communication, positive discipline, and motivation: Are they connected?	Access and engagement: The 2022 Ceibal en Inglés experience with SEN schools	PrepMyFuture: Reinventing your educational tools!	Using linguistic diversity in ELT to support environmental justice	Reading beyond: Using extensive reading with EFL students in Brazil	
	Joe Dale	Agustina Sieburger, Natalia Font & Gabriela Kaplan	Miguel Sainz Chavez	Caroline Moore Lister, Marisol Fernández Zetina, Rosa Cecilia Quintana Rojas & Patricia Grounds Reynolds	Antonella Donofrio & Sofia Pavone	Roger Espadas	Andrew Starling	Fabiana Muliterno	Gonzalo Negron & Alicia Perez	Clément Gaufreteau & Vincent Faure	Victor Carreão	Cristina Bordinhao	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
13:40-14:30	BREAK LUNCH AND NETWORKING												
14:30-15:30	PLENARY SESSION C ELT, Inclusion, and Technology, María Jose Galleno Valdez												
CONCURRENT SESSIONS C	Innovations in pronunciation teaching in a post-pandemic world	Can gamification be used for assessment purposes?	How to become an effective English Department Coordinator	Exploring the asynchronous modality for teacher training and CPD	Developing a reading practice: Strategies for the hybrid classroom	Giving preschoolers a brilliant head start with Pinwheel for Tots	How to include diversity, ethics, and inclusion in pronunciation materials	How to design impactful CPD projects in teacher education	Enhancing language teaching-learning through the exploration of corpora	Sharing tips and tricks for A1 adult learner groups online	Discovering the 1000 words behind an image	The undisclosed reality of LGBTQIA+ people within the school	
	Maxim Barkov	Erika Lizarraga Robles	Mayra López	Antonieta Reyes, Florencia Ramos & Mariela Masuyama	Ana Laura Martinez Vazquez	Homero Pineda Saynes, Cristina Miranda & Ana Gabriela Díaz	Taylor Veigga	Silvia Rettaroli & Silvia Luppi	Ender Velasco	Tamires Gama de Oliveira	Angélica Flores Algaba	Anico Angel Perfler	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
16:10-16:40	EXHIBITION AND CHAT WITH...						EXHIBITION ROOM						
	Chat with... ENGLISHSCORE						Chat with... BRITISH COUNCIL						
POSTERS	Parental engagement and ways to meet expectations	Making learning and students the center of your class	Team teaching in remote lessons as a professional development tool	A mentoring experience in Exploratory Action Research for non-ELT teachers	Immediate writing feedback through the use of online text editors	Using organizers to teach English vocabulary	Teaching vocabulary to improve reading comprehension	Integrating mobile apps in the teaching learning process of English language					
	Ludmila Heleno Moscardine	Alexandra Sawada	Alicia Bustos	María Marta Mora	Dunia Rassy Kuri	María de Lourdes Hernández Lagunas & Isabel Montserrat López Delgado	Elizeth López Molina & Zaira Magdalena Montantes Hernandez	Rogelio Robaina Pérez, Meivys Páez Paredes & Anabel Cabrera Lóriga					
	POSTER 1	POSTER 2	POSTER 3	POSTER 4	POSTER 5	POSTER 6	POSTER 7	POSTER 8					
17:00-18:00	EVENING EVENT Mindfulness, Robert Chatfield												

Saturday 18 February

*Times are established in the Central Mexico time zone.

08:45-09:00	ANNOUNCEMENTS							PLENARY SECTION					
09:00-10:00	PLENARY SESSION D Embedding a Culture of Empathy in English Language Teaching, Kieran Donaghy												
CONCURRENT SESSIONS D	What about the fifth skill of viewing?	Building resilience from the core	Taking climate action into your lessons: Why, when, and how?	Five steps to talk about climate action with preschoolers	Learning together through virtual exchanges	Helping post-pandemic kids survive by creating community in the classroom	It is time to <i>Get Involved</i> in your teen's learning process!	Action research into teaching pronunciation: Old materials and new techniques	An EFL phonics storybook to teach pronunciation to young learners	Metaverse and virtual worlds: Integrating immersive universes into language teaching	English Language Development meets the Science of Reading	Mental health and its impact in the learning process	
	Kieran Donaghy	José de Jesús Galván Muñoz & Susana Ramírez Félix	Marcela Villan	Thalía Menéndez Garci-Crespo, Arnoldo Langner Romero & Jimena Pacheco Elizondo	Paula Van Ellis & Alejandro Cisneros	Norma Patricia Marcial Covarrubias & Rhode Villegas Cadena	Yanzer Rebollo	Jesse Dylal	Stella Palavecino	Raquel Ribeiro, Paul Raine & Nergiz Kern	Vanessa Perrotta	Denise Valenzuela & Emma Ford	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
POSTERS	Learning together to read the newspaper to promote critical reading	Global skills in preschool		Authentic texts to develop reading skills		Using Web 2.0 tools in ESL classrooms	Collaborative writing to contribute to the students' learning process		Activities to enhance speaking and writing		Socrative: A formative assessment tool in language teaching		Experiences: Radial educational capsules for English teaching in primary school
	Dulce Montes de Oca O & María Mercedes Camacho	Karla Lismarie López Contreras		Montserrat Asunción Nájera & Isabel Montserrat López Delgado		Nishat Banu	Danahí Alvarez Zenteno & Miriam Elizabeth López Jiménez		Marina Espinosa Liahut, Zuleyma Martinez Badillo & Reyna Ivonne Rojas Muñoz		Walaa El-Hajjar		Johanna Romero
	POSTER 1	POSTER 2		POSTER 3		POSTER 4	POSTER 5		POSTER 6		POSTER 7		POSTER 8
11:40-12:10	EXHIBITION AND CHAT WITH...						EXHIBITION ROOM						
	Chat with... PREPMYFUTURE				Chat with... BRITISH COUNCIL		Chat with... ENGLISHSCORE						
12:10-13:10	PLENARY SESSION E What We Talk About When We Talk About Interaction, Lindsay Clandfield												
13:10-14:30	BREAK LUNCH AND NETWORKING												
CONCURRENT SESSIONS E	Design thinking: Developing innovation through empathy with Young Learners	The impact of metacognitive instruction on EFL low-level learners' listening performance and metacognitive awareness	The art of giving good instructions	Sketchnoting	Towards a Golden Circle: A journey to revive inspiration	Helping students thrive through the holistic methodology of English learning webs	PrepMyFuture: The most reliable virtual teaching assistant	Developments in ELT in Venezuela: Teacher's training program	Developing autonomy: Learners reflecting upon their own learning experiences	Writing for resilience and interculturality: A binational student's journal	The impact of project-based-learning lessons through green activities	The "critical" versus the "happy" classroom: Are they the same thing?	
	Matthew Long & Megan Whitaker	Cristian Chiroque Chero	Lindsay Clandfield	Emily Bryson	Lucía Bustamante	Homero Pineda Saynes, Cristina Miranda & Guillermo de la Parra	Clément Gaufreteau	Rosa López de D'Amico	María del Carmen Contijoch Escontría & María de la Paz Adelia Peña Clavel	Roxana Carolina Perca Chagua & María Elena Fávoro	Edward Cumpa Giles	Laura A. Meza	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
CONCURRENT SESSIONS F	Meaningful engagement: Tools for teaching with SDGs	Three international projects to empower and recognize women in ELT	Favela, Covid-19, and technologies in the teaching area	English around the world	Artificial intelligence-based writing evaluation for English academic writing	Learning together through effective formative assessment	Making the most of teacher observations through meaningful feedback conversations	Moving forward, teaching about women, and learning together!	Proficiency exams and classroom assessment: Friends or foes?	Learning through connection: Agency and social literacy as drivers for deeper learning	EFL/ESL from a global perspective and the implications of translanguaging	Diversity in the EFL classroom	
	Daniela Tovar & Alan Morlán	Araceli Salas & Grazzia Mendoza	Helaman Hyrum Arroyo Pérez	Bianca Pinto	Daniel Murcia	Luciana Fernández	Carolina Alborno & Mariela Masuyama	Ana Fabiola Velasco Argente	Isabela Villas Boas	Monica Rodríguez Salvo	Andrea Beatriz Collados & María del Rosario Verrastro	Cecilia Irazoqui	
	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5	ROOM 6	ROOM 7	ROOM 8	ROOM 9	ROOM 10	ROOM 11	ROOM 12	
15:40-16:10	EXHIBITION						EXHIBITION ROOM						
16:10-17:10	PLENARY SESSION F Becoming an ELT Influencer, Tamires Gama de Oliveira as facilitator, Gisela Zoccola, Fernando Gatica												
17:10-17:30	CLOSING CEREMONY												

How to make the most of your experience



LOBBY

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



PLENARY SESSIONS

The stage is where the plenary sessions will happen.

*Times are established in the Central Mexico time zone.



CHAT

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



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.

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EXHIBITION/POSTERS

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

Watch short videos.

Join the booth's live chats.

Find the innovative posters and join the sessions according to the programme schedule.



PEOPLE

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



ON-DEMAND

This is the on-demand section



NETWORKING

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

READING YOUR PROGRAMME

Title of session

Speaker's name	ROOM #	T	TOPIC
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Type of session

TYPES OF SESSIONS

- P** Presentation
- W** Workshop
- HT** How to Sessions
- F** Forum
- PS** Posters
- CS** Commercial Session

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

Academic programme

Friday 17 February

PLENARY SESSION

A

09:20 – 10:20

The Future of English: Implications for Teachers

We are living through a period where the pace of change seems relentless. This changing world has implications for the use and the teaching of the English language.

We will briefly reflect on where we think we were in the area of ELT before the onset of the Covid pandemic and where we possibly find ourselves now. Then we will suggest implications for English language teachers to think about as we move forward into a world where the education space and the stakeholders have changed. To frame our presentation, we will present progress and findings to date of a project initiated by the British Council in 2020.

The Future of English (FoE) is a multi-phase research project with the aim of identifying key trends that will define the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts. Previous studies on the future direction of English (Graddol, 1997 and 2006) have been reviewed and the findings form the basis of the Future of English project.

Teachers and learners have been at the forefront of discussion and debate as education systems have attempted to navigate new learning environments to ensure the continued provision of high-quality, effective teaching and learning. This presentation will discuss findings from the project which illuminate the role of the English teacher in a world that has recently seen dramatic change and disruption.



**STEVE
COPELAND**

Steve Copeland is Research and Insight Lead for the English Programmes team at the British Council. He was previously the British Council's Head of Examiner Standards for IELTS, prior to which he spent twenty years as a teacher, examiner, teacher trainer, materials writer, and academic director in South-East Asia, South America, North Africa, and the UK. He has an MA in TESOL from the Institute of Education in London and the RSA DipTEFLA.



**MINA
PATEL**

Mina Patel is a researcher with the Assessment Research Group at the British Council. Her background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka, and Malaysia as a teacher, trainer, materials developer, and ELT projects manager and has extensive experience working with Ministries of Education in East Asia. Mina has presented at numerous national and international conferences on ELT-related matters. Her academic interests lie in the area of English language testing and assessment and more specifically in language assessment literacy and the impact of testing and assessment. Mina is Conference Chair for the New Directions in English Language Assessment Conference, Latin America and she is currently a PhD student with CRELLA at the University of Bedfordshire, UK.

CONCURRENT SESSIONS

A

10:30 – 11:30

Accessible learning: Supporting learners with graphic facilitation

Emily Bryson

ROOM 1

W

CCR

LT

MLT

NWT

Simple drawings and visual tools can make any learning experience more accessible. This session will explore a variety of graphic facilitation techniques which can be used to support and engage learners. It will provide an opportunity to practise drawing crucial visual vocabulary to communicate clearly and facilitate discussions on topics which enhance essential skills. The session will explore specific learning differences as well as literacy, digital literacy, and learner autonomy. It will share simple methods to differentiate lessons and make learning more accessible and supportive for all.

Emily Bryson is an author, teacher educator, graphic facilitator, visual recorder, and ESOL lecturer. She has written various print and digital materials, including National Geographic Learning's Voices series. Her online courses in Graphic Facilitation have been described as 'the nicest corner of the internet'. Find out more at www.EmilyBrysonELT.com.



How to teach one-on-one with no textbooks whatsoever

Jackson Bagatoli

ROOM 2

W

NWT

CML

I would like every teacher to learn how to teach with no materials before they attempt at using one. I will share with you my entire methodology, from the mindset my students need to be in to the very specifics of my lessons, the principles behind activities, and the possible advantages and limitations of my approach. I believe many of you might leave this workshop feeling like you have a new, organic, functional, non-anxiety-inducing toolkit that you can use with students; something that gives you freedom and gives your students autonomy.

Jackson has been teaching languages for over 10 years and has worked in several schools with varied approaches. He ditched textbooks in order to teach organically, in a way that suits his autistic/gifted nature, as well as addressing urgent needs brought by students that thought they couldn't learn.

Responsibility: Giving kids the tools to take the reins

Bella Szyszkowska

ROOM 3

W

CCR

MLT

NWT

Giving kids responsibilities in class can have many benefits. They can develop key 21st century skills such as communication, collaboration, and leadership as well as making your life easier as a teacher! This workshop aims to provide teachers with simple activities and techniques that can improve kids' confidence and abilities in taking responsibility and discuss why teachers should be passing on the reins of responsibility to their kids.

Bella taught for many years in a London college before moving to Latin America. She is currently Senior Teacher for EY and Primary students at British Council Mexico and an author. She has presented at conferences such as BBELT, IATEFL and MEXTESOL.

Overlooked essentials for a thriving school year

Cecilia Cabrera Martirena

ROOM 4

W

CCR

CPD

How relevant is it for teachers to have the time and space to construct professional knowledge with colleagues? What is a Professional Learning Community (PLC)? How do these communities impact the learners' growth and achievements? Professional learning communities imply and entail new forms of shared leadership and therefore, they need reliable members and inspiring, supportive leaders. In this workshop, the audience will be working on the relevance of PLCs in today's education, and they will receive effective strategies and techniques to lead the process of creating a PLC in their teaching context.

Cecilia Cabrera Martirena has been teaching all ages for more than 30 years. Among other roles, she has been a Teacher Educator for 15 years now. She is a Cambridge Tutor and Programme Leader. She has been conducting CPD workshops and consultancies in the UK, Brazil, Argentina, Colombia, Mexico, and Uruguay.

Campers Learning Trail: A fun and exciting learning experience

**Angela Llanas &
Manlio Solórzano**

ROOM 5

CS

MLT

NWT

CML

Can you imagine a fun learning environment, carefully paced and scaffolded from pre-primary to primary and from primary to secondary? One which supports both teachers and students that have a limited amount of English exposure in their classroom? With the Campers Learning Trail institutions you can provide a comprehensive and realistic learning journey at each education stage: In pre-primary have your learners sing, care, and share with them! In primary, sing, learn, play and achieve! Finally, in secondary, work and learn together to take action! Would you like to learn more about it? Join us and be part of this!

Angela Llanas worked in the professional theatre in Great Britain before moving to Mexico, where she worked as a language teacher, teacher trainer, and supervisor at the Instituto Anglo Mexicano for many years. She is now a full-time author, specializing in stories for children.

Manlio Fabio Solórzano González has over 25 years of experience in ELT. He holds different certifications such as a bachelor's in teaching English, Teacher's Certificate, The Cambridge English Proficiency Certificate, TKT Certificate, and Proficiency Diploma among others. He has been working for Macmillan as an academic consultant for more than 14 years.

The new space to learn

Catherine Shih

ROOM 6

CS

LT

NWT

ASM

The typical classroom has evolved into a new learning space where face-to-face and online learning happily co-exist. In this session, we will explore how to implement new CEFR mediation skills and develop students' exam skills and critical thinking with the support of Studio videos, music, platform, and cool digital tools for class and self-study. Studio is an innovative, content-rich, and highly communicative learning solution for young adults that systematically develops communication, mediation, and exam skills.

Catherine Shih has been active in the English Language Teaching field for over 25 years, as a teacher, teacher trainer, exam preparation author and academic director for an international publisher. Catherine holds a BA degree in English Literature and Linguistics in Taiwan and an MA in Art Management from the University of Essex, UK. She is a passionate learner, also a certified Chinese teacher and a website designer. Her latest passion is in blended learning and creating a highly engaging online classroom. She is currently the academic and digital learning director for Helbling English Mexico & Central America.

Myths and legends: A labyrinth of creative opportunities

Robert Hill

ROOM 7

W

CML

Starting with an English version of the legend of Theseus and the Minotaur, we will explore the ways that one story can inspire us to invent a whole series of different stories, encouraging students both to be creative and to practice their writing and speaking skills at the same time. The methods we will experiment with – such as using prequels, sequels, spin-offs, points of view and so on – can be used to exploit most traditional stories.

A graduate in English literature from Oxford University, Robert taught in Spain, Greece, and England before moving to Italy. He taught English for many years at the universities of Verona and Milan and is now an author and teacher-trainer. He is the co-author of the four books in the World Stories series.

Strategies for promoting self-awareness and self-management in the language classroom

Mark Arthur

ROOM 8

W

MLT

NWT

RES

CML

Research shows that successful learners are more highly aware of how they learn and are more active in planning for, and managing, their learning. The English language classroom is the perfect place to introduce, promote, and develop self-management and self-awareness. This is because learning an additional language is such a huge undertaking that to be successful, it requires students to take responsibility for continuing their learning well beyond the teacher-led lesson. Join us to explore practical teaching strategies that will help your students become more effective language learners.

Mark Arthur holds the CertTESOL and DipTESOL from Trinity College London and a degree from the University of Birmingham. He has worked in ELT in Mexico and the UK as a teacher, teacher trainer, examiner, and materials writer since 2000. He currently works as an academic consultant for Macmillan Education.

The power of bilingual play

**Rebekah Sampson
& Ana Carolina Lucas**

ROOM 9

F

MLT

Play is a vital part of any early years dual language classroom. But so often, it isn't a planned pedagogical moment and, therefore, doesn't make its way onto teachers' lesson plans other than an allocated time slot. Playtime not only needs to be seen as a learning-rich period, but it also needs just as much planning, scaffolding, and timely interventions as other learning moments. Especially in bilingual contexts, children generally speak their home language during playtime, but that doesn't need to be the case all the time! Language development can and should happen during play, and we'll show you how!

American and bilingual, Rebekah holds a BS in Education and TESOL, an MBA, and a post-graduate degree in Management, Leadership, and Technology. With more than 20 years in the field of bilingual education, she has worked in Iraq, the US, and Brazil; teaching classes, training teachers, and managing schools.

Carolina is Brazilian and bilingual; she holds a bachelor's degree in Science in Education and a postgraduate degree in Pedagogical Coordination. With more than 16 years of classroom experience in bilingual schools, she developed a strong multicultural worldview and promotes the importance of understanding children's development in a holistic way.



Building English language, literacy, and content knowledge for academic success

Jair Félix	ROOM 10	CS	MLT	NWT
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Learn how to support multilingual learners in their English reading, writing, speaking, and listening skills. From using an inquiry approach to constructing lessons that best support their learning paths, you will discover research-based practices to strengthen your students' learning. We will share ideas that apply to all classrooms, using examples from our content-based English curriculum that can help support this style of instruction.

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

Increasing learners' autonomy inside and outside the classroom

Jorge Arne Chacon Vivas	ROOM 11	W	CCR	MLT	NWT
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Language learners have undergone changes due to the pandemic. Students used to go to a classroom and interact physically with peers and teachers. Suddenly, the circumstances forced them to learn in front of a device interacting with teachers and peers in front of a screen. This change made students feel isolated and unsupported. The result: they needed to become more autonomous to succeed. Coming back to face-to-face teaching, there are things we used virtually that we need to keep. This session examines teachers' and students' roles in the classroom and offers practical ideas to increase learners' autonomy inside and outside the classroom.

Jorge Chacon has been working in the field of ELT for 8 years. Jorge holds a BA in Modern Languages from Universidad Metropolitana in Caracas. He works as Teacher of English and SEND Champion at British Council Venezuela. His main interests in ELT include learner training, assessment, and teacher training.

Southampton PhD Forum

Graham Stanley | Facilitator

KNOWLEDGE & CULTURE Gloria Ronzón, Lizette D. Flores, María V. Mercau, & Tatiana Galván	ROOM 12	F	CPD
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University of Southampton PhD Forum | KNOWLEDGE AND CULTURE

Knowledge and culture are inseparable from and intertwined with language. In this forum, graduates of the PhD in ELT programme from the University of Southampton, UK share their experience and research into how various aspects of knowledge and culture (monolingual policies; beliefs, knowledge and practice; teacher and student perceptions; identity and mentoring) can affect the learning and teaching of English.

Gloria Ronzón Montiel: Intercultural Communicative Competence in a University Language Centre in Mexico: Teachers' and students' perceptions and practices

Lizette Drusila Flores Delgado: An exploration of the development of student-teacher autonomy and the role of professional identity and mentoring: A case study of ESOL trainees in a northern university in Mexico

María Virginia Mercau: An exploration of personal practical knowledge in Mexican primary EFL classrooms: in service teachers' beliefs, knowledge and practices

Tatiana Galván de la Fuente: Contesting monolingual policies in the multilingual classroom: the case study of a language center at a Mexican state university on the border with the U.S.

Southampton PhD Forum

Graham Stanley | Facilitator

READING & WRITING

Aurora Varona, Liliana Pelayo
María del Carmen Gómez & Patricia Núñez

ROOM 12

F

CPD

University of Southampton PhD Forum | READING & WRITING

The importance of the skills of reading and writing is often overlooked when learning a language. In this forum, graduates of the PhD in ELT programme from the University of Southampton, UK share their exploration into various aspects of the teaching of reading and writing (enhancing reading through explicit instruction; reading for pleasure; social and situated academic literacy; academic digital literacy) in the region.

Aurora Varona Archer: The act of L2 reading for pleasure with young learners. An action research project in a Latin American country

Liliana Pelayo Muñoz: Enhancing reading skills and strategic reading in university students through explicit reading instruction: An intervention teaching study

María del Carmen Gómez Pezuela Reyes: Reading in English for academic purposes outside the language class: A social and situated academic literacy

Patricia Núñez Mercado: Academic Digital Literacy trajectories of online senior undergraduate ELT students in Mexico



EXHIBITION AND CHAT WITH...

11:30 – 12:00



EXHIBITION/POSTERS

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CHAT WITH...



Academic programme

Friday 17 February

PLENARY SESSION

B

12:00 – 13:00

Impact of Data Driven Teacher Development and Evaluation Program

Teacher evaluation programs supporting teacher development are desirable for teacher effectiveness and improvement (Darling-Hammond, 2013). Portfolio-based teacher development and evaluation programs could be an option, especially for professional growth through reflective practice (Aras, 2020).

This paper presents a study of the impact of implementing a data driven portfolio-based teacher evaluation and development program in a Brazilian private language institute in 2021. This CPD and evaluation programme was based on collecting data, setting objectives, devising and implementing an action plan fostering collaborative reflection and communities of practice aiming at improving teacher efficacy.

The hybrid investigation featured a qualitative design with a structured survey, semi-structured interviews over the first academic term (16 weeks) of the program implementation, involving a selected group of teachers (20) and branch managers (4).

The findings revealed ongoing support based on relationships during the implementation of the programme was key as supported by Fullan (2020). However, teachers' workload and time constraints need to be considered.

This presentation outlines the background context where the program was implemented, the description of the study and method, a brief literature review on data driven teacher portfolios for development and evaluation, reflective practice in performance management. It also shares the impact analysis and present findings.

The presentation concludes with recommendations for the program in the context of study but also sheds light on institutes that intend to adopt a data driven portfolio-based teacher evaluation and development program.



**DANIELLA
YOU**

Daniella Seong Hui You is the Academic Learning & Development Manager at Cultura Inglesa in Brazil. She is responsible for the pre and in-service training and development initiatives, continuous professional development solutions, managing and developing courses for teachers, and for developing teacher performance assessment programs.

Daniella has carried out studies on implementing CPD solutions in her context (large private English language institute) and has presented papers about teacher accountability and agency through educational research in teacher development.

In 2022, she gave a few talks on teacher development through portfolio based performance management initiatives in international conferences such as TESOL US, IATEFL, EAQUALs and BrazTesol. She has written about the impact of communities of practice in teacher development, and contributed with a chapter in 'Formação de professores de língua inglesa na contemporaneidade: desafios, possibilidades e reflexões' (2021. MacMillan Education). She has also worked with bilingual education as teacher and pedagogical coordinator implementing CLIL programmes and teacher training initiatives in bilingual schools in Brazil. She is a Delta and CELTA assessor and tutor. She is passionate about teacher education, learning, and CPD. Daniella holds the Delta, a BA in Economics (USP) and is currently finishing her MA in Professional Development (NILE - Chichester University/UK).



CONCURRENT SESSIONS

B
13:10 – 13:40

Promoting an inclusive approach with tips on accessibility using technology

Joe Dale

ROOM 1

P

LT

MLT

In this presentation, Joe Dale will explore a range of tools which help all learners to access their learning. The following will be explored: Naturalreader in Chrome and iOS; using Immersive Reader on websites; Helperbird for Chrome and for Google Docs; Microsoft Lens for digitising worksheets; Grab Image Text with Google Keep and PhotoScan; Word and Immersive Readers; View/Immersive Reader; online voice recorders and generating transcripts in Word; voice typing in Docs and Dictate in Word; CC in Google Slides; CC in PowerPoint slides; CC in Flipgrid, and Accessibility in Book Creator.

Joe Dale is an independent languages consultant from the UK who works with organisations such as The British Council, the BBC, Skype, Microsoft, and The Guardian. He was host of the TES MFL forum for six years, a regular conference speaker, and recognised expert on technology and language learning.

Transmedia storytelling: The power of active pedagogies

Agustina Sieburger, Natalia Font & Gabriela Kaplan

ROOM 2

P

NWT

The Mystery of Cape Cold: Along the Riverbanks is a transmedia storytelling comic book, created for a target audience of A1-A2 English learners aged 10-15. It aims at the teaching and learning of reading for pleasure and understanding through a high-interest and low-difficulty text. It also aims at students developing their ability to work collaboratively and learn deeply by using computational, critical, and creative thinking, as pedagogical challenges are solved through the reading.

Agustina Sieburger is quality manager at Ceibal en Inglés with a background in teaching English learners through project-based learning.

Natalia Font is an experienced educational consultant with a background in English literature and interdisciplinary studies.

Gabriela Kaplan has worked as a teacher trainer for more than twenty years. She co-designed the Ceibal en Inglés programme whilst she worked at the Language Policy Department at the Board of Public Education. She currently directs the Ceibal en Inglés programme at Ceibal.

Top-down vs bottom-up continuous professional development: Empowering teachers in their CPD

Miguel Sainz Chavez

ROOM 3

HT

CPD

RES

Teachers often engage in Continuous Professional Development (CPD) which is imposed by management at their schools or teacher educators while doing a course. This top-down CPD is not flexible, and all teachers are expected to learn the same and develop at the same pace. However, bottom-up (self-guided) CPD empowers teachers and allows them to become responsible for their own learning and CPD journey. This session focuses on how teachers, academic managers, and teacher educators can implement this teacher-centered approach to promote autonomy and lifelong learning in teachers' careers.

Miguel Sainz Chavez has been a teacher of English for 15 years in a variety of contexts. He became a teacher trainer and educator in 2016 and is currently a CELTA, ihCAM, TYLEC, and Delta tutor. He's working on his MA dissertation focused on helping teachers promote learners' autonomy and motivation.

How was it? Honestly? Teachers' perceptions of collaborative professional development

**Caroline Moore Lister,
Marisol Fernández Zetina,
Rosa Cecilia Quintana Rojas
& Patricia Grounds Reynolds**

ROOM 4

P

CPD CML

Close collaboration between teachers in activities of an immediate and practical nature can be a source of significant professional development. We report here on the outcomes of a qualitative study that explored university ELT teachers' perceptions of their experiences during an online collaborative project which aimed to develop their skills in course design. We then draw suggestions from our research for future online collaborative activities which can contribute to the professional development of ELT teachers and administrators in the field, and we invite comment from the audience.

Caroline Moore Lister works at the University of Guadalajara as an ELT teacher/researcher and is a consultant for the British Council. She holds a Master's in Applied Linguistics and a PhD in Language studies and publishes in the field of teacher education.

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.

Rosa Cecilia Quintana Rojas has been teaching EFL for over 13 years. Currently an academic manager at the Autonomous University of Coahuila Campus Torreón, she holds a degree in Business Management, and is also a graduate of the MA in English Language Teaching, British Council / University of Southampton, UK.

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.

Learning stations in remote teaching

**Antonella D'Onofrio
& Sofia Pavone**

ROOM 5

P

MLT NWT

Learning stations are not an individual activity to boost motivation. It is an integral way of working in the classroom that, the more it is used, the better the results are. The very purpose of this methodology is to work individually with a group of students while the rest of the class carries out significant activities autonomously and independently. After several months using similar materials and dynamics, we realised it was necessary for both learners and teachers to create and include something innovative in our remote classes. Therefore, we have designed a project to explore stations in remote learning.

Antonella D'Onofrio holds a BA in English Language, a master's degree in Teaching English as a Foreign Language, and a Certificate in English Language Teaching to Adults (Cambridge University). She has been working as an English language teacher since 2015, and she has started working as a Remote Teacher Coordinator this year.

Sofia Pavone holds a degree in teaching English to primary and secondary students, and a certificate in Neuroscience for Educators. She has been working as an English language teacher since 2014, and she has started working as a Remote Teacher Coordinator this year.



Building up the speaking skills

Roger Espadas

ROOM 6

CS

CCR

NWT

RES

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

Roger Espadas has more than 20 years of experience as an English teacher. Roger has given talks and workshops for both public and private institutions in Mexico and Central and South America. Roger works at Empreser ELT as an academic consultant and product manager for MM Publications in Latin America.

The Sustainable Development Goals: A vehicle for meaningful ELT

Andrew Starling

ROOM 7

P

NWT

CML

As we move towards 2030, the commitment to peace and prosperity becomes increasingly relevant. This presentation examines the potential of the UN's Sustainable Development Goals (SDGs) as content for an engaging and meaningful language learning experience and suggests ways of making them a part of everyday lessons.

Andrew Starling is Product Development and Publishing Manager for University of Dayton Publishing. He has over 30 years' ELT experience in different roles and is co-author of various EFL series. Andrew has an MA in Digital Education from the University of Leeds, and teaching certifications from the University of Cambridge.

Nonviolent communication, positive discipline, and motivation: Are they connected?

Fabiana Muliterno

ROOM 8

P

CCR

MLT

NWT

CPD

RES

Have you ever wondered how the way you communicate in class affects your students? Join us in this talk and discover how we can use the theory of Nonviolent Communication and Positive Discipline to boost students' motivation through minor adjustments in your communication with students. Participants will leave the session with practical ideas, applicable to students in any CEFR level.

Fabi Muliterno is an experienced teacher with a specialization in Visible Learning, Positive Discipline, and Nonviolent Communication. Lately, she has been working with teacher training, course design, and materials writing. She is a firm believer in the importance of clear and guided communication when it comes to learning progress.



Access and engagement: The 2022 Ceibal en Inglés experience with SEN schools

**Gonzalo Negrón
& Alicia Pérez**

ROOM 9

P

CPD

The basic starting principles in developing inclusion for children and young people with SEN are those of “access” and “engagement”. These two principles were at the core of our 2022 planning to provide support and orientation to remote teachers and classroom teachers alike and to adapt the syllabus and materials to meet our SEN students’ cognitive, learning, and social needs. This presentation showcases the specific strategies and actions implemented by Ceibal en Inglés to boost the inclusion of our SEN students while also developing a sense of achievement, value, and participation in their school life.

Gonzalo Negrón is an English Teacher graduated from Universidad de Oriente (Venezuela) who moved to Uruguay in 2015. There, he put his skills into practice by 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 at language centres like Berlitz Uruguay. She has also been a cultural manager for over a decade. Since 2019 she has worked as a Pedagogical Assistant at Ceibal, in the Ceibal en Inglés’ pedagogical team.



PrepMyFuture: Reinventing your educational tools!

**Clément Gaufreteau
& Vincent Faure**

ROOM 10

CS

LT

MLT

NWT

Through our innovative course, Road Trip USA, discover PrepMyFuture’s platform and all the teacher tools that will make your life easier: 1- Interactive and adaptive content, 2- Homework management, 3- Automatic grading.

Clément has been Head of Education at PrepMyFuture since 2020. He currently works with more than 500 schools. His mission: to ensure the best learning experience for the students and the smoothest teaching journey for their teachers.

Vincent has been Head of Content at PrepMyFuture since 2021. After studying language teaching and acquisition and English, he became a teacher in English-speaking countries for 5 years. He has designed innovative ESL courses such as “Road Trip USA” and “Internship at the BBC”.

Using linguistic diversity in ELT to support environmental justice

Victor Carreão

ROOM 11

P

CC

RES

CML

Many of the world’s poorest people live in areas of high linguistic diversity and high biodiversity (Romaine, 2008). Some of these places have also seen violent processes of colonization, which forced the colonizers’ language onto indigenous peoples. In these language contact situations, different “accents” have emerged. One of the by-products of colonization, as stated by Liboiron (2021), is pollution and the destruction of the environment. In this talk, we will look into how talking about linguistic diversity in English can tackle environmental issues, and how different resources can be used in our classes to address such questions.

Victor Carreão has worked in ELT since 2007, teaching in varied educational contexts. He is a PhD candidate in Linguistics and has a master’s degree in this field, as well as a PG in Teaching Methodologies. He has also worked as a speaking examiner for international exams.

Reading beyond: Using extensive reading with EFL students in Brazil

Cristina Bordinhão

ROOM 12

P

CCR

NWT

RES

CML

This workshop aims at helping teachers and participants be aware of what extensive reading is and how to better understand and use its principles inside and outside the classroom, assisting students to become more autonomous, engaged, and interested in reading. We will use the case study of the Extensive Reading Program created by the Cultura Inglesa Cultural Academic department in 2022 and the insights shared by students.

Cris Bordinhão is passionate about people and culture, and is currently a cultural projects analyst at Cultura Inglesa, where she is in charge of the cultural portfolio for students. She is part of the YLTSIG from Braz TESOL and interested in storytelling, drama, and culture.



BREAK FOR LUNCH EXHIBITION & NETWORKING

13:40 – 14:30



EXHIBITION/POSTERS

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NETWORKING

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



Academic programme

Friday 17 February

PLENARY SESSION	C	14:30 – 15:30
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ELT, Inclusion, and Technology

Inclusive practices in the classroom have been an issue of concern for many teachers. Legislation and school policies have encouraged the move towards a more inclusive environment. Teachers are also encouraged to apply practices that create 21st century learners with student independence amongst other skills being an important attribute to acquire. Therefore, it is vital for students to become aware and be given the opportunity to use tools to become independent learners, which will also improve their confidence. Can we use technology to make our lives a bit easier and better equip students? What tools are out there?

The role of technology in the classroom does not have to mean that it takes over, instead, it could be used to enhance learning opportunities. It will allow them to become independent learners, freeing them from their dependence on simplified material and special aid from the teacher. Therefore, the use of such tools will enable teachers to deliver more valuable lessons, in which they can engage the students, while the students who did not have the possibility to grasp the content may have an opportunity to do so, thus creating a fully inclusive classroom by using technology to enhance learning.



**MARÍA JOSÉ
GALLENO VALDEZ**

María José has been teaching English since 2003, a teacher trainer since 2011. She is currently the Educational Technologist at St Brendan's School where she helps and guides teachers in the application of technology in the classroom. She is also a British Council online moderator and has recently started writing material for online courses. She has always been very much interested in the application of technology in the classroom with a meaningful purpose and that is why she is still in the classroom enjoying the challenges of teaching and reflecting on how best to use technology in the classroom. She is a strong advocate for education for all and strongly believes all can learn English with the use of the right tools. She holds an MA in Digital Technology Communication and Education from the University of Manchester and another MA in TESOL Teacher Education from the same university. She is a Cambridge ESOL examiner for YLE, KET and PET and British Council APTIS examiner.

CONCURRENT SESSIONS

C

15:40 – 16:10

Innovations in pronunciation teaching in a post-pandemic world

Maxim Barkov

ROOM 1

P

LT

NWT

RES

In this presentation, three topics will be covered. The first part of the talk will explore different ways of promoting learner autonomy in pronunciation teaching. The second topic will examine the strategies for using Information and Communication Technologies (mobile-assisted learning, Google Workspace tools, and Telegram) in new and unorthodox ways in pronunciation classes. The last section will provide the attendee with an overview of other approaches which may be used in an ESL classroom in order to improve learners' pronunciation, such as the use of gestures, the adoption of repetition-based activities, and the application of speech analysis programs in class.

Maxim Barkov is a full-time professor at the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). He has taught numerous courses on pronunciation teaching and is currently conducting research on the use of shadowing. Maxim is also a Google Educator Level 2.



Can gamification be used for assessment purposes?

Erika Lizárraga Robles

ROOM 2

P

LT

ASM

Have you ever earned reward points for chowing down at your favourite restaurant? Gained a badge for doing exercise on your favourite app? Competed for the top spot on the language learning app? If you answered “yes” to any of these questions, you have experienced gamification: “Gamification is the application of game principles and elements in a learning environment to influence behavior, increase motivation, and drive student participation. (Edu Trends, 2016).” It is a popular strategy for engagement across the curricula and it turns out to be a pretty effective tool in teaching and learning environments, too. Since students are often nervous or stressed before examination, gamification also appears to be a promising strategy in educational assessment, but to what extent can gamification affect response behavior of students and the validity of tests?

Erika Lizárraga is a freelance trainer, consultant, trainer on-line, coordinator of different projects involved with SEP and Mexican Republic authorities (i.e. IELTS, CAE, Language Courses, TKT, ICELT, CELT-P, and CELT-S), Core Skills coordinator and trainer, and Primary and Secondary materials writer (Pearson, Oxford, Richmond, Trillas, and Majestic Education). She is a speaking examiner for Cambridge English Language Assessment (KET, PET, FCE, CAE, BEC Vantage) and has previously given papers at national and international conferences, such as ROC-Taiwan, Best of British, MEXTESOL, and more. She is the head of the evaluation department at CENLEX Santo Tomás.



How to become an effective English Department Coordinator

Mayra López

ROOM 3

HT

MLT CPD

One of the most demanding roles in a school is that of a coordinator. You are the “leader of the orchestra”, you help your staff shine, and make all teaching and administrative procedures work successfully and still, you seem to be responsible for any mistake or chaos that could emerge. In this session, we will talk about some relevant aspects of this crucial position and share some suggestions and tips about how to succeed and live up to any strict expectation.

Mayra López earned a bachelor’s degree in Pedagogy from UNAM and a teacher’s certificate from the Norteamericano de Relaciones Culturales. She worked as an English teacher at the Universidad de Londres where she created the “English Online Program” for that institution. Mayra has been a teacher and an English Coordinator at different schools. She also worked as an academic consultant for Cambridge University Press and is currently working as an academic consultant for Richmond.

Exploring the asynchronous modality for teacher training and CPD

Antonieta Reyes, Florencia Ramos & Mariela Masuyama

ROOM 4

P

MLT CPD

This presentation explores the evolution of teacher training and CPD for remote teachers in Ceibal en Inglés Uruguay, with a recent shift from face-to-face trainer-led live activities to a fully remote, self-access, asynchronous offer. The proposal implemented this year involves a catalogue of self-access online courses specially designed for our teaching context, which allows remote teachers in our programme to select activities, work autonomously at their own pace, and engage with the materials asynchronously, receiving trainer feedback and support as required. This presentation features strategies for designing and implementing this modality effectively and shares conclusions from this year’s experience.

Antonieta Reyes holds an MA in Communication from Florida State University and has worked as a teacher for over 20 years. She joined the academic team at Ceibal en Inglés in 2018 and moved to the quality management team a year later. She is currently the Quality Assurance Manager at Ceibal en Inglés.

Florencia Ramos is an English teacher who holds a postgraduate degree in Education Technologies and a master’s degree in Educational Processes. She joined the British Council in 2015 as a remote teacher for the Ceibal en Inglés project and now works as a Quality Manager at Ceibal.

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

Developing a reading practice: Strategies for the hybrid classroom

Ana Laura Martínez Vázquez

ROOM 5

CS

LT MLT NWT

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

Ana Laura Martínez Vázquez holds an ELT B.A. by UAEH, Mexico. She is a specialist in project management by Universidad La Salle. She has been an international speaker since 2006 and is a former Sponsoring Editor for ELT materials published around the globe. She is now working as ELT Academic Director and Regional Portfolio Manager at Empreser ELT. She holds a master’s degree in Public Image Engineering.

Giving preschoolers a brilliant head start with Pinwheel for Tots

**Homero Pineda Saynes,
Cristina Miranda &
Ana Gabriela Díaz**

ROOM 6

CS

CML

Research has consistently proved in the last decades that the preschool years are crucial for human development. Fortunately, if we provide little ones with rich experiences that consider all areas of their development, we can help our youngest students get a wonderful head start, even in English! Join us in our launch of Pinwheel for Tots, a brand-new series which incorporates an innovative pedagogy that cleverly develops 21st-century skills, global citizenship, and literacy skills through play, music, lovable characters, and exciting classroom resources, and is also the perfect partner for our 2022 Eltons award-winning series for primary, Brain Juice!

Homero Pineda Saynes has been involved in the ELT world for more than 25 years. He has been a teacher and teacher trainer at language centres and international schools and has also played a significant role in the publishing industry in both the Academic and Commercial areas. Currently, he is Commercial Manager for UDP Mexico.

Cristina Miranda has been involved in education and the publishing world for over 20 years. Her main areas of study are English language teaching, psychology, and new trends in education. She is currently Project Coordinator for University of Dayton Publishing.

Ana Gabriela Díaz has a bachelor's degree in Pedagogy, a master's degree in Psychology, and a specialty 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.

How to include diversity, ethics, and inclusion in pronunciation materials

Taylor Veigga

ROOM 7

P

EDI

There is a growing need to create materials that are culturally inclusive and diverse. Unfortunately, pronunciation work remains quite traditional in most materials. With that problem in mind, this talk is going to explore how we can apply DE&I (diversity, ethics, and inclusion) principles to the creation of pronunciation materials and also see how we can adapt existing ones.

Taylor Veigga is a Trinity CertTESOL and DipTESOL tutor, teacher, materials writer, editor, and DE&I consultant. She holds a BA in Languages, a specialist degree in Media-Education, the CPE, and Delta. Taylor has been a pedagogical coordinator for BrELT since 2015 and is an IATEFL PronSIG Joint Webinar Coordinator.



How to design impactful CPD projects in teacher education

Silvia Rettaroli & Silvia Luppi

ROOM 8

HT

CPD

This presentation explores the aspects to consider when designing CPD projects for in-service teachers of English. Such projects must be needs-oriented, impactful and accessible, possibly large-scale, and accounted for by evidence from the various stakeholders. More than ever there is a need for educational consultants with global experience and flexibility to draft context-anchored customised CPD projects that encourage peer collaboration and reflection as a way to enhance student learning.

Teacher of English and teacher educator. British Council E-moderator and BC Consultant for Argentina, Chile, and Uruguay. Curriculum Designer for the MEyC – Argentina and Buenos Aires City. Organised and participated in national and international conferences; published papers and textbooks. Areas of interest: professional development (OL and f2f), bilingual education/CLIL, and assessment.

Silvia Luppi is a teacher of English, teacher educator, and freelance academic consultant. Former member of the Foreign Language Certifications team, Ministerio de Educacion, Ciudad de Buenos Aires. Participated in the design and implementation of teacher education projects in Argentina, Chile (Programa de Mentoría y de Líderes Pedagógicos, Mineduc) and Uruguay (Ceibal en Inglés).



Enhancing language teaching-learning through the exploration of corpora

Ender Velasco

ROOM 9

P

LT

Corpus Linguistics (CL) has been around for some time now, but many English Language teachers and practitioners are still unaware of how CL tools can inform language teaching, materials, and syllabus design. This session looks at basic theoretical aspects of CL and its applications to English Language Teaching (ELT) classrooms.

Ender Velasco is a teacher and researcher at British Council Colombia. He holds a CELTA, DTELLS, an MA in Applied Linguistics, and TESOL. He is also a PhD candidate at the University of Portsmouth, England. His research interests include teacher training and the application of Corpus Linguistics to language teaching-learning.

Sharing tips and tricks for A1 adult learner groups online

Tamires Gama de Oliveira

ROOM 10

P

LT

MLT

In this practical talk, I will demonstrate how teachers can set up meaningful patterns of interaction and varied feedback moments whilst amplifying students' spoken production. By sharing tools, strategies, and theory behind feedback, task design, and lesson planning in online classes, teachers are expected to leave this talk better equipped to boost A1 learners' performance.

Tamires Gama has been involved in ELT for over 12 years and has acted as a teacher trainer, speaker, presenter, materials writer, and a teacher through different levels of proficiency. She has been teaching English Online for six years and runs her own online English school, Simplifica Inglês. She is passionate about the use of technology in the classroom, studying gender and race and how to design more inclusive lessons.

Discovering the 1000 words behind an image

Angélica Flores Algaba

ROOM 11

P

CCR

MLT

Teaching English involves much more than language skills. Students must be prepared to cope with the demands of a world that is in constant change. Communication involves more than just written messages. In order to be effective communicators, learners must develop visual literacy, that is, interpreting, using, and creating messages and information through images. The ELT teacher can take advantage of this skill to foster students' language, critical thinking, and communication competencies more effectively. Come see it!

Angélica has more than 27 years of experience in ELT. She started teacher training 24 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, and academic consultant.

The undisclosed reality of LGBTQIA+ people within the school

Anico Angel Perfler

ROOM 12

P

CCR

MLT

NWT

CML

How accepting are you of your LGBTQIA+ students and teachers? Are they actually involved in the learning processes whilst having their identities respected and upheld? Do we celebrate the lives of LGBTQIA+ professionals in our schools and learning centres? Let's discuss some ideas and think of how we can actually make sure LGBTQIA+ people are an active part of the learning environment and not just "accepted there".

Anico Perfler is a Brazilian travesti, English teacher and teacher trainer, and materials producer. She has been working with education for a decade and focuses on developing learners' skills especially for proficiency exams. She currently lives in São Paulo and works at Troika.

EXHIBITION AND CHAT WITH...

16:10 – 16:40


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CHAT WITH...


EnglishScore


POSTER SESSIONS

1

16:40 – 17:00

Parental engagement and ways to meet expectations

Ludmila Moscardine Heleno

POSTER 1

PS

RES

“What did you learn today?” is a famous question asked by families. Young learners’ progress is usually presented by the end of the term. The main goal of this talk is to share some simple practices for YLs to involve parents in the learning process and to meet their expectations about pupils’ progress.

Ludmila has been working as an English teacher since 2004. She has a degree in Languages and Pedagogy, an MBA in Business, and a post-graduate degree in Language Teaching. She holds the Anaheim for YLS, Google certifications, CELTA, and TKT YLs.

Making learning and students the center of your class

Alexandra Sawada

POSTER 2

PS

MLT

NWT

CML

In this poster session, participants will be asked to reflect on ELT curriculum, lessons, and materials with the new learner and new ways of teaching at their center. As we consider the need to analyze the 21st century skills and help our learners be prepared for an ever-changing world of lifelong learning, how can we as teachers also be better prepared for these challenges? This poster session aims to help teachers, particularly those who are new to ELT, with concrete examples and a professional toolbox where students’ learning is at the center of a class.

Alexandra Sawada has been in ELT for over 26 years, teaching in Brazil, the United States, and Japan. She is also a lifelong learner of 5 languages, holds a master’s degree in TESOL and Applied Linguistics as well as a postgraduate certification in Multilingualism and Global Education.

Team teaching in remote lessons as a professional development tool

Alicia Bustos

POSTER 3

PS

CPD

Team teaching has been officially incorporated and applied at the remote teaching centre in Buenos Aires during 2022 as the main tool to support remote teachers during their probationary period as well as in their Continuous Professional Development. It has proved to be one of the most successful strategies to help remote teachers deliver their very first remote lessons as well as improve their performance in specific areas of their teaching. It implies not only methodological guidance from a more experienced colleague but also emotional support and lowering remote teachers’ affective filter, making it a nourishing experience for both parties.

Alicia Bustos is the Quality and Professional Development Manager at the British Council Argentina remote teaching centre. She is a university teacher of English Language and Literature and a DELTA trainee. With over 20 years’ experience in ELT, Alicia recruits, trains, and monitors the teaching performance of 100 remote teachers.



A mentoring experience in Exploratory Action Research for non-ELT teachers

Maria Marta Mora	POSTER 4	PS	CPD RES
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After a personal journey into Exploratory Action Research in ELT, the presenter explains, in poster format, her experience as a workshop mentor for non-ELT teachers in a secondary school in Argentina as a form of continuing professional development. The poster presenter based her workshop on the EAR model and materials (handbooks) created and developed by Richard Smith, Paula Rebolledo, and others. She applied and adapted a new version to suit her colleagues' needs in situated CPD in Buenos Aires, Argentina, from the EVO Exploratory Action Research workshop model by Lidia Casalini.

Maria Marta Mora is currently a teacher of English in a secondary school in Buenos Aires, Argentina, where she is based. She also co-coordinates APIBA's Teacher Research Special Interest Group (SIG), and she actively participates in Richard Smith's monthly meetings of the international group of Mentoring Teacher Research.

Immediate writing feedback through the use of online text editors

Dunia Rassy Kuri	POSTER 5	PS	LT NWT
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Providing feedback on writing often represents a significant investment of time for EFL teachers. What if students could write while you check their work and offer instant feedback? This poster session will present how to implement free online text editors in your classroom to achieve this goal. You will learn how this feedback method was used within an IELTS preparation course and its benefits: students are immediately equipped with the tools to fix their mistakes, increasing their confidence and awareness. In addition, this method represents an ally in finding out where students most need help to improve their writing skills.

Dunia Rassy is a lecturer in the BA of Applied Linguistics and an English teacher at the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). She originally trained as a scientist, receiving her PhD in Biomedical Sciences from UNAM but later transitioned to ELT, receiving her BA from CENEVAL.

Using organizers to teach English vocabulary

María de Lourdes Hernández Lagunas & Isabel Montserrat López Delgado	POSTER 6	PS	NWT CML
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Are you looking for new activities to teach vocabulary? Organizers are one of the activities that can be implemented in the English class because of the variety available. Besides, they can be modified and adapted for any topic. They also make it easy for students to understand and remember a greater number of words. This type of activity can be implemented with a purpose, such as: spelling, dialogues, or exhibitions of their work, in which students, with the help of their organizers, carry out different projects.

María de Lourdes Hernández Lagunas is in the 7th semester at Escuela Normal de Ixtapan de la Sal. She likes to use different teaching strategies to achieve meaningful learning in students. Lourdes is a person who believes that education can change the world and teachers are the help that is needed.

Isabel Montserrat López Delgado is Formador de inglés "C" at Escuela Normal de Ixtapan de la Sal. Isabel studied a B.A. in languages and a master's degree in applied linguistics at UAEMex.

Teaching vocabulary to improve reading comprehension

Elizeth López Molina & Zaira Magdalena Montantes Hernández	POSTER 7	PS	MLT
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Reading is an essential part of learning an L2, but there is a problem when a reading activity is given in English and the student does not understand the text. This poster will share how teaching vocabulary in advance can improve student reading comprehension.

Elizeth López Molina is a pre-service teacher at Escuela Normal de Ixtapan de la Sal. She is currently studying for her degree in Teaching and Learning English in Secondary Education. She likes to learn new things related to teaching English. Her research focuses on improving reading comprehension by teaching vocabulary before reading the text.

Zaira Magdalena Montantes Hernández has a bachelor's degree in Languages from the UAEMex and a master's degree in Tecnologías Digitales para la Educación. She is an English teacher and she loves sharing knowledge with people so that they can realize English is not difficult but interesting and awesome. Nowadays, she works at Escuela Normal de Ixtapan de la Sal.

Integrating mobile apps in the teaching learning process of English language

Rogelio Robaina Pérez, Anabel Cabrera Loriga & Meivys Páez Paredes	POSTER 8	PS	LT MLT
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Mobile technology has found a way into the classrooms; students have added to the school materials a wide variety of mobile devices of their liking and, therefore, we have lost the protagonist role. How can we get it back? The purpose of this work is to integrate mobile devices within the class to develop certain types of tasks, use an application to encourage motivation, shoot a video with their closest friend, and above all, use the language in a contextualised real-life situation.

Rogelio Robaina Pérez has been an assistant professor of English in the university of Pinar del Rio since 2011. He achieved a master's degree in 2016 in the area of Educational Technology. Currently, he is developing a doctorate in integrating mobile apps in the teaching learning process of the English language.

Anabel Cabrera Loriga has been a professor of English and French in the university of Pinar del Rio since 2019. Currently developing a master's degree in the management process of university internationalization.

Meivys Páez Paredes works in the study centre of sciences of education in the university of Pinar del Río. She has a PhD in educational technology.

EVENING EVENT Mindfulness, Robert Chatfield

17:00 – 18:00

“Our problems as people are two things.

One. Time wasted in the past - thoughts - regrets - rumination.

Two. Worries about the future. Fears. No time spent in the present.

You can choose how you feel. Sometimes it is very difficult, but it is a choice.”



**ROBERT
CHATFIELD**

Those were the words the Dalai Lama said to Rob Chatfield, Country Director, British Council Argentina, when he had the opportunity to attend an audience during a visit to India in 1995. Rob has, since that time, meditated regularly and spends a lot of time working on his mental health. In this talk he will explore the origins of Mindfulness, explore how the mind works (and how it sometimes doesn't work) and how this can help us as English teachers in the classroom.

You will have the option to do a mindful 'body scan' activity at the end of the session.

Academic programme

Saturday 18 February

PLENARY SESSION

D

09:00 – 10:00

Embedding a Culture of Empathy in English Language Teaching

Over recent years empathy has become something of a buzzword. Numerous articles have argued that empathy in individuals is essential to healthy social and emotional functioning, and contributes to the enrichment of civic society and education. However, the concept of empathy, which is a complex construct, is usually not defined clearly and is rarely discussed in depth. In this plenary we will start by exploring what empathy is, its neurological foundations, and its three main components: cognitive empathy, affective empathy, and empathetic concern.

I will draw on general education literature to present what research findings suggest about the role of empathy in education. I will then draw on language education literature and research to support my argument that empathy is particularly important in language education. We will try to determine whether there is an empathy deficit in language teaching and look at hindering factors that may make it challenging to embed a culture of empathy in the profession.

Moving from theory to practice, we will explore how we could explicitly develop empathy as a skill among learners, teachers, and teacher trainers. We will explore how a variety of techniques and approaches from diverse sources can be used to help to embed a culture of empathy in language education.

In sum, this talk aims to show that empathy is central to successful language learning and to making language teaching a more compassionate and fairer profession.



**KIERAN
DONAGHY**

Kieran Donaghy is an award-winning writer, international conference speaker, and trainer. He is the author of books for students and teachers of English as a foreign language. His publications include *Film in Action* (Delta Publishing), *Writing Activities for Film and Video* (ELT Teacher2Writer), *The Image in ELT* (ELT Council), *Films in Health Sciences Education* (Edicions de la Universitat de Barcelona), and *Language Hub* (Macmillan). He trains teachers in Barcelona and online at his specialist teacher development institute, The School for Training <https://theschoolfortraining.com/>. His independent publishing company Film English <http://film-english.com/> has won a British Council ELTons Award, an English Speaking Union Award, and the MEDEA Award. He is the founder of The Image Conference, the only conference exclusively on the use of images in language teaching, and co-founder of the Visual Arts Circle, a professional community of practice for language education professionals interested in the use of the visual arts in language teaching. He holds a BA in Politics from the University of Nottingham, and master's degrees in English Language Teaching from Rovira i Virgili University, and Business Communication from Pompeu Fabra University. You can find out more about Kieran and his work at his author website <http://kierandonaghy.com/>.



CONCURRENT SESSIONS

D

10:10 – 11:10

What about the fifth skill of viewing?

Kieran Donaghy

ROOM 1

W

NWT

CPD

CML

In the English language curricula of a number of countries – for example, Canada, Australia and Singapore – two new skills, viewing and visually representing, have been added to the traditional skills of reading, writing, listening, and speaking. Undoubtedly, these two new skills of viewing and visually representing will be integrated into national curricula throughout the world in the near future. In this talk I will examine what viewing is, why it is important, and how both teachers and students can become more effective viewers by exploring a number of viewing frameworks which can be used with a variety of visual texts – photos, paintings, short films, and videos. Teachers will go away from this session with a clear understanding of what the skill of viewing is, why it is important, and a number of tried and tested viewing frameworks to share with our students.

Kieran Donaghy is an award-winning writer, international conference speaker, and trainer. He is the author of books for students and teachers of English as a foreign language. His publications include *Film in Action* (Delta Publishing), *Writing Activities for Film and Video* (ELT Teacher2Writer), *The Image in ELT* (ELT Council), *Films in Health Sciences Education* (Edicions de la Universitat de Barcelona), and *Language Hub* (Macmillan). He trains teachers in Barcelona and online at his specialist teacher development institute, The School for Training <https://theschoolfortraining.com/>. His independent publishing company Film English <http://film-english.com/> has won a British Council ELTons Award, an English Speaking Union Award, and the MEDEA Award. He is the founder of The Image Conference, the only conference exclusively on the use of images in language teaching, and co-founder of the Visual Arts Circle, a professional community of practice for language education professionals interested in the use of the visual arts in language teaching. He holds a BA in Politics from the

University of Nottingham, and master's degrees in English Language Teaching from Rovira i Virgili University, and Business Communication from Pompeu Fabra University. You can find out more about Kieran and his work at his author website <http://kierandonaghy.com/>.

Building resilience from the core

**José de Jesús Galván Muñoz
& Susana Ramírez Félix**

ROOM 2

W

CCR

After being locked down for more than two years, both teachers and students are facing the challenge of resuming face-to-face lessons. What has distance education taught us? What strategies should we keep on using? What strategies should we rediscover from what we used to do before the pandemic? In this talk, the speakers will discuss some strategies to help teachers include useful practices around the development of Core Skills in their face-to-face lessons, as well as practices to foster resilience to offer students quality academic experiences and to establish strong relationships within the community.

Jesús Galván is a full-time professor at ENES León, UNAM. He has a BA in English Language Teaching, a master's in Education, and he's currently studying a PhD in Innovation. He is a teacher trainer and consultant for the British Council and book author for UNAM and Santillana. His research lines are Morphology and Syntax, Didactics, and Teacher training.

Susana Ramírez is an English teacher, tutor, and researcher at IEMS CDMX. She has a master's degree from a Canadian university. She is a material designer, an editor, and an academic consultant, and has participated as a speaker in national and international events. She has written more than 40 textbooks.

Taking climate action into your lessons: Why, when, and how?

Marcela Villán	ROOM 3	W	CCR NWT CC CPD RES CML
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So much is being said about taking climate action these days! Yet not everyone knows what it really means. Climate Education is necessary and thus, our teaching role has become crucial. Our students must take action to create a better world for their own future. This requires the knowledge, skills, values, and attitudes that empower them to contribute to that end. There is no doubt all this leads to the configuration of new emerging scenarios in all aspects. In this webinar, you will be provided with the necessary tools to make the change. Don't miss it!

Marcela Villán is a teacher of English with a TESOL certification and several diplomas. She has worked extensively in the field and is also a global educator. Marcela specializes in Environmental Education and Global Competence. She firmly supports the United Nations 2030 Agenda and PBL as a framework for teaching.

Five steps to talk about climate action with preschoolers

Thalía Menéndez Garci-Crespo, Arnoldo Langner Romero & Jimena Pacheco Elizondo	ROOM 4	W	CC
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In a world in which climate action has become a pressing subject, talking about it with preschoolers can be challenging. The purpose of this workshop is to present (explain and justify) a preschool lesson in which children engage in a project that will allow them to understand what the greenhouse effect is, how it affects the planet, and propose ideas to move forward and learn together.

Thalía worked as a very-young-learners teacher for more than 10 years. She then moved into teacher training and material development where she's worked for the last 12 years. Thalía holds a master's in Educational Institutions Administration. She finds joy in teaching kids how to dream with open eyes!

Arnoldo is a teacher and editor with more than twenty years of experience. He has worked with students of diverse backgrounds and has helped develop different sorts of educational materials. His passions are reading, listening to music, playing with his children, and walking with his dog.

Jimena is a preschool teacher that focuses on teaching through play and reading because she believes this is the best way to inspire children. She is also an editor who uses her classroom experience to develop innovative materials. Her goal is to create a reading program for children of all ages.

Learning together through virtual exchanges

Paula Van Ells & Alejandro Cisneros	ROOM 5	CS	CCR LT CML
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The focus of this session will be the unique benefits of student exchanges that are authentic, virtual, and asynchronous. We will discuss what teachers need in their "toolkit" to make these exchanges successful, meaning students develop their intercultural communicative competence while practicing language skills and interpersonal skills. We will show real exchanges between students who met on our secure platform and explored a culture or science topic together for 4-8 weeks.

Paula Van Ells is the Learning Program Manager for Language Testing International's Level Up Village program. She manages course development and global partner relationships for LUV's language and STEAM programs. In the past, Paula headed up international EFL content teams for a large publisher and taught university French and English.

Alejandro Cisneros is the Global Learning Specialist at Language Testing International. He works in content development and instructor training for the Level Up Village Global Connections platform. In the past, he taught Spanish, English, and psychology courses in the United States, Chile, and Spain.

Helping post-pandemic kids survive by creating community in the classroom

**Norma Patricia Marcial
Covarrubias & Rhode Villegas
Cadena**

ROOM 6

W

CCR

Three years have passed since the day everyone needed to be in isolation; and along with that, the social interaction so needed to acquire a language became a challenge. Students now have experienced situations that, in normal circumstances, would be unlikely to occur. From social anxiety, to a decrease in the proprioception, not forgetting the lack of mastery of social conventions which are vital for human interaction within groups. In this workshop, attendees will learn the importance of a learning community in the EFL classroom and practical implementing techniques to help students overcome ostracism.

Norma Marcial holds a bachelor's degree in English Teaching. She is currently part of the ELT academic consultancy team at Richmond Mexico. She has a specialization in education with focus on young learners and socio-emotional skills building. She has been a language coordinator at a prestigious K-12 institution and has been involved in education for around 20 years.

Rhode Villegas holds a bachelor's degree in English Teaching. She is currently part of the ELT academic consultancy team at Richmond Mexico. She is pursuing an MBA in Education with a focus on innovation and technology. She has been a language coordinator at a prestigious university in CDMX. She has been involved in education for more than 14 years.



It is time to *Get Involved* in your teen's learning process!

Yanzer Rebollo

ROOM 7

CS

CCR MLT NWT
EDI CML

Has any of this ever come to your mind as you teach to your teen students? "I usually face difficulty with having my students speak in class." "I would like to teach a class in which everybody feels confident and willing to learn, offering room for multi-level and mixed-ability students." "I would love my learners to speak freely, confidently, and naturally about their life issues." It is time to get involved! Find out what it is that can provide an answer to all these thoughts flitting around your head. Join us!

Professor Yanzer Rebollo studied Computer Science at St John's University, and Pedagogy and Teaching English language at UNAM. He has the "First Certificate" "Teacher's Course" & "TKT". He was a professor and coordinator and he participated in the creation of textbooks. He was consulting coordinator at Alfaomega and is an academic consultant for Macmillan.

Action research into teaching pronunciation: Old materials and new techniques

Jesse Dylal

ROOM 8

W

NWT RES CML

Do you lack confidence in teaching English pronunciation? Do you find it challenging to train teachers in this area? In this session I will present research focused on training teachers to use theoretical knowledge of phonetics and phonology established in the late 1800's, together with a modern practical approach. I will share my findings and limitations in the hope of gathering more evidence to support (or question!) my belief – that this method boosts teachers' confidence when teaching pronunciation, and it is effective for helping learners to produce problematic L2 phonemes. English pronunciation is diverse. Understand yours and include it!

Jesse Dylal is a linguist from Trinidad and Tobago who has recently completed the Trinity DipTESOL. He did his undergraduate thesis in phonology and has given multiple INSETTs on teaching pronunciation with positive feedback from British Council teachers across the Americas.

An EFL phonics storybook to teach pronunciation to young learners

Stella Palavecino

ROOM 9

W

MLT NWT

In most EFL contexts, children do not have a strong background in oral English when they start reading or writing. If teachers are introducing a sound that is non-existent in the mother tongue, EFL learners will relate it to the nearest mother-tongue sound. Hence, a word like >pin< may be pronounced >bin< by the learner, thus disrupting communication. Therefore, teachers need to create simple materials to make new target sounds noticeable. The presenter will focus on the introduction of new articulatory habits in a simple way, through an EFL phonics story, on this occasion, the presentation of aspiration illustrated through a story of her own creation called, 'The Polar Bear's Pin'. Since using meta-language does not work with children, this context will provide the right scaffolding for acquisition of new articulatory habits.

A master in EFL, Stella Palavecino is a graduate teacher, a teacher trainer, and a writer. She holds postgraduate degrees in Phonetics and Phonology, Higher Education, ICT, and Pedagogy. She has published extensively at various ESL/ EFL symposia. She is also a Pronsig scholarship winner for the IATEFL 2020 annual conference.



Metaverse and virtual worlds: Integrating immersive universes into language teaching

**Raquel Ribeiro, Paul Raine
& Nergiz Kern**

ROOM 10

F

LT NWT

How can we define and differentiate the Metaverse and Virtual Worlds? How can we provide experiential learning in the context of English language learning by using immersive learning technologies? Which are relevant aspects to be considered? In this forum, we intend to explain the distinctions between the Metaverse, Virtual Worlds, and other key support features such as Virtual reality (VR) and Augmented reality (AR), having communicative possibilities and student engagement in mind.

Raquel Ribeiro is an EdTech expert, English teacher, lecturer, and writer in the field of mobile-learning in ELT. She is passionate about motivating students and teachers to trust their learning potential. She is also one of the authors of the Teacher Editions of the Cambridge University Press Evolve series.

Paul Raine (BA, LL.B, MA) is an award-winning teacher, presenter, author, and developer. His books include the best-selling 50 Ways to Teach with Technology and the innovative multi-path graded reader Journey to Mars. He has helped design and develop several websites for teachers and learners of EFL, including abaxlms.com and zengengo.com.

Nergiz Kern is an independent EdTech professional who specializes in immersive language learning. She has an MA in EdTech and TESOL, a postgraduate certificate in using 3D Multi-User Virtual Worlds in Education, and 20+ years of teaching experience. She shares VR resources on her website: <https://nergizkern.com/virtual-reality/>

English Language Development meets the Science of Reading

Vanessa Perrotta

ROOM 11

CS

LT

EDI

RES

CML

The Science of Reading includes research that has proven to be effective in helping students learn strategies to become fluent readers. In order to build reading fluency, students must have decoding skills and language comprehension skills. This effective research also applies to Multilingual learners and ELD. This session will answer the questions (1) How do I incorporate SOR into my ELD instruction; and (2) How does the scope and sequence change based on language needs. Join me to consider strategies that incorporate SOR research into instruction specific to language needs.

Vanessa Perrotta began her career teaching, making the move to McGraw-Hill Education as Literacy Marketing Manager. Vanessa continued designing leading ELA/ELD programs as K-12 Literacy Director for the US/Latin America at National Geographic Learning. Currently, Vanessa is working with VISTA as Literacy Programs Director, developing effective K-12 language and literacy materials.

Mental health and its impact in the learning process

**Denise Valenzuela
& Emma Ford**

ROOM 11

W

CCR

Mental health awareness has gained strength in recent years as we have seen it as part of our well-being as individuals. However, we have never thought about it as a key element for teaching and learning. In this workshop, we will review why mental health matters in the professional development of teachers, and we will share with you some practical ideas to look after it. We will review some insights about its impact on the learning process of students and will provide you with exercises and tips for them to talk about mental health at school or home.

Denise Valenzuela has a master's degree in education; she has more than ten years of solid experience in education and stakeholder management and business development. She has worked in international education, ELT, and teacher development programmes which has allowed her to develop a wide knowledge of the education systems in Mexico.

Emma Ford has DELTA and over 15 years of ELT experience, working predominantly with international corporate conglomerates. She is a Speaking Examiner for the major examination boards, and has been involved in pastoral care for teachers for over 10 years, training as a Mental Health First Aider in 2021.



POSTER SESSIONS

2

11:20 – 11:40

Learning together to read the newspaper to promote critical readings

**Dulce Montes de Oca Olivo
& María Mercedes Camacho**

POSTER 1

PS

CML

Nowadays, our students do not feel tempted to read, or they do it just to scan the information they need. Their understanding of what they read is very limited due to the lack of practice they can acquire by reading every day. In this paper, we are going to present an opportunity for our students to develop reading skills by reading the paper every day, and not only skimming and scanning the news but also acquiring critical skills by doing different sorts of exercises while reading the newspaper.

Dulce Ma. Montes de Oca Olivo has been a teacher for about 35 years. She works for ENP 6 – UNAM, she holds a doctoral degree in education (Ed.D) and a PhD in applied linguistics from UNAM. She has participated in national and international lectures (MEXTESOL, ANUPI, TESOL, BUAP, and UAM events).

María Mercedes Camacho Reyes has been a teacher for about 40 years. She works for ENP 6-UNAM and has completed doctorate studies in Pedagogy at FFyL UNAM. She is interested in Gestalt Pedagogy and has participated in national and international events.



Global skills in preschool

Karla Lismarie López Contreras

POSTER 2

PS

NWT

Education of students nowadays should address their needs as a whole person, especially when facing the demands of the 21st century. As a preschool teacher, I have the opportunity to work with young learners and this is the perfect time for them to be exposed to Global Skills: Communication and Collaboration, Creativity and Critical Thinking, Intercultural Competence and Citizenship, Emotional Self-regulation and Wellbeing, and Digital Literacies. Culturally, it is believed that young learners cannot acquire these skills due to their age, but in my experience, young students are able to showcase some mastery in the use of these abilities in their everyday activities – both at school and in their homes.

Karla López. B. Ed., Certified Translator. Karla has worked in the ELT field for 12 years, mainly in Early Childhood. She currently lives in Guatemala City where she works as Head of the English Department. She has conducted teacher education sessions on English Immersion in Preschool and Mistake-based learning.

Authentic texts to develop reading skills

**Montserrat Asunción Nájera &
Isabel Montserrat López Delgado**

POSTER 3

PS

NWT

CML

How can I teach English using authentic texts? This poster shows some of the benefits of doing so in the classroom as it has been demonstrated that the use of this type of materials can provide real context to students, considering that authentic texts are developed and designed to be used by native speakers of the language.

Montserrat Asunción Nájera is a teacher trainee at Escuela Normal de Ixtapan de la Sal. She is studying to be an English teacher in secondary education and she likes to learn new things related to teaching English.

Isabel Montserrat López Delgado is Formador de inglés “C” at Escuela Normal de Ixtapan de la Sal. Isabel studied a B.A. in languages and a master’s degree in applied linguistics at UAEMex.

Using Web 2.0 tools in ESL classrooms

Nishat Banu

POSTER 4

PS

LT

MLT

There is no denying that Web 2.0 tools, like different social media applications, have become an integral part of our lives. From young to old, almost every individual, in every corner of the world uses these tools in some way or another. Through my presentation I intend to present the work of some successful research done on using these tools as a medium of teaching English as a second language. I would also like to suggest ideas and strategies that teachers can adopt to use these tools in their classrooms.

She is a progress-driven, enthusiastic teacher with a desire to learn and grow through different experiences. She has been working as an English language instructor in prestigious universities in Saudi Arabia. Through her poster, she would like to explore what the future holds in the field of ELT.

Collaborative writing to contribute to the students' learning process

**Danahi Alvarez Zenteno &
Miriam Elizabeth López Jiménez**

POSTER 5

PS

NWT

CML

How do teachers encourage their students to write? Using collaborative writing may be the answer you have been looking for. This poster will focus on the positive impact of collaborative work that engages students in writing activities. Through the points established in the poster, teachers interested in using collaborative writing in their classrooms will find the opportunity to help students to work together and improve their writing skills.

Danahi Alvarez Zenteno is a teacher in training in the 7th semester of the Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria at Escuela Normal de Ixtapan de la Sal. She would like to share her experience with the application of different strategies to help students to develop their writing skills. She has been researching different methods so that students have a better learning experience in their English classes.

Miriam Elizabeth López Jiménez is a trainee teacher in the Escuela Normal de Ixtapan de la Sal; she has the degree in Languages from the UAEM and she has been working at the Escuela Normal for about 12 years. Currently she teaches English and is an adviser of the students in 4th grade of the Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria.

Activities to enhance speaking and writing

**Marina Espinosa Liahut,
Zuleyma Martinez Badillo &
Reyna Ivonne Rojas Muñoz**

POSTER 6

PS

CML

In these times of fast changes and resilience, of hybrid classes and influencers, we as teachers must think of activities where students digest these times, making them aware of how the world is changing and how they can adapt and even help by using their critical thinking. This poster will share ideas on activities that trigger creativity and critical thinking.

Marina Espinosa has been an English teacher for more than 20 years. She has been accredited with ICEL-T, IELTS, CAE, and TKT 1-3.

Zuleyma Martinez has a major in ELT from UNIREM & more than 3 years' experience.

Ivonne Rojas has a major in ELT from UNIREM and more than 2 years' experience.

Socrative: A formative assessment tool in language teaching

Walaa El-Hajjar

POSTER 7

PS

LT

ASM

Both Al Harby and Meccawy (2020) and Kolyisnyk, et al., (2022) focus on using Socrative in formative assessment. The results showed positive attitudes of participants towards using Socrative. In the first study, the researchers studied the attitudes of EFL students regarding using Socrative (mobile-based tests). 35 female students participated in three stages of an experiment. The other research investigated the students' attitudes and the relation between the academic performance of students in ESP and experiences in using Socrative as an assessment in distance learning. The sample of the study was 137 students.

Walaa El-Hajjar did her master's degree in Methods of Teaching English Language at University of Jordan. She is currently working with Al-Khaleej Training and Education at King Saud University. Her research interest includes educational technology and assessment for English language teaching.

Experiences: Radial educational capsules for English teaching in primary school

Johanna Romero

POSTER 8

PS

CCR

As an initiative of the British Council with English Teachers from UNEMSR, teachers broadcast English lessons over the radio in Venezuela, corresponding with the primary school curriculum during the pandemic as a strategy to facilitate distance education and English learning. Radio is practical, accessible, and economic; it is a perfect way to communicate, inform, and entertain. In the educational sphere it can be given many uses, for example fostering critical thinking, communicative practice, and oral expression development. As a far-reaching medium able to reach more remote places, it represents an opportunity for the development of curriculum in the education system.

English teacher graduated from Universidad de Oriente (UDO) Sucre State – Venezuela (2005). Specialist in English Teaching (Simón Rodríguez University). Master in English Teaching as a foreign language in secondary school. Facilitator in the PNF Simón Rodríguez Foreign Languages English (2015- 2019) and participated in training in the PNFA English Teaching in primary school. Research experience in teaching English through songs at secondary level. Tutor of Sucre state in the National Training Program for EFL teachers and in the PNFA English for Primary School at the UNEMSR.

EXHIBITION AND CHAT WITH...

11:40 – 12:10


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CHAT WITH...

PrepMyFuture

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Academic programme

Saturday 18 February

PLENARY SESSION

E

12:10 – 13:10

What We Talk About When We Talk About Interaction

Learner interaction. Interactive activities and games. Interactive software and interactive whiteboards. The word ‘interact’ and its various forms has been very popular in language education and especially in education technology. But as we are more and more surrounded by “interactive software”, does this still have the capability to motivate as much as when it was new? This workshop looks at what we mean now by interaction, the kinds of interaction we are currently engaging in online, and the implications for the classroom. This workshop will also include several fun activities I have done with learners on WhatsApp, Facebook, and online forums.



**LINDSAY
CLANDFIELD**

Lindsay Clandfield is an awardwinning writer, teacher, trainer, and international speaker in the field of English language teaching. He has written more than ten coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay is the series editor of the Delta Teacher Development books and has co-written various methodology books for teachers, notably Dealing with Difficulties and Interaction Online (Cambridge University Press). His most recent methodology book was Teaching Live Online (Pavilion Press) which he co-wrote with Jill Hadfield.

Lindsay is also the creative force behind various web projects including the popular blog Six Things, the e-publishing collective The Round, and the sci-fi/adventure materials website Extreme Language Teaching.

You can find out more about him at his website www.lindsayclandfield.com.

CONCURRENT SESSIONS

E

14:30 – 15:00

Design thinking: Developing innovation through empathy with Young Learners

Matthew Long &
Megan Whitaker

ROOM 1

P

LT NWT RES CML

Considering that we are a civilization dealing with too many crises to mention, it becomes clear that we need to develop into an empathetic innovative society to put the most affected at the centre of the solution. Can education afford to ignore this reality? In this session, the speakers will explain how human-centred design allows students to apply linguistic and creative skills while learning to innovate in an ELT environment. By presenting students with real problems within their direct community, learners can contextualise knowledge and learning while providing solutions through empathy.

Matthew Long is the English Coordinator for Preschool and Primary at Colegio Merici, a Design Thinking specialist school. He has presented at multiple conferences around Mexico with the British Council and is very excited to be at BBELT for the second time.

Megan is a teacher at Colegio Merici delivering sessions for English, Global Perspectives, and Psychology to secondary students. She studied Psychology and has over a decade of experience at multiple institutions, including being the Director of International House Torreon.



The impact of metacognitive instruction on EFL low-level learners' listening performance and metacognitive awareness

Cristian Chiroque Chero

ROOM 2

P

RES CML

This presentation will describe an action research project in an EFL classroom with young learners, who struggled with their listening comprehension. Thus, in order to address this issue, a metacognitive approach for teaching listening was implemented within a general English course for A2 level. As such, learners engaged in key metacognitive processes: planning, monitoring, and evaluation. Results showed high levels of engagement in the listening process as well as improvement in general listening comprehension.

Cristian Chiroque is a candidate for the MA in TESOL at University College London, holds the Cambridge DELTA modules, and has a BA in Education. He has been an EFL teacher, delivering courses for young and adult learners. He has also been a primary and secondary school teacher since 2019.

The art of giving good instructions

Lindsay Clandfield

ROOM 3

P

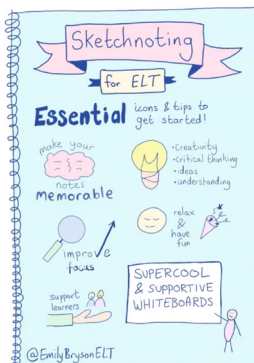
LT MLT NWT CML

Perhaps more than most professions, English language teachers should be really really good at giving clear, comprehensible instructions. And most of the time this is true! In this practical workshop for language teachers of all languages we'll review and reexamine best practices for giving instructions for activities, both spoken and written and online. But we'll also look at how this is a useful and important skill for our learners and practical ways we can help them develop it.

Lindsay Clandfield is a multiple award-winning writer, teacher, teacher trainer, and international speaker in the field of English language teaching. He has written more than fifteen coursebooks for language learners and is the co-author of various methodology books for teachers as well as various creative web projects. You can find out more about him at his website, www.lindsayclandfield.com.

Sketchnoting

Emily Bryson	ROOM 4	P	EDI
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Learn about Sketchnoting. Create your own sketch notes during the conference and share what you create during BBELT on social media using the hashtag #BBELT2023.

Emily Bryson is an author, teacher educator, graphic facilitator, visual recorder, and ESOL lecturer. She has written various print and digital materials, including National Geographic Learning's Voices series. Her online courses in Graphic Facilitation have been described as 'the nicest corner of the internet'. Find out more at www.EmilyBrysonELT.com.

Towards a Golden Circle: A journey to revive inspiration

Lucía Bustamante	ROOM 5	P	CCR CPD
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Ceibal en Inglés originated in Uruguay in 2013 as an English Language remote teaching programme. As a mentor in the programme, during this talk I will explore how the philosophy of the "golden circle", developed by Simon Sinek, allows us to be better professionals and inspire others along the way.

Lucía Bustamante is a Uruguayan teacher of English as a Foreign Language and a mentor in the national English language remote teaching programme, Ceibal en Inglés. Her experience of more than 10 years has shown her how a feeling of purpose can be the ultimate catalyst to bring about change.

Helping students thrive through the holistic methodology of English learning webs

Homero Pineda Saynes, Cristina Miranda & Guillermo de la Parra	ROOM 6	CS	CML
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English Learning Webs, a ground-breaking preschool and primary methodology, empowers students with engaging language learning opportunities through interesting cross-curricular, environmental, and cultural topics that develop 21st-century skills. As they grow, learners become more confident in their communication, socio-emotional, and critical thinking skills, first with our series Little Storytellers, interpreting and retelling stories in preschool, and then with Young Voyagers, exploring new contexts and reflecting on new ideas in the primary school years. If you love literature and want new and engaging strategies for your classroom, we invite you to come along and dive into English Learning Webs with us!

Homero Pineda Saynes has been involved in the ELT world for more than 25 years. He has been a teacher and teacher trainer at language centres and international schools and has also played a significant role in the publishing industry in both the Academic and Commercial areas. Currently, he is Commercial Manager for UDP Mexico.

Cristina Miranda has been involved in education and the publishing world for over 20 years. Her main areas of study are English language teaching, psychology, and new trends in education. She is currently Project Coordinator for University of Dayton Publishing.

Guillermo de la Parra has a bachelor's degree in Education with a specialty in Educational Management and Administration. He has been involved in education as a teacher, coordinator, and teacher trainer for over 18 years. Currently, he is an academic consultant for University of Dayton Publishing.

PrepMyFuture: The most reliable virtual teaching assistant

Clément Gaufreteau

ROOM 7

CS

LT

MLT

NWT

Through this session, discover our most important teacher tools that will save you some precious time:

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Clément has been Head of Education at PrepMyFuture since 2020. He currently works with more than 500 schools. His mission: to ensure the best learning experience for the students and the smoothest teaching journey for their teachers.

Developments in ELT in Venezuela: Teacher's training program

Rosa López de D'Amico

ROOM 8

P

CCR

CPD

ELT within the public education system has been going through important improvements. The policy in place has allowed full introduction of English in the public primary school sector in Venezuela. The training of new teachers nationwide started in 2015 by a program implemented by the Ministry of Education, and it continues. The situation in Venezuela, plus COVID 19, impacted in such a way that new initiatives had to emerge to continue the training of English teachers in the education system. This process has been with the Alliance of the British Council, ME, CENAMEC, and UNEM.

Emeritus Professor from Universidad Pedagógica Experimental Libertador, Venezuela. Guest Professor at Universidad Nacional Experimental del Magisterio (UNEM). Coordinator of the Research Center: Languages and Culture. Coordinator of the Bicentennial Collection - English area, Venezuelan textbooks for Basic Education. Coordinator of the national training program for English teachers.

Developing autonomy: Learners reflecting upon their own learning experiences

Maria del Carmen Contijoch Escontria & Maria de la Paz Adelia Peña Clavel

ROOM 9

P

CML

The purpose of this presentation is to share the procedures followed in an introductory class to promote students' reflection during their first semester of the applied linguistics major. Helping learners to understand their past learning experiences as well as their present study habits provide the framework to develop a series of academic skills and learning strategies. By means of a series of activities, learners are introduced to the university context and at the same time are invited to get to know themselves as independent learners.

María del Carmen Contijoch Escontria holds an MA in Applied Linguistics from UNAM and a PhD in Applied Linguistics from Macquarie University in Australia. She has worked at the Escuela Nacional de Lenguas, Lingüística y Traducción at UNAM for 38 years working in different academic areas of the school at graduate and postgraduate levels.

Adelia Peña Clavel holds an MA in Educational Technology from the Tecnológico de Monterrey. She has worked for more than 25 years as a language teacher, self-access tutor, materials developer, and tandem coordinator at Escuela Nacional de Lenguas, Lingüística y Traducción (ENALLT) at UNAM. Currently, she coordinates the self-access centre at the ENALLT.



Writing for resilience and interculturality: A binational student's journal

**Roxana Carolina Perca Chagua
& Maria Elena Fávaro**

ROOM 10

P

CCR

We will present successful and meaningful experiences of promoting writing skills among teachers and students from Peru and Brazil. We will explore collaborative and resilience-based pedagogical strategies used during the editing process of an online student's journal "Yatiririna Arupa: the journal of additional languages in secondary education".

Roxana Perca works for the Peruvian Ministry of Education and holds a master's in Linguistics. She is an alumni of the Champion Teachers programme, winner of the Peruvian national educational innovation contest (2020), and winner of Best Teaching Practices in Tacna Region (Peru-2022). She is general coordinator of the Tacna English Language Teachers' Network, which is a finalist in the LOCAL INNOVATION category in the Eltons Awards 2022.

A doctor in Language Sciences from the Universidad del Sur de Santa Catarina, and master in Linguistics from Federal University and Santa Catarina. I graduated in Arts with a degree in English and Portuguese Language and Literature from the State Faculty of Science and Arts of Campo Mourão in Brazil.

The impact of project-based-learning lessons through green activities

Edward Cumpa Giles

ROOM 11

P

CCR

MLT

CC

RES

Let's talk in detail about the importance of applying Project Based Learning in English Language Teaching and how effective this is inside and outside the classroom. Students will be able to learn not only vocabulary and grammatical content but also to use functional language with a communicative approach. In addition, students will have the opportunity to be open-minded, thoughtful,

eco-friendly and above all, they will be able to develop business skills, making it interesting and challenging at the same time. You and your students can try it, face it, and surely you will achieve the goals.

Mr. Cumpa has over 20 years of teaching experience, with postgraduate studies and a Cambridge Certificate in English. He has given workshops as an English teacher trainer in Peru. Currently, he works with Project Based Learning and is successfully developing one with his students at the school.

The "critical" versus the "happy" classroom: Are they the same thing?

Laura A. Meza

ROOM 12

P

CCR

This talk looks critically at the myth of "the happy classroom", the ideal construct most teachers wish they had. Although it is true that intrinsic motivation is a driving force for success, this talk argues that motivation doesn't always come from what we traditionally see as "happy" spaces. Critical thinking and the development of true critical awareness can be fostered by challenges and problem situations that are not always comfortable, as Freirean pedagogy (Freire, 2018) suggests. Critical pedagogy can be a driving force toward success and the development of a true self in the second language.

Laura A. Meza MEd, RSA Dip, Ph.D. student at KSU. Laura has been involved in ELT for more than 30 years, with a focus on teacher education for more than 20. She currently lives in California, USA, where she writes and edits ELT materials besides teaching remotely for the faculty of Education, UVG.

CONCURRENT SESSIONS

F

15:10 – 15:40

Meaningful engagement: Tools for teaching with SDGs

Daniela Tovar & Alan Morlán

ROOM 1

P

NWT

CC

CML

This presentation aims to provide teachers with tools to approach content related to United Nations Sustainable Development Goals. We will explore techniques such as high-impact visuals, meaningful questions, and language pointers that promote students' critical thinking skills as well as the understanding of situations that at first glance can seem overwhelming or unrelated to their contexts.

Daniela Tovar is an ELT specialist with more than 10 years of experience as author and editor for different publishers. She is currently the senior content developer for University of Dayton Publishing for Primary. She is interested in game-based learning and creating meaningful learning experiences both on and offline.

Alan I. Morlán García has been an EFL teacher for over 8 years. He has worked in Mexico in primary school and English language-center contexts. He holds a BA in ELT (CENEVAL). He currently works for the University of Dayton Publishing as a content developer for Primary. His areas of interest are intercultural competence, educational technology, and Children's rights education.



Three international projects to empower and recognize women in ELT

Araceli Salas & Grazzia Mendoza

ROOM 2

P

EDI

One of the 2030 Sustainable Development Goals (SDG) for UNESCO is to globally achieve gender equality and empower women and girls. However, in the field of English Language Teaching (ELT), gender equality has not been achieved. The purpose of this presentation is to share three international projects for empowering women in order to narrow the gap in conferences and leadership in ELT. By the end of the presentation, attendees will have a general overview of the type of projects that may promote the academic empowerment of female English teachers and collaboration among peers.

Araceli Salas has a PhD in Language Science and an M.A. in ELT. Dr. Salas is a professor/researcher in the Benemérita Universidad Autónoma de Puebla (BUAP), México. She has been a speaker in local and international events and has published several articles and chapters in the field.

Grazzia Mendoza has two master's degrees, one in International Education and one in TESOL. She is a US State Department Alumna recognized for project development for teachers' professional growth. She has been in the TESOL field for 27 years. Her research interests include CALL, Competency Based Language Teaching and Professional Development.



Favela, Covid-19, and technologies in the teaching area

Helaman Hyrum Arroyo Pérez

ROOM 3

P

CCR

LT

MLT

NWT

This presentation will look at the following topics: Challenges to teaching activity in poor areas; discrimination in education by the social and political entities; non-functional government strategies during the pandemic event; experiences and the implementation of new educational methods.

Modern languages in English, a degree in translation and literature studies, President of the NGO “Teaching in Brazil”, and professor in the Autonomous University of Queretaro.

English around the world

Bianca Pinto

ROOM 4

P

EDI

There are lots of misconceptions and a lack of information when it comes to accents. Many people believe that an accent is the same as pronunciation, or even that there are right and wrong accents. But this is not true. Accents are part of people’s history and culture and we should get familiar with them. It’s the language educator’s responsibility to learn about varieties and to give learners the opportunity to listen to different accents, and give them the possibility to choose how they feel more comfortable pronouncing new words, respecting differences, and keeping intelligibility.

Bianca is a Brazilian English teacher focused on pronunciation and English accent varieties. She’s been running Unpuzzled English on social media since 2020, where she shares different accents, and reflects upon nativespeakerism. She teaches EFL in Brazil, for teens and adults, and offers workshops and materials for teachers.

Artificial intelligence-based writing evaluation for English academic writing

Daniel Murcia

ROOM 5

P

LT

NWT

ASM

CML

Artificial Intelligence (AI) has gained attention in the field of language education (Dodigovic, 2009; Xiaohong & Yanzheng, 2021; Zheqian, Liu & Jian, 2019). AI algorithms can serve as companions in the writing process of language learners by providing instant feedback of their progress. This study analyzed the implementation of the Machine Learning-based platform: Intellimetric, applied to a course for academic writing from a Colombian undergraduate program of English language teachers. Based on qualitative-data-driven instruments, this presentation explores the integration of AI platforms in language learning processes, the students, and the course tutor insights on this innovative practice.

An applied linguist and educator with 15 years of experience in higher education and educational management and administration. Chair in academic councils and former director of the undergraduate bilingual and English Language Teaching program at Universidad Tecnológica de Pereira. Author in the fields of: Discourse Analysis, Language Assessment Literacy, Human Language Technology and AI/NLP.

Learning together through effective formative assessment

Luciana Fernández

ROOM 6

P

LT

ASM

Formative assessment is a planned, ongoing process used by all students and teachers to elicit and use evidence of learning to improve student understanding of intended learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment. It is the aim of this session to explore how to embed assessment and engage students actively through the use of effective assessment techniques and strategies.

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

Making the most of teacher observations through meaningful feedback conversations

Carolina Albornoz & Mariela Masuyama	ROOM 7	P	MLT CPD
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Implementing an effective teacher observation scheme is an integral task for academic managers. While this activity is dreaded by some, formal and informal observations are crucial to assess a centre's teaching quality as well as contribute to each teacher's professional development. The key to this process being worthwhile is not in the observation itself, but in the self-reflection, professional conversations, and actions that take place as a result. This presentation will explore strategies to maximise the impact of observations by managing deep, evidence-based, constructive conversations with teachers and setting clear action plans for further development.

Carolina Albornoz is a graduate English teacher with 12 years of experience across different levels. She joined the British Council in 2017 as a remote teacher of English for the Ceibal en Inglés Project, became a Teacher Coordinator in 2021, and has recently moved to the position of Academic Manager.

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

Moving forward, teaching about women, and learning together!

Ana Fabiola Velasco Argente	ROOM 8	P	EDI
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Currently, learning materials leave women out almost entirely by including little to no information on them. How can we change that? Would you believe me if I told you I changed my materials to teach about women and to shed light on their contributions and the stereotypes they usually face? This presentation will explain the importance of gender representation in learning materials. In addition, a panorama of gender stereotypes, gender inequality, and culture in Mexico will be provided, along with some practical considerations on how we as teachers can encourage our students to champion gender equity in their lives.

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

Proficiency exams and classroom assessment: Friends or foes?

Isabela Villas Boas	ROOM 9	P	ASM
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Should classroom assessment follow a large-scale assessment framework? In this talk, I will discuss the logic behind accountability assessment – i.e., proficiency exams – and classroom assessment. I will present a framework in which both can coexist in an ELT/CLIL program without letting go of what classroom assessment should be, namely, assessment for and as learning.

Isabela holds a Ph.D. in Education from UnB, an MTESL degree from ASU, and is a managing partner at Troika.

Learning through connection: Agency and social literacy as drivers for deeper learning

Monica Rodriguez Salvo	ROOM 10	P	CCR NWT
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Learning English has always been a catalyst for inquiring about the world and for understanding and creating better, enriched stories for our lives. The challenges we have faced during the pandemic taught us a valuable lesson: deep learning is always based on the interactions between emotion, cognition, and social abilities. Thus, creating a safe, caring environment in our classes will be of paramount importance to develop agency, accountability, and social engagement. Implementation strategies and real experiences will be shared during the session, as well as the 5 basic principles of the SPARK Model: S: Self-inquiry P: Purpose A: Agency R: Reassurance through growth mindset, and K: Kindness and social activism.

Graduate teacher of English and a Sworn Public translator, Monica also holds a post-graduate degree in Human Resources Management by Universidad de Belgrano and is a certified and accredited Neurolanguage Coach. She graduated as an Executive Coach at Universidad de San Andrés. She currently runs her own Educational Institution, InspirED Consultora Educativa, and is an external academic consultant for different projects.



EFL/ESL from a glocal perspective and the implications of translanguaging

Andrea Beatriz Collados & María del Rosario Verrastro	ROOM 11	P	NWT CML
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In gauging the success of English acquisition in the second language classroom, the focus has historically been placed on approaches designed by Western theorists excluding the learner's mother tongue. This approach is still supported by the ESL/EFL industry which perpetuates the myth of the native speaker. However, the world is evolving in a diverse direction which requires a more inclusive view. Monolingualism and nativespeakerism are obsolete concepts. Therefore, translanguaging arises as the adequate approach leading to the acquisition of an L2 from a global perspective. Its value cannot be underestimated. This session is intended to be a call to action to rethink the role of educators, resignify the content of mainstream English books, and to use more meaningful teaching methods. The aim of this presentation is to vindicate learners' cultural background to create a purposeful connection with the language to be learnt.

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. She has recently graduated from the MA Las Américas / The Americas at FAU in Germany and she's currently working as a freelancer focusing on B2B and teaching general English to learners from across the globe.

Rosario is an ESL/EFL teacher and a teacher trainer. She has worked in education for over 20 years. She has taught students of different ages and different backgrounds with more than one mother tongue. She has specialized as a higher educator in ICT. She is an entrepreneur in charge of a language school. She's currently working for a national programme which teaches students from different parts of the country. She is a literature lover and passionate educator which has led her to seek alternative ways of approaching language teaching.

Diversity in the EFL classroom

Cecilia Irazoqui

ROOM 12

P

EDI

What do we talk about when we talk about diversity? How do we look at diversity in the classroom? What can we do about it? How can we do it? Is it possible to plan “once and for all”? This session explores the different conceptions of and approaches to diversity in the classroom. It reflects on the opportunities and limitations that teachers face when working with heterogeneous classes. The session also provides practical ideas and strategies to plan for diversity in the EFL classroom.

Cecilia Irazoqui is a learning consultant specialised in learning processes of children and adolescents in the educational context and adults in their work context. She holds a BA in SEN and an MA in Educational Management; she has a Diploma in TESOL and in Neuropsychology. She is a university professor.



EXHIBITION AND NETWORKING

15:40 – 16:10



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Academic programme

Saturday 18 February

PLENARY SESSION

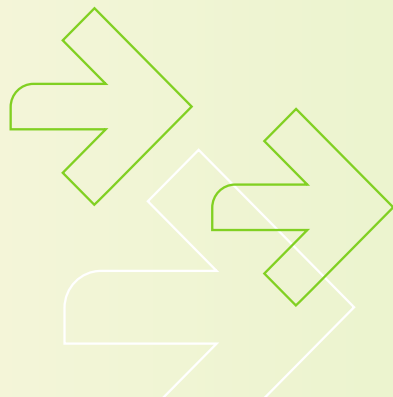
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16:10 – 17:10

Becoming an ELT Influencer

It is estimated that more than 40% of the world's population now use social media, and many of these users look to social media influencers for information and advice. English Language Teaching and Learning now has its own social media influencers who have large audiences of learners and teachers watching them on a regular basis.

In this closing plenary panel discussion, a selection of ELT social media influencers from the region will discuss how they built their following, what social media (Facebook, Instagram, Youtube, TikTok, etc) channels and tools they recommend using and why, and will give tips to teachers who are interested in making greater use of social media with their learners and/or other teachers. They will also share tricks to avoid feeling camera shy and how to cope with planning social media content.



**TAMIRES GAMA
DE OLIVEIRA**
Facilitator

Tamires Gama has been involved in ELT for over 12 years and has acted as a teacher trainer, speaker, presenter, materials writer, and teacher through different levels of proficiency. She has been teaching English Online for six years and runs her own online English school, Simplifica Inglês. She is passionate about the use of technology in the classroom, studying gender and race and how to design more inclusive lessons. Tamires has a B.A. in Languages from USP, a TESOL certificate from the University of Anaheim in California, and she holds a C2 Proficiency, CELTA, Train the Trainer certification from Cambridge and Teacher Trainers from Troika



**GISELA
ZOCCOLA**
Panelist

Gi is a teacher of English, and she also holds a BA in advertising. She has taught both at primary and secondary school and she has been a speaker in FAAPI, BBELT, and many other seminars and conferences. Together with Belu, she has created The Teaching Touch, a thriving community of educators all around the world. Once a year, they both host an international online conference for educators: TTT Reunion. Gi defines herself as a life-long learner and is driven by the motto that both she and Belu have developed for The Teaching Touch: Make it Meaningful and Memorable.



**FERNANDO
GATICA**
Panelist

Fernando Gatica has been involved in ELT for over 5 years and has acted as a teacher and teacher trainer through different levels of proficiency all over Latin America. He has been teaching English online as a freelancer since the pandemic started, but was working at 2 notorious English schools in Mexico before that- Harmon Hall and English Access. He runs the social media profiles of English With Fernando and has over 1 million followers combining TikTok, Instagram, and Facebook. Fernando is a native English speaker with a Mexican background and holds 3 Cambridge TKT's with bands 3 and 4.

Exhibitors

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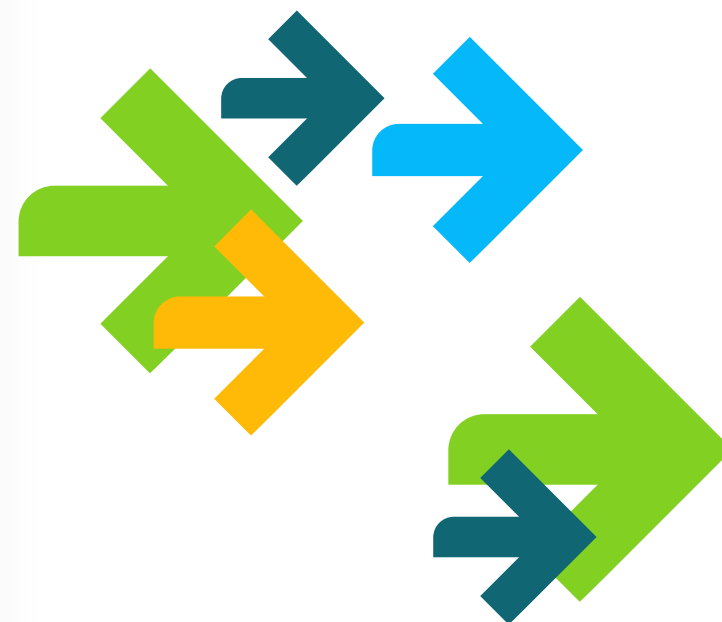
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Yohana Solis

Safeguarding

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