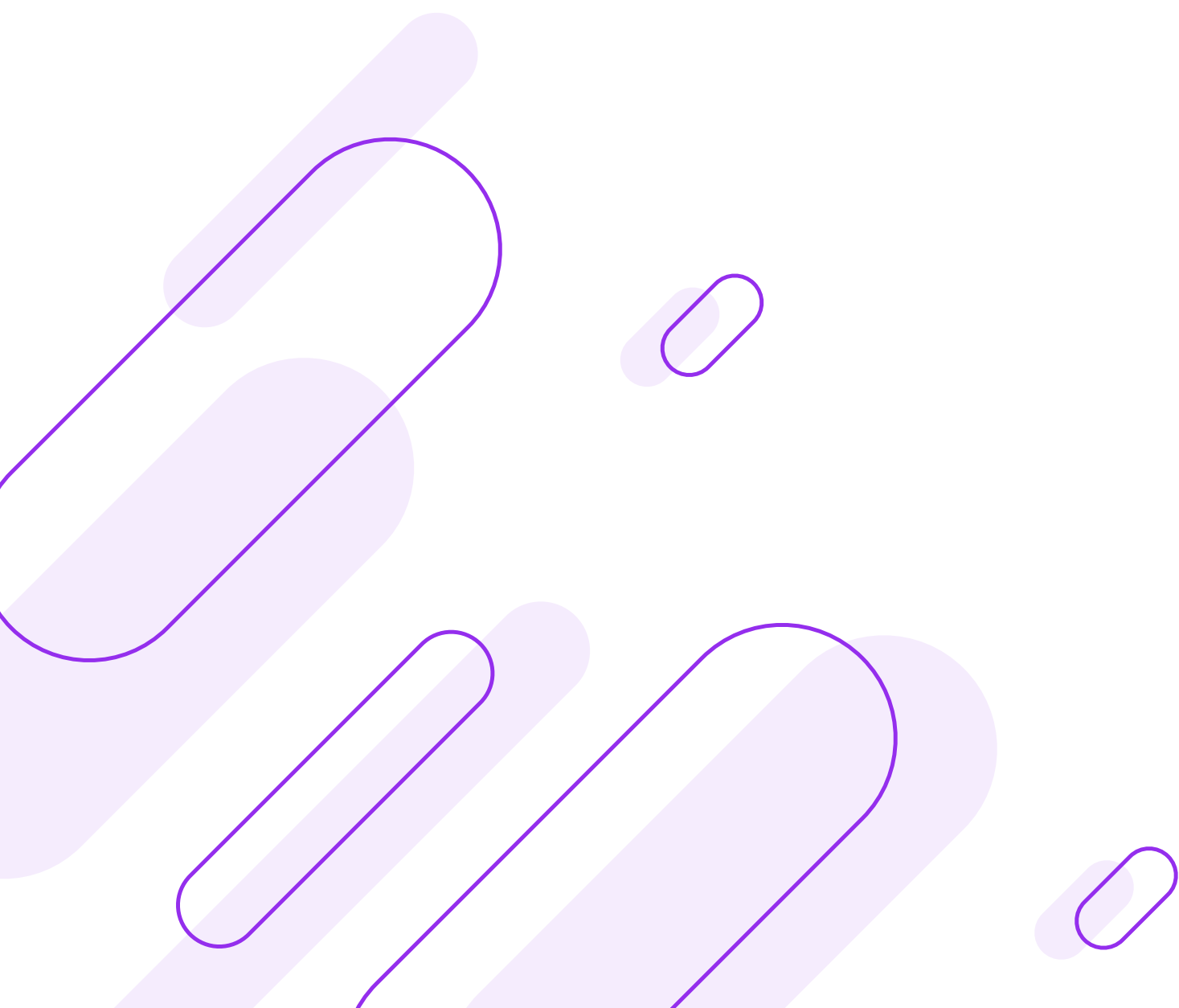


**BBELT  
2021**

**SPECIAL  
EDITION**

**30<sup>th</sup>  
ANNIVERSARY**

**CONFERENCE PROGRAMME**



# Welcome to BBELT 2021

We are delighted to welcome you to the 18th BBELT conference and a celebration of 30 years since its first edition in 1991! Through the years BBELT 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 — for over three decades — this opportunity for thousands of ELT professionals in Mexico, and we are equally proud to continue contributing to the professionalization of English language teachers in the country.

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.

This year's conference, as well as being the first virtual BBELT event, is a *Special Edition: 30th Anniversary*; an invitation to reflect on the profession and how it has made a significant impact on teachers, and learners' lives and shaping their future. This year we have incorporated relevant topics such as remote teaching and online learning, impact-led teaching (global issues, change and resilience in ELT), Continuing Professional Development (CPD), methodologies that work (experiences and best practices), Equality, Diversity and Inclusion (EDI) in ELT, and teacher and learner empowerment, which are all fundamental to creating paths for a better future.

We are very excited to present to you this year's programme: two full days of talks, workshops, forums, and for the first time, poster sessions delivered by specialists from Mexico, UK, Bolivia, Ireland, USA, Argentina, Malta, Brazil, Colombia, Canada, Uruguay, South Africa and South Korea. Our BBELT 2021 speakers will invite you to start conversations about the role of English language teaching in the current context worldwide and give you plenty of innovative ideas that will enhance your motivation and will help you discover new approaches to day-to-day teaching challenges. Many thanks to our plenary speakers, Claudia Ferradas, David Xerri, Gail Ellis, Nick Bilbrough, Pilar Aramayo and Sergio Durand 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 week after the event for you to watch at your leisure.

Following the success of the Teacher Research Special Interest Group (TR SIG), we are relaunching the Learning Technologies SIG, and other initiatives from participants. These spaces provide opportunities for ELT professionals to become part of communities of practice with a shared interest in advancing a specific area of knowledge, learning, or skill within their field. We are proud to support these groups and socialise their work.

As always, we would like to thank our sponsors 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 inspiring and an enriching experience both professionally and personally.

With best wishes,



**Brian Young**  
Country Director  
Mexico

# British Council Mexico

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# Programme overview

**FRIDAY 19 FEBRUARY**

08:00 – 09:00	Log in (Profile)					
09:00 – 09:20	Opening ceremony (Plenary room)					
09:20 – 10:20	PLENARY SESSION A (Plenary room) Memories of the future, <b>Pilar Aramayo Prudencio</b>					
10:30 – 11:30  CONCURRENT SESSIONS  A	Shining a light on inequality in education during the pandemic  <b>B. Bawtinheimer M. Sierra D. Duarte ROOM 1</b>	Reimagining Early Years language learning through hybrid models  <b>C. Cabrera ROOM 2</b>	The More That You Read - Developing reading skills in an online environment  <b>A. Warren ROOM 3</b>	Teacher & student's well-being in remote teaching: something to nurture  <b>O. Rugerio BBELT TR-SIG ROOM 4</b>	CPD in the 2020s – where we go and how we get there  <b>T. Kiddle, M. Heron M. Riley ROOM 5</b>	Enhancing communication: the importance of meaningfulness  <b>G. Rees ROOM 6</b>
	The Courage to Share  <b>E. Haupt ROOM 7</b>	Getting students speaking when teaching remotely  <b>P. Haines ROOM 8</b>	You're still muted! Unmute yourself!  <b>J. Harmer ROOM 9</b>	STEAM in an ESL Classroom  <b>A. Romero ROOM 10</b>	Stop teaching like a broken record: music for EFL production  <b>C. Castro L. Yunes ROOM 11</b>	Fostering emotional intelligence while teaching on-line  <b>E. Lizarraga ROOM 12</b>
11:30 – 12:00	Exhibition and chat with...					
	Chat with... Macmillan Education (Stand)		Chat with... National Geographic Learning (Stand)		Chat with... University of Dayton Publishing (Stand)	
12:00 – 13:00	PLENARY SESSION B (Plenary room) Online, collaborative, intercultural language learning, <b>Nick Bilbrough</b>					
13:10 – 14:10  CONCURRENT SESSIONS  B	Creating community in a time of isolation  <b>B. Szyszkowska G. Boosey ROOM 1</b>	Use of English to Bolster Inclusion in Special Education Centres  <b>L. Licea ROOM 2</b>	Teaching Blind and Visually Impaired Students in an Online Environment  <b>E. Watkins ROOM 3</b>	Empowering teachers and learners through autonomy  <b>M. Guzmán BBELT TR-SIG ROOM 4</b>	Build Future Success with English Code and Pearson Digital Hub  <b>D. Lozano J. Torres ROOM 5</b>	Creating Global Citizens: Introducing Values through Social and Emotional Learning  <b>C. Roca ROOM 6</b>
	Remote Vs F2F teaching: The best of both worlds  <b>M. Bradbury ROOM 7</b>	2021: realistic teaching methodology (still) in pandemic times  <b>M. de los Santos ROOM 8</b>	Be ready for anything with Cambridge  <b>J. Pérez ROOM 9</b>	How can we help learners to become autonomous?  <b>G. Ladrón de Guevara ROOM 10</b>	The playful online class  <b>C. Shih ROOM 11</b>	Developing students' autonomy through challenge and project-based learning  <b>M. Peña ROOM 12</b>
14:10 – 15:30	Break					
15:30 – 16:30  CONCURRENT SESSIONS  C	Promoting sexual and gender diversity in our lessons  <b>D. O'Grady ROOM 1</b>	Making the most of online observations  <b>I. Perez ROOM 2</b>	How do you assess productive skills in online teaching?  <b>A. Bolaños G. Rodríguez ROOM 3</b>	The Effects of Reading for Pleasure with Young Learners: An Action Research Study  <b>A. Varona BBELT TR-SIG ROOM 4</b>	Build up and keep your language proficiency fresh  <b>F. Laureano ROOM 5</b>	Co-teaching effects in the first practicum of teachers in training  <b>M. Pérez E. Falcón J. Pérez ROOM 6</b>
	Transforming Teaching Skills for Online Teaching  <b>M. Arthur ROOM 7</b>	Being Successful Trainers and Trainees Online  <b>M. Sainz ROOM 8</b>	Teaching Culture to Young Learners!  <b>M. Espinoza ROOM 9</b>	Developing Online Teaching Competencies  <b>M. Castanedo L. Domínguez ROOM 10</b>	21st Century Skills Teaching, Learning, Assessing Online & Distance Mode  <b>R. Ramirez ROOM 11</b>	Teaching Young Learners in Any Classroom: A Digital Framework  <b>I. Martín D. Spain ROOM 12</b>
16:40 – 17:00 Posters	Using the Chatbox in Videoconference Classes <b>J. van der Werff</b>		Conversation Club for Professionals <b>R. Ovalle</b>		Turn Your Camera On <b>A. Figueroa</b>	
17:00 – 17:30	Exhibition and chat break					
17:30 – 18:30	PLENARY SESSION C (Plenary room) Re-imagining the English language speaker: humanising ELT, <b>Sergio Durand</b>					

## SATURDAY 20 FEBRUARY

08:45 – 09:00	Announcements (Plenary room)					
09:00 – 10:00	<b>PLENARY SESSION D</b> (Plenary room) Using asynchronous picturebook video read-alouds for remote or face-to-face primary English language teaching, <b>Gail Ellis</b>					
10:10 – 11:10  CONCURRENT SESSIONS  <b>D</b>	Remote teaching: a positive push towards Education 4.0  <b>P. Grounds C. Moore R. Quintana ROOM 1</b>	Special Education in The English Classroom  <b>R. Maza ROOM 2</b>	Reading stories and making connections  <b>R. Hill ROOM 3</b>	English as a lingua franca: what, why, and how  <b>H. Haga ROOM 4</b>	Using a free LMS to develop students' autonomy  <b>A. Calderón ROOM 5</b>	"Among Us" and Online Video Games for Speaking Activities  <b>A. Galindo ROOM 6</b>
	Getting Career Ready with Speak Your Mind  <b>S. Taylore-Knowles ROOM 7</b>	What if your students could learn while watching their favorite videos?  <b>N. Vives ROOM 8</b>	Brain-based knowledge bits, tips and myths in education and ELT  <b>C. Prado ROOM 9</b>	Project Based Learning as a complement of English Language Classes in Secondary Level Students  <b>H. Torres ROOM 10</b>	Goodies in new normals: Storybook reading in the digital classroom  <b>L. Ramos ROOM 11</b>	2021, New Year, New Skills, New Normal  <b>L. Cordova ROOM 12</b>
11:10 – 11:30	Exhibition and chat with...					
	Chat with... Cambridge (Stand)		Chat with... Pearson (Stand)		Chat with... Oxford University Press (Stand)	
11:30 – 12:30	<b>PLENARY SESSION E</b> (Plenary room) Teachers as Thinking Beings: The Value of Reflection, <b>Daniel Xerri</b>					
12:40 – 13:40  CONCURRENT SESSIONS  <b>E</b>	Students as Agents of Change: The Power of Bilingual Education for a Sustainable Future  <b>L. Fernández ROOM 1</b>	Empowering ourselves during COVID times  <b>T. Esquivel ROOM 2</b>	Collaboration and cooperation in the preschool classroom  <b>L. Trujillo ROOM 3</b>	Assessing EFL reading and Writing during COVID-19: University Students' Voices  <b>E. Gonzalez N. Vega X. Gómez ROOM 4</b>	Sensory Integration and its Impact in the Classroom  <b>I. Curiel ROOM 5</b>	The New Space to Learn  <b>K. Van Landeghem ROOM 6</b>
	The Design of Engaging Learning Experiences  <b>L. Meza ROOM 7</b>	Tackling resistance through building and sharing resilience  <b>D. Valenzuela A. Gutiérrez ROOM 8</b>	How Formative Assessment can enhance online teaching and learning  <b>A. Lopez ROOM 9</b>	Redesigned mindsets  <b>A. Flores ROOM 10</b>	Releasing Wings. Empowering Minds from An ELT Classroom  <b>L. Santana ROOM 11</b>	Digital literacy: a model for online language teaching  <b>A. Ruiz ROOM 12</b>
13:50 – 14:10 Posters	5 steps to survive Distance Teaching  <b>K. Díaz</b>		Effects of using graphic organizers to enhance critical reading in e-learning  <b>D. Montes M. Camacho</b>		Critical realism: a philosophical position suited for applied linguistics  <b>M. Avila</b>	
	14:10 – 15:30 Break					
15:30 – 16:30  CONCURRENT SESSIONS  <b>F</b>	Effectively Assessing Language Learning through Online Portfolios  <b>A. Wilches ROOM 1</b>	Promoting speaking in remote learning environments: students' sociocultural perspectives  <b>N. Lagunes ROOM 2</b>	Empowering English teachers through digital skills development  <b>G. Scyner A. Sánchez Y. Arenas ROOM 3</b>	New digital initiatives: How games-based learning is supporting teachers and learners  <b>M. Kozlova R. Valero M. Mendoza ROOM 4</b>	Phonological awareness: an ace up your sleeve when negative transfer occurs  <b>J. Nájera ROOM 5</b>	In the lockdown... don't leave pronunciation behind!  <b>S. Trujillo ROOM 6</b>
	Feedback for learning rather than feedback of learning  <b>B. Taylor ROOM 7</b>	Teaching and Professional Development during Pandemic Days  <b>J. De Paz ROOM 8</b>	¿Ahora qué hago? Effective practices integrating culture in online courses  <b>F. Pereyra D. Contreras ROOM 9</b>	Pearson's Global Online Test Preparation: A one-stop digital solution  <b>F. Fortanell ROOM 10</b>	Easy Ways to Keep Kids Engaged in a Virtual Environment  <b>G. Cazares ROOM 11</b>	Learning networks: How to become autonomous together  <b>H. Sánchez ROOM 12</b>
16:30 – 17:00	Exhibition and chat break					
17:00 – 18:00	<b>PLENARY SESSION F</b> (Plenary room) The Text as Meeting Space: developing awareness and empathy through literature, <b>Claudia Ferradas</b>					
18:00 – 18:30	Closing ceremony (Plenary room)					

# Venue Map

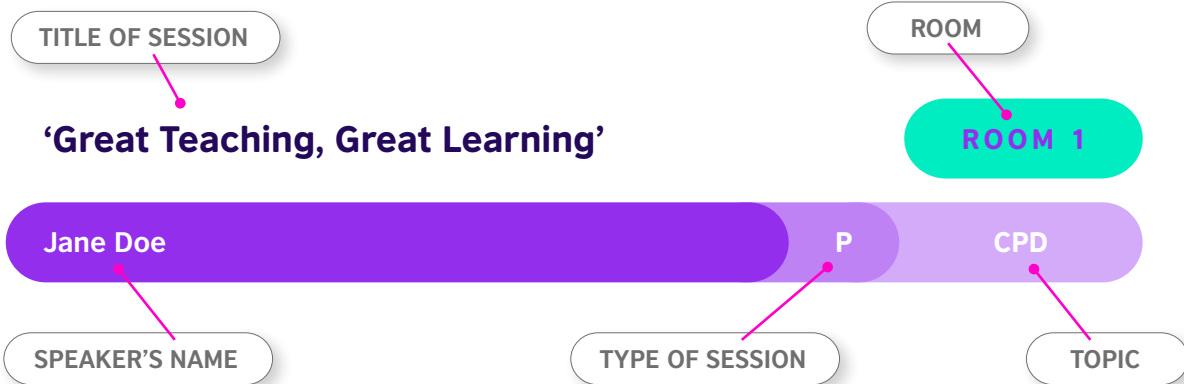
## HOW TO GET AROUND THE SITE



SECTION		ACTIVITY
Profile	(top right-hand corner)	Profile Welcome pack Certificate
Welcome	(menu)	Welcome message
Programme	(menu)	Academic content
Plenary	(menu)	Opening ceremony Plenary sessions Closing ceremony
Concurrent	(menu)	Concurrent sessions
Poster	(menu)	Exhibition of posters
Exhibition	(menu)	Stands Chat with...
Speakers	(menu)	Speaker's biodata
Networking	(menu)	Chat
Photo	(menu)	Photo opportunity
Technical support	(bottom right-hand corner)	Technical support



# Reading your programme



## TYPES OF SESSIONS:

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

### BRITISH COUNCIL HIGHLIGHTED SESSIONS

Teaching Blind and Visually Impaired Students in an Online Environment  
**E. Watkins**  
**ROOM 3**

## TOPICS:

- RTO** • Remote teaching and online learning
- ILT** • Impact-led teaching (global issues, change and resilience in ELT)
- CPD** • Continuing professional development
- MET** • Methodologies that work (experiences and best practices)
- EDI** • Equality, Diversity and Inclusion in ELT
- ATE** • Assessment, testing and evaluation
- RELT** • Research in ELT
- MTD** • Materials development
- TLE** • Teacher and learner empowerment
- WLT** • World Literatures

### TEACHER RESEARCH SIG SHOWCASE HIGHLIGHTED

Teacher & student's well-being in remote teaching: something to nurture  
**O. Rugerio**  
**BBELT TR-SIG**  
**ROOM 4**

BBELT  
2021

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# Pilar Aramayo

PLENARY SESSION A

09:20 – 10:20

Friday 19 February

# Memories of the future

---

There are not many things that have been in my life for 30 years: BBELT is one of them! Happenstance – and my mother’s hand – placed me at the first BBELT... so I started out an underage and accidental BBELT observer, who in time became an all-enthusiastic delegate, then an over-anxious presenter, then an heir to the convening powers, and then again a distant but keen observer who now gets invited as an all-enthusiastic and over-anxious BBELT speaker.

This session is a personal account of the role that BBELT has played in my professional life. By sharing memories of my experience of the conference at different stages of my career, I will explore the notion of professionalism and discuss how conferences may contribute to building teachers’ sense of belonging, community and identity – in physical, virtual or imagined spaces.

BBELT has –no doubt– a special place in my heart, but it has a larger and ever more important place in the history of ELT in Mexico. I have been immensely privileged to be part of a transgenerational effort to strengthen and professionalise the ELT community in our country. Whether you are a first-time delegate, a regular speaker or a seasoned BBELT veteran, this is a great time to celebrate our community, to consider and reflect on the impact that BBELT has had for each one of us, individually, and to challenge ourselves to think about the conference we want to shape for those to come.

**Pilar Aramayo Prudencio** (MEd, DipRSA) has been involved in ELT for over 20 years as a teacher, trainer, materials and curriculum designer, policy maker and programme manager. Her professional interests include teacher education and language policy. As Director Education Services at the British Council Mexico, she oversaw the organisation of BBELT from 2013 to 2018. She is currently the Country Director of the British Council in the Philippines.

# Concurrent sessions A

10:30 – 11:30

## Shining a light on inequality in education during the pandemic

ROOM 1

Brad Bawtinheimer | Mei-Li Sierra | Daniela Duarte

F

ILT, EDI

More than 1.5 billion students around the world have been affected in some way due to school closures at one point during the pandemic. Over 37 million learners in Mexico, approximately 6 million in Canada, and about 10 million in Colombia have experienced a new educational reality. However, not everyone has been affected equally. Our expert panel from Colombia, Canada and Mexico will explore some of the inequalities that have come to light around the world during the pandemic. Join us for an eye-opening discussion.

*Brad Bawtinheimer, originally from Canada, is an international speaker currently based in Mexico City. His specialties include oracy, growth mindset and resilience. Additionally, he is the co-author of several text books for primary, secondary and young adults. He is currently the senior academic consultant at Cambridge University Press, Mexico.*

*Mei-li Sierra holds the In-Service Certificate in English Language Teaching and the Train the Trainer by Cambridge University. She has worked as an English Teacher and coordinator for over 18 years at different institutions and business units. She is a Teacher Trainer at Cambridge University Press for the Americas.*

*Daniela Duarte is the Digital Specialist for the Academic Department at Cambridge University Press Colombia. She studied a Bachelor of Arts in Teaching Modern Languages at the Pontificia Universidad Javeriana in Bogotá. She has worked as an educational consultant, a test administrator, an academic consultant and as an English teacher.*

## Reimagining Early Years language learning through hybrid models

ROOM 2

Cecilia Cabrera Martirena

W

RTO

Young children, during pandemic times, have been challenged to dive through lockdown periods, and social distancing and attend school in a wide range of formats. In this workshop, the audience will be invited to discover effective Hybrid Learning Model techniques. The participants will receive ideas, guidelines, and strategies to make ELT learning meaningful, authentic, and relevant in the Early Years.

*Cecilia Cabrera Martirena has been an EFL teacher for more than 30 years. Among others, she has been a Teacher Educator at State Teacher Education Institutes and at International House, Montevideo. She has been an accredited Programme Leader by Cambridge Assessment International Education. For the last 15 years, she has been conducting CPD workshops in the UK, Brazil, Argentina, and Uruguay.*

## The More That You Read - Developing reading skills in an online environment

ROOM 3

Alex Warren

P

RTO, MET

When it comes to planning a reading lesson in the online classroom, there are some important decisions that need to be made – not least of which is the question, “Should I even be doing a reading lesson in my online classroom?” In this session teacher trainer Alex Warren will examine how we can develop our learners’ reading skills both in the online classroom using coursebook material and online content, as well as exploring ways in which we can engage and motivate learners to develop their reading skills outside of it.

*Alex is a DELTA-trained teacher trainer with over 16 years’ experience working in ELT as a teacher, academic director and teacher trainer. Prior to his experiences in ELT, Alex worked as a journalist before a chance encounter in the Indonesian jungle set him on the path which has led him to working with National Geographic Learning. A firm believer in a communicative approach to language learning and student-centred learning, Alex has presented in over 30 countries on a wide range of ELT-related topics, all the while driven by his passion for developing teachers on a global scale.*

BBELT TR-SIG

## Teacher & student’s well-being in remote teaching: something to nurture

ROOM 4

Omar Rugerio Pineda

P

RTO, MET, RELT

Teaching remotely has not been that easy for all teachers; not all students, on the other hand, have reacted to it as we would like them to. These hard times have tested both teachers, and students’ adaptation skills, hence it is essential to reflect on how we look after our and our students’ physical and mental well-being. In this session then, we will explore – based on reflection in action-research experiences - the effectiveness that some strategies to keep mentally and physically ‘stable’ have had in this modality of work. Hopefully, you may want to apply some in your own context!

*Omar Rugerio holds a B.Ed. in TEFL (ENA), the ICEL (University of Cambridge) and an M.A. in Education (UNITEC). He is a teacher, teacher educator, former Champion Teacher, and teacher-research advocate. He is currently becoming a specialist in digital teaching (UPAEP) and serving as the BBELT TR-SIG online events coordinator.*

## CPD in the 2020s – where we go and how we get there

ROOM 5

Thom Kiddle | Maria Heron | Mike Riley

CP

RTO, CPD, TLE

This is a NILE panel discussion with Maria Heron, Mike Riley and Thom Kiddle focussing on key teacher development needs, opportunities and modes of engagement in the light of the pandemic and beyond. We bring the light of experience over 25 years of language teacher CPD in international contexts in over 75 countries to reflect on current challenges and future directions.

*Thom Kiddle, Director; Mike Riley, Deputy Director; and Maria Heron, Senior Trainer, from NILE (Norwich Institute for Language Education) bring a combined experience of over 80 years in language teacher professional development internationally and are currently coordinating teacher development projects in Ukraine, Uzbekistan, Tunisia, Sub-Saharan Africa, Chile, Brazil and more.*

## Enhancing communication: the importance of meaningfulness

ROOM 6

Gareth Rees

CP

MET

At my language centre, digital delivery of live classes has negatively impacted on the quantity and quality of student interaction and communication practice. By focussing on explicitly building an inclusive community-of-interaction, by introducing other modes of communication (particularly visual) and by exploiting the planning and reflection stages of communication activities, we have seen a significant improvement in student engagement with speaking interaction activities (with some even turning on their cameras without being asked!).

*Gareth is an English language teacher, teacher trainer and ELT materials writer. He works for the Language Centre at the University of the Arts London (UAL) for the general, academic and business English programmes. He is currently the head of two UAL programmes: EAP Overseas, and Intercultural & Communication Training. He also teaches filmmaking short-courses at the Beijing Academy of the Creative Arts. He has taught in a range of ELT contexts in Spain, the UK, Afghanistan and China, and particular areas of pedagogic interest are authentic source materials, video (viewing and production), classroom dynamics and intercultural competences. This includes using certain coaching and dialogic teaching techniques in order to facilitate cross-cultural collaboration and language learning e.g. Lego Serious Play.*

## The Courage to Share

ROOM 7

Engeli Haupt

W

CPD, EDI, TLE

We need you to speak up! Yes, you! Your participation can make the ELT world more diverse and inclusive. That means having the courage to share your experiences and practices with other teachers. During this session, we will explore some of the concepts and exercises proposed by Julia Cameron in her book “The Artist’s Way” to help you take the next step and become a speaker.

*Engeli is a writer and editor of ELT materials, creative non-fiction and poetry. She has worked as a teacher, teacher trainer, coordinator, IELTS examiner and consultant. She has spent the bulk of her career collaborating with the British Council, but also works as an independent writer for various publishers.*

## Getting students speaking when teaching remotely

ROOM 8

Philip Haines

W

RTO, TLE

Getting students speaking can be difficult even at the best of times, and the challenges seem to increase when teaching remotely. However, it doesn’t need to be so difficult. What we need to do is make adaptations to our regular classroom activities and use simple digital resources to work in our favor. In this session we will explore some relatively low-tech tools and a wide range of straightforward activities to get students speaking remotely.

*Philip Haines works as the Professional Development Consultant for Oxford University Press Mexico. He has delivered sessions throughout the Americas, at IATEFL, in Indonesia and Vietnam. Philip is the author/co-author of several ELT series published in Mexico, and frequently participates in global OUP online events.*

## You're still muted! Unmute yourself!

ROOM 9

Jeremy Harmer

P

RTO, CPD, MET, TLE

We have learnt a lot in the last nearly 12 months. Not just about the online environment and English teaching, but also about issues to do with education in general. What IS it that makes online learning successful? What IS it that causes problems online? Well none of this is easy (teaching has never been easy) and there are no guarantees in life, but there ARE things we now know and do. That's what this talk will be all about.

*Jeremy Harmer is a teacher, trainer, and writer in the field of ELT. His formative years in English teaching were spent in Mexico since when he has devoted himself to part-time teaching and writing. His books have included many well-known methodology titles as well as coursebooks and graded readers. He is a member of the writing team for 'Jetstream', a 6-level course and co-authored 'Story-based language teaching' (both published by Helbling). Like most teachers he has spent many long hours online since March 2020. Away from ELT Jeremy is a practising musician, composer and singer-songwriter.*

## STEAM in an ESL Classroom

ROOM 10

Alejandra Eunice Romero Cervantes

W

RTO, MET, MTD

We will talk about how to bring the STEAM methodology into our ESL class by using the platform Studio 2.0 and Scratch. This opportunity to exploit materials online that the pandemic has given us, would not be possible to do face to face. This generation belongs to a new type of citizens of the world. English cannot be only a subject; we need to teach English for life, and that means that our students have to work with other class subjects like mathematics, biology, chemistry, and physics to solve problems, and they will use English to communicate with other people worldwide by sharing their discoveries.

*Alejandra Eunice studied at UNAM FES Acatlan the Bachelor of English Teaching, with a specialty in Virtual Environments and Learning Objects. She has a Master's in Teaching and Development of Competencies by CIFE. She works at La Salle CCC and has a Diploma in Lasallian education.*

## Stop teaching like a broken record: music for EFL production

ROOM 11

Camila Florencia Castro Brizuela | Lucas Enrique Yunes Torres

W

MET, TLE

The link between language and music has been widely researched. Particularly, it has been shown that music plays a significant role in boosting students' motivation and in aiding the development of their communicative competence. This workshop presents three experiences in a bilingual classroom that utilized music as a tool for language learning. This proved to be beneficial not only for L2 content comprehension, but also for L2 language production. It is expected that these experiences may encourage future collaborative projects across the curriculum, and raise awareness of the effectiveness of music in EFL teaching.

*Camila Castro has graduated from English Language teaching program in UNSJ, Argentina; has recently achieved a certification from HarvardX, by Harvard University; has over three years' experience in teaching English at a bilingual school, private institutes, and language laboratory of UNSJ; has also taught at three different university programs at UNSJ.*

*Lucas Enrique Yunes is an advanced student in English Language research program in UNSJ, Argentina; currently working on his thesis on suprasegmental phonology; has a degree in Guitar Performance; is an advanced student in Music teaching programme in UNSJ, Argentina; has over two years' experience in teaching English at a bilingual school and private institutes.*

## Fostering emotional intelligence while teaching on-line

ROOM 12

Erika Lizarraga Robles

W

RTO, ILT

The challenges of teaching online have become more and more demanding everyday; this is due to the fact that our students' motivation is being drained due to the recent changes in their daily lives. As teachers, we need to face up to the fact that teaching is evolving and that we need to help learners forget they are in lockdown so as to enhance their learning process.

Hence, the objective of this workshop is to talk about the main challenges of distance teaching and learning and the strategies we need to implement in our virtual classrooms so as to navigate them with total confidence; thus promoting a healthy learning environment by helping our pupils develop their emotional intelligence.

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



# Exhibition and chat with...

11:30 – 12:00



CHAT WITH...



macmillan  
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LEARNING



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# Nick Bilbrough

PLENARY SESSION B

12:00 – 13:00

Friday 19 February

# Online, collaborative, intercultural language learning

There is no doubt that the coronavirus pandemic has thrown the whole world's education systems into crisis. But out of the chaos of this crisis, new opportunities for collaborative online learning of English are emerging; activities which require nothing but a device connected to the internet, and a willingness to use English communicatively and interculturally.

In this talk, I'll explore three innovative ways in which the Hands Up Project is using online collaborative activities to develop the English language skills of learners around the world. All of the activities are free and open to all.

- 1) Our online intercultural communication skills course for under 16's from anywhere in the world
- 2) Our team-taught Facebook live 'English for Palestine' curriculum-based sessions
- 3) An intercultural remote theatre project, involving children from Argentina, Palestine, Romania and Spain

We'll also hear from three volunteer English teachers with the Hands Up Project; some of the driving forces behind these ideas (Irena in Serbia, Elena in Spain and Hanaa in Gaza, Palestine) and by doing this tease out what the benefits may be of this work.

*Nick Bilbrough is a teacher, teacher-trainer and author. He has taught and trained language teachers in many diverse contexts in Africa, the Middle East, South America and Europe. He holds an MA in Drama in Education and is particularly interested in the role of drama and storytelling techniques in second language learning. He is the author of two resource books in the Cambridge Handbooks for Language Teachers series: Dialogue Activities (2007) and Memory Activities for Language Learning (2011) and more recently, Stories Alive, published by British Council, Palestine. He is now devoting all his energy to the registered charity he set up <https://handsupproject.org/>, providing learning opportunities for young people, mostly in Palestine, through online conversation, storytelling and drama activities.*

# Concurrent sessions B

13:10 – 14:10

## Creating community in a time of isolation

ROOM 1

Bella Szyszkowska | Grace Boosey

W

RTO, ILT, TLE

This year we have lost much of the social interaction that accompanied our normal lives. For teaching centres and schools this can leave students detached from their student body community which might affect students' desire to re-register, or leave them feeling demotivated. This workshop will provide practical ideas of how to build community and the sense of belonging students once felt within schools. We will be using examples from our own experience of the struggles and successes we have encountered this year.

*Bella Szyszkowska has over 10 years, experience in English language teaching and is now the Adult Courses Coordinator at British Council Mexico. She has presented at many conferences across Mexico as well as internationally. She is also a teacher trainer and book author.*

*Grace Boosey is currently the Senior Teacher for Young Learners and Early Years at the British Council Mexico. She has worked in Turkey, Vietnam and now Mexico. She is Trinity DipTESOL qualified and TYLEC trainer.*

## Use of English to Bolster Inclusion in Special Education Centers

ROOM 2

Luz Irene Licea Claverie

P

EDI, RELT, CPD

Who takes care of English-speaking children who attend the Special Education Centers in Mexican border schools? What happens to them? In this talk, you will learn about the frequency at which English speakers enroll in our schools, their permanency, and failure reasons. Escuela Normal Fronteriza Tijuana's Trainers and Trainees are taking action to include it in their practices, study the viability for children with special needs to learn it, and bolster inclusion and language skills development.

*Luz Irene Licea Claverie has a Doctorate in Education Policy, Master in Education, Master in English Teaching, Bachelor in Secondary School Education, and various English Certifications. She is an English Professor at Escuela Normal Fronteriza Tijuana, with 22 years of experience. She participates in national and international conferences.*

## Teaching Blind and Visually Impaired Students in an Online Environment

ROOM 3

Ella Watkins

P

RTO, ILT, EDI

This presentation focuses on some of the challenges and opportunities that come with teaching visually impaired students on an online learning platform. Following our experiences in the teaching centre since March, we will look at the technical limitations and tools available, what techniques we can use to include and engage all learners in the online classroom and some practical tips for troubleshooting and using technology. Some techniques will help to engage your sighted students, too!

*Ella Watkins is SEN Coordinator and Teacher of YLs and Adults at British Council Mexico. She is passionate about EDI values and has delivered workshops on inclusive teaching and use of materials. She is also an author, having worked with national and international publishers on YL textbooks.*

## Empowering teachers and learners through autonomy

BBELT TR-SIG

ROOM 4

Marisol Guzman Cova

P

TLE

Having a certain level of freedom in the educational setting, teacher autonomy is a capacity that combines willingness with personal teaching capacities (Benson, 2017, Smith, 2003). Teacher autonomy is interrelated with learner autonomy and empowers both actors in the language acquisition learning-teaching process. This presentation has the aim to share aspects of my PhD research regarding teacher autonomy and creativity and the way these capacities support to create contextualised teaching. Findings demonstrated how teachers' attitude, capacities, and knowledge helped to engage their students with their foreign language learning journey.

*Marisol Guzman Cordova is a PhD candidate in the Applied Linguistics PhD programme at the University of Southampton, U.K. She is currently the IATEFL ReSIG Joint Outreach Co-coordinator. Marisol holds an MA in educational technologies and communication from ILCE. Marisol has worked for 20 years at BUAP University. Her research interests include teacher autonomy, creativity, action research, among others.*

## Build Future Success with English Code and Pearson Digital Hub

ROOM 5

David Lozano | Jorge Torres

CP

RTO, TLE

Develop your students' abilities and uncover the power of language to convince, startle and amaze with Pearson's new Primary course: English Code. Engage students like you've never done before, and develop their Coding Mindset. At the same time, respond to their current and future educational needs, and help them achieve their full potential, measure their progress objectively, and develop valuable life skills by using Pearson's Digital Hub!

*A skilled and highly qualified bilingual educator, David Lozano has been an active participant in education for the past two decades. He has a particular interest in high-quality teacher training, and non-violent conflict prevention/intervention. An avid reader and coffee aficionado, he serves as an Educational Coach for Pearson Mexico.*

*Jorge Adonahí Torres Almazán holds different studies in Pedagogy, English teaching, Management and Marketing. He has experience in EFL, Business, different subjects in Management and Marketing both as teacher and coordinator. Jorge is currently working as an Academic Consultant for Pearson Mexico.*

## Creating Global Citizens: Introducing Values through Social and Emotional Learning

ROOM 6

Claudia Roca

CP

MET, MTD

What is global citizenship and what does it mean to be a global citizen? We will address both of these questions at the start of this presentation. After our examination of global citizenship, we will look at social and emotional learning and think about why it is so important. We will then look at how introducing values through social and emotional learning can help create global citizens. Using examples from Global Stage, we will illustrate how social and emotional learning can be developed in the classroom and how it can be effectively integrated into an English language lesson.

*Claudia Roca has been an English teacher for more than 20 years, specializing in EFL and ESP at all levels and working in different schools and universities in Mexico. She has given workshops in Mexico and Central America. Currently, she is the Academic Services Coordinator at Macmillan Education Mexico.*

## Remote Vs F2F teaching: The best of both worlds

ROOM 7

Milton Bradbury

P

RTO, ILT, MET, ATE

2020 has been a year of learning for everyone. We have adapted our teaching significantly to respond to the sudden transition to online learning. During this time, the perception of what is important when teaching has undergone changes. We now are using an ever-growing array of digital tools. With the promise of a vaccine on the horizon, and the return to F2F a reality, how can we ensure all this learning isn't forgotten? This session will examine and review how digital tools can be used in both F2F and online learning to ensure best practice.

*Milton Bradbury is the Senior Teacher for adult courses at British Council Mexico. He has been in ELT for over 10 years working as a teacher, teacher trainer, and is now working as an academic manager of adult courses. His main interests in ELT include technology, assessment and teacher training.*

## 2021: realistic teaching methodology (still) in pandemic times

ROOM 8

Adriana de los Santos

P

RTO

In decades, the last twelve months might have been the most stressful ones for the majority of English language teachers in the world. Due to the pandemic lockdown measures taken by governments in different countries, ELT professionals at all levels had to adopt, invent and re-invent varied approaches to overcome the challenges and difficulties of teaching in Covid times. In this forum I will talk about successful experiences in young learner classes in Uruguay, and I will discuss the applicability of remote and/or hybrid teaching to children in 2021.

*Adriana de los Santos is a MA ELT University of Southampton (UK), BA Ed UdelaR (Uruguay), PGCE Philosophy Ed (UNLP, Arg - UdelaR, Uy), Differentiated Instruction (Harvard School of Ed) Former British Council project and teaching centre manager. Current teacher educator (ANEP), Academic Consultant (International House) Coordinator (Varela) Volunteer 'Inglés sin Límites' (Políticas Lingüísticas, ANEP, Uruguay).*

## Be ready for anything with Cambridge

ROOM 9

Juan Manuel Pérez

CP

RTO, MET, TLE

The world has experienced unprecedented changes and education has not been spared. Teachers struggle with an important question: Am I prepared to take on the challenges we are faced with to ensure my students' success? In this talk, we will present a series of tips and strategies along with a wealth of resources available from Cambridge in order to continue best practices as teachers and allow students to reach their learning goals.

*Juan Manuel Pérez has worked as an English Teacher, Interpreter, Translator, and Academic Coordinator for over 19 years at different schools and companies teaching English at all levels. He is an expert in giving teacher training courses and preparing students and teachers for Cambridge certifications, he has developed and implemented English programs and Teacher Training Courses.*

*He has been a speaker at different seminars, training sessions, academic presentations and conferences all around Mexico and Latin America.*

*Juan Manuel is an Official Oral Examiner. He is currently an Academic Consultant at Cambridge University Press Mexico.*

## How can we help learners to become autonomous?

ROOM 10

Gabriela Ladrón de Guevara de León

W

MET

Learner autonomy is one of the most popular issues in education and now, in online environments it is a must. However, some teachers are afraid of it because they think it can create a new educational system in which teachers were no longer the one and only authority. Other teachers think it could make them redundant. Is it true? Is there something positive in empowering students? Is it possible to work towards it? Let's find out together!

*Gabriela Ladrón de Guevara de León. English teacher and in-service tutor. Professor and researcher at Universidad Autónoma de la Ciudad de México. She has a BA in English and BA in Teaching English. She holds a MA in Education Sciences, a MA in Learning Strategies and a PhD in Education.*

## The playful online class

ROOM 11

Catherine Shih

CP

RTO, MET

Language teachers have been facing an uphill battle to combine digital tools to deliver their classes online in a meaningful way. The next goal is to create a positive online learning environment that engages students. In this session Catherine will use examples from Jetstream, the successful young adult course, combined with some cool new tools. The goal is to show creative and fun ways to have a communicative online class. This session is for teachers who want to learn more about using interactive digital tools and techniques that deliver optimal and memorable learning experiences.

*Catherine Shih has ample experience teaching, training and coaching English and Chinese teachers in Asia and Latin America. Her passion is technology in education. Catherine has 20 years of ELT publishing experience and is currently the Academic Director for Helbling English for Mexico & Central America.*

## Developing students' autonomy through challenge and project-based learning

ROOM 12

Maria de La Paz Adelia Peña Clavel

P

RTO, ILT, CPD, TLE

This presentation presents an experimental model to develop learner autonomy that considers some elements of gamification, challenge-based learning (CBL), project-based learning, (PBL) learner training (LT) and a learning portfolio. This model is based on an ecological definition of learner autonomy that considers five domains: a metacognitive, a cognitive, an affective, a social and interactional. At the end the presenter will share some ideas to implement this model in other contexts and listen to the audience feedback to improve it.

*María de La Paz is an English Professor and Coordinator of the Self-access center at School of Languages Linguistics and Translation at UNAM. She holds two master's degrees in Educational Technology and Virtual Environments. Her research interests are language advising, learner autonomy, Educational Technology and Teletandem*



# Concurrent sessions C

15:30 – 16:30

## Promoting sexual and gender diversity in our lessons

ROOM 1

Darragh O'Grady

P

ITL, CPD, EDI, MTD, TLE

None of our learners should be seen as cookie cutter. Each and every one is an individual. In this presentation, we will explore how societal expectations of how we should live our gender and sexual roles influence in ELT. We will look at sexual politics in ELT from the perspective of approach, methodology, curriculum and course design to give practitioners practical techniques for their classroom. The session will also take an historical perspective, looking at how the issue of sexual politics in ELT is still as relevant as ever.

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

## Making the most of online observations

ROOM 2

Isaac Perez Bolado

P

RTO, MET, TLE

Many schools try to “translate” the physical classroom to the LMS. As it pertains to academic supervision, this is likely the wrong approach. More than ever, this is a time of development for teachers, and supervision should respond to this. At this time, supervisors and administrators should focus on growth (by teachers as well as students!) besides quality-assurance. This session aims to convey a series of reflections and useful pointers about what works, and the many stumbles one can make in balancing the need for accountability with the nourishment and “breathing room” teachers need to grow.

*Isaac is the online learning coordinator at Colegio El Camino, as well as an experienced online teacher trainer and course writer. He holds an MA in Education and a PGCE from the University of Buckingham.*

## How do you assess productive skills in online teaching?

ROOM 3

Anaid Elizabeth Bolaños Cadena | Guadalupe Estela Rodríguez Vargas

W

RTO, ATE

A critically important goal in education is to understand the individual needs and progress of our students. Nowadays, the relevance of maximizing learning during online lessons is imperative to continue a successful schooling path. This means, teachers are accountable for gathering specific data that shows knowledge, skills, or any other specific information to implement curriculum that will determine a student's quality of education. Such data will often push students to produce language in an oral or written manner as evidence of their understanding. Having said that, how can the assessment of productive skills be achieved in the online format?

*Anaid Bolaños obtained a Bachelor's Degree in Bilingual Education from the University of Texas at El Paso. In 2017 obtained a Masters in Curriculum and Instruction. Worked as a Teacher and Academic Coach for Region 19 program in El Paso, Texas. Currently, she is an Academic Consultant for Richmond Publishing.*

*Estela Rodríguez is an ELT professional who has been in the field for more than 20 years, mainly in institutions like the IPN and The Anglo. Currently, she is part of the Academic Consultancy Department at Richmond Publishing where she has the chance to train English teachers around the country.*

## The Effects of Reading for Pleasure: An Action Research Study

BBELT TR-SIG

ROOM 4

Aurora Varona Archer

P

RELT

This presentation reports the findings of a qualitative PhD study carried out with young learners in a Mexican public school. L2 reading researchers have reported the benefits of extensive reading (Krashen, 2004; Grabe, 2009; Kolb, 2013). In this study, three reading methodologies were developed: extensive reading, reading circles and reading aloud. An action research model (Burns, 2010) was used to evaluate the L2 reading process. Findings show the relevance of promoting reading for pleasure for children who learn EFL in public schools in the areas of learning autonomy, vocabulary learning and reading motivation.

*Aurora V. Archer (MA Human Development, PhD ELT University of Southampton) has worked in TEFL for more than twenty years with children, adolescents and adults. She is a member of the Early Language Learning AILA Research Network and Extensive Reading Foundation.*

## Build up and keep your language proficiency fresh

ROOM 5

Flor Argelia Laureano Torres

W

RTO, ILT

English is our subject matter. That's why teachers are obliged to continue learning, practicing, and building up one's skills, even when we have reached a high level of proficiency. Nowadays, and thanks to the internet, there are countless options to work independently to maintain or improve our skills, and eventually to students. In this workshop, I will share some of the resources I know and have used for that purpose, in each of the four skills.

*Flor Argelia Laureano Torres is a Formador de Inglés at Escuela Normal de Estudios Superiores del Magisterio Potosino. Master in TESOL from University of Guadalajara. She is a Cambridge English YLE oral examiner. She was a full-time teacher at Polytechnic University of SLP and has taught English for 20 years.*

## Co-teaching effects in the first practicum of teachers in training

ROOM 6

Maricarmen Pérez Carbajal | Elizabeth Falcón Vargas | Jesús Humberto Pérez Domínguez

F

RTO, MET, TLE

Due to the pandemic, teacher trainers had to look for new ways so their students could practice since most schools were closed and not holding virtual English lessons. Therefore, they decided to create groups of teenagers where their students could teach. For the 3rd semester of Normal Superior students, this was their first encounter to the teaching world thus they were paired with a 5th semester student, so they could have support and feedback from another trainee teacher during their practicum. Moreover, both preservice teachers were to implement a cycle of Action Research during the 4 weeks of teaching practice.

*Maricarmen Pérez is a Formador de Inglés at Escuela Normal Superior Profr. José E. Medrano in Chihuahua city. She has been tutoring a group of student teachers for the past two years which has made her question how to motivate and train future English teachers to face hybrid education.*

*Elizabeth Falcón is a Formador de Inglés at Escuela Normal Superior Profr. José E. Medrano. She holds a BA in English. She has also been tutoring a group of student teachers for the past two years. She has an interest in implementing differentiation techniques for teaching literature in English to beginners.*

*Jesús Pérez is a Formador de Inglés at Escuela Normal Superior Profr. José E. Medrano. He holds an MBA. He has been teaching ESL for the past 12 years. He is in charge of the multidisciplinary research group: evaluation, policies and teaching strategies.*

## Transforming Teaching Skills for Online Teaching

ROOM 7

Mark Arthur

P

RTO

Which skills do teachers need for successful online instruction? How can we create the conditions for successful language learning on online and blended courses? Join us as we review research findings and demonstrate practical ideas that will help you deliver better, more effective classes in online language teaching and learning contexts.

*Mark has been working in ELT since 2000 as a teacher, teacher trainer, director of studies, materials writer and now academic consultant. He holds the CertTESOL and DipTESOL from Trinity and a degree from the University of Birmingham. His areas of interest include teaching with minimal resources, and blended learning.*

## Being Successful Trainers and Trainees Online

ROOM 8

Miguel Sainz Chávez

P

RTO, CPD, MET, ATE, TLE

What lessons can be learned from training teachers online? How can teachers be successful in an online course? Please, join this session to see practical ways teacher trainers and trainees can successfully be part of online courses. Find out how trainers around the world have continued to help teachers with their professional development and learn from these teachers' experiences how to thrive as a trainee in an online environment.

*Miguel Sainz has been a teacher of English for 14 years, teaching a wide range of levels and contexts. He has been a teacher trainer for 5 years in CELTA, ICELTA, ihCAM, Delta M1 courses. Most recently, he finished TYLEC and has 1+ year experience teaching YLs.*

## Teaching Culture to Young Learners!

ROOM 9

Mary Paz Espinoza Núñez

W

MELT, EDI, RELT, TLE

Creating bridges amongst cultures has never been as urgent as it is today. English, as a language that connects humanity, has a transformational power that every teacher should know about. In this workshop, you will get familiarised with the most contemporary theoretical trends around culture in ELT, explore practical ideas on how to teach culture to children, and realise the incredible benefits of implementing Intercultural Awareness in your teaching. If you are ready to defy existing reductionist views of culture, boost your teaching practice, and remember why what you do matters, this session is for you!

*Mary Paz Espinoza Núñez, M.A. in ELT by the University of Southampton, is a researcher, international speaker, author, and English language teacher with over ten years' experience at all educational stages. She has taught Spanish in the UK. Her areas of interest concern interculturalism, humanising pedagogy, and social justice.*

## Developing Online Teaching Competencies

ROOM 10

María Luisa Castanedo | Luis Domínguez

P

RTO

After the initial shock, and trying to manage COVID online teaching to give continuity to our courses, most institutions provided some training for their staff to deal with this "new" form of teaching. When the school year started, and we were hopefully no longer feeling foreign to online teaching, we might have come across different challenges. The objective of this presentation is to identify the competencies we have been putting into practice in online teaching, those we still have to develop, and to consider how to develop them, for a more successful online experience for our students and for us.

*María Luisa Castanedo has been involved in ELT for over 24 years. She is a licensed tutor for World Learning SIT TESOL Certificate, and was an ICELTA tutor, and Speaking Examiner for 15 years. She holds a BA in Chemical Engineering, and an MA TESOL from Canterbury Christ Church University.*

*Luis Dominguez has been involved in ELT for almost 30 years as a teacher, course designer, teacher trainer and author. One of his areas of interest is Blended Learning and the way it helps balance the present-day classroom. Currently, Luis is the Regional Marketing Manager for Macmillan Education.*

## 21st Century Skills Teaching, Learning, Assessing Online & Distance Mode

ROOM 11

Rene Ramirez

W

RTO

The aim of this workshop is to analyse the challenges 21st Century Education is presenting day by day, focused on the Online Mode, providing participants with options to develop tools to analyse teaching, learning and assessment, to be able to develop and /or adapt teaching materials and resources to be implemented in the current lockdown phase of COVID 19.

*Rene Ramirez is a teacher trainer, course designer & international speaker. He has his own teacher trainer enterprise & he is currently the Coordinator for Trinity College London in Mexico, his interests include Assessment and Teacher Development.*

## Teaching Young Learners in Any Classroom: A Digital Framework

ROOM 12

Ian Martin | David Spain

CP

RTO, MET

At National Geographic Learning our goal is to bring the world into the classroom, and the classroom to life. We want to give young learners of English an experience of English which is inspiring and introduces them to the world. What 'classroom' now means is of course different from twelve months ago. It covers a world where students are sitting in classrooms, to one where they are learning online in some way - and all points in between. We have created a simple framework to help instructors use digital tools and materials to Plan their classes, Teach in any environment, Track their students, progress, and Evaluate their performance. In this session, the presenters are going to introduce you to this framework, and demonstrate how it works using the full range of digital materials and tools for their learning programs.

*Ian Martin is the Director of Global Marketing with National Geographic Learning, based in Boston, Massachusetts. He has been working in the field of English Language Teaching for 30 years, working as an instructor, academic director, director of study, and in publishing. He has lived and worked extensively in Asia, and worked in Latin America, Europe and the Middle East, and North America.*

*Dave Spain is a Senior Product Marketing Manager with National Geographic Learning based in Boston, Massachusetts. Dave supports National Geographic Learning's very young and young learner programs internationally through product implementation, teacher training, and professional development workshops, with a focus on the use of real-world content in the young learner classroom. He has worked with young learner teachers across Asia, Latin America, Europe, and the United States.*

# Poster sessions 1

16:40 – 17:00



## Using the Chatbox in Videoconference Classes

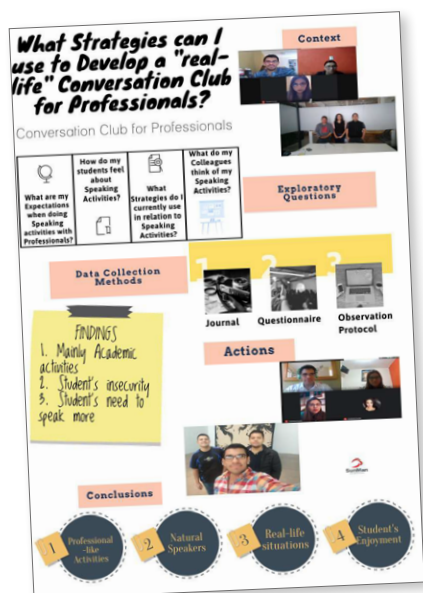
Joep van der Werff

PS

RTO, MET

Almost all teachers are working online now. We are all getting better at our online classes. Still, we need to share tricks and strategies that work for us. This poster session is about using the chatbox in your videoconference classes. These are some questions that the session will address: Why should we use the chatbox? What are some techniques and strategies that we could use? At what points during the class can we use these techniques? When shouldn't we use the chatbox?

Joep has worked as a teacher, teacher trainer, author, editor, and LMS manager; some of these at Interlingua and others as a freelancer. He feels quite comfortable working with digital tools from home.



## Conversation Club for Professionals

Rosalio Ovalle Morquecho

PS

CPD

Exploratory Action Research aimed at defining how Professional students would feel with speaking activities in real context (controlled environment); carrying on an Action Plan for Students to start speaking in real-life situations and surrounded by people (strangers); and helping with the creation of a real-life environment Conversation Club for Professionals. The research intends to go from highly controlled situations to less controlled ones as in real life both inside and outside workplaces.

Rosalio Ovalle holds a master's degree in Upper High-school Education by UPN 011. EFL Teacher with 6 years of experience from Preschool to University; Academic Coordinator in High-school for 2 years; Third Party Expert in Translation Matters since 2017. Nowadays, he is an English Teacher in Public and Private sectors.

# Poster sessions 1

16:40 – 17:00



## Turn Your Camera On

Ana Isabel Figueroa Liaño

PS

RTO

Looking for tips? This poster has useful practical tips for teaching online. With these ideas you will surely take your online teaching to the next level.

Ana Figueroa has been involved in the field of ELT for years. During this time, she has taught students of all levels and ages. She has worked at different language centers, schools and universities. Ana holds a bachelor's degree in English Teaching and is a certified teacher of Spanish as a Foreign Language. She started collaborating with Richmond Publishing in 2014. During her career in Richmond she has traveled around Mexico delivering training sessions, lectures and workshops to teachers of English. She loves what she does and is very positive about the outlook of English Language Teaching.

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# Sergio Durand

PLENARY SESSION C

17:30 – 18:30

Friday 19 February



# Re-imagining the English language speaker: humanising ELT

Learning a language is not only about getting knowledge and skills, it is rather an identity shaping process in which language learners negotiate a new way of being with a wide community of speakers. According to Dornyei (2007), much of our motivation to learn a second language is based on a projection of a self-image as future language speakers (the L2 ideal self) being part of this community.

Learners build this “image” based on multiple processes. One of them is when they try to find similarities between them and other speakers seen as role models (Muir, 2018). Unfortunately, the ELT industry has shaped an imagined community of English users that positions certain speakers as legitimate role models and questions others’ legitimacy. A list of options (expectations) of what an English speaker should look, speak and act like is created arbitrarily, “leaving other options unimaginable” (Norton & Pavlenko, 2018). The content studied in ELT materials reinforces this dichotomy (Tomlinson, 1999), making the learning process disengaging and preventing some learners from relating to it more vividly.

In this talk, I will give examples of what an imagined community is and how the membership to this is continuously challenged. After that, I will point out the main problems of our industry as authority of legitimacy and finally, I will give some ideas of how we can all re-imagine the concept of the English language speaker and humanise ELT by making it a lot closer to matters that are relevant to learners’ lives.

*Sergio Durand has been involved in the ELT world for more than 15 years. He has taught general English, English for Specific purposes and exam training for most of his career. He is head of the languages department at Benemérita Escuela Normal Veracruzana and literature lecturer at Universidad Veracruzana’s languages faculty.*

*Sergio holds degrees in English and French (Universidad Veracruzana), an MA in Humanistic Studies (ITESM) and is currently completing another MA in TEFL (Universidad de Guadalajara). Sergio has published articles in Mexico and the UK. His main interests are discourse analysis, materials development and social justice in ELT.*

*He was a British Council/ SEP foreign language assistant in British Colleges and won the 2018 IATEFL Latin America scholarship. He’s been a materials writer for projects in Mexico, Brazil and the UK and has spoken at national and international conferences. He is involved in social justice projects like Raise up for ELT and is the BBELT Teacher Research SIG coordinator 2020-2021.*

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ANNIVERSARY



Gail  
Ellis

PLENARY SESSION D

09:00 – 10:00

Saturday 20 February

# Using asynchronous picturebook video read-alouds for remote or face-to-face primary English language teaching

A picturebook is an aesthetic object made up of pictures, words and design all of which contribute to making a picturebook quite different from anything else we might bring into a language classroom. However, access to picturebooks in English is not always easy for teachers in different parts of the world. During the pandemic, many picturebook creators began recording video read-alouds and sharing these online to ensure that children were given continued opportunities to engage with quality literature. Video picturebook read-alouds provide comprehensible and meaningful input, support children's understanding of the narrative and can recreate the shared social experience of a classroom read-aloud. Above all, video read-alouds by the picturebook authors/illustrators themselves, offer the child the additional novelty of 'meeting', listening to and watching, and creating a bond with the picturebook creator. Yet video read-alouds remain an underutilized resource in primary English language teaching but can go a long way to addressing the global access lacuna to children's literature.

I will

- identify criteria to use when selecting video read-alouds for primary English language teaching,
- discuss the affordances of different approaches to recording read-alouds for online use,
- present a picturebook lesson framework and lesson structure which can be applied to picturebooks or video read-alouds of your own choice.

*Gail Ellis MBE is an independent teacher educator and adviser and has been working with picturebooks since 1989. Her main interests include children's rights, picturebooks in primary ELT, young learner ELT management and inclusive practices. Her recent publications include Teaching English to Pre-Primary Children with Sandie Mourão (DELTA Publishing/Klett, 2020), Teaching children how to learn with Nayr Ibrahim (DELTA Publishing 2015) and Tell it Again! with Jean Brewster (British Council, 2014). She is a co-founder of Picturebooks in European Primary English Language Teaching (PEPELT), a finalist in the British Council's 2020 ELTons awards.*

# Concurrent sessions D

10:10 – 11:10

## Remote teaching: a positive push towards Education 4.0

ROOM 1

Patricia E Grounds | Caroline Moore | Rosa Cecilia Quintana Saldaña

P

RTO, ILT, CPD

Building on our work concerning skills and attributes acquired by online learners, we first review key features of the Education 4.0 model, its relationship with the 4th Industrial Revolution (IR), and implications for current foreign language teaching. Then, using data collected from teachers working remotely for a Mexican public university, we analyse how far the 2020 pandemic may have pushed many of these teachers towards the (self-)development of new teaching skills and professional attributes. Our conclusions address how far the unexpected push into exclusively online teaching may have enabled these teachers to create/sustain learning environments approximating an Education 4.0 model.

*Pat Grounds (MA Applied Linguistics, PhD Language Studies) has specialized in professional training/development projects for British Council and higher education institutions, including online language learning, teacher development and research. Currently an online tutor for the British Council/University of Southampton's MA in ELT: Online, Pat has co-published textbooks and research articles.*

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

*Rosa Cecilia Quintana has been teaching EFL for over 12 years. She is currently Academic Manager at the Autonomous University of Coahuila Campus Torreón. She holds a degree in Business Management, and she is about to finish her master's degree in English Language Teaching with the University of Southampton, UK.*

## Special Education in The English Classroom

ROOM 2

Rosa Guadalupe Maza Pola

W

EDI

This presentation includes some of the specific characteristics and main factors of the Autism Spectrum Disorder. Participants will learn how to identify those students, how to integrate them in the class, and most importantly how to include activities in their lessons. They will learn to make their lessons adequate through helpful methodology.

*Rosi Maza graduated from UNACH in the state of Chiapas, Mexico; she studied English Language Teaching and a master's degree in Special Education, nowadays she has been studying her PhD in the same field. She started working with autistic kids in 2012, developing some strategies and material to work with them. She was part of many international workshops talking about Autism Spectrum Disorder. She is about to publish two books about strategies and materials to include active and autistic kids in the English classroom.*

## Reading stories and making connections

ROOM 3

Robert Hill

W

MET, WLT

We will read a traditional story, retold at lower B1 level (from which country it comes will be a surprise!) and then reflect on what connections we can encourage learners to make. We will explore the story's connections with other stories from different cultures as well as with 'real life', and evaluate the kinds of activities which best reveal these connections.

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

## English as a lingua franca: what, why, and how

ROOM 4

Hellen Haga

P

ILT, EDI, TLE

All too often, students of English pursue unachievable goals based on "native-like" proficiency. This wish is motivated by the belief that native speakers' language knowledge is superior to others. Though debatable, it leads to what is called native-speakerism. However, the role of English as the world's lingua franca calls for different references for proficiency. By the end of this session, participants will be better equipped to make decisions about the way they regard "native speakers" and about addressing (or not) English as Lingua Franca (ELF) in their classrooms; as well as how to do it.

*A former Degreed librarian, Hellen Haga has been teaching English for 10 years. She was a speaker at the 12th ELF Conference in Colombia in 2019, and part of "ELF Practices for Inclusive Multilingual Classrooms" from Hellenic Open University in 2020. She holds a CPE, CELTA and DELTA module 1.*

## Using a free LMS to develop students' autonomy

ROOM 5

Argelia Calderón-Gutiérrez

W

RTO, TLE

Not long ago, using an LMS was considered a plus to complement any given course. However, the SARS-Covid pandemic has forced teachers to massively migrate to online teaching. Even though teachers have proven to be up to what was needed from them, the role of digital technologies in learning is far from being fully exploited. In this workshop, we will explore how to promote engagement through a variety of resources that can be embedded in the free version of an LMS (Canvas) and how teachers can switch from having students learning contents to teaching autonomous ways of learning.

*Argelia Calderón (MA Quality in Higher Education, Ph.D. Science & International Business) is an ELF and management teacher at the Universidad Michoacana. She thinks English class provides the perfect environment to foster student autonomy. Her current research looks into the relationship between self-management and successful online learning.*

## “Among Us” and Online Video Games for Speaking Activities

**ROOM 6**
**Ángel Galindo Muñoz**
**P**
**RTO, MET**

English teachers should capitalize on the fact that some of the most popular online games require players to speak and interact with each other. The industry is going through a paradigm shift in which ingenious game design is taking priority over the use of fancy graphics. Games like “Among Us”, “Fortnite”, and “League of Legends” can be used to create the need to use the language in a practical setting, while games like “Letter Quest” have the potential of being great language-learning tools. We will share lesson plan ideas for integrating these games into online classes.

*Ángel Galindo is an English & Creative Writing graduate from Salford University and a former Rockstar Games editor and translator. He's worked as a primary school English teacher in Beijing, China, and as a high-school teacher in Mexico City. He's currently the Academic Coordinator of an English Language School.*

## Getting Career Ready with Speak Your Mind

**ROOM 7**
**Steve Taylore-Knowles**
**CP**
**TLE**

One of the main reasons young people want to learn English is the role it will play in their future careers. That role is far more than simply allowing them to talk to colleagues and contacts in other countries, important as that is. English can be a fundamental part of achieving ‘career readiness’, which involves acquiring a range of skills through language development. In this session, we will consider what constitutes career readiness and look at how Speak Your Mind provides students with the tools they need for future professional success.

*Steve has spent twenty-odd years in ELT as a writer, a teacher trainer, an examiner and a teacher. He has created a number of best-selling multi-level courses, including Open Mind (Macmillan, 2014-15), which incorporates life skills as an integral part of the course, and Laser (Macmillan, 2013), an exam preparation series for teenagers. His work has taken him to over thirty countries and he regularly speaks at events throughout the world on various aspects of English language teaching and learning. Having spent a number of years teaching abroad, including two years on the board of TESOL Greece, Steve is now based in his native county of Lancashire in the north of England, where he lives with wife Jo and young daughter Scout.*

## What if your students could learn while watching their favorite videos?

**ROOM 8**
**Noldi Vives**
**CP**
**RTO**

In this talk, our speaker will share some of the most important methodological highlights of E-squadron and how we use catchy authentic material such as youtube videos in a safe environment that provides comfort and time-saving tools. The audience will have the opportunity to experience how realia, microlearning, and differentiated instruction can be combined in a simple, powerful, and interesting way to get an excellent approach. This approach will lead all your students through thoughtfully designed resources that can be easily adapted by any teacher. Join and ask for your free school piloting period! In E-dusphere we encourage you to not buy a book by its cover!

*Ph.D. Noldi Vives has more than 25 years of experience in ELT. He has worked in various positions such as classroom teacher, academic coordinator, director, ELT consultant. At a very young age, he discovered his passion for technology and decided to devote his career to developing skills to use it in education. He worked as a teacher investigator for ITESM, and some important Universities in Mexico. Of course, updating is a must for him so he has studied and presented abroad in places across the USA and Canada like McGill University, Dayton University, Tesol Baltimore, and most recently in Frankfurt Buchmesse. He is currently working as book author and Platform Curricula designer.*

## Brain-based knowledge bits, tips and myths in education and ELT

ROOM 9

Carlos Andres Prado Garcia

W

CPD, MET, TLE

During this workshop, the attendees will have a walk-through of some brain-related facts, how they impact the educational process, as well as what they may look like in the English language classroom. We will have a series of brain-based activities and strategies to improve our students' performance in class. Finally, we will have some myth debunking with options to substitute these widespread ideas for better options for both students and teachers.

*Carlos A. Prado García has been in ELT for almost 20 years. He has worked in both private and public institutions as a teacher trainer, materials designer for both face-to-face and online courses and author. He is currently working as a teacher trainer at the British Council.*

## Project Based Learning as a complement of English Language Classes in Secondary Level Students

ROOM 10

Helmuth Torres Hernández

P

MET

Complementing English lessons with meaningful activities that promote the use of the language while students learn about diverse areas of knowledge has become a challenge for the author of this project. After trying the implementation of several strategies, it was found that students had a better understanding and use of the language through the making of projects including cross curricular contents, allowing students to show an improvement in their command of the language. This project shows the process of implementing Projects as a complement of English Language Classes carried out at a private school in Sincelejo, Colombia.

*Helmuth Torres Hernández is a Colombian EFL teacher with 20 years of experience at all levels. He holds a Bachelor in Teaching EFL, Specialist in ICTs management, University of Cambridge TKT Certificate. He is currently the Chief of the English Department at a private school and Teacher at Universidad de Sucre Bachelor in Foreign languages.*

## Goodies in new normals: Storybook reading in the digital classroom

ROOM 11

Lilia Cecilia Ramos

W

RTO, MET

No teacher doubts that the recent pandemic took us all to new teaching normals: new teaching practices, new virtual classrooms, etc. However, there are still many classroom goodies like storybook reading that we can adapt and reinstate to our remote practice. In this workshop you will see the craft and useful tips to read stories virtually to young EFL learners. Come and see how fun and enjoyable remote storybook reading can be!

*Lilia Ramos has been teaching young EFL learners over the past years. She is currently pursuing a Master's in Applied Linguistics at Universidad Autonoma del Estado de Mexico. Lilia holds a bachelor's in education, and she has recently conducted an action research project exploring storybook reading and digital storytelling to foster love and interest towards reading.*

## 2021, New Year, New Skill, New Normal

ROOM 12

Lilia Cordova Martinez

P

RTO, ILT, CPD, TLE

Once upon a time, an English teacher happily lived in a classroom. He lived there with his pupils and saw them grow! Then, there was chaos. The English teacher and his pupils were forced to live apart. This spell lasted months so they had to “learn how to learn” remotely. During these terrible months, they acquired new abilities that helped them grow. Now, they are back together. But this time, things will be different: they have learned many lessons! Will they be happier than before? In this presentation, we will explore the “new normal” in teaching for 2021.

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*Lily Cordova has worked since 2009 for the university ITESO in Guadalajara. She is now the coordinator of technology in the Language Department. Her interests in the field include synchronous and asynchronous online teaching and learning. She has been part of the online teaching development program at her department and university.*



# Exhibition and chat with...

11:10 – 11:30



CHAT WITH...



CAMBRIDGE  
UNIVERSITY PRESS



CHAT WITH...



Pearson



CHAT WITH...

OXFORD  
UNIVERSITY PRESS

BBELT  
2021

SPECIAL  
EDITION

30<sup>th</sup>  
ANNIVERSARY



# Daniel Xerri

PLENARY SESSION E

11:30 – 12:30

Saturday 20 February

# Teachers as Thinking Beings: The Value of Reflection

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Respecting teachers' professionalism involves recognizing their potential to reflect on who they are and on what they do. The development of a reflective capacity can enable teachers to seek answers to their questions and to deliberately think about what occurs in the classroom. This plenary examines how teachers can harness the power of reflection in order to develop their beliefs and practices and to position themselves as critical evaluators of professional identity and classroom events.

*Daniel Xerri is a Lecturer in TESOL at the University of Malta. He holds postgraduate degrees in English and Applied Linguistics, as well as a PhD in Education from the University of York. He is the author of many publications on different areas of education and TESOL. His most recent co-edited books are *The Image in English Language Teaching* (with Kieran Donaghy, 2017, ELT Council), *ELT Research in Action: Bridging the Gap between Research and Classroom Practice* (with Jessica Mackay and Marilisa Birello, 2018, IATEFL), *Teacher Involvement in High-stakes Language Testing* (with Patricia Vella Briffa, 2018, Springer), *Becoming Research Literate: Supporting Teacher Research in English Language Teaching* (with Ceres Pioquinto, 2018, ETAS), *ELT Research in Action: Bringing Together Two Communities of Practice* (with Jessica Mackay and Marilisa Birello, 2020, IATEFL), and *English for 21st Century Skills* (with Sophia Mavridi, 2020, Express Publishing). Further details about his talks and publications can be found at: [www.danielxerri.com](http://www.danielxerri.com)*

# Concurrent sessions E

12:40 – 13:40

## Students as Agents of Change: The Power of Bilingual Education for a Sustainable Future

ROOM 1

Luciana Fernández

CP

TLE

Living in a world with limited resources calls for action. This means that education has a vital role empowering students to become change agents themselves. Students today are entitled to high-quality education and learning resources that will develop in them the knowledge, values, skills and behaviors to be productive and proactive global citizens. To be effective agents of change, students need to learn how to think critically, how to get their point across effectively, develop 21st Century values and digital skills to communicate in a thoughtful and compelling way, as well as learning how to listen to others. Bilingual education, through authentic National Geographic Learning.

*Luciana Fernández is a graduate teacher of English and a teacher educator who has 26 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). Luciana has presented at numerous congresses and conventions both nationally and internationally and was awarded an IATEFL scholarship in 2016. At present she is a Senior Academic Consultant for National Geographic Learning and Trinity College London Argentina and she is an Educational Advisor at several schools. She has been both a teacher and Head teacher at several institutions in Buenos Aires and has been a teacher trainer at ESSARP (English Speaking Scholastic Association of the River Plate) for the past fourteen years.*

## Empowering ourselves during COVID times

ROOM 2

Tania Esquivel Espinosa

P

TLE

With COVID, most teachers, students and parents had to make a dramatic shift in how they relate to school. As a community, most students, administrators and teachers had to learn in a short period how to cope with different technologies to implement remote learning in different contexts to continue reaching their students. Routines, beliefs, relationships, values and ideas had to be challenged from one day to another, and there is a continuous struggle to adapt to the so-called, "new normality". There are some key points to consider to empower ourselves and our learning community during these times. Education will never be the same.

*Tania Esquivel is an academic and administrative educator with 30 years' experience in public and private education. She has been involved in national organizations (SEP) as well as with international organizations (IBO), The British Council and The Anglo Mexican Foundation. From ELT teacher to coordinator, middle school principal to Philosophy for children facilitator and Core Skills trainer she has an ample view of the role of the educator in different contexts.*

## Collaboration and cooperation in the preschool classroom

ROOM 3

Lemmy Trujillo

W

TLE

Two of the basic skills learners need to develop from an early age are collaboration and cooperation. Language teachers make huge efforts to involve students in activities that teach for life and beyond a book. In recent times, the challenge to reach and engage students through a screen has made clear the importance of quality education to help shape the future generations. This session explores ideas and suggestions to enhance the young learners' class and equip teachers with strategies to do so.

*Lemmy Trujillo has been involved in ELT for over 20 years. She holds a TEFL Master Degree in Language from the Jaen University in Spain, and a Master Degree in Applied Linguistics in ELT from the Universidad Internacional Iberoamericana. Lemmy is a Senior Academic Consultant for Macmillan Education.*

## Assessing EFL reading and Writing during COVID-19: University Students' Voices

ROOM 4

Elsa Fernanda Gonzalez | Norma Alicia Vega Lopez | Xochitl Gomez Cordero

P

RELT

Language students are facing important challenges while learning a language in the present pandemic times. Issues such as anxiousness and lack of sufficient resources have been identified in the USA (Wang et.al, 2020). However, little is known of how the COVID-19 pandemic has impacted the assessment of students' skills in the Mexican university context. Therefore, the presentation describes the views of six EFL university students of the assessment of their writing and reading skills during the COVID-19 pandemic. It discusses the methodology followed, the perceptions identified, challenges faced and potential implications of the study.

*Elsa Fernanda González holds a PhD in Applied Linguistics from the University of Southampton and is a full-time professor at the Universidad Autónoma de Tamaulipas. She is a recipient of the 2015 Research Assessment Award (British Council) and the 2019 Latin American Research Grant (Michigan Language Assessment).*

*Norma Alicia Vega López is a full-time professor at the Universidad Autonoma de Tamaulipas. Her research interests include L1 reading at a multiple text level.*

*Xochitl Gomez Cordero is a full time-professor at the Universidad Autonoma de Tamaulipas. Her research interests include assessment and L1 reading and writing.*

## Sensory Integration and its Impact in the Classroom

ROOM 5

Ivonne Curiel

P

ILT, MET

During this presentation you will learn what sensory integration and sensory processing disorders are, how senses develop, and the impact that sensory processing disorders have on learning. You will be able to detect red flags, and to design an environment that supports children to meet their needs during their daily routine. "Sensory integration occurs automatically in most people, so we tend to take it for granted, just as we take our heartbeat and digestion for granted" (A. Jean Ayres, Ph. D Sensory Integration and the Child).

*Ivonne Curiel has worked at Colegio El Roble as the Kindergarten Coordinator for almost 10 years and as a teacher coach. She has a master's in Special Education and is COTE qualified. She has a lot of experience managing students' behavioral problems and helping teachers navigate through conflict.*

## The New Space to Learn

ROOM 6

Koen Van Landeghem

CP

RTO, ILT, MET, MTD

The year 2020 has forced us all not to walk, but to run away from our typical classroom and towards "a new and safe space to learn" online, mobile, face to face, or combined, while staying distant. Studio is an innovative course for young adults, packed with videos and cool digital tools that aim at helping teachers to create that New Space to Learn. In this session Koen explores Studio's innovative teaching approach, and the user-friendly interactive activities and the cool new tools that help enhance teaching and learning in both the face-to-face as well as the distant classroom.

*Koen is an ELT specialist, trainer, and leadership coach. Passionate about innovation & technology in language teaching, he has worked with many universities in Europe, Latin America and Asia. With over 25 years of experience in ELT publishing, he is currently the director for Helbling English, Mexico & Central America.*

## The Design of Engaging Learning Experiences

ROOM 7

Laura Meza

P

MET, TLE

Borrowing ideas from a Mass Change Designer (Bruce Mau), and departing from standard definitions of learning as competence and values development, I contend teaching could be defined as the design of experiences that motivate students with learning as their ultimate objective. I also propose the use of Self Determination Theory (a theory of motivation developed by psychologists Ryan & Deci) as a practical guide to determine the ways to better adapt or supplement our materials and programmes. The aim of this talk is to invite teachers to create experiences that inspire learners to commit to more than we can imagine.

*Laura A. Meza M. Ed. RSA Dip. Laura has been a teacher for 30 years and has centered her interest in teacher education for more than 25. She currently lives in Long Beach, California where she writes and edits textbooks, besides designing and delivering online or face-to-face teacher education programs.*

## Tackling resistance through building and sharing resilience

ROOM 8

Denise Valenzuela Lopez | Ana Rosa Gutiérrez

W

ILT

Have you worked with a colleague who is constantly complaining? And it seems despite the efforts and hard work, nothing is changing for that person? In contrast, have you met someone who seems to be very lucky? And most of the time things work well for that person? What is the difference between these two? I would say: R-E-S-I-L-I-E-N-C-E. In this workshop we will understand the reasons why some people are more resilient than others and we will provide you with some examples. We will guide you to build your resilience skills in order to share them with your colleagues.

*Denise Valenzuela is an experienced project manager in the education sector; she has worked in International Education, ELT and Teacher Training programmes. She has managed large scale projects focused on professional development which have impacted more than 10,000 teachers in the public sector for Basic and Higher Education in Mexico.*

*Ana Gutiérrez is an academic and digital coordinator who has contributed to both the private and public systems; she has been an English teacher for 13 years, she has published and edited ELT material for PRONI programs, she holds a BA in admin and ELT and language diplomas and is a PROFORDEMS certified teacher at UAG. Currently she is a Digital Coordinator for Basic Education at British Council.*

## How Formative Assessment can enhance online teaching and learning

ROOM 9

Aixa Lopez Ansoleaga

W

RTO, ATE

This workshop offers some useful techniques and strategies that will allow teachers to create the necessary conditions for students to improve their learning experience. Formative assessment is a valuable tool that will support teachers in the adjustments that they are demanded to make every day in the face of the current pandemic. Regardless of the learning environment, these ideas will prove to be effective for both teachers and learners.

*Aixa Lopez has been an EFL/ESL teacher and trainer for more than 27 years. She is a professional speaker and proofreader in the field of ELT. She is also a digital learning content and tools developer; learning and developing human skills are her core talents.*

## Redesigned mindsets

ROOM 10

Angélica Flores Algaba

P

ILT, EDI, TLE

The world has changed dramatically, and education is one of the fields which has received a great impact. Teachers have been forced to adapt, transform, and even redesign their mental constructs to be able to deliver their lessons. This presentation is an introspection about these changes, the challenges, and the perspectives that the language teacher has gone through. It is also a loud bravo! to all of those who have so bravely embraced the new reality. Together, we will have a glimpse to a promising future.

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

## Releasing Wings. Empowering Minds from An ELT Classroom

ROOM 11

Lucero Santana Hernández

W

TLE

Empowering students is always a front row conference topic that appears more frequently in pedagogical articles and research about good teaching techniques. Empowering students, however, means different things and represents more than giving students the chance to speak. The following workshop intends to explain with specific strategies how to give students control over their educational process and help them to take ownership of their learning in an ELT classroom.

*Teacher Lucero Santana is a learning hunter. She started her path in 2014 when she travelled to Notre Dame Indiana to study English, but it wasn't until 2016 that she decided to move to Ensenada México to study language teaching. She has been a speaker in the international multidisciplinary educational congress and Mextesol convention as well. Now she is here to share with us the importance of empowerment.*

## Digital literacy: a model for online language teaching

ROOM 12

Abraham Moisés Ruiz Gómez

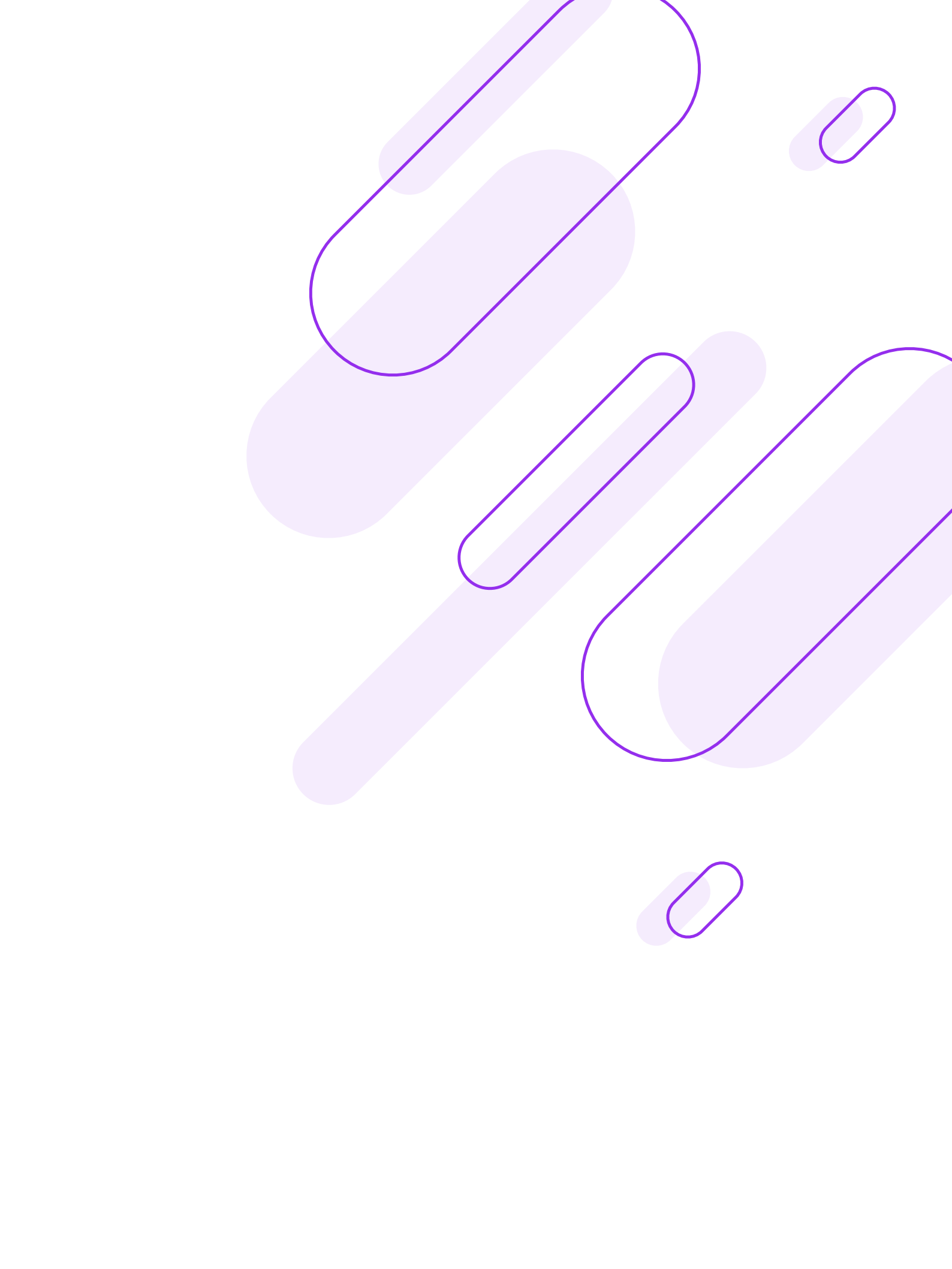
W

TLE

In this technology boom, digital literacy is considered essential knowledge for teachers to help students learn a second language. In this lecture, the presenter will talk about the usage of digital literacy and its components in his postgraduate degree-obtaining project at the MA in Education and Knowledge Management program as well as the theoretical background that supports it and the results obtained.

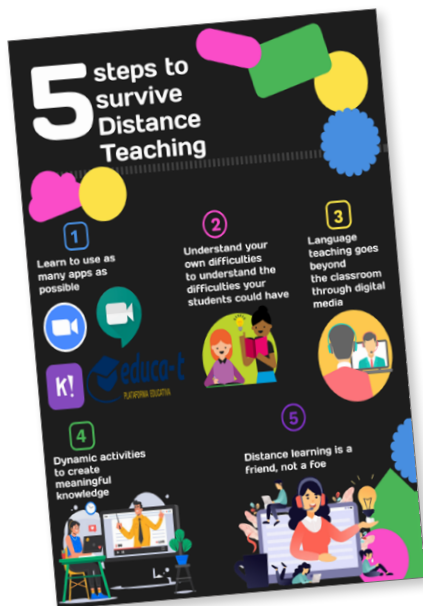
*Abraham Moisés is a professional English teacher with five years of experience in the field, teaching different age groups such as kids, teens, young adults, and adults. Diplomas and courses from universities such as Universidad de Guadalajara, ITESO, UNAM and Universidad Nebrija. His interests are projects related to bilingualism, multiculturalism, e-learning and globalized education.*





# Poster sessions 2

13:50 – 14:10



## 5 steps to survive Distance Teaching

**Karina Guadalupe Diaz Pedroza**

PS

RTO, MET

1. Learn to use as many apps as possible: Try to use the most suitable digital tools.
2. Understand your own difficulties to understand the difficulties your students could have: If we as teachers have got difficulties, maybe students do as well.
3. Language teaching goes beyond the classroom through digital media: The classroom is not the only source of information.
4. Dynamic activities to create meaningful knowledge: We can still be dynamic so students keep enjoying their class.
5. Distance learning is a friend, not a foe: Take the best from the situation to keep the learning-teaching process alive.

*Karina Diaz is originally from Tuxtla Gutierrez, Chiapas, Mexico. She is an English Teacher with almost 8 years of expertise and passionate about educational processes and how to make the best of them. She is always looking forward to exploring new tools to improve teaching practice and prepare more enjoyable lessons.*



## Effects of using graphic organizers to enhance critical reading in e-learning

**Dulce María Verónica Montes de Oca Olivo**  
**María Mercedes Camacho Reyes**

PS

RTO

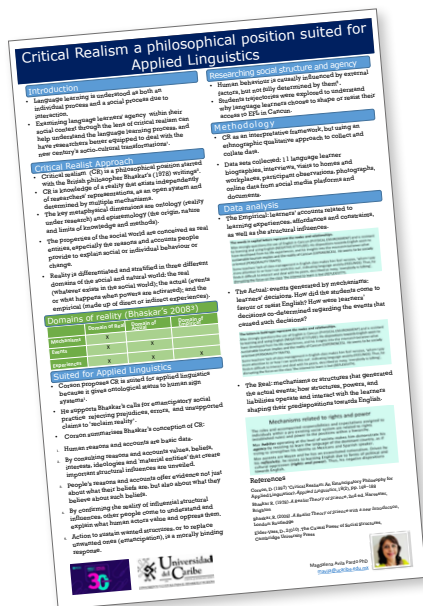
The objective of this poster is to identify how graphic organizers (GO) promote active learning and help to reach a higher level of cognitive skills such as analysis, synthesis and evaluation to improve critical reading. They are considered some of the most effective visual learning strategies and make the information easier to understand and learn. They are essential tools to help develop cognitive skills and strategic thinking across grade levels because they promote analytical, critical, and creative thinking skills and help to integrate content and language together. Also, they help to understand information and relationships.

*Dulce María has a master's degree in applied linguistics, CELE UNAM. She is a full-time teacher at Prepa 6 UNAM, she has a diploma course as a self-access center adviser. She coordinated the self accesses center of High Schools from UNAM between 2009-2011, she was the academic chief at Prepa6 from 2015 to 2019. She is currently studying a PHD in Education.*

*María Mercedes is a full-time academic at Preparatoria 6, she has been teaching English for 39 years at UNAM, she had also worked at Instituto Anglo Americano de Cultura for 10 years, she studied English Literature at UNAM, she got a master's degree in Pedagogy and now she is working on her research to get her PHD in Pedagogy.*

# Poster sessions 2

13:50 – 14:10



## Critical realism: a philosophical position suited for applied linguistics

Magdalena Avila Pardo

PS

RELT

Critical realism is a philosophical position that started with the British philosopher, Bhaskar's (1978) writings. Structures are defined as emergent properties, and the individual is conceived as a person, social agent and social actor interacting in social reality influenced by pre-existing structures. Critical realist research is about gaining knowledge of a reality that exists independently of researchers' representations of it, as an open system and determined by multiple mechanisms. Therefore, examining language learners' agency (actions) and their social context through the lens of critical realism can help understand the language learning process, and have researchers better equipped to deal with the socio-cultural transformations of the new century.

Magdalena Avila Pardo is a full-time professor and a SAC counsellor at the Universidad del Caribe. She holds an MA in ELT and a PhD in Applied Linguistics from Southampton University. Her area of interest is the way contextual conditions impact upon language learners, and her work is theoretically informed by critical realism.

# Concurrent sessions F

15:30 – 16:30

## Effectively Assessing Language Learning through Online Portfolios

ROOM 1

Astrid Wilches

W

RTO, ATE

This workshop will explain how to use online portfolios to carry out formative assessment in the EFL teaching practice. The workshop will begin outlining the importance of adapting to online classes by taking advantage of technological affordances that redefine the current teaching and learning process. It will, then, emphasize the significance of formative assessment in computer-mediated learning. This highlight will lead to an explanation of the procedures, guidelines and tools necessary to create and implement portfolios during an online learning process. The workshop will conclude summarizing the benefits of using this formative assessment tool and will end with some considerations based on the presenter's experience.

*Astrid Wilches is an EFL teacher at the Universidad Externado de Colombia. She holds an MA in Educational Technology and TESOL. Her main professional interests are m-learning, in-class flipping and gamification. She has devoted the last year working on the use of online portfolios for formative assessment.*

## Promoting speaking in remote learning environments: students' sociocultural perspectives

ROOM 2

Nadia Lilian Lagunes Reyes

P

RTO, MET

Interaction and practice are key elements in speaking performance development. However, the recent shift from in-person to remote learning classes seems to have hindered learners' opportunities for conversation, personalization and negotiation of meaning in the target language. The present project aimed at exploring the perspectives of EFL learners from a Mexican public high school on connecting with ELE learners from an American middle school. Both groups had asynchronous interaction on Flipgrid's Microsoft educational platform. Additionally, learners interacted in Google meet's breakout rooms during videoconference sessions. Mexican EFL learners reported their expectations and experiences about this language and sociocultural exchange.

*Nadia Lilian Lagunes Reyes is an English teacher with over 10 years of experience teaching adolescents and adults. She recently graduated with a master's degree in TEFL at Universidad Veracruzana. Her master's thesis was about implementing blended learning to enhance learners' speaking performance. She is currently working at CETMAR 07.*

## Empowering English teachers through digital skills development

ROOM 3

Gareth Luke Scyner | Alma Sánchez Linares | Yareni Lizbeth Arenas Sánchez

P

TLE

The current pandemic has revolutionised the educational system worldwide just as it has opened up different challenges related to online instruction. Though some educators have resisted the need to adapt to this unplanned move to digital classes, others have positively transformed themselves as teachers and helped their learners through the development of their digital skills. The purpose of this presentation is to share the experience of some of those English language teachers who were willing to take control over their professional practice and thereby help their learners better achieve their learning outcomes in ELT in Mexico.

*Gareth Scyner has a DELTA, master's in ELT and over 25 years' international ELT experience as teacher, teacher trainer and conference presenter. He is currently in an academic research group working on strategies to improve teaching practice using digital skills for trainee primary school teachers in Puebla, Mexico.*

*Alma Sánchez Linares has worked as both administrator and English teacher over the last 15 years and holds a degree in both fields. Having the perspective of administrator, educator and student has given her the insight to investigate issues related to digital literacy, leadership and empowerment of teachers.*

*Yareni Lizbeth Arenas Sánchez has been an English teacher at different educational levels since 2008. She is currently studying a master's in an ELT program as she has experience in Public and Private institutions. She aims to continue research on different issues related to ICT methodologies in the EFL classroom.*

## New digital initiatives: How games-based learning is supporting teachers and learners

ROOM 4

Maija Kozlova | Rosalía Valero | Mónica Mendoza

CP

RTO, MTD

This talk will briefly discuss the benefits of games-based learning and highlight the key features of educational games that make them an effective tool for learning. The demonstration of these key features will be done in the context of both our Kahoots!, quiz style English language activities, and Adventures in English – an English language learning experience in Minecraft developed by Cambridge Assessment English to support both independent and teacher facilitated learning in the motivational context of an immersive video game.

*Maija is a Senior Assessment Manager at Cambridge Assessment English, and an experienced EFL teacher and learning experience designer with an MA in Applied Linguistics and a Post Graduate Certificate in Digital Education. Her job involves developing exciting digital learning and assessment products and her interests include design thinking and user experience.*

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

*Mónica is Marketing Manager for Mexico, Central America and the Caribbean.*

## Phonological awareness: an ace up your sleeve when negative transfer occurs

ROOM 5

José Alberto Nájera Millán

W

MET, TLE

This session is aimed at providing English learners with a different perspective on how to understand and grasp English sounds, especially those unshared by L1 and L2 phonological systems. It also aims to provide those involved in English Language Teaching with an alternative approach to teach phonetical/phonological elements. It states that by helping learners to develop phonetical awareness and by explaining how sounds are physiologically produced in the articulatory system, their perception and production of sounds may be enhanced. All in all, learners may get a more tangible insight and may start seeing L2 sounds from a different angle.

*José Alberto Nájera, BA in languages from UAEMex and MA in ELT from University of Southampton (UK), works as a teacher trainer and as an English and French teacher with 9+ years of experience. He has published in a postgraduate research journal. Linguistics, phonetics and phonology are among his research interests.*

## In the lockdown... don't leave pronunciation behind!

ROOM 6

Sandra Inés Trujillo Juárez

W

RTO

We know, everything has changed with the COVID-19 crisis... And little by little, we have learned to use LMS platforms for content, and videoconference platforms for live sessions. However, being honest, there are still some things we cannot cover as effectively as when we were face-to-face. Pronunciation is one! Sometimes we cannot hear our students well, and viceversa... But guess what? Technology has the solution!! (again). In this workshop I'm going to present you with some digital tools exclusive for pronunciation. They are very easy to use, student-friendly and SURPRISE! They are free. Don't leave pronunciation behind! Come and learn.

*Sandra Inés is an English teacher with around 30 years of experience at prestigious schools. ELT trainer. Digital tools national instructor with SEP. Educational researcher, and speaker. Professor at Escuela Normal Oficial de Irapuato, member of PRODEP research cluster ENOI-CA2. Collaborated with Cambridge Assessment on the online course, Teaching English Online, on Future Learn.*

## Feedback for learning rather than feedback of learning

ROOM 7

Barbara Taylor

W

CPD, ATE, TLE

In recent years there has been a shift in the focus of assessment, from "assessment of learning" to "assessment for learning" – formative rather than summative assessment. The goal is to monitor learner development and provide feedback that can be used to identify learners' strengths and areas of improvement. Feedback is crucial if assessment is to contribute to the learning process. Effective feedback helps learners understand where they are in the learning process, where they need to go and how best to get there. It is important for learners to be able to use feedback effectively in the next stage of learning. In this workshop we will be looking at what makes feedback formative and proactive – that is: what makes feedback for learning as opposed to feedback of learning.

*Barbara Taylor, RSA Dip TEFLA, is currently a freelance teacher, teacher trainer and academic consultant. She has been a teacher, teacher trainer and examiner for over 50 years. Her interests in the field lie in Teacher Development, Learner-centred instruction and Learning for the 21st Century. Her hobbies are cooking, window-box gardening and walking her dog.*

## Teaching and Professional Development during Pandemic Days

ROOM 8

José Luis De Paz

P

RTO, CPD, TLE

During these months we have watched a hundred videos, maybe more, a hundred tutorials, maybe less. Educators around the globe took an intensive online course to learn new skills. What have we learned during these days? How do we use our newly acquired skills to pursue and further education? Let us explore and discuss these skills and how they will rocket education in different places.

*Jose Luis De Paz is an educator with 30 years in ELT. He holds a Diploma in English Language Teaching to Adults and has served as main tutor on professional development programs. Mr Pi has delivered different talks in Mexico and Latin America. Founder and academic director at Tyndale Education.*

## ¿Ahora qué hago? Effective practices integrating culture in online courses

ROOM 9

Fernando Diego Pereyra | Diana Cecilia Contreras Hernández

W

RTO, MET

As foreign language exchange tutors of Spanish at an American college, the outbreak of Coronavirus required us to adapt our lessons to the virtual setting. On that account, we made use of various ICT tools and developed some techniques to provide students with interactive and meaningful activities that not only were planned to go beyond the textbook, but also to integrate aspects of our own particular cultures (Mexican and Argentinian). Thus, this workshop is based on teaching practices that have proved effective in our remote lessons and it is intended to set forth some suggestions for teachers of foreign languages.

*Fernando is an English language teacher in Argentina. He is pursuing a master's degree in Linguistics Applied to Teaching Spanish as a Foreign Language. He is currently working as a Spanish tutor at Bard College in New York, as part of the Fulbright Foreign Language Teaching Assistant (FLTA) Program.*

*Diana is a former Fulbright grantee in the Foreign Language Teaching Assistant program at Bard College in New York, where she is currently working remotely as a Spanish exchange tutor and a cultural ambassador. She graduated from the Benemérita Universidad Autónoma de Puebla with a bachelor's degree in English language teaching.*

## Pearson's Global Online Test Preparation: A one-stop digital solution

ROOM 10

Fernando Fortanell

CP

RTO, ATE, TLE

Join us to learn about Pearson's most recent and innovative solution for test preparation courses. During this session, you will learn about what students lack in their test preparation courses and how GOTP addresses those needs with a powerful online solution.

*Passionate about languages and technology, Fernando Fortanell started his career in English Language Training in 2010 and has continued to work in the education industry ever since, specializing in certification, assessment and e-Learning. With 10+ years of experience, Fernando Fortanell is a Regional Product Representative for Pearson in Latin America and Inside Sales Representative in Mexico. Based in Mexico City, Fernando's work is greatly focused on bringing the most innovative and groundbreaking digital and online solutions for English teaching into the Latin American market.*

## Easy Ways to Keep Kids Engaged in a Virtual Environment

ROOM 11

Grecia Cazares

W

RTO

Motivation and engagement are important factors that influence the students' learning of content in all levels. But, these two aspects of learning are particularly affected during online classes; students no longer have the concrete interaction with their peers and environment, and looking at a screen might not be as appealing as manipulating realia or the resources they have in their classrooms. Yet, some strategies can help you keep engagement up in your online classes.

*Grecia Cazares has been involved in ELT for over ten years as an English Teacher. She has taught students of all types in all kinds of teaching environments. Currently, Grecia is working as an Academic Consultant for Richmond Publishing, covering the northern part of Mexico.*

## Learning networks: How to become autonomous together

ROOM 12

Haydeé Tamara Sánchez Velázquez

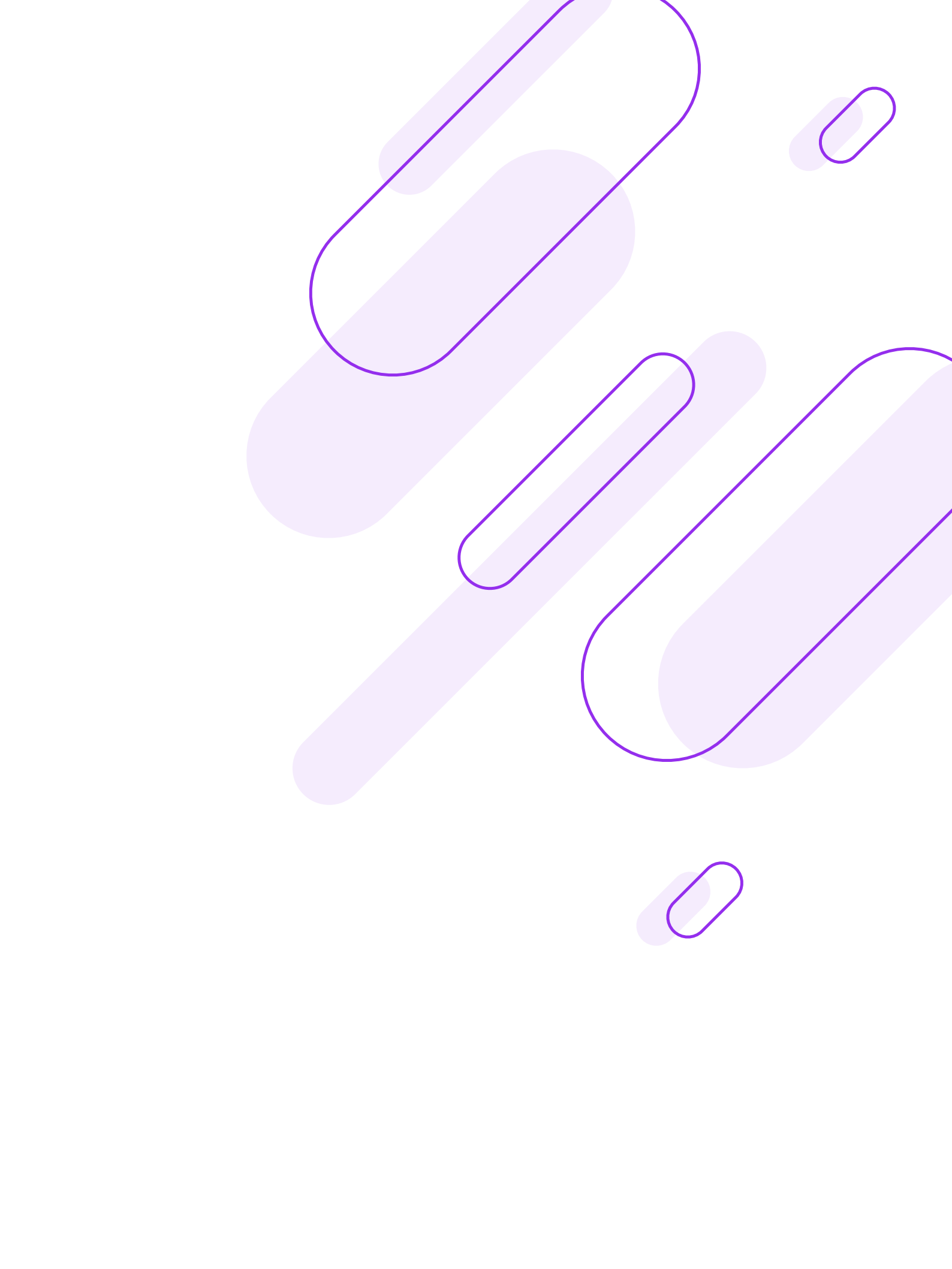
P

RTO

Learning networks are a tool that allows students to work on the dimensions of autonomous learning because they raise awareness about the way they learn a language; students leave their apprentice roles, little by little, to become experts since it is easier to motivate themselves and overcome difficulties due to collaborative work. The creation and use of networks requires the use of technological means to achieve better learning, in a more strategic way. Networks are also a regulatory mechanism since their peers, and even the teacher, provide support to the learners in the early stages, which will allow them to self-regulate their learning in later stages, at the same time networks allow students to externalize the way they learn and feel about their progress in a foreign language.

*Haydeé Tamara Sánchez Velázquez holds a master's degree in Applied Linguistics. She has been an English teacher for more than ten years now. Her interests are autonomous learning and the use of TICs for educational purposes. She has participated in national and international conferences as a speaker. She is currently working as Formadora de Inglés C in Escuela Normal de Jilotepec.*





BBELT  
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SPECIAL  
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30<sup>th</sup>  
ANNIVERSARY



# Claudia Ferradas, PhD

PLENARY SESSION F

17:00 – 18:00

Saturday 20 February

# The Text as Meeting Space: developing awareness and empathy through literature

Whenever we read a creative text, we build the world anew, as it were, in our imagination. This construction involves procedural abilities to make sense of discourse, building a dialogue between the reader and the voices in the text - a dialogue which is unavoidably filtered by culture. Literary texts are a unique resource to empower students to develop a sense of identity in the process of foreign language acquisition, whose central aim is to face the challenge of expressing one world view through a language normally used to express a different one.

Besides, the reading experience, which can involve different media, offers opportunities to come into contact with diverse contexts and personal circumstances. A critical approach to such texts can help us develop awareness of diversity and at the same time highlight what we have in common with others, thus encouraging empathy and contributing to our resilience within a safe fictional environment.

In this plenary we will explore the potential of contemporary literary texts in an ELT context through a sample of short narratives, poems and video-poems. We will discuss activities to approach texts as spaces to encounter difference and encourage readers to respond to them by reflecting on their own fluid identities and our commonalities as humans.

*Claudia Ferradas, PhD has extensive international experience as a conference presenter, teacher educator and materials writer. She holds an MA in Education and Professional Development from the University*

*of East Anglia and a PhD in English Studies from the University of Nottingham. She is based in Buenos Aires, Argentina, where she has taught language and literature for many years, both in translation and teacher training programmes.*

*She is an Affiliate Trainer with NILE (Norwich Institute for Language Education), UK, where she teaches on professional development courses and on the MA in Professional Development for Language Education validated by the University of Chichester. She also teaches on the MA Programme in Contemporary Literatures in English at the National University of Cuyo, Mendoza, Argentina. She has also taught on the MA in TEFL at the University of Alcalá de Henares, Spain.*

*Claudia often works as a consultant and trainer for the British Council, Oxford University Professional Development and Trinity College London. She co-chaired the British Council Oxford Conference on the Teaching of Literature (Corpus Christi College) on five occasions. She has also published poetry in Spanish and in English and is a singer and podcaster.*

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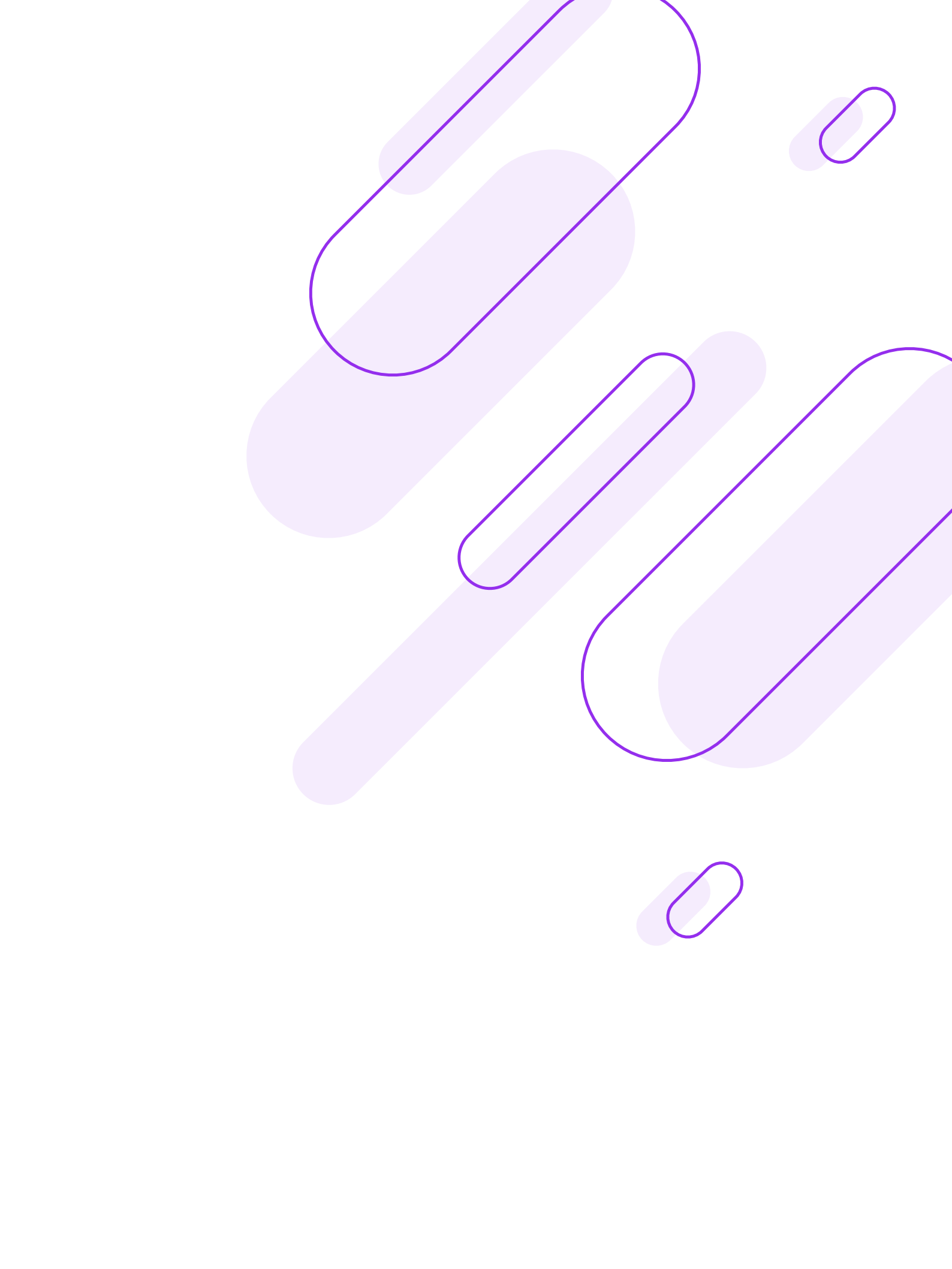
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