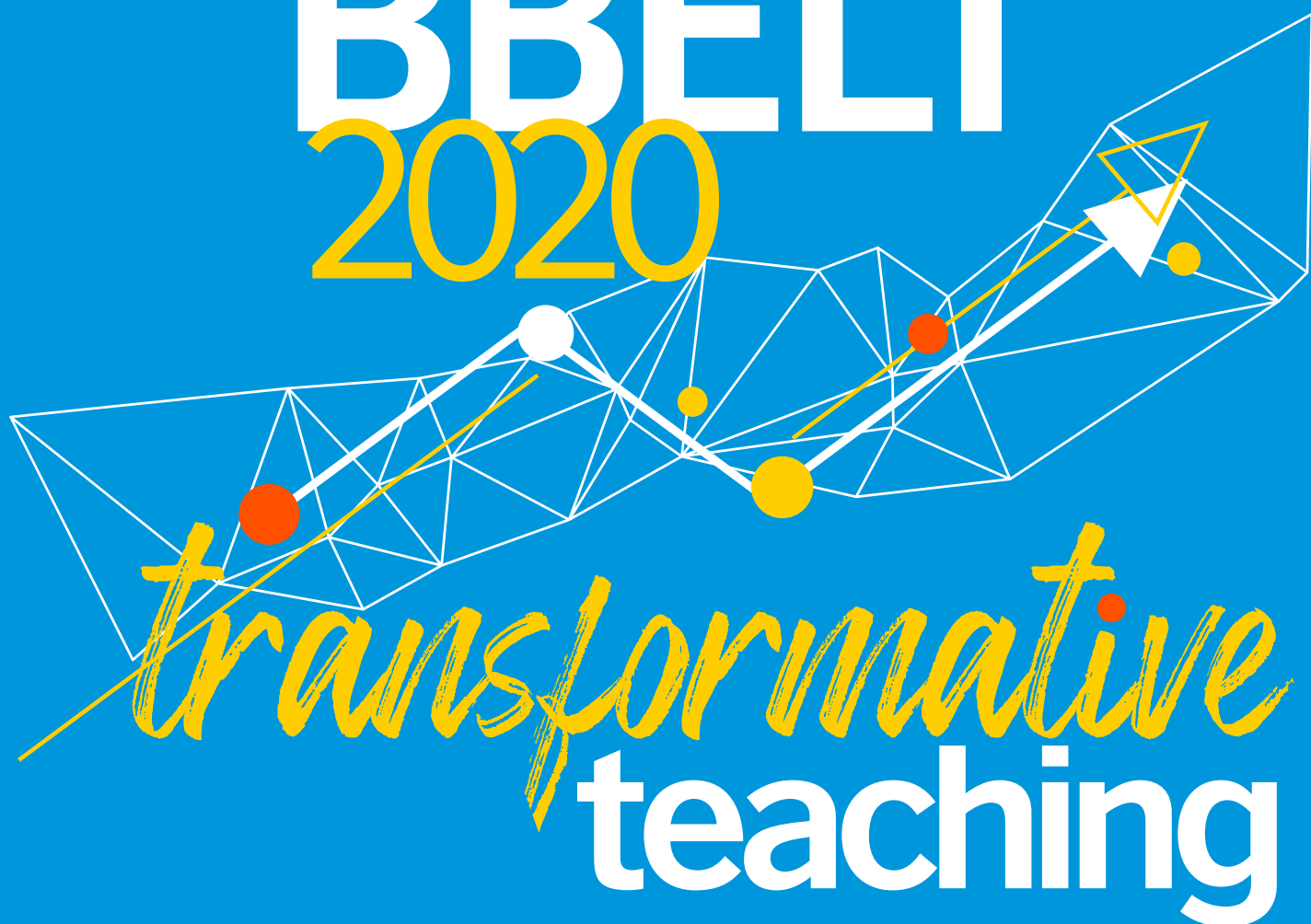


# BBELT 2020



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Conference  
Programme

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# Welcome to BBELT 2020

We are delighted to welcome you to the 17th BBELT conference! 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 two 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 Mexico, and we do this by generating opportunities and building connections between individuals and organisations across a range of sectors, in particular the Arts, Education, English and Society. We are committed to supporting more equal access to quality education, as well as contributing to the English language teaching profession in Mexico through this annual conference.

This year's conference theme, **Transformative Teaching**, is an invitation to reflect on the profession and how it can make a significant difference to learners' lives and shape their future. This year we have incorporated relevant topics such as impact-led teaching (global issues, resilience and change), Continuing Professional Development (CPD), Equality, Diversity and Inclusion (EDI) in ELT, teacher empowerment and innovation, and digital learning, which are all fundamental to create paths for a better future.

We are very excited to present to you this year's programme; two full days of talks and workshops delivered by specialists from Mexico, the UK, Brazil, Spain, Chile, Greece, USA, Venezuela and Colombia. Our BBELT 2020 speakers will invite you to start conversations about the role of English language teaching in these changing times 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, Carol Read, Mario López-Gopar, Sophia Mavridi, Ben Knight, Marcela Cintra and Chris Roland, for sharing their knowledge and experience.

For the first time in BBELT we are introducing Special Interest Groups (SIGs). These spaces will 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. Our first two SIGs are on Technology and Research.

This year, we are also delighted to be hosts to "Just a Few Words" by Nye Russell-Thompson, winner of the TicketSource Festival Favourite award. *StammerMouth* (Nye Russell-Thompson's theatre persona) will make you think of the feelings and struggles of a person who stammers. This one-man play will raise the audience's awareness of a disability that is more common than we think.

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.

Many thanks to all the state governments and education authorities that have made it possible for teachers to attend BBELT 2020, especially to the governments of Ciudad de México, Coahuila, Estado de México, Guanajuato, Colima, Jalisco, Tlaxcala, Oaxaca and Yucatán. Special thanks to Secretaría de Educación Pública 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,



**Kevin Mackenzie**  
Country Director



**Iveth Pompa Ruiz**  
Director of Education Services



# British Council Mexico

**Kevin Mackenzie • Country Director**

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# Programme Overview

## THURSDAY 06 FEBRUARY

**16:00 – 20:00** Registration *Lobby*

## FRIDAY 07 FEBRUARY

**07:30 – 09:00** Registration *Lobby / Foyer, second floor*

**09:00 – 09:20** Opening ceremony *Don Alberto 1, 2, 3*

**09:20 – 10:20** Plenary session A *Don Alberto 1, 2, 3*  
How to survive and thrive as a language teacher of children, **Carol Read**

**10:20 – 11:00** Exhibition and coffee break *Don Diego*

<div>11:00 – 12:00</div> <div>Concurrent sessions</div> <div>A</div>	<div>Using short engaging podcasts for culture, diversity, and all skills</div> <div>P. Snyder Doña Socorro</div>	<div>Yes! Six learning environment models to transform the teaching-learning experience</div> <div>N. Martínez Don Genaro</div>	<div>Building thinking skills for confident communication</div> <div>S. Taylore-Knowles M. Arthur Don Américo</div>	<div>Becoming global: learners, schools and universities</div> <div>R. Valero Don Diego 1</div> <div>Keynote</div>	<div>Professional development: from foundation to expert</div> <div>M. Sainz Don Diego 2</div>	<div>Transforming teaching with <i>Oxford Discover Futures</i></div> <div>A. Quiñones Don Diego 3</div>
	<div>Using a free LMS to complement your teaching or training</div> <div>J. Van der Werf M. Ortiz Doña Sol</div>	<div>Transform your classroom to learn your world</div> <div>B. Luna Don Julián</div>	<div>Preparing for education 4.0: which learner qualities bring optimal results?</div> <div>C. Moore P. Grounds Doña Adelita</div>	<div>Empowered teachers empower learners: what questions should we be asking?</div> <div>E. Haupt Don Alberto 2</div> <div>Keynote</div>	<div>Eyes open: celebrating diversity in YL literature</div> <div>E. Watkins B. Szyszkowska Don Alberto 3</div> <div>Keynote</div>	

**12:00 – 12:45** Exhibition and coffee break *Don Diego*

**12:45 – 13:45** Plenary session B *Don Alberto 1, 2, 3*  
I can do that! Getting our students to do more, **Chris Roland**

**13:45 – 15:10** Lunch

**15:10 – 16:10** Plenary session C *Don Alberto 1, 2, 3*  
Motivated teachers inspiring change, **Marcela Cintra**

**16:10 – 17:00** Exhibition and coffee break *Don Diego*

<div>17:00 – 18:00</div> <div>Concurrent sessions</div> <div>B</div>	Understanding foreign language anxiety and fostering resilience	Discovering English with <i>Quest</i>	Symphonic thinking: putting the pieces together	Technology in language education: the power to transform?	Building up the speaking skill	Assistive technologies to support SEN students
	<b>F. Ross</b> <i>Doña Socorro</i>	<b>B. Looney</b> <i>Don Genaro</i>	<b>P. Varela</b> <i>Don Américo</i>	<b>A. Starling</b> <i>Don Diego 1</i>	<b>A. Konstance</b> <i>Don Diego 2</i>	<b>S. Merino</b> <b>R. Barbosa</b> <b>L. Estudillo</b> <i>Don Diego 3</i>
	#PDinELT	Self-evaluation and professional development	How do we remember, and why do we forget?	Accompanying teachers: a road to supporting their professional development	Teachers are doing it for themselves	
	<b>A. Figueroa</b> <i>Doña Sol</i>	<b>D. Valenzuela</b> <b>S. Ramirez</b> <i>Don Julián</i>	<b>C. Shih</b> <b>K. Van Landeghem</b> <i>Doña Adelita</i>	<b>S. Brown</b> <b>A. Clinton</b> <i>Don Alberto 2</i>	<b>P. Braddock</b> <b>T. Phillips</b> <i>Don Alberto 3</i>	

<div>18:20– 19:20</div> <div>Concurrent sessions</div> <div>C</div>	Moving students away from perfectionism and reducing language anxiety	Teaching with the 5 powers	Debunking the myths of teaching practice in ELT	Transforming Identities through critical literacy in the ELT classroom	Developing your best readers with notice & note	English Download: an amazing series for teens & young adults
	J. Stubbs Doña Socorro	T. Meyer Don Genaro	H. Diaz Don Américo	M. López-Gopar Don Diego 1	J. Luebke Don Diego 2	T. Lemanis Don Diego 3
	5 effective classroom practices to succeed in life	A practical guide to teaching 21st century skills in the ELT classroom	Smart phones, smart teachers, efficient language users!	New perspectives: accessible feedback using digital tools	Oracy: taking communication skills to the next level	
	A. Lee Doña Sol	J. Edwards Don Julián	R. Ramirez Doña Adelita	M. Bradbury Don Alberto 2	B. Bawtinheimer M. Sierra Don Alberto 3	

**19:20 – 20:00** Exhibition and coffee break *Don Diego*

**20:00 – 21:00** Evening event *Don Alberto 1, 2, 3*  
Just a few words, **Nye Russell-Thompson**



SATURDAY 08 FEBRUARY						
08:00 – 08:45	Exhibition and coffee break <i>Don Diego</i>					
08:45 – 09:00	Announcements <i>Don Alberto 1, 2, 3</i>					
09:00 – 10:00	Plenary session D <i>Don Alberto 1, 2, 3</i> Making sense of how we develop life competencies through ELT, <b>Ben Knight</b>					
10: 00 – 10:40	Exhibition and coffee break <i>Don Diego</i>					
10:40 – 11:40  Concurrent sessions  <b>D</b>	I'm not a numbers person, and other misleading myths  <b>K.L. Sagert</b> <i>Doña Socorro</i>	Assessing teenagers? <i>Oxford Test of English</i> is the answer!  <b>B. Ceballos</b> <i>Don Genaro</i>	To English through physics  <b>Y. Hernández</b> <i>Don Américo</i>	Promoting high quality thinking in early language learning  <b>C. Read</b> <i>Don Diego 1</i>	Self-evaluation in the ELT classroom: some everyday activities for teachers  <b>G. Ladrón</b> <i>Don Diego 2</i>	M-learning without internet. Is that possible?  <b>C. González</b> <i>Don Diego 3</i>
	On a mission: taking English to the next level  <b>B. Bawtinheimer</b> <b>M. Sierra</b> <i>Doña Sol</i>	Teaching curious minds and open hearts  <b>M. Tiburcio</b> <i>Don Julián</i>	Braille in ELT for basic education  <b>R. Moreno</b> <b>I. Martínez</b> <b>C.L. Castillo</b> <i>Doña Adelita</i>	What are the characteristics of great ELT activities?  <b>P. Haines</b> <i>Don Alberto 2</i>	“Mediating” mediation  <b>L. Zenteno</b> <i>Don Alberto 3</i>	
11:40 – 12:30	Exhibition and coffee break <i>Don Diego</i>					
12:30 – 13:30	Plenary session E <i>Don Alberto 1, 2, 3</i> Re-discovering the transformative potential of technology in ELT, <b>Sophia Mavridi</b>					
13:30 – 15:00	Lunch					
15:00 – 16:00  Concurrent sessions  <b>E</b>	Integrating mind and heart in the ELT classroom with <i>Share it!</i>  <b>M. Gil</b> <b>L. Trujillo</b> <i>Doña Socorro</i>	This is how it works: the core and evolution of the modern coursebook  <b>J. Schlefke</b> <i>Don Genaro</i>	Enhancing L2 composition writing feedback through <i>Screencast</i>  <b>J. González</b> <b>G. López</b> <i>Don Américo</i>	Professional development for EMI or CLIL  <b>B. Knight</b> <i>Don Diego 1</i>	Decrease anxiety about learning English with mobile gaming  <b>E. Lizarraga</b> <i>Don Diego 2</i>	Developing reflective strategies  <b>B. Bangle</b> <b>M. Estrada</b> <i>Don Diego 3</i>
	New Year, new changes! A2 Key and B1 preliminary updates  <b>A. Valle</b> <i>Doña Sol</i>	Underpinnings of primary EFL teaching: a case study  <b>M. Mercau</b> <i>Don Julián</i>	From language learners to active citizens of the world  <b>C. Roca</b> <i>Doña Adelita</i>	Diversity in the classroom  <b>M. Cintra</b> <i>Don Alberto 2</i>	CPD-3.0  <b>G. Stanley</b> <i>Don Alberto 3</i>	
16:20 – 17:20  Concurrent sessions  <b>F</b>	Revisiting project-based learning to face 21st century teaching challenges  <b>A. Cal</b> <b>M. Serrano</b> <i>Doña Socorro</i>	Effective ELT for teens & young adults  <b>T. Lemanis</b> <i>Don Genaro</i>	Kinderclit: developing digital skills at the preschool level  <b>Y. Ortega</b> <i>Don Américo</i>	Practical principles for managing teens  <b>Chris Roland</b> <i>Don Diego 1</i>	Teaching evolution: welcoming centennials into the EFL classroom  <b>G. Ortiz</b> <b>B. Rosas</b> <i>Don Diego 2</i>	We belong together  <b>A. Flores</b> <i>Don Diego 3</i>
	Teaching the new CEFR soft skills!  <b>K. Van Landeghem</b> <b>C. Shih</b> <i>Doña Sol</i>	The playful approach to teaching English: the power of gamification in the EFL classroom  <b>J. Ko</b> <i>Don Julián</i>	The champion teachers programme Mexico: professional development through exploratory action research  <b>P. Rebolledo</b> <b>E. Muñoz, A. Buendía, K. De la Rocha, L. Sánchez, S. Sánchez, V. Soto, V. Vilchis</b> <i>Doña Adelita</i>	Scientists – WANTED! A report about teaching science in the classroom  <b>J.L. De Paz</b> <i>Don Alberto 2</i>	Rethinking underrepresented ethnicities in ELT textbooks through discourse analysis-oriented materials  <b>S. Durand</b> <i>Don Alberto 3</i>	
17:20 – 18:00	Exhibition and coffee break <i>Don Diego</i>					
18:00 – 19:00	Plenary session F <i>Don Alberto 1, 2, 3</i> Transforming ELT in Mexico: negotiating affirming identities in the classroom, <b>Mario López-Gopar</b>					
19:00 – 19:30	Raffle and closing ceremony <i>Don Alberto 1</i>					



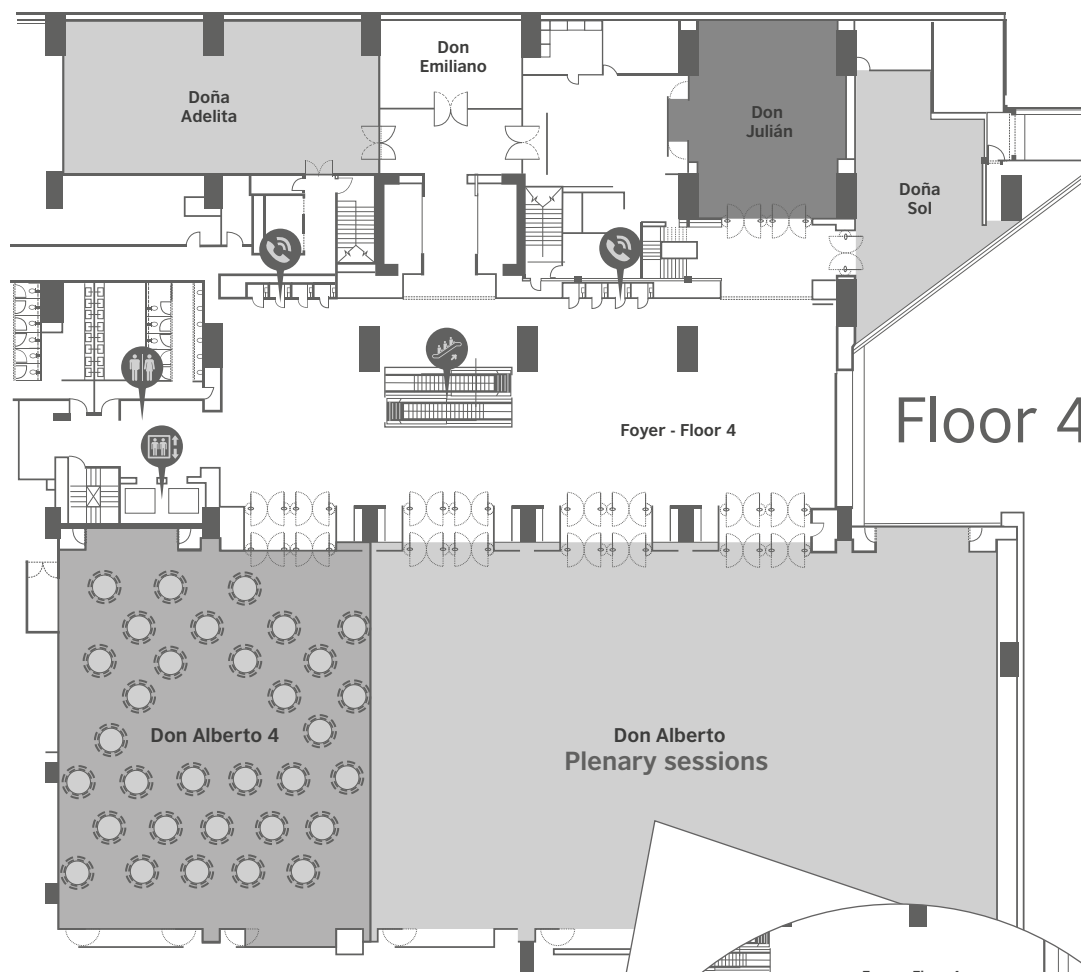
# Venue map



ROOM	FLOOR
Lobby (Registration)	Ground Floor
Doña Socorro (Concurrent sessions)	
Don Genaro (Concurrent sessions)	
Don Américo (Concurrent sessions)	
Don Diego 1 (Keynote session)	<b>Floor 2</b>
Don Diego 2, 3 (Concurrent sessions)	
Don Diego (Exhibition Room)	



# Venue map



**Floor 4**

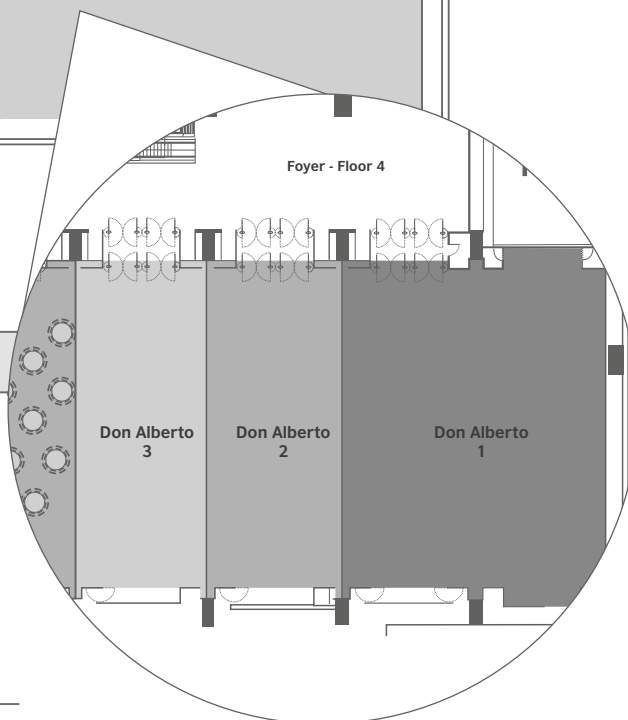
**ROOM**

**FLOOR**

- Don Alberto 1, 2, 3 (Plenary sessions)
- Don Alberto 2 (Keynote sessions)
- Don Alberto 3 (Keynote sessions)
- Don Alberto 4 (Lunch)
- Doña Sol (Concurrent sessions)
- Don Julián (Concurrent sessions)
- Doña Adelita (Concurrent sessions)
- La Terraza (Lunch)

**Floor 4**

**Floor 6**





# Join the British Council Mexico

## Teacher Training and Consultancy

We are always keen to hear from suitably qualified and experienced ELT professionals who would like to join our Education team as freelance Teacher Trainers, Consultants, Speaking Examiners and/or venue staff for exams.

### The ideal candidate:

is self-motivated and actively seeking to continue his or her professional development.

is flexible, creative and solution-oriented.

is passionate about teaching, training and customer care.

shows commitment to projects and accountability for the outcomes.

interacts well with other colleagues, school and education authorities, teachers, and trainees.

works well individually and in a team.

is available to travel and can work at weekends.

has at least five years' teaching or training experience.\*

has experience in writing or developing materials for ELT.\*

has a C1/C2 level of English, if not a native speaker of English.\*

is educated to postgraduate level (DELTA/ DOTE, Masters).\*



\*Except for exams venue staff

If you are interested in joining our team, please email an up-to-date curriculum vitae and covering letter to

**Liliana Sánchez**

[liliana.sanchez@britishcouncil.org](mailto:liliana.sanchez@britishcouncil.org)

or

[alejandro.gil@britishcouncil.org](mailto:alejandro.gil@britishcouncil.org)



# Reading your programme

TITLE OF SESSION			TOPIC
Research in transformative teaching			
Jane Doe	Doña Adelita	W	EDI, DCK
SPEAKER'S NAME	ROOM	TYPE OF SESSION	

Types of sessions
<b>P</b> = Presentation
<b>W</b> = Workshop
<b>PD</b> = Panel discussion
<b>CP</b> = Commercial presentation

Topics
<b>IMLT</b> = Impact-led teaching (global issues, resilience and change)
<b>RE</b> = Research in ELT
<b>CPD</b> = Continuing professional development
<b>ATE</b> = Assessment, testing and evaluation
<b>EDI</b> = Equality, diversity and inclusion in ELT
<b>DCK</b> = Developing core skills
<b>IDL</b> = Innovation and digital learning
<b>TE</b> = Teacher empowerment
<b>LE</b> = Learner empowerment
<b>CLIL</b> = Interdisciplinarity CLIL
<b>CL</b> = Critical literacy and its connection to ELT
<b>MLP</b> = Motivation through the learning process

Teaching with the 5 powers

**T. Meyer**  
Don Genaro

**BRITISH COUNCIL  
HIGHLIGHTED  
SESSIONS**

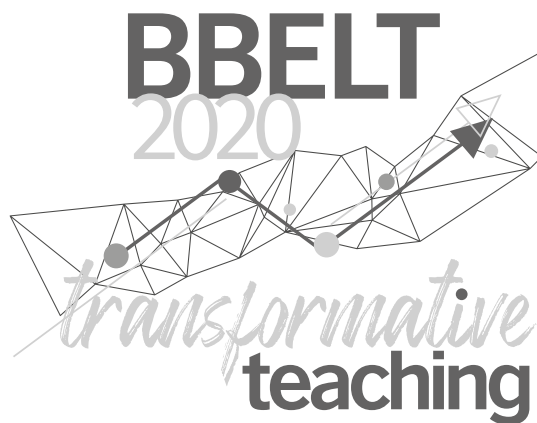
Diversity in the classroom

**M. Cintra**  
Don Diego 1

*Keynote*

**KEYNOTE  
HIGHLIGHTED  
SESSIONS**





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## Academic programme

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**Friday 07 February**

**PLENARY SESSION A**

**09:20 – 10:20 • Don Alberto 1, 2, 3**

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*Carol Read*



## How to survive and thrive as a language teacher of children

The UN defines a child as anyone up to the age of 18. As many of us know only too well, teaching children of any age can be stressful and exhausting, and it's not always easy to keep focused on why we love our jobs so much! At times, it can also feel an overwhelming responsibility or delusion to think that we can transform our students' lives. In the first part of the talk, we'll explore how to survive and cope with the multiple demands and challenges of everyday teaching. A toolbox of practical survival strategies and classroom techniques to conserve energy and avoid burnout will be presented. However, surviving does not necessarily mean thriving, in other words, blossoming and flourishing in our roles. This is, in many ways, more intangible and harder to achieve. In the second part of the talk, we'll explore the reasons for this, and focus on the influence of teacher and children's wellbeing in creating a positive climate for successful learning. We'll discuss what wellbeing means and why it's crucial for both teachers and children. This will be followed by the presentation of a range of flexible ideas and procedures to improve teacher and learner wellbeing, sustain motivation and achieve high quality teaching and learning outcomes. The conclusion will stress the value of combining practical, classroom survival strategies with promoting your own and your children's wellbeing, in order to achieve the most effective and rewarding results and become the transformative teacher you wish to be.

*Carol Read has over 30 years' experience in ELT as a teacher, teacher trainer, academic manager, materials writer and educational consultant. Carol has taught students of all ages and levels, from very young children to adults. Carol's main specialisation is in early years and primary language teaching. She has run numerous teacher education courses and worked as a consultant in many different countries in Europe, Latin America and Asia. Carol has also published extensively in the field of teaching English to children, including course book series such as Footprints, supplementary materials, online storytelling and CLIL projects, book chapters, and articles on pre-primary and primary ELT methodology. Carol's publications include the award-winning titles 500 Activities in the Primary Classroom, as well as the primary course book series Bugs and Tiger Time (or American Tiger). Her latest publication is a new, global pre-school course, Mimi's Wheel (or Ferris Wheel). Carol is a former President of IATEFL. You can find out more about Carol by visiting [www.carolread.com](http://www.carolread.com).*



## Concurrent sessions A

11:00 – 12:00

### Using short engaging podcasts for culture, diversity, and all skills

**Paula Snyder**

Doña Socorro

W

EDI, DCK

In this workshop, participants will use short, engaging podcasts to create lessons incorporating a range of core skills. The presenter will show a selection of approximately three-minute podcasts with a broad range of topics and speakers. These illustrate passions, problems, and peculiarities in their diversity of people, situations, and experience, acting as bridges to positive discussions on diversity and uniqueness. Participants in groups will select one podcast to bring into their classroom-of-the-session, decide cultural points, learning outcomes, and focus skills, and then map out lessons to meet their goals. Participants will share their plans, revealing a variety of approaches.

*Paula Snyder has taught English in Ecuador, Germany, and Egypt. Her experience encompasses teaching children and adults of all ages in university, community college, adult education, and schools, including curriculum development and teacher training. Her latest teaching experience is in the University of Missouri Center for English Language Learning.*

### Yes! Six learning environment models to transform the teaching-learning experience

**Nancy Martínez Balcázar**

Don Genaro

W

IMLT, CPD,  
EDI, DCK, IDL

After the recent changes in education policies in Mexico, working hand in hand with our fellow teachers has become an unquestionable task. Language instruction must closely accompany holistic development, and in turn learners acquire the qualities global and local citizens must have. However, are we ready to do so? What are the means we can explore? And how easily can we do so? Attendants to this workshop will discuss ways to get closely in touch with other teachers to impact learning. They will also go through ready-to-use activities, based on the six learning environment models revisited by Jackeline Duarte (2003: 3p).

*Nancy Martínez holds a degree in English Education and a Master's in Education Management. She has worked at public, private schools, OUP and the Anglo. Recently, she started working with pre-service primary school teachers at Benemérita Escuela Nacional de Maestros where she teaches English and Learning Environment.*



## Building thinking skills for confident communication

**Steve Taylore-Knowles**  
**Mark Arthur**

Don Américo

CP

ATE, DCK,  
TE

Providing learners with time to prepare before having them engage in speaking tasks results in better performance. Research backs this up – planning results in more complex and more fluent language use. This need for planning offers teachers an opportunity – we can use this stage to not only help learners prepare what to say but also to develop effective thinking skills, a concept which is at the heart of current approaches to education. This session explores practical ideas and techniques for preparing learners to speak and examines ways to use pre-speaking stages to develop better thinking skills.

*Steve has spent twenty-five years in ELT as a writer, a consultant, a teacher trainer, an examiner and a teacher. He has created a number of best-selling multi-level courses, including Optimise (Macmillan Education, 2017, 2019), an exam preparation series for teenagers, and Speak Your Mind (Macmillan Education, 2020), a brand-new course for young adults. Steve is regularly invited to speak at events around the world, as well as give webinars from the comfort of his office in the north of England. Steve believes firmly in lifelong learning, and he is currently learning to play the harmonica!*

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

*Keynote*

## Becoming global: learners, schools and universities

**Rosalía Valero**

Don Diego 1

P

IMLT, CPD

The drive for internationalisation in higher education is accelerating in Latin America. Many governments understand the benefits of attracting international students to their universities because this traffic creates new skills, ideas and perspectives. Becoming international can also bring a positive impact on the performance and outlook of their own students. However, simply adding courses in additional languages doesn't make a university international. A holistic view is required to make sure this is a smooth development. This session explores the role of English in the internationalisation processes and argues that this process should start at school level, through several dimensions.

*Rosalía is the strategic development head for the Americas. She manages education transformation with ministries of education. Rosalía's expertise lies in English language teaching and training, professional development, and ELT management. She's a member of the Education Group (British Chamber of Commerce), and the UK/Mexico Education Strategy External Advisory Board.*



## Professional development: from foundation to expert

**Miguel Sainz Chávez**

Don Diego 2

CP

IMLT

Many teachers begin their careers after completing a pre-service ELT certificate. However, how can they go beyond this initial training? Other teachers have been teaching for many years and find themselves in a rut. What can they do to get out of it? The answer to both questions is: professional development. This workshop is aimed at helping new and experienced teachers to develop professionally. It will present practical ideas on how teachers can do just that.

*Miguel Sainz Chavez is a teacher trainer and has over 12 years' experience as an English teacher. He is a CELT-P, CELT-S, CELTA, ICALT, ihCAM tutor and trainer. He is interested in professional development, teaching phonology and materials and curriculum design.*

## Transforming teaching with *Oxford Discover Futures*

**Amparo Quiñones Cardaña**

Don Diego 3

CP

IMLT

Oxford Discover Futures empowers students to shape their futures. It sparks students' imaginations with thought-provoking questions inspiring them to think critically about the world around them. The inquiry-based methodology of this course equips learners with global 21st century skills that include communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, and digital literacies to prepare students for success at school and beyond. *Oxford Discover Futures* is part of the *Oxford Discover Family*.

*Amparo Quiñones has thirty years of experience in teaching and holds a degree in English Education and a Masters Degree in Pedagogy-Psychology. She has worked as coordinator and principal, as well as a teacher trainer. Amparo now works as an Academic Consultant at Oxford University Press Mexico.*



## Using a free LMS to complement your teaching or training

**Joep Van der Werff**  
**Miguel Angel Ortiz**

Doña Sol

P

IDL

Not so long ago, when teachers or trainers mentioned that they had their own online platform or Learning Management System (LMS), they almost always referred to Moodle, which is not easy to set up. The new generation of free LMSs is cloud-based, so the teacher doesn't require any hardware or programming skills. Over the last four years, the presenters have developed several teacher training courses using free online platforms. During this presentation we will share what we have learned. If you are thinking about adding online work to your classes or trainings, this session is for you.

*Joep (José) van der Werff is a corporate academic coordinator at Interlingua. He has worked in ELT as a teacher, trainer, author, editor, and LMS manager. Joep has written course books and materials for Mexico, Singapore, and Saudi Arabia.*

*Miguel Ortiz has taught English for more than ten years. He has created and run training courses for teachers for two years. Since he did his university studies online, he finds working with an LMS especially interesting. Mike is an academic coordinator at Interlingua and gives classes in companies.*

## Transform your classroom to learn your world

**Blanca Luna**

Don Julián

CP

IMLT

A transformative teaching starts when students learn through a process of constructing meaning. Becoming active learners who work to make sense of their world through interaction in personal, social and academic contexts is the goal, therefore, providing multiple opportunities for the understanding and construction of knowledge at a level appropriate for the emotional stage of their development while being challenged just one step beyond their current stage, and teaching them to be responsible global citizens with real-world content and a variety of interactive digital resources is what we need to motivate students to learn their world. During this session, we will explore how to do it through the use of materials that use authentic content to bring the world to the classroom and the classroom to life.

*Blanca Delia Luna holds a BA in Applied Linguistics from the Universidad Autónoma de Nuevo León. She holds an MBA from UNID, and a PhD in Education, she has taught EFL at all levels and to mainstream students for more than 17 Years at Universidad Autónoma de Nuevo León, currently teaching at Facultad de Ciencias Biologicas, UANL. She holds all TKT Certificates plus TKT CLIL from The University of Cambridge and a Certificate in Teaching from The University of Kent in Canterbury. Ms. Luna was a full-time Teacher Trainer for Cambridge University Press for 15 years and was the Head of Language Department at Lasallian Schools in México Distrito Norte.*



## Preparing for Education 4.0: which learner qualities bring optimal results?

**Caroline Moore**  
**Patricia Grounds**

Doña Adelita

P

IDL

The Education 4.0 movement envisages a primordial role for digital technologies in learning. However, although the trend in computer mediated learning has taken off on a global scale, the factors which lead to or impede success are not yet fully understood. In seeking greater clarity into the best ways to exploit the power of technology to optimize learning, we have asked seven online learners about their experiences as users of current learning technology. We invite you to discuss our findings and to reflect together on what lies on the horizon in the use of digital technologies for higher education in particular.

*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.*

*Pat Grounds (MA Applied Linguistics, PhD Language Studies) has worked in EFL/TEFL since the 70s. Specializing in professional training/development projects for British Council and higher education institutions. Currently an online tutor for the British Council/University of Southampton's MA in ELT: Online, Pat has co-published textbooks and articles on TEFL issues.*

*Keynote*

## Empowered teachers empower learners: what questions should we be asking?

**Engeli Haupt**

Don Alberto 2

W

CPD, DCK, LE

In this workshop, we will explore how we can empower our learners through the materials we use, adapt or create for our students. It is a wide-ranging session that will introduce some essential learner-empowering lesson planning concepts. These include personalisation, engagement, differentiation, higher order thinking skills, feedback and recycling. During the workshop we will work through a checklist of lesson planning questions that you can use in your own context.

*Engeli Haupt started her career in ELT 15 years ago. She has worked as a teacher, examiner, coordinator and trainer and currently works as a freelance writer. Apart from course and materials development, her areas of interest include EDI and using learning technologies in the classroom.*



## Eyes open: celebrating diversity in YL literature

**Ella Watkins**  
**Bella Szyszkowska**

Don Alberto 3

W

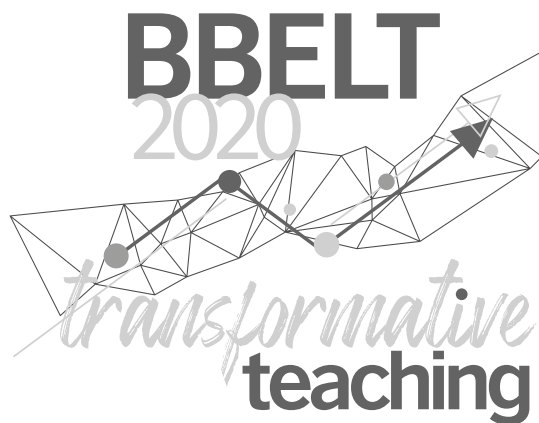
IMLT, RE, EDI

Eyes open: celebrating diversity in YL literature, is a workshop celebrating the representation of diversity in literature. We aim to take advantage of this positive development and encourage educators to bring inspiring materials into the classroom, aiming to normalise diversity. This practical workshop will make use of models set by successful children's literature and analyse positive effects these stories can have on young learners. Participants will be given practical advice about how to incorporate diverse materials into their individual working contexts—whether in mainstream education, EFL, a liberal environment or conservative, so they can start to positively make a change.

*Ella is a CELTA and TYLEC qualified teacher and author. She has been working in Mexico for 5 years and has taught children from the age of 2. She has written for both national and international publishing companies and is working on her own picture book projects as writer-illustrator.*

*Bella has been a teacher for 10 years, working first in ESOL, in London, before teaching EFL in Ecuador and Mexico. She currently works for the British Council and has presented workshops at conferences around Mexico. She is DELTA and TYLEC qualified and has dabbled in writing educational books for children.*





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## Academic programme

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**Friday 07 February**

**PLENARY SESSION B**

**12:45 – 13:45 • Don Alberto 1, 2, 3**

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*Chris Roland*



## I can do that! Getting our students to do more

In this very practical talk we shall look at why we might want to increase student levels of agency in the classroom. We will consider how we might go about doing that and what the appeal of it all might be for our learners. We shall explore the difference between a class that is well behaved, on the one hand, and a class where action on the part of the students has simply been suppressed, on the other. We will think about how classes with increased student activity might feel (for the teacher, students and casual observer) in terms of dynamics, and how they can be managed most effectively to result in greater language practice. We shall look at how to link language to events, both planned and unexpected, how to increase our students' levels of responsibility, freedom of movement, investment and engagement and also how to introduce elements of personalisation. Our examples will be drawn from primary, secondary and young adult classes and there will be photographs, anecdotes and examples of student work from my own lessons. The ideas covered will be suitable for new teachers, seasoned veterans, and anyone responsible for training teachers or supporting them.

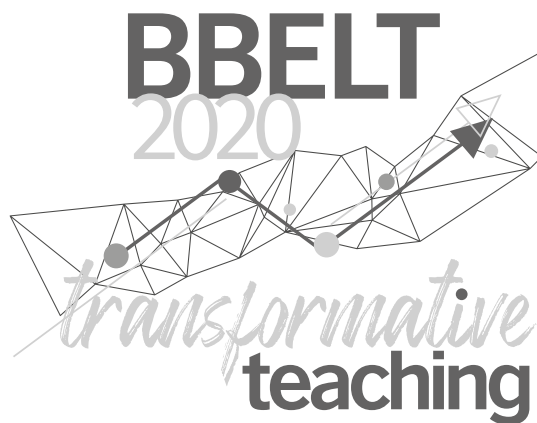
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*Chris is an 'ideas man' based at ELI, a language academy in Seville. He considers himself a 4x4 or 'all terrain teacher-trainer' covering primary, secondary and adult, and continues to teach all three on a weekly basis. He is a regular speaker on the international conference circuit and has worked with teachers in a wide range of contexts including as tutor on Trinity Certificate and Diploma courses for OxfordTEFL, Barcelona, and as trainer of state school teachers in both Catalonia, Spain, and Aleppo, Syria, for the British Council.*

*His ideas on methodology can regularly be found in English Teaching Professional magazine and he has authored supplementary materials for well-known editorials including CD-Roms for primary coursebooks and online business English materials. His current areas of interest are student cross-talk, the psychological terrain of a teacher's working day, task design, the workings of fun and how we might raise the technical level of young learner classes. His ELTon nominated methodology book Understanding Teenagers in the ELT classroom is available from Pavilion Publishing, UK.*

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## Academic programme

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**Friday 07 February**

**PLENARY SESSION C**

**15:10 – 16:10 • Don Alberto 1, 2, 3**

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*Marcela Cintra*



## Motivated teachers inspiring change

Research on motivation has brought light on how affective factors may impact learning and education. Also, there have been investigations on how teachers' attitudes and discourse may influence learners' progress in communicating in a foreign language. From a similar perspective, teachers' motivation has also been studied to better understand how it contributes to effectiveness in the classroom and to empower the teaching profession.

In this presentation, theory (e.g. Arnold, 1999; Dörnyei, Henry & Muir, 2016) and practice about the potential of teacher and learner motivation, affective learning and their impact on language learning will be considered in the discussion. In this talk, we will delve into data on motivation and affect in language teaching to explore how teaching, teacher motivation and discourse may inspire learning and provoke change to positively transform the world.

We will also debate teacher development and how it affects learning and motivation in the classroom, and analyse teaching approaches and contexts in which the social-emotional skills have been emphasized. This will finally lead the presentation towards an overview of perspectives that may bring attendees' insight on how teaching and the work on motivation may inspire change inside and outside the classroom environment and transform the educational context with innovative techniques.

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*Marcela Cintra has been working with English language teaching in a variety of contexts for 24 years. She has a BA in Language and Literature from the University of São Paulo and an MA in TESOL from the University of Nottingham. She is currently the Product Manager in the Academic Area at Cultura Inglesa São Paulo. She has been involved in course development, teacher training and development programmes and educational research groups for innovation. Her main areas of interest and research are affective learning, teacher and learner motivation, teacher development, bilingual education, and the impact of teacher appraisal and feedback on lesson quality. Marcela has presented research and practice oriented papers in LABCI, BRAZ-TESOL, TESOL and IATEFL conferences. She is a CELTA, ICALT and Delta tutor in Brazil. She is also the current first-vice president for BRAZ-TESOL, president-elect for 2021-2022.*

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## Concurrent sessions B

**17:00 – 18:00**

### Understanding foreign language anxiety and fostering resilience

**Fiona Ross**

Doña Socorro

P

IMLT, TE

Some 30-40% of students report moderate or high anxiety in language classes. That's nearly half your class! So why aren't teachers taught to identify and help anxious learners? This presentation examines why many students, and teachers, suffer from foreign language anxiety, and how we can identify them when they don't seem shy or anxious. The presentation then explores practical strategies to help anxious language learners to develop resilience, and to empower language teachers to minimise anxiety in their classroom.

*Fiona Ross recently completed a Master's Degree in Applied Linguistics, including a thesis on Foreign Language Anxiety. She has taught in England, Taiwan, Chile, Ecuador and Mexico. She worked in programme design and academic management, before moving into educational publishing. Fiona is passionate about the importance of education.*

### Discovering English with *Quest*

**Blanca Looney**

Don Genaro

CP

ATE

Guide your students to the next English level with *Quest*. The series that will take your students on a journey of discovery while they consolidate and broaden their knowledge and use of English. Help your students achieve their goals while they explore English in different ways. Join us for a fun *Quest* to English!

*Ms. Blanca Looney has taught ESL in California and EFL in Mexico at all levels. She has been an Academic Consultant since 1993. She has given teacher training sessions, seminars, and workshops in Mexico, Central America, South America and the Caribbean. She is an author and co-author for EFL materials.*



## Symphonic thinking: putting the pieces together

**Paloma Varela**

Don Américo

W

CPD, TE

Transformational teachers model what Daniel Pink calls “symphonic thinking”. This type of thinking is not about having students listen to Beethoven and Mozart while they are working in the classroom. It is about “...recognizing patterns, crossing boundaries to uncover hidden connections, and making bold leaps of imagination.” (Pink, p. 126.) This workshop aims to explore ways of using symphonic thinking in the language classroom, to create independent, self-directed, self-motivated learners who are open to alternative viewpoints and are interested in their learning.

*Paloma Varela believes that inspiring is more important than teaching. She has been involved in ELT as a teacher educator, author and content editor and e-tutor for various institutions among them the British Council. Currently, as part of her dissertation, she is researching the use of MALL in ELT.*

*Keynote*

## Technology in language education: the power to transform?

**Andrew Starling**

Don Diego 1

P

IDL

There is no doubt we live in a digital age and technology is a part of our everyday life. In this presentation we will examine the current role and place of technology in the EFL classroom and take a critical look at how it is being integrated. We also discuss how beliefs and attitudes of teachers and learners play a part in shaping engagement and how this influences patterns of use or non-use, which in turn affects learning. Note: This presentation is interactive, and attendees are encouraged to take smart phones with them in order to participate.

*Andrew Starling is a freelance ELT author and editor for national and international publishers with over 20 years' experience teaching English in various contexts. He holds a first degree in Pedagogy and is currently pursuing a Master's Degree in Digital Education from the University of Leeds in England.*



## Building up the speaking skill

**Angela Konstance**

Don Diego 2

CP

DCK

How can we, as teachers, promote the ultimate communication skill in the classroom? Apart from designing materials and searching for resources, we must reflect on how useful the textbook can be in order for students to speak. In this talk we will explore and examine strategies that have been put to test in real life so that everyone can expand their repertoire of techniques.

*Angela Konstance was born in Sydney, Australia. She completed her Bachelor and Master's Degree in Teaching English at Macquarie University, Australia. She has extensive experience teaching in primary and secondary schools in Australia and Europe. She is involved in teacher training. She works with MM Publications as a teacher trainer.*

## Assistive technologies to support SEN students

**Sara Merino  
Rocío Barbosa  
Leticia Estudillo**

Don Diego 3

W

EDI

Constructing an inclusive society involves the need for respecting everyone's human rights. Education is a right that every human being must have and society must ensure it is carried out among democracy, freedom, and equity. In the technology era, ICT has taken an important role in accomplishing inclusive practices; therefore, society and teachers' responsibility is to adjust assistive technologies (AT) to support special education needs (SEN) students. The purpose of this workshop is to share AT within ELT classrooms, facilitate, support the SEN students learning, and create a real inclusive classroom and society.

*Sara Merino Munive is a teacher-researcher at Faculty of Languages, BUAP. She holds an MA in ELT. She has participated as an instructor in different training programs and in developing and evaluating different programs. Her main areas of interest are ICT, training, and evaluation.*

*Rocio Barbosa Trujillo is an English teacher who holds an MA in ELT. She is an English teacher at the Faculty of Languages, BUAP. She is an English teacher assistant of the English Access Microscholarship Program. Her main interests are Academic writing, ICT, and Language Teacher Education.*

*Leticia Estudillo León is an ELT Professor and researcher in the Faculty of Languages at Benemérita Universidad Autónoma de Puebla. She has an MA in ELT by Benemérita Universidad Autónoma de Puebla. Main interests: Reflection, Language Teacher Education and Professional Development.*



## #PDinELT

**Ana Isabel Figueroa Liaño**

Doña Sol

W

CPD, IDL

Let's begin by asking ourselves what we currently do in order to develop professionally. Let's now get down to work and find a techy path that will hopefully be an eye-opener or at least a friendly reminder of the technological possibilities that are a click away to turn our practice into what we have imagined. You will turn your wishes into action with these ideas for professional development.

*Ana Figueroa has been involved in the field of ELT for what can be described as quite a long time. 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.*

## Self-evaluation and professional development

**Denise Valenzuela  
Susana Ramirez**

Don Julián

W

CPD, TE

"If you can't measure it, you can't improve it." Is this quote true or false? To determine what is successful or not, first you need to determine what success is and to establish clear metrics to track progress and set outcomes. Once you have done it, it will be easier for you to strengthen your skills and consolidate your teacher profile. In this workshop you will get practical and useful ideas, and strong examples regarding self-evaluation and professional development. In addition, you will analyze the impact of these concepts on your performance in the classroom as well as on your student's outcomes.

*Denise Valenzuela holds a Master's in Education Management and a Bachelor's Degree in Business Administration. She is an experienced project manager in the education sector, she has worked in international education, ELT courses and teacher training projects. The projects she has managed, have had an impact on more than 8,000 teachers in public schools in Mexico.*

*Susana Ramirez has more than 13 years' experience in teaching English and Spanish as foreign languages. She studied a Master's in Education and a Bachelor's Degree in Teaching English. She has delivered and designed different courses and workshops. She is a materials designer, a textbook writer, and an academic project coordinator.*



## How do we remember, and why do we forget?

**Catherine Shih  
Koen Van Landeghem**

Doña Adelita

CP

ATE, EDI,  
DCK, IDL

Benjamin Franklin famously wrote: “Tell me and I forget, teach me and I remember, involve me and I learn.” Today’s education requires shifting the focus from developing knowledge to actively engaging the learners as whole persons. *Jetstream* and *American Jetstream* are blended courses that captivate students in a unique way that makes learning memorable. Students prepare for a wide range of international exams, as well as the new CEFR soft skills and traits such as collaboration, problem solving, critical thinking, and openness. The series are praised as very user friendly, motivating and digitally rich learning solutions that deliver results.

*Catherine has many years of experience in ELT, as a teacher, trainer and publisher. She holds a Bachelor’s degree in English Literature, and an MA in Arts Management. Catherine is the academic director at Helbling English in Mexico, with a special commitment to support eZone, Helbling’s online learning platform.*

*Koen has a background in psychology and is a certified leadership and change management coach. His passion is to help bring out the best in people and their organizations. He has applied this passion in ELT as a teacher and teacher trainer and is currently director at Helbling English.*

*Keynote*

## Accompanying teachers: a road to supporting their professional development

**Sarah Joanne Brown  
Alison Jane Clinton**

Don Alberto 2

W

CPD, TE

This workshop will consider the concept of accompanying teachers in their day-to-day activities in order to support them in their professional and personal growth. Teachers accompany students in their learning process, but often they themselves are unaccompanied. In this workshop, we will look at practical strategies and techniques to develop a supportive coordinator/trainer-teacher relationship, based on four characteristics: self-awareness, belief in the other, empathy, and leadership.

*Sarah has an undergraduate degree from the University of Wales, and an M.Ed. in TEFL from the University of Bristol. Sarah has accompanied teachers as both a trainer and an academic coordinator for 21 years. Her main areas of interest are teacher development, observation, and EMI.*

*Alison holds an undergraduate degree, and an M.Litt. in Cultural Studies, both from institutions in her birthplace, Glasgow. Her main areas of interest are teacher development and EMI. She has undergone extensive training in accompanying teachers in the university setting as part of ITESO’s educational philosophy.*



## Teachers are doing it for themselves

**Paul Braddock**  
**Tim Phillips**

Don Alberto 3

P

RE, CPD

English language teachers have more opportunities than ever for professional development. With technology evolving so rapidly, teachers can now access all types of professional development online. This presentation looks at teachers' own views about their online activity and how it helps them develop as teachers. The presentation will also look at the newly redeveloped TeachingEnglish website and how it can be used for the professional development of teachers and teacher educators, via an extensive range of resources organised according to the professional practices in the CPD frameworks for teachers and teacher educators.

*Paul Braddock is the manager of the British Council's TeachingEnglish website. He was jointly responsible for the development of the global Continuing Professional Development framework for teachers and for aligning this with content on the TeachingEnglish website. Prior to his current role, he was a senior teacher at the British Council Young Learner centre in Barcelona, where he was responsible for teacher professional development, and the integration of ICT. Previously, he has worked as a syllabus designer, exams coordinator and a teacher in Portugal, Hungary, Poland, Japan and the UK.*

*Tim Phillips is head of teacher development and leads on the British Council's support of teacher development worldwide, through the British Council Teaching for Success approach, and the development and provision of resources facilitating that approach. He works with British Council offices worldwide, with ministries of education and other organisations funding and supporting teacher development in the state school sector.*



## Concurrent sessions C

18:20– 19:20

### Moving students away from perfectionism and reducing language anxiety

**James Stubbs**

Doña Socorro

P

RE

Despite the link between language anxiety and attainment having been recognized for some time, it is far from an integral pedagogical consideration. Research suggests that the key anxiety causing factor is perfectionism, and yet this is something that's often prioritized in language classes. Here two proposals for change are investigated. The first study looks at whether support groups, in which strategies for anxiety reduction such as prioritizing understanding and developing tasked based activities are reflected upon, can reduce perfectionism and anxiety. The second explores whether introducing students to English as a *lingua franca* can reduce anxiety.

*James Stubbs is a teacher at the British Council Colombia and at FUNDES, Espinal, Tolima. He has a Master's in Applied Linguistics and TESOL. His research interests include the power of self-selected reading and language anxiety.*

### Teaching with the 5 powers

**Tanya Meyer**

Don Genaro

P

TE

We think of power in terms of wealth, professional success and fame, but many wealthy, professionally successful, famous people are not very happy. Living our life deeply and with happiness, having time to care for ourselves and others is another kind of power - a much more important one. As teachers, we help others learn and develop, so we need to be able to understand ourselves to make sure we too are learning and that our teaching is constructive. How? By cultivating our true power and completely changing the quality of our work as well as our work lives.

*Tanya Meyer specialises in the application and integration of mindfulness in daily life and in the classroom. She teaches adults and is the founder of Mindful ELT, which creates and delivers online mindfulness practice workshops focusing on stress management, happiness and well-being, enhanced performance and alignment with core values.*



## Debunking the myths of teaching practice in ELT

**Heriberto Díaz Vazquez**

Don Américo

W

RE, CPD, TE

Teachers tend to select teaching practices depending on factors such as trends, beliefs, policies and their own experience as language learners. However, if questioned about the pedagogical foundations of their practices, there is little evidence of informed arguments to support them. In this session, practices such as the use of L1, the rationale behind activities, use of resources, collaborative practice and learning styles, among others, will be discussed from a critical point of view so that teachers are better able to transform their teaching based on evidence rather than on beliefs or as a result of going with the flow.

*Heriberto Díaz is an enthusiastic educator and passionate language learner. He teaches at the British Council where he is also a teacher trainer, examiner and online tutor. He is an active assessor at CENEVAL and is the director of the Department of Languages and Educational Internationalization at CIDE.*

*Keynote*

## Transforming identities through critical literacy in the ELT classroom

**Mario E. López-Gopar**

Don Diego 1

W

IMLT, CL

The purpose of this workshop is to introduce English teachers to the tenets of critical literacy and its connection to ELT. It will be argued that critical literacy has the potential to challenge ideologies and identities that have portrayed certain minoritized groups as backward, troublesome, or even dangerous. Using children's literature, teachers will engage in discussions as to why and how certain stories have prevailed. The teachers will have the opportunity to listen to stories and to participate in shared reading activities, the goal of which is to develop a critical stance while interpreting texts. Finally, in this workshop, teachers will use children's literature as a starting point to develop classroom activities to author new texts that may present the protagonists in a different light.

*(See biodata on page 67.)*



## Developing your best readers with notice & note

**Jason Luebke**

Don Diego 2

CP

CPD

Have you ever had a student read a passage in class and then give you a blank stare when you ask them a question about the main character? Notice & note is a research based practice that will help your students recognize critical points in a story or text that deserve deeper thinking. Once taught and implemented, students will automatically pause at those critical points in a text and ask themselves a deeper thinking question. We will dive into best practices around noticing and noting author's purpose, craft, and meaning.

*Jason Luebke has been an educator for more than 18 years serving as a secondary math teacher, high school principal, and K-12 curriculum director in the United States. His passion for lifelong learning coupled with his extensive background in a variety of educational topics, including STEM, data analysis, assessment practices, leadership, and English Language Learners, have helped him lead transformative change for his schools. As a Global Solutions Specialist with HMH, Jason will focus on supporting teachers and working with school leaders to develop solutions and teaching practices that will best meet the needs of their students and communities.*

## English Download: an amazing series for teens & young adults

**Tery Lemanis**

Don Diego 3

CP

DCK

Come see an exciting presentation of the top-selling series *English Download* by Hamilton House Publishers. Participants will have the opportunity to see a walkthrough of one unit from two different levels of this complete course for teenagers and young adults studying from Pre-A1 to C2 levels of the CEFR. There will also be a demonstration of the interactive whiteboard software that accompanies this exciting series, followed by a Q&A session.

*Born in Boston, Massachusetts, Tery is an experienced teacher and teacher trainer. Since 2011, he has been working as an ELT consultant and has conducted teacher training seminars in many countries around the world. Tery is an engaging speaker who develops a special rapport with audiences due to his vivacious personality and ability to draw links between theory and practice.*



## 5 effective classroom practices to succeed in life

**Ana Lee**

Doña Sol

W

DCK

Rapid modernization and globalization are demanding teachers to develop a new set of skills for tomorrow's challenges. Skills such as creativity, communication, problem solving, and resilience are just some of the new set of skills that every individual should have; but sometimes it is not clear how to teach these skills. During this workshop, we will discuss some ideas on how to develop a powerful set of skills in our students to succeed in life.

*Ana Lee has delivered courses, workshops, and lectures in the English language teaching field; she has also trained teachers in the field of ELT. She has lots of experience in young adults and adults' programs. She holds a Master's Degree in Education and ICT at Universitat Oberta de Catalunya, Spain, and she holds a second Master's Degree in Learning Technologies at CUCEA (Centro de Ciencias Económico Administrativas), Universidad de Guadalajara. Ana is currently a consultant for Richmond Publishing.*

## A practical guide to teaching 21st century skills in the ELT classroom

**Jonathan Edwards**

Don Julián

CP

DCK, IDL

As ELT continues to spread and grow in importance around the world, many teachers and institutions are looking into new and emerging trends to replace the rigid and ineffective rote-learning methods of the past, and 21st century skills have emerged as one such trend. However, there remains a disconnect between teachers' awareness of the importance of these skills, and their ability to implement changes in the classroom. In this session, we will examine 21st century skills in detail, along with some practical ways of teaching them to students.

*Jon Edwards is a teacher and materials developer. He has been teaching English for 20 years across the ELT spectrum to learners at a wide range of skill levels and ages, primarily in South Korea. He has worked in ELT materials development since 2005 and has developed many series and digital language-learning applications.*



## Smart phones, smart teachers, efficient language users!

**Rene Ramirez**

Doña Adelita

W

IDL

21st century in ELT recommends the use of technology, however it is still a difficult task to implement its use in the classroom due to the challenges that it represents, from large classes to lack of time and the general issues of teaching. The aim of this workshop is to provide participants with a series of ideas to implement technology in ELT by using smart phones, tablets and internet as well as social media such as Facebook, WhatsApp, Instagram, Youtube, Google among others, in and out of the classroom to help students become independent learners and more efficient language users.

*Rene Ramirez is a teacher trainer, course designer and international speaker. He has his own teacher trainer agency and he is currently the coordinator for Trinity College London in Mexico, his interests include assessment and teacher development.*

*Keynote*

## New perspectives: accessible feedback using digital tools

**Milton Bradbury**

Don Alberto 2

P

ADL

Giving feedback to students, peers and teachers can be a difficult activity to handle, and can often be an unrewarding, time-consuming experience. However, when done well, our diligent attention and careful comments can bring about substantial improvements in subsequent work.

With the rapid improvement of digital resources, and the move towards blended learning, reasons to give feedback using digital tools are growing exponentially.

This session will examine several digital tools and how they can be used to give interactive, non-intrusive feedback to boost learner motivation and guide self-directed learning.

*Milton Bradbury is the training and development coordinator at the British Council Mexico. He has been in ELT for 10 years working as a teacher, teacher trainer and online tutor and has spoken at MEXTESOL as well as in previous editions of BBELT. His main interests in teaching include learner training and assessment.*



## Oracy: taking communication skills to the next level

**Brad Bawtinheimer**  
**Mei Li Sierra Hernández**

Don Alberto 3

W

DCK

One of your students travels to an English-speaking country after studying the language for a number of years. After the trip, the parents arrive at the school complaining because the child couldn't even order food. Sound familiar? Is this because of the lack of speaking activities done in class or the focus of such activities? Join us as we discuss 'oracy' and how we should be teaching our students basic communication skills that go much deeper than speaking. Leave the session with practical strategies to develop active listening, interaction skills and confidence through engaging dynamics.

*Brad Bawtinheimer is an international speaker from Canada currently based in Mexico City. His specialties include technology and the utilization of 21st century skills. He is the co-author of several text books for primary, secondary and young adults. He is now a 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, translator, and coordinator for over 18 years at different institutions and business units. She is an academic consultant and teacher trainer at Cambridge University for Mexico and Central America.*



## Friday 07 February

Nye Russell-Thompson



# Just a few words

*Just a few words* to say how you feel. Shouldn't take long. Except, this is a one-man play with a stammer, and StammerMouth's speech is lost as a nagging pile of thoughts won't stop interrupting him... This may take a while.

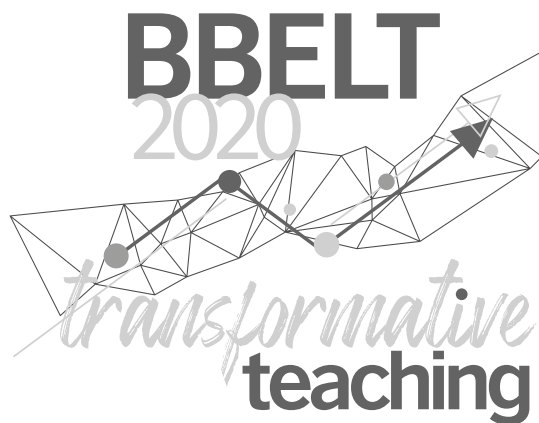
A darkly comic grapple with the awkward task of expression, inviting you into the mind of a person who stammers.

*Winner of the Ticketsource Festival Favourite award, Cardiff Fringe 2018, StammerMouth is partnered with Unlimited, the British Stammering Association, the University of Chichester, and the Mike Howley Trust.*

*"A Seriously Accomplished Piece of Theatre"*  
Disability Arts Online







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## Academic programme

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**Friday 07 February**

**PLENARY SESSION D**

**09:00 – 10:00 • Don Alberto 1, 2, 3**

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*Ben Knight*



## Making sense of how we develop life competencies through ELT

English language teachers are increasingly under pressure to do more than just teach the language—they are expected to develop international citizens of the future. Employers, ministries, and parents want them to develop students' creativity, critical thinking, collaboration, and other so-called 21st century skills. How can teachers understand better what exactly is expected of them, and what they need their students to learn? How can they develop these skills during English lessons, when they need all the time they have to teach core language skills? These are the questions that Cambridge has been trying to address by developing the Cambridge Life Competencies Framework, which defines in more detail what each of these competencies look like in the classroom. It also supports teachers in how they can develop those competencies without taking time away from language learning.

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*Ben Knight is director for language & pedagogy research at Cambridge University Press. He leads on using high quality academic research to develop more effective learning materials and resources. With his expertise in curriculum development and pedagogical research, he helps to underpin Cambridge's educational resources with research-based insights and conceptual models. He has worked on educational reform projects in countries from Mexico to Japan, and is particularly focused on integrating the different components of education to maximum impact. He was a teacher and trainer in various countries: Kenya, India, Sri Lanka, Japan, Italy and the UK, working for International House and the British Council, as well as a couple of universities. For a number of years he specialised in assessment, developing new exams at Cambridge Assessment and managing vocational qualifications at City & Guilds, and now combines his expertise in assessment and learning to provide a holistic and evidence-based approach to education.*

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## Concurrent sessions D

10:40 – 11:40

### I'm not a numbers person, and other misleading myths

**Kathryn Laura Sagert**

Doña Socorro

P

IMLT, EDI

Questioning our beliefs about learning, social realities, and ourselves is essential if we aim to foster resilience and education for impact. In this reflection-oriented session, we will first discuss identifying and addressing problematic views of language and learning and then explore the relevance of language for resilience. Although this idea is often associated with forced relocation, the current levels of inequity and violence make trauma and relocation factors that affect much of Mexican society. Moreover, for non-Spanish speaking returnees and transmigrants, English may serve as a means of communication for at-risk groups. To support learners, addressing myths matters.

*Laura has worked in ELT in Mexico for 20 plus years. A teacher, advisor, and coordinator at CIDE, she holds a Master's in TEFL and has completed advanced training in related areas. Her interests include English for academic purposes (EAP), open educational resources (OER), literacies, lifelong learning, and educational internationalization.*

### Assessing teenagers? *Oxford Test of English* is the answer!

**Beatriz Ceballos**

Don Genaro

CP

ATE

The *Oxford Test of English* for Schools is a new online proficiency test for teenagers developed by the University of Oxford in conjunction with Oxford University Press. This talk explains its features and demonstrates its benefits for test takers, educators as well as the industry. It also explains how the test was developed and gives understanding of the quality the test offers proven by specific examples.

*Beatriz Ceballos has been involved in ELT, assessment, teacher training, teacher development and curriculum design for the more than 25 years. She has worked for The Anglo Mexican Foundation, International House and Cambridge English. She is currently working for Oxford University Press as assessment specialist.*

### To English through physics

**Yadira Hernández Pérez**

Don Américo

W

DCK, CLIL

This workshop presents a series of easy experiments that can be performed in the English class so that high school learners recycle their previous knowledge of physics in the target language. The methodological approach is close to that of CLIL (Content Language Integrated Learning) combined with a learning model based on information processing.

*Yadira Hernández holds a Doctorate in Linguistics. She has taught English to teenagers for over 34 years at Escuela Nacional Preparatoria UNAM. In the last 12 years, she has designed materials for the integrated teaching of English and Science. Currently, she is the head of the academic program under the name '4 Miradas a la Ciencia'.*



## Promoting high-quality thinking in early language learning

**Carol Read**

Don Diego 1

W

IMLT, CPD, DCK

What emergent thinking skills are young children capable of? What pedagogical strategies can we use to integrate high-quality thinking in pre-primary and primary language programmes? This workshop explores these questions from theoretical and practical perspectives and provides a toolkit of flexible ideas to develop language and thinking skills in enjoyable, age-appropriate ways. These include using 'thinking time' to signal a special focus on thinking, story time to develop thinking skills and empathy, cognitive tasks to verbalise thinking, interactive dialogues to extend and deepen thinking, creative activities to encourage imaginative thinking, and metacognitive tasks to encourage self-evaluation and reflection. The conclusion will highlight the short and long-term benefits of simultaneously developing language and thinking skills, both in terms of making learning immediately effective and worthwhile, and in laying the foundations for future success.

(See biodata on page 11.)

## Self-evaluation in the ELT classroom: some everyday activities for teachers

**Gabriela Ladrón de Guevara de León**

Don Diego 2

P

ATE

Learning a language is a complex process that implies life-long learning. Self-evaluation is a key element of life-long learning. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. After they self-evaluate they set goals that they feel they can attain with the new knowledge they have about themselves. In order to help students follow their own process, this presentation has some activities aimed at developing students' self-evaluation techniques as language learners.

*Gabriela Ladrón de Guevara de León is a professor and researcher in Universidad Autónoma de la Ciudad de México. Her investigation has been directed at developing listening and writing skills, autonomous learning and online tools to facilitate language learning. She has a PhD in Education.*

## M-learning without internet. Is that possible?

**Carlos Ignacio González Carvajal**

Don Diego 3

W

IDL

As with any teaching methodology, mobile learning has its own drawbacks. The aim of this workshop is to provide EFL teachers in places where there is no internet connection at all, or where the connection is poor, with some practical ideas when using m-learning in the language classroom. As a secondary aim, this workshop pretends to make teachers reflect on the role that m-learning plays in the classroom in the 21st century. It is hoped that at the end of the workshop, the attendees include and adapt successfully the mobile learning teaching techniques provided in this presentation.

*Ignacio González is an EFL teacher from Alejandro de Humboldt University. He holds CELTA, TYLEC, and he is also finishing a Master's Degree in Applied Linguistics at Simón Bolívar University in Caracas, Venezuela. He is a teacher of English at the British Council in Caracas, Venezuela.*



## On a mission: taking English to the next level

**Brad Bawtinheimer**  
**Mei Li Sierra Hernández**

Doña Sol

CP

IMLT, MLP

Join us to learn how to take your students' English to the next level with *Level Up*. Through engaging activities, learners go on an exciting mission through carefully scaffolded exercises to achieve great results. With *Level Up*, students are motivated through the learning process like never before.

(See biodata on page 33.)

## Teaching curious minds and open hearts

**Magdalena Guadalupe**  
**Tiburcio López**

Don Julián

CP

DCK

Teaching English in primary school goes beyond teaching grammar and vocabulary, or helping students practice their skills. We should also take into account our students' cognitive and social development. Therefore, we tend to look for approaches to learning that cater to students as whole beings. In this session, we'll share some ideas to stimulate your students' curiosity, while enhancing their thinking skills. We'll also talk about promoting empathy and tolerance in our classrooms, so our students can become balanced human beings who care about the world they live in.

*Magdalena Tiburcio has been involved in ELT for over fifteen years. She has taught English as a foreign language to students of all ages, from young learners to adults. As an academic consultant she has created and delivered teacher development courses, workshops, seminars and webinars nationwide. Magdalena is currently the head of academic and consultancy services for Richmond Publishing in Mexico.*

## Braille in ELT for basic education

**Ricardo Moreno Espinosa**  
**Israel Martínez Quiroz**  
**Karla Lizbeth Castillo Avellaneda**

Doña Adelita

W

EDI

Every time we think of Braille, our minds become exhausted in the search of strategies to teach it. Braille is not just raised dots on a sheet of paper, it's a life learning skill that 21st century teachers need to know. For that reason, this workshop will show different strategies to start writing in braille. Are you ready to be an inclusive teacher? Braille is ready for you!

*Ricardo Moreno holds a BA in Teaching English as a Foreign Language and an MA in Education from the Universidad de Cuautitlán Izcalli. He is also taking his PhD in Education. He currently teaches at the Normal No. 4 and he has been a teacher trainer for the last 5 years.*



*Israel Quiroz, English teacher and methodological assessor at Escuela Normal 4 in Nezahualcóyotl. Graduated as an English teacher by the University of Veracruz. Holds a Master's Degree in Applied Linguistics. Certified by the University of Cambridge at C1 English Level. Interested in researching about teaching English to deaf people.*

*Karla Castillo holds a BA in Teaching Spanish in Basic Education from the Normal No. 4 de Nezahualcóyotl. She has participated in different academic events around Mexico. She has also been giving talks about the importance of Inclusive education.*

## Keynote

### What are the characteristics of great ELT activities?

<b>Philip Haines</b>	Don Alberto 2	W	TE
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An ELT class is typically made up of a set of activities and the success of a class is, in part, dependent on the quality of these. If this is the case, then we should want to select the best possible activities for our classes. This workshop will guide participants to identify the characteristics of great ELT activities through a process of trying out and reflecting on such activities.

*Philip Haines is originally from England but has been living in Mexico since 1995, where he works as the senior academic consultant for Oxford University Press Mexico. He delivers sessions all over Mexico, throughout the Americas, in Indonesia and Vietnam. Philip is the author/co-author of several ELT series.*

## Keynote

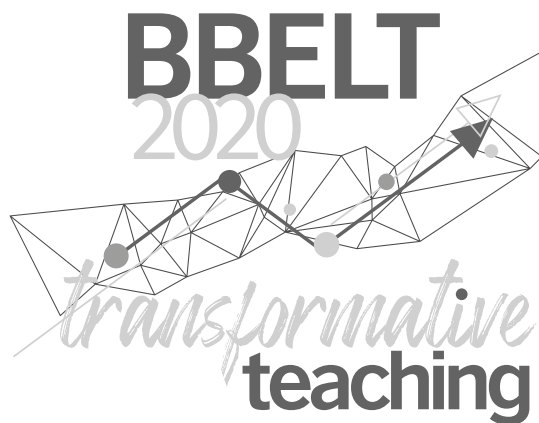
### “Mediating” mediation

<b>Luisa Zenteno</b>	Don Alberto 3	W	IMLT, DCK
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The CEFR replaces the mode of the four skills for an organisation which, according to it, is closer to real-life language use. The organization is grounded in interaction and is presented in four modes of communication: reception, production, interaction and mediation. Mediation's CEFR definition, understanding, and development in English classes have caused confusion among English teachers. I intend to present several tasks which may not only highlight its importance in communication but clarify its meaning and develop it in our classes.

*Luisa Zenteno Borquez has worked as an English teacher for more than 25 years. She has been an academic consultant for more than 10 years giving courses and talks all over the country and worked as a teacher trainer for several institutes. She has given several In-service courses and is currently an academic consultant for Macmillan Education.*





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## Academic programme

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**Saturday 08 February**

**PLENARY SESSION E**

**12:30 – 13:30 • Don Alberto 1, 2, 3**

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*Sophia Mavridi*



## Re-discovering the transformative potential of technology in ELT

While technology is now widely regarded as an all-important resource in the 21st century classroom, utilising its core advantages can present most of us with overwhelming challenges; not least of which is choosing pedagogically sound tools from amongst the plethora of latest technologies. For many educators, meeting the needs of today's internet-defined students is not a choice but a necessity; however, with new technological products appearing with increasing regularity, new dilemmas come into play. How are teachers supposed to confidently evaluate the potential of new technologies in achieving or even surpassing curriculum objectives? Is every technology really transformative? How can we respond to the latest trends advocating the adoption of every 'cool' tool? How can we make informed decisions about whether - or not - to integrate them into our classrooms?

In this session, we will take a closer look at the transformative role of technology in language learning in an attempt to separate the hope from the hype surrounding it. We will also explore effective and practical ways to help you evaluate learning technologies and create engaging, relevant, and personalised learning experiences for your students. Finally, we will look at how certain barriers such as time constraints and insufficient digital literacies can be dealt with by the language practitioner, teacher educator, academic manager and school owner.

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*Sophia Mavridi's love for language education spans over the course of 20 years during which she has had wonderful opportunities to work as a primary and secondary school EFL teacher, director of studies, examiner, and more recently lecturer, teacher trainer, and researcher.*

*She is currently teaching in UK higher education as well as providing in-service training for institutions and publishers around the world. Her latest co-edited volumes are 'English for 21st century skills' and 'Digital innovations and research in language learning' both of which reflect her great interest in the transformational role of innovative pedagogies in language education. Sophia is the IATEFL learning technologies SIG co-ordinator, a special interest group that focuses on the principled use of technology in language learning and teaching. She is also a regular presenter at international conferences and enjoys providing realistic and practical ideas to the teachers who attend her sessions. Feel free to connect with her on Twitter (@SophiaMav) and take a look at her website (sophiamavridi.com).*

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## Concurrent sessions E

15:00 – 16:00

### Integrating mind and heart in the ELT classroom with *Share it!* challenges

**Mariela Gil  
Lemmy Trujillo Contreras**

Doña Socorro

CP

DCK

Have you ever wondered how we can help students become competent and confident English speakers? *Share it!* helps young learners achieve real communicative competence. The course instils a growth mindset in students, enabling them to achieve more in their learning. Join us and see how *Share it!* gets students speaking with easy-to-manage activities.

*Mariela Gil holds a Master's Degree in TESOL and a dual Bachelor's Degree in Linguistics and Psychology from the University of Southern California. She taught ESL in the U.S. and EFL in Thailand and Mexico before joining Macmillan Education in 2002. During her career in publishing, Mariela has held the positions of academic consultant, field editor, commissioning editor, and currently, She is publisher for the American English pre-primary and primary segment. She is passionate about childhood development and learning, as well as creating the best possible learning materials to support teachers and students in the classroom*

*Lemmy Trujillo has been an English teacher for over 20 years. She holds a Master's Degree in Teaching English as Foreign Language from the Jaen University in Spain, and a Master's Degree in Applied Linguistics for English Language Teaching from the Universidad Internacional Iberoamericana. Lemmy is a senior academic consultant for Macmillan.*

### This is how it works: the core and evolution of the modern coursebook

**Joseph Schlefke**

Don Genaro

CP

IDL

What essential features should a coursebook have in order to help learners acquire the target language? How do the constantly changing demands of modern life affect what and how our students learn? In this session, we will discuss the latest trends in EFL teaching and how these are incorporated in coursebooks designed for the 21st century

*Joseph Schlefke is originally from the United States and holds an MM from the University of Minnesota. Certified in TEFL/TESOL, he worked at Maple Academy in Oaxaca for several years, teaching all levels and ages. He is currently a senior academic consultant for Books Services Company, representing the English teaching materials of Express Publishing and providing occupational support and additional training, including exam preparation and further language development, to English teachers throughout Mexico, Central America, and South America.*



## Enhancing L2 composition writing feedback through Screencast

**Jonathan González Moreno**  
**Galileo López Limón**

Don Américo

P

IDL

This presentation will focus on screen-capture technology as a tool that has been recognized by emergent scholarship with burgeoning interest in its use in the classroom (Vincelette & Bostic, 2013). Screen-capture technology has been embedded in the overarching context of computer-mediated language learning in which video-based learning techniques have been successfully incorporated into teaching and learning in higher education (McCarthy, 2015). In particular, the benefits of providing electronic feedback on students' written assignments and the steps for its implementation will be presented.

*Jonathan González Moreno has been an English teacher for eight years in most of the levels in the Mexican Education system. He holds a BA in ELT and a Master's in Information Technology for Education which encouraged him to research on e-learning environments for the language classroom.*

*Galileo López Limón has a teaching experience of 13 years in both private and public schools. He has a BA and a Master's Degree in ELT by BUAP. He has conducted teaching workshops for basic education teachers and research about current learning trends for the language classroom and teacher education.*

Keynote

## Professional development for EMI or CLIL

**Ben Knight**

Don Diego 1

W

RE, CPD, TE

How can institutions make the move from English as a Foreign Language to a more bilingual approach? This presentation will look at research into the factors that are important for making this transition. We will look at a range of situations, including those which are labelled CLIL (Content and Language Integrated Learning), EMI (English as a Medium of Instruction), or Bilingual. From this international research, we are developing guidelines to help institutions analyse their own situation and make decisions about their priorities. At the heart of this is a focus on professional development: what is the framework that institutions can use to plan the development of their teaching team, in order to implement a more bilingual approach?

*(See biodata on page 47.)*



## Decrease anxiety about learning English with mobile gaming

**Erika Lizarraga Robles**

Don Diego 2

W

IDL

The aim of this workshop is for participants to implement and reflect on how mobile gaming empowers learners to communicate in a second language in a more natural manner. This workshop will look at ways to make learning more personalized and engaging. We will discuss the importance of IT inside and outside the classroom so as to develop learners' self-confidence and decrease their anxiety whenever they need to speak in a second language.

*Dip RSA Erika Lizárraga holds a BA in English Literature and a BA in Teaching English as a Second Language. She has more than 25 years' experience in ELT. She is a freelance trainer, consultant, online trainer, coordinator for different projects at the British Council (i.e. IELTS, CAE, Language Courses, ICELT, CELT-P, and CELT-S, Core Skills Validated Trainer, etc.). She is also a materials writer for Pearson, Oxford, Richmond, Trillas, etc., and oral examiner for Cambridge Assessment.*

## Developing reflective strategies

**Barbara Rose Bangle Villavicencio  
Maria Estela Estrada Cortes**

Don Diego 3

P

CPD

We all recognize the importance of being reflective, but the busy lives of most teachers leave little time to spend on this important practice. This session will look at the concept of reflection and being a reflective teacher, and present and analyze some strategies that teachers can incorporate in their teaching practice.

*Originally from the United States, Barbara has lived and worked in Mexico for many years. She has given presentations all over Mexico and Central and South America. She holds a BA in ELT and an MA in Education. She is a full-time professor at the Autonomous University of the State of Mexico.*

*Maria Estela holds an MA in Applied Linguistics from the UNAM and a PhD in Educational Sciences from the UAEMex. She is a full-time teacher at the Faculty of Languages of that university, working in the areas of ELT and research. She currently coordinates the distance BA in English Language Teaching program.*



## New Year, new changes! A2 Key and B1 preliminary updates

**Alondra Valle**

Doña Sol

CP

ATE

At Cambridge Assessment English, we regularly review the performance of our exams to ensure that they continue to be fit for purpose. In this session, attendees will get a detailed description of the changes made to A2 Key and B1 Preliminary, their variants for schools and the impact in teaching.

*Alondra Valle has been an English teacher of Young Learners, Teens and Adults for almost 20 years. She currently is the assessment services manager at Cambridge Assessment English. She holds the In-Service Certificate in English Language Teaching as well as the C2 Proficiency Cambridge English Qualification among other certificates. Alondra is also a teacher trainer and author of international ELT materials.*

## Underpinnings of primary EFL teaching: a case study

**María Virginia Mercau**

Don Julián

P

RE, CPD

In this presentation, results of a qualitative PhD study about primary EFL Mexican teachers' teacher cognition will be presented. The study was framed in the field of teacher cognition (Borg, 2006) and personal practical knowledge (Connelly, Clandinin and He, 1997) to discover the underpinnings of practitioners' favourite practices. The aim of this presentation is to introduce to the audience the field of teacher cognition as a tool for reflective teaching and for continuing professional development by showing the main results of a case study about the underpinnings of two primary EFL teacher's practice.

*University English teacher and researcher in the area of teaching young learners in primary. Coauthor of the Diplomado Formación de Asesores de Centros de Autoacceso (UNAM) and is the coordinator of the Diplomado virtual formación docente en la enseñanza escolarizada de inglés para niños (UAM-Iztapalapa).*



## From language learners to active citizens of the world

**Claudia Roca**

Doña Adelita

W

IMLT

One of the biggest challenges educators are facing today is contributing to create globally active citizens. This requires including different skills like global orientation, global skills, and global action, which are our responsibilities to really help make changes, since it's not only important to be globally aware, but to do what is needed. The aim of this workshop is to analyze the different key elements of global citizenship education; and to provide ideas and practical examples of easy ways to include global skills in our classes to help our learners become better global citizens, making an impact for future generations.

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

*Keynote*

## Diversity in the classroom

**Marcela Cintra**

Don Alberto 2

W

CPD, EDI

Much has been discussed in English Language Teaching (ELT) about diversity and inclusion to impact a growing number of learners in the educational context. In this workshop, attendees will explore the topics with insight from the contexts of the presenter and the audience. Also, we will examine practical ideas on how professionals involved in ELT can take advantage of their development and perhaps adapt their teaching to cater for a variety of profiles through meaningful differentiation in the classroom. Finally, the sharing of information and ideas will be used to encourage teachers to design inclusive lessons considering the diversity as discussed in the workshop.

*(See biodata on page 21.)*



## CPD-3.0

Keynote

<b>Graham Stanley</b>	Don Alberto 3	W	RE, CPD, IDL
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What does best practice in CPD look like in 2020? How can teachers best take advantage of the opportunities that our connected world offers? In this workshop I will look at a range of CPD options, from collaborative expertise, to engaging with artificial intelligence, through exploratory action research, MOOCs, online communities of practice, teacher activity groups (TAGs), and the British Council's teaching for success. I will also present and discuss some of the findings of the British Council Americas cpdBE project, which launched in 2019. Learn about what works and how you can become involved.

*Graham Stanley is English for educational systems lead for the British Council in the Americas, based in Mexico City. He is editor of 'Remote Teaching' (British Council, 2019), author of Language Learning with Technology (CUP, 2013) and co-author of Digital Play: Computer games and language aims (Delta Publishing, 2011).*



## Concurrent sessions F

**16:20 – 17:20**

### Revisiting project-based learning to face 21st century teaching challenges

**Antonieta Cal y Mayor Turnbull  
María Eugenia Serrano Vila**

Doña Socorro

P

CPD, IDL

Teaching in the 21st century poses many challenges. Therefore, we need to innovate and find a way to engage our students and prepare them for their professional future. This presentation will introduce the audience to the fundamentals of project-based learning (PBL) and how this teaching approach can help language learners improve their English and develop the necessary skills to succeed in the 21st century. Based on a collaborative action research, we will describe the projects we conducted and will present the results we obtained focusing not only on the benefits, but also on the challenges we faced throughout the process.

*Antonieta Cal y Mayor Turnbull is a full time adjunct professor at the Universidad Autónoma de Chiapas. She obtained an MA and an Ed.M. in Applied Linguistics from Columbia University with a Fulbright grant. Her research interests include learning and acquisition processes, teaching methodologies and professional development.*

*María Eugenia Serrano Vila is a full time professor at the Universidad Autónoma de Chiapas, with 30 years of teaching experience. She holds an MA in Trainer Development and a PhD in Education. She has been a lecturer in different seminars and has published diverse articles.*

### Effective ELT for teens & young adults

**Tery Lemanis**

Don Genaro

W

IMLT, TE

Teenagers are often regarded as a difficult and unpredictable group of learners that can create many challenges in the classroom. In this session, we will take a look at some of the underlying causes for this perception, think back to when we were teenagers, and discuss some proven methods to help tackle common issues like lack of motivation, managing mixed-ability groups and developing rapport.

*(See biodata on page 30.)*



## *Kinderclíc*: developing digital skills at the preschool level

**Yiro Ortega Gómez**

Don Américo

CP

IDL

In today's constantly evolving digital world, younger generations are growing up in a technology-rich environment but with little or no formative guidance when it comes to technology and its many uses. *Kinderclíc* is a new bilingual coursebook series for preschool, which aims at acquainting preschoolers to the productive and creative possibilities technology has to offer beyond entertainment. Through graded activities and interactive online resources in English and Spanish, *Kinderclíc* integrates the preschool educational fields; and allows teachers to introduce knowledge of basic technological aspects while also developing digital skills. Join us and explore this new approach to teaching digital skills.

*Yiro Ortega is an ICELT-Cambridge certified ELT professional with over 10 years of extensive experience teaching and training teachers at all levels. He completed his Bachelor's Degree in English Literature at UNAM and is currently the coordinator of English publications at Editorial Trillas and part of the CDMX-MEXTESOL organizational committee.*

*Keynote*

## Practical principles for managing teens

**Chris Roland**

Don Diego 1

W

CPD

Let me take you on a lively tour of my own central tenets for teaching teenage students, demonstrating each with specific examples, exchanges and anecdotes from the classes that I teach. These are tried and tested techniques, planning tips, micro-strategies and ways of seeing situations that will help you in the here-and-now of challenging lessons. This session will be especially useful for teachers of teenagers but many of the ideas will also be transferable to upper primary levels and lessons with young adults. This session will be suitable for new teachers, seasoned veterans and trainers alike.

*(See biodata on page 19.)*



## Teaching evolution: welcoming centennials into the EFL classroom

**Gloria Ortiz Barroso**  
**Brenda Rosas Salas**

Don Diego 2

W

IMLT

This workshop aims at providing English teachers with the theory and tools necessary for a successful centennial oriented lesson. To do so, the workshop explains the main characteristics that this generation shares and the planning-framework, which includes in-classroom strategies, activities and evaluation resources necessary to help design their lessons. Attendees leave the workshop with resources and websites useful to support themselves should they decide to embark on this current and necessary endeavor.

*Gloria Ortiz, UPAEP Languages BA program director, holds a BA in Modern Languages and an MA in TESL. Professor of English, Italian, Spanish and content subjects in Mexico and the U.S., online facilitator, editor, national CIEES evaluator, and translator of an international magazine and researcher in the field of TESOL.*

*Brenda Mónica Rosas is a full-time professor at the Bachelor of Languages at UPAEP. BA in Modern Languages (BUAP), and MA in Human Development and Education (UPAEP). Researcher, online facilitator, speaker at national and international level, academic reader and academic tutor.*

## We belong together

**Angélica Flores**

Don Diego 3

W

EDI, DCK

*An ELT classroom is a small world where individuals share their personal experiences, backgrounds, and own cultures. It is where students can truly learn the meaning of tolerance, inclusion, and citizenship. An ELT lesson gives the teacher fertile soil to plant values and attitudes that learners can apply inside and outside the school to make the difference and become transformative citizens. Learning grammar and vocabulary is a collateral gain in a lesson which focuses on being able to belong together. This workshop gives practical ideas to develop such a lesson.*

*Angélica has more than 25 years' experience in ELT. She started teacher training 22 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, materials designer and academic consultant.*



## Teaching the new CEFR soft skills!

**Koen Van Landeghem**  
**Catherine Shih**

Doña Sol

CP

ATE, DCK, IDL

The new CEFR responds to the growing understanding that language acquisition requires other skills and competencies such as openness and cultural awareness, and inclusion. *For Real Plus* is a Helbling's new course that goes beyond developing typical language skills, by integrating skills such as critical thinking, persuasion, imagining, and storytelling. The course comes with the eZone learning platform and provides solid exams preparation up to B2. *For Real Plus* is based on a unique and well researched "whole person approach", built on the new CEFR. It provides a carefully balanced development of language skills as well as soft skills.

(See *biodatas* on page 26.)

The playful approach to teaching english:  
the power of gamification in the EFL classroom

**Ji Young Ko**

Don Julián

CP

IDL

How do we motivate students to learn and think in English? One of the most effective ways to make it happen is by encouraging students to be the owners of their learning process. The inquiry-based approach and the gamification approach start by posing questions and problems rather than merely presenting facts triggering curiosity and inviting children to get involved in the learning process naturally and playfully. This learning process leads students to ask their questions, find their answers, and explore what is around them. The power of an inquiry-based approach is for students to increase intellectual engagement and foster deep understanding through the topic.

*Ji Young Ko has an MA in TESOL from NYU, and holds an MBA degree from the University of Geneva in Switzerland. She previously taught ESL students and developed the curriculum for an ESL program at a school in New York City. She currently works at B&G as the senior global marketing manager and teacher development.*



## The Champion Teachers programme Mexico: professional development through exploratory action research

**Paula Rebolledo  
Elizabeth Muñoz  
Amelia Buendía  
Karla de la Rocha**

**Lourdes Sánchez  
Socorro Sánchez  
Valeria Soto  
Verónica Vilchis**

Doña  
Adelita

P

RE, CPD, TE

Since 2013, the Champion Teachers programme has supported teachers in Latin America to understand and make changes in their teaching practice through exploratory action research. In 2018, the first cohort of Mexican teachers was able to carry out their own classroom research projects and a selection of them was recently published by the British Council (Rebolledo & Bullock 2020). Last year, two new groups joined the programme; one including teachers working at state schools across Mexico and another involving teachers working at *escuelas normales* in Estado de México.

In this presentation, we will share the aims, timeline and mentoring arrangements of both groups in Mexico. Six champion teachers will share their research stories and how they transformed challenges into opportunities to improve their teaching.

*Paula Rebolledo has taught at primary, secondary, undergraduate and postgraduate levels and in INSETT programmes in Chile and overseas. Her research interests include teacher education, professional development and teacher-research. She has led teacher-research initiatives such as the Champion Teachers programme and the APTIS Action Research Award Scheme.*

*Elizabeth Muñoz is an EFL teacher and teacher educator. She works at school and university level. Elizabeth holds an MA TESOL from the University of Manchester. She has mentored teacher-research in Chile, Uruguay and Mexico. She is now the senior mentor of the Champion Teachers Mexico supporting teachers becoming teacher-researchers.*

*Alejandra De la Rocha is a young, full-time teacher in a rural, public secondary school. Teaching English as a second language has been a formal job since 2013 and now she has developed a particular interest in understanding and enhancing students' learning experience in the L2 classroom.*

*Socorro Sanchez has worked in ELT for over 10 years. She has a particular interest in materials design, group dynamics and the impact of motivation in the class. Currently, she is working at Escuela Normal de Teotihuacan as Formador de Inglés C.*

*Mel Buendía has been a teacher of English for more than 15 years. She has worked as teacher, teacher trainer, examiner and consultant. Currently, she is Formadora de Inglés C at Escuela Normal No. 1, Toluca. Her interests are edtech, innovation, educational leadership, holistic education and mediation.*

*Veronica Vilchis Santiago has been a teacher of English for about 10 years. She has been working for SEP and for Pearson as a freelancer for five years and has transformed herself into an academic leader by participating in international exchanges and running projects for in-service teachers of basic education.*

*Valeria has been an English teacher for almost 20 years and loves it! She has worked for both private and public sectors and has also collaborated on writing and editing EFL books. She has also been part of training projects for in-service public school teachers and gives online courses.*

*Lourdes Sanchez Cuadros has been a teacher of English since 2010. She has dedicated her time teaching in the public school system and has developed strategies to transform her classrooms into a fun, exciting and caring environment. Her slogan: "The more enjoyable the teaching is, the more comfortable I feel to speak."*



## Keynote

## Scientists – WANTED! A report about teaching science in the classroom

<b>Jose Luis De Paz Centurion</b>	Don Alberto 2	P	IMLT, TE
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“A Plastic Ocean” official trailer had a tremendous impact on the urgency about educating students in science. However, how do we approach science instruction when financial restrictions are a common denominator in different countries? Join me and meet a group of enthusiast teachers in public schools who enjoy teaching science. Listen to some students talk about their experience, listen to an author and teacher talking about his experience in science.

*Teacher trainer and academic consultant with more than 25 years' experience in education in public and private schools in Mexico. Specialist in exam preparation and currently preparing towards an MA in English Language Teaching: Online with the University of Southampton and the British Council. Story teller and passionate about science education.*

## Keynote

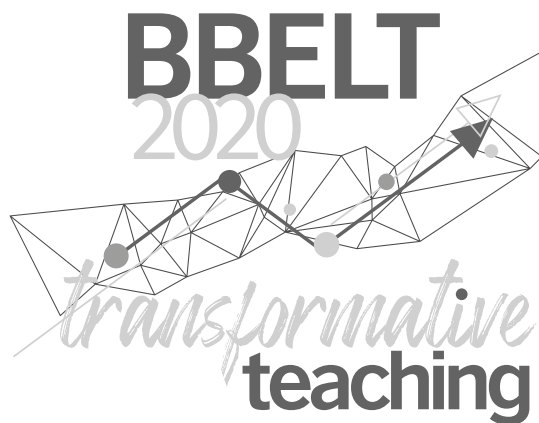
## Rethinking underrepresented ethnicities in ELT textbooks through discourse analysis-oriented materials

<b>Sergio Durand</b>	Don Alberto 3	W	IMLT, EDI
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Some current ELT materials have fallen short in bringing global issues to the classroom critically. What is more, they have failed in representing minorities accurately and relevantly. During this workshop, I will depict a model based on discourse analysis techniques which aims to actively involve learners in deconstructing weak representations of discriminated ethnicities and reestablish their relevance in global issues. Attendees will be able to identify embedded misrepresentations of such ethnicities in ELT textbooks and will try to adapt or write activities using this model to foster critical analysis on global issues and make their teaching really transformative.

*Sergio Durand coordinates Normal Veracruzana's languages center and lectures English culture at Universidad Veracruzana. He holds an MA in Humanistic Studies (ITESM) and is doing an MA in TEFL (UdeG). He has been a materials writer for Sistema UNOi & EF Class. He won the 2018 IATEFL Latin America Scholarship.*





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## Academic programme

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**Saturday 08 February**

**PLENARY SESSION F**

**18:00 – 19:00 • Don Alberto 1, 2, 3**

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*Mario E. López-Gopar*



# Transforming ELT in Mexico: negotiating affirming identities in the classroom

Mexican children grow up in a society where English and Spanish are associated with “development” and economic success and indigenous languages with backwardness and marginalization, and where English seems to be owned only by so-called native speakers, rendering Mexican English teachers as deficient. However, Mexican educators and Mexican pre-service English teachers have attempted to transform this reality for the last 12 years in Oaxaca, Mexico.

Using multimodal identity texts (photos and videos) and narrative, this paper presents ethnographic portraits of Mexican English pre-service teachers as well as indigenous and mestizo children from Oaxacan semi-urban and rural communities participating in a critical-ethnographic-action-research project. This project teaches “English” in order to (re) negotiate the pre-service teachers’ and children’s identities and to challenge the historical and societal ideologies that position them as deficient learners and their translanguaging and multiliteracies practices as inappropriate. Utilizing “identity texts” (Cummins, 2006) and critical pedagogy (Freire, 1970; Norton & Toohey, 2004) as a theoretical framework, the data was collected through participatory classroom and community observations, semi-structured interviews, and pre-service teachers’ and children’s identity texts. The analysis and discussion of the data addresses three main emergent themes: (a) pre-service teachers as bilingual and/or multilingual teachers; (b) children’s identity (re)negotiation through the creation and performance of identity texts; and (c) the use of English to address topics that matter in Mexican people’s lives. It is concluded that transforming English occurs in micro-experiences and contexts, which leaves us hopeful that transformation can also occur in macro-contexts.

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*Mario López-Gopar (PhD OISE/University of Toronto) is professor at Universidad Autónoma Benito Juárez de Oaxaca (UABJO). Mario’s main research interest is intercultural and multilingual education of indigenous peoples in Mexico. He has received over 15 academic awards. His PhD thesis was awarded both the 2009 AERA Second Language Research Dissertation Award and the 2009 OISE Outstanding Thesis of the Year Award. He has published numerous articles and book chapters in Mexico, USA, Canada, Argentina, Brazil and Europe. His latest books are Decolonizing Primary English Language Teaching (Multilingual Matters, 2016) and International Perspectives on Critical Pedagogies in ELT (Palgrave MacMillan, 2019). He is the leader of the Critical Applied Linguistic Research Group at UABJO, which was awarded the Oaxaca State Science and Technology Award in the Area of Social Sciences in 2013. He has been a SNI member (Sistema Nacional de Investigadores) since 2011.*

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# Special Interest Group (SIG)

## BBELT Communities of Practice

### What is a BBELT SIG?

A BBELT **Special Interest Group (SIG)** is a community of ELT professionals with a shared interest in advancing a specific area of knowledge, learning or skill. Members of the SIG come together as a community of practice to generate and share ideas within their field of interest.

The aim of the BBELT SIGs is to take the conversations and work of the BBELT conference and turn them into continuous professional development.

### What areas of interest are covered?

This year we will launch two SIGs with a focus on technology and research:

Learning Technologies SIG (LTSIG)

Teacher Research SIG (TRSIG)

### Where do members meet?

The launch meeting will be at the BBELT conference, where you will have the opportunity to join the SIG and to become part of the committee (if you are interested).

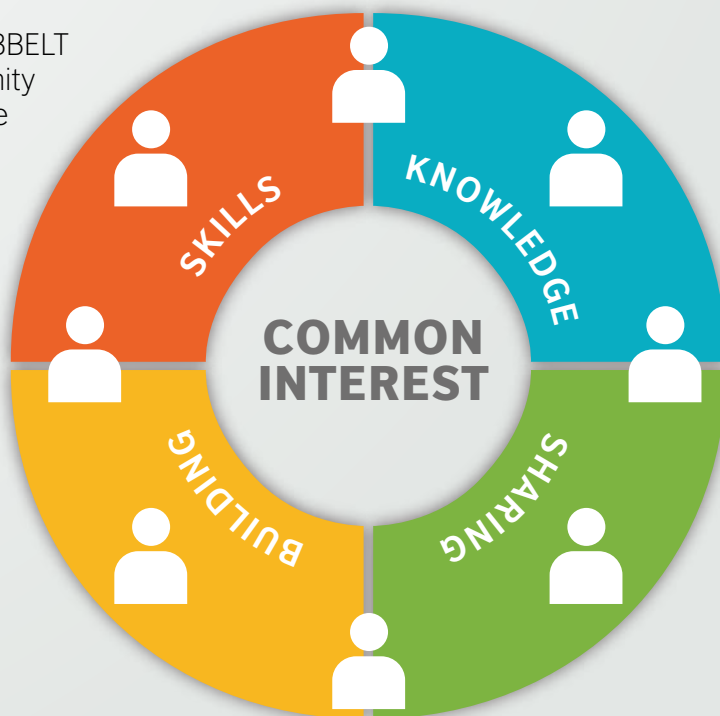
SIG members will continue to meet regularly (frequency to be decided) after the conference at member events, and will also be invited to join an online community of practice, where online discussions and knowledge-sharing will take place.

### How can I join a SIG?

Any registered BBELT participant can join a group by simply sending an email expressing their interest to:

LTSIG: [lsig@britishcouncil.org](mailto:lsig@britishcouncil.org)

RSIG: [rsig@britishcouncil.org](mailto:rsig@britishcouncil.org)



You can find out more about the SIGs by visiting the British Council stand in the Exhibition room.