



BRITÁNICO
INGLÉS

80
AÑOS

BRITÁNICO **ELT**
CONFERENCE
2017

**SATURDAY,
SEPTEMBER**

30th

PROGRAMME



HERBERT PUCHTA CAMBRIDGE UNIVERSITY PRESS (CUP)

Herbert Puchta holds a Ph.D. in ELT Pedagogy, was Professor of English at the Teacher Training University in Graz, Austria and is a well-known plenary speaker at numerous international conferences. He was also President of IATEFL, the International Association of Teachers of English as a Foreign Language. For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books. His latest resource books are *Teaching Young Learners to Think and Activities for Very Young Learners*. His course books include *Super Safari* (for pre-primary), *Quick Minds* for primary students, *English in Mind and Think* for teens, and *Empower* for adults and young adults.

PRESENTATION FOREIGN LANGUAGE TEACHERS CAN MAKE A DIFFERENCE

Being a language teacher is not just about teaching the present perfect passive or the future perfect progressive. One of the secrets of being an excellent teacher is to inspire our students and make a real difference to their lives by influencing them in a respectful way. In this session, we will look at the differences that make this difference - in other words, we will define what we do and what qualities and values we as teachers need to develop in order to be able to create a 'classroom culture that our students want to belong to'.



JEREMY HARMER PEARSON

Jeremy Harmer is currently on the faculty of the online MATESOL at the New School, New York. He taught for many years in Mexico and in the UK. Among his many books published by Pearson are *How to Teach English*, the prizewinning *The Practice of English Language Teaching* and *Essential Teacher Knowledge* which won the 2013 British Council/Society of Authors ELT prize. Away from ELT Jeremy is a performer of music and the spoken word. His latest album 'And then we shall sing' was released in 2017, and with colleague Steve Bingham he has toured their music and poetry show 'Touchable Dreams' (also on CD). His oratorio for schools (Island) was premiered in 2013.

PRESENTATION THAT'S ALL FOLKS! (OR IS IT?)

What does it mean to end something? What happens when something finishes? What have we learnt when all the shouting is over?

In music and other kinds of performance the moment passes, but we retain an echo, a sense of what was there before. But what about when a lesson ends? What is left then for the student? For the teacher?

This session will make suggestions about how the end is, finally, just a new beginning.



JON HIRD

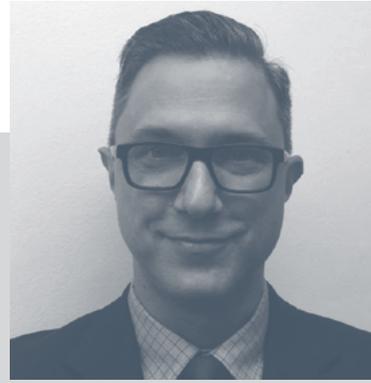
OXFORD UNIVERSITY PRESS (OUP)

I am a teacher, trainer and author based in Oxford, UK, where I divide my time between teaching English at the University of Oxford and writing ELT materials. I also give teacher-training talks and workshops both in the UK and overseas. I have a range of experience and interests, but with a particular interest in Grammar, English for Academic Purposes and in dyslexia and learning English. I have written and contributed to a number of ELT publications and my most recent include *Oxford EAP B1, Grammar and Vocabulary for the Real World and Oxford Learner's Pocket Verbs and Tenses* and I have also recently written grammar material for the Navigate course book series. In my free time, I play the drums.

PRESENTATION

GRAMMAR GAMES IN THE CLASSROOM

This interactive and fun session will first look at the pedagogic reasons for and merits of using games and similar activities in the classroom. We will then take part in a number of games and activities that practise grammar and provide plenty of opportunity for oral production of specific grammar points. We will also consider how these activities can be used to supplement any course book. You will leave the session with some games and activities that you can straight away use in the classroom.



GREGG SOTIROPOULOS

MM PUBLICATIONS - ANGLO DEL PERÚ

Gregg Sotiropoulos (BA, MBA) born in New York, USA. He began his career in education as an elementary school teacher in 1998 in New York. He holds a bachelor's degree in Education, a Master's Degree in Business Administration and had participated in numerous seminars and conferences concentrating on Teacher Training, Coaching, Leadership and Negotiations. He has traveled all over the world delivering a plethora of specialized ELT presentations, some highlights include the NileTESOL AUC Conference Redefining, Integrating, Empowering and 6th International ELT Conference at Narva, Estonia Frontiers in CLIL and ELT. He has extensive experience in teaching English as a foreign language at all levels. He is currently working for MM Publications as an ELT consultant and teacher trainer. Gregg believes that a teacher's role is multifaceted and our aim as educators is to guide our students in becoming agents of change and help shape a better future on a global scale.

PRESENTATION

ONE SIZE DOES NOT FIT ALL: TRADITIONAL VS DIFFERENTIATED INSTRUCTION

In the ELT classroom, each student has a unique combination of strengths and skills. Following a one-size-fits-all approach will leave many students behind, but at the same time teachers often struggle to balance learners' different needs. In this session, we will explore the different preferences and learning styles a student may have and how we can accommodate all of them in the ELT classroom through differentiated instruction. We will focus on the right blend of activities and how we can integrate them into the lesson to help students enhance their skills and build their confidence.



JIMENA LIZALDE

RICHMOND PUBLISHING

Jimena Lizalde holds a TESOL Certificate from Arizona State University and has specialized in communicative language teaching, education planning and ELT management. She also holds a Certificate with Distinction on Online Teaching from the University of New South Wales, Australia.

Jimena has given talks throughout Latin America: at the Binationals Teacher's Conferences in Guatemala, Costa Rica, El Salvador and Colombia, at FAAPI in Argentina, at TESOL in Colombia and at different conventions organized by private universities. She has extensive experience in ELT as teacher of young adults, teacher trainer, and materials writer (Kites and All Ready! Teacher's Guides, published by Macmillan). She is currently the Young Adult Product Manager for Richmond ELT, part of the Santillana Global Languages group.

PRESENTATION

EMPOWERING LEARNERS WITH SPEAKING SCAFFOLDS

Most teachers are concerned with giving students opportunities to increase fluency and confidence in using English. This means going beyond communicative activities to practice a language item, to activities more focused on content and tasks than on the use of specific language. Also, teachers find that activities suggested in course books don't work with beginners because students can't produce more than a few basic sentences about any given topic. This workshop will suggest a framework to provide support for speaking activities to ensure successful outcomes at any level.



LUCIANA FERNANDEZ

NATIONAL GEOGRAPHIC LEARNING

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-two years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education.

She is a Reading and Literacy expert and has been training teachers in this area for the past ten years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016.

She has been the Head at several bilingual IB institutions in Buenos Aires. At present she is an Academic Consultant and reviewer for National Geographic Learning and a Teacher Trainer for Trinity College London, Argentina. She is also a facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

PRESENTATION

PREPARING STUDENTS FOR THE REAL WORLD

While we claim to focus on Communicative Language Teaching (CLT) in English language classrooms around the world, teachers spend lots of time preparing students for exams focusing on successfully achieving the next CEFR level. While many English language learners do well on international exams, they lack oral communication fluency. In my role as a teacher and teacher trainer, I have observed lots of classes globally and the same pattern appears everywhere. Classrooms fail to provide enough real world communication opportunities and therefore do not prepare learners for English language communication. In this seminar, we will look in detail at a variety of tasks that provide learners with plenty of real communication opportunities and incorporate those 21st Century Skills essential in today's world and how they can be implemented in the English language classroom.



ROSALIA VARGAS BRITÁNICO

BRITÁNICO English Teacher since 1998. Teacher Trainer. Cambridge Speaking Examiner. Bachelor Degree in Literature (UNMSM). Cambridge COTE, CEELT and CPE.

PRESENTATION TEACHER DEVELOPMENT

How does a teacher 'develop'? Is it just a matter of accumulating working years? How can we make our experience tangible and meaningful for us and for our students? Are we willing to face our shortcomings as practitioners without 'blaming' others for them? How do you effectively improve as a professional? Let's find out.



JOEL SIGURDSON BRITÁNICO

Joel has 15 years teaching experience in Peru and abroad as well as a Canadian college TEFL degree and CELTA.

PRESENTATION PRONUNCIATION RULES!

Is pronunciation really so important? Can pronunciation be taught any other way apart from listen and repeat? Are there any rules for pronunciation which can assist students in being able to recognize how to pronounce words in English? The answer to all these questions is a resounding "YES" and this workshop will illustrate how teachers can effectively approach teaching pronunciation.

PROGRAMME

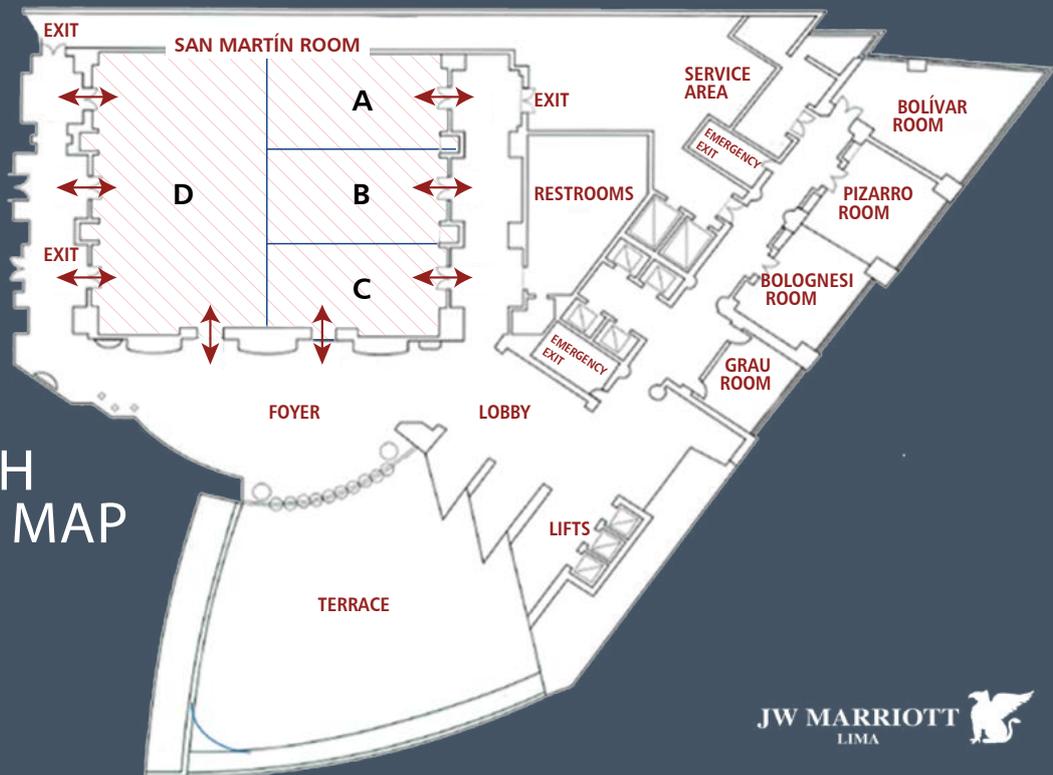
8.30-9.00	30'	REGISTRATION - FOYER		
9.00-9.15	15'	OPENING - SAN MARTIN ROOM - ROOM D		
9.20-10.05	45'	PLENARY- SAN MARTIN ROOM D		
		FOREIGN LANGUAGE TEACHERS CAN MAKE A DIFFERENCE HERBERT PUCHTA CAMBRIDGE UNIVERSITY PRESS		
10.05-10.35	30'	COFFEE BREAK + BOOK EXHIBITION - FOYER/TERRACE		
10.35-11.20	45'	SAN MARTIN		
		A Teacher Development ROSALIA VARGAS BRITÁNICO	B One size does not fit all: traditional vs differentiated instruction GREGG SOTIROPOULOS MM PUBLICATIONS ANGLO DEL PERU	C Grammar games in the classroom JON HIRD OXFORD UNIVERSITY PRESS
11.20-11.40	20'	BREAK + BOOK EXHIBITION - FOYER/TERRACE		
11.40-12.25	45'	A Empowering learners with speaking scaffolds JIMENA LIZALDE RICHMOND PUBLISHING	B Pronunciation rules! JOEL SIGURDSON BRITÁNICO	C Preparing students for the real world LUCIANA FERNANDEZ NATIONAL GEOGRAPHIC LEARNING
12.25- 12.45	20'	BREAK + BOOK EXHIBITION - FOYER/TERRACE		
12.45-1.30	45'	PLENARY - SAN MARTIN ROOM - D		
		THAT'S ALL FOLKS! (OR IS IT?) JEREMY HARMER PEARSON		
1.30-1.45	15'	CLOSING - SAN MARTIN ROOM - D		

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Many special thanks to:



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