



**BRAZ-TESOL®**

**18TH**

**BRAZ-TESOL  
INTERNATIONAL  
CONFERENCE**

**MACKENZIE, SÃO PAULO**

**JULY 13 TO JULY 16**

**2022**



# Dear

# Participants,

Welcome to the 18th BRAZ-TESOL International Conference! We are all excited to be hosting our long-awaited event and hope the joy and professionalism may inspire you all during the next four days.

First of all, I thank all the volunteers that are making this happen. The executive board, along with some SIG and Chapter leaders, some members from the advisory council, and the academic committee (led by the hard-working Daphne Walder) have been joining forces to give us all the best possible experience in our first face-to-face conference since the pandemic started. Veruska Gallo has also started working with the group of minders that will help conference-goers and speakers. We aim at providing opportunities for professional development, constructive dialogue in ELT, networking, innovation, and collaboration, and we hope you can make the most of it.

Also, I would like to personally congratulate everyone who submitted their proposals to the conference. We know it takes effort to research, write, meet deadlines, and it takes courage to put an idea forward for approval. If you are presenting at the 18th BTIC, thank you for making this conference possible. I would love to be able to attend all sessions, but physics prevents me from attempting the feat. If your proposal was not accepted this time, do reach out to understand the feedback and to keep growing and submit a new paper next year.

The last thank you note goes to our sponsors, every kind of support counts, and your contribution makes the conference stronger. I hope to see you all around in São Paulo.

Diversity is at the core of education and dear to BRAZ-TESOLers, so we made all our efforts to build a programme that addresses all possible voices and includes speakers from various contexts. We hope that the possibility to build different conference experiences depending on choices made and your own interests may inspire learning beyond our comfort zones. Also, we hope that the first-time speakers make the most of their chances to develop and contribute to knowledge building in the community. I definitely look forward to attending as many talks, workshops, and plenary sessions as I can squeeze into the conference days!

Let's come together for BTIC and make a memorable conference to build an even more inclusive, innovative, and cooperative atmosphere for our association and the world of ELT.

I look forward to seeing you in Sampa!

Marcela Cintra  
BRAZ-TESOL President





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This programme was correct at the time of publication, but changes may have been made since then. For the most up-to-date version, download our conference app.

Search for 'Eventool' in the Google or Apple app store. After you've opened the app, add '18BTIC' and you find our programme. Some features require you to log in.

In order to have the best possible event, we are encouraging all attendees of the 18th BRAZ-TESOL International Conference to make it as COVID safe as possible. Please observe the following guidelines and help protect our community.

- 🌿 wear masks while indoors at the conference.
- 🌿 if you start to feel any symptoms, isolate yourself and get tested.
- 🌿 and if you haven't already, get vaccinated and boosted!

Guidelines are subject to change and will be communicated to registered attendees if any changes are made. Please stay tuned to our social media and check your email for any further updates.



# What is

# BRAZ-TESOL?

BRAZ-TESOL is a non-profit organization of teachers of English. It is an affiliate of TESOL (Teachers of English to Speakers of Other Languages) International, a professional association based in the U.S., and an associate of IATEFL (International Association of Teachers of English as Foreign Language), based in the UK. Both TESOL and IATEFL represent teachers, researchers, and materials developers throughout the world.

BRAZ-TESOL represents ELT professionals working in the private, public, and freelance sectors in Brazil. It publishes a quarterly newsletter for its members, organizes Special Interest Groups (SIGs), and has Regional Chapters. It organizes an international conference and one-day seminars, workshops, webinars, and courses throughout the year in different regions of the country in order to stimulate professional growth as well as improve the standards of ELT in Brazil.

## OUR MISSION

To foster professional expertise and development in English language teaching and learning in Brazil.

## OUR VISION

To fully represent all segments of the ELT community within the country, and to be a service and resource provider for teachers and institutions..

### **BRAZ-TESOL**

Rua Maranhão, 416  
Higienópolis - São Paulo/SP  
CEP 01240-902

Phone: +55 11 95610-1947 /  
+55 11 95307-1351  
braztesol@braztesol.org.br  
www.braztesol.org.br





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---

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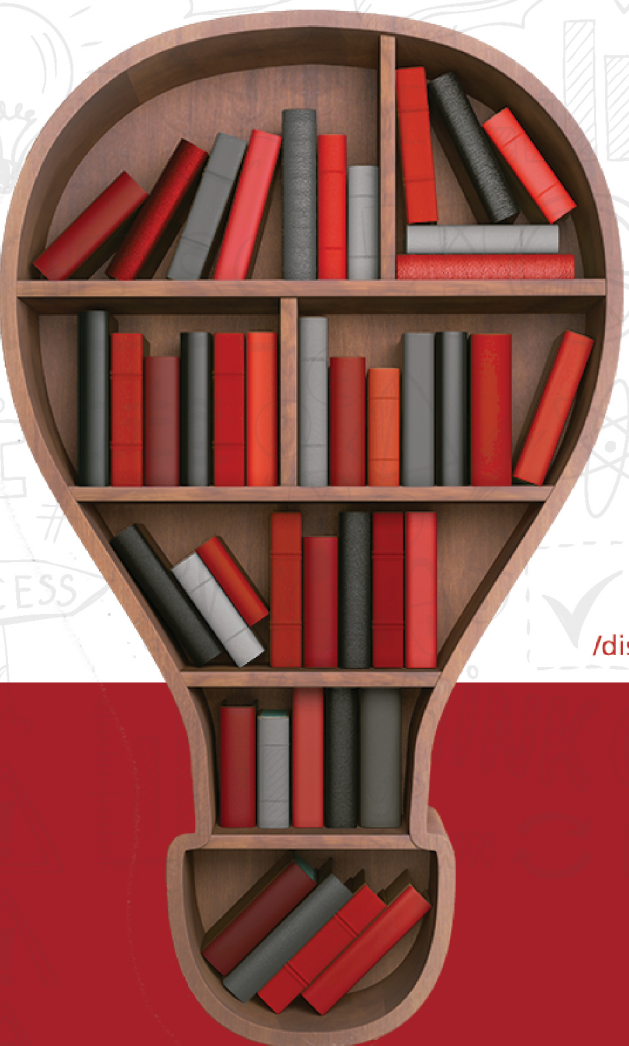
# DISAL

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## Visite o stand da **Disal** no **18<sup>TH</sup> BRAZ-TESOL INTERNATIONAL CONFERENCE**

13 a 16 de Julho de 2022

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# Regional Chapters

## and Special Interest Groups of

# BRAZ-TESOL

BRAZ-TESOL aims to be truly representative of members from all over the country. Although our main office is located in São Paulo, more than half of our members nationwide come from other states, where the benefits of membership are consistently reinforced through local Chapters and Special Interest Groups. All BRAZ-TESOL members can choose to belong to one Chapter and two SIGs.

### CHAPTERS



### SPECIAL INTEREST GROUPS (SIGs)



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## VISIT US AT THE 18TH BTIC IN SÃO PAULO

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# Statement of inclusion

*At BRAZ-TESOL, teacher development is at the core of what we do. Ensuring that all of our members, irrespective of their backgrounds and identities, have access to this is a fundamental principle of how we operate. Our motto is “the more we are, the stronger we become” and we are committed to keeping this promise to all of our members. With this in mind, we are making this statement regarding our BRAZ-TESOL International Conference which will take place in São Paulo on July 13th to 16th, 2022.*

BRAZ-TESOL welcomes and encourages participation in our events by all individuals regardless of gender identity and/or expression, race, ethnicity, nation of origin, citizenship status, religion, age, marital status, sexual orientation, disabilities, or any other protected status. We are committed to providing a safe, open, and bias-free environment, and to achieving and maintaining diversity in events. We stand opposed to all forms of racism, prejudice, intolerance, and injustice. We believe that teaching is enhanced by a variety of perspectives, and our goal is to create an inclusive, respectful conference environment that invites participation from people of all races, ethnicities, genders, ages, abilities, religions, and sexual orientations. In representing the English teaching profession in Brazil, we strive to lead by example as advocates for equality, diversity, and inclusion.

We aim to achieve this by attempting to have the following:

- equal gender split in plenary speakers
- equal number of local and international plenary speakers
- an anonymised speaker proposal system
- discounted entry for public school teachers
- a zero-tolerance policy for hate speech and discrimination in any BRAZ-TESOL related forum
- full transparency regarding conference speaker approval





# Conference at a glance

Time/Date	July 13	July 14	July 15	July 16
09:00	Registration	Plenary 2	Plenary 4	Plenary 7
10:00	PCE	Presentations	Presentations	Presentations
11:00	PCE	Presentations	Presentations	Presentations
12:00	Lunch break/ Exhibition	Lunch break/ Exhibition	Lunch break/ Exhibition	Plenary 8
13:00			Plenary 5	Closing Ceremony
14:00	PCE	Presentations	Presentations	
15:00	PCE	Presentations	Presentations	
16:00	Opening Ceremony (16:15)	Presentations	Presentations	
17:00	Plenary 1	Plenary 3	Plenary 6	
18:00	Cultural event	Cultural event	Cultural event	



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# Pre-Conference

## Events

WEDNESDAY, JULY 13TH

One of the attractions of the International Conference will be the Pre-Conference Events run by ten of our Special Interest Groups (SIGs). If you haven't registered for one, you still can. Go to: [braztesol.org.br/internationalconference/pce](http://braztesol.org.br/internationalconference/pce).

Don't forget that all BRAZ-TESOL members can choose two SIGs (and 1 Chapter) to belong to at no extra charge, and you can get a 50% discount on the PCE's that you belong to. Simply go to our website, log in and go to your personal information. At the bottom of the page, you can find two drop-down menus to choose your SIGs and Chapter.

 **Room 102**

 **10:00 - 16:00**

**Voices SIG**

Hand in hand with teens: understanding adolescence as a means of connecting with teenagers

Our PCE will be tackling several topics related to adolescence and its phases. We'll be talking about ways of approaching teens throughout their teen life, helping teachers and school workers to walk hand in hand with teens, in order to connect with them.

**10:00 - 10:05:** AJ Dalmaso

**10:05 - 11:00:** Samantha Vitena

**11:00 - 12:00:** Henrique Zamboni and Júlio Vieitas

afternoon:

**14:00 - 15:00:** Kenia Santos

**15:00 - 16:00:** round table with specialists +

Vicente Vieira

 **Room 103**

 **10:00 - 16:00**

**Assessment  
SIG**

Multiple-choice test tasks are widely used in language tests, in various contexts, from school tests to high-stakes examinations, given their advantages over other types of test tasks, especially when marking, answer standardization and time constraints are considered. In this workshop, we will present and discuss the key principles that underpin multiple-choice items, as well as guidelines on how to write efficient and valid test questions with multiple-choice answers. Examples of test tasks will be provided. Participants will be encouraged to write a few test tasks, considering the English courses they usually teach, and share these tasks with the other participants.

**10:00 - 12:00:** Writing multiple-choice items for classroom tests:

Principles and Practices (Douglas Altamiro Consolo and Ana Lígia Barbosa de Carvalho e Silva)

Multiple-choice test tasks are widely used in language tests, in various contexts, from school tests to high-stakes examinations, given their



advantages over other types of test tasks, especially when marking, answer standardization and time constraints are considered. In this workshop, we will present and discuss the key principles that underpin multiple-choice items, as well as guidelines on how to write efficient and valid test questions with multiple-choice answers. Examples of test tasks will be provided. Participants will be encouraged to write a few test tasks, considering the English courses they usually teach, and share these tasks with the other participants.

**14:00 - 16:00:** Sweet revenge: judging assessment tools (Natália Guerreiro)

Little by little, our profession realizes how central feedback is for the learning process. Feedback, however, depends on some kind of assessment -- which may or may not be related to testing -- and assessment criteria. On the other hand, many of us teachers have a lifetime of bad experiences with assessment that may make us reluctant to carry it out as often as we would need to. In this workshop, we will go over many aspects of tests and assessment we are not fans of. We will have the chance to get back at these pesky tools by judging how (in)adequate they are for their intended purposes. Hopefully, by so doing, maybe we will be ready to embrace assessment and feedback again, but this time we will be doing it in a way that helps rather than hinder learning.

 **Room 104**

 **10:00 - 16:00**

**Business English and English for Specific Purposes SIGs**

The BESIG and the ESP SIG are excited to present a dynamic session for all teachers interested in Business English and any other areas of English for Specific Purposes! This PCE will include two workshop topics. We will start with Andragogy and the English Learner by taking an in-depth look into key factors that affect training and courses BE and ESP teachers develop. Then we will look further into the Needs Analysis process while building resources that you can implement immediately. We have also included designated times and activities for networking and professional outreach throughout our session. If you are a new, in-service, or experienced teacher, or you work as a school administrator this session is for you. Our hands-on activities will not only be collaborative but you will also have the opportunity to customize them to your specific teaching context. It's finally time to meet and connect with our growing community of professionals in person!

**10:00 - 10:30:** Networking - Getting to know our BE and ESP Teaching community

**10:30 - 12:00:** Andragogy and the BE and ESP learner + hands-on activities (Kelly Pennington)

**14:00 - 15:30:** Needs Analysis Workshop (Carla D'Elia and Ricardo Bruns)

**15:30 - 16:00:** Professional Outreach





 **Room 203**  
 **10:00 - 16:00**  
**Young Learners and Teens SIG**

YLT PCE - Learning from the past, teaching in the present, looking forward to the future -  
After two years of having changed the way we interact and teach our students, we are returning to our classrooms, but not to the way teaching was before. How has our learning from the pandemic shaped who we are as young learners and teenagers teachers? What are the new (and old) challenges teachers might face in the classroom? How has the relationship in the classroom changed? Can technology still play a part in our daily classroom routine? And most importantly: how have we, young learners and teenagers teachers, been taking care of our own wellbeing in these trying times? Join us as we share experiences, tips, and discussions on how to better cater to learners in several different contexts.

- 10:00 - 11:00:** SEL in the YLT Classroom
- 11:00 - 12:00:** Post-pandemic technology with young learners and teenagers
- 14:00 - 15:30:** Round table: Wellbeing of the YLT teacher.
- 15:30 - 16:00:** Coffee break and mingling

 **Room 204**  
 **10:00 - 16:00**  
**Public School SIG**

Ever since the pandemic started, scripting and recording video lessons have become a reality for many teachers, and even though the pandemic is almost over, there is still a strong demand for recorded lessons. However, there is always fear about how to start, and what resources to use to have more creative and inventive video lessons. This mini-course aims to present some resources and ideas that have been collected and studied throughout a 2-year-period of video classes by producers in the program called Rioeduca na TV.

- 10:00 - 12:00:** From scripting to recording: ideas and resources to design English video classes (Luciana Oliveira Santos da Silva Matos)
- 14:00 - 16:00:** Video classes and the use of realia: useful online resources hints to record at home using PowerPoint (Karine Ribeiro de Melo)

 **Room 303**  
 **10:00 - 16:00**  
**Materials Writing SIG**

What does it mean to be a materials writer? This PCE will focus on exploring the many paths a materials writer can choose in the ELT field. There will be several networking moments offering participants many opportunities to interact. The first half of the PCE will be devoted to discussing what it means to be a materials writer and will be moderated by the MaW SIG board. The second part will offer a round table with Viviane Kirmeliene (ELT content writer, editor and co-founder of BaseB Editorial) and award-winning authors Bruno Andrade and Eduardo Amos. By the end of the sessions, participants will be able to understand how writing materials fit into their professional development and make educated decisions about their future as successful materials writers!

- 10:00 - 10:15:** MaWSIG Intro
- 10:15 - 10:45:** Welcome!
- 10:45 - 12:00:** FORUM - What does it mean to be a material writer?
- 12:00 - 2:00:** LUNCH



 **Room 304**

 **10:00 - 16:00**

**Pronunciation  
SIG**

- ▶ **2:00 - 3:00:** ROUND TABLE - Materials writing - challenges and opportunities (Bruno Andrade, Eduardo Amos, Viviane Kirmeliene)
- 3:00 - 3:45:** GROUP DISCUSSION - Materials writing and teaching
- 3:45 - 4:00:** Wrapping up

Much has been said and done when it comes to pronunciation and listening. For instance, the idea of working with pronunciation as a listening skill; how poor pronunciation can affect listening comprehension; the importance of identifying individual sounds and words; and last, but not least, how and when teachers should work on features of pronunciation with students. In this Pre-Conference Event, the Pronunciation SIG will explore some underlying aspects of pronunciation that might be preventing students from fully developing their listening skills and discuss how this will positively impact our language lessons.





- 10:00-10:10:** PronSIG Board Intro
- 10:10-10:30:** Getting to know our PronSIG teaching community
- 10:30-12:00:** How the underlying aspects of pronunciation impact listening (Carol Gonçalves, Sue Ruggeri Cons, and Vinicius Tavares)
- 14:00-15:30:** Practical Ideas to Teach Pronunciation to Improve Students' Listening Skills (Higor Cavalcante)
- 15:30-16:00:** Group Discussion + Closing

 **Room 403**

 **10:00 - 16:00**

**Intercultural  
Language  
Education SIG**

In this welcome return to actual conference-going, the ILE PCE addresses the challenges of returning to face-to-face learning while integrating the lessons of the virtual. We must redefine our purpose and pedagogy to take into account the new cultural practices that our students engage with and the newly increased pressures.

-  How do we orchestrate resources to ensure that our classrooms are diverse and inclusive?
-  When learners are perhaps unused to the same level of social contact in increasingly polarized societies, how do we handle disagreements and controversial topics in the face-to-face language class?
-  How do we facilitate deep online learning and deal with disputes that break out amongst participants?
-  How do we support each other and develop strategies that nurture resilience in an increasingly unpredictable world?

This ILE SIG PCE features an interactive session in which our members can have a say in its future direction. Join us for a transformative PCE!

- 10:00-10:30:** The purpose and goals of the ILE SIG, with a message from John Corbett
- 10:30-11:15:** Redefining teachers' purposes and school practices by engaging students in more inclusive cultural, linguistic, communicative, and technological diversity activities (Louise Emma Potter)
- 11:15-12:00:** Handling Disagreement and Building Intercultural Bridges (Hugo Dart) ▶



- ▶ **14:00-14:30:** Online International collaboration in a post-pandemic context: resistance and (dis)engagement among teachers and students (Eva Carolina da Cunha)
- 14:30-15:00:** Racial Literacy and Intercultural Awareness (Bruno Lima)
- 15:00-16:00:** Panel discussion and happy hour with members of the ILE SIG

 **Room 404**

 **10:00 - 16:00**

### **Mind Brain and Education SIG**

The MBE PCE aims at leading collaborative and cooperative learning experience that sustains an informed practice of teaching by offering an understanding of how our brain works, how to better use the abilities we possess and to comprehend the boundaries of our individualities. The first session of our MBE PCE will focus on the role of emotions and social interactions in learning from the perspective of Mind, Brain, and Education science. The second session will focus on what scientific evidence and real experiences of teaching have taught us about online and face-face learning effects on the brain. Both sessions will be conducted in an interactive manner with the active participation of MBE leaders, followers, and PCE participants.

**10:00 - 12:00:** “We feel, therefore we learn”: the role of social interactions and emotions to education” (Dr. Cyntia Bailer (FURB))

**14:00 - 16:00:** “Face-to-face and online learning effects on the brain: what science and the pandemic have taught us” (Dr. Janaina Weissheimer (UFRN), Dr. Altay Alves Lino de Souza (UNIFESP) and Dr. Lêda Maria Braga Tomitch (UFSC) mediated by Dr. Cyntia Bailer (FURB)).



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# SIG

## Showcase

We have invited our Special Interest Groups to select talks from the programme which they believe will be of interest to their members. You can find their selections below and highlighted in the program.

### Voices SIG:

#### July 14th

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11:15 to 12:00

##### Room 405

→ **Claudia Gabellini** - The Importance of Emotions in the Process of Learning a Foreign Language

15:00 to 15:45

##### Room 103

→ **Anastasiia Lytvynenko** - How to address sensitive topics in ESL classroom

#### July 15th

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11:15 to 12:00

##### Room 404

→ **Estela Rondon** - Volunteering is part of being a successful teacher

15:00 to 15:45

##### Room 403

→ **Fabiana Muliterno** - Nonviolent Communication, Positive Discipline, Motivation: Are they connected?

#### July 16th

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11:15 to 12:00

##### Room 304

→ **Carolina Coelho** - ADHD in the classroom: accommodations and experiences as student and teacher



## Intercultural Language Education SIG:

### July 14th

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10:00 to 10:45

#### Room 402

- **Cristina Bordinhão** - Once upon a lesson: storytelling to engage your learners

### July 15th

---

11:15 to 12:00

#### Room 205

- **Jane Godwin Coury** - Activities with an element of surprise

14:00 to 14:45

#### Room 402

- **Renata Condi** - UNESCO's SDGs as a way to boost language learning

15:00 to 15:45

#### Room 202

- **Samara Braga** - A Guide to Critical Literacy: How to enhance critical thinking in English lesson

### July 16th

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10:00 to 10:45

#### Room 102

- **Caroline Eufrausino** - Pen Friends: Developing Intercultural Competence among Young Learners

## Business English SIG:

### July 14th

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10:00 to 10:45

#### Room 403

- **Karin H. Galvão** - The New Normal in Business English Teaching

#### Room 204

- **Elaine Lima** - Cultural awareness - Tips to avoid social faux pas and misunderstandings

16:15 to 17:00

#### Room 103

- **Luisa Oliveira** - How to use the STAR method to prepare students for a successful job interview.

### July 15th

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15:00 to 15:45

#### Room 202

- **Gracyele Füberinger** - Business English as a tool for empowering women at work

16:15 to 17:00

#### Room 305

- **María Isabel Huaccho Soto** - Unlocking your Business English lesson potential through creativity



## Wellbeing SIG

July 14th

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11:15 to 12:00

### Room 103

→ **Natália González Brandi** - Dear New Teacher Self - what I wish I'd known before graduation and the pandemic

July 15th

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10:00 to 10:45

### Room 406

→ **Samantha Vitena** - Soft-skills in a Complex World: considering diversity when designing tasks

11:15 to 12:00

### Room 203

→ **Elizabeth Costa** - Emotional Intelligence: promoting teacher's wellbeing

16:15 to 17:00

### Room 103

→ **Luisa Oliveira** - How to use the STAR method to prepare students for a successful job interview.

July 16th

---

10:00 to 10:45

### Room 305

→ **Henrique Zamboni** - (In)Discipline  
→ **Valeria Cortez** - Speaker(s) - Social-emotional learning: going beyond the activities in your daily routine

## Pronunciation SIG:

July 14th

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11:15 to 12:00

### Room 303

→ **Bianca Pinto** - English Accents: What should we know about them?

14:00 to 14:45

### Room 103

→ **Raquel Ribeiro** - Voice Recognition to develop the students' autonomy

15:00 to 15:45

### Room 403

→ **Rosangela Effting** - Ensinar a falar ou a se comunicar?

July 15th

---

10:00 to 10:45

### Room 301

→ **Victor Hugo Medina Soares** - Intelligibility and Accentism in the EFL Classroom

July 16th

---

11:15 to 12:00

### Room 203

→ **Carlos Gontow** - Activities To Teach English Using Scenes From Movies And Series

## Materials Writing SIG:

July 15th

---

10:00 to 10:45

### Room 103

→ **Cristina Pellin De Bastiani & Danielle Dalzochio** - Benefits of using authentic materials and personalizing them for classroom use

11:15 to 12:00

### Room 301

→ **Viviane Kirmeliene** - Women in coursebooks now and then: how representation has changed

14:00 to 14:45

### Room 103

→ **Cleber Santos** - Amp Up Your Classes - Ideas for freer practice activities

16:15 to 17:00

### Room 104

→ **Kelly Pennington** - Using podcasts to boost learner autonomy and self-efficacy

July 16th

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10:00 to 10:45

### Room 402

→ **Lucas Rigonato** - Classroom Materials: use them or be used by them?

## Young Learners and Teens SIG:

July 14th

---

14:00 to 14:45

### Room 405

→ **Miriam Oliveira** - Bringing life to song videos when teaching kids with joy.

15:00 to 15:45

### Room 305

→ **Ana Paula Reis** - STEM Projects in the Primary Classroom

16:15 to 17:00

### Room 204

→ **Hemyllé Oliveira** - A box of tricks: fostering meaningful and fun practice in the teenage classroom.

July 15th

---

14:00 to 14:45

### Room 404

→ **Caroline Barqueta** - Developing Phonological Awareness in Kindergarten

July 15th

---

15:00 to 15:45

### Room 305

→ **Heloisa Duarte** - Young Learners' materials: language, mirrors, windows, and sliding doors





## Public School SIG:

July 14th

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15:00 to 15:45

Room 203

→ **Cristina Pellin Debastiane and Danielle Dalzochio** - Organizing your online business: how to use google tools interactively

16:15 to 17:00

Room 403

→ **Durдона Karimova** - Comprehending Fast Speech with Online Resources

July 15th

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14:00 to 14:45

Room 304

→ **Graziella França** - Using Positive Discipline techniques in the ELT classroom

16:15 to 17:00

Room 301

→ **Danuska Freitas** - Engaging Students in Projects involving Entrepreneurship and Collaboration

July 16th

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10:00 to 10:45

Room 404

→ **Daniele Dimateo** - Public School teachers opportunities

## Mind, Brain and Education SIG

July 14th

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10:00 to 10:45

Room 406

→ **Victor Araujo Coutinho & Danielle Botelho** - Elastic Readings: Connecting language learning, literature, and making

14:00 to 14:45

Room 205

→ **Manuela Moraes** - Learning Difficulties, here I am! - What Teachers Must Know

July 15th

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10:00 to 10:45

Room 303

→ **Danielle Hersey** - Low Floors, High Ceilings, and Wide Walls-Language Learning through Codingn

14:00 to 14:45

Room 302

→ **Marylin Caparelli** - Roleplay and Comedy as an engaging and memorable experience in the classroom



## Assessment SIG

### July 14th

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11:15 to 12:00

#### Room 102

- **Guilherme Guerra** - Formative Assessment in a Bilingual Context

16:15 to 17:00

#### Room 404

- **Alberto Costa** - Assessment for learning: Key Principles and How to Implement It

### July 15th

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10:00 to 10:45

#### Room 304

- **David Queiroz Moura** - Formative Assessment as a means to foster HOTS development

11:15 to 12:00

#### Room 406

- **Sérgio Pantoja & Rodrigo Sigoli** - 5 Tips to Help Students Succeed in High-Level Proficiency Exam

### July 16th

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10:00 to 10:45

#### Room 205

- **Cristine Corsetti** - Language Assessment Literacy: Bridging the gap between theory and practice



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July 13th



16:15 to 17:45

## Opening + plenary session 1



Auditório Ruy Barbosa

Marcelo Barros

### → **Building bridges to the unforeseen: a challenging blueprint**

Education in general – and language learning in particular – has a ripple effect that none of us is able to quantify completely or accurately. We may try, though, to assess part of that impact by exploring data from different areas (of knowledge and human life) to establish new connections and hypotheses which have the potential to inform our professional practice. In this talk, we will analyze some of these interrelations and propose what agency we, as educators, can have in applying the conclusions to our settings.

Marcelo Barros has been a proud volunteer with BRAZ-TESOL for 25 years now (a silver jubilee!), 12 of which in various positions on the Executive Board. He has served as President twice (2007-2008 and 2013-2014) and is a lifetime member of the association's Advisory Council.



Plenary



Talk



Workshop



Commercial



Round  
table





09:00 to 09:45

## Plenary session 2



**Auditório Ruy Barbosa**

**Lucy Crichton**

### → **Is faster really better? Insights into the preservation of childhood**

As initiatives to support and understand young learners gain strength in our profession, we still find ourselves fighting to protect children, to build play into our curriculums as an essential skill, and to provide the next generation of teenagers with deeper support and time to truly grow and thrive. In this plenary, I'd like to share my observations of over 25 years of teaching children in Brazil, what I have learned and what, in my mind, still needs to change.

She's an ELT teacher educator and materials writer. She writes for the primary and pre-primary classroom and these projects have taken her to countries in South America, Europe, and Asia. She's the founder of The Secret Garden English School in Florianopolis, where she teaches children and teenagers with a focus on living the language through practical projects, music art, drama, gardening, and cooking. Brazil is her adopted home.



10:00 to 10:45

**Concurrent talks and workshops**



**Room 102**



**Rita Ladeia**

→ ***Sponsored by MM Publications***

**From ELT into Bilingual Education: effective bridges**

How are content-based approaches put into practice in ELT and in Bilingual Education scenarios? How can ELT experience contribute to making Bilingual Education more effective? And how can Bilingual Education contribute to turning ELT practices into more meaningful cognitive, academic, and social-emotional experiences for learners? The aim of this talk is to discuss how these two paths to the development of bilinguals can be stronger if they take advantage of the best resources and strategies each one has to offer.

Rita Ladeia holds a teaching degree in Languages and in Education, and an M.A. in Applied Linguistics. Her main research interests are curriculum design for bilingual education, Mind, Brain and Education, Visible Learning, and Teacher Development. Rita currently teaches in graduate studies programs in Bilingualism and Bilingual Education, and in Neuroscience and Education in several institutions in Brazil. She has also been working as a consultant for several K-12 schools and language institutes all over the country.



**Room 103**



**George Balbino**

→ ***Sponsored by Education Perfect***

**How can personalised learning continue to help my students post-COVID?**

Education technology has become a staple of the post-COVID era. Still, the use of technology alone is not a guarantee of improved student outcomes. In this presentation, we will discuss how technology can be leveraged to create personalised learning pathways for students, to empower students to take greater ownership over their own learning, and to better inform planning and instruction through the use of assessments and data generation.

Brazilian by birth and world citizen by conviction, George is a linguist, conference interpreter and translator with over 30 years of experience working for organisations such as the UN, European Union Parliament, Brazilian and British Governments, and lecturer at the University of Westminster, London. For the last 12 years, George has been helping schools across Brazil and Latin America get the best out of technology as tools to engage students and deliver personalised learning to improve outcomes across multiple subjects.



## Room 104



**Bruna Caltabiano  
& Marcelo  
Noronha**

### → **Entrepreneurship in times of pandemic**

Being the owner of a small-sized school has never been an easy task, but it has been a real challenge in the past two years because of the major economic shock as well as adaptations schools needed to undergo because of the pandemic. This presentation aims at exploring the impact of COVID-19 on a small language school and at shedding light on some ideas which can be helpful to anyone in the audience who runs a school.

Bruna Caltabiano has worked with ELT for over 20 years. She is the co-founder and academic director at Caltabiano Idiomas. She holds a degree in Psychology and the Cambridge CPE, ICELT and DELTA, having done her Module 3 on the ELT Management Specialism. She is also a Cambridge CELTA tutor.

Marcelo Noronha is the executive director at Caltabiano idiomas. He has a degree in Business and holds the Cambridge CAE. He is interested in leadership & management, marketing, and entrepreneurship.



## Room 202



**Olenka Erika  
Villavicencio  
Carranza**

### → **Creating memorable learning experiences through collaborative tech tools**

Do you consider yourself an ingenious, challenging, and passionate educator? Curious about using collaborative tech tools to promote different skills in your classes? This workshop will explore a diversity of ways to use them throughout “Choice Boards” for learner encouragement to promote different activities that can motivate, inspire and help teachers become more productive in their hybrid classes at the different teaching levels. Concrete examples to be adapted will be shared.

She is a highly experienced educator who has professional degrees in Education, in Computer Sciences, and MA in Education Management. She holds an IH Diploma in Teacher Training, is a professor, trainer, speaker in local and international conferences, and TESOL CALL-IS Committee Steering Leader.



## Room 203



**Cleber Azevedo**

### → **FLUENCY and ACCURACY | an optimal pair to boost learners' speaking skills**

Participants will be asked to contrast, select and decide on tasks that focus on accuracy and fluency. It defines and contrasts the aforementioned pair in order to better help teachers devise speaking lessons. This talk sits on the idea that “fluency occurs when learners prioritize meaning over form in order to get a task done”, (Thornbury). It targets novice teachers looking for insights as to how they can go about applying tasks that scaffold both accuracy and fluency in the classroom.

TARGET - Delta (Module 1) | SP (2022) SPOC - Train The Trainer (Cambridge) | SP (2021) + CELT-S - SP (2019); UNITAU - MASTER'S in Applied Linguistics (2018); SEVEN IDIOMAS | CELTA - SP (2016); UNITAU - BACHELOR'S degree in Journalism (2015) + BACHELOR'S degree in Languages (2011).



Room 204



Elaine Lima

### → **Cultural awareness - Tips to avoid social faux pas and misunderstandings**

Have your students ever found themselves in a social situation saying or doing something that they realize, in hindsight, they should not have done or said? In this session, the presenter will raise awareness around the importance of addressing some features of keeping clear and concise communication, especially in a work environment.

Elaine Lima is an English tutor with over 15 years of experience in teaching teens, adults, and training teachers. She has an extensive background in business English and pronunciation. She employs UX designer skills to improve online teaching, creating positive and enjoyable learning experiences.



Room 205



Samanta Malta;  
Renata Chimin

### → **Teaching Content in English: Ways to Differentiate**

Teaching content, the subjects other than language which are taught in a school curriculum, in an additional or first language requires a mindset shift towards the concept of language and its use. This talk aims at bringing to light some ideas and strategies for how to teach content without letting language teaching behind.

Samanta Malta is a pedagogical coordinator, language advisor, course designer, and teacher educator. She worked in regular and bilingual education schools and language institutes. Author of Hashtag, an English language course for teenagers with a PBL approach for Seven Idiomas. She is a Celta and YL Celta holder, has a degree in Pedagogy, Languages (English/ Portuguese), and a post-graduate diploma in Applied linguistics (PUC-SP). She is currently taking a post-graduation course in School Leadership and Management at USP-ESALQ. Member of the research group LACE-PUC/SP and GEEB (Group of Studies in Bilingual Education) at the same university.

Renata Chimim holds a degree in Languages (English & Portuguese) and a degree in Pedagogy, an M.A. in Applied Linguistics, and an MBA in Ed. Leadership. She also holds a CELTA, a TESOL certificate, and a specialization in Bilingual Education. Renata has been a Teacher Trainer and an Educator for more than 20 years. She is a Reading Specialist and has a large experience with ELLs. She is also an ELT Author, Materials Writer, and Editor with several publications in Brazil.



Room 301



Juan Reis Lopes

### → **Unveiling Speaking - Revisiting concepts and updating practices**

Many students and teachers see learning speaking as a natural consequence of exposure and practice of systems, such as grammar and vocabulary, but that notion is not as accurate as it seems to be. Speaking is a skill and, as such, has to be learned, practiced systematically and mastered. But if speaking doesn't come naturally, where does it come from? In this talk, we'll find the answer to this and more questions while discussing how we tackle speaking more effectively in our lessons. ▶



- ▶ Juan Lopes is a teacher and teacher educator at Lifelong Idiomas. He has worked as an academic coordinator, materials writer and examiner and he is a board member of the BT São Paulo Chapter. He holds a bachelor's in English Language and Literature from USP and a DELTA Modules 1 and 2 certificates.



Room 302



**Andreia  
Fernandes**

→ **Bilingual Education: challenges and motivations related to teacher development**

Being constantly busy and feeling uncomfortable for having no time for development is the dichotomy faced by a great number of teachers. This session aims at showing how under heterogeneous circumstances teacher development can be conducted in an effective way highlighting the motivations and challenges involved in the process.

Andreia Fernandes is a Learning & Development coordinator and a teacher trainer. She holds an MA in Education, a postgraduate degree in Neuroscience, a degree in Social Communication and Portuguese/English. She also holds the Cambridge Certificates CPE and Delta I/II.



Room 303



**Gustavo Lima  
Barcellos**

→ **BANG! POW! BLAM! Teaching Culture Through Comics**

Culture can be learned and taught in many ways and through many different resources. With the popularization of superhero-inspired movies, interest in comics has been on the rise in recent years. This talk aims at sharing examples and experiences on how to use comics as a way of teaching culture in an ELT classroom.

Gustavo Barcellos is a pedagogical mentor at Edify Education and has been in the ELT field for 25 years. He has also worked as a teacher, teacher trainer and materials writer. He is a bachelor in Translation and holds a CPE and a DELTA Module 1 Certificate.



Room 304



**Heloisa Tambosi;  
Marisa Meleras;  
Vivian Kono**

→ **Practical Ideas to Enhance Students' Production**

In the teaching of English as an additional language, much has been said about the importance of input (Krashen, 1985). However, it may also be relevant to consider the role of output as a necessary condition for the learner's English development. (Swain, 1995) This workshop intends to present practical activities for all ages, in which output can be expanded and/or explored.

Heloisa Tambosi holds a BA in Languages and a master's degree in applied linguistics from the Federal University of Santa Catarina. Her main research areas are ludic language, play in language learning, and bilingual education. She is also the founder of Language in Life.





Room 305



Thrícia Young

### → **Humanizing Education - thriving in post-pandemic teaching & learning**

It's an indisputable fact that teaching has become more challenging after the pandemic. Not only do students have to make up for technical delimitations but they are also subject to emotional challenges. This paper aims at showing the importance of humanizing the learning process, teaching from the heart, and supporting our students by building significant relationships. All in all, no significant learning occurs without significant relationships (James Corner).

Experienced teacher with a demonstrated history of working in the education industry. A Cambridge C2 Proficiency certificate, ICELT, and Leadership MBA holder, Thrícia is skilled in Teaching English and Educational Management. Currently working as a middle school teacher at Marista Arquidiocesano.



Room 402



Heloisa Tambosi;  
Marisa Meleras;  
Vivian Kono

### → **SIG Showcase Selection: Intercultural Language Education SIG**

#### **Once upon a lesson: storytelling to engage your learners**

Is storytelling only the art of telling fairy tales to young learners? Cris Bordinhão is here to show you that that is not even the tip of the iceberg! Come join her talk and navigate through the depths of learning how engaging with students' journey is paramount to creating a reflective, connected, and productive classroom. Learn the definitions and practical tips on how to implement the basics of marketing storytelling in how you design your own lessons.

Cris Bordinhão is passionate about people and culture and has been a teacher for over ten years. She has a degree in translation from UFRGS, an MBA in Marketing, and is currently studying storytelling. She holds the CPE, CELTA, Anaheim TESOL, and Train the Trainer certificates.



Room 403



Karin Heuert  
Galvão

### → **The New Normal in Business English Teaching**

There, it's 2022, and we live in a New Normal. So if life has changed, why shouldn't BE change? In this talk, we'll delve into a fresh perspective on teaching BE and identify the Real Skills a BE trainer should have post-pandemic, inside and outside the (digital) classroom.

Karin has been in ELT for 23 years. She works as a Career Mentor and BE trainer at i-Study Interactive Learning. In addition, she is a licensed Coach and works with Leadership Programs as a Corporate Trainer and Behavior Analyst.



Room 404



**Veronica  
Teodorov**

→ **Creating an effective and engaging reading lesson**

Developing reading skills is one of the most basic and essential parts of teaching English. However simple it might seem to develop activities for a text, it might be a real challenge to effectively engage students. In this session, participants will explore many ideas on how to create reading activities that will not only add variety to the lesson but also help students become better readers.

Veronica Teodorov has been in ELT for more than 20 years, teaching and publishing. She has authored and edited series in Brazil and abroad. She is currently managing her own ELT content company, Kenver Publishing, and the Instagram profile @deprofessoraautor.



Room 405



**Marcello Pires**

→ **Going deeper in B2 First listening part 1 - 3 ways to get the most of it**

When preparing students to take international exams, teachers test students' listening skills instead of teaching them. Therefore, this talk aims to discuss different approaches to Cambridge B2 First, listening part 1. I am going to present 3 different ways to practice this part. Their focuses are on first getting the gist, second dealing with distractors, and third working with synonyms\paraphrasing.

I am from Juiz de Fora. I studied English in Dublin and Edinburgh. I am a CPE and CELTA holder. I have been teaching English (A1 to C2) for 18 years preparing students to take exams, mainly from Cambridge. I work at Curso Freeway, awarded TOP Gold by Cambridge Assessment.



Room 406



**Victor Araujo  
Coutinho;  
Danielle  
Botelho**

→ **Elastic Readings: Connecting language learning, literature, and making**

Have you ever thought about creating a whole new fantastic world to navigate with your students? Literature is not only an important source of language input, but it's also our vehicle to take you on this amazing journey of learning, reading, and making. Join us on this ride, where we explore Carolina Sanches's concept of Elastic Readings in the language classroom. Let's imagine new ways to engage our students in learning adventures.

Victor is passionate about languages. He holds a Masters in Linguistics from Universidade de Brasília. He's been teaching at Casa Thomas Jefferson since 2018, where he met Maker-centered Learning for the first time. He is also a Fulbright Alumni, having worked as FLTA at Columbia University, NYC.

Danielle de Lima Botelho has been a teacher for 13 years and she has taught both regular EFL courses and in a bilingual school. She is currently teaching an EFL course that has a maker-centered learning, curiosity-driven approach and aims at developing 21st century skills.



**Room 407**



**Cecília Cabrera  
Martirena**

→ **Discover the wonder in your learners' work**

Language learners usually work through different approaches, methods, and techniques. All the work done, and how it is done, is a very powerful source of information. In this workshop, teachers will receive information on Pedagogical Documentation, how to document learning, and how to analyse the documents. In addition, the audience will receive guidelines and tips to be able to use this teaching strategy in any teaching context.

Cecilia Cabrera Martirena is an ELT teacher and teacher educator. She delivers professional development workshops in the UK, Colombia, Brazil, Argentina, and Uruguay. She works as a journalist for EDUTOPIA George Lucas Foundation. Nowadays, she is writing her dissertation to earn her Master's degree.



11:15 to 12:00

**Concurrent talks and workshops**



**Room 102**



**Guilherme Guerra**

→ **SIG Showcase Selection: Assessment SIG**  
**Formative Assessment in a Bilingual Context**

This presentation is the result-sharing of a project whose focus was to create language awareness. This talk consists of presenting an assessment rubric for an English task in a bilingual context. The motivation comes from the need to reflect on assessment criteria and give feedback to students after assessing the assignments. The results show the washback effect that the assessment rubric can have on tasks and feedback to students, fostering autonomy and critical agency.

Guilherme Guerra is an EAL teacher and pedagogical coordinator. He holds a CPE and a specialization in Bilingual Education. He is currently pursuing a Master's Degree in Applied Linguistics (UFRGS). He is mainly interested in teachers' language assessment literacy to improve teaching and learning.



**Room 103**



**Natalia González Brandi**

→ **SIG Showcase Selection: Wellbeing SIG**  
**Dear new teacher self - what I wish I'd known before graduation & the pandemic**

What should teachers do after they finish the teacher training college? How can Trainers help them become teachers with a reflective attitude who are keen to develop professionally and easily adapt to change? What skills do teachers need? This session aims at helping novice teachers, managers and trainers liaise to reflect on the skills ELT professionals should have and how they can be developed to add value to education, especially nowadays, when the unpredictable has become the new normal.

Natalia is an experienced teacher, former Director of Studies, and CELT-P trainer. She is now a freelancer @onlineenglishuy and has always been interested in discussion about education issues as well as teacher's rights.



Room 104



**Roberta  
Mesquita**

→ **Attention-getters, “Hey ho? - Let’s go!”**

“Alright stop!” “Collaborate and listen” As a teacher trainer, one of the most common complaints I get is in regard to classroom management: “My students are noisy and disruptive, it is hard to catch their attention.” Having had that problem myself before, I found that using attention-getters brought advantages to my daily practice that go beyond getting students’ focus back to the class.

I am specialized in Language Teaching through computer and Bilingual Education, today I am working on my MFA in applied Linguistics all by UFMG. I have 26 years of experience as a teacher, coordinator, and team developer, today I work as an academic advisor for Santillana Educação.



Room 202



**Isabella Campos**

→ **Working with projects: Main course or Dessert?**

The use of projects to promote greater involvement of students with their own learning process has been increasingly discussed. It engages them in learning that is deep and long-lasting. In this talk, the presenter is going to discuss the definition of a project, share some of her findings after using PBL with Young Learners, and provide participants with techniques to make learning more visible for all stakeholders.

Isabella Campos is the academic coordinator in charge of Young Learners and School solutions at IBEU-RJ. She holds a BA in Languages from UFRJ and is currently taking her MA in Professional Development in Language Education by the University of Chichester, UK and a Diploma in Bilingual Education.



Room 203



**Thrícia Young**

→ **Happiness at work - Self-awareness and satisfaction**

Can happiness and work walk hand in hand? It is widely known that our society, impulsed by new generations, has been questioning their status quo and rethinking their life projects, happiness, and self-realization. More often than not, wage or benefits are losing their strength and are insufficient to guarantee satisfaction at work. This paper aims at sharing the concept of happiness, its predictors, and their impact on planning, organization, and satisfaction at work.

Experienced teacher with a demonstrated history of working in the education industry. A Cambridge C2 Proficiency certificate, ICELT and Leadership MBA holder, Thrícia is skilled in Teaching English and Educational Management. Currently working as a middle school teacher at Marista Arquidiocesano.





Room 204



James Taylor

### → **Is ELT Guilty Of Greenwashing?**

Lessons about the environment are everywhere in ELT materials. Barely a coursebook is printed without a unit on green issues, but is the scope of these lessons wide enough? In this talk I will examine how environmental issues are presented to our students and question if we are really tackling the true issues that we face today.

James Taylor is an EFL teacher, trainer, ELTON award-winning materials writer & project manager for Active English. He's Communications Director of BRAZ-TESOL and has written coursebooks for FTD Educaçao & TransFor.Me. He produces the TEFL Commute podcast & co-founded the Raise Up! Project.



Room 205



Isadora Costa

### → **English Through Music and Movement**

Learning a foreign language through activities that involve music and movement is a delicious process, extremely effective, and lots of fun when done in a proper way. Music helps children to recognize story structures, poems and also aids in the organization of ideas and sequencing of information. Through music it is possible to learn how to use sounds in an effective way, creating musical images and also expressing feelings.

Teacher, Storyteller, and teacher developer for 30 years. Works with all ages. Young learner specialist. Founder of Stars English School. Degrees in Communications and Pedagogy, TESOL, CPE, CAE, Postgraduate degree in Bilingual and Multilingual Education.



Room 301



Amanda  
Fonseca

### → **Sponsored by Nat Geo** **Oralidade: o que priorizar?**

Para além de ser capaz de produzir uma mensagem com sentido, quando falamos sobre oralidade estamos pensando em habilidades complexas que serão essenciais para a aquisição, transmissão e produção de conhecimentos em qualquer área. Saber expressar uma opinião de forma respeitosa, ser capaz de emitir um discurso oral com sentido e que seja compreensível para o interlocutor são apenas alguns exemplos de aprendizagens que não só as áreas relacionadas com língua e linguagem devem promover, mas que devem ser parte dos elementos essenciais desenvolvidos por todos os professores. Este encontro tem como objetivo discutir situações de aprendizagem potentes que devem fazer parte da nossa rotina de aulas em qualquer segmento para que preparemos comunicadores aptos a usar a língua em múltiplos contextos.

Educadora por uma escolha de alma, vê a educação plurilíngue como uma concepção de vida mais do que como uma metodologia ou tendência educacional. Morou e estudou na Europa por 6 anos onde descobriu seu fascínio por línguas e diferentes culturas e se capacitou tecnicamente pelas Universidades de Cambridge, Londres e Salamanca. De volta ao Brasil, assumiu posições estratégicas na gestão de importantes escolas do interior de São Paulo por mais de 18 anos. Nestas escolas, desenvolveu programas bilíngues personalizados, treinou equipes de professores e coordenadores e implementou estes programas com ▶

- ▶ excelentes resultados. Estas escolas se tornaram referência em educação bilíngue na região. Depois de três anos no México, onde atuou como diretora acadêmica bilíngue no Colégio Sara Alarcón, atualmente, ela é consultora acadêmica Sênior da National Geographic Learning para a América Latina e assessora pedagógica para escolas do Brasil e América Latina por meio da Expandir Consultoria em Educação. Amanda é pós-graduada em Psicopedagogia, tem formação em Letras e Ciências Sociais e possui um MBA em Gestão de Pessoas.



Room 302



**Carina Percheron**

→ **Let's try it again! Agile Learning applied to practical classroom exercises**

SCRUM, KAN-BAN and LEAN sounds “too Geeky” or “Greek” to you? Well, the current fast-evolving and constantly evolving society and new working environments are requiring new pedagogical tools and methodologies from us as educators. Come learn in practice how the concepts of Agile Learning can be applied in simple, practical, usable activities while engaging students in a collaborative, constructionist and participative learning environment.

Carina Percheron is a former Pedagogical Coordinator - CNA - Igrejinha,RS; holds an extension course diploma - Uniritter/RS (Laureate International - English Learning and Teaching); and currently a private English Teacher, an entrepreneur, and coordinator of the English Volunteer Program-AELB.



Room 303



**Bianca Pinto**

→ **SIG Showcase Selection: Pronunciation SIG English Accents: What should we know about them?**

Many people believe an accent is the same as pronunciation, but in fact an accent is much more than that. An accent is composed of stress, intonation, rhythm, pitch and pronunciation, and there are cultural and historical factors that explain these differences. Some features that may change among accents are rhythm; rhoticity; or even aspiration and glotalization of some sounds . This awareness is essential to improve our listening skills, and it also helps to break linguistic prejudice.

My name is Bianca, I'm Brazilian and I've been an English teacher for about 8 years. I have a degree in Languages Portuguese and English. I've been a Braz-tesol member since 2020, and I've joined great events for English teachers since then. In 2017 I had the opportunity to go study abroad. I went to England and studied English at Oxford English Centre for 3 weeks. I finished the course certified as a C1 student according to the CEFR levels of proficiency. In 2020 I started a project in social media called Unpuzzled English, and since then I've been sharing different accents of English every week with my followers. For this reason I decided to dedicate myself to these studies, so I started studying phonological features of different accents. Last year I participated in the international event the Polyglot Conference Global as a speaker of The Lingua-Cultura experience, with the topic “Linguistic Prejudice: What kind of bias do we promote in the language learning process?”. I've been studying pronunciation and accents, and English varieties ▶



- ▶ for about one year and a half, and also working with English as a Lingua Franca as a private teacher, and I keep working as an English teacher in a franchise in my city Curitiba.



Room 304



**Fernanda  
Negreiros**

→ **The Bilingualism Wave Be a “wave rider” in this top trending field of education**

In an increasingly globalized world, bilingual education has emerged as a growing market facing constant expansion in Brazil. The complexity of the task of teaching and training students with the knowledge and specific skills needed to work with bilingual education that uses techniques for everyday class routines that use English not only as a subject but as means of instruction, while developing a multicultural view of the world in a fun and engaging way.

Fernanda Negreiros has been involved in ELT for almost 17 years. She has a degree in Letras. She is currently studying a post-graduation in Bilingualism/Multilingualism at Singularidades. She worked for many schools as a teacher, coordinator and teacher trainer during the last 10 years.



Room 305



**Márcia Polizeli**

→ **Changing from an English School to a Bilingual School doesn't have to be painful**

How great it is to teach Math, Science, History and Geography in English! This talk aims at helping English teachers who would like to upgrade their careers and join a Bilingual School, once they are growing exponentially in our country.

After having taught English, taken a degree in Languages, and taken proficiency certificates, 20 years ago, I lived the most rewarding time of my professional career in a Bilingual School abroad. I appreciated teaching IN English so much that I would like to motivate all my colleagues to do so.



Room 402



**Carolina Cunha**

→ **The Swiss army knife teacher**

This workshop aims to explore the multipotentiality of teachers as we delve into our passions, interests, abilities, and skills so that we can enhance our teaching practice. I intend to share some of the experiences that helped shape my career and define myself as a “Swiss army knife” kind of teacher. After all, why settle for a pair of scissors if you can have a Swiss army knife?

Carolina Cunha has been an English teacher for over 20 years. She holds a BA in English and an MA in Sociolinguistics from UFMG as well as the TKT and the CELTA. She currently works as a freelance teacher and teacher trainer in her own language studio where she offers personalized courses and workshops.



Room 403



**Kenia Santos**

### → **Thinking Through Art in the ELT Classroom**

This session aims to aid teachers in the use of artworks to activate and direct students' viewing skills of observation, interpretation, probation and reflection not only to help them express thoughts and feelings, but also to develop empathy, curiosity, love of learning, and the confidence to stay with problems longer, study them, understand them, and respond to them with original ideas.

Kenia Santos is a pedagogist with specializations in Art History, Contemporary Visual Arts, and Creative Education. She has been in ELT for over 20 years and worked as a Fine Arts teacher, teacher trainer, pedagogical coordinator and materials writer. She holds a CPE, and a CELTA.



Room 404



**Sarah Ellis**

### → **Sponsored by Cambridge**

#### **Ways of motivating and engaging learners – Keeping it simple**

'By engaging students we motivate them and ensure that their motivation is realised.' (Mercer & Dornyei 2020) Motivation is vital in language learning. However, one of the most difficult aspects of teaching is how to motivate a learner. In this session we will look at the concepts of both motivation and engagement, which play an essential role in effective language teaching and acquisition. We will give examples of practical ways that teachers can use to increase learner motivation and engagement.

Sarah Ellis, Senior Assessment Services Manager for Cambridge in Italy, is interested in Assessment, Learning & Professional Development and has an extensive background in teaching, teacher training, assessment and exam management. She has trained teachers on CELTA and DELTA courses and is currently involved in the Cambridge teacher support programme which provides information, materials and support for teachers and academic directors. Her interests also include supporting teachers in developing digital skills and assessment literacy.



Room 405



**Claudia Gabellini;  
Liz Berni**

### → **Sponsored by Cambridge SIG Showcase Selection: Voices SIG**

#### **The Importance of Emotions in the Process of Learning a Foreign Language**

The goal of this workshop is to raise awareness of the role of emotion in the process of learning a foreign language. We will share notions that reveal the importance of applying both aspects - cognitive and affective - as equal pillars of learning.

Claudia Gabellini has been an English teacher to young learners for over 30 years. She is a certified English teacher by UFRGS and has a graduate degree in Bilingual Education and Cognition by IENH. Claudia is the founder of Curious Kids English.

Liz Berni Peixoto has been teaching for 30 years. She has a degree in English from UFRGS. She has been self-employed for 15 years and she is currently taking a professional degree in Bilingualism and Cognition at IENH (Instituto Evangélico de Novo Hamburgo). She teaches mostly teens and adults.



Room 407



**Amanda Lambert**

→ **Sponsored by Bridge**

### **A importância de se especializar no Ensino de Inglês**

Hoje em dia é necessária uma formação cada vez mais especializada no setor de ensino de línguas. O professor precisa estar atualizado com relação às novas metodologias e ferramentas. É necessário saber trabalhar as diferentes habilidades, fazer planos de aula, desenvolver currículos, saber como e quando corrigir os alunos, conhecer as diferentes formas de avaliação etc. Veremos como os materiais desenvolvidos pela Bridge e a Estácio na Pós-graduação em Ensino de Inglês proporcionam para o professor uma formação sólida e atualizada.

Amanda Lambert é pós-graduada em Psicopedagogia e Neurociências. Professora de Língua Inglesa há 10 anos, possui certificação TEFL pela Bridge Education, experiência em escola de idiomas, aulas particulares e coordenação pedagógica. Atualmente é professora na pós-graduação em Ensino de Língua Inglesa da Estácio.

**July 14th**



**13:00 to 13:45**



**Auditório Ruy Barbosa**

→ **BRAZ-TESOL Annual General Meeting**





14:00 to 14:45

### Concurrent talks and workshops



Room 102



**Regina Heloisa  
Panico Pere**

#### → **Tips on how to make active learning tools to improve your students' performance**

A huge collection of data research shows that compared to traditional lectures, lessons, or readings; active learning methods have significantly improved academic performance. In my own readings and research I found that something I have always loved doing, that is, games and plays for classes, turned out to be extremely effective. "hearts-on" last year, when I read this expression for the first time, I was in awe. But that's what I've been wondering during my entire teaching career. Faculties and universities have been finding the same thing I had been suspecting. I know this is not only me! I know most of us, just like The Beatles, have always suspected that all we need is love, love is all we need.

Regina Heloisa Panico Peres is the founder of byheart courseware which specializes in the production of hands-on, minds-on, and hearts-on tools for language teaching. Before devoting her work fulltime to byheart courseware, Regina had been an English teacher for over 20 years, and she has also been a courseware provider for some private schools for 5 years. Her motto is a quote by late MIT Professor Edgerton, "The trick to education is to teach in such a way that students don't realize they're learning until it's too late."



Room 103



**Raquel  
Ribeiro**

#### → ***SIG Showcase Selection: Pronunciation SIG*** **Voice recognition to develop the students' autonomy**

Technology can empower both teachers and learners. One way that can be done is by digital collaboration during classes. Another is through 'student agency' - learner's autonomy using available resources with the teacher's guidance. In this webinar I invite you to focus on the ways in which speech recognition has evolved and how to encourage our learners to use it productively when attending in-person classes or studying asynchronously.

Raquel Ribeiro is a tech-savvy English teacher, EdTech lecturer and writer in the field of mobile-learning in ELT. She is also one of the authors of the Teacher Editions of the Cambridge University Press Evolve series and writes for English Teachers in The World of Better Learning blog.



## Room 202



**Rogério  
Yamada**

### → **Project Management & Reflective Practice: Leading Successful Educational Events**

This presentation aims to share the systematised set of Project Management practices, techniques and tools (PROJECT MANAGEMENT INSTITUTE, 2017) that, in consonance with Reflective Practice procedures (SCHÖN, 1983), was employed to lead the organisation of an Academic Week event held in 2021 to a successful outcome with the purpose of helping teachers and administrators in organising similar endeavours in their Educational contexts.

Rogério Yamada worked in the ICT sector for 23 years where he acted in Technical Sales and Project Management. People, cultures and languages became his passion throughout his life so since 2019 he has been studying English Language Teaching in order to steer his career towards human communication.



## Room 203



**Luísa  
Oliveira**

### → **Teaching business English vocabulary by using LinkedIn**

It is not uncommon nowadays to see learners claiming that high-quality Business English material, one they can actually learn from in real-life situations, is difficult to find. By introducing “LinkedIn” in the classroom, as a tool where students can find it, we noticed a significant increase in learners’ engagement. In this session, participants will be in a hands-on experience with examples of how to design and present meaningful activities to students by using “LinkedIn”.

Luísa Oliveira works as an instructor of training sessions for multinational companies and colleges in the area of ESL and MBE (Mind, Brain & Education). She holds a degree in accounting at UFBA and Letras com Inglês at Estácio, an MBA degree in HR management and Corporative Education at UCDB.



## Room 204



**Vicente  
Vieira**

### → **A whole new world: how will the metaverse change education?**

The Metaverse is heralded as the inevitable future that unites the real and virtual worlds in which we will all interact, work, study and socialize. Much has been said about this technology, but there is still no consensus on the meaning of its term: “Metaverse”. The purpose of this talk is to shed light on the concept of Metaverse, discuss the potential development paths in this area and assess the potential impacts on Education - and on our lives too.

Vicente Vieira is co-founder of the Geppetto platform and an enthusiast of the game-based learning methodology. With more than 19 years of experience, he has participated in multiple digital projects that have impacted more than 250.000 students. He holds a PhD in computer science from UFPE.



Room 205



**Manuela  
Moraes**

→ ***SIG Showcase Selection: Mind, Brain and Education SIG Learning Difficulties, here I am! - What Teachers Must Know***

What can make your classroom non-inclusive while learning? Do you know how to tackle these difficulties? These are questions that will be answered during our talk. In this session, we will learn about some of the learning difficulties (ADHD, dyslexia, dysgraphia, dyscalculia, and desotorgraphy) and we will know how they can affect student learning if the teacher does not address the issue properly during their classes. How about being an inclusive teacher for those who are neurodiverse?

First of all, an empathetic educator. Manuela is a self-employed teacher who has been dedicating her career to including people -especially in ESL. As an Inclusive Education Specialist, she has been teaching students with specific learning demands and works as an inclusive education consultant.



Room 301



**Raquel  
Ribeiro**

→ ***Sponsored by Cultura Inglesa***

**Lockdown learning: the odds, the digital growth leap and beyond**

Despite all the difficulties, COVID-19 has proven to be an accelerator of technology for education and both students and teachers have reached a new level of knowledge in dealing with tech resources, especially mobile learning. Join me as I share strategies on how to keep up the digital growth to the language learning process both in online and in-person classes.

Raquel Ribeiro is a tech savvy English language teacher at Cultura Inglesa SP. She is also a facilitator in workshops at Faculdade Cultura Inglesa. She is one of the authors of the Teacher Editions 1 & 2 of the Cambridge University Press Evolve series and writes for teachers about the creative possibilities of mobile-learning in ELT for the World of Better learning.



Room 302



**Mariana  
Ozeika**

→ ***Flipped Classroom: Improving students performance in Online & F2F Courses***

Flipped classrooms are the key to helping our students learn more through a strategic digital pedagogical architecture to provide them with an effective learning experience, in which they are the protagonists. Teachers might use this system in pre-recorded online courses and either online or f2f classes. Students benefit from less complex homework and more class production and personalization, once they are the center of synchronous classes. Teachers provide guidance and feedback.

Mariana Ozeika holds a degree in Letras, Marketing, Celta, and C1, besides being a Cambridge Certified Teacher Trainer. She's got a postgraduate degree in Modern Education and is specializing in Bilingual Education. Mariana owns a Language Center and has a Mentoring Program for Teachers.



Room 303



**Fabiana  
Muliterno**

→ **PPRR: Practice, Perform, Record, Repeat: Is this the secret to success?**

Have you been struggling to find a frame to work with students' self-assessment, and at the same time to help students' believe in themselves and how much they have been learning? Join us, and you might find a good first step to a great start with your students this semester.

Fabiana Muliterno is a teacher who is passionate about CPD. She is a CELTA, ICELT and Delta (Module 2) holder. She has been studying Visible Learning, Nonviolent Communication, Positive Discipline and the influence they have in the classroom dynamics.

Room 304



**Tatiana Canto**

→ ***Sponsored by Express Publishing***  
**Get your students to speak!**

Crickets... Crickets... Crickets... Is that what you get when you try to make your basic level students speak English? Well, basic students lack vocabulary and structures. They usually have a lot to say! They just don't know how to say it in the target language. Now, join this workshop and learn some strategies for teaching speaking skills that will help your students engage and stop trying to hide behind their mother tongue.

Tatiana Canto has been involved in ELT for over 25 years. She has experienced different areas in ELT such as teaching from kids to post-graduate students, editing materials, coordinating English schools, and training teachers as well as teaching English to different ages and levels. She has also worked as a freelancer for some of the most well-known ELT publishers. Currently, she runs her own language school where she is also a teacher.



Room 305



**Adriano  
Zanetti ;  
Francine  
Pastore**

→ **Flipped Classroom: Improving students performance in Online & F2F Courses**

This workshop focuses on the impact that one's mindset might have on their attitudes related to personal, academic and professional development. We aim at discussing how a Fixed-mindset and Growth-mindset work and how we can strategically find out what might be impairing growth and see to it. We also intend to add Emotional Intelligence to this equation on the grounds that it is one area that might have a knock-on benefit in order to minimise pain and maximise gain in a teacher's career.

Adriano Zanetti - BA in Letras, Post-graduate in Portuguese/English Teaching Methodologies, RSA Dip. Sharing experience for 32 years as an ELT and a Public School Teacher, a FISK Coordinator/Trainer involved with CaMLA/CAE exams preparation. BTWellbeing SIG Leader interested in NLP, TALL & APPD.

Francine Pastore - BA in Languages UNESP, Post-graduate "Especialização em Língua Inglesa", UNESP/FAPERP. Encouragement Consultant, EC Global by Lynn Lott. An entrepreneur at 'Blue Mountains' managing and teaching online English courses. She is also a Vice-leader to BRAZ-TESOL Well-Being SIG.



Room 402



**Eduardo de Freitas**

→ **ELT and Social Media: how to build a successful audience**

It's undeniable that social media has come to stay and it has reshaped the way we promote our work, connect with peers, and even prospect learners. However, using social media is pretty much like teaching. We need a strategy, planning, assessment, and, most of all, clarity of what and why we are doing things. In this talk, I'll go through concepts of digital marketing and how they can be adapted to the needs of the ELT market.

Eduardo de Freitas is a Cambridge certified teacher, teacher educator and materials writer based in Santos. He's currently preparing for the Delta and his main areas of interest are learner experience, teacher development and materials writing.



Room 403



**Thatia Honorato**

→ **Cross cultural experience: bringing the world to your classroom**

Many are the challenges encountered by today's educational scenario. Teachers found themselves looking for new ways to reinvent their pedagogical practices. Culture was key to bring innovation into a matter that most educators believe to be ordinary. But, for many projects involving elementary students, culture is anything but ordinary. This new spin on culture is something worth mentioning in order to encourage other educators to think outside the box.

Teacher for public and private schools for over 10 years. Thatia Honorato holds a bachelor in Social Communications from the American University called Bethel. She also graduated in Letras by UFMG and is currently working on her pedagogy degree. She is a Google for Education certified specialist, level 1. She has TKT young learners and also FCE.



Room 404



**Luis Antonio Pereira Trabasso**

→ **Teaching through CLIL: some basic principles that guide this approach**

Along with the fast-growing market of bilingual education, CLIL has become one of the most prominent approaches over the past years. Despite its popularity, there's still been much confusion regarding what this approach entails (BALL, P. 2014). This talk, therefore, aims at discussing some of the basics concepts and principles that guide this approach, such as the four Cs, BICS and CALP, the CLIL language triptych, and the differences between CLIL and EFL (Coyle D., P. Hood and D. Marsh (2010).

Luiz Trabasso holds a B.A. and a licentiate degree in Portuguese/ English Language and Literature, both from USP, an associate's degree in Conference Interpreting from PUCSP, a licentiate degree in Pedagogy from Uninove, and is currently studying in Instructional Design at UFSCar.





Room 407



**Fernanda  
Negreiros**

→ **"Let's vamos!" Como trabalhar projetos em um contexto multilíngues nas escolas**

A Língua Portuguesa é o idioma oficial da República Federativa do Brasil". Será mesmo o Brasil um país monolíngue? Estamos inseridos em um contexto em que várias línguas coexistem e geram interações e influências entre si ou como ferramenta de construção de cidadãos por meio de suas vivências. Com o propósito em unir contextos bilíngues em comum, como Inglês e Espanhol, que em nossa prática se fez necessário dentro da perspectiva multilíngue, esta palestra será realizada em português.

Fernanda Negreiros has been involved in ELT for almost 17 years. She has a degree in Letras. She is currently studying a post- graduation in Bilingualism/Multilingualism at Singularidades. She worked for many schools as a teacher, coordinator and teacher trainer during the last 10 years.



Room 405



**Miriam  
Oliveira**

→ **SIG Showcase Selection: Young Learners and Teens SIG  
Bringing life to song videos when teaching kids with joy**

Do you feel that playing a video for your kids hasn't been efficient to teach English to your young learner students? My intention is bringing Visual Support, Strategies, tools to interact with fun and engaging ideas.

I hold a degree in Language and Pedagogy. I've lived in the US for 7 years. I've been an English teacher for about 12 years teaching kids, teens and adults. In the last 6 I've been teaching young learners, which makes me get involved in the early-aged learning process to bring joy to my classes.



Room 406



**Valéria  
França**

→ **Fostering learner autonomy: scaffolding on a  
Language Education Master's moduley**

This talk will present how in an international Master's degree programme in Professional Development for Language Education it was possible to foster learner autonomy through the creation of scaffolds, enabling experienced teachers to make the transition from expert teacher in the language classroom to expert language-classroom researcher. As their tutor, I wanted to ensure they developed the academic skills without losing their own personal research interest.

Valéria França has been a teacher/trainer for over 30 years. She has a PhD in Applied Linguistics and is the Head of Learning & Development at Edify Education. She is also a tutor for the NILE MA programme. She is a BRAZ-TESOL past President and an active member of the Advisory Council.



Room 407



**Juan Reis  
Lopes**

→ **Shaking power relations in the language classroom -  
Towards critical thinking**

Much is said about the reasons why people nowadays seem to have lost their ability to interpret texts, but what can we do to change that? In this talk, we will discuss how to teach students to think critically, grasp meanings that go beyond text level, and acknowledge the relationship between language and power. We will look at a powerful tool which can allow for true development of critical thinking and which can ultimately lead us on a path towards deep social change: Discourse Analysis.

Juan Lopes is a teacher and teacher educator at Lifelong Idiomas. He has worked as an academic coordinator, materials writer and examiner and he is a board member of the BT São Paulo Chapter. He holds a bachelor's in English Language and Literature from USP and a DELTA Modules 1 and 2 certificates.



15:00 to 15:45

**Concurrent talks and workshops**



**Room 102**



**José Aissa**

→ **Bilingual Education and ELT: friends or foes?**

Numerous Brazilian schools claim to have incorporated a bilingual perspective into their educational DNA. Easier said than done when we consider effective L2 learning. There seems to be an imbalance between the emphasis placed on the tenets of bilingual education and the effective use of time-tested ELT strategies/techniques that do ensure EAL learning. The monolingual context which our students are exposed to is a crucial issue. When in Brazil, don't necessarily do as North American schools do!

MA/PhD; higher-education English professor (42 years); teacher educator; bilingual education consultant; certified translator; manager (language schools and large K-12 educational groups); Penn State University (USA) professor. Certificates: C2, ECPE, CEELT-2, CELTA, TRAIN THE TRAINER, MBA (FDC & FGV)



**Room 103**



**Anastasiia Lytvynenko**

→ **SIG Showcase Selection: Voices SIG**  
**How to address sensitive topics in ESL classroom**

Being a teacher in the 21st century means being ready for a sensitive topic to find its way into the classroom. Should we as educators avoid it? Addressing socially sensitive issues in the classroom is a key component in helping students to understand themselves and the world around them. Yet many teachers shy away from potentially traumatic conversations because they either feel unprepared to lead the discussion or they believe that students are too young for such conversations.

I am a CELTA qualified English language teacher with over 8 years experience. I have worked as an ESL teacher across multiple ages and levels in a number of countries including Ukraine, China, Taiwan, Vietnam, and Brazil, where I have now settled.



**Room 104**



**Élcio Souza**

→ **Interjections - how natural do you sound?**

Interjections are everywhere and all the time: in formal and informal contexts, among friends and family, in the academic environment, and even in business. But how often do you use interjections in your English? And which interjections are more appropriate in each situation? Join this workshop and improve yours and your students' use of interjections in order to sound more natural and spontaneous when talking in English.

Elcio Souza - MA in Applied Linguistics, DELTA holder, and CELTA tutor - is an ELT-Pronunciation consultant based in São Paulo. Elcio has 28 years' experience as a teacher trainer and has taught at English schools, regular schools, and universities (both undergrad and graduate programs).



### Room 202



**Andréa Geroldo**

#### → **Teaching Senior Students to build bridges between generations**

This talk presents practical ideas on how to design materials to teach senior students, taking Corpus Linguistics principles into consideration. Participants will be provided practical examples of how to design lexical and grammatical activities integrated to relevant and authentic content topics to teach such demanding learners, as well as suggestions of how to deal with them in terms of relationship.

Andréa Geroldo dos Santos has been teaching English for 28 years. Also an ELT editor for 11 years, she holds a PhD in English (USP). Besides developing ELT materials, she's also interested in training teachers. She holds a CPE and Train the Trainer certificates.



### Room 203



**Cristina Pellin  
De Bastiani;  
Danielle  
Dalzochio**

#### → **SIG Showcase Selection: Public School SIG Organizing your online business: how to use Google Tools interactively**

At present, many teachers have started teaching online, however not many know how to achieve an interaction similar to the one they were used to in a face-to-face class. Google Tools and Extensions can work as instruments that allow real-time collaboration and interaction. In this workshop, participants will be given clear steps on how to create a highly professional and interactive online environment, enhancing their business proposal while providing students with a better learning experience.

Cristina Pellin holds degrees in Letras, CELTA, DELTA 1 and is Specialized in Textual Productions. Cristina has worked in ESOL, Portuguese and Functional Skills English courses in Brazil and England. She is the co-founder of WeHelpU Teacher and develops lesson plans based on authentic material.



### Room 204



**Ester Lopez;  
Gabriela Roa**

#### → **Developing the Intercultural Communicative Competence in English Pedagogy Students**

The intercultural communicative competence (ICC) is key to relate with interlocutors of different cultural backgrounds from an inclusive perspective. That is recognised in the Chilean standards for teaching training programs and the school curriculum, but little research experience on the matter has been carried out. This talk presents a pedagogical experience designed to address discovery, interaction and interpretation skills as key elements to develop aspects of an ICC.

Teacher of English and M.A. in TEFL from Universidad Alberto Hurtado, Chile. Currently working there as an academic, teacher and coordinator of the Integrated English Language Strand in the English Language Teacher Training Program.

M.A. from Universidad Metropolitana de Ciencias de la Educación, Chile, and B.A. in TEFL from Universidad Alberto Hurtado, Chile. Currently teaching at the undergraduate levels for the English Pedagogy and English for Specific Purposes Programs.



Room 205



**Bruno Albuquerque**

→ **Task design: testing students or helping them develop?**

Many of the tasks we carry out in class, such as T/F comprehension tasks, end up only (poorly) assessing students' comprehension skills and not helping them develop. In this talk, we will explore a mindset for strategic and efficient skills development through the better design of tasks. This session aims at helping teachers analyze and identify tasks that test and tasks that help develop students' language skills - and be able to design their own development tasks.

Multi-skilled professional who works as ELT materials writer and editor, teacher educator, speaker, academic coordinator, and course designer. Editor for Learning and Development, and Measurement and Assessment at Edify Education, president of BRAZ-TESOL's São Paulo Chapter, and member of BRAZ-TESOL's national advisory board.



Room 301



**Luiz Otávio Barros**

→ **Seven things you always wanted to know about the publishing world but were afraid to ask**

This talk is a kind of backstage pass to the publishing industry, and I intend to share with you some of the things I've learned as an ELT author over the past ten years: my lessons, struggles, and dreams. If you've ever considered a writing career, I hope this talk will help you make an informed decision. If you haven't, maybe it will entice you!

Luiz Otávio Barros (MA Hons, Lancaster University) has been teaching, training teachers, designing courses and writing ELT materials since 1990. Formerly academic coordinator at Cultura Inglesa SP, where he was responsible for the advanced levels, as well as COTE, DOTE and DELTA tuition, Luiz Otávio is author and co-author of dozens of ELT titles.



Room 302



**César Bizetto**

→ **Developing Teachers to Teach Content Through an Additional Language**

This talk will revisit the context of bilingual education in Brazil and discuss the importance of continuous professional development and how teachers can delve into bilingual education by analyzing teachers' roles and setting possible formative paths. Cambridge International Professional Development Qualification in Teaching Bilingual Learners will be introduced as a possibility to provide teachers with solid knowledge of theory and practice related to bilingual education.

Graduated in Physics with a MSc. in Nuclear Technology, found his true passion and vocation teaching English. Holds CELTA, ICELTA, Delta Module 2, Train the Trainer and C2 Proficiency. Has been working in the area for 19 years. Currently working as an Advisory Team Manager for International School, CELT-P/S Lead Tutor and Cambridge International Certificate in Teaching Bilingual Learners Mentor at São Paulo Open Centre.





Room 303



Mike Mayor

→ **Sponsored by Pearson**  
**Skills for the future: preparing students for life after formal education**

Studies into the impact of technology and automation on society suggests that many of today's students will be applying for jobs which currently don't exist. So how do we prepare these learners for such future uncertainties? What are the skills of the future that will ensure their place in tomorrow's job market? And is it the place of ELT teachers to be teaching these skills?

Mike Mayor is Director of English Learning Research & Design at Pearson. On leaving university, Mike worked as an English teacher in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to Learning Research & Design in 2013. Mike has a BA (Hons) in French, a Dip. TEFLA and an MPhil in English and Applied Linguistics from Cambridge University.



Room 304



Alex Rios

→ **Visual Literacy & Task Design: Enhancing learning and teaching in the ELT Class**

"Images speak louder than words", right? Undoubtedly, the appropriate use of images in class plays a major impact on students' engagement level either when they are used as visual aids or as ways of exploring higher/lower-order thinking skills. Equally importantly, it is believed that task design leads to higher engagement as well as autonomy. This short talk aims at casting some light on how visual literacy and task design can take learning and teaching to the next level.

Alex Rios holds a degree in Languages and a graduate course in ELT. He is also a C2 Proficiency, Train the Trainer, and Anaheim TESOL certificate holder. Currently, he has been developing his passion for instructional design and working on his second graduate course, Gamification in Education.



Room 305



Ana Paula Reis

→ **SIG Showcase Selection: Young Learners and Teens SIG STEM Projects in the Primary Classroom**

Considering STEM as an interdisciplinary approach, which integrates Science, Technology, Engineering, and Math, it certainly removes the barrier that separates these subjects and integrates them into real world and meaningful experiences to the teachers and students. Our talk aims at sharing with primary teachers, specially those who work in bilingual contexts, how language learning can benefit from this kind of approach.

Experienced English teacher and Pedagogue with a large experience in bilingual education and English language teaching. Material Writer and Pedagogical Adviser. Post graduated in English Language.



Room 402



Priscila Melo;  
Sandra Lopes

→ **WARMERLICIOUS!!**

They literally warm up the students, as they put them in the mood to speak English. Warmers can be used at the start of or any time during a lesson. It is an excellent way to induce students to remember what happened last class as well as to promote opportunities for learning throughout the lesson. Warmers have the same purpose of stretching before you work out, except students like them better. Teachers too!

I'm Priscila Melo from Recife and I've been working with VYL for about 10 years. I hold a CELTA certificate, I've produced a chapter on the e-book aimed for children's activities and I currently work as an English teacher at Cultura Inglesa Casa Forte and Colégio Israelita in Recife.

I'm Sandra. I've been a teacher for ages! I work at Cultura Inglesa Olinda and at Colégio Israelita Moyses Chvarts in Recife.



Room 403



Rosangela  
Effting

→ **SIG Showcase Selection: Pronunciation SIG**  
**Ensinar a falar ou a se comunicar?**

Do our teachers teach what they learned or what is spoken worldwide? Do institutions choose to unify pronunciation in their classrooms or does each teacher can express it freely? Which is the best accent, the British, the American, or the student's? At this workshop, you will be able to express your opinion on this matter, sharing experiences and putting into practice real life situations our students may face to come up with solutions or adaptations to deliver a more natural class.

Rosangela has been an ELT professional for over 10 years and currently is teaching at a Private School in Lagoa Santa, Minas Gerais. In tandem, she teaches online private classes on Academic English and Business-like Conversations. She also co-wrote the article "Aprendizagem móvel como prática contemporânea: o papel da formação e ação docente em novos contextos de ensino" through a study group at UFMG. Her main interests lie in the field of linguistic prejudice, intelligibility, and pronunciation through social lens.



Room 404



Tereza Sekiya

→ **Sponsored by Cambridge**  
**Teaching VERY Young Learners – Key Pointers to Keep in Mind**

VERY Young learners have a very peculiar way of absorbing, internalizing and using information. Several things related to teaching young learners have changed throughout the years – principles, beliefs, approaches, strategies... but especially children. They are not the same learners we used to have in the classroom years ago. During this workshop, the presenter will bring up some key pointers related to young learners through a variety of practical activities that can be easily adapted and used in the classroom.

Tereza Sekiya has a BA in Languages and Literature from the University of São Paulo (USP). With solid experience in school coordination and teacher training, she worked for major publishing companies in the ELT area, presenting workshops ▶

- ▶ and training all over Brazil. Tereza is also the author of 8 readers from the series “Readers for Teens” -- published by Cambridge University Press, where she is currently working as ELT Academic Consultant.



**Room 405**



**David Queiroz Moura**

→ **SIG Showcase Selection: Assessment SIG**  
**Edge’s Model of Helping and ensuring supportive CPD**

In this talk, we’ll examine how an interaction model can be used differently in Continuous Professional Development. Edge’s (1992) 3-stage model of feedback and related generic skills based on person-centred counselling (psychotherapy) is used as a springboard for personalising how it is used in CPD at present. Unmissable for teachers and managers, participants will expand CPD ideas that can be applied regardless of your role in the school.

B.Ed. English & Literature graduate and a specialist in Psycho-Pedagogy, David has solid experience in teaching, training, advising teachers, and institutions. He has worked at Language institutes, a Fed. University, BT-PE, and the British Council.



**Room 406**



**Vanessa Oliveira**

→ **Giving instructions effectively in the classroom**

This workshop aims at providing teachers with tools to give instructions more effectively. Delivering clear, simple, understandable and straightforward instructions is a skill teachers must master in order to enhance students’ learning inside and outside the classroom. Techniques will be presented. Finally, teachers will create an action plan reinforcing what effective instructions involve and how they can be as effective as possible in their teaching practice.

Vanessa has been an English teacher for 17 years. Currently, she teaches English at regular schools. She holds a degree in Languages and post-graduation courses in English Language Teaching and Foreign Language Teaching with the use of technology.



Room 407



**Diana Daste;**  
**Erica Dania Alves**

→ ***Sponsored by British Council***  
**Teaching & Assessing English Language for Systemic Change**

This session will introduce the Teaching for Success programme, focused on the development of English Language teachers' competences, its impacts in the classroom and the consolidation of communities of practice among teachers and school managers, as well as explore the pilots to be developed in Brazil and address data and opportunities from the English Language Teaching Observatory. The talk will close with a reflection on learning programmes: for them to function efficiently, they should be seen as a system based on three core elements: curriculum, delivery and assessment.

Diana Daste - Director Cultural Engagement at the British Council Brazil - Colombian Political Scientist, MSc in Applied Social Development (UCL-Chevening Scholar), senior leadership for the Skills for Prosperity ELT project. Provides articulation across global, regional and local levels and internationalisation strategies, including EMI mapping and upcoming pilots focusing on English Language, teacher training and STEEAM.

Erica Dania Alves has a bachelor from Lyon College in the United States and an MBA in business administration and management from IBMEC. Erica has worked in the education sector for over 10 years in several areas that range from teaching to assessment. She currently holds the position of Head of Exams for the South Atlantic Cluster (Argentina, Brazil & Uruguay) at the British Council.



16:15 to 17:00

**Concurrent talks and workshops**



**Room 102**



**Claudete Assis**

→ **"Am I American, too?" A Critical Analysis of EFL Brazilian Teachers' Discourse**

This work is the fruit of my thesis and I would like to invite the ELT teachers for a reflection on why we tend to praise American culture as well as their language, English. In order to do so, I will share the outcomes of my research guiding the audience through a historical context and how we got involved with American culture without questioning why we have consumed their products and, most importantly, how this cultural consumption can interfere in our classroom/lessons.

Claudete has a BA in Language and a specialization course in English Language and Literature. She also holds a Master's Degree in Language Sciences and is a member of the research group (Discourse, Subject and Society) at UNICAP. She is a teacher at Cultura Inglesa and a visiting professor at FAFIRE.



**Room 103**



**Luísa Oliveira**

→ ***SIG Showcase Selection: Business English SIG* How to use the STAR method to prepare students for a successful job interview**

Have you ever heard about "STAR" relating to job interviews? No? So come running because this section is made for you! Knowing what this acronym stands for is only the first step that you need to know how to use "STAR" in order to help your business English students to be well prepared for a job interview nowadays. In this session, we will see a step-by-step process to give the best STAR interview answers.

Teacher of English and M.A. in TEFL from Universidad Alberto Hurtado, Chile. Currently working there as an academic, teacher and coordinator of the Integrated English Language Strand in the English Language Teacher Training Program.



**Room 104**



**Monique Barros**

→ **Developing fluent writers and learner autonomy through self-editing**

Fluent writing should be promoted in the classroom as well as learners' autonomy. Students need guidance and support to produce. They must see that this is so important that we will be doing it together. They must know where to refer to. They must be provided with models, strategies and resources to make it more effective, and an achievable goal. During this talk we will look at some specific tasks to promote writing, and develop learner's autonomy through self-editing.

Monique is the director at Best Start Private Language Institute. She holds a B.A. in English Language and Literature. She has taken specialist courses in the areas of English



- ▶ Language, School Management and CLIL. Monique has worked in the ELT field since 1997 as a teacher, teacher trainer, course coordinator, international examiner, course and material designer at Franca Binational Center. Since 2019, Monique has been presenting at national and international conferences. As a freelance teacher educator, she has been assisting English language schools to develop their teachers by observing lessons and providing feedback, delivering sessions and workshops and offering online courses for teachers.



Room 202



**Dr. Gabriel Díaz Maggioli**

→ **Sponsored by BRAZ-TESOL**  
**A smorgasbord of techniques to enhance communication**

In this workshop, we will experience and analyze our experience of various teaching techniques which, when duly implemented, can enhance communication in the classroom. We will also look at the pedagogical principles which underpin these activities and explore ways in which teachers can adapt them to their own realities.

Dr. Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He is a certified researcher in Uruguay's National Research and Innovation Agency. He also works as Academic Advisor to the Institute of Education at Universidad ORT Uruguay. The author of 27 books, as well as numerous articles in professional and peer-refereed journals, Gabriel has shared his work with colleagues in the Americas, Asia, Europe, and the Middle East. He is the first Latinx President of the International Association of Teachers of English as a Foreign Language (IATEFL).



Room 203



**Marilisa Shimazumi**

→ **Novice teachers' practices and concerns in face-to-face versus remote teaching**

This talk describes the experiences of a group of novice teachers in two different contexts: teaching face-to-face and in remote synchronous mode with the purpose of identifying their beliefs, concerns and practical issues. In this talk, we discuss to which extent the teaching mode, either face-to-face or remote, has a direct impact on these novice teachers' practices and decision-making processes.

Marilisa Shimazumi holds an MA (University of Liverpool, UK) and a Doctorate (São Paulo Catholic University-PUCSP) in Applied Linguistics. She teaches at Faculdade Cultura Inglesa and her research interests are teacher education, discourse analysis and corpus linguistics.





Room 204



**Hemylle Oliveira**

→ **SIG Showcase Selection: Young Learners and Teens SIG**  
**A box of tricks: fostering meaningful and fun practice in the teenage classroom.**

Keeping teenagers interested and motivated in the classroom might be daunting for several reasons. They have been busier than ever, and in the blink of an eye, you've lost them. In this meeting, we'll be taking a look at key elements to consider when teaching teens and find out how tweaks will make a difference in your teaching.

Hemylle Oliveira is an Academic Consultant at Macmillan Education Brazil. She's been involved in ELT for over a decade, having worked in a range of contexts. A C2 Proficiency and CELTA holder, she's got a BA in Social Communications and the Train the Trainer Certificate.



Room 205



**Hugo Dart**

→ **Using Concept Checking Questions (CCQs) in the Classroom**

How comfortable are you using Concept Checking Questions (CCQs) to make sure your students have understood the meaning or form of a language item? Although CCQs are an invaluable tool for the novice and the experienced teacher, many of us are not confident about using them effectively. This fun and engaging workshop will give participants opportunities to work with CCQs, from the perspectives of both learners and educators.

Hugo has been in ELT for 24 years and at IBEU-RJ for the past 12, working with EFL, CLIL, and teacher education. A member of the BRAZ-TESOL Executive Board and of the Intercultural Language Education SIG, he is currently enrolled in NILE's MA in Professional Development for Language Education.



Room 301



**James Taylor;  
Claire Venables**

→ **Finding Your Own Professional Development Pathway**

Nowadays, there are an overwhelming number of options for teachers looking to develop professionally. Choosing the best pathway can often be daunting. In this talk, we will examine both formal and informal formats of professional development and assess the pros and cons of each. We will then go on to explain how at Active English we have decided to change the way we offer professional development to our community of young learner teachers.

Claire is a qualified English teacher who has been dedicated to ELT for over 20 years. After a decade in Spain, she moved to Brazil in 2011 where she has worked as a teacher, teacher trainer, a national and international speaker, materials writer, and is the founder and Director of Active English.

James Taylor is an EFL teacher, trainer, ELTON award-winning materials writer & project manager for Active English. He's Communications Director of BRAZ-TESOL and has written coursebooks for FTD Educaçao & TransFor.Me. He produces the TEFL Commute podcast & co-founded the Raise Up! Project.



Room 302



**Joacyr Oliveira**

### → **Corpus Linguistics as the bridge to new realms of vocabulary**

When it comes to learning vocabulary in authentic contexts, in addition to taking into consideration collocational (both idiomatic and non-idiomatic) usage, Corpus Linguistics is a very practical tool that can bring authenticity into the classroom. In this session, we will demonstrate how to prepare vocabulary exercises based on corpora, explore concordance lines, both by the teacher and by the students, and use Corpus Linguistics digital tools.

Joacyr is currently an EFL teaching professor at UNICAMP - CEL. He has been involved in TEFL and EFL teacher education for more than 20 years. His M.A. (USP) and Ph.D. (USP) academic research focuses on how Corpus Linguistics can be used as a teaching tool in both language and translation classes.



Room 303



**Silvio Campos**

### → **Generation Y Teachers in a Gen Alpha Environment**

Consider your students in their early teens. They are digital natives who see their phones not as technology but an essential part of their lives. They grew up with apps and developed a nonlinear way of thinking that accurately reflects the language of the internet. In this workshop, we will try to better understand these students and compare the way they prefer to learn to how we usually teach with the use of phone apps.

Silvio Campos holds a BA in English and in Business Administration from Unisantos, a Specialization in Marketing from California State University, a specialist Bilingual title from PUC/SP and the ICELT Certificate from the University of Cambridge. He is currently a Pearson English Specialist.



Room 304



**Gabriela Froes;  
Leandro  
Zuanazzi**

### → **Write On: The essential steps into C2 Writing**

Whenever a student who is preparing for the C2 exam asks what they could do to write better, the first answer that comes to mind is: read more. This workshop intends to show that, although reading can definitely improve our skills, what actually helps writing is writing. We aim to offer ideas of activities that will help students develop their writing skills in the classroom. We will also look into how to mark these papers, understanding what is expected of candidates at this level in the exam.

Gabriela Froes is a teacher and teacher trainer and has been working with English for exams for the past 15 years. She holds an MA in English Literature, the CPE, the CELTA, and is currently taking the DipTESOL. Her main interests are Writing for Exams, Teacher Development, and Academic English.

Leandro Zuanazzi is a freelance teacher. He holds a degree in Languages, the Cambridge C2 Proficiency (CPE), the CELTA, and the TKT (Modules 1, 2, and 3). Leandro is passionate about professional development and has a special interest in writing skills as well as language development for teachers.



Room 305



Jay Rodrigues

→ **Andragogy: teaching the neglected learner**

This talk aims at enabling teachers to better cater for their adult learners' needs by applying andragogical principles to their teaching practice. Throughout the session I will introduce teachers to the theoretical foundations of andragogy as well as provide them with practical ideas to put into use in their teaching context. Also, teachers are going to have a chance of trying their hands at deploying andragogical strategies to incorporate them into their lessons.

Jay Rodrigues is an English language teacher and has been teaching for over 10 years. He holds the Cambridge CPE (Proficiency) and a Trinity CertTESOL Certificate. He's also been involved with the Trinity DipTESOL.



Room 402



Julio Vieitas

→ **Crisis management: Managing a school (large or small) in periods of uncertainty**

Can school managers and/or directors find opportunities in moments of crisis? Can one leave periods of turmoil better than when entering it? Can one thrive whilst fighting an uphill battle? In this talk I will delve into the realm of crisis management and offer tried and tested practices that can help you in not only how to mitigate the effects of crisis in your initiative but also grow in moments of uncertainty.

A teacher, teacher trainer, academic and project manager certified by Cambridge Exams, London Chamber of Commerce, Insper and FGV. Through Julio Vieitas Consultoria, he assists teachers and school managers in having better pedagogical and financial results. He is also a psychologist in training.



Room 403



Durdona Karimova

→ **SIG Showcase Selection: Public School SIG Comprehending Fast Speech with Online Resources**

Comprehending fast speech is a continuous challenge for EFL/ESL learners. Students might be used to monotonous classroom English and face obstacles in understanding the reductions by native speakers of English. Online resources with blending, flap, H elision, syllable elision and common fast phrases might be integrated in lessons to teach fast-speech reductions. This session will give teachers ideas for how to use videos and audio quizzes for listening practice with their learners.

Durdona Karimova was a 2014-2015 Fulbright FLTA, UT at Austin. She teaches English at the Specialized Branch of Tashkent State University of Law, Uzbekistan. She has BA in English Philology and MA in English Linguistics. Her head position at the Jizzakh branch of Uzbekistan Teachers of English Association has been a big asset in building the community of more than 300 English teachers in Jizzakh remote areas. Durdona has presented in more than 30 local, regional, and international conferences.



Room 404



Alberto Costa

→ **SIG Showcase Selection: Assessment SIG**  
**Assessment for learning: Key Principles and How to Implement It**

“A common way of assessing is by comparing the observed subject with some kind of measurement scale (e.g. ‘John is six feet tall’)” (Nisbet and Shaw 2020). The analogy shows that the assessment, in this case, is accurate and that the achievement is visible. But how far can we say that about our classroom assessment? In this session we will focus on assessment for learning (AfL), an approach to which feedback is central, and look at some tools to help you implement AfL in your classroom.

Alberto Costa is an Assessment Services Manager for Cambridge Assessment English. With a solid English language teaching background, he has worked as a teacher, teacher trainer and academic consultant for 30 years, having also worked as a course tutor for the teaching qualifications CELTA and DELTA.



Room 405



Karina Fernades

→ **From EFL to EAL: the Paradigm Shift**

The aim of this talk is to address professional qualifications for educators who are willing to take ownership of their teaching careers and make more informed decisions about their daily practices in bilingual contexts. I will describe my experience as a Programme Leader of the Cambridge International Professional Development Qualification in Teaching Bilingual Learners and analyse the possibilities of integrating sound theory and working practice in Brazilian educational contexts.

Leader of the PDQ in TBiL with SPOC representing Cambridge International. Vast experience designing and implementing curricula for bilingual education, materials design, interdisciplinary projects, assessment of courses, teacher training and the teaching of the English language and its literatures.



Room 406



Sandro Dwarffy;  
Carolina Coelho

→ **The importance of why: neuroscience hacks to motivate exam takers**

This talk intends to guide teachers who want to begin preparing TOEFL candidates. Attendees will be introduced to the four sections of the exam, being informed about how the speaking and writing assessment works, and strategies to help candidates tackle each part successfully. By the end of the session, participants will have learnt the competences exam takers need to sharpen to achieve a high-level score; after having been exposed to essential test-taking skills to perform well on the exam.

Sandro Dwarffy is an English language teacher, TOEFL Trainer, speaker, founder of TOEFL Success, co-author of *Inglês do Seu Jeito*, and co-founder of ELT PLUS. Sandro is based in RJ, and holds the CAE, CPE, TKT (1-3) certificates (Cambridge, UK) and a C2 DELE certificate (Instituto Cervantes, Spain).



17:15 to 18:00

### Plenary session 3



Auditório Ruy Barbosa



Antonieta  
Megale

#### → **The debate on Bilingual Education in Brazil: is it possible to break the logic of the neoliberal trap?**

Brazil has always worked hard and violently for the institution of Portuguese as its only language through successive glottocides. However, nowadays, we encourage and value bilingual schools, which have instruction through two prestigious languages - standard Portuguese and, in most cases, English. How this phenomenon can be understood is the first question addressed in this plenary.

I will also discuss the fact that the neoliberal logic has advanced in a predatory way over schools, which have been incorporating the bilingual label to attract new students. We will then reflect on possibilities to move away from the neoliberal agenda in bilingual education.

Antonieta Megale holds a PhD in Applied Linguistics from Unicamp, completed a doctoral internship at the University of Viadrina (Germany) and has a Master's degree in Applied Linguistics from PUC/SP. Currently, she is a postdoctoral researcher at PUC/SP. Antonieta is a professor in the Language department at UNIFESP and coordinates the bilingual education graduate program at Instituto Singularidades, where she also works as a Professor of the undergraduate program in Education.



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July 15th



09:00 to 09:45

### Plenary session 4

### → Collaborative scenarios and teacher growth

In this plenary we will explore the difference between cooperation and collaboration while highlighting why they are important constructs for teacher growth. Taking into account what has transpired after the pandemic, we will explore the areas of our work which require collaboration. We will also analyze different roles in collaborative relationships and explore collaborative activities oriented towards professional development.



Auditório Ruy Barbosa



Gabriel Diaz Maggioli

Dr. Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He is a certified researcher in Uruguay's National Research and Innovation Agency. He also works as Academic Advisor to the Institute of Education at Universidad ORT Uruguay. The author of 27 books, as well as numerous articles in professional and peer-refereed journals, Gabriel has shared his work with colleagues in the Americas, Asia, Europe, and the Middle East. He is the first Latinx President of the International Association of Teachers of English as a Foreign Language (IATEFL).

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10:00 to 10:45

## Concurrent talks and workshops



Room 102



**Kristina Speakes**

### → *Sponsored by Telos*

#### **Connecting two languages: using children's literature to develop cross-linguistic pedagogies**

Our students are emerging bilinguals and yet we rarely take advantage of the linguistic abilities from their first (primary) languages. Cross-linguistic pedagogies utilize a variety of strategies and interventions to help students use all of their language knowledge without sacrificing learning potential. In fact, effective interventions have been shown to enhance language learning. This talk will examine the use of children's literature produced in both Portuguese and English as a pathway to deepening our students' awareness of the languages they speak. The talk will provide practical ways that teachers from both languages can work together to maximize student learning.

Kris loves all things language and teaching. She has master's degrees in Sociology of Education and English Language and Linguistics. Besides teaching English and English teachers, she also translates children's books. When she's not with students and teachers, Kris is an avid vegan cook.



Room 103



**Cristina Pellin  
De Bastiani;  
Danielle  
Dalzochio**

### → *SIG Showcase Selection: Materials Writing SIG*

#### **Benefits of using authentic materials and personalizing them for classroom use**

Frequently, many teachers rely on the use of course books and neglect using authentic materials. If wisely chosen, authentic materials can be highly motivating, as their language will be relevant to the learners, by helping to activate schemata and developing fluency. In this session, participants will be given clear strategies and examples of how to design personalized activities using authentic material and what kind of activities can be used strategically when developing a lesson plan.

Danielle Dalzochio has been an English teacher since 2011. Danielle has a degree in Letras by UCS, a C1 language course at International House London, CPE and DELTA 1. Apart from teaching one to one students, she is the co-founder of WeHelpU Teacher.



Room 104



Henrique Moura

→ ***Sponsored by Seven***  
**How will the CELTA further your career?**

In this talk, participants will be presented with a brief introduction to the CELTA programme, understand the motivations that make teachers join it, and consider the practical advantages and benefits of being a CELTA-certified teacher. The participants will explore aspects related to employment opportunities in Brazil and abroad, career progression, development of new skills and confidence, and the impact that CELTA-certified teachers can achieve in the learning of their students.

Henrique Moura is the director of quality, training and development at SEVEN Educacional, and is involved in the training and development of teachers of language, regular and bilingual schools, both in the public and private sectors. He has experience moderating training programs and assessing teachers in over 20 countries. He holds an MA in Teacher Education.



Room 202



Maria Claudia  
Candia; Liz  
Peixoto

→ **CBI -Content Based Instruction, with a little help from my friend, Van Gogh**

CBI - with a little help from my friend, Vincent Van Gogh. The aim of this workshop is sharing ideas to teach language and content to Young learners. Using art as the starting point and integrating other school subjects, such as history, geography, math and language. The presenter will show a CBI project in a bilingual setting.

Maria Claudia holds a BA in English Language and Literature from PUC-SP and a specialization in School Management and Planning from PUC-RS. She is a student of Bilingual Education and Methodology at Singularidades Institute- PGE. Liz is an experienced English teacher, she holds a BA in Letras from UFRGS, she is a Postgraduate student in Bilingual Education.



Room 203



Carol Lethaby

→ ***Sponsored by Richmond***  
**The brain, gender and English teaching**

This session investigates what is known about the brain, gender and language teaching. We look first at some of the widely held beliefs and myths about female and male use of language. Then we will consider the complex connections between biology, and the environment as we contemplate the nature vs nurture debate and the notion of neuroplasticity. Finally, we look at what this all means for language teaching to children and to adults.

Carol Lethaby has been involved in English language teaching since 1986 and working with teachers since 1994. She lived and worked in the UK, Austria, France, Greece, and, for fourteen years in Mexico, before moving to the US in 2002. Carol is now based in San Francisco, California and is a part-time assistant professor on the New School online MA in TESOL, as well as being an honoured instructor at UC Berkeley Extension. Carol has worked on several textbook series for learners of English, including 'Awesome', 'Next Step', 'The Big Picture' and ▶



- ▶ 'English ID' (all published by Richmond ELT). Her most recent publication is a book for teachers called, 'An Introduction to Evidence-Based Teaching in the English Language Classroom' (Pavilion ELT, 2021). More information can be found at [clethaby.com](http://clethaby.com)



## Room 204



**Henrique Moura**

### → **Sponsored by Geppetto** **How to plan a game-based-learning curriculum**

In this talk we are going to distill the strategy to easily bring engagement to your class applying gamification in a responsible and deliberate way. Our session will be broken down into 3 steps:

1. Identify your students' gamer profile;
2. Choose a perennial progression system.
3. Turn into games, what used to be boring activities.

Vicente Vieira is co-founder of the Geppetto's English solution and an enthusiast of the game-based learning methodology. With more than 19 years of experience, he has participated in multiple digital projects that have impacted more than 250.000 students. He holds a PhD in computer science from UFPE.



## Room 205



**Isadora Costa**

### → **Once upon a time... storytelling as a tool for English teaching!**

Very often, English classes lack a little magic to transform both teaching and learning into a meaningful and pleasurable experience. More and more, studies demonstrate that when students are presented with dynamic, engaging and authentic activities their confidence is boosted and learning occurs more naturally. In this session, participants will be given clear strategies and practical examples on how to use storytelling in their classrooms.

Isadora has been a teacher, storyteller, teacher developer for 30 years, working with all ages. Young learner specialist. Founder of Stars English School. Degrees in Communications and Pedagogy, TESOL, CPE, CAE, Postgraduate degree in Bilingual and Multilingual Education.



## Room 301



**Victor Hugo  
Medina Soares**

### → **SIG Showcase Selection: Pronunciation SIG** **Intelligibility and Accentism in the EFL Classroom**

This talk will provide an introduction to intelligibility and accentism in the EFL classroom. Why does having a high level of intelligibility mean you are still a speaker of English as a foreign language and why is that OK? Why should we be highly intelligible as teachers? This talk, therefore, aims at discussing the contributions of the Lingua Franca core (JENKINS, 2000) to teachers and students, as it proposes sensible suggestions on what to focus on regarding pronunciation skills nowadays.

Victor Hugo is a teacher trainer and English teacher based in Belo Horizonte, Brazil. He has an MA in Linguistics and a BA in English, both from UFMG. He holds the Train the Trainer and the CELTA. He works on popularising academic research on intelligibility, and pronunciation instruction.



Room 302



**Mariana Ozeika**

### → **Marketing for Teachers: The Student/Customer Purchase Journey**

More online or F2F students are what most teachers are looking for, either for themselves or for their team/business. In this workshop, teachers will learn how to map the customer journey to understand the key points they need to master in order to transform leads into new students. The so-called touching points are moments before the class in which teachers can show the quality and value of their work in order to encourage prospects to purchase their services.

Mariana Ozeika holds a degree in Letras, Marketing, Celta, and C1, besides being a Cambridge Certified Teacher Trainer. She's post-graduated in Modern Education and is specializing in Bilingual Education. Mariana owns a Language Center and has a mentoring program for teachers.



Room 303



**Danielle Hersey**

### → **SIG Showcase Selection: Mind, Brain and Education SIG Low Floors, High Ceilings, and Wide Walls-Language Learning through Coding**

I was terrified of coding until I realized how similar it is to writing. Like constructing a paragraph, programming a script involves putting concepts together, taking them apart, and rearranging them until the message gets across to the user. It develops critical thinking, self-expression, collaboration, empathy and even language skills! We will explore how, considering Scratch, MIT's free coding platform for kids. Anyone can learn a language, and anyone can learn to code - so, why not together?

Dani Hersey is a materials writer, teacher, and teacher educator with a background in art and illustration, as well as having a TEFL certificate and nearly 15 years of experience in ELT. She is passionate about bringing creativity and maker-inspired empowerment to English language learning and bilingual education.



Room 304



**David Queiroz Moura**

### → **Formative Assessment as a means to foster HOTS development**

Little attention is given to effective incorporation of recurrent Formative Assessment and how it can aid work on higher order thinking skills. The idea sprung when Renata C. Souza drew attention to how little HOTS are formally assessed (2022). In light of how the extent to which HOTS catalyse learning, we will explore ways to develop these skills through formative assessment. Participants will leave with a practical view of how these real-world classroom elements benefit learning.

B.Ed. English & Literature graduate and a specialist in Psycho-Pedagogy, David has solid experience in teaching, training, advising teachers, and institutions. He has worked at Language institutes, a Fed. University, BT-PE, and the British Council. Now, I am an Academic Advisor for publishing.



Room 305



Marcel Young

### → **The whys and wherefores of (even) more exam-like speaking tasks**

It is an indisputable fact that English learners can really develop their skills, systems (lexis, grammar, pronunciation and discourse) and learning strategies during their preparation/training cycle for international exams, but what about those who don't actually fit in this soon-to-be exam takers category? Can they also boost their learning with exam-like tasks embedded in the lessons?

Marcel Young has been teaching children, teenagers and adults, from A1 to C2 levels, at Cultura Inglesa São Paulo for 12 years. A Cambridge C2 Proficiency Certificate, CELTA and ICALT holder, Marcel is also a former speaking examiner, in-house coach and mentor in various branches across São Paulo.



Room 402



Raul Paraná

### → **Scaffolding learning in CLIL classrooms**

In a CLIL context, language teachers may feel challenged structuring non-linguistic content. In this workshop, participants will review the CLIL Matrix and be introduced to Scott & Mortimer's (2003) framework of Communicative Approaches to structure a lesson and discuss alternatives for its delivery. The aim is to help participants develop practical skills for sequencing and structuring a learning unit where pupils develop both content and language skills in a carefully scaffolded manner.

Raul Paraná has experience of teaching and development in ELT and Bilingual Education. A former teacher at the University of Jyväskylä, he currently works for Learning Factory as an academic coordinator, as well as for Universidad de Jaén and IENH in their post-graduate programs.



Room 403



André Hedlund

### → **The Owl Factor: KNOW-SHOW-GROW**

The KNOW-SHOW-GROW approach has different theoretical and practical applications across different teaching and teacher education settings. These three stages revolve around the notion of RESOURCE in its broadest sense, and they allow teachers and teacher trainers to reflect and focus their efforts on aspects that seem to matter more in the teaching/learning experience. This session will reflect on the wisdom of owls - philosophy and fables - and go over some of the resources that can help

André Hedlund is a Chevening Alumnus - MSc in Psychology of Education from the University of Bristol, an Educational Consultant, Speaker, and Guest Lecturer on Bilingualism and Cognition in postgraduate courses. He is also a member of BRAZ-TESOL's Mind, Brain, and Education SIG. He's the author of *The Owl Factor: Reframing your Teaching Philosophy*, and he blogs at [edcrocks.com](http://edcrocks.com).





Room 404



Estela Rondon

→ **SIG Showcase Selection: Voices SIG**  
**Volunteering is part of being a successful teacher**

This session focuses on how teaching in nonprofits and the outcome of this volunteering experience make teachers improve their sensitivity and adapt their methodology. Some ideas that worked and difficulties found are highlighted. Teenagers in situations of social vulnerability feel included and happy learning English online. Enabling them to capture this opportunity is not only challenging but also rewarding.

Estela Rondon has been an English teacher, teacher trainer and presenter in conferences in Brazil and abroad in countries such as the United Kingdom, Spain, India and Peru and has published articles about her presentations. She has been working in regular private schools and language institutes for many years.



Room 405



Roberta  
Mesquita &  
Carlos Vaz

→ **Post COVID-19 Blended learning: friend or foe?**

Following the changes the COVID-19 pandemic brought in education, there is a need to address the outcomes, implications, and possible future directions regarding blended learning (BL) in language teaching. Facing a new reality where information communication technologies (ICTs) have been increasingly communicating with each other we aim to study, from the teacher's perspective, how BL has changed the teaching and learning process, and to what extent these changes are positive and durable.

I am specialized in Language Teaching through computer and Bilingual Education, today I am working on my MFA in applied Linguistics all by UFMG. I have 26 years of experience as a teacher, coordinator and team developer, today I work as an academic advisor for Santillana Educação.

Carlos Henrique has been an ELT professional and educator for the past 21 years. Currently, he is an academic advisor at Richmond and, for many years, he has also worked as a speaking and writing examiner for Cambridge English Assessment. He is a teacher training and language development enthusiast.



Room 406



Samantha Vitena

→ **SIG Showcase Selection: Wellbeing SIG**  
**Soft Skills in a Complex World: considering diversity when designing tasks**

People are different. Our students do and will face a world of variety with people of specific ages, race, gender, abilities, background, you name it. How can we, as educators, embrace all of these complexities while teaching? Using theory behind the development of social-emotional skills as a steering wheel and bilingual education as a backdrop, this talk is aimed at guiding teachers to consider diversity in and outside the classroom so as to create and adapt tasks.

Samantha Vitena is a black lesbian woman who has worked as an English teacher for over 10 years and as a teacher trainer for the past 4 years. She has a specialisation degree on Education, Culture and Racial-ethnic Relations by CELACC-USP and holds the TKT CLIL, TKT YLE, and CPE Certificate.



11:15 to 12:00

**Concurrent talks and workshops**



**Room 102**



**Eduardo de Freitas**

→ **Sponsored by DISAL**

**Why do we use games in class? A quick guide to help you out!**

We are all very passionate about using games and making our lessons fun and dynamic, but when is it the right time to include a game in your lesson? How often can we do it? How can I align the games to the communicative aim of my lesson? How can I decide on what lesson stage I can include games? Well, if you want to have these questions answered, join us!

Eduardo de Freitas is a Cambridge certified teacher, teacher educator and materials writer based in Santos. He's currently preparing for the Delta and his main areas of interest are learner experience, teacher development and materials writing.



**Room 103**



**Alex Rios;  
Fabiana  
Muliterno**

→ **Journey to the center of the feedback: the whys and the hows**

When someone asks you what is one of the most important parts of the students' learning journey, what do you say? If "Feedback" is your answer, you are absolutely right! But, have you already reflected on how visible this moment is to your students? If you would like to further explore deeper layers of feedback, how to go beyond the outer crust of simple error correction and understand the impact of well-planned and communicated feedback in language acquisition, this talk is for you. Join us.

Alex Rios holds a degree in Languages and a graduate course in ELT. He is also a C2 Proficiency, Train the Trainer, and Anaheim TESOL certificate holder. Currently, he has been developing his passion for instructional design and working on his second graduate course, Gamification in Education.

Fabiana Muliterno is a teacher who is passionate about CPD. She is a CELTA, ICELTA and Delta (Module 2) holder. She has been studying Visible Learning, Nonviolent Communication, Positive Discipline and the influence they have in the classroom dynamics.



**Room 104**



**Elcio Souza**

→ **Pronunciation mistakes our students make and how to correct them**

Brazilian learners of English tend to mispronounce some words in similar ways. These mispronunciations usually cause them to be misjudged and misevaluated in interviews and presentations as listeners may lose their focus on the contents of the talk. In this workshop, teachers will check these words, correct pronunciation, understand why Brazilians mispronounce them, and share techniques to help them ▶

- ▶ self-correct. Join us and brush up on effective tools to monitor your students' pronunciation.

Elcio Souza - MA in Applied Linguistics, DELTA holder, and CELTA tutor - is an ELT-Pronunciation consultant based in São Paulo. Elcio has 28 years' experience as a teacher trainer and has taught at English schools, regular schools, and universities (both undergrad and graduate programs).



Room 202



Hulgo Freitas

### → **Challenges and Perspectives in Teaching Advanced English to Teenagers**

One of the most challenging aspects of teaching teenagers that started a course at an early age is to find the right materials that are suitable for advanced levels. Learners are provided with coursebooks whose language is either too abstract for their age or because they are not mature enough to feel at ease with certain topics. This talk points out ideas and raises awareness of the challenges teachers might face when selecting or adapting existing materials for this age range.

Hulgo is a CELT-P and CELT-S tutor, a Cambridge certified teacher trainer, and an international oral and writing examiner from A1 to C2. He owns Express Language Center in Goiânia, GO and is the president of the BRAZ-TESOL Goiânia chapter. He holds a B.A. in Business, the CELTA and is currently undertaking the DELTA. Hulgo also writes the Teaching in Practice column for the BRAZ-TESOL Echoes magazine.



Room 203



Elizabeth Costa

### → **SIG Showcase Selection: Wellbeing SIG Emotional Intelligence: promoting teacher's wellbeing**

This presentation aims at giving participants/teachers an opportunity to better understand the concept of Emotional Intelligence, as well as raise awareness of the importance and impact of managing one's emotions, both inside and outside the school environment.

Elizabeth Costa has taught English for 10 years. She has a degree in Psychology from Universidade Presbiteriana Mackenzie, focusing her studies on Neuropsychology and Education. She works as a teacher at Red Balloon, and as a neuropsychologist at Instituto de Neuropsicologia e Desenvolvimento Humano.



Room 204



Evelise Campagnaro

### → **The Relevance of Needs Analysis When Teaching One-to-One**

Teachers meet different scenarios when teaching one-to-one. Each student brings to class a different purpose. In this talk, participants will be shown the relevance of Needs Analysis (NA) as it is directed mainly at the goals and content of a course, and they will make sure the course proposed will contain relevant and valuable information whether they choose a coursebook or a tailor-made material.

I have been teaching English for 25 years. I am working with adults one-to-one online at the moment. I have worked in public and private schools in Brazil. I also have worked in language centers, bilingual and international schools. I hold the TKT ▶



- ▶ modules 1, 2, and 3; Celta and Train the Trainer Certificates, and I am also a Deltee. I work as an online tutor, and I am the author of coursebook collections from Editora Positivo for high school and Editora Aprende Brasil for elementary school, both in Brazil.



Room 205



**Jane Godwin  
Coury**

→ **SIG Showcase Selection: Intercultural Language Education SIG**  
**Activities with an Element of Surprise**

Planning a lesson including practical activities that spark learners' interest can be challenging. In this workshop, Jane will engage the participants in various dynamic activities that can be used in different stages of a lesson. One aspect that all the activities have in common is an element of surprise that will help the lesson flow and keep learners on their toes. Teachers will be encouraged to use their creativity and resources they have available in their workplace.

Jane Godwin Coury is an English teacher, teacher educator, copy editor and translator. She holds an MA in Applied Linguistics and a postgraduate certificate in education. She is the author of various publications and currently teaches at Universidade Estácio de Sá.



Room 301



**Viviane  
Kirmeliene**

→ **SIG Showcase Selection: Materials Writing SIG**  
**Women in Coursebooks Now and Then: How Representation Has Changed**

Diversity has been a buzzword for a few years now, and the representation of women is definitely among diversity concerns in ELT and society in general. My aim in this session is to explore how gender representation has changed in coursebooks over the years in images and in written/spoken texts, and to discuss what is yet to be done.

Viviane Kirmeliene has been working in ELT since 1994. Before moving into publishing in 2010, she was a teacher, trainer, and consultant and has edited and written ELT content for local and global markets. She is interested in how ELT materials can become more diverse and reflect students' reality.



Room 302



**Marilisa  
Shimazumi**

→ **Comparing Brazilian University Learner Writing with Other Nationalities**

This study focused on identifying the major characteristics in compositions of Brazilian university learners of English and to which extent they differ from the writing of other learners from multiple countries and language backgrounds. This study used a very large and representative corpus of student writing, the Corpus of Learner English, written by CEF B2-C1 learners from 25 language backgrounds. The results revealed three parameters that distinguish the learner groups.

Marilisa Shimazumi holds an MA (University of Liverpool, UK) and a Doctorate (São Paulo Catholic University-PUCSP) in Applied Linguistics. She teaches at Faculdade Cultura Inglesa and her research interests are teacher education, discourse analysis and corpus linguistics.



Room 303



**Joaquín  
Triandafilide**

→ **Sponsored by Pearson**  
**How to Engage the Brain in Class!**

A practical workshop based on Educational Neuroscience and the Level of Concern Model. How much your students care about the learning will influence directly on the final degree of learning he or she does. This is an example of how emotions can increase learning. In this workshop we will look at Consequences, Visibility, Time and Help as techniques to be used in class for engaging the students' brain and increasing their level of concern and memorable learning.

An English teacher, MA in Applied Linguistics and a Neuroeducator. He devotes most of his time to teacher training in Brain-friendly approaches and schools mentoring programs in Chile and Latin America. A member of the Mind, Brain, and Education Think-Tank Team for the JALT (Japan Association of Language Teachers). A local promoter of the Brain Awareness Initiative as a Dana Foundation Partner in Latin America. He has recently launched a Diploma in Neuroscience and TESOL and co-designed a Diploma in Teaching Young Learners (DTEYL) in Chile.



Room 304



**Fabiano Almeida**

→ **The business of teaching business English: the nuts and bolts**

Have you ever considered teaching business English but felt you lacked the necessary skills to embrace it? Teaching business English has been a great niche for English teachers in Brazil, yet many teachers still fear it. In this talk, we will look into some of the issues that English teachers are expected to master to teach BE effectively. I will also share some tips, as well as the pitfalls and the lessons I have learned as a BE teacher myself.

Fabiano Almeida has a BA in languages, a CPE, a CELTA, and a Train the Trainer certificate. He has been a teacher for ten years and has taught English and English for business in several contexts. Fabiano also prepares students for exams.



Room 305



**Marcelo Dalpino**

→ **From peer-to-peer learning to emancipatory actions: a case study at Paraisópolis**

Peer Learning is a learning technique that promotes collaboration and emancipation. Emancipatory actions, in education, should be directed at heightening awareness of external sources of privilege that hold the possibility of increasing learners' self-esteem to face adversity. But how can peer-to-peer learning foster emancipatory actions? This talk aims to discuss the principles of peer learning and emancipatory actions through a case study in the community of Paraisópolis SP.

Marcelo Dalpino is a Ph.D. candidate in Discourse Analysis and he investigates the discourse of innovation in the ELT. He holds a degree in English Language teaching (PUCSP) and a M.A in Organizational Learning (Mackenzie). He is the senior academic manager at Cultura Inglesa SP.



Room 402



Renata Chimim

→ **Using Picture Books for Explicit Reading Comprehension Instruction!**

When choosing a picture book to read to your students, you can have entertainment as a goal, but you should also take advantage of this very rich authentic material to enhance students' reading comprehension levels. In this workshop, we will discuss how teaching reading comprehension to children can go beyond questions such as "who", "what", "when" and "where". We will unpack some picture books and find the teaching points to develop students' higher order of thinking.

Renata Chimim holds a degree in Languages and in Pedagogy, an M.A. in Applied Linguistics, and an MBA in Ed. Leadership. She also holds a CELTA, a TESOL certificate, and a specialization in Bilingual Ed. Renata has been an Educator for more than 20 years and is also an ELT Author and Editor.



Room 403



Isadora Costa

→ **Are you ready to leave your comfort zone?**

Routines are the backbone of daily classroom life. They facilitate and enable better teaching and learning... Routines don't just make your life easier, they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve more. In this session participants will be given clear strategies and practical examples on how to establish classroom routines and how to manage disruptive classroom behaviour.

Teacher, storyteller, teacher developer for 30 years. Works with all ages. Young learner specialist. Founder of Stars English School. Degrees in Communications and Pedagogy, TESOL, CPE, CAE, Postgraduate degree in Bilingual and Multilingual Education.



Room 404



Ana Tatsumi

→ **Sponsored by Cambridge**  
**Learning never ends - integrating life competencies into your English lessons for adult student**

Over the last few years, language lessons have gone through significant changes – whereas the focus was once on aspects of the language itself, teachers now need to integrate them with skills that go beyond the language lesson, the so-called '21st century skills' - competencies that students need to succeed academically, professionally, and socially. While the need to incorporate developing such skills is divulged among teachers of children and teenagers, it is equally important to incorporate them in programs for young adults and adults, considering the specificities of this age group and the positive impact they can cause on their higher education and careers. In this presentation, teachers will be introduced to the Cambridge Life Competencies Framework – we are going to review what these competencies are and how teachers can incorporate them into their teaching practice for young adults and adults, making the most out of such skills to cater for specific needs of this age group.

Ana Tatsumi holds a B.A. in English and Portuguese from University of São Paulo. After many years working for key



- ▶ institutions in São Paulo, Ana has been an ELT consultant and teacher trainer for Cambridge University Press since 2006, presenting workshops and training sessions, and aiding schools with their pedagogical issues, on teaching materials and digital learning solutions.



**Room 405**



**Roberta Freitas**

→ **AI in the ELL classroom**

We cannot deny artificial intelligence (AI) is all around us and part of our daily lives - Netflix, YouTube, Alexa, Face ID and so much more! How about being able to understand and create AI? Come learn a bit more about AI in ELL classrooms, and go through a hands-on experience.

EdTech coordinator at Ibeu, Rio de Janeiro. GEG Leader and Google Innovator. Maker enthusiast, passionate learner, edtech lover! Outside school - a singer, guitar player, chef, fashionist, traveller and life lover!



**Room 406**



**Sérgio Pantoja;  
Rodrigo Sigoli**

→ **SIG Showcase Selection: Assessment SIG  
5 Tips to Help Students Succeed in High-Level  
Proficiency Exams**

This workshop is aimed at English teachers who currently prepare or would like to start preparing learners for Proficiency Exams. Participants will be led by the tutors, in a mix of theory and practice, to scrutinize the most effective Exam Teaching techniques, subskills, how to teach language necessary for the exam, as well as strategies which will, in turn, help learners become more confident while preparing for exams.

Sergio Pantoja is a teacher, teacher trainer, oral and writing examiner. Being in the ELT field since 2002, he has worked as CELT-P, CELT-S, and Delta Module 1 tutor. He holds a degree in Languages, a TESOL Certificate from the University of Oregon, the C2 Proficiency certificate, and the Delta.

Rodrigo Sigoli has been in ELT since 2006. A Cambridge English Speaking Examiner, he has worked as an EFL Teacher and Academic Coordinator. He holds a degree in Languages and multiple certifications by Cambridge English. Since 2016, he has been working as a Private Tutor and Teacher Trainer.

**Plenary session 5****Auditório Ruy Barbosa****Jenny Dooley****→ Flipped Learning: Flipping the EFL Classroom**

Flipped learning is an innovative and effective pedagogical approach for the modern EFL classroom, as it creates numerous opportunities for active engagement. Under the guidance of their teachers, students take ownership of their learning and gain a better, more experiential understanding of the language. This gives them the chance to enjoy creative and productive class time, accomplishing a more solid learning outcome.

Jenny Dooley, President of Express Publishing, holds an M.Ed. from the University of Wales, Swansea. She has been a teacher, teacher trainer, and author in the ELT field for more than twenty years. She has travelled extensively, delivering seminars and holding workshops in Latin America, Europe, the Middle East and Asia.

She is the owner and manager of one of the piloting schools used by Express Publishing and is the president of H.E.C., a language exams distribution centre. She has also been influential in the creation of children's theatre groups, which aim to stimulate young learners' imaginations while enhancing their English language learning. Her research interests include: language acquisition in young learners; the application of the multiple intelligence theory in language learning; gamification in education; neuroscience; and modern assessment. She has been involved in the development of printed, audio-visual, animated and digital ELT material for more than two decades. Some of her latest publications are: Incredible 5, i Wonder, Right On and On Screen. She has also designed DigiBooks, a gamified LMS platform with ELT content.



14:00 to 14:45

**Concurrent talks and workshops**



**Room 102**



**Bruno Andrade;  
James Taylor**

→ **Our Languages: transformative English learning through genuinely engaging materials**

“Distinct look & feel, radical design & content, total inclusivity from a new perspective in publishing. Genuinely different.” This feedback from ELTON judges captures the true essence of Our Languages. The books empower learners through activities that help them become critical citizens of a diverse & complex world. Join authors Bruno Andrade & James Taylor to learn how an engaging design, an English as a Lingua Franca mindset, and social-emotional learning can transform your classes.

Bruno Andrade is an English teacher and DEI Advisor at Avenues: The World School, ELTON award-winning author, teacher trainer, & editor. He’s also a Ph.D. student at UFRJ.

James Taylor is an EFL teacher, trainer, ELTON award-winning materials writer & project manager for Active English. He’s Communications Director of BRAZ-TESOL and has written coursebooks for FTD Educação & TransFor.Me. He produces the TEFL Commute podcast & co-founded the Raise Up! Project.



**Room 103**



**Cleber Santos**

→ **SIG Showcase Selection: Materials Writing SIG Amp Up Your Classes - Ideas for freer practice activities**

Some teachers find it difficult to contextualize the content of the class to students’ real lives. How can we make sure students use the language they learn when they are in the freer practice stage of the class? In this workshop, you will learn many practical ideas to help your students use the grammar and vocabulary you teach in lifelike situations that will be more significant to the learners.

Cleber Santos is a CELTA holder English teacher based in São Paulo. He has over fifteen years of experience teaching children, teenagers, and adults. He has plenty of experience working in language schools, one-to-one classes, and regular schools.



**Room 104**



**Fernanda  
Antonio; Jamile  
Antonio**

→ **Infographic: a genre-based engaging activity**

The aim of this workshop is to provide ideas on how to deliver meaningful, genre-based and student-reality-related activities which may motivate them into being active in their own linguistic development. As for it, we propose to work on the development of an infographic because it relates to students’ modern way of communication. Therefore, we will present useful tools to that end, such as: Google forms, canva, vennage. ▶



- ▶ Fernanda holds a Master Degree at CEFET-MG and is currently taking a PHD course which focuses on motivation in ESL teaching. She also holds the CPE, the Train the Trainer and the CELTA certificates. Besides that, she holds a postgraduate degree in English Teaching from UFMG. She has been teaching English since 2003. She has been in the ELT field since 2004. She is a teacher trainer and speaking examiner. She holds a BA in Languages from UFRJ; a postgraduate degree from UFF in English Language and Literature from UNIGRANRIO.



### Room 202



**Samantha  
Bernardo**

#### → **Becoming a Literacy Teacher: Unmissable steps for this transition**

You have been teaching English as a foreign language but now your role has changed and so your approach with the language by working in a bilingual school. Is that correct? If so, this session was made for you! Let's share our experiences, struggles and findings during this transition as we revisit concepts about biliteracy, the role of the first language and practical tips for planning your lessons so you can embrace your position with connections, knowledge, and confidence.

Samantha Bernardo has been teaching English for 10 years. She worked as a teacher and coordinator in bilingual schools and is an academic consultant for Pearson. She holds a BA in English Language, a postgraduate diploma in Bilingual Education, and has taken extension courses in NY and Vancouver.



### Room 203



**Ever Malvesi**

#### → **Posting efficiently on Instagram: think smart and save time!**

In this session, participants will be shown the different formats of posts on Instagram, and which ones to use in different circumstances. In order to do so, it is crucial to understand who your persona is and once you know that, it is time to use your creativity to make content that is relevant and will help your followers (potential students) achieve their goals. Relevant content will bring positive results to your Instagram account and success to your career as a teacherpreneur.

Ever Malvesi has been a teacher for more than 20 years. He has worked in language institutes, written materials for EFL and ESL contexts and is currently teaching at a private school and working on his solo career as a teacherpreneur. He has a degree in English from USP and holds the CPE, TKT, ICALT besides several other qualifications in the area. He's also taking an MBA in Digital Business from USP/ESALQ to improve his skills in this new online world.



Room 204



Gerriet Janssen

### → **Evaluating the online instruction of an English teacher training course**

This talk evaluates the online teaching practices used in the ETS course Teaching Academic English with the TOEFL iBT® Test. 3 data sets are described: 400+ survey responses from students completing the course; 5 external user-acceptance-testing reviews; and 2 internal reviews of the instructional practices, guided by Clark & Mayer 2016. Student and external reviews were positive; internal reviews stated which practices could be expanded. We then show how online instruction can be changed.

Gerriet Janssen is a Research Scientist at Educational Testing Service, where he conducts research on language teaching, learning, and assessment, publishing on these topics in both Latin American and international journals. Currently, he is an executive board member of LAALTA.



Room 205



Leticia Moraes;  
Joyce Fetterman

### → **EFL or CLIL teacher? - What makes them different and similar at the same time**

If you are an English teacher working in bilingual schools or in language institutes, probably you have already heard about CLIL. But what do we need in order to become CLIL teachers? Can an EFL professional migrate to CLIL? And a subject teacher? In this workshop we will investigate the competences needed to work with CLIL and discuss what being a CLIL teacher means. We will also compare the role of ELF and CLIL teachers.

Leticia Moraes has been involved in ELT for over 20 years. She has worked mostly with secondary learners, course development and teacher training. She is an experienced speaker and article writer. She is a partner at Troika, Events Coordinators of the IATEFL YLTSIG and member of the C-group.

Joyce Fettermann is an educational consultant, teacher trainer and materials writer at Troika. She has articles published in Brazil and abroad. She holds a BA in Languages - Portuguese and English, a master's degree in Cognition and Language and is currently a Phd student in the same area at UENF.



Room 205



Wilson Portilho

### → **Assessment Soup**

LOA? AFL? AAL? AOL? Hit up any publication on assessment, be it formative or summative, and prepare to be washed over by confusion as you decipher a veritable alphabet soup. Join us in this talk and let's look past the letters and abbreviations to more concrete examples of how and why all these approaches to assessment might be implemented in our classrooms.

As a Coordinator at Cultura Inglesa, Wilson Portilho is involved in pre- and in-service teacher training and he coordinates the Celta Courses at Faculdade Cultura Inglesa. Wilson is a CELTA tutor and an ICALT and Delta holder who has been working in the field of ELT for 15 years.



Room 302



**Marylin  
Caparelli's**

→ **SIG Showcase Selection: Mind, Brain and Education SIG  
Roleplay and Comedy as an engaging and memorable  
experience in the classroom**

Marylin will talk to you about her study on neurotransmitters in the brain and how roleplay and comedy can help students with the release of happy hormones. Comedy Academy is an ongoing project in which students use humor to create short videos, which has proved to have enhanced student learning as well-being a powerful teaching tool that can create a positive “emotional and social environment”. Marylin will show you the results of her humanistic and affective approach to language teaching.

Marylin Caparelli has been an educator for 28 years, 14 of which have been dedicated to the use of playfulness and humor in the classroom as an educational tool. She specializes in the study of comedy in the classroom and how roleplay can increase students' participation and engagement.



Room 303



**Fernando  
Moraes**

→ **Once an EFL Teacher, Now a Bilingual Educator:  
Where Do I Go From Here?**

The proliferation of international, bilingual, and aspirational bilingual schools is a highly debated and controversial topic in Brazil. Therefore, some might assume we are becoming a bilingual country. But what does it mean to be bilingual in light of the Guidelines for Bilingual Education which await homologation in Brazil? What do teachers need to know to transition successfully from ELT to bilingual education? What trends are becoming dominant as bilingualism becomes the new normal?

Fernando is a Sales Specialist for Pearson and has been in ELT for more than 15 years. He holds the CELTA, a BA in English Language and Literature from USP, a post graduate diploma in Bilingual Education from Instituto Singularidades, and a Master's in Business Administration from FGV-SP.



Room 304



**Graziella França**

→ **SIG Showcase Selection: Public School SIG  
Using Positive Discipline techniques in the ELT  
classroom**

Participants will be presented with key concepts of Positive Discipline and reflect upon the impact it can have on the learning environment. They are expected to leave the session with practical ideas on how to deal with misbehavior, and also how to implement a positive learning environment in their classrooms. In order to achieve that, we will look at five techniques teachers can use in any context. Then, participants will reflect on how they can adapt the techniques to their realities.

Grazi has been an EFL teacher for 11 years and she currently also works as a trainer. Her interests include positive discipline, socio-emotional learning and nonviolent communication. She is a certified Positive Discipline Educator, has a degree in Letras, holds the CPE and Train the Trainer.





Room 305



Marcus Prado

→ **Adapting your (Business English) course books**

Teachers often need to adapt coursebooks, units, and lessons to meet learners' needs - especially for Business English students. In this session, I will present a set of evaluation criteria and techniques for manipulating the units and tasks of a coursebook and suggest a step forward by mixing lessons from different levels and textbook collections for short training sessions/courses for business students.

Based in Rio, Marcus Prado has been an English teacher for 9 years. He is specialized in English language teaching methodologies from UniBF, and has recently completed the Train The Trainer course. He also holds a Premier TEFL teaching English qualification, which is his main area of expertise.



Room 402



Renata Condi

→ **SIG Showcase Selection: Intercultural Language Education SIG**

**UNESCO's SDGs as a way to boost language learning**

Being part of the world through UNESCO's Sustainable Development Goals (SDGs) and becoming a global citizen while thinking and discussing local issues are the reasons to explore the SDGs as a way to boost language learning. This session aims at presenting possibilities to use the SDGs as content in the language lessons, how language can be taught through content, the differences in planning language and content objectives, and how they can be joined together to improve language learning.

Renata Condi works with Bilingual Education, Additional Languages, International Studies, and international programs. She holds a PhD and an MA in Applied Linguistics and Language Studies, a MBA in Educational Management, and post-graduation courses in Education and Educational Technology.



Room 404



Caroline Barqueta

→ **SIG Showcase Selection: Young Learners and Teens SIG**  
**Developing Phonological Awareness in Kindergarten**

A student's level of phonological awareness at the end of kindergarten is a strong predictor of future reading success. These skills have proven to be highly transferable between languages. They benefit L1 literacy development and additional language acquisition. Caroline Barqueta talks about developing Phonological Awareness in K5 students who participate in bilingual programs where English is an additional language, providing a repertoire of practices that fosters these skills.

Caroline Barqueta holds a degree in Languages and Pedagogy and is currently a postgraduate student in Methodologies and Practices of Bilingual Education. With a solid background in English Language Teaching, she has vast experience in implementing and piloting EMI programs for young learners. Her main academic interests as an educator include Applied Linguistics, Bilingualism and STEAM.



Room 405



**Rodolfo  
Mattiello**

### → **The linguistic importance of Practice and Performance stages for grammar**

A controversy in language teaching is the use of descriptive and normative grammar. Usage-based Learning states language is acquired via interactions, igniting cognitive activities. Students are benefited by exposure and opportunities to produce in the target language (L2), retrieving or updating conceptualizations for the initial stage of L2. This proposal aims at how practice and performance stages are essential and language teachers do not need to hinge on normative nor descriptive grammar.

Rodolfo Mattiello holds a BA in Languages of Pontifícia Universidade Católica de Campinas and a Masters in Applied Linguistics of the University of Edinburgh with specialization in Language Acquisition under the Usage-based perspective with interest in Neurocognitive Linguistics. He holds a specialization degree in Lesson Planning of University of Oregon, Education Technology for EFL Classes of Iowa State University, co-authored the book 'Formação de Professores' (Paco Editorial, 2016) and is specialized in Grammar Teaching from Cambridge University. Rodolfo has been working as an English teacher since 2002 with experience in public and private schools, language centers and also as a coordinator, he contributes with articles to EFL Magazine and Blog Disal, member of BRAZ- TESOL's Advisory Council (2018-2020) for the state of São Paulo, one of the founding members of BRAZ- TESOL's SIG for Mind, Brain and Education. He is also the founder of Mattiello Consultoria Acadêmica and BELíngue - Escola Online de Inglês.



Room 406



**Kelly Pennington**

### → **Beyond books for Business English**

Is your Business English book not cutting it? Want to include more authentic materials but don't know where to start? This session aims to provide answers and examples. In this talk, we will explore some solutions to add authentic materials into your classes WITHOUT major headaches or hours of planning. There will be several examples of materials and activities that teachers can implement right away in their Business English classes and support their learners' needs.

Kelly Pennington is a teacher, trainer, and consultant who values dedication and empowerment. She is a CELTA, IHCAM, and Delta holder who works with individuals and organizations to improve communication. Kelly's primary focus is BE and ESP but is passionate about all facets of ELT and education.



15:00 to 15:45

### Concurrent talks and workshops



Room 102



Renata Borges

#### → Conversation lessons - Teaching the unpredictable

Conversation lessons may wrongly be perceived as simple or easy to plan and teach. But what is involved in a conversation lesson and how can we structure one so it develops skills that students can use in real life? In this session, we will discuss and work on the aspects we need to take into consideration when planning this type of lesson. Then we will see approaches and strategies to structure a conversation lesson around the necessary micro-skills and processes involved in conversation.

Renata Borges has graduated in Languages from UERJ, with a postgraduate degree in English language literatures from the same university. She has been working in ELT for 18 years as a teacher, academic coordinator, materials writer and editor. She is a partner at Troika.



Room 103



George Balbino

#### → Sponsored by Education Perfect

#### How can personalised learning continue to help my students post-COVID?

Education technology has become a staple of the post-COVID era. Still, the use of technology alone is not a guarantee of improved student outcomes. In this presentation, we will discuss how technology can be leveraged to create personalised learning pathways for students, to empower students to take greater ownership over their own learning, and to better inform planning and instruction through the use of assessments and data generation.

Brazilian by birth and world citizen by conviction, George is a linguist, conference interpreter and translator with over 30 years of experience working for organisations such as the UN, European Union Parliament, Brazilian and British Governments, and lecturer at University of Westminster, London. For the last 12 years, George has been helping schools across Brazil and Latin America get the best out of technology as tools to engage students and deliver personalised learning to improve outcomes across multiple subjects.



Room 104



Fernanda Ribeiro;  
Adriana Lopes

#### → Inspiring teaching practices guided by the Waldorf Education

How can we integrate intellectual, artistic and practical actions within a language class? In this session, participants will be given practical ideas, strategies and examples on how to develop an imaginative environment that will allow students to connect with the language. Inspired by the Waldorf education, the presenters will share their experiences and their passion ▶



- ▶ for teaching. Poetry, art, songs and stories have an important role in this approach.

Fernanda has been teaching English for 26 years. She has worked with different ages and settings including Waldorf schools and has been a professor for 12 years. Nowadays, she runs her own school. She graduated in Modern Languages (English) and holds a Masters degree in Applied Linguistics.



Room 202



Samara Braga

→ **SIG Showcase Selection: Intercultural Language Education SIG**

**A Guide to Critical Literacy: How to enhance critical thinking in English lesson**

This research-based workshop aims to have participants reflect on the importance of critical literacy in contemporary society by proposing feasible and low preparation activities, to enhance critical thinking as well as to enable students to discuss issues such as social, environmental and political problems, which may affect the world's future. The lessons, as the workshop will present, may be adapted for teen and adult learners of any linguistic level of English.

Samara Braga has been teaching English for 10 years. She holds a teaching degree in Languages and a CELTA certification. Currently, she has been researching the importance of Critical Literacy and how to apply it in English lessons using literature, poetry, and arts in general.



Room 204



Gracyele  
Fürbringer

→ **SIG Showcase Selection: Business English SIG**  
**Business English as a tool for empowering women at work**

The value of incorporating soft skills into Business English classrooms is undebatable. However, women at work, in particular, face unique challenges in their careers. At any given point in a woman's career, she is likely to experience gender discrimination. In this talk, I present the idea that Business English learning should represent an empowering tool for women at work. The focus is to develop practical Business English and language strategies for women's work challenges.

Gracyele Fürbringer has a background in global leadership and multicultural teams. She spent more than 20 years in the IT world before retraining as a Business English mentor in 2018. She holds a master's degree in Strategy and Organizational Analysis and an MBA in Business Management.



Room 205



Lilian Montalvão

### → Rethinking classroom management: from quick fixes to a positive system

Effective classroom management is an essential skill for Young Learner teachers because without solid classroom management skills: - None of the wonderful activities we plan work out - Lesson aims go out the window - Stress levels rise - Teaching becomes tough In this talk, I will share a concept that I developed from my practice: effective classroom management as a SYSTEM. I will present the four elements of the system and explain how each one contributes to the smooth running of lessons.

Lilian has been dedicated to Young Learner teaching for almost 20 years as a teacher, coordinator, teacher educator and materials writer. She holds a Master's in Education, has specialised in Early Years Education and holds an English Language Teaching Degree. She is also a certified Positive Discipline Educator. At the moment she's a guest professor at Curso de Aperfeiçoamento em Educação Bilíngue (UFMG) and a collaborator with Active English for Kids.



Room 301



Yuri Fioravante

### → Commissioned positions in public schools management and autonomy: an analysis

This talk aims to present the results of a paper made as a learning assessment requirement to a subject that integrates the syllabus of an undergraduate course of Pedagogy at a Brazilian university. It seeks to analyze the relationship between the exercise of commissioned management positions in schools and the effectiveness of the principle of school autonomy (MARTINS, 2002), which is put 'in permanent dispute, [and] that experiences advances and setbacks throughout history' (SCALABRIN, 2016).

B.A. in English from Unesp, currently an ESOL instructor at a language institute and self-employed, has experience in the area of Languages, working mainly on the following topics: teacher training, ELT, teaching and learning foreign languages, teaching approaches, and linguistic studies.



Room 303



Carlos Gontow

### → From Grammar To Speaking

Students usually say they want to be able to speak English, but they don't want to study grammar. However, grammar is important to enable learners to speak correctly and to understand what other people say. In this workshop, participants will be able to try lots of different activities that they can use in class to help students bridge the gap between grammar and speaking. They are very practical activities that can be adapted to any age, level or learning environment.

Carlos Gontow is an English teacher, actor, teacher trainer and writer. He has extensive experience in teaching children, teenagers and adults. He's involved with teaching English through theater, games and songs. He's the author of several books.



Room 304



**George Kokolas**

→ ***Sponsored by Express Publishing***  
**The Zest Vaccine**

Zest is considered as one of the fundamental strengths for a positive psychology mindset. We frequently think that it comes out naturally, but recent findings do prove that it is a result of self-driven and conscious process. The speaker will review some of the key elements connected to how we can generate zest in an ELT classroom. He will also indicate how zest can serve as a bedrock for the development of positive feelings during teaching and how we can debunk negativity when it knocks on our students' doors.

George Kokolas has been working as the Academic Director and Teacher Trainer for Express Publishing for the last 22 years. He is a certified LEVEL 5 TEFL. He is also a certified ADVANCED Neurolanguage Coach®, practising Neurolanguage Coaching® professionally. He holds a Level 5 Diploma in Positive Psychology trying to merge ELT into it through different mindsets and activities. He also holds a BA in English Literature, and he is the co-host and producer of the internationally successful podcast "Teachers' Coffee". Since 2020 he is the Senior Editor/columnist for the Neuro Language Collective Magazine. He has delivered over 1000 lectures, presentations, and demo lessons in 89 countries.



Room 305



**Heloisa Duarte**

→ ***SIG Showcase Selection: Young Learners and Teens SIG***  
**Young Learners' materials: language, mirrors, windows, and sliding doors**

In this talk, we will discuss aspects that may turn materials (and lessons) aimed at young and very young learners into not only language learning opportunities, but also opportunities for learners to recognise themselves and their colleagues as valuable individuals, and for them to notice, understand and respect differences in colour, age, religion, culture, etc. We will also discuss how such materials may play an important part in stimulating students' curiosity, empathy, and imagination.

Heloisa Duarte holds an MA in Language Education (NILE/UK) and a CELTA, as well as CPE and the TKTs. She is a teacher, ESOL lecturer, teacher trainer, and materials writer, and she currently works as an ELT coursebook editor at a major Brazilian publishing house.



Room 402



**Maria Eugenia D'Esposito**

→ **Language teacher education & professional development**

The need for teacher professional development comes from the realization that the education field is a dynamic, professional field. We should consider that new kinds of expertise and teacher continuing education are required. In this session we will: (1) understand professional development, (2) focus on different types of teachers' knowledge (professional, procedural, and personal), and (3) the types of education language teachers may seek, considering various contexts and opportunities. ▶



- ▶ Maria Eugenia D'Esposito holds a master's degree, a doctorate and a post-doctorate in Applied Linguistics and Language Studies from PUC SP. She is the head of Faculdade Cultura Inglesa. Her areas of interest are language learning-teaching, teacher education, higher education, and distance education.



Room 403



**Fabiana  
Muliterno**

→ ***SIG Showcase Selection: Voices SIG***  
**Nonviolent Communication, Positive Discipline,  
Motivation: Are they connected?**

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

Fabiana Muliterno is a teacher who is passionate about CPD. She is a CELTA, ICELTA and Delta (Module 2) holder. She has been studying Visible Learning, Nonviolent Communication, Positive Discipline and the influence they have in the classroom dynamics.



Room 404



**Herbert Puchta**

→ ***Sponsored by Cambridge***  
**Encouraging Thinking Outside the Box: Developing  
Creativity in English Language Teaching**

Creative students are considered to be more flexible cognitively, and yet, it can be difficult to initiate creativity with some learners. We will discuss why this is the case, and demonstrate how micro-creativity and 'small steps - fast pace' activities can unlock students' creative potential and guide them towards risk-taking without fear of failure. Explore creative problem solving. Learn how 'percolation' can be used to help learners fight procrastination in creative writing. Help them acquire a sense of ownership of their creative production, and to foster their self-esteem.

Dr Herbert Puchta is a professional teacher trainer and writer of course books and resource books. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. For almost three decades, he has carried out research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert was also President of IATEFL (the International Association of Teachers of English as a Foreign Language).



Room 405



Rodrigo Sigoli

### → Improving Teachers' Language Awareness: Developing Language Systems

In a scenario which presents ever-growing different teaching demands, Teachers' Language Awareness is considered to be an important dimension of English teachers' professional knowledge (ELLIS, 2012). This workshop aims to help participants develop their own language awareness by focusing on concepts related to Language Systems, as well as by reflecting upon a number of linguistic aspects which will, in turn, help them work with these more confidently in classroom situations.

Rodrigo Sigoli has been in ELT since 2006. A Cambridge English Speaking Examiner, he has worked as an EFL Teacher and Academic Coordinator. He holds a degree in Languages and multiple certifications by Cambridge English. Since 2016, he has been working as a Private Tutor and Teacher Trainer.



Room 406



Leandro Augusto  
Santos; Edna  
Rutkowski

### → Is your C1 level the same as mine? Taking the guesswork out of language progress

The Common European Framework of Reference for Languages (CEFR) has been a pillar to a variety of development work among publishers and test providers worldwide. On the other hand, few studies in Brazil (SILVA, 2016) signal effective ways teachers make use of it as a tool to track learner's progress. In this session, participants will be given practices and strategies of how to make the most of language standards to enhance student's outcomes and raise awareness towards what their can do.

Leandro Augusto dos Santos has been an English teacher for over 13 years. He holds a BA degree in Letras and a Masters degree in Discourse Analysis at the Federal University of Ouro Preto (UFOP) and a second BA in Pedagogy.

Edna Rutkowski is a teacher tutor with over twenty years' experience in education. She is currently studying her PhD in Professional Development at UNICAMP, holds a Master's in education, a postgraduate degree in School Administration, a BA in English and Literature, and a second BA in Pedagogy.



16:15 to 17:00

### Concurrent talks and workshops



Room 102



Lucy Crichton

#### → **Sponsored by Macmillan** **Playful thinking and creative learning in the YL classroom**

Post pandemic, it's clear that children are craving a broader, more integrated approach to learning and language discovery. In this session, we'll look at playful environments, open-ended materials, and ways to use children's divergent thinking to shape our lessons. We'll also create multiple stories using a piece of string!

She's an ELT teacher educator and materials writer. She writes for the primary and pre-primary classroom and these projects have taken her to countries in South America, Europe and Asia. She's the founder of The Secret Garden English School in Florianopolis, where she teaches children and teenagers with a focus on living the language through practical projects, music art, drama, gardening and cooking. Brazil is her adopted home.



Room 103

Henrique  
Zamboni

#### → **Using Songs to Teach Vocabulary**

This workshop aims to bring into the open some ideas on how to stir up vocabulary lessons by creating song activities that not only go beyond worn out tasks such as 'fill in the gaps' or 'unscramble the lines', but also have clear learning goals. In addition, participants will be encouraged to contribute with their own ideas as they come up throughout interaction and practice.

Henrique Zamboni has been in ELT for almost 15 years. He has worked for different language schools as a teacher and teacher trainer. He holds the CELTA, the CPE and a degree in Letras. He is the founder of Inglês Para Adolescentes.



Room 104



Kelly Pennington

#### → **SIG Showcase Selection: Materials Writing SIG** **Using podcasts to boost learner autonomy and self-efficacy**

Teachers want students to be able to confidently study independently. Unfortunately, not all adult learners can take on the challenge of learning a new language without the constant assistance from a teacher. This session will explore the ideas of andragogy, learner autonomy, and self-efficacy and suggest a step by step procedure that learners can implement on their own to study while using podcasts.

Kelly Pennington is a teacher, trainer, and consultant who values dedication and empowerment. She is a CELTA, IHCAM, and Delta holder who works with individuals and organizations to improve communication. Kelly's primary focus is BE and ESP but is passionate about all facets of ELT and education.



Room 202



**Sandro Dwarffy;**  
**Carolina Coelho**

### → **Successfully Preparing TOEFL iBT Takers**

This talk intends to guide teachers who want to begin preparing TOEFL candidates. Attendees will be introduced to the four sections of the exam, being informed about how the speaking and writing assessment works and, strategies to help candidates tackle each part successfully. By the end of the session, participants will have learnt the competences exam takers need to sharpen to achieve a high-level score after having been exposed to essential test-taking skills to perform well on the exam.

Sandro Dwarffy is an English language teacher, TOEFL Trainer, speaker, founder of TOEFL Success, co-author of *Inglês do Seu Jeito*, and co-founder of ELT PLUS. Sandro is based in RJ, and holds the CAE, CPE, TKT (1-3) certificates (Cambridge, UK) and a C2 DELE certificate (Instituto Cervantes, Spain).

Carolina Coelho has been in ELT for 15 years. She is a geek English mentor for adults, speaker, and writer. Specialized in Pedagogical Neuroscience and Applied Linguistics: English as a foreign language, she produces brain-friendly materials. She holds Cambridge TKT and C1 level certificates.



Room 203



**Gabriel França**  
**Siqueira**

### → **A Gestão da Qualidade com foco na Gestão de escolas com Programas Bilíngues**

Esta apresentação deseja mostrar como a gestão da Qualidade pode ser aliada da Gestão Escolar em escolas com Programas Bilíngues, pois, ao implantá-lo, incorporando-o à realidade curricular, os desafios que surgem vão além dos impactos da simples adoção de aulas de uma língua estrangeira. Além disso, se a escola não pode parar para resolver questões que envolvam o programa bilíngue, descuidando de outros aspectos concernentes à vida escolar, ela precisa primar pela qualidade do que oferece.

Professional experience: English and Portuguese Teacher, Pedagogical Coordinator, Bilingual Education Consultant (Advisor), and Quality Specialist (Content and Innovation). Majored in Languages, PG in English Language, and MBA in School Management. He holds BULATS, CPE, and TKT certifications.



Room 204



**Vicente Vieira**

### → **Building the future of Education: A compendium of key educational trends**

Society and the professional world continue to evolve with the growth of technology and the beginning of a new (fourth) industrial revolution. This, in turn, has had a tremendous impact on the educational sphere, leading to a number of growing trends in the world of education. For educators to properly engage their students, they must remain abreast of these latest changes. This talk presents a compendium of key educational trends indicated on the most relevant research institutes in the world.

Vicente Vieira is co-founder of the Geppetto platform and an enthusiast of the game-based learning methodology. With more than 19 years of experience, he has participated in multiple digital projects that have impacted more than 250,000 students. He holds a PhD in computer science from UFPE.



Room 205



**Louise Emma  
Potter**

→ **Embracing Multiculturalism within a Project-Based Learning environment**

Having in mind that our students need to be agents of their own learning and be prompted to act, I will bring to the discussion the fact that our curriculum now steers far from content-based and is now leaning towards the more collaborative project-based approach. What is PBL and how can we integrate it into our daily classes, taking the multicultural aspect of the community in which we live into consideration?

Louise has been a writer, academic coordinator, and PBL enthusiast for many years. She has co-authored several English language course books and has published online resources for teachers on her platform directed to teacher development. ([www.teach-in.com.br](http://www.teach-in.com.br)).



Room 301



**Danuska Freitas**

→ **SIG Showcase Selection: Public School SIG Engaging Students in Projects involving Entrepreneurship and Collaboration**

Teaching through projects promotes students' engagement, but introducing entrepreneurship aspects into the lessons is even more effective. This session aims to present some projects applied in public schools, which is the result of the Giramundo Program from Paraíba in partnership with TAMK University, in Finland. Thus, participants will have the opportunity to learn more about Entrepreneurship in Education and 21st Century Competences, but also get some ideas to apply in class.

Danuska is an English Teacher who teaches at public and private schools, she is also a Pedagogical Advisor and Bilingual Coordinator. She graduated in Languages and Art and Media. Besides, she has studied Entrepreneurship in Education and 21st Century Competences at a University in Finland.



Room 302



**Muryllo Pereira**

→ **Insights on productivity for teachers: get things done like a pro**

Amid lesson planning, welcoming new students, and managing their learning process and our finances, most of us, independent teachers and small business owners, feel we are unproductive and unaware of the processes behind what we do. As educators, developing this skill should be part of the equation when considering professional development options. In this talk, teachers will be invited to reflect on productivity in a different way, taking professionalism and well-being into account.

Muryllo Esdras is a Cambridge-qualified teacher, Teacher Educator, and freelance materials writer. He holds the TKTs, CELTA, and Train the Trainer, and he is currently working on his BA in Languages. His main interests are teacher and student well-being and technology in ELT.



Room 301



Henrique  
Macedo

→ **Design thinking in didactic materials**

This workshop aims at bringing a perspective on how design thinking can be a powerful tool in didactic materials making. As advanced as our knowledge is in most fields, there comes a time we end up with the impression that nothing we see is new and most products in Publishing are more of the same. That's why I invite you to join this workshop in which we are going to explore and experiment with design thinking, material making, bilingual education, and language acquisition.

Graduated in Language, I once dreamed of being a college Semiotics researcher, back in 2010, to interpret the world through texts. However, I could not deny my roots - classroom, coursebooks and Education. Currently, I work at a Publishing House supervising the whole didactic material production.



Room 305



María Isabel  
Huaccho Soto

→ **SIG Showcase Selection: Business English SIG  
Unlocking Your Business English Lesson Potential  
Through Creativity**

In recent years, the impact of creativity in language learning has been in the spotlight. But how can we integrate it more effectively in our BE lessons? Is it just about "creating new things"? Definitely not, it helps us to deal with change, to be flexible and to have an empathetic awareness of the materials and activities designed, making them engaging and varied. In this workshop, we will present some tips and explore some practical ideas to be applied according to our own teaching contexts.

María Isabel Huaccho is a highly experienced English trainer. She specializes in Business English and EFL Methodology. She has MA TEFL studies and holds certificates such as FTBE, TKT and Train the trainer. Her professional interests include soft skills and intercultural awareness.



Room 402



Raul Paraná

→ **Modeling exploratory talk to foster collaboration and deeper learning**

Just as working collaboratively remains a challenge for many students, managing collaborative work often proves testing for teachers. In this workshop, attendees will engage in various collaborative activities, experimenting with different 'types of talk' as per Neil Mercer's (1995) triad. The aim is to help participants become aware of the linguistic practices which foster collaboration and deeper learning while also developing practical skills necessary for mediating collaborative learning.

Raul Paraná has experience in teaching and development in ELT and Bilingual Education. A former teacher at the University of Jyväskylä, he currently works for Learning Factory as an academic coordinator, as well as for Universidad de Jaén and IENH in their post-graduate programs.





**Room 403**



**Kim Gibson**

### → **Teacherpreneurship 101**

The spread of online teaching has changed our lives. Some teachers saw that trend as an opportunity to start their own businesses. Others, however, wish to start a new business, but they have no clue of where to start. In this session, participants will not only learn the steps needed to create a professional account on social media, but also how to create their visual identity and spot their target customers. They will also learn the basics about marketing and selling strategies.

Kim Gibson has been teaching English for more than 10 years. He has specialized in preparing students for the TOEFL iBT. He also teaches Business English for executives who work in international companies. He holds the CPE certificate and an ETS certificate for TOEFL takers.



**Room 405**



**Taíza Lombardi**

### → **Publishing my first lesson in Raise Up! - a diverse and inclusive material**

Having worked with older learners for many years, it was always very clear to me that EFL materials underrepresented this age group by undermining their interests, hiding their names or making them into overachievers. Being able to publish my first lesson with Raise Up! - a uniquely diverse and inclusive self-published material - was a turning point in my career and this talk aims to share my experience and the process of writing and editing with the audience.

Taíza Lombardi is a teacher in Curitiba. She was a partner and director at Tea Time school for people over 50. She is a CELTA holder and has a postgraduate degree in ELT from PUC-PR. She is Cambridge Train the Trainer certified. She has been delivering sessions about older learners since 2015.



**Room 406**



**Leticia Moraes**

### → **The STEAM behind the MAKER**

When we think of new methodologies and ways of teaching, more and more often we get to ideas such as maker spaces, STEM and STEAM projects. This talk aims at shedding some light on what exactly each of these concepts mean and discussing how they can enrich English language lessons.

Leticia Moraes has been involved in ELT for over 20 years. She has worked mostly with secondary learners, course development and teacher training. She is an experienced speaker and article writer. She is a partner at Troika, Events Coordinators of the IATEFL YLTSIG and member of the C-group.

July 15th



17:15 to 18:00

Plenary session 6

→ Revisiting Inclusivity



Auditório Ruy Barbosa



Ben Goldstein

In recent years, an increased awareness of inclusive teaching practices has moved the ethical values that underlie our work to the forefront. Yet, addressing inclusivity in ELT presents challenges, not least the time it requires of teachers, with tokenism prevalent at all levels. Taking a historical perspective, this talk will unpack and problematize inclusivity, focusing in particular on gender and ethnic diversity in our teaching materials. It will suggest that inclusive practices must be far-reaching, learner-focused and follow a clear framework for them to be effective in class. Practical suggestions for doing this will be provided.

Ben is a writer, teacher, teacher trainer and conference speaker. He taught materials writing for many years on the online MA TESOL program of the New School, New York. He has written two methodology handbooks for teachers: Language Learning with Digital Video (with Paul Driver) and Working with Images. For students, he has co-authored the coursebook series Evolve and Eyes Open/Uncover (all for Cambridge). He is now working on the creation of Evolve Digital: an online course combining independent learning with synchronous teacher-led lessons.

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Get Involved! American Edition helps students to build the collaborative, creative, communicative and critical thinking super skills, alongside the linguistic skills, required to thrive in an interconnected world. It also deepens students' knowledge of sustainable development and global citizenship, and enables teachers to create an inclusive classroom where everyone reaches their potential and has an opportunity to shine.





09:00 to 09:45

### Plenary session 7



Auditório Ruy Barbosa



Carol Lethaby

#### → Teaching for success: Using what learners already know

What kinds of prior knowledge do language learners in Brazil bring with them to the classroom and how can teachers take advantage of that knowledge to guide learners to succeed? Evidence from the fields of cognitive science, neuroscience and SLA can help us to understand the tremendous value of prior knowledge to learning. In this plenary we explore research that shows that learners who have good background knowledge will learn more readily than learners who don't, and we examine how this applies both in neuroscientific studies of the physical brain as well as to psychological evidence from research into the thinking mind.

We investigate the functioning of the working memory and the long-term memory and the significance of creating appropriate tasks that are challenging, but which don't cause cognitive overload. The session connects theory to practice by showing teaching strategies and interventions that exploit what English language learners already know in order to enhance future success in learning.

Carol Lethaby has been involved in English language teaching since 1986 and working with teachers since 1994. She lived and worked in the UK, Austria, France, Greece, and, for fourteen years in Mexico, before moving to the US in 2002. Carol is now based in San Francisco, California and is a part-time assistant professor on the New School online MA in TESOL, as well as being an honoured instructor at UC Berkeley Extension. Carol has worked on several textbook series for learners of English, including 'Awesome', 'Next Step', 'The Big Picture' and 'English ID' (all published by Richmond ELT). Her most recent publication is a book for teachers called, 'An Introduction to Evidence-Based Teaching in the English Language Classroom' (Pavilion ELT, 2021). More information can be found at [clethaby.com](http://clethaby.com)



10:00 to 10:45

### Concurrent talks and workshops



Room 102



**Caroline Eufrausino**

#### → **SIG Showcase Selection: Intercultural Language Education SIG** **Pen Friends: Developing Intercultural Competence among Young Learners**

When teaching ESL for Young Learners we are constantly questioning ourselves if it is possible to develop critical thinking at such an early stage. After all, how can we foster positive attitudes towards other cultures such as “curiosity, empathy, open-mindedness and interest”? (Read, 2016). Here, I intend to demonstrate how Pen friends Cambridge Website was used in order to connect our students to students from Spain, aiming at developing Intercultural Competence in the English lesson.

She holds a Bachelor’s in Letters (USP), a Master’s Degree in English (NUI Ireland) and a PhD in English (USP). She is an English Teacher and Coordinator Assistant at Colégio Agostiniano Mendel. She is interested in concepts such as Intercultural Competence and International Mindedness.



Room 103



**Alexandra Simões Andrade**

#### → **The Long And Not So Winding Road To C1 Advanced - Using TALL to enhance learning**

The views of teachers/students who prepare/get ready for the C1 Advanced exam tend to be different. In this Reflective Practice, we aim to reflect on these views, considering the use of TALL (Technology-Assisted Language Learning). We also look forward to generating awareness on why people fail this exam, such as improper learning strategies, time pressure, nerves, etc. (RUDD, 2018). Teachers and students need to work together to cope with the strains and hardships of this test preparation.

Alexandra Simões Andrade holds an M.A. in Language Studies from PUC-Rio (2007). She is also a CPE and TESOL holder and acts as a Teacher Trainer and Cambridge certified teacher and Speaking Examiner. She has been (re)searching (on) quality of life in the EFL classroom for over 20 years.



Room 103



**Carolina Coelho**

#### → **Brain-friendly learning: active study and autonomy for adults**

This talk aims at discussing the changes in perception that adults need to face in their learning process. During school years, learners were taught what (and how) teachers decided it was important. Therefore, many still believe that others should continue to make those decisions. Besides approaching theoretical aspects of andragogy and ▶

- ▶ neuroscience, participants will explore aspects of active study and how to empower autonomous adult learners, in and outside the class.

Carolina Coelho has been in ELT for 15 years. She is a geek English mentor for adults, speaker, and writer. Specialized in Pedagogical Neuroscience and Applied Linguistics: English as a foreign language, she produces brain-friendly materials. She holds Cambridge TKT and C1 level certificates.



### Room 202



**Isabela Villas Boas**

#### → **Sponsored by Troika** **New trends in writing performance assessment rubrics**

Performance assessment has been shown to be the most authentic and meaningful way to assess English language learners. To operationalize the assessment, we need to write rubrics that will accurately describe the competencies we want to assess and the levels of performance. This is no easy task, especially because the way rubrics are designed has changed over the years. This talk will address the current trends in assessment and in rubrics design, with a view to enhancing the feedback we provide to our learners.

Isabela has an MTESL degree from Arizona State University and a doctorate in Education from UnB. A former corporate academic manager at Casa Thomas Jefferson, Isabela is now a managing partner at Troika. Isabela is a co-author of the book *Getting into ELT Assessment*, published by Cengage.



### Room 203



**Arindam Sengupta**

#### → **Bridging The Aspiration-Capability Gap Through An Innovative Project In ESL**

This presentation will talk about the summary of an ESL project titled 'Education to Employability' (E2E) to aid secondary school students in West Bengal, India. In this project, a multilevel course is offered where the four language skills are aligned with job readiness themes to increase employability skills of students.

He has been into the field of teacher training for the last 18 years.



### Room 204



**Barbara Violante**

#### → **FUNtastic tasks for remote or face-to-face learning**

All too often, elementary teachers face the big challenge of proposing meaningful tasks that might be appropriate both to remote or face-to-face contexts. It is essential for teachers to design activities that will motivate students according to their needs and learning styles. In this session, participants will be given clear strategies to enrich their teaching, especially in the context of the COVID 19 pandemic.

Barbara Violante has been teaching English for over 30 years. She's a Pedagogical Coordinator at Faetec. She holds a *Latu Sensu* degree in Language Methodology (UERJ). She's currently taking a Master's in Education Technology at MUST UNIVERSITY.



Room 205



**Cristine Corsetti**

→ **SIG Showcase Selection: Assessment SIG**  
**Language Assessment Literacy: Bridging the gap between theory and practice**

Language assessment literacy comprises “the knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardised and classroom-based tests” (FULCHER, 2012, p. 125), among other dimensions. In this workshop, participants will reflect on the relevance of the dimensions of language assessment literacy to their teaching contexts. They will discuss best practices related to language assessment and analyse the purposes and effectiveness of assessment activities.

Cris Corsetti is Head of Educational Measurement at Edify. She holds a PhD in Applied Linguistics from PUCRS, with a doctoral period at Lancaster University, UK. She has vast experience in teaching English as an additional language. She is a specialist in language assessment and a teacher trainer.



Room 302



**Kelly Pennington**

→ **Integrating Global Citizenship Education into the ELT Classroom**

Globalization has hit an all-time high in society and buzz words like diversity and inclusion exist in the ELT community, though effectively integrating these issues into lessons still presents challenges. This presentation will address GCE in ELT and give practical suggestions on how to account for diversity, equity, and inclusion while integrating GCE. Educators typically focus on students’ language skills but should also look at how to develop our students’ skills and minds beyond language.

Kelly Pennington is a teacher, trainer, and consultant who values dedication and empowerment. She is a CELTA, IHCAM, and Delta holder who works with individuals and organizations to improve communication. Kelly’s primary focus is BE and ESP but is passionate about all facets of ELT and education.



Room 304



**Élcio Souza**

→ **Teaching writing - are we doing it right?**

Writing is more present than ever-reports and proposals at work; academic essays and papers at university; different genres at international examinations. But are we really preparing our students to write effectively? Which is the best way to deal with writing in our classes? How can we promote writing development? Come to this session and check how good you are (or can become) at teaching writing.

Elcio Souza, MA in Applied Linguistics, overarching DELTA; CELTA tutor, ELT-Pronunciation master coach. Elcio has 33 years’ teaching experience including students of all ages and levels, language institutes, regular schools, university undergrad & graduate programs, and teacher-trainers.





Room 305



**Henrique  
Zamboni**

→ **SSIG Showcase Selection: Wellbeing SIG  
(In)discipline**

This talk aims to shed light on teenage students' behaviors and attitudes in the classroom so as to help teachers reflect on indiscipline and how it affects their work. In addition, new perspectives on classroom management will be offered with an eye toward a friendly and peaceful coexistence of teachers and teens.

Henrique Zamboni has been in ELT for almost 15 years. He has worked for different language schools as a teacher and teacher trainer. He holds the CELTA, the CPE and a degree in Letras. He is the founder of Inglês Para Adolescentes.



Room 402



**Lucas Rigonato**

→ **SIG Showcase Selection: Materials Writing SIG  
Classroom Materials: use them or be used by them?**

When planning lessons, we resort to different available tools to facilitate our students' learning experiences, as well as to ease our preparation process. However, why is it that sometimes we perceive teaching materials use us instead of us using them? In this talk, I invite participants to explore real samples and consider the way we see and use materials by revisiting some of the theory behind it, by examining how they can be explored during preparation, and by exploring new possible paths.

Lucas conducts initiatives on teacher education, course design & course development as an academic coordinator at Cultura Inglesa SP. He is also a visiting professor at Faculdade Cultura Inglesa, and his interests include materials writing, collaborative learning and professional development.



Room 403



**Julio Vieitas**

→ **Private teaching - Top 10 pitfalls for teacherpreneurs to avoid**

Being a successful teacherpreneur means that you have learned how to strike the balance between financial results and life quality. However, the road to this desired reality is, by no means, a stroll in the park! There are many inherent obstacles and pitfalls, some of them may have a huge setback in your career, if not personal life. In this workshop I'll turn to my 22-year experience as a teacherpreneur and bring into the open the top ten pitfalls you should avoid and how you can avoid them.

A teacher, teacher trainer, academic and project manager certified by Cambridge Exams, London Chamber of commerce, Insper and FGV. Through Julio Vieitas Consultoria, he assists teachers and school managers in having better pedagogical and financial results. He is also a psychologist in training.



Room 404



**Daniele Dimateo**

→ **SIG Showcase Selection: Public School SIG  
Public School Teachers Opportunities**

This talk aims at sharing my experience as an English teacher from public schools in Rio de Janeiro, showing how taking the BRITE course and the PDPI program changed my way of teaching. I would like to tell my colleagues that meeting other teachers, sharing experience and learning together makes our jobs much easier and pleasant, even when we have little or no resources.

I graduated in Pedagogy at UERJ in 2001 and in Languages at Estácio in 2007. I have a post graduation in New Educational Technologies. I've been an English teacher since 2001, and working at Public schools since 2010. I took the PDPI program in 2014 in Arizona and I hold a TKT and CAE certificate.



Room 405



**Renata Chimim**

→ **Professional Growth and Strategic Career Planning  
for Teachers**

Teachers usually start their careers without any strategic planning or without thinking of career growth. No one tells them about all the opportunities for educators. During this workshop, we will discuss how teachers can develop self-awareness to discover what their niche is and what their talents are. You will learn how to use this knowledge to help you understand the job market, the opportunities available in education, and set goals for your career with an achievement plan.

Renata Chimim holds a degree in Languages (English & Portuguese) and a degree in Pedagogy, an M.A. in Applied Linguistics, and an MBA in Ed. Leadership. She also holds a CELTA, a TESOL certificate, and a specialization in Bilingual Education. Renata has been a Teacher Trainer and an Educator for more than 20 years, with teaching experience in regular schools and international schools in Brazil and in the United States. She is a Reading Specialist and has a large experience with ELLs. She is also an ELT Author, Materials Writer, and Editor with several publications in Brazil. She is the founder of Chimim Learning Hub, a company that offers development courses for teachers.



Room 406



**Sebastian  
Paredes**

→ **Exploring the use of wikis to develop and improve  
note-taking skills**

The study grew out of the necessity to provide opportunities for students to improve and develop note-taking skills using Web 2.0 tools in remote teaching. The research focuses on the students' perceptions and attitudes towards the use of wikis for collaborative note-taking. The study was carried out based on notions of sociocultural theory, in which learning takes place through dialogue and it is achieved through the interactions between teachers and students.

Sebastian Paredes is a TEFL, CELTA and DELTA qualified English teacher with 16 years of experience. He has participated as a speaker in International conferences related to English language learning. Currently, he is studying for a master's degree in Education.



11:15 to 12:00

### Concurrent talks and workshops



Room 102



Daniella You

#### → **Implementing changes by breaking down silos**

Implementing changes and innovation can be challenging. To reduce the negative impact, change agents and managers may adopt various strategies. This presentation aims at shedding light on issues with the adoption of changes by sharing the findings from a case study where changes in assessment were implemented by a committee consisting of multidisciplinary teams, breaking down silos and promoting collaboration integrating different departments at a private language institute.

Daniella You is the Learning and Development Manager (Academic Area) at Cultura Inglesa São Paulo. She is responsible for teacher training & development initiatives and programs. She is CELTA and DELTA tutor & assessor, and holds DELTA, BA in Economics and is finishing MA (Nile)



Room 103



Cristiane Rossi

#### → **Giving feedback for young learners: an investigation into classroom practice**

Ioannou-Georgiou & Pavlou (2003) state feedback given to young learners not only “helps them to discover their strengths and weaknesses”, but also motivates and helps learners “to persist in their learning”. Young learners’ teachers frequently argue it is challenging to give feedback to this age group and I couldn’t agree more! This talk hopes to shed some light on how to spot and make use of those precious moments in the classroom when feedback will make the most sense for young learners.

Cristiane Rossi studied Philosophy at USP and holds the CELTA, ICELTA, CELT-P and Train the Trainer awards. She has been an English teacher for 10 years and is currently taking her BA in Pedagogy. Her areas of interest are vocabulary acquisition, visual learning strategies and bilingual education.



Room 104



Henrique Moura

#### → **Sponsored by SEVEN** **How to make the move from language to bilingual schools: A road map for teachers**

There is a movement of teaching professionals from language to bilingual schools. The growth in the bilingual education segment leading to an increase in demand for qualified teachers, along with more attractive working conditions, has made teachers invest in migrating to this segment. But what are the skills that teachers need to develop? They need to create a unique and diverse learning community that is student-centered and designed to



- ▶ maximize each student's potential. In this session, we will talk about development paths for teachers entering the bilingual education market.

Henrique Moura is the director of quality, training and development at SEVEN Educacional, and is involved in the training and development of teachers of language, regular and bilingual schools, both in the public and private sectors. He has experience moderating training programs and assessing teachers in over 20 countries. He holds an MA in Teacher Education.



**Room 202**



**Hugo Dart**

### → **Creating projects that involve your entire school**

This revised, interactive version of last year's talk will bring you into the creation of a project about the 50 states in the USA at one IBEU branch, which involved 13 teachers and 52 groups of students, from young learners to seniors, and included games, the creation of posters, a live chat with American students, and a visit by US Consulate officials. We will work together to explore the strategies and conditions required for you to design initiatives for your own educational context.

Hugo has been in ELT for 24 years and at IBEU-RJ for the past 12, working with EFL, CLIL, and teacher education. A member of the BRAZ-TESOL Executive Board and of the Intercultural Language Education SIG, he is currently enrolled in NILE's MA in Professional Development for Language Education.



**Room 203**



**Carlos Gontow**

### → **SIG Showcase Selection: Pronunciation SIG Activities To Teach English Using Scenes From Movies And Series**

Videos are a great source of authentic language. Teachers love to use them to practice listening comprehension. However, video segments can be used to present, practice or reinforce language. They are great to teach grammar, vocabulary and pronunciation. In this very practical workshop, participants will experience different activities using short clips. At the end, participants will be better able to design their own activities using videos. They'll also be able to download all the videos used.

Carlos Gontow is an English teacher, actor, teacher trainer and writer. He has extensive experience in teaching children, teenagers and adults. He's involved with teaching English through theater, games and songs. He's the author of several books.



Room 204



**Vicente Vieira  
Filho**

→ ***Sponsored by Geppetto***  
**Lesson plan made easy**

In this talk we are going to explore 5 techniques to avoid common mistakes when planning lessons using games and technology.

1. Plan backwards: from the goal, choose your steps.
2. Let technology do the boring job.
3. Make sure all your materials are in one place.
4. Digital games are amazing, but avoid relying on multiple devices.
5. Language inputs could be games too.

Vicente Vieira is co-founder of Geppetto's English solution and an enthusiast of the game-based learning methodology. With more than 19 years of experience, he has participated in multiple digital projects that have impacted more than 250,000 students. He holds a PhD in computer science from UFPE.



Room 205



**Claire Venables**

→ **A Delightful Mess - Process-based art exploration with Young Learners**

There is an ongoing debate among Young Learner educators regarding the merits of process versus product-driven art activities. This session explores the differences between the two and provides examples of how open-ended art activities can be used to foster creativity, personal expression and language development. Participants will also engage in an important discussion of why there is so much resistance to this approach and how we might overcome external pressures from families and school administration.

Claire is a qualified English teacher who has been dedicated to ELT for over 20 years. After a decade in Spain, she moved to Brazil in 2011 where she has worked as a teacher, teacher trainer, a national and international speaker, materials writer, and is the founder and Director of Active English.



Room 302



**James Taylor;  
Thaís Olivieri**

→ **Making your lessons introvert friendly**

In this workshop, we'll help you understand introversion and extroversion, and how you can use this knowledge to help your Ss. Most people are familiar with these ideas, but how many understand what they really mean? When it comes to the classroom, if we focus too much on the extroverts, we neglect the introverts, so we will demonstrate activities that will benefit all your students, whatever their personality. We'll also talk about shyness, what it is, and how to help your Ss overcome it.

James Taylor is an EFL teacher, trainer, ELTON award-winning materials writer & project manager for Active English. He's Communications Director of BRAZ-TESOL and has written coursebooks for FTD Educação & TransFor.Me. He produces the TEFL Commute podcast & co-founded the Raise Up! Project. ▶



- ▶ Thaís Olivieri has graduated in Letras English/Portuguese and post-graduated in psychopedagogy. She holds the CELTA, CPE and the Train the Trainer certificates from Cambridge University and is a certified Google Educator. She's a proud teacher, TalkingEFL partner and a BRAZ-TESOL SP board member.



Room 303



**Eduardo de Freitas**

→ **Integrating or teaching? The teachers' attitude towards grammar**

We are teachers and we love grammar, don't we? We need to agree that teaching has changed a lot over the last decades, but has the way we teach grammar changed, too? In this session I'll bring some insights on how you can make grammar lessons motivating, engaging and communicative.

Eduardo de Freitas is a Cambridge certified teacher, teacher educator and materials writer based in Santos. He's currently preparing for the Delta and his main areas of interest are learner experience, teacher development and materials writing.



Room 304



**Carolina Coelho**

→ **SIG Showcase Selection: Voices SIG  
ADHD in the classroom: accommodations and experiences as student and teacher**

This talk aims at discussing concepts about ADHD that teachers might find useful for their classes, even if they do not have ADHD students, and ideas on how to accommodate neurodivergent learners. Besides presenting reasons why ADHD accommodations might be also helpful for neurotypical learners, participants will benefit from the shared experiences as an undiagnosed ADHD student and a recently diagnosed ADHD teacher.

Carolina Coelho has been in ELT for 15 years. She is a geek English mentor for adults, speaker, and writer. Specialized in Pedagogical Neuroscience and Applied Linguistics: English as a foreign language, she produces brain-friendly materials. She holds Cambridge TKT and C1 level certificates.



Room 305



**Isadora Costa**

→ **Building a Fairy City - A gardening project**

Try to imagine a world you can bring into the classroom and enchant your students with. Now imagine you can offer your students the opportunity to build this world with you. After that, add a little fairy magic! Et voilà, the cycle is complete. If you are one of those romantic teachers who likes to take their little (and not so little) ones into other dimensions of this endlessly filled universe of teaching opportunities, this is a session for you.

Teacher, Storyteller, teacher developer for 30 years. Works with all ages. Young learner specialist. Founder of Stars English School. Degrees in Communications and Pedagogy, TESOL, CPE, CAE, Postgraduate degree in Bilingual and Multilingual Education.





Room 402



Marcel Young

→ **Are we really teaching or just testing our students?**

It's an indisputable fact that if learners are to improve their language skills, they must be provided with plenty of opportunities to do tasks related to the four skills. But the question is: When we ask learners to perform the aforementioned, are we actually fostering skills development or simply testing them? A tricky question for both novice and seasoned teachers!

Marcel Young has been teaching children, teenagers and adults, from A1 to C2 levels, at Cultura Inglesa São Paulo for 12 years. A Cambridge C2 Proficiency Certificate, CELTA and ICALT holder, Marcel is also a former speaking examiner, in-house coach and mentor in various branches across São Paulo.



Room 403



Andréa Geroldo

→ **SEQ-CORPUS: suggestion of teaching conventional expressions**

This talk presents practical ideas on how to teach conventional expressions, taking Corpus Linguistics principles into account. This approach has proved useful to teach and learn languages, helping not only to raise teachers' awareness concerning conventionality, but also enabling them to become active researchers. Furthermore, this approach increases learners' interest in researching and working autonomously. Participants will leave with practical examples that may be used in their own lessons.

Andréa Geroldo dos Santos has been teaching English for 28 years. Also an ELT editor for 11 years, she holds a PhD in English from USP. Besides developing ELT materials, she's also interested in training teachers. She holds a CPE and Train the Trainer certificates.



Room 404



Anamaria Lemos

→ **Against testing: a (r)evolution of the mind**

Assessment has been a subject of debate for a while, to the point where it is not even controversial any longer. Yet, this discussion seems to have yielded few significant changes to what is going on in our classrooms. This talk aims to address some reasons why, discuss its crucial and indissociable link with teaching/learning, and take a look at how teachers and teacher education might be just the thing to turn this around.

Anamaria Lemos has been teaching English for around 30 years, and has been involved in teacher education for the last 20. She holds a specialization in Formação de Professores para o Ensino Superior, and is a CELTA and Delta tutor.



Room 405



**Ricardo Bruns**

### → **Beyond Needs Analysis: The ELT professional as a Solution Provider**

In ESP and Business English teaching, Needs Analysis is the first stage in identifying the areas where our clients seek to improve their communication skills. However, what are the possible outcomes when we expand and deepen the investigation of those needs along our relationship with clients? By presenting three real situations, this talk aims to offer its audience a moment of reflection on the work of the Business English teacher as a provider of Communication Solutions.

Ricardo Bruns is a Business English Trainer with over twenty years of multicultural corporate experience. Passionate about supporting professionals achieving their communication goals, he also seeks to engage the ELT community as a board member of both Braz-TESOL ESP and Business English SIGs.



Room 406



**Teacher Little Mary**

### → **Turning boring topics into engaging lessons**

Can the choice of topics seen in class influence students' motivation? How do you deal with topics considered tedious but necessary for students' learning? I'm Mary and in this talk, I'm going to teach you how to approach boring topics with extremely engaging activities that will inspire learners, as well as help you have them spread the word about your unmissable classes.

I've been working with international education for more than 12 years, having held different roles in language schools (both academic and admin) around the world. I'm Trinity certTesol qualified (currently pursuing a Delta course) and I run my own online Teaching business (private lessons + YT + IG)

July 16th



12:15 to 13:30

### Plenary session 8 + Closing Ceremony



Auditório Ruy Barbosa



Valéria França

#### → **Building bridges: the shock of the new & our dreams**

We have emerged from the pandemic and are navigating the perilous waters of face-to-face life. Why perilous? We have all, in some way or another, suffered some loss over the last two years. We are all trying to adapt to new scenarios. There is, indeed, a shock of the new.

As we take our first steps away from cocoon-living, how do we rebuild our bridges? How do we fathom out our dreams? How do we create new possibilities for learning?

In this talk, I hope to explore this theme and see if we collectively emerge with some very powerful possibilities to craft our own futures.

Valéria França has been an ELT professional and educator for over 30 years. She is the Head of L&D at Edify Education. She has a PhD in Applied Linguistics and is very interested in the power of immersive experiences for learning. She is a permanent member of the BRAZ-TESOL Advisory Board.

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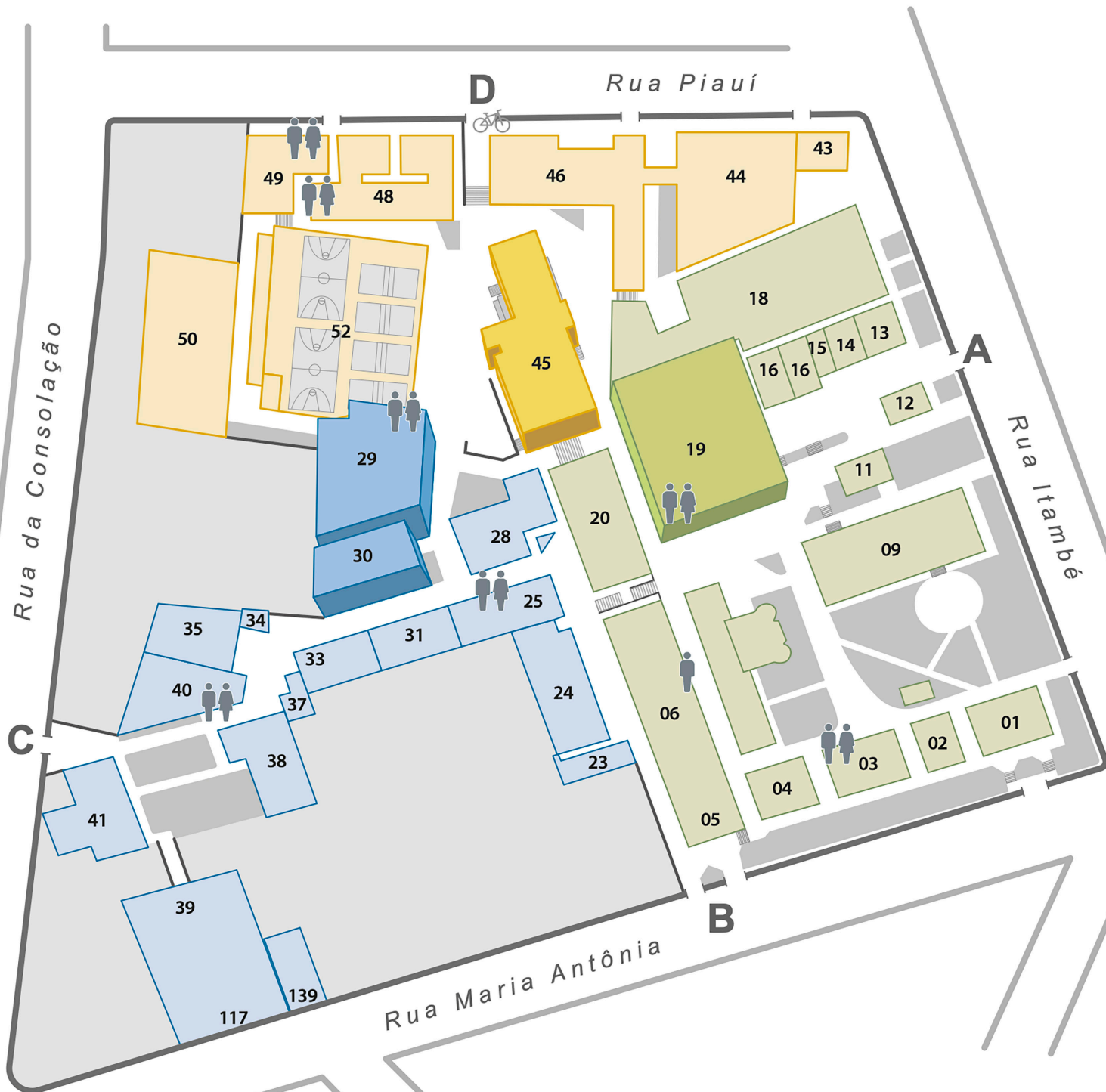
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