



WORKSHOPS:



Day 2
October 26th

Real vs. classroom language

It is quite common for people who have been studying English for several years to sound totally unnatural, being unable to cope with real-life tasks or not understanding authentic spoken and written texts. One reason for this is that students are taught to understand and produce only textbook English and not natural, 'real' English as it is used by native speakers. In this workshop we're going to share some ways of getting the best out of our books by transferring the given situations to real life experiences.

Roxanna Alvarado

Holds a degree in Law from San Martín de Porres University in Lima Peru and a postgraduate degree in Methodology for Teaching English as a Foreign Language from Ricardo Palma University. Her experience in Education varies from EFL English teacher, academic coordinator, academic director and teacher trainer for over twenty years. She is currently taking the Laureate English Teaching Certificate Program and Laureate Certificate in Teaching and Learning in Higher Education at Laureate International Universities.

Speaking actively, willingly and naturally

Students' unwillingness to speak is quite a challenge for teachers. There are, of course, many factors causing this problem. Students feel that they lack confidence to speak as the result of not knowing what to say or being afraid of making mistakes. If the teacher encourages them to speak freely by using different expressions and creating a good language speaking environment, students will speak actively, willingly and naturally. Speaking can be mastered only through practice with the support of lots of comprehensible input through listening and reading.

Paola Pineda

Holds a Degree in Translation and Interpretation from Ricardo Palma University. She has experience in EFL teaching and training and is particularly interested in making English learning natural and fun for students and helping teachers achieve this.

Connecting with Teen Learners: Classroom Management Techniques

We will discuss strategies for connecting with Teen Learners in the EFL classroom. To connect with teens as they go through these challenging years we must create a Classroom Environment conducive to learning. Solid classroom management skills are

essential to have the time and attention necessary to do what's necessary – teach English. We will look at strategies employed by top teachers in the secondary classroom.

Thomas Gardner

Tom Gardner is the country manager of Cambridge University Press in Peru. He holds an M.A. in Communication and a Postgraduate Certificate in Linguistics. He has 20 years teaching experience.

Teaching Pronunciation – Teaching Beyond the Textbook

When teaching pronunciation many teachers rely heavily on the materials they use. In this workshop, we will share different ideas and exercises that teachers can use in class to complement and make better use of the material they have.

Samuel Roman

Academic Consultant for Cambridge University Press since 2007. He is responsible for academic advising, teacher training and research in Peru and has also conducted workshops and seminars in South and Central America.

Using literature in the EFL classroom

The objective of this workshop is to make teachers aware of the importance of using literary texts in our classes. This workshop intends to help teachers, especially non-native speakers of English, to be willing to use literary discourse in order to better their students' language competence and to profit from reading the literature itself.

Cesar Klauer

Cesar Klauer has a Degree in Education from Universidad San Ignacio de Loyola and has finished the Master in Education in TEFL in Universidad de Piura.

He is a holder of the Royal Society of Arts Diploma for Overseas Teachers of English – RSA Dip. His experience includes teaching and coordinating at ICPNA, Translex, ACPB, ESAN, Univ. del Pacifico, Univ. Católica, Univ. San Ignacio de Loyola and UPC. As a lecturer, Cesar has given talks all over Peru and in conferences in Ecuador, Brazil, Mexico, Bolivia, and the United States. At present, he is a teacher at UPC and at Univ. de Piura – Campus Lima. Cesar is also a fiction writer.

He has been awarded literary prizes in Peru and the United States. He has published two short story books and three illustrated children's books, and his work has appeared in several anthologies and literary magazines in Peru and abroad.

Competency-based Education in language teaching

According to Richards & Rodgers (2001, p.141) "Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-

Based Education to language teaching". In Competency-Based Education (CBE) the focus is on the "outcomes or outputs of learning".

Knowing a bit more about this teaching trend will allow teachers of English to put more emphasis on the functional and interactional perspective of a language, in other words, teachers can pay more attention to what their students can do with what they are given in class.

Julio Valladares

Julio Valladares, holds a MA in TEFL degree and a bachelor's degree in Education. He has been a teacher of English for more than 25 years. He has worked for Británico, Richmond Publishing, and Camelot as teacher and teacher trainer.

He is currently working for Universidad de Piura. He is in charge of the language school in Campus Lima, and is also the academic coordinator of the MA in TEFL Programme and the undergraduate English programme offered by Universidad de Piura and Funiber.

Using information as a key to successful learning

Have you ever thought about the importance of what's on around the world? Why is it important for our students to become aware of that? Do they really care? Can we teach and foster them to become more sensitive? In this workshop I'll share strategies that you can apply and activities you can conduct in order to help students understand that being informed is the key to their professional futures.

Estela Pillichodky

Degree in Education in Foreign Languages. Master's degree in 'Asesoramiento Educativo Familiar' Universidad Complutense de Madrid, Ctro Villanueva, Spain. Diploma for EFL Teachers – Universidad del Pacifico. University of Cambridge Certification. Speaking Examiner for Cambridge University. Vast teaching experience in different schools and Language Centres in Argentina, the USA and Peru, and in e learning as well. Academic Consultant for well-known publishers.

Has given many teacher-training workshops, seminars and presentations. Head of the English Department at Santa Ursula School.

Authoress of a text for 1st graders and the collection of Anthology in English . TKT CLIL University of Cambridge. Coordinates students preparation for KET, PET and FCE. She is in charge of preparing the FCE candidates. Certificate in Positive Leadership given by Lee Newman. Involved in the IB World and the new trends in teaching and learning.

Feeling sounds: pronunciation made pleasurable

What's the point of learning collocational chunks, grammatical structures or functional phrases without the necessary confidence to say them?

Can "pronunciation" be transformed from abstract and intimidating into tangible and accessible, and, therefore, enjoyably transmitted to students? This is my own take on the techniques proposed by Adrian Underhill in his book Sound Foundations, focusing particularly on the physicality involved when working with the phonemic chart at sound, word, and sentence level.

Rosalía Vargas

English Teacher and Convention Speaker at Asociación Cultural Peruano-Británica since 1998. Macmillan Freelance Speaker since June 2012. Workshop Presenter at 14th IABCI Conference in July 2013. Holds a BA in Literature by San Marcos University, as well as Cambridge CEELT 1, CEELT 2, COTE and CPE. Certified Cambridge Speaking Examiner for PET, KET and FCE since 2008. As an ACPB Overseas Training Scholarship recipient, she attended Exeter College Teacher Summer Seminar in Oxford, and Bell International Contemporary English Course in Cambridge, both in 2009.

Facing international exams early in life

Are your little students (aged 8-12) ready to face an International Exam? Do you think it's a good idea to let them have a go? If so, to what extent is it beneficial to them and how can I help them succeed in doing an excellent test? These are some of the questions that will be answered and will give you food for thought.

Consuelo Viera

Consuelo Viera Jimenez studied Translation at Ricardo Palma University and holds the RSA Certificate for Overseas Teachers of English (COTE/CELTA), the RSA Diploma for Overseas Teachers of English (DOTE/DELTA) CEELT 1 and CEELT 2 as well as Cambridge Language Certificates.

She has vast experience in Teacher training and has worked in different prestigious schools, universities and Language Centres.

ESL - course design

Many ESP learners enroll in a course because their working environment requires them to carry out tasks with some command of English. However, as many ESP teachers and trainers do not have the tools necessary to help them select materials and design tasks, many of them rely only on set syllabi which may not cover the expectations and needs of the learner. This workshop will look at the importance of needs analysis and how it can help facilitate easy course design.

Paul Doherty

Paul Doherty, an ESL teacher from Northern Ireland, has a wide range of experience in ESL and ESP in schools and institutes. He has participated in course and material design at all levels. He was responsible

for designing a debate and global citizenship programme for primary and middle school in San Ignacio de Recalde School. Currently, he is piloting and teaching the LCCI course for Business English teachers in Peru.

Mr. Doherty is a founder member of the Peruvian Debating Association and has participated as a judge at local and international debate competitions.

Soft skills and their role in business English

Soft skills are those personal values and personality traits that can make or break how successfully a person is in the workplace. Emotional maturity, eagerness to learn and willingness to share and embrace new ideas are work-related skills that can be taught.

This presentation deals with the importance of soft skills and a number of general principles, techniques and concrete examples that will help business students develop and communicate ideas and visions.

Liliana Mantilla

Liliana Mantilla is currently the Foreign Language Program Coordinator at the Global Business Administration School (GBA) at an campus and distance modalities and a professor of the Translation and Interpretation School at Universidad Ricardo Palma.

She is also a teacher of English for Negotiation at ADEX and a member of the oral exam board of the Diplomas in Spanish as a Foreign Language (DELE) of the Instituto Cervantes. She is MPC Company Academic Consultant.

From testing to authentic assessing

In this session we will attempt to explain differences between "traditional Evaluation" and Assessment therefore why more and more teachers are choosing authentic assessments for certain types of judgments in recent years.

Alexei Bohorquez

Mr. Bohorquez graduated from a prestigious Binational Center and holds a Certificate in English and the TKT both awarded by University of Cambridge. He has headed Educational projects in Language and Business programs, taught English for more than 15 years and worked as an Academic Consultant for a well-known Publisher. At present, he is an ELT & ESL Academic Consultant for Nutesa.

Evaluating learning and assessing teaching

Finding the best English language learning assessment tools for English language learners can be like searching for a needle in a haystack! Most educators utilize one or two assessment tools in their lesson plans, mainly because

they are not familiar with the other options. If asked, most teachers would say that they assess through examinations and/or with rubrics. But what are some other options? Evaluating student learning takes time and effort, but well-designed tests and consistent grading procedures provide students with valuable information about what and how they are learning.

Patricia Medina

English Language Teacher for almost 31 years, Ms. Medina holds a degree in teaching English from Universidad Villarreal. She has participated as a speaker in conventions and training courses for ESL EFL teachers around Peru. After all those years she joined NUTESA where she is currently working as the Academic Department Coordinator.

Addressing the language needs of business English learners

This session looks at the needs of students learning business English. Participants will be asked to consider the specific needs of students learning business English as opposed to general English. They will be provided with 6 different aspects that will help teachers help their students learn better, as well as activities to practise the language in the classroom.

Ricardo Benavides

Ricardo Benavides holds a B.A in Latin American Studies from California State University, Hayward, and a Graduate Certificate in TESOL from San Jose State University in California. He worked in California for several years as an ESL instructor and bilingual education specialist at different institutions, both private and public.

In Peru, Ricardo taught English at the Instituto de Idiomas de la Pontificia Universidad Católica del Perú (INIPUC) from 1995-1998, and from 2001-2006. He has also worked as a teacher of History at Markham College, teaching IGCSE and general History courses. Since 2006, he has been employed by Oxford University Press as an ELT educational consultant, carrying out, among other duties, product training sessions, workshops, and plenaries both in Peru and abroad.

Business English for beginners

This session will first explore some key differences and similarities between Business English and General English.

Based on some of these, participants will consider different reasons for teaching Business English and explore practical activities they can use in their classroom with their students.

Lourdes Herrera

Lourdes Herrera Rasmussen is an English teacher graduated from San Marcos University in Peru. She has worked in schools (primary and secondary), language Institutes and in a very prestigious



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private university in Lima. Currently, she is doing a research to get her master degree in Teaching English as a Foreign Language and working as an ELT Representative.

Developing reading skills through useful activities

As we know, reading is considered a passive skill. However, its relevance is reflected in the implications of learning to read properly; linguistic competences such as grammar, vocabulary, writing and spelling are elementary knowledge to deal with spoken English satisfactorily.

Bearing in mind that to read successfully it is necessary to develop several sub skills through intensive reading, extensive reading, skimming and scanning, in this workshop we will provide you with ten tips to develop pre-reading and reading skills. We are sure; all these activities will help you develop memorable lessons.

Paul Doherty

Paul Doherty is an ESL consultant from Northern Ireland, who has been working in Peru since 1991. He holds a degree from Mill Hill Missionary College in London and studied Education at Universidad Nacional Federico Villarreal. His work experience spreads across all educational levels, settings and ages.

Help your students feel the BEEP – Brilliant, Enthusiastic & Engaged Pupils

Learner Autonomy is the ability to take charge of one's own learning, and has been a popular topic for the last decades. Thus, most of ELT conferences, teacher training workshops and articles in magazines put emphasis on the importance of applying a huge variety of strategies to help our students in the process of becoming independent learners. In this workshop, we aim to help you build up students' self-confidence and allow them to learn on their own without the guidance of their teachers. We will deal with some concepts of autonomy and benefit from different strategies to help our students become autonomous learners using practical and useful activities.

Caral Sarco

Caral Sarco is an ELT consultant who holds a Bachelor degree in Education and language certificates from Cambridge University and Trinity College. Carol has worked at several schools in Lima and given workshops in different cities of Peru.

Meeting the expectations of the 21st century learners

The trilogy formed by parents, teachers and students, shows a vast digital disconnection between the role of ICT in the learning process and what institutions are doing to prepare students to face the exigencies of the professional life of the future. It becomes necessary to not only to be a consumer of information but also to be a contributor, and in order to do so it requires the mastery of essential skills needed for work and life. Are we ready?

Maria Esther Linares

Maria Esther Linares is an ELT academic adviser holding a Master Degree in TEFL from University of Reading, U.K. and the Diploma for Overseas Teachers of English from the Royal Society of Arts, U.K. and has got her degree in Education from Universidad Peruana Cayetano Heredia (UPCH).

She has more than 30 years of experience as an EFL teacher and has held various posts in the field including 15 years as a Teacher Trainer and giving lectures and workshops in different academic events in Peru, Argentina, Chile and Brazil.

Currently she is a part-time teacher at Universidad ESAN and at Britanico Empresarial, an Oral Examiner for the University of Cambridge and an MA TEFL Tutor at Funiber-Universidad de Piura.

Demystifying the boogie of the digital world

It becomes evident that our present students belong to a generation born and grown up in a digital world where easy and fast access to information is part of their routine. This situation establishes a great difference between the current generation of students compared to former students and the majority of teachers who are product of a traditional paradigm. Many teachers are still reluctant to implement the use of technology in their classes for varied reasons. This big tech gap claims for a change in our ways of teaching but also represents a great effort school administrators and teachers to accept the challenge for improving and integrating ICT skills in our professional activity.

Angelina Telenta

Angelina Telenta is the academic consultant of University of Dayton Publishing Peru.

She is a licentiate in education with national and international experience in the ELT field. Holds a diploma in 'Teaching children' from Universidad Católica de Avila - Spain She is about to get her Master degree in TEFL.

She has worked at PUCP's language institute and faculty of education and for San Ignacio de Loyola University as well. She teaches methodology and provides educational consultancy at different levels of education.

Creative thinking in the EFL classroom

This workshop will go through the process students use to develop unique, useful and worthy ideas to solve problems. Do not google before you tweet, but think before you speak.

Higher order thinking skills in EFL/ESL classrooms

The 21st century learner needs to develop critical, logical, reflective, metacognitive and creative thinking in order to improve his/her performance in everyday life.

This workshop provides effective teaching strategies to enhance classwork and develop the intellectual and cognitive skills required to become an active and productive student in all learning environments.

Maria Kovacs

Maria Kovacs is a Hungarian native, but lives in Peru. She is a higher English speaker educated in Budapest. Maria has got two bachelor's degrees in Economy and Education in Second Language (UNFV, 2007). Also being a translator, she worked as an English teacher in the PUCP (1992 – 2011) and is currently an English coordinator (in Villa Maria la Planicie College). Maria possesses among other certificates, the CPE degree in English (University of Michigan) and the TKT (Cambridge ESOL). She also followed graduate education course (IPCNA, Lima) and participated in many seminars and conferences (INIPUC) in Lima. She is used to animating workshops in English.



Seventh Latin American Congress
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OCTOBER
25-26th
2013



Speakers:

• Craig Huxley

Techniques and strategies to develop students' critical thinking

• Andreina España

Brain based learning

• Claudia Parra Böhlinger

Implementing the CEFR in the Chilean University Education System: The PUCV Experience



Content:

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SEMI-PLENARIES:

Day 1 October 25th

Building Thinking Skills

Thinking skills such as reasoning, inquiring, creative thinking, evaluation, and information processing can be learned, practiced, and improved. Teachers today need to actively intervene in students' cognitive development, changing the way they think and learn. During this session we will look at the six principles for teaching thinking and we will develop a lesson plan that is a thinking lesson as well as a language lesson.

Andreina España

Andreina España has worked in the EFL/ESL field since 1992. She started her career as a teacher and teacher trainer in Venezuela. She holds a TEFL Certificate from Centro Venezolano Americano, where she taught a full range of levels and ages. She has been working as a teacher trainer for over 20 years and has given trainings in schools and talks at academic events throughout Mexico and Central and South America. Andreina is also a materials writer. She has written resource pack activities for Attitude, authored Teacher's Editions for the Oxygen series, co-authored openMind Workbook 1, as well as Resource Pack activities for the Mind Series website, mindOnline.

Andreina moved to Mexico in 2001 to work for Macmillan Mexico where she held the positions of Academic Coordinator, Sales and Marketing Manager, Product Manager, and Publisher. Andreina is currently living in Miami, Florida, where she continues to work

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Brain Based Learning

Andreina España

I had always wondered why learning was sometimes so easy and motivating for me and sometimes so difficult and forgettable. This was until I found the theory of Brain Based Learning and finally understood why some teachers made learning memorable and some just taught.

Techniques and Strategies to Develop Students' Critical Thinking

Craig Huxley

"Education must be transformed to make thinking richer than knowledge its guiding priority" (Walter Lipman, 1980).

In this session, the speaker will discuss general strategies which can be used to foster critical and

for Macmillan Education as Secondary and Post-Secondary Publisher.

Differentiated Instruction: Make the Difference in the Life of a Child!

When it comes to teaching, one size does not fit all. Every child is unique. It is imperative that schools foster every child's individuality through differentiated instruction.

Differentiated instruction does not change what is taught, but how it is taught. Students should be provided with multiple pathways to learning the same content, and are thus given equal opportunities to acquire knowledge.

Craig Huxley

Craig Huxley is an international speaker and teacher trainer. His teaching career has involved students of all ages and social backgrounds, including learners with learning difficulties. For several years he has been working for Express Publishing as an ELT Consultant, visiting schools, observing lessons and introducing the latest interactive whiteboard technology. He is also an oral examiner for the Cambridge ESOL examinations.

What makes a good exam?: Assessing L2 English Language

The aim of assessing language is to measure a latent

creative thinking in the classroom. This involves helping learners to develop quality thinking as well as skills associated with logical reasoning, evaluation of self and others, problem solving, the ability to justify actions and ideas, the boosting of self esteem and many more.

Implementing the CEFR in the Chilean University Education System: The PUCV Experience

Claudia Parra Böhlinger

The use of the CEFR as the instrument to set up the English Language Programme at the PUCV, Chile, has been decisive at the moment of specifying the language-learning targets. Their descriptors were used to specify progressive mastery of each skill, graded on the six-level scale (A1, A2, B1, B2, C1, C2), allowing teachers to set clear targets for achievements within language learning at different levels, to help define language proficiency levels and to interpret language qualifications. It has now become a common reference instrument for teachers at PUCV in charge of implementing the English language courses, their teaching and certification.

trait in order to make inferences about an individual's language ability. In order for formal language knowledge to be successfully tested, the purpose of testing must be clearly defined and understood; the testing approach must be 'fit for purpose'. Additionally, there must be an appropriate balance of 'essential test qualities' which underline any test: validity, reliability, impact, practicality. Key issues to consider, therefore, are the stages in assessing performance: What are we trying to assess? How are we trying to assess it? And how are we trying to score it?

Claudia Parra Böhlinger

Claudia Parra is an experienced teacher and administrator of English language projects. She has been responsible for the design, development and implementation of L2 English language programmes at university level in Chile. Since 2011 Claudia has worked closely with Cambridge English particularly for the census-based English SIMCE Test carried out by the Chilean Ministry of Educations in 2012.

Mrs. Parra possesses an MPhil in English and Applied Linguistics from the University of Cambridge, United Kingdom and a Master in Education with a minor in Curriculum from the Pontifical Catholic University of Valparaíso, Chile. For a long time, she has been an Academic Vice-Rector dependent of the PUCV, in charge of the University's accreditation processes until 2006, the Faculty of Engineering curriculum innovation and redesign from 2007 to September 2009 and, currently the design and implementation of L2 English language courses based on the CEFR within the University undergraduate programmes.

How are private schools responding to the growing demand for effective English programs?

Today we are witnessing a very fast growth in the number of private schools not only in Lima, but also within Peru. Many of these new schools offer intensive English programs to parents that value the learning of English during the school years. In this context of rapid changes, English teachers need to understand their new role, shape their skills and start thinking differently. In this talk, participants will get interesting information about the new trends of the market and how they impact their careers.

Maria De La Lama

Master's Degree in Applied Linguistics and Bachelor's Degree in Theoretical Linguistics from the University of California; MBA (c) Universidad del Pacifico. Current Director at Centro de Idiomas de la Universidad del Pacifico.

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Carrots or sticks? Rewards and punishment

Rewards and punishments are not opposites. They're mirror images of each other, two ways of doing things to students -- as opposed to working with them. One says to kids, "Do this ... or here's what I'm going to do to you." The other says, "Do this ... and you'll get that."

The first approach, euphemistically referred to as "consequences," leads kids to ask this question: "What do they want me to do, and what happens to me if I don't do it?" The second leads to this question: "What do they want me to do, and what do I get for doing it?" Come to this workshop to get some ideas on how to manage students in a different way giving them the choice to be them and not the way we want them to be.

Julio Abanto

Degree in Education and Communication. Holds a Univ. of Michigan Certification, a Univ. of Cambridge Certification in English, a Training Certificate from The Swan School of English - Oxford -UK, The Cambridge Exam for English Language Teachers Certificate, a Master's Degree in Education at Univ. de Piura.

Ample teaching experience in various private schools and institutions such as ACPB and Pedagógico de Monterrico and has also presented many teacher-training workshops and seminars in different cities in Peru, Argentina, Chile, Brazil and Mexico.

Author of a number of ELT articles. Currently works as Academic Coordinator, Teacher Trainer, School Advisor, Diploma in TEFL to Children and Diploma in Learning Disabilities and Disruptive Behaviour Tutor at Univ. del Pacifico Language Centre.

Music... and English? The perfect combination!

Whenever any person on the planet hears "The Beatles", two words probably come to mind: Music and English. It is amazing to witness how this fact becomes even more widespread among younger generations. Hence, using the fabulous songs from the Fab Four represents an engaging and everlasting experience in TEFL.

This workshop will offer three important tools: convincing arguments, virtual resources and effective strategies.

Fernando Barboza

Mr. Fernando Barboza is a professional educator. He holds a Bachelor Degree and License from San Marcos University. He currently works in the area ON CAMPUS at Centro de Idiomas de la Universidad del Pacifico.

Let's embark on the international trade world

Entrepreneurs and business people do not feel ready to embark on the world of international trade because they fear the fact that their accent or cultural background might represent a barrier, but they are unaware that the use of business English can boost their pursuit.

New methodological ways and modern technology can enable students to take the first step to become successful despite the lack of proficiency in English and focusing on specific purposes.

Luis Campos

Mr. Campos has been a teacher for over 10 years. He has professional experience in the export/import industry in Lima and abroad.

He is currently a teacher at Centro de Idiomas de la Universidad del Pacifico, where he is in charge of ESP/ EFL courses.

He has always been interested in developing and trying different strategies to foster communicative abilities in his English for Business classes.

Phonetic Symbols in the English Classroom

Phonetic symbols are a powerful tool for teachers to help students become independent learners. However, it seems these somewhat cryptic tools only make an elusive appearance in classrooms and textbooks. The aim of this presentation is to raise awareness of their usefulness, focus on how to apply them effectively and adapt wherever needed for students to succeed in pronouncing words properly thus making their speech clearer and enhancing listening skills.

Maria Gracia Cañamero

Mrs. Cañamero holds a BA in Education, a CPE from Cambridge University and is backed by years of experience in English Language Teaching to executives and professionals.

Grammar - Tube?

Nowadays, computers play an important role in our everyday lives, so it has become necessary to introduce different online tools in our classes in order to make them more appealing to learners. Also, there is a need to integrate online activities so that we get our students develop learner autonomy. Plus, by using the web, students will become more motivated.

The purpose of this workshop is to show how YouTube can be really useful, motivating and beneficial for students even in the field of grammar. Also, you will see how songs and videos can be useful when teaching some specific grammar structures.

Katya Corzo

Ms. Corzo has been a teacher of English for over 21 years. She holds a certificate in Critical Thinking University of Oregon, USA. She holds a certificate of Proficiency in English from University of Michigan, USA; CEELT and COTE certifications from University of Cambridge, UK and a Training Certificate from The Swan School of English, Oxford, UK.

He has taught at various prestigious institutions and universities as well such as USIL, ESAN UPC. At present, Mr Garcia holds the position of Academic Coordinator for the In Company area at Centro de Idiomas de la Universidad del Pacifico.

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Managing Young Learners - How to turn difficult students into "little angels"

It is thought that working with very young learners (VYL) is really easy. However, these little children don't know how to read or write and we have to introduce them to the magical world of letters, words and sounds for the first time.

Moreover, pre-school children of the 21st century require more stimuli and the intensive use of technology in the classroom. At the same time, it's necessary to use multiple intelligences and develop a psycho-linguistic approach to deal with their many interests and the attention difficulties that some of them may be facing.

This workshop will give you practical tips on how to start working with these little children developing successful classroom management and making this experience entertaining and relaxing for teachers and students.

Ligia Garrido

Ms. Garrido, MBA ESAN with postgraduates studies in International Negotiations and Trading at Harvard University and UCLA.

Teacher Trainer working at different schools as advisor for many years developing workshops and coaching teachers. Teacher at CIDUP in the areas of English for Business and Preparation for International Examinations like TOEFL, TKT and CAE.

Teacher at ELEPUC, working at Escuela Naval del Peru. TEFL studies at Catholic University and CIDUP.

Human Resources Consultant working as Personal Coach helping people to reach their professional and individual goals.

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Currently she is working as the coordinator of the English department in primary level at Leon Pinelo School.

Using lexical phrases in ESP

Nowadays, executives do not only have the need to make use of grammar adequately; but also do require to be led to master the language in pieces by means of lexical phrases.

The purpose of this workshop is to provide participants with useful lexical items to be used in different business situations and to have our executives/students use them successfully when it comes to dealing with day to day situations in a globalized world.

Willy Garcia

Mr. Garcia has been a teacher of English for over 21 years. He holds a certificate in Critical Thinking University of Oregon, USA. She holds a certificate of Proficiency in English from University of Michigan, USA; CEELT and COTE certifications from University of Cambridge, UK and a Training Certificate from The Swan School of English, Oxford, UK.

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He has taught at various prestigious institutions and universities as well such as USIL, ESAN UPC. At present, Mr Garcia holds the position of Academic Coordinator for the In Company area at Centro de Idiomas de la Universidad del Pacifico.

Breaking the routine in the FCE classroom. Ten-minute activities to ensure acquisition

In need for resources that work in practice to motivate students and make exam preparation dynamic? This presentation will provide you with a number of practical activities which ensure learning commitment and acquisition in critical areas in the different papers of the First Certificate.

Ms. Corzo has been a teacher of English for over 21 years. He holds a certificate in Critical Thinking University of Oregon, USA. She holds a certificate of Proficiency in English from University of Michigan, USA; CEELT and COTE certifications from University of Cambridge, UK and a Training Certificate from The Swan School of English, Oxford, UK.

From ESP to SME (Subject Matter Expert)

Globally, the 21st Century Teacher is an SME. He has a command of the language, courses on methodology and bachelor degrees in different fields. Additionally, teachers have to know about the culture and how those on the target language think. In other words be a SUBJECT MATTER EXPERT. It's your choice. "Do you just want to sit and watch? Do you want to play and make great things happen?" ... then there is a position for you in my TEAM.

This workshop will give you practical tips on how to start working with these little children developing successful classroom management and making this experience entertaining and relaxing for teachers and students.

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Building speaking skills for the IBT TOEFL

Building speaking skills for the IBT TOEFL is a useful workshop that aims at providing very practical ideas for the development of dynamic and relevant materials for TOEFL students to tackle the Speaking section of the test more skillfully and resourcefully.

Juan Manuel Guevara

Mr. Guevara has been an EFL teacher since 1990. In 1999 he joined Centro de Idiomas de la Universidad del Pacifico and was recognized Teacher of the Year in 2003. He is currently teaching a variety of ESP courses.

Meet the creative teacher within you

Not every English teacher needs to be a published author, an artist, a scientist or a comedian, but every English teacher should be the teacher. Leave your inhibitions behind, switch off your auto-pilot and revive your teaching and learning. In doing so, we should bring creativity into our class. Rediscover yourself; think differently, just imagine!

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She specializes in the areas of Teacher Training and Exam Preparation and has held workshops and given lectures on topics dealing with language, methodology and business skills.

Breaking the routine in the FCE classroom. Ten-minute activities to ensure acquisition

In need for resources that work in practice to motivate students and make exam preparation dynamic? This presentation will provide you with a number of practical activities which ensure learning commitment and acquisition in critical areas in the different papers of the First Certificate.

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He has taught at various prestigious institutions and universities as well such as USIL, ESAN UPC. At present, Mr Garcia holds the position of Academic Coordinator for the In Company area at Centro de Idiomas de la Universidad del Pacifico.

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Urslua Robles

Ms. Robles holds English language certificates from University of Cambridge. She has got relevant experience as a coordinator and EFL teacher in different private schools and language schools.

A committed and dedicated professional with a proven ability to teach, motivate and direct students to maximum performance by encouraging a positive and energetic environment.

Currently works as a school advisor for the On Campus area at Centro de Idiomas de la Universidad del Pacifico.

Teaching functions: Less about form and more about meaning

Our main role as teachers is to provide students with the tools to be effective communicators, all of what we say is for a specific purpose