

NOW IT'S YOUR TURN TO EXCEL

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Eighth Latin American Congress
Teaching English for Specific Purposes

DATE

OCTOBER
24/25th

VENUE

2^{da.} Sede Miraflores
CENTRO DE IDIOMAS
DE LA UNIVERSIDAD
DEL PACÍFICO

CONTENT:

- 60 specialized workshops
- 14 hours of personalized training
- Exhibition of updated teaching materials by 12 publishers

SPEAKERS:

- **ADRIAN UNDERHILL**
Pronunciation: The Cinderella of ELT
- **IZABELLA HEARN**
Harmony and Success in the English Classroom.

Registration online:
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MEJORES **PROFESORES**,
MEJORES **RESULTADOS**.

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UNIVERSIDAD
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CENTRO DE IDIOMAS

PLENARIES:

October 24th and 25th · CENTRO DE IDIOMAS DE LA UNIVERSIDAD DEL PACÍFICO, Sede Miraflores

TEFL in Peru: Understanding the needs and challenges of a new scenario.

The official insertion of English in the curricula of high school public schools and the new university law give to the teaching of English in Peru a leading role never seen before. These new national demands challenge English teachers with requirements for an effective teaching process that should make us think about our possibilities, strengths and limitations.

This lecture aims to provide teachers with an accurate understanding of this new national context as well as reflection on critical areas of teacher development that need to be face to be in tune with the new scenario.

thinking and we will develop a lesson plan that is a thinking lesson as well as a language lesson.

María de la Lama

Master's Degree in Applied Linguistics, Bachelor's Degree in Theoretical Linguistics from the University of California and MBA from Universidad del Pacífico, Ms. De la Lama is the current Director at Centro de Idiomas de la Universidad del Pacífico.

Harmony and Success in the English classroom

Whatever we teach, whatever we hope the students are going to learn, the experience is richer, more memorable and more motivating when we engage the emotions, and when we include an element of fun. In this session we are going to explore how the teacher can best motivate the class and bring out the best in each student.

The session will be full of practical ideas which will make our teaching more effective and therefore also more joyful.

Izabella Hearn

Ms. Hearn has over 30 years of experience in TEFL, starting at International House, London and moving on to Central America and Spain. Since 1985 she has been working at King's College, Madrid. For the past 20 years she has been involved in teacher training and has given workshops throughout Europe, Africa, the United States and South America. She served on the Executive Board of TESOL Spain for six years and was also a member of the ESL/Mother Tongue Committee of the Council of International Schools. She has written a large number of primary EFL textbooks, and has also worked on the development of Primary material for Uganda, East Africa. At present she is involved in running a Master's Programme at the University of Alcalá de Henares.

Joined-up thinking: The importance of the CEFR in planning, teaching and assessing.

Since its publication in 2001, the Common European Framework of Reference for Languages (CEFR) has set the benchmark for measuring language proficiency and as such has become increasingly influential in English language education around the world. Although the CEFR is not a method and it is certainly not a panacea, it is considerably more than just a set of six proficiency levels. It offers an opportunity to look at planning, teaching and assessment from different perspectives and see how they all link up. In this presentation, we will discuss how the CEFR can be used in each of these areas, with a particular focus on the connections among them.

Cecilia Rosas

English Teacher and Educational Psychologist with over 20 years of experience in teaching English at private and public schools; six years ago, Ms. Rosas entered the publishing area with great success. She specializes in teacher training, educational management, awareness and early education for literacy, implementation of bilingual programs and CLIL.

Pronunciation: The Cinderella of ELT

We talk about integrating pronunciation into language learning, but in teacher training and in materials development pronunciation remains the outsider. I will explore two underlying reasons for this outsider status, proposing a practical solution for each. I will then offer some hands-on insight into how to liberate learners from the 'grip' of their mother tongue phonetic set, by enabling them to reconnect with the muscles that make the pronunciation difference. This will also illustrate how the phonemic chart offers a mental map that is integral to this process.

Adrian Underhill

Adrian Underhill is a freelance educator and consultant. He is series editor of Macmillan Books for Teachers and author of Sound Foundations: Learning and Teaching Pronunciation and also the award winning app: Sounds, The Pronunciation App. He was Director of the International Teacher Training Institute at IH Hastings until 1999, and is a past president of IATEFL.

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The main goal of this event is to encourage the participating teachers to look beyond their daily task, to analyze and discuss different perspectives, new methodological models, new techniques and new approaches”

María de la Lama
Director at Centro de Idiomas de la Universidad del Pacífico

Attended by ELT professionals from different countries, the 2-day program includes workshops, semi-plenary sessions and presentations. This offers teachers a unique opportunity to meet leading speakers and ELT authors and exchange ideas with fellow professionals from all areas of ELT.

WORKSHOPS:

Implementing a CLIL programme in a regular EFL school

CLIL, with its 'dual-focused' aims, encapsulates perfectly this post-modern, utilitarian view of the English language. Liberal educationalists may not agree with it, but for the time being it is here to stay. In its defense, CLIL also seems to contribute to the buzz-concept of our times - namely 'motivation'. Teachers' forums talk about it endlessly, as do the blurbs on the back of scholastic textbooks and the opening lines of ministerial declarations. Does CLIL install a 'hunger to learn' as Marsh et al claim? Why should CLIL motivate more than other conventional approaches? How can I move from a regular EFL lesson to implement a CLIL curriculum in my school? How can I deal with the discipline issues during this transition? This workshop is aimed at sharing some possible answers for these questions and giving you some tips on how to overcome the difficulties that may arise.

Why pupils hate English teachers: The humanist side?

Working with children, from Pre School to primary, may carry some unanswered questions about how to control them in different situations. Teachers who are working with younger learners for the first time need much support and guidance with respect to managing them. There are times when teachers send some negative meta-messages to pupils and lower their self-esteem unconsciously. When correcting, instructing, clarifying or even when asking questions teachers may "bully" students without any logical reasoning behind. Come to this workshop to exchange and pick up some hints on how to overcome these unconscious attitudes.

Julio César Abanto

Mr. Abanto has got a degree in Education and Communication. Holds Michigan and Cambridge Certifications in English, a Training Certificate from The Swan School of English - Oxford -UK, The Cambridge Exam for English Language Teachers Certificate and a Master's Degree in Education. Ample teaching experience in various private schools and institutions such as ACPB and Instituto Pedagógico Nacional de Monterrico. Author of a number of ELT articles. Currently is Teacher Trainer, Diploma in TEFL to Children and Learning Disabilities Teacher and Academic Coordinator at Centro de Idiomas de la Universidad del Pacífico. Speaking Examiner for Cambridge exams (KET-PET-FCE).

A Forgotten or an Unforgettable Skill?

Have you ever thought about teaching students how to understand oral "texts" effectively? What's teaching listening like nowadays? Is it the ability to do something well usually as a result of experience and training or is it a particular ability that involves special training and experience. Both definitions come from our Macmillan English dictionary and well, as we can see, they both agree on the fact that we need experience and training and, interestingly, these two things require time to become part of reality. In this session we will find the way to deal with these two main necessities.

Katia Adrianzen

Ms. Adrianzen studied Publicity Design and Education. She is currently taking a Master degree in teaching English as a foreign language at Universidad de Piura. She is a Coordinator in Montevalto School and an English teacher at Centro de Idiomas of Universidad de Piura, in Lima. She has been an English teacher for more than 15 years and a speaker at IATEFL, TESOL and other academic workshops.

Generation WHAT?

Have you ever thought how many different names we have for a generation and the people who belong to it? While it is important not to stereotype an entire generation of individuals, the large body of research has provided us with unique insights into their learning preferences, behaviors and attitudes. Today's school and university students represent multiple generations. Each generation is shaped by different experiences and influences with different motivations and characteristics.

In this workshop we will be sharing some of these insights and discuss some strategies that will help all of us engage today's students by filling the gap between our own generation and theirs.

How do you say?

How many times have you heard this question? And how many times have you taken some time to think about how you say something in English? 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 will present some activities to help our students use the right English expressions the way native English speakers use them.

Making a class memorable

Sometimes teachers think that it is enough to go over the textbook throughout the class, give students some homework and that should do. However, it has been proven that the more fun students have, the more memorable the classes are. Why not use some innovative activities and let students enjoy themselves while acquiring a second language?

In this workshop we will explore and share different ideas to build a communicative class. Get ready to participate actively and boost your creativity.

Roxanna Alvarado

Ms. Alvarado holds a degree in Law from San Martín de Porres University. She also holds a graduate degree in Methodology for Teaching English as a Foreign Language from Ricardo Palma University. Her experience in education varies from EFL 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. She has been a professor at Universidad Peruana de Ciencias Aplicadas (UPC) and teacher at Centro de Idiomas de la Universidad del Pacífico (UP) for the last three years and is also working as an academic consultant at Anglo del Perú.

The challenges of an English Coordinator today

Managing a group of English teachers from the English Coordination demands more than just a series of certifications or an excellent English level. We deal with human beings with different strengths and weaknesses. How can we achieve an effective team work highly productive? We are going to present and analyze different cases in which we will see the importance of human relationships and educational coaching in the English area.

Silvia Angles

Ms. Angles has been an English teacher for 30 years. At present she is the In-House Academic Coordinator at CIDUP. She was the Head at Santa Rosa de Lima School for 5 years. She has finished studies for a Master's Degree in Education Management at Facultad de Teología Pontificia y Civil de Lima. She is a translator and interpreter of English and French from UNIFE and belongs to the Translators' School (Colegio de Traductores). She has performed various translations for the Christian Brothers Congregation and for different companies as well as newspapers, and has taught the Diploma for Translators at CIDUP.

Black & White? Teaching how to write

The goal of this workshop is to go over the explanatory theories on learning to write in a second language and also analyze the fundamental skills needed for that purpose. We will approach one of the most debated issues in the field of study: the relation between learning writing in a first language and in a second one.

Karishma Babani

Bachelor in Sociology and Spanish Literature with a concentration in Applied Linguistics, from the University of Maryland, College Park. Ms. Babani graduated in 2011 and has been working in the educational field for the last year.

Making grammar alive and meaningful

Every time a student hears that a teacher is introducing a grammar topic he may think: oh, no, rules again!!! And that may in turn to demotivate the teacher, too. On this workshop we will present different ways of introducing grammar and how to engage the students' attention when explaining any topic.

Inés Barzola

Ms. Barzola has been a teacher in different institutes and schools for more than 12 years. Currently, she works as a teacher trainer at CIDUP. She's a Certified YLE and KET speaking examiner and holds an FCE and ECPE certificate. She also holds a Diploma in Teaching Children and a Diploma in Learning Disabilities and Disruptive Behaviour.

Taming the Wild: Creating Effective Tools for Classroom Management

Classroom Management is usually perceived as organization and control, but it can also be considered a set of choices you make in order to have students organize and control themselves. Most teachers have the former view and I attest that it works indeed.



Nevertheless, I have always had the hunch that there has to be more. By means of video excerpts, we will show how the charts Gioconda has created are effective and helpful not only when developing organized sequences, but also when promoting students self-control and independence.

Fernando Barboza and Gioconda Farfan

Mr. Barboza is currently a Pedagogical Consultant at Universidad del Pacífico. He is a graduate from UNMSM and continued his professional education through diplomas at PUCP. He has been a teacher in public and private schools, and also at language institutes. Nowadays, he is fully committed to Teacher Education and TEFL at several universities.

Ms. Farfan is a teacher at "Santísimo Nombre de Jesús" school. She studied Translation and Interpretation at Ricardo Palma University. She holds an FCE and she studied the "Diploma in TEFL to Children" at Centro de Idiomas de la Universidad del Pacífico. She has valuable teaching experience since she has worked at several schools. Currently, she's getting ready to sit the TKT and also pursuing her Bachelor's Degree studies.

Students debating in English? Using Debates to Promote Critical Thinking Skills

Competency in critical thinking is a prerequisite when pursuing higher education, and succeeding in the highly competitive world of business. Hence, our students are in dire need of this kind of learning throughout their education. By the means of video excerpts, we will show the strategies that have been used and samples of how students have learned to analyze, criticize, advocate ideas, and reach factual and judgmental conclusions, by conducting autonomously their classroom debates. Our purpose is to share and motivate our colleagues to help students get prepared for the future by developing real-life skills.

Fernando Barboza and Nataly Palomino

Ms. Palomino Quispiyocya holds a bachelor degree and license in Education Sciences with a major in TEFL. She graduated from Universidad Jorge Basadre Grohmann in Tacna. She holds diplomas in Teaching Knowledge Test and First Certificate in English from the University of Cambridge ESOL Examinations. She is currently working at Colegio San Francisco De Borja (Lima).

Empower your lessons using creative and innovative web tools!

Moving from traditional teaching methods to embracing the new technologies might seem quite difficult for some teachers. However, why not embedding innovative web tools in our sessions to engage and involve students actively and collaboratively?

In this session participants will explore and use free friendly web platforms to develop creative and highly motivating teaching material.

Evelyn Becerra

With experience that stretches over 20 years, Ms. Becerra is a passionate teacher and innovator in the use of web tools and technology in the classroom. She has specialized in TEFL to YL and Adults. She is deputy coordinator for CIDUP at Universidad de Ingeniería y Tecnología - UTEC

Turning passive students into active learners

For most students learning is too abstract. They need to see, touch and smell what they read and write about." (John Goodland)

Research shows that students retain most of the information when they are actively involved in the process of learning. In this session, we will be looking at ways of exploiting all the resources and tools that we have to create a desire to learn and to get students more engaged. You will leave the room with practical ideas that you can use in your classroom.

Effective writing lessons

Writing is often the skill we spend the least amount of time on. Why is that and why should we focus on it more? If we should spend more time on writing, how can we do so in the most effective way? This session addresses these questions and provides practical tips for making the most of writing lessons.

Ricardo Benavides and Lourdes Herrera

Mr. 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. In Peru, Ricardo taught English at Instituto de Idiomas de la Pontificia Universidad Católica del Perú (INIPUC). 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.

Ms. Herrera 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 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.

Do you Edmodo?

Undoubtedly the most popular educational-social platform lately. It is the flexibility and easy-to-use features what makes Edmodo so attractive and practical not only for students but also for teachers. Come and join us to start using Edmodo with your students right away.

Rubén Borbor

Mr. Borbor has been involved in the field of Education and ELT for the last 19 years. He is a teacher, teacher trainer and freelance academic consultant for prestigious institutions and publishers. Now he works at Centro de Idiomas Universidad de Ciencias y Humanidades (UCH) and at SENATI. He holds two certificates of Proficiency in English: an ECPE (University of Michigan) and a GESE 9 (Trinity College London). He is currently studying to get a degree in Foreign Language Teaching at Universidad Nacional Mayor de San Marcos. His interests are ICT applied to ELT and the use of educational platforms in ELT and TEFL.

Technology in the classroom... Is a balance necessary?

Technology is getting more common these days, most classrooms all equipped with the best of it. However, is teaching being affected? Do we still have the same communication with our students as it used to happen years ago? Let's share some ideas!

Liliana Burga

Ms. Burga has been a teacher, trainer and academic coordinator since 1997. Together with teaching, she has held administrative positions. She holds a degree in Education and is interested in using technology in the language classroom.

The Importance of Games during the Learning Process

In this workshop you will learn about the importance of using games for children and teenagers in order to learn a new language, and what activities we should practice in class to take advantage of our students' energy and neurodevelopment.

Carla Carrero

Graduated in Education from UNFV, with master studies in English Teaching as a Foreign Language from Universidad de Piura, Ms. Carrero is a Speaking examiner for TESOL examinations and English teacher with wide experience with children and teenager.

Does pronunciation really matter? Vowel sounds: Every teacher's nightmare

We deal with pronunciation on a daily basis, but are we really sure of our pronunciation? This workshop aims at making teachers aware of pronunciation issues and on how to be a little more self-confident of the pronunciation of vowel sounds in English language.

Katya Corzo

Ms. Corzo has been a teacher of English for over 23 years. She holds a degree in Education from Federico Villarreal University and has already finished a master in Teaching English as a Foreign Language at Piura University. She has been an active participant in an online course on how to improve classes by using web skills at the University of Oregon. She has taught at various prestigious institutions and universities such as USIL, ICPNA, UNIFE. She is currently the English Coordinator at Innovaschools and a teacher at Centro de Idiomas de la Universidad del Pacífico and UNIFE university.

What to keep in mind when designing an online course

There are many myths around on line courses, especially when it comes to Language courses. Are we doing the right thing when designing this kind of courses? Have we tested the effectiveness of our programs? How can we measure success in a course like this?

In this workshop we will evaluate the needs of the students, the objectives of our courses, their design not to mention their results to have the complete scope and we will have the chance to share our own experiences when shifting from face to face courses to online versions.

Zarela Cruz

Ms. Cruz graduated from Universidad Ricardo Palma as a translator. She also finished her Master's degree studies in Linguistics and completed a number of specialization diplomas. During her extensive teaching experience, she has been a teacher trainer and lectured in various Congresses for EFL teachers in Lima. In 2012, she became an online tutor for the Faculty Development Program of Laureate where she herself completed a Certificate in Working Adult Education, Teaching and Learning in Higher Education and is currently taking a Certificate on Online, Hybrid and Blended Education.



Dealing with heterogeneous classes

We live in a world where everyone is unique and different. English classes are not an exception. Therefore, knowing how to deal with heterogeneous classes is a "must" for good teachers.

In this workshop we will go through differences, strengths and weaknesses among students. We will also learn how to deal with all types of intelligences in a classroom in order to ensure great learning and achievement of academic goals for EVERY student in our classroom.

Laura Del Río

Ms. Del Río is a lawyer and an English teacher. She is currently working as an independent lawyer and English teacher in prestigious local institutions developing her passion for languages and the English culture.

Is our method really Communicative?

The word "communicative" It's written in our course syllabus, official documents and even on the hard cover of our textbooks but too frequently the term is out of our classroom. Where and when do we start losing sight of what communicative is? Why is it that even today our lessons have a similar structure than the ones given in the 60's or 70's? It seems that in many cases we are too far away from the methodology needed today. This workshop aims to provide teachers with strategies, techniques an organization to render their English lessons in a true communicative way

María de la Lama

Master's Degree in Applied Linguistics, Bachelor's Degree in Theoretical Linguistics from the University of California and MBA from Universidad del Pacífico, Ms. De la Lama is the current Director at Centro de Idiomas de la Universidad del Pacífico.

Students needs in ESP: Learning to find them.

Teaching EFL is a world of excitement and constant effort. Teaching ESP is a whole different dimension of that same world. It can be just as exciting and fulfilling if we are able to stop for a minute and reflect on the meaning of "English for Specific Purposes". What are those purposes? How do we get there? Finding the answers to these questions can be a tough task, but when done, a door to unlimited material and topics can be opened. An ESP teacher is a teacher who knows a lot about English and learns about other areas every day.

José Luis Díaz

Mr. Díaz has 10 years of experience in the world of ELT. He has studied Organizational Psychology at Católica University and also holds an Education major from San Marcos University. He has taught at prestigious institutions in Peru and is currently Academic Coordinator at Centro de Idiomas de la Universidad del, where he is in charge of "In Company", Online and ESP courses.

Encouraging our teachers to creatively implement innovative digital corpus tools in the ESP Classroom

In this interactive session we will explore a range of digital corpus tools designed to help learners expand their ESP vocabulary knowledge and make connections between vocabulary, grammar and the successful process of writing in a second language. For each tool, we will examine what it is, how it works, the learning curve involved for ESP teachers and their students.

Tom Gardner

Mr. Gardner is Country Manager, Cambridge University Press Peru, university lecturer, teacher trainer, translator, with 20 years in EFL, with an M.A. in Organizational Communication and an EFL Postgraduate Certification.

Changing education paradigms, the millennials and English teaching today

The education system has been constantly facing new challenges throughout generations. Certainly, this 21st century learners need 21st century teachers and 21st century resources. Therefore, this is a relevant context to analyze daily teaching and how to evolve and update our practices.

How to address the changing kinds of learners and fit in this adaptation process might be the beginning a research that may never end in the quest for better teaching practices that foster meaningful learning.

Sandra Garvich

Ms. Garvich holds a MA in Hospitality and Tourism Management, a professional degree in Education and a BA in Communication Science with further studies on EFL methodology at Oxford House College, UK. She has 13 years of experience teaching EFL, ESL and content-based courses at prestigious language schools such as ACPB and private universities. She has worked as an academic consultant and teacher trainer for Pearson. She is currently a freelance academic consultant and also works at USIL, UPC and ESAN University.

Developing interpersonal and professional skills: Are we on the right track?

When we think about teaching, the words "content" and "methodology" come to our minds. In other words, a "good" EFL / ESP teacher may be described as someone with an excellent command of the language and a variety of teaching techniques. How about interpersonal and professional skills? Can they make a difference in class and even get us on the right track? In this workshop we will find out the big difference they can make.

Sachie Kanashiro

Current Academic Coordinator at Centro de Idiomas de la Universidad del Pacífico, Ms. Kanashiro is a graduate teacher from Instituto Pedagógico Nacional – Monterrico (IPN-M) and Universidad Femenina del Sagrado Corazón (UNIFE) and a Cambridge Speaking Examiner (PET, FCE). She has given courses and held workshops on topics dealing with language, TEFL and business skills. She has taken an active part in the teacher training programs carried out by Centro de Idiomas de la Universidad del Pacífico and the American Embassy. She has also organized and taught courses in EFL and ESP to executives. She specializes in the areas of Exam Preparation and Teacher Training.

The role of L1 interference in students' errors

In the process of learning a foreign language, students will make lots of mistakes. Some of them will be corrected relatively fast, while others will be made repeatedly and in some cases even seem to fossilize, before the student finally learns the correct choice of words. In my experience as a native speaker of English, I have found that these mistakes are not random but usually follow some clear patterns which are more easily understood when one takes the students' L1 into account. Getting students to think in L2 is of course easier said than done; however, maximizing L2 input is one way to help students separate the two languages.

Michael McVey

Mr. McVey is a native speaker of the language with Bachelor's degrees at U.S. universities. He has experience teaching from 5th grade primary to 5th grade secondary; university students and professors; and corporate students at all levels of management. He has been teaching English in Lima since 2006.

Motivation in the ESL Classroom

Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Intelligent students are often out-performed by less bright students with high motivation. If a child is motivated enough he/she can accomplish learning of any scale.

My Class...A Memorable Lesson

If you are tired of the boring lessons that come with your curriculum then start writing your own lessons. It's not that difficult and your students will appreciate the change. The first thing you must do in order to design effective lessons is change the way you think about your lessons. You need to stop lecturing and begin preparing presentations.

Patricia Medina

English Language Teacher for almost 32 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.

Moving from a marker of the elite to True Global Leadership. Who's got the power?

While traditionally associated to just a few people, English has become the language that almost everyone desperately wants to learn. But what does it really mean? Is English an entry level requirement for leadership? Can a better English lead the way to a better quality of life? This is a significant opportunity you simply cannot afford to miss!

Laidi Oroya

Graduate teacher in Education from UNFV, Ms Oroya has been in the field for about ten years with the never ending desire to fulfill student's needs and mark a difference in ELT.

WORKSHOPS:

English Teaching, Is it so Crazy?

Good teaching isn't about techniques. Good teachers are people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied.

Tammy Oshiro

Ms. Oshiro has a degree in ELT from Universidad Nacional Mayor de San Marcos. She also studied ELT Methodology at Instituto de Idiomas de la Pontificia Universidad Católica. Besides English, Tammy also speaks Japanese and holds international certifications from the Association of International Education of Japan and from Cambridge University, respectively. She has been in the teaching field since 1995 and worked in schools like Concordia Universal and San Antonio de Padua. She has also taught English to adults at the Peruvian merchant Marine.

Best Practices brought to the English World

We are always encouraging our teachers to be creative, innovate, and look for different sources. All of this sounds familiar. Now, what if we look at what others are doing, specifically, companies. There are lots of best practices in them, which can be of use to us. Things like KPI (Key Performance Indicators), Stop and Think, Task Observations, MoC (Management of Change). All of these concepts can be of great use and will definitely improve the way we do our business. So, come and check some of these best practices to streamline our business.

Luis Pastor

Mr. Pastor holds a Bachelor degree in Business Administration. He has been working as an Interpreter/Translator for more than 10 years. He has worked in different fields such as mining, education, produce, etc. as well as for CAN and APEC. He joined CIDUP as an ESP teacher in 2003 and has conducted different workshops ever since. He is currently teaching the workshop for interpreters at Eurotrad.

Positive Leadership... a completely unique Approach to being a more Effective Leader.

Because leadership exists among people (not within them), everyone has the capacity to increase their leadership effectiveness. Positive Leadership contemplates leadership as exactly that: a capacity. By increasing one's capacities, they increase their leadership potential. That's the shift! One doesn't increase his or her leadership trait (because it doesn't exist). Instead, we increase our leadership capacities. Positive Leadership supports you in becoming a positive, forward moving, effective leader everywhere but mainly in your classroom.

Estela Pillichody

Ms. Pillichody holds a degree in Education in Foreign Languages, a Master's degree in Asesoramiento Educativo Familiar from Universidad Complutense de Madrid, a Diploma for EFL Teachers from Centro de Idiomas de la Universidad del Pacífico and the TKT CLIL Certification from the University of Cambridge. She is a Certified Oral Examiner for Cambridge University. She has vast experience in various schools and Language Centres in Argentina, USA and Peru, and in e-learning as well. She prepares students for YLE, KET, PET and FCE. She is authoress of a text for 1st graders 'Surprise Girls 1, 2 and 3' and the 'Collections of Anthology in English.' Ms. Pillichody also holds a Certificate in Positive Leadership given by Lee Newman. She is currently working Centro de Idiomas de la Universidad del Pacífico as a Deputy Coordinator and studying Coaching to become a Professional Coach.

Don't just teach, captivate!

It's 7:00 am on a Monday morning and you are about to start your first class of the day. You have the perfect class prepared. You start by writing some explanations on the board, but when you turn around to face your class, you realize that your students are doing everything but copying or paying attention; some are whispering, tapping their pens or looking at their watches. Has this ever happened to you? If the answer is yes, then you must admit that keeping students interested and motivated is a huge challenge. However, that challenge can become an opportunity. Captivating your student's interest and attention not only makes it easier to teach them, but more fun for all of you.

The English you need to teach

Are we teaching our students what they need to learn? Maybe you have noticed that your students do not sound natural, they may be unable to cope with real-life tasks or do not understand authentic spoken and written texts. In this workshop we're going to share some ways of getting the best out of our students by teaching them the English they need taking into account the different competences involved in communicative language teaching. Let's find out the English you need to teach!

How to master your English

Teaching is one of the most pleasing and rewarding professions because along the time we can see our students get better and improve their communicative skills. Have you realized that you, as teachers, have to grow and improve as well? By using a collaborative approach, in this workshop participants will share their experience and different points of view to become better teachers and we will also explore different activities and techniques that can boost our teaching skills. If we want our students to improve, let's find a way to improve ourselves as professionals

Paola Pineda

Ms. Pineda holds a Degree in Translation and Interpretation (English and French) from Universidad Ricardo Palma. Since 2001 she has had the opportunity to work at different English language centers where she has worked as an English Teacher and also as English Coordinator. As part of her coordinator's functions she engaged in Teachers' Training and had the opportunity to organize and participate in different training workshops. She is in charge of the academic consultancy department of Editorial Anglo del Perú. She still works as a freelance translator and is a member of the Peruvian Translators' Association. Currently, she is following a Master's Degree course in Translation.

Integrating the Four Skills

Listening and speaking occur simultaneously in real life discourse and are not mutually exclusive. Similarly, it is possible to integrate reading and writing skills into a communicative activity. Structured questions, language usage, and other specific features will provide rich opportunity for clarifying, refining, but most importantly, they will deliver the competences to develop our students' skills. This workshop aims to strengthen our student's receptive and productive skills, which are the key to success in a changing and competent world.

Efraín Punto

Mr. Punto holds a Degree in Education with a major in English from Federico Villarreal University. He also holds a Certificate of Proficiency in English (ECPE). He has been an English teacher and a coordinator for more than 10 years at various schools, language Institutes and NGOs. He is also a translator and an interpreter. At present he is studying for a Master's Degree in Human Resources and Knowledge Management at Universidad Europea Miguel de Cervantes, in Spain. He is currently working at Centro de Idiomas de la Universidad del Pacífico.

I've found a video, now what?

It is unquestionable that any 21st century teacher should include videos in their lessons; but, when should we use videos in class? How should we use them? How do we know which video is the one? Do we really exploit it? What activities can be done? Master the trick and delight your students with these five useful tips.

Teacher, what time is the break?

Sounds familiar? Then it is time to take a look at the activities we are using in class. What activities can be done to motivate students? What ludic activities can be used in class? When should I use them? How long should they last? Use these practical ideas in class, let the fun flow and the time will fly.

Lesly Puppo

Ms. Puppo studied Education in UNMSM and specialized in Neuropedagogy in Cerebrum Institute. She has experience working with primary and secondary school students as well as teaching adult courses.

Resources to help students improve their language skills

How often do we as teachers see our students text messaging or emailing? In the last twenty years or so we have lived through a period of unprecedented technological change which has affected our lives. If we can make language in the classroom meaningful, therefore memorable, and if we give our students resources to work in technology-mediated contexts, they can process language which is being learned or recycled more naturally and in that way improve their language skills.

Irma Rodriguez

Irma Rodriguez, academic consultant for Pearson, has been teaching all levels since 1991 improving communication skills. She has trained teachers through seminars motivating them with practical ways to enhance student learning.

Online and Blended Learning

21st century teachers need to be aware of 21st century teaching tools. A new technological revolution is upon us and it will change the way we communicate and work. Are you "in line" with the way your students communicate now and will communicate in the near future?

Samuel Román

Academic Consultant for Cambridge University Press, Mr. Roman is responsible for academic advising and teacher training throughout Peru, South and Central America. He has been an EFL teacher since 1998.

Exploring methods to stimulate students' oral production

Many foreign language students view speaking as the yardstick of the knowledge of a language. Yet, a major challenge teachers face is to get them to speak in the target language. Lack of confidence, self-consciousness, and catagelophobia (fear of ridicule) are some of the main causes of the resistance to intend two way communication in L2. We will demonstrate a series of communicative activities capable of capturing the interest of the students effectively and neutralizing the above factors.

Is Pronunciation Teachable?

An alphabet has graphics and sounds, phonemes and graphemes. Students are not thoroughly aware but English has 26 letters and 44 sounds. The result is that they pronounce the sounds of the letters as they know them, which triggers poor pronunciation and meager understanding.

Predicaments also appear at the suprasegmental level. The Prosody is completely absent from language classes despite that, elements as intonation, stress and rhythm are possibly the most crucial in order to convey meaning.

Enrique Rojas

Graduated in Journalism at the PUCP, Peru, Mr. Rojas holds a MA in Journalism and MA in Inter American History from Southern Illinois University, USA; an MA in Literature from University of the Americas, Puebla, Mexico, all the coursework for a MA in TEFL at Universidad de Plura and a BA in Education from Universidad Federico Villarreal. He also holds Certificates of Proficiency in English both from Cambridge University and the University of Michigan and the Diploma for EFL Teachers from Universidad del Pacifico. He has worked as a professor in universities in Peru, Mexico and the United States. He has been in the staff of CIDUP for 16 years. He is also an Oral Examiner for Cambridge University exams.

Learning goals: The purpose of a lesson goes beyond a list on the board

What do you want your students to learn? Are they usually clear about the purpose of your lesson? Stating objectives properly places the focus of a lesson on what the students learn and do rather than what the teacher teaches. We teachers need to create and write what is to be learnt in a simple way communicating learning goals and making the purpose clear.

Yves Salas

Current Academic Coordinator In-House at CIDUP Sede Miraflores Mr. Salas worked in the area of social communications for 15 years. He completed his English and Methodology studies at Inipuc in 2002 and holds the Diploma for EFL teachers from CIDUP. He has been involved in the teaching of EFL and ESP in the area of Hospitality Management for the last 11 years. Mr. Salas joined CIDUP in 2005 and was given and award for "Outstanding Teaching Performance" in 2008 as well as the "Teacher of the Year" award in 2010.

Project Different Age Groups

Can indifferent and aloof high school students develop their social skills in projects involving young learners? Can the class trouble makers become creative and caring for the others? This workshop is about how a project has accomplished to bring two different age groups closer; developed creativity; raised awareness and helped students see the world from a humanistic point of view.

Patricia Salguero

B.A. in English Language Education from Federico Villarreal University, Ms. Salguero has been teaching EFL for nineteen years in different schools and language centres. Currently she is an EFL teacher at Centro de Idiomas de la Universidad del Pacifico.

21st Century Skills in Teaching and Learning

In a world that is rapidly changing... how can we help our students flourish and succeed in a future that cannot be predicted? Are we, teachers, really helping them develop the necessary skills for those changes? We need to create authentic learning experiences for students to ensure the development of the 21st century skills to bring the world into the classroom and go beyond.

Jacqueline Suárez

Ms. Suárez is currently an Academic Consultant for Pearson Peru-Bolivia. She has been teaching English for more than 18 years in Kindergarten, primary and secondary. She has taught Business English and prepared students for International Exams.

Project work in the 21st century style: Let creativity and learning flow ...

Even though we long ago finished the first decade of the twenty first century, many teaching practices still show features of traditional education where the teacher turns to be a supplier of information and the student just a receiver. Nowadays, the roles have changed and we can see students willing to create and share information using the new tools ICT puts at our disposal. Project work in the 21st century style offers an excellent chance to motivate creativity, to enhance learning through collaborative work and finally to share it with a real audience. Join us to share ideas on how to make this work!

Angelina Telenta

Ms. Telenta is the academic consultant of University of Dayton Publishing Peru. She is a Lic. in Education with national and international experience in the ELT field. She holds a diploma in Teaching Children from Universidad Católica de Avila, Spain; a diploma in "Bilingual Teaching" from University of Dayton and is about to get her Master's degree in TEFL. She teaches methodology and provides educational consultancy at different levels of education

Motivation, the key Factor

Motivation: From the latin 'Movere' - move, energize, activate. Motivation is the main cause of a student's success or failure in second language learning. We need background knowledge of different theories and facts so as to be able to foster skills with the help of motivation. Some practical ideas will be put forward to use in our classes to take the meaning of the word Motivation into them. Come intrinsically motivated and you will leave extrinsically motivated to enhance your classes to the max.

Renzo Tejada

Mr. Tejada is a teacher and teacher trainer with more than 13 years of experience. He has experience preparing students to sit international examinations, training and helping teachers become better professionals and also giving workshops and seminars on various methodological topics. He holds the CPE, CAE, FCE and ICELT from Cambridge University. He has worked for different language centres as well as very prestigious schools in Lima.

Making Grammar fun with Simple Materials

Sometimes the various tasks teachers must accomplish in the school or institute make some of us feel drained of ideas to create new material. In other occasions it's the lack of time, of a computer (with internet) or scarcity of crafty skills which make us use for the hundredth time the same old flashcards or worksheets which may be outdated. This can discourage not only students but also teachers. For that reason, we will create simple material using stationery most of the teachers may find in the classroom or at home. You will see that we can even involve our students in their creation, making them more meaningful.

Teaching Resources for the 21st Century

As educators in the 21st century, we are in charge of teaching students to be successful in a globalized world. For this reason, the goal of this lecture is to bring you closer to what it takes to be a 21st century teacher and share with you some of what other educators have proved to be useful too.

Pinella Vargas

Translator, interpreter and educator of English, German and French with Master studies in Higher Education, Ms. Vargas is a professional interested in IT, research, and collaborative work; and committed to student-centered curriculum.

Don't Let Them Lose Face: 5 Top Speaking Strategies

One of the reasons most of our students shy away from speaking activities is the result of a deeply-rooted fear of making mistakes and losing face. However, the very nature of speaking doesn't only allow for mistakes: it even transforms them into a communicative opportunity. Being aware of this can enable teachers to help students devise their own speaking strategies, thus boosting their confidence and making them more successful language users.

Rosalía Vargas

Ms. Vargas has been a teacher of English at ACPB since 1998. A Literature graduate by Universidad Nacional Mayor de San Marcos, she also holds Cambridge CEELT, COTE and CPE, and has been a speaker at various events, including the 14th LABCI Conference, held in Lima in 2013. She's been a 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. Her latest endeavor involves teacher training at Teaching English Atelier (TEA).

Is it worth changing your beliefs? Do you like challenge?

Learning depends on many factors. Since the teacher is an important mediator in the results students obtain in their learning process, it is important to determine which is the teacher's epistemology and how this affects his teaching. How much does what the teacher knows or believes about the topic and the way people learn affect his teaching? Why are there still teachers who do not change their traditional method? Are you willing to change? There are amazing answers to these questions which could be an eye-opener and/or the beginning of a new era in your life as a teacher, or teacher trainer!!! Do you dare to accept the challenge?

Flor De Maria Vila

M.A. in Cognition, Learning and Development (c) from PUCP, B.A. in Education with a major in English Teaching, Ms. Vila is currently Pedagogic Advisor at Centro de Idiomas de la Universidad del Pacifico and Academic Director of International Contacts (test training & foreign applications advisory). She is a freelance consultant with Universidad ESAN. She is an experienced speaker on diverse English teaching issues for prestigious institutions and senior teacher of English for international tests (GMAT, GRE, TOEFL, IELTS, FCE, PET, among others), English for occupational purposes, and general English.

Awareness of language variety and its implications for everyday teaching

The well-documented emergence of new 'world Englishes' may find itself at odds with teaching traditions advocating instruction in either American or British English. The aim of this workshop is to raise awareness of lesser-known Englishes, as well as the importance of students' exposure to them, considering that they may need to interact with individuals speaking a 'localised' English variety and how relevant this becomes when building the so complex English Language Identity.

Mayra Yaranga

Ms. Yaranga holds a M.A. in Media, Culture and Identity by Roehampton University, London; a Bachelor Degree in Education at UPCH and Licentiate in English Language Teaching at IPNM. Researcher in Media and Cultural Studies, she is currently studying at the Doctorate in Education programme at UNIFE.

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