



UNIVERSIDAD DEL PACÍFICO | CENTRO DE IDIOMAS

25 años

ENCUÉTRANOS EN:

idiomaspacifico.pe  
fb.com/idiomaspacifico

SAN ISIDRO

– Avenida Prescott 333  
– Teléfono: 2190151

MIRAFLORES

– Avenida Benavides 1657  
– Teléfono: 219 0152

SPONSORS



AUSPICIADORES



Inglés de alto nivel

SPONSORS



AUSPICIADORES



GO—TO—THE  
N E X T  
LEVEL

CONGRESS  
BIODATAS



LATIN AMERICAN CONGRESS

TEACHING ENGLISH FOR SPECIFIC PURPOSES

REGISTRATION  
[www.congresoidiomas.pe](http://www.congresoidiomas.pe)

DATE

OCT. 23<sup>rd</sup>  
4:30 p. m. - 8:00 p. m.

OCT. 24<sup>th</sup>  
8:00 a. m. - 7:00 p. m.

VENUE

CENTRO DE IDIOMAS DE LA UNIVERSIDAD DEL PACÍFICO SEDE MIRAFLORES

AVENIDA BENAVIDES 1657, MIRAFLORES

SPEAKERS

– **JAIR FÉLIX**  
National Geographic Learning – Cengage Learning Senior ELT Academic Manager for Latin America

– **DANIELLE KARYDIS**  
BA in Sociology, the Trinity Diploma, Trinity Certificate, YL extension

– **LARRY J. PITMAN**  
Professor and university administrator in Bolivia, Australia, Hawaii and the United States

– **MARÍA DE LA LAMA EGGERSTEDT**  
Master's Degree in Applied Linguistics and Bachelor's Degree in Theoretical Linguistics from the University of California



UNIVERSIDAD DEL PACÍFICO | CENTRO DE IDIOMAS

25 años

## KEYNOTE SPEAKERS

### JAIR FÉLIX

National Geographic Learning – Cengage Learning Senior ELT Academic Manager for Latin America. He has a BA in TEFL from UAS and a Postgraduate Degree on Teachers' Development from The College of St. Mark & St. John, Plymouth, UK. Jair has been involved in language teaching and teacher training for more than 20 years and has presented workshops throughout Latin America and the US on various topics such as multiple intelligences, lesson planning, discourse analysis for language teachers, action research and educational technologies. He recently obtained the e-tutoring certificate from the British Council and is also designing and tutoring e-courses for the B.A. in ELT at UAS in Mexico.

**Topic:** "Developing Global Citizenship through English Language Teaching"

This presentation focuses on how to help students develop awareness on the wider world and their own role as world citizens through English language teaching. It looks at the three essential areas required to develop global citizenship traits including global knowledge, global skills and global values. The presentation showcases different activities and demonstrates how English teachers can integrate global citizenship into their English instruction

### DANIELLE KARYDIS

**Biodata:** Danielle is passionate about identifying and harnessing the creative strengths teachers possess across teams and cultures to achieve the best results from collaborative projects. She has been teaching since 2004 in Poland with IH and then in Thailand, Sri Lanka, Colombia, Bahrain and Peru with the British Council. She has a BA in Sociology, the Trinity Diploma, Trinity Certificate, YL extension and has also studied the Theory and Practice of Language Testing with Roehampton University. She is currently doing an Msc in Project Management.

**Abstract:** "Moving towards higher order thinking strategies (HOTS) learner training for life in the target language and beyond."

By the end of the session participants will have an idea of what these strategies are and what activity types can be used to challenge students and give them skills for life. The session will include an overview of the revised version of Bloom's taxonomy (by Anderson and Krathwohl). This will be followed by a workshop with selected activities that implement the strategies and participants will be invited to experience these by getting involved.

### LARRY J. PITMAN

**Biodata:** Originally from San Francisco, California, Larry has been a professor and university administrator in Bolivia, Australia, Hawaii and the United States. He has been teaching at Universidad del Pacifico for the past eight years mainly in the area of Business English. He is certified as an expert in Teaching English as a Second Language by the State of California and has Doctoral studies in Adult Education at Nova University. Larry also has strong experience in business with positions as a senior manager with ELS (Now a division of Berlitz) and a company associated with Apple Computers. Larry is also a writer with over 300 published articles on various topics including the teaching of English.

**Abstract:** "TELL A STORY: A useful tool for the ESP classroom"

One of the most powerful ways to communicate an idea is to tell a story. Great speakers know this and always include some stories in their presentations. However, to be effective, it has to be done well. That is the purpose of my presentation: to help the audience acquire the skills and knowledge necessary to tell a story well and then to teach their students.

It will include:

- How to introduce the story
- How to structure the body of the story
- How to conclude the story
- Use of humor in English
- Techniques for teaching students

### DE LA LAMA, MARIA

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

**Abstract:** "Besides technology... What's new in teaching English as a Foreign Language?"

Research has shed light on the teaching-learning process: which of the things we do in class promote competence in a foreign language and which do not. As teachers, we always seem too busy to catch up on the latest research findings so we end up doing things without knowing their real effectiveness. The objective of this talk is to provide teachers with some practical knowledge of the state-of-the-art methodology. Having a clear understanding of some of the latest techniques can make a difference in our everyday teaching.



## WORKSHOP

### ALVARADO VIVAR, ROXANNA

**Biodata:** She holds a degree in Law from San Martin de Porres University in Lima Peru. She also holds 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 has also been a speaker at various conferences in Peru and the UK. She holds the Laureate English Teaching Certificate Program and the Laureate Certificate in Teaching and Learning in Higher Education at Laureate International Universities. At the present, she is taking her MA degree in Teaching English at Universidad de Piura. She has been a professor at Universidad Peruana de Ciencias Aplicadas (UPC) and at Universidad del Pacifico (UP) for the last five years and is also currently working as an Academic Consultant at Editorial Anglo del Peru, delivering academic workshops and courses to various educational institutions all over the country.

**Topic:** "WHY DON'T THEY LEARN THE SAME WAY?"

Have you ever asked yourself why your students do not learn English the same way you did? Today's students bring unique perceptions and preferences to campuses and classrooms all over the world. While it's important we don't stereotype an entire generation of individuals, the large body of research on those born between 1981 and 1999 (or there about) has provided us with unique insights into their learning preferences, behaviors and attitudes. In this workshop we will be sharing some ideas on how to reach and teach Millennials with five R's to engage them into learning English by creating effective teaching and learning experiences.

### ANGLES, SILVIA

**Biodata:** Silvia Angles Díaz has been an English teacher for 31 years. She has been the Academic Head at Santa Rosa de Lima School for 5 years. She has finished studies of Master 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. Besides, she 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.

**Abstract:** "You don't need to study Grammar to learn English."

Teaching English as a foreign language is challenging and rewarding. It is challenging because even though you may be teaching the same topics to different groups of students, the difference and the challenge will be set by the group of students. Every single group is different, there may be some common needs, but the skills and their background will definitely be different. Therefore, the teacher needs to look for new strategies to be applied in class. One of the main reasons why so many education systems around the world are failing to produce students who can speak a foreign language properly (even at an elementary level) is their strong emphasis on learning grammar as a foundation to speaking.

### BARBOZA, FERNANDO

**Biodata:** Fernando Barboza is currently a Pedagogical Specialist at Pacifico University. He graduated from UNMSM and continued his professional education through diplomas at PUC. 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.

**Abstract 1:** A FRAMEWORK FOR TEACHING ENGLISH IN KINDERGATEN

I consider I have learned so much from outstanding Kindergarten English Teachers. Moreover, the magical sessions I had the pleasure to observe have helped me understand the language acquisition process and identify the key issues that may set strong foundations for the further language learning in the Primary class. As a result of this learning experience, I am pleased to present a Framework to teach English

in Kindergarten. The objective is to facilitate the planning and the teaching for those brave teachers who deal with the very young learners.

**Abstract 2:** "PODCASTS: THE WONDER TOOL TO DEVELOP LISTENING "

We are witnessing how technology is becoming more and more relevant in TEFL due to the plethora of resources that it offers. One of these pearls is definitely the increasing number of Podcasts, audio files that provide you with exposure to real English of the sort that you shall fancy. Not only has the variety expanded but it is also more teacher-friendly day by day. During this session, teachers will have the opportunity to familiarize with an accessible set of Podcasts in the varieties of American and British English. They need not to worry about spending endless hours on searching for valuable links that connect with students' interests. In addition, strategies oriented towards listening development will be presented in order to be scrutinized by the attendees.

### BARZOLA, INES

**Biodata:** Inés Barzola has been a teacher in different language institutes and schools for more than 13 years. She has worked as a teacher trainer at Universidad Del Pacifico and she's currently working as a coordinator in a school. She's a certified Speaking examiner and holds an FCE and ECPE certificate.

**Abstract:** What do best teachers do and don't do? Caring, cooperative, determined, creative, proactive and organized may be some of the qualities a good teacher needs to have when talking about the best teacher. In this workshop, we will describe some of them and other hundreds of qualities, which allow teachers to do their job effectively.

### BECERRA, EVELYN

**Biodata:** With a wide range of experience, Mrs. Becerra is a passionate teacher and innovator on the use of web tools and technology in the

## WORKSHOP

classroom to enhance language learning. She has specialized in TEFL to YL and Adults. She currently works at CIDUP and is Deputy Coordinator at UTEC. Her main areas of interest include: Teacher Training, Methodology, Curriculum Design and the Use of Technology in the Language Classroom

**Abstract:** “FLIPPED LEARNING:EMPOWERING STUDENTS TO BECOME AUTONOMOUS LEARNERS”

How often have your students missed a lesson without recovering it? Would you say that class time is enough for oral production? Do all your students achieve communicative functions? In this session participants will learn about The Flipped Learning Model in which content is previously delivered for students to have a first exposure to the topic and learn on their own and at their own pace leaving class time to develop student-centered learning activities leading to oral production and interaction to one another in a more engaging classroom environment.

### BOHÓRQUEZ ALEXEI

“Blending Technology and Education – Embracing the change!”

Do you feel like a fish out of water when you hear your colleagues talking about e-learning, using multimedia in the classroom, the new social networks or how to use some new software to prepare a multisensory lesson? Then you cannot miss this workshop on using the most convenient and practical websites and free software to enhance your teaching and eventually catch up the trend.

**Biodata:** Mr. Alexei Bohórquez, Graduated from a prestigious Binational Center, holds a Certificate in English awarded by University of Cambridge ESOL Examinations and has passed the three Modules of The Teaching Knowledge Test (TKT) . He has studies in Business Administration, Marketing and Systems. And He has headed and developed Educational projects in Language and Business programs in our country. After twenty years of teaching English as a foreign language in several prestigious well known institution and has worked

as an Academic Consultant and Specialist in Internet and Multimedia Support and University & PLS - ELT Educational Projects Coordinator for Lima and provinces for well known publishers he joined Nutesa as Key Account Consultant for Perú.

### BURGA, LILIANA

**Biodata:** Liliana is an experienced teacher and teacher trainer. Her specialist areas include online learning and using technologies in the classroom; she has become increasingly interested in the use of ICT for teaching and learning at different levels. Together with teaching, she has held administrative positions. She has written educational articles for international magazines and online/blended courses for the Peruvian market and holds a degree in Education. Liliana is also an academic advisor. She has considerable experience in the writing of training materials, exams and syllabi.

**Abstract:** “OUR PERSONAL JOURNEY”

Professional development refers to the development of a person in his or her professional role. By gaining increased experience in one’s teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience. Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher. During the session we will share ideas on how to do it.

### CAMPOS, MAURICIO

**Biodata:** Brasileiro. Profesor de português para estrangeiros. Estudos de filosofia na pontifícia universidade católica de campinas – puccamp tradutor e intérprete português/espñol

**Abstract:** “la enseñanza del portugués para extranjeros en lima-perú”

La exposición tiene como objetivo un intercambio

de experiencias sobre la enseñanza de idiomas en la ciudad de lima –peru, particularmente del idioma portugués, teniendo como base mi experiencia de más de 15 años como profesor en diversos medios. Resaltando la oportunidad de crecimiento personal que la enseñanza de un idioma nos proporciona. Método y tecnología utilizados.

### COCHAS, ELIANA

**Biodata:** Ms. Eliana Cochas is currently a Pedagogical Specialist at Pacifico University. She holds a degree in Education with mention in Early Childhood from Federico Villarreal University and a Diploma of Second Specialization in TEFL from Pontificia Universidad Catolica. She also holds the Michigan and Cambridge Certificates in English, a Training Certificate from the University of Maryland Baltimore County, USA and various certificates in teaching training courses. Ms. Eliana Cochas has an ample teaching experience in the field of EFL teaching at all levels of education. She has worked as Academic Head at a prestigious institution, as a teacher in several private schools and institutions.

**Abstract:** “ENHANCING SPEAKING SKILLS IN THE CLASSROOM”

Improving the speaking skills of your students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies in a foreign language. This demands good preparation of proper material and implementation must be progressive and systematic which demands more of the teacher’s engagement. The purpose of this presentation is to provide teachers with some hands on activities to create a more interactive and communicative classroom when working with your students.

### CORZO, KATYA

**Biodata:** Ms. Corzo has been a teacher of English for over 24 years. She holds a degree in Education from Federico Villarreal University and has already finished a master’s degree program in Teaching English as a Foreign Language at Piura University. She has been an active participant in different

courses given by Massachusetts Institute of Technology (MIT) and Oregon University in fields related to English teaching and technology. She has taught at various prestigious institutions and universities such as UNIFE, USIL, ICPNA, Idiomas Católica, etc. She is currently the English Coordinator at Innova Schools, a school with 29 branches all over Peru, and a teacher at CIDUP and a professor at UNIFE. She has been a teacher trainer for more than 16 years in different institutions. She has always been interested in developing students’ abilities through the use of innovative strategies.

**Abstract:** “USING COLLABORATIVE WORK STRATEGIES TO ENHANCE SPEAKING SKILLS” English teaching methodology has always been on the move. In hindsight, we have gone from the grammar translation method and audiolingualism to the communicative approach and task based learning. Currently, more emphasis is being given to socio-constructivism and the need to promote collaborative work as a means of learning. The bottom line is: What collaborative work strategies can teachers have at hand to promote speaking skills?

### CRUZ, ZARELA

**Biodata:** Zarela Cruz graduated from Ricardo Palma University as a translator. She also finished her master’s degree studies in Linguistics and took some specialization diplomas . During her 20 years’ teaching experience, she has been a teacher trainer in Huaraz and Ayacucho and lectured in some Congresses for EFL teachers in Lima. In 2009 she designed materials for a virtual reading course becoming a tutor shortly afterwards. Since then, she has been taking online courses and certificates in Teaching and Learning in Higher Education, Online, Hybrid and Blended Education and Working Adult Education. At present she is taking the course from Teacher to Manager, a course for Academic Managers.

**Abstract:** “FROM FLASHCARDS TO BLACKBOARD/MOODLE: A JOURNEY INTO TECHNOLOGY”

Is the word FLASHCARD familiar to you? Have you ever worked with WALLCHART PAPERS? And with an OVH? Have you used Power Point presentations in your classes? And Prezi? What about internet? Do you use links from websites to complement your classes? How do you find the right ones? Do you use videos from YouTube? What kind? Do you have a Facebook for your courses? Do you use Twitter? What other tools do you use?

In this workshop, we will go through times: from the use of flashcards to platforms like Blackboard and/or Moodle.

And last, but not least important, we will reflect on our teaching practice: the kind of teachers we used to be, the kind of teachers we are now and the kind of teachers we want to become. Have we also evolved? There is no room for melancholy but for versatility. Are you ready? Let’s go for it!

### CURO, PAOLA

“Engaging students to develop World History essays” This workshop will help teachers to motivate and empower students to be involved in a Research Project .Teachers will learn the methodology of how to manage history research projects taking into account how to develop writing skills since they are in middle school to high school. As soon as the students have a grasp of the APA format, they will start with the preliminary research phase, then they will draft the first version of their history essay, including an adequate historical question or problem. This initial essay will then be transformed into a history draft paper.

**Biodata:** Paola Curo : English teacher with over 8 years in experience of teaching English and international examinations at private schools and institutions. She works as a World History teacher in Lima Villa College and Gmat teacher trainer at Centro de Idiomas Universidad del Pacifico. She studied economics at Pontificia Universidad Catolica and she is currently specializing in History at Universidad Ruiz de Montoya. She has also worked in NYC teaching Spanish and international examinations. She studied ESL in a short term program at NYU and Hartley House in NYC.

### DEL RIO, LAURA

**Biodata:** My name is Laura Del Rio, I am a lawyer and also I have been teaching English for more than 10 years now. I started teaching English when I was 20 years old to kids and teenagers, to later move on and teach adults. Additionally, I have had the opportunity to implant complete and full English programs to some private companies. I am currently working at CIDUP and I am part of In-Company, as well as Business Law programs.

**Abstract:** “HOW TO DEAL WITH COMMON PROBLEMS WHEN TEACHING ENGLISH AS A SECOND LANGUAGE”

My presentation intends to help teachers when dealing with common problems in the classroom. In addition, it is important to mention that common problems I have found are the ones related to students’ dependence on the teacher, boredom among students, different personalities and persistent use of the first language. Likewise, after grouping such problems into categories, we would jump into the conclusion that all of them are related to multiple intelligences, TTT teaching method, accurate input, well prepared lessons, among others.

### DÍAZ ALVARADO, JOSÉ LUIS

**Biodata:** José Luis Díaz Alvarado has over 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 Pacifico University Language Center, where he is in charge of a staff of over 200 teachers working on “In Company” courses, Online courses and ESP courses.

**Abstract:** “ESP: A world beyond just vocabulary” 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?

# GO TO THE NEXT LEVEL



## WORKSHOP

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 exploited. An ESP teacher is a teacher that knows a lot about English... and a little about everything else.

### FERNANDEZ, JHONATAN

**Biodata:** Jhonatan Fernandez studied Business Administration in the United States and currently works for Universidad del Pacifico as an ESP teacher, who along the way has accumulated knowledge and experience in teaching business courses.

**Abstract:** "HOW TO REACH STUDENTS EFFECTIVELY" As an ESP teacher, you must play specific roles. Some of them are to establish a positive learning environment, to set learning objectives, and to evaluate students' progress. However, in order to connect with the students and have a unique result, you need to become a facilitator, by using all kind of technology available for you effectively to reach them. This way, more students will successfully complete their long-term goals and short-term objectives that we as teachers have placed for them.

### FRANKS, DAN

**Biodata:** Dan is a well-travelled Australian ESL teacher who has been fortunate enough to teach students from Asia, Europe, South America and the Middle East. With a background in human resources and economics, he tends to favour business English and IELTS preparation. He now has the pleasure of holding a multi-faceted teaching position at Universidad Del Pacifico.

### Abstract: "IELTS MADE EASY"

Preparing for an IELTS exam requires different methodology to learning English. This presentation looks at an organic, logical approach for preparing applicants to achieve above average results.

### GARRIDO, LIGIA

**Biodata:** Ligia Garrido, MBA ESAN with postgraduates studies at Harvard University and UCLA. Teacher Trainer ON-CAMPUS program CIDUP. TEFL studies at Catholic University and CIDUP. Personal Coach and Human Resources Consultant.

**Abstract:** "MINDFULNESS: THE NEW APPROACH IN EDUCATION FOR THE 21ST CENTURY. How to deal with Attention Deficit Disorder (ADD) in the classroom"

Do your students have attention problems inside and outside the classroom? Mindfulness is the answer. Know more about the revolutionary approach in education that is changing teachers, students, parents, schools, and universities around the world. Make your students calm their minds and develop total awareness. At the same time, increase your own attention and learn how to manage stress in your life successfully. Let's educate happy children and teenagers for the 21st century!

### GARVICH, SANDRA

Sandra 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 14 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 and has traveled extensively giving talks, workshops and conferences related to EFL and bilingual education. She is currently a freelance academic consultant and also works at USIL, UPC and ESAN University.

**Abstract:** "Providing Educational Services: Students or customers?"

Good morning dear student...how may I help you? The student as part of the educational system may not be seen by teachers and educational institutions with the same eyes they used to decades ago. Students surely have a role they must follow. However, sometimes it seems to be

a bit strange to have to treat them somehow as "customers". In this workshop we will reflect on the difficult scenario we dealt with when students become customers, and where customers are not always right.

### HERRERA, MIGUEL

**Biodata:** Miguel E. Herrera has over 14 years of experience teaching at recognized Language Centers and 12 years of experience preparing students for International Exams. He is a Certified Cambridge Speaking Examiner for YLE certifications. He is also School Coordinator and Teacher Trainer.

### Abstract: "Teacher: unplugged"

In need for resources to motivate students and make your classes more dynamic? Does technology leave a place for outgoing hands-on ideas? This presentation will provide you with a number of practical, short prep time activities to ensure learning commitment and acquisition.

### HIGASHI, GIACO

**Biodata:** Giaco Higashi studied Communication Science and Education in Peru and the USA. He is a certified leadership coach and obtained a diploma in youth leadership, Integrity, Sao Paulo BRAZIL. Giaco studied Advanced Teaching Methodology TEFL Certificate - Pontificia Universidad Catolica del Peru and holds Cambridge ESOL Certificates: PET, FCE, CAE and Cambridge TKT Certificate: Modules 1, 2 & 3 with Band 4. He taught in several Institutes and Universities and by public tender in the Comptroller General's Office during the administration of President García. Giaco loves writing, and is about to release his first book on Teaching Tips written in Spanish. He also plays the piano and the guitar, and uses music and singing to empower his lessons. As an Academic Consultant, he has lectured extensively giving training around the country and abroad. Today, Giaco Higashi works as the Northern Academic Manager for Editorial Anglo del Peru and Marketing and Sales Manager for Editorial Anglobooks del Ecuador.

### Abstract: "EVERY DAY A FRIDAY CLASS"

Think of this: Students come to class under stress and high levels of anxiety, especially nowadays that jobs are so demanding and people have to work under pressure and.....routine. The cherry on the pie? If they want to succeed, they HAVE to learn English! All teachers look forward to Friday and, very often, they save the best of their repertoire for this day. However, if we follow a proper plan, we can ensure that, no matter the day, all classes can be just like a Friday class. Join me in putting on a new DNA on education which will enable us to enjoy the most of every session, create a healthy-motivating environment that will allow participants to acquire the new language for mere communication or for any specific purpose. A new way to enjoy our profession: Everyday a Friday Class!

### HURTADO, CARMEN

**Biodata:** Carmen holds a strong track record in the educational field. She has been an EFL teacher for over 20 years. She has taught English as well as Spanish for foreigners in prestigious institutions such as CIDUP, IDIOMAS CATÓLICA, UNIFE, USIL, ESAN, and UPC. Her professional goals took her to keep researching and being trained in the latest of education. She is currently into teaching online courses at UPC, and also working at Santa Maria Marianistas School. She wants to share her expertise, as a genuine opportunity for career progression in the educational field.

### Workshop 1: "My wellbeing, my classroom"

In teacher development programmes, a lot of attention has been paid to the learner's motivation, and needs. However, very little has been done about teacher's well-being, emotions and motivation to keep teaching and enjoying our sessions. In this workshop, we will share some activities and strategies that teachers can engage in to promote, maintain and protect their professional well-being. We will work on strategies for dealing with the various stresses that typify this demanding profession.

**Workshop 2:** "Bringing metacognition into the classroom"

Metacognition is critically important as part of students' work in class, yet often overlooked component of learning. By developing metacognitive skills we provide students ample opportunities to improve their learning. In this workshop, we will share those strategies to get teachers to become familiar with strategies for helping students regulate, monitor, and guide their learning.

### LAVALLE, DIEGO

**Biodata:** Diego Lavalle has studied Marketing and Management at Universidad San Ignacio de Loyola. He has over 7 years of experience teaching English to children and adults of all levels. He is currently a teacher for the In Company area at CIDUP, in charge of English for Business courses for executives.

### Abstract: "EFL: Going beyond the book"

We, as teachers, usually teach courses that are based on a book or specific material. Does that mean that we should teach ONLY that? It is important to learn of ways to expand activities and exploit opportunities to help our students produce. How do we do this? Go beyond the book.

### LOAYZA, LOURDES

"To learners, with learners, by learners: Applying an Optimal Learning Model to Young Learners" This workshop will take participants on a journey that includes exploration and experimentation of activities to demonstrate how students can accomplish ambitious projects on their own. Applying the Optimal Learning Model increases enjoyment and success for students and teachers.

**Biodata:** Lourdes Loayza is a Licentiate in Education and Educational Management Specialist, graduated from UNMSM and "Escuela de Directores" de IPAE. Holds certificates from Cambridge and Michigan. She is co-author of a coursebook designed for primary public schools at Región Callao. She has worked as an English-Spanish coordinator and teacher at many prestigious schools in Lima and in recognized

publishing houses as well. Currently, she is working for NUTESA as an Academic Consultant.

### MARVILLA, FABRICIO

**Biodata:** Abogado por la UNESA (Brasil) y UNMSM (Perú). Postgrado en Derecho Administrativo. Formación Lingüística por la UFRRJ (Brasil). Becario OEA cursando Maestría "Ciencias de la Educación" en la UDEP (Perú).

### Abstract: "MEMORIA, INTELIGENCIA Y CONOCIMIENTO: "FUNDAMENTOS PARA INTENSIFICAR EL PROCESO DE APRENDIZAJE"

Para el desarrollo y la elección de las herramientas adecuadas para alcanzar los objetivos de aprendizaje propuestos es necesario tener en consideración todo el proceso cognitivo que se realiza entre Memoria, Inteligencia y Conocimiento. Así, a partir del conocimiento del proceso y la interacción entre estos tres componentes, estaremos en mejores condiciones de diseñar la metodología más adecuada orientada a un aprendizaje efectivo.

### MURPHY, EILEEN

**Biodata:** Eileen Murphy is a teacher and teacher trainer with 14 years of experience both in Peru and internationally. She currently works online with the Open University of Catalonia and as a freelance teacher trainer. She is taking an MA in TESOL and Technology with The University of Manchester and is interested in the use of technology in education.

### Abstract 1: "Dealing with diversity issues"

Lots of schools now have anti-bullying campaigns as part of their programme and students are exposed to many different issues through the media and real-life situations. This session will look at some of the issues that may come up in teaching contexts and will provide ideas for classroom activities around bullying and diversity.

### Abstract 2: "What's up with voice recording?"

We all want our students to experience meaningful

# GO TO THE NEXT LEVEL



## WORKSHOP

and engaging communicative activities. This practical workshop will focus on using voice recording tools, particularly Whatsapp, to bring your classroom activities to life!

### PASTOR, LUIS

**Biodata:** Luis Pastor has over 20 years of experience as an Interpreter and translator. He holds a Bachelor's degree in Business Administration and has worked since 2003 at CIDUP teaching ESP Courses. He is an experienced speaker in different workshops for CIDUP.

### Abstract: "BEST PRACTICES BROUGHT TO THE ENGLISH WORLD"

We are always encouraging our teachers to be creative, to innovate, 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

### PILLICHODY, ESTELA

**Biodata:** Mrs. Pillichody holds a Degree in Education in Foreign Languages and a Master's Degree in 'Asesoramiento Educativo Familiar' by Universidad Complutense de Madrid, Centro Villanueva, Spain. She also holds a University of Cambridge Certification as a Speaking Examiner for Cambridge University. Mrs. Pillichody has vast experience in different schools and Language Centres in Argentina, USA and Peru, and in e-learning as well. Coordinates and prepares students for YLE, KET, PET and FCE. She has been Academic Consultant for well-known publishers and is authoress of a text for 1st graders 'Surprise Girls 1, 2 and 3' and the 'Collections of Anthology in English'. She is a professional Coach and is currently working as Academic Coordinator at CIDUP.

### Abstract: "HARVARD'S POSITIVE PSYCHOLOGY 1504"

Harvard's P- P 1504, taught by professor Tal Ben-Shahar (PhD), will enter the history books as the most popular course in the history of Harvard University. This course is about the psychological aspects of life fulfillment and flourishing, by teaching about empathy, friendship, love, achievement, creativity, spirituality, happiness, and humor. Have you ever thought about including a wide range of these topics in your lessons? How could your students react? Could it be such a hard task or simply a new perspective in your teaching habits?

### REDAELLI, SARA

**Biodata:** Sara Redaelli, Doctora en Filología con Maestría en Historia del Arte, es Profesora de italiano en el CIDUP. Cuenta con experiencias de enseñanza del idioma en Italia, España y Perú.

### Abstract: "IMÁGENES Y PALABRAS. EL APORTE DEL ARTE EN LA ENSEÑANZA DEL ITALIANO"

Las imágenes traducen ideas e historias en líneas y colores. Nos hablan, a veces nos emocionan. Consideremos en particular las imágenes artísticas. La pregunta es: ¿puede la presentación de una obra de arte italiano ayudar a aprender o repasar algunos elementos lingüísticos del idioma? Trataremos de dar una respuesta considerando la imagen como si fuera un texto potencialmente lleno de recursos y útil para todos los niveles de aprendizaje.

### RODRIGUEZ, IRMA:

**Biodata:** 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 students' learning.

### Abstract: "Can Technology be an ally for assessment?"

We all teachers have a hard time assessing students. We may have certain doubts about which

learning outcomes compliant assessment methods we should select., how to keep records of students' progress and communicate that progress effectively, or how to identify and implement methods for communicating constructive feedback.

In this session we will see how powerful technology can be for teachers when assessing learners. We will also look at the benefits for teachers in terms of saving time making good use of online tools and making marking more effective by providing students with immediate feedback.

I will present techniques and activities that help teachers identify and implement effective assessment practices. Participants will be participating through activities (pair/group work). I will also share some reasons why using technology could be considered enriching and participants will be able to see some example and discuss. To consolidate, participants will work and share their ideas.

### ROJAS, ENRIQUE

**Biodata:** Graduated in Journalism at the PUCP, Peru, Enrique Rojas R. 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 Piura, Peru 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 Pacífico. Also he holds a diploma as an Expert in E-Learning by Univ. M. Champagnat and the Asociación Educativa del Mediterráneo, Barcelona. He has worked as a professor in universities in Peru, Mexico and the United States; as a newscaster and a producer in radio and television stations in the United States and Mexico, and as a writer and editor in daily newspapers of the same countries. He has been in the staff of CIDUP for 17 years teaching English and Spanish specializing in International Exams, English for Business, ESP and Teacher Training. He is also an Oral Examiner for Cambridge University TESOL exams.

### Abstract: "The Bizarre sounds of English"

Are you, as an English teacher, aware that this language has 44 distinctive sounds, and perhaps even more? Are you able to join them smoothly and use the weak and strong forms? Are you sure to add English pitching range and stress in your intonation? Do you help your students accomplish that? Do they think in written words or in sounds? Do they sound clear and confident? Do you? Come to this workshop and we shall talk about it.

### SALAS, YVES

**Biodata:** Current Academic Coordinator In-House at CIDUP venue Miraflores, Mr. Salas joined CIDUP in 2005. He was given an award for "Outstanding Teaching Performance" in 2008 as well as the "Teacher of the Year" award in 2010. 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 areas of EFL and ESP for the last 12 years.

**Abstract:** "Achieving excellence in an everyday lesson: Ideal ingredients for an authentic mixture of successful teaching and effective learning" Engaging students in dynamic learning is less about using a loaded lesson plan in which everything goes precisely as designed, and more about employing one in which students can plainly recognize their goals and learning objectives as well as how to accomplish them by using knowledge. In this workshop, we will explore some components of an effective lesson and how to apply them in order to achieve your teaching goals.

### SALINAS, EDWARD

**Biodata:** Edward Salinas has 10 years of experience in the world of ELT. He has studied Hotel Management and also holds an Education major from San Marcos University. He has taught at prestigious institutions in Peru. He is currently pursuing a Master in Education Technology.

### Abstract: "BUILDING A STORY BY REBUILDING GRAMMAR"

How about making your students create a story using grammar rules but without telling them about grammar. Catch their interest showing some broad point of view using charts and have them complete and reconstruct the story from details they can interpret from them. This is a great tool for ESP teachers and why not teachers from High Schools as well.

### DOUGLAS SCOTT

**Biodata:** Douglas Scott was born in Ottawa, Canada and holds a bachelor's degree from Carleton University in Ottawa, Canada. Douglas has more than 15 years of teaching experience at both the primary and secondary levels. He has been giving workshops since 2005 including topics on Differentiation, Debate, Lesson Planning, Time Management, CLIL, and the Use of Technology in the Classroom. Douglas prepares students for PET, FCE and CAE examinations and is currently the High School English Coordinator at a local high school.

Douglas also feels strongly about challenging students to use their English skills in activities such as debating and similar English competitions. In 2004, Douglas coached Peru to the Pan American High School Debate championships in Buenos Aires, Argentina. In 2015, Douglas took a group of local Peruvian students to London, England where they participated in the British English Olympics (BEO) reaching the semi-finals.

**Abstract:** "Hook'em and reel 'em in": Use a focusing event and get students to accomplish what you want them to!

A well-known saying claims that "If you can teach teenagers, you can teach anyone." Unfortunately this saying doesn't say how. In this hands-on workshop, working along the theories of constructivism, we shall analyse effective lesson planning zeroing in on "Focusing Events" and show why this highly effective and important step should be part of every teacher's repertoire. The moment the "focusing event" takes place, we've just upped the chances our students

accomplishing what we want them to, thus making you a more effective teacher.

### STOJNIC, GIORGIO

**Biodata:** Giorgio Stojnic: EFL/ESL teacher with 15+ years of experience. BA in Communication Sciences from Universidad de Lima. 2008 Diploma for EFL Teachers from Centro de Idiomas Universidad del Pacífico. 2012 IB Language B Teacher. 2012 ESOL CAE. Speaker at 2009, 2010 & 2013 Teaching English for Specific Purposes Annual Congress. Experienced Teacher Trainer. Experienced Cambridge ESOL exams trainer and Oral Examiner. He is currently pursuing a major in Education at UNMSM.

### Abstract: PREPARING FOR COMBAT: WHAT TO DO WHEN STUDENTS WON'T WORK"

Sometimes we run into some students who just refuse to learn, refuse to cooperate, a headache of sorts. Instead of allowing these students to become a nightmare and haunt your dreams and your lessons, here are some "ultimate" class management strategies to help you deal with them and recover peace for your sessions.

### SUAREZ, JACQUELINE

What is your favorite technagogy? Nowadays technology is becoming an important and many times preferred medium of instruction and as teachers we need to use the appropriate tools to engage students, maximize collaboration and improve learning. What pedagogical considerations take priority when selecting software, online tools, and applications for english learning? This workshop focuses on effective technagogy-pedagogy for using technology in language learning.

**Biodata:** Jacqueline Suárez is an English language teacher with wide experience in various kinds of courses at different levels. She is currently an Academic Services Consultant for Pearson Peru-Bolivia.

## WORKSHOP

### TABJA, ISABEL

“Tools for Describing and Measuring Language Proficiency”

This workshop will begin with an explanation of the CEFR, then explain the tools provided by ENGLISH PROFILE, a project to operationalise the descriptors in the CEFR to make them practical for the classroom. Then we will present the new Cambridge English Scale and show how it has enhanced the reporting of results for Cambridge English exams. In the second part of this workshop, we will talk about the BULATS exam as a tool to measure the level of English proficiency within a business context.

**Biodata:** Isabel Tabja supports operations in Peru for different services offered by Cambridge English Language Assessment as Senior Consultant. She is a Teacher with a Diploma in Project and Quality Management, and holds an MBA.

### TELENTA, ANGELINA:

**Biodata:** Angelina is the academic consultant of University of Dayton Publishing Peru. She is licensed in Education with national and international experience in the ELT field. Holds a diploma in “Teaching “Children” from Universidad Católica de Avila – Spain; a diploma in “Bilingual Teaching” from University of Dayton and she is about to get her Master degree in TEFL. She teaches methodology and provides educational consultancy at different levels of education

**Abstract:** “TO CLIL OR NOT TO CLIL ... THAT IS THE QUESTION!”

It is well known the leading role English has as the language of the globalized world and the impact it has on the ELT scenario. This situation brings big challenges to all those involved in the TEFL field as it is evident the urgent necessity to consider important changes in the teaching practice in order to satisfy the necessities of the students who need to use the language for varied purposes throughout their lives. In the current juncture CLIL appears as the way forward but there is still much doubt about the topic that should be dispelled.

Come and join us to dissipate some common doubts on the topic

### VARELA, ALBERTO

**Biodata:** Mr. Varela is a social studies teacher at Nuestra Señora del Carmen School and a teacher at CIDUP. He is also a faculty advisor for mun competitions and has participated in several: new mun (newton college) villa mun (villa maria) car mun (carmelitas) pupc mun (catholic university) li mun (lima university) usi mun (san ignacio university) sm mun (santa maria school) harvard mun (harvard university – boston)

**Abstract:** “USING MODEL UNITED NATIONS TECHNIQUES IN CLASS”

Model United Nations, also known as Model UN or MUN is an activity in which students typically role play delegates to the United Nations and simulate UN committees. Thousands of middle school, high school, and college students across around the world participate in Model United Nations, which involves substantial researching, public speaking, debating, and writing skills, as well as critical thinking, teamwork, and leadership abilities. These abilities are essential for our teaching, and MUN can be used in class as a tool that can make our classes rewarding, entertaining, interesting and much more for our students and ourselves.

### VARGAS, PINELLA

**Biodata:** Ms. Vargas holds a Degree in Translation and Interpretation from Ricardo Palma University, and a degree in Education from Cayetano Heredia University, where she followed her Master Studies in Higher Education. She has been a teacher trainer at IPNM and online tutor for Teaching Refresher Program by MINEDU and UNESCO. Also, she has experience in preparation courses for FCE, CAE and TOEFL.

**Abstract 1:** “PEER OBSERVATION AS A TOOL FOR PROFESSIONAL DEVELOPMENT”

Observation is commonly associated to evaluation

of a teacher’s performance. However peer observation is a vehicle for professional growth rather than performance assessment.

This model of professional development implies collaboration and contextualized learning mediated through teacher-to-teacher observations. It allows teachers not only to share instructional techniques, but also their beliefs, doubts or expectations. This workshop will analyze the potential of peer observations as a collaborative process to professional learning of English language teachers.

**Abstract 2:** “ONLINE OPPORTUNITIES FOR TEACHER’S DEVELOPMENT”

Although language teachers spend much time online looking for audiovisual material to improve their lessons and resources for a better classroom management; the time these teachers devote to their professional development online is frequently scarce or inexistent. The reasons range widely from lack of time to irrelevance of the resources. This workshop will explore the many uses of the Internet as a tool of professional development, as well as its real benefits.

### VILA, FLOR DE MARIA

**Biodata:** in Cognition, Learning and Development (c) from PUCP, B.A. in Education with a major in English Teaching. Ms. Vila is currently Pedagogic Advisor and Member of the Research Team at Centro de Idiomas de la Universidad del Pacifico and Academic Director of International Contacts (test training & foreign applications advisory). She is official Examiner for several University of Cambridge tests, freelance consultant with Universidad ESAN, experienced speaker on diverse English teaching issues for prestigious institutions, and senior international examinations trainer (GMAT, GRE, TOEFL, IELTS).

**Abstract 1:** “REDESIGNING THE LAYERS OF TEACHERS’ MICROCHIP”

Every class, teachers have to decide what contents, materials, approach, procedures, activities and type of evaluation they are going to use. They have to make decisions before classes, during classes and

after classes. In this process, some teachers adapt and use new ideas in order to help their students learn; however, some others don’t. The reasons why teachers take one or the other direction are found in the layers of their microchip (schemata). Specifically one of these layers has a strong influence in their pedagogical ideas and performance. Identifying how this layer works and how it could be modified can lead to a dramatic change both in the way we coach our colleagues and in the way we manage our own teaching.

**Abstract 2:** “TEACHING CAN BE EXHAUSTING, CAN IT NOT? BUT THERE MIGHT BE A FORMULA TO CHANGE THIS”

We love teaching, and we love our students!! But there comes a time when we feel we can’t take it anymore. We urgently need a break but vacation is too far from us!!! What can we do? Have you ever found yourself trying to pack your clothes into your suitcase just to realize you can’t take everything you want? Frustrating, isn’t it? Have you ever found out minutes later that if you, for instance, place the socks, panties and t-shirts in the corners of the suitcase you have more space for the rest? Well, that is the idea!! Sometimes the solution is just there in front of us, but we’re simply not using or organizing the information creatively. I hope this workshop can give you the hints to help you use your resources creatively, pack everything you want to give students, and stop feeling overwhelmed by teaching duties.

### VILLCAS, EDWARD

**Biodata:** Edward Villcas Ballardo has been wrapped in the world ELT for over six years. He has studied Business Economics at UCI, and holds an Education major from San Marcos University. He has taught at prestigious institutions in Peru in all academic levels.

**Abstract:** “The perfect recipe for process writing”

Learning a new language is a tough challenge, and we as teachers are the most important piece in the process of acquiring a new language. So, are we doing enough to guide our students to

fulfill their goals? In the writing process, are we providing our students with the necessary aid to achieve success? Reflecting on what we have been doing, and understanding our students’ needs, will allow us to look at writing activities from a new angle.

### YARANGA, MAYRA

**Biodata:** Doctorate Studies in Education at UNIFÉ. M.A in Media, Culture and Identity by Roehampton University, London. Coordinates ESP courses taught at UNIFÉ and is Member of the Executive Commission on Cooperation and International Relations. Specialised Trainer at Centro de Idiomas de la Universidad del Pacifico.

**Abstract:** “CURRENT ISSUES IN ELT AT PERUVIAN UNIVERSITIES”

The importance of English language learning for university students has now come to the forefront due to the new University Law and the increasing opportunities for studying abroad. This talk will look into issues of competence, course design and university mobility, as well as discuss how different university areas (International Relations, Research Centres and Academic Departments) should work towards internationalization.

### ZEGARRA, JOSE ANTONIO

**Biodata:** Mr. Zegarra has been teaching English as a foreign language for over six years at institute and school levels. He has also had some experience teaching English as a Second Language back in the States as a volunteer. Prior to teaching English, Jose Antonio held a position as an Architectural Designer. During this time, he developed professional and technical skills in the fields of Architecture and Interior Design. Currently, he is pursuing a degree on education, and getting ready to sit the TKT. Studying how languages work and photography are two of his hobbies. These have lead him to realize that he is a visual and auditory learner, which has made him always look for different ways to enhance the learning process in his classes.

**Abstract:** “IT ALL SOUNDS LIKE CHINESE TO ME?”

Nowadays, more people of all ages, especially the younger generation, are starting to learn English. Something we don’t think about is how our students really feel when entering a foreign language class. This presentation will look into how some students feel the first class or classes in a Juniors 01 or CL1 when they don’t have any previous background knowledge in English. You will experience a student’s perspective and discover or rediscover some techniques and tools, such as Virtual and Augmented Reality, that will make the learning experience more interactive, hands on, and fun for them.

### GIOVANNA ZÚÑIGA F.

**Biodata:** Giovanna Zúñiga holds a Bachelor’s degree in education at the Universidad Nacional Mayor de San Marcos and business studies. Mrs. Zúñiga is an experienced teacher with international background experience and currently holds the academic coordinator position at Pacifico University Language Center in the San Isidro branch.

**Abstract:** “Oral assessment : Evaluate your students like a pro”

You are a great teacher and you made your students work in pairs and groups, they role played and improved their fluency and now the moment of truth has come: How do you evaluate them? Get the tips to evaluate your student’s speaking abilities and surprise them with helpful feedback.

