PROGRAM

21ST

BRAZ-TESOL

INTERNATIONAL CONFERENCE

LIVING TRANSFORMATION TOGETHER

ONLINE IN THE **METAVERSE**   JULY 17-19, 2025

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**Luke
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Does English still matter?

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BT

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Paulo Dantas

Evelina Galaczi

SIG Morning – 09.30 – 11.50

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Time										
8.45 - 9.00	Check-in & welcome									
9.00 - 9.20	Opening									
9.30 - 11.50	SIG Morning									
11.50 - 13.00	Lunch Break & Visit to stands (raffle)									
13.05 - 13.50	Opening Plenary Session - Aleksandra Popovski - *Is teaching a profession?*									
14.05 - 15.00	Plenary Session 2 - Chris Hughes - *Getting the most from learning with Integrated Learning and Assessment*									
15.00 - 15.15	Coffee Break & Visit to stands (raffle)									
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15.20 - 16.05	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Demonstration (45 min)	Demonstration (45 min)	Demonstration (45 min)	Workshop (45 min)
	From Play to Praxis: Transforming Young Learner Lessons with Freire & hooks	Shake Up Your Classes: Dynamic Warm-up and Wrap-up Ideas	Transforming Passions into ESP Careers: A GE Teacher's Guide	Every learner belongs: designing ELT materials with inclusion in mind	How to adapt group activities to teaching one-to-one modality	Embracing Neurodiversity: From the Brain to the Learner!	Brazilian Culture on the Spot: Design and Implementation Cycle of a PBLL Unit	The importance of being present	A framework for using AI in language education	The Art of Rapport in Language Teaching
	Ana Francisca Rosado	Cleber Santos	Ricardo Bruns	Fernanda Pattuci & Ariane Valieri	Evelise Campagnaro	Claudia Valeria Pinho Lopes	Shefanie Duarte & Rosemere Damasio Bard	Fernanda de Oliveira Guedes	Juan Reis Lopes	Jane Godwin Coury

	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
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	Professor autónomo: será que você sabe vender? – Harmony4 Edu	Beyond the Obvious: The Hidden Benefits of CELTA and DELTA – Seven Academy	Fostering a Growth Mindset: The power of Positive Education	The language learning stage where queerness is queen	What do teachers of English need English for?	Your CELTA companion library: power up your CPD – Disal	Challenges & Practices of Teaching English in a Public School	Teaching English for a Sustainable Future: Aligning Language Learning with Global Objectives	Generative AI & Language Teaching: What's Next?	Personal Branding: The Next Language You Should Learn to Speak
	Vicky Bandeira & Flávia Tozzi	Henrique Moura & Bruna Caltabiano	Marcela Cecilia Danowski	Tyson Seburn	José Alberto Costa	Catarina Pontes	Fernanda Hernandez Almeida	Jeremiah Miles Tarbutton	Paulo Dantas	Carlos Vinicius Marinho
	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
16.55 - 17.25	Individual Talk (30 min)	Commercial Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)
	Fostering Autonomy in Language Learning: Empowering Teachers and Students through Choice	Reescrevendo o futuro com o English File 5ª edição – Oxford University Press	From Paper to Cloud: Building a Digital Teaching Culture in Language Schools	Black Voices in ELT	Teaching from the Inside Out: Metacognition in Teacher Education Programmes	Bilingual Education in Brazil: where we are and where we are meant to be	Integrating teaching, learning and assessment: tips from/for language courses	Is this the right Tech Tool for me?	Future Proofing Yourself – Surviving The AI Revolution	Breaching the ELT Matrix: the oppressive illusion of mainstream ELT and a way out
	Victoria Teper & Daniel Pena	Maicon Souza	Arthur Nascimento	Cleber Santos	Maria Eugenia Ianiro	Monica Freire	Douglas Altamiro Consolo	Leila Claro	James Taylor	Bruno Albuquerque & Walter Alexandre Cursi
17.35 - 18.35	Plenary Session 3 - Virginia Ursa - *Leveraging Online Exchanges for Digital Learning and Global Citizenship*									
18.45 - 19.30	Happy Hour - Sponsors & Participants									

Time		
8.45 - 9.00	Check-in & welcome	
9.00 - 9.05	Opening	
9.05 - 10.05	Plenary Session 4 – Sávio Siqueira – "I teach EFL, but my students will speak ELF": are we ready for transformation in our ELT practices?	

10.10 - 10.40

Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
Individual Talk (30 min)	Panel (25 min)	Commercial Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Commercial Talk (30 min)	Guided Discussion (25 min)
From Overwhelmed to Empowered: Using Instagram Meaningfully as a Freelance English Teacher	ELT Co-ops: Autonomy and Equity for Language Educators	Maximize Speaking Time with Ellii Polls – ellii	Can I plan a language course from scratch?	From Teaching to Publishing: Ideas to Reinvent Your Career	Words Matter: Language Choice, Power, and Soft Skills in Teacher Development	Improving confidence and debunking myths about pronunciation teaching	Transforming Assessment for SEN Students: A Project on Universal Design for Learning to Empower Growth	More than just lyrics: Teaching English through songs that stick – Disal	Developing language learners' multiliteracies
Marina Puoli Alves Bastos Buteler	Mariana Grassi & Viviane Martini	Nadia Burigo	Bruno Albuquerque	Carolina Nyerges	Janaina Lambert	Ana Paula Biazon Rocha	Taila Gimenez	Eduardo de Freitas	Joyce Fettermann

Time	
10.40 - 10.55	Coffee Break & Visit to stands (raffle)

10.55 - 11.25

Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
Commercial Talk (30 min)	Panel (25 minutes)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)
What you need to do to teach in a bilingual school or program: Practical ideas from the International Certificate in Teaching Bilingual Learners – Seven Academy	AI/Corpus Linguistics Resources to Support International Students' Success in English as a Medium of Instruction Environments	Beyond Why?: Using follow-up questions for speaking practice	Metacognitive Strategies in L2 writing – benefits and challenges	Beyond Watching: Subtitling as a Language Task	Algorithms, AI, and addiction – where are we going?	Intelligibility First: Pronunciation Strategies for Remote Beginner Classes	More than a grade: Rethinking how we assess teenagers	Reading in the digital age: a closer look at paper versus screen	Fostering Interculturality in a K12 Bilingual Program
Denise Cavalli & Simone Manetti	Maria Valesia Silva da Silva & Sabrina Bonqueves	Nara Delmonico	Lais Sarmento	Samira Spolidorio	João Damasceno de Albuquerque Alencar	Felipe Ferreira Braz	Leticia Moraes	Cintia Andrade Ribeiro Nogueira	Guilherme Meira

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12.20 - 12.50	Individual Talk (30 min) — Promoting Scientific Literacy in Bilingual Classrooms: Where Inquiry Meets Innovation — Anderson Lopes Nogueira	Individual Talk (30 min) — Beyond the Classroom: Using AI and WhatsApp to Boost Speaking Practice and Track Student Progress — Gabriel Moraes	Individual Talk (30 min) — Teaching the Quiet Ones — Michelle Worgan	Individual Talk (30 min) — Letting Language Emerge: Embracing the Unplanned in the Language Classroom — Mônica Barbosa de Carvalho	Individual Talk (30 min) — Connecting through Culture: why culturally responsive content matters — Cristiane Alves da Paixão Rossi	Individual Talk (30 min) — SEL and AI in the Post-Pandemic Context: Challenges and Opportunities — Fernanda de Oliveira Guedes	Individual Talk (30 min) — From Research to Practice: Bilingual Contexts and Pronunciation Instruction — Victor Medina	Individual Talk (30 min) — International exams – Is good English enough? — Wesley Patryck		
12.55 - 14.00	Lunch Break & Visit to stands (raffle)									
14.10 - 14.55	Round Table – AI in ELT: Friend or foe? Paulo Dantas (Troika) and Evelina Galaczi (Cambridge University Press and Assessment)									

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15.10 - 15.40	Individual Talk (30 minutes) Navigating AI use in asynchronous writing tasks Daniela Jost Guimarães	Individual Talk (30 minutes) Positive Discipline in an ESL classroom Thatia Honorato	Individual Talk (30 minutes) Teaching Against Erasure: LGBTQIA+ Inclusion Amid Anti-DEI Narratives Elivelton Domingos da Silva	Individual Talk (30 minutes) Assessing Pronunciation: Putting Theory to Practice Liberato Silva dos Santos	Individual Talk (30 minutes) Voice AI - Practical Cases and Platforms - making Teacher's life Easier Ahmed El-Shimi I & Edu Leite	Individual Talk (30 minutes) Teaching, Leading, Growing: Lessons from Building an Online English School Mirian Magalhães Coelho	Individual Talk (30 minutes) Accent - friendly pronunciation teaching Bianca Pinto	Individual Talk (30 minutes) Na Encruzilhada do Coensino e do Diálogo Cogerativo: Caminhos para (Trans)formar a Prática Docente em uma Escola Bilíngue Pública Márcio Conceição Pantoja	Individual Talk (30 minutes) How to Build Student's Confidence Through Metacognition and Self-Awareness Hérica Rayane Inacio de Andrade	Individual Talk (30 minutes) Playing and the Additional Language Bianca Mauro
16.00 - 17.00	Plenary Session 5 - Kelly Tavares - *Advancing English Teaching: Government Actions and Global Collaboration*									
17.15 - 18.30	**Pecha Kucha Night**									

Time										
8.45 – 9.00	Check-in & welcome									
9.00 – 10.00	Plenary Session 6 – Luke Meddings – *Leaning Space: Paths we take, paths we make*									

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	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)	Demonstration (45 min)	Workshop (45 min)	Demonstration (45 min)	Workshop (45 min)	Workshop (45 min)	Workshop (45 min)
	Empowering your listening skills through top-down listening strategies	Enhancing Classroom Management: Using Positive Discipline and Rapport to Build a Supportive Learning Environment for Teenagers	Reflecting on technology integration and exploring different approaches in the English classroom	Reflect to Transform: Enhancing EFL Instruction through Reflective Practice	Creating Your Own AI Assistants: How Custom GPTs Can Support Teachers	Building Sustainable Teaching Businesses: Work Together, Not Harder	From Trauma to Triumph: How PBL Can Rebuild Reluctant Learners	Using Advertisements and Commercials to Foster Intercultural Awareness in the Classroom	Rethinking teaching-learning: stop teaching and start listening	Creative Writing in ESL classes
	Adriano Nogueira	Marcela Campos Romão	Marília da Silva Corrêa Lemos	Raimundo Nonato Sousa	Kateryna Protsenko	Vicky Bandeira & Flávia Tozzi – Harmony4Edu	Bruna Vidor e Souza	Vivian Bussinguer Khavari	Vinícius da Silva Tavares	Kaio de Sousa Ribeiro

10.55 – 11.10	Coffee Break & Visit to stands (raffle)									

11.15 – 11.45	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
	Panel (25 min)	Individual Talk (30 min)	Individual Talk (30 min)	Commercial Talk (30 min)	Commercial Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Commercial Talk (30 min)	Individual Talk (30 min)	
	Protagonismo Feminino: Superando o fenômeno da impostora	Helping Young Learners Truly Enjoy Music: Tried-and-True Classroom Strategies	From Passive to Proactive: Flipping the Classroom to Empower the English Learner	Passport to Social Impact: Training the Next Generation of English Teachers in Brazil – Fluencypass	Enhance Your Students' Learning Experience with Ellii – ellii	Building Confident A1 Speakers Through Small Habits Changes	Transforming Teacher Development through Exploratory Practice	"Crack the Code": Top 10 Ways to Teach Idioms & Slang in Your Classroom – Slangman David Burke	Rapport in the Classroom: Unlocking Connection for Better Learning	
	Bruna Calfabiano & Christina Riego	Leila Claro	Paula C. de Azevedo	Maria Xavier	Nadia Burigo	Carlos Eduardo Eulálio Martins	Ricardo Souza	David Burke	Alessandro Vasconcelos	

Time	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9
11.55 - 12.25	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Commercial Talk (30 min)
	Teaching English and Lovingkindness: A Pursuit of Connection and Transformation	Tiny humans, great minds – learning from young learners	What I Wish I Knew: Lessons for New Teachers That No One Teaches You	The PD Drop Route: Bite-sized, Flexible CPD for Real Classroom Impact	From Language to Languaging: Fostering Sustainable Communication in Language Education	Using AI to Support ESP Students and Optimize Your Teaching Time	Navigating material choices for real beginners in Business English	Stop waiting for a miracle: How to teach speaking on purpose	Chá Pedagógico: Cognitive and Linguistic Outcomes of Digital Tech – Disal
	Layne Feijo	Cristina Bordinhão	Leandro Santos de Araujo	Veronica Gomes Silva	Lais Carvalho do Nascimento	Luciana Passos	Aline Ferreira de Oliveira	Juan Reis Lopes	André Hedlund & Rodolfo mattielo
12.30 - 13.00	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)	Individual Talk (30 min)		
	Crafting Effective Instructions	Global Kids, Mirror Neurons: Language and the Developing Brain	Why Smaller Lessons Make a Bigger Impact	EVERYBODY can learn: Inclusive Education as a Path to Societal Transformation	How to tell tales in the classroom: using RPG and Storytelling in the ELT context	Focusing on the Essential: Prioritizing CPD	Braving the WA(I)ves. Making Learning R.E.A.L in the GenAI Era		
	Vinicius Lemos	Caroline Eufrausino	Aline Aguirre	Sílvia Maria Beraldo dos Santos	Leonardo Lucena Trevas	Burno Albuquerque	Silvia Andrea Breiburd		
13.10 - 14.00	Closing Plenary Session – Henrique Moura – *Does English still matter?*								
14.00 - 14.10	Closing (Raffle & Announcement of the 22nd BTIC in celebration of 40 years of BRAZ-TESOL)								

A framework for using AI in language education

DEMONSTRATION (45 MINUTES)

SPEAKER – JUAN REIS LOPES

AI is said to be revolutionizing education, but how can we, as language educators, navigate its integration in ways that are both effective and ethically sound? How can we harness the potential of AI to support learning outcomes without sacrificing the human elements that make education meaningful—like interaction, empathy, and connection? This talk explores both the promise and the pitfalls of AI in language teaching, inviting participants to reflect critically on the growing role of AI in our classrooms. Using evidence from real-life applications, this session examines how educators around Brazil are using AI for lesson planning, personalized feedback, and language practice, as well as the challenges this brings, such as overreliance, concerns around data privacy and bias and a move away from personalization. Rather than promoting a single solution to the issue at hand, this talk proposes a flexible and critical framework for assessing why, when and how to integrate AI into language education. Participants will be invited to engage in a deep reflection on AI and its uses, leaving with a practical framework they can apply to evaluate AI tools and strategies in their own contexts. Whether you are an AI enthusiast or a skeptic, join me if you want to become more aware, informed, and empowered regarding this technology. Together, we will consider how to preserve communication, collaboration, and learner agency in our lessons while still making the best and most ethical use we can of AI in our lessons.

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21

Accent - friendly pronunciation teaching

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – BIANCA PINTO

In an increasingly globalized world, English language classrooms are more diverse than ever, and so are the accents learners bring with them. Traditional pronunciation teaching often prioritizes native-speaker norms, which can unintentionally marginalize students' linguistic identities and create unrealistic expectations. This presentation proposes an accent-friendly approach to pronunciation instruction—one that values intelligibility over conformity and fosters a more inclusive learning environment. The session will explore pedagogical strategies that prioritize communicative clarity while acknowledging the legitimacy of accent variation. Drawing on recent research in sociolinguistics and second language acquisition, the presentation will discuss how accent-friendly teaching can improve learner confidence, motivation, and real-world communication skills. Key principles include raising awareness of global Englishes, developing listening skills for accented speech, and focusing on high-functional pronunciation features such as stress, rhythm, and intonation. This presentation advocates for a shift in how we define and teach "good" pronunciation—moving from native-speaker imitation toward mutual understanding and respect for accent diversity.

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22

AI/Corpus Linguistics Resources to Support International Students' Success in English as a Medium of Instruction Environments

PANEL (25 MINUTES)

SPEAKERS – MARIA VALESIA SILVA DA SILVA & SABRINA BONQUEVES

This presentation aims to share information about two editions of courses for 70 professors from the University of Caxias do Sul who will conduct classes and research in Universities or do PHD programs in English-speaking countries. It also aims to show tools that could help with Academic Writing in English. The courses are based on EMI, the use of the English language to teach academic subjects(other than English itself) in countries or jurisdictions where the first language of most of the population is not English (Macaro et al, 2017). It is also based on Corpus Linguistics, a methodology for studying language that analyzes extensive collections of texts (corpora) to understand how language is used in real-life contexts. It uses computer-based methods to analyze language, examining frequency, patterns, and context of words, phrases, and grammatical structures within these corpora (McEnerie; Hardie, 2012).

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Algorithms, AI, and addiction - where are we going?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JOÃO DAMASCENO DE ALBUQUERQUE ALENCAR

This presentation aims to share information about two editions of courses for 70 professors from the University of Caxias do Sul who will conduct classes and research in Universities or do PHD programs in English-speaking countries. It also aims to show tools that could help with Academic Writing in English. The courses are based on EMI, the use of the English language to teach academic subjects(other than English itself) in countries or jurisdictions where the first language of most of the population is not English (Macaro et al, 2017). It is also based on Corpus Linguistics, a methodology for studying language that analyzes extensive collections of texts (corpora) to understand how language is used in real-life contexts. It uses computer-based methods to analyze language, examining frequency, patterns, and context of words, phrases, and grammatical structures within these corpora (McEnerie; Hardie, 2012).

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Assessing Pronunciation: Putting Theory to Practice

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LIBERATO SILVA DOS SANTOS

What exactly are we language teachers assessing when we say we are going to assess our students' pronunciation? Is the concept and construct of "pronunciation" the same for every teacher? If we could "zoom into" pronunciation and "see" each of its components, what would they be? Are there any instruments to help us "observe" and score our students' pronunciation in a more objective and fair manner? And why is it important to assess pronunciation, anyway? These questions will be discussed with the audience, and a practical tool to assess pronunciation will be presented. Audience members should leave this presentation with a conceptual framework and a practical assessment tool that could help them be better prepared to score and provide objective feedback on their students' English pronunciation.

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Beyond the Classroom: Using AI and WhatsApp to Boost Speaking Practice and Track Student Progress

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – GABRIEL MORAES

What exactly are we language teachers assessing when we say we are going to assess our students' pronunciation? Is the concept and construct of "pronunciation" the same for every teacher? If we could "zoom into" pronunciation and "see" each of its components, what would they be? Are there any instruments to help us "observe" and score our students' pronunciation in a more objective and fair manner? And why is it important to assess pronunciation, anyway? These questions will be discussed with the audience, and a practical tool to assess pronunciation will be presented. Audience members should leave this presentation with a conceptual framework and a practical assessment tool that could help them be better prepared to score and provide objective feedback on their students' English pronunciation.

innovationforenglish@gmail.com

Beyond the Obvious: The Hidden Benefits of CELTA and DELTA - Seven Academy

COMMERCIAL TALK (30 MINUTES)

SPEAKERS - HENRIQUE MOURA & BRUNA CALTABIANO

What if the most valuable outcomes of CELTA and DELTA aren't the techniques you gain, but the way you begin to think? This session explores how these courses transform teaching from the inside out, reshaping how teachers think, plan, and reflect. We'll uncover the less visible but lasting effects: greater classroom presence, more principled decision-making, and deeper professional purpose. Ideal for teachers considering next steps and those advising them, this session reframes CELTA and DELTA as tools for real growth, not just certification..

Beyond Watching: Subtitling as a Language Task

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – SAMIRA SPOLIDORIO

This talk introduces subtitling not only as an input tool (i.e., using videos with subtitles for listening and vocabulary development), but also as a productive, student-led task. Drawing on recent research in audiovisual translation and language teaching (Sousa & Borges, 2020; Fernández-Costales, 2021; Trindade, 2022; Sydorenko et al, 2024), the first part of the session maps out how subtitles have traditionally been used in TESOL contexts. The second part presents an a task-based activity using a subtitling software (free, open source and cloud-based) to teach students to create subtitles themselves in order to practice skills of listening and reading, as well as foster vocabulary expansion, digital literacy, and learner engagement. Designed for teachers with no background in translation, this session emphasizes low-barrier tools and adaptable activities for a range of levels and contexts.

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Beyond Why?: Using follow-up questions for speaking practice

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – NARA DELMONICO

Follow-up questions can be a great tool for both teachers and students to use encouraging deeper critical thinking, classroom interaction and conversation. Teachers can make use of them while teaching not only to make students talk more, but to check comprehension. One of the biggest difficulties of learners of English is how to ask questions – being them Yes/No Questions or Information questions – and this technique can help them work with the correct grammar structure. As teachers, it is important to teach the students how to use follow-up questions and develop them in real conversations. Because the key is to make the learner speak more and more and keep longer conversations.

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Bilingual Education in Brazil: where we are and where we are meant to be

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MONICA FREIRE

Bilingual private schools, particularly those offering English, are becoming increasingly popular, especially in areas with a higher socioeconomic status. "The term 'bilingual school' is a rather broad label used in Brazil to refer to various models of second language teaching and learning. Most progammes that fall under the blanket term 'bilingual education' promise to educate learners in two languages with three goals: academic achievement; bilingualism and biliteracy, and; cultural competency. Students are then equipped to live and work in an increasingly globalised marketplace. Despite categorisation under the same general label, bilingual schools/programmes follow very different models, many of which have limitations and varying objectives that can fundamentally impact the extent to which the aforementioned three goals are met." (French, L.G. Bilingual education in Brazil – multiple perspectives on language learning. Disal, New Routes, May 2019).
In this talk, we will look at the present situation of bilingual education in Brazil, analyse the main challenges faced by this area of education based on recent, relevant data, and discuss some areas that need to be addressed to ensure students and families have access to quality service.

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Black Voices in ELT

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CLEBER SANTOS

Although English is a global language, Black voices in ELT are still underrepresented, particularly in conference spaces. This talk aims to raise awareness about the importance of increasing the presence of Black teachers and educators in professional events, highlighting the urgent need for broader diversity and inclusion in our field. Concrete strategies and actions will be shared to inspire collective responsibility in reshaping our conferences, classrooms, and institutions to become more inclusive, equitable, and truly representative spaces.

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Brainpower for Better Learning: Enhancing Executive Skills

WORKSHOP (45 MINUTES)

SPEAKERS – JULIANA DE FATIMA VERNAGLIA & ERICA SODRE

This workshop explores the role of executive functions in language learning, offering neuroscience-based strategies to enhance key cognitive skills like working memory and cognitive flexibility. Through interactive activities, participants will develop these skills while fostering students' socio-emotional growth. Participants will leave with practical, actionable strategies to apply in their classrooms for more effective learning outcomes.

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Braving the WA(I)ves. Making Learning R.E.A.L in the GenAI Era

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – SILVIA ANDREA BREIBURD

This interactive presentation showcases how GenAI tools can be effectively integrated into the ELT curriculum, with an emphasis on fostering essential skills like curiosity, critical thinking, and creativity. Participants will engage in discussions about the emerging ethical implications of GenAI and explore actionable strategies and tools that support both the cognitive and emotional needs of next-generation learners. Grounded in generational research (Mannheim, 1958; McCrindle et al., 2021), projectbased learning, and studies on curiosity, creativity, and AI (Ostroff, 2016; Creely et al., 2023; Urmeneta & Romero, 2024), the session also addresses the ethical considerations and educational impact of the rising GenAI tide. It proposes practical, transferable ideas to design English lessons that better meet the evolving needs of today's learners (Elmore, 2017; Twenge, 2017; McCrindle, 2023). In this fast-paced, dialogic presentation, attendees will explore five key approaches for enhancing Generation Z and Alpha students' learning. Through powerful storytelling and visually engaging slides inspired by the "pictorial superiority effect" (Medina, 2014; 2018), participants will experience model activities based on student-proven instructional strategies. Highlights include a demonstration of how to use GenAI to transform an individual task into a collaborative, whole-class end-of-year project. Attendees will leave with a clear takeaway: the right navigating strategies can turn GenAIpermeated, uncharted waters into safe, empowering learning journeys.

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Brazilian Culture on the Spot: Design and Implementation Cycle of a PBLL Unit

DEMONSTRATION (45 MINUTES)

SPEAKERS – STHEFANIE DUARTE & ROSEMERE DAMASIO BARD

In a globalized world, preserving local cultural traditions is an urgent and relevant challenge. This presentation aims to share a Project-Based Language Learning (PBLL) unit designed to engage English language learners (A2-B1 level) in critical thinking, collaboration, and language development around the question: "How can citizens preserve cultural traditions in a globalized world?". Participants will learn about how projects can promote language learning and the development of key life skills, such as: communication, collaboration, and critical thinking. Also, the session will demonstrate how integrating cultural themes (festivities, influential figures, historical contexts) within PBLL has the potential to enhance student autonomy, cultural awareness, and effective use of language – the simple present and past tenses. There will be insights on practical strategies to foster deeper language use through real-world questions as PBLL framework not only builds linguistic competence but also raises global awareness and intercultural understanding. This session combines theoretical background and practical examples to engage students and teachers in the reflection about the preservation of cultural identities in globalized times. By sharing practical insights, challenges, and successful strategies, it is our intention to inspire and support educators in adopting PBLL approaches for language and cultural education.

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Breaching the ELT Matrix: the oppressive illusion of mainstream ELT and a way out

INDIVIDUAL TALK (30 MINUTES)

SPEAKERS – BRUNO ALBUQUERQUE & WALTER ALEXANDRE CURSI

Much has been said about methods and approaches in ELT over the years. Teachers from all walks of life seem content with the prevailing notion that we now live in a post-method era. As for us, not quite. If this is truly a post-method era, why are coursebooks — written by authors unfamiliar with our students — still at the forefront of our teaching practices? Why do syllabuses continue to be underpinned by concepts that often fail to address learners' real needs? How can we move beyond this one-size-fits-all mindset that dominates classrooms worldwide? And more importantly, is there a way out of this Matrix — a path that genuinely prioritizes students' learning experiences, fostering independence and autonomy? In this talk, we will critically examine the ideological structures that sustain mainstream ELT, drawing attention to the differences between atomized and holistic views of teaching. We will explore how rethinking our courses through a more process-oriented, historical, and task-based perspective can offer a more democratic and effective alternative. Participants will be invited to question long-held assumptions and to envision lesson planning and syllabus design in ways that truly respond to students' contexts, rather than external, prescriptive norms. Only through breaching the Matrix will we open the door to a more dynamic, learner-centered practice that both challenges and empowers teachers.

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Building Confident A1 Speakers Through Small Habits Changes

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CARLOS EDUARDO EULÁLIO MARTINS

What if the key to unlocking speaking confidence in shy adult beginners isn't all about language itself —but small, repeatable habits that make having conversations in English feel safe and rewarding? This talk shares the journey of a group of A1 beginners (many balancing work and family) who transformed from self-conscious to proud speakers through the acquisition of healthy learning habits. Participants will find out how to redesign class routines around habit loops to help learners acquire healthy learning habits from the start. Social accountability played a starring role in this journey: learners posted their goals on social media and met weekly in self-organized practice groups via WhatsApp. The result? A 100% retention rate over a year and learners who now say, "Mistakes mean I'm learning." Teachers will discover: How community-building can and should be taught. Practical frameworks to design habit loops that turn reluctance into resilience

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Building Sustainable Teaching Businesses: Work Together, Not Harder - Harmony4Edu

WORKSHOP (45 MINUTES)

SPEAKERS - VICKY BANDEIRA & FLÁVIA TOZZI

What if the key to unlocking speaking confidence in shy adult beginners isn't all about language itself —but small, repeatable habits that make having conversations in English feel safe and rewarding? This talk shares the journey of a group of A1 beginners (many balancing work and family) who transformed from self-conscious to proud speakers through the acquisition of healthy learning habits. Participants will find out how to redesign class routines around habit loops to help learners acquire healthy learning habits from the start. Social accountability played a starring role in this journey: learners posted their goals on social media and met weekly in self-organized practice groups via WhatsApp. The result? A 100% retention rate over a year and learners who now say, "Mistakes mean I'm learning." Teachers will discover: How community-building can and should be taught. Practical frameworks to design habit loops that turn reluctance into resilience

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Can I plan a language course from scratch?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – BRUNO ALBUQUERQUE

"Can I plan a language course from scratch?" Is a blend of theory and practice on the foundation of designing a task-based learning course to be delivered in 20 minutes. The session will take attendees through all the essential stages of designing a TBLT course: needs analysis, uncovering target tasks, ordering target tasks in terms of challenge, and finally designing pedagogical and practice tasks. First and foremost, the presenters will introduce the problem being dealt with in this session: getting a student from a specific niche and how to go about this challenge. Teachers will be led to understand how a task-based learning approach might be more efficacious in teaching adult learners with clear goals and context for using English in mind. Next, the presenters will describe briefly what a task looks like and differentiate target, pedagogical, and practice tasks. Also, the trainers will distinguish a task from an exercise to make sure attendees understand the differences when designing their own tasks. At this point, the speakers will describe the process of needs analysis for collecting data regarding target tasks. We will then look at a way.

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Challenges & Practices of Teaching English in a Public School

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – FERNANDA HERNANDEZ ALMEIDA

Teaching English in Public Schools is both challenging and sometimes overwhelming due to lack of materials for teachers, students' motivation to learn a new language, disruptive behaviours as a result of low motivation in the English language class etc. However, it is possible to overcome challenges using approaches that address both linguistic and emotional factors, such as ludic activities (Dörnyei, 2001) fostering engaging lessons and providing motivation in class (Harmer, 2007). Engage students in activities promote their interaction (Vygotsky, 1978) in a meaningful way as well as make them feel at ease to take risks in English. Combining ludicity with motivational strategies fosters both effective learning and a meaningful connection with the language.

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Connecting through Culture: why culturally responsive content matters

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CRISTIANE ALVES DA PAIXAO ROSSI

In recent years, English Language Teaching (ELT) materials have evolved to become more inclusive, reflecting a broader range of global perspectives and voices as publishers and educators have made meaningful strides in addressing issues of representation, gender balance, and intercultural awareness. Textbooks now more commonly feature diverse names, characters, and contexts from various regions around the world, moving beyond the traditional Anglo-centric lens that long dominated the field. However, despite these positive changes, a significant gap can still be perceived: the authentic representation of local cultures – especially those of the learners themselves. In many bilingual classrooms, students are exposed to faraway cultures while their own stories, languages, and lived experiences are left out or oversimplified. When local cultures are included, they are often reduced to surface-level symbols, festivals, or traditional.

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"Crack the Code": Top 10 Ways to Teach Idioms & Slang in Your Classroom - Slangman David Burke

COMMERCIAL TALK (30 MINUTES)

SPEAKER – DAVID BURKE

Unlock the secrets of teaching idioms and slang with "Slangman" David Burke! As an English teacher, you need to stay one step ahead of your students who are learning slang from songs, TV, and American friends, often out of context. If not, you'll seem "cheugy" (that's pop teen slang for outdated!) Discover top strategies, creative techniques, and engaging activities to make language super fun and meaningful. Teach the most popular American slang used by all ages, avoid embarrassing mistakes, and turn confusion into confidence!

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Crafting Effective Instructions

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – VINICIUS LEMOS

Effective instructions are the cornerstone of successful classroom activities. Yet, crafting and delivering clear, concise, and engaging instructions is a skill that many teachers overlook or struggle with. In this session, participants will explore strategies to enhance their instruction-giving techniques, focusing on preparation, delivery, and post-delivery practices. Through practical examples, teachers will explore ways to ensure students understand and follow directions effectively, boosting classroom engagement and learning outcomes.

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Creating Your Own AI Assistants: How Custom GPTs Can Support Teachers

DEMONSTRATION (45 MINUTES)

SPEAKER – KATERYNA PROTSENKO

The rise of AI has made it possible for educators to create their own teaching assistants – without needing any technical background or coding skills. This session explores how AI-powered custom GPTs can be used to support everyday teaching tasks and enhance teacher productivity. Custom GPTs are tailored versions of ChatGPT that users can adapt for specific functions through written instructions and relevant content. For example, a teacher can build a GPT to generate reading comprehension tasks or perform CELTA-style language analysis. These tools offer significant potential to streamline material creation, support planning, and personalize learning when used with care. Participants will receive a downloadable guide with clear instructions on how to create their own GPTs, along with quality assurance tips and sample prompts. This session is ideal for teachers, trainers, and academic managers interested in exploring the possibilities of AI without needing coding skills. Whether you're looking to save time, experiment with AI tools, or empower your team, this talk will equip you with the confidence and know-how to get started.

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Creative Writing in ESL classes

WORKSHOP (45 MINUTES)

SPEAKER – KAIO DE SOUSA RIBEIRO

This proposal aims to share creative writing techniques that can be used in classes of English as a Second Language (ESL). It is known that writing is one of the most challenging tasks for learners of a second language – for it can be a demanding task even in their native language. On top of that, many learners feel apprehensive when they are assigned to write a text because they are uncertain if they possess the vocabulary or the grammar to produce an intelligible text. Hence, it is fundamental to foster a learning environment where students can make mistakes and learn from them. Not only that, but it is also crucial to develop active methodologies that demonstrate that writing can be more than a task: it can be a registered manifestation of one's identity. Around the globe, several learners of ESL face the overwhelming pressure of following the standard rules of English, however, it is significant to teach students to actively use the rules – not simply follow them. Bearing that mind, creative writing can be a strong ally to ESL teachers, i.e., when teachers demonstrate the uncountable possibilities of playing with words and sentences, the apprehension can be replaced by critical creative thinking, and, consequently, production.

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Developing language learners' multiliteracies

GUIDED DISCUSSION (25 MINUTES)

SPEAKER – JOYCE FETTERMANN

What do you know about Multiliteracies, and how can they contribute to creating a more diverse and inclusive learning environment? In what ways can this pedagogy be meaningfully implemented in your language classes? This Guided Discussion invites attendees to reflect on these questions and collaboratively explore possible answers. Through sharing opinions, experiences, and teaching practices, participants will create a space for meaningful dialogue that celebrates diverse perspectives. The aim is to generate practical ideas and strategies for developing language learners' multiliteracies, emphasizing the importance of fostering the knowledge around the '3 Multis': cross-cultural diversity, technological innovations, and the multiplicity of language modes in contemporary classrooms. By engaging in this discussion, attendees will not only reflect on their current practices but also build a shared understanding of how Multiliteracies Pedagogy can enrich language learning. Together, we will brainstorm ways to address challenges, integrate multiliteracies into task design, and empower students to thrive as linguistically and socially dynamic individuals. Join us for this participatory session to exchange ideas, learn from one another, and co-create strategies for implementing multiliteracies in ways that are both practical and transformative.

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ELT Co-ops: Autonomy and Equity for Language Educators

PANEL (25 MINUTES)

SPEAKERS – MARIANA GRASSI & VIVIANE MARTINI

This panel discussion explores the potential of teacher-owned cooperatives to address systemic challenges faced by English language educators in Brazil, such as low wages, unstable employment, and discrimination against non-native English-speaking teachers (NNESTs) within large online teaching platforms. The panelists, who are members of an emerging teacher-owned cooperative, English for All Collective (EFAC), will share their experiences in establishing a democratic organization, examining its opportunities and challenges. The discussion will explore how this democratic model fosters autonomy, equitable practices, and a supportive environment for educators, while also considering the complexities of implementation, including financial sustainability and collaborative dynamics. This panel aims to inspire dialogue and action towards creating more just and sustainable professional pathways in ELT.

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Embracing Neurodiversity: From the Brain to the Learner!

WORKSHOP (45 MINUTES)

SPEAKER– CLAUDIA VALERIA PINHO LOPES

This proposal aims to share creative writing techniques that can be used in classes of English as a Second Language (ESL). It is known that writing is one of the most challenging tasks for learners of a second language – for it can be a demanding task even in their native language. On top of that, many learners feel apprehensive when they are assigned to write a text because they are uncertain if they possess the vocabulary or the grammar to produce an intelligible text. Hence, it is fundamental to foster a learning environment where students can make mistakes and learn from them. Not only that, but it is also crucial to develop active methodologies that demonstrate that writing can be more than a task: it can be a registered manifestation of one's identity. Around the globe, several learners of ESL face the overwhelming pressure of following the standard rules of English, however, it is significant to teach students to actively use the rules – not simply follow them. Bearing that mind, creative writing can be a strong ally to ESL teachers, i.e., when teachers demonstrate the uncountable possibilities of playing with words and sentences, the apprehension can be replaced by critical creative thinking, and, consequently, production.

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Empowering your listening skills through top-down listening strategies

WORKSHOP (45 MINUTES)

SPEAKER – ADRIANO NOGUEIRA

This workshop will start by taking a look at some statistics related to which language skill is more used by adults when they communicate. I will also show you some situations and discuss what listening strategies should be used. The strategies are about understanding the main idea and understanding the exact words from the situations. The next stage of the workshop will look at top-down listening strategy, its definition and some examples of top-down listening exercises. You will be introduced to an activity called dictogloss on a top-down listening approach, do it in the workshop and reflect on how you can use it with your learners. Finally, this workshop will give you practical ideas regarding listening activities on a top-down approach.

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Enhance Your Students' Learning Experience with Ellii - ellii

COMMERCIAL TALK (30 MINUTES)

SPEAKER – NADIA BURIGO

Language students learn best when they are engaged with relevant, meaningful lessons that are scaffolded for their level. Ellii is a subscription-based content and courseware platform used in 10,000+ schools around the world to complement or supplement any curriculum. Join us for an overview of the Ellii platform to learn how to quickly and easily access and assign content most relevant to your students' needs.

nadia@ellii.com

Enhancing Classroom Management: Using Positive Discipline and Rapport to Build a Supportive Learning Environment for Teenagers

WORKSHOP (45 MINUTES)

SPEAKER – MARCELA CAMPOS ROMÃO

Many teachers struggle with classroom management, feeling unprepared to handle discipline issues while fostering engagement and strong student relationships. This challenge often leads to frustration, exhaustion, and even a sense of professional discouragement. This session explores how positive discipline and rapport-building strategies can create a cooperative, respectful, and emotionally safe classroom environment that enhances learning—without relying on punitive measures. By the end of the session, participants will gain practical, research-based strategies to promote a supportive and cohesive classroom where students feel safe to take risks, build resilience, and engage deeply in learning—while teachers experience greater satisfaction, confidence, and well-being in their roles.

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Every learner belongs: designing ELT materials with inclusion in mind

WORKSHOP (45 MINUTES)

SPEAKERS – FERNANDA PATUCCI & ARIANE VALIERI

In this hands-on workshop, participants will be introduced to key principles of Diversity, Equity, and Inclusion (DEI) in materials writing. After a brief introduction to the topic and its importance, the session will guide attendees through practical strategies to make their materials more inclusive. Together, we will explore how to select and use images that reflect a broad range of identities and experiences, how to write and adapt activities to better address student diversity, and how to incorporate authentic materials that promote critical literacy and representation. With real examples and ready-to-use ideas, this session is designed to support teachers, material writers, and content developers who wish to embed DEI into their practice even when time, resources, or editorial constraints are present. This session does not aim to exhaust the topic, but to inspire reflection and offer tools that can be applied immediately, contributing to a more just and engaging experience.

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EVERYBODY can learn: Inclusive Education as a Path to Societal Transformation

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – SÍLVIA MARIA BERALDO DOS SANTOS

Reflecting on inclusion has become an essential aspect of educational practices at schools around the world. Taking into consideration how students learn and the drawbacks they may face throughout their learning process is widely acknowledged in the educational field. Inclusive practices, however, require a deeper level of engagement, which poses a significant challenge to educators who are committed to fostering a participatory, equitable and sustainable environment in the classroom. Having this in mind, this talk aims to highlight Sara Paín's most important motto "Everybody can learn", which supports the applicability of the holistic approach. This approach sees the learner as a whole individual, considering their physical, mental, emotional and social aspects of development. These aspects align with the four pillars of education promoted by UNESCO, which support the full development of each learner across the intellectual, emotional, social, and ethical domains. The presentation will also suggest inclusive practices educators can apply in their lessons to foster an inclusive and welcoming environment for all students with special educational needs (SEN), especially those with autism spectrum disorder (ASD), attention deficit hyperactive disorder (ADHD) and dyslexia. Those practices may range from adapting materials and encouraging collaborative learning to implementing inclusive policies and emotional support to every student. Therefore, by promoting the implementation of inclusive actions in our schools to enhance learning opportunities of all students, educators are contributing to the fulfillment of the United Nation Sustainable Goal 4: Quality Education, which stands for "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all", within their own school community. By doing so, schools become spaces that empower students to learn and grow, so they can, actively, transform the society in which they live.

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Focusing on the Essential: Prioritizing CPD

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – BRUNO ALBUQUERQUE

What is essential to teaching? What are the skills and knowledge that we can't do without to perform our role as English teachers? This talk aims to analyze these questions in depth and suggest a thought framework to prioritize CPD initiatives by finding out what really matters in terms of bringing a positive impact to our lessons and our careers while avoiding unnecessary initiatives. There seems to be a consensus, at least within our BRAZ-TESOL community, of the importance of continuous professional development. Along with this well-spread perceived value and necessity comes a fear of missing out (FOMO) on opportunities. For most of us, our time and money aren't unlimited and, as all limited resources, should be prioritized for maximum impact both on our teaching and the development of our careers. This means that we must carefully select professional development initiatives that are the most likely to yield positive results or return on investment (ROI) as the business world likes to call it. To avoid this feeling of missing out, I would like to suggest a prioritization framework I designed borrowing heavily from Epicurus, the Greek philosopher. In this talk, I will present the framework and walk teachers through each of the categories. The goal is to allow teachers to analyze where they are in their careers and which initiatives are the most likely to have a positive impact on their teaching and their careers.

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Fostering a Growth Mindset: The power of Positive Education

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MARCELA CECILIA DANOWSKI

Growth mindset and positive education are transformative approaches that empower learners to embrace challenges, build resilience, and develop a lifelong love for learning. This session explores how educators can foster a growth mindset in students by shifting from a fixed to a flexible learning perspective, enhancing motivation and academic performance. Drawing from research in psychology and education, this talk will highlight practical strategies to reframe failure as an opportunity for growth, promote self-efficacy, and cultivate a supportive classroom environment. Attendees will gain insights into integrating positive psychology principles into teaching practices, helping students develop perseverance, confidence, and a proactive approach to learning. By the end of the session, participants will leave with concrete strategies to encourage a growth mindset in their classrooms, equipping students with the mindset and tools necessary for long-term success in both academic and personal development.

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Fostering Autonomy in Language Learning: Empowering Teachers and Students through Choice

INDIVIDUAL TALK (30 MINUTES)

SPEAKERS – DANIEL PENA & VICTORIA TEPER

This session explores how language course materials can be designed to foster autonomy for adult learners while empowering teachers to make context-driven instructional choices. Rather than prescribing a fixed path, materials can be structured around flexibility—offering a variety of tools, reflection points, and staging options to meet the needs of diverse classrooms. Participants will examine an A1-level course as a case study, highlighting how thoughtful material design supports both novice and experienced educators in planning lessons that are tailored to their students' profiles and interests. The presentation also touches on the role of digital teacher resources in extending support beyond what's possible in print, allowing for more nuanced and comprehensive pedagogical guidance. Ultimately, this talk invites materials writers and educators to reflect on how coursebooks can function as enablers of professional growth and student engagement—when built around choice, not prescription.

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Fostering Interculturality in a K12 Bilingual Program

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – GUILHERME MEIRA

Sheding light on the importance of inter and multiculturality in the classroom while sharing the beliefs that language use is for social practices in the world (Schlatter; Garcez, 2018) and that translanguaging pedagogy values students' knowledge (García, 2022), this talk tackles on projects developed in a bilingual K-12 program in a private school in Porto Alegre, RS, Brazil. Internationalization has been a constant topic in higher and basic education. In this talk, we'll discuss how fostering interculturality in a K-12 bilingual context goes beyond traditional classroom tasks or in-person academic mobility. Morosini (2023) highlights that internationalization and interculturality are intertwined concepts and are key dimensions in ensuring a contemporary and globally relevant quality education. When understood in this way, internationalization expands its possibilities: sending or receiving exchange students; engaging in exchanges with culturally diverse people; appreciating various artistic expressions from different regions; learning about the history, public policies, and management approaches of other nations; promoting online dialogues to meet new people; among others. We'll share best practices and internationalization initiatives from our bilingual school that prove that when the focus is on cultural interaction, benefits can be identified in the whole school community, as everyone tends to gain from a broader world perspective, as well as from respect and cultural appreciation.

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From Brain to Classroom: Humanizing Language Teaching in the Digital Age.

WORKSHOP (45 MINUTES)

SPEAKER – CLAUDIA VALERIA PINHO LOPES

In an era where technology permeates every aspect of our lives, language educators face the challenge of harnessing tech tools to enhance, rather than hinder, the essential human connection in teaching and learning. This plenary session delves into the intersection of neuroscience, technology, and language teaching, offering valuable insights into how educators can leverage technological advancements to create more engaging, empathetic, and enriching learning environments. We will explore fundamental neuroscientific principles that support effective learning, including neuroplasticity, memory formation, the importance of sleep, and the crucial role of emotions and social factors in the learning process. Additionally, we will discuss managing cognitive load and the benefits of retrieval practice. By thoroughly understanding these concepts, educators can develop teaching strategies that are not only more engaging and effective but also tailored to meet the diverse needs of their students. Following this, we will examine the role of innovative technologies in modern language classrooms, discussing the balance between technology use and human interaction. These advanced tools make learning more interactive, dynamic, and personalized, helping to create a more human-centered approach to education. By the end of the session, participants will have a deeper understanding of the brain's role in language acquisition, practical strategies for integrating technology in a human-centered way, and the inspiration to transform their teaching practices for the digital age.

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From Language to Languaging: Fostering Sustainable Communication in Language Education

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LAIS CARVALHO DO NASCIMENTO

This talk invites English language teachers to critically reflect on the type of teaching they deliver: Are we teaching language, or are we fostering languaging? This session encourages educators to reflect on whether they are preparing students merely for linguistic competence or for meaningful, ethical communication in a complex and interconnected world. Drawing on the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4 – Quality Education – and the concept of epistemic justice, this talk proposes a shift in pedagogical focus towards more plural, inclusive, and socially engaged classroom practices. Through critical examples and reflective questions, I will share practical ideas that help reimagine classroom practices to be more equitable, plural, and sustainable. The goal is to reimagine the language classroom as a space not just for language acquisition, but for cultivating the kinds of communication that foster justice, sustainability, and participation in democratic life.

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From Overwhelmed to Empowered: Using Instagram Meaningfully as a Freelance English Teacher

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MARINA PUOLI ALVES BASTOS BUTELER

Social media can be both a powerful ally and a source of frustration for freelance educators seeking to expand their professional practice. In this presentation, I will share my journey of integrating Instagram into my work as a private English teacher — from early challenges in 2020, marked by overwhelm, comparison, and lack of direction, to a more intentional and structured approach in 2024. Drawing from personal experience, I will explore how developing a clear digital identity and understanding the role of social media in education allowed me to use Instagram meaningfully and sustainably. Key strategies will include curating a professional learning network, creating content that supports class activities, engaging with students beyond the classroom, and using digital tools thoughtfully. The session will also highlight the potential risks of social media use, such as digital fatigue and comparison, and suggest ways to set healthy boundaries. Participants will leave with practical ideas for using social media not as a distraction, but as a platform for connection, inspiration, and continuous professional growth — always adapted to their own teaching context.

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From Paper to Cloud: Building a Digital Teaching Culture in Language Schools

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ARTHUR NASCIMENTO

This talk shares the experience of implementing an institutional policy aimed at reducing paper usage in a language school, as part of a broader strategy for sustainable digital transformation. As an academic supervisor, I have led initiatives to gradually replace traditional practices—such as printed activities, assessments, and student records—with integrated digital solutions that promote efficiency, accessibility, and environmental awareness. The transition process draws on discussions about the use of information and communication technologies in language teaching (ARANHA, 2022) and highlights the role of digital platforms like Office 365 in managing collaborative educational environments (PÉREZ; RODRÍGUEZ; DELGADO, 2023). It also considers how digital education reshapes teaching practices and the professional development of educators (COUTINHO, 2023). The presentation will address key implementation steps, challenges—such as cultural resistance and technical limitations—and strategies successfully adopted to overcome these obstacles, aligned with sustainable education and innovation principles (MONTEIRO; LEVY, 2010). Ultimately, the goal is to show that reducing paper usage not only supports environmental sustainability but also drives meaningful institutional transformation, in line with contemporary trends toward responsible digitalization (SCIENCEBLOG HUMANAS, 2021).

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From Passive to Proactive: Flipping the Classroom to Empower the English Learner

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – PAULA CREMASCO DE AZEVEDO

Traditional English classes often prioritize input delivery—grammar, vocabulary, reading—before students are ever asked to speak. But what if we flipped that order? This talk introduces a dynamic alternative: the Study Smart system, a flipped classroom model designed specifically for English learners. By encouraging learners to first engage with curated input (videos, texts, listening tasks) at their own pace, and only afterward participate in structured 1:1 speaking sessions, this method transforms students from passive listeners to confident communicators. Backed by Stephen Krashen's Comprehensible Input (i+1) theory, Study Smart leverages learners' existing knowledge while gently stretching their language ability. It emphasizes autonomy, personalization, and emotional safety—three pillars critical for real-world language use. Educators will discover how this approach fosters long-term engagement, improves fluency, and empowers learners to connect English with their real lives. The presentation will also explore how to structure flipped-classroom learning in both online and in-person contexts, along with practical tools to assess fluency development. This session is ideal for teachers seeking strategies that go beyond the textbook, and for institutions aiming to create learner-centered programs that deliver measurable results.

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From Play to Praxis: Transforming Young Learner Lessons with Freire & hooks

WORKSHOP (45 MINUTES)

SPEAKER – ANA FRANCISCA ROSADO

Education in early childhood is more than foundational – it is a radical space for empowerment and transformation. Inspired by Paulo Freire's problem-posing pedagogy and bell hooks' education as a practice of freedom, this workshop explores how liberatory pedagogies can be applied to young learners' classrooms, shifting away from transmissive models toward participatory, child-centered education. Through interactive discussions and practical examples, participants will: – Examine Freire's rejection of the "banking model" and his emphasis on dialogue and critical thinking, even in early childhood learning. – Explore hooks' approach to holistic, inclusive education, where love, care, and empowerment shape learning environments. – Engage in hands-on activities that translate these pedagogies into concrete practices for young learner lessons. The session will provide educators with strategies to foster critical thinking, dialogue, and agency among young children, ensuring they become active participants in their learning process. By weaving play and praxis, teachers can cultivate learning spaces where curiosity, collaboration, and justice thrive. This workshop is an invitation to rethink early childhood education as a transformative practice, ensuring that even the youngest voices are heard, valued, and empowered. By reimagining early childhood settings as vibrant spaces for both play and critical engagement, this workshop aims to inspire educators to cultivate classrooms where every child is valued, every question is welcomed, and learning becomes a shared journey toward a more inclusive world.

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SPEAKERS' INFO AND ABSTRACT

From Research to Practice: Bilingual Contexts and Pronunciation Instruction

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – VICTOR MEDINA

The fields of bilingual phonetic research and pronunciation teaching have traditionally followed different pathways, creating a considerable contrast between theoretical findings and practical classroom application. While bilingual phonetics investigates the cross-linguistic interactions present in proficient bilingual speakers, pronunciation teaching often prioritizes achieving communicative effectiveness. This presentation aims to discuss this distancing by considering some evidence-based principles designed for the pronunciation instruction of bilingual and multilingual learners in the contexts of English language learning in Brazil. The principles retrieved from recent research include a shift in focus from unattainable native-speaker ideas towards the more realistic and crucial goal of intelligibility. Furthermore, the integration of technology to foster individualized and autonomous practice will be explored. The presentation will also highlight the importance of connecting pronunciation work with meaningful communicative tasks, ensuring that learners see the practical relevance of their efforts. Finally, it takes into consideration the need to consider the social motivations that drive language learning for individuals in the Brazilian contexts. This discussion examines the limitations of using monolingual speakers as the primary benchmark for pronunciation proficiency. Instead, it advocates for the adoption of a bilingual standpoint, one that acknowledges and builds upon the existing linguistic repertoires of learners. This presentation therefore intends to highlight the trends in future research that may consider phonetic aspects of intelligibility more and more, with a view of adapting pedagogical strategies to the complexities of our classrooms. In addition to that, this presentation aims to deal with pronunciation norms within increasingly diverse linguistic landscapes. By aligning research findings on cross-linguistic influence with practical pedagogical approaches, this paper seeks to empower learners to achieve communicative success while embracing their rich and valid identities.

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From Teaching to Publishing: Ideas to Reinvent Your Career

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CAROLINA NYERGES

In this talk, Carol Nyerges shares her journey of transitioning from a successful career in education to thriving in the publishing industry. Drawing from personal experiences, she delves into the motivations behind her career reinvention, the challenges encountered, and the valuable lessons learned along the way. This session highlights actionable strategies for educators who aspire to pivot into publishing or explore other creative fields. Attendees will gain insight into leveraging their teaching skills—such as communication, organization, and adaptability—to excel in a new professional environment. With practical advice on networking, skill-building, and identifying transferable competencies, this talk is designed to ignite confidence and spark ideas for anyone considering a bold career change. Perfect for those at a crossroads in their professional journey, this talk offers a roadmap for reinvention.

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From Tired to Inspired: Teaching with Creativity and Purpose

WORKSHOP (45 MINUTES)

SPEAKER – SIMONE VIEIRA

Teachers are often exhausted by rigid demands, repetitive planning, and overwhelming expectations. In this scenario, creativity can feel like a luxury. But what if it were the key to restoring joy, purpose, and effectiveness in the classroom? This hands-on workshop is designed to reignite the creative spark in English language teachers by offering practical, ready-to-use strategies for more engaging and meaningful lessons. Participants will explore how to implement activities that are both pedagogically sound and creatively fulfilling, using real examples that balance structure with inspiration. Together, we'll explore how creative thinking can support language goals, foster student connection, and increase teacher motivation. Attendees will engage in mini-tasks, reflect on their own practices, and leave with concrete ideas to apply immediately, whether in one-on-one lessons, small groups, or large classes. This session is for any teacher who has ever felt tired and is ready to feel inspired again.

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From Trauma to Triumph: How PBL Can Rebuild Reluctant Learners

DEMONSTRATION (45 MINUTES)

SPEAKER – BRUNA VIDOR E SOUZA

Ever wondered how to reach a student who's checked out from learning? What if you could turn reluctance into enthusiasm without forcing a one-size-fits-all method? Many teachers struggle to engage learners who resist traditional approaches, especially those hesitant to take charge of their progress. This demonstration offers a way forward, showing how Project-Based Learning (PBL) can spark learner autonomy, with a practical model rooted in one-on-one tutoring and adaptable to group settings. Drawing from a case study of a teenager initially too guarded to engage, this session explores how PBL fosters independence in one-on-one contexts. This student, once disengaged, thrived when given freedom to set SMART goals (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) for projects tied to his interests. With learner training to build skills like research and self-reflection, he went from needing guidance to tackling real-world tasks with confidence, proving that you do not need a perfect student—just a flexible and well-structured framework. This demonstration aims to show participants that PBL's strength lies in letting learners lead, even when they start from square one. This session will guide participants through crafting student-led projects for one-on-one teaching, scaffolding beginners, and balancing freedom with structure. It also suggests adaptations for groups, like individual SMART goals within shared tasks, to inspire broader applications. This session examines success criteria—authentic tasks, gradual independence—that sustain autonomy. Join me to discover how PBL can unlock potential in your students, whether tutoring solo or teaching a class, making learner autonomy more than a buzzword!

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Future Proofing Yourself - Surviving The AI Revolution Trauma to Triumph: How PBL Can Rebuild Reluctant Learners

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JAMES TAYLOR

AI is changing society, and many people feel it is affecting the classroom in the same way. In this talk, I will suggest ways in which teachers can best prepare themselves for what could lie ahead. I have identified ten key characteristics of great teachers, the kind of teachers that get results and learners remember. I'll look at the essential factors that make these high-quality teachers and how we can preserve the one thing that artificial intelligence will never be able to replace: the connection between the people in the room that facilitates learning.

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Generative AI & Language Teaching: What's Next?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – PAULO DANTAS

Artificial Intelligence (AI) is revolutionizing the teaching and learning landscape, and even more so the language teaching industry, transforming the way educators impart knowledge and how students acquire it. In this talk, we will delve into the latest advancements in AI technology and examine their profound implications for the education industry. From personalized learning experiences and automated grading systems to intelligent tutoring and sophisticated learning analytics, AI is enabling innovative approaches that were once inconceivable. We will also explore how these developments are enhancing efficiency, accessibility, and engagement in language teaching environments. Additionally, we'll discuss the potential challenges and ethical considerations that come with integrating AI into teaching practices, such as data privacy concerns, equity issues, and the evolving role of educators in an AI-driven world. By the end of this session, attendees will gain valuable insights into how AI is reshaping education today and the opportunities it presents for the future of teaching and learning.

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Global Kids, Mirror Neurons: Language and the Developing Brain

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CAROLINE EUFRAUSINO

This talk aims at discussing neural mechanisms of language acquisition, specifically the role of mirror neurons. What are they? How do they work? What is their role when learning a new language? We aim to elucidate these questions adding on how these neurons enable young learners to learn through imitation and observation, facilitating the acquisition of vocabulary, pronunciation, and grammar. Furthermore, it will explore how mirror neurons influence the development of empathy in young learners and how this can be leveraged in ELT to foster international mindedness. The presentation will provide some project ideas to effectively leverage mirror neurons in the classroom, enhancing language learning outcomes and promoting global awareness in young children.

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Glow Up Your Classes - Creative Ideas for your Grammar and Vocabulary Classes.

WORKSHOP (45 MINUTES)

SPEAKER – CLEBER SANTOS

Many teachers find it challenging to keep students engaged during grammar and vocabulary lessons. This issue often stems from students having trouble relating to the material, which causes them to lose interest. This session will offer different strategies to help teachers plan lessons that capture students' attention and foster engagement. Many students often express a dislike for grammar, insisting that their main goal is to speak English fluently, and that grammar isn't relevant to them. However, they sometimes fail to recognize that grammar and vocabulary are essential tools for effective communication. In this interactive workshop, we'll explore a variety of dynamic activities that demonstrate how grammar can be taught in a meaningful and enjoyable way. Participants will experience how to make grammar teaching more relevant and practical, supporting both accuracy and fluency in learners' language use. The session will include role-play tasks that prompt students to create spontaneous dialogues, boosting their speaking skills. These activities will give students the chance to adjust language and vocabulary to communicate clear messages, build confidence, and engage in realistic communication scenarios. The workshop also explores how to use songs and videos to teach grammar points creatively. Activities include rewriting lyrics, changing verb tenses, inventing new versions of songs, acting out video scenes, and paraphrasing spoken lines, among others.

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Helping Young Learners Truly Enjoy Music: Tried-and-True Classroom Strategies

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LEILA CLARO

This talk presents a collection of successful strategies designed to make music genuinely enjoyable for Young Learners, even those hesitant to sing or participate actively. I will first present my experience teaching English to young children and briefly highlight the benefits and opportunities of working with song for language acquisition. Next, I will outline common classroom challenges, such as students feeling shy, feeling too old to sing or listen to music for teaching purposes, struggling with pronunciation or rhythm, or openly resisting musical activities. To address these issues, I will share practical, classroom-tested techniques that have consistently increased engagement, such as setting pre-listening tasks, using toy microphones, separating melody, rhythm, and lyrics, creating new verses to songs, varying song speeds and more. The talk will conclude with a Q&A session.

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How to adapt group activities to teaching one-to-one modality

WORKSHOP (45 MINUTES)

SPEAKER – EVELISE CAMPAGNARO

One of the biggest difficulties for teachers who teach in one-to-one modality is the lack of materials devoted to this public. In a one-to-one lesson the materials used need to be tailor-made to fit the learner's unique needs, and because of that the teacher will have to select appropriate materials from different sources. For instance, for students learning about traveling use a hotel website to prepare a lesson will be useful. Murphey (1991) highlights involvement as one big word to one-to-one teaching. It is easy to be uninvolved in large classroom situations, nearly impossible when someone is talking to you alone. In one-to-one lessons, it is hard to ignore one another. It is common that adult learners bring to class their personal problems related to their jobs and families, and, at the same time, the teacher should listen to what they have to say for some minutes, otherwise the student can feel that he or she is not heard, therefore even giving up from the English lessons. So, how can we adapt activities such as a simple pair work dialog into something the student is the protagonist of its production? The guidance to use authentic materials such as websites, videos, leaflets that will be organized around various settings in which the learner is likely to use the language will be presented and worked in this workshop providing teachers with ideas they can apply on their routine.

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How to Build Student's Confidence Through Metacognition and Self-Awareness

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – HÉRICA RAYANE INACIO DE ANDRADE

Building students' confidence is one of the greatest challenges — and one of the greatest opportunities — in English language education today. In this presentation, we will explore practical ways to foster confidence through the development of metacognitive strategies and self-awareness. This session will demonstrate how understanding students' behavioral profiles and encouraging active reflection on their learning processes can lead to significant improvements in fluency, autonomy, and emotional resilience. Participants will gain actionable techniques to help students recognize their strengths, address communication barriers, and perform more authentically in English. The talk will combine real classroom examples, structured self-reflection models, and strategies to personalize feedback and goal-setting, making confidence-building an intentional part of the learning journey. Teachers will leave this session equipped with a clear roadmap to integrate metacognition and self-awareness into their practices — empowering students to move from fear to performance, and from hesitation to expression.

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How to Dogme: No-prep and low-prep activities that work

DEMONSTRATION (45 MINUTES)

SPEAKER – JUAN REIS LOPES

Dogme ELT has often been misunderstood as chaotic, grammar-free, or even lazy teaching, but these ideas couldn't be further from the truth. But even though Dogme offers a compelling alternative to material-heavy lessons and rigid coursebook dependence, many teachers are still at a loss when it comes to implementing it confidently. So how can we become better Dogme teachers? Can Dogme be implemented in a structured way? In this session, we will explore practical easy-to-implement activities that go well with Dogme teaching and explore teaching practices that make for effective Dogme lessons. Aiming at helping teachers do Dogme in a well-structured and intentional, yet flexible and learner-centered way, this session will invite participants to reshape how teaching and learning happens in their lessons even if they are not doing Dogme (or not doing it yet!). We will learn how to consider and embrace emergent language and authentic interaction through very concrete ideas we can apply to our lessons. Skipping theory and going straight to practice, this talk will cover simple, low-prep and no-prep activities rooted in Dogme principles that work in both face-to-face and online settings and in one-on-one or group lessons. Whether you are interested in implementing Dogme fully or just borrowing from its philosophy, you will leave with lots of ideas, increased confidence, and a clearer understanding of how to create learning opportunities from student language, not static materials. By the end of it, you will have learned about teaching conversation-driven lessons more responsively in very practical ways.

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How to tell tales in the classroom: using RPG and Storytelling in the ELT context

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LEONARDO LUCENA TREVAS

In an age of 15-second rapid-fire videos, how can we muster the attention of our students? This is surely one of the most challenging aspects of education in our time. I propose one possible answer to that problem: the return to the long-form narrative, in the guise of a Role-Playing Game (RPG) English language class. In this presentation, I will delineate some effective storytelling techniques, such as: the cold opening, change of perspective, and spiral narrative – that have been used since ancient times to make a story feel compelling. The telling of a tale in the structure of an RPG class allows the student-player the freedom to play their character. By involving challenge in the manner of improvisation, dice-rolling tests and logical-spatial thinking, it leads to learning and bonding between the teacher and the group. Since 2023, I have been running RPG tabletop adventures with my groups of students, with good outcomes. RPG is a well-known game style, normally used for entertainment, in which each player interprets the role of a character, having to act according to pre-established rules in a fictional world controlled by the game master (GM). The master acts as a judge, placing the players before challenges, such as battles, labyrinths, puzzles, and riddles. Normally, a match (or adventure, in the language of enthusiasts) requires only paper, pen, and dice, with the action narrated by the GM. I intend to help teachers use this form of narrative in a fun and interesting way to promote learning in the context of an ELT classroom.

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Improving confidence and debunking myths about pronunciation teaching

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ANA PAULA BIAZON ROCHA

Pronunciation is paramount in language learning: it is 'an essential part of listening comprehension' (Levis, 2022, p. 43) as much as 'you cannot speak a language without pronunciation' (p. 44). As Walker and Archer (2024) comment, it is 'the very glue that holds the systems of the English language together' (p. 76). Yet, despite its importance, many English language teachers lack the skills, confidence or training to teach pronunciation consistently (Walker, Low & Setter, 2021). Some may also feel insecure about their own pronunciation and hesitate to see themselves as pronunciation models to their learners (Hancock, 2020). As a result, some myths continue to shape classroom practice, including:

a) I need to sound like a native speaker to teach pronunciation.
b) Students will acquire pronunciation naturally, without focused instruction.
c) There's no time for pronunciation in regular lessons.
d) Students don't want feedback on their pronunciation.

These beliefs should be challenged. First, the goal of pronunciation teaching is intelligibility and comprehensibility, not native-like accuracy (Walker & Archer, 2024). Second, research has shown that explicit instruction supports learners' oral development (Walker, Low & Setter, 2021). Third, pronunciation can and should be integrated in what we do in the classroom (Levis, 2022). Finally, learners are generally receptive to feedback on pronunciation and can benefit from it (Saito, 2021). In this talk, we will explore each of these myths through practical classroom examples and research-informed strategies. Participants will reflect on their own practice and consider how the ideas shared can be adapted to their teaching contexts. The aim is to empower teachers with greater confidence and clarity to integrate pronunciation more effectively into their lessons. A Q&A session will conclude the presentation.

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Integrating teaching, learning and assessment: tips from/for language courses

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – DOUGLAS ALTAMIRO CONSOLO

Language assessment is expected to be integrated with teaching and learning (Lee, 2007; Tarmo, 2022). This integration can be seen as a three-phase process: (1) teaching and learning, (2) assessment and (3) impacts/washback effects (Queiroz; Consolo, 2018; Scaramucci, 2004) on teaching. Language teaching can occur by means of a chosen approach, which includes a theoretical background on language learning, a teaching methodology and course materials. Choices of assessment tools have to be coherent with the approach for the course, for example, a communicative approach to language teaching requires assessment tools that focus on communicative language use and linguistic performance, rather than on language structures. By the same token, structural teaching approaches require more grammar-oriented assessment tools. As for the impacts and/or washback effects of assessment experiences and results, it is important that teachers and students reflect on test marks and other results from tests and other assessment tools, since the validity of assessment lies strongly on how such results are interpreted, and how they can contribute to improve further teaching. In this presentation, after a brief introduction on theoretical assumptions, examples of how to integrate language teaching approaches and assessment tools, based on my experience as a tutor at a university language center in Brazil, will be shown, together with an overview of possible assessment results and how to motivate positive washback effects on teaching contexts. A final discussion involving the participants is expected to contribute to concrete actions to integrate teaching, learning and assessment.

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Intelligibility First: Pronunciation Strategies for Remote Beginner Classes

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – FELIPE FERREIRA BRAZ

Practical pronunciation strategies for A1 learners in online classes. This session explores techniques for teaching individual sounds, intonation, stress, and effective drilling. Grounded in classroom experience and theory (Kelly, Brown, Underhill), it includes practical tips, a video example, and feedback strategies to help learners improve intelligibility in remote settings.

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International exams - Is good English enough?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – WESLEY PATRYCK

Sitting an international exam is a daunting endeavor for a significant part of the people who need them for a job offer, an academic program or professional recognition. However, during the process of preparing for one of the many possible alternatives, it is very common that the main focus is on the skills necessary to have the required grade. Though indisputably relevant, knowledge of the language is only one of the three pillars of a thorough preparation. A second aspect is that applicants must be also familiar with and comfortable with both the strategies and the subskills necessary for each part of the exam at hand. Finally, but by no means less important, is attention to time management and emotional issues concerning the mere act of being submitted to an examination which is per se demanding, let alone in this specific situation where the stakes are as high as they can be. The exams used for this purpose are the TOEFL iBT from ETS and the C1 Advanced from Cambridge, but the fundamentals can be transferred to any exam of the kind.

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Is this the right Tech Tool for me?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LEILA CLARO

This talk offers a simple, practical guide to help teachers evaluate which tech tools best meet their teaching needs and those of their students. The idea for this guide came from my own experience: I realized I needed a system to assess the number and quality of the tools I was using. I will briefly introduce the two educational frameworks that shaped this guide: the SAMR and TPACK models. SAMR helps us understand how technology can not only support but transform learning. TPACK highlights the importance of aligning Technological, Pedagogical, and Content Knowledge when integrating tech into the classroom. Then, I will present the evaluation guide itself. It includes clear criteria such as purpose, target audience, features, limitations, implementation, usability, benefits, challenges, cost, pedagogical value, and versatility (e.g., using whiteboard apps to create memory games). I will also share examples of tools I chose to keep—or stop using—based on this guide. To wrap up, I'll open the floor to questions and discussion.

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Letting Language Emerge: Embracing the Unplanned in the Language Classroom

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MÔNICA BARBOSA DE CARVALHO

In language teaching, it's common to focus on what we plan to teach—but what if we turned our attention to the language that emerges in the moment? This session explores the role of emergent language in fostering meaningful, learner-centered communication. Through real classroom examples and reflections from over a decade of teaching experience, I will show how attending to the language that arises spontaneously during student interaction can lead to more personalized and effective lessons. We'll look at practical strategies teachers can use to notice, record, and work with emergent language in various contexts—even within structured lesson plans. Participants will walk away with a clearer understanding of what emergent language is, why it matters, and how it connects to the larger conversation about rethinking how we connect with learners and their needs. This session is especially relevant for teachers looking to create more dynamic, responsive learning environments and to strengthen their ability to engage with students in real time. Join me to explore how embracing the unplanned can lead to deeper learning and more authentic connections in the classroom.

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Maximize Speaking Time with Ellii Polls - ellii

COMMERCIAL TALK (30 MINUTES)

SPEAKER – NADIA BURIGO

Did you know that the average English learner only speaks for about 90 seconds per class? Ellii Polls will get your students talking! In this demo, we'll show you how teachers in 10,000+ schools around the world are using Ellii's latest gamified feature to engage learners with relevant topics and maximize speaking time in the classroom.

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Metacognitive Strategies in L2 writing - benefits and challenges

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LAIS SARMENTO

Metacognition develops learners` consciousness of their own thinking process and it can be divided into three dimensions such as metacognitive knowledge, metacognitive strategies and metacognitive experiences. The influence of metacognition extends to oral communication of information, language acquisition, and other varieties of self-control and self-instruction. Research proves metacognitive knowledge intertwined with metacognitive strategies is a powerful tool to enhance students` self-regulation, self-assessment and confidence. Concerning the importance of this topic in language learning, this paper aims to analyze the significance of metacognitive knowledge of strategy and the correspondence of metacognitive strategies to improve L2 writing, focused specifically on B2 level Brazilian students, in which resides the novice aspect of this study. The study investigates four features: metacognition in language learning, metacognitive knowledge, metacognitive strategies usage, and metacognitive strategies effectiveness, and the correlation of metacognitive knowledge of strategy in L2 writing. The study used closed-ended questionnaires to examine students` previous knowledge of strategies, and perceptions before and after the application of metacognitive strategies into a persuasive essay. In the end, an open-ended and closed-ended questionnaire was displayed combined with a group interview to collect participants' final perceptions. In conclusion, the research reveals if the contribution of metacognitive strategies in L2 writing intertwined with metacognitive knowledge of strategies can enhance writing production. It considers students` awareness of more effective strategies to employ in a task along with the capability to source further practices in the ELT field.

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More than a grade: Rethinking how we assess teenagers

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LAIS SARMENTO

Assessment is a powerful tool to foster learning — if we use it well. But what happens when we assess teenage learners as if they were adults? In this talk, I reflect on common misconceptions in teenage assessment that I had early in my teaching career and how they led to unreliable results and missed opportunities for learning. Drawing from classroom experience and research in adolescent development, I explore what makes teenage learners unique — emotionally, cognitively, and socially — and how this affects the way they respond to assessment. Through practical examples, I will share strategies that make assessment more developmentally appropriate and effective, such as using non-graded assessment moments, involving students in the process, and focusing on skills rather than scores. These practices support learning and help prevent "end-of-term surprises" by making assessment more accurate, inclusive, and aligned with students' real needs. This talk is designed for teachers working with teenagers in any context, especially those seeking practical, research-informed ideas to make their assessment practices more effective and meaningful.

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More than just lyrics: Teaching English through songs that stick - Disal

COMMERCIAL TALK (30 MINUTES)

SPEAKER – EDUARDO DE FREITAS

Abstract Songs can do more than fill classroom silence — they can unlock language in ways textbooks can't. In this interactive webinar, we'll explore how to turn music into a powerful tool for language acquisition. You'll discover practical strategies for using songs to teach grammar, vocabulary, pronunciation, and cultural awareness, while also fostering emotional connection and learner autonomy. Whether you're working with teens or adults, this session will leave you with ready-to-use ideas and a fresh perspective on how to make music matter in your classroom.

hello@edudefreitas.com

Na Encruzilhada do Coensino e do Diálogo Cogerativo: Caminhos para (Trans)formar a Prática Docente em uma Escola Bilíngue Pública.

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MÁRCIO CONCEIÇÃO PANTOJA

Em 2020, o Conselho Nacional de Educação (CNE) publicou as Diretrizes Curriculares Nacionais para a oferta de Educação Plurilíngue (Brasil, 2020), cujo objetivo é normatizar a educação bi/multilíngue no Brasil. Recentemente, temos presenciado aumentar a demanda por escolas bilíngues de línguas de prestígio (inglês e português); por conseguinte, há também a necessidade de encontrar professores qualificados para atuarem nessas instituições. Entretanto, geralmente cabe ao professor buscar cursos de formação que estão sendo ofertados por universidades e instituições privadas de ensino (Megale, 2014), pois eles precisam de formação que os possibilite atuar nesses contextos. Considerando esse cenário, esta pesquisa objetiva compreender de que maneira o coensino (Escobar Urmeneta, 2020) e o diálogo cogerativo (Stith; Roth, 2010) podem ser usados como estratégia de formação continuada docente no Complexo Educacional Municipal Professora Ivanildes Gonçalves Nalim, localizado em Ibiporã, no estado do Paraná. Para atingir o objetivo esperado, utilizaremos desses construtos teóricos, juntamente com a elaboração de um guia de boas práticas de coensino, aliado à realização de formações continuadas com os docentes da escola bilíngue pública. Os diálogos cogerativos para preparação e análise/reflexão de aulas entre os coprofessores serão gravados, como maneira de coletar os dados para analisar as potencialidades do coensino para (trans)formação de professores e ampliação das oportunidades de aprendizagem dos alunos. Com esta pesquisa, pretendemos demonstrar que, tanto o coensino quanto o diálogo cogerativo, possuem potencial de ajudar na formação docente e na melhoria da aprendizagem dos alunos da escola bilíngue pública.

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Navigating AI use in asynchronous writing tasks

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – DANIELA JOST GUIMARAES

In this session, Daniela Jost Guimarães explores the evolving role of Artificial Intelligence in English language education, focusing on the challenges, limitations, and possibilities of its use — particularly in asynchronous writing tasks. Based on a case study and real-life classroom experiences in the settlement sector at ISANS (Immigrant Services Association of Nova Scotia), Canada, she shares a practical and honest perspective on how AI tools are being used—and what this means for both teachers and learners. Daniela will unpack several key concerns, including the lack of rapport between students and AI, the emotional disconnect in automated feedback, and how an overload of suggestions from AI can leave students feeling overwhelmed. She will also address the potential loss of critical thinking skills and the weakening of learners' ability to develop their own ideas — all of which directly impact student agency, motivation, and the overall quality of learning. While AI offers speed, consistency, and support with grammar and organization, it cannot yet replicate the human connection, empathy, or the thoughtful and personalized feedback that effective language learning depends on. The session will close with an open invitation for participants to share their own insights and experiences as we collectively reflect on where we are now — and where we might be headed next in this fast-moving AI journey.

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Navigating material choices for real beginners in Business English

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ALINE FERREIRA DE OLIVEIRA

Private teachers working with Business English often face the challenge of selecting or adapting materials for beginner-level learners. Many commercially available resources are designed for international markets and tend to overlook the specific linguistic, cultural, and professional needs of Brazilian learners who are taking their first steps in English. This talk invites participants to reflect on key aspects to consider when choosing or adapting materials for this audience, focusing on both the professional and linguistic dimensions. Grounded in principles of English for Specific Purposes (ESP) and drawing on Hutchinson & Waters (1987) and Frendo (2005), the talk also dialogues with Machado and Oliveira's (2025, forthcoming) redefinition of the "real beginner" and Valente and Ribeiro's (2023) emphasis on the inclusion of social contexts in language learning. Additionally, Dudley-Evans and St. John (1998) contribute to this reflection by discussing the flexibility and adaptability required in ESP teaching, stressing that materials should serve the learners' professional goals while being appropriate for their proficiency level. Rather than offering a prescriptive model for material selection, the session presents insights from a postgraduate project that proposed a framework to help teachers bridge the gap between global materials and local learner needs. The presentation will explore questions such as: What professional content makes sense for a student who has just started learning English? What kind of linguistic input is realistic and useful at this stage? How can we maintain relevance without overwhelming the learner? Participants will be encouraged to share their experiences and co-construct criteria that support more mindful, context-aware pedagogical decisions. This talk is especially relevant for independent teachers and course designers who seek to go beyond traditional coursebooks and create learning experiences that are both meaningful and feasible, while staying grounded in the learners' professional and cultural realities.

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Passport to Social Impact: Training the Next Generation of English Teachers in Brazil - Fluencypass

COMMERCIAL TALK (30 MINUTES)

SPEAKER – MARIA XAVIER

Fluencypass has launched the Fluency Passport Program, a free three-month initiative to train and select new online English teachers in Brazil, aiming to reduce the shortage of qualified educators in public schools. The program targets adults with completed or ongoing higher education, career changers, and individuals with at least A2-level English—especially those from underrepresented communities. Participants gain access to the Fluencypass platform, personalized learning paths, and training in digital pedagogy, communication, and ethics. Graduates receive a digital certificate, and top performers may join Fluencypass's national talent pool. Applications will open soon via a platform to be announced at the conference.

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Personal Branding: The next language you should learn to speak

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CARLOS VINICIUS MARINHO

Private teachers working with Business English often face the challenge of selecting or adapting materials for beginner-level learners. Many commercially available resources are designed for international markets and tend to overlook the specific linguistic, cultural, and professional needs of Brazilian learners who are taking their first steps in English. This talk invites participants to reflect on key aspects to consider when choosing or adapting materials for this audience, focusing on both the professional and linguistic dimensions. Grounded in principles of English for Specific Purposes (ESP) and drawing on Hutchinson & Waters (1987) and Frendo (2005), the talk also dialogues with Machado and Oliveira's (2025, forthcoming) redefinition of the "real beginner" and Valente and Ribeiro's (2023) emphasis on the inclusion of social contexts in language learning. Additionally, Dudley-Evans and St. John (1998) contribute to this reflection by discussing the flexibility and adaptability required in ESP teaching, stressing that materials should serve the learners' professional goals while being appropriate for their proficiency level. Rather than offering a prescriptive model for material selection, the session presents insights from a postgraduate project that proposed a framework to help teachers bridge the gap between global materials and local learner needs. The presentation will explore questions such as: What professional content makes sense for a student who has just started learning English? What kind of linguistic input is realistic and useful at this stage? How can we maintain relevance without overwhelming the learner? Participants will be encouraged to share their experiences and co-construct criteria that support more mindful, context-aware pedagogical decisions. This talk is especially relevant for independent teachers and course designers who seek to go beyond traditional coursebooks and create learning experiences that are both meaningful and feasible, while staying grounded in the learners' professional and cultural realities.

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Playing and the Additional Language

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – BIANCA MAURO

This presentation explores how bilingual early childhood education teachers perceive the relationship between play and additional language learning. Drawing on Vygotsky, Moyles, and Guz, this study analyzes questionnaire responses from teachers in São Paulo and Guarulhos. The findings reveal diverse conceptions of play, its connection to English language learning, and varying perspectives on language teaching in bilingual schools. This session will be of interest to early childhood educators, bilingual program administrators, and teacher trainers.

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Positive Discipline in an ESL classroom

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – THATIA HONORATO

Working in a regular school in Brazil poses many challenges that goes beyond the lesson itself. The educator knows the content to be taught, but does he know how to handle a class of 35 students? Sometimes, the problem of behavior is the main issue and if not handle appropriately, the teacher won't be able to deliver the lesson. What are some practices that can be done in order to resolve this issue? Most of the time, there is nothing wrong with our classroom practices, what we need to do is to apply Positive Discipline. Positive Discipline helps us understand who we are as educators (maybe you think that punishment is the key to control a big classroom), our relationships with our students (students, especially kids, want attention most of the time. If you don't understand that, you are probably an educator that uses punishment to lead your lessons). Once that happened, our classroom practices will take place with a new twist. Behavior won't be a problem anymore and students will be more opened to learn English.

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Professor autônomo: será que você sabe vender? – Harmony4Edu

COMMERCIAL TALK (30 MINUTES)

SPEAKERS – VICKY BANDEIRA & FLÁVIA TOZZI

Falo do preço logo de cara? Devo dar desconto ou baixar o preço da minha aula pra conseguir mais alunos? Faço aula experimental? Somos a Vicky e a Flávia da Harmony. Já ajudamos centenas de professores a parar de depender do boca a boca, organizar seu negócio e cobrar com confiança. E, acredite: você não está sozinho nestas dúvidas. Nesta conversa, vamos falar sobre vendas sem papo de coach vendedor. Nada de fórmulas prontas ou empurrar o que não combina com você. Vamos mostrar como construir um discurso de vendas, se posicionar de forma autêntica e escolher o público certo pra você. Traremos resultados reais baseados no sucesso de nossos mentorados, e também na nossa experiência como gestoras e como professoras autônomas. Quer se sentir mais seguro ao falar com clientes? Vem bater um papo com a gente!

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Promoting Scientific Literacy in Bilingual Classrooms: Where Inquiry Meets Innovation

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ANDERSON LOPES NOGUEIRA

This session presents pedagogical experiences designed to promote scientific literacy in bilingual education. Grounded in real classroom practice, the session highlights how scientific inquiry, problem-solving, and translingual practices can be combined to engage students in meaningful, content-rich learning across grade levels. Participants will explore how bilingual classrooms can serve as dynamic spaces where language learning and scientific exploration are mutually reinforcing. Through a focus on interdisciplinary strategies, the session demonstrates how educators can encourage students to ask questions, analyze information, and communicate scientific understanding in more than one language. Rather than focusing on specific activities, the session provides an overview of adaptable approaches that integrate CLIL, student autonomy, and the use of authentic scientific content. These approaches not only develop students' linguistic competence but also foster critical thinking, collaboration, and engagement with real-world issues. Through this session, participants will discover practical strategies to design bilingual science lessons using podcasts, authentic texts, and student-centered methodologies. The talk will also highlight how these approaches align with the BNCC and support the development of 21st-century competencies such as communication, critical thinking, and global citizenship.

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Protagonismo Feminino: Superando o fenômeno da impostora

PANEL (25 MINUTES)

SPEAKER – BRUNA CALTABIANO & CHRISTINA RIEGO

O fenômeno da impostora é um padrão psicológico em que indivíduos, especialmente mulheres, duvidam das próprias competências, acreditando que suas conquistas se devem a fatores externos ou sorte. Esta sessão abordará as origens sociais e psicológicas do fenômeno, suas manifestações no contexto educacional e estratégias práticas para seu enfrentamento. Discutiremos fatores externos, como a cultura patriarcal, a falta de representatividade e a pressão das redes sociais, que alimentam sentimentos de inadequação. Também exploraremos aspectos internos como autoestima baixa, perfeccionismo desadaptativo e autossabotagem. Apresentaremos sinais e comportamentos comuns associados ao impostorismo, como a busca incessante pela perfeição, o medo de exposição e a dificuldade em reconhecer o próprio valor. Além disso, proporemos caminhos de desenvolvimento pessoal, incluindo práticas de autoconhecimento, construção de redes de apoio e cultivo da autenticidade profissional. Nossa proposta é criar um espaço de reflexão e troca para que os participantes compreendam como o fenômeno pode impactar suas trajetórias e desenvolvam estratégias para superá-lo, fortalecendo seu protagonismo pessoal e profissional.

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Rapport in the Classroom: Unlocking Connection for Better Learning

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ALESSANDRO VASCONCELOS

In the dynamic environment of the 21st-century classroom, establishing genuine human connection is more than desirable—it is essential. This talk explores the concept of rapport as a powerful pedagogical tool that enables teachers to create emotionally safe, engaging, and responsive learning environments. Drawing from research in education and psychology, as well as practical classroom experience, the session unpacks how rapport transforms not only teacher-student interactions but also student motivation, participation, and academic performance. The presentation will explore simple yet effective strategies for developing rapport across different age groups and educational contexts in Brazil. Participants will leave with practical insights on how fostering trust, empathy, and authentic communication can lighten the teaching load and make learning more enjoyable for everyone involved. Whether you are a seasoned educator or early in your career, this talk will empower you to connect more deeply with your students—and transform your classroom from a place of instruction into a space of meaningful connection.

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Reading in the digital age: a closer look at paper versus screen

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CINTIA ANDRADE RIBEIRO NOGUEIRA

As educators, we are all well aware of the multiple benefits of reading. The development of literacy has allowed humans to develop brain circuits and functions that have rather shaped what we currently consider to be the full span of human intellect. Research on the science of reading has also shown how, as well as being an immensely pleasurable activity, reading can help children develop creativity, empathy and cognitive skills. As we rapidly move on to an increasingly screen-based culture, however, educators everywhere may find themselves considering the implications of reading in a digital age. We may ask ourselves, for example: Are children and teenagers reading more or less than they used to? How do reduced attention spans affect the reading brain? Does the fragmented nature of the reading we do nowadays make a difference in terms of cognitive and linguistic development? Does reading on screens yield the same results and benefits for language development as reading in print? Does students' preference for screens affect their enjoyment of digital texts? Given the multi-format nature of contemporary reading, can it help develop new circuits in the brain that traditional reading on paper can't? Drawing from recent research from neuroscientist Maryanne Wolf and linguist Naomi Baron, this presentation will attempt to answer these questions (and others), focusing on the scientifically mapped differences between reading on screen and on paper. The aim is not to determine whether one is better than the other but rather take a closer look at the benefits and reality of uses of each, as well as present some tried and tested strategies to help educators make the most of working with digital texts.

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Reading in the EFL classroom: from magic to science

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – AMANDA NICOLAU SCHUBERT

In this session, Brazilian EFL teachers will explore the history of reading instruction in the U.S. – from its phonological roots to the "reading wars" – and how evidence-based practices can inform English reading in Brazil. Just as an introduction to the historic pendulum, the so-called "early methods" from the 1600s emphasized phonics, an approach which explicitly connects phonemes to graphemes. By the 1800s, influenced by democratic ideals, educators shifted toward meaning-based instruction, and graded readers emerge, shaping reading curricula into the 20th century. From the 1930s to 1970s, the "look-say" or whole word method dominated, emphasizing word recognition over decoding. Once again, a 1957 book by Rudolph Flesch called "Why Johnny can't read" advocated for a return to phonics. In the 1970s, the "Whole Language" movement rose, prioritizing immersion and meaning-making. Finally, a decline in reading scores culminated in the 2000 National Reading Panel report, which endorsed systematic phonics instruction, along with phonological awareness, vocabulary, fluency and comprehension. This talk aims at demystifying the Science of Reading – what it is and is not – and show how its principles can support Brazilian EFL learners, including those with learning difficulties such as dyslexia. Teachers will leave the session with tools to build stronger, more confident readers.

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Reescrevendo o futuro com o English File 5ª edição - Oxford University Press

COMMERCIAL TALK (30 MINUTES)

SPEAKER – MAICON SOUZA

Aprender um novo idioma cria lembranças especiais, como quando falamos as primeiras palavras. O English File, com 20 anos de história e tendo ajudado mais de 20 milhões de estudantes, chega à sua 5ª edição. Seu método mantém o engajamento e torna o aprendizado prazeroso, incentivando o progresso e a confiança na conversação e na pronúncia. A nova edição reforça esse compromisso com uma estrutura intuitiva e completa, facilitando a rotina do professor e otimizando tempo e energia no planejamento. Ensinar e aprender inglês com confiança ficou ainda mais simples com a 5ª edição do English File.

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Reflect to Transform: Enhancing EFL Instruction through Reflective Practice

WORKSHOP (45 MINUTES)

SPEAKER – RAIMUNDO NONATO SOUSA

English teachers in Brazil's public education system, especially in underserved regions like Piaui, are at the forefront of implementing the BNCC (Brazilian Core Curriculum) while addressing the complex needs of multi-level classrooms. These educators often face these challenges with limited access to structured pedagogical development and few tools to reflect on or improve their teaching practices. This session offers a practical solution grounded in Donald Schön's theory of Reflective Practice, particularly the concepts of reflection-in-action and reflection-on-action. Drawing from over 15 years of experience training pre-service and veteran public English teachers, I will demonstrate how reflective techniques can be integrated into daily teaching routines to promote more informed instructional decisions, increased teacher self-awareness, and ultimately, enhanced student learning. Attendees will explore strategies such as guided questioning, real-time reflective thinking, peer observation, and reflective journaling. Real-world examples from teacher development programs in Piaui will highlight how these approaches have helped educators respond to curriculum reforms and adopt more inclusive and communicative language teaching methodologies. Participants will actively engage in designing their own reflection routines, using customizable tools and templates provided during the session. This hands-on approach ensures that reflection is not only discussed as a concept but experienced as a practical, adaptable strategy. By the end of the session, participants will have gained actionable knowledge and tools to cultivate reflective habits in their teaching, strengthening both their professional growth and classroom effectiveness. The session stands out for its accessibility, low-cost implementation, and relevance to educators navigating change and resource limitations. Reflection emerges as a bridge between theory and practice—and a catalyst for sustainable improvement in English language teaching.

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Reflecting on technology integration and exploring different approaches in the English classroom

WORKSHOP (45 MINUTES)

SPEAKER – MARÍLIA DA SILVA CORRÊA LEMOS

A lot has been said about the idea that "It's not the tool, it's how we use it." But what does 'how' really mean? This workshop aims to develop teachers' Technological Pedagogical Content Knowledge (TPACK) by encouraging reflection on a digital tool they already use in their classrooms. Participants will consider what teaching or learning challenge the tool addresses and how it might be adapted to meet other pedagogical goals. To support this process, the presenter will introduce the SAMR model (Substitution, Augmentation, Modification, and Redefinition) (Puentedura, 2014) and guide participants in evaluating where their chosen tool currently stands within the model. Together, we will explore how a tool could serve different purposes depending on task design. By the end of the workshop, participants will have the opportunity to share their reflections in a collaborative document to exchange ideas and inspire future activities. The session will conclude with a reflection template that teachers can use to map their tool's potential for transformation.

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Rethinking teaching-learning: stop teaching and start listening

WORKSHOP (45 MINUTES)

SPEAKER - VINÍCIUS DA SILVA TAVARES

How much of what we call "teaching" actually impacts learning? this workshop invites participants to revisit their ideas about teaching-learning and explore what it means to truly listen to learners. based on Dogme ELT and non-linear learning principles, we'll reflect on how focusing less on plans and more on emergent language can transform classroom dynamics. participants are invited to bring their experiences forward and co-create strategies to promote meaningful interaction in class. teachers will also leave with ideas to apply right away and, hopefully, with a renewed sense of curiosity about their practice.

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SEL and AI in the Post-Pandemic Context: Challenges and Opportunities

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – FERNANDA DE OLIVEIRA GUEDES

The COVID-19 pandemic significantly disrupted traditional educational environments, leaving long-lasting effects on both students and teachers. Among the most affected are students currently in lower secondary school (Ensino Fundamental II), who spent crucial years of their early childhood education—particularly during the development of essential socioemotional skills—in isolation, behind screens, and disconnected from peers and educators. This talk explores the ongoing socioemotional and cognitive challenges faced by both learners and educators in the post-pandemic context, especially in the face of increasing exposure to screens, remote learning practices, and the rapid integration of Artificial Intelligence into educational spaces. Based on psychopedagogical insights and field experiences, we will reflect on how this "new normal" has altered interpersonal relationships, self-regulation, motivation, and classroom dynamics. Far from being a rejection of technology, this talk advocates for a balanced and mindful approach that empowers teachers to make pedagogical choices that honor both innovation and human connection. We will share practical tools, strategies, and activities that promote socioemotional learning (SEL) while integrating technology and AI in meaningful ways. The goal is to equip educators with resources that help students reconnect, regulate emotions, and build the interpersonal skills necessary for thriving in tech-infused classrooms
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Shake Up Your Classes - Dynamic Warm-up and Wrap-up Ideas for your classes

WORKSHOP (45 MINUTES)

SPEAKER - CLEBER SANTOS

Some teachers find it challenging to engage students in learning. Warm-ups set a positive tone, while wrap-ups reinforce learning and end lessons on a high note. This session will present creative ideas for using warm-ups and wrap-ups to keep students engaged from start to finish. Many teachers struggle to create warm-up and wrap-up activities due to busy schedules. Some believe it's hard to design tasks that are original and engaging. However, such activities, especially games, offer great benefits. As Andrew Wright, David Betteridge, and Michael Buckby highlight in Games for Language Learning, games "facilitate the learning process" and offer repeated language practice. This workshop will offer ideas for dynamic warm-ups and wrap-ups, including guessing games, role-plays, and song-based challenges. All activities are adaptable for various ages and levels, ensuring lively and motivating classes.

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Stop waiting for a miracle: How to teach speaking on purpose

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JUAN REIS LOPES

Speaking is often treated as the natural outcome of mastering grammar, pronunciation and vocabulary—but is that really the case? While learning language systems will certainly affect our students' speaking performance, speaking is a skill in its own right, and as such, it demands intentional and structured practice to be developed effectively. In this talk, we will challenge some of the common misconceptions about speaking instruction and propose a more systematic approach to support learners on their journey toward developing speaking skills. We will begin by revisiting common beliefs held by teachers about how speaking is learned, inviting participants to reflect on their own classroom practices and assumptions. From there, we will explore how speaking differs from other skills and why these differences matter for instruction. Based on canonical references such as Thornbury's How to Teach Speaking, Bygate's Speaking, and more recent publications on speaking skills in the field, we will examine what effective speaking development entails and how it can be taught more systematically across levels. This session will also explore practical classroom implications, demonstrating how we can apply relevant theory to lesson planning and classroom management. Participants will leave with practical ideas for activities and routines they can adopt or adapt to build their students' spoken fluency and confidence that go much beyond relying on teaching grammar, pronunciation and vocabulary. Whether you are looking to update your practice or simply reflect more deeply on how you plan and deliver speaking lessons in your lessons, this session offers practical tools and strategies that you can implement immediately!

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Stories That Shape Us: Literature as a Bridge in Bilingual Education

WORKSHOP (45 MINUTES)

SPEAKER – TATIANA CANTO DE CARVALHO

In bilingual education, literature offers much more than language exposure—it becomes a powerful tool to shape identity, build meaning, and promote belonging. This workshop explores how carefully chosen literary books can support the development of bilingual learners not only linguistically, but cognitively, socially, and emotionally. Drawing from both theory and classroom experiences, we will examine the role of literature in bridging languages, cultures, and personal experiences, creating opportunities for students to see themselves—and others—reflected in stories. Participants will engage with practical strategies for using picturebooks and chapter books as springboards for language development and content learning, while also fostering empathy, imagination, and intercultural understanding. The session will also highlight how literary engagement supports key principles of bilingual schooling, such as translanguaging, project-based learning, and culturally responsive pedagogy.

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Taking a Multisensory Approach to Pronunciation Instruction

WORKSHOP (45 MINUTES)

SPEAKER – GEMMA ARCHER

'Imagine you've been punched in the stomach – that's the sound I want you to make!' Through no fault of their own, many English language teachers today continue to be deprived of the training they need to enable them to teach pronunciation confidently and effectively using evidence-based approaches (Buss, 2016). Without this training, it should be of no surprise that some teachers instead rely on their human instincts and creativity when providing pronunciation instruction, coming up with weird and wonderful examples, such as the one above, to help students produce target sounds. While some of these instructions are memorable and funny and may help students reach their pronunciation goals, others may be ineffective, relying instead on descriptions of bodily functions which may be unpleasant or culturally inappropriate, or even violence and physical assault which could be triggering. How can we avoid these potentially unpleasant examples and experiences in the classroom, but retain the physicality of the original instruction, a physicality which is inherent in the practice of pronunciation itself (Grant, 2010)? In this interactive session, I will invite participants to take part in a discussion about the potential problems some pervasive 'home-made' pronunciation instructions and metaphors may bring. Following this, we will explore how incorporating our bodies into pronunciation training, but focusing instead on our senses, can support students in a safe and effective manner as they work towards intelligibility. First, we will consider the impact of visuals on students' uptake and metacognition as documented by Kirkova-Naskova (2023). Then the impact of auditory support will be explored, and finally kinesthetic techniques and gestures (Li et al, 2020). Participants will be encouraged to consider the pros and cons of the tools and techniques shared and how they might help their own learners experience and embody the sounds necessary for intelligible English communication.

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Teacher, how do you say pão de queijo in English?

WORKSHOP (45 MINUTES)

SPEAKER – THAIS AMARO DE ALENCAR

English as a lingua franca is widely used in communication between non-native speakers. However, its global prestige often reflects Euro-American cultural hegemony, leading educators to adopt teaching practices that prioritize Anglophone content and values—often at the expense of local languages and cultures. This workshop offers a hands-on, practical approach to rethinking English Language Teaching (ELT), shifting the focus from colonial, suppressive models to one that actively fosters multicultural awareness. Grounded in the concepts of linguistic repertoire and translanguaging, we will explore ways to make the classroom a more inclusive space—one that embraces and connects diverse cultural identities. Through interactive activities, participants will experience pedagogical strategies that highlight students' linguistic and cultural diversity, while promoting identity, belonging, and critical engagement with the English language. Together, we'll reimagine the teacher's role—not as a transmitter of norms, but as a cultural mediator empowering learners for a plural and interconnected world.

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Teaching Against Erasure: LGBTQIA+ Inclusion Amid Anti-DEI Narratives

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ELIVELTON DOMINGOS DA SILVA

Recent years have seen an intensification of challenges against Diversity, Equity, and Inclusion (DEI) initiatives in education around the world. In Brazil, the lingering influence of political discourses may have helped shape public opinion and institutional decisions, creating challenges for teachers who strive for inclusive practices, especially when it comes to LGBTQIA+ representation. This presentation focuses on how English language teachers in Brazil may be affected by global and local anti-DEI trends, and how they can respond through pedagogical strategies that affirm diversity and inclusion. Drawing from queer pedagogy, critical applied linguistics, and classroom experience, I aim to explore the impacts of censorship, erasure, and self-censorship in teaching practices, as well as the importance of building classrooms where LGBTQIA+ students feel seen, safe, and respected. Participants will be invited to reflect on materials, classroom language, teaching practices, and student interactions, while also discussing how to navigate political and institutional resistance. The session aims to strengthen teachers' ability to respond critically and creatively to backlash, reaffirming the role of education in promoting equity and human rights.

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Teaching English and Lovingkindness: A Pursuit of Connection and Transformation

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LAYNE FEIJO

Teaching English as a second language has traditionally focused on key components like grammar, vocabulary, and pronunciation. While these linguistic aspects are important, they can sometimes overshadow the profoundly human aspects of language education. This presentation proposes a shift in focus—from structure to connection—by integrating the principles of lovingkindness, as taught by Thich Nhat Hanh, and the humanistic, conversation-driven Dogme methodology developed by Scott Thornbury. Lovingkindness, rooted in mindfulness and presence, offers powerful insights for teachers seeking to create emotionally safe, inclusive classrooms. When teachers engage with students as whole individuals—acknowledging their fears, hopes, and stories—they foster a nurturing environment where language learning becomes a process of empowerment and emotional growth. In parallel, the Dogme approach emphasizes emergent language through authentic, spontaneous interaction, encouraging learners to find their voice through meaningful communication rather than rigid curricula. This session will explore how these philosophies intersect to form a pedagogy of empathy and presence—one that cultivates rapport, lowers affective filters, and promotes deeper learning. Acts as simple as a warm smile, a pause to truly listen, or an open-ended question can build trust and invite participation. Mindful listening and genuine interaction become tools not just for teaching language, but for honoring the learner's humanity. Through examples, reflective practice, and practical applications, participants will examine how emotional connection enhances both motivation and memory. In doing so, we reimagine the classroom not only as a site of instruction, but as a space of transformation—where students thrive not just as language users, but as human beings growing in confidence, compassion, and communicative competence.

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Teaching English for a Sustainable Future: Aligning Language Learning with Global Objectives

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JEREMIAH MILES TARBUTTON

In today's interconnected world, English language education must go beyond grammar and vocabulary—it must inspire learners to engage critically with global challenges. This keynote explores how educators can align English teaching with sustainability goals to foster awareness, responsibility, and action. By integrating principles from the United Nations Sustainable Development Goals (SDGs), Brazil's BNCC, and frameworks such as Asia Society's Global Competencies and the 4Cs of STEM, language educators can create dynamic classrooms that prepare students for a sustainable future. Drawing from diverse global classroom experiences, the session demonstrates how language instruction can seamlessly incorporate digital literacy, problem-solving, and technology-based methodologies. Attendees will explore strategies for designing engaging lessons that connect language learning with topics such as environmental sustainability, global collaboration, and intercultural understanding. Guest contributors, including Sebastian Chumbe (@ElMapadeSebas), Access E2C+ student Jhonatam Oliver (@jhonhair_stylist), and Jennifer Kapral from Asia Society Texas (@asiasocietytx), share practical examples and personal insights into global competence education. Their stories highlight how students can harness language and technology as powerful tools for positive change. This keynote equips educators with actionable strategies and renewed inspiration to embed sustainability-focused practices in their teaching. By reframing English education as a platform for global citizenship and environmental awareness, we can better prepare learners to thrive in—and shape—a more sustainable world.

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Teaching from the Inside Out: Metacognition in Teacher Education Programmes

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MARIA EUGENIA IANIRO

Fostering metacognitive skills can shape pre-service teachers into reflective, effective, and lifelong learners. True learning is not passive; it emerges when students actively wrestle with new ideas and try to make sense of what they are learning. This session aims to illustrate how integrating metacognitive strategies into teacher education programmes can help future educators manage their learning journeys more effectively.

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Teaching the Quiet Ones

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MICHELLE WORGAN

Introverted and shy learners often struggle in communicative classrooms, where extroverted norms dominate. Without intentional support, these students may disengage, losing confidence in their language-learning abilities. This session explores how educators can redefine connections with quieter learners by adapting classroom dynamics to be more inclusive. Participants will first reflect on common ELT activities, evaluating how these might marginalize introverted or shy students. We'll distinguish between introversion (a personality trait) and shyness (anxiety-driven), then identify barriers these learners face. Using the Universal Design for Learning (UDL) framework, we'll redesign tasks to offer choice—such as solo reflection before group discussion or varied participation modes (written/digital/oral). We'll also consider practical scaffolding techniques for speaking tasks, ensuring quieter students contribute meaningfully. The session closes with actionable strategies for teachers and institutions to foster inclusivity at both classroom and curricular levels. By the end, attendees will have tools to reconnect with all learners, creating a classroom where participation isn't one-size-fits-all.

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Teaching, Leading, Growing: Lessons from Building an Online English School

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – MIRIAN MAGALHÃES COELHO

How does a teacher turn a passion for education into a sustainable business? In this talk, I will share the story behind the creation and growth of Anglia English, an online school focused on adult learners. Starting from private classes and a one-person operation, I gradually built a structured school with a strong team and a growing student community. Along the way, I faced challenges that many teachers encounter when moving into entrepreneurship: finding a balance between quality teaching and business demands, learning to delegate, maintaining consistency across classes, and dealing with marketing and financial management. I will discuss key decisions that shaped Anglia's development, moments when I needed to adapt and rethink strategies, and lessons learned that might help other ELT professionals considering similar paths. This talk aims not only to tell a story but also to offer reflections and practical insights about transitioning from teaching to running an educational business. Participants will leave with ideas about how to start small, grow sustainably, stay connected to educational values, and navigate the emotional and practical challenges of entrepreneurship. Whether you are thinking about opening your own school, offering independent courses, or simply curious about the entrepreneurial side of ELT, this session will bring real-life perspectives and encouragement to take the first steps

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The Art of Rapport in Language Teaching

WORKSHOP (45 MINUTES)

SPEAKER – JANE GODWIN COURY

Building genuine rapport with learners is one of the most powerful yet often overlooked aspects in language teaching. This hands-on workshop explores the art of creating meaningful teacher-student connections through the lens of Neuro-Linguistic Programming (NLP), offering English teachers practical strategies to foster trust, increase engagement, and support more effective learning environments. Rapport, in NLP, is the ability to create a relationship of mutual understanding and trust by aligning with another person's verbal and non-verbal communication. It involves being in tune with your learners' needs, emotions, and energy, and creating a safe space where communication flows naturally. When rapport is strong, students feel seen, heard, and valued – and as a result, they become more motivated, confident, and willing to take risks with language. In this interactive session, participants will be introduced to core NLP concepts related to rapport. They will take part in simple yet effective activities designed to build rapport with individuals and groups. Through pair work, reflective tasks, and group discussion, teachers will experience firsthand how NLP can enhance their classroom presence, improve student responsiveness, and promote a positive learning atmosphere. By the end of the session, participants will: Understand what rapport means in the context of NLP and language teaching; Recognize the key role of trust and emotional safety in the classroom; Explore practical NLP-based techniques for building rapport with learners; and Leave with ready-to-use strategies and activities to apply immediately. Human connection is essential for learners and teachers to Human connection is essential for learners and teachers to thrive in the language classroom. When rapport is strong, it fosters trust, motivation, and a willingness to engage fully in the learning process.

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The importance of being present

DEMONSTRATION (45 MINUTES)

SPEAKER – FERNANDA DE OLIVEIRA GUEDES

In a world shaped by hyperstimulation and emotional detachment, especially in the post-pandemic era, developing genuine presence and emotional connection has become critical in educational environments. This session will demonstrate two interactive experiences designed for different age groups, aimed at enhancing mindfulness, self-awareness, and emotional literacy. Through reflective activities and guided mindfulness practices, participants are encouraged to recognize and appreciate personal and peer qualities, promoting a stronger sense of belonging and emotional resilience. Real-world feedback from students highlights the transformative potential of these practices. Join us to explore how simple, thoughtful interventions can rebuild human connections in the classroom and beyond.

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The language learning stage where queerness is queen

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – TYSON SEBURN

In some ways, queerness seems to be blossoming all around: inclusion of LGBTQ+ primary characters in entertainment around the world (e.g. Canada's Sort Of, France's Elite, UK's Heartstopper, Brazil's Valentina, Japan's The Boyfriend, to illustrate this reach). On a parallel, but painstakingly glacial pace, awareness that LGBTQ+ folx exist has emerged in English language teaching contexts too. As a result, some of us are producing materials that I might characterise as a background dancer on 'the stage where queerness should be queen'. So naturally, these materials vary in quality, differentiated mostly by examining how queerness is represented (or isn't). In this talk, we'll weave our way from identifying degrees of heteronormativity (via Moore, 2020) towards examples of and benefits for all from a true queer pedagogy in an ELT lesson. We'll use this to highlight what makes our representations authentic and meaningful for everyone, so we can all feel sparkly in centring queerness, and light a fire to this glacial pace we're currently on.

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The PD Drop Route: Bite-sized, Flexible CPD for Real Classroom Impact

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – VERONICA GOMES S SILVA

Continuous professional development (CPD) often competes with teachers' busy schedules and the demands of planning and grading, leaving limited opportunities for synchronous meetings. This session explores how bite-sized, flexible approaches to CPD can better align with teachers' routines, needs, interests, and professional goals —making ongoing development not just accessible, but purpose-driven, achievable, and grounded in the realities of everyday teaching. Drawing from personal experience transitioning from teacher to academic coordinator, this session will share insights into how the intentional design of CPD—delivered in small, practical formats—can foster self-directed and personalized learning, improve classroom practices, and support sustained well-being alongside continuous professional growth. These reflections are complemented by my postgraduate studies in Educational Program Management and Digital Technologies (FIA Business School), emphasizing how educational technology, active learning design, and practical tools for reflection can be purposefully used to support teachers on their learning journey. Connecting to the conference theme "Living Transformation Together," this session will explore how to design CPD that meets teachers where they are, values their expertise, and supports their growth. Participants will leave with practical ideas for implementing flexible CPD activities in their own contexts, along with reflections on how to thoughtfully set objectives, create space for input and reflection, and leverage educational technology to enhance teachers' learning experiences, ultimately encouraging autonomy and ongoing teacher development in everyday teaching practice.

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Tiny humans, great minds - learning from young learners

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – CRISTINA BORDINHAO

Teaching Young Learners (and very young learners) has proven to be a challenge for many teachers – their actions, reflexes and learning processes differ a lot from teenagers and adults. But why? and how can teachers benefit from young learners' brains in order to improve their learning experience

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Transforming Assessment for SEN Students: A Project on Universal Design for Learning to Empower Growth

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – TAÍLA GIMENEZ

The aim of this session is to share the successful project designed for primary students, some of whom have special needs that require an adapted curriculum and accommodated assessments at an international school in Rio de Janeiro, Brazil. Students are immersed in the British curriculum and are challenged to use English as their first academic language, rather than Portuguese. So the challenges involving language are experienced in the learning of various subjects. The practice highlights how Universal Design for Learning (UDL) can create an environment where all students have the opportunity to thrive. The project, involving all the subjects, was based on the book to be read by the class, "Charlie And The Chocolate Factory" by Roald Dahl. In Science we saw concepts of temperature, how to melt and freeze chocolate and in Geography, different types of maps, drawing the factory map. The session addresses the challenges faced by students who need changes in teaching methods, materials and assessments, and by teachers who need to create this curriculum that doesn't exclude students but is also able to motivate them cognitively. Through the principles of UDL, educators can create flexible learning environments that offer various means of engagement, representation and expression, ensuring that students with varying abilities are supported to reach their full potential. Participants will explore how assessment practices can be adapted to provide equitable opportunities for all students. Emphasis will be placed on the role of personalized accommodations to ensure that assessments accurately reflect student understanding not only in the area of language, but also in other subjects. Practical examples and tools will be shared, enabling educators to implement these inclusive practices and assessments effectively in their classrooms. Focusing on inclusion and flexible assessment allows educators to help students build confidence and develop essential skills in their educational journey.

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Transforming Passions into ESP Careers: A GE Teacher's Guide

WORKSHOP (45 MINUTES)

SPEAKER – RICARDO BRUNS

Many General English (GE) teachers hesitate to transition into ESP due to perceived lack of expertise, missing career growth opportunities. This interactive workshop challenges this myth by demonstrating how personal passions and curiosity (e.g., cycling, cooking, finance) can become ESP teaching niches. Participants will: • Explore a self-assessment tool to identify their latent domains of knowledge. • Analyze real-world examples (e.g., a "Bike Fitting English" case study) to demystify ESP requirements. • Practice reframing their expertise (e.g., "I'm not a lawyer, but I understand legal English through my research"). • Leave with a personalized action plan to pitch their ESP niche confidently. Rooted in the presenter's 25-year journey from GE to Business English, this session aligns with the conference theme by transforming teachers' self-perception and fostering collaborative learning.

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Transforming Teacher Development through Exploratory Practice

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – RICARDO SOUZA

This talk invites teachers to reclaim ownership of their professional development through Exploratory Practice (EP), a framework grounded in reflection and understanding. Rather than positioning teachers as passive recipients of training or as problem-solvers pressured to "fix" classrooms, EP offers a space for curiosity, autonomy, and understandings. By engaging with puzzles—genuine questions about classroom life—teachers can explore what matters most to them and their learners. Grounded in Dick Allwright's principles, this session highlights how EP fosters sustainable and meaningful development from the inside out. I will share practical strategies and real-life examples of how exploratory conversations and teacher-led inquiry have empowered educators to make sense of their practice, challenge assumptions, and connect more deeply with their professional identities. By the end of the session, participants will leave with a clearer understanding of EP and with tools to implement it in their own contexts. More than a methodology, EP becomes a stance: a way of being a teacher who learns, questions, and grows with others. In a time when top-down demands often dominate teacher development, this talk offers an alternative: an invitation to live transformation together, starting from within.

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Use Your Words: An Assessment Strategy to Gauge Vocabulary and Writing Skills

WORKSHOP (45 MINUTES)

SPEAKER – PEARLIE LUBIN

Student reading and writing assessment is vital in developing appropriate course content. This workshop will provide teachers with a strategy to assess the vocabulary and writing skills of English language learners. Teachers will come away from this interactive workshop with low -tech and high-tech methods of writing assessment.

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Using Advertisements and Commercials to Foster Intercultural Awareness in the Classroom

WORKSHOP (45 MINUTES)

SPEAKER – VIVIAN BUSSINGUER KHAVARI

This workshop introduces practical examples of how to foster intercultural awareness in the classroom by having participants actively consider and discuss the different ways in which culture affects how people communicate. With a strong focus on experimental learning and reflective practices, participants become aware of the relationship between culture and one's values, attitudes, and behaviors. By observing marketing strategies and how different cultures choose to advertise products a certain way, participants are challenged to critically analyze international advertisements and commercials in order to better understand behaviors, values and perceptions across cultures. Through projects and tasks that involve self-reflection, group discussion, research, presentation, and even film-making, participants learn how students can be challenged to explore their own cultural perspectives by thinking outside the box and critically analyzing cultures that seem different to theirs. Understanding comes not only through cognitive and academic studies, but also through the awareness of one's own emotional reactions to cultural perceptions, stereotypes, etc. Therefore, it is important to help students become more aware of their own cultural values and communication styles so that they can eventually gain a deeper understanding of the essential nature of cultural differences.

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Using AI to Support ESP Students and Optimize Your Teaching Time

WORKSHOP (45 MINUTES)

SPEAKER – LUCIANA PASSOS

Much has been discussed about AI and its role in education. Still,there remains a need for concrete guidance on its practical application. This presentation will offer a step-by-step approach to using AI for developing lesson plans for ESP students. It will include examples of effective prompts, how to review and select AI-generated content, and demonstrate how this process can save time while delivering personalized, high-quality lesson plans.

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What do teachers of English need English for?

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JOSE ALBERTO COSTA

It's common for teachers to have assumptions about language teaching and learning e.g. "grammar is best learned deductively" or "the teacher should know as much as possible about the language itself". But "what is it that a teacher needs to know about English in order to teach it effectively as a second language?" Scott Thornbury, who asked this question, defends that "as well as being good language users, teachers of English also need to have 'the knowledge of the underlying systems of the language that enables them to teach effectively' (Thornbury 1997:x). He also draws our attention to the fact that "in an ideal world, the language teacher will be both language proficient and language aware" (Thornbury, 2017, p. xiv). In this session we will look at some competences teachers are expected to demonstrate to teach English effectively as described in popular language teaching frameworks and discuss the importance of reaching higher levels of proficiency as part of a teacher's continuous professional development. We will also consider aspects of teacher language such as language ability, knowledge and awareness and how these can enhance teachers' ability to use English effectively and appropriately in their daily work.

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What I Wish I Knew: Lessons for New Teachers That No One Teaches You

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – LEANDRO SANTOS DE ARAUJO

Initial teacher training often focuses on the technical and theoretical aspects of the profession — how to teach grammar and vocabulary, use frameworks like ESA, and manage classroom behavior. While these skills are undeniably important, many novice teachers quickly discover that some of the most challenging aspects of the job are the ones no one warned them about. This talk explores the often-overlooked realities of early teaching experiences: how to respond to a room full of silence, what to do when a lesson falls apart, how to build rapport with students without compromising authority, and how to navigate the emotional rollercoaster of the first year. These situations are rarely addressed in training programs, yet they significantly shape how new teachers perceive their competence and sense of belonging in the profession. Drawing from personal stories, classroom experiences, and reflective practice, this session aims to normalize these early-career struggles and offer practical strategies for building emotional resilience and professional confidence. The goal is not to present perfect solutions, but to help participants feel less isolated, more prepared, and more connected to the broader community of educators. Whether you're just starting your teaching journey or mentoring someone who is, this session will provide honest insights, supportive guidance, and simple, actionable tools to help navigate the messy, human side of teaching. It is a reminder that teaching is not about being flawless — it's about growing, reflecting, and finding meaning in the challenges.

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What you need to do to teach in a bilingual school or program: Practical ideas from the International Certificate in Teaching Bilingual Learners – Seven Academy

COMMERCIAL TALK (30 MINUTES)

SPEAKERS – DENISE CAVALLI & SIMONE MANETTI

What if the most valuable outcomes of CELTA and DELTA aren't the techniques you gain, but the way you begin to think? This session explores how these courses transform teaching from the inside out, reshaping how teachers think, plan, and reflect. We'll uncover the less visible but lasting effects: greater classroom presence, more principled decision-making, and deeper professional purpose. Ideal for teachers considering next steps and those advising them, this session reframes CELTA and DELTA as tools for real growth, not just certification.

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Why Smaller Lessons Make a Bigger Impact

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – ALINE AGUIRRE

In an era of information overload and shrinking attention spans, traditional learning methods often fail to engage learners effectively. Microlearning emerges as a powerful solution, delivering bite-sized, focused learning experiences that enhance retention, motivation, and accessibility. This talk explores the principles of Microlearning, its benefits in various educational and corporate settings, and practical strategies for designing impactful Microlearning content. Attendees will gain insights into how to implement Microlearning effectively to foster continuous learning and adaptability in today's fast-paced world.

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Words Matter: Language Choice, Power, and Soft Skills in Teacher Development

INDIVIDUAL TALK (30 MINUTES)

SPEAKER – JANAINA LAMBERT

Words do more than describe reality. They shape how we experience and understand it. In education, the language we use in feedback, meetings, classrooms, and everyday interactions subtly influences how people see themselves, relate to others, and engage with learning. This session invites educators to reflect on how everyday word choices carry influence — often in ways that go unnoticed. Using real examples from teacher development and classroom interactions, we will explore how terms like "low-level," "at-risk," or "controlling the class" can unintentionally reinforce limiting narratives. We will also examine how small shifts in language can promote inclusion, growth, and mutual trust. This is not about policing what people say. It is about becoming more aware of the messages our words convey. What do they reveal about how we view our students, our colleagues, and ourselves? And how can we use language not just to instruct, but to connect, empower, and include? The session offers practical examples, reflective prompts, and space to rethink how language shapes the culture of learning. Participants are encouraged to come with curiosity — and leave with new insights on how words can build connection and trust.

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Your CELTA companion library: power up your CPD – Disal

COMMERCIAL TALK (30 MINUTES)

SPEAKER – CATARINA PONTES

Doing a teacher certification course can be quite demanding and it requires a significant amount of investment of time, energy and money. With so many publications available in our area, it can also be quite daunting to find the resources that best cater for specific needs and that meet the requirements of different courses. Knowing which books to resort to can help you save some precious time, so join me in this session to learn more about how to organize your library – and even get a pleasant surprise at the end of the session!

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