



ELT Week Peru 2026

Conference Guide

9 to 13 March, 2026

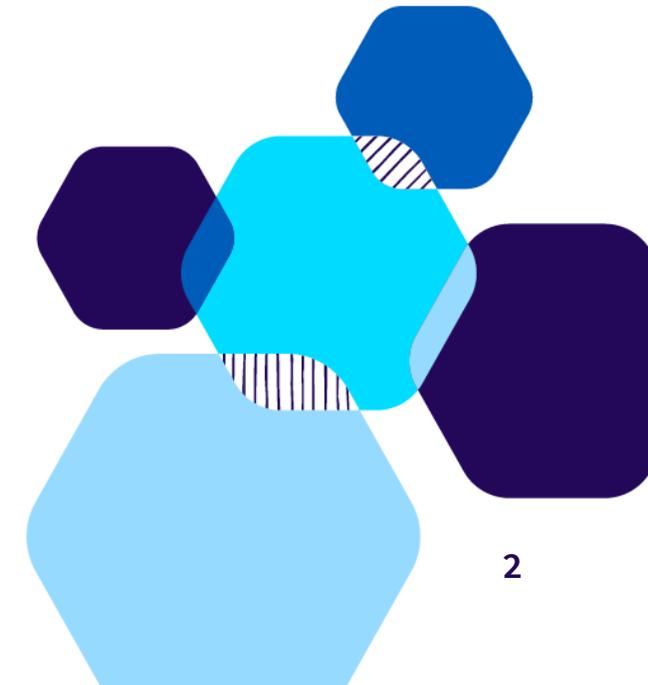
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Conference programme (Morning sessions)

Time	Mon 9 March	Tue 10 March	Wed 11 March	Thu 12 March	Fri 12 March
09:00	<p>AI for Inclusion: Empowering SEND learners through technology</p> <p>(María José Galeno) Uruguay</p> <p>50 minutes</p>	<p>Materializing thinking: Unlocking potential for Peruvian educators</p> <p>(José Armando Villarruel) Madre De Dios, Peru</p> <p>50 minutes</p>	<p>The power of technology in the classroom to spark creative learner thinking</p> <p>(Guizella Matienzo) UK-Peru</p> <p>60 minutes</p>	<p>Seeing every learner: Responding to diversity in English lessons</p> <p>(Karina Chicoma) Lambayeque, Peru</p> <p>60 minutes</p>	<p>When nothing becomes everything: High-impact ELT with limited resources</p> <p>(Karina Zew) Argentina</p> <p>60 minutes</p>
11:00	<p>Teaching smarter: The essential 21st-century teacher toolkit</p> <p>(Anna Machura) Ireland</p> <p>40 minutes</p>	<p>Digital storytelling: A bridge between language learning and social-emotional growth in vulnerable contexts</p> <p>(Karina Febres) Lima, Peru</p> <p>45 minutes</p>	<p>Embracing diversity, enhancing learning: Inclusive practices for a dynamic classroom</p> <p>(Romy Rivera) Cusco, Peru</p> <p>45 minutes</p>	<p>Fostering inclusive and motivated learning in English classrooms</p> <p>(Cristina Espinoza) Lima, Peru</p> <p>45 minutes</p>	<p>Teacher, how can I get better at listening? A practical framework</p> <p>(Lori De Chelis) Ancash, Peru</p> <p>45 minutes</p>

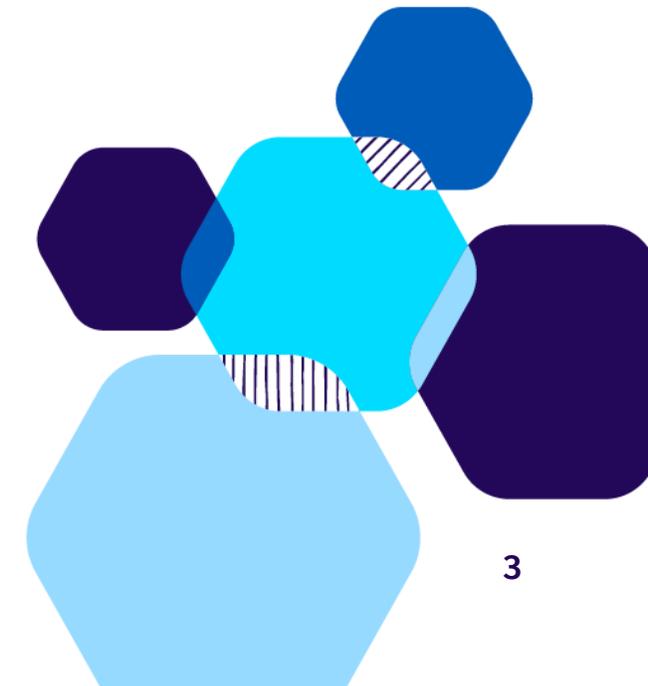
Peru time zone (GMT-5)
Some sessions might start 5 or 10 minutes past the hour due to conference announcements.



Conference programme (Afternoon sessions)

Time	Mon 9 March	Tue 10 March	Wed 11 March	Thu 12 March	Fri 12 March
16:00	Bringing TED into your Classroom: The 3-minute talk experience (Judith Llerena) Lima, Peru 45 minutes	Clear, concise, effective: Mastering Instructions for better Learning (Yedid Monroy-Segundo) Mexico 40 minutes	Beyond the page: Using picturebooks to inspire language and creativity in young learners (Cristian Chiroque) Piura, Peru 40 minutes	Designing for flow: Integrating motivation, playful learning, and purpose in every lesson (Delia Arias) Arequipa, Peru 40 minutes	Reimagining English teaching with AI: Creative tools for learner engagement (Jimmy Riojas) Callao, Peru 40 minutes
17:00	Beyond the test: Transforming student assessment for a new era (Marcela Danowski) Argentina 60 minutes	Rethinking assessment: From grades to evidence of learning (María Linares) Lima, Peru 60 minutes	The power of interaction: Transforming English learning through collaboration (Lucía Murillo) Lima, Peru 60 minutes	From the classroom to the world: How <i>Netspeaking</i> transformed oral communication through authentic global interactions (Anny Salazar) Callao, Peru 60 minutes	EducAltion. Weaving the old, the new, the borrowed, and the due (Silvia Breidburg) Argentina 60 minutes

Peru time zone (GMT-5)
Some sessions might start 5 or 10 minutes past the hour due to conference announcements.



The graphic features a grid of icons: a sun, a hand holding a shield, an eye, a heart, and a hand holding a heart. A QR code is located in the bottom right corner of the grid.

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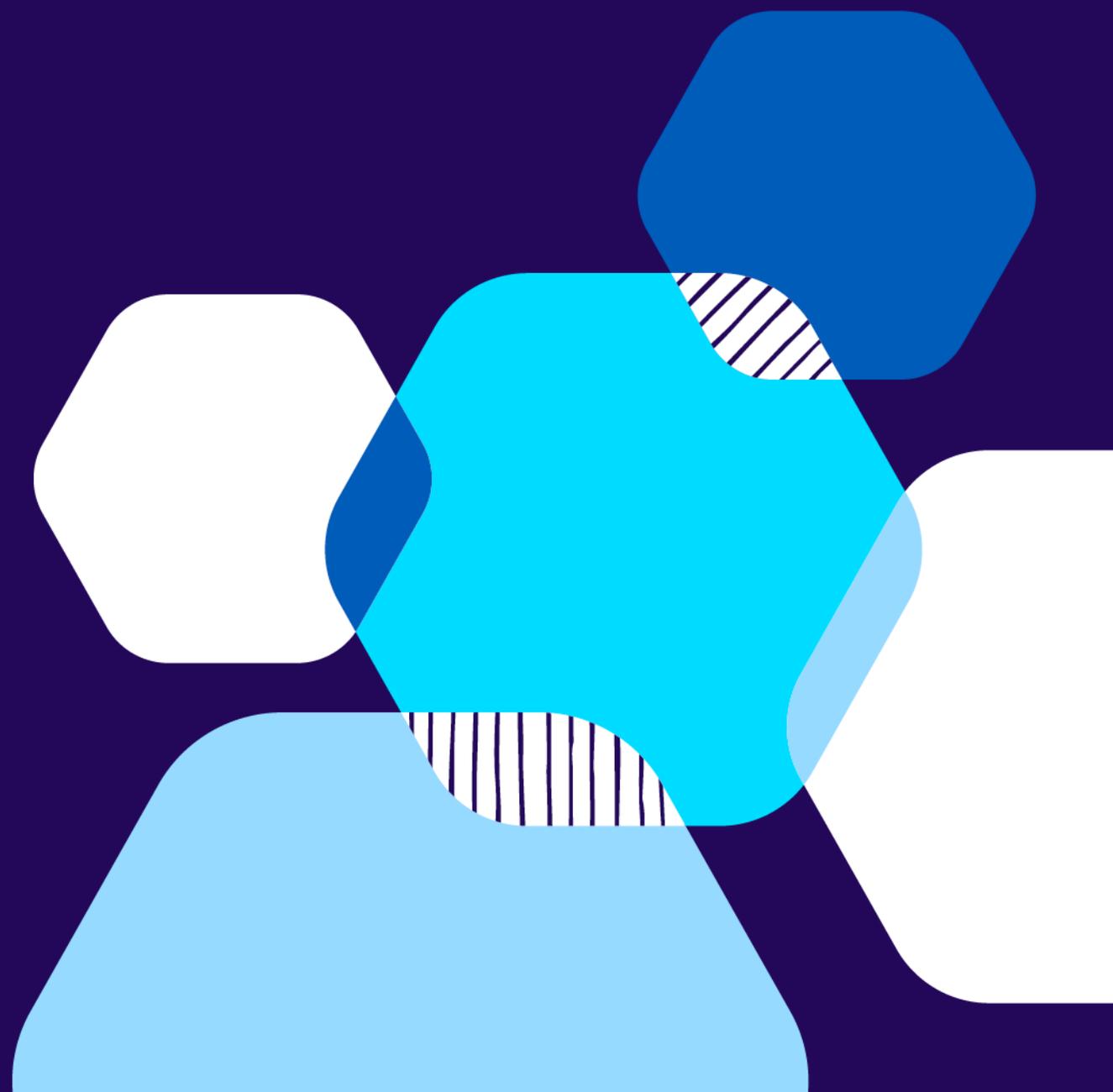
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Abstracts and speakers' bios



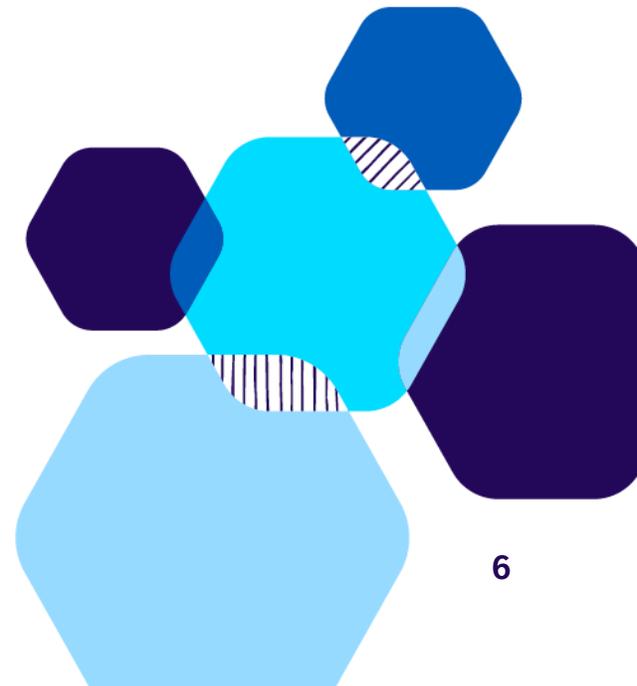
AI for inclusion: Empowering SEND learners through technology

Maria Jose Galleno (Uruguay)

Monday 09/03/2026
09:00 AM
50 minutes

As classrooms become increasingly diverse, the need for inclusive strategies that support all learners—particularly those with Special Educational Needs and Disabilities (SEND)—is more pressing than ever. This presentation explores how Artificial Intelligence can serve as a powerful tool for inclusion. By examining real-world examples and classroom applications, the session demonstrates how AI can assist in creating personalised tasks, offering differentiated feedback, and uncovering learning patterns through data analysis. Special attention is given to how these tools can reduce barriers for SEND learners, promote autonomy, and support educators in adapting their teaching more effectively. The session also addresses ethical considerations and the importance of human oversight when integrating AI into inclusive education.

Experienced educator and learning technologist specializing in digital integration in education. Cambridge ESOL and APTIS examiner. International speaker on AI, inclusion, and e-safety. Holds postgraduate degrees in TESOL and Digital Technology. Microsoft Innovative Educator Expert and course developer for the British Council's global teacher training and moderation programs.



Teaching smarter: The essential 21st-century teacher toolkit

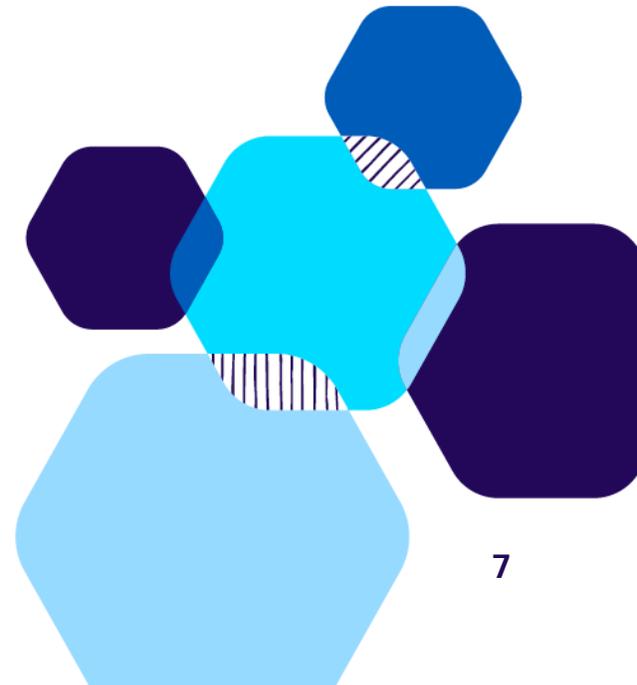
Anna Machura (Ireland)

English Language Teaching in the 21st century has undergone a massive transformation; it has even become a separate art, one that requires smarter skills, tools and strategies to address new demands and challenges observed globally. At the same time, this current remodelling of education, with all its intricacies and complexities, can be turned into an opportunity for us, educators, to create better classroom environments with innovation and collaboration in mind, where students feel truly empowered, noticed and valued. To achieve this goal successfully, it is necessary to apply a multidisciplinary approach. This highly interactive session will cover core aspects of modern day pedagogy, through a holistic lens, including the connection between our thoughts, feelings and behaviours, 'the three As' – arrangement, adaptation and adjustment in instruction, delivery and assessment as well as other elements indispensable for the effectiveness of the teaching-learning process. Participants will be presented with a much-needed, future-ready teacher toolkit, with a range of useful techniques to visibly enhance their professional practice in the following areas: learner language acquisition and processing, purposeful collaboration in the classroom, learner agency, differentiated instruction, mental health and well-being in education. Let us meet to explore the art of smart teaching, focused on meaningful communication, inclusion, increased self-awareness and passion for teaching, now being skilfully reimagined for the new era.

Anna is an award-winning, Cambridge-qualified language teacher, UK Standards Office CPD accredited international speaker, certified teacher trainer, ICF-accredited coach and chair of TEFL Kuwait Neurolinguistics SIG. She is also a lecturer, researcher, therapist, educational consultant, course creator, author of multiple educational articles and resources on neurocognitive insights, educational neuroscience, cyberpsychology and mental health in education. Anna holds an impressive record of seven degrees and specialisations including neurodiversity-informed practice, medical device science, applied linguistics, neurolinguistics, law and management. Based on her interdisciplinary research, she has created a unique method: Teaching with Therapeutic Techniques. Anna has presented as an expert speaker and panellist at various prestigious ELT and leadership events pioneering novel, inclusive teaching methodologies, empowering educators, parents and communities across the globe. She is the founder of an international platform for project-based learning and an online language school in Africa.

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Monday 09/03/2026
10:00 AM
40 minutes



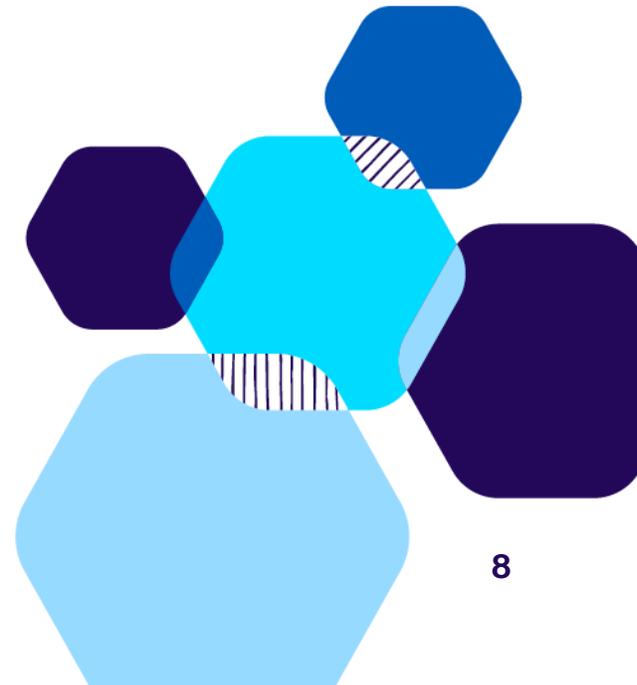
Bringing TED into your classroom: The 3-minute talk experience

Judith Llerena (Lima, Peru)

Monday 09/03/2026
16:00 PM
45 minutes

Bringing TED into Your Classroom: The 3-Minute Talk Experience introduces an innovative way to build students' fluency, confidence, and coherence through spontaneous mini-presentations inspired by TED Talks. In this interactive session, participants will explore how short, purposeful speaking routines can transform traditional lessons into platforms for authentic communication and peer collaboration. Combining principles of task-based learning, microlearning, and reflective feedback, this approach empowers learners to express ideas that matter, proving that meaningful communication can happen in just three minutes.

Judith Llerena Tapia is an ELT professional specializing in educational innovation, academic leadership, and language program development. With extensive experience supporting language schools and higher education institutions across Peru, she focuses on bridging pedagogy and technology to enhance English learning outcomes. Her work integrates EdTech solutions, communicative methodologies, and teacher development initiatives that promote confidence and real-world fluency. Passionate about empowering educators, Judith helps institutions create engaging, learner-centred experiences that transform classrooms into spaces of authentic communication.



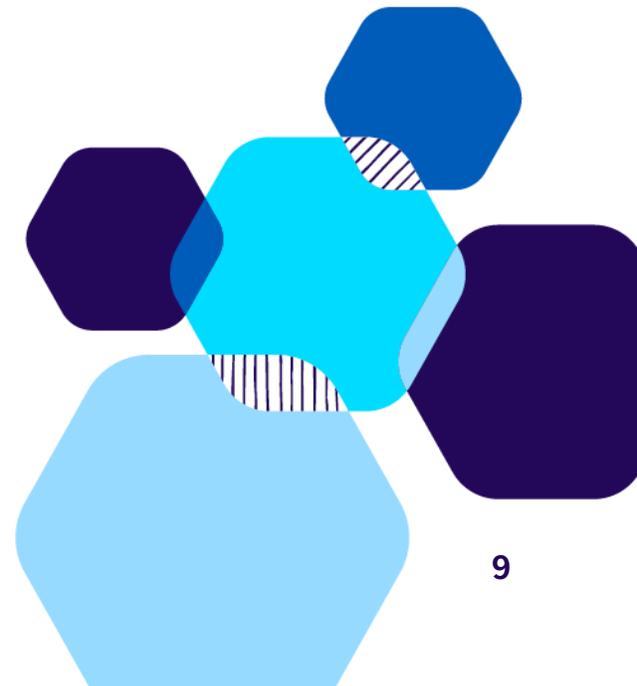
Beyond the test: Transforming student assessment for a new era

Marcela Cecilia Danowski (Argentina)

Monday 09/03/2026
17:00 PM
60 minutes

Traditional assessment often prioritises results over learning. This session invites educators to explore assessment as a student-centred process that values thinking, creativity, and growth rather than evaluation alone. This session focuses on concrete alternative assessment approaches that place learners at the centre of the learning experience. Participants will explore how e-portfolios, digital escape rooms, design thinking challenges, and visual thinking routines can be used as assessment opportunities that make learning visible. These approaches allow students to document progress, reflect on their thinking, collaborate, and demonstrate understanding in meaningful ways. Through practical examples and guided exploration, educators will examine how these formats support agency, engagement, and metacognition while aligning with curricular goals. By the end of the session, participants will leave with ready-to-use ideas and a clearer vision of assessment as a tool for learning and reflection rather than final judgement.

Marcela Cecilia Danowski is an English educator, teacher trainer, and conference presenter with more than twenty years of experience across primary, secondary, tertiary, and university levels. She specialises in assessment for learning, inquiry-based pedagogy, and 21st-century skills. Marcela holds a BA in English Language, diplomas in Phonetics, Educational Management, and Curriculum Accommodations, and is currently pursuing a Master's in Neuropedagogy. As an educational consultant and Speaking Examiner, she supports institutions in designing meaningful, inclusive, and innovative assessment practices that truly reflect students' learning and potential.



Materializing thinking: Unlocking potential for Peruvian educators

José Armando Villarruel (Madre De Dios, Peru)

Tuesday 10/03/2026
9:00 AM
50 minutes

This session is designed for English teachers seeking to foster critical thinking through structured Thinking Routines. Participants will observe a range of practical strategies that enable students to organize and deepen their ideas, making the learning process visible and meaningful. Unlocking Potential for Peruvian Teachers aims to empower teachers by building pedagogical confidence and providing high-value insights on integrating these routines into daily teaching practices to nurture student autonomy and curiosity.

José Villarruel is a seasoned English teacher with over 22 years of experience, currently serving as Academic Principal at COAR-Madre de Dios. He holds a Master's Degree in Tertiary Education from San Antonio Abad del Cusco University and a Licentiate in Foreign Languages Education. José is a skilled teacher trainer and curriculum designer with extensive experience in professional development across Peru and Latam. He is passionate about fostering critical thinking and student autonomy in language learning through innovative practices. José has also participated in prestigious programs like Fulbright-US and APEC School Leadership-South Korea, making him an inspiring leader in education.

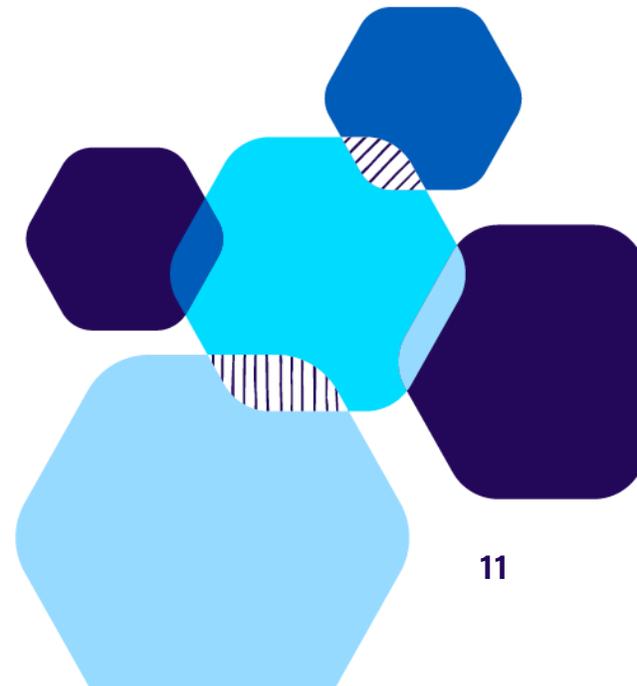
Digital storytelling: A bridge between language learning and social-emotional growth in vulnerable contexts

Karina Febres (Lima, Peru)

This session explores how digital storytelling can enhance English language learning while simultaneously nurturing social and emotional development in learners from vulnerable backgrounds. Drawing on findings from my doctoral research, I will present a 12-week English workshop implemented in a residential care setting, where participants were divided into two groups: an experimental group using animated digital storytelling as the core instructional strategy, and a control group following a traditional communicative approach. The session will demonstrate how digital storytelling increases learner motivation, supports the acquisition of basic linguistic structures, and creates more meaningful and sustained opportunities for language production. Beyond linguistic gains, the findings highlight how narrative creation fosters empathy, collaboration, emotional expression, and agency, critical skills for learners who may experience trauma, instability, or academic disengagement. Participants will gain practical, classroom-ready strategies, including lesson design for low-resource environments, accessible technology options, and assessment approaches that address both linguistic and socio-emotional outcomes. This session is especially relevant for educators seeking human-centred, inclusive methodologies that connect language learning with learners' lived experiences.

Karina Febres serves as Curriculum Manager at Open English, with extensive experience in curriculum design, teacher development, and technology-enhanced language learning across Latin America. She has led academic, operational, and EdTech initiatives focused on creating meaningful, equitable, and learner-centred learning experiences for diverse learner populations. Her work integrates social-emotional development into language education, supporting both learners and educators in building agency, resilience, and purpose through language. She is currently pursuing a PhD on the impact of digital storytelling on English language learning and socio-emotional development in vulnerable youth and is committed to advancing human-centred innovation in education.

Tuesday 10/03/2026
10:00 AM
45 minutes



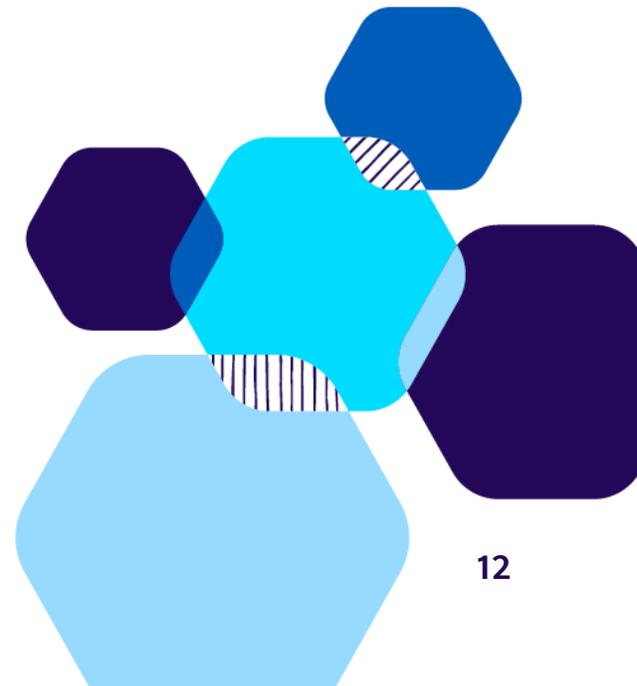
Clear, concise, effective: Mastering instructions for better learning

Yedid Monroy-Segundo (Mexico)

Giving clear instructions is one of the most powerful—and often overlooked—classroom management tools. When learners understand exactly what to do, teachers save time, reduce anxiety, and foster greater engagement. This session explores practical, research-informed strategies for delivering effective instructions and systematically checking understanding in diverse English language classrooms. The presentation illustrates how small changes in teacher language, sequencing, and interaction patterns can significantly improve lesson flow and learner autonomy. Participants will examine common challenges—ambiguity, over-explaining, language overload, and ineffective comprehension checks—and will learn concrete techniques such as the “3S Instruction Model” (Say–Show–Simplify), task-staging, demo-first approaches, student restatements, strategic questioning, and low-tech formative checks. Classroom examples are drawn from research and real practice in different contexts. By the end of the session, teachers will leave with ready-to-use strategies they can implement immediately to improve lesson clarity, learner confidence, and overall classroom management.

Yedid Monroy-Segundo is an experienced English teacher with 25 years of work across a wide range of educational levels, from young learners to adult and university students. Throughout her career, she has focused on creating meaningful learning experiences, adapting methodologies to diverse contexts, and supporting learners’ linguistic and personal growth. She holds both a Master’s degree and a Doctorate in education, which have strengthened her commitment to continuous inquiry and reflective practice. Her interest in researching language learning and teaching continues to grow, especially in areas such as classroom interaction, teacher development, and context-responsive pedagogy. Over the years, she has shared her work and classroom insights at national and international events, including MEXTESOL, BBELT, and various academic congresses. These experiences have allowed her to engage with teaching communities, exchange ideas, and contribute to the ongoing dialogue around effective English language teaching. Dedicated, curious, and grounded in real classroom practice, she aims to bridge the gap between theory and everyday teaching. She continues to explore new questions, collaborate with colleagues, and support initiatives that enhance English language learning in diverse educational settings.

Tuesday 10/03/2026
16:00 PM
40 minutes



Rethinking assessment: From grades to evidence of learning

María Esther Linares (Lima, Peru)

Tuesday 10/03/2026
17:00 PM
60 minutes

Assessment in many classrooms is still viewed primarily as a measurement tool rather than as a catalyst for learning. This live session explores Assessment for Learning (AfL) as a practical and sustainable framework for collecting meaningful evidence of understanding, providing effective feedback, and fostering learner autonomy—without increasing teacher workload. Through concrete examples drawn from bilingual and ELT contexts, participants will examine rubric design aligned with communicative learning outcomes; feedback strategies that promote reflection, self-regulation, and growth; and quick, actionable assessment tools such as exit cards, thinking routines, student self-checklists, and short speaking tasks. Participants will engage through guided chat interactions at key moments, and questions will be addressed during the live Q&A. All templates and routines shared are classroom-ready and adaptable to any level or teaching context, enabling teachers to make learning visible, strengthen student responsibility, and increase motivation through purposeful assessment practices.

María Esther Linares is Head of the English Department at San Antonio de Padua School and an external English advisor for *La Recoleta School* (Arequipa) and *San Antonio de Huamanga* (Ayacucho). With over 40 years of experience in ELT, she specializes in teacher training, curriculum design, assessment, and bilingual education. She holds a Master's degree in TEFL from the University of Reading (UK) and the Diploma for Overseas Teachers of English from the Royal Society of Arts. María Esther is also a certified Cambridge Assessment Speaking Examiner, actively supporting the promotion of high standards in language proficiency and classroom-based assessment.

The power of technology in the classroom to spark creative learner thinking.

Guizzela Matienzo Aguilar (Peru-UK)

Wednesday 11/03/2026
09:00 AM
60 minutes

This session will explore how simple, free digital tools can support teachers to design creative lessons that spark learners' creativity and provide a safe space to think critically when solving problems. Participants will be introduced to user-friendly platforms that promote collaboration and teamwork inside and outside the classroom, without requiring advanced technical skills. Through hands-on examples, teachers will experience adaptable activity ideas that can be reused in different classrooms. By the end of the session, participants will recognise when and how to start integrating technology meaningfully; feel more confident that using devices does not mean losing control of the class and that planning technology-rich, creative lessons does not have to be time-consuming; and understand how encouraging "outside the box" problem-solving can better prepare learners for academic and professional contexts where English is needed. Overall, this session aims to reassure teachers that creative, technology-enhanced lessons are achievable for everyone, and that small, intentional changes can have a powerful impact on learner engagement and confidence.

Guizzela Matienzo Aguilar is an ESL teacher and trainer at Kaplan Oxford with 14 years' experience in schools and language centres in Peru and the UK. She holds a Master's in Leadership and Management (Distinction) from the University of Reading and a Diploma in Executive Coaching. She coaches, mentors and trains teachers to create student-centred, technology-enhanced and creative classes. Her innovative idea was featured in the "Fire Chat" at English UK (March 2025) and highlighted in the conference's eight key takeaways. In 2026 her proposal on student-centred classrooms will be presented at English UK in London.

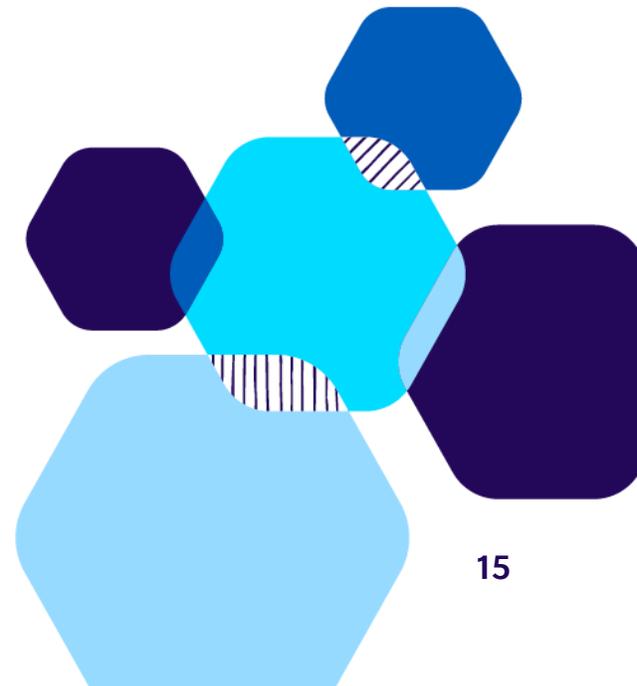
Embracing diversity, enhancing learning: Inclusive practices for a dynamic classroom

Romy Rivera Del Carpio (Cusco, Peru)

In this session, we will explore the importance of recognizing and responding to learner diversity in the classroom. Understanding what diversity really is. Participants will learn practical strategies for creating an inclusive learning environment that values and supports students' diverse backgrounds, abilities, and learning styles. We will discuss ways to identify and address the unique needs of learners, promote equity and social justice, and foster a growth mindset in all students. Takeaways: Understand the concept of learner diversity and its impact on learning; identify strategies for recognizing and valuing student diversity in the classroom; learn practical approaches for responding to diverse learning needs and promoting inclusivity; and develop a plan for implementing inclusive practices in their own teaching context.

Romy Larissa Rivera del Carpio Condorhuanca is a dedicated educator with a strong background in primary education and English language teaching. She holds a degree in Primary Education, a degree in English Language Teaching and a Master's degree in Higher Education. With over 21 years of experience in the ELT field, she has had the opportunity to work in various educational settings, including public and private schools, language centres, and universities. She has taught English to students of all ages, including blind children, children with special needs, blind young adults, and has served as a school academic coordinator, teacher trainer, and presenter. She won a scholarship from the Peruvian Government to study at Arizona State University, where she specialized in teaching English. She has also had the privilege of working as an English teacher advisor for state schools in Cusco, delivering workshops and personalized advising. She has served as a teacher trainer for UGEL Cusco and DRE Cusco, and as coordinator of *Andeena USA* in Peru. Currently, she is working as a permanent English teacher at *Victor Raul Haya de la Torre* state school in Cusco, project consultant for *Khipu Institute*, English teacher at *Universidad Andina de Cusco* language centre, and *San Antonio Abad National University of Cusco* language institute.

Wednesday 11/03/2026
10:00 AM
45 minutes



Beyond the page: Using picturebooks to inspire language and creativity in young learners

Cristian Chiroque (Piura, Peru)

Wednesday 11/03/2026
16:00 PM
40 minutes

This session explores how picture books can be used as springboards for language development and creative expression in EFL classrooms. Through hands-on examples, participants will discover ways to turn picture books into interactive read-aloud tasks, crafts, and writing activities that foster communication and imagination.

Cristian Chiroque is the head of the ELT department at Turicara school and a teacher educator. He holds an MA in TESOL from University College London, the Cambridge DELTA Qualification, and a BA in Education from Universidad de Piura.

The power of interaction: Transforming English learning through collaboration

Lucía Murillo (Lima, Peru)

Wednesday 11/03/2026
17:00 PM
60 minutes

Collaborative learning is often narrowly interpreted as simple group work; however, its pedagogical value in language acquisition extends far beyond placing students together. Effective collaboration requires intentional design, clear purpose, and an understanding of the social and cognitive processes that support meaningful interaction. For English language teachers, this involves recognizing specific elements of collaboration—such as interdependence, accountability, and dialogic engagement—that must be thoughtfully planned prior to classroom implementation. Yet, important questions persist: To what extent can collaboration support the development of all language skills? Are learners of every age capable of engaging productively in collaborative tasks? And is the investment of instructional time justified by measurable learning gains? This session explores these questions through a research-informed lens, offering practical insights into how collaborative practices can enhance language learning outcomes in diverse Peruvian classrooms. Participants will examine strategies that foster purposeful interaction and deepen students' engagement with English.

"Lucia Murillo is an educator with over twenty years of professional experience. She holds a Bachelor's degree in Education with a specialization in Secondary English and an M.A. in Education from the University of Essex, UK (2024) and a C2 Level Cambridge Certificate (CPE). Her career includes ten years of classroom teaching and twelve years in curriculum leadership. She currently serves as Senior Curriculum Coordinator at Innova Schools Peru, a role she has held for eight years, and contributed to the launch of the English programme at Innova Schools Colombia (2021–2022). Her professional interests include social interaction in learning, collaborative learning, and data-informed pedagogical decision-making."

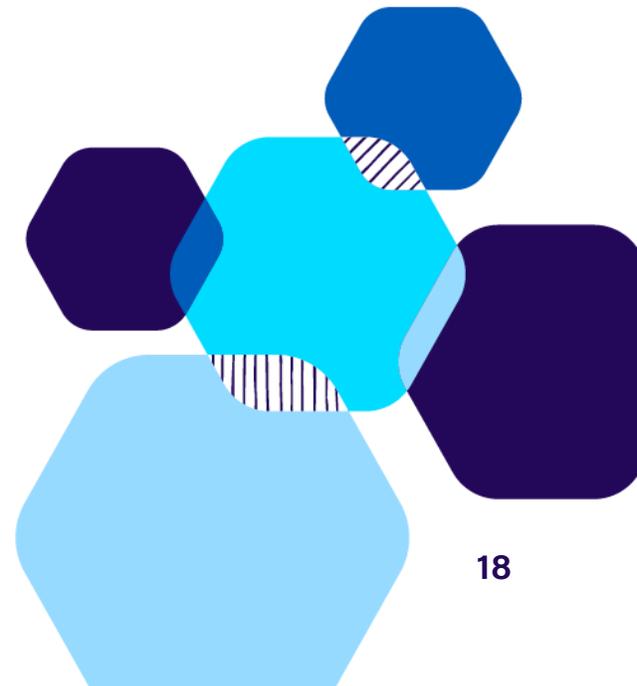
Seeing every learner: Responding to diversity in English lessons

Karina Jasmín Chicoma (Lambayeque, Peru)

Peruvian classrooms are diverse in terms of linguistic backgrounds, Access to technology, learning preferences and socio-emotional needs. However, many English teachers may feel the pressure to teach to an "average group" that does not exist at all. This session presents a practical three-step approach to recognising and responding to learner diversity in EFL lessons, based on the presenter's experience as a teacher educator and classroom observer in different Peruvian institutions. Participants will explore simple tools to "read" their groups, such as short initial surveys, quick classroom observation checklists and brief reflection prompts that reveal differences in levels, access, languages spoken at home and students' confidence in using English. Building on these insights, the session will model how to design tasks that offer meaningful options (for example, oral, visual or written products) while maintaining shared learning outcomes and clear assessment criteria. Through concrete classroom examples, teachers will see how small, low-cost adjustments can increase participation and a sense of belonging for learners who are often silent or overlooked. By the end of the session, participants will take away practical strategies and guiding questions to help them see every learner in their English lessons and make more inclusive, evidence-informed decisions.

Karina Chicoma is an EFL teacher and teacher educator (Spanish–English, C1) with over ten years of experience in the field. She has taught in various institutions across Peru and has worked in teacher training, educational consulting, and pedagogical support. She holds postgraduate studies in Educational Psychology and a diploma in Training and Capacity-Building Management from Pontificia Universidad Católica del Perú. Currently, she teaches at *Universidad Peruana de Ciencias Aplicadas (UPC)*. Her professional interests include teacher identity, reflective teaching, and the development of professional learning communities in ELT.

Thursday 12/03/2026
9:00 AM
60 minutes



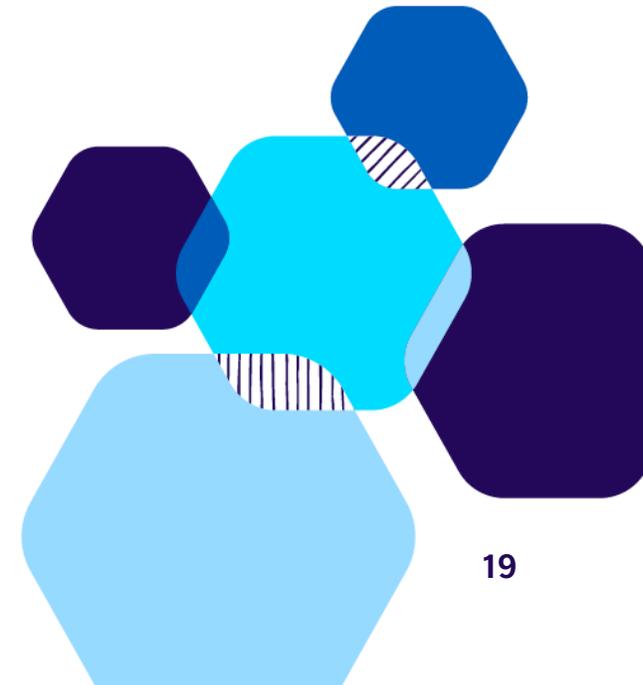
Fostering inclusive and motivated learning in English classrooms

Cristina Espinoza Loayza (Lima, Peru)

Thursday 12/03/2026
10:00 AM
45 minutes

This session aims to provide educators with practical strategies for creating classrooms where all students feel valued and motivated to engage in their learning. We will explore actionable techniques to promote inclusivity, ensuring that every student, regardless of background or ability, has the opportunity to succeed. Additionally, we will discuss proven methods to enhance student motivation, fostering a classroom environment that encourages active participation and a love for learning. Attendees will gain insights into differentiation, the use of culturally relevant materials, and the power of active learning. By the end of the session, educators will leave with tangible strategies that can be immediately applied to enhance the inclusivity and motivation in their English classrooms.

With over 15 years of experience as a licensed English teacher, Dr. Cristina Espinoza Loayza has had the privilege of working with children, teenagers and adults from a wide array of cultural and socioeconomic backgrounds. Holding a Doctorate in Education with a specialization in digital learning tools, she brings a wealth of expertise to the classroom. Currently, she is furthering her studies in Psychology to enhance her holistic, student-centred approach to teaching. Her career in bilingual and equity-driven education has taken her both nationally and internationally, with notable roles as a Fulbright Ambassador in Colombia, the United States, and South Korea. Known for her empathetic, participatory, and socially responsive teaching style, Dr. Cristina Espinoza Loayza is deeply committed to fostering the wellbeing and comprehensive development of vulnerable learners. While her work touches on psychological principles, it is grounded in her extensive experience in education and a passion for student success.



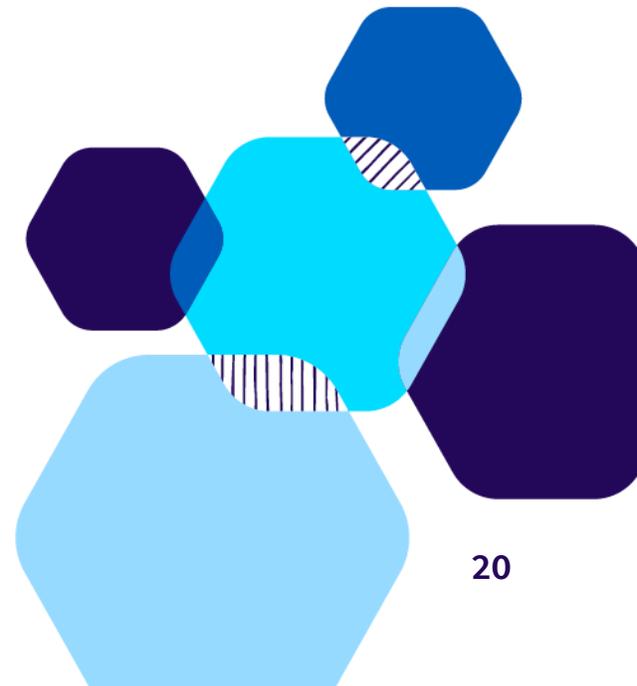
Designing for flow: Integrating Motivation, playful learning, and purpose in every lesson

Delia Massiel Arias (Arequipa, Peru)

This session explores how teachers can design lessons that naturally create a sense of flow, where learning feels engaging, meaningful, and emotionally supportive. By integrating motivational principles, playful learning strategies, and a clear sense of purpose, teachers can craft experiences that sustain curiosity and help learners enter an immersive state of focus. The session highlights the importance of getting to know students as individuals, using inclusive practices, and building genuine connections through simple, non-invasive interactions that respect learners' comfort and autonomy. Participants will examine how to personalize learning by understanding students' interests, emotional cues, and needs, and how to translate those insights into purposeful lesson design. We will explore ways to sequence activities smoothly, reduce cognitive friction, and create a predictable yet flexible rhythm that supports all learners. The session also introduces the use of hybrid resources such as digital tools, interactive websites, hands-on materials, and well-designed worksheets to enrich engagement and offer multiple pathways for participation. By the end of the session, teachers will have a practical vision for designing human-centred lessons that integrate motivation, play, and clarity to create joyful and meaningful learning experiences.

Delia is a dedicated professional with 17 years of experience teaching English to learners of all ages. She holds a CELTA Cambridge ESOL Level 5* certification obtained in Prague, Czech Republic. She has earned a scholarship from the University of Oregon's American English Institute for the course "Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages," and completed the Train the Trainer Program. Her expertise extends to roles such as TOEFL iBT Administrator, ensuring smooth test operations in compliance with ETS standards; CHOP+ Coordinator, where she led a U.S. Embassy-funded program supporting underrepresented students in accessing higher education; and OPEN Alumni Facilitator for Kansas State University, moderating global discussions and promoting innovative teaching methods that integrate language learning with environmental awareness.

Thursday 12/03/2026
16:00 PM
40 minutes



From the classroom to the world: How *Netspeaking* transformed oral communication through authentic global interaction

Anny Mary Salazar (Callao, Peru)

Thursday 12/03/2026
17:00 PM
60 minutes

The FONDEP award-winning project *A Magical World with NETSPEAKING Doramayerino* was designed to strengthen English oral communication among secondary students at Dora Mayer Scholl through authentic global interaction. An initial diagnosis revealed that 22% of students were at a beginning level due to limited fluency, vocabulary, pronunciation difficulties, and few opportunities for meaningful communication. By integrating digital tools and real-time international exchanges with peers from Russia, India, Colombia, the United States, Venezuela and Ukraine, the *NETSPEAKING* strategy significantly improved students' oral performance. As a result, the percentage of students at the beginning level dropped to 15%, while those at the achieved level increased to 56%. The project strongly aligns with the intercultural approach of the National Curriculum and principles of University Social Responsibility (RSU) by promoting cultural awareness, educational equity, and student empowerment in the Callao region. *NETSPEAKING* enabled learners to view English as a tool for global participation, enhancing confidence, engagement, and critical thinking. Supported by existing technological infrastructure, international partnerships, and ongoing teacher training, this sustainable and scalable model demonstrates how EFL classrooms can successfully connect local learning with the global world.

Anny Salazar is an English language educator with over 23 years of experience in English Language Teaching (ELT), dedicated to promoting meaningful, inclusive, and equitable English learning for students from diverse social, cultural, and educational backgrounds. She is the founder of English Teachers for Everybody, a professional learning community created to empower teachers and foster continuous professional growth. Anny has extensive expertise in ELT methodology, educational projects, pedagogical resources, and assessment, and has actively contributed to the development and implementation of Peru's National Curriculum and the National English Policy "English, Gateway to the World" at the Ministry of Education in Peru (MINEDU). She holds diplomas from Harvard Graduate School of Education and Claremont Graduate University (USA), two master's degrees, and doctoral studies in Education. She is currently a Lead Teacher in the Callao Region and serves as General Director of International Institute for Research, Development, and Evaluation INRED PERÚ, integrating teaching, academic leadership, management, and research.

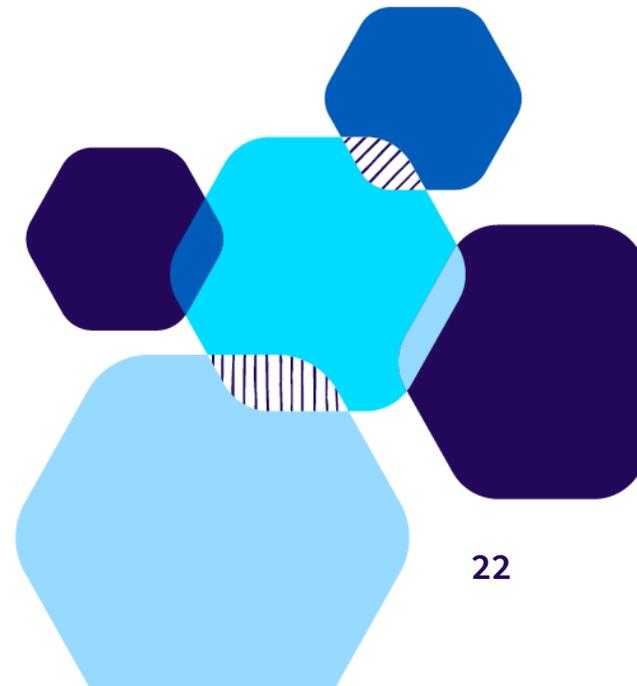
When nothing becomes everything: High-impact ELT with limited resources

Karina Zew (Argentina)

Many teachers know the challenge well: lessons must be delivered with limited time, minimal materials, and sometimes no technology at all. Yet these conditions often reveal something unexpected. When resources shrink, creativity grows, and simple routines gain new strength. This session begins from that idea: when nothing becomes everything. Rather than depending on extensive materials or digital tools, we explore how thoughtful design, clear task architecture, and purposeful interaction can turn even the simplest lesson into a high-impact learning experience. Participants will explore practical, low-prep strategies that work across a range of teaching contexts. These include simple task templates that teachers can reuse with any topic, speaking routines that require no digital tools, quick paper-based activities, short listening tasks using teacher voice, and reading work built from a board and a few guiding prompts. Each approach is easy to implement and blends naturally into ongoing courses. The aim is not to glorify limited resources, but to show how strong, well-structured pedagogy remains effective even when materials are few. Teachers will leave with a toolkit of ready-to-use ideas that make lessons more engaging, more communicative, and more manageable—proof that what truly shapes learning is not the amount of material available, but the way a lesson is brought to life.

Karina Zew is an experienced educator with a Master's in Applied Linguistics and TESOL from the University of Portsmouth. With 35 years of teaching experience and over 20 years as a teacher trainer, Karina is a recognized expert in TESOL, curriculum development, and leveraging technology for enhanced language learning. A proponent of the communicative approach, she has presented at numerous webinars and conferences, including IATEFL 2024 and ELT Week 2025. Karina is passionate about empowering teachers with innovative strategies and practical tools to create engaging and effective learning experiences.

Friday 13/03/2026
09:00 AM
60 minutes



"Teacher, how can I get better at listening?" A practical framework

Lori Dechellis (Ancash, Peru)

Friday 13/03/2026
10:00 AM
45 minutes

When students ask teachers how to get better at listening in English, teachers often fall back on recommendations to listen to more podcasts and music or watch more TV series & movies (with or without English subtitles). However, for many students asking this question, input is not the real problem. Rather, these students struggle to make sense of what sounds like a confusing jumble of sounds. What they need is a way to decode the words and phrases they hear. This process involves moving beyond traditional listening exercises in the classroom, where the gist and detail questions are pre-written for the students and fail to provide a model that students can replicate when practicing outside of class. In this session, I will introduce a clear 4-step method that teachers can apply to standardized curriculum, course textbooks, and authentic materials to support students with listening texts and interactions they encounter inside and outside of the classroom. Attendees will leave the session with a clear, replicable framework for helping students engage with audio materials, as well as a confident answer to the frequently asked question: "Teacher, how can I improve my listening?"

Lori DeChellis is a CELTA-certified EFL/ESL teacher based in Nuevo Chimbote, Peru. Originally from the USA, she has more than 10 years of experience teaching adults in India, Tunisia, the USA, and Peru. In Peru, she has worked in academic and business settings in institutions and companies in Lima and Trujillo. She currently works online as an independent teacher focusing on Speaking, Listening & Conversational skills.

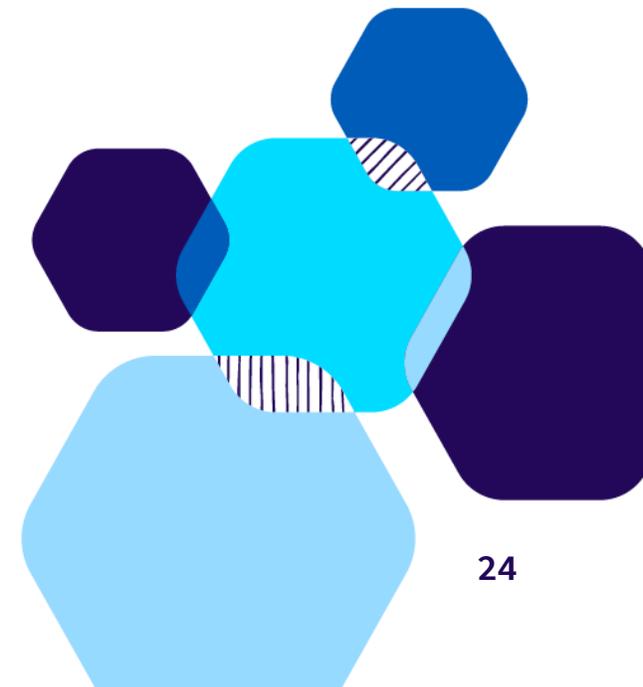
Reimagining English teaching with AI: Creative tools for learner engagement

Jimmy Ronald Riojas (Callao, Peru)

Friday 13/03/2026
16:00 PM
40 minutes

Artificial intelligence is transforming how English teachers design and deliver engaging learning experiences. This session explores practical ways to integrate AI-powered tools into ELT materials development, focusing on visual design (*Napkin AI, tldraw*), audio production (*ElevenLabs*), and interactive assessments (*Nearpod, ThingLink*). Through live demonstrations, participants will see how these platforms support multimodal, personalized learning tasks—such as transforming grammar rules into infographics, generating pronunciation models in diverse accents, or creating interactive storytelling activities. For example, teachers can use *NotebookLM* to generate podcast-style explanations of complex topics, or *HeyGen* to create avatar-based video lessons for flipped classrooms. By the end of the session, educators will gain actionable strategies to design digital lessons that foster autonomy, inclusion, and critical thinking. This session positions AI as a creative partner for teachers—empowering innovation while maintaining human-centered, communicative pedagogy aligned with learner needs.

Dr. Jimmy Ronald Riojas Rivera is a university professor and educational researcher at Universidad César Vallejo (Peru), specializing in AI integration in English language teaching. With a PhD in Education, he has trained over 150 teachers in AI-assisted instructional design and published research on educational innovation in Scopus-indexed journals. Dr. Riojas advocates for ethical, learner-centered uses of emerging technologies, helping educators balance innovation with pedagogical effectiveness. His work bridges theory and practice, empowering teachers to enhance engagement and academic excellence through responsible AI adoption.



EducAltion. Weaving the old, the new, the borrowed, and the due

Silvia Breiburd (Argentina)

Every class offers ELT educators an opportunity to renew their commitment to preparing learners for the challenges of the real world. This session invites participants on a dynamic journey, blending time-tested methods with innovative practices. Drawing on the power of storytelling, the presenter will weave together real-life classroom anecdotes and research-based insights, creating an engaging narrative that highlights the enduring value of traditional approaches while addressing the specific needs of next-generation learners (Elmore, 2017; Haidt, 2024; McCrindle et al., 2021; Motteram & Dawson, 2025; Twenge, 2017). To captivate and inspire, the session will use powerful visual support (Ritchhart et al., 2008; Medina, 2018; Saphier, 2018), including stickers and memes, interactive slides, and multimedia resources that demonstrate the value of adopting practices and techniques from diverse fields. Visual elements will serve not only to clarify complex ideas but also to spark curiosity and creativity, offering participants tools they can directly incorporate into their own teaching. Lastly, the session will emphasize the responsibility of educators to broaden their understanding of emerging learners' needs. Attendees will leave equipped with a repertoire of classroom-tested strategies to adapt and enrich their lessons in accordance with what ELLs tend to prefer today to learn best.

Silvia Breiburd is an educational leader with extensive experience in primary and secondary teaching, management, and teacher training. She holds degrees in Law and Education and a PgDip in Applied Educational Leadership and Management from the University of London. As President of Argentina TESOL, she promotes sustainable, generationally-responsive leadership and empowers teachers through action research. A dynamic international speaker and coach, Silvia focuses on reimagining education for emerging, GenAI-mediated learning environments in both general education and TESOL.

Friday 13/03/2026
17:00 PM
60 minutes

Credits

Event lead

Ralph Grayson (Peru)

With support from

Sissi Hamann (Peru)

Fátima Velasquez (Peru)

Mariella Masuyama (Argentina)

Adriana Sánchez (México)

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Giselle Higa (Peru)

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Special thanks to

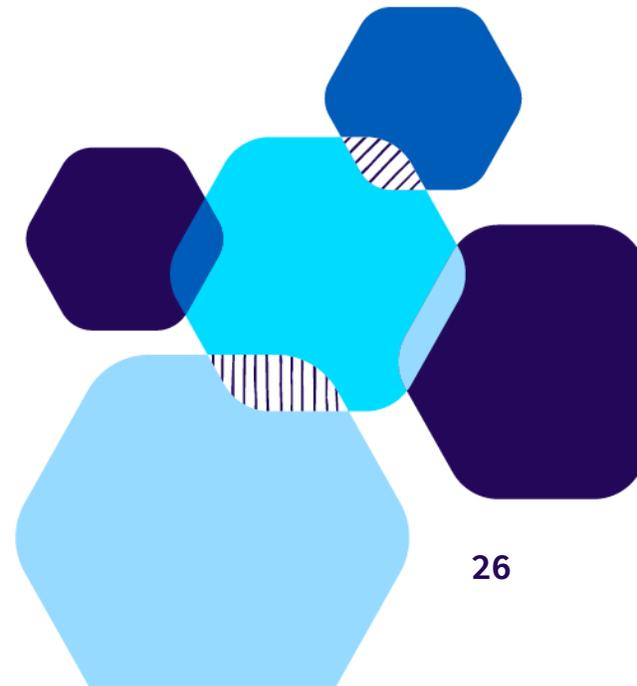
Sandra Mazuelos

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English Team



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