

British Council presenters

KEYSPEAKER: Paula Rebolledo

Thursday, 8th November – 6:00pm

Teacher research in teacher education: Why does it matter?

When looking at initial teacher education programmes, it has become increasingly common for them to include courses that require future teachers to conduct some form of research. It seems we have all come to accept their inclusion but we do not often reflect on their purpose and value.

In this talk, we will examine our views of research and question deeply rooted academic and traditional notions which may have hampered a fair appraisal of its value. In doing so, we will share examples from the Champion Teachers Peru programme which supports English teachers carry out research in their own classrooms. By engaging in Exploratory Action Research, these teachers have demonstrated an increased understanding of their practice and their students’ needs.



Workshop 1: Francisco Butrón

Saturday, 10 November – 10:30am

EAR Experience- Fostering better writing skills



Is teaching writing meant to be a cakewalk? Are you aware of writing sub-skills such as structure, word order, cohesive devices, writing conventions and grammatical forms in your lessons? Even though writing is discourse as well as speaking, successful writing calls for its sub-skills to be well integrated. Participants will address the issue of fostering better writing skills in their students, for doing this we will provide an insight into the classroom dynamics, from where teaching strategies and learning solutions thrived thanks to Exploratory Action Research. We will share findings that could

become suitable and relevant to many other contexts, classrooms and teachers throughout Peru and that might be adopted and adapted to increase teaching repertoires.

Workshop 2: Gabriela Paredes

Saturday, 10 November – 2pm

Silent Students in the Classroom? Exploratory Action Research to the Rescue!

As teachers, we face learning and teaching challenges constantly. Having silent students in class was one of the most recurrent situation in my basic level courses, and I had the impression that all my efforts to help them didn’t seem to be working. This workshop aims to provide teachers with insights of the Exploratory Action Research (EAR) in order to observe carefully, explore, understand and make changes in our teaching practices and mindset.



I will share my first-hand experience of doing Exploratory Action Research in my classes to help my students speak more. Based on the collected data I collected, a leaflet with interactional language expressions was elaborated to promote social interaction and foster students to speak more.