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Better
Learning
Conference

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Welcome to the

Better Learning Conference

Developing a
brighter future

This is your exclusive chance to spend two days learning from the very best in Education and English Language Teaching.

Whether you are a teacher or language trainer you will gain insights, deeper understanding and practical ideas for enhancing success in your institution.

#BetterLearningEcuador2020

Programme

Thursday 5th March

7.30 - 8.30

Welcome and registration

8.30 - 9.00

Opening Ceremony

9.00 - 10.00

**Plenary: Learning Beyond the Classroom:
A Research Agenda** · Patio de Las Culturas
· Hayo Reinders

Readers of the literature on language teaching might be forgiven an assumption that language learning takes place only in language classrooms. Studies that focus on the measurement of language learning variables, such as proficiency, motivation and learning strategies, are typically based on research among samples of classroom learners. However, it is likely that as much, if not more, language learning now takes place beyond the classroom. Although language learning beyond the classroom (LBC) has received less attention than

classroom learning over the years, it is emerging as an important area that is ripe for the development of research agendas (Benson and Reinders, 2017). This includes research that, in the spirit of classroom research, treats the world beyond the classroom as “both the setting for and the object of investigation” (Bailey, 2006: 9) and research that examines language learning variables from the perspective of learners who populate this world. In this presentation I will begin by briefly describing what I mean by LBC and its different variants. Next, I will look at the existing research in three broad areas - settings for LBC, learning processes and the role of teachers in LBC - identifying gaps and proposing focus areas for future study.

10.30 - 11.30

or

12.00 - 13.00

SEMINAR 1 · Auditorium 2

The Cambridge DNA (and the secret of eternal youth). · **Pablo Toledo**

What is at the core of good teaching and good assessment? How do they work hand in hand to produce excellent learning results? And how can they stay relevant over time? Join us to talk about the principles at the heart of Cambridge English Qualifications, and how the right assessment tools can be the key to increase motivation, celebrate progress and set achievable goals for our learners. We will also look at how exam updates (such as the Key and Preliminary changes this year) ensure that assessment evolves with teaching and stays cutting-edge.

10.30 - 11.30

or

12.00 - 13.00

SEMINAR 2 · Auditorium 2

Let's talk speaking. · **Ben Goldstein**

Students rightly measure their progress through their ability to speak spontaneously in real world situations. However, in class, lack of confidence and embarrassment can mean that students struggle to participate actively. This presentation describes practical advice for teachers on how to create a judgement-free classroom – a “safe speaking environment” - by integrating findings from research on peer interaction and teacher feedback.

10.30 - 11.30

WORKSHOP 1 · Classroom 142

or

Street View: What Students Really See in the Classroom. · **Andres Paredes**

12.00 - 13.00

One of the biggest concerns in lesson planning is to find activities that become engaging. Teachers are constantly researching and updating their repertoire in search of successful material, but can it be that teachers are digging too deep and experimenting too much in order to find new and mesmerizing activities that attract their students' attention? More than 300 students were surveyed for this research. They were asked questions in order to identify what things they would like to have more of in a lesson as well as what things they would like to have less of. In addition, the survey mapped out what learners thought to be the common grounds of engaging material.

10.30 - 11.30

WORKSHOP 2 · Classroom 136

or

Assessment, by themselves and with each other. · **Ana Vieira**

12.00 - 13.00

| Assessment is an ever evolving area for teachers.

Over the years we have witnessed how it has shifted from traditional tests to peer collaboration and now more than ever we are encouraged to foment independent learning through the self-reflection of our learners. This session aims to help teachers embrace new and more modern assessment techniques and guide them on how to design and implement these in class. professional development options to become the super teacher that you truly are!

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 3 · Classroom 159

Are you ready to be a super teacher?

· **James Freeman**

As teachers, we never stop learning. From new trends in education and technology, to cultural influences and ever-evolving student expectations; all of these contribute to the continual growth of an educator.

Using the Cambridge English Teacher Framework, you will be able to assess where you are in your teaching career and consider a number of professional development options to become the super teacher that you truly are!

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 4 · Classroom 160

The foundation of Engagement: A positive classroom culture. · **Jennifer Coppiano**

Effective language learning needs learners to be active and engaged - it is not a spectator sport! The challenge for teachers is to ensure learners do not sit on the sidelines but get actively involved in

classroom life and tasks. To do this, we can foster learner engagement on two levels - the first is through the development of the psychological foundations needed for learners to be willing to engage, and the second emerges from employing engaging task design. In this workshop, we start with the foundations and reflect on how teachers can help learners to develop a facilitative mindset for engaging with the language learning opportunities provided by teachers. In particular, we will look at the type of classroom culture that promotes learner engagement and specific strategies educators can use to develop the sense of security, confidence and belonging that is characteristic of engaging classroom cultures.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 5 · Classroom 163

Like Teacher, like Learner. · Ursula Giuliana
Robles Renteria

Think back to memories of your childhood. What kind of habits do you remember about the way your teachers behaved in the classroom? Now imagine what kind of memories your own students will have of their current childhood. Will it be of you constantly reading the instructions for them or playing the audio four times? Like teacher, like learner attempts to provide a set of strategies for teachers to make their classroom teaching more effective and in building confidence and competence for more independent learning.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 6 · Classroom 208

Personalized feedback from standardized

assessments can guide and influence learning and teaching. · Fernando Fleurquin

Assessment can better support teaching and learning if rich feedback is provided to test takers and teachers. In this workshop, participants will first explore how large-scale exams can serve formative and summative assessment purposes. Next, they will learn about a newly developed large-scale EFL exam for teenagers that enhanced its formative assessment component through the use of progressive approaches to evaluation. Last, they will reflect on how these formative assessment reports can contribute to enhanced learning and teaching.

10.30 - 11.30

WORKSHOP 7 · Classroom 205

Promoting Collaboration in the classroom.

· Victoria Aitken

Collaboration in the language classroom promotes not just language development but also important life skills. By encouraging learners to become part of a team, they can support each other in order to succeed in their learning goals and build relationships by helping each other to learn. This workshop will look at further benefits of collaborative learning, the specific skills involved in taking part in successful collaboration, and ideas and suggestions for classroom practice.

10.30 - 11.30

WORKSHOP 8 · Classroom 161

Smart Fit: Exercising the creativity muscle.

· Ricardo Morales

or

12.00 - 13.00

How are we preparing our students for an unknown future? In a fast-paced world that faces multiple challenges, equipping learners with skills that will help them stand out, is becoming increasingly important. Our role as educators has shifted significantly from merely teaching a language to prepare learners for a world that will demand the best use of their abilities to provide innovative solutions to problems. In this session we will explore different possibilities on how to help learners exercise their thinking muscles and prepare them for a future they are yet to discover.

10.30 - 11.30

WORKSHOP 9 · Classroom 210

or

Top Tips on Connecting Your Classroom to Environmental Issues. · Kate Cory-Wright

12.00 - 13.00

Right now the environment matters more to some of our students than learning English, especially if it means sitting in a classroom with no connection to the problems of the outside world! But what can we do about it? Maybe you also care that whales are dying from plastic and that the Amazon is being chopped down, but can't see how to "green" your lessons while still teaching English? In fact, caring for the planet is now one of the 21st century competencies (Social Responsibility) by Cambridge University Press. So how about integrating more green – or environmental content into our language lessons while teaching a competency at the same time? In this workshop, we'll explore some practical ways to bring green issues into the classroom, including how to write "green" lesson plans and how to set up a "Green Charter". Let's focus on English for the Planet!

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 10 · Classroom 210

Reviewing publisher's prototype to help make it work for your students.

· **Katie La Storia / Fran Disken**

Do you want to explore flipping your classroom in a way that opens up more of the classroom time to communicative activities? Or do you just need new ways to engage your students in learning grammar and vocabulary? Join us in this workshop and review some actual grammar and vocabulary presentations in a digital prototype that solves both these problems. With other experts at English instruction, discuss what works and how you'd adjust the prototype to make it right for your teaching situation.

11.30 - 12.00

Coffee Break

12.00 - 13.00

WORKSHOP 7 · Classroom 205

Positive language correction and feedback

· **Victoria Aitken**

Positive error correction is an important part of language teaching and learning. With the use of student-centred techniques, teachers can help learners develop their language skills and build their confidence. This workshop will look at key factors to consider when deciding how and when to correct language and explore techniques that can be used for encouraging and promoting positive feedback.

13.00 - 14.00

Lunch Break

14.00 - 15.00

Plenary: English as the Language of World Communication. · Patio de Las Culturas
· Olha Madylus

Did you know that over one billion people in the world use English to communicate? Of those only 400 million are native speakers. So, it's far more likely for your students to find themselves using English with a Chinese businessperson, Italian doctor, Brazilian designer or Swedish diplomat than a Brit or North American. English is a means of international communication and this presentation explores the implications of this. For example, what are the most usual ways of expressing ourselves and how can we ensure we are understood wherever we are? This presentation also explores the cultural implications of understanding and developing English language use in the 21st Century, examining the link with the life competencies of communication and social responsibilities. And how do different Englishes like British, American and Australian English vary and how much does it matter for students? Whether your students are preparing for exams, work or hoping to develop their English to best enjoy global entertainment or travel, this exploration will throw a light on this fascinating aspect of learning and teaching English.

15.00 - 15.30

Coffee Break

15.30 - 16.30

SEMINAR 1 · Auditorium 1
Look who's talking: creating safe speaking environments. · Ricardo Morales

In order to help our students develop their speaking skills, it is essential that we design the right environment - but what does this mean? Several experts have developed a series of articles, videos and resources that provide solid evidence on the importance of safe speaking environments. During this session, we will review some of these resources and practice five factors for successful speaking practice.

15.30 - 16.30

SEMINAR 2 · Auditorium 2**Learning Analytics for Language Teaching & Research.** · Hayo Reinders

The purpose of this presentation is to introduce the topics of educational data mining and learning analytics, and to explore how they may be relevant to improving learning and teaching, as well as enable new types of research. We will first explore the increasing range of data available to teachers and researchers about our students' language learning journeys, the types and frequency of language input they receive and output they produce, as well as the various types of engagement data we now have access to. We will look at ways in which such data can be gathered, analysed and put to use to improve language /learning and teaching.

15.30 - 16.30

WORKSHOP 1 · Classroom 142**An easy-to-use framework for Communicative Speaking.** · Raul Rodriguez

Throughout mankind's history, communication has been of paramount importance in order to share

information, ideas, arguments and feelings. Based on Bloom's taxonomy, this workshop explores an easy-to-use framework to sequence tasks and promote effective classroom interaction.

15.30 - 16.30

WORKSHOP 2 · Classroom 136

Providing Challenge for Learners.

· **Juan Carlos Hidalgo**

Building challenge into classroom routines is useful because it provides focus and motivation. If teachers are able to provide the right level of challenge, learners will become more engaged and consequently more open to learning. However, any challenge we set our learners must find the right balance between requiring effort and being achievable. Challenge can come in many forms, such as memory games, team activities or personal learning goals. In this session participants will examine some common strategies for incorporating these types of challenges into the classroom.

15.30 - 16.30

WORKSHOP 3 · Classroom 159

Creating your ideal English course.

· **Fran Disken / Katie La Storia**

Have you ever thought that no publisher offers what you need to really help your students make progress in English? Do you find yourself wondering why no one has ever created the learning solution that will make your job so much easier? Come to this workshop and create your ideal course! In small groups, you will have complete freedom to design the perfect course. You can combine digital and

print components, and the only limit to what you can create is your own imagination. The ideas from this workshop will be featured on Cambridge's World of Better Learning (WOBL) blog!

15.30 - 16.30

WORKSHOP 4 · Classroom 160

Creating activities and improving speaking skills using technology.

· MSc. William E. Yugsàn G.

Technology, without the shadow of a doubt, has revolutionized almost every area of our world and our lives. The landscape has changed and teachers deal with a new generation of students who are connected and interconnected to virtual and technological spaces, which require that teachers drastically change their vision of the EFL classroom. Hence, this workshop was designed to improve the development of speaking skills as well as the generation of activities and class materials with the application of technological tools.

15.30 - 16.30

WORKSHOP 5 · Classroom 163

The experience of Guided Discovery in ESL classes online. · Daniel Cevallos

Guided discovery, or the inductive approach, is an important tool that not only can it be used in the classroom but also in online classes. Both GD and online classes give students independence, confidence, and meaningful learning. If combined properly, we will be able to see great results in our teaching methods, and more importantly, our students.

15.30 - 16.30

WORKSHOP 6 · Classroom 208

A brief history of ELT Assessment in Ecuador over the last 15 years and what the future might hold. · **John Warren**

A quick evaluation of what have been the main developments and milestones in English Language Assessment in Ecuador since 2001. What impact has been felt in the ELT industry in Ecuador and what are the emerging trends. How does Ecuador reflect the changes in global ELT Assessment?

15.30 - 16.30

WORKSHOP 7 · Classroom 205

The Role of Roles in Collaborative Learning.
· **Kari Miller**

How can we get students to work together effectively? How can we get better results from pair and group work? In this workshop we will explore ways to increase collaboration in the classroom through the use of roles. Participants will engage in a variety of activities in order to experience the importance of roles when working in collaborative groups. Finally, they will have the opportunity to adapt workshop ideas to their own learners and lessons.

15.30 - 16.30

WORKSHOP 8 · Classroom 161

Planning creatively for the mixed level group.
· **Catherine Glennon**

Multi-level groups seem to be the norm rather than the exception. This practical workshop will look at ways of adapting and exploiting the coursebook

to ensure maximum student participation and engagement taking into account differentiation in the classroom for mixed ability groups.

15.30 - 16.30

WORKSHOP 9 · Classroom 210

How to teach a super human.

· Ursula Giuliana Robles Renteria

Human being's development is influenced by their social emotional state. As teachers, we must make sure our students are healthy, safe, supported, engaged and challenged. But when is the right time? What type of input would help my learners to flourish? In this workshop will focus in Social and Emotional Learning (SEL) and share techniques for how to enhance classroom environment and instructional design to support SEL in elementary and secondary.

15.30 - 16.30

WORKSHOP 10 · Classroom 212

21 Century Skills: the new Learning and

Teaching Styles. · Christian Torres

These skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common.

Each 21st Century skill is broken into one of three categories:

Learning skills

Literacy skills

Life skills

Each of these categories pertains to a specific part of the digital curriculum experience.

Friday 6th March

7.30 - 8.30

Welcome and registration

9.00 - 10.00

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9.00 - 10.00

WORKSHOP 6 · Classroom 203

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9.00 - 10.00

WORKSHOP 7 · Classroom 205

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9.00 - 10.00

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· Catherine Glennon

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10.30 - 11.30

or

12.00 - 13.00

SEMINAR 1 · Auditorium 1

Projects for Teens. · Olha Madylus

“For many teachers, projects are a great learning opportunity for younger learners but not for teen classes, where the pressure is on to prepare for exams and time is limited. This presentation explores how projects can be an excellent way of helping students practise the language skills needed for exams as well as allow them scope for personalisation, creativity and also allow them to push their English beyond the exam level, while providing motivation and variety to lessons.

The presentation identifies what makes a project different to other class activities and how those differences add value to the class experience, for example, while working in groups, students not only have the chance to learn from and support each other, but also practise the key competencies of collaboration and cooperation.”

10.30 - 11.30

or

12.00 - 13.00

SEMINAR 2 · Auditorium 2

Tips and Teaching Ideas Every 21st Century Teacher Should Try. · Kate Cory-Wright

Today's world looks - and is - very different from ten years ago. Technology is advancing at a rapid

pace, fake news is on the increase, globalization has expanded, and environmental concerns can no longer be ignored. All this affects how we teach. In the future, our students will need higher education and a job. That's also changing. Nowadays employers want more than "someone who can speak English". They expect candidates with 21st century skills – people who can think critically, work in teams, solve problems, be socially responsible - and more. In order to prepare our students for their futures, our lessons need to change. But how? In this session Kate Cory-Wright will share some tips and teaching ideas from the recent 21st Century Skills project she's been working on with Cambridge University, as well as tips and teaching ideas from the books she's written.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 1 · Classroom 142

Learning schools: using exam results for institutional growth. · **Pablo Toledo**

International exams are an excellent way to measure and celebrate the achievement of our students, but what's in it for the schools? In this session we will be looking at tools from Cambridge Assessment English that enable schools to use exam results in new and exciting ways, and talk about how external summative assessment plays a part in the teaching and learning cycle of an institution.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 2 · Classroom 136

Inclusive Practices: Teaching Learners with Special Educational Needs. · **Katerina Zueva**

| Learning a language is primarily concerned

with communication and this can be a particular challenge for learners who may have a special educational need when communication and interaction skills are the main objective. This session is intended to be an introduction to how teachers can use inclusive practices approaches in supporting all learners (whether or not they have a special educational need identified) in the classroom. The emphasis is on how we support learning through practical inclusive strategies and not a specific focus on special educational conditions. An inclusive practices approach can provide solutions if we adapt and differentiate the curriculum, introducing learning centred approaches. There are no 'magic bullet' ways of differentiating learning. The aim of this workshop is to enhance our thinking about ways of adapting the curriculum to remove barriers to learning, and how teachers can apply similar approaches relevant for their own contexts.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 3 · Classroom 159

We are the world - creating globalised learners. · James Freeman

Compared to previous generations, today we are looking at learners who live in a fast-paced, internet-driven and a setting of globalised-sharing of ideas. This can create fantastic opportunities in the classroom for more diverse content and communication but also presents a new set of challenges teachers haven't had to consider previously. By looking at some key social responsibility competencies, we'll see how the rights and duties of a global citizen can have a

positive impact on how learners see themselves and where English as a foreign language allows them the opportunity to broaden their thinking.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 4 · Classroom 160**Fostering a Classroom Community.****· Catherine Glennon**

How important is the classroom environment, and the relationships between the students in the ELT classroom? This workshop looks at practical activities which promote a positive classroom climate in which learners can succeed.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 5 · Classroom 163**Digital teaching: the future is virtual.****· Elizabeth Arias**

In the past, the teaching-learning process had a main focus on the teacher; however, classes have become more student-centered, overtime. In this regard, teachers today have a role of advisors or facilitators. As technology speeds up and digital culture arises, people wonder whether educators will eventually disappear since learning will be autonomous. The answer is “no”. We’ll only need to plan, adjust and adapt to new learning environments. Digital learning brings, therefore, ample opportunities for teaching and engaging the new generations while meeting their needs. This workshop will show you that teachers are here to stay and technology is on our side.

10.30 - 11.30

or

12.00 - 13.00

WORKSHOP 6 · Classroom 208**Developing Critical Thinking Skills.**

· Christian Vasquez Vargas

Understanding and Developing Critical Thinking Skills Critical thinking is a very important skill, both for academic life and for life in general. However, it is a skill which many students find difficult to understand and many teachers find difficult to teach. Historically, it was not always found within textbooks and language courses but in recent years this has changed. One of the reasons why the area has been given more importance is that universities often have high expectations about students' critical thinking skills. In addition, since there is now greater emphasis placed on transferable skills in the global marketplace, critical thinking skills are more highly prized than ever before. Several ways of understanding critical thinking have been proposed. In this session, we will discuss the most influential one developed by Benjamin Bloom. We will begin with an overview of the principles behind Critical Thinking followed by practical end engaging activities that will help you further understand how to develop the skills on your students. As mentioned before, more and more textbooks are including Critical Thinking actives, so by the end of the session, you will also be able to identify relevant content from available materials and plan your lessons accordingly.

10.30 - 11.30

WORKSHOP 7 · Classroom 205

or

Positive language correction and feedback.

12.00 - 13.00

· Victoria Aitken

Positive error correction is an important part of language teaching and learning. With the use of

student-centred techniques, teachers can help learners develop their language skills and build their confidence. This workshop will look at key factors to consider when deciding how and when to correct language and explore techniques that can be used for encouraging and promoting positive feedback.

10.30 - 11.30

WORKSHOP 8 · Classroom 161

or

Teaching, learning and assessment go hand in hand. **Fernando Fleurquin**

12.00 - 13.00

In this workshop we will explore assessment literacy, consider different assessment options, and analyze how assessment informs and contributes to enhance teaching and learning processes.

10.30 - 11.30

WORKSHOP 9 · Classroom 210

or

Set the task, hand it over, monitor and relax – Learners got this! **Ana Vieira**

12.00 - 13.00

Nowadays, we hear “hand over quickly to the students” in any training session we participate in, but what exactly does this mean? This session aims to answer that precise question, developing your knowledge on how learners can and should be taking control of their own learning. We will take a closer look at the importance of using classroom routines with Young Learners and developing the metacognition of Teens and Adults. You will also reflect on how monitoring and a safe classroom environment foment learner autonomy.

10.30 - 11.30

WORKSHOP 10 · Classroom 212

or

Use of news inside the class.

12.00 - 13.00

·María Paulina Fabara M.A

Realia in the classroom is a powerful and meaningful resource. This workshop offers teachers a practical way on how to use video news to improve students' listening and speaking skills. Students get connected with national and international news through the use of video news in English taken from BBC and CNN news sites. This strategy conducts students to reflect on the importance of learning and understanding national and international current news as future professionals. Finally, this strategy offers teachers the possibility to create oral activities that can be assessed in class, but it especially enhances teachers' and students' general culture and world understanding awareness.

11.30 - 12.00

Coffee Break

13.00 - 14.30

Lunch

14.30 - 15.30**Plenary: Just like me · Patio de las Culturas****·Ben Goldstein**

Research suggests that 'near-peers' – people whose experiences and narratives are similar to the learner's own – can represent more realistic, believable and motivating role models than native English speakers. This presentation outlines findings from research on near-peer role models and learner-generated content in ELT, and discusses practical strategies and techniques for improving learner motivation and success.

15.30 - 16.30

Closing ceremony



Ben Goldstein

is a writer, teacher trainer and conference speaker. For Cambridge University Press, he has published two methodology handbooks for teachers, co-authored *Evolve* - a new adult coursebook series for adults - and *Eyes Open/Uncover* for teenagers.

Olha Madylus

is an author, materials' designer, consultant and teacher trainer. Working with Cambridge University Press she does consultation, teacher training and teacher trainer training for organisations such as the The British Council and Ministries of Education worldwide.



Hayo Reinders

is TESOL Professor at Anaheim University, California, and is Director of their doctoral programme. He is also Head of Education at Unitec and Editor of *Innovation in Language Learning and Teaching*.

Andrés Paredes

is co-author of the National EFL curriculum implemented by the Ecuadorian Ministry of Education. He has presented his research at TESOL Conferences in six different instances including his latest research at TESOL Denver 2020.



Kari Miller

has co-authored various publications, including Uncover for Ecuador. Currently she lives in Quito, where she works as a teacher educator for professionals around the country.



Ana Vieira

is a CELTA and DELTA teacher. She got certified as a young learners teacher with Trinity College and she currently works at EF language schools as Academic Director and Cambridge examiner. She is also a CELTA tutor.





Christian Vazquez

has 10 years of teacher training experience. He was General Secretary for the writing team of the EFL National Curriculum in Ecuador. He is ICELT and DELTA qualified and currently works as Key Account Manager at Cambridge University Press in Ecuador.

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Pablo Toledo

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John Warren

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Kate Cory-Wright

has 30 years' experience in teaching and writing EFL materials. She's trained EFL teachers all across the world - Latin America, Asia, Africa and North America. She's also published around 30 EFL course books, from primary to adult, general English to English for the Environment.

James Freeman

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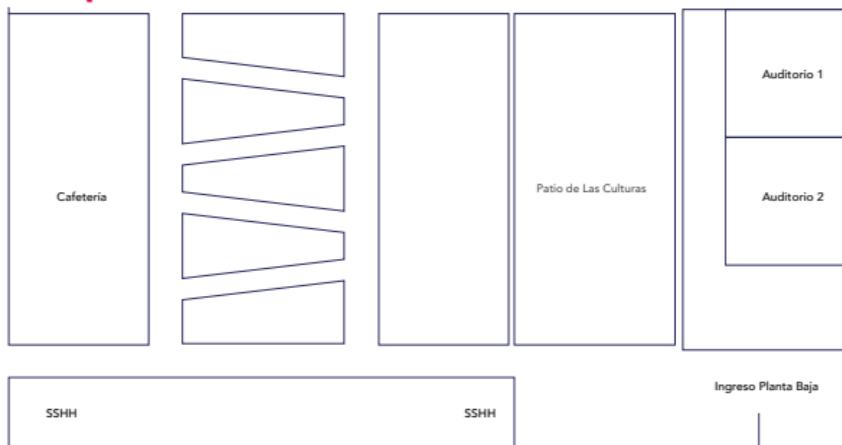


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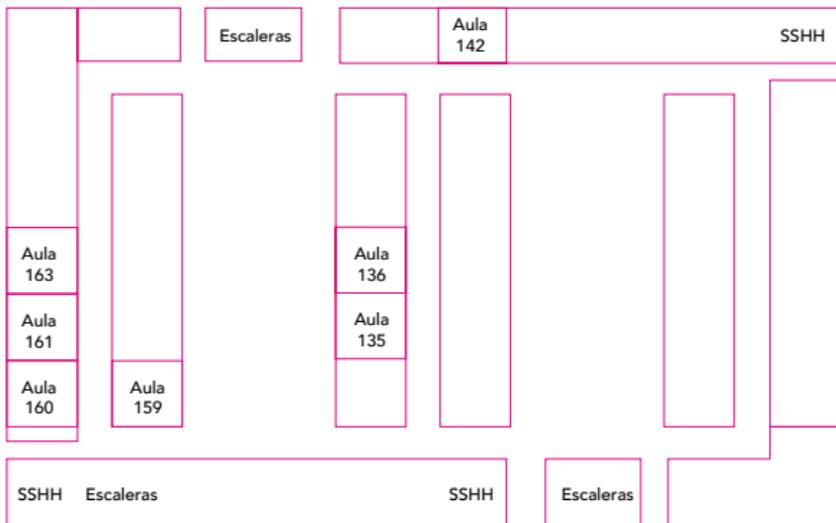


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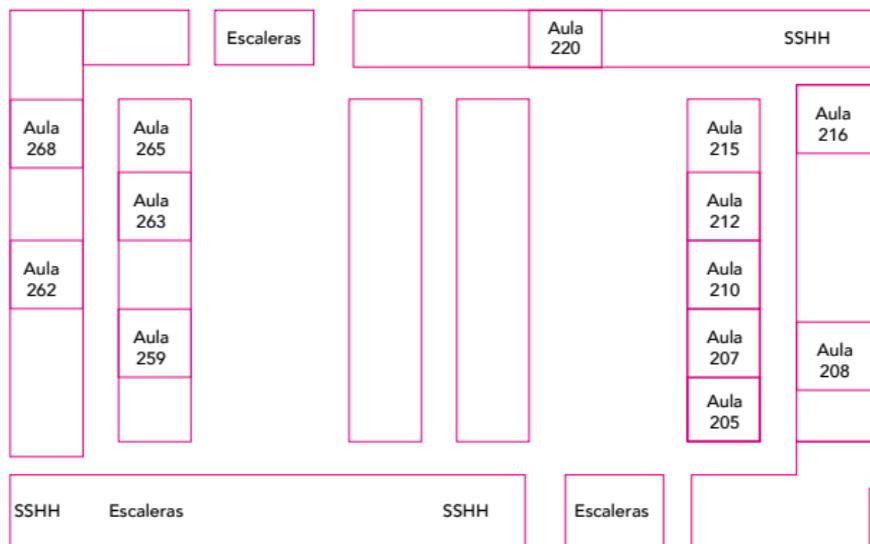
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