



**Please note:**

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

## D1216 - Webinar - From Exposure to Acquisition: Designing English lessons that lead to real language learning

**Dates:** 12 & 19 March from 17:30 hs. to 19:30 hs. - 2026

**Venue:** Distance

**Sessions:** 2

**Minimum attendance for certificates:** 2

**Vacancies per school:** 5

**For:** Kindergarten, Primary and Secondary Heads, Coordinators and Teachers

Please enrol before: **2026, Mar 9th**

**Facilitator(s):** *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension. She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

**Objectives:** To distinguish clearly between exposure to English and actual language acquisition.

To understand what makes input become intake in the language classroom.

To design lessons that prioritise depth of learning over quantity of content.

To help teachers make informed decisions about what to keep, adapt, or stop doing in their current practice.

**Contents:** Exposure vs. acquisition: what research and classroom evidence tell us.

Input, intake and output in EFL learning.

Attention, cognitive load and language learning.

High-impact teaching routines that support acquisition.

Designing lessons that do less, better.

Creating opportunities for meaningful and repeated language use.

Common classroom practices that look effective but do not lead to acquisition.

**Bibliography:** To be specified.

**Methodology:** Analysis of real classroom scenarios and lesson excerpts.

Reflection on current teaching practices.

Guided redesign of lessons and activities.

Collaborative discussion and sharing of strategies.

Practical planning tasks with immediate classroom transfer.