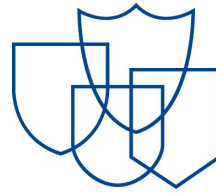


ESSARP Centre programme

Courses



ESSARP

*English Speaking Scholastic
Association of the River Plate*

Please note:

Enrolment will be made through ESSARPs 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.

G1117 - Face to face - Multimodal Perspectives

Dates: 11 February from 09:00 hs. to 12:30 hs. - 2026

Venue: ESSARP - Deheza 3139, CABA

Sessions: 1 **Minimum attendance for certificates:** 1

Vacancies per school: 5

For: Teachers in general

Please enrol before: **2026, Feb 6th**

Facilitator(s): *Claudia Ferradas PhD*

Dr. Claudia Ferradas is based in Buenos Aires, Argentina, where she got her first degree as a teacher of English at the Instituto de Enseñanza Superior en Lenguas Vivas “Juan Ramón Fernández”. She holds an MA in Education and Professional Development from the University of East Anglia and a PhD in English Studies from the University of Nottingham, UK. She is an experienced presenter and ELT author who travels the world as a teacher educator. She often works as a consultant for the British Council and Trinity College London. She is also a presenter for Oxford University Press and is an Oxford Teachers’ Academy Trainer. In Argentina, she has taught language and literature at the Instituto de Enseñanza Superior en Lenguas Vivas “Juan Ramón Fernández”, Buenos Aires, where she was also “Regente del nivel superior”. She teaches on the MA programme in Literatures in English at the Universidad Nacional de Cuyo, Mendoza. She coordinates the literature and cultural programmes at ESSARP. In the UK, Claudia has been a Visiting Fellow and research supervisor at the School of Languages, Leeds Metropolitan University, and is now a member of the NILE (Norwich Institute for Language Education) Advisory Board and the Extensive Reading Foundation committee. Claudia has co-chaired the Oxford Conference on the Teaching of Literature on five occasions and has also worked as Project Manager for the Penguin Active Readers Teacher Support Programme. She has also taught on the MA programme in TEFL at the Universidad de Alcalá de Henares, Spain. She is a member of the editorial committee of several journals: AJAL (Argentine Journal of Applied Linguistics); Revista Interdisciplinar de Formación Docente Kimün (Instituto de Formación Docente Continua, San Luis, Argentina); Conexión, Revista de Investigaciones y Propuestas Educativas (Instituto de Educación Superior N° 28 “Olga Cossetтини”, Rosario, Argentina) and CLELE Journal (Children’s Literature in English Language Education) and has published there bilingual poetry collections: *Transiciones* (2018), *Arquetipos* (2021) and *Después de* (2023).

Ms. Flavia Daniela Pittella

Ms. Flavia Pittella graduated from the University of La Plata as a Teacher of English Language and Literature. She is also Lic. in Ciencias Sociales, FLACSO, with special mention in Reading, Writing and Education. She has participated in international academic conferences and has published articles in different magazines. She holds several Postgraduate courses in literature and language teaching. For the past 20 years, she has taught ESL classrooms and ESL examinations for the IGCSE/AS Language and Literature. She has been a Reading group facilitator for over nine years. She is a cultural journalist at Radio Mitre and several other media. She has published “40 libros que adoro y no podes dejar de leer”. Planeta, 2014. She writes regularly for Infobae Cultura. She is the director of “El tercer lugar: espacio cultural”.

Mag. Griselda Beacon MA

Griselda Beacon is a teacher educator and specializes in literature & art in English. Her approach follows pedagogies of creativity and of inclusion. Griselda holds an MA in Literature and Foreign Language Teaching from Philipps-Universität Marburg, Germany, and has been working in the field of teacher education and Primary curriculum development for over 20 years. She has been sharing her experience as an in-service teacher trainer and curriculum developer in Latin America, Europe, Africa & Asia. She is a co-author of *Together* (Oxford UP, 2019), an English coursebook series tailor-made for Argentina and co-editor of the books *International Perspectives on Diversity in ELT* (Palgrave, 2021) and *Queer Studies in English Language Education* (Brill, 2025). Griselda has taught Children’s and Young Adult Literature, Creativity, Drama Techniques and Play, Music, Dance & Literature in Pre-Primary Education at Teacher Training Colleges in Buenos Aires. At present, she works as a consultant for educational institutions, lectures in American Literature at Universidad de Buenos Aires –UBA and is a consultant trainer at NILE (Norwich Institute for Language Education) in the UK. Passionate about art in education, Griselda shares literature with a creative twist with all learners and visits schools for storytelling sessions.

Objectives:

Contents: 9 – 9.15: REGISTRATION

9.15 – 10.15:

“Remember me”: Multimodal Shakespeare

Claudia Ferradas

What is meant by “multimodality”? How does it affect the way we read and interpret literary works? How can it contribute to enriching the reading experience in the classroom?

In this session, we will explore the concept by applying it to Shakespeare’s Hamlet and the film Hamnet, based on the homonymous novel by Maggie O’Farrell. Drama is a multimodal form of art by definition; how does our perception and interpretation of dramatic works grow when other media come into play?

11.15: Coffee break

10.30 – 11.30:

“The heart’s filthy lessons”: Frankenstein today

Flavia Pittella

The impact of the reading of Frankenstein today: adaptations, interpretations, film, music and painting in an enormous network that tributes the classic and helps understand why it is so significant these days.

We will explore the classic and revisit it through different lenses to help teachers lead the way in the reading of this masterpiece.

11.30 - 12.30:

Young learners: literature, creative writing and multimodal magic

Griselda Beacon

In this session, we will explore a multimodal approach to teaching English to young learners, drawing on the power of children’s literature, storytelling, creative writing, and video.

Literary texts and stories provide fertile ground for language development and cultural awareness, creative writing tasks encourage learners to play with language and craft their own voices, videos and other visual resources can enhance comprehension. By weaving together these modes, we aim to spark learners’ imagination, strengthen their linguistic repertoire and offer meaningful opportunities for expression.

Throughout the session, we will reflect on the teacher’s role as a mediator across modes—guiding learners as they make connections, interpret meaning, and create multimodal responses.

Bibliography:

Methodology: