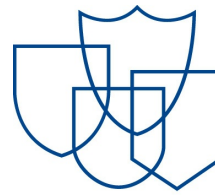


ESSARP Centre programme

Courses



ESSARP
English Speaking Scholastic
Association of the River Plate

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.

D1192 - NeuroELT: The Brain and Language Learning

Dates: 10 al 16, 17 al 23, 24 al 30 of November, 01 al 07 of December from 13:00 hs. to 13:00 hs. - 2025
Venue: A distancia
Sessions: 4 **Minimum attendance for certificates:** 3 **Vacancies per school:** 2
For: Secondary, Primary and Kindergarten school Heads, Coordinators and Teachers

Please enrol before: **2025, Nov 5th**

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: By the end of the course, participants will be able to:

Understand key concepts from neuroscience relevant to language learning (memory, attention, emotion, and motivation).

Recognize how the brain processes, stores, and retrieves language.

Apply principles of brain-based learning to lesson planning and classroom management.

Design activities that enhance focus, retention, and engagement in learners.

Reflect critically on how neuroscience can inform—not dictate—teaching practice.

Contents: Week 1: The Learning Brain

Myths and facts about the brain and language learning.

How the brain processes language input: perception, decoding, and storage.

Neural plasticity and implications for lifelong learning.

Week 2: Memory and Retention

The role of working memory and long-term memory in language learning.

Spaced repetition, retrieval practice, and multisensory learning.

Strategies to design memory-friendly language lessons.

Week 3: Attention, Emotion, and Motivation

How emotion affects attention and learning.

The neuroscience of motivation: dopamine, reward, and curiosity.

Creating emotionally safe and stimulating classroom environments.

Week 4: From Brain Science to Classroom Practice

Translating theory into classroom strategies.

Brain-friendly lesson design: sequence, variety, and reflection.

Ticket of exit: mini lesson plan integrating a neuroscience-informed principle.

Bibliography: To be specified.

Methodology: The course adopts a learn–apply–reflect structure:

Learn: Participants engage with short readings, videos, and infographics that simplify neuroscience concepts.

Apply: Each module includes a practical classroom challenge or mini task connecting theory to real teaching contexts.

Reflect: Discussion forums foster collaborative reflection and sharing of experiences among participants.

Consolidate: Weekly exit tickets guide teachers to synthesize learning and plan actionable changes in their practice.

The approach is experiential, interactive, and reflective — ensuring teachers not only understand how the brain learns, but also how to teach in tune with it.