

WE WELCOME COLLEAGUES AND FRIENDS!

COPEI
EFTE & ESL
Colegio de Profesionales
en la Enseñanza del Inglés A.C.
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ANUP
MEXICO
Asociación Nacional Universitaria de Profesores de Inglés, A.C.
An Affiliate of **tesol**
International Association
An Associate of **iatefl**

Emerging new horizons and trends in post-pandemic contexts in Global ELT
20th INTERNATIONAL CONFERENCE FOR ENGLISH TEACHERS

NOVEMBER **24th - 27th**, 2022 *Cancún*

LET'S CELEBRATE 20 YEARS & ENJOY THE CONFERENCE!


DREAMS
Vista Cancun
GOLF & SPA RESORT
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Dear colleagues,

On behalf of the ANUPI Executive Committee and the COPEI Board of Directors, it our pleasure to warmly welcome all of you to our International Conference 2022.

It is our belief that professional development of English teachers around the world depends on a sincere commitment to becoming up to date with the current teaching and learning trends, new approaches in methodology, and practices in the EFL/ESL classroom.

We would like to recognize all our participants this year as keen and committed professionals in our field considering the difficult times, we have been facing these last two years.

We are very pleased to see many familiar faces that have been with us throughout the years. Your continued presence at our conference shows that we have accomplished our goals articulated in our mission and vision. Thank you for helping us in this endeavor. We could not have continued to achieve our goals without you.

We extend our most sincere thanks to Flor Mellado and Lucia Buttaro for having accepted our invitation to share their area of expertise who are well-known lecturers.

Our deepest appreciation to Cambridge University Press, Oxford University Press, HELBLING LANGUAGES Mexico & Central America, The Institute of International Education, iTEP, the College Board, Burlington English Mexico, Our Storyescape, and Smrtenglish for their sponsorship this year.

A special thanks to Cristina Seguí, Omar Alcasena, and the Conference Organizing Committee for their ongoing commitment and hard work.

Finally, we would also like to thank the participation of all our speakers and participants here in Cancun.

Enjoy the conference 2022!

Dr. Celia Magdalena Sosa Sánchez
ANUPI President

Dr. Gabriela Elizondo Regalado
COPEI Vice-President

Thursday December 1st, 2022

10:00 – 15:00 & 16:00 -18:00 - CONFERENCE REGISTRATION

14:00 – 16:00 – LUNCH FOR HOTEL GUESTS

16:30 – 17:20 - WORKSHOPS

| | |
|---------|--|
| Vista 1 | <p><u>Spice up your lessons with recipes for rookie teachers and veterans, too!</u> Edmundo Gallardo Valdez Escuela Normal de Sinaloa and Tecnológico de Monterrey.</p> |
| Vista 2 | <p><u>Now, we are on line! let's take advantage!</u> Rocío de los Angeles Cruz Uscanga Universidad Autónoma Chapingo</p> |
| Vista 3 | <p><u>Social media classroom compatibility in post-pandemic times</u> Pablo Enrique López Mijares ITESM Campus Saltillo</p> |

17:30 – 17:50 - PAPERS

| | |
|---------|---|
| Vista 1 | <p><u>Adapting to a new landscape: University ESL programs and the virtual classroom</u> Robert Cote and Julianne Hammink Center for English as a Second Language, University of Arizona</p> |
| Vista 2 | <p><u>Encouraging students to develop autonomy in a Self Access Center</u> Gabriela Cervantes Espinoza and Gabriela Jacinto Hernández Universidad Autónoma del Estado de México</p> |
| Vista 3 | <p><u>Post pandemic ELT at IPN: lessons learnt, new ways of teaching, challenges</u> Silvia Díaz Fragoso and Ana Jacqueline Herrera Delgado Instituto Politécnico Nacional</p> |

18:00 – 18:20 - DEMONSTRATIONS

| | |
|---------|--|
| Vista 1 | <p><u>Scaffolding students in persuasive essay writing with SRSD model</u> Catalina Juárez-Díaz, María Elena Rincón González and Amelia Hernández Grande Benemérita Universidad Autónoma de Puebla</p> |
| Vista 2 | <p><u>Reawakening positive emotions in learning in post pandemic times</u> Georgina Rodríguez Falcon, Esmeralda Pizano Ortiz and Mariann Anguiano Jiménez Centro de Enseñanza Técnica Industrial</p> |
| Vista 3 | <p><u>Utilizing Student Engagement Platforms to Facilitate Learning</u> Gabriela Castaneda-Gleason and Sandra Peñuela Garcia -Ohio University</p> |

18:30 – 19:20 - BOOK EXHIBIT & COFFEE BREAK

19:30 – 19:50 - PAPERS

| | |
|---------|---|
| Vista 1 | <p><u>Cracking contraptions to foster a self-regulated (pre)teen classroom</u> Arturo Rojas Tapia</p> |
| Vista 2 | <p><u>Student Engagement: Reflecting on 40+ Years in the Language Classroom</u> Frances Boyd Columbia University</p> |
| Vista 3 | <p><u>A proposal to develop students' self-awareness through social networks</u> Maria de la Paz Adelia Peña Clavel Escuela Nacional de Lenguas Lingüística y Traducción, UNAM</p> |

20:00 – 20:20 – DEMONSTRATIONS & PAPERS

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|---------|---|
| Vista 1 | <p><u>Teaching collocations to chemical engineering students at the University of Guanajuato</u> Dulce Anayelli de Anda Vargas Universidad de Guanajuato</p> |
| Vista 2 | <p><u>Making literature analysis an unforgettable Experience</u> José Luis de Paz Centurión Tyndale Education</p> |
| Vista 3 | <p><u>Pandemic motivation lessons motivating us go back to our new normal</u> Silvia García Himmelstine Universidad del Caribe</p> |

20:20 – 20:30 - WELCOME MESSAGE

20:30 – 22:30 - DINNER FOR HOTEL GUESTS

Friday December 2ND, 2022

07:00 – 09:20 - BREAKFAST FOR HOTEL GUESTS

10:00 – 13:00 - REGISTRATION CONTINUES

09:30 – 09:50 - PAPERS

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| Vista 1 | <p><u>The Involvement Load Hypothesis: explaining vocabulary acquisition</u> Sussan Róo y Sánchez and Deida Perea Irigoyen Universidad Autónoma de Ciudad Juárez</p> |
| Vista 2 | <p><u>English Language-Teaching Reflections and new Trends during Pandemic and PostPandemic</u> Gladis Leonor Arias Rodríguez Universidad Santo Tomás Tunja-Colombia</p> |
| Vista 3 | <p><u>Designing for Transition: A longitudinal Study</u> Maria Elena Solares Altamirano - ENALLT, UNAM</p> |

10:00 – 10:20 - PAPERS

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|---------|--|
| Vista 1 | <p><u>52 Opportunities to Teach Cultural Diversity in English</u> Dunia Rassy Kuri - ENALLT, UNAM</p> |
| Vista 2 | <p><u>Using a Student-centered Newsletter to Bring English Program Marketing to Life</u> Robert Cote - Center for English as a Second Language University of Arizona</p> |
| Vista 3 | <p><u>On-line exams as part of a distance BA program admission process</u> Barbara Bangle, Maria Estela Estrada Cortés and Yolanda Eugenia Ballesteros Senties Universidad Autónoma del Estado de México</p> |

10:30 – 11:20 - WORKSHOPS

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|---------|---|
| Vista 1 | <p><u>Poetry in the ELT classroom: heart and mind (and learning)</u> Gabriela Ladrón de Guevara de León - Universidad Autónoma de la Ciudad de México</p> |
| Vista 2 | <p><u>Change Management and the Integration of Technology in Language Programs</u> Lenise Louise Butler - Burlington English, México</p> |
| Vista 3 | <p><u>Quick and easy fillers for the busy teacher. Back in the classroom</u> Bertha Guadalupe Paulo Guerrero & Verónica Beatriz Mendoza Huerta Escuela Normal Superior de México (ENSM)</p> |

11:30 – 12:00 - BOOK EXHIBIT & COFFEE BREAK

12:10 – 12:50 - EXHIBITORS' SESSIONS

| | |
|---------|--|
| Vista 1 | <p>HELBLING ENGLISH The New Space to Learn Ana Rosales</p> |
| Vista 2 | <p>TOEFL The TOEFL family of Assessments 2023 TOEFL ITP + Speaking, TOEFL Junior + Speaking, TOEFL Primary + Speaking, TOEFL Essentials & TOEFL iBT Jesús Rojas</p> |
| Vista 3 | <p>Burlington English Mexico Burlington English: Fit-For-Purpose Assessment and Certification Lenise Butler</p> |

| 13:00 – 13:50 - WORKSHOPS | |
|---|---|
| Vista 1 | <u>Synchronous Online Teacher Training: A Possible Model</u> Martha Elena Carrillo Flores & Sarah Joanne Brown - ITESO A.C. |
| Vista 2 | <u>Grouping Students In Meaningful Ways Using Learning Centers</u> Patricia Zulema Méndez Burboa, Carolina Dolores Bustamante Felix, and Pamela Guadalupe Cañez Carrasco - Universidad de Sonora |
| Vista 3 | <u>Discourse Intonation: Using Poetry to Engage Students in Pronunciation Practice</u> Linda Marie Chu & Julianne Hammink - The University of Arizona |
| Vista 2 | <u>14:00 – 14:50 - PLENARY SESSION: FLOR DE MARIA MELLADO</u> |
| 15:00 – 16:00 - LUNCH FOR HOTEL GUESTS | |
| 16:30 – 17:20 - WORKSHOPS | |
| Vista 1 | <u>Is online teaching here to stay? An intermediate guide to teach remotely</u> José Roberto Lira González - The Anglo |
| Vista 2 | <u>Tablero de comunicación para enseñar inglés a estudiantes con autismo</u> Diana Paulina Jiménez Estudillo, Wendy Azenet López Medina and Ricardo Moreno Espinosa Escuela Normal No.4 de Nezahualcóyotl |
| Vista 3 | <u>Conformity vs. Creativity in Language Teaching</u> Ana Cristina Rosales Moreno - Helbling English |
| 17:30 – 17:50 - DEMONSTRATIONS | |
| Vista 1 | <u>Writing subskills development through eclectic-holistic teaching model in university Students</u> María Elena Rincón González and José Luis Carrillo Valdés - Benemérita Universidad Autónoma de Puebla (BUAP) |
| Vista 2 | <u>Two phases for vocabulary teaching and the right technique</u> Rosa Armida Valdez Arambula - Universidad Estatal de Sonora |
| Vista 3 | <u>Cultivating resilience and a mastery mindset: The road to improvement</u> Patricia Ochoa Tristán - Escuela Normal de Estudios Superiores del Magisterio Potosino |
| 17:50 – 18:20 - BOOK EXHIBIT & COFFEE BREAK | |
| 18:30 – 18:50 - PAPERS & DEMONSTRATIONS | |
| Vista 1 | <u>Understanding and Building Collective Efficacy in ESL Classrooms</u> Leigh Somerville and Timothy Leonard - Borough of Manhattan Community College |
| Vista 2 | <u>Teacher training as a tool for professionalization: Higher Diplomas at UAEMéx</u> Alejandra López Olivera Cadena - Universidad Autónoma del Estado de México |
| Vista 3 | <u>Critical Race Theory in Written Media: A Lexical Analysis</u> Gabriela Castaneda-Gleason and Laura Harrison - Ohio University |
| 20:00 – 22:00 - DINNER FOR HOTEL GUESTS | |

Saturday December 3rd, 2022

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| 07:00 – 08:20 - BREAKFAST FOR HOTEL GUESTS | |
| 09:00 – 09:50 WORKSHOPS | |
| Vista 1 | <p><u>The Teaching of Writing to English Language Majors: Humanistic Approaches</u> Barbara Jean Hall - Georgia State University Darwing Azael Perez Santiago - Escuela Normal Superior Prof. Salomón Barrancos Aguilar del Instituto Campechano</p> |
| Vista 2 | <p><u>Classroom management: Teaching English in a post-pandemic environment</u> Zaira Sánchez Ponce, Andrea Donaji Reyes Pineda and Karla Yanetzi Zaya Hernández - Normal No. 4 de Nezahualcóyotl</p> |
| Vista 3 | <p><u>Eight Leadership Visions for Teachers and Students</u> Teresita de Jesús García Bernal</p> |
| 10:00 – 10:20 - PAPERS & DEMONSTRATIONS | |
| Vista 1 | <p><u>ELT through digital platforms and resources in Post-pandemic Contexts</u> Teresita Elizabeth Fernández Franco - Normal Rural “Gral. Matías Ramos Santos”</p> |
| Vista 2 | <p><u>Reviving a Social Self Access Centre</u> Jane Elisabeth Holmes and Magdalena Ávila Pardo - Universidad de Caribe, Cancún</p> |
| Vista 3 | <p><u>Understanding Lexical Comptence by Using Architectual Styles for Writing in Higher Education</u> Héctor Ramiro Ordóñez Zúñiga - Instituto Politécnico Nacional Zacatenco</p> |
| 10:30 – 10:50 - PAPERS & DEMONSTRATIONS | |
| Vista 1 | <p><u>English-language Teaching, Pop Music, and Post-consumption</u> Brittany Ober - American Language Program, Columbia University</p> |
| Vista 2 | <p><u>Service-learning and social justice in the preparation of EFL teachers</u> Lucía Ramos Leiva - Universidad Católica del Norte Michel Riquelme Sanderson -Universidad Arturo Prat</p> |
| Vista 3 | <p><u>Testing or assessing? Tricking or tracking?</u> María Guadalupe Neve Brito Universidad Iberoamericana Puebla</p> |
| 11:00 – 11:50 - WORKSHOPS | |
| Vista 1 | <p><u>During and post COVID transitioning among learning society; education, socialization, Integration</u> Ana Cristina Ortega Vanegas, Elvira Karolina Álvarez López, and Ana Cynthia Vanegas Lizárraga Universidad de Sonora</p> |
| Vista 2 | <p><u>Creating QR Codes for the Integration of Attractive ELT Post-pandemic Activities</u> Teresita Elizabeth Fernández Franco - Normal Rural “Gral. Matías Ramos Santos” Mario Macías Salce - Univ. Panamericana, Aguascalientes</p> |
| Vista 3 | <p><u>Teaching English to Deaf Students through American Sign Language and the Direct Method</u> Israel Martínez Quiroz - Fernando Eleazar Melchor Espinosa Escuela Normal No. 4 de Nezahualcóyotl</p> |
| 12:00 – 12:20 - BOOK EXHIBIT & COFFEE BREAK | |

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| 12:30 – 13:20 - EXHIBITORS' SESSIONS | |
| Vista 1 | Smrtenglish “La más alta tecnología aplicada a la enseñanza del inglés”. Isaac Rioverde |
| Vista 2 | Itep International Evaluación integral de inglés y su evolución Postpandemia con iTEP Michael Salenko |
| 13:30 – 13:50 -PAPERS & DEMOSTRATIONS | |
| Vista 1 | <u>Creating Value and Space for Intercultural Communication among Students and Teachers</u> Lindsay Ann Huff - Tecnológico de Monterrey - Campus QRO Vanessa Rivera and Mauricio Lacazette - Universidad Católica del Norte |
| Vista 2 | <u>But what's my grade? Ungrading v Grading?</u> Cynthia S Wiseman BMCC CUNY |
| Vista 3 | <u>Engaging Grammar Tasks for Lower-Level Students</u> Carolyn Dunn and Lydia Fass American Language Program, Columbia University |
| Vista 2 | 14:00 – 14:50 – <u>PLENARY SESSION: LUCIA BUTTARO</u> |
| AFTERNOON OFF | |
| 20:00 – 22:00 - DINNER FOR HOTEL GUESTS | |

Sunday December 4th, 2022

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| 07:00 – 10:00 - BREAKFAST FOR HOTEL GUESTS & NETWORK MEETINGS |
| 12:00 – 13:00 - CHECK OUT |

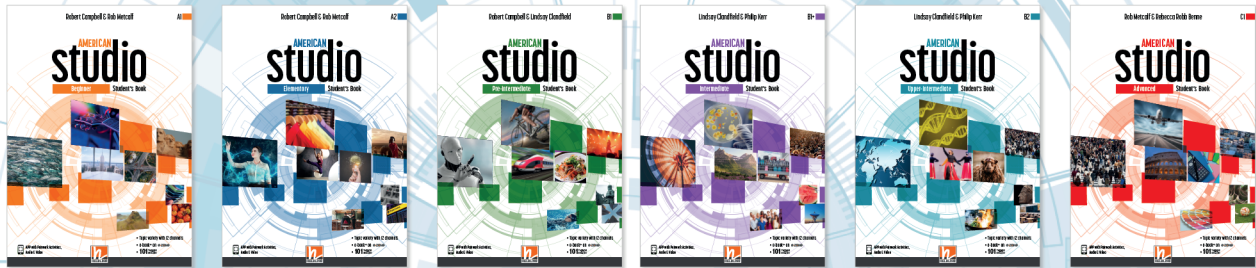
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By Lindsay Clandfield, Robert Campbell, Rob Metcalf, Philip Kerr and Rebecca Robb Benne



- Topic variety with 12 channels
- **101 THINGS TO DO IN ENGLISH**



APP with Pairwork Activities, Audio & Video

- e-book+ on e-ZONE

CEFR A1/A2 **8**

EARTH

8A Forest bathing
 VOCABULARY | Nature
 GRAMMAR | Comparatives
 OUTCOME | Use a series to compare different things

TRAVEL

8B Airport
 VOCABULARY | Visitation
 GRAMMAR | Quantifiers much / many, a little / a few
 OUTCOME | Describe a place you would like to visit

STUDIO MIX

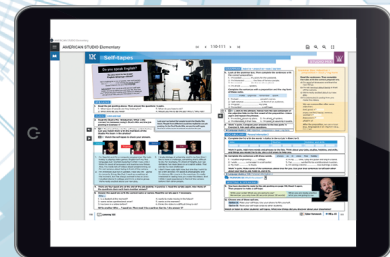
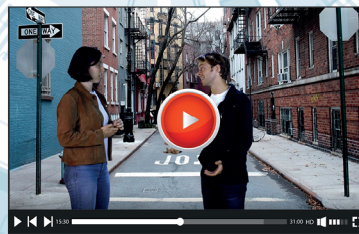
8C Favorite festivals
 VOCABULARY | Festivals
 GRAMMAR | Superlatives
 OUTCOME | Write about your favorite festival

101 THINGS IN ENGLISH

Make an invitation

Lesson-based approach to topics

Audio- and video-based lessons



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Vocabulary beats to practise on the go



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SUMMARIES

1 SPICE UP YOUR LESSONS WITH RECIPES FOR ROOKIE TEACHERS AND VETERANS, TOO!

Edmundo Gallardo Valdez
Escuela Normal de Sinaloa and Tecnológico de Monterrey

Do you wish to engage all students in your classes in the post-pandemic context? Come and get a toolkit of teacher-tested and student-approved board games activities. Expand your repertoire and spice up your lessons in a fun and meaningful way. Learn effective and practical old tricks easily adaptable for any level and learner type. Let's play and learn together!

Biodata information:

Edmundo Gallardo holds a B.A and M.A in ELT. He was awarded a federal teaching position as a Formador de Inglés C in Normales and is currently working at Escuela Normal de Sinaloa and Tecnológico de Monterrey. He is an oral examiner for Cambridge English Assessment. Additionally, he has taught materials design, TKT, and preparation courses for certifications.

2 NOW, WE ARE ON LINE! LET'S TAKE ADVANTAGE!

Rocío de los Angeles Cruz Uscanga
Universidad Autónoma Chapingo

In this workshop, teachers will find different ideas in order to boost speaking and writing using Task based Projects as well as some apps and on line ideas. Will see quick and easy suggestions that may be used by hybrid, on line and even in situ classes by taking advantages of our students' creativity.

Biodata information:

Rocio Cruz (1967-) Mexican, major degree in International Relations by UDLAP and Master degree in Teaching English by IEXPRO. Currently working as a full time research teacher at Universidad Autonoma Chapingo in Mexico and 1st vicepresident and co founder of MEXTESOL chapter Texcoco.

3 SOCIAL MEDIA AND CLASSROOM COMPATIBILITY IN POST-PANDEMIC TIMES

Pablo Enrique López Mijares
ITESM Campus Saltillo

Before the pandemic, social media was just meant to socialize. Through pandemic's hardest times we discovered meaningful purposes. We educated through social media. In these post-pandemic times, why not include social media as a means to achieve meaningful learning? We'll share some strategies that include the use of social media apps in this post-pandemic era.

Biodata information:

Mr. Pablo López, also known as Mister Pi, is an English Teacher and Pedagogue. He has worked for the ITESM Campus Saltillo and the Colegio Ignacio Zaragoza. His work highlights the use of interactive and modern tools and strategies to foster participation in class.

4 ADAPTING TO A NEW LANDSCAPE: UNIVERSITY ESL PROGRAMS AND THE VIRTUAL CLASSROOM

Robert Cote and Julianne Hammink

Center for English as a Second Language, University of Arizona

Our IEP reinvented itself when the pandemic forced administration to think outside the box (physical classroom), forcing us into virtual instruction. Meeting the needs of ELLs around the world led to the creation of new courses that increased enrollment, revenue, and student/client satisfaction. What began as a temporary fix has become a profitable, permanent global online initiative.

Biodata information:

Robert holds a PhD in Second Language Acquisition and Teaching and has worked globally as an administrator, trainer, instructor, and mentor. His research interests include academic writing, program administration, and working with special needs, at-risk, and/or in-crisis students. He is Director of University of Arizona's Center for ESL and an English Language Specialist for the State Department.

Biodata information:

Julianne develops courses and instructional materials for ESL and advocates for the uses of Open Educational Resources (OER) for language instruction. She has an M.A in Linguistics from The University of Texas at El Paso and an M.A in Second Language Acquisition and Teaching from the University of Arizona. She is an English Language Specialist for the State Department.

5 ENCOURAGING STUDENTS TO DEVELOP AUTONOMY IN A SELF ACCESS CENTER

Gabriela Cervantes Espinoza and Gabriela Jacinto Hernández

Universidad Autónoma del Estado de México

A Self-Access Center (SAC) is a place where autonomy can be promoted while learning a second language through different techniques or strategies. At the beginning students happen to go for a reward but little by little they felt more comfortable with the material and the time invested. As a result they did not get higher grades but they saw the facility to make simple short sentences to express their own ideas in a written and spoken form, as well as, improvement in the receptive skills.

Biodata information:

Gabriela Cervantes Espinoza Ph. D in Education with more than 20 years of teaching English experience. Currently working on line and on sight classes at the Faculty of Nursing and Obstetrics and Centro de Enseñanza de Lenguas at the Universidad Autónoma del Estado de México. Some articles about learning process have been published.

Biodata information:

Gabriela Jacinto Hernández, Bachelor of Arts in English and a Master's degree in Education. Currently, face to face and online English Teacher in higher education. Self-Access coordinator at the Faculty of Nursing and Obstetrics UAEMex.

6 POST PANDEMIC ELT AT IPN: LESSONS LEARNT, NEW WAYS OF TEACHING, CHALLENGES

Silvia Díaz Fragoso and Ana Jacqueline Herrera Delgado
Instituto Politécnico Nacional

Being part of professional development communities not only can it solve emotional difficulties but also teacher training challenges to build customized new ways of teaching to fulfil post-pandemic education needs. Come and learn how to create your own community.

Biodata information:

Silvia Díaz Fragoso studied Pedagogy at the Faculty of Philosophy and Literature, UNAM; 22-year experienced expert involved in foreign languages regarding teaching, school administration, educational planning and curriculum design. Currently working as an Academic Consultant in the Directorate of Foreign Language Training at IPN in charge of the redesign of the institutional foreign language programs at IPN.

Biodata information:

Ana Jacqueline Herrera Delgado Holds a bachelor's degree in English teaching. Currently working as an Academic Consultant in the Directorate of Foreign Language Training at IPN. Has been an English teacher for 25 years at both public and private institutions. Presently a teacher trainer and academic coordinator at institutional projects regarding teacher's professional development at IPN.

7 SCAFFOLDING STUDENTS IN PERSUASIVE ESSAY WRITING WITH SRSD MODEL

Catalina Juárez-Díaz, María Elena Rincón González and Amelia Hernández Grande
Benemérita Universidad Autónoma de Puebla

Teaching students to write persuasive essays with the Self-regulation Strategy Development was done to promote explicit instruction so that students know the structure and type of discourse of the essays. Before using the model, students faced difficulties in writing persuasive essays. Those problems were overcome thanks to the revision and use of the six flexible stages of the SRSD model.

Biodata information:

Catalina Juárez-Díaz is a lecturer in the College of Modern Languages of the Benemérita Universidad Autónoma de Puebla, Mexico. She has published papers on learning styles, learning experiences, and foreign language learning. She is an official candidate for membership within Mexico's National Research System.

Biodata information:

María Elena Rincón González is a professor at the language faculty of the Benemérita Universidad Autónoma de Puebla. She holds a bachelor degree in Modern Languages (English). She is president of the General University Training Academy. She has collaborated in the creation of programs for the institution.

Biodata information:

Amelia Hernández Grande has been teaching in the Modern Languages ELT pre-service program at the Benemérita Universidad Autónoma de Puebla (BUAP) since 2006, where she teaches courses of writing and ELT. She holds an MA and BA in English Language Teaching from the University of Puebla. Her research areas include academic literacy and language teaching.

8 REAWAKENING POSITIVE EMOTIONS IN LEARNING IN POST PANDEMIC TIMES

Georgina Rodríguez Falcon, Esmeralda Pizano Ortiz and Mariann Anguiano Jiménez
Centro de Enseñanza Técnica Industrial

Many learners' emotions have been dormant during the pandemic due to the lockdown. Its time reawake those locked feelings. Socializing experiences, sharing feelings, emotions and positive thoughts within the classroom has caused positive experiences resulting in motivation, meaningful learning, pleasant memories and better attitude toward the class resulting in an impact in our school.

Biodata information:

Mrs. Georgina Rodriguez Falcon, holds a Master's Degree in Education, and a Bachelor's degree in EFL teaching. Currently, she works at Centro de Enseñanza técnica industrial (CETI) in Guadalajara, where she holds the position of Academic coordinator at the English department, as well as a professor. Mrs. Rodriguez has participated in the design and development of academic program syllabuses.

Biodata information:

Ms. Esmeralda Pizano Ortiz holds a BA in communication and spent two semesters in Davidson College under the International program. Currently mastering in Education. Speaks English and French. She teaches at the English Department at CETI Colomos High School in Guadalajara. Over ten years of experience with high schoolers she had learnt how important are emotions in the classroom.

Biodata information:

Mariann Anguiano Jiménez holds a BA in Tourism Business Administration and spent three years studying English as a second language and obtained her advanced level degree. She has been teaching for the past five years at the English Department at CETI Colomos in Guadalajara.

9 UTILIZING STUDENT ENGAGEMENT PLATFORMS TO FACILITATE LEARNING

Gabriela Castaneda-Gleason and Sandra Peñuela Garcia
Ohio University

Presenters will show several student engagement platforms that can be used for language teaching. Platforms such as TopHat, Lumio, and Flipgrid have been quite useful during the pandemic and post-pandemic. These technologies are helping to make classes more interactive and engaging. The attendees will observe how these technologies work and how they can be applied to different environment

Biodata information:

Gabriela Castañeda-Gleason is an Assistant Professor of Instruction at Ohio University. She holds two M.A. degrees from OHIO and a B.A from the Universidad Autónoma de Aguascalientes. She's currently studying a PhD in Higher Education. Gabriela has taught English at all levels and ages. Her current work is on Teacher Education and online curriculum development, particularly online practicum.

Biodata information:

Sandra Peñuela Garcia is a PhD Student in Innovative learning design & Technology. She holds two M.A. degrees from Ohio University and a B.A. from Distrito Francisco José de Caldas University in Colombia where she's originally from. She has taught English in different countries. Her current interests are technology and teaching.

10 CRACKING CONTRACTIONS TO FOSTER A SELF-REGULATED (PRE)TEEN CLASSROOM

Arturo Rojas Tapia

As teachers enter primary and secondary school classrooms, one difficulty they face is how to deal with learners' behaviour. Alongside pedagogical and linguistic skills, reflecting on strategies to cope with this issue could prevent well-being issues and frustration. This session explores the how and why to implement a system that fosters self-regulation along with valuable linguistic and transversal skills.

Biodata information:

Arturo has been in the field of foreign language teaching for 10 years as facilitator for (pre)adolescents and adults, examiner and speaker. He holds a bachelor's degree in languages (English, French and Spanish) specialised in foreign language teaching and is currently studying a Master's in English language teaching and Educational Management.

11 STUDENT ENGAGEMENT: REFLECTING ON 40+ YEARS IN THE LANGUAGE CLASSROOM

Frances Boyd
Columbia University

In our post-pandemic, digitally-dependent context, the concept of "student engagement" – with intellectual, social, and emotional dimensions-- offers educators a critically important way to think about student learning and well-being. The presenter defines the concept, applies it to example lessons that demonstrate her evolving pedagogy, and discusses its connection to academic success.

Biodata information:

Dr. Frances Boyd, just retired from a 40+-year career at Columbia University in New York, is a frequent presenter at international ELT conferences, co-editor of the NorthStar academic English series (Pearson), author of numerous academic articles, and enthusiastic lifelong learner.

12 A PROPOSAL TO DEVELOP STUDENTS' SELF-AWARENESS THROUGH SOCIAL NETWORKS

Maria de la Paz Adelia Peña Clavel
Escuela Nacional de Lenguas Lingüística y Traducción, UNAM

This presentation discusses an experimental model to develop learner autonomy that considers elements of gamification, challenge-based learning (CBL), goal-oriented learning, and learning training (LT) . It is based on a multidimensional model of learner autonomy: a metacognitive, a cognitive, an affective, a social and interactional. At the end the presenter will share some ideas to implement this model in other contexts.

Biodata information:

Adelia Peña Clavel is the Coordinator of the Self-access center at School of Languages, Linguistics and Translation. She holds a master's degree in Educational Technology. She has been part of SALC team that has developed a methodology for learning training that can be applied in different environments. Her research interests are language advising, learner training, and Teletandem.

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13 TEACHING COLLOCATIONS TO CHEMICAL ENGINEERING STUDENTS AT THE UNIVERSITY OF GUANAJUATO

Dulce Anayelli de Anda Vargas
Universidad de Guanajuato

There is evidence of the positive effects that teaching formulaic sequences such as collocations has (i.e., Conklin & Schmitt, 2008; Ackermann, K., & Chen, Y. H. (2013)). This research aims to explore the effects of teaching English collocations on chemical engineering students' academic essay writing at the University of Guanajuato in order to increase their lexical complexity in academic writing.

Biodata information:

Dulce Anayelli de Anda Vargas is from Guanajuato, Mexico. She is a student of the Master's program in Linguistics Applied to the Teaching of the English Language at the University of Guanajuato. She studied the Bachelor's Degree in English Language Teaching at the University of Guanajuato. She has 5 years of experience teaching English.

14 MAKING LITERATURE ANALYSIS AN UNFORGETTABLE EXPERIENCE

José Luis de Paz Centurión
Tyndale Education

Reading is an essential skill to accelerate learning among learners. Reading literature can be quite a challenge for many. How can we bridge the gap and ignite among our readers a growing interest in literature? Grade the task not the text – during this workshop we will demonstrate simple tasks to promote literature analysis for highschool learners.

Biodata information:

Jose Luis De Paz is an academic consultant, International exams specialist and Teacher trainer. With more than 30 years in ELT, Mister Pi has collaborated in different projects and presented workshops and courses for different publishers. His main areas of interest are assessment, story telling and professional development. He is currently training teachers for IB programme and IH University.

15 PANDEMIC MOTIVATION LESSONS MOTIVATING US GO BACK TO OUR NEW NORMAL.

Silvia García Himmelstine
Universidad del Caribe

One of our main roles as teachers during the pandemic apart from teaching was to motivate students, to keep mood up, and provide a sense of belonging among others. Motivating students was a challenge and the techniques and lessons learned should be used to help students find the beauty of knowledge. Motivation is the key to our new normal.

Biodata information:

Silvia García Himmelstine has lived three years of her life in Nottingham UK and currently lives in Cancun. She has a Master's in Administration and a Master's in Teaching English, a certificate in Effective Teaching Strategies and Training issued by Confederation College in Canada. She has been an English teacher for 32 years at all levels.

16 THE INVOLVEMENT LOAD HYPOTHESIS: EXPLAINING VOCABULARY ACQUISITION

Sussan Róo y Sánchez and Deida Perea Irigoyen

Universidad Autónoma de Ciudad Juárez

This paper will provide background on Second Language Vocabulary Acquisition research to contextualize the topic, will explain the Laufer and Hulstijn's Involvement Load Hypothesis, each of its components: need, search, and want; and how are these related to cognitive and motivational factors of L2 vocabulary acquisition. Moreover, this lecture will provide empirical evidence of the ILH, as well as its pedagogical implications.

Biodata information:

Sussan Roo is the Assistant Director of Lenguas Extranjeras at UACJ, where she has also served as the Coordinator of the English Language Teaching B.A. In addition, she is a full-time professor and researcher. Her research interests include Second Language Vocabulary Acquisition and ELT related topics. She is currently pursuing a Ph.D. in Modern Languages at the AIU.

Biodata information:

Deida Perea has been a full-time professor and researcher for the UACJ for 11 years. She holds a Ph.D. in Applied Linguistics from the University of Southampton, an English Language and Linguistics Master's degree from the University of Arizona, and an English degree from UACH. Her research interests include Second Language Acquisition and cognitive psycholinguistics on adult learners.

17 ENGLISH LANGUAGE-TEACHING REFLECTIONS AND NEW TRENDS DURING PANDEMIC AND POSTPANDEMIC

Gladis Leonor Arias Rodríguez

Universidad Santo Tomás Tunja-Colombia

This paper contains the reflections that arose from a descriptive case analysis carried out during the pandemic and post-pandemic at a Colombian private University. This study aims to analyze the EFL teaching and learning process in pandemic (Covid-19), and emerging trends as the consequence of education mediated by technology. Results show changes in methodologies, strategies, materials and students' learning habits.

Biodata information:

Gladis Leonor Arias Rodríguez holds an M.A. in Language Teaching from Universidad Pedagógica y Tecnológica de Colombia (UPTC), M.A. in Pedagogy at Universidad Santo Tomas (USTA) and candidate to Master in Spanish and Latin American Literature. She has investigated ELT, literature, curriculum and online education. She is full time teacher and researcher at USTA-Tunja.

18 DESIGNING FOR TRANSITION: A LONGITUDINAL STUDY

María Elena Solares Altamirano

ENALLT, UNAM

This paper presents a longitudinal study (ongoing design, implementation and assessment) of technology-mediated TBLT lessons stored in a website. The website aimed at supporting teachers with different digital literacies using a range of teaching platforms during the confinement derived from the COVID-19 pandemic. Students' assessment of the lessons operationalized via Moodle are presented.

Biodata information:

Maria Elena Solares works for the Department of Applied Linguistics at ENALLT, UNAM. She holds a PhD in applied linguistics from Lancaster University and a master's degree in education from University College London. Her research interests include technology-mediated task-based instruction, instructed SLA, the language learning potential of writing, teacher development and online education.

19 52 OPPORTUNITIES TO TEACH CULTURAL DIVERSITY IN ENGLISH

Dunia Rassy Kuri
ENALLT, UNAM

Most EFL materials present the English-speaking world as either American or British. Nevertheless, there are another 52 countries where English is an official language. This paper will show how introducing one of these 52 nations within a beginner's lesson for university students represents an opportunity to widen students' cultural horizons, weaken prejudices, and develop their intercultural competence.

Biodata information:

Dr. Rassy is currently a Lecturer at ENALLT, UNAM, teaching IELTS preparation courses at the English Department and STEM-related subjects at the BA in Applied Linguistics. She holds a BA in ELT from CENEVAL and completed the Teacher's Training at ENALLT. She also received her Ph.D. degree in Biomedical Sciences at UNAM.

20 USING A STUDENT-CENTERED NEWSLETTER TO BRING ENGLISH PROGRAM MARKETING TO LIFE

Robert Cote
Center for English as a Second Language, University of Arizona

Our IEP's electronic newsletter originally informed potential students, clients, and recruiters that we were operating despite the pandemic. Spotlighting past and current students and faculty resulted in an interesting, informative newsletter and created a cost-effective marketing tool, which we transitioned into a student-centered journalism and photography elective, offering opportunities for students to write for authentic audiences with ever-increasing readership.

Biodata information:

Robert holds a PhD in Second Language Acquisition and Teaching and has worked globally as an administrator, trainer, instructor, and mentor. His research interests include academic writing, program administration, and working with special needs, at-risk, and/or in-crisis students. He is Director of University of Arizona's Center for ESL and an English Language Specialist for the State Department.

21 ON-LINE EXAMS AS PART OF A DISTANCE BA PROGRAM ADMISSION PROCESS

Barbara Bangle, Maria Estela Estrada Cortés and Yolanda Eugenia Ballesteros Sentíes
Universidad Autónoma del Estado de México

This paper shares the experience of using an on-line format for a written and spoken English exam used as one part of the admission process for a distance BA in ELT. This exam has been applied for the past three years and has been improved both in the written and spoken section with each new edition.

Biodata information:

Barbara holds a BA in ELT and MA in Education. Full-time professor and researcher at the Faculty of Languages, UAEMex. Member of research team in Studies on Education and Languages. Member of the Curriculum restructuring committee for BA in ELT, and MA in Applied Linguistics. Co-author of several EFL books published by the State of Mexico educational text-book department and OUP.

Biodata information:

Maria Estrada Cortés received her PhD in Educational Sciences from the UAEMéx. Full-time professor and researcher at the Faculty of Languages at both undergraduate and postgraduate level. Currently is coordinator of the BA in ELT distance program, as well as the Head of the Curriculum restructuring committee for the BA,

Biodata information:

Yolanda Eugenia Ballesteros Sentíes holds BAs in Law, ELT, and International Law, MA and PhD In Educational Sciences, currently Secretary of Teaching in the UAEMex, and part of the Research Group of Studies in Education and languages, focusing on research in teacher education, distance education and the internationalization of higher education.

22 POETRY IN THE ELT CLASSROOM: HEART AND MIND (AND LEARNING)

Gabriela Ladrón de Guevara de León
Universidad Autónoma de la Ciudad de México

Traditionally, poetry has been considered a mystic way of communicate feelings and emotions, and it is not very friendly for language learners. However, in a healthy socio-emotional classroom, writing poetry can be an important tool building new interactive patterns with the language. What would happen if we use poetry the classroom? Would it work? Let's find it together!

Biodata information:

Gabriela Ladrón de Guevara De León. English teacher, teacher trainer and in-service tutor. Professor and researcher in Universidad Autónoma de la Ciudad de México. BA in English, University of London. BA in French, Université de Bourgogne. BA in Teaching English. Master in Education from Universidad del Valle de México. PhD in Education from Universidad Marista de Guadalajara.

23 CHANGE MANAGEMENT AND THE INTEGRATION OF TECHNOLOGY IN LANGUAGE PROGRAMS

Lenise Louise Butler

Burlington English, México

Schools must be ready for change. Successful programs will adapt and make the right decisions about technology and curriculum, and work with their stakeholders toward successful integration. This session will help participants learn to evaluate the options that exist for new technologies, discover how to integrate useful and effective technological change. The session includes hands-on activities about effective change management.

Biodata information:

Lenise Butler has held leadership positions which include Global Director for Languages. Laureate International Universities, National Director of Languages, Universidad del Valle de Mexico, Director of the International Center, Anahuac Sur university, Principal of Middle and High school, Westhill Institute, Lenise is Currently CEO/Country Manager, Burlington English, Mexico.

24 QUICK AND EASY FILLERS FOR THE BUSY TEACHER. BACK IN THE CLASSROOM

Bertha Guadalupe Paulo Guerrero & Verónica Beatriz Mendoza Huerta

Escuela Normal Superior de México (ENSM)

In this workshop, participants will be engaged in four easy, quick, resource-free, activities (fillers) focused on improving vocabulary and form of the language. Challenging and enjoyable, simply to adapt according to the teacher's own practice, they make good options to stay on track when students' needs or the outside world call for a change of plan mid-class.

Biodata information:

Bertha Guadalupe Paulo is an English teacher, engineering intern, and chef. Currently teaching at ENSM and running its Language Center. Former MEXTESOL Chapter Committee member. Masters in Competencies for Education, Masters in Education with an Approach in Innovation and Educational Technologies. ICELT, CPE and TKT holder. Over twenty years of experience working in education, both in and out of the classroom.

Biodata information:

Beatriz Mendoza Huerta is an English teacher and Elementary School Teacher. Currently teaching at ENSM and CCH Vallejo. Masters in Education with an Approach in Innovation and Educational Technologies, ICELT, CAE, IELTS, and TKT holder. Over twenty-five years of experience working for private and public schools.

25 SYNCHRONOUS ONLINE TEACHER TRAINING: A POSSIBLE MODEL

Martha Elena Carrillo Flores & Sarah Joanne Brown
ITESO A.C.

This talk will invite participants to reflect on how to achieve collaborative teacher training workshops in an online setting. We will share our experience as facilitators of a training course in English Medium Instruction (EMI) and the challenges of creating circumstances as similar as possible to face-to-face training workshops, including community building activities and fostering an appropriate social-emotional environment.

Biodata information:

Martha has been an English teacher for 26 years. She started teaching at ITESO in 2003 and became an academic coordinator in November 2012. She was an ICELT tutor from 2011 to 2014 and has been a teacher trainer in projects with ITESO and SEP. Her areas of interest are professional development and EMI.

Biodata information:

Sarah has an undergraduate degree from the University of Wales, and an M.Ed. in TEFL from the University of Bristol. Sarah has accompanied teachers as both a trainer and an academic coordinator for many years. She has been a teacher and academic coordinator at ITESO since 2001. Her main areas of interest are teacher development, observation, and EMI.

26 GROUPING STUDENTS IN MEANINGFUL WAYS USING LEARNING CENTERS

Patricia Zulema Méndez Burboa, Carolina Dolores Bustamante Felix, and Pamela Guadalupe Cañez Carrasco
Universidad de Sonora

Learning centers are activities or places in the classroom, designed to practice strategies previously taught. They include clearly defined workspaces that facilitate movement and easy transitions in the classroom. They are an effective and attractive way to learn; an essential tool that can easily be inserted in the classroom as each teacher can adapt them to their students needs.

Biodata information:

Patricia Zulema Méndez Burboa is a Law graduate from the University of Sonora and studied for her Master in Education at the National Pedagogical University. She has over 28 years of experience as a language teacher. She has worked at different private and public English Centers and she has been an EFL Teacher at the UNISON English Center since 1994.

Biodata information:

Carolina Dolores Bustamante Felix has a Bachelor of Business and International Trade from the University of Sonora and has a Certificate Overseas for Teachers of English COTE. She studied at BYU in Utah. She has over 28 years of experience as a language teacher. She has been an EFL Teacher at different English Centers and at the UNISON since 1994.

Biodata information:

Pamela Guadalupe Cañez Carrasco has a Bachelor degree in Education from UNIDEP, a Master and PhD in Education from National Pedagogical University. She began working as an English teacher in 2005. She works with students from kindergarten to the university level. She was the head of the English department at a private school and is currently working at the UNISON.

27 DISCOURSE INTONATION: USING POETRY TO ENGAGE STUDENTS IN PRONUNCIATION PRACTICE

Linda Marie Chu & Julianne Hammink
The University of Arizona

Pronunciation is an essential part of English learning, yet it can be neglected. In this presentation, you will learn techniques for teaching important aspects of pronunciation like stress, through grouping, prominence, and intonation, using poetry. These engaging activities will have students actively using features of English pronunciation that can improve their spoken English and listening comprehension.

Biodata information:

Linda Chu is the current webinar manager for TESOL Career Path Development Professional Learning Network. Linda previously worked as the Assistant Director of Global Programs for the Center for English as a Second Language at the University of Arizona. Her interests are in English as a Medium of Instruction and Career Path Development.

Biodata information:

Julianne Hammink is the Instructional Design and Development Coordinator at the Center for English as a Second Language at the University of Arizona. She develops courses and teaching materials for English instruction and teacher training, and is especially interested in the uses of Open Educational Resources for language instruction.

28 IS ONLINE TEACHING HERE TO STAY? AN INTERMEDIATE GUIDE TO TEACH REMOTELY

José Roberto Lira González
The Anglo

All education institutions were cornered to teach remotely and to make a readjustment in their class delivery due to COVID-19, despite the fact the theory is not new. This ERT (Emergency Remote Teaching) brought some unpleasantries at first but many perks as well. Is it worth preparing to keep teaching this way or show we come back to the classrooms?

Biodata information:

Roberto Lira is a in-service teacher who has worked online since the beginning of the pandemic. He studied languages and holds an ICELT certification. HE is eager to exchange ELT ideas and principles.

29 TABLERO DE COMUNICACIÓN PARA ENSEÑAR INGLÉS A ESTUDIANTES CON AUTISMO

Diana Paulina Jiménez Estudillo, Wendy Azenet

López Medina and Ricardo Moreno Espinosa **Escuela Normal No.4 de Nezahualcóyotl**

Este taller ofrece a los participantes una propuesta de enseñanza del inglés a estudiantes, con síndrome de down, parálisis cerebral y autismo implementadas en un Sistema Aumentativo y Alternativo de Comunicación conocido como Tablero de Comunicación, el cual utiliza elementos gráficos (pictogramas) y vocabulario para desarrollar una habilidad comunicativa. Fomentando la inclusión de los alumnos con discapacidad en la enseñanza de una segunda lengua (inglés).

Biodata information:

Diana Paulina Jiménez Estudillo is a sixth-semester undergraduate student of a Bachelor's degree in Special Education at the Escuela Normal No. 4 de Nezahualcóyotl. Currently interested in research about Autism and Blind Students.

Biodata information:

Wendy Azenet López Medina is a sixth-semester undergraduate student of a Bachelor's degree in Special Education at the Escuela Normal No. 4 de Nezahualcóyotl. Currently interested in research about Mexican Sign Language and American Sign Language.

Biodata information:

Ricardo Moreno holds a B.A. in Teaching English as a Foreign Language and a M.A in Education and a Ph.D. also in Education. He currently teaches at the Normal No. 4 and he has been a teacher trainer for the last 8 years.

30 CONFORMITY VS. CREATIVITY IN LANGUAGE TEACHING

Ana Cristina Rosales Moreno

Helbling English

“Creativity vs. Conformity in Language Teaching” bears in mind the importance of developing Grammar along with Creativity. The former does not have to be dull if students are empowered to populate language in their own way. Therefore, the aim of this workshop is to enable teachers and students to participate in a wider range of communicative activities.

Biodata information:

Ana Rosales has a B.A. in Spanish literature and took an educational diploma course in Thailand. She has experience teaching English, German and Human Values to children and young adults. She loves culture, art and reading and works as an Academic Consultant for Helbling Languages.

31 WRITING SUBSKILLS DEVELOPMENT THROUGH ECLECTIC-HOLISTIC TEACHING MODEL IN UNIVERSITY STUDENTS

María Elena Rincón González and José Luis Carrillo Valdés

Benemérita Universidad Autónoma de Puebla (BUAP)

The use of authentic writing assessment is key in today's world due to it is considered vital in the academic professional development, providing excellent opportunities in labor markets. This study is integrated of three stages where learners showed active participation and autonomy, guaranteeing their cognitive development, and revealing a meaningful difference in the final learning outcomes.

Biodata information:

María Elena Rincón González is a professor at the language faculty of the Benemérita Universidad Autónoma de Puebla. She holds a bachelor's degree in Modern Languages (English) and a master's degree in ELT . She is president of the General University Training Academy. She has collaborated in the creation of programs for the institution.

Biodata information:

José Luis Carrillo Valdés holds a PhD degree in Education from IEXPRO University, M.A. degree in English language Teaching from BUAP, and a M.A. degree in Interpretation and Translation Studies from the Universidad Madero. Today, he is a research professor in the language faculty at BUAP. His areas of specialization are ESP, Professional Development, and Translation and Interpretation Studies.

32 TWO PHASES FOR VOCABULARY TEACHING AND THE RIGHT TECHNIQUE

Rosa Armida Valdez Arambula

Universidad Estatal de Sonora

My proposal explains how we can approach vocabulary teaching in two phases. First, teach phonograms, which are blends of consonants and vowels clusters; and at the same time, students will be learning new words, which include those blends or clusters. Second phase, teach vocabulary according to lexical and semantic fields. And, for both to choose the correct technique.

Biodata information:

Rosa Armida Valdez Arambula was born in the state of Sonora and raised near the United States and lived there for 14 years during her early years. She went to university to study English Language Teaching at Universidad Estatal de Sonora, she graduated and has been working there for over 14 years. She holds a Master degree by the university of Southamton, United Kingdom. I have completed different certifications. She has completed different certifications.

33 CULTIVATING RESILIENCE AND A MASTERY MINDSET: THE ROAD TO IMPROVEMENT

Patricia Ochoa Tristán

Escuela Normal de Estudios Superiores del Magisterio Potosino

Behavioral research has found that the mastery mindset is an effective element in motivating students to keep learning, practicing, and improving. Attendees will discover that by incorporating these activities in the classroom they will boost not only their intellectual skills but in other aspects of their lives as well.

Biodata information:

Patricia Ochoa is currently a formador de inglés in Escuela Normal de Estudios Superiores del Magisterio Potosino. She has taught at university level for over 20 years and is now committed to guiding future teachers. She is currently studying her master's in education. She enjoys sharing ideas and hopes others will benefit from them.

34 UNDERSTANDING AND BUILDING COLLECTIVE EFFICACY IN ESL CLASSROOMS

Leigh Somerville and Timothy Leonard
Borough of Manhattan Community College

Collective efficacy is when a team of individuals share the belief that, through combined efforts, they can overcome challenges and positively impact student achievement and success. In this presentation, participants will understand the principles of collective efficacy, and consider how this thinking can inform instruction and student interactions in the ESL classroom.

Biodata information:

Leigh Somerville has taught at the college level for nearly 15 years. She teaches English as a Second Language, Critical Thinking, and Co-requisite classes. She is particularly interested in finding new approaches to helping students to develop better reading habits outside of the classroom, and the use of collective efficacy within a higher education learning environment.

Biodata information:

Professor Leonard holds a doctoral degree in Education with a concentration in Instructional Leadership. He has taught reading to students of varying ages and has engaged teachers in experiences to examine their instructional methodology. Professor Leonard is focused on student growth while providing individualized experiences that students can leverage for success in future coursework.

35 TEACHER TRAINING AS A TOOL FOR PROFESSIONALIZATION: HIGHER DIPLOMAS AT UAEMÉX

Alejandra López Olivera Cadena
Universidad Autónoma del Estado de México

As a new trend in Higher Education Levels, the Higher Diploma in Competencies for the Teaching of Foreign Languages (Diplomado Superior en Competencias para la Enseñanza de Lenguas Extranjeras) is presented as a tool to reach today's goals in the area of teaching as well as a window to explore new ways to lead today's teachers into the digital era.

Biodata information:

Alejandra López Olivera Cadena PhD in Social Sciences. Has participated in several events and conferences, both national and international (including past ANUPI Conferences). Interested in Teaching Training, Linguistics, Translation and Administration of Higher Level Institutions. Nowadays is the Director of the Faculty of Languages of the Autonomous University of the State of Mexico.

36 CRITICAL RACE THEORY IN WRITTEN MEDIA: A LEXICAL ANALYSIS

Gabriela Castaneda-Gleason and Laura Harrison

Ohio University

English Language Teaching has become a more sophisticated form of education. The current reality of English language teaching is beyond teaching simply nouns and verbs. In this session, the presenters will demonstrate how students and professors can collaborate in a Linguistic research that shows critical thinking skills while investigating a very hot topic such as Critical Race Theory.

Biodata information:

Gabriela Castañeda-Gleason is an Associate Professor of Instruction at Ohio University. She holds two M.A. degrees from OHIO and a B.A from the Universidad Autónoma de Aguascalientes. She's currently studying a PhD in Higher Education. Gaby has taught English at all levels and ages. Her current work is on Teacher Education and online curriculum development, particularly online practicum.

Biodata information:

Laura Harrison holds the PhD in Organizational Leadership from the University of San Francisco. She teaches and writes on the topics of pedagogy, social justice, and leadership in student affairs and higher education. Her books include Teaching struggling student and Interrupting class inequality in higher education

37 THE TEACHING OF WRITING TO ENGLISH LANGUAGE MAJORS: HUMANISTIC APPROACHES

Barbara Jean Hall

Georgia State University

Darwing Azael Perez Santiago

Escuela Normal Superior Prof. Salomón Barrancos Aguilar del Instituto Campechano

Most bachelor's degree programs in ELT in Mexico require students to write a thesis in English to graduate. In this workshop, the presenters will demonstrate a variety of practical and humanistic methods that can be used to train students in academic writing and will provide useful techniques to favor fluent writing and critical thinking skills over grammatical accuracy.

Biodata information:

Professor Barbara J. Hall, Tenured Faculty Member and Associate Professor of English/ESL, at Perimeter College/Georgia State University, Atlanta, Georgia. For the last 25 years, she has taught composition and literature to native-English and non-native speakers of English and published Writing Workshop and two electronic composition textbooks.

Biodata information:

Darwing Azael Perez Santiago, Full time Professor, PTC (Professor Tiempo Completo), Academic Coordinator of the English Department at Escuela Normal Superior Prof. Salomon Barrancos Aguilar del Instituto Campechano in Campeche, Mexico

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38 CLASSROOM MANAGEMENT: TEACHING ENGLISH IN A POST-PANDEMIC ENVIRONMENT

Zaira Sánchez Ponce, Andrea Donaji Reyes Pineda and Karla Yanetzi Zayas Hernández

Normal No. 4 de Nezahualcóyotl

The post-pandemic world we are facing right now and the return to schools has allowed us to identify students' new backwardness such as the emotional rupture when confronting social situations and classroom management. These aspects lie in the willingness students possess when learning a new language. Permit yourself to find out new strategies in order to improve your students learning.

Biodata information:

Sánchez Ponce Zaira, teacher in training in the English Language program in the Escuela Normal no. 4 de Nezahualcóyotl. Certified by the British Council at C1 English level. Participated as a speaker in the 48th mextesol convention in Puebla. Interested in researching about the socioemotional implications in the English Language Teaching.

Biodata information:

Reyes Pineda Andrea Donaji, teacher in training in the English Language program in the Escuela Normal No. 4 de Nezahualcóyotl. Certified by the GLCC at C1 English level. Participated as a speaker in the 48th mextesol convention in Puebla. Interested in researching about the socioemotional implications in the English Language Teaching.

Biodata information:

Zayas Hernández Karla Yanetzi, teacher in training in the English language program in the Escuela Normal no. 4 de Nezahualcóyotl, interested in research about the socioemotional implications in the English Language Teaching.

39 EIGHT LEADERSHIP VISIONS FOR TEACHERS AND STUDENTS

Teresita de Jesús García Bernal

Escuela Normal de Especialización Humberto Ramos Lozano

Three years ago, we could not imagine the challenges COVID-19 pandemic would bring. Teacher's role cannot remain the same. Leadership becomes essential for teachers in post-Pandemic time. Vision, a leadership tool, involves observation, reflection, interpretation, prediction, and intelligence. We will review the eight visions of leadership for teachers and students to reshape their world interpretations and work for their goals.

Biodata information:

Teresita de Jesús García Bernal B.A./M.A. in ELT. Head of English Department and Programa de Internacionalización del Currículo at Escuela Normal de Especialización Humberto Ramos Lozano where she also works as Formadora de Inglés C. English teaching trainer at the undergraduated programs for Relaciones Culturales and UANL. Oral Examiner for Cambridge English Examinations and former tutor for ICALT and TKT Certifications.

40 ELT THROUGH DIGITAL PLATFORMS AND RESOURCES IN POST-PANDEMIC CONTEXTS

Teresita Elizabeth Fernández Franco

Normal Rural “Gral. Matías Ramos Santos”

This paper includes the results of a doctoral research on the impact of the use of digital platforms and resources for the strengthening of English in students graduated from the Escuela Normal Superior Federal de Aguascalientes of the English Degree. In addition, some proposals for technological intervention are shown to raise the levels of proficiency in the language.

Biodata information:

Teresita Elizabeth Fernández Franco Bachelor’s degree in Education, Master’s Degree in Higher Education, PhD in Educational Innovation and Social Networking, twenty-one years’ experience in ELT; She has achieved several educational certifications and contributed to six books edited by different publishing houses. She worked in collaboration on the design of curricula NORMALES 2018 and she is currently continuing on the Plan 2022.

41 REVIVING A SOCIAL SELF ACCESS CENTRE

Jane Elisabeth Holmes and Magdalena Ávila Pardo

Universidad de Caribe, Cancún

At the Universidad de Caribe, Cancun, the social Self Access Centre has been a characteristic of the teaching of English. It has helped generations of students to find confidence in the use of English. After 2 years without use, the SAC needs to be revived. Our presentation will document this process and new ideas to promote social interaction.

Biodata information:

Jane Holmes is the Director of the English Department at the Universidad del Caribe, Cancun. She is interested in promoting the natural use of English through social activities and the development of English for Specific Purposes.

Biodata information:

Magdalena has a Masters Degree and Doctorate from the University of Southampton, UK. She has a special interest in conversation as a means to develop skills and confidence in the use of English. She is a full-time teacher at the Unicaribe Cancun.

42 UNDERSTANDING LEXICAL COMPTENCE BY USING ARCHITECTUAL STYLES FOR WRITING IN HIGHER EDUCATION

Héctor Ramiro Ordóñez Zúñiga

Instituto Politécnico Nacional Zacatenco

A great amount of data was generated during pandemic times using online exams. That data may become knowledge if properly analysed using common spreadsheet software. While current trends require to use new software to “enable” language learning, the use of statistical analysis may transform a computer from a simple source of entertainment into a source of valuable knowledge for teachers.

Biodata information:

Héctor Ramiro Ordóñez Zúñiga Lecturer of Instituto Politécnico Nacional at Centro de Lenguas Extranjeras unidad Zacatenco and Escuela Superior de Ingeniería y Arquitectura unidad Tecamachalco. He has conducted teacher training programmes with UAEMex. Member of ANUPI, COPEI, TESOL and ALTE. He holds a BA in ELT, an MA in Teaching and a specialization diploma in ELT.

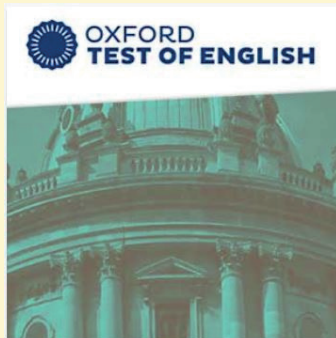
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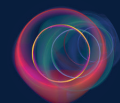


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43 ENGLISH-LANGUAGE TEACHING, POP MUSIC, AND POST-CONSUMPTION

Brittany Ober

American Language Program, Columbia University

The presenter will share a brief literature review on pop music's relevance to ELT, particularly focusing on post-consumption, that is, students taking ownership of music through imagination and identity formation. Examples of using songs to teach grammar, inferencing, and content in a university intensive English program will be shared. Attendees will leave with practical applications and a bibliography.

Biodata information:

Brittany Ober is a Senior Lecturer at the American Language Program, Columbia University. She teaches various levels in the Intensive English Program, English for International and Public Affairs, and the Career & Communication Accelerator course. Ober's pedagogical interests include extensive listening, critical thinking, and academic writing.

44 SERVICE-LEARNING AND SOCIAL JUSTICE IN THE PREPARATION OF EFL TEACHERS

Lucía Ramos Leiva

Universidad Católica del Norte

This session presents the results of a mixed method study aimed at exploring how a service learning project helped future English as a foreign language teachers understand social justice teaching in a context of unequal and inequitable educational disparities. This session is beneficial for language teacher trainers and any professional interested in including social justice in their courses.

Biodata information:

Mrs. Ramos is a teacher educator and researcher from Universidad Católica del Norte in Antofagasta, northern Chile. Her work focuses on EFL teacher education, social justice, service-learning, and intercultural studies.

Biodata information:

Dr. Riquelme-Sanderson is a teacher educator and researcher from Universidad Arturo Prat, in Iquique, northern Chile. His work focuses on EFL teacher education, social justice and teacher educators' pedagogies and identities.

45 TESTING OR ASSESSING? TRICKING OR TRACKING?

María Guadalupe Neve Brito

Universidad Iberoamericana Puebla

The pandemic led us to jump from paper and pencil to digital formats for testing. Were we equipped for such a huge change in such a short time?

This paper presents the case of Universidad Iberoamericana Puebla, where efforts were made to continue tracking students' progress despite the fact that they were receiving instruction from home.

Biodata information:

Maria Guadalupe Neve Brito has been an English instructor for over 30 years in language schools and college contexts. She holds a Bachelor's Degree in Pedagogy and another in English Language Teaching, and an MA in New Technologies for Learning. She currently leads the Language Area at Ibero Puebla. She is passionate about learning about how to enhance students' progress.

46 DURING AND POST COVID TRANSITIONING AMONG LEARNING SOCIETY; EDUCATION, SOCIALIZATION, INTEGRATION

Ana Cristina Ortega Vanegas, Elvira Karolina Álvarez López, and

Ana Cynthia Vanegas Lizárraga

Universidad de Sonora

During COVID -19 we all experience emotions and fears. Now we can consider that we are in a post COVID situation or more properly called transition where our students and us as a learning society must educate, socialize, and integrate. Our classrooms must represent a safe and non-threatening space where students can shed different emotions as stress, anxiety, and isolation.

Biodata information:

Ana Cristina Ortega Vanegas graduated from Advertising and Marketing and as well as a degree in English teaching with a master's degree in business Direction and a PhD in Administration. She began as an English teacher since 2013 in several private and public schools, including preschool, elementary, junior high, high school and university. Currently working at Universidad de Sonora.

Biodata information:

Elvira Karolina Álvarez López graduated from Educational Sciences and as well as a degree in English teaching a master's degree in Higher Education and a PhD in Education, she began as an English teacher since 2011 in several private schools, including preschool, elementary school and university. At this moment, she is working at Universidad de Sonora, campus Caborca.

Biodata information:

Ana Cynthia Vanegas Lizárraga is the current EFL Program Coordinator at Universidad de Sonora, campus Caborca. She has a master's degree in International Commerce from UNISON. Since 1984 she's worked at different private and Public English Centers, including junior high, high school and University.

47 CREATING QR CODES FOR THE INTEGRATION OF ATTRACTIVE ELT POST-PANDEMIC ACTIVITIES

Teresita Elizabeth Fernández Franco

Normal Rural "Gral. Matías Ramos Santos"

Mario Macías Salce

Univ. Panamericana, Aguascalientes

Learn how to create QR codes for diverse strategic integration in ELT through videos, audios, gamification and texts, among others. This workshop has been prepared as the result of a doctoral dissertation in Educational Innovation and Social Networking in order to elevate motivation and increase students' involvement and engagement in post-pandemic virtual learning environments.

Biodata information:

Teresita Elizabeth Fernández Franco Bachelor's degree in Education, Master's Degree in Higher Education, PhD in Educational Innovation and Social Networking, twenty-one years' experience in ELT; She has achieved several educational certifications and contributed to six books edited by different publishing houses. She worked in collaboration on the design of curricula NORMALES 2018 and she is currently continuing on the Plan 2022.

Biodata information:

Mario Macías Salce Bachelor's degree in Education, Specialty in Philosophical Anthropology, Master's degree in Higher Education, Spanish (FPELE) and English (Cambridge) certifications, twenty-six years' experience in ELT, six-year Site Coordinator for the Multicultural Program at Withworth College, WA. Currently teaching English and Spanish to foreigners at Universidad Panamericana, Aguascalientes, México.

48 TEACHING ENGLISH TO DEAF STUDENTS THROUGH AMERICAN SIGN LANGUAGE AND THE DIRECT METHOD

Israel Martínez Quiroz

Fernando Eleazar Melchor Espinosa

Escuela Normal No. 4 de Nezahualcóyotl

Language teachers are now facing complex methodological challenges as they are not only teaching English to regular students but also to blind or deaf students as they are now being integrated into regular classrooms; teachers need to learn how to face these new conditions. Learning sign language is a must for all the teachers not only in Mexico but in the world.

Biodata information:

Israel Martínez Quiroz Methodological assessor and language teacher at Escuela Normal No. 4 de Nezahualcóyotl, holds a BA in English Teaching by the University of Veracruz and a Master Degree in English Teaching by the University of Chiapas. Has constantly participated at conventions such as Mextesol, BBELT and FIID. Awarded C1 level by the University of Cambridge. Interested in working with the disabled

Biodata information:

Fernando Eleazar Melchor Espinosa student of the English language Teaching Bachelor at Escuela Normal No. 4 de Nezahualcóyotl. Has taken part in teaching programs in Basic Education Schools In the State of Mexico and currently participating in the blind people learners program of the Institution he is enrolled. Native english speaker

49 CREATING VALUE AND SPACE FOR INTERCULTURAL COMMUNICATION AMONG STUDENTS AND TEACHERS

Lindsay Ann Huff

Tecnológico de Monterrey - Campus QRO

Vanessa Rivera and Mauricio Lacazette

Universidad Católica del Norte

The pandemic transformed the way we live as humans and think as educators. English teachers from universities in Chile and Mexico initiated intercultural projects for their students which began during the pandemic and continue today, where teachers and students benefit from meaningful interaction. This presentation will highlight the achievements and challenges experienced throughout the collaboration.

Biodata information:

Lindsay Ann Huff is a full-time English Professor and the Director of the Language Center at Tecnológico de Monterrey in Querétaro, Mexico. She earned her MA TESOL at the New School for Public Engagement in New York and has 18 years of experience in the ELT field as an instructor, coordinator, curriculum designer and materials developer.

Biodata information:

Vanessa Rivera is an English teacher at Universidad Católica del Norte in Antofagasta, Chile. She has over 9 years of experience in ELT for students of English Pedagogy and a variety of engineering majors. She has cooperated in editing and coordinating English programs and courses offered to students and the public.

50 BUT WHAT'S MY GRADE? UNGRADING V GRADING?

Cynthia S Wiseman
BMCC CUNY

This workshop will define and discuss the practice of ungrading v. grading and provide a number of pedagogical strategies and practices that support language teaching and learning. Participants will engage in reflective practices to arrive at their own personal stance with regard to evaluation and assessment of language acquisition and grading.

Biodata information:

Cynthia S Wiseman is a full professor in the Academic Literacy & Linguistics Department at Borough of Manhattan Community College at the City University of New York. She has been teaching in language education for over 40 years, including ESL/EFL, linguistics, teacher training, & evaluation and assessment. She earned her doctorate at Teachers College, Columbia University.

51 ENGAGING GRAMMAR TASKS FOR LOWER-LEVEL STUDENTS

Carolyn Dunn and Lydia Fass
American Language Program, Columbia University

How can teachers create a rich, communicative grammar lesson for lower levels using semi-authentic materials? The presenters will share a variety of tasks that seamlessly integrate grammar and content to encourage grammatical fluency and accuracy. Participants will walk away with concrete tasks easily adaptable for a variety of grammar points and contexts.

Biodata information:

Carolyn Dunn is a Lecturer in the American Language Program, Columbia University. She holds an A.B. from Brown University, a J.D. from the University of Virginia School of Law and an M.A. in TESOL from Teacher's College, Columbia University. Her teaching interests include extensive reading, materials design incorporating authentic texts, and advanced writing instruction.

PLENARY SESSION:

Down the path of action research in ELT in post-pandemic times



Flor de Maria Mellado Rosales

Flor de Maria holds an M. A. in Applied Linguistics in TEFL from Universidad Europea del Atlántico. She is also an experienced ELT Professor, Academic Consultant, Teacher Trainer and Lecturer for more than 20 years, and former EFL professor at Universidad Ricardo Palma - Lima, Peru. She is a well-known speaker in National and International Conferences in Latin America, USA, and Mexico.

She is currently engaged in helping colleagues discover their potential as ELT researchers by conducting training sessions regarding qualitative types of research. Her main interest includes Action Research and Curriculum Design in EFL and ESL. She has been the ANUPI-COPEI Liaison in Peru, and has been an active member since 2002



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PLENARY SESSION:

ENL Strategies for literacy and second language acquisition:



Lucia Buttarro

This presentation / workshop will address the best strategies/techniques to use when teaching and working with second language learners. It will target how to integrate all four domains in language learning such as listening, speaking, reading and writing. Participants will be exposed to the five new levels of entering/emerging/transitioning/expanding and commanding that have replaced the old labels of beginner/intermediate and advanced. The PLUSS model and the FRAYER model will be discussed and samples of what they look like will be shared with participants as well. Sentence frames and sentence starters will also be discussed and samples will be provided. The use of mnemonic devices and strategic use of the home language will be discussed.

Samples of turn and talk will also be shared with active audience participation.

Biodata :

Dr. Buttarro holds a Ph.D. in language, literacy and learning from Fordham University with a specialization in second language acquisition, bilingual education and multicultural diversity. She works at CEI (Center for Educational Innovation where she conducts professional development and coaches teachers in the K-12 public school, charter school and academies in New York City, New York State and the tri state area of New York, New Jersey and Connecticut. She also specializes in Dual Language Programs and is currently working for LEEP (Latino Educational Equity Partnership) where she conducts research and works onsite with teachers and administration on how to implement a successful dual language program where the 90/10 model is implemented.

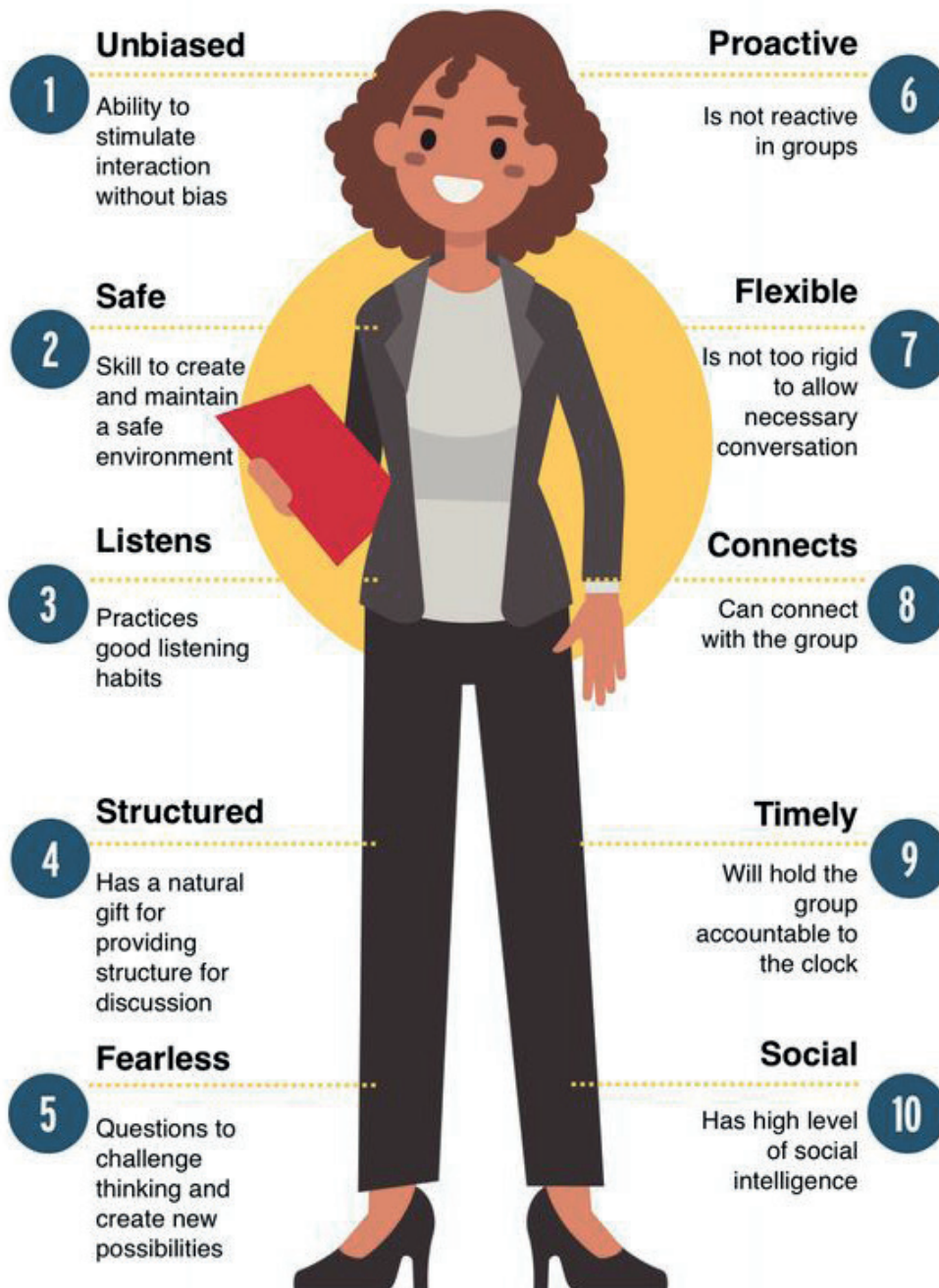
Everyone who
remembers his own
education
remembers **teachers**,
not methods and
techniques. The
teacher is the heart
of the educational
system.
Sidney Hook

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Top 10

QUALITIES

OF A GREAT FACILITATOR





Thank you!
Your participation this year
was highly appreciated!