



23rd INTERNATIONAL CONFERENCE FOR ENGLISH TEACHERS

MODERN APPROACHES IN ELT: EMPOWERING TEACHER DEVELOPMENT AND STUDENT-CENTERED CLASSROOMS

Puerto Vallarta, Mexico / November 6-9, 2025



Dear colleagues,

On behalf of ANUPI and COPEI, we are very pleased to welcome all of you to our Conference in Puerto Vallarta this year. We are very grateful to all of you who decided to join us this year, taking into consideration the budget constraints we have been experiencing recently

Joining our Conference clearly means that you are highly motivated and willing to invest in your professional development, and it also means that you are eager to share your area of expertise with other colleagues and to learn and experience with technology such as Artificial Intelligence and other tools that will enrich our English classes. Thank you for offering high-quality topics to ensure we continue achieving our goals.

It is our belief that professional development of English teachers depends on each one's professionalism and on sharpening our knowledge in the current teaching and learning trends with the use of Artificial Intelligence, Collaborative Online International Projects, new approaches in methodology, and good practices among many others.

A special thanks to our office manager Cristina Seguí who is the light of this event, Roxana Martinez and all the Conference Organizing Committee for their ongoing commitment and hard work.

Finally, our appreciation to our sponsors this year for their confidence in both our professional associations.

We are looking forward to a great conference with everyone!

Celia Magdalena Sánchez
ANUPI President

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ANUPI 2025

Workshop: "The Rubik's Cube: A Multi-dimensional Approach to Humanizing Technology in ELT"

Speaker:
**Armando
García**

Date:
**November 6
17:00**

Commercial Session:

"Technologies to leverage our teaching with Burlington English"

Speaker:
**Ricardo
Cervantes**

Date:
**November 7
13:00**



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2025 Program - Puerto Vallarta
Thursday November 6th, 2025

11:00 – 17:00	Hotel Check-in and Conference Registration		
14:00 –16:00	Lunch for hotel guests		
16:50 - 16:55	Welcome message		
17:00 –17:50 Workshops I	Speaker (s)	Abstract	ID
Vallarta I	Armando García Corona English Teaching graduate from UNAM, holds diplomas in teaching competencies and a CELE certificate. He co-authored Constructivist Approach Reading Manuals for FES Acatlán (UNAM) and has over 20 years of teaching experience, including 10 years as a Language Center Director, teacher trainer and academic consultant.	Rubik’s Cube: A Multidimensional Approach to Humanizing Technology in ELT. The main goal of this workshop is to simplify teaching elements into six essential components which every English classroom requires. A Rubik’s Cube consists of 6 sides which represent different educational features. In today’s reality, two of the most important components/sides include the use of technology and the human factor.	1
Vallarta II	Luisa Alejandra Jiménez Cubría Is an experienced educator with a diverse academic background, passionate about creating dynamic English lessons through integrated subjects. She specializes in CLIL, as well as whole child and whole person approaches, and in enriching ELT classrooms. She has excelled as a teacher, coordinator, and consultant, with a strong focus on curriculum development. She has been a speaker at BBELT and the British Council ELT Week Brazil 2024, sharing her expertise with a global community.	One Size Doesn’t Fit All: Practical Differentiation Strategies for Engaging ELT Learners. ELT classrooms are diverse environments, one-size-fits-all approaches do not work. This workshop offers practical strategies for differentiating content, processes, and assessments, making sure every student is engaged and supported. You’ll walk away with simple, effective tools to create a classroom where all learners succeed—without overwhelming teachers in the process.	2
Vallarta III	Alvaro Mayoral Corpus English and STEAM Educator, certified as a NASA Educator and Educational Ambassador via the LSI and Space Foundation Programs.	From Mexicali to NASA: A teacher's journey. It's been quite a challenge to properly introduce additional language classes or incorporate STEAM and Science related subjects within the field, so in this presentation I'm trying to display different activities, techniques and methods that language teacher may incorporate within their practices.	3
18:00 –18:20 Papers I	Speaker(s)	Abstract	ID
Vallarta I	Enrique Rodríguez Tapia , graduated In Pedagogy by FES Acatlán, UNAM. Post graduated in educational technology by the Latin American Institute of Educational Communication (ILCE). Full-time English teacher Level "B" at	Designing learning projects with artificial intelligence to improve English learning in adolescents. Artificial intelligence enables English learning among adolescents with varying levels of proficiency. Through the design of digital	4

	the National Preparatory School. Member of the Teacher's Evaluation Committee for training courses at the ENP. Responsible for educators training at National Preparatory School UNAM. Speaker at national and international conferences.	projects using artificial intelligence applications, students increase their understanding and mastery of the English language. This paper presents some examples of the use of artificial intelligence tools to improve learning while simultaneously creating a collaborative environment among students with teacher support.	
Vallarta II	José Martín Afanador Gutiérrez is an English teacher holding a BA in TESOL and is a former student on an MA in Applied Linguistics by the Universidad de Guanajuato. He has been teaching English at CET is 21 for almost 8 years, and research is always a practice to be informed.	Student Perspectives on Artificial Intelligence Use in Mexican EFL Technical High Schools. This qualitative study explores how technical high school students in Mexico perceive the use of AI tools in English learning. Learners described AI as supportive for autonomy and skill practice, but raised concerns about equity, overreliance, and motivation. Findings highlight the need for ethically guided student-centered strategies to integrate AI meaningfully into EFL classrooms.	5
Vallarta III	Jennifer Cucurachi Moctezuma is a full-time teacher at the English Language BA at the Universidad Veracruzana. She has taught from kindergarten to university levels, and she has been awarded scholarships from SEV, COMEXUS and the British Council. She holds a B.A. in EFL, an M.A. and a PhD in Education. She is a national and international presenter.	Artificial Intelligence and Intercultural Competence in the English Language Classroom. English teachers today must relate language instruction with intercultural competence. This workshop shows how AI such as chatbots, image generators or translation tools foster ICC through adaptable, reflective tasks on culture, identity and communication. Deardorff (2006) defines ICC as effective, appropriate intercultural communication. AI enables rich comparisons, simulated interactions and social awareness. Practical, inclusive activities ensure responsible, meaningful AI use in the language classroom.	6
Vallarta IV	Cynthia S Wiseman , EdD, Professor, Academic Literacy and Linguistics, Borough of Manhattan Community College, City University of New York (BMCC CUNY) NY, NY, USA (cwiseman@bmcc.cuny.edu) has taught in the USA for over 40 years at all levels and in a variety of different programs -- Spanish and French in middle and high school, ESL in Adult Education, continuing education, and academic programs, English for Specific Programs in the private sector to bankers and other international professionals, and evaluation and assessment, principles and practices, and second language acquisition in graduate programs.	Integrating Elements of the First Year Experience in Courses This presentation will present an overview of the First Year Experience (FYE), including the rationale for an institution of higher learning to integrate FYE into the curriculum. The presentation will include schema of information important for first year students and examples of activities to support their orientation to and academic success in college or university.	7

18:30 – 18:50	Coffee break and visit to Sponsors		
19:00 –19:20 Papers II	Speaker(s)	Abstract	ID
Vallarta 1	Jessy Hernández Alcántara is head of the Department of Educational Technology for Languages at the Autonomous University of the State of Mexico. She has worked as an English teacher for more than 10 years and has led online course design projects.	Empowering English language learners: a holistic approach. Biggs and Tang (2011) point out the difference between two types of students, one who is academically committed and one who is not for different reasons. This situation challenges language teachers to design activities that engage both types of students indistinctively. In this paper, I present strategies that language teachers can use to empower students to achieve learning goals successfully.	8
Vallarta II	Maria del Carmen Contijoch Escontria is professor at the National School of Languages, Linguistics and Translation, UNAM, where she has worked for more than 40 years. She has taught a wide variety of courses in the academic programs that the school offers at the diploma, undergraduate, specialization, and graduate levels. Alice Emery is professor at the National School of Languages, Linguistics and Translation, UNAM. She teaches undergraduates in Applied Linguistics and English, and in the <i>Curso de Formación de Profesores de Lenguas-Culturas</i>. Her research interests include teacher education, multiliteracies/multimodal teaching approaches, and intercultural communicative competence.	Praktikos: Teaching Resources by and for Language Professionals. Praktikos Gabinete de Buenas Prácticas is a project based in the ENALLT-UNAM. It will offer a searchable platform of open resource activities that exemplify current best practices in language teaching. Praktikos will bring together contributions from language teachers of different languages that have proven to be effective, systematic, reliable and that have made a positive impact on students' learning.	9
Vallarta III	Gabriela Cervantes Espinoza, holds a B.A in English, a master's and a PhD in Education. Currently, online and blended English Teacher at Centro de Enseñanza de Lenguas. In-person classes in higher education at Faculty of Nursing and Obstetrics UAEMex. Gabriela Jacinto Hernández, holds a B.A 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.	AI tools to enhance learning process. Are they worth it? This study examines the impact of Microsoft TEAMS, an AI-powered tool, on ESL learners' reading comprehension and pronunciation. Through instant feedback on errors and self-paced practice, students improve accuracy and engagement. Based on a humanistic approach, the tool fosters emotional and cognitive involvement. Teachers provide personalized feedback, while learners reflect on their experience to support meaningful learning.	10

19:30 –19:50 Papers III	Speaker(s)	Abstract	ID
Vallarta I	Alfonso Durán Hernández Holds a BA in English Language and master's degree in teaching English as a Foreign Language. He studied a Specialty in Translation and Interpretating at Autonomous University of Baja California. He is currently a professor at Veracruz University. He is passionate about art, painting and nature. Ximena Itzel Gutiérrez Ventura Has a bachelor's degree in English Language at Universidad Veracruzana. She graduated with honors. Currently, she is a teacher in an online bachelor's degree where she teaches subjects like Linguistics and English. Her interests range from Artificial Intelligence, Neurodidactics, to Emotional Intelligence.	Gamification in the EFL classroom: students' perceptions in an English language BA. This paper analyzes students' perceptions of gamification inside the EFL classroom. To gather data, observations in situ were carried out; a semi-structured interview was administered among upper intermediate students and results of a mid-term exam were used as a parameter of efficiency in using gamification as a strategy in the EFL classroom. The results showed a positive impact on students' learning.	11
Vallarta II	Anna Vitalievna Sokolova Grinovievkaya is an English teacher at the Metropolitan Autonomous University, Mexico City, with a Ph.D. in Social Sciences and over 20 years of experience teaching languages in Mexico. She is a member of SNII, her research focuses on language teaching didactics, native speaker cultures, and discourse analysis. She has published extensively and presented at national and international academic conferences.	Beyond language: Chicano literature as a bridge to critical and intercultural learning. The presentation examines integrating Chicano literature into EFL classrooms at a Mexican university to promote language development, critical thinking, and intercultural awareness. Grounded in critical pedagogy and intercultural competence, the study uses surveys and course activities like reading Chicano stories and discussions. Findings show enhanced empathy, critical perspectives, and cultural understanding, advocating for a more inclusive EFL curriculum.	12
Vallarta III	Juan Javier Bautista Rodríguez Doctor Bautista's research focuses on the use of ICT in EFL teaching and education in general. He also trains instructors in the design and making of Interactive Learning Objects. Doctor Bautista currently teaches EFL at UAM Azcapotzalco where he has been working since 2016. Furthermore, he is the Academic Coordinator for Saturday Language Courses, which are offered online.	Online evaluation, advantages and disadvantages, instructors' opinions. What are the difficulties of online evaluation in English as a Foreign Language? What are the benefits? Instructors share their points of view on these issues. From training to test administration, teachers talk about their experiences in implementing an online evaluation model for online EFL courses at UAM Azcapotzalco's Saturday courses.	13
20:00 – 22:00 Dinner for hotel guests			



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Friday November 7th, 2025

07:00- 09:00	Breakfast for hotel guests		
09:30 – 10:20 Workshops II	Speaker(s)	Abstract	ID
Vallarta I	Daniela Avilés is a specialist in the teaching of English as a foreign language, certified by the Universidad Pedagógica Nacional and holds TKT certifications. With over 10 years of ELT experience, she currently works as an independent Academic Consultant for Macmillan Education, supporting schools and educators by delivering training and pedagogical guidance. Her background in marketing enhances her ability to implement innovative methodologies and integrate technology into teaching and learning processes.	Pathways to Learning: Differentiation for Success in ELT. Today's ELT classrooms are more diverse than ever. This session explores practical ways to differentiate content, process, and product to meet varied learner needs. Participants will discover easy-to-apply strategies like scaffolding, tiered tasks, and flexible grouping—designed to boost engagement and learning. Walk away with adaptable tools to create inclusive, student-centered lessons that work in real classrooms.	14
Vallarta II	Daniel Lopez, born and raised in Colorado (USA), holds degrees in TESOL, Education, and International Relations from American University in Washington, D.C. He has taught in a variety of educational settings, both in the US and abroad. He was a Fulbright Teaching Assistant in Ecuador. English LanguageFellow/ Specialist in India, Saudi Arabia, Mexico, Cape Verde, Venezuela, Panama, Costa Rica and Slovakia; and RELO for the U.S. Department of State.	Assessing (and Addressing) the Needs of Your Students. This interactive workshop will lead participants through the process of conducting a thorough needs assessment. A short discussion of learning styles will also be included. Once this information is obtained, we will explore the “next steps” of using a variety of learner-centered strategies (such as graphic organizers and word maps) to maximize learning and motivation for both teachers and students of English at all levels.	15
Vallarta III	Diana Guadalupe De la Luz Castillo has a PhD in Neurosciences applied to Education, PhD and MA in Education, BA in ELT. With more than 30 years of ELT experience, forming BAand MA in ELT students Currently researching and giving conferences in Psycholinguistics, sociolinguistics, neurosciences and techno pedagogy. Publishing books, chapters of books and academic papers in ELT magazines.	AI in ELT: Successful use of Artificial Intelligence to promote English pronunciation. The use of some applications based on Artificial Intelligence (AI) can be a valuable tool to improve and promote English learning and English pronunciation among students of basic levels where pronunciation tends to be an issue. The main purpose of this workshop is to demonstrate different applications that can be used at basic levels to improve pronunciations among English language students based on research carried out at Universidad de Guadalajara.	16

	Maria Guadalupe Talavera Curiel MA in TESOL. 20 years of ELT experience. Currently working at CUCOSTA; UDG, Puerto Vallarta teaching English in different BA programs, researching and publishing in ELT topics. Berenice Martínez Álvarez has a Masters in Learning Technologies. She is an English teacher and ICT teacher at UDG with more than 20 years of experience. Currently investigating and publishing in the field of ELT and the use of technologies in the classroom.		
Vallarta IV	Teresita De Jesus García Bernal B.A./M.A. in ELT. English C teacher at Escuela Normal de Especialización Humberto Ramos Lozano. 30 years training ELT professionals at UANL and 10 years at Relaciones Culturales. Former ICELT and TKT tutor. Experienced oral examiner. Committed to teaching English as a tool to empower students and transform their lives.	Rolling in the Teach: Designing Lessons that Resonate. This interactive workshop invites educators to reimagine lesson planning through the framework of meaningful learning. Drawing on Ausubel, Krashen, Richards, and Kumaravadevelu, it emphasizes connecting new content to learners' prior knowledge, providing comprehensible input, and selecting relevant, communicative tasks. Through theory-matching games, lesson redesign, and creative use of music, participants will explore strategies that foster engagement and lasting language development.	17
10:30 – 10:50 Papers IV	Speaker(s)	Abstract	ID
Vallarta I	Vilma Esperanza Portillo Campos Doctora en Ciencias de la Educación con Maestría en Traducción en UAG. Ha dirigido proyecto internos y externos. Sus LGAC son en Traducción e Interpretación, Metodología de la investigación, semántica, ciencias de la educación, diseño curricular y método y técnicas de enseñanza-aprendizaje. Diana Guadalupe De La Luz Castillo es Doctora en Educación y Doctora en Neurociencias de la Educación con Maestra en Educación y Licenciada en Docencia del Inglés como Lengua Extranjera. Imparte clases de Maestría y Licenciatura en UDG.	The use of equivalence in translation. The present research addresses an analysis of the contributions and theories about how to obtain a successful rendering from English into Spanish. Part and parcel of this analysis is to prove or disprove if the key for succeeding in translation is the use of Equivalence.	18

	Publica, investiga en LGAC en Psicología Educativa, Innovación docente formación docente, sociolingüística, métodos de enseñanza de idiomas.		
Vallarta II	Christof Sulzer is a tenured professor and researcher at the National Autonomous University of Mexico in San Miguel de Allende. With an MA in ELT and a PhD in Translation Studies, he has contributed to numerous research projects that focus on learner-centered learning, dialogic teaching, and reflective practice in educational settings as possible approaches towards ELT instruction.	ELT Students' Self-Concept: A Pathway to Lifelong Learning. This presentation explores the various potential self-concepts of ELT learners within the framework of Freudian psychology. It is set up as a practical guide for language instructors who wish to implement effective strategies that cultivate an adaptive student self-concept –one that fosters lifelong learning, resilience, and the confidence and autonomy needed to navigate an ever-evolving professional landscape.	19
Vallarta III	Gabriela Pérez Martínez has got a master's degree on digital technology for education. She has taught elementary school up to university, currently working as a teacher and secretary of the practice teaching academy at Universidad de Ixtlahuaca. She has participated in the E-Teacher Professional Development Workshop at the University of Oregon and delivered workshops at several venues. Erika Lizbeth Alanis Contreras Holds a master's degree in education management, she has taught in elementary school up to university, currently working for Universidad de Ixtlahuaca and for UAEMex. She is a member of the practice teaching academy and principal's assistant at UICUI.	Mirror Classes: Reflecting Innovation in Teacher Training – A Colombia-Mexico Collaboration. Universidad de Ixtlahuaca has consistently pursued academic excellence, striving to broaden Students' knowledge and enhance the quality of education. To achieve this, the institution has established numerous educational agreements with universities across Mexico and abroad. Most recently, the Bachelor's in Languages program secured a collaborative partnership with Universidad La Gran Colombia, enabling future educators to participate in mirror classes.	20
Vallarta IV	Luis Antonio Balderas Ruiz holds a bachelor's degree in English Spanish Translation by the School of Philosophy and Arts, UANL., a Master of Education in ESL and a Doctoral Degree in Bilingual Education by Texas A&M University Kingsville. Professor in Applied Linguistics and ACFBFOGU coordinator. He has	Micro-skills and Language Awareness for Developing the 4 language skills. Micro-skills (pronunciation, grammar, vocabulary and spelling) play a very important role in the development of macro-skills, also known as language skills (listening, speaking, reading and writing). All these micro skills elements are deeply interconnected, strengthening one another to reinforce each one of the four language skills. This helps	21

	been teaching EFL courses and content subjects in English. Rocío de la Paz Zamora Moreno has been working as an English teacher for twenty-seven years at the UANL in Civil Engineering, Architecture, Laws, Social Work, and in Philosophy and Arts as a professor in Applied Linguistics and ACFBFOGU coordinator. She has been teaching EFL courses and content subjects in English. She obtained her Ph.D. sponsored by CONACYT.	students develop linguistic aspects for them to become competent communicatively speaking.	
11:00 – 11:20 Papers V	Speaker(s)	Abstract	
Vallarta I	Lydia Fass is a Lecturer at the American Language Program, Columbia University. She holds an M.A. in TESOL from the University of Minnesota and an M.A. in Landscape Architecture from Rhode Island School of Design. Her interests include materials development, international teaching assistant training, and pronunciation instruction. 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.	The Future of English-Language Teaching: Multi-Level Classrooms. Recent trends in the industry have caused enrollments in many intensive English programs to decline, resulting in the need for multi-level classrooms. Meeting the needs of all students in these classrooms presents a unique pedagogical challenge. Participants will walk away from this presentation with concrete techniques to adapt lessons to serve all students.	22
Vallarta II	Catalina Juárez Díaz is a professor-researcher at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, Mexico. She holds a PhD in Education and is an official member within the Mexico's National Research System.	Perceptions about learning styles and self-efficacy when preservice teachers start teaching English. This qualitative phenomenological study retrieved preservice English teachers' perceptions of self-efficacy and learning styles. Findings showed they felt confident teaching reading and writing but they need to work on speaking and listening to be ready to teach those skills. They valued learning styles, but due to academic constraints, they only include	23

	Benjamín Aldama Juárez holds a BA in digital art by the Benemérita Universidad Autónoma de Puebla. He has developed an interest in research, he has participated in different research stays, such as “XXVIII Verano de la Investigación Científica y Tecnológica del Pacífico” and “Haciendo ciencia en la BUAP”. María Elena Rincón González is a professor at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla. She is the president of the Academy of General University Training, and the English Language level IV from FGUS/FGUM/TCU. She is a member of the Academy of Culture. And has collaborated in the creation and review of programs for the institution.	varied activities to engage students with different learning styles.	
Vallarta III	Teresita Elizabeth Fernández Franco has a bachelor’s degree in education, a master’s in Higher Education, and a PhD in Educational Innovation and Social Networking. 24 years of teaching English in different levels. Writer contributor in books about training teachers, investigation, English teaching, and technologies. Collaboration on the design of subjects from the curricula of “Study Plan” of the Escuelas Normales 2018 and 2022. Mario Macías Salce Master’s degree in Higher Education, Specialty in Philosophical Anthropology, bachelor’s degree in education, Spanish (FPELE) and English (Cambridge) certifications, twenty-eight years’ experience in ELT in different educational levels, six-year Site Coordinator for the Multicultural Program at	Integrating Digital Storytelling into Higher Education English Courses; Creativity-Critical Thinking. This presentation will show how digital storytelling enhances creativity, critical thinking, and communication in higher education English courses. Using multimedia tools like TikTok, Canva, Capcut among others, students create personal, cultural, or persuasive narratives. Also, it highlights pedagogical benefits, scaffolding strategies, and assessment methods, supported by research showing increased engagement, collaboration, and language proficiency through student centered storytelling activities.	24

	Whitworth College, WA. Currently teaching English and Spanish and culture to foreigners at Universidad Panamericana in Aguascalientes México.		
Vallarta IV	Sergio Reyes Crespo English Literature Bachelor, Master of Pedagogy, English teacher at National Preparatory School at the National Autonomous University of Mexico. He is interested in research methods, assessing, and teaching foreign languages. He has published on topics related to teaching, learning, assessment and TIC and TAC's use. Enrique Rodríguez Tapia Graduated In Pedagogy by FES Acatlán. Post graduated in educational technology by the Latin American Institute of Educational Communication. Full-time English teacher Level "B" at the National Preparatory School. Member of the Teacher's Evaluation Committee for training courses at the ENP. Responsible for educators training at National Preparatory School UNAM. Speaker at national and international conferences.	Technology-based Projects to Improve English Learning in an Institutional Context. In this presentation we explain how we work at an Institutional Program (ENP - UNAM) with lesson plans that include objectives, methodology as well as the procedures to develop examples of projects for the English subject, and how the ICTs were used, including the assessment and instruments used. Finally, we give the conclusions and alternatives of future applications in other projects.	25
11:30 – 12:20 Workshops III	Speaker(s)	Abstract	ID
Vallarta 1	Verónica Beatriz Mendoza Huerta is currently teaching at ENSM and CCH., has a master's in education with an Approach in Innovation and Educational Technologies. ICALT, CAE, IELTS and TKT holder. Over thirty years of experience working in education, both in and out of the classroom. She has significantly contributed to the academic development of her students, fostering innovative and effective learning environments. Bertha Guadalupe Paulo Guerrero is Head of the Language	Integrating a Game-Based Platform for Interactive Language Learning. Integrating Game-Based Platforms into language learning enhances engagement and effectiveness by catering to diverse learning styles and promoting vocabulary and grammar practice through interactive exercises, boosting participation with a reward-based structure, enabling dynamic, student-centered lessons that improve retention. They also foster autonomous learning via self-paced activities, reinforcing skills outside the classroom, transforming learning into an engaging, interactive, and effective experience (Please bring your computer to obtain the best experience).	26

	Centre at Escuela Normal Superior de México. Masters in Competencies for Education, master's in education with an Approach in Innovation and Educational Technologies. ICELT, APTIS, CPE and TKT holder. Currently interested in researching employability of English teachers, artificial intelligences impact in education and gamification in business Contexts.		
Vallarta II	Simon Binder is a college instructor currently teaching at Alexander College in British Columbia, Canada. He has a master's degree in Adult Literacy Education from the University of British Columbia as well as a Master of Arts degree in English Literature and Literary Theory from the University of Freiburg. He has been teaching English and Education courses since 2011.	"Using Relational Pedagogy, Experiential Learning, and Indigenous Content in Course Design" "Using the case study of Education 101, a provincially articulated and currently running EAL course at Alexander College in British Columbia, Canada, participants will practice using relational pedagogy, experiential learning, and Indigenous educational concepts to construct lesson plans and course curricula"	27
Vallarta III	Lilia Sulema Borquez Morales holds a PhD in English Language Teaching from the University of Southampton, UK. Her expertise has been showcased on international stages, including the University of Oxford, the European Parliament in Strasbourg, and multiple universities across Mexico. She is an active researcher focusing on inclusive language education, teacher development, and the impact of AI on teaching and learning.	Flambitious Language Play: Boosting Metalinguistic Skills Through Mysterious Vocabulary. This interactive workshop explores how "mysterious" vocabulary enhance metalinguistic awareness, phonetic analysis, language learning strategies, and creativity in language learning & teaching. Through collaborative tasks, participants will decode non-standard vocabulary, refine comprehension strategies, and reflect on learning processes. Ideal for educators seeking to reflect on and obtain practical strategies for their teaching practice.	28

Vallarta IV	Luz Heréndira Hernández Rubio has a Ph.D. in Education. Her doctorate thesis was about Mindfulness y and the academic performance of students of the ENP “Pedro de Alba”. She’s worked for the UNAM for 34 years. She’s part of the sangha Plum Village, Mexico of the engaged Buddhism tradition. Mariana Colmenares Vázquez has a bachelor’s degree in English teaching and an Iyengar yoga practitioner and instructor. She works at Escuela Nacional Preparatoria 9 at the school's Media Center, where she collaborates in designing materials and providing support to users, among other activities.	Instructional Strategy to Address Responsibilities Beyond the Classroom. This demonstration presents how meditation can help to take consciousness of deep ecology. It shows how transversality is relevant inside the second language class and addresses the importance of our commitment to convey at least one action to help ensure the continuity of the planet. Throughout this practice, teachers and students can build a bond beyond the classroom.	29
12:30 – 12:50	Coffee Break		
13:00 – 13:20	Speaker(s)	Commercial sessions	
Vallarta I	IIE Jesús Rojas	The renewed institutional family of TOEFL / TOEIC assessments: bolder, more relevant, more effective.	A
Vallarta II	Dra. Lilia S. Bórquez	More than Books	B
Vallarta III	Ricardo Cervantes Zuñiga Armando García Corona Burlington	Technologies to leverage our teaching with Burlington English.	D
Vallarta IV	Catherine Shih Koen Van Landeghem Helbling	Where Print Meets Pixels: From Books to Beats in the English Classroom Where Print Meets Pixels: From Books to Beats in the English Classroom explores how multisensory, multimedia-integrated teaching ignites engagement and memory. This dynamic session demonstrates how Helbling’s courses—Options, Studio, and Jetstream 2nd Edition—connect print, digital, and rhythm-based learning. Participants will experience brain-based, interactive activities that transform reading and grammar practice into memorable, motivating English-learning experiences.	E
13:30 – 14:20 Workshops	Speaker(s)	Abstract	
Vallarta I	Susana Vázquez Martínez has taught English since 2003. Currently teaches at ENSM and UAM-X and advises CENEVAL EGAL-EIN candidates. Holds a BA in Educational Psychology and	From Chatbots to Classrooms: Creative and Critical Uses of AI in ELT. Explore how generative AI chatbots like ChatGPT, Gemini, Copilot, and Perplexity AI can enrich ELT through personalized	30

	English Language Teaching, with a specialization in ELT as a foreign language, and a Master's in Learning, Cognition, and Educational Development. Her interests include methodology, applied linguistics, AI, and educational technology.	learning, feedback, and teacher support. This workshop blends hands-on activities with discussions on ethical classroom use—from avoiding bias to maintaining academic integrity. Leave with adaptable AI strategies that spark creativity while fostering responsible, student-centered language learning.	
Vallarta II	Oscar Eduardo Sandoval Villa is a dedicated educator from Monterrey, Mexico, with degrees from UANL and pursuing a Ph.D. at Texas A & M—Kingsville, he's taught languages in Mexico and the U.S. for 34 years, specializing in bilingual education, curriculum design, and English grammar at UANL.	“Language with Heart: Integrating SEL into Language Learning” Integrating Social and Emotional Learning (SEL) into language education enhances students' linguistic, emotional, and social development. SEL promotes authentic communication, reduces anxiety, fosters motivation, and supports self-regulation. By embedding empathy, cultural awareness, and global citizenship into language learning, students develop into confident, respectful communicators and holistic learners prepared for intercultural interaction in a globalized world.	31
Vallarta III	Mario Macías Salce has a master's degree in Higher Education, Specialty in Philosophical Anthropology, bachelor's degree in education, Spanish (FPELE) and English (Cambridge) certifications, twenty-eight years' experience in ELT in different educational levels, six-year Site Coordinator for the Multicultural Program at Withworth College, WA. Teresita Elizabeth Fernández Franco has bachelor's degree in education, master's degree in Higher Education, PhD in Educational Innovation and Social Networking. She has been a writer contributor in books about training teachers, investigation, English teaching, and technologies. Collaboration on the design of subjects from the curricula of “Study Plan” of the Escuelas Normales 2018 and 2022	From Passive Listening to Active Participation: Enhanced Task-Based Learning. This presentation refers to enhancing Task-Based Language Teaching in higher education through authentic materials, crafts, and digital tools, so teachers can create interactive tasks according to students' professional goals. These strategies include workplace simulations, problem-solving, and multimedia storytelling. Also, it will show how pupils can improve confidence, fluency, and intercultural competence, offering practical exercises for fostering active, engaged language use.	32
Vallarta IV	Koen Van Landeghem is a certified organizational coach with a background in psychology, passionate about helping people and institutions thrive through change and innovation. He has guided schools and universities in adopting new approaches to	From One Class to Many Minds: The Art of Differentiated Teaching. Every learner shines differently. This session invites teachers to explore the art of creating multiple learning paths through interactive tasks, reflection, and the Five Elements quiz. Discover how small shifts in	33

	learning and leadership. As Director of Helbling English Mexico, Koen promotes creativity, growth, and meaningful learning experiences through educational innovation. Catherine Shih is passionate about empowering teachers through innovation and meaningful learning design. Holding a BA in English Literature and Linguistics and an MA in Arts Management from the University of Essex, UK, she combines academic expertise with creativity to promote engaging, technology-driven education. She inspires teachers to design future-ready classrooms and currently serves as Academic and Digital Learning Director at Helbling English Mexico	approach—combining creativity, rhythm, and structure—can transform one lesson into many journeys and foster more equitable, inclusive, and cognitively engaging English classrooms.	
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16:00 – 17:00

Vallarta II

Dancing lesson by Adan Hurtado



Take advantage of this opportunity to relax and enjoy the rest of your afternoon off!

Saturday November 8th, 2025

07:00- 09:00	Breakfast for Hotel guests		
09:30 – 10:20 Workshops IV	Speaker(s)	Abstract	ID
Vallarta I	Adán Alberto Hurtado Olivares holds an M.A. in English Language Teaching from the University of Southampton. He is a full-time Professor and Investigator at Universidad Michoacana de San Nicolás de Hidalgo, where he has served as the Head of the Academy of Social Studies and Human Affairs at the Electrical Engineering Faculty. Additionally, he is an English teacher trainer and ELT consultant.	Teaching Beyond Words: Integrating the 4Cs in English Classrooms. In today's rapidly changing world, English teachers should not only teach the language but also equip students with essential 21st-century skills. This session delves into the 4Cs —Critical Thinking, Creativity, Communication, and Collaboration. Participants will explore strategies and activities to foster these skills in their classrooms and will gain tools to promote deeper learning, student engagement, and real-world communication.	34
Vallarta II	Georgina Rodríguez Falcón holds a master's degree in education, and a bachelor's degree in EFL teaching. Currently, works at CETI in Guadalajara, where she holds the position of Academic Coordinator at the English Department. She has participated as a speaker for the academic talks at the international conference organized by ANUPI A.C. and COPEI A.C. Esmeralda Pizano Ortiz holds a Bachelor's degree in communication and a Master's in Education. She spent two semesters at Davidson College through an international program. She speaks English and French and teaches in the English Department at CETI Colomos High School in Guadalajara. She has presented at the international conferences organized by ANUPI A.C. and COPEI A.C., as well as at the ETC 2024 Conference in Victoria. Mariann Anguiano Jiménez holds a BA in Tourism Business Administration and spent five years studying English as a second language and obtained her advanced level degree. She has been teaching for the past 10 years	Teacher Well-being: The Foundation of Meaningful Learning. This experiential workshop highlights the critical role of teacher well-being in fostering meaningful learning. Participants will explore common stressors in English teaching, engage in reflective and practical activities, and develop personalized self-care strategies. The session aims to empower Educators cultivate emotional balance, enhance classroom climate, and sustain their passion for teaching.	35

	at the English Department at CETI Colomos in Guadalajara. She has presented at the international conferences organized by ANUPI A.C. and COPEI A.C.		
Vallarta III	G. Alejandra Durán Colín is an English language teacher with more than 15 years of experience; holds a master's degree in education and teaching. Collaborated in the redesign of the General Institutional English Program (IPN). Likewise, she has participated as a speaker in 2 ANUPI congresses and in BBELT 2024 and is aware of the importance of sharing new tools and methods for enhancing teaching practice.	Reclaiming Our Power: Practical Strategies for Teacher Growth and Student Ownership In this hands-on workshop, English teachers will reflect on what drives their motivation and how it influences student engagement. Through dynamic activities and peer discussion, we will explore challenges, rediscover what inspires us, and share practical strategies that will help our students and us to stay energized and focused on the classroom.	36
Vallarta IV	Marco Antonio Morales is the Director of the English Department at Universidad de Londres, in Mexico City. He holds a B.A. in TEFL, a Certificate in English Language Teaching to Adults and a Certificate in Advanced Methodology by Cambridge English. He holds a master's degree in ontological coaching. He has over 30 years of experience in universities and the workplace.	Emotional Intelligence, Affective Variables, Coaching Skills. Why Are They Crucial? In this workshop, participants will explore how emotional intelligence, vulnerability, and ontological coaching tools can lower affective filters and foster emotionally safe ESL classrooms. Through practical strategies like powerful questioning, mood awareness, and reframing, teachers will learn to support learners' language growth, confidence, and identity development in a more empathetic and transformative learning environment.	37
10:30 – 10:50 Papers VI	Speaker(s)	Abstract	
Vallarta I	María Leticia Temoltzin Espejel Dr. Temoltzin has experience teaching academic writing and language classes. She has taught at various universities in Mexico. She has coordinated Spanish and English programs and developed learning materials for MANGO Languages. She currently serves as the Writing Coordinator in the Vice-Rector's Office for Research and Graduate Studies (VIEP) at the Benemérita Universidad Autónoma de Puebla. Catalina Juárez Díaz is a professor-researcher at the Faculty of Languages of the Benemérita Universidad Autónoma	Metawriting to improve academic Writing In higher education, academic writing (AW) demands skills like argumentation, syntax, and self-regulation. Students often struggle with content, vocabulary, and structure. Metawriting, a reflective method, aids cognitive activation and strategy use. This action research analyzed the influence of metawriting on AW skills. Results showed notable improvements in student compositions, which suggest metawriting is a good strategy to promote AW.	38

	de Puebla, Mexico. She holds a PhD in Education and is an official member within Mexico's National Research System		
Vallarta II	Agustín Maya Miranda holds a PhD in Education by the UEM in 2022. Master's degree in Learning Sciences by the "ETAC" in 2014. Bachelor's degree in Language Teaching by the "Universidad Autónoma del Estado de México" in 2010. Coordinator of the bachelor's degree in modern Languages and teacher of French and English the last 11 years at the "Unidad Académica Profesional Huehuetoca de la UAEMex".	From Transmission to Transformation: Rethinking Teacher Roles and Learner Agency in ELT This paper examines how modern ELT approaches reshaping teacher roles and promote student-centered classrooms. It highlights strategies such as task-based learning, formative assessment, and reflective teaching to enhance learner autonomy and engagement. Emphasizing teacher development as a dynamic, context-aware process, the presentation offers practical insights to empower educators and support transformative learning in diverse ELT contexts.	39
Vallarta III	Jesús Gilberto Flores Jaime designs innovative programs for educators and pioneered a didactic model for teaching Finance through video games. A recipient of the Ron Chang Lee Award (USA) and the 2024 ANUIES Award (Mexico), he is a SNII researcher and hosts an educational channel focused on teaching and technology.	From Chaos to Clarity: AI Tools to Teach Smarter, Not Harder. Discover how AI can transform your teaching workflow and reduce burnout. This session explores practical, easy-to-use AI tools that help educators save time, boost creativity, and personalize learning. From lesson planning to augmented reality, walk away with resources that will make your academic life not just easier—but smarter.	40
Vallarta IV	José Rubén Ramírez Muñoz he was Born in Cd. Juárez Chihuahua, Formador de Inglés "C", Co-author of the National courses: Inglés. Comunicación básica y principios didácticos and inglés. Conversaciones elementales y planeación didáctica from the 2022 Educational Model for Escuelas Normales, subdirector Académico in Escuela Normal Regional de Tierra Caliente, passionate for learning and technology enthusiast.	I Have Something to Say" Expressing the Wonders of my Land! Teaching English significantly is facilitating our students to express themselves, traditional methodology puts the learner in the predicament of learning the language to understand foreigners, but, what if we change the perspective and make them the center of their own process? This focuses on that thought, letting them express themselves about their community.	41
11:00 – 11:20 Papers VII	Speaker(s)	Abstract	
Vallarta I	Leonor Rosales Arellano Leonor Rosales Arellano earned a degree in Applied Linguistics with an emphasis on Translation from Universidad Autónoma de Nuevo León. She also holds a master's in education with a specialization in	Enhancing Public Speaking Skills through Virtual Reality in EFL advanced Students. Artificial Intelligence is transforming education through innovations like virtual reality (VR). This study explores how VR improved students' communication skills in an English public speaking course. Using VR	42

	TESOL, as well as a second master's in educational technology, both from Tecnológico de Monterrey. Since 1990, she has taught ESL courses at all levels, Business English courses, and Argumentation, Debate, and the Art of Public Speaking. She is passionate about integrating technological innovations in the classroom to improve students' communication skills.	apps in real-life settings reduced anxiety, boosted confidence, and boosted performance. Students found the experience engaging and motivating, aligning with research highlighting VR's benefits for language learning and public speaking.	
Vallarta II	Brittany Ober is a Senior Lecturer at the American Language Program, Columbia University. Her pedagogical interests include extensive listening, critical thinking, and academic writing. She has recently conducted teacher training sessions for Fulbright scholars from Taiwan and for undergraduates at San Diego State University.	Cultivating Cosmopolitanism in English-language Courses. Cosmopolitanism is a way to approach life with curiosity and respect for other cultures. Within cosmopolitanism, dynamic tension exists between reflective loyalty to the known and reflective openness to the new. This tension fosters the cultivation of learners that goes beyond language learning. This presentation includes a brief literature review and practical applications for including cosmopolitan-minded considerations in English-language courses.	43
Vallarta III	Gabriela Ladrón de Guevara de León is an English teacher, teacher trainer and in-service tutor. Writer and storyteller. Professor and researcher at Universidad Autónoma de la Ciudad de México. BA in Teaching French as a Foreign Language, BA in English and BA in Teaching English. MA in Education, PhD in Education.	Reading and Writing in English Language Classrooms: using storytelling. This presentation shows the results of a classroom intervention using oral storytelling to support reading and writing skills in basic English university courses. Through a cultural and communicative approach, students developed listening, reading, and writing competencies. Results highlight increased motivation, narrative understanding, and written expression. Oral storytelling proved an effective strategy for fostering academic literacy in multicultural higher education contexts.	44
Vallarta IV	Babi Kruchin has been teaching at the American Language Program (ALP) since 1999. Kruchin specializes in teaching academic writing for international students and academic skills for graduate students. She has trained ESL teachers on both campus and online courses in Brazil, the United Kingdom, and the United States. Her	Keeping writers engaged in the age of AI. In the age of generative AI, keeping students engaged in writing is more critical than ever. This session introduces practical activities to enhance motivation and participation, including free writing, synthesis, self-assessment, peer feedback, and guided reflection. Attendees will explore strategies that empower students to take ownership of their writing and stay actively involved in the learning process.	45

	interests lie in teacher education, teaching academic writing.		
11:30 – 11:50 Papers VIII	Speaker (s)	Abstract	
Vallarta I	Martha Alicia Vela Gámez holds a EDBL Doctoral Degree from Texas A & M University Kingsville, a Higher Education M.D., and an Applied Linguistics B.A. As an associate professor and researcher at Universidad Autónoma de Nuevo León at Facultad de Filosofía y Letras, English teaching, translation, interpretation, and code-switching are some of her research works in progress and professional insights. Claudia Castañeda García holds a Doctoral Degree in Philosophy with Cultural Studies from Philosophy and Arts School. As an associate professor and researcher at Universidad Autónoma de Nuevo León at Facultad de Filosofía y Letras, English teaching, translation, interpretation are some of her research works in progress and professional insights.	Effect of Technology and Artificial Intelligence on EFL College Students' Motivation. This qualitative study explores the impact of technology and motivation of EFL college students. The research targets how technological tools and AI affect students' motivation and how students can use it to support their English learning. Data was collected through a 10-question online survey given to 200 students, using convenience sampling.	46
Vallarta II	Irma Isela Ciprés Mata 26 years working in education, 22 of them at the higher education level. PhD in Educational Sciences and Specialist in 20th Century Mexican Literature. Researcher in Applied Linguistics and C-Level English Trainer in Normal Schools. Postgraduate Program Tutor and Coordinator of the B-learning Program at UAM-A.	Neurosemiotics and Multimodal ELT: From Signs to Minds. This presentation is designed for language teachers. It explores a disruptive, multimodal approach to ELT, integrating AI, augmented reality, neuroscience, semiotics, and psychoanalysis, highlighting a neurosemiotic framework which emphasizes cognitive, emotional, and symbolic dimensions. The results of intervention with 323 pre-service teachers reported up to 81% increased motivation and improved linguistic skills, illustrating the potential of this innovative paradigm for transformative ELT.	47
Vallarta III	María Guadalupe Valdés Mandujano has a major in the Teaching of English as a Foreign Language from the Universidad de Guadalajara; She graduated in 2010, and has been an English teacher at the ENALLT, former CELE for almost 25 years.	Teaching reading comprehension in the age of ai: does it still matter? Artificial Intelligence has significantly permeated and impacted the life of students. But even though this technology has been used enthusiastically, it is not yet capable of replacing reading comprehension skills performed by the human brain. This paper aims to reflect upon the importance of	48

		continuing teaching and learning reading comprehension skills and designing materials that include both theory and practice.	
Vallarta IV	Elizabeth Fierro Moreno has a master's degree in practice teaching, she has taught in elementary school up to university, currently working for Universidad de Ixtlahuaca and for UAEMex. Silvia Sanchez Gomez Docente de lengua francesa desde 2010. Estudio en Campus Langue Paris en 2011. Asistente de español en Le Mans Francia en 2013-2014. Certificación DELF B2. Busca continuamente implementar nuevas estrategias y materiales atractivos en su práctica docente, así como desarrollar la creatividad en sus estudiantes.	“Normalixt city, communicative approach applied by languages teachers in training” Recognizing the necessity and importance of exposing students to real-world contexts to enhance their teaching skills, the bachelor's degree in Languages program proposed a collaborative project with Normal of Ixtlahuaca. This initiative points out the value of inter-institutional partnerships in fostering practical learning experiences as well as collaborative work to help future teachers.	49

12:30-12:50 Papers IX	Speaker(s)	Abstract	
Vallarta I	Alejandra Musalem Lechuga has a bachelor's degree in modern Languages from BUAP, a master's degree in English teaching Methodology from BINE and a second master's degree in e-Learning from UPAEP. With more than 20 years of teaching experience in the areas of Spanish as a Foreign Language, English as a Foreign Language, and Technological Tools in Language Teaching, among others.	The use of AI in lesson planning and assessment. This paper explores the use of artificial intelligence tools in foreign language teaching, focusing on the generation of teaching materials and assessment. It demonstrates how AI allows the creation of personalized, adaptive and efficient resources, improving both teaching planning and learning monitoring, and enriching the educational experience of students.	50
Vallarta II	Erika Ehnis Duhne She studied Hispanic Literature and the Master's in Linguistics at UNAM. She took several foreign languages and teacher training courses in the USA and at private institutes. She studied lexicography and terminology at Colmex and is currently pursuing postgraduate studies online at UPF. She teaches Spanish and English at CEPE and ENALLT, UNAM. Her publications are on language teaching.	An innovative methodology leads to success in form and pronunciation: Irregular Verbs. Irregular verbs are a pain in the neck for students and teachers. They are extremely common and essential for everyday communication. The most frequently used verbs in English are irregular be, have, do, say, must, go, come, see, know, get, etcetera. Students need to have solid knowledge of them. This new method is practical and has been piloted a lot.	51

Vallarta III	Ailed Solis Olmos is an EFL and ELE educator with over 18 years of experience in higher education. She coordinates B1 English and Spanish as a Foreign Language program and has overseen TOEFL ITP exam administration. Her work focuses on AI-supported assessment design and innovation in language teaching.	Enhancing B1 Assessment with AI: A Teacher-Guided Approach. This demonstration showcases how a university-level English program enhanced B1-level exams and classroom materials using AI tools such as ChatGPT, Eleven Labs, Brisk, and Diffit. Participants will explore how AI was used to support—not replace—teaching practices, including the creation of TOEFL-style questions, CEFR-level text adaptation, and audio prompt generation, while gaining ideas and resources to improve their own teaching and assessment practices.	52
Vallarta IV	Andrea Holloway has been an educator in the ESOL field, in both industry and academia, for 20 years with experience in teaching, curriculum development, technology advancement, program design, intensive English, and Higher Education in Texas, Thailand, and the Czech Republic. For the last 10 years, Andrea has been with the University of Texas at Austin English Language Center. Jill Rolston Yates has over 30 years of experience designing programs, developing curriculum, managing faculty, and teaching English to Speakers of Other Languages in Secondary, Adult, Intensive English, and Higher Education in Texas, California, Hawaii, and Japan. She currently teaches for the English Language Center at the University of Texas, Austin.	AI Micro-Learning Tools for Asynchronous Teacher Training and Professional Development. Micro-learning is an effective modern approach to professional development that makes training more engaging, flexible, and accessible for teachers. Through micro-lesson apps, educators can access short, focused content that fits easily into busy schedules. When paired with gamification, this approach creates a dynamic, self-paced experience keeping teachers current with innovative strategies while fostering a sense of progress, achievement, and community.	53
13:00 – 13:50 Workshops V	Speaker(s)	Abstract	
Vallarta I	Jorge Armando Estupiñán Tiznado Ph.D. in Educational Administration, has over 20 years of English teaching experience. He has taught at the University of Sonora across various programs and levels. A certified exam coordinator and published author, he has led teacher training workshops and currently serves as Director of Project Development at Instituto Certificado.	Unlocking Voices: Tackling Oral Communication Anxiety in Business English Classrooms. This presentation explores practical classroom techniques to help Business English students overcome speaking anxiety. By engaging in realistic, goal-oriented business activities, learners build confidence, apply professional vocabulary, and develop communicative competence. This approach fosters fluency and reduces fear, preparing students to succeed in real-world	54

	Diana Alicia Tocaven González Holds a Ph.D. in Administration from Universidad Lexpro, a master's degree in Competency-Based Education from Universidad del Valle de México, and a Bachelor's in ELT from the University of Sonora. She is a professor in the Department of Foreign Languages at the University of Sonora, where she teaches general English and ESP courses.	international business contexts through meaningful, collaborative, and technologically supported language use.	
Vallarta II	Gabriela Castaneda-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 for a PhD in Higher Education. Gabriela has taught English at all levels and ages since 1996. Her current work is on Teacher Education and online curriculum development, particularly online practicum.	Glocalizing a Methods and Materials class. In our TEFL Methods and Materials class, we identified challenges faced by International Teaching Assistants (ITAs) and created a website to support their unique needs. This presentation shows how a traditionally theoretical course can become a platform for practical problem-solving. We demonstrate how pedagogical tools can be applied to develop real-world solutions that empower both teachers and learners.	55
Vallarta III	Patricia Ochoa Tristán Patricia Ochoa has worked at Normal in SLP since 2018 guiding her students to become future teachers. University English teacher for over 20 years, she completed her Doctorate in Education in 2024. She loves sharing ideas hoping others benefit from them. She holds a master's degree in English Language Teaching.	The Power of Kindness: 5 Activities to Cultivate a Safe Classroom Environment. In this workshop, we will discover 5 fun engaging activities that incorporate social-emotional elements that can make our classrooms safe spaces. Einstein said, "Do not strive to be a man of success, but rather to be a man of value." True success lies in the quality of character and the ability to make a positive impact on the world.	56
Vallarta IV	Zaira Sánchez Ponce is a Graduate in Teaching and Learning of English by the Normal No. 4 de Nezahualcoyotl. Certified by the British Council at C1 English level. Participated as a speaker in MEXTESOL 2021, ANUPI 2022 and TESOL FRANCE in 2022. Interested in the research of English Language Teaching in young learners.	Empowered learners: Building autonomy through reflection and cooperative learning. Building students' autonomy is crucial for developing essential life skills, fostering intrinsic motivation and promoting deeper learning. Through reflection and cooperative learning, it is possible to improve teacher development and a student-centered classroom creating tools that help students reflect on their learning progress and set goals to motivate them, to empower our students and our development.	57
14:00 – 14:20 Coffee break			

ANUPI/COPEI PANEL 2025

When Language is part of the Curriculum: Reframing trends in Content Learning

Nowadays, Universities have a great challenge: to give students tools to face the many situations that the world is presenting. In an increasingly interconnected world, being bilingual has become an essential skill. Not only does it improve job opportunities, but it also allows individuals to communicate and collaborate with people from different cultures. This is especially important in today's job market, where companies are looking for employees with diverse linguistic and cultural skills.

ANUPI/COPEI invites experts to share their experiences about the different approaches they have developed to teach content in English; the challenges to train specialized teachers, and how students learn content and language at the same time. These experiences highlight the importance of well-planned and supported programs to achieve the best results.

Participants:



Dra. Celia Magdalena Sánchez Sosa

Celia Magdalena Sánchez Sosa graduated from the University of Veracruz with degrees in English Language and French Language. She holds a master's degree in teaching and a Doctorate in Education, as well as a Specialization in English Language Teaching and a Diploma in Research from Cristóbal Colón University. Her academic work focuses on foreign language teaching and learning and strategic planning. Celia chairs the National University Association of English Teachers (ANUPI) and is a founding member of the College of English Teaching Professionals (COPEI). From 2016 to 2020 and 2020 to 2024, she served as coordinator of the Language Center and Self-Access Centers in the Veracruz region at the University of Veracruz. She is currently the director of the Confucius Institute at the University of Veracruz.



Dr. Ricardo Briano Murillo

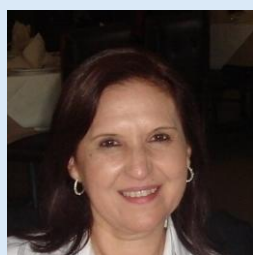
Ricardo Briano Murillo holds a B.A in Communication Sciences, with a major in Organizational Communication and Public Relations from the UANL. He is an elementary school teacher, graduated from the University of Texas Pan-American. He holds a master's degree in Higher Education from EDEC in Monterrey, a master's degree in teaching English as a Second Language from the UANL and a master's degree in Desarrollo Humano from the Universidad Iberoamericana. He obtained his PhD in Education from the Universidad Autónoma de Coahuila. He has worked as a teacher in the United States and in México with students of all ages. He has taught workshops on accelerated learning, collaborative learning, brain gym, the SIOP Model, STEM Education, and socio-emotional skills. He is currently the academic coordinator at the Centro de Investigación

y Desarrollo de Educación Bilingüe (CIDEB), where he also teaches English in the Bilingual and Progressive Bilingual programs, and School leadership in the International Baccalaureate program. He is the coordinator of the English Disciplinary Academic Committee at the Dirección del Sistema de Estudios de Nivel Medio Superior (DSENMS) of the UANL.



Dra. Roberta Desirée López Garza

Roberta Desirée López Garza graduated from the University of Nuevo León (UANL) with a degree in Applied Linguistics, specializing in Teaching, and obtained her master's degree in teaching English as a Second Language from the same institution. She then went on to study for a PhD in Education Sciences at the Autonomous University of Coahuila. She has worked as an English teacher in different schools at the UANL and Tec de Monterrey, teaching children and adults alike. She has taught courses in Sociolinguistics, Spanish and English Grammar, and Assessment in the Linguistics degree program. She has conducted research in the field of linguistics with high school students in bilingual programs. She has trained teachers in courses on teaching methods and the SIOP and STEM models. She currently works at CIDEB, where she teaches English in the Bilingual and Progressive Bilingual Programs, as well as Teaching Strategies, Teaching Methods, and Curriculum Design for the International Baccalaureate. She is also a member of the DSENMS English Academic Disciplinary Body, where she has been involved in curriculum design for bilingual high schools, and is co-author of learning guides for these high schools.



Dra. Gabriela Adriana Elizondo Regalado

Gabriela Elizondo holds a BA in Applied Linguistics, M Sc in Education and a PhD in Cultural Studies from UANL. Her doctoral thesis and research field focus in classroom discourse, in a foreign language context. She has been teaching for more than 35 years in high school, BA and master's programs with subjects: Sociolinguistics, Psycholinguistics, Didactics, Course Design and Evaluation. She spent a sabbatical year at Université du Québec in French as a second language classrooms. She was responsible for designing the Progressive Bilingual Program at UANL, which is focused on developing language through content teaching. Her main research fields: Discourse Analysis in the Foreign Language Classroom, bilingual programs, and Curriculum Design.



Dra. Erika Marcela Soto

Erika Soto is a dedicated and experienced educator with over 20 years of teaching experience, specializing in language education and bilingual programs. She holds a bachelor's degree in applied Linguistics with an emphasis on Language Didactics from Universidad Autónoma de Nuevo León (UANL), as well as a master's degree in teaching English as a Second Language from the same institution. Her master's thesis focused on vocabulary teaching. She also holds a PhD in Education from EXCI University, Chiapas, Mexico.

Throughout her career, she has taught at various educational levels, ranging from elementary to high school. At Pablo Livas Industrial and Technical High School, she has played a key role in the development and coordination of the institution's Language Academy and the Progressive Bilingual Program in English since their inception.

She is currently the Academic Subprincipal in this institution.

In addition to her academic qualifications, she has studied English, French, and Italian, which further enhances her linguistic and cultural competencies.

15:00 – 16:20 Lunch for hotel guests

20:30 - 11:30

Farewell Dinner – Vallarta Rooms

Do not miss it! Music and DJ sponsored by BURLINGTON, Thank you!



Sunday November 9th, 2025.

7:00 – 10:00	Breakfast for hotel guests
10:00 – 11:00	Networking meetings
12:00	Hotel check-out

Have a sound and safe trip going back home!