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EFL & ESL
Colegio de Profesionales
en la Enseñanza del Inglés A.C.

ANUPI
MÉXICO
Asociación Nacional Universitaria de Profesores de Inglés, A.C.
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19th INTERNATIONAL CONFERENCE FOR ENGLISH TEACHERS

"BUILDING CHANNELS OF COMMUNICATION BEYOND THE ELT CLASSROOM"

NOVEMBER 18th - 21st, 2021 *Acapulco* DREAMS *Acapulco* RESORT & SPA

Welcome

55th International Conference & Exhibition
17th May 2022 to 20th May 2022

COPEI & ANUPI

Welcome all participants to the

19th ANUPI International Conference

We appreciate the following sponsors:

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Dear Colleagues,

On behalf of ANUPI & COPEI, it is our pleasure to welcome all of you to our Conference this year in Acapulco We know that we have been experiencing difficult times during the COVID 19 pandemic. We are especially grateful to those of you who decided to join us to celebrate this first face-to-face conference after many months of living in isolation and working from home. Please, be sure we have done our best to offer all participants who been vaccinated or have had a pct testing result, a safe distance in room sessions and a healthy atmosphere in common ground areas in the hotel.

It is our belief that professional development of English teachers depends on a sincere commitment to becoming up to date in the current teaching and learning trends with the use of technology, new approaches in methodology, and practices in the EFL/ESL classroom, despite the adverse situation we have been are living in. Thank you for helping us in this endeavor. We could not continue to achieve our goals without you.

We extend our most sincere thanks to **Dr. Yilin Sun** tenured professor who directs Faculty Development Programs at Seattle Colleges (USA), former president of TESOL International Association (2014-2015) and the founding president of MAAL (Macau Assn. for Applied Linguistics) and **Dr. Shondel Nero** Professor of Language Education at New York University for having accepted our invitation as a Keynote Speakers this year.

Our deepest appreciation to **Oxford University Press**, **Institute of International Education**, and **iTEP** for their sponsorship.

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

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

We are looking forward to a great conference with everyone!

Dr. Celia Magdalena Sanchez Sosa	Dr. Gabriela Elizondo Regalado
ANUPI President	COPEI Board of Directors

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*Important: Digital Certificates will be sent to your emails Sunday morning before checking out

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MEDIA PAGINA para decirte que iTEP cuesta la mitad de precio que otras pruebas de inglés, con reconocimiento Internacional y Nacional con **CeNNi**, se agenda **al momento**, los resultados se entregan en 24 horas, por lo cual es LA EVALUACIÓN PERFECTA para programas de inglés intensivos, admisiones escolares, ubicación de nivel de conocimiento, y **mucho más.**

Así podemos usar el resto de esta página para mostrarte este adorable cerdito.

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*Important: Digital Certificates will be sent to your emails Sunday morning before check-out.
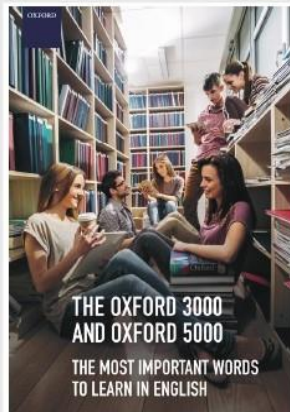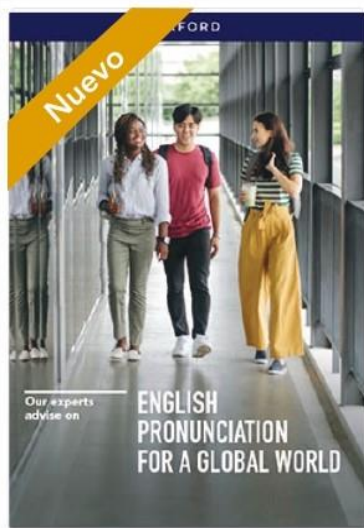
LA ENSEÑANZA DEL IDIOMA INGLÉS EN EL MUNDO DIGITAL: LA TECNOLOGÍA Y LA INVESTIGACIÓN COMO ALIADOS.

Acerca del Panel de Expertos de ELT

El Panel de Expertos de ELT es un grupo de investigadores y profesionales líderes en educación que nos asesoran sobre los temas clave que configuran el aprendizaje de idiomas en la actualidad. Los temas a discutir se definen a través de la investigación y la escucha activa de nuestra comunidad global de ELT.

Reuniendo una amplia gama de ideas, el Panel ofrece recomendaciones basadas en la investigación para apoyar a los educadores y estudiantes. Los documentos de posición de ELT son el resultado de la consulta con los miembros del Panel, seleccionados por su especialidad y experiencia en investigación.

Títulos gratuitos disponibles para su descarga

Nuevo

Our experts advise on **ENGLISH PRONUNCIATION FOR A GLOBAL WORLD**

THE OXFORD 3000 AND OXFORD 5000 THE MOST IMPORTANT WORDS TO LEARN IN ENGLISH

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Our experts advise on **EFFECTIVE FEEDBACK:** THE KEY TO SUCCESSFUL ASSESSMENT FOR LEARNING

Our experts advise on **THE ROLE OF THE FIRST LANGUAGE IN ENGLISH MEDIUM INSTRUCTION**

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MOBILE APPS FOR ENGLISH LANGUAGE TEACHING

VISIBLE THINKING

MEDIATION IN ENGLISH LANGUAGE TEACHING

PROJECT-BASED LEARNING

THE FLIPPED CLASSROOM FOR ENGLISH LANGUAGE TEACHING

VIDEO IN THE ELT CLASSROOM

MANAGING ONLINE LEARNING

TEACHING ONLINE

SUMMARIES

1. ## Ubiquitous learning and critical thinking

Teresita Elizabeth Fernández Franco – **Escuela Normal Superior Federal de Aguascalientes**
Mario Macias Salce – **Universidad Panamericana, campus Aguascalientes**

The digital age in which we currently live requires the ability to use technological tools that facilitate the teaching-learning relationship among students and teachers. On the other side, critical thinking among the student community is threatened by the ease with which information is obtained from electronic devices at all times and in all places.

2. ## Participation in the learner-to-instructor interaction in synchronous sessions

Catalina Juárez Diaz
Leonel Ojeda Ruiz
Universidad Autónoma de Puebla

Education 4.0 seems a vague concept in Higher Education. To understand how the classroom may benefit from using Data-driven decisions, the use of analytical tools is a source of knowledge to plan, teach and test to promote fostering of the language. Understanding how to use simple statistical tools can make the difference during and after the CODIV-19 pandemic.

3. ## Evaluating English language online courses

Nimbe Gallegos Estrada
Jessy Hernandez Alcántara
Universidad autonoma del Estado de Méixco

In the course design process, evaluation plays an essential role when it comes to assuring quality content. Therefore, it must be an ongoing process done with valid and reliable instruments. For this reason, we present a rubric to evaluate online English courses, which is aimed at measuring how effective a course is, in terms of achievement of communicative goals.

4. ## Practical Strategies that Promote Student Engagement

Teresita Elizabeth Fernandez Franco - **Escuela Normal Superior de Aguascalientes**
Mario Macias Salce – **Universidad Panamericana Campus Aguascalientes**

Keeping our students engaged can be a challenge, but it doesn't have to be so hard. This session will present different resources and techniques designed to catch and hold your students' attention. If you are interested in experiencing how visual aids, sounds, music and unexpected tasks can engage students during your sessions, please join us!

SUMMARIES

5. Building a classroom with no walls. Hybrid Learning. Station Rotation Model.

Pilar Rosario Nuñez Durán
Oxford University Press

Because of pandemic we were faced to striving teaching conditions, but it also opened new learning paths to explore. New educational contexts require no-wall classrooms. In this workshop, you will learn to tear the classroom walls down to build enjoyable learning paths for the hybrid learning through the station rotation model.

6. Braille in English Language Teaching

Teresa Jazmín Medina Legaspi
Ricardo Moreno Espinoza
Escuela Normal No. 4 de Netzahualcóyotl

Every time we think of Braille, our minds become exhausted in the search of strategies to teach it. Braille is not just raised dots in a sheet of paper, it's a life learning skill that the 21st century teachers need to know. For that reason, this workshop will show different strategies to start writing in braille. If so, are you ready to be an inclusive teacher? Braille is ready for you!

7. Communication challenges and strategies in English teaching

Enrique Rodriguez Tapia
Escuela Nacional Preparatoria, UNAM

Online English teaching has involved challenges such as adapting to a new modality for teachers and students accustomed to the face-to-face class, and the re-design of academic strategies for achieving the academic objectives set out in the curriculums. This work presents how problems have been solved during the last year in UNAM high school.

8. Comparing teachers' and in-service student-teachers' reflective practice

Barbara Bangle
Maria Estela Estrada Cortés
Universidad Nacional Autónoma del Estado de México

The paper describes a collaborative action- research project, focused on the analysis of the phenomenon of reflective teaching in language teacher educators and in-service student teachers. Data has been collected through several different instruments and techniques, including focus groups, reflective journal entries, and questionnaires. Preliminary results from these data will be presented.

SUMMARIES

9. Learning Journals in ELT to foster Critical Thinking at a Public University

María Elena Rincón González - Jose Luis Carrillo Valdés
Benemerita Universidad Autónoma de Puebla

The use of learning journals is considered as a key element to foster language awareness and critical thinking which contributed to facilitating cognitive development by scaffolding learning strategies. This study integrated three stages where the students' learning styles and teachers' profiles were determined as one of the most important characteristics for the lesson sequence design and type of learners' needs.

10. Learner Agency: Maximising Learner Potential

Ruth Pinot
Oxford University Press

Learner Agency is the feeling of ownership and sense of control that students have over their learning, which leads to more motivated learners and better learning outcomes. After defining Learner Agency and its benefits, we will address the challenges of its implementation and look at practical ways of working with Learner Agency in the ELT classroom.

11. Flip Your Class: Reversible Activities for Online and Face-to-Face Classes

Teresita de Jesús García Bernal
Escuela Normal de Especialización "Humberto Ramos Lozano"

B.A./ M.A. in ELT Coordinator of Academia de Inglés and Programa de Internacionalización del Currículo at Escuela Normal de Especializaciòn "Humberto Ramos Lozano where she works as Formadora de Inglés C. Teacher trainer in Licenciatura en Enseñanza de la Lengua Inglesa and Licenciatura en Lingüística Aplicada programs at Relaciones Culturales and Universidad Autónoma de Nuevo León.

12. Technology Integration in the EFL classroom: Clarifying the Direction

Beatriz Virginia Erazo Ferreira
Mayor de San Andres University & San Pablo Catholic University

By will or force, English teachers have been integrating technology (applications, software, and different devices) in their practice for decades now. How is this happening? This workshop provides participants with a reflecting framework to develop a plan to integrate technology in their classes appropriately while focusing on the learning and teaching process.

SUMMARIES

13. NEST and Non-NEST Humor Utilization in the ESL classroom:A case study

Gabriela Castañeda-Gleason
Ohio University

Humor has been described as a socio-linguistic and socio-cultural phenomenon that has a wide range of value to instruction (Ziyaeemehr,Kumar, & Abdullah, 2011). Particularly, in the area of ESL, it is a topic that is assumed, but has been overlooked. At the end of this session, participants will observe how humor is utilized by teachers at a midwestern-university in USA.

14. Decision-driven Teaching with the Aid of Data Analysis: Education 4.0 for All

Héctor Ramiro Ordoñez Zuñiga
Instituto Politécnico Nacional

Education 4.0 seems a vague concept in Higher Education. To understand how the classroom may benefit from using Data-driven decisions, the use of analytical tools is a source of knowledge to plan, teach and test to promote fostering of the language. Understanding how to use simple statistical tools can make the difference during and after the CODIV-19 pandemic.

15. Mapping and Assessing Authentic Tasks for the ELT Classroom and Beyond

Karen Jogan
Albright College

The ELT classroom experience leads to opportunities beyond the classroom, but how do we connect curriculum with the students' future goals? We will examine curriculum mapping guidelines; identify authentic tasks which relate to the world beyond the classroom; suggest assessment tools; and explore how the ELT classroom can move beyond the university and into the job workplace.

16. ESP course design for the Actuarial Undergraduate program at the UAPH

Agustín Maya Miranda
UAPH UAEMex

Teaching English in the Unidad Académica Profesional Huehuetoca UAEMex has left aside the specific needs of the Actuarial Undergraduate program offered in the institution; it has opted for an English teaching whose objective is to make the student communicate in the target language in a daily environment and not in a professional and/or work one. That is why we develop a program based on their specific needs.

SUMMARIES

17. **Memory, learning and motivation: how to connect neurons in ELT**

Diana Guadalupe De la Luz Castillo - María Guadalupe Talavera Curiel
Universidad de Guadalajara
Claudia Andrea Durán Montenegro
Universidad de Guadalajara - Universidad Veracruzana

Emotional factor are always there to make learning memorable. How many activities are there to connect neurons while teaching English? What are the types of memory that English teachers enhance while practicing with students? These are the kind of questions that will be answered through this presentation.

18. **Autonomous learning: self-evaluation, reflection and learning strategies**

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

Self-evaluation is an essential part of active learning and it helps students to become independent. This presentation shares the results and activities used in a classroom intervention in an online course in a public university in Mexico City based on a progressive training that helped students to become aware of their self-evaluation process using their reflection and learning strategies as tools to become autonomous learners.

19. **English teachers forming students in the 21st Century**

Adán Alberto Hurtado Olivares
Universidad Michoacana de San Nicolás de Hidalgo

Are our students prepared to face the challenges of the 21st Century? Can we do anything in our everyday practice to contribute to that endeavor? During this workshop, we will practically explore some of the soft skills which our students need to develop to thrive in life during this complex era: creativity, empathy, collaborative work, problem solving, and critical thinking.

20. **Expanding communication skills in the ELT class**

Ana Cynthia Vanegas Lizárraga - Elvira Karolina Alvarez López - Ana Cristina Ortega Vanegas
Universidad de Sonora

This workshop will present to teachers different activities that involve communication skills development, providing an effective learning, improving interpersonal relationships, leading for a better problem solving, and eventually guiding to a better classroom outcome, capturing the students´ attention, motivating their participation, as well provide them an exciting and interesting experience.

SUMMARIES

21. Culturally Responsive Strategies: Building Channels in ELT classrooms

Helen Berg Gonzalez
Burcu Ates - Benita Brooks
Sam Houston State University

Preparing effective teachers who understand cultural differences of their students and how to best serve them to ensure academic success is a primary challenge, for both the university program and districts. This session will focus on sharing Culturally Responsive Teaching strategies to promote communication beyond ELT classrooms.

22. Let´s talk…The coming TOEFL ITP add-on and the latest TOEFL Family of Assessments member

Jesus Rojas
IIE (TOEFL)

Focused on assessing the finer linguistic details of the English language, the iTEP tests provide the most comprehensive score report detailing more than 20 linguistic sub-skills, with which one can identify strengths, weaknesses, and opportunity areas. With this valuable information, students, teachers, and programs can focus learning and instruction on specific objectives and achieve optimal learning in record time

23. Digital Learning with Oxford

Pilar Núñez Durán
Oxford University Press

Preparing effective teachers who understand cultural differences of their students and how to best serve them to ensure academic success is a primary challenge, for both the university program and districts. This session will focus on sharing Culturally Responsive Teaching strategies to promote communication beyond ELT classrooms.

24. iTEP more than solutions…thinking ahead

Michael Salenko
iTep Mexico

SUMMARIES

25. The two Sides of the COVID-19 Coin Pandemic for ELT

Lindsay Ann Huff
Tecnológico de Monterrey - Querétaro

In March, our classroom strategies changed forever due to COVID-19, forcing us to embrace digital classrooms crashing into our own homes. We plan to provide participants with an analysis of some digital tools and strategies used by ELT instructors at the Tecnológico de Monterrey during these tumultuous times, focusing both on what we found to work and the areas of opportunity we will have to overcome in the future.

26. EFL teachers' attitudes towards oral corrective feedback

Edith Hernández Méndez - Lizbeth Gómez Arguelles - Ana Bertha Jiménez Castro
Universidad de Quintana Roo

We report the findings of a qualitative study of college-level EFL instructors aimed at characterizing their attitudes towards Oral Corrective Feedback using Schiffman and Kanuk's (2004) attitudinal model and Lyster and Ranta's (1997) CF model. The study also aims at comparing teachers' attitudes across four different levels: beginners, basic, pre-intermediate, and intermediate.

27. Optimal Presence in an Online Course

Ruth E. Lugo
Metropolitan College of New York

Online education, contrary to face-to-face or in-class, presents new challenges for the instructor; they are now facilitators of the learning process utilizing Learning Management Systems (LMS) in asynchronous and synchronous modalities. Being present on an online course is critical in having an instructional, social and cognitive integration. The instructor must provide a robust online experience so that the learner is engaged and connected by being present. How can you be there monitoring the learning process? Being there is the challenge I would like to share.

28. Vocabulary type characterization as a learning strategy

María Georgina Clark
University of Sonora

In the University of Sonora Foreign Language Department, a study was conducted on the learning and acquisition of vocabulary in the Reading Comprehension Courses. This action research project used a self-evaluation scale of the target vocabulary. The scale, proposed by the textbook used, determined receptive and productive knowledge. Results indicate an increase of 26.96% in productive knowledge

SUMMARIES

29.   Integrated lessons to develop A2 writing skills through the use of technology

María Amelia Xique Suárez
Jose Luis Carrillo Valdés
Benemerita Universidad Autónoma de Puebla

The integration of technology has received excellent benefits in ELT, emerging a new paradigm that fosters language competencies. This qualitative research was applied in a public university to foster learners' writing language competencies by showing the impact of integrated lessons in A2 university learners through the use of technology. The findings showed how meaningful the integrated lessons were, scaffolding writing awareness.

30.   Empowering Virtual Language Learners with the Global Scale of English

Gonzalo Isidro Bruno
University of Hawaii at Manoa

This paper presents the benefits to student autonomy afforded by the use of the Global Scale of English (GSE). The GSE is an accessible well-calibrated alternative to the Common European Framework of Reference for Languages (CEFR). Individual language learners can increase their use of metacognitive learning strategies when they see can-do goals listed by skill in a progressive learning framework.

31.   The Business Case in the ESP Classroom:Tasks and Skillsl

Caroln Dunn
American Language Program, Columbia University

For advanced language learners with an interest in business, Harvard Business Publishing offers a wealth of resources. This presentation will outline the process of developing materials to accompany authentic Harvard Business School case studies and highlight classroom-tested tasks that the ESP teacher can use to facilitate critical thinking, collaboration and language-learning.

32.   Enhancing business English teaching in Mexico

Martín Rumenov Nikolov
Instituto Mexicano Europeo de Capacitacion Docente e Idiomas / SEDENA

Business English is not a subject taught to prospective EFL teachers at any Mexican public or private university. Language schools do not provide business English training to the instructors that work for them. This presentation outlines what specific steps universities, language schools and EFL teachers should take to enhance business English teaching in Mexico.

SUMMARIES

33. Empowering students through Social Emotional Learning

Patricia Ochoa Tristan
ENESMAPO

Attendees will immediately learn to benefit from incorporating these tactics employing the concepts of SEL. Empower students by fostering resilience, willpower, empathy communication skills and self-awareness. These will bring forth an optimal impact on their learning strengths. In addition, teachers will return home with a set of free, simple yet effective actions ready to be applied in their teaching practice.

34. Enhancing Learning through the Integration of Local Contexts and the Classroom

Lydia Fass
American Language Program, Columbia University

Every city has something special to offer. This creates opportunities for student-centered learning that integrates the local context and the classroom. The presenter will describe a course in which students improve their language skills through the exploration of art in New York City, and will share ideas on how participants can connect their unique local contexts with their classrooms.

35. CeLe-Lab: A community blog as a channel of communication for online classrooms.

Norma Guadalupe Arévalo Torres
Universidad de Ixtlahuaca CUI / Universidad Autónoma del Estado de México

The aim is to share an experience of setting up a community blog as an strategy to socialize learning products while providing students with a powerful way to practice language and develop core skills. A sight of the blog and its components will be shared, together with some reflection of the impact it has had.

36. Motivating nursing students to use English through an appealing activity

Gabriela Jacinto Hernández
Gabriela Cervantes Espinoza
Universidad Autónoma del Estado de México

Due to the current pandemic COVID-19, it was motivation what was necessary to engage students in learning English online. Students were led into a project showing people how to take care of themselves while experiencing confinement at home. This project also helped them to practice their role in society as future nurses, also it trains them to acquire new competencies.

SUMMARIES

37. **To Bloom or not to Bloom: how to work with Bloom`s Taxonomy in ELT**

Diana Guadalupe De la Luz Castillo - Vilma Zoraida del Carmen Rodriguez Melchor
Universidad de Guadalajara

Vilma Esperanza Portillo Campos
Universidad de Quintana Roo

Bloom `s Taxonomy is an example for planning, teaching and activating students` brain adn learning skills in a memorable form. the main purpuse of this presentation is to know the taxonomy and to give examples of the types of activities that English language teachers can do in their planning in order to enhance the learning of the English students in a more practical, motivating and memorable way.

38. **Observation as inspiration: Connecting to English through art**

Frances Boyd
Columbia University

If we lead students to it, visual art provides a rich channel of communication beyond the classroom. Beginning with one artwork, instructors can teach observation with Visual Thinking Skills, further spark curiosity with texts about the artist and, finally, get students to synthesize observation with language skills in a drawing and dialogue assignment inspired by an exhibition.

39. **Lines of Communication: Classroom to Home and Back**

Darcey Gray
University of North Florida

This past year, the realization that the traditional method of teaching is now beyond the four walls of a classroom. This session will demonstrate how to use private Facebook groups to invite students and parents to review live lessons, pre-recorded sessions, shared documents, and an area for students and parents to reach out to the teacher with any questions.

40. **PPP Method through Google forms for Distance Learning**

Rubén Leonardo Guerrero Macías
Escuela Normal Superior Federal de Aguascalientes

Google forms is a virtual tool available to develop a Presentation, Practice, and Production Method that benefits the teaching and learning process in the way to change the educational dynamics and generating a positive environment in the use of technologies for educational purposes.

SUMMARIES

41. Not What We Signed Up For—An Online Sabbatical

Nancy Frampton
Madera Community College

Berenice Alejandra Cisneros Villalba
Universidad Regional del Sureste

This paper reports on an online sabbatical carried out in Oaxaca during the COVID-19 Pandemic. An American and a Mexican professor will share their experience collaborating virtually to prepare, teach and evaluate their instruction in separate sections of the same course. The session will culminate with discussion of the challenges and benefits of this experience, including future applications in cross-cultural collaboration.

42. The English-Language Classroom and Aesthetic Experience

Brittany Ober
Columbia State University, American Language Program

The presenter begins with a brief background on aesthetic experience. Then, she describes three activities that foster aesthetic experience and can be used in any English language classroom: (1) regular writing prompts focusing on the "ordinary," (2) a short, integrated-skills project based on nature, and (3) a sequence of lessons connecting art and poetry.

43. Less instructions to promote student engagement

Amaranta Ramos Sánchez
Centro Regional de Educación Normal Javier Rojo Gómez

We believe that instructions of a project, as well as its outcome, need to be fully described. This leads us to not student-centered activities, minimizing their engagement. However, if we provide the topic, but let students decide the outcome and the way to work on a project, they will make it their own, increasing their engagement, compromise, self-regulation, and creativity.

44. Gamification in an Online Course (INFOCAB PB402920 project)

Sergio Reyes Crespo
Escuela Nacional Preparatoria 7, UNAM

We want to share how we have been using gamification at National Preparatory School 7 (UNAM) in an INFOCAB Project. Whose general objective is "Design, elaborate, implement and adapt didactic sequences with contents, materials and strategies that promote research, analysis, criticism, teamwork, and meaningful learning." It is our online experience of last school year, 2020-2021.

SUMMARIES

45. Flipped classroom: English learning results at UAM-azcapotzalco. (case of study)

Lucila Mendoza Reyes
Universidad Autónoma Metropolitana - Azcapotzalco

In our previous work, the online Flipped Classroom model was proposed as an alternative for teaching-learning a foreign language in this period of pandemic, COVID -19. Thus, the objective of our work is to show the learning results through a survey applied to five groups of English in this period of pandemic.

46. Academic Capitalism: towards a new Teacher's profile

Alejandra López Olivera Cadena
Universidad Autónoma del Estado de México

Taking into account the proposal by Slaughter and Leslie (1997), the discussion about teacher's profiles today will be put on the table. Also as a reference, the Bourdieu's concepts of Cultural and Symbolic Capital will be emphasized. A study about this profile and general considerations will be discussed, paying special attention on skills and abilities teachers have today.

47. Dictation Casino

Verónica Beatriz Mendoza Huerta
Bertha Guadalupe Paulo Guerrero
Escuela Normal Superior de México

Autonomy in the classroom is a powerful trigger of learning experiences and invites further growth and development. Five mobile applications and online platforms that have made a difference in the level of autonomy, engagement and proficiency of adult students in a Escuela Normal in Mexico City are described in this paper. Key words: autonomy, mobile app, technology.

48. English skills as a key to competitiveness for employment in the service sector

Karen Perfecto
Universidad Autónoma de Guerrero

Giving continuous training in the English language as personal development within the service sector, provides organizational success and performance in companies. As a result, various industries around the world achieve a competitive advantage over other aspiring companies as they continue to provide individual and team training. Employee training is a strategy to help company personnel increase their job knowledge and skills; the results from the training should elevate the personnel.

SUMMARIES

49. **Indirect Corrective Feedback for Academic Writing Accuracy**

Lorena Paulina Velázquez Macias
Universidad Autónoma de Aguascalientes

This paper provides information from an in-progress study that addresses the use of indirect corrective feedback for developing writing accuracy in English. The content of academic essays produced by trainee language teachers is analyzed, obtaining, as preliminary results, a series of linguistic errors that student-teachers have corrected through this feedback approach, demonstrating an improvement on learners' ability to write accurately

KEYNOTE SPEAKERS

"Integrating Post- pandemic Strategies and Competencies to Achieve Success Beyond the ELT Classroom"

Friday, November 19th, 14:00 – 14:50 hrs, Cabaret B

Dr. Yilin Sun

Dr. Yilin Sun is a tenured professor who directs Faculty Development Programs at Seattle Colleges (USA). She is a former president of TESOL International Association (2014-15) and the founding president of MAAL (Macau Assn. for Applied Linguistics). In 2021, The English Language Specialist Program of the U.S. Department of State recognized Dr. Sun as one of top thirty specialists who have made a lasting impact on the specialist program and on the TESOL field in the world since 1991. Dr. Sun has extensive experience in teacher education and professional development. She has authored and co-authored books, book chapters, and journal articles. Over the years, Dr Sun has given numerous keynote/plenary and featured presentations at international professional conferences. Yilin is a long-time friend of ANUPI-COPEI who is looking forward to meeting all the Mexican ELT colleagues in November 2021..
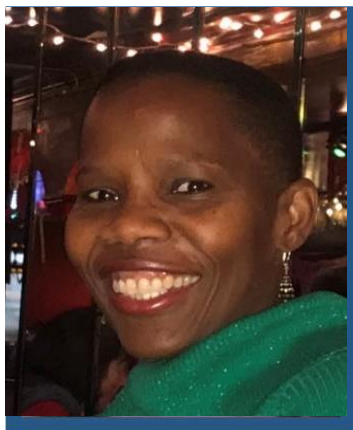
ABSTRACT:

The COVID-pandemic has significantly changed our life and work in many ways. As we cope with the many pandemic disruptions and fight against Coronavirus fatigue, educators must build confidence, skills, and strategies to face new challenges and continue our actions and innovations in order to be successful in the new realities that define our professional and social lives. The speaker, who has a strong research background and extensive experience in ELT and teacher education, will discuss approaches and issues for ELT educators to develop critical competencies and to integrate post-pandemic educational strategies to achieve equity and success for our students. She will also share practices and applicable strategies to help ELT educators broaden their professional horizons and build channels of communication and collaboration beyond the ELT classroom and across the curriculum and disciplines.

KEYNOTE SPEAKERS

"Beyond ELT: Technological and multimodal possibilities for 21st century cross-cultural communication"

Saturday, November 20th, 11:00 – 11:50hrs, Cabaret B

Dr. Shondel Nero

Dr. Shondel Nero is Professor of Language Education at New York University. Her research has focused on educating speakers of Caribbean Creole Englishes, as well as related issues on language and identity, and language education policy. She is the inaugural recipient of the James Alatis Prize (2016) for an outstanding article on language education policy based on her research as a Fulbright scholar in Jamaica.

ABSTRACT:

The rising power and influence of the US and other English-dominant countries in the 20 th century brought a concomitant rise in the spread, use, and power of English worldwide. Consequently, English language teaching (ELT) and learning became a major industry in the linguistic market place. But an equally powerful force was spawned in this century –technology, and the ability to communicate at record speed locally and globally, especially through digital and social media. Thus, the ELT classroom no longer has a monopoly on building channels of communication. Technology has made multimodal, multilingual communication possible beyond traditional ELT. This talk examines how channels of communication beyond the ELT classroom are already being built through strategic use of technology. I explore what are these channels? how are they being used by our students and for what purposes? How can English teachers effectively harness these channels to enhance cross-cultural communication beyond the ELT classroom?.

Los profesionales afiliados al Colegio de Profesionales en la Enseñanza del Ingles, COPEI A.C., tienen un valor agregado considerable, ya que favorecen de forma integral a la organización profesional de los que laboran en la enseñanza del inglés, además de contar con el reconocimiento por Profesionales de la S.E.P. como integrantes de este campo de estudio.

¿Qué es el Colegio de Profesionales en la Enseñanza del Inglés, COPEI A.C.?

- Es una Asociación Civil integrada por profesionistas que tienen Título y Cédula Profesional en el área, interesados en agruparse para trabajar en beneficio de la profesión.
- Es la instancia de opinión critica en busca de garantía de calidad y certeza en el ejercicio profesional.
- El Colegio de Profesionales en la Enseñanza del Inglés, COPEI A.C., es el organismo idoneo para acreditar programas, emitir dictámenes y Reportes Técnicos por su conocimiento académico, pedagógico y científico.
- Los profesionistas afiliados al COPEI A.C., son los responsables de promover acciones en beneficio de la población, escencialmente a través del servicio social profesional que, de acuerdo con la ley, deben prestar todos los profesionistas, desempeñando tareas directamente relacionadas con su profesión, cuya finalidad sea elevar la calidad de vida de la comunidad.

MISION

Agrupar a los Profesionistas con grado academico en la Enseñanza del inglés en el pais con la finalidad de tener una asociacion que trabaje en beneficio de la profesión en diversos ambitos, entre los que destacan: la enseñanza profesional del inglés, la consultoria académica, desarrollo curricular en el area, diseño de materialesdidácticos innovadores, evaluaciones, dictámenes, formación de peritos, acreditaciones y certificaciones.

VISION

Constituirse como una asociación de profesionales en la enseñanza del inglés, visionarios e innovadores, conuna clara idea de las necesidades y realidades sociales, para trabajar siempre en pro de la excelencia de la profesión, y en beneficio de la comunidad.

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