



## Concurrent Sessions & Poster Sessions

Friday, May 12, 2017 - 16:00-16:45 / 16:00-17:30

### 1. The magic of helping our students sound beautifully natural

#### Workshop

Room 1. Fri. 16:00 -17:30

Bridging the gap between the *I-still-get-that-look-when-I-open-my-mouth* phase and the *what-I-just-said-didn't-raise-an-eyebrow* ultimate aim is not easy. However, it is perfectly achievable if teachers guide their own students through the process in the right way. Join Chris for this interactive session and walk out a proactive assistant to your learners - all levels.

Presenter: Kunz, Chris

### 2. Successful collaboration: rediscovering the 'I' through a T.A.N.G.O approach

#### Workshop

Room 2. Fri. 16:00-17:30

The focus of collaborative work is frequently placed on its positive outcomes, such as increased achievement and better classroom climate. Yet, gaps between theory and practice occur. This presentation revises collaborative theory and its tenets while re-signifying the teacher's role and the individual's contribution ("I") to the collective whole ("team").

Presenter: Nacamuli Klebs Debora; Breiburd, Silvia; Vazquez, Esther

### 3. Blended Learning. Towards learning centered classes

#### Workshop

Room 3. Fri. 16:00-17:30

In this workshop the presenter will guide the audience through understanding the need to adopt a teaching model that suits current needs, exploring the different models of blended learning with emphasis on the Flipped Classroom Model.

Presenter: Fortun, Gonzalo

### 4. Experiencing genre-based teaching in a foreign language

#### Workshop

Room 4. Fri. 16:00 - 17:30

The presenter will show the participants the framework for lesson organization in genre-based teaching and guide them through the experience in a language (Italian) not known to them (at least professionally) so they can see how this approach can support the development of oral and written production in mixed-level classes.

Presenters: Adem, Adriana; Gandolfo, Mónica

### 5. Beyond transtextuality: 5D reading

#### Demo

Room 5. Fri. 16:00 -16:45

Textual transcendence shows how texts are systematically interpreted. This points to the emergence of a new kind of reader, one who can decide freely on their access to information. By uncovering the techniques involved in transtextuality, the presenters will demonstrate that it is possible to read in all five dimensions.

Presenter: Mucci, María Rossa; Castiñeira, Gabriela

## **6. Informative RA abstracts in English: The design of tasks**

**Research paper**

**Room 6. Fri. 16:00-16:45**

This paper reports on the different steps involved in the design of tasks, under the genre-based approach, to raise university students' awareness of the importance of understanding the rhetorical information and the meta-language of RA informative abstracts written in English from the field of the social sciences.

**Presenter: Sánchez, Jorge**

## **7. Using your teen students' mobile phones in your lessons.**

**Workshop**

**Room 7. Fri. 16:00-17:30**

Can smartphones be used as teaching aid in your EFL lessons? Although many schools will disagree on the use of the students' mobile phones in the English classroom, it cannot be denied that there is a growing number of advocates of this new technology-centric approach.

**Presenter: Manniello, Alejandro**

## **8. Developing ESP hypermedia texts based on a metacognitive approach.**

**Poster**

**Corridor. Fri. 16:00-17:30**

Which obstacles are encountered when moving from linear to digital reading? How can deep reading comprehension be guaranteed when navigating? The presenters will show an on-going project (UNR) aiming at developing controlled hypermedia technical texts based on a metacognitive approach to help engineering students face content and/or language difficulties.

**Presenters: Valenti, Viviana; Galimberti, Marisa; Raguseo, Carla; Bianchi, Paola**

## **9. ICT use: Practices and didactic applications for lexis acquisition**

**Poster**

**Corridor. Fri. 16:00-17:30**

In this poster session, we will present the main outline of our ongoing Proyecto de Innovación e Incentivo a la Docencia (2016) by discussing the new didactic proposal for English I at FIUNER, through which we intend to enhance reading comprehension by redesigning vocabulary tasks, turning them into more interactive online activities.

**Presenters: Waigandt, Diana Mónica; Soto, María Alejandra; Monzón, Silvia Soledad; Aruga, Gabriela**

**Friday, May 12, 2017 – 16:45-17:30**

## **10. Relentless review: tactics for effective and engaging material review**

**Demonstration**

**Room 5. Fri. 16:45-17:30**

Reviewing material is equally as pertinent as introducing material in the first place. But how can we get students to revisit content without saying "we talked about this already"? Participants will work through stations with activities for engaging content-based review, keeping review sessions fresh for your students, and you!

**Presenter: Riel-Osorio, Shélynn**

## **11. English as the passport to German and Dutch**

### **Research paper**

**Room 6. Fri. 16:45-17:30**

This paper will explore the significance that English can have for Spanish speaking students to develop intercomprehension in German and Dutch through English. It will report on research on intercomprehension in Germanic languages (IGL) which has been done in Cordoba State University since 2012, employing English as the bridge language.

**Presenter: Lauría de Gentile, Patricia**

**Saturday, May 13, 2016 – 10:30-12:00**

## **12. Impact of social support systems changed my life**

### **Workshop**

**Room 1. Sat. 10:30 - 12:00**

A synopsis about the presenter's background and life as an immigrant to the U.S. in the 1990s and the series of wins and challenges faced will be presented. Social capital, the theoretical framework of choice, will be used to identify integrated support systems that impacted learning and overall success.

**Presenters: Gonzalez-De Jesus, Naydeen**

## **13. Put your English to an innovative use: try IGL**

### **Workshop**

**Room 2. Sat. 10:30 to 12:00**

This workshop will give participants first-hand experience in intercomprehension in Germanic languages, using English as the key to German and Dutch. Intercomprehension is a process that taps into the wealth of similarities found in languages from the same linguistic family, as well as into readers' prior linguistic and cultural knowledge.

**Presenters : Lauría de Gentile, Patricia; Tomasini, Stefania; Aranda, Verónica**

## **14. Expanding ELT objectives to meet 21st century students' needs**

### **Workshop**

**Room 3. Sat. 10:30 - 12:00**

ELT professionals are challenged to expand their teaching beyond traditional language skills to prepare students for learning, work and society. This presentation will introduce 21st century competences such as critical thinking, collaboration, communication, and citizenship while showing attendees how to embed them in classroom practice aiming at students' democratic empowerment.

**Presenter: Breiburd, Silvia**

## **15. Teach phonetics or teach with phonetics?**

### **Workshop**

**Room 4. Sat. 10:30 -12:00**

The presenter will focus on how pronunciation work can be integrated with the treatment of grammar and lexis and how to appreciate its relevance for successful communication. Some notions that help learners understand many processes of reduction and connected speech will be introduced. The workshop is aimed at non-specialists in the field.

**Presenter: Schnitzler, Silvia**

## **16. Blended learning & the Flipped Classroom**

### **Workshop**

**Room 5. Sat. 10:30 - 12:00**

Technology in education provides an opportunity to customize learning and develop digital literacy. The Flipped classroom reverses traditional education by delivering content online while focusing on communication in class. During this workshop we will look into what blended learning means, which tools and projects can be implemented in your school.

**Presenter: Zallocco, Daniela**

## **17. The ELT program at UADER: resignifying the curriculum**

### **Round table**

**Room 7. Sat. 10:30 - 12:00**

In this round table, the presenters will consider issues such as the ever-changing profile of students at local ELT programmes, the need for effective feedback in the changing world of communication, and breaks and continuities in the approaches to teacher education. Viewpoints will be developed proposing questions rather than answers.

**Presenter: Gonzalez, Luciano; Percara, Antonella; Ramírez, Ricardo; Soto, María Alejandra; Bayona, Sandra**

# **C o m m e r c i a l   P r e s e n t a t i o n**

**Saturday, May 13, 2017 – 12:00-12:45**

## **Flip your classroom with My English Lab**

**Room 1. Sat. 12:00-12:45**

During this commercial presentation, we will discover My English Lab as a way to flip your classes while encouraging learners to become more autonomous and develop 21st century skills.

**Presenter: Daniela Zallocco**



# Concurrent Sessions

Saturday, May 13, 2017 - 15:45-17:15/ 15:45 -16:30

## **18. Online tools to enliven and expand your students' learning**

### **Demonstration**

**Room 1. Sat. 15:45 - 16:30**

This demonstration will introduce three different easy to navigate websites to energize class times and enrich learning: Kahoot, Edpuzzle, and Padlet. Kahoot offers competitive review via cell-phones in class, Edpuzzle allows students to record their voices onto film clips, and Padlet presents a platform where students share writing or research.

**Presenter: Goslin, Trina**

## **19. College students' perceptions on written corrective feedback**

### **Research paper**

**Room 2. Sat. 15:45 -16:30**

Research into the effectiveness of written corrective feedback in writing courses is far from conclusive. What do students have to say about this issue? The presenters will share the results of a survey on college students' perceptions on feedback and discuss the pedagogical implications.

**Presenters: Lucas, Sabina; Machado, Carlos; Berardo, Eliana**

## **20. Empowering EFL undergraduates' writing through discourse analysis**

### **Demonstration**

**Room 3. Sat. 15:45 -16:30**

From the functional language perspective, Discourse Analysis exposes EFL learners to salient linguistics and non-linguistics factors that might help their sociocultural competence development. Going beyond the sentence, before writing, might trigger the search for identity and intelligibility as language always happens as texts and not as isolated words and sentences

**Presenters: Lemos Shlotter, Jorge Rodolfo**

## **21. Making learning awesome: tech tools and games**

### **Demonstration**

**Room 4. Sat. 15:45 - 16:30**

Not only are games fun, interactive, and social, but they're also great tools for learning which adds an element of fair competition therefore, motivating and energizing students and teachers. During this session, participants will be provided with plenty of tech tools to excel at their lessons.

**Presenter: Vallejos, Jesica Marianela; Rebossio, Mariana Raquel; Torrent, Susana María**

## **22. The Power of Pronunciation in our Daily Life**

### **Workshop**

**Room 5. Sat. 15:45 - 17:15**

Do you ever feel your students' pronunciation is not improving as fast and steadily as you had hoped it would? Come join Chris' interactive workshop and find out how you can help your students start dreaming about the de-fossilization of their English pronunciation.

**Presenter: Kunz, Chris**

### **23. Still bright and bon vivant teaching "Do" and "Does"?**

#### **Workshop**

**Room 6. Sat. 15:45 - 17:15**

In the name of innovation, authenticity, affect, mindfulness ... and creativity, we are often bombarded with all kinds of "attractive" language activities, but how many of these magic recipes are really conducive to developing the linguistic and/or communicative competence of our students?

**Presenter: Villarreal, Omar**

### **24. Caring for the kinesthetic students through music and song**

#### **Workshop**

**Room 7. Sat. 15:45-17:15**

Educational professionals have been arguing about multiple intelligences and learning styles for a while. Yet, the presenter believes that not all intelligences are being addressed evenly. She will demonstrate how to apply some tools to cater for the less predominant.

**Presenter: Schnitzler, Silvia**

**Saturday, May 13, 2017 – 16:30-17:15**

### **25. /fəʊnɪmɪk/ /'bɪŋgəʊ/ (Phonemic Bingo)**

#### **Demonstration**

**Room 1. Sat. 16:30-17:15**

Let's face it, English is a difficult language to learn! With more exceptions than rules, it is not rare for students to throw their hands up in frustration. This demonstration will present phonemic bingo, a fun and effective way to differentiate between and practice the sounds of the English language.

**Presenter: Riel-Osorio, Shélynn**

### **26. Steps in a research process: abstract reading comprehension**

#### **Research paper**

**Room 3. Sat. 16:30-17:15**

Abstracts are a factual description or summary of a research report, intended to give the reader an exact and concise knowledge of the complete article. They are useful organizational signals that constitute relevant paratextual information for the production of specific reading hypotheses of research articles.

**Presenter: González, María Susana; Albini, María Claudia; Rocca, Ana María**

### **27. Dare we teach for change? Exploring literary representations of teachers in ELTEd**

#### **Research paper**

**Room 4. Sat. 16:30-17:15**

The presenter will describe a sample lesson which, drawing on critical pedagogies, he put into practice in his literature classes in the ELTEd program at the UNLPam, Argentina. The core of the presentation will be the display of the students' responses to the experience carried out in 2015 and 2016.

**Presenter: Basabe, Enrique Alejandro**