2013 Concurrent Sessions: Summaries

1-Workshop
Daniela Zallocco, **Becoming an e-Teacher**
Teaching in the 21st century has certainly become a greater challenge than ever before. Technological changes impact our daily reality providing new resources to make learning mobile and online. This workshop will focus on exploring different online tools that help create blended environments to encourage collaboration and start teaching online.

Summary:
       Teaching in the 21st century has certainly become a greater challenge than ever before. Technological changes impact our daily reality providing new resources to make learning mobile and online.
       During the past ten years different projects and plans all over the world have aimed at including computers in education. Whether it is to use it with young learners or teenagers, many countries have tried to apply Negroponte´s One Laptop Per Child Project. Such project was designed on the belief that computers have a multiplying effect (Negroponte, 1996) and that Internet can become an active cultural environment where learning takes place (Baquero, 2010).
       We can agree that our students are exposed to new technologies at a young age and are defined as digital natives simply because they were born in the era of technology and therefore are mentally and physically prepared to interact with new technologies. Yet schools and curriculum have not gone through the same change yet.
       During this workshop we will discuss what kind of learning can take place using technology, focusing on how we can create online environments to motivate blended learning and how to use online resources to start teaching online.

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2-Demonstration
Ricardo Ramírez, **Digital Video Games and Language Learning**
Usually when students play digital video games they are after a fun experience. Can game-based lessons render into a positive experience for the language learner? Is there brain gain

when they engage in serious gameplay? This presentation will seek to answer those questions as it draws on this educational spectrum.

Summary:
The central purpose of this presentation is to tackle the insight offered by leading authors Marc Prensky, James Paul Gee and John Paulfrey to analyze the pros and cons (if any at all) of digital game based learning and finally reach a conclusion as to whether language learners can actually profit from this approach to education.

To start with, the presenter will cover the characteristics of digital natives and will briefly discuss the need for pre-digital generation teachers educated in styles of the past (often unwilling to embrace the world of ICT in their classrooms) to become more liaised with learners raised in the digital world of social media, fast movies and "twitch speed" videogames. Shortly after stating that the Internet is ripe with free lesser-quality games and that given this situation it is wise to have a vetted list of gaming resources, he will demonstrate the difference between regular video games and serious videos games (citing and showing specific websites to illustrate the divergence).

To deep dive into the incorporation of video games in the curriculum, the presenter will disclose findings portrayed in TESOL's digital multi-briefs and will refer to the "gamification" movement's manifestos. To wrap up, he will share with the audience successful stories of teachers who have incorporated video games in the classroom and have spotted positive results in their students' academic performance.

3-Workshop
Rita Faré & Myriam Elsa Abalos, **Mixed Abilities Surfed through Multiple Intelligences: One for All or All for One?**
Are there strong and weak students? Do they all share the same kinds of abilities and capacities? During this workshop the audience will reflect through different tasks upon two issues often confused: mixed ability groups and multiple intelligences. This will enable participants to discover what we, teachers, do in our heterogeneous classes to promote effective, autonomous learning.

Summary:
One of the hardest types of groups to deal with is one where the students are of mixed levels, of mixed learning abilities or even both (Jensen, 1999). Being this as it may, the teacher has to find a balance between boring the faster or higher level students and losing the rest. Therefore, the aim of this workshop will be to make the audience reflect upon two issues that are mainly considered separately when it is necessary to work with both of them simultaneously in the EFL class. As teachers we know that effective learning is connected with reaching all of our students. However, it is well-known that every student has a different way of learning and learns and progresses at different speeds and times. Besides, learning also depends on what students bring with them into the classroom as, it is plain, that each student comes from different backgrounds and, on top of this, each learner has, as Gardner (1983) says: '*its own independent operating system within the brain*', this influencing the learner's ability to perform in the classroom.

This workshop will make the audience surf through different tasks that will, on the one hand, promote their self-reflection on the issues under discussion and on the other, share ideas to abandon lockstep teaching in order to monitor each and every student and to reach their needs in a variety of ways to achieve effective teaching and learning processes.
References:

- Gardner, Howard (1983-2011), *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books. USA.

- Jensen, Eric (1999), *Super Teaching*. New York: Turning Point for Teachers.

4-Research Paper
Vanesa González, **Optimizing the Practice of Inexperienced Teachers through Teacher Training & Professional Development**
The purpose of this paper is to show the importance of teacher training in ELT. The presenter will illustrate how new in-service teachers can improve their practice through supervision and challenging and coordinated activities. This work will also attempt to demonstrate teachers' growing competences by describing what they have learned from practical field experiences.

Summary:
This paper aims to describe the importance and impact that teacher training and professional development have on new in- service teachers.
The objectives of this proposal will be achieved by sharing and analyzing the outcomes of a teacher training experience carried out at a private institution in San Salvador de Jujuy.
Academic goals pursued by the institution will be stated first in order to show: the importance that ELT (English language teaching) and ETT (English teacher training) have regarding the school project.
In second place, the teacher profile needed to accomplish a successful teaching practice will be presented. Some teachers' staff characteristics will be mentioned in terms of their academic background, personal skills, professional strengths, professional expectations, working experience at school and contributions while in group work.
Third place, for teachers' teaching practice illustrating the way the former has been improved due to professional development and also to the different ways teachers could gain from teaching field experiences. Here attention will focus on how teachers carry out professional development and how they innovate and optimize their English classes afterwards. Activities and projects concerning: communication with colleagues from abroad, collaborative teaching and teaching with ICT, to mention a few, will help to depict teachers' growing competences. The benefits of in- service study will also be considered at this stage.
Finally, the pros and cons of the whole experience will be summarized, outstanding what makes teachers want to continue growing as a professional throughout the teaching career and what are the do's and don'ts   when training teachers.

5-Demonstration
Maria Rosa Mucci & Gabriela Castiñeira, **Reading Comprehension Assessment in Interactions in the Virtual Campus**
Interaction in university virtual campuses is one of the most appealing forms of communication for students, whose reading skills are shaped by the new technologies. However, to what extent does this type of reading facilitate comprehension? The presenters will attempt to demonstrate the range of effectiveness of actual communication in virtual campuses.

Summary:
At present, the new technologies are widely integrated into the learning process in higher education. Whether it be collaborative work on the web, information stored in CD-ROMs or in information clouds, or the use of the social networks, virtual learning has breathed new life into some colleges of education and many universities in Argentina. (Lemke, 1993; Groff, 1996; Oblinger & Rush, 1997).

 However appealing technology may be to our students, we believe that students basically have the same reading problems when reading from a physical page as when reading from the computer screen (or e-reader). In both cases, the same factors (e.g. distraction, multi-tasking) affect reading and challenge effectiveness. Yet we hold that some characteristics of online learning are beneficial, if carefully considered, for improving students' reading performance. It is important to note that possible solutions to reading problems are not limited to the concept of interactivity but to the notion of virtual community at large.

Evidently, analysing reading is not simple. According to Schumacher and Waller (1985), a difference has been drawn between assessing reading behaviour in terms of outcome or process measures. When referring to electronic text, outcome measures are particularly relevant since supporters proclaim the efficiency of the performance in terms of results but with the emergence of hypertext, however, navigation has become a central issue and process measures (how the reader uses and manipulates the text) are gaining importance.

There are different positions concerning the effectiveness of comprehension in actual communication in virtual campuses. Previous research had suggested that on screen reading is unfocused, interrupted and does not translate into academic reading; nevertheless, from our experience with university students, we consider that difficulties can be overcome if we analyse the reading processes that are required for these electronic contexts in which competent readers should consider not only how to surf within the information but also how to interact with their peers. We will attempt to demonstrate the sense of comprehension in this "new textuality" and reflect upon the necessity of expanding a series of concepts such as reading competence, comprehension and reader-text-author relationship.

6-Research paper
Ann Margaret Steingraeber, **Breaking Barriers: Introducing Alternative Teaching Methods in Traditional Teaching Environments**

How do attitudes change when alternative teaching methods are introduced in traditional/teacher-fronted learning environments? Presenter shares experiences of introducing student-centered project-based activities while working with college students and faculty in rural India. Strategies for needs assessment, implementation of new methods, and feedback from teachers and students will be discussed.

Summary:
The advantages of problem-solving activities, student-centeredness, and learning style awareness in teaching are known and widely accepted in many western classrooms. However, through experience working with college students and faculty members in India, it was observed that while many students and faculty members seemed aware of the idea of interactive activities in the classroom, they did not have the experience, tools or understanding for the application of these concepts. Interaction, reflection, and critical thinking are foreign concepts in the Indian lecture-based, exam intensive education context. Some faculty members were simply not comfortable with the shifts in power, responsibility, and ownership that alternative student-centered teaching methods could bring to their classrooms. Thus began the journey of breaking barriers and harmonizing opinions while introducing different communicative teaching and learning ideas that inspire critical thinking and learner-independence.

Awareness of these new methods was raised by modeling, applying communicative methods, and getting feedback from all involved during the Winter Interactive and Reflective English Development (WIRED) Program during the winter of 2011-12. Through meaningful learner training, linking classroom language to the real world outside, well-sequenced games, and stations, the benefits of the alternative teaching methods were successfully demonstrated. Thus, new methods were introduced and the target audience was left with food for thought and materials to support the ideas.

Participants will leave the presentation with a set of effective ideas that can help overcome barriers and introduce alternative methods that reflect thinking about learning, learner-autonomy, and collaboration in ELL classrooms. Handouts with resources and access to the program websites will be available.

7-Research paper
Paula López Cano, **The Development of Intercultural Competence in Foreign Language Teachers**
The 2011 national guidelines for foreign language teacher training prioritize the development of intercultural competence in future teachers. This presentation will analyze the principles behind this mandate for intercultural competence and discuss the challenges that lie ahead in curriculum design and classroom practice in teacher training.

Summary:
Our educational system is going through a period of reform as concern is mounting regarding the quality of our teachers and teacher training nationwide. The thrust for reform stems from the recently created Instituto Nacional de Formación Docente (INFD), which has worked toward the drafting of a national blueprint for teacher training.

As part of this effort, a group of experts in the field of foreign language teaching from all over the country collaborated in the writing of a set of guidelines for the new curriculum design in teacher training for foreign language high school teachers. These guidelines clearly state that the development of intercultural competence is one of the four major goals to be achieved by teachers –in – training.

 This is a major departure from previous ways of conceiving the teaching of culture in the context of teacher training and the presentation will analyze the principles behind the intercultural approach advocated by the guidelines. It will describe its main tenets and its methodological implications and will identify and explain the major goals of systematic intercultural training defined by the guidelines and the experiences future teachers will need to go through in their college classes and student teaching in order to develop intercultural competence.

The presentation will discuss how much of what has been proposed in this document can be found in the new curriculum designs, how it is being implemented in real classrooms and to what extent some of the goals defined in the document have been reached in colleges across the country. It will then focus on the challenges teacher trainers face as they endeavor to promote true intercultural awareness and critical intercultural literacy and attempt an assessment of the likely impact of the intercultural approach on the quality of foreign language teacher training in the next few years.

8-Demonstration
María Inés Pistorio**, Surfing ELT Listening Materials on the Web**
The presenter will explain the benefits of surfing ELT listening materials on the web and how easy-to use links complement regular coursebook content. Second, criteria to judge websites, audio/video materials, and listening tasks will be introduced. Lastly, a detailed description of web-based resources for teaching listening comprehension will be provided.

Summary:
Listening is one of the most important communication skills to succeed personally, academically, and professionally. However, it has been the most neglected of the four macro-skills (speaking, reading, writing, and listening). The primary objective of this work is to show teachers the benefits of surfing ELT listening materials on the web as well as to describe some easy-to-use links, which complement English coursebooks with a narrow range of listening genres. The secondary objective is to present a listening approach that elevates the status of listening by incorporating technologically oriented learning initiatives that associate listening activities in class with multiple opportunities that learners can take advantage of when they work by themselves.

The starting point to implement internet – based listening materials is to judge websites according to the following criteria: accuracy, currency, content and functionality (Dudeney and Hockly, 2008). Since teachers need to provide students with plenty of opportunities to develop their listening comprehension, it becomes essential to evaluate audio/video materials and tasks regarding complexity, learners' proficiency, relevance, integration of top-down and bottom-up processing, and listening strategy development (Mercado, 2012).

The list of ESL/EFL websites below is by no means exhaustive; nevertheless, these resources are extremely useful because they are free, the amount of content is extensive, and the quality of materials has a high standard. Actual samples of the following sites will

be presented: Randall's ESL Cyber Listening Lab, Hancock McDonald English Language Teaching, California Distance Learning Project, National Public Radio, the British Broadcasting Company, and Cable News Network. It should be noted that most of these web-based resources provide transcripts, vocabulary, and textual support in different languages. In contrast to other sites, CNN includes an added feature which allows teachers both to register for updates, and to customize content.

To promote listening comprehension and autonomous learning at the same time, teachers can combine the use of music with technologies. Thus, downloading podcasts or audio files, and saving them on electronic devices (mp3/mp4 players, memory sticks, ipods, mobile phones) allow learners to listen to their favourite songs either in school or in out-of school environments. You Tube has a wide collection of music videos which are helpful not only for class, but also for self-study. This material ranges from originals to homemade videos, and includes the songs lyrics. Learning guides containing transcripts, vocabulary explanations, cultural comments, and comprehension questions from podcasts and You Tube will be exemplified.

References

Dudeney, G. & Hockly, N. (2008). *How to Teach English with Technology*. (Third Edition). Pearson Education Limited: Essex, U K.

Mercado, L.A. ((2012). *English language Learning and Technology*. Cengage Learning: Ciudad Autónoma de Buenos Aires, Argentina.

9-Workshop
Deborah Robiglio, **Starting a Teacher Research Project**
Creating your own teacher research project not only helps you become a better teacher, but it also sustains the long-term enjoyment of your career. Participants will learn the tools, the process, and the powerful advantages gained when ELT professionals learn to solve their own problems.

Summary:
It's true. There is no greater reward than seeing our students blossom in their use of English. That's when we know we are doing a good job as teachers. But to be an effective instructor, we have to continue our professional development as new teaching methodologies surface and the needs of our schools or students change.

Let me introduce – or for some of you "re-introduce" - you to a professional development tool that lets EFL teachers explore their interests in areas that have a quick and direct effect in the classroom. It's called teacher research, or action research. Please don't be afraid of the word "research." The good news is many of you already do teacher research and don't even know it! Let me give you a very general example of what a teacher research project might look like. You want to try out a new teaching strategy related to vocabulary development. First, you read existing articles in the TEFL field about successful teaching strategies used for vocabulary development. You might pick one of these strategies to use with your own class. One week, you decide to use this new strategy with your students, and then you give them an appropriate assessment to see how they scored. Did your new teaching strategy result in higher test scores when compared to using your traditional teaching methods? If so, you might want to start using that new strategy.

You might ask, where is the professional development in this example? It sounds like an everyday teaching scenario. You may not realize it but you furthered your professional knowledge when you first <u>read</u> literature in the TEFL field and then <u>chose</u> a new strategy to use. Next, you <u>tested</u> the new strategy in your own classroom. <u>But most important, the change you brought to your teaching began with an interest you had, you researched it, and then you made changes. It wasn't a process that began with a supervisor or mandate that forced you to make changes.</u> This is why many scholars, historians, and social scientists praise teacher research, or action research, as a form of teacher empowerment. Teachers decide what they want to research based on the local needs of their schools and communities. As schools improve, teachers become the professional authorities and experts in the strategies and methods they use to help students progress.

Of course, teacher research works best when a teacher shares the results, or findings, of his or her projects with colleagues and interested parties. It creates a ripple effect of improvement. If a strategy works well in your classroom, perhaps your neighbor might want to use it too because you both may have students with similar academic struggles, demographic backgrounds, etc.

But don't forget that there are many personal rewards to be gained if teachers undertake a teacher research project. As the very least, the teacher research process helps you develop a theoretical base, or background, for your new teaching practice. You are now able to speak with some authority and confidence about why you teach the way you do. And, certainly, you are also becoming a better teacher because you are investigating and using new strategies. And remember, teacher research can be used to investigate many classroom questions or matters. How about exploring and implementing the best classroom management strategies? Other topics to be investigated could be about effective materials or textbooks, communication with parents, etc.

The presentation willexplore the history and steps of the teacher research process in more depth. You will notice a list of resources that can help you get started with this kind of project. The process begins with your personal interests or needs within your EFL classroom. Just remember to share the results of your teacher research projects with your colleagues. That's how we help each other grow, help students improve and benefit local communities and society as a whole.

10-Research paper
Marina Cecilia Selesán, Victoria Cañete, & Carlos Machado, **Misuse of Connectors in Expository Writing**
EFL student writers often produce stilted and unnatural texts. This recurrent problem can result from the misuse of cohesive devices. The present study was designed to investigate the inappropriate use of connectors in texts written by EFL college majors. Results from the study and its pedagogical implications will be shared with the audience.

Summary:
  A coherent piece of writing subsumes a series of mechanisms. The process of writing effective texts results from good thinking, analytical reasoning and logical

reflection. Within such a logical process, the concepts of 'coherence' and 'cohesion' constitute a readable text, in which ideas fit together and flow logically. *Coherence* refers to the overall connectedness of the ideas in a piece of writing; it is based on the relevance of the details, on the logic of the ideas and the way they are presented. *Cohesion* makes reference to the language that is used to express those ideas, to the elements that make details relate to each other. *Cohesion* makes use of formal surface features.

In the last few decades several researchers have investigated the use of cohesive devices in the written productions of students of English as a foreign language (EFL). Some studies have identified recurrent problems in the use of connectors. Crewe (2010) claimed that EFL writers often misuse certain connectors, which certainly hinder the reader's understanding of the text. Jo-Ling Chen (2008) supported most researchers claiming that EFL students not only overuse cohesive devices but they also make use of them incorrectly affecting the overall quality of their writing. Moreover, Mohamed – Sayidima (2010) provided some further insights into the use of connectors as the result of transfer from L1 usage.

Some other studies were carried out within the framework of Contrastive Rhetoric (Granger and Tyson, 1996; Wu, 2005; Leńko-Szymańska, 2008). Findings from such investigations also suggest that EFL student writers often misuse cohesive links. In order to provide more insight into the area of EFL writing, the present study was designed to investigate the use of cohesive devices in texts written by freshmen students majoring in English as a foreign language. These students have not been formally introduced to the use of cohesive links in this course of studies. The misuse of connectors will be analyzed quantitatively and qualitatively. Results from the study will be shared with the audience and its pedagogical implications discussed.

11-Research paper
Patrick McCoy, **Using a Novel to Facilitate Critical Thinking**
This paper will discuss how to use a novel to develop and facilitate critical thinking for English second language learners. This will include a discussion on how different levels of thinking can be scaffolded in a course through quizzes, discussion questions, and student presentations with examples from four different novels.

Summary:
This paper discusses how to use a novel to develop and facilitate critical thinking in a literature class for English second language learners. The stated goal of using novels in this context has been to facilitate student learning and thinking through a variety of activities. Students inhabit a text to move beyond surface level exploration to engage in high level critical thinking First a discussion of Bloom's Revised Taxonomy and how these different levels of thinking can be scaffolded in a literature course. In addition, there is a discussion of how noted Princeton professor Elaine Showalter's list of critical skills derived from the benefits of literature and how they are demonstrated in the final stages of Bloom's levels of thinking. The criteria for selections of texts is discussed. This is followed by a discussion of Bloom's Revised Taxonomy and how these different levels of thinking can be scaffolded in a course through quizzes, discussion questions, and student presentations with examples from Truman Capote's *Breakfast At Tiffany's*, F. Scott Fitzgerald's *The Great Gatsby*, Ernest Hemingway's *The Old Man And The Sea,* and George Orwell's *Animal Farm*.

12-Workshop
Claudio Marcelo Miranda, **The Power of Drama in Conflict Resolutions**
Drama is a powerful tool in ELT but how can it be applied to conflict resolutions? The presenter will make participants explore different drama techniques which can be used to overcome classroom conflicts and reflect on the importance of the new role of teachers as mediators.

Summary:
This workshop aims to scan some useful drama techniques that can be easily applied to overcome conflicts within the classroom.
It will also give participants the possibility to think deeply about the new roles in this new world: teachers as mediators & students as peer mediators and how important are communication strategies for the resolution of conflicts positively.
Constructivism points out that students are not passive receivers and that teachers are facilitators and responsible for setting up the necessary conditions which can let students construct their own knowledge.
Drama gives teachers the chance to make students learn by themselves through well planned activities based on meaningful topics which require creativity, interaction and improvisation. If so teachers can empower their students' argumentation skills and fluency as well as their conflict resolution skills and students feel they learn better for they are actively engaged in the construction of their own knowledge.
This workshop will explore on some drama techniques as regards: forum theatre, conscience alley, storytelling, hot seating, still images and freeze and thought tracking to show teachers how they can cope with conflict.
First participants will be explained the techniques. Then, different groups will be giving a classroom conflict situation and will have to perform a scene as teacher and students while the audience (the rest of the students) will interact with them in order to solve the conflict.
Finally there will be a brief reflection on the impact of using drama for overcoming classroom conflicts, pointing out its strengths and weaknesses and highlighting the importance of values in ELT.

13-Workshop
Laura Szmuch,**The Secrets of Inspired Teaching.**
Teachers have an important role in the educational system. Their enthusiasm is what nurtures their students' learning process. Participants will reflect on the motivational grammar of teachers: who they are, how they communicate, what their implicit theories are and the purpose of their profession.

Summary:
In this workshop we will address the components of a teacher's cognitive and affective processes underlying their motivation to teach, using Burke's grammar of motives (1969) as a theoretical background. The elements of this model are: act, scene, agent, agency and purpose.

How do teachers teach? The way they do it, what they think about teaching and the meaning attached to their job is an important component of this pentad. The way they design the activities, handle their authority, evaluate, manage time are what is considered under the category of act.

Scene refers to the physical space in which teaching and learning take place. To what extent is the physical setting where the teachers are working an important aspect of their motivation? The relationship that the teacher or agent establishes with the space in which the action of teaching takes place can't be underestimated. The physical dimension, the environment, the emotional atmosphere, team spirit of the staff and the materials that are available for the teachers to do their job are part of the configuration of their motivation to teach.

Who is the agent, the one who teaches? The identity of the teacher consolidates his or her beliefs and values under the notion of self. What are his or her attributional styles, self-concept, his or her sense of self-efficacy? How does the teacher relate to his or her co-agents, or students? How does the relationship established with the students influence the motivation to teach and learn?

For action not to be mere movement, we must consider the goals teachers establish, which are in direct relationship with their purpose. Agency refers to their implicit theories about teaching, the language they use, the way the class is conducted, and the motivational resources they use with the students.

The participants will reflect upon their teaching practice, their identity as teachers, the way they reach their students, how their beliefs affect what they do in class and the aims and objectives of their teaching practice.

Burke, K. (1969). *A Grammar of Motives*, California: California Press

14-Workshop
Jesús Ernesto Lisboa Moreno, **Going Green in the EFL Classroom**
Integrating environmental issues in the EFL classroom is one of the latest trends in ELT. The main purpose of this workshop is to provide participants with different activities related to environmental issues. Participants will work in small groups, pooling their knowledge and learning from one another.

Summary:
Due to growing environmental problems, the need for increased environmental awareness becomes necessary. One of the ways to help people raise their awareness is via education (Gürsoy, 2010). Increasing number of English teachers, all over the world, use environmental topics in their lessons and the units that cover environmental themes find their place in ELT course books (Sağlam and Gürsoy, 2010). Current research puts environmental issues and their integration to ELT to its centre (Tang, 2009). Stempleski (1993) points out that by introducing environmental topics into the EFL class we can transcend the often narrow limits of language teaching and more effectively link classroom activities to real life.

Goal of this workshop is to provide participants several activities related to environmental aspects that fit well in the EFL classroom. These activities provide opportunities for

participants to work together in small groups, exchanging information, discussing real issues and solving problems. The activities to complete are the following ones**: What do you already know about…?** Participants work in small groups. They are given a short multiple-choice quiz on an environmental topic. They discuss their questions and mark their answers. After the group work, volunteers take turns reporting their answers. **Animals save the planet:** Participants watch 5 short cartoons (less than a minute each) from Animal Planet on how to live an eco-friendly lifestyle. In small groups, participants discuss the issues mentioned on each cartoon then volunteers take turns telling their opinions. **Environmental News:** Participants watch the beginning of an environmental news report twice. In small groups, they predict what the rest of the sequence will be about. After this, volunteers report their predictions. Finally, participants watch the rest of the sequence to check their predictions. **Environmental quotes:** Participants are shown some environmental quotes by famous people. In small groups, they discuss some questions related to these quotes. Then, volunteers report the results of their group's discussion. **Jack Johnson song:** Participants listen to the song The Three R's (Reduce, Reuse, and Recycling) by Jack Johnson twice. After this, in small groups, participants answer some questions about the lyrics of the song. Then, they report their answers to the other groups. After this, participants sing the song. Finally, they put into practice the idea of recycling by placing different waste products such as plastic and glass bottles, cans, paper and cardboard that are spread out in the room in specific bags / containers placed around the room for recycling. **Midnight Oil song:** Participants listen to the song Beds are Burning by Midnight Oil twice. After this, in small groups, they answer some questions about the lyrics of the song. Then, they report their answers to the other groups. To finish, participants sing the song.

15-Workshop
Martín Villarreal & Mariano Nastri, **Taking Fun Seriously. How to Deal with Humor, YouTube, Technology and Music in ELT.**
In this talk, Martin Villarreal and Mariano Nastri will offer a framework for the analysis of language activities for students at and above the elementary level which integrates music, video, technology and humor.

Summary:
In the name of innovation, authenticity and… creativity, we are often bombarded with all kinds of language activities that appeal to our various senses, various intelligences, various selves, various brains (?!) and that are all, obviously, suitable for the largest of our "large, mixed ability classes". We rehearse them in countless professional development courses and find them easy and great fun to do (only we sometimes forget we are the "teachers"), but how many of these magic recipes are really conductive to developing the linguistic and/or communicative competence of our students?
In this talk, Licenciado Martin Villarreal and Profesor Mariano Nastri will offer a framework for the analysis of language activities for students at and above the elementary level which integrates music, video, technology and humour. They will use both the traditional PPP (Presentation, Practice and Production) Paradigm as well as Scribner's ARC (Authentic, Restricted and Clarification) Model and will analyze lesson models like: "rag bag" and "jungle path" and discuss the role of technological innovation in ELT.

16-Workshop

Mariella Maisonnave, **Blended Learning – Cell Phones and Social Networks to Motivate Students**

From learner's performance observation in class, the need to incorporate (other) teaching tools and materials (to increase student's motivation and, eventually, achieve learning success) became evident. The presenter will deliver a lesson introducing the use of cell phones and social networks as pedagogical tools in class.

Summary:

The workshop aims to demostrate how the use of technological tools such as cell phones and social networks to conduct a lesson is beneficial to enhance motivation, hence participation in class. A lesson will be delivered using the abovementioned tools.

Teachers working with children and teenager students know very well they are dealing with digital native people. Cell phones, Facebook, Twitter, Skype, are common tools they use naturally, as an essential part of the relationship among them. The time these digital natives spend in the classroom is not an exception.

Teachers struggle to keep them interested and motivated, preparing lessons and choosing books and materials to "fight" against boredom and distraction in the classroom.

Looking for previous experiences using these tools in the classroom, plenty of them were found. Some authors claim that technology brings real world into the classroom, enhance students' achievements, help improve skills and increase family involvement. Multiple intelligences are fostered as well, especially the visual, musical, kinesthetic and spatial intelligences. (Technology´s impact on learning - National Schools Board Association - August 5, 2008).

Social networks are being recognized as fully integrated to our lives and most of our students are using media and technology to create and learn new things (Green & Hannon, 2007)

Let´s be part of our students' world then!

The workshop will start fostering a general discussion about the use of innovation and technology in the classroom. Points against and in favour will be displayed.

A lesson containing a series of task using the proposed tools will be delivered.

After the lesson is completed, participants will be invited to express their opinion, highlighting advantages and disadvantages of the lesson carried out.

The presenters and participants will discuss briefly about the feasibility of introducing the proposed innovation in their classrooms and/or institutions.

At the end of the workshop, participants will receive a booklet containing 4 lesson plans to be used with their students.

17-Research paper
Valenti Marisa & Andrea Galimberti, **Enhancing Learning in an ESP Environmen**t
The presenters will share the results of a research work that evaluates the impact of an autonomizing methodology on ESP students. ESP teaching is generally equated to the explicit teaching of grammar rules. Can a methodology based on metacognitive strategies help students become more autonomous? Results will be presented.

Summary:
In this globalized world, English has unquestionably become the language of science and technology and its inclusion in the curricula of the different engineering careers has been prioritised. It is a fact that language planning and language educational policies have given this language a prominent role within higher education due to its instrumental value. Future engineers cannot envisage their professional growth without developing a certain mastery of this foreign language that will enable them to communicate effectively in working situations and/or understand material published in specialized sources. What is undeniable is that, no matter the purpose pursued, different competencies will need to be developed.

Within the context of the Faculty of Exact Sciences, Engineering and Land Surveying (FCEIA) of the University of Rosario (UNR), English is taught with the ultimate aim of developing reading comprehension and translating as the main skills. Future engineers are expected to develop their ability to understand and translate texts that correspond to a B2 ALTE level[1] by attending classes four hours a week during an academic year. The choice of these skills is based on two considerations. The first one relates to the students` needs as these engineering students are expected to deal with bibliography in English during their course of studies and to keep updated once graduated. The second aspect considered is the constraint imposed by the number of hours assigned to English in the curricula, which leaves no space for the development and proceduralization of those other skills that require more time and practice.

Now, the pedagogical question that naturally arises is what needs to be taught and how. With this query in mind, the present paper will try to move a step further on the belief that in order to design material and teach effective ESP courses it is essential to take pedagogical decisions that are theoretically grounded. What is understood by language, teaching and learning will axiomatically have a direct influence on the methodology to be employed. In this respect, ESP should not be thought of as a specialized variety of English that requires a particular way of teaching. As Hutchinson and Waters explain " *ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner…"* (Hutchinson & Waters, 2002, p. 19)

At this point, there is scope for further hypothesizing. If "the principles of effective and efficient learning" were to be understood in terms of the way in which information is neurologically processed and represented in memory, then, no distinction whatsoever should be made between the learning of English in a formal context (no matter whether it is ESP or General English) and the learning of any other subject. If teaching respected the

way in which the mind works, why not think that learning could be better influenced? And in the particular case of future engineers, why not imagine that it might be possible to bridge the gap between the way in which exact sciences are learned and the way in which a foreign language may be apprehended?

Before attempting to give a possible answer to these questions, it becomes necessary to consider some of the problems encountered in the ESP teaching situation that concerns us. One of these is the myth rooted in both teachers and students that the learning of grammar rules suffices to develop the reading and translating skills. At first sight, presenting grammar straightaway may appear to be a practical pedagogical shortcut. However, such practice generally results in a meaning-impoverished methodology which tends to work on grammar in a de-contextualized way at the expense of the added potential meaning that structures acquire in context. As it can be observed in ESP students, difficulties rarely arise from the technical language itself but they stem from the interpretative demands that texts exercise on the reader when the relationship between form and meaning needs to be discovered. It would be simplistic to believe that a type of rule-based knowledge that has been developed in an atomistic and isolated way would simply combine with the specialized knowledge that the students bring into the learning process to help them extract meaning from discourse. Learning how to interpret and translate texts should be understood as a much more complex cognitive process, a process that will depend on the development of different competencies (linguistic, discourse, strategic, competence) through a conscious attempt to discover how the new language works and means in context and how its behaviour differs from that of the native language.

Another crucial obstacle we face is the lack of material. Generally, the books published by well-known editorials that are concerned with the development of reading comprehension, work only through English, which means that translation and language awareness are rarely ever taken care of. Added to this, the books found on the market are generally intended to pre-intermediate, intermediate or upper-intermediate students who already possess a certain linguistic competence, thus reducing or even disregarding a clear focus on grammar. The absence of tailored books has forced many university ESP teachers in Argentina to design their own teaching material. The effort made can be said to be remarkable. However, it has not led to any kind of joint work among English teachers from different universities. The different printed material that can be found is true evidence of mere isolated attempts which follow a diversity of approaches or beliefs.

Based on all the above considerations, this paper will propose that the learning of ESP could be enhanced if a psycholinguistic approach were adopted. Along this line, becoming conscious of the structural, semantic and pragmatic aspects of the foreign language and developing awareness of the contrasts existing between L1 and L2 will be considered crucial to help develop a longer lasting interpretative potential in the students. Finally, a sample lesson will be presented to exemplify a possible way in which the theoretical principles underlying this approach can be applied to practice.

in EFL Writing

The group's research work focuses on the overuse of cohesive devices in freshmen TEFL college writing, specifically linking adverbials following the taxonomy offered by Biber (2010). The presentation will offer a preliminary description and partial analysis of our investigation to the present and its pedagogical implications.

Summary:

In the past years, much research has been conducted to study cohesion in writing and the use of discourse markers. Most of these studies have been based on the work of Halliday and Hasan, *Cohesion in English* (1976), which has provided the framework for analyzing cohesion and coherence in English as a Foreign Language (EFL) and English as a Second Language (ESL) writing. These authors categorized the different cohesive devices that contribute to writing effectively organized texts, connectors being among those that have received much attention in many investigations.

Different quantitative and qualitative studies have been carried out to analyze EFL students' use of connectors in college writing, offering varied results and conclusions. One aspect some researchers have studied is the correlation between the use of connectors and the quality of the written text. In this respect, some researchers observed that there is no significant correlation between the two (Meiso 2000). Other investigators observed that cohesive devices were misused and/or overused, but made no specific reference to the correlation between this and the quality of writing. Still others also studied the use of connectors both in L1 and L2, identifying ambiguous results in different empirical investigations (Leńko-Szymańska 2008).

This presentation will report the partial results of an investigation on the overuse of connectors or "linking adverbials", following the taxonomy offered by Biber et al. (2010). We have observed that the excessive use of these discourse markers often leads to rather artificial-sounding written texts. Our research is based on the analysis of narrative compositions written by freshmen students in the English Teacher Training program at Universidad Nacional de Mar del Plata. The purpose of this investigation is to build on and add to previous research on the use of linking adverbials and the correlation between their overuse and the quality of writing.

The presentation will also offer the presenters' views on the possible reasons why students overuse linking adverbials. The conclusions of our research have significant pedagogical implications as they can help teachers self-reflect upon their teaching practices in the writing class as well as upon their criteria in selecting bibliography to help students improve their writing.

19-Demonstration
Pamela Duran & Elena Smith, **Academic Writing for Student Success**
Writing in English is difficult, and it is especially challenging for instructors to teach students how to develop and support facts in an academic essay. An innovative technique that makes it fun and easy to write on a serious academic topic will be demonstrated.

Summary:
Theme and task-based curricular have been designed and used effectively in English as a Second Language (ESL) acquisition and preparation for foreign students to matriculate

with American universities (Long & Crookes, 1992). However, once foreign students enter mainstream content instruction, they experience difficulties in critical thinking when writing argumentative essays and problem-solution papers. The transition from narrative writing to persuasive writing is difficult probably not only due to lack of critical thinking skills per se, but also because of absence of sufficient awareness of the rules of English "sentence subordination, lexical diversity, lexical density" and grammar (Yili Li, 2000). In this presentation we will demonstrate and discuss teaching techniques that help students develop their deep non-threatening critical thinking skills and their expression in standard academic writing that lead undergraduate and graduate students to success in American universities.

20-Demonstration
María del Valle Guzman Antelo, Ivanna Paola Quinton Piegas & María Soledad Loutayf,
Pop Culture, Home-made Videos and Digital Writing? Fun-tastic!
Three presenters will show how to introduce technology to improve EFL teaching practice as a result of the *Distinguished Fulbright Awards in Teaching Program* developed at the University of Maryland in the fall 2012. Novel ideas on how to integrate popular culture, home-made videos and digital writing will be demonstrated.

Summary:
The purpose of this presentation is to share some insights on the presenters' participation in the *Distinguished Fulbright Awards in Teaching* (DFAT) Program at the University of Maryland (UMD) during the fall academic semester 2012. In this program the participants observed the American education system, interviewed and exchanged experiences with international teachers, attended seminars and conferences, and audited courses at the UMD in order to develop a capstone project, which is practical in nature and relevant to trends in the English teaching and learning experience. As a result of this experience, each presenter will display some outcomes and results of their projects and show how technology can be introduced in the EFL/ESL class. The topics that will be addressed are: pop culture, the inclusion of home-made videos and digital writing.

     The first Capstone Project, *"Using Popular Culture to motivate teenagers: Dissolving the walls between the classroom and the real world",* demonstrates the importance of integrating popular culture in the EFL class as a means to foster motivation and to promote cross-cultural understanding by the creation of a comprehensive toolkit that EFL/ESL teachers can use as a guide when integrating popular culture in their lessons. The second Capstone Project, *"Using Home-Made Videos to Motivate English as a Foreign Language Learners in Argentina and English as a Second Language Learners in The US"*, analyzes how student motivation can be enhanced by the integration of home-made videos in the EFL/ESL class and compares the results in two different settings: Argentina and the USA. The third Capstone Project, titled "*A Review of Current Practice in the Teaching of Writing in the United States with Some Insights into Digital Writing",* provides an overview on how writing is taught in US high schools and colleges and how US writing instructors prepare students for the 21st century by introducing different strategies and digital technology to improve writing skills.

     These presentations move away from traditional teacher-centered lessons towards student-centered instruction by introducing technology in order to motivate students and

promote the development of 21st century skills. In addition, nowadays, EFL/ESL teachers should encourage students by promoting cultural awareness and mutual understanding. Thus, the use of technology does not only contribute to the development of the so-called 21st century skills but also motivate students to be actively involved in the world community.

21-Research paper
María Susana González, Ana María Otero & Ana María Rocca, **Reading Comprehension of an Argumentative Text Macrostructure and its Reformulation in a Summary Sentence**
The main purpose of the present study is to analyze the summary sentences written by undergraduate students who attended regular reading comprehension courses in English at Universidad de Buenos Aires in order to identify the type of difficulties they have to face when doing this task after reading an authentic academic text in English.

Summary:
Undergraduate students from the School of Philosophy and Letters at Universidad de Buenos Aires who attend the Reading Comprehension courses in English, have difficulties to build a personal reconstruction of an argumentative text they have read. In these courses they are expected to read authentic academic texts written in English that they finally summarize in a single complex sentence in Spanish. This is considered as the most important reading comprehension assessment instrument because it implies the elaboration of a conceptual synthesis which should include the most important concepts and subconcepts developed in the text presented in hierarchical order and interconnected.

The main purpose of the present exploratory study is to analyze the summary sentences written by a group of students who attended Level II regular reading comprehension courses in English in order to identify the type of difficulties they have to face when doing this task. The selected fragments were taken from authentic argumentative texts which deal with topics students are acquainted with. First, students did anticipatory tasks in which they advanced reading hypotheses which were confirmed or rejected as they read the text. Finally, they wrote a summary sentence. A qualitative/quantitative approach was used to analyze the data and the results showed that the main difficulties found were: a) selection of relevant information, b) connections among ideas, c) hierarchy of main ideas, d) writing problems in their mother tongue.

We believe the results will allow us to develop pedagogical strategies and didactic sequences that may help our students do their reading comprehension tasks.

22-Poster
Viviana Innocentini & Ana Bárbara Forte, **Influence of Socio-cultural Background on Selection of Strategies in ESP**
Reading strategies are widely taught in ESP courses to help students develop this skill; however, despite instruction, some students fail to use them. This study will analyze whether differences in the use of reading strategies depend on the socio-cultural context of the students, and whether such differences impact on performance.

Summary:
The growing number of scientific articles disseminated through publications in English has led to the incorporation of ESP courses in university curricula. Most of these courses are based on the reading comprehension of academic texts. Among the several factors involved in the development of reading comprehension in a FL, many authors have highlighted the importance of metalinguistic / metacognitive strategies development (Casanave, 1988; Chamot & O'Malley, 1996; Mokhtari & Sheory, 2008, Paris, Wasik, & Tuner, 1996). Instruction in the use of strategies is recognized as an effective educational intervention to promote development in an L2. Students with prior unsatisfactory experiences in an L2 have been reported to become effective learners as a result of training in the use of strategies (Chamot & O'Malley, 1984; Deshler & Schumaker, 1986; Vaughn, Gersten, & Chard, 2000).
        Teaching metacognitive strategies is a form of scaffolding, aiming at gradually delegating responsibility in students to acquire certain skills and incorporate knowledge. Kerka (2006) argues that effective teachers develop in students a sense of autonomy through the explicit teaching of strategies to deal with the various academic tasks successfully. Consequently, ESP teachers at the Faculty of Agricultural Sciences (UNMDP) use overt instruction on the use of compensatory reading strategies, such as the recognition of text formatting, use of prior knowledge of the topic and identifying cognates , as a teaching tool.
     Despite training on the use of these strategies, many students fail to use them as they read. Since the conscious use of strategies may be transferable from the learners mother tongue to the foreign language, it is estimated that there might be an influence of the students' socio-cultural background, determining performance in the reading comprehension of academic texts in L2. Such socio-cultural conditions as the level of education attained by parents and the place of reading in the family context might affect the reading strategies that students recognize and use both in L1 and L2, and these features might thus impact on the academic performance of students. It is assumed that those who fail to successfully use compensatory strategies are students from less favorable socio-cultural origins.
     This poster will briefly include the main research on the topic, and describe the research aim and methodology. Tables and figures will show the audience the main results obtained. Pedagogical implications derived from the research findings will be shared and discussed.

23-Poster
Mónica Gandolfo & Daniela Rivera, **Facing Challenges in the English Classroom**
The presenters will analyze an internship experience. Faced with a group of High School students who openly refused to allow teaching to take place, they developed intervention from two complementary perspectives: strong prioritization of objectives and bonding. They will describe the intervention carried out and discuss the results achieved.

Summary:

This poster attempts to describe the experience carried out in a secondary school in the context of an internship.

The context of the experience is described and quotations from the students before the internship started are included, as well as teachers' and authorities' evaluative comments about the group. Some pictures help complete the picture of the starting situation.

A description of some of the actions that formed part of the intervention plan follows: two complementary perspectives: strong prioritization of objectives and bonding with each of the students individually. The former required setting limits to the attempts at distraction and the latter going near them physically and "noticing" them and their particular characteristics, styles, attire. Some pictures will be shown that will allow the viewers to contrast initial position and later developments

A brief description of the changes that followed the intervention will allow the presenters to communicate the results obtained and discuss them with attendees.

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24-Research paper
Marcela Burgos Pawlak**, Language and Culture in the ELT Class**
Culture and language are intimately related, but sometimes teaching about a foreign language puts our own culture in perspective because at home, we are rarely prompted to reflect on our cultural selves. Outcomes of the presenter's experience during the Fulbright Teacher Exchange Program will be shared with the audience.

Summary:
Culture and language are intimately related, they go hand in hand during the teaching – learning process. This relationship has been a focus of attention for linguists, anthropologists, sociologists, psychologists and others who have sought to understand whether and how cultural factors influence aspects of human behaviour such as perception, cognition, language, and communication. Textbooks, however, typically offer a very rudimentary perspective on this, if it is dealt with at all.
But sometimes, teaching about a foreign language also puts our own culture in perspective because at home, we are rarely prompted to reflect on our cultural selves. Crossing cultures through language teaching means going from "ours" to "theirs" and viceversa, implying that teaching about a foreign culture can also be a means of learning a great deal about our own. This involves finding ways to engage students and ourselves, as teachers, in an exploration of how language and culture interact.

As Cortazzi and Jin (1999, p.197) say: "Learning a foreign language is not simply mastering an object of academic study but is more appropriately focused on learning a means of communication. Communication in real situations is never out of context, and because culture is part of most contexts, communication is rarely culture-free." For this reason, it is crucial that foreign language learners are aware of differing cultural frameworks, both their own and those of others, so that they do not use their own cultural system to interpret target-language messages.

To the importance of integrating communicative competence and learning about target cultures in our daily practice, we should consider the addition of *intercultural competence,* which has been defined as *"the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures"* (Meyer, 1991, p.137). Why should the development of this ability be considered appropriate as a part of language teaching? First of all, because nowadays a person does not need to travel to encounter representatives of other cultures (popular music, the media, tourism, etc.) and second, because of the increasingly international nature of the work of many professions.

Conclusions:

I agree with Cortazzi and Jin (1999, p. 217) in that teachers and students should take a more reflective stance toward cultural content and methodology in order to raise their awareness on intercultural issues. While becoming co-learners, along with their students, they would be following part of the Confucian philosophy of education: "Jiao xue xiang zhang" (Teaching and learning influence and improve each other)

25-Research paper
Mercedes Foligna & Mariela Remondino, **Some Considerations about Teacher Development: Present Contexts, Future Scenarios**
Teacher development is a context-bound area determined by numberless factors. The presenters will examine its coverage and meanings when considering the kind of administration – state or private – and practitioners´ training and qualifications. They will also address the challenges for these issues in a technologically determined future.

Summary:

Professional development (TD) is a career-long endeavour which demands a substantial investment in time and money. That is why, with an experience of almost 30 years, we consider TD is an increasingly important issue in our being English teachers. In this presentation we would like to share some reflections about the multiple meanings the activity   has,   depending   on   certain   contextual   variables.
We will begin by explaining how we view the basic purpose of TD, which goes beyond learning new techniques, methodologies or technological novelties. It has a far more profound purpose: that of being part of in the teachers´ personal development. Although there are many factors that determine the meaning, range and scope of TD, here we will focus on two of them: the kind of administration and the formation of the practitioners. As regards the former, reference will be made to what we call "the big absentee" in today's educational discussion: the discussion on the learning of English at state-run schools in Buenos Aires Province. After more than a decade of key reforms, it

seems that the learning process is being valued only in terms of the students' grades and little attention is paid to the assessment of teacher practices. What is the role of TD in this context?

As to the training of practitioners, we should start by saying that being a semi-professional activity (it is not always necessary to hold a degree in order to exercise it), teachers of English may have the most varied backgrounds. While some of them do not have formal qualifications, others have graduated from new teacher training colleges whose entry level of proficiency in English is usually below B1 in the CEFR standards and whose outcome is rarely monitored. Others have graduated from what have always been considered prestigious institutions. The needs and expectations of each group when designing their own TD will be different.

Lastly, we cannot avoid addressing an issue that, for some years now, has been the ever-present topic that has dominated the offer at congresses, courses and seminars: technology. The challenge now is to use TD to transcend the idea of technology simply as a tool and to understand it as a way of thinking. With the emergence of the knowledge society, the permanent acquisition of a wide number of new skills will be crucial.

It is our intention to share all these ideas with our colleagues and to be able to hear their opinions.

26-Demonstration
Daniel Ferreyra Fernández, **Conceptual Metaphors: Awareness of their Systematicity in Discourse Analysis**
The way we conceptualize the world is fundamentally metaphorical. Conceptual metaphors structure our everyday life, and sustain asymmetrical power relationships in discourse. How can our awareness of the systematicity of metaphors help us when analyzing discourse? The use of key examples of metaphorical processes will attempt to answer this question.

Summary:
Metaphors tend to be seen as rhetorical figures used mainly in the field of poetry. Conceptual linguists like George Lakoff, however, argue that our conceptual system (the way we make sense of the world and act in it) is metaphorical in nature, since much of what we say involves a process of understanding one idea, or conceptual domain, in terms of another. That is the basic nature of metaphor, a word that comes from Greek and means "to carry over". This metaphorical process can be clearly seen in an everyday example like "We are in 2013", in which "time" is understood as a "container" we are in.

In *Metaphors We Live By* (1980), George Lakoff and Michael Johnsen argue that "our concepts structure what we perceive, how we get around in the world, and how we relate to other people. Our conceptual system thus plays a central role in defining our everyday realities." Conceptual metaphors typically employ a concrete or physical concept as the source of the metaphor, and a more abstract concept as the target, or concept to be described by the metaphor. In "we are at a crossroads in our relationship", the source of the metaphor is a road or a journey, and the target is "love" or "relationships". Therefore, we understand relationships as journeys that may have "ups and downs", come to "cross-roads", "lead nowhere" or be "dead-ends". This shows the systematicity of metaphorical thinking, which leads to the creation of networks of metaphorical meanings.

In *Language and Power* (1989), Norman Fairclough explores the connection between the systematicity of metaphoric and metonymic substitutions and the obfuscation of agency and causality in discourse. This connection helps to sustain and perpetuate asymmetrical power relationships between participants in discourse. In examples like "McMorrigan Inc. is responsible for the death of two workers", the use of metonymic substitution (the company for the people responsible) helps to throw a smoke screen around the cause of the two deaths and around those involved in them.

How can our awareness our the systematicity of metaphors and the asymmetrical power relationships they sustain help us to better understand discourse and become more critical readers of reality? The aim of this demonstration is to explore the way conceptual metaphors structure our everyday life, to analyze the realization of these concepts through language and to develop strategies to approach texts based on our awareness of the systematicity of metaphorical thinking and how it is interwoven with questions of power in discourse.

27-Research paper
Maria Susana González, Patricia Insirillo, Maria Claudia Albini, **Confronting Students and Teachers' Opinions on Receptive Skills Integration**
The main goal of this exploratory study was to find out whether there are different opinions among the students as regards the benefits of the inclusion of the bimodal strategy and how teachers' attitude towards its implementation influences on them.

Summary:
In the Scool of Philodophy and Letters at the Universidad of Buenos Aires, our research team has been analysing the influence of the inclusion of aural comprehension in the anticipation step of the reading lessons. The most striking finding of this research process is that reading comprehension can be facilitated, fostered and enhanced by adding a gradual and systematic program in listening comprehension for students with a low threshold level of English. The aural input reinforces strategic reading, helps students do away with linear reading, increases their motivation, makes them concentrate on meaning, and allows them to transfer strategies from one receptive skill to the other.

During the last phase of our project our work revealed that reading and listening in academic settings not only shared characteristics and could be integrated in an instruction program but also that both skills complemented each other to foster comprehension. As regards the similarities between these two skills we can mention: 1) the importance of background information in both listening and reading comprehension experiences; 2) the relationship between text and receptor has a transactional nature; 3) the relevance of paratext to predict and limit the scope of comprehension; 4) the recognition of text markers, such as connectors, enumerators and key concepts to organize the discourse and guide the receptors during the process of reading and listening. As regards differences, the process of reading allows the reader more freedom, text stability, and time to manipulate a text.On the other hand, when transacting with an oral text the listener faces many difficulties: a) the oral text organization is unknown even for the lecturer, b) the listener cannot go back in order to check misunderstandings, c) the receptor's concentration is shorter in time and therefore sections of the lecture content are missed, d) the lecturer's pace cannot be controlled.

In their metacognitive reflections, many of our students remark that the inclusion of aural comprehension in the anticipation step of the reading lessons facilitates their reading comprehension, however, they are not always aware of this relationship and of the reasons why both macroskills complement each other. Neither do they consider that strategies are transferred from one skill to the other. The teacher's role is of utmost importance to help them become conscious of the interrelation between these two abilities.

The main goal of this exploratory study was to find out whether there are different opinions among the students as regards the benefits of the inclusion of the bimodal strategy and how teachers' attitude towards its implementation influences on them. Two questionnaires were constructed, one for the students and one for the teachers in charge of the courses where the bimodal strategy was used. A quantitative and qualitative approach was used to analyze the data. The comparison of the gathered information showed that there were different attitudes among the teachers towards the application of the bimodal strategy and that these differences had an influence on students' opinions.

28-Demonstration

Malu Sciamarelli, **English in the Workplace: from Communication to Working Tool**
Understanding work contexts outside education has been a challenge to English teachers. In this session the presenter will describe how she developed a new concept of English in the workplace, the "English Boost Program", as well as offer practical examples such as the use of simulated conference calls and meetings.

Summary:
Understanding work contexts outside education is a challenge to English Language teachers. This is especially true for Business English Teachers.

After having worked for more than 18 years in companies and analyzing the scenario where students can be transformed into aliens in the business world, I came to a conclusion that business teachers face a bigger challenge than what was once thought. Therefore, some things need to be considered before starting a business program in a company: our view of Business English is very different from what companies want; we have to analyze some points regarding students' English knowledge: what they think they know is different from what they actually know and from what they really need English for; just using business books is not enough – they are far from reality, generic and superficial.

Bearing all this in mind, EBP (English Boost Program) was created, tailored to creative and innovative companies that want to achieve more. EBP is an innovative way of teaching English because the syllabus and assessment are developed focusing on each student's needs.

In this talk, I will describe how the program was created, after an immersion of six months in the company. I will also show how the syllabus and assessment were created making use of simulated conference calls and meetings.

To conclude, I will show that in order to deliver this program and keep up with this new trend in the business world, a new concept of Business English Teacher must be defined.

29-Research paper

José Oliverio Tovar Bohórquez, **From Heteronomy to Autonomy: an EFL Curriculum for the Preschool Children of a Deprived Area**

Illuminated by critical thought, a group of researchers is developing a study that aims at designing an EFL curriculum for preschool children from low-SES households and that responds to the needs, wants and characteristics of this specific group. In this presentation, the speaker will show advances of the ongoing research, focusing on its theoretical background and some guidelines for the EFL curriculum.

Summary:
Quality education is a fundamental human right. According to UNESCO (2007), all citizens have the right to quality education despite their differences in origin or condition. Educational systems should guarantee people's right to quality education. In Colombia, however, there are significant differences in quality between schools from high and low socioeconomic status (SES) (Dinero, 2011). In English language teaching, this panorama prevails. On one hand, elite schools offer bilingual education or intensive English programs, and they start teaching the FL at the Preschool level, when children take the most advantage of language learning – they can achieve higher competence levels due to a longer exposure to the language (Ellis, 1986); they can reach higher language accuracy, especially in pronunciation; and their levels of learning anxiety is low or non-existent (Krashen, 1982). Conversely, schools located in low SES lack the infrastructure, resources or academic structures to offer quality EFL learning experiences (Miranda & Echeverry, 2010, 2011). Many times, schools located in deprived communities do not offer English classes to their preschoolers.

   The theoretical foundations that lie behind the construction of the curriculum for children from low-SES households is Critical Pedagogy. Paulo Freire (2005) envisioned education as a means to emancipate the oppressed, to offer learning opportunities to the deprived, opportunities which would help learners achieve their full potential. The introduction of EFL learning in an impoverished area seeks to benefit from the many advantages of learning a second language at an early age (see Uribe, 2007; Solano, 2001; Johnson & Tweedie, 2010). Freire refers to the untested feasibility that allows us to imagine a different future that can be constructed through reflection and action. A curriculum built upon such premises needs to be sensitive to the context, based on classroom-oriented theories of practice that emerge from teachers' knowledge and experience. According to Kumaravadivelu's parameter of practicality, language pedagogy must be sensitive to a particular group of learners that pursue a particular set of goals in a particular schools setting, embedded in a particular socioeconomic context (2003, p. 34).

In this presentation, the speaker will share advances of a participatory action research study aiming at designing a context-sensitive curriculum that is being constructed collaboratively with the school community. The curriculum is addressed to preschool children living in Siloé, a deprived area of Cali, Colombia, and it will seek to contribute to reduce the threshold of quality of education between the rich and the poor. The presenter will present an overview of the critical pedagogy theory; then, from results obtained in the research, he will show that Siloé teachers apply a methodology that allow children to develop their critical thinking, which is a core element of Critical Pedagogy. Finally, He will share some characteristics the EFL Curriculum will have for the preschool children in this context.

30-Research paper
Darío Luis Banegas, **Democratising Didactic Transposition in Secondary Education**
This paper examines how didactic transposition applied to CLIL was democratised by engaging a group of secondary school learners. Results showed that didactic transposition may become a democratic act when (1) teachers and learners negotiate topics and materials, and (2) when they discuss their motivations, needs, and interests.

Summary:
In this paper I will first offer a succint view of didactic transposition as one of my central concepts. Didactic transposition is a concept not usually found in the English Language Teaching but common to the teaching of subjects and other languages such as French or Spanish. This term refers to the pedagogic transformations that occur between knowledge of reference and school knowledge. Didactic transposition was originally envisaged as a monolithic unidirectional experience but it was later redefined from a sociocultural dynamic perspective. This latter view will be a supporting concept together with autonomy and motivation.

Drawing on my doctoral thesis in progress, in this paper I will report how such a process of transformations was democratised by engaging a group of secondary school learners to suggest topics, sources of input, and activities for the development of language-driven CLIL lessons.

After discussing didactic transposition, I will introduce two other central notions: CLIL (Content and Language Integrated Learning) and action research and how these could inform and be informed by didactic transposition. I will then offer an account of my research. Through action research, I developed lessons and materials during one school year following the learners' suggestions and evaluation. Data were gathered through class interviews, surveys, and my journal as a teacher-researcher. Results showed that didactic transposition may become a democratic act when (1) teachers and learners negotiate topics and materials, and (2) when they discuss their motivations, needs, and interests.

In this presentation I will conclude that the exploration of language-driven CLIL through action research which incorporated learner voices and increased teacher motivation and autonomy resulted in the development of democratic and cyclical transformations reflected in didactic transposition. Such a collaborative undertaking was possible because learners and myself as their teacher engaged in negotiation, evaluation, and reflection which prompted us to share our motivations and build common ground as the basis for the teaching and learning processes we lived. Although this experience is based on language-driven CLIL, the processes that engaged us all could resonate with other approaches in foreign language education.

31-Poster
Viviana Innocentini & Ana Bárbara Forte, **Are Students Attitudes towards Reading in ESP Courses Field-dependant?**
Attitudes have been reported as an important variable influencing learning in a foreign

language. For adult students coping with ESP reading courses at college, attitudes can account for either failure or success, and are thus worth considering. This study aimed at contrasting the attitudes of students majoring in History and Agricultural Sciences towards the reading of field-specific texts in English.

Summary:
Research has indicated that there are several factors that affect the learning of a foreign language, and in particular in the development of the macro skills involved in such a process. Cubas Barrueto (2007) argues that affectivity, represented by the feelings towards a particular object or event, can move a person towards or against such an object. It is thus of great interest to consider attitudes and the effect they may have on language development.

When analyzing students' attitudes toward reading, Grabe and Stoller (2002) found that these are affected both by prior experiences with the FL and by the perceptions students have about the usefulness of reading. For Guthrie and Greaney (1991) it is the level of satisfaction or pleasure derived from previous experiences which determine attitude. Day and Bramdford (1998) consider attitudes towards reading in the mother tongue and towards the people, language and culture of the target language to be paramount. If, as Oxford (1994) points out, attitudes affect the selection of appropriate learning strategies, then students who have a negative attitude might tend to use inappropriate strategies, which could in turn hamper the process of reading comprehension.

Based on previous findings, getting to know our students attitudes will not only provide useful insights but also, and most importantly, it will help teachers adapt their teaching practices so that learning will be favored. In this study, the attitudes of students majoring in History and Agricultural Sciences towards the reading of field-specific texts in English were contrasted. The current study is part of the project "Attitudes towards disciplinary text reading in English of students majoring in History, Literature (FHUM) and Agricultural Engineering (FCAB), at the National University of Mar del Plata", which belongs to the research group "Language Issues" of the Faculty of Humanities. As a partial analysis of the intended subjects for this project, the current study seeks to establish whether attitudes are field-dependant.

Through the poster display, presenters will briefly summarize the main current theoretical veins on the topic and will shortly state the research goal. Both the methods and procedures used for data collection will be mentioned, and results will be illustrated by means of tables and figures. Partial conclusions will be presented and discussed.

32-Demonstration
Sandra Bayona, **Looking into the Seeds of Time: Prediction Making and Reading Comprehension**
Resulting from an experience on a Young Adult Literature program at Michigan State University, the topic of this demonstration is prediction-making for reading comprehension. By reading short stories, the participants will engage in predicting, while reflecting on the role and process of hypothesizing. They will discuss means to improve that process.

Summary:

Whenever we read, a wide variety of processes is set in motion: we establish aims, select strategies, decode at different levels, activate concepts, develop hypotheses… As Graber and Stoller (2002: 25) put it, we engage in "what we typically think of as reading comprehension." Of all the aspects at work while reading, I will focus on hypothesis-formation, as a fundamental stage for actual comprehension. Precisely, when our predictions are at least somewhat accurate, when the mental map of what we expect to find in the text at hand is close to the reality of the text, then our understanding the content is facilitated. On the other hand, when we read based on the wrong hypotheses, we need to re-examine our ideas and go back to the beginning of the process, a step that may be discouraging – especially when we consider our readers.

Working with B2 to C1- level students at the EFL Teacher Education Programme, it has come to my attention that the learners sometimes tend to approach a text with inaccurate premises, a situation they are usually not aware of, and which in turn may lead to difficulty in making sense of what they read, or to their inaccurate understanding of the piece. Based on materials and activities I came in contact with during a Young Adult Literature Program at Michigan State University, sponsored by the US Embassy in Argentina, I designed an activity with the aim of promoting my students' awareness of their prediction-making while reading. To do this, I took advantage of their self-professed devotion to Facebook, and using an American short story, we worked on the process of hypothesizing and what it may imply in a reading task.

In this session, the participants will be asked to work in a way similar to that I used my students. They will be asked not only to read and predict, but also to reflect on the clues (in the text and out of it) that may guide them as readers, and to identify flaws and accuracies in their interpretation of these clues. As interaction via Facebook is not contemplated within the session, an alternative, more traditional way will be shown, also used in the MSU Program. Finally, after the participants have experienced the tasks proposed and reflected on their own mental processes in hypothesis-building, they will be presented with the predictions made by my students, together with a brief analysis of the most salient features of their production in the light of the role of (accurate) prediction for successful reading comprehension.

33-Research paper
Claudia Alejandra Borgnia & Paula Carolina Suárez, **Student Teachers' Attitudes towards Corpus Technology in EFL Academic Writing**
Recently, the use of computer corpora has demonstrated great potential for foreign language writing instruction. The presenters will explore the perceived benefits of implementing corpus technology in the writing process. Insights gained from an experience with students at the ELT program at UNMDP will be shared with the audience

Summary:
        In recent years, there has been a growing interest in applying corpus software to language learning. Many studies have investigated how a corpus-based orientation can contribute to the development of instructional materials and activities for EFL writing. However, little research has focused on learners' actual use of corpora and their attitudes toward corpus technology in the EFL writing classroom.

The purpose of the present research paper is to shed some light on the integration of corpus-based activities into EFL college writing instruction in the English Language Teaching Program (UNMDP). A corpus is a digital database from which users can obtain authentic samples of oral and written discourse from a wide variety of sources. These samples appear on screen in the form of a concordance – a list of portions of sentences in which the search word is positioned in the middle. By means of these concordances, learners can study specific language uses such as collocations and patterns.

This study aimed to address the following two research questions: (a) In what ways do EFL student teachers think corpus use is beneficial for learning L2 writing?; (b) What difficulties do EFL student teachers have in using a corpus? In order to explore these questions, the study included one initial survey of student attitudes toward computer and dictionary use, a three-week pedagogical intervention, and a final questionnaire about the students´ perceived effectiveness of online corpora as a writing resource.

 In the course of the three-week period, the class worked with two freely available online corpora: the Corpus of American Contemporary Academic English (450 million words) and the British National Corpus (100 million words). During the first week, students were given instruction and guidance on how to run a concordance search and interpret its results. In the following two weeks, students were encouraged to use the corpus as a reference tool when completing a set of individual writing tasks. Throughout the three-week period, students were also assigned take-home supplementary activities to carry out with the help of online corpora. The last week, students were required to answer a questionnaire reflecting on their experiences with corpora as a writing aid. This presentation will share with the audience the insights gained from students' answers and comments related to the integration of corpus in writing development.

34-Research paper
Laura Marina Aza, **Don't Take it Literally: Enhancing Communicative Competence through Metaphors**
Recent research has shown that everyday talk is rife with instances of figurative language. Yet, foreign language learners still find it significantly difficult to speak metaphorically. Which are the obstacles and what affective and communicative benefits do metaphors bring to the learner? What are the methodological implications of these findings?

Summary:
Metaphor has traditionally been treated as an unnecessary linguistic luxury in which second language learners need not indulge. However, recent research has shown that everyday talk is rife with instances of figurative language and that it contributes to fulfill a wide array of functions which are essential for communication for both native speakers and L2 learners. Based on the results of a recent study, I show that learner language is much more literal than native speaker language and I will therefore argue that the teaching of metaphor should play a more prominent role in the classroom.

This talk draws on the results from a study which focuses on the production of metaphor by second language learners at a teacher training college in Argentina. A 13,496 word data set produced by 36 students and elicited via semi-structured oral activities was analysed. The data seem to support the idea that learners' communicative

competence can benefit from metaphoric language, for example by providing students with a wide range of communication strategies to bridge their linguistic gaps or by helping them reinforce their social bonds or project their personality. Yet, despite their willingness to use metaphor the findings also reveal that learner speech is significantly less metaphorical than native speaker speech and that learners encounter many obstacles in their attempt to produce metaphor.

Firstly, I will provide a brief and general background to the main concepts using authentic examples. I will highlight the fact that metaphor is not unique to artists but rather ubiquitous in everyday language. Next, I will share the methodology and findings of the study on which this talk is based, illustrating them with some learner speech samples. Finally, the pedagogical implications will be considered and the practical ways in which metaphor production can be developed will be discussed. Although this is not a workshop, participation from the audience will be encouraged.

35-Demonstration
Dana Poklepovic, **Modality-based Teaching for Business English Courses**
Research shows that adults tend to use the same sensory modalities to work and learn. If Business English teachers activate and build on these patterns, they can reach corporate students more effectively. This presentation explores new ideas to identify learning styles and to enhance students' performance through modality-based activities.

Summary:
Research shows that adults tend to use the same sensory modalities to work and learn. If Business English teachers activate and build on these modalities patterns, they can reach corporate students more effectively. In our talk today, I will first talk about the main features of sensory learning styles. Then, we'll analyze the learning patterns of Business English students. Finally, we´ll analyze how to apply authentic management tasks for each modality pattern.
According to neuroscience, almost all learning is internalized using one or more of the five senses. The first stage in the learning process is called sensation, i.e. the individual receives a stimulus from the environment. The second stage is perception and it takes place in networks of modules located in the back of the brain. These modules are responsible for identifying and recognizing patterns of shape, light, sound, taste, smell and touch. Then, the third step is memory. While all human brains share the same basic networks, they work differently. This fact accounts for the use of different modalities or channels in language acquisition; visual, auditory and kinesthetic. The adult learner does not learn with only one modality but with a pattern formed by: a *dominant modality, a secondary modality, a dormant modality or mixed modalities*. How do these patterns evolve? To begin with, there are hereditary and biological factors. Then, we have affective factors. Human beings interact with peers since birth and from these experiences, we create our preferences. But above all, there are behavioral factors. It has been demonstrated that the environment is the foremost modifier of human behavior and that a certain repetitive activity shapes the way we learn. Therefore these elements are to be considered when we want to identify students' learning styles by means of diverse research techniques, such as questionnaires, observation forms and pilot tests.

How do Business English students learn? Our analysis focuses on the learning styles of professionals from the following areas: Marketing & Sales, Accounting& Finance, and Production & Operations. Students from *Marketing & Sales* show a mixed modality learning pattern, being capable of learning through any of the three channels with the same effectiveness. Owing to the high exposure of their jobs and their outgoing personalities, they like communicative tasks in which they use their imagination and fluency freely. These jobs involve constant switches of attention, so they favor kinesthetic tasks that place them in different roles and ways of interacting. They welcome visual activities in which they have to create relationships between the parts, such as mind mapping. As, in most cases, they need to reinforce grammar structures, teachers can resort to any of these paths for systematization purposes. Students from *Accounting & Finance* are primarily visual. Since these jobs are quite predictable and analytical, students perform extremely well in cloze texts, puzzles, drills, reading comprehension and guided writing tasks. Their secondary style is auditory, so teachers can present the material in the two channels to reinforce retention. Their dormant modality is the kinesthetic one. This is reflected in their attitude; they tend to be introverted, need clear guidelines and need to develop fluency. They prefer to advance systematically and gain confidence before taking part in free tasks, e.g. simulations. The *Operations & Technology* students report a dominant visual style and a secondary kinesthetic style. Their jobs involve reading technical reports and manuals. This accounts for their preference for visual tasks both with text and graphs. In addition, the visual activity can be mixed with kinesthetic elements because these students are hands-on workers used to moving around plants or handling a lot of data. They may be asked to extract specific information and reorganize it into a new report. Another learning strength is that they are good at following rules. With them, games become an ideal tool to learn.

Modality-based teaching calls for thorough planning. Based on a clear diagnosis, the teacher will determine the best task for each group and for the teaching goal in mind. How can we adapt the following management techniques to suit our students' styles and needs? Which sensory channels are used and how would you classify them for teaching?

Brainstorming	*Multi-party conversations*	*Peer Review Activities*
Case Study	*Listen and guess the appearance.*	*Role Playing /Simulation*
Concept Mapping	*Echo listening.*	*Decision making charts*
Critical Thinking Strategies	*Fishbone*	*Project work*
Social Media	*Active listening*	*Dramatization, mimic game*
Questioning Strategies	*Trio Reflections*	*Games with dice*

Conclusions: This analysis is intended to raise teachers' awareness as to the learning styles of corporate learners. Learning styles are not a static feature of our students. On the contrary, their preferences evolve together with their own personal and professional growth. Finally, keeping a sole channel is a mistake; we should always aim at expanding rather than limiting our students' possibilities.

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37-Workshop
Omar Villarreal, **Zeroing in on Language Mistakes at an Advanced Level**
In this presentation, Dr. Omar Villarreal will discuss the typical mistakes that students at an advanced level make in writing and will suggest a taxonomy for their classification as the first step towards their prevention and remedy.

Summary:
This research project stems from the basic premise whereby the lack of a proper taxonomy for the analysis of recurrent errors in teacher education college students' written production at the incipient stage of their studies constitutes a serious obstacle to a systematic study of the causes of these errors and the development of error prevention and error correction methods.

From the consideration of existing categorizations and its comparison and contrast with the peculiarities of the English language user whose mother tongue is Spanish in its Rioplatense variant, it is expected that a more complete characterization of the cognitive processes that lead students to making errors in their writings is achieved. This, it is expected, will result in the development of a new taxonomy.

The general studies about second language acquisition, interlanguage development and the put into action of higher mental processes in language production will serve as a foundation for the determination of the categories to be analyzed in the treatment of errors and the development of a corpus of methods, techniques, procedures and strategies to eradicate errors and, occasionally, to prevent them.

The findings and proposals arising from the present study will directly influence the pedagogical practices of lecturers of Lengua Inglesa I at higher education, at the Profesorado en Inglés e Inglés Técnico, and will promote reflection among the experts on the teaching of English as a foreign language in general.

38-Research paper
Jennifer Williams, Ana Lía Regueira & Elisabet Caielli, **Criterion-referenced Evaluation of Reading Comprehension in Primary Education**
How do you measure reading comprehension performance? What is the RC performance in L1 and L2 of students in municipal schools in Mar del Plata? The presenters will describe a model of criterion-referenced evaluation and its application to RC evaluation.

Summary:

In 2010, reading comprehension exams in English and Spanish were designed and implemented in the framework of a project of evaluation of academic quality in primary education, in a joint undertaking between Universidad Torcuato Di Tella and the School of Psychology of Universidad Nacional de Mar del Plata. The present proposal aims at providing continuity to the evaluation model used before, and enlarging and adapting the instruments which will be applied in municipal primary schools (Municipalidad de General Pueyrredon).

At present we are working on the revision of the theoretical and conceptual model of reading comprehension used before, the revision and design of indicators of performance, and the development of items for the tests, which will be piloted for their validation. Then, we will revise and adjust the instruments and process the data gathered. Results on the basis of levels of performance will be presented to local municipal authorities.

Considering that no previous studies have been carried out so far to provide information on the levels of reading comprehension performance in L1 and L2 of local primary school students, it seems relevant to design instruments for the objective measurement of this competence. Also, it is of outmost importance to train professionals who can design specific and reliable evaluation instruments to guarantee the development of future projects. The aim of this presentation is to describe the project and explain both the theoretical model of reading comprehension and the criterion-referenced model of evaluation of learning outcomes. We will provide examples of tests in both languages and discuss the development of items in order to illustrate the concepts discussed.

39-Workshop
María Celeste Grimau, **Motivating Teens through Games**
It is widely agreed that motivation has a great effect on a student's capacity to learn. In this workshop participants will explore different useful games and techniques for their classes. Teachers will be asked to come up with creative ideas and become aware of the importance of play and fun in the English classroom with adolescents.

Summary:

I have been a teacher for over 28 years and during these years I have developed my own methodology based on the use of games to teach languages. After trying games with my students I noticed that teaching through games works because students learn better.

In this workshop I will show teachers how to improve the motivation levels of teenage students using games. I will link three practical classroom activities to the ideas of American Psychologist Carl Rogers. Rogers (1957) outlined 3 attitudinal qualities that a teacher, as a facilitator, should have to assist the learning process.

As Budden(2003) noted, these three qualities are empathy (seeing things from the students' viewpoint), authenticity (being yourself) and acceptance (of students' ideas and opinions).

I have developed some activities taking into account teenagers' interests. These activities, which aim at increasing motivation, are based on popular TV series such as Glee and popular songs among adolescents. I will focus on activities which are relevant for adolescents and therefore increase the levels of extrinsic motivation. In order to motivate teens we have to pay attention to them to see what the things they like doing are and we

have to re create their world into the English class. We, as teachers of English, have a great advantage because most of the things teens enjoy are in English: music, movies, the internet, etc. I will suggest some activities and games around the popular series Glee and around songs from the series. Some of the games are explained below.

I will encourage participants to play the games suggested so that they can place themselves in their students' shoes and feel what it might be like to be a classroom learner once again.

Some of the games suggested are:

Pass the Hat and the Bag:

I will show participants pictures of Glee characters and tell them to try to memorize the names and personalities. I will give them a bag with questions related to the Glee characters. Then, I will play some music and ask players to pass the bag to the left and the hat to the right. When the music stops the player holding the bag should ask a question to the one holding the hat.

Blind Picture:

I will show participants a list of words from a song and ask them to work in pairs. I will ask them to choose a word from the list and draw it on a piece of paper with their eyes closed. Their partner has to guess the word. They get one point if they guess correctly.

Secret Message:

I will give participants a secret message and they have to try to solve it guessing the code (the code is the one in their cell phones)

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40-Workshop
Elena Rivas, **2.0 Tools for Teachers and Students**
The presenter will start by explaining why the use of technological tools is so important for teachers and students nowadays. She will then try to demonstrate this through the use of different sites and make teachers experiment with them. (Nicenet-Edmodo-Wallwisher-Webquest-PowerPoint).

Summary:

I have been working on IWB tools and Edmodo to create a space for teachers to work on and for students to practise English. Therefore, the activities will be centered round stories worked on the IWB and through projects through platforms.

Through Interactive Boards I will introduce activities that can be developed by teachers and how to construct them. Then, they will have to use that for themselves experimenting on the whiteboard.

As regards Edmodo, I will show how to use it as a tool for communication among teachers and also as a tool for teachers to hand in their homework and being corrected by the teacher at home.

As I have attended the Seminar on Technological Tools organized by the University of Oregon I will show the different tools that can be of use both for students and teachers. I will also ask them to work on those tools as a kind of practice stage for them to experiment..

41-Workshop
Rosana Greco, Liliana Monserrat & Marcela Teofanía Paz, **Women in Texas: a Spotlight on Intercultural Gender Issues**
Participants will get involved in hands-on activities based on songs, videos, pictures and realia that will take them through the biography of several women in Texas history and culture. The presenters will guide the participants through a field of critical thinking to unveil intercultural gender stereotypes and cross-cultural issues.

Summary:

"Women in Texas: a spotlight on intercultural gender issues" is a workshop specially designed to reflect on some intercultural items – among them gender roles- through the biography of several women in Texas history and culture. The workshop is based on key concepts such as *culture, folklore, big "C" culture, small "c" culture, "iceberg theory of culture", cultural awareness, gender roles, interculturality,* and *intercultural competence,* which will be experienced by the participants through hands-on activities based on songs, videos, biographical excerpts, pictures and realia. The presenters will guide the participants through a field of critical thinking to unveil intercultural gender stereotypes and cross-cultural issues.

The presenters will briefly explain some key concepts through pictures and citations. The participants will take part in a brainstorming activity to activate their previous schemata in relation to women and stereotyped roles.

The participants will listen to a brief story about a female immigrant that lives in Texas nowadays. They will identify some pictures related to her past and present life such as "war", "American Dream", "culture", "honky tonks", "beer" and "margarita". All this will lead to the recipe of a "frozen margarita" and to two anecdotes about the possible origins of this typical beverage. The participants will gather into two groups. Each one will read about one of the anecdotes and will tell the stories with the help of drawings, flashcards and/or mimicry/role-play. A commercial of beer will trigger the meaning of the five points of the "Lone Star" described by a famous female historian and writer who struggled hard to preserve "The Alamo Mission", and to some historical events that gave way to the Texan Revolution and War of Independence. With the help of some extracts from the film "The Alamo", the presenters will set a historical frame to analyze the role of a peculiar woman known as "The Yellow Rose of Texas". The participants will listen to a typical song to fill in the blanks and identify some external reference and literary devices. They will read and listen to an excerpt of this heroine's biography. Finally, they will describe some picture puzzle of bronze statues and will get to know the reasons why all these women are considered "heroines" in Texas.

To round up, the participants will compare their own stereotypes and will reflect on gender roles, and the values held by these brave women that defied destiny to achieve their goals. Besides, they will review the steps of this workshop to spot a possible way to foster intercultural competence with the help of the "iceberg theory of culture". Finally, they will join in the ballad "Hero" by the American songwriter Mariah Carey.

42-Research paper
Maria Gabriela Martino, **What Boys and Girls Need … To Be Successful Learners**
Many ELT experts have tried to find explanations for pupils' differential success. Experts on education and gender claim that students' success is influenced by ¨innate¨ and ¨socio-cultural¨ gender differences and urge teachers to raise the awareness of gender within the classroom, and bring best practice for boys and girls.

Summary:

        The purpose of this lecture is to explore whether gender differences influence the teaching-learning process. In doing so, the second focus of this lecture is to determine whether teachers of English need to use different procedures and strategies to cater for the particular needs of boys and girls.
        Experts on education and gender claim that students´ differential success is influenced by ¨innate¨ and socio-cultural¨ gender differences (Sunderland, 1998). It is relevant to say that both, boys and girls, are equally capable of learning and succeeding, but they do so in ways that teachers must understand if we are to create an educational environment that meets the needs of both.
        In the past decades, gender development has been approached by several

theories, which differ on important dimensions. One dimension is related to the emphasis placed on psychological, sociocultural and biological determinants. Defenders of the psychologically-oriented theories (Bandura, 1986; Kohlberg, 1996) claim that gender development is governed by intrapsychic processes. In contrast, sociologists tend to emphasize sociostructural determinants of gender-role development and functioning. In the 1980s most studies in psychology (Berger, Rosenholtz, & Zelditch, 1980; Eagly, 1987a; Epstein, 1988) revealed that the differences observed between girls and boys were socially constructed. A more integrated approach to gender development is sustained by supporters of the social cognitive theory (Lorber, 1994; Bandura,1986,1997; Riordan, 1990; Baron-Cohen, 2005) who state that gender development and functioning result from the integration of psychological and sociostructural determinants. In the past ten years or so, research has also begun to demonstrate the existence of innate noncognitive sex differences between girls and boys (Sax, 2005, 2010; Gurian 2003, 2008). These more recent studies into how gender differences affect learning have shed some light on successful classroom practices, and urge teachers to implement gender-based strategies and procedures to make boys and girls succeed at school (Sax, 2005, 2010; Gurian 2003, 2008, Chadwell, 2010; James, 2011; Tomlinson, 2005).

The results of a recent study (¨*How Far Do Gender Differences Affect The Teaching-Learning Process?,*¨ (2010). Personal dissertation, Licenciatura en Lengua Inglesa, Universidad Tecnólogica Nacional) will also be shared with the audience.

43-Research paper
Marcela Beatriz Calvete, Claudia DeLaurentis, Maria Cristina Sarasa, **Developing Sites for Narrative Inquiry in TESOL Teacher Education**
This paper summarizes the results of a narrative inquiry experience implemented in the TESOL Teacher Education Program, School of Humanities, State University of Mar del Plata. Data were obtained from students' written storied samples and instructors' documented conversations. The presentation will address the relevance of using narratives in teacher preparation.

Summary:
This paper summarizes the results of a naturalistic inquiry carried out in 2011 in the sophomore course Overall Communication (OC) at the TESOL Initial Teacher Education Program, School of Humanities, State University of Mar del Plata. This linguistically and culturally oriented subject aims at deepening students' awareness of several complex aspects of different societies where English is currently spoken and written through the use of various print and media narratives. Instructors also strive to render OC contents relevant to the education of future English teachers by exploring ways in which OC topics and materials can be linked to the field of narrative inquiry in teacher education. In order to investigate how these sophomores integrate notions concerning language, culture, and teaching the authors carried out a small-scale classroom experiment in November 2011, as they taught the second unit of the course syllabus. It deals with Irish Studies, mostly—though not exclusively—addressing heroic representations of Irish public figures in literature and film. After covering these topics, students were subsequently asked to submit oral and written class tales of actual common people's lives which were yet remarkable and

deserved being publicly narrated. For their study, OC instructors' collected selected written samples from twenty students who took OC in 2011 and also recorded their own teaching perceptions through formal conversations within their teaching team. The rationale for this research methodology is supported by the tenets of narrative inquiry which, in the field of teacher education, has become a way of knowing phenomena under study and a research method in its own right. This paper analyses the categories derived from students' written storied samples and instructors' documented conversations. The aim is to assess the value of using narratives in the local TESOL Initial Teacher Education Program in order to further, on the one hand, communicative and cultural competence in the English language and, on the other, to support prospective teachers' reflection on classroom practices and research. Since, according to narrative inquiry literature, teaching practice constitutes an ongoing narrative in itself, this paper will focus on categories concerning good TESOL teaching and learning experiences as emerging from students' samples and instructors' evaluations. In this respect, the narratives of the study highlight the importance of creating a safe TESOL classroom environment in order to achieve its true communicative purposes. Moreover, the use of actual/relevant communication instances emerges as a crucial element determining students' performances, also enhancing their self-confidence. These considerations bear implications on students' future teaching practices and on the import of furthering critical insights into TESOL teaching and learning as a means towards boosting professional development.

44-Research paper
Pedro Luis Luchini, Gabriela Mariel Ferreiro & Maria Paz González Colalillo, **Effects of Cognitive Load Theory on Young Learners' Reading Comprehension**
This presentation aims to explore the effects of Cognitive Load Theory and the extent to which the redundancy effect impinges on a group of young L2 learners' reading comprehension skills. The study was carried out at a private school in Mar del Plata as a result of extraneous cognitive load imposed on students' reading process.

Summary:
 One of the main features of second language acquisition (SLA) is the building up of a knowledge system that can eventually be called on automatically for speaking and understanding. Although we know that the processes of *automatizing* and *restructuring* are central to cognitive theories for SLA, it is still not clear what kinds of structures should be automatized through practice and what should be restructured. Things that we know and use automatically may not necessarily be learned through a gradual build-up of automaticity but they may be based on the interaction of knowledge we already have (cf. Lightbown, Spada 1995: 25). The importance and difficulty of comprehending texts is unquestionable. Comprehension is not a simple process of accessing word meanings and then combining them. The process of comprehension involves the construction of a mental representation of a text (e.g.,Kintsch, 1998; Zwaan and Radvansky, 1998). This calls for lexical processes to access word meanings, memory retrieval to elaborate on the text and form connections to prior knowledge, and inference processes to help integrate the current sentence with prior sentences and knowledge (Jarrod, Schunn, Schneider, McNamara and VanLehn, 2011). Given this complexity, reading comprehension becomes a very important predictors for successful language learning because it involves mental processes of

learning, memory and problem solving. Cognitive load theory (CLT) is concerned with relationships between working and long-term memory and the effects of those relationships on learning and problem solving. CLT has been used to generate many instructional procedures (Sweller, 2003, 2004) one of which is the *redundancy effect* (RE). The RE happens when the same information is presented to learners simultaneously through different modes of instruction (e.g. spoken and written), requiring them to mentally bring together the multiple forms. This manifold operation generates an extraneous cognitive load that obstructs learning (Chandler & Sweller, 1991; Sweller, 2005b; Sweller & Chandler, 1994). When learning to read in a foreign language, learners are often provided with a spoken version of the written text concurrently. Frequently, teachers overtly suggest that both modes of instruction should be provided simultaneously to reinforce learning. Despite the popularity of this practice, support of its effectiveness is highly questioned. Based on CLT, simultaneous reading and listening is less effective than reading alone. This presentation aims to explore to which extent the RE impinges on a group of young L2 learners' reading comprehension skills -at a private school in Mar del Plata- as a result of extraneous cognitive load imposed on their reading process.

45-Poster
Elida Rolli, **The Use of Internet to Motivate the Development of Writing Skills**
Motivation makes students perform a task until it is successfully achieved. The use of the Internet can improve the development of writing skills in EFL beginner students as intrinsic and extrinsic motivation factors are triggered.

Summary:
Writing is one of the skills that students seem to find difficulty in developing, although there are a lot of written exchanges in the social networks nowadays. However, this language form is abbreviated and sometimes lacks narrative coherence and cohesion. Therefore, EFL beginner students sometimes feel unmotivated when they have to write.
Can the use of Internet in the language classroom be an important device to improve our students' writing or is it just a fashion? Much is being said about the benefit of using the Internet to motivate our students. Motivation can be understood as the process which fosters students to achieve a goal and the subsequent reward. This motivation can be the result of intrinsic or extrinsic factors, the former being more important in the attainment of a goal but rarely found without the influence of the latter. Pure intrinsic factors are related to entertainment activities, whereas the concept of motivation is related to work rather than play (Driscoll 94). So when education becomes enjoyable and fun, intrinsic factors take place and therefore learning is enhanced.
The aim of this exploratory project is to analyse how the use of the Internet can motivate students with low level of English and therefore improve their writing skills

46-Research paper
Sergio Peña**, Self-Access Center, Information Technologies and Language Learning Autonomy**
This paper examines the role of self-access centers in learning autonomy. Conditions were established: advisor, learning pathways, various resources, and an SAC philosophy. Results

showed that the atmosphere, previous experiences, and guided tasks were fundamental for the center operation and autonomy. Aspects such as teacher reliance and testing are discussed.

Summary:

With the awakening of widespread interest in the use information technologies and paperless teaching materials, self-access centers (hereafter SACs) have tried to keep up with the most advanced technology. Today most centers' key resources are computer-based including multimedia and the internet. Beyond any doubt, their richness of possibilities has influenced language learning largely. However, with such a huge amount of information and materials, it is tempting to rely aspects of language teaching on computers only. Essential for the operation of SACs is the correlation between technology and self-directed learning. Learners, in this type of environment, are expected to have freedom to choose and take responsibility for their learning.

The purpose of the present paper is to describe a project which intended to improve Chilean English teaching majors' language skills and to extend the regular function of the lab. In order to do so, certain basic conditions were established: an academic advisor, learning pathways, online databases, variety of learning resources and a SAC philosophy. As a case study, this research used three main sources of data. First, literature was reviewed including previous studies in the area of language self-access centres, the inclusion of technology in learning and language learning autonomy. Second, several SAC programs were analysed in Chile and other countries. Third, a needs analysis instrument was applied to potential users.

Results showed that the physical atmosphere of the center, the academic advisor's assistance, previous language learning experiences and specific guided tasks were fundamental for the smooth running of the center. Lab sessions do not seem to be an integral part of pre-service teachers' training; therefore, center coordination with colleagues who assigned specific SAC assignments increased attendance. Likewise, heavy teacher dependence and testing pressure directly influenced the control and management of student learning. This may be easily attributed to cultural aspects of our education. From these findings, it can be concluded that it is necessary to gradually move from teacher-dependent to student-centered approach. Also, self-access center functioning depends greatly on the class instructors' strategic homework-giving and SAC assignments.

47-Research paper
Diana Mayerly Díaz Benavides, **The Way Foreign Language Student Teachers Constuct their Identity at School**
Concerns about the way foreign language student teachers respond to the realities at school, has encouraged English teachers to create spaces of reflection in which students discuss their experiences at school. By analyzing student´s reflections, teachers describe the way they pattern their identity moving from dependent to independent decisions.

Summary:
This case study describes the way 10 Foreign Language student teachers from a public university in Colombia portrait their identity from their experiences at school. Reflections coming from S-teachers' diaries, dialogical reflections and the advisor observations,

allowed me to understand that once immersed at school, S-teachers adhere to its culture, negotiate with it and become independent decision makers. The main theoretical constructs that inform this study are Wenger, Alsup and Bullough ideas of identity, as a pivot between the social and the individual. Dewey, Freire and Shon's notions of reflection as a means to decode and understand the world we live in and to provoke transformations.

I will start by describing my two years' experience as a Foreign Language advisor in the final practicum, focusing my attention on student teachers' involvement as new members of the school community. Later, I will describe the way School members' relations, school policies, diversity, bullying, violence, students' lives and conflicts, drugs, among others are the environments S-teachers are involved from the beginning of their career.

Finally, I will explain the findings of this research by describing the reality, in which student teachers evolve as prospective teachers, and the way this patterns their identity, moving from dependent to independent decision makers.