



Friday, May 8 8:00 – 09:00	Registration Sarmiento Auditorium Foyer
09:15 –10:00	Opening Ceremony and Orientation Sarmiento Auditorium
10:00-11:00	Opening Plenary Session <i>Dr. Yilin Sun, Winds of Change in ELT: Strategies, Issues and Responsibilities of ELT Professionals in the 21st Century Classroom</i> Sarmiento Auditorium
11:00-11:30	Coffee Break Sarmiento Auditorium Foyer
11:30-13:00	Concurrent Sessions & Poster Sessions Roca Auditorium & Rooms 1-7
13:00-14:30	Lunch break
14:30-15:30	Plenary Session <i>Dr. Robert Bayley, Developing Culturally and Linguistically Responsive Pedagogy: Insights from Sociolinguistics</i> Sarmiento Auditorium
15:30-16:00	Coffee Break Sarmiento Auditorium Foyer
16:00-17:30	Concurrent Sessions & Poster Sessions Roca Auditorium & Rooms 1-7
17:35-18:30	Plenary Session <i>Mathilde Verillaud, Make it Pop! (Culture)</i> Sarmiento Auditorium
Saturday, May 9 09:00-10:00	Plenary Session <i>Dr. Yilin Sun, Developing Speaking Skills through Story Reading and Questioning Techniques</i> Sarmiento Auditorium
10:00-10:30	Coffee Break Sarmiento Auditorium Foyer
10:30-11:15	Concurrent Sessions and Poster Sessions Roca Auditorium & Rooms 1-7
11:15-12:00	Concurrent Sessions and Poster Sessions Roca Auditorium & Rooms 1-7
12:00-12:45	Commercial Presentations Rooms 1-7
12:45-14:15	Lunch Break
14:30-15:30	Highlighted Sessions <i>Marge Tye Zuba, How Do OUR Learning Preferences Impact Our Lesson Planning?</i> <i>Susan Strand, Engaging English Language Learners through Inquiry-Based Learning</i> <i>María Susana González, A Reading Comprehension Model of Academic Texts</i> Roca Auditorium, Rooms 1 & 6
15:30-17:00	Concurrent Sessions & Poster Sessions Roca Auditorium & Rooms 1-7
17:00-17:15	Coffee break Sarmiento Auditorium Foyer
17:15-18:00	Closing & Raffle Sarmiento Auditorium

Keynote Speaker



Yilin Sun

Yilin Sun, Ph.D. in Applied Linguistics /Curriculum & Instruction, University of Toronto, Canada, is President of TESOL International Association (2014-2015). She served on the Board of Directors of TESOL International, 2008 to 2011; Chair of the Affiliate Leadership Council of TESOL in 2007 and President of Washington Association for the Education of Speakers of Other Languages (WAESOL) in 2003 and 2007.

In 2011-2012, Dr. Sun worked as a Fulbright Senior Scholar in Taiwan coordinating the Fulbright English Teaching Assistant (ETA) Education Program and teaching TESOL graduate courses as a Visiting Professor at the National Taiwan Normal University.

Dr. Sun is a professor at South Seattle College in Seattle, USA, who has over 29 years of experience in the field of TESOL as a MA-TESL teacher trainer, a researcher, a classroom teacher, and a program leader with a variety of higher educational institutions in China, Canada and U.S.A. She is also an English Language Specialist for the U.S. Department of State and has conducted teacher training workshops in many countries including Cambodia, China, South Korea, Laos, Russia and Thailand.

Yilin is the author of books, book chapters and research papers in refereed professional journals including TESOL Quarterly and TESOL Journal. She has also presented widely at national and international conferences. Her research interests include curriculum development, program assessment and evaluation, L2 reading, vocabulary learning, classroom-based action research, teacher education, adult education, teaching English to young learners, World Englishes, ESP and non-native English speaking teachers (NNEST) in the ELT field.

Friday, May 8 – 10:00-11:00- Sarmiento Auditorium

Winds of Change in ELT: Strategies, Issues and Responsibilities of ELT Professionals in the 21st Century Classroom

This plenary session will focus on strategies to empower teachers and students in the 21st Century classroom. Based on her background as a non-native English speaker and her cross-cultural teaching and research experience in China, Canada and the United States, the speaker will discuss recent major trends in the ELT field and teaching and learning strategies for non-native English speaking educators. She will also discuss the roles and the responsibilities of non-native English speaking ELT professionals in the changing global society.

Saturday, May 9, 9:00-10:00 – Sarmiento Auditorium

Developing Speaking Skills through Story Reading and Questioning Techniques

This interactive session will focus on strategies and activities to help students develop oral skills through story reading. The speaker will share research-based approaches and techniques for developing both speaking and reading skills. She will also share a few effective questioning techniques to facilitate learners' critical thinking as part of the language proficiency development.

Special Guest



Robert Bayley

Robert Bayley (Ph.D., Stanford University) is Professor of Linguistics, Chair of the Graduate Group in Linguistics, and a member of the Graduate Group in Education at the University of California, Davis. He is also the Editor of the Publications of the American Dialect Society. He previously taught at the University of Texas at San Antonio (UTSA), York University, Beijing Foreign Studies University, and Harbin Institute of Technology. He teaches courses in sociolinguistics, second language acquisition, and general linguistics. His research focuses on language variation and language socialization, especially in bilingual and second language populations. Currently, he is investigating the role of frequency in language variation and change. He also is working with Professor Rebecca Ambrose of the UC Davis School of Education on a project to assist teachers to develop explanations of mathematical concepts appropriate to English language learners. Professor Bayley is co-author or editor of fourteen volumes including *Language as Cultural Practice* (with Sandra Schecter, 2002), *Sociolinguistic Variation: Theories, Methods, and Applications* (ed. with Ceil Lucas, 2007), *The Oxford Handbook of Sociolinguistics* (ed. with Richard Cameron & Ceil Lucas, 2013), and *Language Variation and Change* (5 volumes, ed. with Richard Cameron, 2015). He has also published numerous articles and chapters on sociolinguistics, bilingualism, and second language acquisition. His grants, fellowships, and awards include four Fulbright Senior Scholar Awards to Argentina, Bolivia, and Mexico, research grants from the National Science Foundation, the Spencer Foundation, the California Postsecondary Education Commission, the Texas Education Agency, and the U.S. Department of Education, and a National Academy of Education Spencer Postdoctoral Fellowship. In 2002 he was awarded an honorary professorship by Harbin Institute of Technology and the UTSA President's Award for Distinguished Achievement in Research. In 2003, he served as the Fulbright-York Chair in Linguistics at York University. In 2011, together with colleagues Carolyn McCaskill, Ceil Lucas, and Joseph Hill, he received the Andrew Foster Humanitarian Award from the National Black Deaf Advocates for the book and DVD, *The Hidden Treasure of Black ASL: Its History and Structure*. In 2015, he was named President of the American Dialect Society.

Friday, May 8, 14:30-15:30 – Sarmiento Auditorium

Developing Culturally and Linguistically Responsive Pedagogy: Insights from Sociolinguistics

Using data from community based studies as well as content classrooms in a linguistically diverse elementary school district, this presentation describes how insights from sociolinguistics may contribute to pedagogy in three areas: 1) understanding the nature of the target language; 2) developing a view of L2 speakers as language users rather than as perpetual learners; 3) creating more accurate assessments of student proficiencies across a range of contexts.

Special Guest



Mathilde Verrillaud

***Mathilde Verillaud** grew up in Washington D.C., Santiago, Chile and Paris, France. She holds a bachelor's degree and a master's degree in American Studies from La Sorbonne University and a Certificate in Art History from Mount Holyoke College in Massachusetts. She served twice as a Peace Corps TEFL volunteer, training high school English teachers in Ecuador and teaching English at Lanzhou University of Technology in China. As a Peace Corps volunteer, she also developed a series of extracurricular activities ranging from creating a English library and running a Film club or a Photography/Writing club to working on a literacy program for children at a women's shelter. Previously, she had taught French at Mount Holyoke College. She is passionate about Art, cultural exchanges and world cuisines and always seeks to incorporate these in her teaching. In 2014, Mathilde Verillaud was the English Language Fellow at A.R.I.C.A.N.A., the Binational Center in Rosario, Argentina. She has renewed her fellowship, sponsored by the U.S. Department of State and the U.S. Embassy, in 2015. Currently, Mathilde is the English Language Fellow at I.S.I.C.A.N.A., the Binational Center in Salta and her host institution.*

Friday, May 8 – 17:35-18:30 – Sarmiento Auditorium

Make It Pop! (Culture)

Students, whether they intrinsically want to study English or are pushed by extrinsic reasons, are all exposed to popular culture in English on a daily basis, may that be through T.V. shows, movies, music or advertisements. This presentation aims at understanding why it is essential to teach culture in the EFL classroom, and how pop culture is a great tool to do just that. The presenter will introduce various practical ideas and examples where still images, moving images and music can motivate students to communicate in English as well as learn about the target culture and reflect on their own in memorable ways.

Highlighted Sessions



Dr. Marge Tye Zuba, a TESOL member, is an internationally recognized educator, author, speaker and consultant on education, gangs, leadership, management and motivation.

Saturday, May 9 – 14:30- 15:30 – Room 1

How Do OUR Learning Preferences Impact Our Lesson Planning?

In this session participants will explore how teacher “preferences” affect lesson planning, teaching and motivation. Participants will be provided a concrete hands-on opportunity to look at their learning preferences with a view toward creating broader and more interactive classroom strategies and lessons that resonate with all students.



Susan Strand, a Senior English Language Fellow at the Universidad de Talca Programa de Pedagogía en Inglés, has an MA TESL from Simmons College.

Saturday, May 9 – 14:30- 15:30 – Roca Auditorium

Engaging English Language Learners through Inquiry-Based Learning (IBL)

The session’s goal is to provide a strategy for engaging students through Inquiry-Based Learning (IBL): a learner-centered approach that fosters learning through investigation. The presenter will illustrate the IBL cycle and lead participants through an IBL activity. Participants will examine questioning strategies and training students in IBL.



María Susana González is a teacher of English, a BA in Letters and a MA in Discourse Analysis. She has been a teacher and researcher at Facultad de Filosofía y Letras, Universidad de Buenos Aires since 1988, in charge of the Reading Comprehension Chair since 2001. She was a former director and supervisor of state High Schools. She is the director of ARTESOL ESP and EFL journals.

Saturday, May 9 – 14:30- 15:30 – Room 6

A Reading Comprehension Model of Academic Texts

In the School of Philosophy and Letters of the University of Buenos Aires, a new model of reading of authentic academic texts is being developed in order to help students overcome the difficulties they encounter in their reading process. The aim of this presentation is to show the advances in the development of a model of reading of authentic academic texts belonging to the social sciences bearing in mind students who have a basic knowledge of English and who have to develop strategies to be able to read on their own a complete research article after three semesters of instruction.

Friday	Room 3.1	Room 3.2	Room 3.4	Room 3.5	Room 3.6	Room 3.7	Halway 3 rd F	Roca
11:30-12:15	1 Greco	2 Valenzuela Farias	3 Colussa	4 Gomez Rivera	5 Gandolfo	6 Pezoa Tudela		7 Bertolini
12:15-13:00		8 Albini	9 Peña	10 Ruiz	11 Ramírez	12 Ambrosioni	13 Barbero	
16:00-16:45	14 Duarte-Callejo	15 Zambrano-Insuasty	16 Lanzaro	17 Albernaz	18 Vázquez-González	19 Percara-Bayona		20 Parano
16:45-17:30	LBS	21 Rocca-González-Albini		22 Ball	23 Sepúlveda	24 Berardo-Lucas Machado		
Saturday	Room 3.1	Room 3.2	Room 3.4	Room 3.5	Room 3.6	Room 3.7	Halway 3 rd F	Roca
10:30-11:15	25 Cendoya, et al	26 Avila	27 Blanchiman-Casco Peralta	28 Gunesergocmen	29 Pistorio	30 Borgnia-Suárez	31 Urquieta	32 Look
11:15-12:00	33 Liriso-Tomasini-Ojeda	34 Insirillo-Otero	35 Suárez-Tuero	36 Nájera	37 Heaviland	38 Zapata	39 Albernaz	40 Poklepovic
12:00-12:45	CAMBRIDGE				ADVICE			
15:30-16:15	41 Casco	42 López Casoli-Selesán	43 Contrafatto	44 Barbosa	45 Monté	46 López	47 Innocentini-Forte	48 Grimau
16:15-17:00		49 Cabete-de Marco		50 Fernández		51 Sacedo-Sacchi	52 Innocentini-Forte	

Concurrent Sessions

Friday, May 8, 2015 - 11:30-12:15 / 11:30-13:00

01. An Intercultural Approach through Series and Films - Workshop

Room 1 - 11:30-13:00

The participants will get involved in hands-on activities based on pictures, songs, trailers and video extracts that will take them through a variety of activities to foster intercultural competence. The presenter will guide the participants through a field of critical thinking to unveil intercultural issues, and will deliver methodological tips.

Presenter: Greco, Rosana – Tres Arroyos, Pcia de Buenos Aires, Argentina

02. Comparative Analysis of English Intonation Before and After Praat - Research paper

Room 2 – 11:30-12:15

This study investigates if visual technology can help EFL Spanish speakers to improve and understand English intonation. The program Praat demonstrates that 6 Chilean EFL speakers, after 9 weeks of training were able to visually understand that English language has different rhythm and intonation than Spanish.

Presenter: Valenzuela Farías, María Gabriela – Chile

03. Flattening Classrooms and Building Bridges with Mystery Location Calls - Demonstration

Room 4 – 11:30-12:15

In this session the presenter will host a mystery location call in which a mystery guest will visit a room virtually. Participants will guess the location by asking questions. Guidelines will be given as to how to set up a session and make it pedagogically profitable and memorable.

Presenter: Colussa, Maria del Carmen – Argentina

04. Master in Education and 12 Years Teaching English - Demonstration

Room 5 – 11:30-12:15

Many English teachers argue that their students learn English easily using technology. The presenter will talk about four innovating and successful ICT apps to be used in class.

Presenter: Gómez Rivera, Elida Isabel - Peru

05. Students at Risk: How Work on Vocabulary Can Help - Demonstration

Room 6 – 11:30-12:15

The presenter will share work on vocabulary carried out at a community-based education support center in CABA to support young learners experiencing difficulty with English at schools. After the demonstration, the participants will try their hand at identifying and anticipating vocabulary issues and planning vocabulary support work themselves.

Presenter: Gandolfo, Mónica - Buenos Aires, Argentina

06. Genre-Based Instruction in Higher Education - Research paper

Room 7-11:30-12:15

This study examines the effects of a genre-based approach on the teaching of abstracts in 30 English pedagogy students at Universidad Católica del Norte, Chile. The intervention combined principles of the ESP tradition with the genre-based pedagogy developed in Australia. This intervention produced positive effects on the students' effective writing.

Presenter: Pezoa Tudela, Rosa – Chile

07. The Challenge of Teaching Very Young Learners! - Workshop

Roca Auditorium – 11:30-13:00

Teacher hand-made resources have practical benefits, providing both variety to the class activity and linguistic relevance. Interactive Boards, Reference Charts, TPR and Action Games, Songs & Rhymes, Puppets & Masks provide an excellent opportunity for the children to learn by doing something enjoyable and meaningful. Discover how to teach the little ones!

Presenter: Bertolini, Graciela - Buenos Aires, Argentina

Friday, May 8, 2015 - 12:15 -13:00

08. Spelling Practice in the EFL Classroom - Demonstration

Room 2 – 12:15-13:00

Spelling practice should be considered of utmost importance in the EFL classroom. The aim of this session is to raise awareness of the great benefits brought by this practice through the analysis of the types of instructional activities that work best and of the type of spelling strategies that may be taught.

Presenter: Albini, María Claudia – UBA, Argentina

09. Errors in Language Learning: the Lexical Level - Research paper

Room 4 – 12:15-13:00

This study explores lexical errors in L2 writing of beginner and advanced EFL learners. Analysis categorizes lexical errors between formal or semantic. The nature and quantity of errors are compared. Findings reveal a great variety of errors and major L1 influence regardless of proficiency level. Pedagogical implications are discussed.

Presenter: Peña, Sergio – Chile

10. Native Speakers: A Real Contribution to English Students' Performance? - Demonstration

Room 5-12:15-13:00

This presentation deals with a native speaker conversation workshop developed to support students' language performance. It includes materials used, handout samples, assessment rubrics, students' learning paths and an impact analysis of the activity.

Presenter: Ruíz, José – Chile

11. Digital Tutorials at the Profesorado: The Fulbright Experience -Demonstration

Room 6-12:15-13:00

Having Fulbright scholars create screencasts and green screen videos can spur on students' motivation to tackle a given history and culture curriculum. This presentation will demonstrate how Fulbrighters can render into a fruitful addition to a Teacher Education Program class by creating digital materials.

Presenter: Ramirez, Ricardo Martín - UADER, Entre Ríos, Argentina

12. Gardner and the Classics: Ideas to Adapt and Adopt – Demonstration

Room 7-12:15-13:00

The presenter will begin by reviewing Howard Gardner's theory on multiple intelligences. She will invite attendees to participate in a game in which they have to identify famous people's prominent intelligences. Different innovative ideas will be offered drawing on a classic story. Attendees will perform assessment activities minding multiple intelligences.

Presenter: Ambrosioni, Maria Amelia – Argentina

13. Students' Reading Strategies at the Local Medical College - Poster

Hallway, 3rd Floor – 12:15-13:00

Future medical professionals need to develop critical reading skills so as to be able to read updated bibliography. The poster will show the results of research carried out in the year 2014 at the medical college of Olavarría which was based on the reading strategies that students used.

Presenter: Barbero, Melina – Buenos Aires, Argentina

Friday, May 8, 2015 - 16:00-16:45 / 16:00-17:30

14. Shifting from "What" to "How" in Listening Development – Workshop

Room 1- 16:00-17:30

Listening is a key 21st century skill, the core of all communication processes. Learners need to learn "how" to listen. Classes often test "what" they listen. The pivot of this workshop will be metacognition, a key that unlocks L2 listening barriers and one of the most reliable predictors of learning.

Presenters: Duarte, Analía; Callejo, María Luz - LEAPS, Buenos Aires, Argentina

15. Making the Teaching Practicum a Reflective Learning Experience - Research paper

Room 2- 16:00-16:45

The teaching practicum is an arena where student teachers can be empowered to become reflective practitioners. The results of three research studies at a public university in Colombia showed that journal-keeping, blog group discussions and the exploration of different types of feedback, can bring meaningful results in the development of teachers' reflectiveness.

Presenters: Zambrano Castillo, Lilian Cecilia; Insuasty, Édgar Alirio - Universidad Surcolombiana, Colombia

16. Songstories: Storytelling through Songs and Clips – Workshop

Room 4 – 16:00-17:30

How can we make a beautiful story from a simple song? There is a beautiful bunch of stories around and well-known songs which can help. Lyrics and video clips will be played in this workshop to show how to foster development of thinking capacities in the classroom.

Presenter: Lanzaro, Gabriel - Uruguay

17. Warm-ups as Strategic Tools for Engagement - Demonstration

Room 5 – 16:00-16:45

In the current teaching/learning scenario, it is hard work to engage and motivate students. However, there is still something that makes some classes positively different and effective: warm-ups. The speaker will briefly talk about warm-ups and demonstrate some successful techniques.

Presenter: Albernaz, Caio – Brazil

18. Assessing Comprehension and Intelligibility: Sentence Stress and Segmental Features -Research paper
Room 6 – 16:00-16:45

The presenters will explore the aspects of pronunciation that hinder comprehension the most among EFL learners. There will be a discussion on the pronunciation features that students deem the most relevant and on learners' assessment of pronunciation. The presenters will share results and relevant pedagogical implications.

Presenters: Vazquez, Daiana; Gonzalez, Maria Paz - Universidad Nacional de Mar del Plata, Argentina

19. Literature Circles: Read, Share, Learn - Demonstration
Room 7 – 16:00-16:45

Theory and research suggest that literature circles promote student engagement in reading and positively affect the language development of English learners. This demonstration will provide a brief introduction to literature circles and, as participants join reading discussion groups, possible implementations of literature circles in the EFL classroom will be covered.

Presenters: Percara, Antonella; Bayona, Sandra - UADER / Universidad Adventista del Plata, Entre Rios, Argentina

20. Storytelling Tools & Techniques in the EFL Classroom – Workshop
Roca Auditorium – 16:00-17:30

In this workshop we will work on storytelling strategies to tell tales in EFL to any age group or language level. We are going to explore the impact of non-verbal referents through the body language of the storyteller and the physicality of the characters.

Presenter: Parano, Fabiana - IES en Lenguas Vivas “Juan Ramón Fernández”, Buenos Aires, Argentina

Friday, May 8, 2015 - 16:45 – 17:30

21. A Self- Assessment Instrument to Monitor Teaching Activities - Research paper
Room 2 – 16:45-17:30

Self-assessment instruments constitute a very useful tool for teachers to monitor and adjust instruction. The aim of this presentation is to show the results of the evaluation of a new instrument designed to be completed by University students who finished the last level of the English reading comprehension course.

Presenters: Rocca, Ana María; González, María Susana; Albin, María Claudia - UBA, Argentina

22. ELT and Social Responsibility: Making A Difference – Demonstration
Room 5 – 16:45-17:30

ARTESOL First-Time Presenter Award Winner 2015

A thought-provoking look at making ELT accessible to all socio-economic groups and identifying the challenges this can present. The speaker will demonstrate strategies to ensure ELT in the third sector is still

meaningful and to reconcile learner's desire with socio-economic complexities in the learning and teaching process. Includes case studies.

Presenter: Ball, Rhiannon – Brazil

23. How Heads of the English Department Influence their Peers – Demonstration

Room 6 – 16:45-17:30

This presentation explores some of the salient characteristics that distinguish the leadership of teachers in charge of other teachers, and discusses in particular the importance of trust, usual conflicts faced as well as strategies to work with peer teachers.

Presenter: Sepúlveda, Ricardo – Chile

24. Overwhelming Students and Exhausting Instructors to What End? - Research paper

Room 7 – 16:45-17:30

During the last few decades, several research studies have investigated feedback in EFL writing. Teachers and researchers have studied different types of feedback, but there are no conclusive results. The presenters will report findings from a study designed to find whether focused or comprehensive feedback was more beneficial for students.

Presenters: Berardo, Eliana; Lucas, Sabina; Machado, Carlos - Universidad Nacional de Mar del Plata, Argentina

Saturday, May 9, 2015 – 10:30-11:15

25. Introduciendo Cuadernillos de Acompañamiento para Docentes del Programa de Educación Plurilingüe - Demonstration

Room 1 – 10:30-11:15

The purpose of this demonstration is to show how Cuadernos de 4º EP y 1º ES and their Cuadernillos de acompañamiento designed by Programa de Educación Plurilingüe help teachers implement the prescribed curriculum designs of the Province of Buenos Aires.

Presenters: Cendoya, Ana María; Carlassare, Jorgelina; Otero, Ana M. A.; Wolgeschaffen, Verónica - Buenos Aires, Argentina

26. How do EFL Students Grasp Abstract Concepts? - Research paper

Room 2 – 10:30-11:15

Learning abstract concepts is challenging in a students' first language, let alone in a foreign one. So, how do L1 students learn them; what barriers might they face? Our study will address correlations found among five student perceived barriers: motivation, role of instruction, cross-linguistic influence, situated attention and self-efficacy.

Presenter: Avila, María Cecilia - Universidad Católica del Norte, Antofagasta, Chile

27. A Secondary School Virtual Classroom: Towards Postmethod Pedagogy – Demonstration

Room 4 – 10:30-11:15

Secondary school students' motivation is of utmost importance to enhance significant learning. Different strategies have been suggested to achieve this goal. In this demonstration the presenters will share an experience in the design, actual use and evaluation of a virtual classroom in the context of post-method pedagogy.

Presenters: Blanchiman, Mayra Giselle; Casco, Miriam María Rosa; Peralta Confalonieri, Macarena – Colombia

28. A Closer Look at Complex Sentences in Academic Reading -Research paper

Room 5 – 10:30-11:15

International students sometimes have difficulty in understanding English texts due to (long) complex sentences. This presentation will introduce ACloserLookAtComplexSentences handouts designed by METU Department of Modern Languages to support reading texts in their Eng101 coursebook, then it will reveal research findings, and finally give suggestions for classrooms in other countries.

Presenter: Guneser-Gocmen, Seyhan - METU Department of Modern Languages, Ankara, Turkey

29. Winds of Change in Teaching EFL Listening – Demonstration

Room 6 – 10:30-11:15

Teaching EFL learners how to listen can make a difference; therefore, teachers should be acquainted with appropriate criteria to maximize their selection and evaluation of materials for classroom instruction. Winds of change in ELT require teachers to incorporate a pedagogical model of listening for the development of this skill.

Presenter: Pistorio, María Inés - Córdoba, Argentina

30. Corpus Technology: Direct Application in An Academic Writing Course - Research paper

Room 7 – 10:30-11:15

Recently, the direct application of corpus technology in the EFL classroom has demonstrated great potential for foreign language learning. The presenters will describe the nature of the searches in online corpora carried out by students at the ELT program at UNMDP. Insights gained from this experience will be shared with the audience.

Presenters: Borgnia, Claudia Alejandra; Suárez, Paula Carolina - Universidad Nacional de Mar del Plata, Buenos Aires, Argentina

31. An Adaptation of TV Shows to English Teaching - Poster

Hallway, 3rd Floor – 10:30-11:15

TV shows such as Jeopardy, Poker Face and Password have interesting dynamics. General ideas taken from them were adapted to teach English in a different way. These kinds of activities were developed in an ESL classroom in the University of Guanajuato. Students could practice vocabulary, speaking and pronunciation.

Presenter: Urquieta, Luz – Mexico

32. Council in the Classroom: Speaking and Listening from the Heart – Demonstration

Roca Auditorium – 10:30-11:15

Many indigenous cultures around the world value communication in council circles as an essential tool for community building, conflict resolution, and ensuring that all voices are represented in a non-hierarchical manner. This demonstration will provide participants with a basic understanding of the principals underlying council and its usefulness in the language classroom.

Presenter: Look, Kennis – United States / ELF at IICANA, Córdoba, Argentina

Saturday, May 9, 2015 – 11:15-12:00

33. The EFL Textbook through the Eyes of Students - Research paper

Room 1 – 11:15-12:00

Textbooks play an important role in the learning process. Verbal signs are just one semiotic component but there are other elements that build up a page layout and communicate meaning. Presenters will analyze the results of a survey exploring learners' views on various multimodal elements in EFL textbooks.

Presenters: Liruso, Susana; Ojeda, Hernán; Tomasini, Stefanía - Universidad Nacional de Córdoba, Argentina

34. Developing Tasks for Academic Listening Comprehension at FFyL-UBA – Demonstration

Room 2 – 11:15-12:00

Based on a bimodality conception of L2 comprehension and learning in an academic setting, the materials developed for the English Chair at the FFyL-UBA will illustrate the importance of conceiving academic listening as a complex and approximate process and will exemplify a long-term developmental program which familiarizes students with academic L2 input and tasks.

Presenters: Insirillo, Patricia A. / Otero, Ana María A. - UBA, Argentina

35. Analyzing the Treatment of Collocations in EFL Textbooks - Research paper

Room 4 – 11:15-12:00

Experts and practitioners emphasize the importance of teaching and learning collocations in the EFL classroom. Although collocations display semantic transparency, they still pose great challenges even for advanced learners. The purpose of this study was to explore and describe the current treatment of collocations in widely-used EFL textbooks in Argentina.

Presenters: Suárez, Paula Carolina; Tuero, Susana B. - Universidad Nacional de Mar del Plata, Argentina

36. Motivating Students through an Online Cross-Cultural Program - Demonstration

Room 5 – 11:15-12:00

A virtual Language Exchange Program is an online cross-cultural language program that gives students unique 21st century skills such as speaking abilities, critical thinking, cross-cultural communication and a globalized understanding of different ways of living around the world. This presentation will tackle how students can profit from an online cross-cultural program.

Presenter: Nájera Romo, Fernando

37. Integrating the Web as Part of the Learning Toolbox – Demonstration

Room 6 – 11:15-12:00

Teachers use a variety of "tools" in their instruction. The computer is a valuable tool for teachers to utilize in and out of the classroom. The web is used for communication, entertainment, and more. We will explore these utensils and more in providing an excellent learning experience for students.

Presenter: Heaviland, Lehman - Colombia

Lehman Heaviland has a Master's in TESOL from Avila University. He has taught in several countries and is currently teaching at AC Canada in Colombia.

38. Evaluation through Adjectives in Research Articles: A Corpus-Based Description - Research paper

Room 7 – 11:15-12:00

In recent years there have been a plethora of studies that explain how evaluation presents itself in research articles. However, adjectives, as lexical items of evaluation, have been given little attention. For this reason, the present corpus-based study aims at describing authors' usage of adjectives as linguistic and discursive marks of evaluation.

Presenter: Zapata, Chinger - Universidad Católica del Norte, Antofagasta, Chile

39. Winds of Change: the Increasing Interest in One-to-One Classes – Poster

Hallway, 3rd Floor – 11:15-12:00

In Brazil, searches for private ESL classes have increased steeply during the past years. This presentation will show the results obtained through qualitative and quantitative research on the subject. It will also cover some other topics from both students' and teachers' perspectives, such as materials, and tools.

Prsenter: Albernaz, Caio – Brazil

40. Developing Business Skills with Authentic Management Techniques - Demonstration

Roca Auditorium – 11:15-12:00

Business English learners expect an integral development of business skills. However, traditional activities are designed to teach the language of business rather than the performance of these abilities. This talk aims to provide insight into the current use of business skills and describe innovative activities based on management techniques.

Presenter: Poklepovic, Dana – Buenos Aires, Argentina.

Commercial Presentations

Saturday, May 9, 2015 – 12:00-12:45

ADVICE BOOKSHOP

Interactive Whiteboard. A New Way of Teaching for the 21st Century
Room 6 – 12:00-12:45

It's true - interactive teaching energizes and captivates your students. Now, there is a powerful new technology that does more. MIMIO Interactive will revolutionize the way you teach, collaborate - even the way you think.

Presenter: Berutti, Claudio



CAMBRIDGE ESOL EXAMINATIONS

Latest Trends in Assessment: Cambridge English Scale and Exam Changes
Room 1 – 12:00-12:45

In this seminar, the background and theory of the new Cambridge English Scale will be explored with reference to the CEFR and English Profile Programme. Next, there will be an overview of the recent changes to the Cambridge English: First and Advanced exams, and the reasons for these will be explained.

Presenter: Harrison, Graeme



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

C o n c u r r e n t S e s s i o n s

Saturday, May 9, 2015 - 15:30-16:15 / 15:30-17:00

41. Resistance to Change and Lack of Motivation: Any Connection? - Workshop

Room 1 – 15:30-17:00

What is “change”? Why do teachers often resist to it? In this workshop, the presenter will reflect on the different aspects of change in EFL classes and its effect on motivation. Eventually, she will discuss possible strategies to overcome resistance, lead teachers through change and motivate learners AND teachers.

Presenter: Casco, Mady - Buenos Aires, Argentina

42. Text Type and Connector Use in EFL Expository Writing - Research paper

Room 2 – 15:30-16:15

The presenters will discuss the preliminary results of a comparative study on the use of connectors in expository writing by TEFL students. The purpose of the investigation is to study to what extent the kind of text influences how connectors are used in college writing.

Presenters: López Casoli, Marina; Selesán, Marina Cecilia - Universidad Nacional de Mar del Plata, Argentina

43. How Can Teachers Facilitate Meaningful Learning? - Workshop

Room 4 – 15:30-17:00

In this workshop we will discuss ways to help students acquire knowledge. Teachers' role as facilitators is essential in the learning process. We need to create a safe broad and narrow setting in which to foster our students' awareness of the places they are standing at and heading for in the learning process.

Presenter: Contrafatto, Gladys Nora - UpHill Idiomas, Buenos Aires, Argentina

44. Exploring Collaborative Approaches to Support EFL Pre-Service Teachers - Research paper

Room 5 – 15:30-16:15

The implementation of sequential school-based experiences across teacher EFL education programs in Chile has raised challenges. One of these is the apparent lack of a shared conception of effective teaching EFL in Chilean schools. Using a case study this presentation explores different collaborative approaches to support the development of EFL pre-service teachers.

Presenter: Barahona, Sandra – Chile

45. Have Fun Playing with Brain-based Learning! - Workshop

Room 6 – 15:30-17:00

Knowing how the brain works is essential for teachers to select strategies and design class activities that go hand in hand with how our students' brains learn. In a fun way, through the use of a variety of games, this workshop aims at introducing some principles of Brain-based Learning.

Presenter: Monté, Nylia - Argentina

46. Learning English by Knowing Phonemes – Demonstration

Room 7 – 15:30-16:15

The paper will show the impact of the application of a revolutionary approach that has changed English teachers and students' point of view regarding pronunciation; it also encourages the improvement of this skill as a new way of living the language, no matter the level acquired in other skills.

Presenter: Lopez, Estela – Bolivia

47. Effects of Explicit Instruction and Models on Abstract Writing - Poster

Hallway, 3rd Floor – 15:30-16:15

Mastering the skills to produce an acceptable piece of writing while following genre conventions is many times complex. Yet, teachers could help students by explicitly instructing them and analyzing “good” models. This case study aims at discovering the effects of such practices. The findings will be discussed with the audience.

Presenters: Forte, Ana Bárbara; Innocentini, Viviana - Mar del Plata, Pcia. de Buenos Aires, Argentina

48. The Art of Teaching through Games – Workshop – Roca Auditorium

Roca Auditorium- 15:30-17:00

We can adapt the use of games to any teaching method, In this workshop the presenter will show some examples of games making the audience participate in the activities. Participants will leave the session full of energy and ideas about how to implement games into their lessons.

Presenter: Grima, Celeste - Bariloche, Río Negro, Argentina

Saturday, May 9, 2015 - 16:15-17:00

49. Aiding the Reader: Student Writers' Use of Given-New Information - Research paper

Room 2 – 16:15-17:00

Due to a limited exposure to the L2, many EFL student writers often produce stilted and extremely elaborate texts. Among the causes of such unnatural discourse production is a dysfunction in the organization of information. This study investigates how college students organize given-new information and its effects on overall coherence.

Presenters: Cañete, Victoria; de Marco, Andrea - Universidad Nacional de Mar del Plata, Buenos Aires, Argentina

50. Higher Order Thinking Skills in the Language Classroom - Demonstration

Room 5 – 16:15-17:00

High Quality teaching is that which takes students to the highest levels of thinking. This presentation aims at exploring the different levels of thinking and how language teachers can plan instruction which fosters the learning of a language through the development of thinking; engaging their learners in challenging and motivating activities.

Presenter: Fernández, Luciana - Buenos Aires, Argentina

51. Teachers' Beliefs about Culture and Culture Teaching -Research paper

Room 7 – 16:15-17:00

The teaching of culture has an important role in the proposed national and state foreign language curricula in Argentina. This presentation reports on a qualitative research study conducted with EFL teachers in Río

Cuarto to understand their beliefs about culture teaching and the role of culture in their teaching practice.

Presenter: Salcedo, Natalia; Sacchi, Fabiana; Universidad Nacional de Rio Cuarto, Córdoba, Argentina

52. Exploring Genre Acculturation of Novice Argentinean Researchers - Poster

Hallway, 3rd Floor – 16:15-17:00

Genre acculturation is a useful strategy to help novice researchers improve their writing skills through feedback and negotiation among members of a discourse community. This study will explore the novice-expert relationship of a group of Argentinean researchers in an attempt to gather insight for further planning and adaptation of writing courses.

Presenters: Innocentini, Viviana A.; Forte, Ana B. - Universidad de Mar del Plata, Argentina

Biographical Statements

Albernaz, Caio is a foreign languages teacher, translator and writer. He holds a TESOL Diploma by TESL-Ontario and is under DELTA certification by the British Council.

Albini, María Claudia is a teacher of English, a Music teacher and holds a BA in Education and a BA in Arts. She is a teacher and researcher at FFyL, UBA, and at DAMus-UNA.

Avila, María Cecilia, MA in applied linguistics, is a teacher trainer and a researcher at Universidad Católica del Norte in Antofagasta, Chile.

Ball, Rhiannon, a freelance materials writer and teacher trainer working in Brazil. BA (Spanish & Portuguese), IDELT and MBA in Social Responsibility & Third Sector.

Barahona, Malba is an educational researcher and language educator with vast experience in teaching Spanish and English as foreign languages.

Barbero, Melina is a Professor in the Medical School U.N.C.P.B.A. She has been teaching Medical English for more than ten years and holds a Master's Degree in TEFL.

Bayona, Sandra. EFL teacher, Licenciada en Lenguas Modernas y Literatura, MA in TEFL. Language teacher at Universidad Autónoma de Entre Ríos and Universidad Adventista del Plata.

Berardo, Eliana is an advanced student at the English Teacher Training Program, UNMdP. She is also an undergraduate research assistant in the group "Cuestiones del Lenguaje."

Bertolini, Grace has been involved in teaching English for over 30 years. As *Creative Teaching* Director, she designs Professional Development Workshops and E-books on Teaching EFL effectively.

Berutti, Claudio, Advice Bookshop, CEO.

Blanchiman, Mayra Giselle, a teacher of UNLP and specialist in education and technology of UNC, teaches EFL (UNCPBA) and methodology (San José TTC).

Borgnia, Claudia Alejandra holds a Teaching Degree in English and an M.A in Literature (UNMDP). Her main research interests are writing and translation.

Callejo, María Luz holds a BA in English Language and an MA in Language Teaching and Applied Linguistics from King's College, London. She went on a scholarship to Southern Illinois University.

Cañete, Victoria holds a Teaching Degree in English from UNMDP; she has been a student aid in writing courses for the last four years.

Carlassare, Jorgelina is an EFL teacher (UNMDP), holds a B.A. in Education (UNQ) and an M.A. in Applied Linguistics to the Teaching of EFL, Universidad de Jaén.

Casco, Mady graduated from ISNP "J. V. González" where she specialised in Methodology II. She received her BA in Education from the Universidad Nacional de Quilmes, Argentina.

Casco, Miriam María Rosa, a language teacher, MA holder of UAB (Spain) and MA holder of Instituto Caro y Cuervo (Colombia), teaches writing skills (UNCPBA).

Cecilia Selesán, Marina Cecilia holds a Teaching Degree in English from UNMDP and is a Teaching Assistant in Process Writing I and II at UNMDP.

Cendoya, Ana María is an EFL teacher, a researcher and a specialist in Virtual Learning Environments and in Education and ICT. She works at UNLP.

Colussa, Maria del Carmen is a freelance EFL teacher who teaches adults and enjoys learning and sharing with other teachers online and in f2f conferences.

Contrafatto, Gladys N. is a graduate teacher of English from INSPT (UTN), Language III lecturer and Master Practitioner in NLP applied to education.

Dana Poklepovic, Translator and PhD in Modern Languages, has taught Business English to professionals and executives for over 20 years in Argentina and abroad.

De Marco, Andrea is an undergraduate student at the English Teacher Training Programm, UNMDP; she has been a student aid in writing courses.

Duarte, Analía, MA in ELT and Applied Linguistics, MA in Organizational Psychology. Director of LEAPS Innovative English Methodology.

Elida Gómez Rivera, Elida is a professor at Universidad de Huánuco, Peru. She has presented abroad and written articles on the role of ICT in education.

Fernández, Luciana is a teacher trainer, literacy and ELT consultant, primary and kindergarten primary school head. She has specialized in methodology, teaching practice and literacy.

Forte, Ana is a teaching assistant at Facultad de Ciencias Agrarias (UNMDP). She is a member of the research group Cuestiones del Lenguaje (Fhum, UNMDP).

Gandolfo, Mónica's main interests are centered on the teaching of English in disadvantaged contexts and the study of lexis-related issues in comprehension and production.

González, María Paz is a research assistant at UNMDP and a teaching aid in courses that focus on the development of writing and speaking skills.

Greco, Rosana is a 2008 US Embassy Teacher Ambassador, a Psychopedagogy teacher, an ELT teacher trainer, an expert in curriculum development and a secondary school supervisor.

Grimau, Celeste, director of STEPS, an ARTESOL Board Member, an international speaker, a specialist in games and creativity, story teller, drama student and writer.

Guneser-Gocmen, Seyhan is Coordinator of courses Eng 101&102 at METU Department of Modern Languages (Ankara, Turkey) where she has been working as an instructor for 15 years.

Harrison, Graeme holds an honours degree in English Language and Literature, a Diploma in English Language Teaching to Adults, an MSc in Psychological Studies and an MA in Language Testing. He is the Head of Assessment for the Southern Cone and Andes at Cambridge English.

Heaviland, Lehman has a Master's in TESOL from Avila University. He has taught in several countries and is currently teaching at AC Canada in Colombia.

Innocentini, Viviana teaches at Facultad de Ciencias Agrarias and holds an MA degree in TEFL. She is part of the Research group Cuestiones del Lenguaje.

Insirillo, Patricia is a graduate teacher from INSP J.V. González and a B.A. in Education from UNQ. At present, she is doing an M.A. at Jaen University, Spain.

Insuasty, Édgar Alirio is an associate professor at Universidad Surcolombiana in Colombia. He holds a Master's degree in English Didactics from Universidad de Caldas.

José Ruíz, José is Head of the English department at Universidad Santo Tomás in Puerto Mont; responsible for the students' programs, practicums, and English teaching programs.

Lanzaro, Gabriel, current President of URUTESOL, has been an EFL and ESP teacher for 30 years, currently working as an ESP teacher at Anglo In Company Training Department (Montevideo).

Liruso, Susana is a Methods lecturer at the School of Languages, National University of Córdoba. She holds an MA from London University, Great Britain.

Look, Kennis is an English Language Fellow at IICANA. He earned his master's in ESOL at SIT and has taught language learners at primary level.

López Casoli, Marina BA TEFL, MA English Language and Rhetoric, does research and teaches process writing and oral discourse at UNMDP and other Argentine institutions.

López, Estela, author of the book "English 4U - Phonetics", is an English teacher at the Department of Economics and a developer of pronunciation techniques.

Lucas, Sabina holds a teaching degree in English from UNMdP. She is a teaching aid in writing courses and a research assistant in the group “Cuestiones del Lenguaje.”

Machado, Carlos holds a teaching degree in English from UNMdP. He is a teaching aid in writing courses at UNMdP, and a member of “Cuestiones del Lenguaje”.

María Amelia Ambrosioni, María Amelia is an EFL teacher with experience in primary and secondary schools and community colleges. She is writing her B.A. dissertation for UTN.

Monté, Nylia is a Psychologist (USAL), an English Teacher (I.N.S.P.T., U.T.N.) and has done Postgraduate Studies in Neurosciences and Education (UCA), and studied Brain-Based Learning.

Nájera Romo, Fernando is a an ESL teacher, a Virtual Language Program Coordinator, Head of a Language Department and a Students Mobility Coordinator.

Ojeda, Hernán is an MA student. He supervises trainees in the teacher training program at the School of Languages, National University of Córdoba.

Otero, Ana M. A. is an English Teacher, a Bachelor in “Tecnología de la Comunicación Educativa” and works at FFyL, UBA.

Parano, Fabiana, an English teacher and professional storyteller, teaches the Art of Storytelling at IES en Lenguas Vivas “Juan Ramón Fernandez.”

Peña, Sergio is a Fulbright scholar, an EFL teacher and a teacher trainer. He holds a BA in TESOL and an MA in Applied Linguistics.

Peralta Confalonieri, Macarena, graduate of San José TTC, is an MA student at UNCPBA, also studies neurosciences at Asociación Educar and teaches EFL.

Percara, Antonella, English language teacher, MA in Applied Linguistics, EFL Teacher Trainer at Universidad Autónoma de Entre Ríos and Universidad Adventista del Plata.

Pezoa Tudela, Rosa MA in Applied Linguistics and EFL Professor at Universidad Católica del Norte, Antofagasta, Chile.

Pistorio, María Inés, a long life researcher of EFL listening, has taught at primary, secondary, tertiary and university level.

Ramirez, Ricardo Martín, a specialist in education and new technologies (FLACSO), teaches history and culture of the English-speaking countries at the UADER Teacher Education Program.

Rocca, Ana María is a public translator of English. She holds a High Degree in Social Sciences and a Leadership Development Certificate (TESOL). She works at FfyL-UBA.

Sacchi, Fabiana holds a Ph.D. She teaches in the teacher training program at Universidad Nacional de Río Cuarto. She researches the connections between language, culture, and identity.

Salcedo, Natalia is an English language teacher currently working on her thesis for the Licenciatura, based on teachers' beliefs about interculturalism and classroom practice.

Sepúlveda, Ricardo holds a BA in English Linguistics and Literature, a BA in Education and Teaching English as a Foreign Language, a Certificate in Psychology and Gifted Education, and an MA in Educational Management.

Suárez, Paula Carolina has a Teaching Degree in English (UNMdP). She holds a Research Fellowship for Graduate Students and is member of "Cuestiones del Lenguaje."

Tomasini, Stefanía is an MA student. She lectures on English Grammar at the School of Languages, National University of Córdoba.

Tuero, Susana B. holds an M.A. in TESOL and a Ph. D in English-Applied Linguistics. She is a full professor at the UNMdP.

Urqueta, Luz is a certificated English teacher, who has been collaborating teaching teenagers at the University of Guanajuato for two years.

Valenzuela Fariás, María Gabriela Master's Degree from Saint Cloud State University, USA, teaches Phonetics at UCSC in Chile. Her main research interests are Acoustic Phonetics and Sociolinguistics.

Vázquez, Daiana is a teacher and a researcher at UNMdP. She teaches EFL and ESP and is doing a master's degree in TEFL.

Viviana Innocentini, MA in TEFL, is a teacher of ESP at the College of Agricultural Sciences and a researcher in the group "Cuestiones del Lenguaje".

Wolgeschaffen, Verónica is an English Teacher and Bachelor in Education (UNQUI). She is a "Especialista en Educación y NTIC" (FLACSO).

Zambrano Castillo, Lilian Cecilia is an assistant professor at Universidad Surcolombiana in Colombia. She holds a Master's degree in English Didactics from Universidad de Caldas.

Zapata, Chinger, specialist in EFL academic reading/writing and composition. Head of the School of English at Universidad Católica del Norte, Antofagasta, Chile.