17th INTERNATIONAL CONFERENCE FOR ENGLISH TEACHERS

THE IMPACT OF NEW APPROACHES TO RESEARCH AND PRACTICE IN ELT

October 17th-20th, 2019.
Ixtapa, Zihuatanejo, México.

COPEI
EFL & ESL
Colegio de Profesionales en la Enseñanza del Inglés A.C.
Registro de Profesiones, SEP-F-392

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CONFERENCE PROGRAM

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COPEI & ANUPI

Welcome all participants to the

17th ANUPI International Conference

And

9th COPEI National Forum

We appreciate the following sponsors:

Please, show your appreciation by visiting the exhibitors' area!

Dear Colleagues,

On behalf of ANUPI & COPEI, we are pleased and proud to extend warm greetings to all of you gathered for our International Conference this year with the general theme **"The Impact of New Approaches to Research and Practice in ELT".**

ANUPI & COPEI have provided a community of learning for educators, researchers, teacher trainers, administrators, and students alike. The demand of English language learning is at its highest, and both associations have worked tirelessly to advance the quality of the teaching of the English language through the development, research, standards, advocacy, and continue to lead the change of finding new and innovative ways to the teaching and learning of the English language.

This year´s conference will provide educational sessions and career enhancing networking connections for speakers and participants. It is also a good opportunity to seek out new ideas, resources, and technology to increase success in your classroom situations. We recognized ANUPI Executive Committee & COPEI Board of Directors, and all those involved, for their tireless effort in impacting change both locally and globally.

While here, explore, be an active listener, share your own innovations, join in conversation. Learn about and contribute to ANUPI's and COPEI´s fundamental work in the areas of advocacy, professional development, research and standards.

It is our hope that after learning about and discussing what is new and changing, you will take time to explore and take advantage of everything the venue facility and Ixtapa, Zihuatanejo have to offer.

Please accept our best wishes for an enjoyable and informative conference, and much success in the future.

Sincerely,

Ismael Garrido y Rivera

Celia Magdalena Sanchez Sosa

Gabriela Adriana Elizondo Regalado

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

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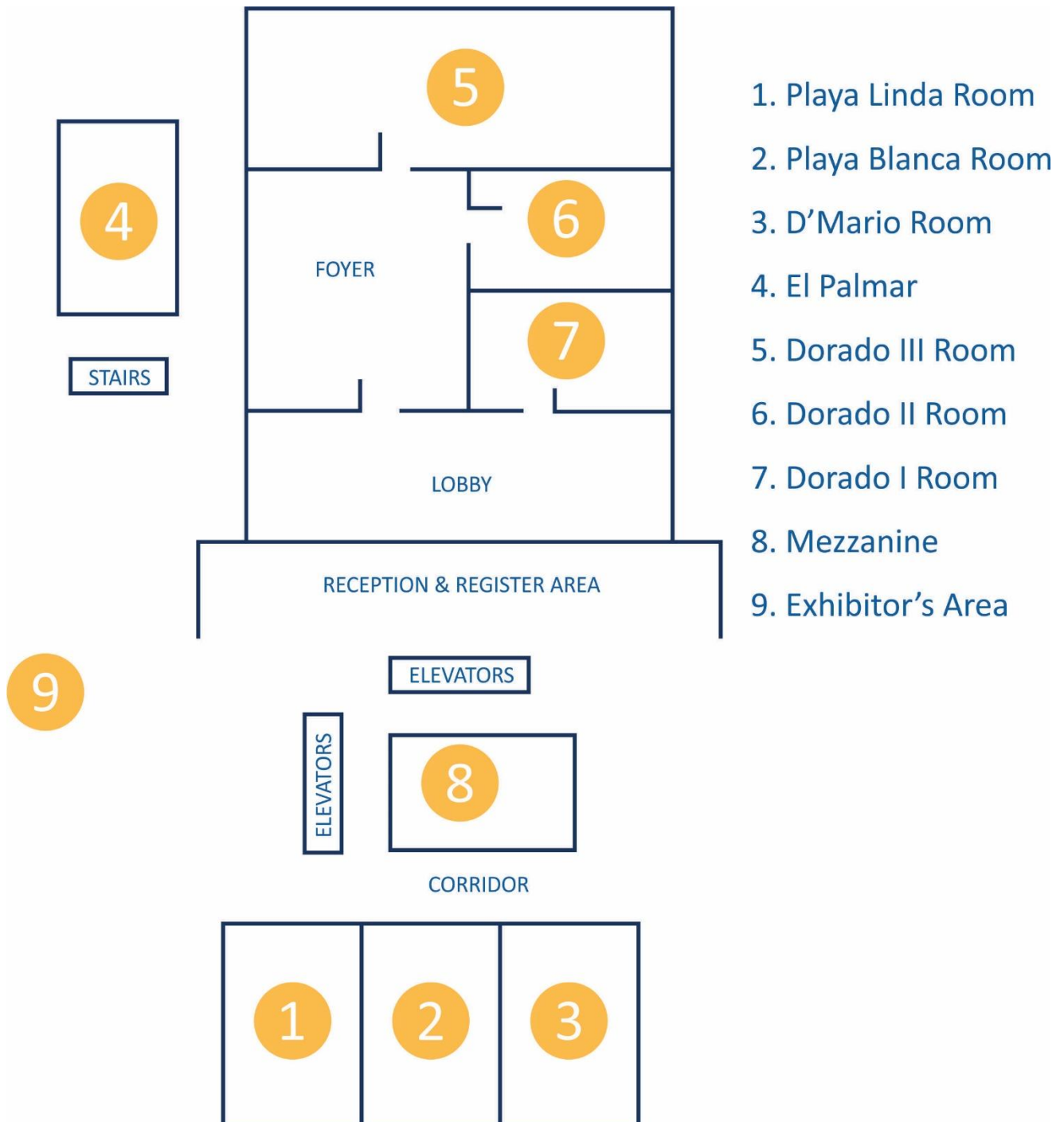
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OXFORD
UNIVERSITY PRESS

19th October 2019
Beatriz Ceballos

LATEST IN ONLINE PROFICIENCY TESTING: OXFORD TEST OF ENGLISH

Saturday 19th October 2019. | **11:00 am - 11:50 am.** | **Room: El Palmar.**

The Oxford Test of English is a new computer-adaptive general English proficiency test developed by Oxford University Press and certified by the University of Oxford. This talk explains its features and demonstrates its benefits for test takers, educators as well as the industry. It explains how the test was developed and gives understanding of the quality the test offers proven by specific examples.

Most educational institutions need a valid and reliable means of assessing students at key stages of their language development – especially in relation to the widely understood levels of the Council of Europe's Common European Framework of Reference (CEFR). The Oxford Test of English (OTE) was developed by Oxford University Press in conjunction with the University of Oxford to meet this need for learners of English studying on courses in a wide range of institutions, such as language schools, colleges and universities or company language training programmes. The test content is designed to be suitable for students aged 16 and above.

The OTE has been designed to measure language proficiency at CEFR levels B2, B1 and A2. Performance below level A2 is indicated as 'Below A2' in test results. The content of the test is independent of any specific course of study, and reflects a wide range of English language learning programmes. It is therefore ideally suited for measuring students' general proficiency in English at key points in their learning programmes.

The OTE focusses on English language learners' ability to both understand and communicate in English, as measured by four modules:

- Speaking
- Listening
- Reading
- Writing.

All modules are delivered entirely online and can be taken individually, or in any combination, on an on-demand basis.

This talk explains the exam features and demonstrates its benefits for test takers, educators and the industry. It explains how OTE was developed and gives understanding of the quality the test offers proven by specific examples.

Beatriz Ceballos has been involved in ELT, assessment, teacher training, teacher development and curriculum design for the more than 25 years. She has worked for The Anglo, International House and Cambridge English. She is currently working for Oxford University Press as Assessment Specialist.

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www.oxfordtestofenglish.com

More information, contact:
Aminta Dominguez
Assessment Administrative Support 01
55924277 ext. 2080
aminta.dominguez@oup.com

Scan the QR to find a test centre
and book your place

SUMMARIES

1. BLENDED LEARNING APPLIED TO ELT

Juan Carlos Sapien Medina
Universidad Autonoma Chapingo

Blended Learning (BL) is an educational strategy that mixes the traditional elements of a classroom with a technological component that well applied allows to modernize, improve, and make more flexible teaching and learning while motivating students by using the best of school and technology, according to the model of BL that best meet teachers´ needs

2. GENRE AWARENESS AND ACADEMIC KNOWLEDGE

Maria Teresa Calderon Rosas
Ana Maria Mendoza Batista
Universidad Autonoma Metropolitana

This proposal focuses on the relationship between genre and academic knowledge, particularly in relation to students' understanding of their discipline reading material and the evidences they can display from that understanding and learning. Taking into consideration reading as the stepping-stone to academic literacy, the effects of a genre-based pedagogy on students' interaction with their discipline will be showed.

3. THE INFLUENCE OF INPUT IN ENGLISH ON THE EFL LEARNERS' ACCENT

Cristopher Ulises Reyes Tolentino
Facultad de Lenguas Extranjeras UAgro

This presentation is about a study carried out in the B.A. in language teaching at the Facultad de Lenguas, UAGro. The objective of the investigation was to identify the role of input on the accent of EFL learners. Results seem to indicate that there is a correlation between the input the students have received and their accent.

4. EFFECTIVENESS OF EVALUATION WITHIN TWO EDUCATIONAL MODELS

Juan Manuel Martinez Acosta
Universidad Estatal de Sonora

The aim of this investigation is to compare the traditional and the competence-based evaluation according to EFL teacher's perspective in order to know which one is more effective.

5. **IMPLEMENTATION OF BLENDED LEARNING ACTIVITIES THROUGH WEBSITES**

Lucrecia Soto Carrillo
Felix Alberto Hernandez Rodriguez
Universidad Politecnica de Pachuca

The main purpose of this study was to test the efficacy of Blended Learning approach in the English learning process of UPP students. The results of this research showed that Blended Learning uses, not only motivated students to learn and practice a language but doing it with pleasure and enthusiasm. Although it is necessary to research more about Blended Learning and its implications, the present project exposed the usefulness of Blended Learning as an alternative tool with positive effects.

6. **CEFR AND MEDIATION: EMPOWERING THE LEARNER**

*Alondra Valle Ponce*
Cambridge Assessment English

The development of language competences is essential for social inclusion, mutual understanding and professional development. Since its publication in 2017, the CEFR Companion Volume aims to change the vision from user/learner to social agent, able to co-construct meaning through plurilingual and pluricultural competences. The aim of this session is to introduce the concept of mediation - its descriptors and implications - while providing strategies to empower learners inside and outside the classroom.

7. **THE USE OF WHATSAPP IN ELT: KEY IDEAS TO TAKE LEARNING BEYOND THE CLASSROOM**

Samuel Ignacio Benitez Osuna
Escuela Normal de Sinaloa

As teachers struggle to provide learners with sufficient learning experiences, it is crucial that we incorporate innovating ideas into our teaching practice. In this hand-on workshop, we will have the opportunity to experience different and specific ways in which we can integrate WhatsApp into our learning programs. Learning becomes, not a classroom-constrained activity, but a full-time awareness and learning lifestyle.

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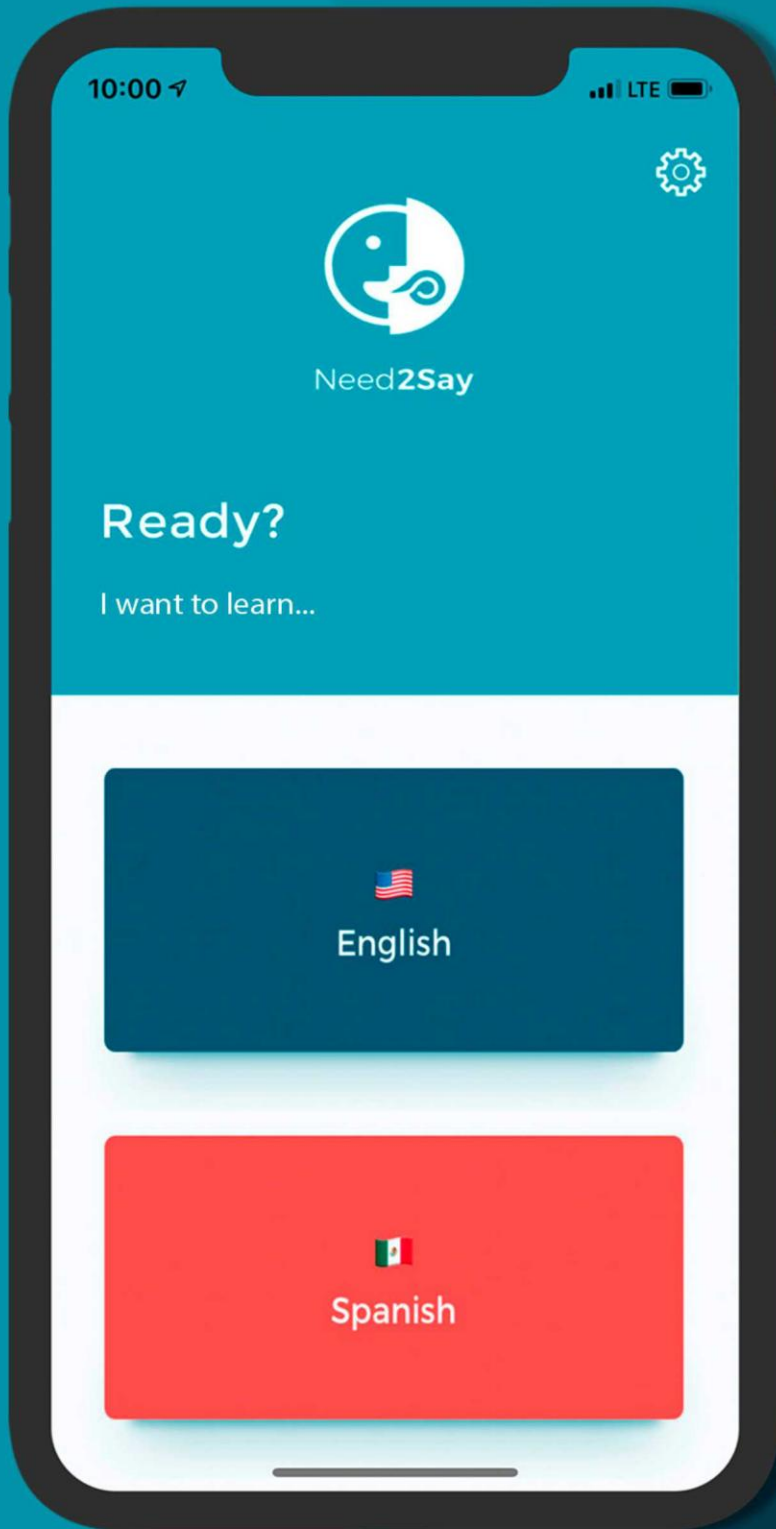
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8. THE CEF COMPANION VOLUME: A NEW PATH TO REALISTIC PRODUCTIVE SKILLS & ACTIVITIES

Luis Ricardo Martinez Cisneros
MACMILLAN

Do all textbook productive skills and activities (based on the 2001 CEF "Can do Statements") really relate to students' present-day communication needs and goals?

This workshop is meant not only to introduce teachers to the 2017 CEF Companion Volume (the latest update of the original CEF document) but also to become familiar with the new productive descriptors and objectives.

9. THE SCIENCE OF HAPPINESS: A PRACTICAL SCOPE (STUDENTS' AND TEACHER'S VIEW)

Diana Guadalupe De la Luz Castillo
Juan Olmeda Gonzalez
Universidad de Guadalajara

Positive Education and Psychology so called "The Science of Happiness" is to produce well-being understood as a human state in favor of academic success and against unhappiness and over stress.This talk will be about what teachers and students consider to be a motivating English class and what theorists and experts do. Some practical examples will be given in the workshop for participants to have fun and learn

10. FROM TRADITIONAL TO TECHNOLOGICAL: THE NEW TEACHER TODAY!

Rocio de los A. Cruz Uscanga
Universidad Autonoma Chapingo

This is a mixed presentation throughout traditional teaching methodologies and techniques with the new trends and technologies. We will have some new ideas on how to use the old ones materials. And teacher obviously, will be timeless!!!.

11. THE IMPACTFUL USE OF PROJECT-BASED LEARNING: CELECUI/TRAVELER

Norma Guadalupe Arevalo Torres
Universidad de Ixtlahuaca CUI

The aim of the presentation is to describe the impact of CELe-CUI/Traveler as an English teaching model grounded on Project-Based Learning principles. This original model takes the form of trips designed to explore, expand and explode language while developing core skills. Effect is being identified to comprise all parties: learners, their families, teachers, authorities, and collaterally, spots visited.

12. OLD SCHOOL, NEW RULES

Patricia Ochoa Tristan
ENESMAPO

Do you think that teachers should have to chose between teaching with traditional methods and teaching with modern technological devices? Become aware of how you can raise students' interest and reduce their negative attitude toward learning by using innovative technology and complimenting, rather than replacing traditional yet effective approaches.

13. CRITICAL ETHNOGRAPHY AND ACTION RESEARCH: IMPACTING ELT RESEARCH AND PRACTICE

Mario Enrique Lopez Gopar
Universidad Autonoma Benito Juarez de Oaxaca

This presentation focuses on a completed and self-standing project carried out within an ongoing critical ELT research project in Oaxaca, Mexico. As such, the presentation (1) discusses the reshaping of critical ethnography through the infusion of critical action research and (2) presents co-constructed narratives of ELT interventions conducted by Mexican English student teachers in Oaxacan elementary-school classrooms.

14. DIGITAL PROJECTS TO PROMOTE COLLABORATIVE WORK IN HIGH SCHOOL STUDENTS

Enrique Rodriguez Tapia
Escuela Nacional Preparatoria

This paper shows the results of an "e-project" model designed by me to promote collaborative work with high school students in Escuela Nacional Preparatoria, it is based on the b-learning approach, and is supported by some institutional programs, and personal proposals in and out the classroom. Students were involved in their own learning process as english e-projects designers.

15. A STUDY ABOUT THE EFFECTIVENESS OF READERS TO PROMOTE LANGUAGE ACQUISITION

Alma Leticia Ferado Garcia
Alejandra Lopez Olivera Cadena
Facultad de Lenguas – UAEMex

In this paper we will present the results of a study carried out in the School of Languages in the UAEMex where some groups of English and French of different levels did extensive reading to acquire the language of their major using Readers during one semester.

16. FUN AND AND ENCOURAGING TOOLS THAT HELP TEACHERS INNOVATE IN ELT

Ana Cristina Ortega Venegas
Elvira Carolina Alvarez Lopez
Nancy Fabiola Ramirez Gamez
UNISON

This workshop will present to teachers different tools that involve technology and the use of internet as an effective way of capturing the student's attention, motivating their participation, learning different contents considering the new generations as digital natives, in this way to enhance learning and make it more meaningful, plus it cares for the environment since its paperless.

17. LEARNING AUTONOMY: A SPRINGBOARD TO INTERNATIONAL STANDARD

Jose Roberto Lira Gonzalez
The Anglo

What is autonomy? Some proposed answers to this question and a reintroduction to some terminology introduce this workshop which consists of other three parts: a reminder of an unfortunate truth: the poor interest of our learners to work overtime; the importance of learning tools to extend the exposure of the language; and some suggestions based on personal trial-and-error experience.

18. DEVELOPING CREATIVITY IN THE CLASSROOM

Erika Patricia Reyna Arrieta
Guadalupe Eugenia Carballo Riva Palacio
ENP – UNAM

Creativity is a skill that has always been inside us. We can say that it is an inherent skill linked to the human nature, but sometimes it seems to be "asleep".

The objective of this workshop is to:

- Make the participants aware that a change in the way of teaching is needed, in order to foster creativity in their students.
- Identify problems or tasks and how they could be solved using creative strategies
- Motivate teachers to foster this idea because they are creative people

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19. EMERGING NEW APPROACHES TO DESIGN LEARNING OUTCOMES IN ELT

Flor de Maria Mellado Rosales
Universidad Ricardo Palma

Learning outcomes describe the knowledge and skills a learner acquires at the end of a lesson. Designing learning outcomes involve using a taxonomy to describe the learning process which should align with the competences proposed. In this workshop, different taxonomies will be presented and examples to design learning outcomes will be provided with the active involvement of the participants.

20. MOTIVATING AND ENGAGING STUDENTS WITH INTERACTIVE PRESENTATIONS AT THE UAM

Ana Maria Mendoza Batista
Maria del Carmen Serratos Vazquez
Universidad Autonoma Metropolitana

When used creatively and correctly, digital technology can lead to an attractive and useful tool for the learning experience of the students. Participation and self-involvement in the learning process using Pear Deck interactive presentations offers all the students the opportunity to participate and express themselves anonymously and to reduce their stress levels.

21. EFL IN THE 21ST CENTURY: A JOINT VENTURE AND ADVENTURE

Maria Teresa Mallen Estebaranz
Escuela Nacional de Lenguas Lingüistica y Traduccion (ENALLT) UNAM

In this rapidly changing world, one of the few things we can be sure of is the unpredictability of education. New realities call for new solutions, but how can we be prepared?

In this presentation, we will reflect and discuss about the key elements (the 5 "-tions") that we as foreign language teachers need to consider in order to make the teaching-learning process a successful venture and adventure.

22. THE IMPACT OF NEW APPROACHES TO RESEARCH AND PRACTICE IN ELT

Sergio Reyes Crespo
Enrique Rodriguez Tapia
Escuela Nacional Preparatoria, UNAM

The main objective of this work is to demonstrate that trends in English teaching foster collaborative work, as well as a greater command of foreign language and its corresponding application to different contexts, through using several digital applications within and out of the classroom.

23. PURSUIT OF QUALITY IN A PROGRAM OF ESP (DEMING'S MODEL)

Agustin Maya Miranda
Unidad Academica Profesional Huehuetoca UAEMex
Andrea Araceli Noriega Leon
Centro Escolar ALOM

Teaching English in the Unidad Academica Profesional Huehuetoca UAEMex has been made in a traditional way, leaving aside the specific needs of the different Bachelor Degrees offered in the institution; it has opted for an English teaching whose objective is to make the student communicate in the target language in a daily environment and not in a professional and/or work one.

24. SOCIAL STRUCTURE, AGENCY AND SECOND LENGUAJE LEARNING

Magdalena Avila Pardo
Jane Elisabeth Holmes
Universidad del Caribe

The study examines how structures can work as enablements or constraints in second language learning for undergraduate students at a government university in a transnational touristic destination. It is underpinned by Roy Bhaskar's critical realism and uses Pierre Bourdieu's (habitus) and Margaret Archer's (reflexivity) to understand better what makes students shape or resist their access to EFL.

25. DIFFICULTIES IN THE LITERARY TRANSLATION OF HOMOPHONY AND POLYSEMY

Luis Juan Solis Carrillo
Alma Leticia Ferado Garcia
Facultad de Lenguas – UAEMex

In this presentation we will give a general overview of theory related to some possibilities and difficulties of literary translation. When we refer to translation problems, we have to consider certain factors like humor, irony, homophony, polysemy, and word games. We will present and analyze some examples of these difficulties when translating homophones or polysemy words.

26. EXPONENTIAL EVOLUTION OF NEW STRATEGIES AND TECHNOLOGIES IN THE ELT CLASSROOM

Lindsay Ann Huff
David Robert Muldrew
Tecnologico de Monterrey

Our classrooms have changed considerably in a short period of time, and this has meant we have needed to adopt new strategies and technologies in our approach to ELT. We plan to provide participants with tips and examples of the classroom approaches and digital tools we use at the Tecnologico de Monterrey.

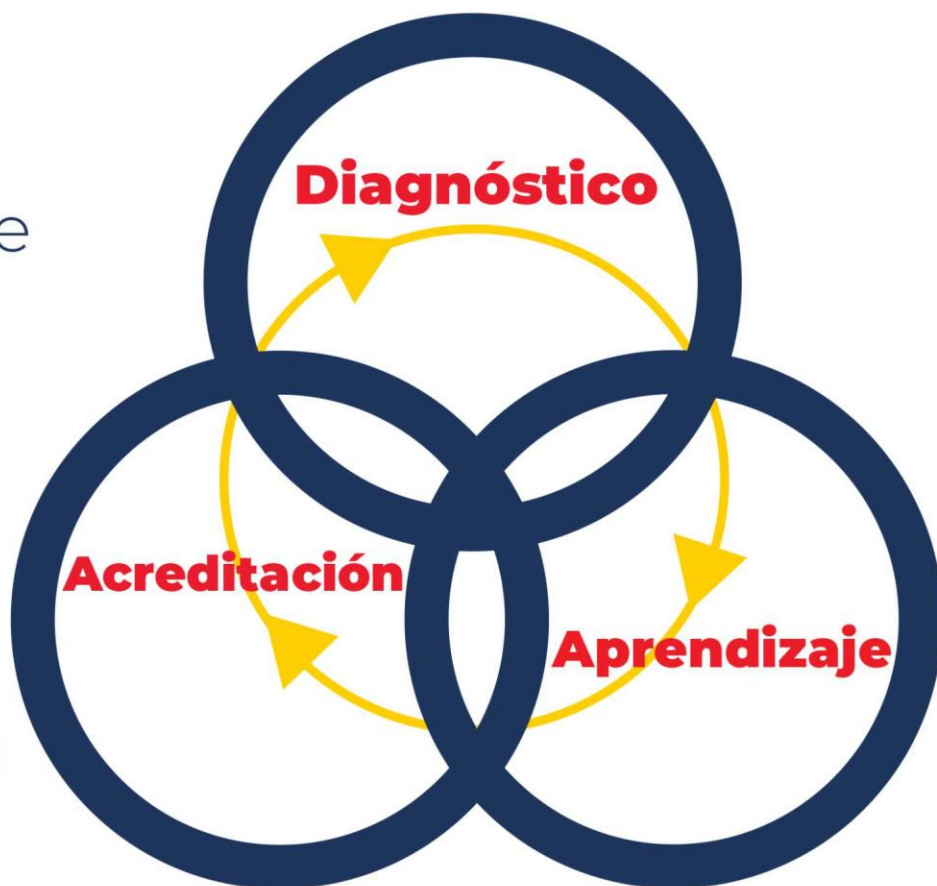# Cursos y Examénes de Inglés en Línea

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27. BETTER NOW THAN LATER: GET INTO TECH TEACHING TOOLS

Jessica Mariela Rodriguez Hernandez
Universidad Autonoma de Nuevo Leon

I will share some of the teaching tools I decided to start using in my English class which involved technology. I knew that it was a matter of time, that sooner or later I would have to tailor the learning environment to meet the needs of the millennial generation, and this adaptation would require the use of technology. I dared to experience teaching methods that I had never used before in order to give my students what they needed: the latest learning trends to fulfill their broad spectrum of learning strategies.

28. WORD-FORMATION RULES AND MORPHOLOGICAL TYPOLOGY FOR VOCABULARY-BUILDING

Ma. Gloria Toledo Espino
Sandra Luz Avila Toscano
Facultad de Lenguas Extranjeras, UAGro

This presentation focuses on the importance of having knowledge about some aspects of English morphology, particularly, word-formation rules, derivational affixation and word-formation typology to help learners increase their knowledge of vocabulary building and English lexicon. It also aims at familiarizing learners with terminology by providing them with different morphological written exercises.

29. THE IMPACT OF EMI ON ELT PROFESSIONAL DEVELOPMENT

Sarah Joanne Brown
Alison Jane Clinton McGuire
Universidad ITESO

We will consider the role of the ELT professional in the global shift towards English Medium Instruction (EMI). We will discuss our experiences, and the challenges and questions that have arisen as our university implements content classes in English. It would appear that there are two key roles emerging for the ELT professional to support the successful development of EMI.

30. THE INVISIBLE CLASSROOM: MINORITY ISSUES IN THE FRAMEWORK OF CULTURAL SPEECH

Hector Ramiro Ordoñez Zuñiga
Instituto Politecnico Nacional

There are aspects to be considered regarding "other minorities". A teacher's effort is to promote the interculturality to pursue global citizenship. However, we must give a glace at the internal sociocultural aspects to deal with issues about our students and the background they have regarding disabilities, illiteracy or ethnicity to improve their learning experience.

31. READING THE WORD AND READING THE WORLD

Gabriel Hugo Diaz Maggioli
Ludus Center, The Catholic University of Uruguay

How can we make sure students understand what they read? How do students process written texts and use that information in order to learn further? How can I motivate my students to read? These and other questions will be answered in this workshop.

32. THE IMPACT OF GLOBAL CONTENT ON ECLECTIC LANGUAGE TEACHING

Jair Felix
NATIONAL GEOGRAPHIC LEARNING

An eclectic approach allows teachers to use the best techniques of all the well-known language teaching methods into their classroom procedures. When such procedures are enriched with real world content, the benefits for students maximize as they get motivated and see a purpose for real life communication. Overall, this mix helps students develop the skills they need to succeed in learning the language confidently and proficiently.

33. THE ENGLISH CLASSROOM: A SPACE FOR EVERY LEARNER

Martha Elena Carrillo Flores
ITESO

In this workshop, participants will briefly experience how disabilities and language differences might impair language learning in the classroom. Based on this experience, they will reflect on the importance of inclusion in the language classroom. Participants will be provided with two typical language activities and will consider strategies they could implement to make those activities accessible for students with disabilities.

34. NOT EVERYBODY LEARNS THE SAME WAY: IT HAD TO BE SAID AND…

Teresita de Jesus Garcia Bernal
ESCUELA NORMAL DE ESPECIALIZACION HUMBERTO RAMOS LOZANO

Under the light of Informed Eclecticism, examples of lesson sequences including techniques from different methodologies will be presented in this workshop as a strategy to meet learners' individual needs as they 1. focus on both form-function and 2. learn-acquire the language as they construct it and participate in meaningful interactions.

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35. CREATIVITY AND INSTRUCTIONAL MATERIALS: A PATH TO FACE NEW ELT APPROACHES

Adriana Macias Torres
Universidad Autonoma de Aguascalientes

ELT teachers have to look for tools and ways that make students learning process meaningful and efficient. Also, they should focus on their teaching development to find creativity and instructional materials use as a means to professional growth.

During this workshop participants will be provided with tasks to discover their creativity and the impact it could have in instructional materials.

COPEI FORUM: TESTING INSTRUMENTS ACCREDITED BY COPEI THROUGH A TECHNICAL REPORT

Moderator:
Ismael Garrido, M.A.

Presenters:
UKS: Omar Sánchez & Antonio Avila
iTEP: Michael Salenko
STUDIORUM: Vanessa Ibarra
AngloDigital: TBA

This Forum will be dealing with some testing instruments designed by *UKS*, *iTEP, STUDIORUM, AngloDigital,* and accredited by COPEI*.* The presenters will provide some background information about their testing instruments taking into consideration the target audience, type of instrument, duration of the exam, and abilities to be tested, and how the exam is divided. The certification given according to the European Framework of Reference and the CENNI certificate granted to candidates.

DOCTORAL PANEL

36. APPROACHES AND METHODS IN TEACHING ENGLISH IN THE 21ST CENTURY

Moderator:
Jessica Mariela Rodriguez Hernandez

Presenters:
Luis Antonio Balderas Ruiz
Oscar Eduardo Sandoval Villa
Andres Sepulveda Rodriguez
Mario Alberto Sepulveda Rodriguez

This forum will focus on themes within the context of English as a Foreign Language. It will be integrated by four university professors, who will present their doctoral dissertations based on the following issues.   Perceptions of EFL teachers and adult learners about explicit and implicit grammar instruction, and the impact the level of English has on their perceptions of these two types of grammar instruction.

37. CREATING SAFE SPEAKING ENVIRONMENTS

Brad Bawtinheimer
Cambridge University Press

Students measure their progress through their ability to speak spontaneously in real world situations. However, in class, lack of confidence and embarrassment can mean that students struggle to participate actively. This presentation describes practical advice for teachers on how to create a judgement- free classroom and "safe speaking environment" by integrating findings from research on peer interaction and teacher feedback.

38. AM I ELEGIBLE FOR BLANDED LEARNING? OR IS MY FLIPPED CLASSROOM ENOUGH?

Gilberto M. Maldonado Martinez
Rafael Piñon de Paz
Lingua Franca

The ultimate objective of this talk is to help participants have it clear in their minds the dissimilitudes between flipped classroom and blended learning by explaining and exemplifying both of them.

39. USING QUIZLET AND KAHOOT! FOR FORMATIVE ASSESSMENT AND ENGAGING REVIEW

Dara Chambers
The University of Texas at Austin

In this workshop, participants will learn how to incorporate Quizlet, Quizlet Live, and Kahoot! into their classrooms in order to boost student engagement and track student progress in vocabulary acquisition and reading comprehension. Participants will also discuss additional applications for Kahoot! and Quizlet in their own classrooms.

40. TAKE ON THE BUGBEARS: GAMES FOR TEACHING PHONETICS, SPELLING, GRAMMAR AND SYNTAX

Virginia Stuart Blair Calhoun Mc Govern
Universidad Autonoma de Chiapas, Escuela de Lenguas C-III

The complexities of English phonetics, spelling, syntax, parts of speech and auxiliaries often cause tremendous problems, "bugbears," for learners. Both teachers and students can become frustrated and demotivated with arid explanations and exercises. This workshop shows teachers how to reproduce, play, and create their own attractive, dynamic games to help learners master the bugbears.

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41. PLANNING IN THE EFL CLASSROOM: NEW APPROACHES AND NEW CHALLENGES

Gabriela Ladron de Guevara de Leon
Universidad Autonoma de la Ciudad de Mexico

Planning is an essential part of teaching: teachers plan their lessons, their feedback, their assessment and even their error correction techniques. This presentation will share some ideas to make planning friendly and effective, following a series of reflective questions that might guide teachers in their teaching and learning processes, respecting multicultural classrooms and involving all participants in the learning experience.

42. DEVELOPING SOCIAL LANGUAGE LEARNING AUTONOMY AT THE SELF-ACCESS CENTER

Julieta Carrillo Acosta
Universidad del Caribe

This research aims to unveil how language learners develop autonomy within the Self Access Center (SAC) through their interactions and the relationships while practicing the target language in learning communities. Data collected from the perceptions, opinions and attitudes of the participants was processed using different software to run a Social Network Analysis (SNA).

43. EXPLORING L2 ORAL FLUENCY AS AN ASPECT OF AUTOMATICITY ON ADULT LEARNERS

Deida Perea Irigoyen
Sussan Roo y Sanchez
Universidad Autonoma de Ciudad Juarez

Oral fluency is a complex component of speech, which provides insights of the cognitive processes underlying second language (L2) acquisition. This presentation conceptualizes L2 oral fluency as it offers an approach to measure utterance fluency on adult learners of EFL. The purpose is to highlight the complexity of oral fluency and its implications in the SLA and ELT fields.

44. NEW MODELS ON HOW TO GET MOTIVATING AND MEANINGFUL CLASSES: DYNAMIC HUMANISM

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

Humanistic approaches involve psychological and methodological aspects that have been considered by methods and language teachers and experts for many years. Motivational activities are the key to have meaningful learning. In this workshop, the presenters will share theories and examples on how to apply humanistic activities and motivating tasks for students to have more significant learning in ELT.

45. MOTIVATION IS SUBTLE YET POWERFUL. SUGGESTIONS TO BRING IT IN LEARNING ENGLISH!!

Lucrecia Monleon Cebollada
Universidad Autonoma Metropolitana-Xochimilco

Motivation is subtle yet a powerful ally in learning English. Nevertheless for it to manifest in learning this language, it requires that certain ingredients are present. Within these aspects are institutional support reflected in a proper investment in educative infrastructure; the theoretical-methodological approach underlying the study program in English; the didactic method used by the teacher and physical conditions of the classroom such as its size, ventilation, design, among other elements.

46. FOCUSING ON A NEW ESP TEACHING APPROACH (CANCELLED)

Edward Cumpa Giles
BASES LANGUAGES & TRAINING, PERU

The ESP approach must enhance the relevance of what the students are learning and must enable them to use the English they already know to learn even more English, since their interest in their field will encourage them to interact with their pairs and texts with the information of the field they have studied.

47. HOW TO CREATE INTERNATIONAL VIRTUAL EXCHANGE PROGRAMS FOR YOUR COURSES

Burcu Ates
Helen Berg
Sam Houston State University

In this session the audience will learn how to create international virtual exchange/telecollaboration programs for their courses. The presenters will share tips on how to find suitable international collaborators/partnerships and user-friendly online platforms. They will also share meaningful activities they could implement with their students and their virtual partners.

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48. THE USE OF CRITICAL INCIDENTS AS A STRATEGY TO APPROACH CULTURE

Gricelda Ireri Armenta Delgado
Gergana Neycheva Petrova
University of Guanajuato

Approaching culture in the ELT classroom can be a challenge for ELT practitioners. This presentation will demonstrate the use of critical incidents, or short stories, as a strategy to develop students' intercultural competence and cultural awareness. Given that English is the language for international communication, it is important that students cultivate values of respect, openness and tolerance towards cultural diversity.

49. PRACTICAL TIPS FOR CREATING MATERIALS FOR STUDENTS WITH DISABILITIES

Barbara Lou Byer Clark
ENALLT UNAM

The purpose of this demonstration is to share practical tips that teachers con easily use when creating or adapting materials in order to make them accessible for students with disabilities. These suggestions are based on books and guidelines used in the UNAM, as well as the experience of colleagues in the ENALLT UNAM.

50. ACTION-RESEARCH IN TODAY'S TEACHING-LEARNING PROCESSES: LEI STUDENTS AT UNAM

Maria del Rosario Hernandez Colo
UNAM FES Acatlan

Current and future graduates need help getting prepared for the growing demands of their social and professional activities. Universities are key enablers to provide the help needed by the students to develop effective strategies to deal with these demands. The question is whether educators can continue using the 'oldies but goodies' methods and measure the impact they have on today's teaching, or whether it is necessary to develop new methods to support the process.

51. NEW PROPOSALS ON THE PRACTICE AND TEACHING OF TRANSLATION AND INTERPRETATION

Moderator:
Celia Magdalena Sanchez Sosa

Presenters:
Flor Mellado
Juan Diego Hernandez Alarcon
Claudia Andrea Duran Montenegro

The panel will discuss new academic, professional proposals, all methods, that have a positive effect on translation/interpretation research and research. The presenters will be dealing with some of the following areas: the Creation of non-traditional methods in the translator's/interpreter's trade, the development of the debate on these methods, Video translation as a new tendency, the contribution of Terminology on these tendencies, Digital methods in the practice of translation/interpretation, Innovative pedagogical practices in translation/interpretation and general aspects in interpreting/translating.

52. THE ROLE OF ENGLISH: WHY ENGLISH, WHY STANDARDS?

Rosalia Valero
Cambridge Assessment English

The drive for internationalisation in higher education is accelerating in Latin America and we can see it all around us. Many governments understand the benefits of attracting international students to their universities because this traffic creates new skills, ideas and perspectives. Becoming international can also bring a positive impact on the performance and outlook of their own students.

53. BLENDED LEARNING BEYOND THE COSMETIC FIX

Luis Gabriel Dominguez Arellano
Macmillan Education

T Working in blended learning environments should focus on the reasons why we want to blend our classes and the possible ways in we can achieve this.

54. EPORTFOLIOS: TAPPING INTO THE IMAGINATION TO MOTIVATE LEARNING

Cynthia S. Wiseman
BMCC CUNY

ePortfolios have been touted as platforms ideal for assessment and evaluation. This presentation will describe the development of ePortfolios as a core assessment of student achievement in an introductory sociolinguistics course, provide a template for the ePortfolio design, and present student sample ePortfolios.

55. USEFUL APPS IN THE EFL CLASSROM

Luis Cabrera Rocha
ENALLT, UNAM

The use of technology in the EFL classroom is necessary nowadays; moreover, app stores offer lots of new ones and their use is practically indispensable, but up to what extent can apps help us in our professional life. This workshop focuses on some apps designed for education and the teaching of languages.

56. DESIGNING E-TIVITIES FOR ENHANCING COMMUNICATIVE COMPETENCE IN EFL COURSES

Lourdes Leonides Cantu Lozano
Manuel Leos Leos
Facultad de Ciencias Biologicas, UANL
Alma Delia Frias Puente
Facultad de Medicina, UANL

The objective of this demonstration is to show an e-learning design strategy called e-tivities as a suggested methodology for involving students actively in the practice of language skills. After analyzing students´ responses to a questionnaire, data suggest that e-tivities used as an alternative resource can enhance the learning process since it provides the opportunity to use class time more efficiently.

57. DISCORDANT TEXTS IN A CERTIFICATION EXAM A2

Francisco Roberto Rojas Caldelas
Universidad Autonoma Metropolitana

Obtaining a certificate in a FL has become quite a challenge. It is imperative to provide a Certification Exam with maximum objectivity in order to avoid any bias or unfair situation for any examinee. In this document, the case of reading comprehension at an A2 level is presented for reflection at the Autonomous Metropolitan University of Azcapotzalco.

58. EDUCATIONAL RESEARCH? WHAT? HOW?

Sandra Ines Trujillo Juarez
SEP - Escuela Normal Oficial de Irapuato

Sandra Trujillo was a winner of the National English Strategy Call. Holding only a BA in ELT, she found herself in a position where she had to do educational research, something absolutely new for her. Surprisingly, her very first piece of research was accepted for presentation and publication. How did it happen? Come and learn some ABCs of research!

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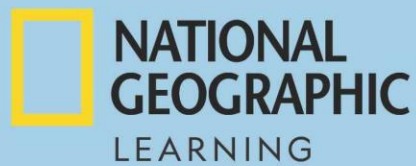
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59. HELPING EFL STUDENTS FIND THEIR POWER OF WHY

Monte Dewayne Erwin
Oscar Rafael Garcia Sanchez
The University of Alabama at Birmingham

When studying to acquire English as a Second Language, ELLs need to be able to ask many informational (wh~) kinds of questions that will provide definition as to their reasons and motivations behind the SLA (Crookes and Schmidt 1991). They need to ask why am I learning this, how will I use it, where will I use it, when will I use it, and to what level or register in native-like usage will I use it?

60. CENLEX TALKS: IDEAS WORTH SPREADING

Stephany Alejandra Ramirez Andres
Guadalupe Alejandra Duran Colin
CENLEX Unidad Sto. Tomas IPN

It seeks to address not only the feeling of anxiety when speaking in public in a second language but also the development of the required competences to express themselves confidently and creatively regarding a field of their interest. For that purpose a series of structured individual and group tasks were done. These tasks led to the analysis of others´ talks, a better organization, synthesis of information to be presented, and the essay writing about the topic to present.

61. TEACHING ENGLISH TO DEAF AND HARD OF HEARING PEOPLE

Elias Jese Alvarado Elizondo
Universidad Tecnologica Santa Catarina

Educational institutions lack effective methods for teaching reading and writing skills to deaf and hard of hearing people. For this reason, a teaching method that takes into consideration that they have their own linguistic and cultural identity has been designed, in order to allow effective communication skills and access to the various sources of information in the English language.

62. EXAMINING ILLEGAL IMMIGRATION IN THE ELT CLASS

Ivonne Braun Taber Bazan
Tecnologico de Monterrey Puebla

Through this Demonstration, a dynamic way to develop language skills will be shared. Visual aids of students participating in a Rally, in a VR session and in a debate will give evidence of students' enthusiasm.

63. THE POINT IN TEACHING THE POINTS OF ARTICULATION

Oscar Garcia Benavides
Escuela Nacional de Lenguas, Lingüistica y Traduccion, UNAM

Students don't know what the points of articulation are and how their pronunciation can benefit from them. It is difficult to recognise the differences between the points of articulation in Spanish and in English; thus, students' pronunciation may not sound natural. In this presentation, I will illustrate their importance, and give examples on how to teach them easily.

64. CRACKING CO-TEACHING IMPLEMENTATION: SCHOOL ADMINISTRATORS' EXPERIENCES

Nathan White
Oneida Herkimer Madison BOCES; Liberty University

This presentation will equip teachers and administrators with an understanding of co-teaching and the necessary tools to overcome challenges to successfully implementing this inclusive and helpful teaching format in both English as second and foreign language classroom settings.

65. WHAT ARE WE TEACHING? POTENTIAL VIEWS IN THE ELT CLASSROOM

Shelick Garcia Galvan
UPN-UNAM-UAM
Zafiro Alvarez Garcia
IIIEPE Nuevo Leon

The present project adheres to a critical perspective of ELT. Its objective is to help teachers better understand the perspectives in textbooks, on the aim to know the extent to which they could impact learners. The authors believe that knowing what the values and dispositions in the books are can help educators determine if modification, adaptation, or elimination of certain elements in the teaching materials is necessary.

66. WHAT IS ACADEMIC ENGLISH AND HOW SHOULD WE ASSESS IT?

Jonathan Frank
Michigan Language Assessment

This presentation will explore what 'academic English' is and how we ought to define and assess it in a higher education context. We will consider how English is different in different contexts – looking at general vs academic language – and conclude with what a test of academic English should look like.

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67. PLAGIARISM AND ACADEMIC WRITING IN EFL UNDERGRADUATES

Sofia Fernandez Lopez
Universidad Autonoma de Nuevo Leon

This paper shows the results of a study to find out if there is any relationship between academic plagiarism, academic writing skills, and plagiarism awareness of EFL undergraduates from a public University in Mexico. The audience will discover strategies to help their students to improve plagiarism awareness and academic writing.

68. DEVELOPING REFLECTIVE PRACTICE IN DISTANCE TEACHER EDUCATION PROGRAMS

Barbara Rose Bangle Villavicencio
Yolanda Eugenia Ballesteros Senties
UNIVERSIDAD AUTONOMA DEL ESTADO DE MEXICO

The UAEMex offers an on-line BA in English language teaching program   . Among the many challenges that distance education presents is developing an understanding of the need to become a reflective professional in students who are in-service teachers. The results of an analysis of the comments of students in the Reflective Teaching course are presented in this talk.

69. ENCOURAGING LAW STUDENTS' COGNITIVE COMPETENCE THROUGH LEGAL CASES

Gladis Leonor Arias Rodriguez
Javier Anibal Moreno Mojica
UNIVERSIDAD SANTO TOMAS TUNJA-COLOMBIA

Legal cases were used as the main tool to encourage students' cognitive development and communicative competencies. The study took place at a private university in Tunja - Colombia. Data was gathered through students' written papers, the researchers' journals and a questionnaire. Results showed how students were involved in the analysis of legal cases and improved their English use.

70. HOW CAN TEACHER FEEDBACK HAVE THE GREATEST IMPACT ON IMPROVED STUDENT OUTCOMES?

Luis Humberto Rodriguez Silva
Benjamin L. Stewart
Universidad Autonoma de Aguascalientes

This talk links the current literature with teaching practice regarding an in-progress study that addresses teacher feedback on semantic and syntactic writing errors of English language learners. Attendees will leave the talk with a new perspective in getting the most out of assessing errors that have the greatest impact on improving English language learner outcomes.

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9 CURSOS

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15 TALLERES

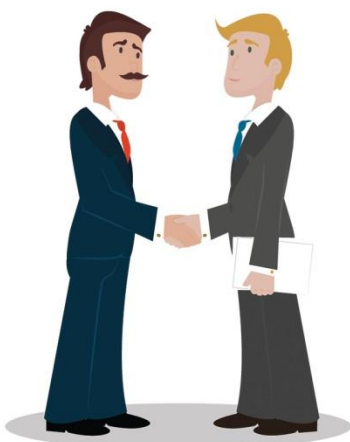Talleres prácticos y dinámicos con la finalidad de proporcionar herramientas inmediatas al docente.

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KEYNOTE SPEAKERS

"HOW TO OBTAIN ORAL FLUENCY IN A SECOND LANGUAGE"

Thursday, October 17th, 19:30 – 20:30hrs, El Dorado Room

Dr. Buttaro

Received her Ph.D. in Language, Literacy and Learning with a specialization in second language acquisition from Fordham University in 1999. She received her Master's degree in TESOL from Fordham University and prior to that, she received her BS/MS from El Instituto de Ensenanza Superior Daguerre in Literary, Scientific and Technical Translations and Interpretations from English into Spanish and versa from Buenos Aires, Argentina. She is presently the Chair of the Bilingual/TESOL Department of Touro College where she also teaches in the Graduate School of Education.

ABSTRACT: <Download>

Linguistic and cultural competence are key factors in affording students the tools they need to take advantage of the opportunities that globalization represents (Healy, 2013; National Education Association, 2008). The ability to use other languages effectively depends on knowing the cultures in which those languages are used. In essence, knowing other languages affords students the full range of benefits, including international travel and communication using the internet. All teachers need to be trained to have high academic expectations for all students and to teach the importance and respect for diversity, languages, ethnicity, religions and social class backgrounds.

English language immersion programs are built on the assumption that English Language Learners learn English better and faster under conditions of total immersion. Teachers must provide the opportunity for students to develop oracy skills, Oral language development. This means that the teachers should do less speaking and more listening to provide opportunities for students to practice. Teachers can use this time to walk around the room and make notations regarding what they hear. This in turn, becomes the lesson for the next session.

In conclusion, implementing language objectives (the grammatical aspect) can be a powerful step in ensuring that English Language Learners are exposed to content areas even though they may not be proficient in English. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short, & Vogt, 2008).

"BRIDGING THE RESEARCH AND TEACHING GAP"

Saturday, Octuber 19ᵗʰ, 18:00 – 19:00hrs, El Dorado Room

Paula Rebolledo

Has 21 years of teaching experience and has taught at primary, secondary, undergraduate and postgraduate levels and in INSETT programmes. She currently teaches at MA level and works as a researcher and consultant. Her work has centred in the areas of teacher education, teaching young learners, professional development and teacher-research.

For the past 7 years, she has been mentoring teacher-research initiatives such as the Champion Teachers programme and the Laureate Action Research Scheme. She co-authored with Richard Smith *A Handbook for Exploratory Action Research* and co-edited the Champion Teachers Chile, Peru and Mexico *Stories of Exploratory Action Research*. She is the co-founder of RICELT, the Chilean network of research in ELT.

ABSTRACT:

The relationship between theory and practice, and subsequently, research and teaching has been the source of much discussion in recent years. Whereas there seems to be consensus on the importance of theories to inform teaching practices, there seems to be less agreement on how to make theories applicable in practice or whether this is process is always feasible.

Some of the reasons for this can be associated to the fact that much of the research carried out, and where most theories emerge, is hardly accessible or comprehensible to teachers and more often than not, it is based in contexts which differ from those where most EFL practice takes place. Consequently, attempts need to be made to bridge the research and teaching gap. In order to achieve this, in this talk I will provide a series of recommendations to bring research closer to teachers by creating a purpose, establishing a need and building communication channels. Most importantly, I will argue for the need to expand our definitions of research in order to include and value more flexible, feasible, relevant and teacher-centred forms of inquiry.

EXHIBITORS' SESSIONS

A. ASSESSING THE FINER LINGUISTIC DETAILS OF THE ENGLISH LANGUAGE

Michael Salenko
Carlos Aceves
ITep

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

B. FROM INSIGHTS TO RESULTS: AN INTRODUCTION TO EVOLVE

Brad Bawtinheimer
Cambridge Assessment English/ Cambridge University Press

Drawing on research conducted with hundreds of English language teachers and thousands of language learners, this session will outline the key challenges identified as common to adult and young adult classrooms around the world. It will then go on to present some ideas for addressing these challenges, acknowledging that whilst none of them are new to most teachers of adult learners, they are not always easy to overcome.

A case will be made for making more time for speaking in class, using 'near peer models' to engage and motivate, the application of mobile technology to help personalize lessons and provide bite-sized learning opportunities, and an approach to professional development that integrates new ideas and development opportunities into everyday teaching activities.

All of this will be illustrated with examples from the new six-level American English course, Evolve. It will demonstrate how Cambridge University Press have drawn on extensive research and consultation to produce course content that gives teachers the tools they really need to get the best results from their students.

C. MEXICAN REALITY IN LANGUAGE TEACHING

Vanessa Ibarra
Studiorum

Learning and teaching Languages, especially English, are experiencing a transformation through the use of technology, however in Mexico the schools and universities are not adopting the world trend. What´s on the future for language teaching?

D. TEACHING ENGLISH AND TEACHING THE WORLD

Jair Felix
National Geographic

At National Geographic Learning, we are rethinking the textbooks as we believe they should be as interesting as the world we live in. Our programs are full of real stories, inspiring ideas, stunning photography and compelling video from NatGeo and TED. We hope our learning programs will inspire learners to explore both English and the world, and in turn, be inspired by what they find.

E. THE TOEFL IBT TEST AT A GLANCE

Alejandra Campa
IIE (TOEFL)

The TOEFL iBT test measures the four English-language skills students will need to succeed – reading, listening, speaking, and writing. Composed of academic content, the iBT integrates these 4 skills so you can be confident that students who score well are prepared to do their best in the classroom and beyond.

F. HOW TO HELP ENGLISH LEARNERS SPEAK ENGLISH FLUENTLY & EFFECTIVELY WITHIN SECONDS

Oscar R Garcia-Sanchez
Monte D. Erwin
Need2say

Need2Say is the only real-time language app that helps English learners say what they Need2Say on the spot. By providing thousands of videos of native English speakers pronouncing words and sentences, Need2Say helps English learners communicate effectively and confidently in seconds.

G. LATEST IN ONLINE PROFICIENCY TESTING: OXFORD TEST OF ENGLISH

Beatriz Ceballos
Oxford University Press

The Oxford Test of English is a new computer-adaptive general English proficiency test developed by Oxford University Press and certified by the University of Oxford. This talk explains its features and demonstrates its benefits for test takers, educators as well as the industry. It explains how the test was developed and gives understanding of the quality the test offers proven by specific examples.

H. THE INSTITUTIONAL TOEFL ASSASSMENT SERIES

Jesus Rojas
IIE (TOEFL)

Would you like to become an Institutional TOEFL Testing Center? The Institutional TOEFL Assessment Series offers universities, colleges, high schools, middle and elementary schools, as well as language schools and other organizations the opportunity to administer a convenient, affordable, and reliable assessment of the English-language skills. When you use one of the TOEFL Institutional assessments, you put the power of the TOEFL test to work for your institution.

I. USING ONLINE TESTS AS A RELIABLE TOOL

Omar Sanchez
Antonio Avila Leon
UKS

Technology continues to bring unprecedented disruption in education. We have decided to use these resources to establish assessment procedures and provide valuable information and reliable parameters to validate test results. The reliability of a test constitutes its more important asset, so it is the purpose of this talk to provide valuable information of how our English Language eTest (ELeT) measures effectively CEFR standards and is used as an important tool to have parameters of students language proficiency in the context of local and international benchmarking.

J. INTERNATIONALISATION: GLOBAL UNIVERSITIES, GLOBAL COMMUNICATION

Brad Bawtinheimer
Rosalia Valero
Cambridge Assessment English/ Cambridge University Press

Come and explore the different areas involved in the internationalisation challenge regarding the role of English, and how Cambridge is supporting higher education institutions develop this process.

K. BUILDING THINKING SKILLS FOR CONFIDENT COMMUNICATION

Mark Andrew Arthur
MacMillan

Thinking skills are at the heart of current approaches to education yet articulating what the process of effective thinking involves is challenging. This workshop explores the concept of thinking moves and examines the pivotal role that effective thinking skills can play in English language teaching.

L. A NEW WAY TO GET A FORMAL CERTIFICATION

Luis Navarro Fernandez
Anglo Digital

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

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

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

MISION

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

VISION

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

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Logo	Descripción
UKS	UKS Elet-t (English Language e-Test) - Mayo 31, 2012. *English Language e-Test ONE (ELeTONE)* – Marzo 3, 2017. *English Language e-Test Plus (ELeTPlus)* – Marzo 3, 2017.
DynEd	Programa DynED: Software integral para la Enseñanza, Evaluación y Certificación del inglés – Enero 24, 2018.
San Diego State University English Language Skills Certification	**San Diego State University Imperial Valley Campus** *SDSUPreteens – Julio 14, 2016* SDSULeaders – Enero 25, 2017
iTEP	*International Test of English Proficiency (iTEP Academic-Plus)* - Abril 6, 2018.
ANGLO DIGITAL	Acreditación Instrumento de Competencia Lingüística **GEST** - 6 de julio 2018
GLC Global Learning Consulting	*GLCC English Test -* Acreditado septiembre 17, 2018

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2014	✓
2015	✓
2016	✓
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2018	✓

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Diploma como Instructor en la Enseñanza de Inglés - 9 de noviembre 2012

Re-Certificación	Aprobada
2013	✓
2014	✓
2015	✓
2016	✓
2017	✓
2018	✓

Thank you for all your excellent work!

We would like to show our appreciation to all those of you who contributed to the success of our international conference this year.

To our conference proposal readers who made possible to offer our participants a well-balanced academic program. Our thanks to the following colleagues:

Gabriela Ladrón de Guevara de León, Mariza Guadalupe Méndez López, Gabriela Elizondo Regalad, Jessica Mariela Rodríguez Hernández, Flor de María Mellado Rosales, Frances Boyd, Celia Magdalena Sanchez, and Ismael Garrido.

To our Executive Committees and Office Staff for their hard work in organizing this conference. A well-deserved recognition goes to the members of the ANUPI Executive Committee, the COPEI Board of Directors, Cristina Segui our Office Manager and her staff Elisei Alcasena who worked very hard with the editing of the conference program, Omar Alcasena our webmaster, Roxana Martinez our COPEI Office Manager in Mexico City who has been with us year after year with so much energy! And finally, our Liaison in Peru Flor Mellado.

To our speakers who have chosen our international conference to share their different areas of expertise and have contributed in so many ways to turn this annual conference into a smoothly running meeting with very interesting presentations, and a very good atmosphere for discussion and networking.

To our sponsors who also have an important role in the success our conference. In alphabetical order our appreciation goes to AngloDigital, Cambridge University Press, Cambridge Assessment English, ETS TOEFL, iTEP, Macmillan Education, National Geographic, Need2Say, Oxford University Press, STUDIORUM, and UKS.

Sincerely,

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6th International Conference
ANUPI 2008
Teaching, Learning, Leading
Program

Asociación Nacional Universitaria de Profesores de Inglés, A.C.
Fostering Cultural Awareness and Learning Competencies in EFL & ESL
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Fourth International Congress
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Sept - Oct 1 Hyatt
Asociación Nacional Universitaria de Profesores de Inglés, A.C.
Program

Towards Greater Professionalization in Language Teaching
Acapulco Gro. Mexico Hyatt Hotel
September 29th - October 2nd 2005

Asociación Nacional Universitaria de Profesores de Inglés, A.C.
"Towards Greater Professionalization in Language Teaching II"
Hotel Crown Plaza
Puebla, Mexico
September 23rd - 26a, 2004

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