



GUEST SPEAKERS

ALEXIS LÓPEZ

WHO IS HE?

Alexis A. López has a Ph.D. in Education and a Master's degree in TESL, both from the University of Illinois at Urbana-Champaign. Currently, he is an associate professor at the Center for Research and Development in Education (CIFE) and the Director of the Assessment Center at Universidad de los Andes. Previously, he worked at the Second Language Testing Incorporated (SLTI) as a Test Development Specialist. Alexis has participated in all facets of the test development process, including developing test specifications, item writing, field-testing, statistical analysis, standard-setting, and conducting alignment studies. He is the author of Potential Impact of Language Tests: Examining the Alignment between Testing and Instruction (VDM Verlag, 2008) and several articles on language testing.

PRESENTATION: "Assessing Skills: Trends and Challenges"

Language teachers have the responsibility to design assessments that provide valuable information about the teaching and learning process. They also need to use this information to make key decisions that will enhance this process. In this presentation, participants will get a working knowledge of basic principles of assessment procedures which can be used in second and foreign language programs and classrooms. These assessment principles can be applied in any language teaching situation, and by extension, help to improve the assessment process. I will present the latest trends in assessing language skills and the major challenges teachers face when assessing their students.

WORKSHOP: "Assessing Integrated Language Skills"

There is a current debate in the language teaching field on whether to teach language skills in isolation or to integrate them. Many recent research studies suggest that the best approach to teach and learn a second or foreign language is to integrate skills. The main reason for this is that the purpose of language use is mostly for communicative purposes. Consequently, students' language level is mostly measured by their ability to integrate skills. Thus, it is imperative that language teachers learn to design and use integrated language assessments. In this workshop, participants will get a working

knowledge of planning, designing and using integrated language assessments.

AARON ROGERS

WHO IS HE?

Aaron Rogers, who has an MA in Educational Technology and TESOL from the University of Manchester, has worked in the field of ELT here in Colombia for the last twelve years within teacher training programs as well as being an ESOL examiner. He has published extensively and he has just finished a course book on implementing ICT into ELT. His research interests include student autonomy, learning strategies, communities of practice for teacher development and technology. At present he is Pearson Solutions manager for Colombia.

PRESENTATION: "Going beyond the classroom: Flexible learning for a flexible world"

Nowadays the nature of learning and the nature of students have changed. These changes can be put down to a number of factors i.e. a rapidly changing society, globalization, easier access to information, more competitive graduates, etc. With these changes, new challenges have emerged not only for individuals but also for institutions, and none more so than for educational institutions. There is an onus on universities, schools and private educational institutes to provide training not only for the immediate future in terms of specific skills but also to provide training in order to develop skills that can be used by the individual in his/her professional life, in other words, lifelong learning skills. These lifelong learning skills are very much related to the idea of learning how to learn.

Furthermore, due to the changing student body and learning context, educational institutions need to provide different flexible learning scenarios so that students can access courses according to their specific learning needs. Again, in order to be able to make the most of these flexible learning environments, participants need to have the necessary skills to be able to effectively use these resources i.e. they need to be autonomous and reflective.

This conference deals with the changes that have occurred within the fields of learning, teaching, support and education in general due to the role and implementation of technology. These changes are considered from a broad and integrated focus using flexible learning as a unifying concept. First it deals with an explanation of what is meant by flexible learning at an institutional, pedagogical and technological level as well as in terms of implementation. Then the steps to follow, so that flexible learning may be successful in various educational contexts, are analysed in terms of going beyond the confines of the classroom.

NICK PERKINS

WHO IS HE?

Nick Perkins has worked in many roles in ELT (teacher, teacher trainer and ELT manager). He has been based in Bogota,

Colombia since 1999 where he managed the ELT Department at the Universidad Externado de Colombia for four years before taking the post of Academic Development Manager for Latin America at Pearson Longman. Nick has spoken on ELT related topics at major conferences and in private and public schools, universities and other institutions all over South America, in Asia and the UK. His principal areas of investigation are student motivation and incorporating technology into ELT. Nick recently designed the Virtual Language Resource Centre module for the Masters in English Language Teaching at the Universidad de la Sabana, Bogota and currently teaches on the Diploma in English for Tourism at the Universidad Externado de Colombia. He also hosts a popular weekly radio show in Bogota.

PRESENTATION/PLENARY: "Social Glue: In Search Of Ways To Bring Us Closer Together"

When one thinks about it, all social situations are made up of mixed ages, abilities, interests and motivations, and the classroom is no different. However in many learning situations it can be hard for teachers and students to deal with each individual's level of interest, knowledge and experience and see them as something positive. As a result we may find ourselves in challenging situations where a lack of social cohesion leads to low levels of progress. This may be due to the competitive nature of education, the generation-gap, different reasons for studying in the first place, varied backgrounds and socioeconomic status, age and life experience. However, whatever the reasons, we need solutions! During this session we will explore a number of strategies related to managing group dynamics, social networking, conflict resolution and the creation of positive needs based relationships; all of which will help us find ways to generate closer and longer-lasting bonds in the language classroom.

WORKSHOP (CHARLA COMERCIAL DE PEARSON): I am not a toy!: New Learning Opportunities for Kids

Video games are popular, fun and generate positive linguistic experiences. However, in spite of evidence to the contrary, many people still see them as toys, or worse. In a world where many young people have mobile phones, iPods or Nintendo DSs in their schoolbags, and even more have games consoles and broadband-connected computers at home, we should be considering how to make use of these devices in and outside the classroom. In this session we will look at the place video games have in young people's lives, build on the ideas of Thomas, Wastiau, Kearney & Berghe, Prensky, et. al., explore game based learning, analyze what this means for education and propose paths for educators to follow. During the session examples will be taken from Pearson's brand new ELT textbook and online world for primary school students "Our Discovery Island".

ODILIA RAMÍREZ LÓPEZ

WHO IS SHE?

BA in Modern Languages and MA in English Didactics, is a research professor at Universidad de Caldas and the principal

of Institución Educativa Atanasio Girardot, one of the public schools in the local project *Manizales Ciudad Bilingüe*. She has taught English as a Foreign Language for more than 23 years and has been to the United States as a Fulbright and VIF exchange teacher. Ms. Ramirez has been part of research groups in Universidad de Caldas and is currently studying a PhD in Education with concentration in EFL and ESOL with Northcentral University, Arizona. Her research interests are teaching methodologies in EFL, teachers' development, and technology in the EFL classroom.

PRESENTATION: "The integration of the four language skills and task-based learning under the Escuela Activa Urbana Model inside the Manizales Ciudad Bilingüe Project"

Teaching English as a Foreign Language (EFL) is a challenge for most teachers in public schools in Colombia, because of the many constraints that their classrooms impose: large classes, lack of resources, class disruption, and so on. The integration of language skills (Brown, 1994) and task-based learning (McDonough & Shaw, 2003) arise as effective approaches under the Escuela Activa Urbana model (EAU) (Fundación Lúker, 2007) inside the *Manizales Ciudad Bilingüe* project. This presentation is about the results of research conducted in secondary and high school classrooms with both the presenter and teacher trainees from Universidad de Caldas in the last five years. Teaching practices were followed up in classes planned according to EAU model stages which are expected to promote teamwork, classroom interaction, and language skills; lesson plans were based on the principles of the integration of language skills and task-based learning which were found as the most appropriate approaches to foster the objectives of the bilingualism project in Manizales city. Varied activities integrating the four skills on the basis of task-based learning proved effective to help teachers overcome problems related to classroom management, class participation, classroom interaction, and language production. Important pedagogical implications are to be taken into account by teachers, school administrators, and teacher preparation programs in order to continue to work for the qualification of EFL teaching to foster local initiatives aiming at the national program of bilingualism.

WORKSHOP: Integrating the four language skills and task-based learning under the Escuela Activa Urbana Model inside the Manizales Ciudad Bilingüe Project

Teaching English as a Foreign Language (EFL) is a challenge for most teachers in public schools in Colombia, because of the many constraints that their classrooms impose: large classes, lack of resources, class disruption, and so on. The integration of language skills (Brown, 1994) and task-based learning (McDonough & Shaw, 2003) arise as effective approaches under the Escuela Activa Urbana model (EAU) (Fundación Lúker, 2007) inside the *Manizales Ciudad Bilingüe* project. This workshop is intended to show high school teachers the results of research conducted in secondary and high school classrooms with both the presenter and teacher trainees from Universidad de Caldas in the last five years.

Participants will be told about the EAU model and its stages for lesson planning to promote teamwork, classroom interaction, and language skills; lesson plans based on the principles of the

integration of language skills and task-based learning will be discussed and presented as appropriate approaches to foster the objectives of the bilingualism project in Manizales city. Varied activities integrating the four skills will be illustrated as effective strategies to help teachers overcome problems related to classroom management, class participation, classroom interaction, and language production.

Important pedagogical implications and conclusions will be drawn by the workshop participants in order to continue to work for the qualification of EFL teaching to foster local initiatives aiming at the national program of bilingualism.

ERICA FERRER

WHO IS SHE?

Erica Ferrer Ariza is the Coordinator of the Undergraduate General English Program at Instituto de Idiomas, Universidad del Norte. She holds experience in language teaching at different levels from middle and high school to undergraduate and graduate programs in areas that include designing and developing ESP and CBI courses to Coordinating English programs. She has conducted teacher training courses at a national level. She holds a B.A. in Education with a focus on Modern Languages from Universidad del Atlántico, a diploma in Teaching at Higher Education from Universidad Santo Tomás, and an M.A. in Language Teaching and Learning from the University of Liverpool.

PRESENTATION: “Fostering Effective Second Language Proficiency: Hots, lots, and Language Skills Integration through task-based learning”

Information can be easily accessed, and knowledge in different content areas is widely and openly shared in international-multicultural contexts. Content and knowledge are everywhere for individuals to select, explore, process, apply, create, transform, and evaluate, and language plays a relevant role in the pursuit of such an endeavor. Bearing this in mind, the second language classroom should be a space that fosters not only the development of language skills but also the development of thinking skills that allow the learners to carry out higher mental processes as those involved in attending the demands of their own actual context. This plenary is intended to explore the Task-Based approach to language learning and teaching as a proposal to integrate (HOTS and LOTS) thinking and language skills in the language classroom. First, the theoretical framework that underpins this approach together with an overview of HOTS and LOTS will be outlined; second, an inventory of the ways to integrate language and thinking skills will be presented. Finally, conclusions on the implications this approach may have on the language learning process will be drawn.

WORKSHOP: “Designing Creative tasks for the integrated skills EFL classroom”

Among the variety of approaches that the literature on teaching and learning a foreign language offers, this workshop will focus on Task-Based Learning as an option to develop integrated language skills; it is intended to encourage teachers to design their own creative tasks by

following given guidelines and set of criteria. Tasks are hence considered alternative tools through which teachers may attempt to foster students' motivation as well as an alternative to bring into the classroom communicative supplementary material designed to meet either the needs or likes of the learners. First, attendants are presented with a framework for task design. A hands-on activity on actual design done through cooperative work is to follow, and finally, a collective analysis of the advantages and/or disadvantages that the implementation of this approach may pose on the language learning process is to be conducted. This practical session is planned as a complement to the issues developed in the plenary.

NANCY DURÁN GUTIERREZ

WHO IS SHE?

For over 10 years she has had the opportunity to work as English Language Teaching Consultant, Academic Coordinator and Language Instructor in different Organizations, Companies, Schools, Language Centers and Universities in Bogotá and Cali. In all her work contexts, she has been able to use all her creativity and knowledge as a licensed teacher when designing, developing, implementing and evaluating modern ELT, ESL and EFL pedagogical material and strategies. She has wide experience in administrative and academic coordination posts which have been successfully performed at Colombia National University—where she designed the Foreign Language Program (English and French) for the Law School—and at Autónoma de Occidente University Language Institute—where she was Level Academic Coordinator, Conversation Club Coordinator and REAPI Coordinator (Autónoma University Network for English Teachers). This last project and her role as ELT Consultant both for British Council Colombia, where she was in charge of a network of e-Tutors who belong to “Yes! e-English for Teachers” program, inspired a research paper to obtain her Master's Degree in Education and Human Development based on the impact of ICTs in language teaching and have also developed her knowledge and expertise on virtual learning environments. She studied Modern Languages at Javeriana University and is currently finishing her thesis for her Master's Degree in Education and Human Development at San Buenaventura University. She currently works at the National Ministry of Education at the National Bilingual Program developing various projects in higher Education.

PRESENTATION: Programa Nacional de Bilingüismo: Fortalecimiento de Competencias en Lengua Extranjera

Temas a desarrollar.

- Programa nacional de Bilingüismo
- Ministerio de Educación Nacional
- Énfasis de Política 2010 - 2014
- Fortalecimiento del Desarrollo de Competencias en Lengua Extranjera
- -Vice Ministerio de Preescolar, Básica y Media

- -Vice Ministerio de Educación Superior
- Metas, objetivos y estrategias

WORKSHOP: Proyecto Fortalecimiento a Programas de Licenciatura en Lenguas – Inglés

El proyecto “Fortalecimiento a programas de licenciatura en lenguas extranjeras/inglés” del Ministerio de Educación de Colombia: Resultados, avances y proyección. Estrategia que ha acompañado el 50% de los Programas de Licenciatura en Lengua Extranjera –Inglés en el país.

WORKSHOP PRESENTERS

HOLLY HOLDER

WHO IS SHE?

She is currently working at the Universidad del Cauca in Popayan, Colombia. She has also worked for the Colombian Ministry of Education, in the program for Improvement in Competencies of Teachers of English.

Holly has previously worked at Kajonkietsuksa School in Phuket, Thailand; Abu Dhabi Women’s College, in the United Arab Emirates; York Technical College in South Carolina, USA; the Centro de Estudios Interamericanos in Cuenca, Ecuador; Dubai Men’s College in the UAE; the University of Central Florida; the University of the UAE; the University of South Florida; Indian River State College, Florida; Vero Beach Language Academy, Florida; Instituto Pedagógico, Caracas, Venezuela; Centro Colombo-Americano, Bogotá, Colombia; and the Universidad Javeriana, Bogotá, Colombia.

She was the first vice president of TESOL Arabia, and has been a member of the Phi Kappa Phi Honor Society, American Mensa Society, Phi Sigma Iota Linguistics Honor Society, and Phi Theta Kappa Honor Society

She has presented workshops at the Conference for English Teachers in Popayan, at TESOL Arabia Conferences, at the Technology in Education Conf. in Abu Dhabi, UAE, and at the Gulf TESOL Conf., St. Petersburg, Florida.

WORKSHOP: “EFL Game Platform”

Each participant will receive a free copy of this review game that I created and a blank version so they can customize their own version. Language-learning review games are useful as a means of reviewing vocabulary, tenses, negation, question formation and as a reinforcement of almost anything that has been covered in class. Equally as important, this particular game is competitive and entertaining. And the students who do not win will learn as much as the ones who do. Linguistic research shows us that language data is learned more quickly and is retained longer when acquired in an environment of positive emotion, and it has always been my experience that this game is engaging and fun. I will demonstrate this application, and then will go on to teach my colleagues how to easily customize their own copies. As teachers will notice, the game is best played with a deck of play money, which can be

purchased inexpensively in almost any toy store. Students who would normally be comatose with studying grammar are full of enthusiasm when playing this game.

PABLO ACOSTA

LIBIA ALEJANDRA GIRALDO

DORA MUÑOZ

WHO ARE THEY?

Pablo Acosta Acosta holds a degree in Modern Languages and a Specialization in ELT from the University of Tolima, a Master in Education and Human Development from CINDE – University of Manizales, and a joint Master in Linguistics and TESOL and PhD studies in Applied Linguistics and TESOL from Ball State University, USA. Professor Pablo Acosta has extensive teaching experience at university level, which includes teaching positions at the University of Tolima, Universidad de Ibagué (Coruniversitaria), University of Cauca, and Ball State University. He is currently enrolled as a full-time professor at the University of Cauca where he has worked for 12 years. His areas of interest range from technology and language education, TESOL, applied linguistics, politeness, and cognition.

Alejandra Giraldo and **Dora Muñoz** hold a BA in Modern Languages English - French from the University of Cauca. They are concerned about the development of teaching and learning of foreign languages through the use of technologies. They are currently working as English teachers for UNILINGUA, a language center of the University of Cauca.

WORKSHOP: “Web 2.0 Applications and EFL Competence Development”

Web 2.0 applications are said to be characterized by the opportunity they offer to online contributors to create knowledge cooperatively (Wang & Hsua, 2008). These web 2.0 applications are also distinguished by their constant movement of information and people; the social interactions they generate (quite different from face-to-face interactions); and the rise in the use of new applications such as Wikis, Blogs, Podcasts, RSS feeds, Social networks, Open-source, Open-content, File-sharing, Peer production, etc. With this in mind and based on a research study that aimed at identifying and comprehending the strategies Modern Languages’ students of the Universidad del Cauca could socially construct through web 2.0 applications to improve the ESL Writing Competence, this paper claims that if students make systematic use of web 2.0 applications for academic purposes, they can socially construct strategies to develop their EFL competences. Some of the underlying assumptions considered here are that learning and knowledge are based on the continuous exchange of opinions; that the learning process of students may reside in the frequent use of the new technologies raised with Web 2.0 culture; and that the constant exchange of new information is fundamental for the learning process of the students because it shows that information is more social than personal (Zheng

qtd. in Hao Yang and Chi-Yin Yuen 62). Thus, this paper offers a broad view of the existing theories on web 2.0 applications as well as the opportunities teachers and learners have to collectively construct knowledge in order to develop EFL competences.

ROCÍO MANZANO

WHO IS SHE?

Profesora de Comunicación Oral y Escrita en Español, de español para extranjeros y de Inglés (comunicativo y lectura de textos académicos en Inglés). Licenciada en Lenguas Modernas de la Universidad del Valle. Magister en Educación de la Pontificia Universidad Javeriana, y Máster en Enseñanza de Español para Extranjeros de la Universidad de Jaén, España.

WORKSHOP: “El Español en su salsa”. La música Salsa como estrategia didáctica para potenciar el aprendizaje del español como segunda lengua.”

El lenguaje articulado está presente en todos los aspectos del ser humano: desde que nace hasta que muere, permea su biología, su psiquis y su parte socio-afectiva. El desarrollo de este proceso le permite captar señales físicas del entorno, interpretarlas y convertirlas en representaciones simbólicas individuales y colectivas con sentido, para comunicarse con el mundo.

De las muchas posibilidades sígnicas del lenguaje, la música ha sido uno de los mayores símbolos de identidad cultural. Mediante cantos, melodías y danzas, ha ayudado a las sociedades a recrear su realidad para expresar emociones, sentimientos, deseos, necesidades y conflictos. En la ciudad de Cali las vivencias y sentires populares plasmados en melodías y canciones, han convertido a *la música salsa* en un importante componente de identidad urbana. Esta riqueza sociocultural, aunada a un serio componente lingüístico-pedagógico, puede ser aprovechada para potenciar en los extranjeros el aprendizaje del español como segunda lengua, y para ampliar sus perspectivas como agentes sociales y hablantes interculturales. Gracias al contacto cercano con la cultura caleña, pueden lograr de una comunicación más real y fluida, pues escuchar música, cantar y bailar, es también otra forma de expresar lengua y cultura.

PAUL ASHFORD

WHO IS HE?

Paul Ashford, Australian with a Master in Education (TESOL) from Charles Sturt University in Australia, has been teaching English and Literature in English in the Department of Foreign Languages at the Universidad del Cauca for five years. He also teaches pedagogy courses such as the TEFL Certificate course to English teachers. He previously taught EFL in Spain and ESL in an Australian high school to newly-arrived migrant teenagers in a multi-age and mixed ability classroom with students from many different cultural backgrounds and first languages.

At the Universidad del Cauca, Paul bases a lot of his work with intermediate and advanced students in EFL and literature classes on the students' reading interesting, accessible novels and doing many varied activities involving the four language skills based on the novels. His interest in extensive reading as a practice and a research topic has grown out of this experience, both in Australia and in Colombia.

WORKSHOP: “A literature review – improving English language skills through extensive reading.”

This presentation involves describing the findings of a literature review that the presenter has completed on extensive reading during the completion of a Master of Education (TESOL). The aim of the literature review is to explore the effects of extensive reading of both graded readers and authentic novels and critically analyze the associated research findings. Despite widespread praise of the benefits of extensive reading, it is not widely used by other teachers in the undergraduate English as a foreign language (EFL) program in Colombia where I teach. The search of the research found that reading skills and vocabulary are important areas associated with extensive reading. Reading fluency is a rapid process associated with automaticity and precision. While vital for study at university level, it is not a main focus in EFL teaching. It is best achieved through extensive reading. Vocabulary knowledge is directly linked with reading comprehension, with a vocabulary size of 8,000 to 9,000 word-families being necessary for comprehension of most authentic texts. The research into extensive reading has found positive effects on students' language skills, particularly reading comprehension, reading fluency, vocabulary acquisition, writing skills and grammar usage, from the practice involving both graded readers and authentic texts. However, some emerging issues suggest a need for more investigation in the area in general and specifically in regard to the effect of Romance language L1 language transfer on cognate knowledge, the cultural influences on reading and the role of technology on extensive reading practices.

ISABEL TEJADA SÁNCHEZ

WHO IS SHE?

Egresada de la Licenciatura en Lenguas extranjeras de la Universidad del Valle (2006), obtuvo su Maestría en Didáctica de las lenguas extranjeras en la Universidad Paris 8 (2009). Actualmente, es estudiante de Doctorado en Ciencias del Lenguaje de las Universidades Paris 8 (Francia) y Pompeu Fabra (España) y becaria de la Generalitat de Catalunya (AGAUR-FI). Sus temas de interés de investigación son: adquisición de segundas lenguas, contacto de lenguas, bilingüismo, educación bilingüe, diseño curricular y análisis del discurso en el aula. Se ha desempeñado como docente de lenguas, traductora y asistente de proyectos para la división de Educación Superior de la UNESCO de París (2008-2010). En este momento, se dedica a finalizar su tesis doctoral que estudia el impacto de la exposición en L2 planteada en el diseño curricular bilingüe en el proceso de adquisición de adolescentes de colegios bilingües de Cali. Igualmente, es asesora de diseño curricular bilingüe y adelanta el proyecto

conjunto PILC (www.pilc.co) en el cual se propone una base de datos para un inventario de prácticas lingüísticas del territorio colombiano.

WORKSHOP: Getting to Know Local Bilingual Education Practices: A Study on Language Acquisition in Bilingual Programs in Cali

Bilingual education (BE) today has attained great social and scientific interest since it conveys the means of promoting multilingualism around the world. The extension of BE models such as immersion and Content and Language Integrated in Learning (CLIL) play an essential role in current Second Language Acquisition (SLA) research where new perspectives of L2 processing inside the classroom are drawn. In Colombia, foreign language instruction has become a widespread phenomenon in the past 20 years for both: the public and private institutional sectors, where the inclusion of contextualized language teaching programs in different international and native languages is progressively developed. This presentation outlines a longitudinal study being developed which focuses on the impact of L2 (English) exposure stated in the curriculum on the L2 proficiency level of the students from 8th to 11th grade in four elite bilingual schools in Cali. The preliminary outcomes of this study highlight the diversity of bilingual programs carried out as well as their multiple outcomes according to current pedagogical, social and cultural trends.

ALESSANDRA FAJARDO FOIS

WHO IS SHE?

Alessandra Fajardo actualmente es docente de inglés como idioma extranjero, trabaja en el área de capacitación docente en el uso de la tecnología en la educación y es parte del equipo de apoyo en docencia; Centro de recursos para el aprendizaje en la Universidad Icesi de Cali. Su proyecto de investigación-acción en aula, para su tesis de Maestría en Educación de La Universidad de Los Andes, abarca el tema de la autonomía, el trabajo colaborativo y la tecnología en el aprendizaje de escritura académica en inglés. Por otro lado, la docente es Maestra en Artes Plásticas con Opción en Literatura de La Universidad de Los Andes y está certificada en enseñanza de inglés como idioma extranjero TEFL por ISSO & Ilac.

WORKSHOP: Enseñanza de escritura apoyada en la tecnología, enmarcada en el contexto del desarrollo de la autonomía en el estudiante.

El objetivo de este taller es explorar los distintos recursos tecnológicos que pueden aportar a la enseñanza de escritura en un idioma extranjero, enmarcados en el contexto del desarrollo de la autonomía en el estudiante. En el taller se hará un recorrido por los distintos medios digitales que favorecen un aprendizaje autónomo en los estudiantes y acompañan los procesos en el cual el estudiante desarrolla conciencia de sí mismo como escritor a través de escritura extensiva, borradores, revisiones, auto edición y edición del compañero. Se trata de promover que los estudiantes desarrollen motivación y habilidad para revisar su propia escritura. Adicionalmente, se hará una reflexión acerca de cómo los

estudiantes se aproximan a un entendimiento más claro de la gramática en la que hacen errores frecuentes, a través de la apropiación de su propio aprendizaje, mediado por medios interactivos y tecnológicos. Dicho trabajo tiene como eje central el portafolio electrónico, articulado con los foros de discusión, rubricas de evaluación, ejercicios en línea, videos explicativos y los blogs.

CRISTINA PEÑAFORT

ANDREA RIZO

ANA CAROLINA RIZO

WHO ARE THEY?

Cristina Peñafort studied Modern Languages at the Pontificia Universidad Javeriana in Bogotá. She holds a masters degree in Education with emphasis in Curriculum and Evaluation from the Javeriana in Cali, where she directed the Languages Department. Also, she directed the Languages Institute at the Universidad Autónoma de Occidente where currently she is the Director of Internationalization. She has been working in the area of teaching and learning English for 29 years and has been an advisor in bilingualism and bilingual education for the last 15 years at several schools in Cali and Buga. Additionally, she has been academic peer for the National Ministry of Education and academic consultant for international publishers.

Andrea Rizo Peñafort studied Marketing and International Business at the Universidad Autónoma de Occidente and holds a Masters in Business Administration from the Pontificia Universidad Javeriana in Cali. Her academic international experience took place in Brazil in 2005. She has dedicated the last four years to teach English at university level and since the beginning of her English teaching experience has attended several teacher training events as participant and as a lecturer.

Ana Rizo Peñafort studied Marketing and International Business at the Universidad Autónoma de Occidente, through which she could experience academic internationalization in Europe, mainly in Italy, in 2009. She teaches English. Hence, periodically she takes part of lectures, workshops and conferences. Currently, she teaches English at the Colegio Anglo Americano, where she is also the Director of Marketing. Additionally, she is the marketing advisor for some private enterprises.

WORKSHOP: "Four Skills to Enjoy"

This presentation aims at sharing with the participants in the session an enjoyable way to work the speaking, listening, reading and writing skills in a way that the teacher can personalize the assessment to students, regardless the number he/she has in her class. There will be a brief and necessary updated theoretical support, which will be followed by three hands-on activities which besides being practical, involve cultural components as well as stimulating situations, using the rotating methodology. Several multiple intelligences will naturally be present as the exercises develop and the participants will find an interesting way to stimulate the

language learning from the part of their students, which they can apply as they get back to their work places. Thus, in this occasion not only new activities will be learned by the teachers, but also another methodology that can solve the monotony of a regular class. It can be worked in the way of cooperative teaching or by the teacher himself, not only for the English subject but for all the other content areas. Finally, there will be a short wrap-up of the session, in order to exchange suggestions, new ideas and answer questions.

JAIME CORREA:

WHO IS HE?

Jaime Correa es realizador de cine y televisión de la Universidad Nacional de Colombia. También es titular de una Maestría en Estudios Cinematográficos y Audiovisuales y de un Máster en Estudios norteamericanos (especialidad estudios culturales y estudios visuales) ambos de la Universidad París 7 – Denis Diderot. Actualmente adelanta su quinto año de doctorado en la misma universidad con una investigación sobre la retórica religiosa en el género cinematográfico del *road movie*, bajo la dirección del profesor François Brunet; y trabajó nueve años como profesor de inglés, francés y español en la escuela de idiomas Berlitz, en las sedes de Bogotá y París, y también ha trabajado como profesor universitario de Estudios Culturales tanto en Francia como en Colombia. En la fecha trabaja como profesor de cine y literatura en el colegio Los Nogales. En 2010 fue semifinalista en el **Premio Compartir al Maestro** donde obtuvo la mención “Maestro Destacado” por su proyecto *Curso de Apreciación Cinematográfica*. Además de su trabajo en el Colegio Los nogales, Jaime Correa mantiene una vida académica activa. Publica artículos sobre cine y estudios visuales en revistas especializadas y da conferencias en universidades y bibliotecas públicas. Se interesa también por la escritura de guiones cinematográficos y por la realización audiovisual.

PRESENTATION: “Reading Images, Learning Words: Visual Literacy as a Tool for Foreign Language Teaching”

In a world flooded by images, *visual literacy* is increasingly becoming one of the essential skills needed by individuals to develop critical thinking. A *visually literate* person is someone who is proficient in image “reading” and “writing”. In the context of foreign language teaching, *visual literacy* is bound to become a fundamental tool to reinforce the acquisition of the traditional four skills: listening, speaking, reading and writing. This workshop seeks to acquaint teachers with the essential vocabulary of image analysis as well as with a series of strategies and methodological tools – used in the discipline of Visual Studies – that can be successfully applied to transform images into an exceptional tool for foreign language teaching.

GERMÁN CORREA

ANDREA RIZO

Germán Correa: Germán started his career as a language instructor teaching French, Spanish and, eventually, English at Berlitz Institute, in Bogotá, Colombia, back in 1991. From 1994 and 2001 he worked as a private tutor and freelance translator-interpreter, among other things, in New York. In 2002, back in Colombia, he finishes his Law studies at Universidad Sergio Arboleda in Bogotá, where he starts working both as an English and French professor. At the same time, he taught at a couple of institutes such as ELS and First Class, and set up his company, Trans Pass Language Coaching, specialized in ESP, catering to top executives. Among many other responsibilities at Trans Pass, he is in charge of developing Programs and their corresponding syllabi, as well as hiring and training teachers.

In 2008 he relocates in Cali, Colombia, his hometown, and joins the Language Department staff at Universidad Icesi, where he has structured and conducted teacher training sessions on different academic subjects, and currently teaches undergraduate students. He has also been in charge of the English course at the MBA Program.

In January, 2009, he is hired by Universidad Autónoma de Occidente, through the Extensión Department, to teach a course for bilingual teachers. Later on that year, through the Vicerrectoría Académica, he starts teaching the EPAS Program for Faculty and Administrative staff, at this same Institution, position that he presently holds.

In 2010, he structured the Executive English Program at Universidad Icesi, of which he is now a teacher and the Coordinator. Germán currently is currently living in Cali, Colombia, where he works as an English professor at both Universidad Icesi, runs Trans Pass, his English outsourcing company, and is an academic consultant for Macmillan Publishers in Colombia.

Andrea Rizo Peñafort studied Marketing and International Business at the Universidad Autónoma de Occidente and holds a Masters in Business Administration from the Pontificia Universidad Javeriana in Cali. Her academic international experience took place in Brazil in 2005. She has dedicated the last four years to teach English at University level and since the beginning of her English teaching experience has attended several teacher training events as participant and as a lecturer.

WORKSHOP: “Using Response Technology in the Classroom ”

Audience response systems integrate PowerPoint and allow audiences and students to participate in presentations or lectures by submitting responses to interactive questions using a keypad or other hand-held/computer devices. Using an audience response system, your presentations become powerful data collection and assessment tools that collect real-time audience responses and dramatically improve productivity and results for your educational organization. It engages participants, assess learning, gather data, or enhance presentations with response technologies.

This session is divided in two parts. In the first part we are going to interact with the assistants using TurningPoint, a response technology tool. We are going to give examples of how different types of topics, such as grammar, vocabulary,

reading, listening, etc. can be assessed using this modern technology. In the second part of the workshop, the participants will create their own interactive presentation based on the experience gained in the first part and the guideline provided by the instructors. After attending this workshop the participants will be able to share their knowledge with their colleagues and students.

MARÍA PAULINA MEJÍA

WHO IS SHE?

María Paulina Mejía Vélez holds a degree in Elementary Education from Universidad de San Buenaventura and has special training in Differentiated Instruction as well as in Mel Levine's Neurodevelopmental Constructs (Schools Attuned), from Miami, Fl. Through her twelve years of experience in teaching, she has worked at Gimnasio La Colina –Cali-, Colegio Bolívar –Cali-, Colegio Campoalegre –Bogotá-, and Universidad Autónoma de Occidente – Cali-. Her sensitivity towards the struggling students made her the founder of the Middle School Learning Resource Program at Colegio Bolívar, which nowadays makes part of the Student Services Department. Far from considering herself an expert in teaching EFL or any other subject, she strongly believes that teaching is an opportunity to help scholars build hope and self-confidence inside a world that seems huge and competitive. Moreover, not only does she strongly defend and protect the unquestionable and every day more evident difference between students' learning styles, but she treasures it as an immeasurable opportunity for teachers to explore diverse teaching models and techniques, as well as a chance to look within as professionals of education –and as human beings-, to offer students a firm hand throughout their academic and human formation.

WORKSHOP: "Project Based Learning (PBL) and Differentiated Instruction (DI) in the EFL Classroom."

Project Based Learning (PBL) is a Constructivist teaching-learning approach which advocates for "allowing learners not only to interact directly with information to be learned, but also to add their own information and construct their own relationships". (Chun and Plass, 2000). On the other hand, "Differentiated Instruction (DI) is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms." (Tomlinson, 2001).

PBL and DI are two teaching focuses or models which share three fundamental premises: all students should be involved in the learning process, all students have the right to learn, and all students are capable of producing learning.

Despite the two models focusing on different teaching-learning strategies, one does not exclude the other. On the contrary, if both are implemented in the EFL or any other classroom, there will be a better chance not only that all students are engaged in their learning process, but that ALL students in the classroom actually learn.

Baring in mind that Colombia is not an English-speaking country, and therefore recognizing the fact that in many cases our EFL students have for different reasons been poorly

exposed to the foreign language targeted, teachers can consider applying PBL and/or DI in their English classroom in order to make the learning process more appealing and challenging to students for it is student-centered (PBL), as well as to promote both collective and individual acquisition of whatever content there is to be taught (PBL). Furthermore, as a way to exhibit an empathetic and -why not- an inclusive approach to teaching (DI).

Because teaching English requires for teachers and students to focus on the four language skills listening, speaking, reading and writing, the project planning stage must keep this in mind at all times in such a way that the four abilities are being equally exercised. On the other hand, the teacher will have to design different paths for all students to be able to accomplish the goals the project is aiming at (DI).

DESSLAVA GRUBHOFER

WHO IS SHE?

Estudió Diseño y Ciencias de la Comunicación en la Merz Akademie en Stuttgart, Alemania. Master de Artes Mediales Europeas (E.M.M.A.) de Portsmouth University, Great Britain. Diseñadora y comunicadora en realización de eventos para empresas como Daimler Chrysler, BMW, Red Bull/Kombucha en Alemania.

Manejo de Idiomas: Bulgaro, Aleman, Inglés, Español; secundarios: Ruso, Italiano, Francés.

Profesora de DaF (= Aleman como lengua extranjera) en la Universidad ICESI, Cali.

Realizadora y productora de medios audiovisuales en cooperación con Filmakademie Baden Württemberg, Alemania, Academia Naar Landaeta y Producciones Friends Films, Colombia.

WORKSHOP: "La autonomía del estudiante y estrategias para el aprendizaje de Aleman"

De autonomía hablamos cuando el estudiante mismo toma la principal decisión sobre su propio aprendizaje, donde como principios básicos del aprendizaje autónomo figuran la habilidad de planear y la de reflexionar sobre el propio estudio. El dominio de estrategias didácticas es un valioso requisito. En este sentido estará: "el aprender como aprender" en el enfoque de este taller.