

21<sup>st</sup> INTERNATIONAL CONFERENCE FOR ENGLISH TEACHERS

**Resilience and Innovation in  
Language Teaching and Learning:  
Our new Reality**

**NOVEMBER 2<sup>nd</sup> - 5<sup>th</sup>, 2023**



*Hotel Las Brisas  
Huatulco, Oaxaca, México*

**LET'S CELEBRATE OUR 21 YEARS OLD!**

**WE WELCOME COLLEAGUES AND FRIENDS!**

**ENJOY THE CONFERENCE!**

Dear colleagues,

On behalf of the ANUPI Executive Committee and the COPEI Board of Directors, it our pleasure to welcome all of you to our International Conference 2023 In beautiful Huatulco!

It has always been our belief that professional development of English teachers in México and abroad depends on a sincere commitment to becoming up to date with the current teaching and learning trends, new approaches in methodology, and practices in the EFL/ESL classroom even when facing difficult times.

We would like to recognize all our participants this year as keen and committed professionals in our field considering what we have been facing since COVID and the recent government budget cuts affecting education in Mexico. However, we are very pleased to see many familiar faces that have been with us throughout the years and their continued presence at our conference shows that we have been accomplishing the goals articulated in our mission and vision. Thank you for helping us in this endeavor because we could not have continued to achieve these goals without your support.

We extend our most sincere thanks to our Keynote speakers this year: **David Fay -Regional English Language Officer U.S. State Department, Mexico City, and Cynthia Wiseman**. Our panelists: **Karin Rossbach, Sofia Fernández, Wilfredo R. Santiago, and Flor Mellado** for having accepted our invitation to share their area of expertise.

Our deepest appreciation to HELBLING LANGUAGES Mexico & Central America, The Institute of International Education, Burlington English Mexico, and English Score for their sponsorship this year.

A special thanks to Gabriela Ladrón de Guevara and Héctor Ordoñez for their willingness to help with the organization in situ, Cristina Segui our office manager for her hard work, Omar Alcasena our technician, and the Conference Organizing Committee for their ongoing hard work throughout the years.

Finally, we would also like to recognize all our speakers and participants here in Huatulco who made possible to have this 21<sup>st</sup> celebration!

Celia Magdalena Sosa Sanchez  
ANUPI President

Gabriela Elizondo Regalado  
COPEI Vice-President

Ismael Garrido Rivera  
COPEI Founding President

## Conference Daily Schedule

**November 2<sup>nd</sup>, (Thursday)**

11:00 – 18:00	Hotel Check-in and Conference Registration		
14:00: –16:50	Lunch for hotel guests		
17:00 – 17:50	Workshops	Speaker(s)	ID
Tangolunda	<a href="#"><u>International Conversation Clubs as an innovative Teaching Strategy</u></a>	<b>Teresita Elizabeth Fernández Franco</b> Escuela Normal Rural Gral. Matías Ramos Santos  <b>Mario Macías Salce</b> Universidad Panamericana, Campus Aguascalientes	<b>1</b>
Cacaluta	<a href="#"><u>The inclusion of Yoga and Mindfulness in the foreign language Classroom.</u></a>	<b>María José Estefanía González Betanco</b> ITESO Universidad Jesuita de Guadalajara	<b>2</b>
Arenal	<a href="#"><u>Dopamine Generating Teaching Strategies, a fast road to success.</u></a>	<b>Luis Prezas Vera</b> Escuela Normal Superior Del Estado de Baja California Sur “Profesor Enrique Estrada Lucero”	<b>3</b>
Coyula	<a href="#"><u>English Skills Through Art.</u></a>	<b>Daniela Avilés Pérez</b> Academic Consultant, Helbling English	<b>4</b>
18:00 –18:20	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>The socioemotional classroom: how does the brain work when there is social interaction.</u></a>	<b>Diana Guadalupe De la Luz Castillo</b> <b>Maria Guadalupe Talavera Curiel</b> Universidad de Guadalajara  <b>Claudia Andrea Durán Montenegro</b> Universidad Veracruzana	<b>5</b>
Cacaluta	<a href="#"><u>Explicit or Implicit Grammar Instruction in EFL? Teachers’ and Learners’ Perceptions</u></a>	<b>Luis Antonio Balderas Ruiz</b> Universidad Autónoma de Nuevo León	<b>6</b>
Arenal	<a href="#"><u>Teaching Training Innovation: Mexican Culture and SFL program at the Universidad Autónoma del Estado de México.</u></a>	<b>Alejandra López Olivera Cadena</b> Universidad Autónoma del Estado de México, Facultad de Lenguas  <b>Noelia Romero Reyes</b> Universidad Autónoma del Estado de México, CILC.	<b>7</b>
18:30 – 18:50	Coffee-break and Book exhibit - Coyote Room		

19:00 –19:20	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>The use of Translation in Foreign Language Classrooms in a Northern Mexican University.</u></a>	<b>Mario Alberto Sepúlveda Rodríguez</b> Universidad Autónoma de Nuevo León <b>Andrés Sepúlveda Rodríguez</b> Universidad Autónoma de Nuevo León	<b>8</b>
Cacaluta	<a href="#"><u>Applying PERMA to develop Students' English Proficiency.</u></a>	<b>Agustín Maya Miranda</b> UAPH UAEMex	<b>9</b>
Arenal	<a href="#"><u>Integrated Skill Tasks: Examples of Best Practices in the ELT Classroom.</u></a>	<b>Guadalupe Alejandra Durán Colin</b> CENLEX Unidad Santo Tomás	<b>10</b>
Coyula	<a href="#"><u>Strategies to promote lifelong learning skills in the language classroom using technology</u></a>	<b>Noelia Romero Reyes</b> <b>Jessy Hernández Alcántara</b> Universidad Autónoma del Estado de México	<b>11</b>
19:30 –19:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>Design and Implementation of Topic-Based Assessment in Higher Education: A Case Study</u></a>	<b>Héctor Ordoñez Zúñiga</b> Instituto Politécnico Nacional	<b>12</b>
Cacaluta	<a href="#"><u>English: A platform for minority languages</u></a>	<b>Abel Navarrete Benítez</b> <b>Martin Esquivel Pat</b> Universidad Intercultural Maya de Quintana Roo	<b>13</b>
Arenal	<a href="#"><u>Cele@CUIXANIA: The outcome of a search for meaningful lessons</u></a>	<b>Norma Guadalupe Arévalo Torres</b> Universidad de Ixtlahuaca CUI	<b>14</b>
Coyula	<a href="#"><u>The Knowledge Base of Teaching in a Linguistically Diverse Public Primary School.</u></a>	<b>María José Estefanía González Betanco</b> ITESO Universidad Jesuita de Guadalajara	<b>15</b>

November 3<sup>rd</sup>, (Friday)

07:00- 09:00	Breakfast for Hotel guests		
09:30 – 10:20	Workshops	Speaker(s)	ID
Tangolunda	<a href="#"><u>Innovative Teaching Tools to Apply in Collaborative Online International Learning Classroom.</u></a>	<b>Veronica Bonilla Quiroz</b> <b>Edaly Galindo Ballinas</b> Universidad Anáhuac, Puebla, México.	<b>16</b>
Cacaluta	<a href="#"><u>Innovative Strategies for Integrating the STEAM Approach into English Teaching.</u></a>	<b>Teresita Elizabeth Fernández Franco</b> Escuela Normal Rural Gral. Matías Ramos Santos  <b>Mario Macías Salce</b> Universidad Panamericana, Campus Aguascalientes	<b>17</b>
Arenal	<a href="#"><u>Culture Learning and the Language Classroom: Keeping learning meaningful.</u></a>	<b>Lenise Butler</b> CEO Burlington English, México	<b>18</b>
Coyula	<a href="#"><u>Mediation in Communication Chaos</u></a>	<b>Georgina Rodriguez Falcón</b> <b>Marian Anguiano Jiménez</b> <b>Esmeralda Pizarro Ortiz</b> Centro de Enseñanza Técnica Industrial (CETI), Guadalajara.	<b>19</b>
10:30 – 10:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>Healthy socioemotional learning environments: resilience and autonomy.</u></a>	<b>Gabriela Ladrón de Guevara de León</b> Universidad Autónoma de la Ciudad de México	<b>20</b>
Cacaluta	<a href="#"><u>Students’ explicit &amp; implicit learning difficulty of grammar structures: Perceptions and performance”.</u></a>	<b>Luis Humberto Rodriguez</b> Universidad Autónoma de Aguascalientes.	<b>21</b>
Arenal	<a href="#"><u>Metawriting, multimodal feedback, and self-regulation strategies: the after-pandemic effectiveness.</u></a>	<b>Maria Leticia Temoltzin Espejel</b> <b>Gemma Elisa Herrera Arellano</b> Benemérita Universidad Autónoma de Puebla	<b>22</b>
Coyula	<a href="#"><u>30 Days to Intrinsic Motivation and Learner Autonomy.</u></a>	<b>Carolyn Dunn</b> American Language Program, Columbia University	<b>23</b>
11:00 – 11:20	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>CLIL and EFL Teaching in the Metaverse: an immersive experience.</u></a>	<b>Georgina Gaytan</b> PrepaTec Campus Morelia	<b>24</b>
Cacaluta	<a href="#"><u>Writing and Implementing Projectbased Language Learning: From Brainstorming to Final Projects</u></a>	<b>Brittany Ober</b> <b>Lydia Fass</b> Columbia University	<b>25</b>

Arenal	<a href="#">Educational Inclusion in Mexico: Challenges to Overcome in English Language Teaching.</a>	<b>Otoniel Serrano de Santiago</b> <b>Josué Rodríguez Tabares</b> Universidad Autónoma de Zacatecas	26
Coyula	<a href="#">“Interactive Power Point Infographic (INFOCAB Project 401923)”</a>	<b>Sergio Reyes Crespo</b> <b>Enrique Rodríguez Tapia</b> Escuela Nacional Preparatoria, UNAM	27
11:00 – 11:50	Workshops	Speaker	ID
Tangolunda	<a href="#">Ownership of learning through a sense of purpose.</a>	<b>Patricia Ochoa Tristán</b> Escuela Normal de Estudios Superiores del Magisterio Potosino	28
Cacaluta	<a href="#">Building a Culturally Responsive Community School: Inclusive Strategies for School Building Leaders.</a>	<b>Lucia Buttaro</b> CEI (Center For Educational Innovation)	29
Arenal	<a href="#">Discovering e-activities and e-tools to create resilience in Remote and Blending Learning</a>	<b>Lilia Córdova Martínez</b> ITESO	30
Coyula	<a href="#">Lead Me on the Path to An Endless World</a>	<b>Ana Cristina Ortega Vanegas</b> <b>Ana Cynthia Vanegas Lizárraga</b> Universidad de Sonora	31
12:00 – 12:30	<b>Coffee break in a friendly gathering with our Sponsors this year!</b>		
12:30-13:10	Commercial Presentations	Speaker(s)	ID
Tangolunda	<b>The new space to Learn.</b>	<b>Luisa Cubría</b> Academic Consultant , Helbling English	A
Cacaluta	<b>The TOEFL Family 2024</b>	Jesus Rojas	B
Arenal	<b>Burlington English, Mexico</b>	Lenise Butler CEO Burlington Mexico	C
Coyula	<b>English Score</b>	Einnar Escamilla Country Manager México	D
13:20 – 13:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#">How Covid and Blackboard Enable Me to Go Paperless</a>	<b>Michael Laib</b> University of Southern California	32
Cacaluta	<a href="#">Using portfolios to decrease academic lag in university students.</a>	<b>Bertha Guadalupe Paulo Guerrero</b> <b>Verónica Beatriz Mendoza Huerta</b> <b>Susana Vázquez Martínez</b> Escuela Normal Superior de México	33
Arenal	<a href="#">Designing text-based asynchronous online discussion forums/boards: a review literature.</a>	<b>Gabriel Francisco León Fontes</b> Universidad de Sonora	34

Coyula	<a href="#">Breaking the Norms! Promoting Alternative Approaches to ESL Writing</a>	Aziz Qureshi University of California, Irvine	35
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14:00 – 14:50 – Coyote Room	Keynote Speaker
<div data-bbox="558 541 937 890" data-label="Image"> </div> <p data-bbox="363 898 1325 926">David Fay - Regional English Language Officer U.S. State Department, Mexico City.</p> <p data-bbox="342 974 1325 1001"><b>Three Stories of Building Resilience in Learners and Educators <i>through</i> Innovation</b></p>	

14:50 – 16:00	Lunch
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16:10 - 17:30 Coyote Room	PLENARY PANEL:  <i>“Friend or foe? A multi-perspective overview of AI applied to ELT”</i>			
<div data-bbox="138 1432 365 1652" data-label="Image"> </div> <p data-bbox="126 1705 341 1732"><b>Cynthia Wiseman</b></p>	<div data-bbox="436 1436 664 1652" data-label="Image"> </div> <p data-bbox="456 1705 639 1732"><b>Karin Rossbach</b></p>	<div data-bbox="735 1428 950 1652" data-label="Image"> </div> <p data-bbox="751 1705 943 1732"><b>Sofia Fernández</b></p>	<div data-bbox="1040 1453 1261 1652" data-label="Image"> </div> <p data-bbox="1036 1705 1284 1732"><b>Wilfredo R. Santiago</b></p>	<div data-bbox="1328 1440 1549 1652" data-label="Image"> </div> <p data-bbox="1357 1705 1511 1732"><b>Flor Mellado</b></p>

November 4<sup>th</sup>, (Saturday)

07:00- 09:00	Breakfast for Hotel guests		
09:30 – 10:20	Workshops	Speaker(s)	ID
Tangolunda	<a href="#"><u>Don't be Scared! Enhancing English Language Instruction with Artificial Intelligences like ChatGP</u></a>	<b>Jill Rolston-Yates</b> <b>Andrea Holloway</b> The University of Texas at Austin	<b>36</b>
Cacaluta	<a href="#"><u>Unconditional Learning: Unconditional Positive Regard in Education.</u></a>	<b>Claudia Pacheco Palomino</b> Burlington English México	<b>37</b>
Arenal	<a href="#"><u>Toppling the ITP: A Critical conversation on standardized testing on local alternatives.</u></a>	<b>Melissa Sue Ferrin</b> Universidad Tecnológica de la Mixteca	<b>38</b>
Coyula	<a href="#"><u>Empowering Educators: A Mindfulness and Resilience Workshop for Teachers.</u></a>	<b>Teresita de Jesús García Bernal</b> Universidad Autónoma de Nuevo León	<b>39</b>
10:30 – 10:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>Digital resilience in High School Students after Post pandemic return.</u></a>	<b>Enrique Rodriguez Tapia</b> <b>Sergio Reyes Crespo</b> Escuela Nacional Preparatoria	<b>40</b>
Cacaluta	<a href="#"><u>To translate or not to translate: Maximizing language teaching by using new techniques.</u></a>	<b>Diana Guadalupe De la Luz Castillo</b> Universidad de Guadalajara <b>Claudia Durán Montenegro</b> Universidad Veracruzana <b>Vilma Zoraida del Carmen Rodriguez M.</b> Universidad de Guadalajara	<b>41</b>
Arenal	<a href="#"><u>Teachers' Perceptions about Emotional Intelligence in the EFL Classroom.</u></a>	<b>Jennifer Cucurachi Moctezuma</b> <b>Ximena Itzel Gutiérrez Ventura</b> <b>Alfonso Durán Hernández</b> Universidad Veracruzana	<b>42</b>
Coyula	<a href="#"><u>Focus on Conversation in Collaborative Online international Learning: Oaxaca and California</u></a>	<b>Nancy Frampton</b> Madera Community College, State Center Community College District, California. <b>Berenice Alejandra Cisneros Villalba</b> Universidad Regional del Sureste, Oaxaca, Oaxaca.	<b>43</b>
11:00 – 11:20	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>ChatGPT: What does it mean for assessment?</u></a>	<b>Graham Stanley</b> British Council	<b>44</b>
Cacaluta	<a href="#"><u>Where are virtual educational environments going?</u></a>	<b>Gabriela Estela Cortés Sánchez</b> <b>Ma. de Lourdes Aranda Franco</b> <b>Roberto Ruiz Camara</b> Universidad Autónoma Metropolitana	<b>45</b>
Arenal	<a href="#"><u>Innovative Phonetics Glossary for Advanced ESL students</u></a>	<b>Erika Ehnis Duhne</b> ENALLT and CEPE, UNAM	<b>46</b>



Coyula	<a href="#"><u>Motivation and Self-Direction in Language Learning: What comes first.</u></a>	<b>Maria Guadalupe Neve Brito</b> Universidad Iberoamericana Puebla	<b>47</b>
11:30 – 11:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>Learning styles, autonomy, and academic performance in university Students.</u></a>	<b>Catalina Juárez-Díaz</b> <b>Maria Elena Rincón González</b> <b>Benjamín Aldama Juárez</b> Benemérita Universidad Autónoma de Puebla	<b>48</b>
Cacaluta	<a href="#"><u>There is an English-speaking world out there! Experiences in microteaching</u></a>	<b>Dunia Rassy Kuri</b> ENALLT, UNAM	<b>49</b>
Arenal	<a href="#"><u>Task-Based Approach for developing Intercultural Competency in Translation students</u></a>	<b>Francisco Alberto Espinoza Moreno</b> <b>Andrés Sepúlveda Rodríguez</b> Universidad Autónoma de Nuevo León	<b>50</b>
Coyula	<a href="#"><u>WebQuest Design Guide to Enhance English Communicative Skills</u></a>	<b>Mariana Mendoza Sánchez</b> Universidad Autónoma de Querétaro	<b>51</b>
12:00 – 12:30	<b>Coffee break in a friendly gathering with our Sponsors this year!</b>		
12:40-13:10	Papers & Demonstrations	Speaker(s)	ID
Tangoluda	<a href="#"><u>Gamification in the ELT Classroom</u></a>	<b>Juan Antonio Torres González</b> Universidad Autónoma de Aguascalientes	<b>52</b>
Cacaluta	<a href="#"><u>History of Language Evolution as an English teaching tool</u></a>	<b>Yolanda Eugenia Ballesteros Senties</b> Universidad Autónoma del Estado de México	<b>53</b>
Arenal	<a href="#"><u>Is Artificial Intelligence a barrier or an opportunity to learning English?</u></a>	<b>Gabriela Cervantes Espinoza</b> <b>Gabriela Jacinto Hernández</b> UAEMex	<b>54</b>
Coyula	<a href="#"><u>The future of English – Global Perspective Research: Implications for Teachers</u></a>	<b>Liliana Sánchez Pacheco</b> British Council	<b>55</b>
13:20 – 13:50	Papers & Demonstrations	Speaker(s)	ID
Tangolunda	<a href="#"><u>Are You Ready For What You Don't Expect?</u></a>	<b>Salomé Frisby Durán</b> <b>Israel Garcia Silva</b> Universidad de la Sierra	<b>56</b>
Cacaluta	<a href="#"><u>Students' Perceptions of the English Class and the Teachers' Motivational Strategies</u></a>	<b>Rebeca Martínez Rodríguez</b> <b>Lorena Amelia Mercado Lara</b> <b>Jennifer Cucurachi Moctezuma</b> Universidad Veracruzana	<b>57</b>
Arenal	<a href="#"><u>Meaningful Learning: Voices from the Language Classroom.</u></a>	<b>Celia Magdalena Sánchez Sosa</b> Universidad Veracruzana.	<b>58</b>
Coyula	<a href="#"><u>Teaching Leadership Strategies to Promote Interaction Among Students in Secondary School.</u></a>	<b>Fernando Eleazar Melchor Espinosa</b> Normal 4 de Nezahualcóyotl	<b>59</b>

<p>14:00 – 14:50</p> <p>Keynote Speaker</p> <p>Coyote Room</p>	 <p>Cynthia S. Wiseman, EdD Professor, Academic Literacy &amp; Linguistics BMCC CUNY</p> <p style="text-align: center;"><b>Using trauma-informed pedagogy to create a culture of care to facilitate learning.</b></p>
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15:00 – 16:00	Lunch
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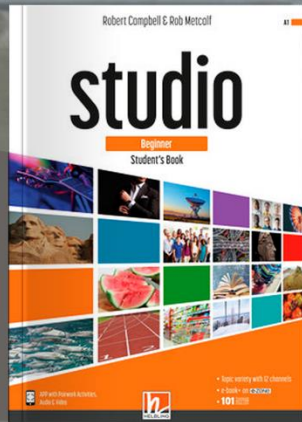
20:30 – 11:00	Farewell Dinner – Casual Dress code
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**November 5<sup>th</sup> (Sunday)**

07:00 – 10:00	<b>Breakfast for hotel guests</b>
10:00 – 11:00	Networking meetings: A unique opportunity to get together with new colleagues and plan for academic presentations in the future!
11:00 – 12:00	<b>Hotel check-out</b>

**Have a good and safe trip back home! Thank you for your participation!**


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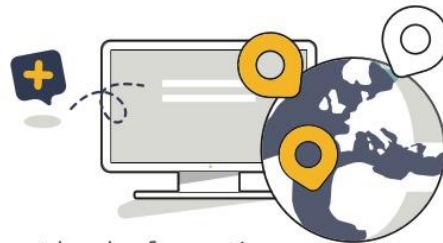
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IH-016-397

# SUMMARIES

## 1. International Conversation Clubs as an innovative Teaching Strategy

**Teresita Elizabeth Fernández Franco**

Escuela Normal Rural Gral. Matías Ramos Santos

**Mario Macías Salce**

Universidad Panamericana, Campus Aguascalientes

Teaching strategies focused on adaptive and situated learning for the implementation of international conversation clubs, as a means of promotion for the use of English in cultural and real situations applied in higher education mixed modalities English courses and supported by virtual learning environments and international guests (students, visitors or residents) in the classes.

### **Biodata Information**

Bachelor's degree in Education, Master's Degree in Higher Education, PhD in Educational Innovation and Social Networking, twenty-one years' experience in ELT; She has achieved several educational certifications and contributed to six books edited by different publishing houses. She worked in collaboration on the design of curricula NORMALES 2018 and she is currently continuing on the Plan 2022.

Bachelor's degree in Education, Specialty in Philosophical Anthropology, Master's degree in Higher Education, Spanish (FPELE) and English (Cambridge) certifications, twenty-six years' experience in ELT, six-year Site Coordinator for the Multicultural Program at Withworth College, WA. Currently teaching English and Spanish to foreigners at Universidad Panamericana, Aguascalientes, México.

## 2. The inclusion of Yoga and Mindfulness in the foreign language Classroom

**María José Estefanía González Betanco**

ITESO Universidad Jesuita de Guadalajara

The purpose of this workshop is to share a series of strategies within a postmethod pedagogy which integrate the practice of Yoga and Mindfulness in the foreign language classroom in accordance with the three-dimensional system consisting of the parameters of particularity, practicality and possibility proposed by Kumaravadivelu (2001).

### **Biodata Information**

María José Estefanía González Betanco holds a MSc in English as a Second Language from the University of Scranton in Pennsylvania, and a MA in Applied Linguistics from the Institute of Education at the University College London. She became the recipient of the Fulbright Foreign Language Teaching Assitant Scholarship in 2009 and the Chevening Scholarship in 2017.

### **3. Dopamine Generating Teaching Strategies, a fast road to success**

#### **Luis Prezas Vera**

Escuela Normal Superior Del Estado de Baja California Sur “Profesor Enrique Estrada Lucero”

This is a hands-on presentation where attendees will first-hand experience, analyze, and understand the crucial role dopamine has in various brain functions, including motivation, reward, and learning, through certain instructional strategies every language teacher may implement in order to activate such an important neurotransmitter in their students' brains and thus focus their attention, promote engagement, and ultimately, enhance language learning.

#### **Biodata Information**

Luis Prezas, an experienced FLE and EFL instructor, holds a Master's Degree in Education and is a PhD candidate in Educational Innovation and Network Society. He is passionate about language teaching, and learning mental processes, with a special interest in research and application of best practices to achieve language acquisition through technology and advances in psychology and neuroscience

### **4. English Skills Through Art**

#### **Daniela Avilés Pérez**

Academic Consultant, Helbling English

Delve into a pedagogical exploration of language acquisition through art in the 'Developing English Skills Through Art' workshop. This session combines theoretical insights with interactive activities, equipping educators with innovative tools for integrating creativity into English Language instruction. Participants will actively engage in exercises, gaining valuable insights into the synergistic relationship between art and language acquisition

#### **Biodata Information**

With a Marketing background, Daniela Aviles offers a fresh perspective in English Language Teaching (ELT). Over 11 years, she's catered to diverse student and teacher needs, staying updated with cutting-edge methodologies. As an Academic Consultant at Helbling English, she seamlessly integrates technology and education to accomplish the company's mission, education for the 21st century.

## **5. The socioemotional classroom: how does the brain work when there is social interaction**

**Diana Guadalupe De la Luz Castillo**

**Maria Guadalupe Talavera Curiel 1**

Universidad de Guadalajara

**Claudia Andrea Durán Montenegro**

Universidad Veracruzana

The brain is a sociable organ. It develops connections so called synapses. Those connections are also due to the quantity of activities and stimulation that this organ receives every day during the exposure of students to certain events. The main purpose of this proposal is to engage participants to think how important it is to set activities in which language students are involved in interactions, information gap activities, emotional and social development and mirror- neuronal development.

### **Biodata Information**

BA in ELT and MA and PhD in Education. Diana De la Luz has taught English , coordinated English programs at private and public systems and formed English teachers since 1993. Nowadays she forms teacher at Master's programs, BA programs and she carries out research in ELT, psycholinguistics, sociolinguistics, and neurosciences publishing her work in books and academic magazines.

Maria Guadalupe Talavera Curiel es Maestra en enseñanza de inglés para estudiantes de otros idiomas (TESOL) de la Universidad del Estado de California. Ha trabajado como docente del idioma inglés por 16 años. Cuenta con experiencia en la enseñanza de niños y adultos en California. Actualmente está adscrita al Departamento de Lenguas Extranjeras en el Centro Universitario de la Costa (CUCOSTA).

Dr. Claudia Andrea Durán Montenegro is currently " Enlace de Vinculación" She has a doctorate in educational sciences, and an honorary doctorate awarded by the senate of the republic, the chamber of deputies and Conacyt. She is an ambassador of peace and jury of the World Knowledge Summit. She is the author and co-author of different research articles on language teaching and translation

## **6. Explicit or Implicit Grammar Instruction in EFL? Teachers' and Learners' Perceptions**

**Luis Antonio Balderas Ruiz**

Universidad Autónoma de Nuevo León

In Mexico, there is still a debate among EFL teachers concerning grammar instruction in communicative classrooms. In this paper the speaker will report teachers' and students' viewpoints about grammar teaching in meaningful communicative contexts. In other words, teaching the form of the language implicitly and/or explicitly through activities focused on meaning.

### **Biodata Information**

Luis Antonio Balderas Ruiz was born in Monterrey, N.L. He holds a bachelor's degree in English-Spanish Translation by the School of Philosophy and Arts, UANL. Also, a Master's of Education in ESL and

a Doctoral Degree in Bilingual Education by Texas A&M University Kingsville. He has been teaching Phonetics, Phonology, Lexicology, Grammar, Learning Strategies and Communicative Competence courses.

## **7. Teaching Training Innovation: Mexican Culture and SFL program at the *Universidad Autónoma del Estado de México***

**Alejandra López Olivera Cadena**

Universidad Autónoma del Estado de México, Facultad de Lenguas

**Noelia Romero Reyes**

Universidad Autónoma del Estado de México, CILC

The aim of this paper is to propose a program to teach Spanish as a foreign language, proving the basic knowledge about teaching Spanish as second or foreign language. In this program not only can participants enhance phonetic, morphosyntax and semantics of the language, but also teaching methodologies along with appropriate educational techniques for the classroom under an intercultural perspective.

### **Biodata Information**

PhD on Social Sciences. PRODEP Profile recognized by SEP. Has participated in several international and national academic events (ANUPI, FEL, FIEEL, AMLA). Has been head of several administrative-academic areas, as well as participated in research projects in the areas of Teaching and Translation. She is nowadays the Principal of the School of Languages UAEMéx.

Ph. D. in Educational Research, studied the Master's Degree in Education and the B.A. in English at the Autonomous University of the State of Mexico (UAEMéx). She has worked as an English teacher, instructional designer, material developer and independent study assessor at different levels (both online and in-classroom) since 2005.

## **8. The use of Translation in Foreign Language Classrooms in a Northern Mexican University**

**Mario Alberto Sepúlveda Rodríguez**

Universidad Autónoma de Nuevo León

**Andrés Sepúlveda Rodríguez**

Universidad Autónoma de Nuevo León

This paper focuses on identifying the role of translation, if any, in FL classrooms in a northern Mexican University; thus, realizing if negative attitudes and behaviors of teachers and students prevail. This case study will also consider the background and contextual factors with attitudes and behaviors of twelve FL teachers (participants). The study adopted Kelly and Bruen's (2015) research design.



## **Biodata Information**

Mario Sepúlveda began teaching English in 1991. He has taught literature courses in the Applied Linguistics program at Philosophy and Arts school UANL since 1995. He studied Applied Linguistics (Translation) from this same school. He got two Master's degrees: a) Higher Education (UANL), and b) ESL (TAMUK) where he is doing his Thesis Dissertation in the doctorate program in Bilingual Education.

Andrés Sepúlveda Rodríguez holds an Ed.D in Bilingual Education by Texas A&M University-Kingsville. Mr Sepúlveda has been an EFL teacher since 1995. His research addresses the areas of teachers' perceptions of different teaching issues and contexts and the TBLT approach in language competencies. Currently, he is a full-time professor in the Applied Linguistics Program at Philosophy and Arts UANL.

## **9. Applying PERMA to develop Students' English Proficiency**

### **Agustín Maya Miranda**

UAPH UAEMex

After the pandemic, taking care of the student's and the teacher's wellbeing by adapting the Positive Psychology as a way to broaden the learning of a second language, whose application in schools is referred to as Positive Education has increased meaningfully. The PERMA model (Positive emotions, Engagement, Relationships, Meaning, and Accomplishment) has become in a model for positive education to flourish and open up a new perspective for teaching in different fields.

## **Biodata Information**

PhD in Education by the UEM in 2022. Master degree in Learning Sciences by the "ETAC" in 2014. Bachelor degree in Language Teaching by the "Universidad Autónoma del Estado de México" in 2010. Coordinator of the Self Access Centre, Coordinator of the Languages department and teacher of French and English the last 8 years at the "Unidad Académica Profesional Huehuetoca de la UAEMex".

## **10. Integrated Skill Tasks: Examples of Best Practices in the ELT Classroom**

### **Guadalupe Alejandra Durán Colin**

CENLEX Unidad Santo Tomás

Language users are social agents of their own learning process thus engaging them in different types of language activities is of great importance. In order to improve the modes of reception and production in A2 users, I present two integrated tasks for them to produce real-life products: a description of a place and an email with solutions for a problem.

## **Biodata Information**

English language teacher with more than 15 years of experience and a Master's Degree in Education and Teaching. Has taught different levels to a wide variety of students. Has collaborated in the redesign of the Institutional English General Program for IPN as well as taken part in the design and assessment of 4 Skills proficiency tests and other assessment tools.

### **11. Strategies to promote lifelong learning skills in the language classroom using technology**

**Noelia Romero Reyes**

**Jessy Hernández Alcántara**

Universidad Autónoma del Estado de México

Foreign language learning does not only imply the development of communicative skills, but also the advancing of the learner's cognitive development and a change in their mindset as claimed by Coyle (2010). Therefore, language learning activities should provide students with opportunities to attain lifelong learning skills and a different attitude towards the world, others, and themselves.

## **Biodata Information**

Ph. D. in Educational Research, studied the Master's Degree in Education and the B.A. in English at the Autonomous University of the State of Mexico (UAEMéx). She has worked as an English teacher, instructional designer, material developer and independent study assessor at different levels (both online and in-classroom) since 2005.

Master Degree in Educational Technology and a B.A in English. She has been an English teacher for in-classroom and online programs at the Autonomous University of the State of Mexico (UAEMéx). She has experience as an online course designer and digital resources designer and developer.

### **12. Design and Implementation of Topic-Based Assessment in Higher Education: A Case Study**

**Héctor Ordoñez Zúñiga**

Instituto Politécnico Nacional

Institutions make English a compulsory subject but often teach General English instead of English for Specific or Academic purposes. The IPN's School of Architecture designs tests related to Architecture to help students develop language skills in context. The tests combine items and elements with real materials related to the area. Statistical analysis is performed to understand the language testing process.

## **Biodata Information**

He is a professor and researcher at the National Polytechnic Institute in Mexico. He obtained a Master's degree in teaching from Universidad Latina, a specialisation diploma in English Language

Teaching from the National Pedagogical University, the In-service Certificate in English Language Teaching from the University of Cambridge as well as several TKT certificates.

### **13. [English: A platform for minority languages](#)**

**Abel Navarrete Benítez**

**Martin Esquivel Pat**

Universidad Intercultural Maya de Quintana Roo

The Universidad Intercultural Maya de Quintana Roo promotes the legacy in different fields (medicine, math, astronomy, etc.) of the Maya civilization on international stages, through a good command of the English language. Thus, we carried out a differentiated instruction during three academic terms. Despite some unexpected results in the English courses, we got outstanding outcomes from the Maya classes

#### **Biodata Information**

Maestro en Educación por parte de la UPN. Becario Fulbright-García Robles en cursos de actualización en la Universidad de Arkansas (2009) y en el Programa de Intercambio para Maestros de Inglés (2012- 2013). Autor del libro México: Tan cerca de los Estados Unidos y tan lejos de la comprensión de nuestra incompreensión. Memorias Interculturales. Actualmente, es Profesor-Investigador en la UIMQRoo.

Especialista en enseñanza de lenguas extranjeras, realizó estudios de licenciatura en la Universidad de Quintana Roo y la Universidad de Regina y estudios de posgrado en la Universidad de Texas. Sus líneas de investigación son la lingüística aplicada y la educación intercultural. Dirigió el Proyecto Microsoft Traductor Hub-Maya y actualmente desarrolla el primer Bot en Lengua Maya.

### **14. [Cele@CUIXANIA: The outcome of a search for meaningful lessons](#)**

**Norma Guadalupe Arévalo Torres**

Universidad de Ixtlahuaca CUI

This presentation talks about how a search for meaningful lessons resulted in a synergistic effect at Universidad de Ixtlahuaca CUI. CeLe@CUIXANIA was aimed at offering participants some opportunities to get immersed in life-like situations which provoked interactions thought to be empowering for learners, boosting their self-confidence when communicating, as well as inspiring them to become global citizens and professionals.

#### **Biodata Information**

Master in Higher Studies by Universidad Autónoma del Estado de México. Speaking examiner for University of Cambridge Language Assessment. Freelance materials designer, instructor and speaker. Currently the academic director at the professional school of languages at Universidad de Ixtlahuaca CUI and English teacher at UAEMex.

## **15. The Knowledge Base of Teaching in a Linguistically Diverse Public Primary School**

**María José Estefanía González Betanco**

ITESO Universidad Jesuita de Guadalajara

The aim of this research was to define the knowledge base of teaching in a linguistically diverse public primary school in Northwest London. The findings demonstrate that 16 principles represent what the participant teachers perceive as good practice in the multilingual classroom and characterise the knowledge base of teaching in this linguistically diverse context.

### **Biodata Information**

María José Estefanía González Betanco holds a MSc in English as a Second Language from the University of Scranton in Pennsylvania, and a MA in Applied Linguistics from the Institute of Education of the University College London. She became the recipient of the Fulbright Foreign Language Teaching Assistant Scholarship in 2009 and the Chevening Scholarship in 2017.

## **16. Innovative Teaching Tools to Apply in Collaborative Online International Learning Classroom**

**Veronica Bonilla Quiroz**

**Edaly Galindo Ballinas**

Universidad Anáhuac, Puebla, México.

Collaborative Online International Learning is a teaching methodology that helps connect students, and teachers worldwide to foster international awareness and fundamental 21st Century abilities. This workshop presents basic COIL concepts and strategies through activities that promote critical thinking, reflection, and problem-solving, as well as actual COIL application examples through the use of innovative tools in online programs.

### **Biodata Information**

Verónica Bonilla, PhD. Student in Education. Language Coordinator at Universidad Anáhuac Puebla, México.

Edaly Galindo Ballinas, PhD. student in Education Sciences. Language professor at Universidad Anáhuac Puebla, México.

## **17. Innovative Strategies for Integrating the STEAM Approach into English Teaching**

**Teresita Elizabeth Fernández Franco**

Escuela Normal Rural Gral. Matías Ramos Santos

**Mario Macías Salce**

Universidad Panamericana, Campus Aguascalientes

This workshop will highlight the impact of incorporating the STEAM approach (Science, Technology, Engineering, Arts, Mathematics) in education and teachers as they are agents of change. In

addition, some teaching strategies will be applied to develop creativity, innovation, entrepreneurship and the use of technologies in higher education English teaching sessions.

### **Biodata Information**

Bachelor's degree in Education, Master's Degree in Higher Education, PhD in Educational Innovation and Social Networking, twenty-one years' experience in ELT; She has achieved several educational certifications and contributed to six books edited by different publishing houses. She worked in collaboration on the design of curricula NORMALES 2018 and she is currently continuing on the Plan 2022.

Bachelor's degree in Education, Specialty in Philosophical Anthropology, Master's degree in Higher Education, Spanish (FPELE) and English (Cambridge) certifications, twenty-six years' experience in ELT, six-year Site Coordinator for the Multicultural Program at Withworth College, WA. Currently teaching English and Spanish to foreigners at Universidad Panamericana, Aguascalientes, México.

## **18. Culture Learning and the Language Classroom: Keeping learning meaningful**

Lenise Butler

**CEO Burlington English, México**

Language learning is more successful (and more enjoyable) if we ensure the learning is meaningful and connected to students. There are simple strategies to integrate culture and meaningful language connections in the classroom. Join in this workshop to learn how to best harness your planning and use of language in the classroom to keep your learners engaged and connected.

### **Biodata Information**

Lenise has been: Global Director for Languages, Laureate International Universities, National Director of Languages, UVM, Director of the International Center, Anahuac Sur university, High school Principal at Westhill Institute, and Manager for Mexico for the State University of New York system. Lenise is CEO for Burlington English, Mexico. She has an Ed.D from the University of Minnesota.

## **19. Mediation in Communication Chaos**

**Georgina Rodriguez Falcón**

**Marian Anguiano Jiménez**

**Esmeralda Pizarro Ortiz**

Centro de Enseñanza Técnica Industrial (CETI), Guadalajara.

In the present days, in the aspect of human communication, there arise tiny flaws or “errors” that interfere with and even hinder the flow of real communication and interaction among individuals causing confusion and misunderstanding.

To improve, ponder and eradicate this phenomenon, mediation activities put forth a solution that will undoubtedly help solve this problem.

### **Biodata Information**

Mrs. Georgina Rodriguez Falcon, holds a Master's Degree in Education, and a Bachelor's degree DULE in EFL teaching. Currently, she works at Centro de Enseñanza Técnica Industrial (CETI) in Guadalajara, where she holds the position of Academic coordinator at the English Department, as well as a professor. Mrs. Rodriguez has participated in the design and development of academic program syllabuses.

Mariann Anguiano Jiménez holds a BA in Tourism Business Administration and spent three years studying English as a second language and obtained her advanced level degree. She has been teaching for the past seven years at the English Department at CETI Colomos in Guadalajara.

Ms. Esmeralda Pizano Ortiz holds a BA in Communication and a master's degree in education. Spent two semesters in Davidson College and speaks English and French. She is an English teacher at CETI Colomos, Guadalajara. Over her experience, mediation plays an important key role in the learning and communication process.

## **20. Healthy socioemotional learning environments: resilience and autonomy**

### **Gabriela Ladrón de Guevara de León**

Universidad Autónoma de la Ciudad de México

One of the processes that can lead to healthy socioemotional classrooms is resilience. Educators can help students during to become resilient and promote students' road to recovery and adaptation. Fortunately, the factors that contribute to resilience are similar to the factors that contribute to autonomous learning. If ELT teachers promote learners' autonomy, they are helping students in their resilience path.

### **Biodata Information**

Gabriela Ladrón de Guevara de León. English teacher, teacher trainer and in-service tutor. Writer and storyteller. Professor and researcher at Universidad Autónoma de la Ciudad de México. BA in Teaching French as a Foreign Language, BA in English and BA in Teaching English. MA in Education, PhD in Education,

## **21. Students' explicit & implicit learning difficulty of grammar structures: Perceptions and performance**

**Luis Humberto Rodriguez**

Universidad Autónoma de Aguascalientes

This research draws on Rod Ellis' (1996) criteria to determine the implicit learning difficulty of grammatical structures: frequency, perceptual salience, communicative redundancy, opacity and schematicity. The main objective of this research is to identify the students' perceptions on the implicit learning difficulty of 17 grammatical structures as well as to analyze their linguistic performance on oral and written tests.

### **Biodata Information**

Luis Humberto Rodríguez-Silva is a teacher-researcher at Universidad Autónoma de Aguascalientes. He holds a PhD in Applied Linguistics with a specialization in cognitive individual differences in learning difficulty in instructed adults' explicit and implicit knowledge of selected L2 grammar points. His research interests include grammar, academic writing, processing instruction.

## **22. Metawriting, multimodal feedback, and self-regulation strategies: the after-pandemic effectiveness**

**Maria Leticia Temoltzin Espejel**

**Gemma Elisa Herrera Arellano**

Benemérita Universidad Autónoma de Puebla

University students develop academic writing skills if they use meta writing or awareness of the stages when writing a text. Improving these skills depends on whether feedback is used as a formative process inside and outside the classroom. The results of this research suggest that the production of academic essays improves using metawriting and multimodal feedback.

### **Biodata Information**

Dr. Temoltzin is a Professor-Researcher at BUAP where she is currently developing academic writing courses for graduate students. She was a faculty member at Arkansas State University, Campus Querétaro, where she taught academic writing and tutored students in the writing lab. Her research interest focuses on literacy needs of minority groups: returnees and students from indigenous communities.

Gema Elisa Herrera Arellano holds a B.A and an M.A. in ELT from BUAP. She also studied a Bachelor's degree in Secondary Education at the Normal Superior del Estado de Puebla. She has been a teacher at BUAP for 17 years and at BINE for 11 years. Her interests are TEYL, Teacher Education and Teacher Professional Development.

### **23. 30 Days to Intrinsic Motivation and Learner Autonomy**

#### **Carolyn Dunn**

American Language Program, Columbia University

This presentation outlines a carefully scaffolded, 4-week project focused on extensive reading and listening activities that not only improve L2 language proficiency but also foster intrinsic motivation and learner autonomy. Attendees will leave with detailed materials and a complete unit that can be adapted for a variety of language levels and contexts.

#### **Biodata Information**

Carolyn Dunn is a Lecturer in the American Language Program, Columbia University. She holds an A.B. from Brown University, a J.D. from the University of Virginia School of Law and an M.A. in TESOL from Teacher's College, Columbia University. Her teaching interests include extensive reading, materials design incorporating authentic texts, and advanced writing instruction.

### **24. CLIL and EFL Teaching in the Metaverse: an immersive experience**

#### **Georgina Gaytan**

PrepaTec Campus Morelia

A changing world demands innovation and creativity in all areas. Education is no exception. A metaverse platform favors the student's engagement in a disruptive educational experience in immersive virtual environments. This allows the teacher to use emerging technologies and, in turn, offers the student the possibility of learning in an immersive context and developing skills through experiential learning.

#### **Biodata Information**

Georgina Gaytán holds a BA in Teaching English and a Master's Degree in Education. She is currently a professor and an academic director at PrepaTec Campus Morelia.

### **25. Writing and Implementing Projectbased Language Learning: From Brainstorming to Final Projects**

#### **Brittany Ober**

#### **Lydia Fass**

Columbia University

Presenters discuss an original Project-based Language Learning course that they co-taught at their institution. First, they share a brief literature review. Then, they explain the writing and planning process of the course, "Issues in Health," and describe the final projects students create. Lastly, they reflect on teaching this course and provide comments from students who completed it.



## **Biodata Information**

Brittany Ober is a Senior Lecturer at the American Language Program, Columbia University. Her pedagogical interests include extensive listening, critical thinking, and academic writing.

Lydia Fass is a Lecturer at the American Language Program, Columbia University. Her interests include international teaching assistants training, pronunciation instruction, and materials development.

## **26. [Educational Inclusion in Mexico: Challenges to Overcome in English Language Teaching](#)**

**Otoniel Serrano de Santiago**

**Josué Rodríguez Tabares**

Universidad Autónoma de Zacatecas

English language teaching in Mexico faces challenges due to historical and social factors, such as colonial history and limited access to education. However, efforts by UNESCO and the Mexican government aim to promote inclusion in education. Planning lessons should consider general and specific elements to meet the demands of the 21st century and create a positive classroom ambiance.

## **Biodata Information**

Research experience in designing EFL courses, error analysis, and teaching competencies which have been published in indexed magazines and/or presented at congresses. Holds a Ph.D. and Master's in Education, Degree in ELT, and International Certifications. Full-time teacher at the Autonomous University of Zacatecas, and currently General Director of the Languages Area.

Research assistant and student in the Foreign Languages Bachelor at the Autonomous University of Zacatecas, has participated in many research projects that involve English Language Teaching. Holds a certification in Advanced English and has participated in local academic events with proposals that involve ELT.

## **27. [“Interactive Power Point Infographic \(INFOCAB Project 401923\)”](#)**

**Sergio Reyes Crespo**

**Enrique Rodríguez Tapia**

Escuela Nacional Preparatoria, UNAM

Our objective is that students have more practice in English. Also they can review, study or practice topics from the English programs. We also want to reduce the educational gap, school dropout and increase the average graduation. This Interactive Power Point Infographic has a diagnostic assessment, use and usage presentation of passive voice, further practice exercises, and a final assessment.

## **Biodata Information**

English Literature Bachelor at Facultad de Filosofía y Letras, UNAM, Master of Pedagogy, English teacher at National Preparatory School at the National Autonomous University of Mexico (UNAM). Interested in research methods, assessing, and teaching foreign languages. Has published on topics related to teaching, learning, assessment and TIC and TAC's use.

Graduated In Pedagogy by FES Acatlán, UNAM. Post graduated in Educational technology by the Latin American Institute of Educational Communication (ILCE). Full-time teacher. Member of the Teacher's Evaluation Committee for training courses at the ENP. Responsible for educators training at National Preparatory School UNAM. Speaker in national and international conferences.

## **28. [Ownership of learning through a sense of purpose](#)**

### **Patricia Ochoa Tristán**

Escuela Normal de Estudios Superiores del Magisterio Potosino

If a man hasn't discovered something that he will die for, he isn't fit to live. Martin Luther King Jr. This talk was carefully planned and organized so that the content and activities are practical and their benefits can begin to be fostered in the classroom with our students. Integrating personal and social identities, identifying personal, cultural, and linguistic assets.

## **Biodata Information**

Patricia Ochoa Tristán works at Escuela Normal de Estudios Superiores del Magisterio Potosino since 2018. She completed her master's degree in English Language Teaching in 2022 and has been a university English teacher for over 20 years. She guides her students to become future teachers, sharing ideas hoping others will benefit from them.

## **29. [Building a Culturally Responsive Community School: Inclusive Strategies for School Building Leaders](#)**

### **Lucia Buttaró**

CEI (Center For Educational Innovation)

Culturally responsive sustaining education is grounded in a cultural view of learning and human development in which multiple expressions of identity (race, social class, gender, language, nationality, religion, ability) are recognized and regarded as assets or teaching and learning. This can be done through a welcoming and affirming environment that feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity.

## **Biodata Information**

Dr. Buttaró is a professor of TESOL and Bilingual education. She trains pre service and in service teachers in the areas of second language acquisition and also coaches at a variety of schools throughout

New York City in the K-12 grade systems for public and charter schools as well. Dr. Buttaro believes that teacher training and coaching should tackle all four domains of language acquisition.

### **30. [Discovering e-activities and e-tools to create resilience in Remote and Blending Learning](#)**

**Lilia Córdova Martínez**

ITESO

Students face many challenges in their language-learning life, and these increase in a remote or blended setting. This workshop aims for educators to foster resilience by helping students develop a growth mindset and reframing setbacks as learning opportunities. We will share views and create guidelines to develop problem-solving skills, perseverance, and adaptability.

#### **Biodata Information**

Lilia Cordova has been an English teacher since 1998. She holds a Master's degree in TESOL from Marjon University (UK). She has also taught Spanish as a Foreign Language in the USA. Her areas of interest are Education & Technology, Teletandem, and Blended Learning. She seeks to enhance teaching strategies, promote student engagement, and foster inclusion and supportive learning.

### **31. [Lead Me on the Path to An Endless World](#)**

**Ana Cristina Ortega Vanegas**

**Ana Cynthia Vanegas Lizárraga**

Universidad de Sonora

The practice of activities that encourage and help develop skills in our students in our classrooms is more important now than ever, it is our new reality. Once we lead students to ask appropriate questions, at the correct timing and responding as asked, they will be empowered to be successful. Students will be able to show interests and needs to achieve the desired objectives.

#### **Biodata Information**

ANA CRISTINA ORTEGA VANEGAS graduated from Advertising and Marketing and English Teaching, with a master's degree in business Direction and a PhD in Administration. She began as an English teacher since 2013 in several private and public schools, including preschool, elementary, junior high, high school and university.

ANA CYNTHIA VANEGAS LIZARRAGA is the current EFL Program Coordinator at Universidad de Sonora, campus Caborca. She has a master's degree in International Commerce from UNISON. Since 1984 she's worked at different private and Public English Centers, including junior high, high school and University.

### **32. How Covid and Blackboard Enable Me to Go Paperless**

**Michael Laib**

University of Southern California

Going classroom paperless has long been an unachievable, ideal, until Covid. The necessity of Zoom teaching to the far side of the world meant that paper was not an option. I learned how to use Blackboard to set up my schedule with document access and a Dropbox for grading. This presentation will exhibit my approach and a few discoveries.

#### **Biodata Information**

I have taught English and graduate skills at University of Southern California for the past 10<sup>SCHEDULE</sup> years. Before that, California Institute of Technology and University of Southern CA. I have also taught in Italy and Saudi Arabia. I presented twice at ANUPI/COPEI and once at MEXTESOL, I also presented at Instituto Politécnico Nacional.

### **33. Using portfolios to decrease academic lag in university students**

**Bertha Guadalupe Paulo Guerrero**

**Verónica Beatriz Mendoza Huerta**

**Susana Vázquez Martínez**

Escuela Normal Superior de México

As teachers, we know what an academic portfolio entails: a collection of works through a time period that demonstrates progress/development in someone's learning process. Educational lag is inevitable due to many social, personal and political factors. Here, portfolios can prove a useful tool to decrease academic lag in higher education students as they work on them progressively.

#### **Biodata Information**

Bertha Guadalupe Paulo Guerrero is currently teaching at ENSM and running its Language Center. Former MEXTESOL Chapter Committee member. Masters in Competencies for Education, Masters in Education with an Approach in Innovation and Educational Technologies. ICELT, CPE and TKT holder. Over twenty years of experience working in education, both in and out of the classroom.

Verónica Beatriz Mendoza Huerta is currently teaching at ENSM and CCH. Masters in Competencies for Education, Masters in Education with an Approach in Innovation and Educational Technologies. ICELT, CAE, IELTS and TKT holder. Over thirty years of experience working in education, both in and out of the classroom.

Susana Vázquez Martínez has taught English in different contexts and people of all ages since 2003, currently teaching at ENSM, UAM-X and an external ELT advisor for CENEVAL candidates. BA in

Educational Psychology and ELT, with a specialty in ELT as a foreign language. TKT, ICELT & CAM holder, interested in Research, Phonology, Methodology, and Applied Linguistics.

#### **34. [Designing text-based asynchronous online discussion forums/boards: a review literature](#)**

**Gabriel Francisco León Fontes**

Universidad de Sonora

A literature review of the elements used when designing text-based asynchronous online discussion forums, their effects, possible advantages and disadvantages that have been studied to date are shown. A temporal progression of research from 1994 to date is carried out, compiling a series of recommendations to be considered for teachers or instructors who wish to use discussion forums.

##### **Biodata Information**

Gabriel holds a B.A. in English Language Teaching from the University of Sonora, a Master's degree in Educational Management and Leadership from the Universidad del Valle de México (UVM) and a PhD in Applied Linguistics in the PhD by distance education from the University of Southampton, UK. He teaches in the foreign languages department at the Universidad de Sonora.

#### **35. [Breaking the Norms! Promoting Alternative Approaches to ESL Writing](#)**

**Aziz Qureshi**

University of California, Irvine

Diversity in writing assignments not only challenges writers, but also boosts their interest in writing. This presentation will focus on introducing alternative writing approaches to multilingual writers by using contemporary writing tasks and comprehensive step-by-step processes research, synthesis, and response writing which take students through a whole new writing experience.

##### **Biodata Information**

I teach Academic English at University of California, Irvine and ESL at California State University, Long Beach. I recently graduated with a doctor of Education degree from California State University, Long Beach. My research interests include international Education in the US and academic adjustment of international students in US higher education.

#### **36. [Don't be Scared! Enhancing English Language Instruction with Artificial Intelligences like ChatGP](#)**

**Jill Rolston-Yates**

**Andrea Holloway**

The University of Texas at Austin

Learning to use innovative Artificial Intelligence (AI) technologies, like ChatGPT, can be intimidating; however, these AI tools can successfully be used to enhance English language learning outcomes. This workshop will explore creating and integrating classroom materials using AI tools,

teaching the ethical usage of these tools to students, and discussing concerns of AI implementation in education.

### **Biodata Information**

Andrea Holloway has been an educator in the ESOL field, in both industry and academia, for over 15 years with experience in teaching, curriculum development, technology advancement, and program design. For the last 8 years, Andrea has been with The University of Texas at Austin ELC.

Jill Rolston-Yates has over 30 years experience designing programs, developing curriculum, managing faculty, and teaching English to Speakers of Other Languages in Secondary, Adult, Intensive English, and Higher Education settings in Texas, California, Hawaii, and Japan. She currently teaches for the English Language Center at the University of Texas, Austin.

### **37. [Unconditional Learning: Unconditional Positive Regard in Education](#)**

#### **Claudia Pacheco Palomino**

Burlington English México

Learning is a process that leads to change as a result of experience, according to Ambrose (2010) We tend to believe that Learning is a mechanical process that is done to students, but the truth is that Students do it themselves. Unconditional Learning is a way to address transformative challenges to learn in different ways. Learning is the path and the objective. Unconditional Learning is the chosen route taken to a learner with the intention of learning through real learning experiences.

### **Biodata Information**

Claudia is an Interpreter and Translator, English Teaching Specialist, Active Pedagogy Educator and Law Student, most recently. In her 33 years of experience, has played different roles in Education; Teacher, Coordinator, Principal, Academic Consultant, Sales and Team Manager, Academic Coach. She has worked with teachers all over México, Spain, Latin America and even Australia sharing about Education.

### **38. [Toppling the ITP: A Critical conversation on standardized testing on local alternatives](#)**

#### **Melissa Sue Ferrin**

Universidad Tecnológica de la Mixteca

TOEFL ITP remains predominant in Mexican universities. But what is the true impact of this examination? This session is based on results from a two-year mixed methods research project. We briefly discuss how the exam affects student graduation, teaching methods, and our very perception of language itself. We then invite you to a structured conversation on alternatives for Mexico.

## **Biodata Information**

Melissa Ferrin has been an English teacher at the Universidad Tecnológica de la Mixteca in Huajuapán de León, Oaxaca for 25 years. In addition to teaching English to engineering students, Melissa works as a translator and an advocate for linguistic rights.

### **39. [Empowering Educators: A Mindfulness and Resilience Workshop for Teachers](#)**

#### **Teresita de Jesús García Bernal**

Universidad Autónoma de Nuevo León

Participants will explore mindfulness and resilience understanding how these concepts intersect and support each other, identify personal strengths and areas for growth, and engage in mindfulness-based games and tasks to develop resilience. They will also learn practical strategies to integrate mindfulness and resilience-building practices into their daily lives and classrooms to grow and create a positive and resilient educational environment.

[BACK TO THE CONFERENCE SCHEDULE](#)

## **Biodata Information**

B.A./M.A. in ELT. Teresita leads Academia de Inglés and Programa de Internacionalización del Currículo at Escuela Normal de Especialización “Humberto Ramos Lozano where she also works as Formadora de Inglés C. Teacher trainer at Universidad Autónoma de Nuevo León. Has been a tutor for ICELT and TKT Cambridge Certification programs.

### **40. [Digital resilience in High School Students after Post pandemic return](#)**

#### **Enrique Rodríguez Tapia**

#### **Sergio Reyes Crespo**

Escuela Nacional Preparatoria

Digital resilience can be defined as the ability of learners to overcome technological difficulties and persist with online learning as they adapted to the changing trends in higher education due to COVID-19. This paper explains some examples where digital resilience has been used by high school students in academic settings that could constitute major impediments to their academic success.

## **Biodata Information**

Graduated In Pedagogy at UNAM. Post graduated in Educational technology by the Latin American Institute of Educational Communication . Full-time English teacher at the National Preparatory School. Member of the Teacher’s Evaluation Committee for training courses at the ENP. Responsible for educators training at National Preparatory School UNAM. Speaker in national and international conferences.

#### **41. To translate or not to translate: Maximizing language teaching by using new techniques**

**Diana Guadalupe De la Luz Castillo**

Universidad de Guadalajara

**Claudia Durán Montenegro**

Universidad Veracruzana

**Vilma Zoraida del Carmen Rodriguez M.**

Universidad de Guadalajara

English language teaching can be much memorable if creativity, novelty and challenge are considered in the language classroom. Translation has been one demonized practiced due to the fact that the Grammar Translation method has not been a well- recommended method nowadays. Nevertheless, some of the translations techniques could be seen as useful, creative and interesting enough for developing language skills. This demonstration is meant to share some techniques to learn more efficiently.

##### **Biodata Information**

BA in ELT and MA and PhD in Education. Diana De la Luz has taught English , coordinated English programs at private and public systems and formed English teachers since 1993. Nowadays she forms teacher at Master's programs, BA programs and she carries out research in ELT, psycholinguistics, sociolinguistics, and neurosciences publishing her word in books and academic magazines.

Vilma Zoraida del Carmen Rodriguez Melchor. MA in International Education. Heading the International Studies Department at CUCOSTA Universidad de Guadalajara. She coordinates activities related to internacionalization and language teachers in CUCOSTA in Puerto Vallarta, Jalisco.

Vilma Esperanza Portillo campos. BA and MA in Translation. She teaches in Universidad de Quintana Roo campus Cozumel and she head research based on translation and applied linguistics.

#### **42. Teachers' Perceptions about Emotional Intelligence in the EFL Classroom**

**Jennifer Cucurachi Moctezuma**

**Ximena Itzel Gutiérrez Ventura**

**Alfonso Durán Hernández**

Universidad Veracruzana

Emotional intelligence is of myriad importance in the EFL classroom. Thus, its insertion in the academic environment benefits discipline and good emotional management.

##### **Biodata Information**

Jennifer Cucurachi works at Universidad Veracruzana. She has taught from kindergarten to University levels and she has been awarded scholarships from SEV, COMEXUS and the British Council. She holds a B.A. in EFL, a M.A. an a PhD in Education.



Alfonso Durán Hernández holds a BA in English Language, a Master's Degree in Teaching English as a Foreign Language granted by Veracruz University. He also holds an Specialization Degree in Translation and Interpretation by Autonomous University of Baja California. He has been an EFL teacher in Mexico and has taught Spanish at Chongqing University of Science and Technology, in China.

Ximena Itzel Gutierrez Ventura is currently studying the seventh semester of a Bachelor's degree in English Language at Universidad Veracruzana. Her academic performance is one of excellence. She actively participates in taking decisions concerning the faculty's future. She has participated in academic research projects as well.

#### **43. Focus on Conversation in Collaborative Online international Learning: Oaxaca and California**

##### **Nancy Frampton**

Madera Community College, State Center Community College District, California.

##### **Berenice Alejandra Cisneros Villalba**

Universidad Regional del Sureste, Oaxaca, Oaxaca.

This paper reports on a Collaborative Online International Learning (COIL) virtual conversation program between two institutions of higher learning, one in Oaxaca and the other in California. The objective of this project is to promote collaboration using oral English and to heighten students' cross-cultural awareness. The presenters will share the planning, implementation, benefits and challenges of this project.

#### **Biodata Information**

Nancy Frampton has her master's degree in Linguistics with an emphasis in TESOL and has taught English as a second language at the community college level for over twenty years in the State Center Community College District in California. She has been a Fulbright lecturer in Yugoslavia, worked with the United States Agency for International Development in Egypt and taught at Mexican universities.

Berenice Cisneros Villalba has a master's degree in Applied Linguistics of English and has taught and served as director of the Escuela de Idiomas during her fourteen-year tenure at the Universidad Regional del Sureste. She has studied and taught in universities in the U.S. and participated in numerous U.S. State Department programs.

#### **44. ChatGPT: What does it mean for assessment?**

##### **Graham Stanley**

British Council

ChatGPT, a chatbot from OpenAI, has triggered concern. Is this the end of assessment as we know it? Or the beginning of a new knowledge and information age? What does it mean for English Language Teaching? Will teachers be forced to re-evaluate methods of assessment? What alternative methods of assessment can teachers adopt in the light of this new tool?

## **Biodata Information**

Graham Stanley is the British Council's English Programmes Lead for the Americas, based in Mexico City. He has a M.Ed. in ELT & Educational Technology and won awards for his first two handbooks for teachers: 'Digital Play: Computer games and language aims' (Delta, 2011) and 'Language Learning with Technology (CUP, 2013). His last book was 'Remote Teaching (British Council, 2019).

### **45. Where are virtual educational environments going?**

**Gabriela Estela Cortés Sánchez**

**Ma. de Lourdes Aranda Franco**

**Roberto Ruiz Camara**

Universidad Autónoma Metropolitana

The objective of this study is to carry out a critical reflection on the fate and evolution of virtual learning environments. This work finds its epistemological space in the recitals expressed by Jaron Lanier and other specialists in alternative virtual worlds oriented to the teaching and learning of foreign languages (distance education, virtual environments, virtual reality, reality augmented, and metaverse).

## **Biodata Information**

Degree in Law from UAM-A, Master's degree in Applied Linguistics from UNAM, Certificate of Proficiency of Teaching English as a Foreign Language from the Anglo Mexicano de Cultura. Professor of full-time "C" at UAM-A. Co-author of the books "English for Economists" and "Aprender a aprender". Director of the Electronic Journal "Re Lingüística Aplicada" of UAM-A since 2004.

Graduated from "Escuela Normal Superior" specializing in French. He studied FLE teaching methodology at the Sorbonne University (Paris III), France and at the University of Montreal, in Quebec. He has a Master's degree in Education Sciences from "Universidad del Valle de México" and Laureate International Universities in Baltimore, Maryland, USA. Currently, he is a full-time professor at the UAM-A.

Professor of the Coordination of Foreign Languages at the UAM-Azcapotzalco, Coordinator of the Research Group in Applied Linguistics.

### **46. Innovative Phonetics Glossary for Advanced ESL students**

**Erika Ehnis Duhne**

ENALLT and CEPE, UNAM

We all want to make our English students overcome their grammar doubts. There is a very important research going on at ENALLT, UNAM, about certain grammar points in several languages. In the English Department, Veronica Pujol and I worked for four years, in order to write two books of self-learning for our students. They are called Form and Meaning.

## **Biodata Information**

English teacher at Enallt, UNAM. Studied the BA and Masters in Linguistics at UNAM and several Teacher's Courses. Also teaches Spanish to foreigners at CEPE, UNAM. Afterwards studied about Terminology and Dictionaries at Colmex and at IULA, in Barcelona and Vien. Is specialized in teaching languages. had created specific materials and books for her English and Spanish students.

### **47. Motivation and Self-Direction in Language Learning: What comes first**

#### **Maria Guadalupe Neve Brito**

Universidad Iberoamericana Puebla

Motivation has long been debated when it comes to language learning. On the other hand, autonomous learning is in vogue these days. But, what is the connection between these two? Can the latter be attained without the former? This paper explores this topic and presents both teachers and students views.

## **Biodata Information**

Maria Guadalupe Neve Brito was born in Mexico City and has been involved in language teaching and teacher training for over 30 years. She holds a B.A. in Pedagogy and another in Teaching English, and a MS in New Technologies for Learning. She currently leads the Intercultural Language Area at Universidad Iberoamericana Puebla.

### **48. Learning styles, autonomy, and academic performance in university Students**

#### **Catalina Juárez-Díaz**

#### **Maria Elena Rincón González**

#### **Benjamín Aldama Juárez**

Benemérita Universidad Autónoma de Puebla

Learning styles and processes such as autonomy are crucial to succeed in the teaching and learning performance. This quantitative descriptive correlational research was done with university students. The results showed that most of the participants are Kinesthetic, are more dependent than independent and that learning styles, autonomy and language and art learning correlate.

## **Biodata Information**

Catalina Juárez-Díaz holds a BA in Modern Languages (English). She is a lecturer in the College of Modern Languages of the Benemérita Universidad Autónoma de Puebla, Mexico. She has published papers on learning styles, learning experiences, and foreign language learning. She is an official candidate for membership within Mexico's National Research System.

María Elena Rincón González is a professor at the language faculty of the Benemérita Universidad Autónoma de Puebla. She holds a bachelor degree in Modern Languages (English). She is president of the General University Training Academy. She has collaborated in the creation of programs for the institution.

#### **49. There is an-English-speaking world out there! Experiences in microteaching**

**Dunia Rassy Kuri**

ENALLT, UNAM

In a world where English goes beyond the UK and the USA, it seems logical to start including other Englishes in our classrooms. A good starting point could be early teacher training. The experience and after-thoughts of students who had to micro-teach about "unknown" English-speaking countries will be shared. Beyond expanding their cultural awareness, the intervention had surprising benefits.

#### **Biodata Information**

Teacher Dunia is a lecturer at ENALLT, UNAM, teaching English language courses and training future teachers. She participates in various school projects, for instance, redeveloping the English curriculum and designing an online course. She holds a BA in ELT from CENEVAL and completed her teacher's training at ENALLT. She also received her Ph.D. degree in Biomedical Sciences at UNAM.

#### **50. Task-Based Approach for developing Intercultural Competency in Translation students**

**Francisco Alberto Espinoza Moreno**

**Andrés Sepúlveda Rodríguez**

Universidad Autónoma de Nuevo León

The study will cover several subtopics, such as the integration of culturally-bound texts and the Task-Based Teaching Translation Approach, and assess the level of intercultural competence. It will examine the effectiveness of the Task-Based Teaching Translation Approach and its impact on intercultural competence, using culturally-bound texts in real-life scenarios. The objective is to develop a comprehensive approach to translation that underscores the importance of cultural context in translation studies.

#### **Biodata Information**

Francisco Espinoza is a Language Sciences graduate, major in Translation and Interpretation from Facultad de Filosofía y Letras. He holds a Master's degree in Applied Linguistics for Teaching Foreign Languages and has participated in international congresses to broaden his academic horizons. Currently, he is pursuing a Ph.D. in Cultural Studies.

## **51. [WebQuest Design Guide to Enhance English Communicative Skills](#)**

**Mariana Mendoza Sánchez**

Universidad Autónoma de Querétaro

The aim of this Guide is to provide English teachers with the necessary steps to design WebQuest activities that integrate all English language skills, foster critical thinking and autonomous learning strategies. Being WebQuest activities that combine technology integration with a Task learning approach, it is expected that, by following this methodology, teachers can innovate their didactic assignments.

### **Biodata Information**

Mariana Mendoza Sanchez holds a BA in English Teaching and currently undertakes postgraduate studies in VLE Innovation at the Autonomous University of Queretaro. Currently she is an English teacher in the School of Economics from the Autonomous University of the State of Mexico.

## **52. [Gamification in the ELT Classroom](#)**

**Juan Antonio Torres González**

Universidad Autónoma de Aguascalientes

Gamification has become relevant in different areas such as business and recently in the field of English teaching as it provides teachers and students the opportunity to learn by using game dynamics that motivate students to solve different tasks that will help them get to the next challenge.

### **Biodata Information**

Juan Antonio Torres González holds a master degree in ELT by the University of Southampton and a B.A. in ELT from Universidad Autónoma de Aguascalientes. He currently works at Universidad Autónoma de Aguascalientes in the B.A. in English Language Teaching. He is interested in researching about teacher development, teacher identity, social justice in the classroom among other topics.

## **53. [History of Language Evolution as an English teaching tool](#)**

**Yolanda Eugenia Ballesteros Senties**

Universidad Autónoma del Estado de México

Teaching and learning the history of English language, the genesis and processes that have shaped it through time, its different social, geographical, cultural, and linguistic stages, as well as its repercussions in the current world, allows one to obtain a basic tool that explains the reasons for the current use of English language in various latitudes.

## **Biodata Information**

Ph.D. in Education. Professor-Researcher in teacher training, distance education, Internationalization Education and English language history and culture. Has given and written diverse papers at national and international forums She has been the institutional head of Academics, Linkage, and International cooperation.

### **54. [Is Artificial Intelligence a barrier or an opportunity to learning English?](#)**

**Gabriela Cervantes Espinoza**

**Gabriela Jacinto Hernández**

UAEMex

The aim of this research project is to guide students on the use of those LLM while learning English in order to make the best of it along their life long learning process with formative assessment. The main aspect is how to guide students to used them properly and as teachers how to evaluate this process.

## **Biodata Information**

Bachelor of Arts in English, Master's degree in education and PhD in Education with some published articles about teaching process. English teacher in the Faculty of Nursing and Obstetrics and Centro de Estudio de Lenguas with blended and distance coordination at Universidad Autónoma del Estado de Mexico.

Bachelor of Arts in English and a Master's degree in Education. Currently, face to face and online English Teacher in higher education. Self-Access coordinator at the Faculty of Nursing and Obstetrics UAEMex.

### **55. [The future of English – Global Perspective Research: Implications for Teachers](#)**

**Liliana Sánchez Pacheco**

British Council

In this presentation I will reflect on where we were in English language teaching before the world's health crisis. Then, I will suggest implications for teachers as we move forward into a world where the education space has changed. To frame this, I will share the findings of the Future of English project initiated by the British Council in 2020.

## **Biodata Information**

Liliana Sánchez is the Head of English Programmes at British Council Mexico. She is the former Programme Lead for the Remote Teaching Centre at British Council Argentina. She is a former

Cambridge English Language Assessment Delta Module 2 assessor and tutor. Liliana holds an MA in TESOL from Canterbury Christchurch University in UK, and her interest is teacher education.

## 56. [Are You Ready For What You Don't Expect?](#)

**Salomé Frisby Durán**

**Diana Julissa Zepeda**

Universidad de la Sierra

The purpose of this workshop is to provide some individual and group strategies that teachers can use to develop or increase students' awareness of their resilience, understood as the potential, capability, and abilities to cope with adverse situations that can unexpectedly show up within the varied sceneries at school, work, home, etc.

### **Biodata Information**

Salomé Frisby Durán holds a Master of Teaching English as Second Language degree in Universidad de Jaén, and a Education PHD in UTEL. She currently teaches full time at Universidad de la Sierra in Moctezuma, Sonora. She has been interested in improving the students and teachers well being.

## 57. [Students' Perceptions of the English Class and the Teachers' Motivational Strategies](#)

**Rebeca Martínez Rodríguez**

**Lorena Amelia Mercado Lara**

**Jennifer Cucurachi Moctezuma**

Universidad Veracruzana

Motivation is of myriad importance in the EFL classroom. Thus, it is necessary to find out students' perceptions towards teachers' motivational strategies, whether in public or private sectors, as well as in the rural and urban contexts.

### **Biodata Information**

Rebeca Martínez Rodríguez graduated from Universidad de las Américas, Puebla, as a professor from the program of Applied Linguistics. Currently studying a postgraduate degree in the linguistic line from Universidad Autónoma Metropolitana, Iztapalapa. She currently works as professor at the English Language B.A.

Lorena Amelia Mercado Lara holds a BA in English Language, a Master's Degree in Teaching English as a Foreign Language and a PhD in Education by Veracruz University. She has been an English Teacher in Mexico for 15 years.

Jennifer Cucurachi works at Universidad Veracruzana. She has taught from kindergarten to University levels and she has been awarded scholarships from SEV, COMEXUS and the British Council. She holds a B.A. in EFL, a M.A. and a PhD in Education.

## **58. Meaningful Learning: Voices from the Language Classroom**

**Celia Magdalena Sánchez Sosa**

Universidad Veracruzana

Learning is a process which enriches teaching and planning strategies for a successful outcome. Engagement refers to the way teachers can make students interact spontaneously to reach the learning goals. Students claim that learning is better when they participate in different activities to show they understand the lessons and it is not just play, the point here is to connect teaching and action with a purpose. This presentation concludes with some pedagogical implications which can be tested and adapted in different contexts to get the best of your teaching and of your students' learning.

### **Biodata Information**

Celia Magdalena Sánchez Sosa is a graduate from Universidad Veracruzana, she completed coursework of studies in the French Language program, she holds a bachelor's degree in English Language, an ELT certificate from the same university; she holds a Master's degree in Teaching and a PhD in Education. Her research concerns are in the areas of teaching practice in order to improve learning environments. She is a founding member of Colegio de Profesionales en la Enseñanza del Inglés (COPEI), and President of Asociación Nacional Universitaria de Profesores de Inglés (ANUPI). She is currently the Coordinator of different certifications and the Coordinator of the Language Center, Veracruz Region, Universidad Veracruzana.

## **59. Teaching Leadership Strategies to Promote Interaction Among Students in Secondary School**

**Fernando Eleazar Melchor Espinosa**

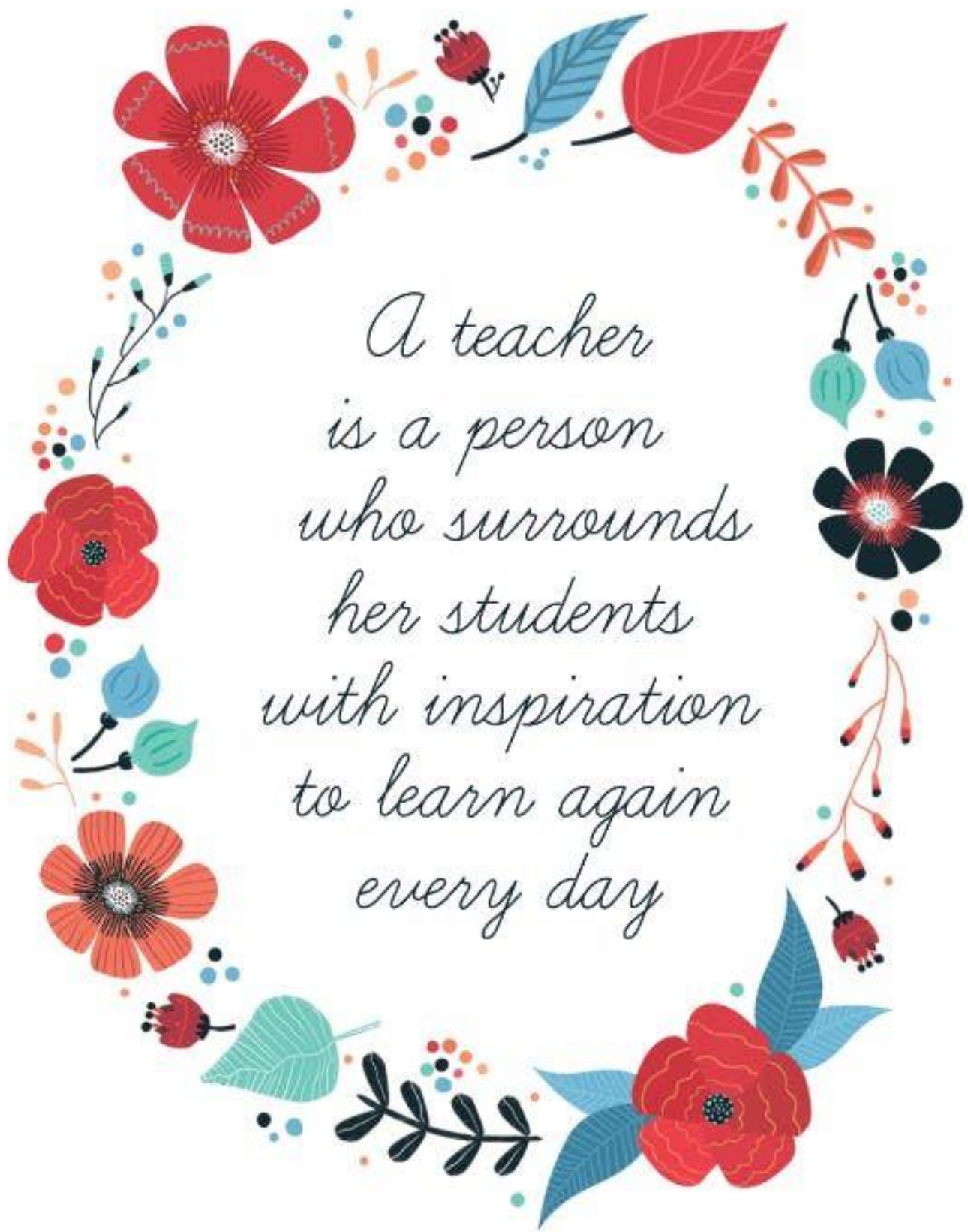
Normal 4 de Nezahualcóyotl

In secondary schools, fostering interaction among students is crucial for their holistic development and academic success. This research discusses the significance of teaching leadership strategies that can effectively promote interaction among students within the secondary school environment. The aim of this study is to explore the impact of leadership education on enhancing student engagement, collaboration, and communication skills.

### **Biodata Information**

Fernando Eleazar Melchor Espinosa is a sixth-semester undergraduate student of a Bachelor's degree in English Teaching and Learning in Secondary Education at the Escuela Normal No. 4 de Nezahualcoyotl. Currently interested in research about promoting leadership between students in secondary schools.





*A teacher  
is a person  
who surrounds  
her students  
with inspiration  
to learn again  
every day*

*the best*  
**Teachers**

*are those  
who show you  
where to*

**look**

*but don't tell  
you what to*

**see.**