



# Conference Program



TESOL Chile's Southern Cone Conference, Santiago, October 2009

## FRIDAY 16<sup>TH</sup> October – AFTERNOON

16:15	<b>Registration Opens</b>							
17:30 – 18:00	<p><b>Welcome by</b>  <b>Jorge Larrain, Vice-Rector Académico, Universidad Alberto Hurtado</b>  <b>Jorge Radic, Director Escuela de Educación, Universidad Alberto Hurtado</b>  <b>Mary Jane Abrahams, President of TESOL Chile, Universidad Alberto Hurtado</b>  <b>Richard Boyum, RELO Officer, US Embassy</b></p> <p style="text-align: right;"><b>MAIN VENUE: AULA</b></p> <p style="text-align: center;"><b>MAGNA; Broadcast in AUDITORIUM - ROOM E32 - E36</b></p>							
18:00 – 19:00	<p><b>Donald Freeman</b>  <b>Director of Teacher Education and Professor of Education at the School of Education, University of Michigan, U.S.A</b>  <b>Do we teach thinking when we teach (a new) language?</b></p> <p style="text-align: right;"><b>MAIN</b></p> <p style="text-align: center;"><b>VENUE: AULA MAGNA; Broadcast in AUDITORIUM - ROOM E32 - E36</b></p>							
19:00-19:15	<b>Break</b>							
19:15 - 20:00	<p><b>Jimena Lizalde</b> Macmillan Publishers</p> <p><i>Reinforcing communication and critical thinking through TBI</i></p>	<p><b>Alberto Catalán</b> Lufthansa LAN Technical Training</p> <p><i>Magic Resources for the Language Classroom</i></p> <p><b>Room E36</b> <b>Rebecca Conley</b> Universidad Nacional de Mar del Plata</p>	<p><b>Miguel Farías, Alejandra Colima, Miguel Hormazábal, Stephanie Fritz &amp; Oscar Salgado</b> Universidad de Santiago de Chile</p> <p><i>Critical projects from the young generation of TEFL trainees</i></p>	<p><b>Luis Eduardo Trindade</b> Oxford University Press</p> <p><i>Effective Speaking Classes</i></p>	<p><b>Andrea Lizasoain &amp; Katherina Walper</b> Universidad Austral de Chile</p> <p><i>Descriptive and Exploratory Study of an Introductory Workshop to Drama Techniques for Teaching/Learning</i></p>	<p><b>Claudio Heraldo Díaz Larenas, Patricia Martínez, María Gabriela Sanhueza &amp; Iris Roa</b> Universidad Católica de la Santísima Concepción</p> <p><i>Chilean EFL teachers' belief system and classroom practices: scratching beneath the surface</i></p>	<p><b>Janet A. Martínez Bernal</b> Binational Consultant language education</p> <p><i>Credentialing in English Teaching: A Case History at the Mexico-United States Border</i></p>	<p><b>Graciela Bertolini</b> COMPASS PUBLISHING</p> <p><i>Mediation at school</i></p>

		<i>Flicks in the Facu: Using Film to Foster English Language Learning</i>						
<b>Room E21</b>	<b>Room E36</b>	<b>Room E32</b>	<b>Room E41</b>	<b>Room E45</b>	<b>Room E56</b>	<b>Room E61</b>	<b>Room E64</b>	

<b>Saturday 17<sup>TH</sup> October – MORNING</b>								
08:30 - 10:00	<b>Donald Freeman</b>  University of Michigan  <i>Learning from experience in teacher education</i>	<b>Richard Boyum</b>  US Embassy  <i>A Question of Questioning: Using question types to promote critical thinking</i>	<b>Edith Luna Villanueva</b>  Universidad Nacional de Catamarca  <i>Collaborative learning and communicative skill development in e-reading groups</i>	<b>María Celeste Grimau</b>  STEPS-Cross-Cultural-Understanding  <i>A Festival of Games</i>	<b>Thomas Baker</b>  Universidad Andrés Bello  <i>Socratic Circles</i>	<b>Gislaine Morais de Andrade</b>  Language Institute  <i>Making adults learn more effectively</i>	<b>Florinda Scremin Marques</b>  PUC PR - Catholic University Curitiba  <i>Fragile! Handle with care. Music, Video and the Environment</i>	<b>TESOL PRESIDENTS' MEETING</b>
	<b>Room E36</b>	<b>Room E41</b>	<b>Room E65</b>	<b>Room E33</b>	<b>Room E42</b>	<b>Room E51</b>	<b>Room E52</b>	<b>Room E57</b>
10:15-10:30	<b>Break</b>							
10:30 - 11:15	10:30 - 10:50 <b>Daniela Fernández Pavez</b> Universidad de Magallanes  <i>Films and the English Classroom</i>	10:30 - 10:50 <b>Eliane Provate Queiroz Martins UNOPAR</b> - Universidade Norte do Paraná  <i>Intercultural competence development: a cartoon genre contribution.</i>	<b>Livia Alencar</b>  Instituto Cultural Brasil Estados Unidos – ICBEU  <i>How contextualized language in EFL class may improve language acquisition?</i>	<b>Katherine Johnson</b>  Universidad Católica del Norte  <i>Speech, Writing, and Audience: Teaching Clarity and Critical Thinking to ELLs</i>	<b>Margaret Pederson</b>  Associaçedilao Alumni  <i>Improving reading strategies &amp; critical thinking through university book clubs</i>	<b>James Corcorán</b>  University of Toronto  <i>English only? Critically assessing the merits of mother tongue use in the adult EFL classroom</i>	<b>María Cristina Gélvez &amp; Andrea Campaña</b>  Universidad de Santiago de Chile  <i>THE ROLES OF LITERATURE IN LANGUAGE TEACHER EDUCATION: THE CASE OF TEFL</i>	<b>Kyria Rebeca Finardi</b>  Universidade Federal do Espirito Santo  <i>Psycholinguistic reasons for using tasks in EFL</i>
	<b>Room E36</b>	<b>Room E41</b>	<b>Room E65</b>	<b>Room E33</b>	<b>Room E42</b>	<b>Room E51</b>	<b>Room E52</b>	<b>Room E57</b>

11:15 - 11:30	<b>Coffee Break</b>							
11:30 - 13:00	<b>Katherine Johnson</b> Universidad Católica del Norte  <i>Student Opinions of Group Assignments</i>  <b>Room E36</b>	<b>Hernán Pereira, Heriberto Watson Blanco, Lucia Ramos Leiva, Juan Chamorro Arenas</b> Universidad Arturo Prat  <i>We Are Here To Read With You: Learning about regional culture through English</i>  <b>Room E41</b>	<b>Juan Cuevas Lepe</b>  Instituto Chileno Norteamericano/Universidad de Chile  <i>Some pictures, many ideas</i>  <b>Room E65</b>	<b>Edith Luna Villanueva</b>  Universidad Nacional de Catamarca  <i>Getting ready for TESOL online with basic ICT tools</i>  <b>Room E33</b>	<b>Gabriela Paz Utreras Iriarte, Natalia Fuentes, Rodrigo Gaete, Ana María Ortiz, Andrea Riveros</b> Students at UMCE  <i>Critical Thinking Skills in Teaching English as a Second Language</i>  <b>Room E42</b>	<b>Margot Storer</b>  University of South Australia  <i>Let's get physical: Using movement in the classroom</i>  <b>Room E51</b>	<b>Helmara F. R. de Moraes</b>  U.S. Consulate General Sao Paulo  <i>Corpus Linguistics and Teaching: hands-on work with corpora</i>  <b>Room E52</b>	<b>Rodrigo Venegas</b> Universidad San Sebastian  <i>Learning Strategies and Reading Proficiency: Promoting Learner Autonomy in University EFL Learners</i>  <b>Room E57</b>
	<b>Teresa Patricia Martínez Ilabaca, Claudio Díaz Larenas, Iris Roa G, María Gabriela Sanhueza</b> Universidad Católica de la Santísima Concepción  <i>Unravelling EFL teacher candidates; beliefs and classroom practices</i>  <b>Room E36</b>	<b>Susan Weymouth</b> Language Institute-BridgeTEFL  <i>The Impact of Concurrent Presentation Methods on the Reading Comprehension of Adult EFL Students</i>  <b>Room E41</b>			<b>María José Suazo Ocares</b> Liceo de Gastronomía y Turismo  <i>Experiences of an International Visitor in the United States.</i>  <b>Room E42</b>			<b>Karina Medaglia</b> Heinle, part of Cengage Learning  <i>Getting the most out of your learners' dictionary</i>  <b>Room E57</b>
13:30 - 15:00	<b>Check out the casino which offers an exciting menu!</b>							

<b>Saturday 17TH October – AFTERNOON</b>								
15:00 - 16:00	<b>Lydia Stack</b> <b>Critical Teaching in English Language Education</b> <b>MAIN VENUE AULA MAGNA; Broadcast in AUDITORIUM - ROOM E32 - E22</b>							
16:00 - 16:30	<b>Coffee Break</b>							
	<b>Luiz Fernando Schibelbain</b>	<b>Crissa Stephens &amp; Julio Llanos</b>	<b>Juan Cuevas Lepe</b>	<b>Ángela Harnish</b>	<b>Sara Walker</b>	<b>María Jesús Inostroza Araos</b>	<b>Jaime Ancajima Alama</b>	<b>Clara Nora Moreira</b>

16:30 - 18:00	<i>Centro de Lenguas Positivo</i>	Universidad de Magallanes	Instituto Chileno Norteamericano/ Universidad de Chile	English Language Fellow Program	Free lance / Brazilian Foreign Ministry	Escuela Básica Bilingüe República del Paraguay	Universidad de Piura, Perú	Universidad Alberto Hurtado
	<i>Learning English for a Sustainable Future</i>	<i>Peer Collaboration in ESL: A Tool for New Coaching Programs</i>	<i>English is boring, unless... (The Sequel)</i>	<i>Appreciative Inquiry: A New Model for Reflective Teaching</i>	<i>Changing Perspectives of Language and Teaching</i>	<i>Short and Sweet Primary Activities</i>	<i>Helping others and ourselves through class observation</i>	<i>The Lexico-grammar of Verbs</i>
	<b>Room E32</b>	<b>Room E36</b>	<b>Room E41</b>	<b>Room E45</b>	<b>Room E56</b>	<b>Room E61</b>	<b>Room E64</b>	<b>Room E65</b>

<b>Sunday 18<sup>TH</sup> October – MORNING</b>								
09:00 - 10:30	<b>Jim Stack</b>	<b>Maristela Barbosa Silveira e Silva</b>	<b>Anita Niemeyer</b>	<b>María Manuela De La Fuente Sablich</b>	<b>Lisa Rooney</b> BridgeTEFL	<b>Gislaine Morais de Andrade</b>	<b>Mindy Visser</b>	<b>Summer Marvin</b>
	San Francisco Public Schools	Language Institute-ICBEU-Manaus / UEA	Macmillan	San Agustín-Chiclayo	The IDELT™ - Your Ticket to Certification!	Language Institute	Universidad de San Sebastián	Language Institute – ICBEU
	<i>Using Rubrics to Assess English Proficiency</i>	<i>Blah blah blah! Reducing TTT through effective reflection</i>	<i>WHY?, the magical question word that fosters critical thinking in the ELT classroom</i>	<i>Critical Literacy in ELT: Education for Global Citizenship</i>	<b>Room E56</b> <b>Sabrina Dore</b> Universidad Alberto Hurtado	<i>Movies; effective, authentic and fun activities</i>	<i>Critical Thinking for Young Learners</i>	<i>Providing Useful Feedback</i>
	<b>Room E32</b>	<b>Room E36</b>	<b>Room E41</b>	<b>Room E45</b>	<b>Room E56</b>	<b>Room E61</b>	<b>Room E64</b>	<b>Room E65</b>
10:30–11:00	<b>Coffee Break</b>							
	<b>Catherine M. Thomas</b> Universidad de Playa Ancha	<b>Cecilia Bastías, Carmen Garrido</b> Universidad San Sebastián	<b>Martha K. Epperson</b>	<b>Lilian Gómez Álvarez &amp; Marlene Martínez</b> Universidad de Concepción	<b>Lisa Rooney</b> Language Institute – BridgeTEFL	<b>Lilian Gómez Álvarez, Natalie López &amp; Alexis Alvial</b>	<b>Paula Eliana Vergara Ortúzar</b>	<b>Jaime Ancajima Alama</b>
	<i>Audiovisual Materials for English Language Teaching and Learning</i>	<i>The Affective Domain through Professional Learning Communities</i>	Universidad Arturo Prat	<i>Encouraging interaction in the EFL class? What teachers should know about the use of questions</i>	<i>Become a Better Teacher with English Language Teaching In Action!</i>	Universidad de Concepción	Universidad Alberto Hurtado	Universidad de Piura, Perú

11:00 - 12:30	<b>Room E32</b> <b>Lucía Ubilla Rosales,</b> <b>Mónica Campos</b> <b>Espinoza</b> <b>Universidad Católica</b> <b>de Temuco</b>  <i>Methodology and the</i> <i>SIOP model</i>	<b>Room E36</b> <b>Belén Fariás</b> <b>Gutiérrez</b> UCINF, UBO and U. de Chile  <i>Cognitive language</i> <i>strategies and critical</i> <i>thinking activities</i>	<i>Supporting Students</i> <i>During Listening and</i> <i>Speaking Activities</i>	<b>Room</b>	<b>Room E56</b> <b>David Kendall Clapp</b> Universidad Santo Tomás  <i>The Teacher's Role as</i> <i>Manager</i>	<i>Tackling the PIAP debate</i> <i>contest: What to do and</i> <i>how to do it</i>	Speaking Assessment from a Discourse Perspective	Dealing with mixed- ability groups
	<b>Room E32</b>	<b>Room E36</b>	<b>Room E41</b>	<b>Room E45</b>	<b>Room E56</b>	<b>Room E61</b>	<b>Room E64</b>	<b>Room E65</b>
12.30-12.45	<b>Break</b>							
12:45 - 13:45	<b>Gloria Salazar</b> <b>MINEDUC</b> <b>English in Chile – State of the Art. 1998-2009 Gloria Salazar</b> <b>MAIN VENUE: AULA MAGNA. Broadcast in: Auditorium - E36 and E41</b>							
13:45 - 14.45	<b>Conference Closing Ceremony</b> <b>VENUE: AULA MAGNA. Broadcast in: Auditorium - E36 and E41</b>							<b>MAIN</b>



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