UNEMI
UNIVERSIDAD ESTATAL DE MILAGRO | Facultad de **Educación**

The 2nd English Convention and Tech Expo

01 - 03 March 2023

BOOK OF ABSTRACTS

Innovating Language Teaching

II ENGLISH CONVENTION & TECH EXPO

Innovating Language Teaching

UNIVERSIDAD ESTATAL DE MILAGRO

MILAGRO, ECUADOR

01 - 03 MARCH 2023

SCIENTIFIC COMMITTEE

- PhD. Paolo Fabre
- PhD. Antonieta Morales
- PhD. Patricio Álvarez
- PhD. Mirtha Manzano
- PhD. Pedro Molina

ORGANIZING COMMITTEE

- MSc. Sofia Guevara
- MSc. Diana Terán
- MSc. Jorge Zambrano

TO OUR ENGLISH COMMUNITY

English has undoubtedly become the global language of communication, connecting people across cultures and continents. In an era where proficiency in English is increasingly essential, the role of dedicated teachers and their innovative approaches cannot be overstated. In this context, we gathered some of the most dynamic and experienced professionals in the English teaching community to share their expertise at this convention.

"The 2nd English Convention and Tech Expo" fostered collaboration, inspired creativity, and promoted excellence in English education. Within these pages, you will find an outstanding collection of abstracts, each one offering a unique perspective on the ever-evolving landscape of English teaching methodologies.

This edition brought together a diverse range of experts, including renowned linguists, curriculum developers, technology enthusiasts, and classroom practitioners, all guided by the shared commitment to enhance the teaching and learning experience. Through their presentations and workshops, these respected expositors discussed various aspects of English pedagogy, highlighting innovative techniques, addressing challenges, and sharing best practices that have been proven to succeed in real-world classrooms.

Our goal was to inspire both experienced educators and aspiring teachers by providing them with a myriad of practical ideas and up-to-date, peer-reviewed research and strategies.

"The 2nd English Convention and Tech Expo" firmly believed that effective teaching is art and for this reason, it requires a delicate blend of expertise, adaptability, and empathy. We hope these proceedings of the convention will help you embrace a new teaching approach that implies inspiration, enthusiasm and fresh ideas.

The Convention staff

INDEX

BECKY BONAREK
UNIVERSITY OF ILLINOIS - CHICAGO (UIC)

PRACTICAL STRATEGIES AND PEDAGOGICAL IMPLICATIONS OF CENTERING STUDENTS; LANGUAGE IDENTITIES: A PERSONAL JOURNEY

ABSTRACT:

Questioning what you've been taught -- and what you're perpetuating by continuing to teach it -- is never an easy task, but it is an entirely necessary one. The presenter will share insights on her personal journey of critiquing her previously unexamined centering of a Standard English and moving towards classroom that instead centers and celebrates her students' individual language identities. Then the presenter will identify important pedagogical implications and offer practical strategies to begin building a truly inclusive classroom. The presentation will end with a lively Q & A.

Keywords: peer assessment, effectiveness, speaking skills.
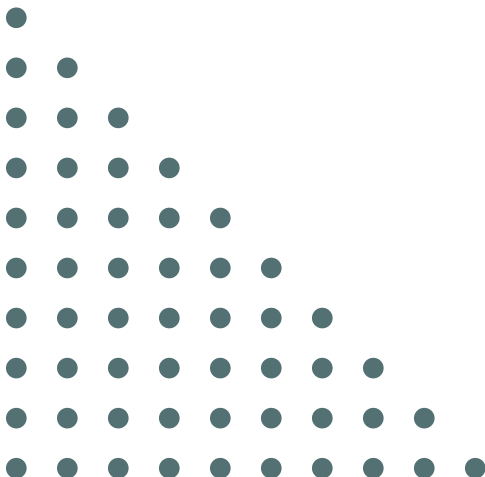
PH.D SOCORRO HERRERA
KANSAS STATE UNIVERSITY

BIOGRAPHY-DRIVEN INSTRUCTION: LANGUAGE DEVELOPMENT, ACADEMIC ACHIEVEMENT, AND CARIÑO

ABSTRACT:

Historically, effective English language acquisition has been a challenge across English as a foreign language (EFL) context. Language educators often struggle to equitably address the diversity in their classrooms, including language proficiencies, economic status, life experiences, socioemotional needs, and cognitive differences. Ladson-Billings (1994) challenged educators to confront deficit perspectives by first understanding their own positionality. With a better understanding of their socialization and place in society, educators can more critically consider how the curriculum can be negotiated to provide EFL learners with increased access and opportunities for meaningful interaction. Biography-Driven Instruction (BDI) (Herrera, 2010, 2016, 2022) guides educators to explore learners' sociocultural, linguistic, cognitive, and academic dimensions, situated within their biopsychosocial history. Through BDI, language educators create learning ecologies that have the potential to promote language development and academic achievement by strengthening learners' cognitive and socioemotional resilience and centralizing authentic cariño.

Keywords: biography-driven instruction, language development, academic achievement.
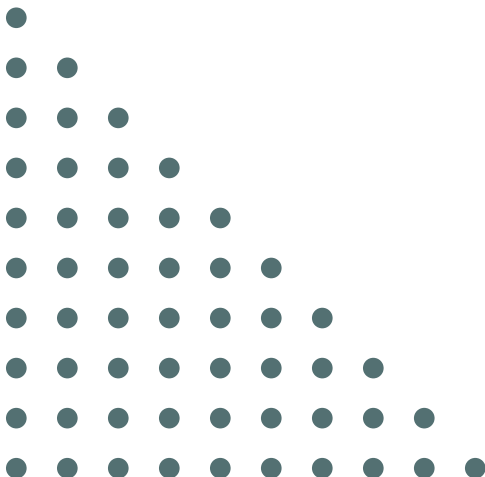
ADRIANA ELIZABETH CANGO PATIÑO
UNIVERSIDAD NACIONAL DE LOJA

PEER ASSESSMENT OF STUDENTS' ROLE-PLAYS TO IMPROVE THEIR SPEAKING SKILLS

ABSTRACT

This research aimed at improving the speaking skills of English A2 students by using peer assessment as a learning strategy whose participants were 8 boys and 22 girls aged between 18 and 24 years old approximately. This study employed a mixed methods methodology. On the other hand, the quantitative data were collected through the administration of a pre and post-test to determine if there was a significant change before and after the intervention. The data collected in the pre and post-tests were computed in a Microsoft Excel document to get the mean, minimum and maximum values. Additionally, the qualitative data was gathered by applying pre-and post-surveys, and the data were organized and analyzed into categories. Students' answers were detailed according to the questions related to peer assessment, and speaking skills.

Keywords: peer assessment, effectiveness, speaking skills.
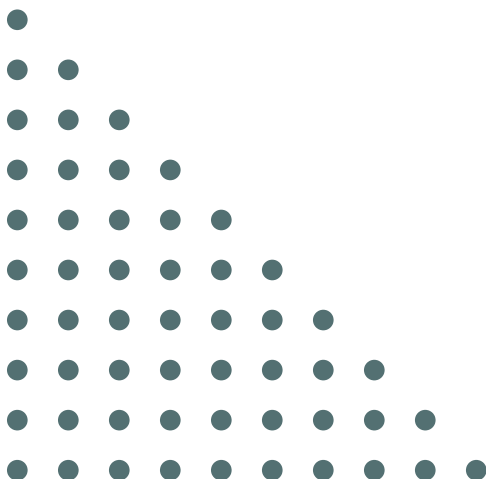
ANABEL PAULINA PORTERO LÓPEZ
ISU SUCRE

ACTIVE METHOD FOR DEVELOPING ENGLISH LANGUAGE COMPETENCY

ABSTRACT

The objective of this study was to explain the influence of the active learning approach on the development of communicative competence. Mastering the English language in higher education students has a direct bearing on the optimal use of technological tools and equipment, self-instruction, access to information, and social interaction for personal, academic, and professional development, most of which take place through the internet. The study was carried out in a public language center from a third-level education institute in Quito, Ecuador. Participants were legally enrolled students and legally hired teachers. The study was divided into two stages: first, during the quantitative phase, an online questionnaire was applied, which had 24 items to determine if the active learning approach was known and applied; in addition, a British Council online test was taken to establish students' language proficiency level. Second, along the qualitative stage, teachers were convened in various discussion groups, in which it was evidenced that the social actors (teachers) presented limited knowledge regarding fundamentals of teaching and learning processes, principles of andragogy, student characteristics, communicative competence, and active learning approach. Due to the mentioned, the study concluded that the teachers rarely apply the active learning approach that could be considered a factor for participants' low level in the English language; in addition, it was established that the characteristics, needs and interest of the students were not considered when planning syllabi or lessons.

Keywords: Active learning approach, communicative competence, higher education students, self-instruction, interaction.
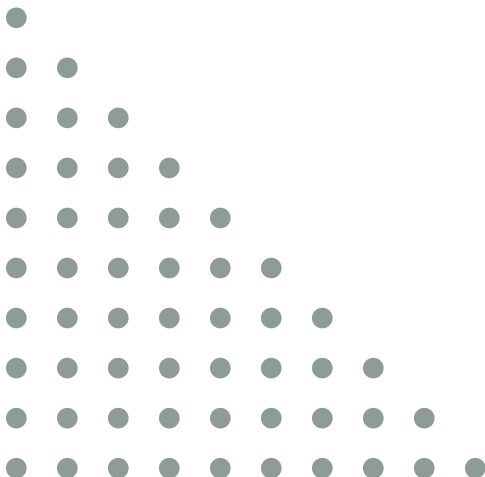
ANDRES RODRIGUEZ CAAMAÑO
MINISTERIO DE EDUCACIÓN

THE BENEFITS OF GAMIFICATION IN THE IMPROVEMENT OF THE ACQUISITION OF VOCABULARY

ABSTRACT

This study results from online classes and tasks performed by students in their language learning process. Strategies to activate vocabulary through gamification and gaming are being implemented at UPSE in the students of the Language Center and the Faculty of National and Foreign Languages Pedagogy in the second semester of 2021 - 2022. Students have participated in different games throughout the semester.

Keywords: gamification, vocabulary, Padlet, observation, proficiency.
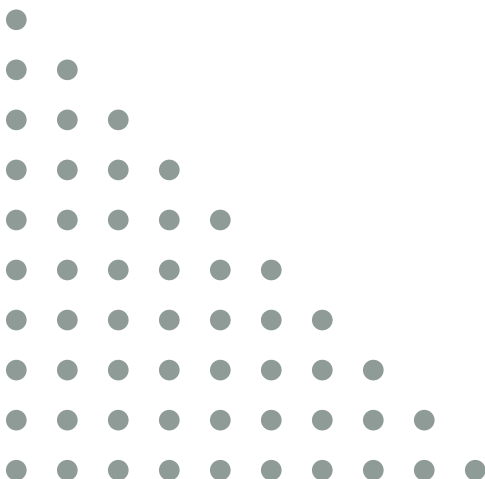
ANTOINE SEBASTIEN MOURAD - DIANA TERAN MOLINA
UNIVERSIDAD ESTATAL DE MILAGRO

UNDERSTANDING LANGUAGE UNIVERSALS TO PRODUCE EFFECTIVE WRITING IN ELL CLASSROOMS

ABSTRACT

This session evaluates language universals as an important tool in learning an L2 to provide a basis for understanding the language structure and how words are used to communicate meaning. Language universals refer to the common patterns, structures, and principles that are found in all languages and they can be used to identify the similarities between two languages and help learners to identify the meaning of unknown words (Moravcsik, 2011). A learner may be able to use the word order universal to identify the meaning of a word in a foreign language, or they may be able to use the universal of cognates to identify words that have similar meanings in both languages. By understanding the language universals, learners can better understand the grammar and syntax of the language, as well as the nuances of the L2 which can help them better understand and communicate in the language. Knowing language universals can also guide learners to better comprehend the cultural context of the language, and appreciate the culture of the people who speak the language. Through some practical examples, participants will confirm what is stated in the Universal Grammar theory: all languages share a common underlying structure, and this innate structure is helpful when learning a new language.

Keywords: language universals, language structure, universal grammar, descriptive linguistics
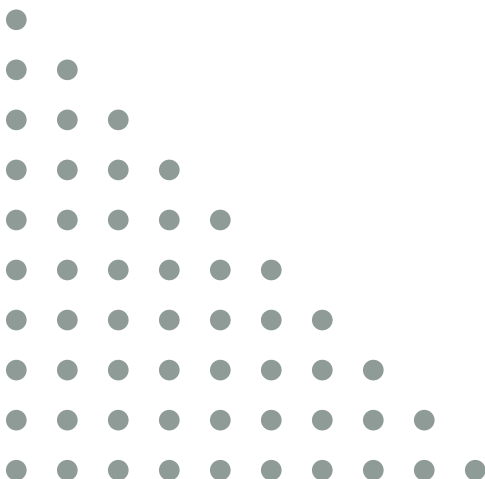
CHRISTIAN ANDRADE-MOLINA
EÖTVÖS LORÁND UNIVERSITY

A SELF PERSPECTIVE ON STUDENT´S MOTIVATION TO LEARN ENGLISH

ABSTRACT

Over the last decade, Zoltán Dörnyei's L2 Motivational Self-System (L2MSS) theoretical framework has been used to explore the relationship between successful second language learning and learner motivation in a myriad of language learning contexts. However, not many have been carried out in developing countries. Through the lens of L2MSS's three main components: Ideal L2 self, Ough to L2 self, and Learning experience, this study explores Language Learning Motivated Behavior (LLMB) in an Ecuadorian EFL setting. The article is part of a University research project. 128 senior high school students completed a questionnaire drawn from previous research studies on the L2MSS. The results confirm that the Ideal L2 Self is a strong predictor of language learning motivation in Ecuador, validating this component as one of the highest-order motivational forces across different populations of L2 learners. Concerning its counterpart, the Ought to L2 self, it was not found a significant correlation between this variable and the criterion measure (LLMB), determining that the external force of the L2 MSS presents socio-cultural variances. The Learning experience component, also has a noticeable impact on motivated behavior in the context of the study.

Keywords: Motivated behavior, ideal self, learning experience.
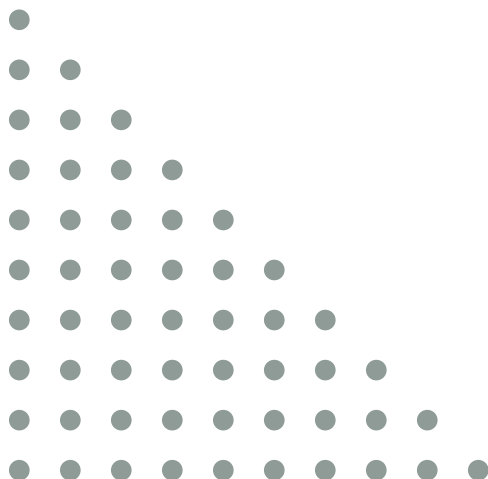
CLAYTON MANUEL CARRASCO GRIJALVA
UNIVERSIDAD DE GUAYAQUIL

OPTIMIZED MANAGEMENT OF LEARNING RESOURCES AND GAMIFICATION LEADING UNIVERSITY STUDENTS TO EXPERIENCE A STATE OF FLOW.

ABSTRACT

Learning, particularly language learning, points out different goals that aim multiple development of linguistic skills, hence its importance of adopting methodology alternatives that generate greater impacts on learning processes, strengthening teaching environment and leading the student to be part of a learning experience by which motivation generates the key factor of this state known as flow, that allows students to reach higher levels of cognition than in other pedagogies.

Keywords: learning, state of flow, cognition, pedagogies, methodology
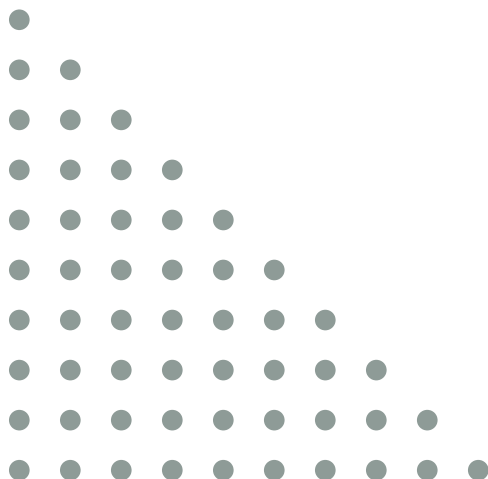
DAVID SANTANA
BRIGHTON ENGLISH SCHOOL

THE IMPORTANCE OF EFFECTIVE QUESTION WRITING FOR THE ACCURACY OF ENGLISH STANDARDIZED TESTING

ABSTRACT

This workshop introduces effective question writing as a fundamental part of standardized test design in order to ensure a high degree of accuracy of examinees' results. Several studies have led to the conclusion that students report a higher level of test anxiety over teacher-made tests (64%) than over national standardized tests (30%). The top three reasons why: poor test construction, irrelevant or obscure material coverage, and unclear directions. (NCATE, 2001.) With the aid of sample tests and exercises, attendees will be able to apply recommended test design practices so as to implement them in their own classroom and assess fellow teachers' testing materials.

Keywords: question writing; test design; assessment accuracy; standardized testing
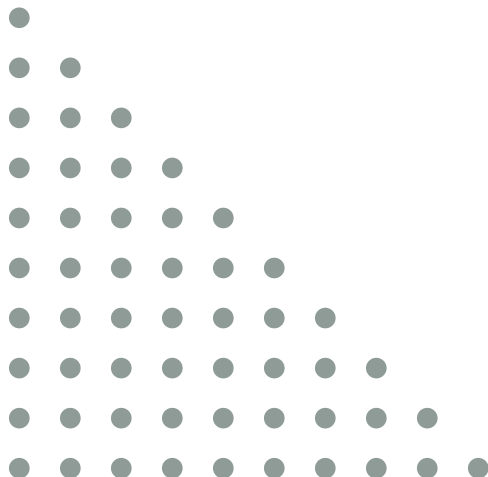
EDISON RENATO RUIZ LÓPEZ
ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

THE EFFECTIVENESS OF USING SLIDES IN TEACHING ENGLISH

ABSTRACT

In technological society, technology plays a crucial role as an integral part of teaching. This presentation aim to know teachers' perspective of using interactive slides in ESL classroom. Therefore, a good slide can help create an impressive teaching and learning environment, and something important save time. Nowadays, As teachers always we are thinking in what kind of methodologies, and techniques aiming to help learners find it interesting the developed English language skills. With the development of IT, the correct uses of slides may be encourage in learning teaching English.

The presentation also show the challenges faced by teachers in using IS. The use of technological tools such as PCs, laptops, interactive smart board, projectors, internet or mobiles in the classroom for instructional delivery has become very common and it has been found very effective, that´s why each one of the institution around Ecuador might provide adequate facilities in encouraging teacher to use IS in ESL classrooms and organize workshops, programs, activities for teachers to enhance their IS skills.

To sum up, Slides presentations can be used in the classroom for initial teaching, for student works, for warm ups, for games, for checking homework, for projects and for exams. This technique is attractive to learners, and it demands to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by engaging multimedia methods, like sounds, images, color, action, design, and so on.

Keywords: Slides, technology, challenges, multimedia
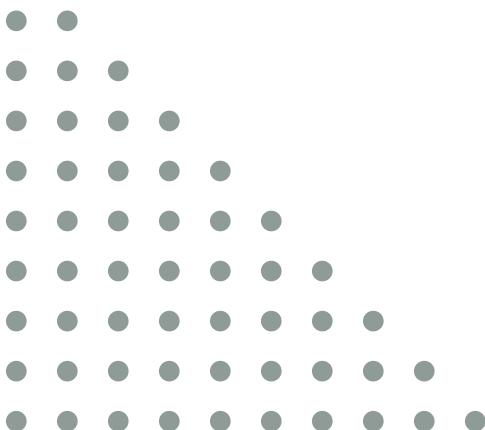
FRANCIS JAVIER VILLALTA ALARCÓN
UNIVERSIDAD ESTATAL DE MILAGRO

TEACHING ON SOCIAL MEDIA

ABSTRACT

This session introduces social media as a developing educational tool, as well as a strategy for allowing the population to roll up in multiple languages by utilizing trending topics with videos, images, and broadcasting. Since H. Douglas Brown (1995) mentioned a direct method point, which was to teach vocabulary with images associated with the ideas. We can provide multiple free e-learning platforms to students using this multimodal strategy. Designing educational content for social media necessitates a variety of approaches and techniques in order to attract a loyal audience interested in the type of content we produce. We could increase the number of language learners in Sudamerica by using social media teaching.

Keywords: Social media, educational tool, multilingualism, multimedia.
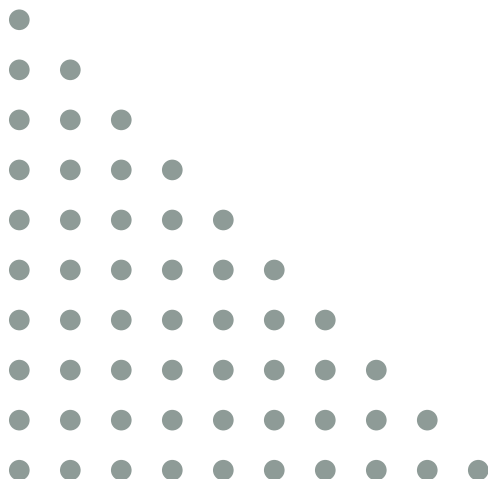
FRANS ANDRES RECALDE GARCIA
UNIVERSIDAD ESTATAL DE MILAGRO

ACCELERATING WRITING SKILLS THROUGH DIGITAL FORMATIVE PEER-FEEDBACK

ABSTRACT

Writing is a fundamental skill to become proficient in a language and it may be one of the most challenging language skills to develop for English Language Learners (ELLs), particularly in English as a Foreign Language (EFL) contexts. In this sense, the purpose of this study focuses on accelerating the development of writing skills through formative peer feedback facilitated by G-Docs. The participants for this study were beginner students belonging to eighth grade with a pre-A1 level of English proficiency according to the Common European Framework for Language Reference (CEFR) from a public school in Guayaquil, Ecuador. Data was gathered and analyzed using a quantitative research approach. A pre- / post-writing test, scored by a rubric, was applied to measure participants' writing development after participating in a two-months intervention contextualized by Formative Peer-Feedback. The data was analyzed through mean comparison using SPSS. The results of the study determined that Formative Peer-Feedback positively impacts ELLs' writing skills as measured by an English test. Formative Peer-Feedback creates collaborative conditions for ELLs to critically reflect on language use and functions, as well as their own writing strategies while revising and editing partners' manuscripts. Formative Peer-Feedback also supports ELLs to become independent writers focusing on writing processes, revision, edition, collaboration, and creativity.

Keywords: Writing, feedback, G-Docs, ELLs, development.

GENESSI VALENCIA HIDROVO
COLEGIO AMERICANO DE GUAYAQUIL

NEARPOD, ENGAGING CLASS TOOL (FOR ENGLISH CLASSES OR OTHERS)

ABSTRACT

After covid-19, the meaning of education has changed. An education more focused on the reality, sensibility and empathy among our kids, teens and adults is more important than ever. Since what we must cope within all ups and downs, the worldwide teachers must move on even though flummoxed situation came out. The objective to keep, create and innovate new strategies to engage our students in any field (specifically online) that is considered more and more challenging. According to Macias and Sanchez (2015, p.p 90-92) refers about the typical issues that teachers face in the classroom such a behavior and lack of interest, the most common solutions were change students sits, limit the online interaction, call parents, reinforce strict rules. From my perspective, now is more related to how we conduct the class and what we can do to create a good environment before, during and after the lesson. Be the teacher you needed when you feel lost. According to Berge & Clark 2009, they refer that a common though related to online leaning is that is "teacher less" (p,4). In other words, people supposed that interaction among teacher and student does not exist. That occurs when the educator provides a single speech and does not set out learners opportunity to express, it turns the class boring. This thought is also applied in face to face classes According to Keller, J. M. (1987), ARCS model proposes that through a proper and effective engagement the educator will obtain the student's attention, confidence, relevance and satisfaction. This process allows students to be concentrated and feel comfortable to participate. For this reason, I would like to talk about NEARPOD, a tool that would allow educators to connect, interact and engage students in the class. As a conclusion, educators must be prepared and promote the use interactive apps that are helpful so students do not even notice that they are learning.

**Keywords:** Nearpod, engagement, online learning, interaction, educators
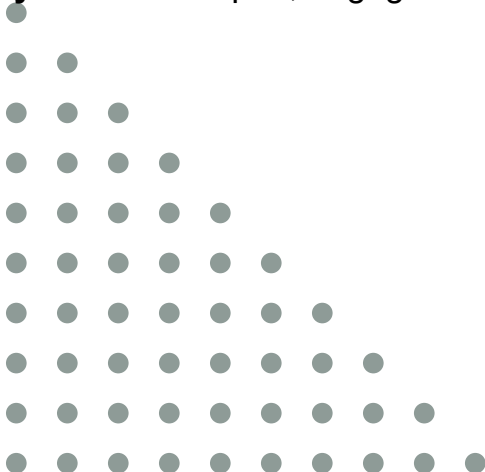
JORDY CHRISTIAN GRANDA FEIJOO
CENTRO DE IDIOMAS SUDAMERICANO, INSTITUTO SUPERIOR TECNOLÓGICO SUDAMERICANO LOJA

A CLIL TRAINING PROPOSAL FOR IN-SERVICE PRIMARY EDUCATION TEACHERS

ABSTRACT

The present research work aims to provide English teachers with a good training in the teaching process with a new methodology as it is Content Language Integrated Learning (CLIL).In the present study, an intervention proposal was designed to train in-service primary CLIL teachers in Ecuador. It is expected that through it, they develop all the necessary skills, competences and knowledge to be successful CLIL teachers. Furthermore, they will improve their learning and teaching style from planning the classes until the actual class itself to leave behind traditional teaching and become more engaged and motivated. The general aim of this intervention proposal is to change and improve in-service teachers' methodology to increase effective learning, through a proper CLIL teaching practice. The design of the intervention proposal is based on a revision of previous studies on bilingual education in this country, the main features of CLIL approach and CLIL teacher training. The most important aspects of CLIL have been considered to create learning situations to reflect and build up knowledge about its methodological principles, planning, design of materials, development of critical thinking, and assessment. At the same time, all the sessions of the proposal follow the CLIL methodology and allow trainees discuss, work in teams, create, and learn in a practical way as their students will do. This training can serve as a model for further research about bilingual education and CLIL training in Ecuador and be adapted by several institutions not just for primary education, but for any other level. Additionally, as this intervention proposal could not be implemented, we are not able to measure its effectiveness; nevertheless, this will bring great changes in the educational field.
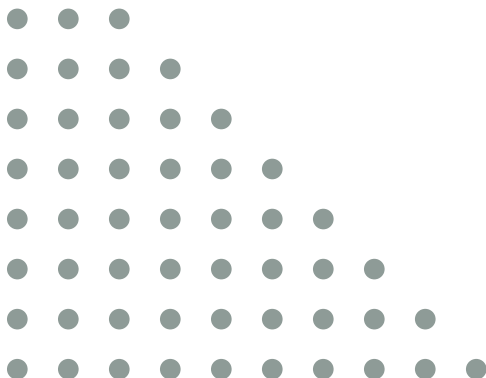
JORGE ZAMBRANO PACHAY - CRISTHOPER ARIEL BRAVO BAQUERIZO - CESAR ANDRES TENEZACA GALARZA
UNIVERSIDAD ESTATAL DE MILAGRO

THE EFFECT OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) ON LISTENING ACCURACY OF EFL STUDENTS

ABSTRACT

The implementation of Mobile-assisted language learning (MALL) has provided tremendous opportunities for language teachers to promote their computer literacy and adopt a learner-centered approach to teaching. Under this circumstance, mobile devices increase students' participation in potentializing the English language in their receptive and productive skills. Based on various authors like Siemens and Downes (2005) with connectivism theory, Sharples et al. (2005) mobile learning, and Leow et al. (2004) with Mobile Assisted Language Learning theory, language teachers would occupy a fundamental role in preparing and encouraging students to use various technologies for language learning purposes. Moreover to emphasize, WhatsApp (WA) is one of the most popular messaging applications which can be accessed by using a mobile phone and Personal Computer (PC), allows teachers to create groups to promote participation using multimedia resources, dynamic images, and In the education field, WhatsApp also gives beneficial features such as text, call, send video, audio, links, location, document, and pictures. For gathering data, this study applied a case study using observation and questionnaire as the main instrument. A case study is drawn from participants of 3rd semester students at Milagro State University. In brief, the application of a mobile chat room environment that integrates mobile technology synchronous and asynchronous may transfer the students' production in their daily interactions using the target language and is believed to be able to foster productive and receptive skills in second language learning.

**Keyword:** MALL, listening, mobile, WhatsApp, case study
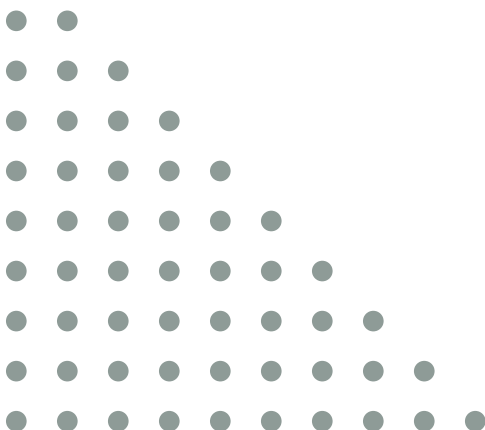
JUNE VIBEKE HOLMQUIST
UNIVERSIDAD ELOY ALFARO DE MANABÍ

THE REPRESENTATIONS OF CULTURAL VALUES IN ECUADORIAN GOVERNMENTAL ENDORSED EFL RESOURCES FOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS.

ABSTRACT

This study seeks to uncover the different cultural values that are presented and portrayed in teaching materials endorsed by the Ecuadorian Government for public schools' use. This paper analyzed the first four modules of the textbook for second language acquisition of English used for the first year of secondary school. Textbooks are of immense importance for students learning journey as teachers rely on textbooks for 90% of their class and students use the textbook 60% of their class time Mikk (2000). Textbooks do not only advance second language acquisition but are also vehicles of sets of values that are instilled in students through the discourse objectives. Readers can often not be critical of texts and internalize what is read as facts. This paper aims to analyze the modules of Bachiller Unificado promoted by the Ecuadorian Ministry of Education for high school learners using discourse analysis to uncover the discourse objectives regarding how culture and English as a language was viewed. Furthermore, culture was analyzed in relation to both student's own country as well as their relationship towards other countries. The results uncovered the possible impact the textbook discourse has on students meaning making. Results brought to light the representations of several ideologies in the textbook such as tolerance towards others and global citizenship. Finally, how the discourse influenced student's sense of identity when judgements towards Ecuadorian culture appeared in the textbook either directly or overtly.

Keywords: Cultural values, government, EFL, discourse analysis, textbooks.
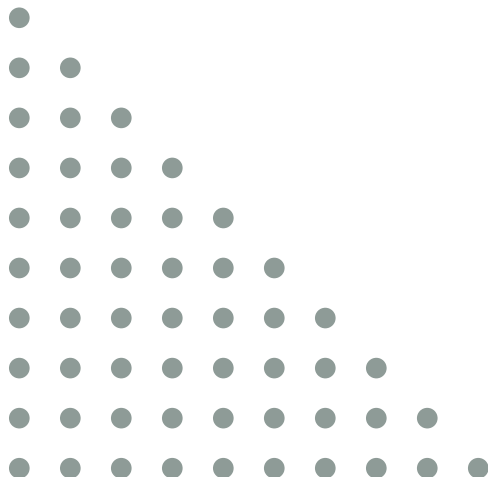
KETTY VERGARA MENDOZA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACTORS THAT INFLUENCE MAJOR CHOICE OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES STUDENTS AT UPSE, ECUADOR

ABSTRACT

The goal of this study is to determine the variables that affect the Pedagogy of National and Foreign Language Majors at Santa Elena University in Ecuador and what inspires young students to begin and complete this major. Quantitative research is used in this study. A survey in Google Forms was used to gather data, and multiple-choice questions included 100 students selected at random from the UPSE Pre-university courses. They are members of both locations at the Villamil Playas branch and the UPSE headquarters. This study shows that most students are intrinsically driven to become English teachers because they enjoy the language, besides, some of them were under family pressure. However, sizable portion is determined to earn the major despite all odds. The students must complete a rigorous academic program, achieve Common European Framework proficiency in English at level B2, and, as part of their development as major students, work on an educational project based on conducting research at various local institutions. Additionally, they get the chance to work on a study case that was pulled from the classroom where they practice for their pre-professional jobs. To conclude this work, it is critical to emphasize that while it is difficult to locate a group of students today that are motivated on an innate level to become English teachers, they do exist at Universidad Estatal de Santa Elena

Keywords: Influence, major choice, pedagogy, national and foreign languages, students.
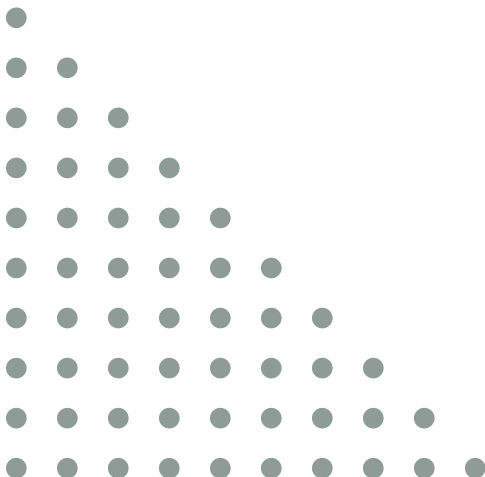
LILIYA HARUTYUNYAN
PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

THE IMPORTANCE OF DEVELOPING SKILLS FOR WRITING ARGUMENTATIVE ESSAYS IN UNIVERSITY STUDENTS

ABSTRACT

The present study was carried out at a private university in Ecuador within the English courses at Language School in 2017. The students, participants in this project, whose English level was B2 according to the CEFT, were studying in different faculties and semesters of the university. The main goal of the research is to identify the students´ ability to argument through the evaluation of argumentative essays of the students. In the framework of general courses, there was a guided process of reinforced academic writing of argumentative essays with a handbook of each step and peer evaluation of each fragment of the text. There were 65 students within the project divided in 8 groups in 2 semesters, some of them took classes in the morning, others in the afternoons. The written productions were written after watching a documentary about a polemic topic, debates on pros and cons of the postures of all actors shown in the film, explanation of the specific features of an argument and counterargument, their difference from expressing opinion, presentation of the argumentative essay structure. The overall results showed that university students show a high level of ability at the moment of defending their position, presenting arguments and following the structure provided. However, very little percentage included a solid counterargument in all the text, neither in the introduction, body of the essay nor in its conclusión it was revealed.

Keywords: Skills development, writing, argumentative essays, University students, academic writing.
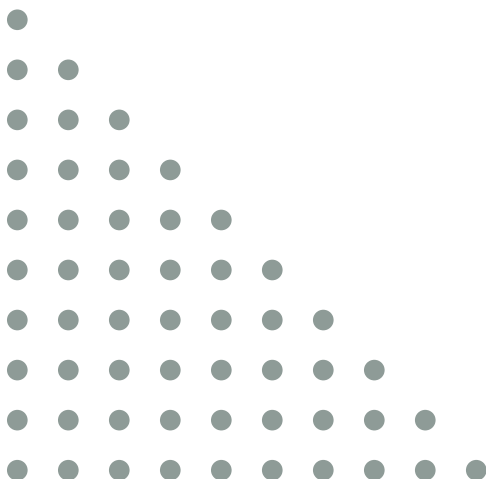
LISSETH PRISCILA CABANILLA GARCIA - LESTER FENNEL PEREDDO HIDALGO
UNIVERSIDAD ESTATAL DE MILAGRO - ESCUELA DE LA MARINA MERCANTE

"TEACHING ENGLISH IN LOW RESOURCE-ENVIRONMENTS: CHALLENGES AND POTENTIAL OPPORTUNITIES"

ABSTRACT

This session examines the difficulties associated with teaching English in low resource-environments and proposes some actions to assist teachers coping in the lack of resource-settings. Most Ecuadorian public English teachers have to face full of dramatic contrasts: limited finances in schools and opulent surroundings. Poverty strikes high schools, where government funds are either scarce or non-existent. The majority of public schools have insufficient resources for classroom instruction (Villafuerte, et al., 2018). Compared to private schools, students fare poorly English skills. According to statistics, public schools have significantly different facilities than most private ones, affecting the learning process somewhat. Teaching English in low resource-environments without books, internet connection, labs, printers, or photocopier machines can be challenging but beneficial. Sometimes the only teaching materials available in classrooms are markers, some pieces of paper, and photocopies paid by teachers or students. Despite the above-mentioned setbacks, it is possible to teach English at schools and take students to some reasonable command of this foreign language. These kinds of scenarios represent an ideal opportunity to demonstrate teachers' creativity and originality in the EFL classroom. Recent research in TEFL (Ajibero, 2022; Beck, 2021; Chidi-Onwuta et al., 2021; Long 2012) has shown a vast amount of literature on teaching English to underprivileged learners. During classes, speaking-activities, games, discussions, role-playing, and theater activities can be implemented with almost minimum resources. Through lecture and practical tips, participants will be exposed to ideas they can easily implement in their own classrooms.

Keywords: English teaching, teaching resources, low-resource environments, classroom activities
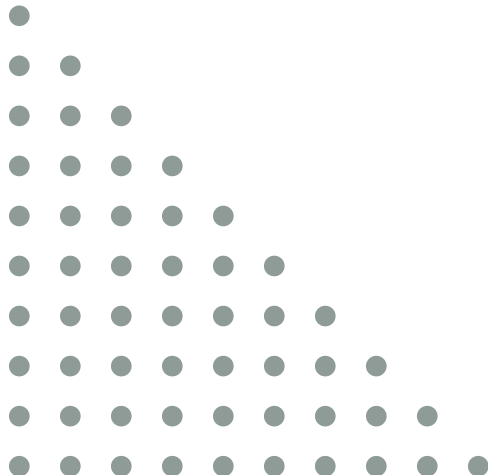
LOURDES BRAVO PINEDA - ANGEL BANO SANCHEZ
UNIVERSIDAD ESTATAL DE MILAGRO

# SIMPLIFYING PATTERNS AND TERMINOLOGY THAT COMPLICATES ENGLISH GRAMMAR

ABSTRACT

Many English language learners are able to attain high marks on grammar tests while their writing and speech are riddled with grammatical errors. They can become very efficient at memorizing rules and scoring well on language tests; however, their language production is complicated.

More recent approaches, such as Communicative Language Teaching and Content-Based Language Instruction, emphasize the role of communication in language learning and the importance of learning content in that language. These methods have been found to help English Language Learners (ELLs) develop fluency in the target language, but they have moved away from presenting and emphasizing essential structural aspects of the language.

As a result, students develop communicative competence in the language, but fail to develop mastery of basic language structures. A solution to this issue is the use of the Grammar Dictation Technique, proposed by PhD. John Nelson and Tymofey Wowk in their book "Making English Grammar Meaningful and Useful." This method has been proven to have positive results in teaching grammar to EFL students in the city of Guayaquil, Ecuador.

The purpose of this workshop is to bridge the gap between the heavy emphasis on grammatical terminology on the one hand and the absence of attention to grammatical characteristics on the other. It provides ideas for how grammatical structures can be presented to and learned by ELLs, and presents grammar directly and specifically, in an effort to help students develop a deeper understanding of the language and improve their language production.

**Keywords:** Grammar, language learners, communication, instruction, workshop.
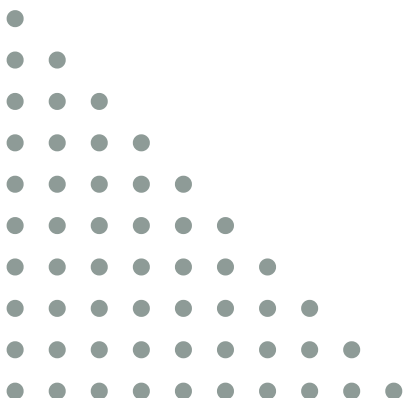
LUIS BERMUDES
UNIVERSIDAD DE GUAYAQUIL

USING THE ICONS OF SUPERHERO MOVIES AS A GATEWAY TO THE WORLD OF LITERATURE

ABSTRACT

In today's world of visual distractions and noise, students face difficulties in making connections between movies and classic literature. To address this challenge, this study introduced classic literature as the precursor to characters in movies and popular streaming series. By making those connections, this study aimed to build a bridge between what students knew about superhero movies and the classic literature that inspired those stories. The approach was essentially qualitative and to measure the impact of this innovation, a Likert scale questionnaire and a focus group were used as research tools. The objectives of this approach aimed to inspire students to appreciate the rich and diverse stories of literature and to encourage them to learn more by connecting the familiar with the unfamiliar. The activities used in this study were designed to be engaging and interactive, to maximize students' involvement and encourage them to make connections between what they knew and what they were learning so they could develop an appreciation for the seminal tales that inspired the stories they learned from movies.

**Keywords:** Superhero movies, literature, visual connections, likert scale, engagement.
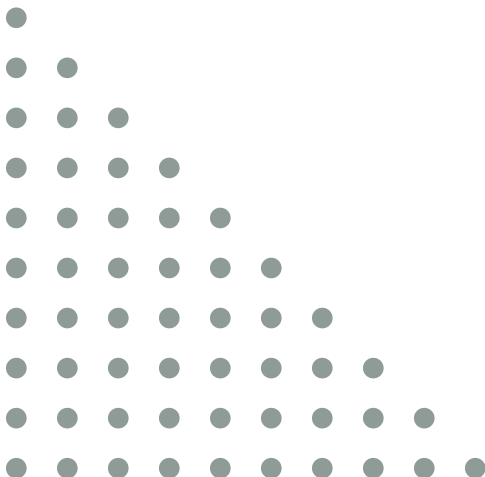
LUZ MARIA PARRA MANCHAY
UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO (LOJA-ECUADOR)

"SOCRATIC QUESTIONING-FOSTERING HIGH SCHOOL LEARNERS SPEAKING SKILLS IN AN ECUADORIAN PUBLIC SCHOOL"

ABSTRACT

Speaking is one of the four-macro skills required to communicate effectively in English (Boonkit, 2010). This action research investigated the use of SQ to foster the speaking skills of high school learners in an Ecuadorian public school. Speaking is one of the four macro skills required to communicate effectively in English (Boonkit, 2010). This action research investigated the use of SQ to foster the speaking skills of high school learners in an Ecuadorian public school. Sixteen participants, aged 16-18, were selected as a convenience sample and asked to participate in a four- week study. Before the intervention, participants responded to a questionnaire to get a baseline regarding speaking skills. The means of observation, journals, and interviews were used to collect data. Moreover, the researcher used triangulation to add validity and reliability to the study. The findings indicated that the SQ had a positive effect on participants' speaking skills.

Keywords: Socratic questioning, learners, speaking skills, public school, Action research.
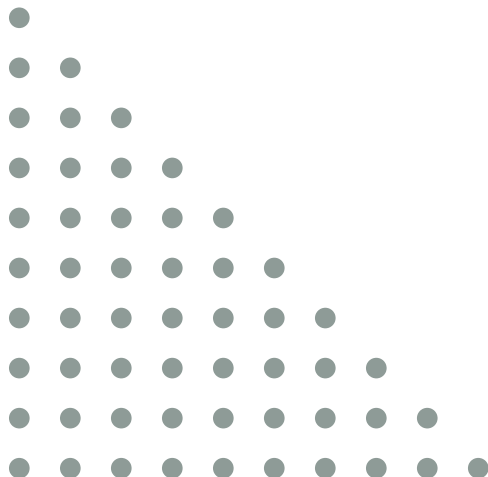
MARCOS DANIEL VINUEZA BOSADA
**UNIDAD EDUCATIVA FISCAL DEL MILENIO "DR. ALFREDO RAÚL VERA VERA"**

MAGIC BOX AS LUDIC STRATEGY FROM PLE WITH HYBRID AND INCLUSIVE INNOVATION IN COMMUNICATIVE APPROACH

ABSTRACT

Current education requires significant changes in the communication and how educators are teaching, sharing and posting information after pandemic COVID-19 context.

According to (Sánchez, 2011) "learning by doing and building; learning to learn, with a systematic, human and integral vision of the person, learning and life" p. 3. Thus, it has been motivating the educational system being remoting teaching-learning and taking previous material to be adapted in the current context. Consequently, this study aims to present the PLE (Personal Learning Environment) as Web 2.0 resource which is a repository of activities developed as hybrid strategy of learning next to "Magic Box" as a face-to-face useful tool to apply all the vocabulary learnt at the same time. This research was applied to make students distinguish the different "Parts of Speech" practicing Listening, Speaking, Writing, Reading and Vocabulary class and at home because is no longer focused just in physical text. In addition, it was conducted in the Public Educational Unit of Millennium in Guayaquil City with high school students. It was applied based on the Communicative Approach method emulating the famous card game "Yu-Gi-Oh" as ludic task in which students has an educational battle of knowledge into peers. The use of English laboratory, field observations, collaborative learning, interviews, group discussions were the instruments to gather every class information in order to enhance the development thinking process of them. Results are focused on Constructivism since the apprentice is the one who builds his knowledge from scratch until he discovers everything helping them students who have not connectivity and students who learn differently.

**Keywords:** Pandemic, connectivity, Magic Box PLE, Constructivism, Communicative Approach.
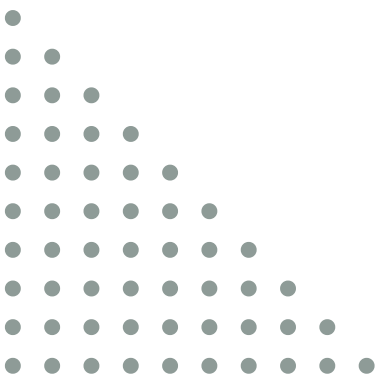
MARÍA ROSARIO ALAVA
UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

ESP APPLIED TO TOURIST GUIDANCE

ABSTRACT

English for Specific Purposes ESP is an approach to the education of English oriented for specific purposes (scientific, technological, economic and academic areas). The ESP is based on the design of specific courses to give response to the needs of students who beyond the learning of the common language, require a practice regarding certain professional areas, the objective of this research is the analysis of the contents in English for the activity of tourist guidance in the city of Manta, through field research, survey of 40 students of the ULEAM Tourism career through questions oriented to the practice of the language, applied vocabulary, the research is complemented with content analysis of the Technical English subject, and exploratory research in reference to the itineraries offered by tour operators aimed at cruise ship customers arriving at the port, in reference to the academic aspect, a curricular, pedagogical and content analysis is important, contrasting the information theory through bibliographical references with professional practice, the Educational model is also important, the teaching-learning techniques, and the assessment of the level of English of the students.

**Keywords:** ESP, tourist guidance, field research, language practice, curriculum analysis.
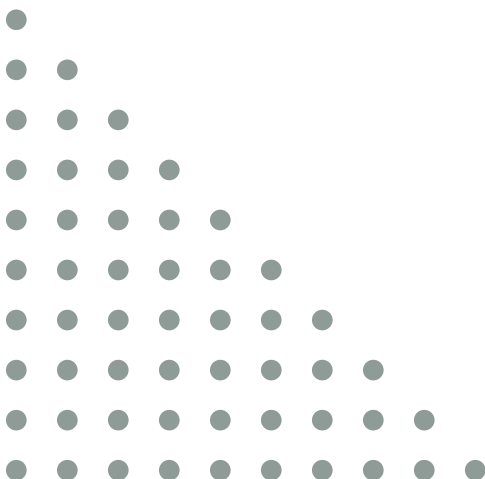
MARIA ROSSANA RAMIREZ AVILA
UNIVERSIDAD CASA GRANDE

COMBINING SOURCES AND WRITING ACADEMICALLY.

ABSTRACT

Accurate and formal writing is sought in higher education settings. However, there are some issues students have with this skill. This added to the limited time of contact hours with the language, and that one teacher is assigned to a group of students which need individual attention due to their different levels of proficiency. There are several studies conducted at higher education levels which indicate weaknesses in students' academic writing which lead to plagiarism (Chi & Nguyen, 2017). In this regard, Gardner (1999) sustained that paraphrasing is a technique that can assist students. Another technique is the synthesis of different sources which show the connection between the sources (Johnson et al., 2021). In this workshop, attendees will be exposed to several issues found in students' academic writing. There will be opportunities for them to correct the issues as a group. They will also have the opportunity to see that prior to paraphrasing or synthesizing, there are other minor issues that should be worked on. Thus, a recommendation to participants is that they should diagnose the problems their students have in academic writing, as a group and individually. This should lead to micro-interventions to help students improve in their academic writing**.**

Keywords: Combining sources, academic writing, weaknesses, paraphrasing, synthesis.
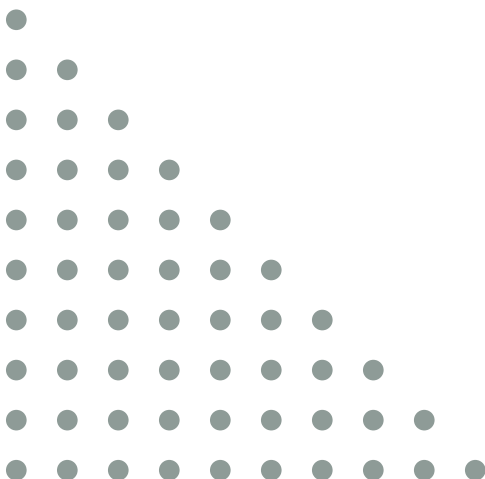
MARJORY LECHÓN DE LA CRUZ
**UNIVERSIDAD POLITÉCNICA DEL CHIMBORAZO**

READING COMPREHENSION THROUGH LECTURE CLUBS OF NARRATIVE STORIES.

ABSTRACT

Reading is key in the university context, being an important part in academic and scientific activities, in connection with the community, as a means of access to information and knowledge, and as an essential element for the acquisition of competences. professional skills and a general culture. University students require the habit of reading to carry out the multiple learning tasks, which they face daily, based on the demands of consulting a variety of physical and digital bibliography and searching on the internet and as a means of doing a good use of free time (Echeverría et al., 2019).

Learners of public universities in Ecuador usually encounter reading comprehension problems due to several factors such as lack of reading habits in L1 that could be transferred to L2. The present research has been directed with this group as students receive academic writing. A limited use of vocabulary and poor comprehensive reading skills have been determined through the pre-test when identifying main and secondary ideas. The participants presented problems in the skill of comprehensive reading because they do not have reading habits or clear reading strategies that allow the development of academic writing. Reading skills need to be strengthened as this will have a direct impact on academic writing skills. Low English proficiency and particularly the absence of implementation of reading strategies when teaching reading avoid learners having an appropriate understanding when reading.

**Keywords:** Reading comprehension, lecture clubs, narrative stories, reading habits.
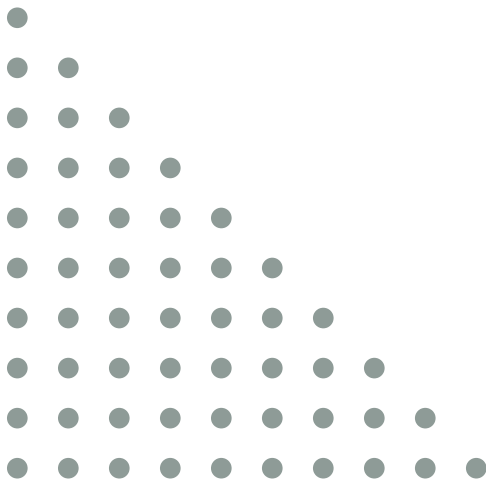
MIGUEL ASTUDILLO QUINONEZ
UNIVERSIDAD ESTATAL DE MILAGRO

ENGLISH THROUGH SONGS = SINGING AND LEARNING

ABSTRACT

Singing songs as a teaching resource to motivate students to learn English involves teachers rethinking the traditional methodology usually used with this resource with the purpose of obtaining better academic results. This workshop aims to show the importance of applying a motivating methodology through popular songs as an educational resource that allows the development of all English language skills and other language areas in students. In order to have data that supports this methodology, a survey was applied to 60 students of the English modules at UNEMI. This information concerning the methodology to be applied through songs was analyzed. The results showed that students are motivated to learn when working with songs; however, teachers do not always work with this type of teaching resource and when they do, they do not exploit the full potential that songs have. Likewise, teachers usually only focus on the development of certain areas, because they do not design activities involving the development of all the skills of this foreign language. Therefore, the application of a methodology that integrates all English language skills to achieve the development of the required competence to establish effective communication processes is proposed. In this workshop, the attendees will learn to widen their perspectives about how to design activities that link one skill to another and apply them with the only aim of reinforcing English language areas and skills making English language acquisition an engaging, easy, and effective learning process.

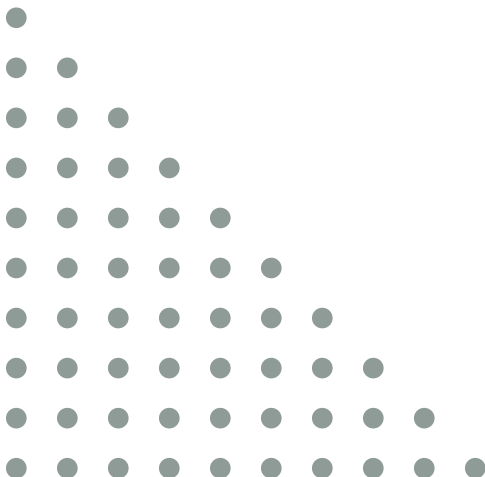**Keywords:** English through songs, learning, educational resources, English language skills.
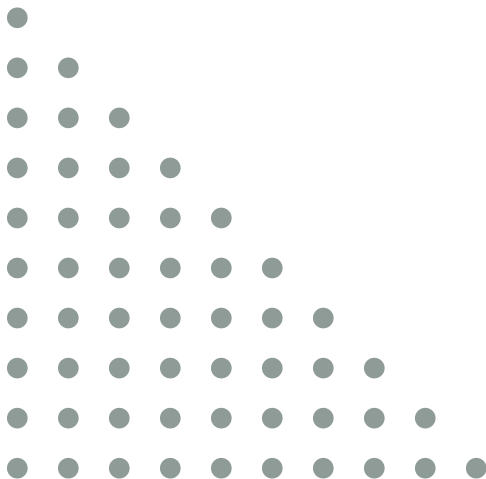
MONICA ALEXANDRA CARRERA SANCHEZ
UNIVERSIDAD HEMISFERIOS

HISTORICAL OVERVIEW OF FOREIGN LANGUAGE TEACHING METHODS(PROS AND CONS)

ABSTRACT

Language Teaching Methodologies and Second language acquisition (SLA) are aspects of learning and education that are closest to people's day-to-day lives. It therefore affects and is affected by parameters such as current technology, economic situation, education policies, and social change in general. This makes second language teaching (SLT) one of the fields of education that are most influenced by the various historical periods it exists in. Understanding and learning from the evolution of the different methodologies throughout recent history are therefore critical to the development of future methodologies that are more efficient and universal. In this paper, we will present an overview of the evolution of second language teaching methodologies over the years, and highlight how it affected past trends and policies in SLT and how it can fuel future innovation. We will base our review on various periods in the evolution of SLT and the interplay between them and the various methodologies that have been used in the past. Special attention will be given to the level and depth of influence, both positive and negative, that technology has on second language teaching. We will end our review with an analysis of emerging trends and how they can affect educational outcomes both positively and negatively.

Keywords: Historical overview, second language acquisition, technology, educational outcomes.

CARLA ISABEL LOZANO ALVARADO - INGRID ALINA URGILES ARMENDARIZ
**UNIVERSIDAD ESTATAL DE MILAGRO**

ANALYSIS OF THE IMPLEMENTATION OF A PROFESSIONAL LEARNING COMMUNITY IN THE EDUCATIONAL CONTEXT.

ABSTRACT

Professional learning communities are considered relevant for improving the quality of education. Academic staff collaboration in PLCs can contribute to the effectiveness of professional development efforts (Prenger, R., Poortman, C. L., & Handelzalts, A. 2019).

This study aims to partake the most relevant benefits of professional learning communities and the possibility of interacting and learning from other professionals who work in a similar context, thus taking advantage of the different points of view, experience, knowledge, and execution of collaborative work. To do so, it was applied a study based on a quantitative research methodology to document teachers' and staff perceptions, expectations, and openness to PLC implementation. The study was conducted in an heterogeneous group of 50 members of the educational community (Teachers, psychologists, students, etc) in Ecuador. Surveys with close ended questions were used to collect the information. The findings of the study indicated that the perceptions are generally positive about the experience of sharing ideas, outcomes and work with stablished norms and guidelines to be implemented in educational programs.

Keywords: Learning community, educational context, collaboration, professional development, learning, perceptions.
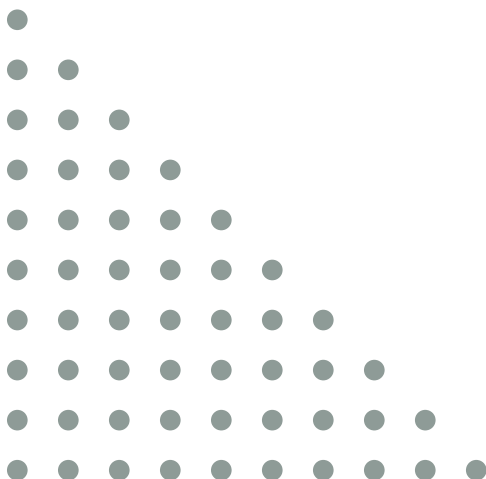
NADIA CHALA PINTA - GRACE RUIZ
**UNIVERSIDAD SANTA MARIA - BALANDRA SOUTHERN CROSS HIGH
SCHOOL / CENTRO ECUATORIANO NORTEAMERICANO (CEN)**

EMPOWERING ENGLISH TEACHERS WITH TRANSLANGUAGING PRACTICES

ABSTRACT

This workshop aims to empower teachers to implement translanguaging practices in EFL classrooms. Garcia & Wei (2014) argue that Translanguaging has become increasingly notable in applied linguistics. It is described as a method in which multilingual students are educated in bilingual language practices drawn from a linguistic repertoire. This language ideology's practices, challenging and questioning monolingualism, date back to the 1980s (Beres, 2015) and continue to evolve as well as gain popularity in recent years (Cenoz & Gorter, 2017; Garcia & Lin, 2016). Although monolinguistic practices have been used predominantly in English classrooms, these practices do not match the multilingual reality of today's students. Therefore, it is inevitable for multilingual students' L1 to make its way into the classroom (Li, 2011; Canagarajah, 2011). Teachers should be open to new ideologies, be brave enough to adopt them and embrace the change that can lead us to great results in language acquisition.

**Keywords:** Empowering, English teachers, translanguaging practices, EFL classrooms, multilingual students.
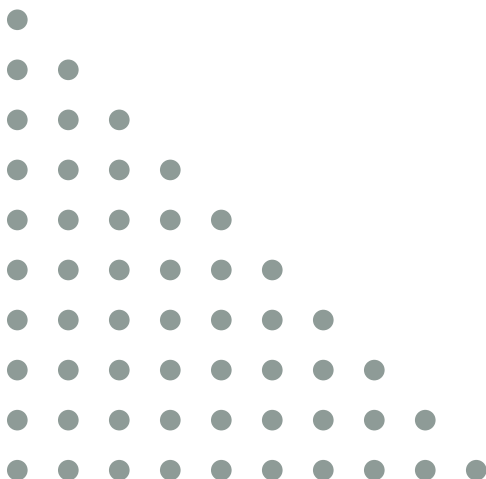
PAOLA SANTAMARIA
YACHAY TECH

"ASSESSING ASPERGER SYNDROME STUDENTS' WRITING IN A FAIR MANNER"

ABSTRACT

Inclusive Education is a worldwide system where students are given the opportunity and support to learn together in the same classroom. In Ecuador, it responds to the guarantee of the right to a quality education, of all children, adolescents, youth and adults in the education system, at all levels and modalities; recognizing the diversity, as established in Ecuador's 2008 Constitution about the "RIGHTS OF GOOD LIVING" (Derechos del "Buen Vivir"). This study presents a research done around how Asperger students may be evaluated in terms of fairness to their condition facing their peers, and of complete consideration to their innate abilities to gain knowledge within the subject of Literature through a standard rubric. To do so, the topic was evaluated with the rubrics that have been elaborated for the subject of Literature in the tenth year of basic of secondary education in a private high school in Quito, which unit 2 is about poetry. So as for an overall view, the education system in Ecuador aims to be an active entity of inclusive education like most of the world. Since English is the lingua franca, Ecuador has adopted it in the same way as the majority of countries around the world have done and also the mandate to include students with special educational needs in regular schools. For these, it can be concluded with great firmness that CLIL is the methodology that meets all the requirements to foster a high quality bilingual education and a powerful gear in attention to diversity, which allows to directly target students with special educational needs through a second language, and an integral education through all the different techniques that encloses, and the personalized and differentiated assessment that it allows.

Keywords: Asperger Syndrome students, writing assessment, fairness, inclusive education, rubric.
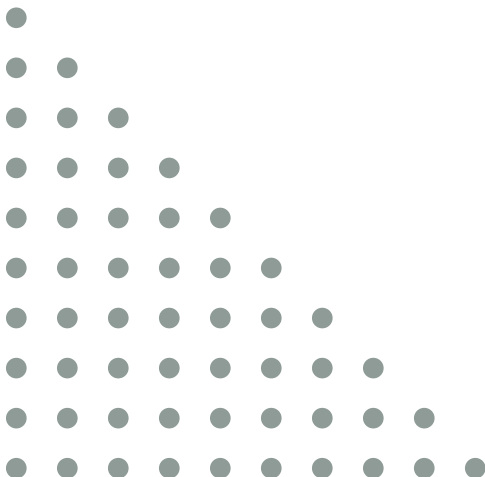
ROXANA MARIANELA RODRIGUEZ SILVESTRE - ROSA ALVAREZ BARBER
DUALE SCHULE (BINATIONAL GERMAN SCHOOL)

"NOTICE AND WONDER" TO GO BEYOND LEARNING

ABSTRACT

Notice & Wonder is a teaching technique first introduced by Max Ray (2013) in his book Powerful Problem Solving and given a formal shape by NCTM (National Council of Teachers of Mathematics) as I Notice, I Wonder. Although its first use was attached to solving math problems we strongly believe it is a powerful tool to go beyond math.

The model is based on providing students with a situation or setting and encouraging them to describe what they see (from small observations to patterns or logical discoveries).

Learners can then pursue their own questions connecting what they see with a deeper concept or idea, and there is where the power of this model lays. They will own their questions and knowledge, from being passive learners our student turn into active learners who are able to discover and appropriate what has been learnt by them. Some of the main benefits attached to this model are the development of

Self-confidence
Reflective skills
Engagement in building their own knowledge
Multiple strategies for approaching a problem
Critical thinking

Keywords: Notice & Wonder, teaching technique, mathematics, active learning, critical thinking.
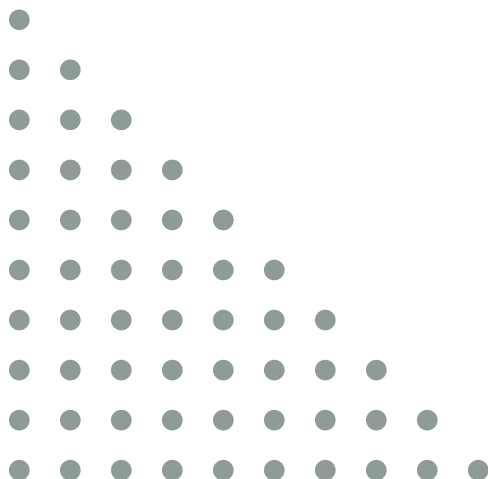
TANIA CAJAMARCA ALVEAR
UNIVERSIDAD NACIONAL DE EDUCACIÓN

LANGUAGE EXPERIENCE APPROACH: MOTIVATING AND ENGAGING STUDENTS IN READING AND WRITING CLASSES AT UNAE, ECUADOR.

ABSTRACT

Ecuador is ranked 18th in all of Latin America by the EF English Proficiency Index in 2021. For years, educators in Ecuador have been seeking methods to help students improve their level. According to Stephen Krashen, reading in the target language must be learned in order to acquire a second language. While this is true, Ecuadorian students do not read frequently. Reading has been minimized by students at the Universidad Nacional de Educación (UNAE) in Ecuador. Students who are enrolled in PINE (National and Foreign Language Pedagogy) must take many classes. Students take courses in reading and writing throughout their first and second semesters. Different levels of reading and writing proficiency are needed for different topics, but because the students are not engaged in reading, it might be challenging for the instructor to help them advance those talents. To what extent can LEA motivate my first-semester students in my Reading and Writing Class I to read more and be more engaged? is the research question that this paper's author set out to answer. The ultimate objective of this research is to demonstrate how the Language Experience Approach (LEA) may motivate and engage students in reading to develop their abilities and learn English as a second language. For this study, the author used an action research methodology based on a qualitative paradigm that included interviews, self-reflection, and class observation. During the first phase, students had to read short texts on a range of topics. The author noticed that students did not find reading to be engaging or interesting. In the subsequent stage, the author used LEA. The author observed that students' reading of their own writing had a higher level of interest. The majority of those interviewed said that reading their materials at their real reading level gave them more encouragement. Finally, LEA showed to be an effective method that encouraged students to read more frequently and become more involved in the reading process while also enhancing their writing skills.

**Keywords:** LEA, reading, writing, motivation, engagement, Ecuador.
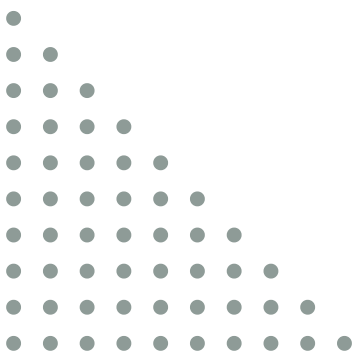
SANDY SOTO - JOHANNA PIZARRO-ROMERO
UNIVERSIDAD TECNICA DE MACHALA

ENGLISH FOR ACCOMMODATION EMPLOYEES: TEXTBOOK EVALUATION

ABSTRACT

Learning the English language is essential for professionals in the tourism sector. Currently, there are many texts available on the market for the teaching-learning of English for Specific Purposes (ESP) aimed at the tourism field. However, finding a text that adjusts to the characteristics and needs of our students, the curriculum, and the context where this language is taught can be challenging. Reasons like these motivate teachers of this language to become curricular developers and design their own materials for teaching the Anglo-Saxon language. However, the development of didactic materials, such as texts for teaching English, is a task that does not end with the elaboration of the material. Just as it is necessary to evaluate any other text already available on the market, it is also necessary to evaluate the material developed to determine if it meets the purpose for which it was designed and adjust if necessary. It is also important to evaluate the material to determine if the text units contain elements suggested by experts in the field of text design. For this reason, this work seeks to evaluate the functionality of the textbook English for accommodation employees designed for the learning of English in students of Tourism, which has been prepared considering the curricular needs of university students who are in the first semester of the Tourism career of a public university in Ecuador. After its evaluation, it will be possible to know if this material is adequate and functional for the teaching-learning of English for the target audience.

Keywords: (ESP), English language learning, curricular needs, material development, functionality, target audience.
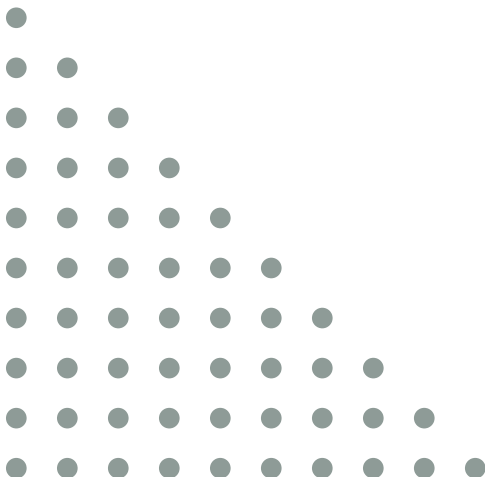
VANESSA VIVIANA OROZCO JURADO
UNIVERSIDAD ESTATAL DE MILAGRO

INTERACTIVE COMMUNICATION TO DEVELOP SPEAKING SKILLS

ABSTRACT

For many years it was accepted that when learning English, speaking comes as a consequence of "learning" grammar, vocabulary and practice pronunciation. However, speaking involves more than creating simple monologues. The success of developing effective speaking skills comprises being involved in meaningful interactions to enrich experiences that contribute to the improvement of this competence. Interaction is identified as process-oriented that emphasizes active activities. (Su, 2005). This interaction is crucial in learning languages, where teachers expand the student's abilities when including communicative activities to encourage them to access their linguistic repertoire and negotiate meaning to systematize and produce their own language to keep conversations going.

Considering the "can do" assessment to measure the speaking ability could leave apart more opportunities for learners to provide them contexts to develop subskills embedded in meaning speaking tasks.

This workshop provides sample activities to include in speaking practice lessons, considering appropriate speech conditions giving students a reason for listening and speaking, they will expand learners' answers and motivate all of them to participate.

Keywords: Interactive communication, speaking skills, meaningful interactions, communicative activities, Can-do assessment.
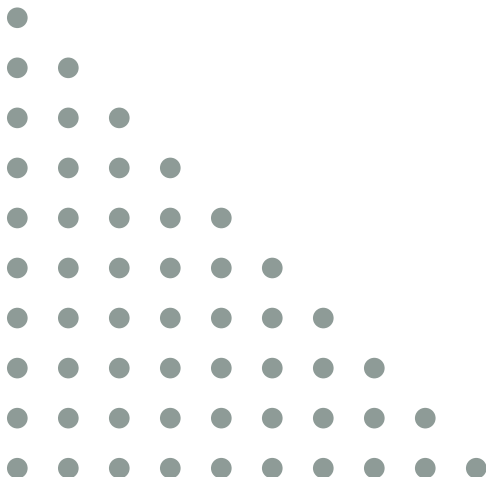
VICTOR EFREN ALCIVAR CALDERÓN
UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

ECRIF METHODOLOGY: A STUDENT-CENTER APPROACH, A CHALLENGE FOR ECUADORIAN ENGLISH TEACHERS

ABSTRACT

El propósito de la investigación fue identificar las aportaciones del uso de ECRIF en clases de Inglés, conocer las ventajas y desventajas desde el punto de vista de docentes de Inglés que recibieron clases bajo la metodología antes mencionada. Esta investigación se realizó en por medio de las plataformas digitales zoom, las cuales se usan para la preparación de docentes de Ingles para alcanzar el nivel B2 según el marco común de referencia europeo. En esta investigación se examinaron datos cuantitativos y cualitativos. Se aplicó una encuesta para recolectar datos de 50 docentes entre las edades de 30 a 50 años de edad. Quienes se encuentran en ejercicio activo de la enseñanza de clases de Inglés como lengua extranjera. La encuesta incluyó recolectar puntos de vista sobre las experiencias vividas después de haber recibido varias clases de Ingles con la metodología ECRIF. Los cuestionarios se distribuyeron a través de Google Forms y el análisis se realizó mediante el programa SPSS. En los hallazgos se pudo evidenciar que al ser una metodología que se centra en el estudiante requiere algo de tiempo para elaborar y diseñar las actividades y cumplan con la progresión de actividades que ECRIF demanda. Estos hallazgos pueden ser útiles para que los docentes los tomen en cuenta al momento de usar la metodología en las aulas de clases.

Keywords: ECRIF methodology, student-centered approach, English teachers, advantages and disadvantages, digital platforms
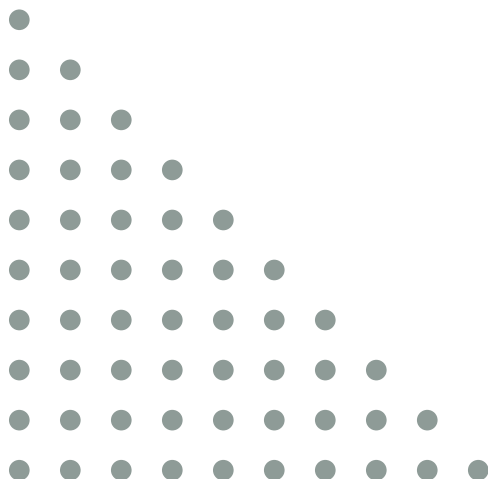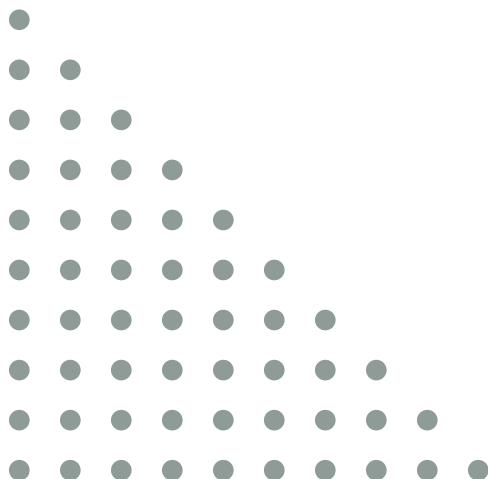
PAMELA GUEVARA TORRES
UNIVERSIDAD TÉCNICA ESTATAL DE QUEVEDO

ACTIVE LEARNING AND COLLABORATION IN ONLINE CLASSES

ABSTRACT

This session presents the use of collaboration as an instructional strategy for promoting active learning considering participation and interaction. Through collaboration, students share knowledge, increases connection, social presence, and promotes learning in virtual classes. The workshop includes a lecture based on the speaker's experience detailing positive perception among students towards collaborative activities throughout the semester. Learners felt engaged and motivated to participate and noted that working with peers in an online setting helped them develop language skills. Through experience sharing, participants will be involved in contextualizing and situating collaboration and active learning into the benefits of their own classroom actions.

Keywords: active learning, instructional strategy, collaboration, language learning