

# RESUMEN DE PONENCIAS DEL XIII SEMINARIO: “EXPLORING NEW TRENDS IN FLT CONTEXT”

Trujillo-Perú, Octubre - 2014

## COMMUNICATIVE DICTATIONS

By Carmen Maquera

### What is a Communicative Dictation?

1. The teacher communicates orally to the students, and they respond in writing.
2. Unlike a traditional dictation, the students do not necessarily write the words that they hear from the teacher.
3. Communicative Dictations can be used for all kinds of student from very beginning to very advanced.
4. Communicative Dictations can be used to provide practice and use of all kind of English features.
5. Communicative Dictations are both easily written and easily corrected/scored.
6. Communicative Dictations can be easily made relevant to any group of students.

### The benefits of Communicative Dictations

- All students can respond at the same time.
- Students can communicate real, relevant information.
- Students can respond at their own pace.
- Communicative Dictations are easily made relevant.
- Communicative Dictations can present a variety of TL features.
- Communicative Dictations can be used with ELLs of all levels.

### How to Administer Communicative Dictations

- Dictations should be used often.
- Dictations should be adapted to the learner's English level.
- Sentences in the dictation should be said only once.
- Students should listen for ideas, no words.
- Students should respond with ideas, no words.

### Steps to developing your own Communicative Dictations

- Step One: Think of a theme or topic that you have used with your students.
- Step Two: Think of a structure that you have taught your students. Perhaps a structure that you taught last class.
- Step Three: Write a list of sentences about the topic using the target language.
- Step Four: Think of a way that you could use your sentences in a communicative exercise with your students.

## FACTS: ADVANCED ENGLISH

By David White

For 11 years, David White has taught Advanced English, both in institutes and private classes. Today, David is the General Manager of Centro De Idiomas Overseas, a boutique institute that specializes in the preparation of students who wish to work or study in English speaking countries. Over the years, he has seen the negative side effects that poor preparation has had on students and in this conference, he will discuss his experiences and beliefs as a teacher and administrator regarding the need for correct, thorough preparation and why it is important for students.

He will discuss why students should aim to achieve the highest level of English, what are the benefits for them when they are successful, and what are the ramifications if they fail?

We will look at if students are easily able to prepare for their future English needs or if the level of English available to them to study is insufficient to meet the stringent requirements of the 21st century.

International statistics show that in 2013, the average Peruvian TOEFL score was only 87 whilst the average score required to study in The United States had risen to more than 100. Why, because students are both unaware of the requirements and therefore unprepared for when it comes to making their dreams of foreign study a reality.

In this conference, we will look at the cause of insufficient preparation and the affects that this has on both students and on Peru in general. We will discuss the requirements that students will face in the future if they wish to study abroad and the necessity for correct, long term preparation if they want to be successful.

In this presentation we will evaluate the facts and fiction about Advanced English preparation.

## **MOTIVATION AND CONTINUOUS ASSESSMENT IN AN EFL CLASS**

**By Carlos Calderón and Gwendolyne Darony**

Teachers can cultivate student motivation to varying degrees and play a central role in activating learning. Simon James Nicholson, from Hankuk University of Foreign Studies, says that the key components that influence student motivation in the L2 classroom are the Integrative- Instrumental Dichotomy, the Intrinsic-Extrinsic Factor, Self Determination Theory, and the Ideal Self.

He also said that the key factors which seem to play a central role in motivating students in learning a foreign language are Integrativeness and the Ideal L2 Self, the Enjoyment of Learning, and External Pressures. Concepts to develop and explain during our speech in the Seminar.

But how can teachers improve levels of motivation in the L2 classroom?

We are considering in our proposal intrinsic and extrinsic factor such as: relevant Materials and Activities, Increase Learner Confidence, Fostering Learner Competence, Fostering Learner Autonomy, Internalization, and Promotion of the Ideal L2 Self.

Assessments, on the other hand, according to Rick Stiggins, from ETS Assessment Training Institute in Portland, Oregon, must go beyond providing only scores and corresponding judgments about student learning. Assessments must provide rich descriptions of the current state of student achievement. In other words, if assessments are to support improvements in student learning, their results must inform students how to do better the next time.

Our assessment practices historically have been designed to promote accountability by separating the successful from the unsuccessful learners and by highlighting their differences. We have emerged from the era of comparing students with other students based on achievement to a time when we compare student performance to pre-set standards; and now we ask, who has and has not met standards?

Stiggins says, to devise a truly useful assessment, one needs to know What decision is to be made? By whom? What information will help them?

The assessments must be centred on the truly important learnings of the field of study, clearly and completely integrated into learning progressions within and across grades, within developmental reach of the students who are to master them, reflective of the best current thinking in the field, manageable in number for mastery within the instructional context, thoroughly mastered by those teachers charged with helping students master them.

The important lesson is that the student's emotional reactions to assessment results will determine what the student thinks, feels, and is motivated to do in response to those results.

For us, motivation and assessment are parallel concerns in an EFL class. Most of the time teachers do not pay attention to them or consider they are including in every activity as a natural and intrinsic part, and then they are not planned. We propose some activities to have in mind and to succeed at every moment in class.

## **MUSIK IM DAF UNTERRICHT**

**By Pilar Gomez Dextre**

### **ZUSAMMENFASSUNG**

Man wendet Musik an, um einige Fächer, wie z.B. Landeskunde, Literatur oder Gymnastik zu lehren. Aber wie kann man Musik in einem Sprachunterricht anwenden? Was kann man alles durch

Musik lernen? Ist Musik ideal um Wortschatz zu lernen?

In diesem Workshop werden wir diese und andere Aspekte bearbeiten. Hier werden wir mit Liedern von berühmten Deutschsängern und Bands wie z.B. Xavier Naidoo, Herbert Grönemeyer, Ich und Ich, Juli, Die Toten Hosen, u.a. arbeiten. Sie singen musikalische Rhythmen wie Pop und Rock.

Jeder Teilnehmer wird hier spielerisch erfahren, wie man Lieder in einer Deutschstunde anwenden können und was für Übungen erschaffen können.

Das Ziel dieses Workshop ist: kreative Ideen und Tipps in den Unterricht bringen und Grammatik und Wortschatz durch Musik leicht lernen.

Meiner Erfahrung nach kann ich sagen, dass wenn man Musik in einem DaF Unterricht anwendet, wecken die Schüler viel mehr Interesse an das Thema und sie lernen auf einer lustigen Weise.

## **MISE EN PRATIQUE DE L'APPRENTISSAGE COOPERATIF.**

**Par Pilar Fernández**

Depuis de nombreuses années, les enseignants ont recours au travail en équipe pour faire accomplir aux étudiants diverses tâches scolaires. Cette stratégie d'enseignement, les étudiants la réussissent à différents degrés. En règle générale, les étudiants exceptionnels réussissent peu importe la dynamique des groupes. Mais, ils éprouvent aussi de la frustration et se sentent peut-être parfois desservis par les regroupements qui leur semblent injustes et qui les amènent à surcompenser pour maintenir leur niveau de performance.

Le travail coopératif ou travail en groupe génère des relations d'échanges multiples où l'enseignant est déplacé vers l'arrière-plan. Le fait de travailler ensemble à des objectifs communs fait progresser vers la compétence interculturelle puisque chacun apprend à se connaître et à qu'ainsi la peur, l'anxiété et les préjugés s'atténuent. L'objectivation sur le travail de groupe peut se faire par autoévaluation ou encore par des discussions en grand groupe.

La structure de certains groupes peut permettre aux étudiants peu intéressés ou peu motivés de « se faire porter par la vague » et les encourager ainsi à limiter leur participation, soit parce qu'ils souffrent d'un complexe d'infériorité ou soit qu'ils estiment avoir peu à offrir.

## **TEACHING GRAMMAR COMMUNICATIVELY IN TODAY'S CLASSROOMS**

**By Karina Chicoma**

The place of grammar in the language classroom has a rather checkered history. Thirty years ago, language teaching and grammar teaching were synonymous in most language classrooms. The primary aim of teaching was to ensure that learners mastered the grammar, pronunciation and vocabulary of the language. The dominant methodology at the time was audiolingualism which in fact is still influential today. The principles underlying audiolingualism were derived from structural linguistics and behaviorist psychology.

Since we are children we acquire our own language naturally without taking care of the grammar structures it involves. As English teachers we should teach our students grammar without formulas and rules that do nothing but confusing them more than they already are in most of the cases. They should acquire English as a second language in a natural way, using every day English with vocabulary they already know and through situations that are real and familiar to them. This is the time when old school should be left behind.

## **CORE AND SUPPLEMENTARY ACTIVITIES IN ELT**

**By Enrique Liñan**

Grammar teaching is a crucial part of the language acquisition process. A lot of language instructors feel that grammar is the most important element of a language and that without it, one might not be able to convey a message. It is not surprising then that most teachers put a lot of emphasis on explicit grammar instruction.

However, the question remains, "What is the best way to teach grammar?" Throughout the years, there have been lots of methods and techniques, which have been used in a wide variety of settings and with all kinds of students. Nevertheless, there is still the need to come up with innovative ways to teach grammar, that is, grammar practices that inspire.

In spite of the increased attention to using an array of activities in the EFL classroom, it is true that some activities make little or no contribution to competence or performance. They may appear to be language teaching, but in reality are not. The purpose of this plenary, based on Krashen's ideas, is to point out that activities can serve different functions, one of which is providing comprehensible input. The speaker will walk the audience through a number of core activities, which play the major role in the language teaching program, and supplementary activities, which have different purposes and effects.

## **WE LOVE FACEBOOK, DO WE?**

**By Julio Gutierrez**

Imagine a group of secondary school students in Peru text chatting to a similar group in England about where they live and what their town is like ... or students in Argentina and in Japan asking each other about their customs they are most proud of in their respective countries, via voice chat. Chat has enormous potential to link students around the world, in real time. It is a technology that many learners are often familiar with and use in their social lives, so it is worth exploiting in the classroom where possible.

In this plenary we will look at the use of chat and social networks, like Facebook, in the classroom, where the teacher can link up classes and groups in different locations, as part of collaborative project work or for one-off chat sessions such as those described above. We will also look at the most likely application of chat, which is outside the classroom,

where learners in the same class chat together (or with the teacher) to improve their English as part of their homework or self-study activities.

## **LA DIMENSION INTERCULTURELLE EN CLASSE DE FRANÇAIS LANGUE ETRANGERE**

**Par Aurelie Thomas**

Le Cadre européen commun de référence pour les langues a défini la compétence interculturelle.

Cette notion implique que tout apprenant est en contact avec une autre culture dès lors qu'il entre en classe.

Mais comment le professeur - locuteur natif ou non - peut-il prendre en compte le thème de l'interculturalité et la culture en général en classe ?

Au-delà des apports théoriques, nous tâcherons de donner des pistes d'exploitation pratique pour appréhender au mieux cette notion d'interculturalité.

## **THE WHOLE WORLD IS A CLASSROOM. CREATING SUCCESS THROUGH THE USE OF REAL WORLD CONTEXT.**

**By David White**

Teaching books in a classroom is fine, teachers have done it forever, but, is it always the most effective way to teach languages? Think about it, do we live our whole lives in a classroom? Do we live in books? NO, we don't. Language is a skill used for communicating in the real world, and for this reason, the real world should be used as a way to introduce authentic context into our classes.

In this workshop we will investigate the use of authentic context into the classroom as a way to improve the level that our students achieve.

## **HAVING FUN AT EFL YOUNG LEARNER'S CLASSROOM**

**By Martha Flores Garcia and Martha Silva Vigo**

To better acquire a foreign language, motivation is an essential tool and considering how important it is in language learning, one cannot stop thinking of finding better strategies to motivate and engage students in primary schools. Therefore, having a wide range of fun activities and games have often been included in language teaching to stimulate motivation and authenticity in communicative practices. In addition to giving students a break from classroom challenges and routines, fun activities allow them to use all of their learning modalities; listening, reading, writing, speaking and even mining to communicate meaning. This workshop is aimed to provide some fun EFL activities that you can use in your classroom that encourage and motivate your student's learning process.

## **MAXIMIZING LANGUAGE LEARNING**

**By Maria Jose Castillo Medina**

In the field of English as a Foreign Language, the main goal is to have students produce in the target language and it can be done through project work. In this workshop, we will propose some reasonable guidelines for reconceptualising the process of forming groups and maximizing language learning. We will explore the types of collaborative tasks and activities and suggest ways to optimize the effectiveness of project work.

We will also offer examples on how to deal with group management issues when coordinating collaborative work in the ESL/EFL classroom.

We will conclude with recommendations for English as a Foreign Language (EFL) teachers to integrate project-based learning into their own curricula.

## **ASSESSING SPEAKING**

**By Alicia Salgado**

It has been widely recognized that speaking, particularly in a second language, is the most difficult language skill to assess; it is a challenge for classroom teachers and researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assessment strategy. That's why I've chosen "**assessment speaking**" as a topic, I'm going to talk about why assess speaking is important, How to score speaking, what to assess in speaking and how to group in speaking. Finally I'm going to do some useful activities to assess speaking in schools or institutions.

## **HOW TO USE MIND MAPS IN ENGLISH CLASSES**

**By Betty Risco and Marilu Placencia**

The purpose of the workshop is to teach how to create and use Mind Maps in English classes. Mind map is a graphic tool which contains a central key Word or image and secondary ideas that radiates from the central idea as branches. The key idea crystallizes the subject of attention while the branches represent the connections established with the central idea, forming a connected modal structure. Mind maps have been proved to be an excellent resource for teachers and learners in English classes.

## **A NEW APPROACH TO DICTATION**

**By Oscar Niquen and Cristian Pacheco**

Dictation has been proposed as a relatively simple yet reliable and valid indirect measure of functional language skills and is gaining in popularity as a test of placement and proficiency in L2 programs of all kinds. Yet the continued reliance on exact word scoring of dictation would seem to limit its use as a measure of communicative competence. In this workshop, you'll discover a variety of effective activities to measure the language skills of your students because unlike a traditional dictation, the students do not necessarily write the words that they hear from the teacher.

## **LA PHONÉTIQUE DANS LA CLASSE DE FLE**

**Par Marcela Arteaga**

Enseigner le français comme langue étrangère implique travailler les quatre compétences de la communication : compréhension et expression écrite et orale.

Les enseignants de français utilisent une vaste gamme de ressources pédagogiques afin de toujours mieux favoriser l'apprentissage de celle-ci. Pourtant, la phonétique articulatoire ainsi que la phonétique corrective restent ignorées dans la classe de langue bien qu'elles soient très importantes pour la communication. Pourquoi faudrait-il la travailler ?

Cet atelier a pour but d'initier les élèves dans ce monde des phonèmes, des graphèmes et de tout ce qui signifie PHONÉTIQUE.

## **“SPEAK ENGLISH MORE NATURALLY USING REDUCTIONS”**

**By Marco Giron Palomino**

Have you ever gotten lost trying to understand a native speaker when having a conversation, it is because they use reductions to sound more natural. Therefore you need to know reductions in order to understand native English speakers. Reductions are used extensively in American TV, movies, music, literature, and in conversations among native English speakers. American English reductions are usually not taught in English language schools around the world.

## **HOW TO IMPLEMENT POSITIVE DISCIPLINE IN THE ENGLISH CLASSROOM.**

**By Olga Rodriguez**

Lack of classroom discipline results in academic chaos, low student performance and teacher exhaustion and frustration. However, a successful solution involves inviting the community to assist in solving the situation. The creation of a well-disciplined classroom should include not only the teacher but also the parents, administration and the community.

In this workshop we will discuss main principles in classroom management and a number of useful and consistent strategies to reduce student disruption in English classes, especially the basic level ones in school settings!

Bring your own cases and questions; we will work them out together.

## **THE SECRETS OF DIFFERENTIATION-STRATEGIES THAT WORK**

**By Mary Ann Muñoz and Shirley Rodriguez**

Every student comes to the classroom not only with unique academic needs but also with unique background experiences, personality, interests and attitudes towards learning. Effective English teachers know that these factors affect students' learning, and that by making the necessary adaptations they could help their students meet their needs. In this workshop, participants will discuss the benefits of Differentiation and will learn some tips that will enable them to adjust or differentiate their instruction in order to make the learning of English a real success.

## **ADVENTURES IN LITERATURE**

**By Maria Elena Castro**

Reading well is more than a matter of understanding what all words mean and getting all the facts straight. To read for explicit meaning alone is not sufficient. Often an author does not tell you everything directly, but leads you to make discoveries by drawing inferences about the characters, the situation, or the meaning of a work.

To read literature well, you have to be an active reader, aware of what the author is doing, how the author is doing it, and why. A good reader probes beneath the surface of a work, asking the right questions at the right time.

## **DEVELOPING LANGUAGE SKILLS CREATIVELY**

**By Jaime Ancajima**

Creativity has to do with thinking differently and thinking out of the box. Creativity is something we have left to the art teachers.

This workshop explores different ways to promote creativity and illustrates a range of practical ideas which can be used with learners of different ages and levels to develop language skills using as much creativity as possible.

Be prepared to share your ideas and expand the ones you do not know yet.

### **USE OF DICTATION IN A FOREIGN LANGUAGE CLASS**

**By Erika Aguilar Carrera and Silvia Rodríguez Sánchez**

The purpose of this workshop is to re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner. What benefit from dictation? Some ways to practice dictation. Dictation provides a chance for children and adults to model many writing behaviors including handwriting, matching sounds-to-letters to spell words, and sentence formation. Even if dictation plays no role in your FL class, after reading these contributions, you may decide to give it a try.

### **DES SITES INTERNET FRANCOPHONES POUR LA CLASSE DE FLE**

**Par Sueli Johanson**

Cette présentation a pour but de montrer l'utilité des sites Internet francophones non destinés à l'apprentissage du FLE dans l'élaboration de fiches pédagogiques pour nos classes car ces sites étant conçus pour des francophones permettent de mieux connaître leur culture et rendent la classe plus vivante.



## **WORDS IN THE CLOSING CEREMONY OF THE XIII SEMINAR “EXPLORING NEW TRENDS IN FLT CONTEXT”**

*Dr. Gilberto Roldán Paredes  
Universidad Nacional de Trujillo*

Professor Felipe Temoche Rumiche, Head of the Department of Languages and Linguistics

Professors and students of the National University of Trujillo

Researchers and lecturers of the Seminar

Ladies and gentlemen:

On behalf of the staff of the 13th Seminar, I'd like to take this opportunity to thank everyone who attended and participated in the Seminar “Exploring New Trends in Foreign Language Teaching Context”.

The primary goal of this event was to increase the understanding of teaching and learning languages and to introduce and provide resources that will support your classroom instruction. To fulfill this aim, there were many topics covered during the workshops and the lecturers did an outstanding job of sharing their expertise with you. Thanks a lot to the professors and lecturers for their excellent lectures and workshops. I hope participants found the workshops very informative and worthwhile. I also hope they gained some knowledge and walked away with a lot of tips and progressions to work with.

Our deeply thanks to students and teachers from Trujillo and to those who came from different parts of the country, I'm sure you've grasped the main ideas and knowledge and you'll apply them in your daily work. You are a great group and your enthusiasm and positive spirit helped make the time together both productive and fun. I hope you visit Trujillo again because you have realized the people are very friendly, the food is very delicious and of course there are many places where you can visit and enjoy.

We are very delighted by the support and contribution from the participants and sponsors. The success of our seminar depends on your support and input and so we would like to thank all of you for helping to achieve such an excellent educational event. This encourages us to continue working and we hope next year we'll do the 14th seminar and in advance I invite you to share our experiences.

Also, we're deeply grateful to all sponsors as CIDUNT, OXFORD, ORIFLAME, Overseas, Goethe Institut, Centro de idiomas de la UCV, Pearson Education, Fitopan, EEVP GOE 911, Escuela Visión de la Danza, EIGER, IICER, TOTTUS UK Vivencial Centro de Idiomas SENATI, Atenea, Hospital Primavera, Empresa de transportes Baca, Empresa Petrocaña, Boutique Morena Mia,

Finally, I have to thank our wonderful students of the National University of Trujillo who have been the main force for making this seminar.

Thank you, all of you, for being part of the seminar and please recommend this event to others. If we can be of help in any way, please feel free to contact us by e-mail or telephone. Please, stay tuned for more information regarding our next seminar.

I wish you the best in your jobs and studies.