



INLCP
International Network of Language
Centers and Programs



Universidad Pedagógica Nacional Francisco Morazán
International Network of Language Centers and Programs
US Embassy, Honduras



Conference Program



CHILE



COLOMBIA



CZECH REPUBLIC



EL SALVADOR



GREECE



SPAIN



GUATEMALA



HONDURAS



MEXICO



NICARAGUA



PANAMA



RUSSIA



URUGUAY



UNITED STATES
OF AMERICA

NOVEMBER 5-9, 2018
SANTA ROSA DE COPÁN, HONDURAS

At-A-Glance Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">Arrivals</p> <p>Bus Departs San Pedro Sula Approx. 2:00PM</p> <p>Arrival to Santa Rosa de Copán 5:30PM</p>	<p style="text-align: center;">Opening Ceremony 8:15-8:50am</p> <p style="text-align: center;">Opening Address <i>Lexy Concepción Medina Mejía</i> 9:00-9:45am</p> <p style="text-align: center;">Keynote Address <i>Cheryl Ernst</i> 9:50-10:40am</p> <p style="text-align: center;">Coffee Break (10:40-11:00am)</p> <p style="text-align: center;">Teaching Grammar Communicatively <i>Adolfo Aburto and María Jiménez</i> 11:00-11:45am</p> <p style="text-align: center;">Foreign Language Education and its Role in the Development of International Higher Education <i>Guadalupe Rodríguez Bulnes</i> 11:50am-12:35pm</p> <p style="text-align: center;">Lunch Break (12:40-1:40pm)</p> <p style="text-align: center;">The English Teaching Program in Centro Universitario Regional Santa Rosa: Reflections from the Past and Expectations for the Future <i>Diego Díaz and Others</i> 1:45-2:30pm</p> <p style="text-align: center;">Dos and Don'ts for a DoS: Challenges of Academic Management in a Language Center <i>Anastasiia Nikulenko</i> 2:35- 3:20pm</p> <p style="text-align: center;">Coffee Break (3:20-3:40pm)</p> <p style="text-align: center;">Language Centers Breaking Up With Language Teaching Paradigms <i>Bladimir Rivera</i> 3:40-4:25</p> <p style="text-align: center;">Brief Debrief of the Day's Activities 4:30-4:45pm</p> <p style="text-align: center;">Cultural Night 6:00-9:00pm</p>	<p style="text-align: center;">Profession-Oriented Blogging in English: Key Problems and Findings <i>Andrey Gareyev</i> 8:15-9:00am</p> <p style="text-align: center;">Universalization of Institutions <i>Matías Marín Castaño</i> 9:05-9:50am</p> <p style="text-align: center;">Administration of a Language Center/Institute and Programs <i>Carlos Mejía and Rene Gomez</i> 9:55-10:40am</p> <p style="text-align: center;">Coffee Break (10:40- 11:00am)</p> <p style="text-align: center;">The Academic Teacher Development Program for Teacher In-Service at CALUSAC <i>José Calderón</i> 11:00-11:45am</p> <p style="text-align: center;">Envisioning the International Network of Language Centers and Programs (INLCP) <i>Gloria Ulloa</i> 11:50-12:35pm</p> <p style="text-align: center;">Lunch Break (12:40-1:40pm)</p> <p style="text-align: center;">Election of Executive Board 1:45-2:45pm</p> <p style="text-align: center;">Coffee Break (2:45-3:05pm)</p> <p style="text-align: center;">Collaborative Work Among Institutions, INLCP Planning 3:05- 4:25pm</p> <p style="text-align: center;">Closing Reflection and Discussion 4:30-5:00pm</p> <p style="text-align: center;">Gala Dinner 6:00pm</p>	<p style="text-align: center;">Travel to Copan Ruins, Maya heritage site. Approximately 2 hours each way</p>	<p style="text-align: center;">Bus Leaves Santa Rosa de Copán 6:30 AM</p> <p style="text-align: center;">Bus Arrives San Pedro Sula 10:00 AM</p> <p style="text-align: center;">Departures</p>

Monday, November 5

International participants fly to San Pedro Sula, Honduras. UPNFM provides bus from San Pedro Sula to Santa Rosa de Copan (approx. 3.5 hours).

Note: Bus leaves approximately at 2PM from San Pedro Sula, depending on what time participants arrive. Local Participants take bus from Tegucigalpa to Santa Rosa de Copan.

Arrive to Hotel Plaza Alicia and have dinner in Santa Rosa de Copán.

Tuesday, November 6

8:15-8:50am

Opening Ceremony

General welcome
Parade of flags
Welcome from M.Sc. Judith Avilez
Words from Dr. Gloria Ulloa, INLCP Coordinator
Official Inauguration of Event, M.Sc. Celfa Idalidis Bueso, Academic Vice-President
Official Photo

9:00-9:45am

Opening Address: The Internationalization of the UPN and the Development of the Language Center

Lexy Concepción Medina Mejía
Director of UPNFM in San Pedro Sula
Honduras

The internationalization of higher education has been in the last decades a stage of development at the universities, considering that in the designs of the institutional strategic plans manifest the equilibrium between the academia, research, extension, and social bonding as the pillars that most sustain the formation of their professionals in service, students, and administrative workers.

In Honduras, public institutions such as the Honduras Autonomous National University and the National Pedagogical University Francisco Morazán have had clear objectives to raise actions as established by the Central American Higher Education Internationalization System (SIESCA) in “promoting the exchange of experiences and good practices in

internationalization of higher education between the universities members of the confederation and promote the Central American regionalization as a core component of the policies and actions of internationalization of universities” (CSUCA, 2016).

During this workshop, the main objective will be to analyze the internationalization of higher education, from the External Cooperation Institute (INCODE) and the UPNFM Language Center experiences with their integrated development plan with students and professionals in service who aspire to postgraduate training abroad.

9:50-10:40am

Keynote Address: International Centers and the Value They Add

Cheryl Ernst
University of Oregon
United States of America

International centers play a critical role in community building and soft diplomacy, and their leadership must wear several hats to ensure success. Wearing these different hats comes with a cost, therefore taking care of ourselves, as well as others, is important for work-life harmony.

10:40-11:00am

Coffee Break 1

11:00-11:45am

Teaching Grammar Communicatively

Adolfo Antonio Aburto and Maria Jimenez
Centro Cultural Nicaraguense Norteamericano
Nicaragua

Driven by the need to improve the communicative skills of our students, which is of course highly dependent on the way they use grammar, a new way of approaching this important competence in the classroom was adopted. It did not mean that our students were weak regarding the use of grammar in a written form; they were actually good at it. However, by the time they had to make use of the grammar in order to communicate, they found themselves facing a couple of difficulties.

In this presentation, we will explore some of the basic approaches to teaching grammar in a more communicative way, which of them were useful and effective to us as well as some of the ideas that came up from teacher in order to contribute to meet the need we had at the time. I will share with you some of the activities that are still being implemented in our classrooms when covering any grammatical structure. Finally, I will show you how the application of this teaching method has contributed to develop in our students the ability to use grammar communicatively without any difficulty.

11:50-12:35pm

Foreign Language Education and its Role in the Development of International Higher Education

Guadalupe Rodríguez Bulnes
Universidad Autónoma de Nuevo León
Mexico

Foreign language education has played an important role in the modernization of higher education institutions. The development of higher education models in universities is a pressing need every time we think of the type of skills our students should develop in order to be highly competitive in the job market. In the presentation we will explore the following questions:

What would be the role of foreign language teaching in these new scenarios where mastering a foreign language is in high demand in the graduating profile of our university students?

What are the teaching profiles we would need to develop as foreign language educators in order to contribute to these international education projects in our universities?

The aim of this talk is to present a few ideas on the role of foreign language education and its implications in the emerging models of international education at university level as well as to question our roles as FL educators in these (new) scenarios. It seems that these new scenarios of international education claim for a renewed and more “implicated” role of foreign language teachers looking at speaking a foreign language as a crucial skill in our graduates.

12:40-1:40pm

Lunch Break

1:45-2:30pm

The English Teaching Program in Centro Universitario Regional Santa Rosa de Copán: Reflections from the Past and Expectations for the Future

Diego Diaz and Others
UPNFM- CURSRC
Honduras

Ever since the UPNFM Regional Campus in Santa Rosa opened its doors back in 2014, The English Teaching Program has been one of the most wanted and appealing programs to the people in the Western area of our country. Up to date, the program holds a number of 120 students which will increase next year, since at least 60 new students are expected to enroll in the program. We have and continue to overcome challenges posed by many factors both from within and outside the university. Nevertheless we stay true to our commitment of providing the best English teaching training for our prospective teachers.

Our presentation will address the nature of our program, the different student’s backgrounds who come to our classrooms, the teaching innovations that have occurred over the years and the challenges we are still to deal with.

2:35-3:20pm

Dos and Don'ts for a DoS: Challenges of academic management in a language center

Anastasiia Nikulenko
ITMO University
Russia

Academic management of a language center is a multidimensional reality. Being in charge of the academic team and academic programs, Director of Studies (Academic Director) (DoS) is always on the lookout for creating a high-standard educational environment for students and enhancing teachers' professional development. There are so many smaller and bigger tasks the DoS has to deal with, that sometimes it is necessary to create a "survival kit" of dos and don'ts for a DoS. In this session, we share our experience in leading Foreign Language Training Center at ITMO University in Saint Petersburg (Russia), our highlights and prospects, and invite participants to discuss challenges and advantages of academic management.

3:20-3:40pm

Coffee Break 2

3:40-4:25pm

Language Centers Breaking with Language Teaching Paradigms

Bladimir Rivera
Universidad Marítima Internacional de Panamá
Panamá

The maritime shipping industry has played an important part in the development of world economy. People around the world benefit from the shipping of food, technology, medicines and raw material. Bigger and more vessels are built in order to meet global business needs. English has deeply influenced world trade in virtually all aspects. The English language has played a tremendous role in the maritime education training. In fact, it is the official language used for communication on board ships. Appropriate language training is crucial. The Maritime Language Center has been able to succeed as a language center with our students: cadets, seafaring people and maritime industry. However, it has also been greatest challenge of the International Maritime University of Panama has had.

In my presentation, we will be discussing the importance of English language in the maritime education and training. We will address the role of English in the maritime industry and standard maritime communication. We will be sharing our experience in meeting this great challenge and how our language center is addressing language program, our challenges and our achievements.

4:30-4:45pm **Debrief of the Day's Activities**

6:00-9:00pm **Cultural Night**

Location: El Cerrito
Includes snacks

Wednesday, November 7

8:15-9:00am **Profession-Oriented Blogging in English: Key Problems and Findings**

Andrey Gareyev
Research and Education Center "Innovative Technologies in Linguistic Professional Education"
Russia

One of the trends in today's higher technical education is the integration of information and communication technologies (ICT) into the teaching process. However, a contradiction emerges: on the one hand, the virtual environment and access to high-quality educational content motivate students to learn, on the other hand, there are negative consequences such as Internet addiction, difficulties in student socialization and a lack of learners' critical thinking. The organization of student independent work via profession-oriented blogging is viewed as a solution to this contradiction.

Scholars studied the applicability of blogging to the development of students' writing skills and critical thinking and also showed it helps to increase students' motivation to language learning. However, at present there is no systematic methodology which allows teachers to use student blogs in independent student work with the focus on vocational training.

This research is focused primarily on developing a model and technology that would allow teachers organize the students' independent work via profession-oriented blogging in English to help students in forming their professional foreign language competence. The assumption is that this competence can be divided into three components — communicative, cognitive and domain-specific — and quantitatively evaluated based on the criteria developed. Applying the method of group expert evaluation, the level of students' professional foreign language competence is determined. The evaluation is based on the quality of students' blogs, the thesauruses composed by students themselves and the final presentation of their findings.

Based on this methodology, the independent work via profession-oriented blogging of 33 second-year engineering students was organized in Kalashnikov Izhevsk State Technical University in 2016-2018. The results of this experiment showed that profession-oriented blogging stimulates future teachers' independent work, teaches them to easily navigate through English segment of the Web and, thus, motivates them to develop professional foreign language competence.

9:05-9:50am

Language Centers as Pillars to Internationalize Higher Education in Latin American countries.

Matias Marin
Universidad Católica de Manizales (UCM)
Colombia

Foreign Languages have been considered as a paramount means for academic, investigative, administrative, and sociocultural international communication. Therefore, Language Centers play a vital role to help universities transform their programs into global higher education scenarios. Catholic University of Manizales (UCM) envisioned this role and seized the opportunity to think of an internationalization policy, which clearly integrates its Language Center into the daily-basis dynamics for an institutionally comprehensive internationalization.

This presentation aims to share best practices and experiences on how the UCM Language Center has become a pillar of the internationalization of Catholic University of Manizales at academic (teaching, research, community service), administrative (management, cooperation, services) and campus levels (welfare, facilities, Manizales Universities Campus). As a result, the Language Center has started to go beyond language courses and has engaged administrators, professors and researchers into a new pathway for a holistic internationalization approach through foreign languages.

The benefits, challenges and insights gained from this approach will be discussed along the presentation, which is expected to open doors of institutional cooperation in terms of teaching, research, methodology, community service, cooperative learning, etc.

9:55-10:40am

Administration of a Language Center/Institute and Programs

Carlos Mejía and Rene Gomez
Instituto Hondureño de Cultura Interamericana
Honduras

In this presentation, we aim to discuss language program administration with opportunities to share understanding of administrative challenges and potential solutions at their institutes when dealing with students, visitors and teachers. We will provide a range of tasks that guides the process of observing, analyzing, and reflecting about ESL generally, ESL programs, syllabuses, students demands, and market challenges. We will also include opportunities for program administrators to interact, cooperate, create partnerships and dialogues with professionals of foreign/second language teaching institutes. We hope to help prospective language program administrators discuss leadership and management issues and new trends in ESL & EFL teaching. Finally, we plan to engage prospective language program administrators in reflective thinking about their attitudes, opinions, feelings, thoughts, ideas and beliefs regarding leadership, and management in both EFL & ESL contexts.

10:40-11:00am

Coffee Break 1

11:00-11:45am

The Academic Teacher Development Program for Teacher In-Service at CALUSAC

José Calderón
CALUSAC
Guatemala

As educators of the public education system of Guatemala and as USAC employees we believe that in-service teachers professional development at USAC should include a wide variety of programs designed to promote and support the professional learning of teachers who are already employed and working in our classrooms. The goal of our program is to improve the knowledge, skills, and commitments of teachers so that they are more effective in planning lessons, teaching, assessing students' learning, and undertaking other responsibilities in the teaching field. The better the teachers, the better the learning.

In this presentation we will discuss our development program. Due to the different characteristics of teachers at CALUSAC, it was necessary to implement two different curricula (Plan A and B). Plan "A" is meant inservice teachers who already have a university degree as a high school teacher in any subject (art, math, science, Spanish, English or any other) and or bachelor degree in any field from any national or foreign university. Plan "B" is meant to teachers in service who haven't gotten any university degree but who have different studies without any formal support.

11:50-12:35pm

Envisioning the International Network of Language Centers and Programs (INLCP)

Dr. Gloria Ulloa
Languages Center- UPNFM
Honduras

The Languages Center at Universidad Pedagógica Nacional Francisco Morazán in Tegucigalpa, Honduras was launched in February 2015 to develop linguistic competences in a foreign language in those who were interested in participating in academic mobilities as well as to seek the internationalization of the institution. Thinking about internationalization of the university, the Language Center, therefore, designed a project of an International Language Center Network that could bring together, via the internet, many other language centers from different parts of the world to exchange and share knowledge about training, research, and the administration of Language Centers and English Programs.

This presentation has as main purpose to provide a summary of the the presentations of the conference as well as to offer information about the idea envisioned by the Language Center at UPNFM at the moment of letting this project go to be led by an executive board elected by the members of the INLCP.

12:40-1:40pm

Lunch Break

1:45-2:45pm	Election of Executive Board of the INLCP
2:45-3:05pm	Coffee Break
3:05-4:25pm	Collaborative Work Among Institutions, INLCP Planning 2018-2019
4:30-5:00pm	Closing Reflection
6:00pm	Gala Dinner

Restaurant Lenca Maya
Hosted by the Universidad Pedagógica Nacional

Thursday, November 8

Travel to Copan Ruins, Maya Heritage Site

Friday, November 9

Take bus from Santa Rosa de Copan to San Pedro Sula (leave approx 6:30AM). Fly out from San Pedro Sula (various times).

CONFERENCE PRESENTERS

Adolfo Antonio Aburto
Centro Cultural Nicaraguense- Norteamericano
Nicaragua

Adolfo Aburto has been teaching English as a Foreign Language for more than ten years. He holds a bachelor's degree in teaching English from Universidad Nacional Autónoma de Nicaragua. He has worked for Centro Cultural Nicaraguense-Norteamericano for five years. He is in charge of the TOEFL preparation course offered by CCNN. He has also worked at Universidad Centro Americana in the TEFL (Teaching English as a Foreign Language) program. In addition, he has been an active participant of the NICATESOL conferences and has been delivering conferences and training teachers all around Nicaragua. His most recent presentations have been on the topic of fostering speaking skills, classroom management and teaching writing.

Anastasiia Nikulenko
ITMO University
Russia

Anastasiia Nikulenko is Academic Director at the Foreign Language Training Center of ITMO University. She graduated from Vitebsk State University (Belarus) in 2002 with a degree in teaching English and German. Besides her sixteen-year career in teaching foreign languages in different educational institutions in Belarus and Russia, she also has worked as an Academic Operations Manager Assistant and a Director of Studies for International Language Center. She teaches courses in General English and Academic Writing. Her main professional interests are teacher's continuous development and different aspects of teaching languages.

Andrey Gareyev
Research and Education Center "Innovative Technologies in Linguistic Professional Education"
Russia

Andrey has been functioning as a coordinator in his local language center for the last two years helping to organize and participate in local scientific conferences, including presenting a webinar on July 13, 2018 about profession-oriented blogging in English (UPNFM). His academic work is a part of the PhD dissertation in professional pedagogy that he is currently preparing and that is focused on organizing independent students' work via profession-oriented blogging to develop their professional language competence. Thus, his research field of interest includes topics such as independent student work, blogging as a teaching tool, professional and foreign language skills development in a technical university. Accomplishments related to this scientific work can be noted, especially publications in Web of

Science and Scopus academic journals, participation in international conferences throughout Russia with two best reports in a section, winning the “Assistant Lecturer of the Year 2018” award in Kalashnikov ISTU.

Bladimir Rivera
Universidad Marítima Internacional de Panamá
Panamá

Bladimir has been an English teacher in higher education level for over 25 years. Over the last 15 years, he has worked for the International Maritime University of Panama at the Maritime Language Center as general English Instructor and as an E.S.P. teacher, mainly teaching maritime technical English for naval engineers and deck officers. He was the former academic coordinator of their department for 5 years, and he is currently the director for the language center. He has been responsible for the major transformation an implementation of our current curricular design of his center.

Carlos Mejía
Instituto Hondureño de Cultura Interamericana
Honduras

Carlos Mejía is the Academic and Project Director of the English Programs at the Instituto Hondureño de Cultura Interamericana (IHCI) in Honduras. He has worked there since 2008 and works with a diverse range of projects and programs. He previously worked with World Vision and before that was a high school teacher. He is also a graduate of the US Department of State.

Cheryl Ernst
University of Oregon
United States of America

Cheryl Ernst has been working in international education for nearly 25 years, as both instructor and administrator. She has been the executive director of American English Institute at the University of Oregon since 2015. Her areas of interest include student experience, international market trends, and EAP.

Diego Diaz
UPNFM- CURSRC
Honduras

Diego Carlos Diaz Alvarado holds an English Bachelor's degree from UPNFM and an Applied Linguistics graduate degree from Southern Illinois University. He has worked as an instructor of all levels of ESL/EFL for over nine years. At the moment he is coordinating the English program at UPNFM- Centro Universitario Regional at Santa Rosa de Copan. He is an active researcher on the methods of successful teaching of ESL grammar and reading strategies.

Gloria Ulloa
Languages Center, UPNFM
Honduras

Gloria Ulloa has her Master's in TESOL and her PHD in Rhetoric and Composition from the University of Southern Illinois. She has been an instructor of EFL for more than 25 years and currently is the Director of the Languages Center at the UPNFM. Her research interests include language centers, writing centers, and the development of writing skills of ESL students. She is also the current Coordinator of the International Network of Language Centers and Programs.

Guadalupe Rodríguez Bulnes
Centro de Idiomas, Universidad Autónoma de Nuevo León
Mexico

Dr. Rodríguez Bulnes holds a PhD in Education from the University of Birmingham in England. She has a MS in Higher Education and a BA in English Translation by the Universidad Autónoma de Nuevo León where she is a full time professor. Her teaching experience and research interests are foreign language teacher education in English, Spanish and French as foreign languages as well as national and international accreditation and certification of educational programs and institutions.

José Calderón
CALUSAC
Guatemala

José is the head professor of the Agriculture Faculty of San Carlos de Guatemala University. His specialty is in institution development and implementation of superior education from Germany. He is also a former Fulbright scholar. He is president of the English Teacher's Association of Guatemala. In the last ten years he has promoted English language teaching at national level through University Centers of San Carlos de Guatemala University. Additionally, he implemented the Bachelor's Degree of Linguistics Science and majors in Translation and Interpreting at the University. He has also developed curriculum for students learning to be Mayan language translators and interpreters in Guatemala.

Lexy Concepción Medina Mejía
UPNFM- San Pedro Sula
Honduras

Lexy is the Special Director of the National Pedagogical University of the San Pedro Sula Regional University Center, and she previously has served in the roles of General Secretary, Head of the Language and Literature Arts Department, and Professor. She has her Master's degree in curriculum and is currently working on a Latin American Doctorate in Education: Public Policy and the Teaching Profession. She has also represented Honduras doing work abroad in Mexico, Germany, Spain, Costa Rica, El Salvador, Brazil, and the United States.

Maria Jiménez
Centro Cultural Nicaraguense Norteamericano
Nicaragua

María is a Nicaraguan citizen who joined CCNN as Chief Executive Officer in October 2016. She has a degree in Business Administration and studied Organizational Leadership at Tecnológico de Monterrey in Mexico. She also holds postgraduate studies in Finance, Marketing, Human Resources, Business Development and Quality Control at the Universidad Nacional de Ingeniería in Managua, Nicaragua. Prior to CCNN, María worked for an international NGO related to social contribution in the fields of education, health, advocacy and economic development. She has been in American Spaces training in Mexico (2017). She also participated on an International Visitor Leadership Program "U.S. Society, Culture, and Education" for Binational Center staff and most recently in the ABLA 2018 (Association of Binational Centers in Latin America) conference in Argentina, 2018.

Matias Marin
Language Center- Universidad Católica de Manizales (UCM)
Colombia

Matias Marin is currently pursuing his PhD in Education. He holds a Master's degree in Education and a B.ed. In Modern Languages. He has been an English, Spanish and Portuguese teacher in Colombia, United States and Portugal. He is also a Speaking Examiner for the international English Exams KET, PET and FCE. Matias has run the Language Center of the Catholic University of Manizales since 2013 and due to his contributions towards the internationalization of higher education through the Language Center was appointed Internationalization Director of the same university. Matias' areas of interest and deep curiosity have been the Development of Critical Thinking in ELT, Educational Coaching, English for Specific Purposes, Content and Language integrated Learning, Management of Virtual Learning Environments, English Didactics and Internationalization of Higher Education. English Language Teaching, Teacher Training and Comprehensive Internationalization are his passions in Education.

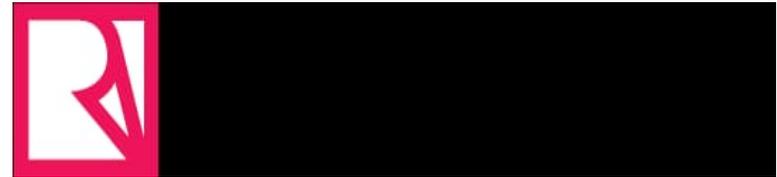
Rene Gomez
Instituto Hondureño de Cultura Interamericana (Comayagua)
Honduras

Rene previously was a U.S. Air Force Medic, but began teaching in English in Honduras in 2010. He is the site chief of Instituto Hondureño de Cultura Interamericana in Comayagua, Honduras and has been working with them since 2014. He is motivated by the opportunities to positively impact the lives of others through the learning of the English language and different cultures. IHCI in Comayagua opened its doors in 2010 offering English courses, cultural programs and an Elementary school among many other services. Rene currently focuses on the development of children in low-income families through the micro-scholarship program called "Access" offered to Hondurans by IHCI and the U.S. Embassy. He also manages an Intensive English course program, cultural programs, and a school (pre-school to 10th grade).

EVENT SPONSORS



Fundación de la Universidad Pedagógica Nacional



EDUCATION

