CENTRO DE IDIOMAS | UNIVERSIDAD DEL PACÍFICO

Competencia profesional para la **enseñanza de idiomas** frente a los avances de la

# INTELIGENCIA ARTIFICIAL

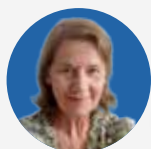CONGRESO LATINOAMERICANO DE LA ENSEÑANZA 16° DE IDIOMAS

AUSPICIAN: macmillan education Perú    nutesa

# BIODATA

14 ponentes:

**4 internacionales**
**10 nacionales**

*El orden sigue las fechas cronológicas a su presentación*

## MARÍA DE LA LAMA

**OCT 17**

### La inteligencia artificial y su impacto en la enseñanza de idiomas

En los últimos años hemos visto el uso de aplicaciones, plataformas y otros recursos tecnológicos para el aprendizaje de idiomas cada vez más efectivos. Su impacto en el proceso de enseñanza-aprendizaje de idiomas no debe ser simplificado a una opción de incorporar su uso en clase o no. Es necesario analizar en profundidad su efecto en las metodologías de enseñanza tradicionales, en los estilos de aprendizaje de los alumnos y en el rol del docente. Una mirada superficial del profesor de idiomas sobre las crecientes ventajas de estos nuevos recursos puede impactar negativamente en la carrera profesional del docente en un futuro ya no lejano.

*María de la Lama, Director of Universidad del Pacífico Language Center (CIDUP), leads the CIDUP Research area, which was created in 2015. Ms. De la Lama holds a Master's degree in Applied Linguistics from the University of California, where she also obtained her undergraduate degree in Linguistics, as well as an MBA from Universidad del Pacífico.*

## YVES SALAS

**OCT 18**

### Alexa, Google, Siri… Can voice assistants become our new language teaching partners?

One of the biggest challenges for language learners is to find opportunities to interact using the language. These days most of our students have access to virtual voice assistants. They have fun asking Alexa, Google or Siri questions and receive a verbal response. What possibilities does voice technology bring into the classroom? In this talk, we will take a look at the benefits of using voice assistants to enhance our students' speaking and listening skills.

*Current Academic Coordinator at CIDUP Miraflores, Yves Salas holds the Diploma for EFL Teachers from CIDUP and has pursued studies in EFL Methodology as well as Hospitality Management and Marketing. He has been given the "Outstanding Teaching Performance" and "Teacher of the Year" awards at CIDUP. Mr. Salas is also a Cambridge Speaking Examiner and has been an EFL and ESP teacher for the last 19 years.*

**OCT 19**

## FLOR DE MARÍA VILA
### Social skills vs artificial intelligence: Can they converse in language learning?

Social skills are inherent in every human relationship and go along with language when expressing needs, feelings, you name it. Furthermore, human interactions always involve verbal and nonverbal communication codes that add meaning according to the context. Virtuality has been accused of being irreconcilable with social skills development, but is it so? Can we turn Artificial Intelligence into our ally to enhance social input within a classroom? Come over and let's figure it out together!

*Doctoral candidate in Education at UNIFE, M.A. in Cognition, Learning and Development from PUCP, B.A. in Education with a major in English Teaching. Ms. Vila is currently Teacher trainer, Pedagogic Consultant and Member of the Research Team at Centro de Idiomas de la Universidad del Pacífico. She is Academic Director of International Contacts (test training & foreign applications advisory) and relationship manager for American universities' MBA admissions officers with International Contacts. She is Speaking Examiner for several University of Cambridge tests, freelance consultant with Universidad ESAN, experienced speaker on diverse English teaching issues for prestigious institutions, and senior international examinations trainer (GMAT, GRE, TOEFL, IELTS).*

**OCT 20**

## SACHIE KANASHIRO
### Artificial intelligence in education: What's left for teachers to do?

For some people, "Artificial Intelligence", a.k.a. AI, equals robots or machines replacing humans. If we asked teachers, probably some of them may imagine lessons run by robots. Sounds like sci-fi movies, right? Why is that? Could it be that people tend to focus more on what AI is good at rather than on what it is not? What if we flipped the question around and asked, "What is AI not good at?" or "What are humans, in this case teachers, good at?" Still, the question remains, with AI seemingly taking over, what's left for us, teachers, to do? In this presentation we will discuss the importance of teachers in this AI-assisted context and their role in it.

*Academic Coordinator at CIDUP, Sachie Kanashiro is a graduate EFL teacher as well as a Cambridge Speaking Examiner (YLEs, A2 to C2) and a Team Leader for CIDUP. She takes an active part in EMI programs at UP. She specializes in Teacher Training and Exam Preparation. She is currently pursuing a Master's Degree in Organizational Development and Personnel Management at Universidad del Pacífico.*
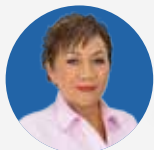
# TEODORA FERNÁNDEZ

**OCT 21**

## Artificial Intelligence instead of teachers?

Nowadays, computers have become of great help. Actions like finding a specific place in the city have now been reduced to clicking a button. At first sight, we would say that there is nothing wrong with letting young children use computers. On the contrary, parents feel proud when their babies are able to operate electronic devices. However, according to neuroscience, there is evidence of some types of impact that should be considered since they can affect the way these people interact with others.

*Teodora Fernandez has completed her master's studies in Neuroscience and Education. She is a graduate teacher and holds a Diploma in TEFL from CIDUP. Ms. Fernández is a certified Cambridge Speaking Examiner as well as an IELTS trainer. Besides, she is a Neuro-Linguistic Programmer Master Practitioner and Psychotherapy Counsellor. At present, she is a Coordinator of Cambridge Exams at CIDUP.*

# GARETH REES

**macmillan education Perú**

**OCT 22**

## Counteracting digital dysfunctionality: Explicitly building confidence, community, and interaction competency

The psychogeography, and the immediate interactional dynamics, of the online classroom can conspire against positive engagement in learning and hence effective language acquisition, unless we counteract by encouraging and supporting the human connection whenever possible. In our online teaching at the University of the Arts London (UAL) Language Centre, we have focused on building our student's confidence to participate through learner training and low-stakes practice, through a conscious focus on interaction competency development and through building a positive learning community via the multi-modal communication channels that digital technology offers and by taking inspiration from the P4C (Philosophy for Children) pedagogy. My reflections on this approach will be illustrated with examples from our work at UAL, as we took active steps to generate online the kinds of connection and participation that happen more naturally and intuitively in the physical classroom.

*Gareth is an English language teacher, ELT materials author and intercultural communication trainer, currently working for the Language Centre at the University of the Arts London (UAL). He also teaches filmmaking short courses at the Beijing Academy of the Creative Arts. He has taught in a range of ELT contexts in Spain, the UK, Afghanistan, and China. As an ELT author, he has written for varied purposes in different media e.g., British Airways, BBC Learning English, and course books with ELT publishers including Macmillan Education. He was a producer for www.teachingenglish.org (British Council / BBC) for its founding years.*

**OCT 22**

## DANIEL MORRIS    nutesa

### Enhancing ELT Instruction in the Digital Age

Whether we like it or not, technology is re-shaping the way we think, teach, and learn -and it is here to stay. To engage fully with 21st century learners, (or digital natives) ELT instructors are required to take full advantage of the digital resources they have available to them to transform their classrooms into an effective 21st century learning environment. This session will look at the key ways in which teachers can implement technology to fit the various learning methods that are taking place in their classrooms, either face-to-face or online. Moreover, the session will help to identify what kinds of digital materials we have at our disposal and how they can be used or combined effectively with modern or even traditional methods of instruction. More specifically, the speaker will examine the role of technology in differentiated instruction, blended and flipped learning for effective learner engagement and skills development. The speaker will use practical examples in order to demonstrate the theories and ideas introduced.

*Daniel Morris holds a BA (Hons) degree in Hispanic Studies and a Cambridge CELTA. He has worked as an EFL teacher and British Council Language Assistant in Spain and the UK. Since joining Express Publishing as an ELT Consultant in 2018, he has travelled extensively, delivering academic presentations and teacher training sessions at various international events, including TESOL and IATEFL.*

**OCT 24**

## PAVEL VALENCIA

### Herramientas con IA integradas o integrables a Google Workspace para la educación

La IA en la educación ofrece la posibilidad de un aprendizaje más personalizado, flexible, inclusivo y atractivo. Puede proporcionar a los profesores y alumnos las herramientas que nos permitan responder no solo a lo que se está aprendiendo, sino también a cómo se está aprendiendo. Puede ayudar a los profesores a crear entornos de aprendizaje más sofisticados y ayudar a los estudiantes a mejorar sus puntos débiles y perfeccionar sus habilidades. En esta exposición se mostrarán algunas herramientas que hacen uso de la IA integradas o integrables a Google Workspace y cómo pueden ser utilizadas por los profesores de idiomas para ofrecer experiencias de aprendizaje más enriquecedoras.

*Pavel Valencia es Licenciado en Marketing, Capacitador Certificado por Google para Educación e instructor de CIDUP. Con su labor desea contribuir a la formación de docentes para redefinir el aprendizaje utilizando diferentes modelos de integración tecnológica en el aula. Considera que la informática sin pedagogía es equivalente a un conjunto vacío, por ende, ha de ser usada creativa y apropiadamente.*

## JOSÉ LUIS DÍAZ

**OCT 25**

### "Machine Translation and its use in EFL: Learning to wield a powerful tool"

Using Google Translate or Machine Translation (MT) apps can be a quick and useful resource for some situations. Unfortunately, until the AI is capable of accurately understanding context, intent and other deeper levels of human communication, it is still necessary to use this tool carefully. However, this doesn't mean we cannot use this feature of AI to develop our student's writing skills. Join this presentation and discover how to use this tool in class.

*José Luis Diaz has been Academic Coordinator at CIDUP for over 7 years. He has studied Organizational Psychology and also holds a degree in Education from UNMSM. He has specialized in the development of ESP programs and courses for companies with specific needs. He is also a Cambridge Team Leader for CIDUP in charge of examiner training and monitoring at all levels.*

## MAYRA YARANGA

**OCT 26**

### Learner autonomy in a post-pandemic world

After two years dealing with online learning, a question that remains unanswered among teachers is: How have our students' habits changed in relation to their learning processes? Technology has certainly helped them learn more and reinforce their skills – has this meant an improvement in their autonomy as learners? This talk will address various key points that will help us reflect on the development of learner autonomy in relation to new technologies.

*Doctor in Education (UNIFÉ); Master's Degree in Media, Culture and Identity from Roehampton University (London), BA in Education - UPCH and Professional Title of Foreign Language Teacher - IPNM. Currently, she is Director of the Academic Department of Translation, Interpreting and Communication Sciences and Full Professor at UNIFÉ and Lecturer at URP. She is also a Member of the Research Team for Universidad del Pacífico Language Centre.*

## LUIS TORRES

**OCT 27**

### The role of artificial intelligence (AI) in fostering language teachers' digital competencies: From the framework to the classroom.

Teachers have come back to classrooms and this new, *new* reality makes us wonder whether they are done using technology. On the contrary, they have acquired long-lasting skills that are now required in 21st-century professionals. These teachers' digital competencies as Durán defines them are "a set of knowledge, skills and attitudes necessary for a teacher" to use and integrate ICT pedagogically in any practice. Thus, being digitally competent goes beyond using an app or website. In this presentation, participants will attain a deeper understanding of teachers' digital competencies and experience how artificial intelligence (AI) may aid (language) teachers in nurturing their students' digital competencies and their own.

*Luis Torres Vásquez holds a Master's in Applied Linguistics and TESOL from Macquarie University (Sydney, Australia) and a certificate in Teaching English to Speakers of Other Languages from Arizona State University. He is an experienced ELT teacher and Google Educator Level 2. He is currently an Academic Coordinator at CIDUP and a professor in the Translation and Interpretation department at Universidad Peruana de Ciencias Aplicadas. Luis is interested in linguistic landscapes, additional language acquisition and teaching, and educational technologies.*

## FELIPE VELA

**OCT 28**

### Artificial Intelligence, a friend or a foe?

Technology is an essential part of modern education and artificial intelligence is at the heart of the digital classroom. In the last three years we have become aware of more AI tools that help learners improve their language skills and help teachers make their sessions more engaging. Tools such as Google Assistant, Duolingo and Rosetta Stone are being used by more learners these days. The question now is: What can teachers do to make AI an ally without being replaced by it? In this presentation we will analyze the impact of AI and what we can do to make education a productive and yet more human experience.

*Felipe Vela has been a teacher of English as a foreign language for over 20 years. He holds a Master's degree in Education Management and currently works as Academic Coordinator at CIDUP-San Isidro*

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**OCT 29**

## AMANDA FONSECA   Ⓝ nutesa

### The key role of the language teacher in the post pandemic educational scenario

It is undeniable we are facing very uncertain times in the world in general but mainly in what comes to educational settings. Content, strategies, evaluation, and many other topics have been discussed and reorganized in order to transform the way the learning process takes place. In this scenario, the language teacher is the one in charge of opening up the doors of the world for students and bring the world to the classroom. If you want to know how to do it, this session is for you.

*Amanda Fonseca has a degree in Languages and Social Sciences, holds a postgraduate certification in Psycho-pedagogy and an MBA degree in People Management. In Europe she got technically trained by Cambridge, London and Salamanca Universities. Back to Brazil, she held strategic positions in the managing area of important schools from São Paulo State for more than 18 years. At these schools, she developed personalized bilingual programs, trained different teachers and coordinators and implemented these programs with excellent results. These schools have become reference bilingual schools in the region. At present, she is a National Geographic Learning Senior Academic consultant for Latin America and an international consultant on   Bilingual Education at Expandir.*

**OCT 29**

## ALASTAIR GRANT   🅼 macmillan education Perú

### Where Do We Go From Here? From "Response Pedagogy" To Post-Pandemic Education.

Since the day the world stood on the brink of one of the worst pandemics in history, teachers have cemented their place in society as being among the most responsive and adaptive of all professionals. But where does our "response pedagogy" go from here? And how do we deal with whatever the "new normal" is going to be? In this presentation, we will examine how we teachers have made our response to Covid19 so successful by working together. We will share a range of strategies and activities that may be deployed in the classroom as well as online, for both our classes now and in the world that the future holds for us. And we'll do it as team. As Jeremy Harmer said in a recent interview, "if I could give one piece of advice to teachers these days, it would be to buddy up with other teachers and really be open."

*Alastair Grant is an experienced Teacher Trainer, Academic Director, ELT author and public speaker. He holds an Honours Degree in  English Literature and Philosophy from the University of Warwick in the UK, has completed the International House Certificate of Advanced Methodology, all modules of the Cambridge Delta and the Cambridge Train the Trainer Certificate. Alastair has delivered teacher training at international conferences and at online conferences. In 2022, Alastair founded the Together for Ukraine teacher development project, a series of free talks and webinars to support teachers from Ukraine. He is also the co-founder of the We're All in This Together teacher development project, which was set up to support teachers worldwide during the Covid-19 pandemic.*

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