ASW Consolidates the ELT Conference as a Benchmark in Teacher Development

The American School Way ELT Conference emerged as an academic initiative designed to take teachers beyond the classroom and offer them a space for professional development, idea exchange, and updates on English language teaching trends.

The concept originated in 2019, when ASW's academic directors, after attending national and international conferences, recognized the transformative potential that such events could have within their own community. Although initially planned for 2020, the pandemic postponed its launch until 2022, when the first edition was finally held. Since then, the event has continued to grow in organization, impact, and recognition.

The initial goal was clear: to create a dedicated space that addressed the continuous training needs of the institution's teachers. Achieving this required the commitment of the first presenters and the support of strategic partners such as Pearson, who joined ASW's vision from the outset.

Over the past four years, the conference has evolved through the adoption of new organizational methodologies, the systematization of processes, and the formation of an increasingly robust team of organizers. Today, teachers not only participate as attendees but many have become presenters and academic leaders within the event.

Its impact can be seen both within and beyond ASW: what began as an internal project has now become a national benchmark, bringing together professionals from various cities across Colombia. Furthermore, it has become an institutional milestone—eagerly anticipated each year by the teaching community—and a source of strong recognition and prestige.

Uniquely in Latin America, ASW's ELT Conference stands out as the only event of its kind created and sustained by a private educational institution, reaffirming the school's commitment to innovation and quality in English language education.

Looking ahead, the ELT project aims to continue strengthening its impact on ASW teachers as its main priority, while remaining open to the possibility of expanding into an international sphere if the opportunity arises.

What is certain is that the ELT Conference is no longer merely an event—it has become a space for growth, belonging, and inspiration for the entire ASW community

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CONFERENCE
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History of the ELT

The concept for the ELT Conference was envisioned prior to 2020. However, due to the global COVID-19 pandemic, the inaugural event was postponed and eventually held in 2022. The first ELT Conference focused on *"Active Learning in Face-to-Face Teaching and Learning"*, and American School Way had the honor of welcoming Dr. Ken Beatty as our international consultant.

Building on the success of the first conference, the 2023 installment was held under the theme "*Empowering Teachers and Learners in the Phygital Learning Era.*" That year, we were delighted to host Ms. Nancy Reeves, who delivered an insightful keynote on artificial intelligence in education.

The third edition of the ELT Conference took place, in November as now engraved in institutional tradition of 2024. Entitled "*Overcoming Challenges in Teaching and Learning with Assertiveness and Innovation,*" the event featured Mike Hogan as our esteemed guest speaker. In addition to his keynote, Mr. Hogan also participated in a special podcast episode, further enriching the experience for attendees.

This year, we are proud to host the fourth edition of the ELT Conference under the theme "*Shaping Influential Mentorship to Humanize Language Education.*" We are honored to welcome Mónica Rodríguez Salvo as our international consultant, whose expertise and insights are sure to inspire and guide participants.

Since its inception, the ELT Conference has been a national event, held across ASW branches throughout Colombia. In response to growing demand and to ensure broader participation, the 2025 edition also features virtual concurrent sessions, allowing educators from all regions to connect and engage in real time.

We extend our heartfelt gratitude to our long-standing partner, Pearson, whose unwavering support has been instrumental in the development and continued success of this initiative. Together, we strive to advance teacher knowledge and promote best practices in English Language Teaching.

We sincerely hope you enjoy the 2025 ELT Conference and take full advantage of the opportunity to connect, learn, and share with fellow educators from across the country and even beyond.

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The Team

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The Organizers

María Fernanda Gaitán	Caroline Mervaille
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Eliana Franco	Lorena Prieto
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Sara Ocampo	Karen Santos
Estefania Salamanca	Juan Reina
Ana Bello	
Luis Vallejo	
René Cardona	

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INSIGHTS

Step into the future of AI teaching! or help redefine education with AI!

By Diego Ramirez Machado & Laura Alvarado Guacaneme

Technology is dramatically transforming human life, reshaping how we shop, interact, and learn. Today's students, bombarded by information from social media, require teaching practices that integrate educational technology (EdTech) to engage their practical mindset. As Punar Özçelik, (2025) stated "EdTech tools can revolutionize language learning by providing personalized feedback and real-world context through chatbots and interactive platforms."

For instance, Storywizard AI allows learners to practice shadowing through read-aloud methods, enhancing reading skills with targeted questions. Similarly, Diffit offers customized reading materials that encourage cultural participation and critical thinking on global issues. Magic School provides engaging resources like songs and games that promote speaking, listening, and reading skills.

Incorporating these AI tools with the PPP (Presentation-Practice-Production) methodology has shown significant benefits. Beginner students can improve their pronunciation through platforms like Storywizard, while advanced learners can delve deeper into discussions using Eduaide.AI and Khan Academy, which foster critical thinking and authentic engagement.

Despite the challenges of repetitive tasks, platforms like Chalkie and Magic School help teachers create dynamic and interactive lessons, alleviating stress from lesson planning (Karki, 2025). On the other hand, Khan (2024) highlighted that AI has the potential to enhance teaching practices and reduce burnout, enabling educators to focus on student needs. Ultimately, the collaboration between AI tools and teachers can create immersive and meaningful learning experiences that inspire students to push their boundaries.

Influential Mentorship

By Kas Balgobind

I believe that this conference is set to remind everyone that mentorship is more than guidance, it is a journey of shared growth. The number one factor in common that all leaders, professionals, and students share is: How do we inspire and shape the next generation?

As a Mentor I believe that encouragement can redirect students lives, turning setbacks into opportunities. These accounts are not about perfect success, but about resilience, patience, and the courage to dream bigger. It is moving to see how mentorship, at its best, plants seeds of confidence that continue to grow long after the conversation ends.

Workshops should be taken into cognizance to encourage both teachers and students to reflect on their own roles, not only as mentees seeking wisdom but also as potential mentors. Many of us will realise that influence is not confined to age or status; even small acts of support can be transformative. I strongly believe that discussions on digital mentorship should be inspiring, showing how technology now enables people from different countries and diversity of cultures to learn from one another.

Mentorship is a dedicated transformative power bringing together educators, entrepreneurs, professionals, and students with the aim to highlight the meaningful guidance that can shape lives and create lasting impact in the exchange of professional strategies.

Mentorship is not just about personal achievement, it is about creating a cycle of empowerment that reaches far beyond ourselves. The message should be clear: to be influenced is to influence, and to be mentored is to prepare to mentor others. That, ultimately, is how I believe true leadership is shaped. Mentorship is about growth, resilience, and building bridges between people.

Each Student, a Different World

By Juan Camilo Giraldo Rodriguez

Having spaces like the ELT Conference enriches our work as teachers. From them, we can have an extra tool in our teaching process. Day by day, we may think that teaching is repetitive, but I dare say it isn't, because each class is different, each student is different, and each student is a different world in which we can navigate.

We are those mentors in those different worlds. There are students for whom English may be the most difficult subject, and they have tried time and again to learn it. That is valuable because they don't give up, and we contribute the best of our teaching so that their process becomes meaningful and full of learning.

At the same time, there are students for whom English comes much more easily. With them, English flows, and the techniques applied are different. For example, wh-questions, embedded questions, or the passive voice, or even simple yes/no questions that they answer with ease. When they respond, they motivate others and give them an idea of how to continue with the class methodology.

The extra material, the explanation of grammar in our own words, and the activities are essential in our role as mentors. We know that this makes each class unique and gives it a personal touch. As mentors, we often need to put ourselves in the student's shoes, who is our main actor.

The one to whom we must dedicate and, why not, give our best disposition and our total professionalism.

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INSIGHTS

Being a Mentor: Humanizing the Language Classroom

Reflecting on the Transformative Power of Mentorship in ELT

By Ines Caldas

For me, being a mentor is something profoundly meaningful. When we set up the Speaking Room, it turned into a transformative space where teachers and students could break away from traditional roles and truly connect. It allowed learners to see that we are not just instructors but human beings who are always there to guide, support, and walk them through the process of discovering the language in a more authentic and confident way.

In this space, we build up students' confidence through interactive role-play activities and real-life situations— such as giving directions, retelling stories from their textbooks, or sharing personal experiences. These tasks help learners open up, think on their feet, and bring the language to life. We also encourage them to work on expanding ideas creatively, rephrase thoughts, or map out concepts visually through mind maps. This approach helps them break down language barriers and gain ownership of their learning.

Switching from being a teacher to becoming a mentor isn't always easy. It takes empathy, patience, and the courage to step away from authority and lean into collaboration. However, once students pick up on that shift, they begin to see the classroom as a safe space to grow rather than a place to be graded.

Ultimately, mentorship shapes both linguistic competence and personal development. It reminds us that education reaches its highest purpose when it grows out of genuine connection, empathy, and care.

Do's and don'ts as a Mentor

By Estefanía Salamanca Estrada

Mentorships can shape minds and encourage people to go beyond in order to create an impact in education. For this reason, since I decided to become a teacher: in 1997, I have had the chance to be both a mentee and a mentor, I could say that you never stop being a mentee because you always learn from people around you and that is why, the reflection of my journey has taken all my life. As a result, I would like to share some of my thoughts about the *Do's and Don'ts* as a mentor when you are supporting an academic process:

Do's
- Stay open to a whole new world of strategies and possibilities.
- Enhance your own growth from other people's experiences.
- Boost your knowledge and your confidence while learning continuously.

Don'ts
- Refuse to step out the comfort zone because you think those things you did in the past used to work.
- Maintain high expectations while not allowing others to progress in their own way — and miss the chance to be pleasantly surprised.
- Omit to provide feedback and limited the mentee's progress.

Finally, keep in mind that you are not alone and everything could be a new challenge, because every person and every place you go has invaluable lessons that could inspire you while you apply them to your life and your career.

Weaving Words with Meaning: A Mentor's Call to Conscious Communication

By Juan Reina

By means of explicit language and corresponding actions we are to model desirable patterns to be looked up by our upcoming generations. I intentionally call it "*The Appropriate Communicative Realistically Interwoven Network*". Which possesses meaningful yet unburden messages and interactions among members of this new world-wide society of ours. Although in the process of doing it, some shattering of fossilized schemes must take place. Now, as mentors, we have to cautiously approach this endeavor having in mind three namely aspects in my opinion not to be considered as "disposable" considerations.

Firstly, taking into account that every instilled word (worthy to be uttered) will stay imprinted into our students' brain and subsequently later on through performances with others passed down in turn, shall at least be spiced up with some down-to-earth meaning so it can achieve that initial desirable attempt.

The second point to be acknowledged has to do with concise self-inspection on how we individually interiorize the acquisition of lexicon. Therefore, in such a manner we also portray that same attitude to pupils who could see it as a noble trait worth to be appropriated. It deals somehow with our task as mentors of not allowing "the robotic mindset that each individual as well as communal" control or take over at specific instances at imparting "knowledge" to our pupils. Thus, a well-balanced emotional response towards communicating truthful utterances to human fellows, is expected on our behalf.

Lastly, but not less important otherwise confronting is the "real" not "influential" conducting of schooling, in turn at trusting it to the provision of the pre-eminent presence of better unveiling directrices yet to come.

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INSIGHTS

Their Needs, our Fuel

By William Benjamin

With over two decades of experience teaching English, I can honestly say that it is essential to know our learners a little more than the usual. Are you one of the teachers who learn their students' names by heart? Bravo! Do you happen to remember where they live, study or work? Tremendous!, every piece of information is useful. However, it is paramount to understand that a more purposeful connection with the students' realities will definitely have a positive impact in our teaching practices, and enhance them.

As one educator, who happens to be a friend of mine, aptly stated, "Their needs are our fuel.", this is when it comes to teacher-student relationship. This sentiment resonates deeply. The better we know and understand our mentees' personalities, and learn about their interests, strengths, fears and challenges, the more thoughtful our lesson planning and group management will be. Classes would be more effective and efficient as long as we consider students' needs appropriately, and prioritize them at the moment of making decisions about activities, materials, and approaches. Becoming more interested in our mentees' experience during the learning sessions will open a door which leads directly to success.

Humanizing language education implies requires us to approach teaching as a relational, empathetic endeavor. As individuals, students bring aspirations, expectations, and goals into the classroom. As mentors, our goal is to guide and empower them in achieving their objective of mastering English, with care, insight and intentionality.

Lanterns Guide, Rivers Flow

By Diana Carrillo

To humanize learning is to wander into a garden where silence blooms beside words, where thought unfurls not as chalk on a board nor ink upon a page, but as the slow opening of minds, petals leaning toward an unseen sun. The teacher is a lantern, steady and tender, offering light that guides without burning, while the student is a river, carrying secret currents, stories glimmering beneath the surface, waiting for the ear that will listen.

Here mindfulness is the soil—quiet, patient, alive— inviting us to pause, to breathe, to dwell in the miracle of attention. Lessons cease to be a pursuit of outcomes and turn instead into revelations: the shimmer in an eye when an idea takes root, the tremor in a voice as courage finds its sound. Teaching becomes less the passing of knowledge and more an encounter, the weaving of presence into meaning.

To humanize is to unmask the classroom, to see beyond the scaffolding of grades and roles, to hold a space where uncertainty and curiosity entwine, where silence carries the dignity of speech and confusion reveals the grace hidden within clarity. Both are movements in the larger music of becoming.

Learning, then, is not transaction but pulse, not task but rhythm—a shared heartbeat, the inhale of wonder and the exhale of discovery. Within that rhythm, teacher and student dissolve into companions beneath a constellation of knowing, remembering that to learn is to awaken, and to teach is to breathe life into life.

Teaching the World: Embracing Cultural Diversity in Education

By Caroline Mervaille

Cultural diversity in education means representing different identities, practices, and perspectives, helping students become more open and globally aware. Many learners associate English mainly with the US or UK, but understanding its global use is essential. At ASW, we work to expand that vision through initiatives like the Ambassadors Project, where bilingual or multilingual speakers use English as a bridge between cultures.

Educators from diverse backgrounds help students connect respectfully with the world, teaching not just language, but also geography, history, and traditions. This cultural awareness should be reflected in our curriculum. Moving beyond Eurocentric materials, we aim to include diverse voices through literature, art, and music, acknowledging history while also shaping a more inclusive future.

Inclusion also means meeting students' varied learning needs, including neurodivergent learners and those with personal or academic challenges. ASW's small group classes support a semi-personalized approach, ensuring all learners feel seen and supported.

We must also challenge bias and stereotypes, especially those tied to social or economic background. Prejudice can hinder student growth—mentors must lead by example in fostering empathy and respect.

Finally, listening to students is key. Through cultural clubs and mentoring, ASW encourages self-reflection and dialogue. Education isn't just about knowledge; it's about developing compassionate, thoughtful individuals. Teachers can further this by creating open spaces for discussions on identity, inequality, and lived experience—building classrooms that reflect the inclusive world we strive to create.

INSIGHTS

Humanizing Learning & Teaching: A Journey in Progress

By Rayando Ricardo Blake

As the ELT conference themed *Shaping Influential Mentorship to Humanize Language Education* approaches, I realize that the experience has already begun shaping me, even before the event itself. Preparing my presentation has been more than organizing research—it has been about asking how my ideas might resonate with others. That reflection alone has reminded me that to humanize learning and teaching means putting people, not just content, at the center.

For me being a first-time presenter, I have learned that mentorship is not simply about offering advice; it is about helping others feel confident, capable, and connected. Through the support and guidance of the ELT organizers I have evidenced the importance of Mentorship. It goes to show as Paolo Freire suggested in *Pedagogy of Freedom (1998), "To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge."*

In this way, the conference feels less like an event waiting to happen and more like an ongoing reminder. Humanizing education is not confined to a keynote or a workshop—it begins in preparation, thrives in support, and continues in the connections we carry forward.

Mentorship in Language Learning

By Chipo Musikavanhu

At every stage in life one needs a mentor. Mentorship is like taking a baton in a relay race and passing it on to the next person. In English teaching, we pass on to our learners the skill of using the English language with the aim that they will use it effectively in their chosen career or learning goals.

As a mentor you will find that even though students might come from the same culture, they have different ways of processing information. A mentor becomes a person who needs to adapt to different learning styles. This means blending textbook usage, real life scenarios, peer-to-peer activities as well as games. It also means being emotionally intelligent; in other words, listening, observing, being patient and responding with empathy.

Not only do students process information differently but they also struggle in different areas. So it becomes necessary for the educator to identify these struggles and help each student find their own pathway to progress. I have found, for example, that there are students who don't love reading but love playing video games. When I asked them to start playing video games in English, this helped overcome that challenge.

Using empathy as a mentor enables you to look closely at student needs and hence humanize their learning. In addition, being a mentor does not mean spoon-feeding learners but also allowing them to be autonomous. I believe all this helps in giving students the complete package and ensuring the successful transference of knowledge.

Humanizing English Learning through Creative and Reflective Practices

By Paula Andrea Castaño Bustos

In my *We Talk Basic* class, I have discovered that learning English becomes truly meaningful when students connect language to real experiences and emotions. Each lesson is designed around a specific theme—such as animals, fears, vacations, leadership, or movies—that allows students to explore vocabulary and ideas in an engaging way.

For example, when learning about animals, we explore wild and domestic ones through songs and short videos. When talking about leadership, students reflect on social media influence and values. These topics not only expand their vocabulary but also help them think critically and express personal opinions.

At the end of each unit, students work in small groups to create short projects such as campaigns, dialogues, or creative presentations. For instance, in the "movies" unit, they design their own film idea: title, characters, music, and plot, and present it briefly using PowerPoint, Canva; etc. These activities encourage collaboration, creativity, and confidence while using English in authentic ways.

As a mentor, I focus on guiding students with empathy—celebrating their progress, providing feedback, and helping them overcome fear of speaking. Humanizing English education, to me, means listening to students, connecting with their interests, and making them feel that learning a language is not only about words, but about discovering their voices.

4TH ELT CONFERENCE by ASW & Pearson

AGENDA: BOGOTÁ

Start	End	UNIMINUTO AUDITORIUM
08:30 am	09:00 am	Registration
08:45 am	09:00 am	Artistic Intervention 1
09:00 am	09:20 am	Opening
09:20 am	10:20 am	Plenary Session 1
10:20 am	10:50 am	Coffee Time – Artistic Intervention 2
10:50 am	11:20 am	Juan Carlos Muñoz Award
11:20 am	11:40 am	Speakers Acknowledgement
11:40 am	12:40 am	Plenary Session 2
12:40 am	12:55 am	Artistic Intervention 3

12:55 pm	02:25 pm	Lunch & Transfer to Titán Branch

Start	End	TITÁN BRANCH
02:30 pm	03:15 pm	Concurrent Sessions
03:30 pm	04:15 pm	Concurrent Sessions
04:30 pm	05:15 pm	Concurrent Sessions
05:30 pm	06:00 pm	Coffee Time
05:45 pm	06:00 pm	Clock-Out

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AGENDA: CALI, MANIZALES, MEDELLÍN, VILLAVICENCIO, VIRTUAL

Start	End	ASW BRANCH
08:30 am	09:00 am	Registration
09:00 am	09:20 am	Opening (remote connection)
09:20 am	10:20 am	Plenary Session 1 (remote connection)
10:20 am	10:50 am	Coffee Time & Talks
10:50 am	11:20 am	Juan Carlos Muñoz Award (remote connection)
11:20 am	11:40 am	Speakers Acknowledgement (remote connection)
11:40 am	12:40 am	Plenary Session 2 (remote connection)
12:40 am	12:55 am	Plenary Discussion

12:55 pm	02:25 pm	Lunch & Transfer to Branch

Start	End	ASW BRANCH
02:30 pm	03:30 pm	Pearson Concurrent Session
03:30 pm	04:15 pm	Concurrent Sessions
04:30 pm	05:15 pm	Concurrent Sessions
05:30 pm	06:00 pm	Coffee Time
05:45 pm	06:00 pm	Clock-Out

4TH ELT CONFERENCE
by ASW & Pearson

AGENDA: EJE CAFETERO

Start	End	AUDITORIUM
08:30 am	09:00 am	Registration
09:00 am	09:20 am	Opening (remote connection)
09:20 am	10:20 am	Plenary Session 1 (remote connection)
10:20 am	10:50 am	Coffee Time – Artistic Intervention 1
10:50 am	11:40 am	Acknowledgements
11:40 am	12:40 am	Plenary Session 2 (remote connection)
12:40 am	12:55 am	Artistic Intervention 2

12:55 pm	02:25 pm	Lunch & Transfer to Armenia Branch

Start	End	ARMENIA BRANCH
02:30 pm	03:30 pm	Pearson Concurrent Session
03:30 pm	04:30 pm	Concurrent Sessions
04:30 pm	05:30 pm	Concurrent Sessions
05:30 pm	06:00 pm	Coffee Time
05:45 pm	06:00 pm	Clock-Out

4TH ELT CONFERENCE
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Concurrent Sessions – Bogotá

02:30 pm – 03:15 pm	Author(s)	Room	Floor
Mentoring for Growth: A Reflective Perspective	Marianna Alexandra Perez Ramon	Cinema	1
Planting Seeds of Impact with a Teacher's Voice	Eliana Giseth Franco Marin	Ohio	2
Expanding through Lexis and Motivation.	Abraham Wynand Sarel Pieters	Oregon	2
Mentoring the Whole Person: Nurturing Human Qualities in Language Learners	Ricardo Andres Layton Beltran	Washington	2
Storytelling as a Bridge to English Language Development	Yulieth Jasbleidy Nunez Bernal	California	2
Mentorship-Driven Feedback and Assessment for Students' Empowerment	Francy Viviana Pulgarin Alfonso & Lizeth Paola Garzon Paez	New York	2
Mentoring with AI: Humanizing ELT Through Pedagogical Innovation	Rodolfo Joya Mantilla	Speak Up Room	2
From Silence to Voice: Prepare Your Students to Talk	Willy Ferney Caceres Urrego	Tennessee	3
You, Me & English: Connotations and Their Effect on Learners	Rayando Ricardo Blake	Montana	3
From Guesswork to Growth: Tools that Enhance Teaching and Learning.	Dylan Le Grange	Texas	3
Translanguaging as Empowerment for Linguistic Identity (Re)Construction	Kelly Vanesa Ruiz Quiroga	Alabama	3
Strategies to handle with emotional issues while in class	Maria Isabel Garcia Rodriguez & Sergio Andrés Gónzalez Ardila	Maryland	3
The Impact of Goal-setting on Speaking Anxiety	Carlos Ernesto Diaz Costa	Administrative	3
Rapport, a crucial element to succeed communication targets.	Daniel Felipe Matoma Sanchez	Georgia	4
From Chalk to Click: Bridging the Age Divide	Karen Yissela Varela Olivera & Oscar David Ramos Díaz	We Talk Room	4
Meeting Students' Actual Needs: Transcending Standards in ELT	Sergio Ivan Tique Trivino	Dakota	4
Empowering Learners through Self-Regulation	Karol Dayana Castillo Herrera	Utah	4
Optimizing Learners Pronunciation through Technology Mediated Task Based Learning	Daniel Alejandro Sanchez Paez	Nevada	4
Creative Strategies to Promote Motivation and Engagement in EFL Classrooms.	Kevin Stiven Campos Garcia	Alaska	4
Turning integration into inclusiveness: UDL for more accessible lessons	Jose Alexis Diaz Muñoz & Lauren Estela Perez Mangonez	Springfield	4

Concurrent Sessions – Bogotá

03:30 pm – 04:15 pm	Author(s)	Room	Floor
Confronting the Innovation Illusion in English Teaching: An SAMR Workshop	Oscar Felipe Calderon Llanos	Cinema	1
Planting Seeds of Impact with a Teacher's Voice	Eliana Giseth Franco Marin	Ohio	2
Expanding through Lexis and Motivation.	Abraham Wynand Sarel Pieters	Oregon	2
Mentoring the Whole Person: Nurturing Human Qualities in Language Learners	Ricardo Andres Layton Beltran	Washington	2
Motivating the Unmotivated	Johner Stick Julio Cortes & Michael Stiven Avila Rendon	California	2
Mentorship-Driven Feedback and Assessment for Students' Empowerment	Francy Viviana Pulgarin Alfonso & Lizeth Paola Garzon Paez	New York	2
How the GSE Helps Build More Inclusive Teaching	Nicolas Fernando Chaparro Galeano & Caroline Mervaille	Speak Up Room	2
Differentiating Rapid Lessons: Managing Mixed Abilities in Time-Constrained Classes	Mark Lloyd Scott & Shannon Christopher Wilson	Tennessee	3
Smooth Starts: Making seamless transitions and Ice Breakers	Yossimar Andrea Surribas Rodriguez	Montana	3
Artificial Intelligence: A Double- Edged Sword for English Learning	Evanson Omondi Omondi	Texas	3
Mentoring Through Stories: Friends on the Journey of Learning!	Sebastian Arias Leon	Alabama	3
Strategies to handle with emotional issues while in class	Maria Isabel Garcia Rodriguez & Sergio Andrés González Ardila	Maryland	3
The Impact of Goal-setting on Speaking Anxiety	Carlos Ernesto Diaz Costa	Administrative	3
An Approach to Older-adult EFL learners' Empowerment Through Mentorship	William Alejandro Benjamin Pena	Georgia	4
Tutoring in Action, from a neurological perspective	Eva Elizabeth Marcano Febres & Juan David Ortiz Quevedo	We Talk Room	4
Effective Use of Spare Class Time with Language Learning Resources	Nicolas Rayo Ortiz	Dakota	4
Empowering Learners through Self-Regulation	Karol Dayana Castillo Herrera	Utah	4
Crafting Meaningful Lessons with AI-Powered Tools	Diego Ramirez Machado & Laura Tatiana Alvarado Guacaneme	Nevada	4
Words That Work: Boosting Linguistic Skills Through Feedback	Juan Guillermo Parra Mora & Luz Aida Muñetón Vargas	Alaska	4
Turning integration into inclusiveness: UDL for more accessible lessons	Jose Alexis Diaz Muñoz & Lauren Estela Perez Mangonez	Springfield	4

Concurrent Sessions – Bogotá

04:30 pm – 05:15 pm	Author(s)	Room	Floor
Words That Work: Boosting Linguistic Skills Through Feedback	Juan Guillermo Parra Mora & Luz Aida Muñetón Vargas	Cinema	1
Storytelling as a Bridge to English Language Development	Yulieth Jasbleidy Nunez Bernal	Ohio	2
Translanguaging as Empowerment for Linguistic Identity (Re)Constructionn	Kelly Vanesa Ruiz Quiroga	Oregon	2
From Guesswork to Growth: Tools that Enhance Teaching and Learning.	Dylan Le Grange	Washington	2
Motivating the Unmotivated	Johner Stick Julio Cortes & Michael Stiven Ávila Rendon	California	2
Optimizing Learners Pronunciation through Technology Mediated Task Based Learning	Daniel Alejandro Sanchez Paez	New York	2
Dougong: Building and reinforcing knowledge by learning to unlearn	Christian Camilo Aponte Ricardo	Speak Up Room	2
Learning to learn: Cultivating autonomous strategies in the classroom	Daniel Santiago Chirivi Pinto & Sara Valentina Parra Daza	Tennessee	3
Smooth Starts: Making seamless transitions and Ice Breakers	Yossimar Andrea Surribas Rodriguez	Montana	3
Artificial Intelligence: A Double- Edged Sword for English Learning	Evanson Omondi Omondi	Texas	3
Mentoring Through Stories: Friends on the Journey of Learning!	Sebastian Arias Leon	Alabama	3
Meeting Students' Actual Needs: Transcending Standards in ELT	Sergio Ivan Tique Trivino	Maryland	3
Rapport, a crucial element to succeed communication targets.	Daniel Felipe Matoma Sanchez	Administrative	3
An Approach to Older-adult EFL learners' Empowerment Through Mentorship	William Alejandro Benjamin Pena	Georgia	4
Listen Like a Mentor: Building Trust in our ELT Classroom	Rosa Matilde Perez Trespalacios	We Talk Room	4
Effective Use of Spare Class Time with Language Learning Resources	Nicolas Rayo Ortiz	Dakota	4
Creative Strategies to Promote Motivation and Engagement in EFL Classrooms.	Kevin Stiven Campos Garcia	Utah	4
Crafting Meaningful Lessons with AI-Powered Tools	Diego Ramirez Machado & Laura Tatiana Alvarado Guacaneme	Nevada	4
From Chalk to Click: Bridging the Age Divide	Karen Yissela Varela Olivera & Oscar David Ramos Díaz	Alaska	4
You, Me & English: Connotations and Their Effect on Learners	Rayando Ricardo Blake	Springfield	4

Concurrent Sessions – Cali

03:30 pm – 04:15 pm	Author(s)	Room
Lighting the spark: How mentorship ignites motivation.	Maria Fernanda Ussa Garcia	Conversation Time
Differential Teaching: Strategies for Teaching Students with Different Learning Styles.	Mauricio Valencia Gonzalez & Kevin Yordan Escobar Guerrero	We Talk Room

04:30 pm – 05:15 pm	Author(s)	Room
Lighting the spark: How mentorship ignites motivation.	Maria Fernanda Ussa Garcia	Conversation Time
Differential Teaching: Strategies for Teaching Students with Different Learning Styles.	Mauricio Valencia Gonzalez & Kevin Yordan Escobar Guerrero	We Talk Room

Concurrent Sessions – Manizales

03:30 pm – 04:15 pm	Author(s)	Room
Empowering ELT Through Multidisciplinarity and Differentiated Instruction for Inclusive Learning	Daniel Mesa Marulanda	SpeakUp
Nurturing Independent Listening Skills in ESL.	Jose Fernando Fridman Giraldo	We Talk Room

04:30 pm – 05:15 pm	Author(s)	Room
Empowering ELT Through Multidisciplinarity and Differentiated Instruction for Inclusive Learning	Daniel Mesa Marulanda	SpeakUp
Nurturing Independent Listening Skills in ESL.	Jose Fernando Fridman Giraldo	We Talk Room

Concurrent Sessions – Medellín

03:30 pm – 04:15 pm	Author(s)	Room
Creating meaningful and humanized learning environments in the EFL acquisition	Santiago Arango Amaya	Writing Room
Elt Microcurriculum on Social Contexts: How to Start Selecting Culture	Ronald Hoyos Goez	We Talk Room
The endless world of mentorship	Diana Marcela Carrillo Contreras & Rossy Johana Arroyo Palacios	Speak Up Room

04:30 pm – 05:15 pm	Author(s)	Room
Developing Influential Mentorship Through Self Awareness	Santiago Paniagua Mejia	Writing Room
Writing as a tool for mentors to shape students' knowledge	Mateo Arrubla Ocampo & Oscar Estiven Suarez Gonzalez	We Talk Room

Concurrent Sessions – Villavicencio

03:30 pm – 04:15 pm	Author(s)	Room
Mentorship-Centered Language Learning Humanizing Voice, Identity, Agency and Belonging..	Ines Eugenia Caldas Cuesta	Conversation Time
Mentoring 101: Building a Great Mentor	Roberto Gonzalez Gimenez	We Talk Room

04:30 pm – 05:15 pm	Author(s)	Room
Empowering Learners: Mentorship's Human Touch in Language Education	Victor Alfonso Camacho Fuentes	Conversation Time
From Experiences: Power of Guided Conversation in Language Learning	Renny Rene Rojas Lozada	We Talk Room

Concurrent Sessions – Virtual

03:30 pm – 04:15 pm	Author(s)	Room
Unleashing your potential through breaking personal limits	Yeison Felipe Alvarez Garzon	Link 1
Bridging minds: AI mentorship for humanizing language learning spaces	Alexander Toro Ortiz	Link 2
Speak Up! Transforming Virtual Bilingual Classrooms into Discourse Communities.	Camilo Andres Sanchez Lopez	Link 3
Beyond classes: Lab Examiners' contribution to Humanizing ASW English Teaching	Laura Natalia Torres Riobo	Link 4

04:30 pm – 05:15 pm	Author(s)	Room
Unleashing your potential through breaking personal limits	Yeison Felipe Alvarez Garzon	Link 1
Bridging minds: AI mentorship for humanizing language learning spaces	Alexander Toro Ortiz	Link 2
Speak Up! Transforming Virtual Bilingual Classrooms into Discourse Communities.	Camilo Andres Sanchez Lopez	Link 3
Beyond classes: Lab Examiners' contribution to Humanizing ASW English Teaching	Laura Natalia Torres Riobo	Link 4

Concurrent Sessions – Eje Cafetero

03:30 pm – 04:15 pm	Author(s)	Room
Language Learning as Social Act: Mentorship Within Sociolcultural Context	Santiago Garay Castrillon	Room 1
Video Games and Artificial Intelligence to Foster Students' Communication	Manuel Camilo Loaiza Quintero	Room 2
Gamification and Game-based teaching: sources of motivation in EFL classrooms.	Darlyn Nathalia Gonzalez & Guillermo Clavijo Tapasco	Room 3
Implementing Theatrical Strategies in the Classroom to Humanize Teaching	Lady Lorena Romero Zuluaga	Room 4

04:30 pm – 05:15 pm	Author(s)	Room
Teacher Talk That Retains: Empathy Meet Assertiveness	Carolina Velasquez Rodriguez	Room 1
Change Your Words, Change Their Minds: NLP for Teachers	Veronica Franco Bedoya	Room 2
An outsider's perspective: Teaching English without an English career.	Santiago Hernandez Nieto	Room 3
Behind the Screen: Real Connections in Virtual Learning.	Juan Daniel Trejos Vallejo	Room 4

Thank you for being part of this event!

Scan the QR code below to share your thoughts and overall experience.