
LILIANA TORRES-GOENS

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OBJECTIVE

Spanish Instructor position involving teaching at different levels.

EDUCATION

- 2013-2015 Butler University, Indianapolis, Indiana
Master of Science in Effective Teaching and Leadership
- 1989-1990 Indiana University Bloomington, Indiana
Completed three semesters (27 hours) of post graduate course
Work towards a Doctorate Degree in Instruction of Spanish.
- 1983-1985 Saint Michael's College, Winooski, Vermont
Master of Arts in Teaching English as a Second Language.
- 1978-1981 Andes University, Bogotá, Colombia
Bachelor of Teaching Modern Languages, major in English,
minor in French and Spanish.
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EXPERIENCE

- 1991-Present Butler University, Indianapolis, IN.
Worked as a Spanish instructor teaching all levels, entry,
intermediate and advanced. (SP 101, 102, 203, 204, 305, 310, 320)
Other Responsibilities:
Students' advisor
LAS representative for Academic Development
- 2001 IUPUI, Indianapolis, IN.
- 1990-1992 Worked as a Spanish instructor teaching entry levels. (SP 117, 118)
- 1990-1989 Indiana University, Bloomington, IN.
Worked as a Spanish assistant instructor while pursuing my Doctorate
Degree. Taught entry levels. (SP 100 and 200)
- 1989 Marian College, Indianapolis, IN.
Worked as a Spanish instructor, entry levels.
- 1988-1989 Butler University, Indianapolis, IN.
Worked as a Spanish instructor teaching entry levels.
(SP 101, 102)
- 1987-1988 University of Wisconsin, La Crosse, WI.
Worked as a Spanish assistant instructor teaching advanced
levels, phonetics and conversation. Conducted a summer
Institute workshop on Phonetics and Conversation.
- 1985-1987 Pontifical Javeriana University, Bogotá, Colombia.

Worked as an English instructor for entry, intermediate and advanced levels. Developed a beginner reading program.

1985-1986 Andes University, Bogotá, Colombia.
Worked as an English instructor teaching entry levels.

1982-1983 Texas Petroleum Company, Bogotá, Colombia.
Worked as a private Spanish teacher and translator for top executives.
Taught intermediate and advanced levels.

PRESENTATIONS

July 2010 Presented at the annual American Association of Teachers of Spanish and Portuguese (AATSP) in Guadalajara, Mexico.
Topic: Reflections and Ideas to strengthen the students' confidence in their oral communication and fluency".

October 2011 Presented at the Indiana Foreign Language Teachers Association (IFLTA) in Indianapolis, Indiana.
Topic: "Reflections to strengthen the students' confidence in their oral communication and fluency." More emphasis on Reflective Teaching.

August 2014 Faculty Academic Workshop, Butler University, Indianapolis, Indiana
Topic: "Group Work Problems? Quick Solutions.

November 2014 Presented at the Indiana Foreign Language Teachers Association (IFLTA) in Indianapolis, Indiana.
Topic: "Group Work Problems? Quick Solutions.

March 2015 E. C. Moore Symposium, Poster Session, IUPUI, Indianapolis,
Topic: The Impact of Reflective Practice in a College Language class.

November 2015 Presented at the Indiana Foreign Language Teachers Association (IFLAT) in Indianapolis, Indiana
Topic: The Impact of Reflective Practice in a College Language class

CONTRIBUTIONS TO THE PROFESSION

For the past five years, I have developed an interest in Teacher Action Research (TAR) as well as Reflective Teaching. I have completed some study in these areas and have participated in group book discussions and the Pedagogy Seminar, conducted by late Professor M. Gregory. As a result, I have been gradually changing my teaching approach with an emphasis on putting into practice the ideas expressed in this type of developmental view of learning. One fundamental change has been the transition of curriculum control. By planning around the students and by reinforcing their commitment to the learning process, the students develop a more comprehensive understanding of what is going on in the classroom experience. Unlike a conventional classroom environment, there is less emphasis on the teacher's performance and more on the students' understanding of the nature and process of their learning. The intention is to create a more participatory role in the class discussions as well as in the material covered. Equal distribution of control and shared power are tools that allow a democratic perspective where both teacher and students are active participants in the process. This is a slow process that demands careful attention to the students' needs and a conscientious effort on behalf of the teacher to be able to create a productive learning environment. Treating students with honesty, respect, fairness and confidence strengthens their use of the language more freely. Last summer I started to work on the METL Program with the College of Education at Butler. This new area of study is giving me the opportunity to solidify my teaching stance and to frame it within theoretical parameters that would lead me to a better understanding of my reflective view of teaching. So far the study of curriculum theories and educational issues is providing me with not only current information on the field but also with clear foundations to apply in my daily instruction. I completed my Master's Program and my thesis research entitled: *The Impact of Reflective Practice in a college language classroom* depicted my classroom experiences and the transformation of my instruction within a reflective and student-centered framework.

REFERENCES

Dr. Florence Jessup, Former Head of the Modern Language Department, Butler University, Indianapolis, IN. (317) 253-4028.

Dr. Lucila Mena, Spanish Instructor, Butler University, Former Head of the Modern language Department, IUPUI, Indianapolis, IN. (317) 253-9144.

Dr. Stanley De Rusha, Professor, Department of Music, Butler University, Indianapolis, IN. (317) 414-5454

Elisa Lucchi, Spanish Instructor, Butler University, Department of Modern Languages, Indianapolis, IN. (317) 498-3519