



THE MONTHLY

# NETWORKER

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## WORDS FROM OUR DIRECTOR

Dear Colleagues:

July has been a month filled with rewarding experiences. Schools across the country came together to celebrate English Week – English Fun-tastic, a vibrant showcase of creativity and enthusiasm.

Despite the many challenges we have faced in recent months, most schools successfully held their celebrations. Students used the target language—English—to express their talents through poetry, storytelling, singing, and speeches. The excitement of the week was evident throughout the schools. Hallways were beautifully decorated with bulletin boards and murals featuring information about English-speaking countries, renowned English authors, popular sayings, and idiomatic expressions. Both students and teachers contributed their best efforts to make the week a memorable one.

Following the presentation of the online courses during the inaugural ceremony at the national conference, teacher enrollment began immediately. We are proud to

share that 1,300 teachers have already enrolled eager to deepen their understanding of differentiation, leadership, and the new curriculum.

In addition, we are preparing to implement the new curriculum in 24 schools across the country during the third trimester.

Looking ahead, the afterschool program for 12th-grade students will begin in mid-August and is expected to benefit 7,700 students nationwide.

These are just a few of the initiatives led by DNELE to enhance the teaching and learning of the English language in our country.

Let us continue moving forward—united in purpose, resilient in spirit, and committed to excellence.

With determination and appreciation,

Ms. Davina Cole

## REGIONAL NEWS &amp; UPDATES

## CEBG EL TRAPICHITO CELEBRATES ENGLISH WEEK AND BOOSTS LEARNING THROUGH PLAYFUL, ENGAGING ACTIVITIES

*Press Center of the Ministry of Education*

Students at CEBG El Trapichito in Barrio Colón, La Chorrera, are engaging in dynamic activities this trimester, including English Week and the 37th anniversary of Early Childhood Education. With strong teacher and parent support, these events make learning fun and meaningful.

The school, with 826 students from preschool to lower secondary, fosters a healthy, welcoming environment. English teacher Natyan Cataño said games and contests help students improve their English while having fun.

Preschool teacher Fanny Vásquez noted that anniversary events include making dinosaur hats, a sports day, dressing as archaeologists, and a themed movie—all involving parents.



## LETTER FROM OUR EDITOR

Dear Readers,

As we wrap up a dynamic first half of the year, the June issue of The Monthly Networker brings you stories celebrating innovation, creativity, and collaboration across our National English Network. From festive school events to global professional development, this issue is packed with inspiration! In Regional News and Updates, we highlight joyful celebrations like El Trapichito School's English Week, the National Symphonic Band's upcoming debut, and a thrilling announcement the 2025 Regional Robotics Olympics is underway!

Our Spotlight section takes you across borders with reflections from the Edinburgh IATEFL Conference-inspired sessions and insights from DNELE's participation at TESOL 2025. These global exchanges continue to energize our community.

We're excited to introduce a brand-new section Quick Share Corner offering fun prompts, warm-ups, and icebreakers to keep your classroom buzzing. Network Chronicles gives a vibrant look back at English Week celebrations nationwide, while Tips and Best Practices explore using AI in the English classroom and the importance of creating a safe, welcoming space for learners.

In Industry Trends, we explore how interdisciplinary projects bring real purpose to language learning. And in The Road to Implementing the New Curriculum, we take a first look at ongoing teacher training paving the way for transformation.

Don't forget to check out The Resource Corner, Thumbs Up, and Fun Fact to finish your read with tools, recognition, and a smile. Happy Reading!

*Raúl Sieiro*  
Editor, The Monthly Networker

## REGIONAL NEWS &amp; UPDATES

## MEDUCA'S NATIONAL SYMPHONIC BAND GEARS UP FOR ITS GRAND MUSICAL DEBUT

*Press Center of the Ministry of Education*

Between nerves and excitement, the 58 students who make up the National Symphonic Band of the Ministry of Education (Meduca) officially began their rehearsals, preparing for their grand debut on Monday, July 21, 2025, at the renowned Alfredo de Saint Malo International Festival.

For three consecutive days, these talented young musicians, who come from diverse educational regions throughout the country, will immerse themselves in intensive rehearsals. Under the careful guidance of a team of specialized instructors, they are meticulously refining each piece in their repertoire, ensuring every note resonates with precision and passion.

Being part of the National Symphonic Band of Meduca is much more than just playing music — it is a transformative experience that enriches the lives and skills of these students. Eliécer González, a student from Manuel María Tejada Roca School, and Lía Marquínez, from the Urracá Institute, both emphasize how their participation in this ensemble has strengthened their musical abilities and deepened their mastery of their instruments.

Irving Rodríguez, the National Coordinator of Music Bands, highlighted the significance of this project, describing it as the most emblematic initiative within the coordination's efforts. He emphasized that the band not only elevates the artistic level of the participating musicians but also opens new doors and opportunities for their personal and professional growth.

The National Symphonic Band of Meduca will soon take the stage for a concert filled with excellence and passion. The performance will be led by the internationally acclaimed conductor Kevin Segura in a gala aptly named "Youth Symphony: The Power of Bands." This event promises to showcase the remarkable talent and dedication of these young musicians, marking a milestone in their artistic journeys.





## REGIONAL NEWS &amp; UPDATES

## MEDUCA LAUNCHES THE 2025 REGIONAL ROBOTICS OLYMPICS

*Press Center of the Ministry of Education*

The Ministry of Education (Meduca) inaugurated the 2025 Regional Robotics Olympics, an academic event that brings together students aged 8 to 19 from both public and private schools across the country. The goal is to promote learning in STEAM disciplines (science, technology, engineering, art, and mathematics), preparing new generations to face the challenges of an increasingly technological and ever-changing world.

During the event, the Minister of Education, Lucy Molinar, emphasized the importance of creating spaces that strengthen critical thinking and prepare students to face challenges. Isis Núñez, National Director of Curriculum and Educational Technology, explained that the STEAM approach enhances skills such as critical thinking, problem-solving, teamwork, and creativity.



This year's competition focuses on the theme "The Future of Robots," highlighting three subtopics:

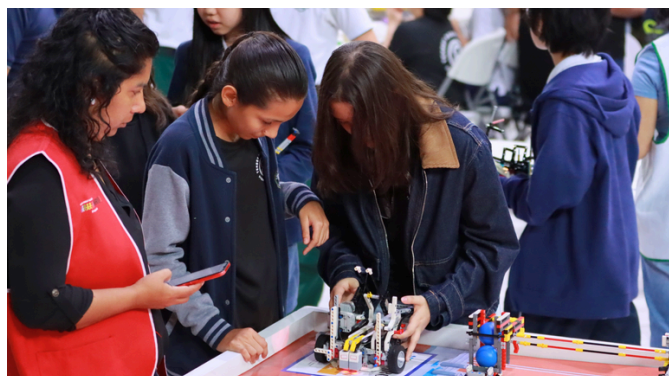
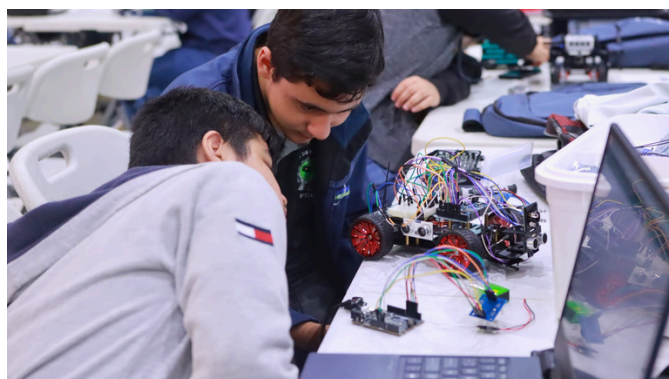
- Robots that organize the cities of the future
- Robots that support life in space
- Artificial intelligence improves human life

Marvin Castillo, President of the National Foundation for the Development of STEAM (Fundesteam), shared that over 600 teams from 11 educational regions are participating, with 200 teams qualifying for the National Olympics, which will take place from September 16 to 18. The winners will represent Panama in the international grand final in Singapore from November 26 to 28, 2025.

Maicol De la Rosa, a student from the Professional and Technical Institute of La Chorrera, expressed enthusiasm about being part of this experience

and encouraged young people to participate in activities that promote innovation and teamwork. This initiative is part of the Specific Cooperation Agreement between Meduca and Fundesteam, an alliance that reinforces the commitment to innovative, inclusive, and quality education.

For more information about the 2025 Regional Robotics Olympics, visit <https://wropanama.com>.





## SPOTLIGHT SECTION

## EMPOWERING EDUCATORS: DNELE SHOWCASES NEW ENGLISH CURRICULUM AT TESOL CONFERENCE

By María del Pilar Guerra



On Saturday, July 5th, the annual TESOL conference took place, and the DNELE proudly participated in the event. During the day, we had the opportunity to showcase parts of the upcoming competency-based English curriculum. It was truly inspiring to see so many teachers enthusiastic about this new approach, actively engaging, asking insightful questions, and showing a genuine interest in what's to come. The energy and commitment in the room reaffirmed our shared mission to strengthen English education across the country.

This event reminded us of the power of collaboration and how essential our teachers are in the transformation of education. We look forward to the next steps in this journey and to continuing to work hand in hand with our amazing English teaching community.

### Quick Share Corner

Fun prompts, warm-ups, and icebreakers you can try in your next class.

#### If English Were a Food...

If English were a food, what would it be and why? Students get creative (and sometimes hilarious) with this one. Answers range from “spaghetti, because it’s all tangled” to “a buffet, because there’s something from everywhere.”



Try this activity with small groups of students in your classroom. Have them discuss the question together and then take a vote to decide which answer they think is the most surprising or unexpected. It’s a great way to spark conversation and get everyone engaged!



## NETWORK CHRONICLES

## ENGLISH FUN-TASTIC WEEK 2025

### PANAMA CENTRO

As part of the highly anticipated English Week, preschool and primary school students in the Panama Central Educational Region are experiencing a unique and exciting educational journey, filled with diverse activities that combine fun, active participation, and meaningful learning of the English language in creative, engaging, and interactive ways that inspire curiosity and confidence.

From engaging reading competitions like the Reading Comprehension Contest, to rhythm and expression showcased in Karaoke in English, to dynamic and interactive classes such as the Cooking Class, the colorful themed Hat Parade activity, and the creative Drawing Contest, the schools in the region are bursting with enthusiasm, creativity, and the joyful discovery of many new English words, phrases, and expressions.

These varied activities clearly reflect the strong commitment, passion, and dedication of the subject's teachers, who continuously promote a modern, innovative, and motivating approach to teaching English, effectively preparing our boys and girls for an increasingly globalized and interconnected world filled with endless opportunities and challenges.



Manuel J. Hurtado School



María Ossa de Amador School



Cirilo Joaquín Martínez School



Omar Torrijos Herrera Bilingual School



## NETWORK CHRONICLES

## ENGLISH FUN-TASTIC WEEK 2025

## PANAMA NORTE



Students in the Panama Norte Educational Region marked English Fun-Tastic Week with great enthusiasm, showcasing their language skills through a thrilling Spelling Bee contest. This event not only tested their vocabulary and spelling abilities but also encouraged concentration, healthy competition, and confidence in English.

While the Spelling Bee was a standout activity, students also took part in various engaging experiences designed to enhance their communication and teamwork skills. The vibrant

photos shared reflect the excitement and commitment of both students and teachers throughout the week.

This celebration of English learning demonstrated the region's dedication to fostering a positive and supportive atmosphere where students feel motivated to challenge themselves and grow. By embracing activities that combine fun with education, Panama Norte continues to encourage students to discover the many possibilities that mastering English can bring.

## NETWORK CHRONICLES

## ENGLISH FUN-TASTIC WEEK 2025

### LOS SANTOS



As part of the vibrant English “Fun-Tastic” Week celebrations, students from the Los Santos Educational Region took part in a variety of activities designed to make learning English an engaging and memorable experience. With the support and creativity of their teachers, students across various schools participated in events that promoted communication, teamwork, and self-expression, all while strengthening their English skills in fun and meaningful ways.

At the Agua Buena Bilingual School, the energy and excitement of English Week were clearly visible. Students showcased their enthusiasm through colorful displays, collaborative efforts, and joyful learning moments captured throughout the week. These snapshots reflect the dedication of both students and educators, highlighting a shared commitment to creating a positive and inspiring environment.



Whether through performances, class projects, role-playing, games, or group activities, the spirit of English Week was alive in every corner—encouraging curiosity, boosting confidence, and fostering a love for the language. Laughter and creativity filled the air, as students embraced learning through play, music, art, and movement.

The dedication of English teachers was reflected in the thoughtful planning and enthusiastic execution of these enriching experiences. Their innovative, student-centered approach continues to inspire learners and colleagues alike. Through this initiative, Los Santos Region empowers young minds for success in a globalized world, making English learning exciting and unforgettable.



## NETWORK CHRONICLES

## ENGLISH FUN-TASTIC WEEK 2025

## CHIRIQUI

As part of the celebration of English Week, Instituto David experienced the magic of Alice in Wonderland through a variety of fun and educational activities. One of the most popular events was Mad Hatter Day, where students and teachers wore creative hats and enjoyed themed games inspired by the story's whimsical character.

The week also included dramatizations, where students performed scenes from Alice in Wonderland. These plays allowed participants to practice their English and showcase their acting skills, making the story come alive for the audience.

In addition, there was a Spelling Bee contest that challenged students to demonstrate their vocabulary and spelling abilities. Alongside this, a film festival took place, screening movies that sparked imagination and complemented the theme of the week.

The celebration ended on a high note with a spectacular talent show, where students impressed everyone with their singing, dancing, and other performances. The "English Fun-tastic Week!" 2025 was full of excitement, learning, and enjoyment for all.



## TIPS AND BEST PRACTICES

## THE USE OF ARTIFICIAL INTELLIGENCE TO TEACH ENGLISH

By Anel Bracho

The project started in 2022 to satisfy the different students' needs and have more educational access by using digital platforms and artificial intelligence. We basically wanted to introduce the artificial intelligence tools as a didactic and innovative resource to strengthen the teaching and learning process, fostering a more personalized and inclusive education for everyone. Also, the Project integrates artificial intelligence to facilitate comprehension of content for different learning styles by using didactic resources to support the students with special needs in our classrooms.

At the core of this project is the belief that every student learns differently. Therefore, by introducing AI as a didactic and innovative resource, we aim to strengthen the teaching-learning process, create more personalized learning experiences, and foster a truly inclusive environment. Through digital tools, students can progress at their own pace, receive instant feedback, and interact with content in a more engaging and meaningful way.

Moreover, the project focuses on supporting students with special needs. By incorporating AI-driven platforms that adapt to different learning styles, we have been able to offer tailored resources and activities that enhance comprehension and participation.

**Results**

The outcomes have been very encouraging, with students showing meaningful progress. Several began with a very basic level of English, and over time, they have developed greater fluency, incorporating new vocabulary and using common expressions in daily conversations.

**Why Do We Use Technology in Our Classes?**

The students identify themselves with the app, give their names, and use their institutional emails. If the students are doing homework about English, they use Duolingo app, or if they are solving a math problem, they may use Sócrates app. Some of our students with special needs enjoy using the apps because they learn better and find the lessons more appealing than. Dayana Soto is a student with Down Syndrome, and she uses Google drawings. By using it, she is able to draw and relate sounds in English. Besides, she learns about colors, animals, and lines. It is important to stand out that these students are supervised by the teachers at school, and their parents are also committed to their learning process at home.



Dayana Soto



Students using Perplexity app



## TIPS AND BEST PRACTICES

## OUR CHILDREN NEED A SAFE SPACE, THE ENGLISH CLASS

By Nelly Reid

Dedication is key in education. These three components, warmth, passion, and an inspiring approach to teaching, can leave a lasting impact on both students and colleagues. With eight years of experience in Panamanian public schools, one has cultivated a nurturing classroom environment where every child feels valued and empowered. A notable participation in the National Conference of English Teachers, where the innovative educational project 'My Class, My Safe Space' was showcased, highlighted a strong commitment to fostering inclusivity and emotional well-being in education.

## My Class, My Safe Space

Moreover, representing the Panama Center Region in that showcase was not only a professional milestone but also a testament to one's ability to inspire others with a vision of a supportive learning space. Teaching at Kuna Nega Bilingual Elementary School where many students come from high-social-risk backgrounds and require strong social-emotional skills has been a meaningful contribution to their learning process. Some of the resources presented included the Coping Tool Bag, self-regulation cards, the traffic light of emotions, and Breathe In, Breathe Out.

The interaction among teachers from across the country provided a valuable opportunity to reflect on the mental health of our learners. It is hoped that this experience will inspire similar projects, bringing creativity and compassion into classrooms and ensuring that students feel both challenged and cared for in a safe, supportive environment (Miller et al., 2020).

## Feeling Safe is Learning Safely

A learner who's not feeling safe in the community or, worst-case scenario, at their homes, represents a tragic and disheartening situation. The adaptation of SEL (Social-Emotional Learning) in philosophy may appear to be a combination of several approaches, with strong leanings towards Constructivism, Humanism, and Differentiated Instruction, particularly within the framework of Communicative Language Teaching (CLT) for English language acquisition. First, teaching based on what students know and developing language

using their background knowledge is a core aspect of the class. As a humanistic teacher, one should motivate students to learn, and should also be interested in their personal preferences. Their personal information and preferred activities must be collected to tailor the content to their specific needs. Finally, their emotional states should also be considered, and their emotional well-being should be valued as much as their personal growth (Tomlinson, 2014).

## Appreciation in Hard Times

Despite the challenging social situation in the country, where many students are not attending school, one can still find ways to engage meaningfully with learners. This dedication was recognized with a Teacher's Appreciation Certificate—a well-deserved honor that reflects an unwavering commitment to shaping young minds. Through a personal touch, an encouraging demeanor, and a relentless drive to make a difference, one strives to embody what it means to be an inspiring educator. Small daily practices, such as checking in on students' emotions and providing visual supports like coping cards, help empower them to manage their feelings effectively and build resilience. (Brackett & Rivers, 2014).

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## INDUSTRY TRENDS

# ENGLISH WITH PURPOSE: INTERDISCIPLINARY PROJECTS FOR REAL AND MEANINGFUL LEARNING

By Zulimar González

Learning English today goes beyond memorizing words and grammar. It's a tool to understand the world, connect with cultures, and communicate meaningful ideas. Interdisciplinary projects—combining English with other subjects like science, art, or citizenship—use real-life problems to make learning purposeful and engaging.

## What are interdisciplinary projects?

They integrate English with other subjects around real-world topics, encouraging students to explore, create, and communicate in English beyond the classroom.

## Why use this approach?

- Motivates students by connecting learning to their lives.
- Develops skills like critical thinking, creativity, teamwork, and problem-solving.
- Makes English practical, a tool for real action.
- Promotes inclusion by allowing diverse participation based on talents.

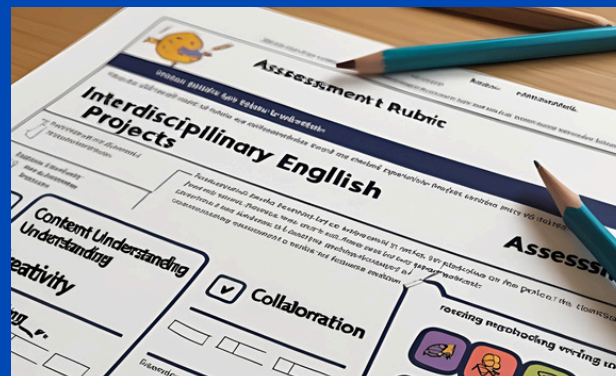
## Example Project: “Mental Health Matters”

Subjects: English + Guidance + Arts  
Focus: How to promote emotional well-being at school.

Activities include debates, writing positive messages, creating bilingual murals, and designing support guides in English.

### Tips for Teachers:

- Choose relevant problems.
- Collaborate with other teachers.
- Focus on communication over perfection.



- Use visual aids and graphic organizers.
- Assess with rubrics covering content, creativity, collaboration, and language.

In short, English should not be taught as a list of rules, but as a living tool for understanding and acting in the world. Interdisciplinary projects allow students to use the language purposefully, develop their talents, and commit to causes that matter to them. In this way, the English classroom becomes a space where words open doors, raise awareness, and build citizenship.

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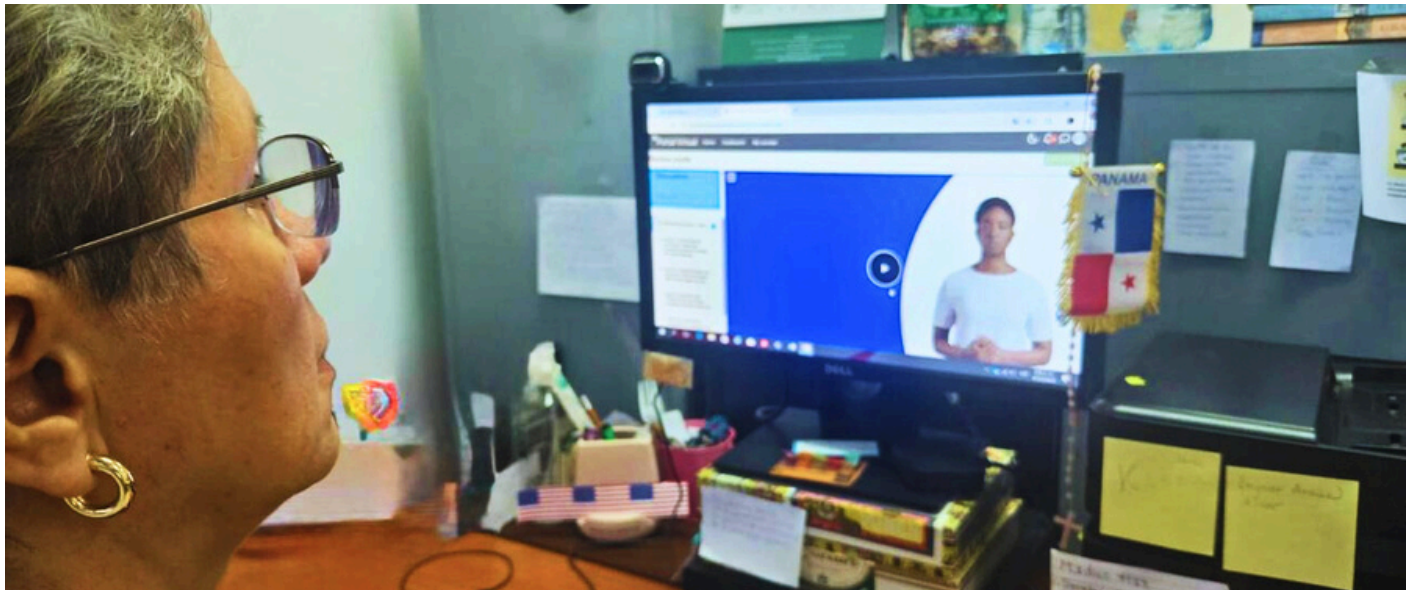
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## THE ROAD TO IMPLEMENTING A NEW CURRICULUM

## TEACHING TRANSFORMATION: A FIRST LOOK AT THE TRAINING ON ENGLISH CURRICULUM

By Claudia De León



Before the online training on the new curriculum begins, a technical team reviewed the content and completed the course to ensure it aligns with teachers' needs and expectations. One team member, Professor Esperanza Diez, the English Coordinator at Chiriquí, has participated in several of these courses herself, giving her a unique perspective on their impact.

In this interview, she shared her experiences as both a participant and a reviewer, offering valuable reflections and guidance for teachers preparing to engage in this transformative training.

#### How would you describe your experience participating in the courses?

After developing the content of the online courses, I gained a clearer understanding of the new curriculum and its components. The content was well-structured, practical, and aligned with current educational needs, particularly for students with a good level of English. Something meaningful to me was the focus on planning a learning sequence through scaffolded progression.

#### To what extent did the courses provide practical tools that could be applied immediately in the classroom?

The course offers many practical tools. One of them is to reflect on what I am doing as a teacher in class to help my students develop their communicative competences.

In other words, the content guides participants in analyzing whether the objectives proposed for their class are SMART objectives and how much these objectives develop the low-thinking order or the high-thinking order.

Another important aspect is whether the proposed activities that teachers plan for their students are helping them achieve a higher English level, and if these activities are developing gradually towards the proposed learning outcome.

Ultimately, this course emphasizes the importance of creating the right conditions to empower students, promoting learning through repeated exposure to key vocabulary, visuals, and structured interaction activities.

#### What differences did you notice in your teaching experience before and after completing the courses?

Before the course, I planned my lesson using the communicative approach, where students use English in meaningful situations that encourage interaction and negotiation of meaning.

After the course, this approach will be complemented with the Action-Oriented Approach; the activities will focus on real-life social tasks, with learners assuming roles such as social agents completing a task, collaborating to complete it, and showing their creativity to achieve the task.

### What aspects would you highlight from the courses you reviewed? What makes them relevant for Panamanian teachers?

The course offers Panamanian teachers numerous positive aspects, including an introduction to the CEFR and its implications for developing language skills. CEFR guides the design of lessons, assessments, and materials based on real-life communication needs. With this knowledge, Panamanian English teachers can reassess their teaching approach in light of the real-world use of language. This is relevant for teachers because it provides a clear and coherent framework for teaching.

### How is feedback and formative assessment incorporated into the design of these courses?

This course is well-structured because the learning path starts with clear objectives for each lesson. Followed by explorative questions and linking that knowledge with activities where participants can measure their learnings through exercises like selecting the best options and matching. When done correctly, there is feedback to amplify knowledge; if not, there is the option to try again. Finally, at the end of each lesson, there are takeaways.

### How do you envision the long-term impact of this training process on teaching performance and student learning?

In the long term, I believe this training will lead to more intentional and effective teaching practices. Teachers will be better equipped to design learning experiences that align with international standards, such as the CEFR, and focus on meaningful communication. As a result, students will benefit from more relevant, engaging, and purposeful language learning, which supports real-life language use and long-term skill development.

### What message would you give to the teachers who will be participating in these courses?

This course offers an opportunity for professional growth. My colleagues will explore international standards, such as the CEFR, adjusted to the Panamanian context, and learn how to create learning experiences using scenarios that can truly empower their students to use English in real-life situations. It's a chance to refresh your teaching practices and connect with other educators during the two hours of synchronous sessions, making a lasting impact in your classroom.



”

*A new paradigm has emerged: a new curriculum that requires knowledge of the CEFR and an action-oriented approach. Panamanian teachers should reflect on their commitment and adjust their teaching approach; it is no longer just about teaching grammar rules but about helping students use the language to act in real-life contexts.*



## MEET OUR TEAM

## ILSA HERRERA

*English Regional Supervisor for Veraguas*



In the vast and dynamic field of English language education, few careers are as inspiring as mine. I began as a bilingual secretary for a ship insurance company.

In 1988, I ventured into the Darien jungle, to Sambu, teaching English, P.E., and typing without formal training. By observing colleagues and receiving support, I learned to plan lessons aligned with the Ministry of Education's standards.

In 1989, I taught in Bocas del Toro, emphasizing conversation to improve students' grammar and coherence. Later, in Coclesito, I chose to study for a bachelor's in English at the University of Panama. By 1993, I returned to Meduca and served in Valle de Antón, Rodolfo Chiari School in Aguadulce, and eventually transferred to the Normal School in Santiago. I also served as principal of El Roble School and then became an English supervisor in Veraguas (2013–2025).

My passion extended to coordinating the Panama Bilingual program, multi-grade trainings, English contests, teacher development, and digital tools.

At the university level, I teach business English and methodology, shaping empathetic future educators. With 24 years at the University of Panama, I'm also writing a children's book titled Avelinita. My father, who dreamed I'd master English, inspired me to study abroad in England and return to serve.

The impact of my work is seen in empowered students and inspired teachers. My mission has always been to give people tools to think, connect, and participate globally through the power of English.

## PROFILE OF THE MONTH

## NELLY REID

*English Teacher at Escuela Bilingüe Kuna Nega*



Nelly Corina Reid de Peart holds a master's degree in applied Linguistics to the English Language with a specialization in TESOL, earned in 2020 from a recognized academic institution with high distinction.

She also pursued a master's degree in Higher Education Teaching at the Regional University Center of Veraguas – University of Panama, where she is currently in the thesis defense phase, as of 2021.

Since 2019, Nelly has served as an English tutor for courses at Quality Leadership University and as an English teacher at the Bilingual School Kuna Nega. She also had a position as Conversation IV professor at Universidad Tecnológica OTEIMA, where she has contributed to the development of speaking and communication skills for university students in 2024.

From 2016 to 2018, she taught in the KIDS-10 and AFTER-SCHOOL programs under Panama Bilingüe and served as an assistant professor of American Literature at the Regional University Center of Veraguas. She currently teaches Grammar at Universidad Tecnológica OTEIMA, using dynamic, student-centered methods to support language development.

Nelly Corina Reid de Peart is a dedicated educator and leader recognized for her contributions to bilingual education in Panama. Her impactful work with the National English Teachers' Congress, Enseña por Panamá, and as a mentor in Veraguas highlights her unwavering commitment to academic excellence.



## RESOURCE CORNER

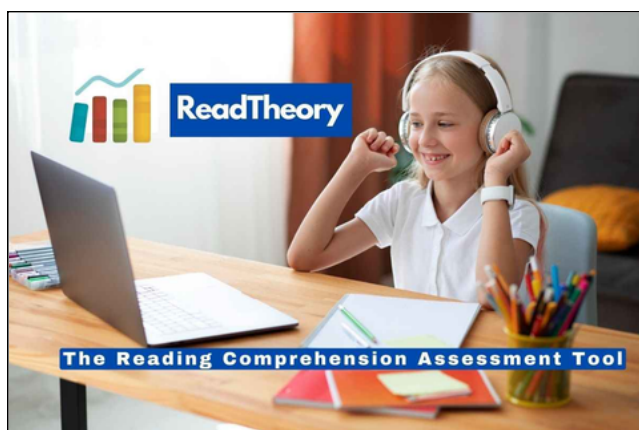
## READTHEORY: FREE READING COMPREHENSION PRACTICE FOR ALL LEVELS

By Raúl Sieiro

Looking for a no-cost, high-impact tool to boost your students' reading comprehension? ReadTheory is a free online platform that offers adaptive reading passages paired with multiple-choice quizzes. It's designed for learners at all levels—from early readers to advanced high school students—and adjusts automatically to each student's ability.



With instant feedback and a wide range of engaging texts, ReadTheory supports critical thinking, vocabulary development, and test prep. Best of all, it's completely free for teachers and students—no credit card, subscription, or school license required.



### Suggested Activity:

Start a weekly “Reading Challenge” in your classroom. Have students complete one ReadTheory quiz independently, then pair up to discuss their passage, questions they missed, and strategies they used. Wrap up with a short group reflection on reading skills and new vocabulary. It's an easy way to build habits of metacognition and peer learning—without adding to your grading pile.

Explore more at:

<https://www.readtheory.org/>



A special shout-out to all the amazing English teachers who made English Week a fun, exciting, and enriching experience for their students! Your creativity, enthusiasm, and commitment brought the language to life and inspired a genuine love for learning English. Thank you for making a difference! 📖✨



July 2025 marks the 50th anniversary of the launch of the first-ever Global Positioning Satellite System (GPS)! Originally developed for military use, GPS technology now guides everything from your morning commute to international flights making it one of the most important inventions for navigation and everyday life worldwide. Isn't that cool? 😎



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