

7th AEXALEVI CONVENTION

SATURDAY JUNE 24th

FROM 9 A.M TO 5:30 P.M.

PLENARIES



Opening Words by

MG. LILIANA LUNA



Claudia is a graduate English teacher from the IES en Lenguas Vivas "Juan Ramón Fernández", where she worked for 35 years as a lecturer and was "Regente del Nivel Superior". She holds a PhD in English Studies (University of Nottingham) and an MA in Education and Professional Development (University of East Anglia). She is an experienced international speaker and author, and is at present an Oxford Teacher Development trainer, a "Core Skills" trainer for the British Council and a consultant for Trinity College London. She is also IATEFL International Ambassador and the Vice-president of APIBA.

Developing Convergence in ELT

DR. CLAUDIA FERRADAS

In a context of growing globalisation and migration and the spread of digital media, post-millennial culture is marked by mobility and convergence. English language teaching can make a significant contribution to the development of multiple literacies and twenty-first century skills which are essential within this new paradigm. But how are we to encourage collaboration, critical thinking and intercultural awareness in our classrooms unless we prioritise such competencies in our professional development and daily practice? This presentation will reflect on how teachers can find opportunities to develop their own multiple identities as creative, critical and collaborative professionals through continual professional development, commitment to professional associations and motivational strategies which can keep them updated and invigorate their teaching practice.

Wanting to Share, Wanting to Learn: Stories & Dimensions of Teacher Collaboration

DR. DARÍO BANEGAS



Collaboration should be at the heart of professional development, particularly when we usually frame (or say we frame) our teaching practices under a sociocultural paradigm. In this talk we will reflect on what we mean by collaboration and synergy in ELT. I will address this issue from a context-responsive perspective to help us visualise dimensions and resources we can resort to with the aim of enacting and promoting sustainable collaboration from and for our realities. I will illustrate my views with different stories of teacher cooperation in different settings and education levels.

Darío is a teacher educator and curriculum developer with the Ministerio de Educación del Chubut, and associate fellow with the University of Warwick, through which he delivers MA modules as a visiting lecturer at universities in South America and Europe. He is the founding and current editor of the Argentinian Journal of Applied Linguistics and is involved in projects on teacher research and materials development. His main interests are: CLIL, pre-service teacher education, and action research. He has recently published a book on teacher education with Bloomsbury. Darío lives happily in Esquel.

A Trick of the Trade for Teachers Haunted by Planning

MG. MYRIAN CASAMASSIMA



Picture the following scene: teachers turning over the pages of their coursebooks as they think about the unit that they have to teach next. This is a frequent scene that involves all of us in it. And as we turn over the pages, we wonder where to start, how to organize the unit, what to include and what to leave out. We share our thoughts with our colleagues in the staff room or in groups engaged in virtual interaction. Let us share our thinking once more, but this time we will address together one way in which it may be guided strategically to make our planning more efficient as we continue to develop our units along the school year.

Myrian is a tenured professor in the field of Methodology at Teacher Training College, I.E.S. en Lenguas Vivas "Juan Ramón Fernández". She graduated there and later specialized in Methodology. She holds a Master in Cognitive Psychology and Learning from Universidad Autónoma de Madrid (UAM) and Facultad Latinoamericana de Ciencias Sociales (FLACSO), a Licentiate Diploma in TESOL (Teaching English to Speakers of Other Languages) from Trinity College, and a Diploma in Gestión de las Instituciones Educativas from FLACSO. She coordinates the Teachers' Centre at Asociación Ex alumnos del Profesorado en Lenguas Vivas "Juan Ramón Fernández" (AEXALEVI), and is co-founder and coordinator of the electronic publication AEXALEVI Forum. She has lectured extensively and written about English Language Teaching.



SEMI-PLENARIES

Exploiting Literature in Print and on Screen Collaboratively in the EFL Classroom

PROF. CARLOS REYNOSO



What makes literature a rich vehicle for language learning? Are screen adaptations of literary works a welcome addition? Should both types of authentic discourse be restricted to certain levels of proficiency? This presentation will, through theoretical considerations and practical examples, address these questions and others that EFL teachers may have when pondering on the use of literature and film as language learning tools: how to approach them, what type of tasks to devise to foster learners' motivation by balancing learning and enjoyment, how to exploit the synergy of both cultural products in the language classroom, and how teachers can work collaboratively to profit from and promote this practice.

Carlos is a graduate Teacher of English from I. E. S. en Lenguas Vivas "Juan Ramón Fernández". He has specialised in the teaching of Shakespearean drama and its screen adaptations. He is about to finish the Licenciatura en Inglés con Orientación en Literatura at Universidad Nacional del Litoral, Argentina, and is currently doing the NILE MA in Professional Development for Language Education, University of Chichester, UK. He has been involved in research for many years and made presentations at conferences such as the Oxford Conference on the Teaching of Literature, the FAAPI Annual Conference in Argentina and IATEFL Chile.

Current Concerns in English Language Teaching: Identifying Trends in International Conferences

LIC. MERCEDES FOLIGNA & LIC. ESTHER VÁZQUEZ



Mercedes is a certified English teacher from IES en Lenguas Vivas "J.R.Fernandez" and holds a BA degree in Educational Management from Universidad Nacional de Tres de Febrero (UNTREF). She also holds a Diploma as a university expert in e-learning 2.0 and virtual environments for the teaching of languages from Universidad Tecnológica Nacional/Net-Learning. She is responsible for the Teaching Practice for secondary education at the teacher training college at Instituto Superior Palomar de Caseros in Buenos Aires, Argentina. She is also in charge of general English courses and she also trains students for Cambridge ESOL exams in extra-curricular courses at UNTREF. Since 2010, she has been giving presentations in teachers' conferences in Argentina and abroad. She was awarded de 2016 International House scholarship to present in the 50th IATEFL conference.

Conferences are sites for professional development, networking and also for personal growth. Every year, thousands of teachers of English as a foreign language in every corner of the world invest part of their own resources to attend local and international professional development events; here they expect to learn about the latest developments in the field as well as to create professional networks.

The conferences organized by IATEFL (International Association of Teachers of English as a Foreign Language) in the UK and TESOL (Teaching English to Speakers of other languages) in the US, are among the most prestigious ones in the ELT arena. In 2017, Mercedes Foligna has attended and presented in the former, while Esther Vazquez has presented in TESOL and attended the ASCD (Association for Supervision and Curricular Development) conference as a delegate.

Attending an international conference and presenting in it is an enriching experience in itself, and sharing the knowledge gained in them with our colleagues makes this opportunity even more meaningful. In this presentation we will go over the highlights of the most revealing and mind-opening sessions that we have attended, and we will share a glimpse into the impressions that each one of these conferences have meant as an intercultural experience.



Esther is an experienced teacher and teacher trainer who has taught English extensively at different levels and backgrounds. Since 2009 she has been delivering in-service training to Primary and Secondary teachers and to Coordinators at Escuela de Maestros (CABA). She is also a Cambridge International Oral Examiner and teaches General English at UNTREF University. Esther holds a Bachelor's degree in Educational Management (CAECE University) and a Diploma in Neurolearning (UB) and has lectured extensively on varied topics of interest in the educational field in Argentina. She has recently been a presenter at TESOL (USA) where she was awarded a TESOL Professional Development Scholarship.

The Importance of Rules for the Construction of Knowledge



TRAD. GUSTAVO SEVILLA

Students feel more confident when they know the rules of the language, and so do teachers. However, rules are not always clear or even available. Once we detect the need for a rule, the challenge is to find it, either by checking and weighting different sources, or even by comparing specimens and drawing our own conclusions. As non-native speakers, we sometimes lack the tools to ascertain not only the grammaticality but also the degree of acceptability or idiomaticity of some patterns, but are at the same time open-minded and can find rules where native speakers would find none, or never felt the need to find one. English poses many intricate puzzles, and we will literally sparkle with enthusiasm when we discover the solution to a tricky grammar or language issue.

Gustavo graduated as a Technical-Scientific and Literary Translator from INSP en Lenguas Vivas "Juan Ramón Fernández" in 1981 and as a Legal Translator from UBA in 1989. In the field of teaching, he has been an assistant professor of English Translation at Universidad de Buenos Aires, has delivered in-company English courses, and has taught Spanish to English speakers. An official contributor at Longman-Pearson's Grammar Exchange Forum, at our Asociación he has worked in our Teachers' Centre and is a member of AEXALEVI Forum team, being currently in charge of the preparation course for the translator and teacher training college entrance examinations, where he teaches both English and Spanish.



The Synergistic Components of Transmedia Narratives in Education

LIC. CARLA MONTOYA

The new ways of communicating have been transforming educational scenarios and ways of teaching and learning. When we talk about cooperation, we mean involvement and participation. Nowadays, we are experiencing an insightful moment in this participatory culture. But, what is a participatory culture? As teachers, we should take it into account and commit ourselves to providing ground for participation and collaboration. In this sense, Transmedia Narratives enhance these primary concepts. They refer to the creation of a message that unfolds in various media generating new entry points to a story. In Transmedia Narratives, the story expands from one medium to another and has the active participation of the users. In recent years, Transmedia Narratives have become relevant in many areas, including education. Exploring their pedagogical components can bring us closer to new synergistic teaching and learning experiences. Are we really ready for that? Come and let's try to work an answer together.

Carla is a graduate teacher from I.E.S. Lenguas Vivas "Juan Ramón Fernández" and Licenciada en Lengua Inglesa con orientación en Cine y Literatura from Universidad Nacional de San Martín. She's been teaching at Asociación Ex-Alumnos del Lenguas Vivas "Juan Ramón Fernández" for eighteen years in different levels. She has also been in charge of the Laboratory, and she has delivered conversation and media courses for advanced speakers, as well as for graduate and undergraduate teachers of English at La Asociación. She also works at UNSAM, where she teaches "Film Studies" at the Licenciatura. In addition, she coordinates the language courses at UNSAM, where she also participates in evaluation as an exam designer and examiner and assists the direction of the Language Study Centre CePEL. She's preparing her thesis for an MA in Education, Languages and Media at UNSAM. Her fields of academic studies are Postcolonial Literature, the Media and Transmediality, and Language Evaluation.

“We are not alone”: 21st Century Tools for ELT Synergy

LIC. SILVANA CARNICERO



For many years teachers have been condemned to work alone within their classroom walls. Breaks and teachers' meetings were the moment of encounter with colleagues. This isolation goes against the way the world is advancing. As teachers, we tend to complain that students do not work in groups as we expect them to do. Do we as teachers know how to go about working with others? Who can we work with? What can we do collaboratively? What can technology bring to ELT to enhance our teaching and students' learning through collaboration? All these answers are expected to be found out during this presentation so as to bring synergy to our ELT classrooms through our active involvement with others.

Silvana is an English teacher graduated from ISP Joaquín V. González. She got her degree of bachelor in education at Universidad Nacional de Quilmes. She specialized in Virtual Learning Environments at OEI and in Educational Technology at Universidad de Buenos Aires. At present, she is doing her thesis on telecollaborative projects to get her master degree in Educational Technology. She leads the Language Department at Technical School N°33 in CABA and works at Universidad Nacional Arturo Jauretche teaching reading comprehension. She is the head of New Stratford School of English in Avellaneda. She is also a remote teacher for Plan Ceibal through AEXALEVI and a virtual tutor for Instituto Nacional de Formación Docente. She has been training teachers in the use of technology in education for over ten years.



Challenges Faced by Teachers in the 21st Century, and How to Tackle them Effectively

PROF. GISELA FRENQUELLI

Gisela is a graduate teacher from I.E.S. Lenguas Vivas “Juan Ramón Fernández,” currently specializing in e-learning 2.0 and virtual learning environments applied to the teaching of foreign languages. She has taught teenagers and adults at various levels at AEXALEVI and English for specific purposes in the corporate sector. She has recently been appointed Assistant Director in the AEXALEVI Regular Students Department and is actively participating in the design of online training courses for teachers.

There is no denying that technology has affected our lives in ways unimaginable only twenty years ago. In this short period, we have gone from being online to being online all the time, with amazing transformative changes affecting not only the way we communicate, but also the way we learn. So what does this technological revolution mean in terms of education? How can we harness the connected learning potential inherent in the Internet and prepare our students for a future that we cannot fully grasp today? In this talk, we will explore the ways in which teachers can address required content through a 21st century learning filter that promotes the skills our students need to be successful in today and tomorrow's world.