

ASOCIACION EX ALUMNOS DEL PROFESORADO EN LENGUAS VIVAS "J.R.FERNANDEZ"
DEPARTAMENTO DE ALUMNOS LIBRES



Teachers' Centre

AEXALEVI *Forum*

Issue IX - June 2011

AEXALEVI *Forum*

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(Super)heroes and (Super)heroines in the World of Projects

Mg. Myrian Casamassima

Many teachers would like to implement project work in their classes but find that the investment in time and effort ends up becoming a deterrent when there is so much to do in class and so little time available. The latest trends in English Language Teaching show us that project-based methodology is becoming the in-thing. How can we blend this trend with what is possible in our classrooms? To start with, we need to demystify the belief that a project must necessarily be something that is time-consuming and, therefore, carried out only once a year as complementary to the main course. Projects such as plays, magazines, TV programmes, to name a few, will certainly take up a lot of time. These are large-scale projects but, by no means, the only kinds of projects that we can carry out. If we think of posters, games, murals, stories, time-lines, i.e. small-scale projects, we will certainly find that project work may become a usual thing in our classrooms. Basically, projects will ensure the link with culture, with the curriculum, with the real world, with values, with going beyond the language. And all this makes it worth the while to try and work out how to plan a project successfully. In this article, we are going to summarize the steps involved in planning project work and we are going to exemplify the planning process by referring to a project that we have recently carried out at *La Asociación* with two groups of adults at the pre-intermediate and at the intermediate levels, and a group of pre-adolescents at the beginner level.

What is the first step?

First of all, we need to decide what theme we would like to deal with. In our example, the theme is “(Super)heroes

and (Super)heroines”. The topic or theme will prompt questions in our minds as we begin the planning process. It is very useful to write down all these questions at this stage as they

will become generators: What exactly they are going to generate we may not be able to decide now, as some of these questions will generate the project itself while others will generate the main tasks along the way towards it. Below you will see the questions that we asked ourselves in relation to our topic:

- What makes a Superhero/ Superheroine?
- Can I be a Superhero/ Superheroine?
- What do children/ adolescents think about being a hero/heroine?
- Are Superheroes/ Superheroines different now?
- What do the theme songs say?

Some of the questions above are broader and they seem to contain others. This difference will enable us to single out questions at the macro level, which will generate the project, and questions at the micro level, which will generate the tasks. In our example, the questions “Can I be a Superhero/ Superheroine?” and “What do children/ adolescents think about being a hero/heroine?” generated the project. We aimed at producing a mural about the evolution of (super)heroes and (super)heroines towards the idea that we can all be heroes and heroines in our everyday lives. We thought of the mural as an opportunity to have

different age groups, both adults and pre-adolescents, reflect on the topic. We asked the adults to write a message addressed to children and adolescents to contribute to the understanding that we can all be heroes and heroines in our everyday lives. We asked the pre-adolescents to choose someone they considered a hero/heroine in their everyday lives and to write a short paragraph about him/her. As you can see here, our project was small-scale and our goal was to achieve it within three weeks.



The mural on the topic “(Super)heroes and (Super)heroines” at La Asociación

What makes a good project?

Not all tasks can become projects. There are certain requirements a task should meet in order to qualify as project.

- The task should be communicative and real-world.
- It should involve a certain degree of cognitive and personal demand.
- It should have a non-linguistic focus.
- It should be achievable within the length of time allotted to the development of the project.
- It should have an outcome, which can be tangible, interactional, or a combination of both.

Notice that our example meets all these requirements. The messages by adults and the descriptions by pre-adolescents as part of a mural for reflection on the topic is a communicative, real-world task that fosters values and, thus, goes beyond the language. The task involves a certain degree of complexity in that it exerts on the students a cognitive and personal demand as they reflect on the topic and produce the messages and the descriptions. The outcome is tangible and achievable in, as we said, the length of time we wished to devote to the development of the project.

Once the project is determined, we need to decide on the linguistic content we are going to deal with. The ideal thing is to derive it from the project, but most of the times we have a syllabus that specifies content beforehand so we must come to a balance between our

syllabus and other content that may not be there but that is still necessary for the project.

Task Generation

Let us now look at the tasks that the questions at the micro level generated.

- What makes a Superhero/Superheroine?

With the preadolescents, this question led us to identity. We worked on who the Superheroes and Superheroines really are, what colours and objects identify them. With the adults, we related Superheroes/heroines to culture. We worked on what colours stand for, what symbols are typical, what Asian Superheroes/heroines look like. We wanted to explore what Superheroes think, do and say. We worked on the idea of the Superhero as a prototype.

- What do the theme songs say?

We found that the question about the theme songs helped us to explore the prototype. The preadolescents identified theme songs. The adults highlighted special skills and mission in the lyrics of some theme songs.

- Are superheroes/superheroines different now?

This question took us to a comparison and contrast between the Superheroes

and Superheroines that adults used to like and watch when they were kids and the ones that children and adolescents like and watch now. The preadolescent students had to ask the adults in their families and then report in class.

As it can be seen from the task samples above, the focus generated by the questions is non-linguistic. We will now turn to the last stage in the planning process where we will balance linguistic and non-linguistic tasks.

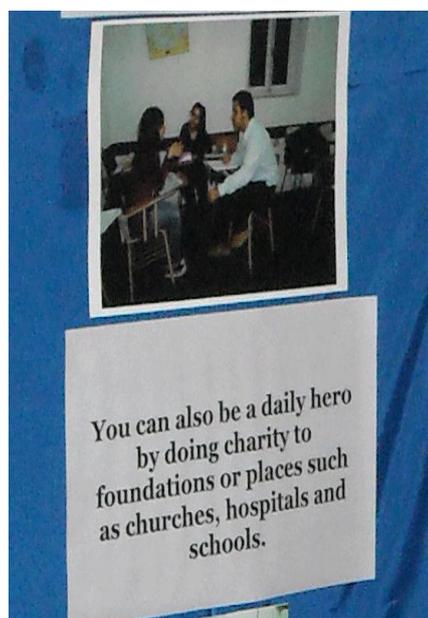
The sequences

The tasks generated by the questions make good sequence organizers. This means that these tasks cannot be implemented on their own but need to become part of a larger unit, whose structure is completed by inserting pre-tasks, communicative tasks and tasks that focus on language. We must always check that there is a logical development leading towards the main task in the sequence and following it up.

What about the grammar?

Of course, there is room for language. The preadolescent group worked on the Genitive Case. The adults worked on Present Perfect and Conditionals. The greatest strength of project work is that

it creates room for everything: **for** language, but above all **beyond** language right from the start. With project work, you do not teach the grammar and then the students apply it. The students are immersed in the language as the process unfolds towards the project. And this immersion means culture, the real world, the curriculum, values. As we said, certainly worth the while.



One of the messages by the adult learners involved in the project.

Acknowledgements

This project was carried out successfully thanks to the cooperation of Prof. Sofia Freixas, Prof. Eugenia Bobbes, Prof. Fernando Refay and their students.

Reading and Emotions: Reflecting on Reading through Poems

Prof. Florencia Insua

Read by Ann Turner

Do you remember
learning to read?
That book full of squiggles
like ants, escaped.
the teacher's big thumb
on the page,
your heart beating inside
afraid that all you'd ever see
was ants---
Then a word popped out.
"See," and another, "cat,"
and my finger on teacher's
we read "I see cat."
I ran around the room
so happy I saw words
instead of ants.

An interesting way of reflecting on Reading and its meaning to us with intermediate and advanced students is working with several poems that deal with the act of reading. In the website below, you will find many examples that could apply to different levels. We have

quoted from this site the poem you have just read.

http://www.readinglady.com/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=39

How to work with these poems about reading in class

- Ask students to work with one poem in pairs or groups and discuss:

1. What aspect of reading is being described?
2. What does reading mean to the author of the poem?
3. What context or situation is described?

You can ask them to do a drawing that could illustrate the poem as many books of poems include.

- If you want to take advantage of this activity to work with poems in depth you can also ask students to analyse the structure of the poem. Of course, this will take more time and it depends on your students' age, level and interest.
- Give students 10 minutes to discuss each poem and ask them to pass the poem to the pair or group next to them. Fifty minutes later students will have analyzed five different poems about reading.
- Students can make a poster with the poem they liked best and use their creativity by means of pictures from magazines, drawings, stickers, etc.
- Then open a debate dealing with questions such as the following:

How has reading changed in the last few years, for example with the Internet and e-books?

How much time do you devote to reading? Why?

What does reading mean to you?

Is reading a habit in their families?

What do you like reading? Why?

What stories have you enjoyed?

What books have made an impact on you in your life?

What are the benefits you find in reading more?

A Book Speaks

When you drop me on the floor
I get stepped on - my sides are sore;
Torn-out pages make me groan;
I feel dizzy if I'm thrown;
Every mark and every stain
On my covers gives me pain;
Please don't bend me, if you do
I don't want to talk to you;
But we will both be friends together,
If you protect me from the weather
And keep me clean so that I look
A tidy, neat and happy book.

The site provides no information about who the author of this poem is.

Actual learning

Prof. José María Pollari gets controversial about the balance of teacher and student commitment in English language learning.

To quote Richard Starkey, widely known as Ringo Starr, “What would you do if you sang out of tune? Would you stand up and walk out on me?”. Let us get *provocateur!*

The trend these days seems to move around the question of how to get students to master English, say learn the language, produce, understand, write, speak, you name it.

“Where have all the good times gone?” more words of wisdom from the rock scene! I wish I could go back to those days on which the student was to blame no matter what.

Thank God we meet a good number of outstanding teachers presently and the available material is superb ... probably too much. Not that I dislike abundance, but at book presentations I get the feeling I am bound to substitute this brand new course full of fresh ideas for the set I am using now.

Enzo Ferrari said to Fangio once: “io non voglio gente senza fortuna”,

something like I don't want people without good luck.

I feel we have reached a cross-roads and our motto ought to be “We do not want unmotivated students”. It is about time for the pendulum to start swinging back. We teachers should draw the line and make a stand on our opinions, let our students and their parents know that we shall willingly do what we can for them, and even go to extremes in order to help them learn, but that we cannot do what they have to do for themselves, namely: Work on English, get their priorities right. It will not happen out of magic: students have to do something about it and the English language will pay back with interest. The pay-off is going to be profitable and enjoyable.

Thank you, Joe!

Teachers Talking about Teacher Development

Prof. Jorgelina Ferro talks about her experience in the seminar “Stories: A Neglected Tool in the Language Class” by Mg. Beatriz Pena Lima.

Last February I attended a two-hour seminar: “Stories: A Neglected Tool in the Language Class” by Mg. Beatriz Pena Lima. In this Seminar, Mg. Pena Lima stated that we need a daily dose of stories. She said that we turn to stories because they make it easier for us to understand our own stories. Each and every day we tell stories, and we also listen to other people’s stories. Therefore, as stories are in fact part of our lives, she suggested using them in the classroom. Learning a new language is something that can be intimidating, but when students listen to stories they turn from just learning the language to something different: **narrative sequences**. They are transported to another dimension through language. In stories, English is used naturally to explain different situations.

In the Seminar we discussed the elements of stories:

- ✓ A sequence of events
- ✓ Characters
- ✓ A setting in time and place
- ✓ A problem
- ✓ A surprise or Enchantment

Stories do not necessarily need to be fictional; they can be factual or factional (fact + fiction). Factual stories are those about what somebody did, saw or read, whereas factional stories are real stories with an imaginative embellishment, for example childhood anecdotes.

Mg. Pena Lima advocates using stories as lead-ins to what we want to teach or revise, because according to language specialists, when learners are immersed in a story, they are learning

more about the language than when a teacher resorts to decontextualization. She also suggested some points to take into account when choosing a story:

- ✓ If possible, the story has to be the teacher's choice, and not his/her head's choice.
- ✓ The level of the story has to be slightly lower than the students' level. She even said that these stories or anecdotes used as lead-ins can be in Spanish, if the students' language competence is modest.
- ✓ We should try to choose stories that can easily link with the students' life experience and interests, either owing to similarity or difference.
- ✓ We should also read the story several times before deciding on it. We should try to be aware of the cultural values that the story might be conveying, and notice if we agree with them or not.

Once we know which story we want to tell, we have to get ready to be able to tell it to the students in the best possible way. Fabiana Parano, a professional storyteller, gives some useful tips in her course 'Tell me another: Telling Tellable Tales in L2', to take into account when telling a story:

- ✓ Be simple and economic.
- ✓ The components of the story are 'Where? When? Who? What?'. The sooner we get to the 'what?', the sooner we will have our students' attention.
- ✓ We should work on creating our internal image of the story. We can edit a story and add things after the 'what?'
- ✓ Avoid the temptation of explaining, because this is the job of the audience.
- ✓ A story is a sequence of actions. We need to let the audience add their explanation. We should give the audience space to make connections in order to understand the story.
- ✓ Storytellers are neutral, calm and assertive. They make eye contact with the audience and tell the story. They know what is going to happen, and therefore they are never surprised.
- ✓ If we want to take the role of a character, we need to bear in mind that characters do not look at the audience. They can make gestures because they do not know what is going to happen in the story. The characters are in the 'drama corridor', isolated from the audience.

Not long ago, I had this conversation at work with an American woman. I offered her some coffee and she said: 'Yes, please.'
'Sugar or sweetener?' I asked.
'Just black', she said.
'No sugar? No sweetener? How can you drink it just black?', I asked.
'I'm used to it', she said. Then she continued: 'Well, **here's my story**: when I was studying at University, I used to study with my boyfriend, who is now my husband. He drank his coffee without sugar or sweetener, and I remember I thought at that time: How

can he drink his coffee like that? So, from that moment on I decided to try coffee the same way and now I got used to drinking it plain.'

Interestingly enough, what could have just been a formal interaction turned into something more personal and interesting from the moment she said 'well ...'

Thank you, Jorgelina!

Joins us in our Forum on the Internet!

Log in now at www.aexalevi.org.ar

Or

Send us an email to teacherscentre@aexalevi.org.ar
and we will gladly do it for you

You will find lots of ideas, resources and activities for your students. Do not miss it!

Useful tips:

Constructing a Reading Area

One way to encourage students to read is to make one corner of your classroom a reading area.

Why a reading area?

Because students can choose what to read. More often than not, teachers are the ones who decide on what is to be read in class. With the reading area students get control and decide what they want to read about. You will promote students' autonomy and enhance their motivation.

When should I use a reading area?

- You can use the reading area once a week or at the end of each month, depending on how much time you're planning to devote to this activity.
- Encourage students to spend time there when they finish an activity early.
- After a test if there is some time to spare.

What should I include?

Magazines, newspapers, books, cartoons, brochures, poems, song lyrics, fables, short stories, anything your students may enjoy.

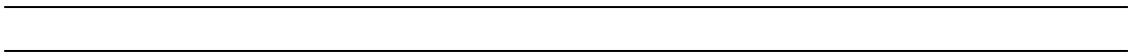
The area should cover the students' interests. It is a good idea to ask students at the beginning of the project to tell you what they want to read about. Also, students can contribute with material they have at home or material they can find on the Internet.

How can I assess what they read in the reading area?

The assessment depends on whether you want to use the reading area to promote the reading habit and therefore no formal assessment is needed. You may ask students what they read about and what they think about what have read orally.

If you want to make the activity part of the formal assessment or part of a portfolio activity you can ask students to fill in a chart/form every time they spend time in the area. A simple form could include some the following information: what they read about, whether they liked it or not and why, if they found the activity pleasant, if they would suggest this piece to somebody else, who they would suggest it for and why.

Have in mind that the point of the reading area is for students to start enjoying the act of reading. If you make the assessment too formal or too long the whole project will collapse soon.



Project

La Asociación Embajadora de la Maratón Nacional de Lectura

Join us in the encouragement and enjoyment of reading

**Welcome to our Project. This is what we are planning to do.
We are looking forward to your participation!**

STAGE 1: Paving the way for the “Maratón”.

May – August

- Reading Tasks and Suggestions for Reading will be available in our **Forum** on the Internet. You can make your own suggestions and share your experience here.
- In each issue of **AEXALEVI Forum**, you will find articles relevant to the “Maratón”.

STAGE 2: Running the “Maratón”.

From September 5th to September 9th .

- Plan a special reading week for all your students as this is the time to carry out the “Maratón” proper.
- Keep a record of the activities that you carry out during that week. You can exhibit this material at your own place.
- Share your experience in our Forum.

Please send us photos and videos of your students doing the activities. We are going to organize an exhibition for **Teachers´ Day**. We would like you and your institution to be part of it.

Send your photos to **alumnoslibres@aexalevi.org.ar**

Send your videos in a DVD by post

If you upload the video in YouTube, send us the link.

STAGE 3: Asociación First Convention 2011

Beyond Literature into the Media, Culture and Art.

October 28th and 29th , 2011

This two-day Teacher-development convention will explore how the roads that emerge from Literature expand into the media and into the world of culture and art. This convention will extend the work that we have carried out for the “Maratón Nacional de Lectura”.

Asociación First Convention 2011

BEYOND LITERATURE INTO THE MEDIA, CULTURE AND ART

28th and 29th October, 2011

Creating and expressing one's self through various forms, such as Art and Literature, are at the core of our most profound thoughts and firmest beliefs. Art and Literature encompass many genres and intertwine with the Media and Culture in such a way that they strongly enrich one another, thus generating a long-lasting synergy. Our mission in this Convention is to provide you with an excellent chance to develop imagination and technical skills. Indeed, we would like you to receive a broad and solid grounding in media, to develop real-world skills in exciting, modern disciplines and to enjoy hands-on, experiential sessions in Art and Literature. As US Critic Amy Lovell has said: "Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in". Art is everywhere and our goal in this Convention is to create opportunities to explore how roads that emerge from Literature expand into the Media and into the world of Culture and Art.

Organizing Committee

Coordinators

Mg. Liliana Luna
Prof. Diana Ogando

Academic Committee

Coordinator

Mg. Myrian Casamassima

Members

Mg. Paula Lopez Cano
Lic. Carla Montoya
Prof. María Laura Galizia

Presenters

Mg. Martha De Cunto

*Teaching Intercultural Awareness in the
Intercultural Literature Class*

Prof. Maria Laura Galizia & Artist Hernán Flores

Stories without Words

Prof. Maria Teresa Manteo

*Flow, Literature and the Arts
Class*

Lic. Maria Cristina Llorente

Working with Films in the ELT

Mg. Florencia Perduca

*Developing (Inter)cultural Awareness
Through Literatures in Englishes*

Mg. Griselda Beacon

Visual Arts and Literature in the Classroom

Mg. Maria Cecilia Pena Koessler

*An Intercultural Approach to the Literariness
of Newspapers*

Dra. Gabriela Leighton

*English as Foreign Language Acquisition
through Literature: the Active Student*

Lic. Cecilia Sassone

*Live Games and Online Activities for the
Teaching of Literature.*

Round-off and Conclusions by

Dra. Claudia Ferradas Moi

Venue: I.E.S Lenguas Vivas "Juan Ramón Fernández"
Pelegrini 1515. Buenos Aires

S.O.S : Chaos in my Classroom!

Prof. Florencia Insua

The class should have started five minutes ago. Only half of the class is here. Some start arriving, others warn me that they don't have their books. I ask about homework. They seem to have forgotten about it. The rest begin to arrive. We start the class. I ask them to work in groups for a task. Two students start arguing. Both speak at the same time and they don't listen to each other. I don't understand what's going on but I try to calm them down. After the class I start thinking that my students need to learn how to work together and I realise that my role as a teacher involves much more than just helping them master the language.

I talk to a colleague and she suggests doing some research on teaching values. The first question that comes to my mind is: **"What do we understand by values?"**

I find several definitions but I focus on the one that fits my purpose. "Values are principles, standards, or qualities considered worthwhile or desirable." The very definition of values introduces the first obstacle to teaching values in class. First of all, values are very personal. Each family and each person will have a different view on what values should be followed.

Secondly, students may belong to different religions with different sets of values.

However, we may agree that there is a set of values in our western society which include justice, freedom, respect and honesty which tend to be accepted by all as desirable.

The first question leads me to the following one: **"Which values should I deal with in class?"**

The following class I talk to the students about my idea to work with values in class and we decide to choose which values to work with by asking them to rank which values they consider most important. We have a ranking and we start discussing. I suggest to begin with "team work". I know they need to learn how to work together. Others they

mention are: respect, honesty, freedom, justice.

Now that we have the values we want to work with I start thinking: **“How can I introduce values in our lessons?”**

I realise stories, written or oral are always good to reflect on general issues and start debate. I google “stories to work with values” and I find a great website with audio stories for children/teenagers

<http://freestoriesforkids.com/audiostories/>

in which stories to teach different values can be downloaded in both American and British English. Each story shows the educational value that it is dealing with, the moral of the story and some basic elements.

As a teacher I am very much concerned with timing. I know there are units from the textbook to cover, grammar points to practise and skills to work on. But if I organize tasks well and make a smart selection I can make use of these stories every two weeks or once a month. I may link values with the short story we need to read, or a reading/listening activity from the textbook. If I plan the lesson well I can manage to use the lesson on values to work on the four skills: listening/reading the stories, an oral discussion/debate and some written

tasks, may be even some creative work.

I decide to leave language correction aside during the discussions. If students make mistakes in the written work I will comment on the mistake with the group and if there is a common mistake in many groups I will make a general comment before the lesson finishes. My primary objectives in these lessons are not linguistic. I want students to see beyond the language into something less tangible but still highly important.

Finally I decide to use a written story to work with the value: “team work spirit” This is the story and the tasks we carry out:

“Long ago, some tools in a carpentry organised a meeting to deal with their differences and come to an agreement. The hammer decided to be in charge and lead the meeting.

But all the other tools refused arguing the hammer made a lot of noise and spent all his time banging. The hammer accepted this, but demanded the screw to be excluded because it took many turns to make it work, and that was exhausting. The screw agreed but asked the sandpaper to be left out as well because it was too rough and didn't get along with the rest.

The sandpaper agreed as long as the meter remained excluded too because it was always measuring the rest according to its own measure, as if it was perfect.

Suddenly, the carpenter put on his apron and began to work. He used the hammer, the screw, the sandpaper and the meter. Finally a piece of wood became a beautiful piece of furniture. When the carpenter left and the tools were alone again the meeting continued.

The saw took the lead and said:

“Gentlemen, it’s been proved that we all have flaws, but the carpenter works with the good points that make us unique. So, why don’t we stop focusing on the bad points we all have and see the good in each other?”

Then they all agreed that the hammer was strong, the screw kept things together, the sandpaper helped to make things smooth and the meter was accurate.

They felt like a team, able to produce the best furniture in town. They felt proud of their strengths and decided to work together.

They promise they would always see and value others’ good points, because it is the only way to get the best from everyone.”

1. Discuss in pairs and answer these questions

Why did the tools have differences among each other?

What happened when the carpenter worked with them?

What did the tools learn?

Do you tend to see the best in others?

Why/Why not?

Can you work in teams? What makes good team work?

What is the best in you that can benefit your group?

2. Make a drawing of the part of the story you found more appealing

3. The tools finally felt like a team. Think of a name that would represent them. Account for your choice.

4. This story doesn’t have a title. Think of a title for this story.

To my surprise they are engaged by the activities and I believe they are taking something from this lesson that goes beyond language.

As far as teaching values in class is concerned, we teach values all the time by setting the example. Children and specially teenagers are experts in observation and learn from what we do more than from what we say.

There are some aspects we should have in mind when we decide to

introduce teaching values in an explicit way in the classroom:

- ④ Be careful with students' religious beliefs or their families' set of beliefs.
- ④ Promote discussion rather than teach. Encourage students to discuss over values and get their conclusions rather than "teaching" what is right and what is wrong. Let them discover what they think and how they feel about the topic.
- ④ Be open-minded about their opinions. Don't judge students' opinions and accept different views.
- ④ Ask students to support their ideas and explain them.

A couple of months later the interpersonal relationships in the group have changed quite a lot. They participate more in class and they look forward to the lesson on values. They have become a bit more punctual and more responsible (at least they don't hide behind lame excuses when they don't do what they are supposed to). I always try to make lessons on values

interesting and surprise students with new activities with each value we focus on. We read and listen to stories and fables, do research and surveys, talk at home about what their parents feel about the topics, analyse song lyrics and poems about freedom and equality.

I feel we are all learning from each other's views and growing as a group. What felt chaotic at first has been in fact a great opportunity to become a better teacher and to broaden my understanding of teaching as well.

Developing Tools for Teaching the New Learner

This issue of AEXALEVI FORUM cannot be complete if we don't mention the success of the Seminar organised by *La Asociación* on June 25th: "Developing Tools for Teaching the New Learner". The room was crowded. The atmosphere was relaxed. The presentations were more than enriching.



Mg.Liliana Luna and Mg.Silvia Ronchetti in the Seminar.

The day began a few minutes after 9 am with the welcoming words of our Head Liliana Luna and her warm and articulate speech. Next the first presentation "Teaching Teenagers: a blessing in disguise?" by Mg. Silvia Ronchetti. It was a pleasure to listen to this experienced teacher giving tips for teaching teenagers. She got the undivided attention of all the audience and the whole presentation was a display of practical aspects to consider when teaching teenagers based on sound theoretical grounds. Among other issues she discussed the concept

of "scaffolding" by which she meant working with the experiences and knowledge students already have to build up new knowledge. She also mentioned the importance of widening students' experience. She said that as teachers we need to "broaden their menu" by which she meant exposing students to what happens in other cultures and other parts of the world. We need to help students become global, to go beyond their local spot. She obviously understands the role of a teacher of English as an educator and for this reason she encourages

teachers to help students become autonomous and “discover” the language: involving students in guessing and providing guidance for them to interact with materials. She identifies the new learner as a learner with a zapping mind so teachers need to think of short, goal-oriented and varied tasks. In other words, we need to adapt our teaching to the characteristics of the new learner and in order to do this we first need to understand what changes teenagers undergo and how their lifestyle affects the way they learn.

The second presentation had an interesting topic, which is not so frequently discussed but which has crucial consequences for learning: “Literacy with Very Young Learners”. In this presentation Lic. Myriam Abalos discussed the importance of exposing young learners to a range of texts and offered ways of developing literacy at early stages. She compared analytic and synthetic approaches: Top-down and Bottom-up approaches and concluded that no theoretical frame has all the answers. Young learners need to be exposed to both types of analysis. She provided many examples of stories you can download from the Internet to work with children, many of which were quite entertaining for us as well!

We had a lunch break and when we came back Mg. Myrian Casamassima was ready to surprise us with an

outstanding presentation on projects, about which you can find out more in the first article of this issue. It was a presentation to enjoy from beginning to end: audience participation, videos and songs about superheroes of all times from 007 to Batman, Spiderman, Ben 10 and Mr. Incredible!

Finally, Lic. Cecilia Sassone gave a presentation on games focusing on different aspects: Game theory and play in behaviour, ludic principles (the element of “luck” in games, the principle of competition, cooperation and uncertainty) and scoring elements. The presentation fulfilled the expectations of high- quality that characterizes Cecilia Sassone’s work.

It is worth mentioning that organising this type of event is very complex and that the participation of many people was needed for this event to be such a success. As a teacher at *La Asociación*, I feel proud of the pre-production, organisation and support material of this event and the high quality that was achieved. The presentations were dynamic, useful, practical and different from one another which made the seminar fun. I believe all of us who attended this seminar left with an extra dose of enthusiasm about what we can do in class and full of new ideas to reflect on and implement. I hope many of you can join us in our next events!!!!

Prof. Florencia Insua