

II JORNADAS DE ELT EN LA UNVM: “NEW CHALLENGES IN THE ENGLISH LANGUAGE CLASSROOM”

May 23 and 24, 2013

Las II Jornadas de ELT en la UNVM (Universidad Nacional de Villa María) persiguen los siguientes objetivos:

- Generar un verdadero ámbito de discusión y de intercambio de ideas y de experiencias entre docentes de inglés como lengua extranjera.
- Contribuir a la consolidación de los vínculos entre la UNVM y demás ámbitos educativos donde se ejerza la enseñanza de la lengua inglesa.
- Fortalecer la articulación entre investigaciones y prácticas docentes.
- Contribuir a la concientización de los nuevos desafíos de la enseñanza de la lengua extranjera y sus posibles soluciones.
- Dar continuidad a las tareas comenzadas en el marco de la I Jornada de ELT realizada en 2011.

Se atenderán especialmente aquellos aspectos de la enseñanza de la lengua extranjera relacionados con los diversos recursos con que el docente de inglés debe contar a la hora de planificar y llevar adelante su práctica docente. Igualmente, se hará hincapié en la problemática actual que implica enseñar inglés a grupos numerosos de alumnos y en un tiempo acotado. Se ofrecerá un panel de apertura a cargo de dos expertas en estrategias de enseñanza y talleres relacionados con esta temática. Además, los docentes de la UNVM ofrecerán talleres en los que abordarán algunos de los temas aquí planteados. Finalmente, se realizará un Foro de Docentes en el cual se intercambiarán experiencias áulicas y proyectos llevados a cabo en las diferentes instituciones. Además, se contará con la presencia del destacado especialista en enseñanza de ELT, Mgter. Charlie López, quien cerrará las jornadas con un taller orientado a la reflexión de la propia práctica docente.

PLENARIES

Mgter. María Inés Valsecchi
Mgter. María Celina Barbeito
UNRC

New Orientations in Language Learning Strategies

In the morning session you will learn about Oxford’s 2011 Strategic Self-Regulation Model of Language Learning, a recent development in language learning strategy theory. You will become acquainted with the concepts of meta-strategies, strategies and tactics and have the opportunity to reflect on how the SR2 model can relate to your own teaching context.

Strategy Based Instruction: Maximizing learning potential

In the afternoon session you will experience a hands-on approach to strategy based instruction. You will be introduced to a strategy instruction cycle, have the chance to

analyze sample lessons and design an SBI sequence suitable to your teaching context.

CLOSING WORKSHOP

Mgter. Charlie López

Succeeding or failing in the language. The teacher's choice.



What can I do?

Succeeding or failing in the classroom The Teacher's Choice

Problems with classroom control?
Can't get your students to learn as much as you want?
Sad or disappointed with your career?

Success or failure in the classroom greatly depends on a number of easy-to-handle factors which not all teachers can see or identify.

In this academic presentation Charlie López will analyze why some teachers are deprived of a well - deserved success even when they are professionally qualified and work hard.

The aim of this talk is to encourage reflection on different classroom situations and supply teachers with tools which will hopefully help them solve their own problems within a framework which respects principles and goals.



WORKSHOPS BY ELT TEACHERS AT UNVM

Ancarani, Marta; Buffa, Fiorella; Falco, Mariana; Gómez, Rocío

Enhance Students' Understanding through Visible Thinking

The aim of the workshop is to socialize the conceptual framework of Teaching for Understanding (TfU) developed by Dr. David Perkins and his research team at Harvard Graduate School of Education. To enhance students' understanding, a new classroom culture should be created: one where "thinking is part of the air." This is achieved by making thinking visible through two defining actions. On the one hand, the use of thinking verbs, which encourages students to explore the largest number of possible paths to express their ideas and thoughts. On the other hand, the application of patterns (routines) makes it easy for students to go into thinking in depth. By becoming part of the everyday classroom task structure, the routines contribute to making thinking visible, encourage interpersonal activity, and allow students to transfer what they have learned in the classroom to other social and cultural contexts. Participants will be able to share in the planning of a thematic unit (secondary school class level) for the setting up of an energizing and motivating environment that will foster students' critical capacity, creativity, and confidence in their own abilities. Activities will appeal to all intelligences, after Dr. Howard Gardner's Theory of Multiple Intelligences.

Camusso, Paula; Díaz, Gisela; Mecchia, Jorgelina; Somale, Marisel; Tarducci, Susana; Trombetta, Gabriela; Ziraldo, Ana Claudia

Empowering Students' Writing Performance through Strategy Instruction

In the last decades, there has been increasing attention given to one of the four main macro-skills in TEFL: writing. A considerable number of studies in this field has shown that this ability presents considerable difficulties for L2 learners, especially for those who are in the first stages of language learning. It has also been observed that writing instruction is paying little attention to the stage of generating ideas before actually writing, though this stage has shown to be crucial to stimulate the production of successful compositions among students in some contexts of instruction. Various authors adhere, and we also do, to the process approach to language learning, rather than the product approach (Chamot, 2005; Flower and Hayes, 1986; Lam and Lee, 2009; Manchón, 2001; Sasaki, 2002). Research based on entrance examinations at National University of Villa María has demonstrated students' lack of basic writing skills. Hence, our main objective is to equip students with effective tools that will enable them to generate interesting and relevant ideas to write about a specific topic, and thus, optimize their written compositions. We also attempt to encourage our students to read appropriate texts and to promote the identification and selection of adequate sources of information. At the same time, we expect to stimulate students' use of suitable metacognitive strategies that will help them to monitor, regulate and orchestrate the activities they are involved in during the stage of information

processing and generation of ideas. In this way, we hope learners will develop self-reflective consciousness to improve logical and creative thinking, which is needed to associate and arrange ideas in order of importance.

Marcela Pellicioni, Gabriela Trombetta, Lucía Bersia, Cintia Zuin, Matías Contrera, Rocío Gómez.

Reading Aloud in the Reading Comprehension Class: Tools and Clues to Improve Students' Pronunciation

Experience shows that at the “Ciclo Polimodal” the teaching-learning of the reading comprehension ability in the foreign language, English, focuses on reading and understanding of texts, the specificity of which varies according to the different areas of study chosen by each student. The reading-comprehension class could hence be an ideal opportunity for teachers to include highly useful tools and strategies. These being used will improve the student’s pronunciation and their oral production which will be more appropriate, correct and intelligible both in the target language and in the mother tongue. This is the reason why our working team builds upon an approach which takes “Reading Aloud” as its main strategy both in English and in Spanish. We aim at including the following activities in the reading comprehension class: pronunciation of key words and phrases, endings, accentuation of words both in isolation and in context, paying special attention to pauses, rhythm, accentuation and intonation within the texts. At the Phonetics and Phonology Department, we also work in coordination with other areas: English Language, Grammar-Linguistics and Spanish Language; this interdisciplinary cooperation has proven very useful and the results have been excellent. Thus, we set forth this proposal and invite you all to share it with us and give it a try into the classroom.

Verónica Pellegrino, Eliana Brunori

Language is not enough. Let’s include cultures in the classroom!

The workshop will emphasize the importance of introducing the cultural dimension when teaching a foreign language. A theoretical framework of an intercultural approach to English language teaching will be provided as well as examples of materials to be used in order to help learners perceive and cope with cultural differences and, at the same time, appreciate their own culture.

Sandra Mattalía

What are your criteria for evaluating web based tools?

Learning a language requires meaningful learning experiences facilitated by opportunities to interact with and produce language material that involve communication, whether these opportunities occur in a formal learning environment or not, exposure to a language forms an integral part of the acquisition process. Therefore the development of tools and web based applications that enable written, audio, visual, and audio-visual material to be produced and shared has been embraced by language teachers and learners. While these developments have increased the variety and quantity of material available for language learning, they have also created the need for selection criteria to guide its integration into teaching and learning practices. Choosing a Web 2.0 tool or resource can be fun but also challenging. Even more so with Web 3.0 and Augmented reality now opening up huge potential for education outside of the classroom and enabling students to learn and interact with whatever is in their immediate physical environment at any particular time. So, there are important considerations that need to be made when the goal is student learning. It is well established that students can be motivated and more engaged when using information and communication technologies but they must also learn new concepts and content for the technology to provide meaningful learning. In this workshop, we will look together at some web and mobile applications and try to establish criteria by which we can evaluate them to ensure we use tools that will lead to enhanced language learning.

Buffa, Fiorella
Cerrato, María Gimena

Integrating Internet Resources in a Class Plan

A key aspect of effective teaching has always been planning classes. Creating such plans involves setting realistic goals, incorporating materials and developing activities that will promote learning. Unlike previous generations, today's students are surrounded by technology, which they can generally use with ease. They live in a world where images, words and sounds come in a constant flow from different sources: the net, phones, music and TV, sometimes simultaneously! So, given this influence, our students need materials which reflect their world and broaden their skills to facilitate learning the target language. Essentially, their classes should contain exercises which are intellectually challenging and which have 'real-world' value. The challenge, linguistically and cognitively speaking, is necessary to maintain their interest and ensure that learning is effective. This can be achieved, among other ways, by using Internet resources when planning. Though most teachers are busy with preparation, teaching and grading, it can be useful pausing to consider any ongoing teaching issues and try different approaches in the classroom such as the one proposed in this workshop. Our aim is, then, to explore teaching activities and techniques, using resources from the Internet, so as to keep lessons alive for teachers and students alike.

María T. Magi

Using all the Senses in the EFL Class

Most English language teachers today are aware that different students learn differently, and quite a lot of attention has been paid to the study of these individual differences in second and foreign language teaching and research. Age, aptitude, motivation, and personality are some of the variables that affect learning styles and outcomes. Second and foreign language teachers have shown an interest in how these variables can be taken into account when planning their classes but unfortunately, the circumstances that accompany teaching in formal education in our country (crowded classes, different levels of knowledge of the foreign language among the students, lack of resources, limited time, too many classes to teach per week) have more often than not made it very difficult for teachers to apply these concepts to their teaching. Thus, until not too long ago, though there had been much talk among educators about “personalized teaching” the concept had very seldom been put into practice in Argentina. However, in EFL teaching, a quick look at the textbooks that have been used in the last two decades, will show us an increasing concern with the inclusion of activities that appeal to all the senses. Stories, songs, drama techniques, puppets, drawing and painting, crafts, have all found their way into the EFL class.

Graciela Mastrandrea
Estela López Favre

Language Intercomprehension and its Relevance in the Teaching of Reading Comprehension Skills in the Foreign Language.

This workshop will provide a survey of the late linguistic European scenario which generated new forms of approaching the teaching and learning of a variety of foreign languages. It will guide participants into reflections regarding Plurilinguism, the concepts of Transfer and Language Intercomprehension as a way of raising awareness of the existence of an attractive field of research available to foreign language teachers specifically when involved in the teaching of receptive skills.

TEACHERS' FORUM

Abstracts of Oral Presentations

Lic. Andrea S. Vartalitis

Lic. Paola A. Portesio

UNVM

Social Representation of English as a School Subject

EFL learners' motivation and its impact on the learning process in general English courses has always been a concern for researchers in the field of ELT. However, the role of students' attitude and motivation in English as a compulsory school subject in high schools has left a space for research given students' poor performance at the end of secondary school. Following Moscovici's social theory, the present research paper elucidates sixth year students' social representation of English as a school subject (SR of ESS) for, given the prescriptive nature attributed by the French theorist to these social constructs, they condition students' attitudes and behaviour in the ELT classroom, and are ultimately likely to influence their learning process. Results showed that students consider the English language as a very important tool for their future personal and/or professional development; they perceive the role of the teacher as key in the learning process, and think that they do not learn English at school.

José Enrique Legrand

UNLR, UTN

Virtual Platform in the Classroom

Today's classroom is full of globalized experiences. Students no longer rely on a textbook to learn but search for information in the internet. They spend more time online than at university. Our classes are changing to a more informal approach to education in order to attract our students' attention. New technologies allow certain freedom and variety in the teaching and provide for new and more enriching experiences. The objective of this report is to show how the use of a virtual classroom can improve the interaction and performance of students in the class. The material used is the website: www.edmodo.com, an online platform where you can create your own classes and have students participate more actively. Edmodo is used on a weekly basis as a means of reinforcing the material studied in class and as a place for debates and corrections. The use of a virtual classroom allows students the chance to work on their own time, see corrections and reflect upon them, keep contact with the teacher outside the university and be able to share material. In general the assignments are uploaded to the platform after they have been discussed in class so students have enough time to develop on them at home. Videos are part of every class as they are an interesting way to catch students' attention and watch aspects of history not clearly visualized in a book. Corrections are carried out online and are viewed on the

website or downloaded. Tasks are graded online and records are kept online. Important dates can be viewed on Edmodo agenda. Despite the fact that not all students feel at ease with the use of Internet the idea of having the chance to view material and have access to activities related to the subject makes them virtually “Edmodo friendly”.

Morra, Ana María
María Elisa Romano
Martínez, Julia Inés
Facultad de Lenguas
UNC

Implementing and Analyzing Self-monitoring in the L2 Writing Classroom

Taking into account that shared notions of feedback describe this process as a dialogue which is thought to be a fundamental component of the process of scaffolding language learning, the implementation of techniques that seek to enhance such interaction constitute an interesting and necessary focus of current research in L2 writing. After several years of researching into feedback –and focusing on its different types and agents-, we felt the need to incorporate the students’ voices into our research so as to gain a greater and better understanding of the student-teacher interaction during the writing process. In this respect, self-monitoring stands as a valuable process to be explored since it implies the participation of students as the initiators of the process of feedback and subsequent revision of written texts. When referring to some of the theoretical and practical principles underlying feedback on writing, Lynn Goldstein (2010) claimed: “effective feedback doesn’t start with the text, and isn’t just about responding to texts; it starts with the student, responding to the student, what the student wants to accomplish, what the student needs, and ultimately about teachers and students communicating with each other” (p.76).

The objective of this presentation is, on the one hand, to describe a research project we are currently conducting in the Lengua Inglesa II Chair at Facultad de Lenguas, Universidad Nacional de Córdoba, which aims at exploring the implementation of self-monitoring within a framework applied for electronic feedback on writing and, on the other hand, to report an analysis of the preliminary results obtained in 2012.

Carla Raguseo
UNR

English 2.0: A Blended Seminar for Secondary School Students

According to the new school curriculum (2010) at Escuela Superior de Comercio, 3rd year students have to choose two elective seminars, which are to be delivered throughout a semester mainly online, with a maximum of 4 face-to-face meetings. The English 2.0 seminar is a blended learning experience of Academic English which focuses on the development of reading and listening skills through the use of web 2.0 tools and resources.

The seminar aims at learning about other academic subjects through adapted and authentic online resources, as well as providing students with tools and strategies to use the web 2.0 autonomously and collaboratively to develop their own learning. It is carried out through the Moodle-based University virtual campus and consists of three modules. The first two modules feature academic reading and listening lessons and a 2.0 challenge activity, while the last one is devoted to the development of the final assignment. The academic topics include Geography, Art, Physical Education and Maths. Forum exchanges, individual listening and reading comprehension activities and the creation of a collaborative glossary of topic-related vocabulary are some of the activities that students carry out online. For the final assignment, students work in pairs or small groups to design their own digital posters on Glogster.com about a topic related to one of the academic subjects included in the seminar and then present their work to the class during the last face-to-face meeting. In this final task, which is designed as a cyber hunt, students have to find specific information and multimedia content about the chosen topic through a variety of pre-selected web resources. The final task evaluation criteria include poster content and design, use of multimedia resources, group work and oral presentation.

María Inés Pistorio
ISFD Instituto Nuestra Sra. del Sagrado Corazón. Cba.

Listening Strategy Patterns of Upper Secondary School Students

At present, the Argentine National Law of Education 26,206, and the Provincial Law 9,870 for the province of Córdoba establish that secondary school students will have to develop not only linguistic competence, but also comprehension in a foreign language. In agreement with these laws, this pilot study focuses on listening and listening comprehension strategies for their significant role in both communication, and in the acquisition of a foreign language (Celce Murcia, 2001).

Nowadays, the Argentine secondary school does not implement a listening comprehension model involving listening strategy patterns when students listen to an oral text. In response to this need, this work proposes a model based on the identification of the most effective listening strategy patterns used by male and female participants, during the three processes of comprehension: perception, parsing and utilization (Anderson, 2010). The application of this model would increase efficiency in the teaching and learning of listening.

A quantitative and a qualitative analysis of verbal protocols uncovered the listening strategy patterns used by a sample of six upper secondary school students (three males and three females), as well as the gender differences between their listening strategy patterns. From a quantitative perspective, with regard to the listening strategies reported by male and female learners, cognitive strategies were far more frequent than metacognitive strategies.

In agreement with Vandergrift (2003), less skilled listeners appeared to be engaged in bottom-up processing. Contrastively, the most skilled listener used bottom-up and top-down processes interactively, and approached the listening activity by means of good quality inferencing.

Although the results obtained in this study cannot be generalized, they are indicative of the listening strategy patterns of more skilled and less skilled male and female listeners. In

addition, findings suggest the need to incorporate a model of listening strategy instruction in secondary schools to improve learners' limited listening comprehension

Gozzarino, Analía
Larson, Lori
Quiroga, Zulma

Ciclo Básico y Ciclo Orientado del Colegio Secundario "La Merced" de Río Cuarto, Córdoba.

CreativiTIC in the English Class

To equip students to be literate lifelong learners and global citizens of the 21st century teachers must successfully integrate ICT (Information and Communication Technologies) into both the English curriculum and English pedagogical practice. Our purpose is to socialize the results of ICT integration to enhance the teaching and learning of English as a Foreign Language (EFL) in La Merced High School in Río Cuarto during the 2012 CreativiTIC in the English Class Project.

As part of this project, ITC was integrated in three areas –the classroom, the computer room and the cyberspace. In the classroom, teachers embedded technology into everyday practice by making use of a computer and a projector to present, revise and practice content through videos and multimedia presentations. In the computer room, students worked collaboratively using web 2.0 online tools that allowed them to create digital stories, comics and animated videos. During this phase teachers used rubrics to provide focused feedback on student work in progress and grade final products. After work completion students were asked to fill in an online reflection form used to gather information on the students' perceptions, opinions and suggestions about the work done.

Finally, in the cyberspace, students' final products were posted on the CreativiTIC in the English Class web page which also served as a place for housing the material used in class and as a communication channel with students, parents and the rest of the community outside the school.

Ana Miotti
Escuela de Educación Secundaria Orientada N° 572. Cba.

Why and how we can use Facebook as an educational tool

The explosion of digital, social and mobile technologies has profoundly changed the way young people live. Many secondary school students spend more time interacting with peers on Facebook than they do with teachers in the classroom. Is there a way educators can channel this enthusiasm? Can Facebook be seen as an educational tool rather than a distraction? These are the key characteristics that can make Facebook an attractive learning platform:

- It allows you to know your students (and them to know YOU) in a whole different light. Understanding others better develops empathy and creates a supportive classroom atmosphere.
- It can expand the traditional classroom. As media can be shared at ease on Facebook, class resources are available anywhere. This results in flexible learning hours.
- It fosters traditional and 21st century skills such as communication, creativity, collaboration and technology proficiency.

Realizing the benefits of social networking, teachers at EESO N°572 have started working on ways to integrate it into the curriculum. These are some of the steps they have taken:

1. Teachers have set up a professional account. This allows them to control what students see without worrying about privacy settings.
2. Facebook groups have been created (each class has its own). Groups allow educators to interact with students who may not necessarily be in their friendship network. Within the group, members are able to post, comment, chat, add photos and videos, create documents or events, and ask questions via polls. These features make groups ideal for multi-media conversations and class projects.
3. A teachers' group has also been created so that educators can share experiences and ask questions.
4. Teachers have started posting school news and student-generated material on Facebook. This has encouraged meaningful community involvement.

Mario José Francisco Vergara
 UTN
 Escuela Normal Superior de Formación Docente
 Villa del Totoral

Raising Social Consciousness through ELT: Stimulating the Exercise of Critical Citizenship

Educators in Latin America face the daunting challenge of working in “the region with the highest levels of income inequality” (UNICEF 26) of the world. Clearly the vast disparity in life quality and access to valuable services among our population impinges on what can be achieved in the classroom. But what is the role of ELT regarding our countries’ ailments? This paper argues that while focusing on honing particular language abilities the ELT classroom provides a suitable context for raising awareness about a variety of pressing social and ecological issues. The presence of current, often controversial, relevant issues in the ELT classroom can contribute to deeper and more meaningful forms of learning. The practice of critical analytical skills in L2 may play a significant role in the development of social sensitivity and responsibility. I refer to two specific sources from which social awareness may be combined with ELT. Firstly, I explore the opportunities offered by the use of selected factual authentic material (newspapers, magazines, web pages, video and audio reports) covering topics ranging from ecology, exclusion, and poverty, to sustainability and development. Secondly, I reflect on the possibilities of analyzing individual works from the English language literary tradition in terms of distribution of

power and conflicts of interests in the societies described with ensuing implications for particular social actors. Ultimately, this paper seeks to suggest a liaison between ELT professionals and the critical social sciences in an attempt to collaborate towards a more integral and humanistic formation of EL students.

Vilma Beatriz Sánchez
I.P.E.M. N° 172 Tío Pujio

Integration of CIT (Communication and Information Technologies) into an ESL Project about Superheroes

The aim of this work is to take advantage of CIT and integrate them into a meaningful ESL project that takes into account students' interests, background knowledge and expectations. It will be carried out in 2° year A at I.P.E.M. N° 172 "José Hernández" in Tío Pujio, Córdoba. CIT are very motivating to students and offer them the possibility to develop their creativity and imagination. Besides, CIT promote new tools to the teaching and learning process, and therefore, enhance students' performance. In this project about "Superheroes" the use of CIT will facilitate the learning process of the language because students will develop the necessary skills to use them through speaking, listening, reading and writing activities.

Silvia Siderac
Ana Claudia Paez
UNLP

Los Hornos: Relevant Learning of English and Construction of Critical Citizenship

This research paper is the product of a project done in the research group "Autonomy through alternative design of materials" belonging to Facultad de Ciencias Humanas, Universidad Nacional de La Pampa. The project aims at a better interpretation, understanding and intervention of the Curriculum in Action through the design and implementation of alternative teaching materials such as texts, videos, software and web sites which are not created by publishers of text books. In this case, the materials were created to work with students of 6th grade at N°97 School in "Barrio Los Hornos". The contents worked are the ones prescribed by the Ministry of Education. A crosswise idea was chosen: "Identity" which was used throughout the course. The different macro abilities: speaking, writing, listening and reading were taught paying special attention to the students Experiencial Culture, analyzing Social Culture and empowering Critical culture (Pérez Gómez, 1998). As a result of this experience we get to know that students acquired relevant knowledge, integrating the grammatical and lexical contents with the topic Identity and had the possibility of communicating relevant information about their local context . The work done allows us to affirm that the selection of a significant topic and the production of materials to work in class create the possibility of building relevant knowledge by enabling a debate taking into account different voices. These elements combined contribute to create critical citizenship.