

Jornadas Spangenberg

26/06/13 - Nuevas Presentaciones

Por motivos personales la profesora María Stella Poli no podrá dar su charla **Apuntes y aportes prácticos para la resolución de conflictos en la escuela. Una mirada desde las representaciones de los docentes y de los alumnos** el día 26 del corriente pero seguramente nos acompañará en otro momento durante el presente año lectivo.

En su lugar presentaremos **4 mesas de trabajo de 15 minutos cada una**. Las mismas se detallan a continuación:

1) How to Come to Terms with Teaching Grammar and Language Communicatively. Action Research by Prof. Lucía Desalvo y Prof. Ailén Geraghty

Abstract: The lack of context when teaching English as a second language has triggered the present research. This paper sets out to explore how to come to terms with teaching grammar and teaching language communicatively. This is an area we researched during our practicum as part of our teacher training course of studies. Leaving from the typology of activities and existing strategies in the teaching of English, we introduced a communicative approach where language structures are not taught in isolation and grammatical patterns are not only learnt at the utterance level but at the discourse level.

Biodatas: Lucía Desalvo es profesora en inglés egresada del Instituto de Enseñanza Superior en Lenguas Vivas "JRF". Actualmente se encuentra haciendo la adscripción a la cátedra de Análisis del Discurso en dicha institución. Es profesora en nivel inicial y medio en colegios bilingües. En lo que va de su carrera ha dictado talleres sobre narración y sobre cómo estimular el uso de la Lengua Inglesa en alumnos de nivel inicial.

Ailen Geraghty is a graduate English teacher from I.E.S Lenguas Vivas "Juan Ramón Fernández", where she is doing her specialisation in the Literature Seminar "Shakespeare and Feminism". She is currently doing her Master in Foreign Language Literatures and Comparative Literatures in the Facultad de Filosofía y Letras, UBA. She has worked in the teaching of English at primary and secondary school levels.

2) La lectura como soporte en situaciones de conflicto by Prof. Carina Menán

Abstract: The essential role of reading in Foreign Language and Language and Literature classes makes it necessary to reflect on the different possible approaches to this school practice, paying particular attention to the opportunities it offers as regards conflictive situations in the classroom.

In order to meet institutional requirements which suppose the need to measure and assess school practices, there is a tendency to foster methodologies that focus on reading comprehension activities which assume a uniform and passive reader. The class experience discussed in this paper shows that by promoting a type of reading practice that implies a more active reader, one who can take risks and feels commitment to the text, the student may become empowered to change attitudes that have become an obstacle to the positive development of group growth and interaction.

The appropriation of the literary work through the socialization generated by class discussions can turn the classroom into the right scenery to encourage, in the case of the emergence of conflict, a feeling of confidence to the group, which might become the right interlocutor for a genuine interaction. If such an appropriation is accompanied by a problematization of assumptions that have been naturalized in daily behavior, this type of work can contribute to a positive change of conflictive situations.

Biodata: Carina M. Menán es profesora en Inglés por el IES en Lenguas Vivas "Juan Ramón Fernández" y profesora en Letras por la FFyL de la UBA. Actualmente trabaja dando clases de Inglés como Lengua Extranjera y de Literatura en instituciones públicas y privadas, en los niveles medio, terciario y universitario.

3) **La adscripción como espacio de intervención en las problemáticas de lectura y escritura en Literatura del Profesorado en Inglés by Prof. Cecilia Lasa (Prof. coautoras: Barra - Fernández Armendáriz)**

Abstract: Our education at the Teacher Training College IESLV "J. R. Fernández" has shown us that reading and writing are points of conflicts in our professional development. Issues such as what and how to read as well as what and how to write are inevitable in our academic growth. These questions have made reading and writing our object of analysis in the instance of specialization in Literature II. Reading and writing are practices that allow not only for knowledge acquisition but also for its production in an academic context. Besides, they become competences to be learnt and developed throughout time, which is the reason why they are part of the curricular content of the subject. From this perspective, we must, as professional teachers, implement pedagogies that pay attention to the process dynamics of such competences. This training can be further understood in the light of "academic literacy" (Carlino, 2005), given that the skills of academic reading and writing do not remain oblivious to the academic culture in which they are inserted. From our position, we try to aim at developing activities that consider the process of academic literacy as an opportunity for learning in the frame provided by the subject Literature II. We will share working experiences that foster the three forms

of reflection our Diseño Curricular de Lenguas Extranjeras suggests: metalinguistic, metacognitive and intercultural. We deeply believe that of reading and writing involve future teachers in a dialectic performance. These sessions will allow us to keep on fueling such dialectic process by means of the exchange of reflections upon the curricular conflicts in the teaching training colleges of the City of Buenos Aires.

Biodatas: Cecilia Lasa es profesora en inglés del IESLV "J. R. Fernández", donde ha concluido recientemente su adscripción a Literatura Inglesa II. Es estudiante de Letras en la Facultad de Filosofía y Letras, UBA, donde se desempeña como adscripta a Literatura Inglesa. En esta casa de estudios cursa actualmente la Maestría en Literaturas en Lenguas Extranjeras y en Literaturas Comparadas. Es docente en el área de literatura inglesa en ENSLV "Sofía E. B. de Spangenberg", ISP "Dr. J. V. González" y en IS Daguerre.

Daniela Barra es profesora de inglés graduada del I.E.S. en Lenguas Vivas "Juan Ramón Fernández", donde luego se especializó en Literatura Inglesa II con la tutoría de la profesora Mgtr. Florencia Perduca. Actualmente está cursando la Licenciatura en Inglés con orientación a Literatura y Cine en la Universidad Nacional del Litoral. Trabaja como profesora de inglés en nivel primario y secundario y como profesora de Literatura Inglesa en nivel terciario. Se ha presentado en diversas jornadas y congresos educativos.

4) **Gestionar el pluriculturalismo en la clase de lengua extranjera by Prof. Ana Verdelli**

Abstract: Both the Diseño Curricular de Lenguas Extranjeras of the City of Buenos Aires and the Foreign Languages NAP highlight the importance of promoting instances of intercultural reflection within the foreign language class. The first question that will be analyzed refers to the cultural orientation that guides these reflections. Three models will be looked into: monoculturalism, multiculturalism and pluriculturalism.

Assuming a pluricultural standpoint, I will then suggest a critical analysis of the teaching practices in the foreign language classroom. How do we actually integrate the different cultures that our students bring into the classroom? We usually invite pluricultural/plurilingual students to demonstrate their languages, producing isolated words, or sharing anecdotes. But we must be aware that, however empowering these instances may be for our students, they do not constitute real intercultural practices.

Following Mexican sociolinguist R. E. Hamel (1995), any given language, taken as a cultural vehicle, is made up of three interrelated planes: its linguistic structure, its discursive frames and its cultural flame. If we, as teachers, restrict the instances of intercultural reflection to the linguistic or anecdotic planes, we are preventing a real encounter between the cultures, which would prove deeply enriching.

How can we effectively manage pluriculturalism in the foreign language class then? I will introduce two ongoing projects which are being carried out at a 1st from in a state-run school in Monte Castro, City of Buenos Aires. In this group, over half of the children are in contact with languages other than Spanish (Romani, French, Portuguese and aboriginal languages from Bolivia). The two projects share the same main characteristics: they start from oral skills, deal with genres present across diverse cultures (songs and stories), engage families and intend to go further than the classroom. The first project involves the production of a plurilingual songbook, including Maria Elena Walsh's songs (worked with the Spanish teacher), traditional English children songs and the ones which are traditional in the different family groups. The second project involves the storytelling of traditional tales, in Spanish, English, and other languages present in the classroom. The aim of this project is to bridge the differences in the narrative genre across cultures.

Biodata: Ana Verdelli es Profesora de inglés egresada del ISP Dr. Joaquín V. González, se encuentra actualmente trabajando en su tesina de Licenciatura (UNL) y realizando la especialización en Gestión de Lenguas en la UNTREF. Enseña en los niveles primario y medio y ha sido asistente en la cátedra de Introducción a la Lingüística en el ISP Dr. Joaquín V. González desde 2009.

Destacamos además que en la charla de la Lic. Mónica Gandolfo:

- 5) **Encuentro con el aula: Entre el deseo y el malestar**, tendrá su espacio de participación la Prof. Viviana Cecilia Mangicavalli haciendo referencia a ¿Se puede prevenir el bullying? Su aporte se basará en su propio trabajo de investigación llevado a cabo en una escuela bilingüe de BA.

Biodata: Viviana Cecilia Mangicavalli: Formación: Traductora Pública Nacional - Universidad del Salvador. Profe Ayudante de cátedra de Inglés I en Universidad Tecnológica Nacional Regional Avellaneda. Empleos anteriores: Capacitación en idioma inglés en American Way y Hillford. Coordinación del área de inglés, portugués y español en NET Idiomas. Ayudante de Trabajos Prácticos de Inglés nivel I y II en Universidad Kennedy. Docente de inglés en EPB 1er ciclo en Colegio Río de la Plata Sur. Empleos actuales: Coordinación del área de inglés y docente de inglés en EPB 2do ciclo en el Centro educativo del Club Atlético Independiente. Profesora de Inglés - Instituto Superior de Formación Docente N° 100 (Avellaneda).

- **También contaremos con la exhibición de los trabajos de nuestros alumnos del Taller de Informática de la ENSLV SEBS sobre la temática Internet Segura - Cyber Bullying a cargo de la Prof. Mónica Goncalves Losa.**