





# The Generative Power of Tasks

#### **MG. MYRIAN CASAMASSIMA**

Tasks have the potential to generate communication and interaction among learners. It is always a challenge for teachers to design tasks. Let us engage in the discussion and demonstration of a few basic concepts that will allow us to turn raw input into a suitable task for our lessons. Based on the assumption that no task can be conceived of in isolation, we will go beyond task design into didactic sequence to show how the task that we have created may be fully integrated in our lessons. To this end, we will involve the audience in the process of planning and creating materials step by step, and we will draw conclusions about the basics in task design.





## **Guessing the Meaning** of Phrasal Verbs

#### **TRAD. GUSTAVO SEVILLA**

Phrasal verbs are difficult to learn, as well as to teach. We may have tried different methods – grouping them by the verb, grading them by degree of difficulty or occurrence, or even associating them with the semantic fields they refer to. Still, there are always some phrasals that escape our students' memory – as well as ours – and new ones are always being coined or brought to our attention as we read from or listen to native sources. In this workshop, we will explore an alternative approach to the teaching and learning of phrasal verbs which consists of grouping them by their particles after analyzing their metaphorical meanings as an effective method to guess the meaning of any unknown phrasals we may come across in future.

# Interactive Learning Environments: Unlearning Myths



### **PROF. FLORENCIA INSUA**

Our teaching practice seems to need constant updating considering the challenges that Generation Y (digital natives) pose for us. However the problem of learning seems to be unlearning. In many aspects we are teaching with mental models and concepts that have become outdated. When we learn we add new skills or knowledge. When we unlearn we step outside a mental model in order to choose a different one. In this workshop we will explore interactive learning environments that invite students to participate with (or without) technology on interactive activities in class. We will discuss the benefits of interactive learning and will work on unlearning the myths that bind us.







### **The Literary Value of Songs**

#### **PROF. PAOLA VERANDO**

John Mc Rae (1994) has distinguished between Literature with an uppercase 'L', encompassing classical writers such as Shakespeare or Jane Austen, and literature with a small 'l', i.e. all other samples of creative writing that have been produced. Two important points for reflection are whether songs are usually valued as pieces of literature with a small "l" in the classroom and, therefore, what role we usually assign to songs in the ELT class. This workshop will aim at helping the English teacher develop materials in order to exploit songs as works of literature and to use them as food for full projects replete with both reflection and fun.









