

CONTENT

-Urutesol Board (2011-2013) [2]

-Letter from the President
Julio Barreiro [2]

ARTICLES

-FAQ about Acreditación de los
Aprendizajes de inglés en Educación
Secundaria, by Ana Brú, Laura Escuder,
Rossana Longo, Jorge Suarez
& Gabriela Zazpe [3]

-Literature and cultural studies: implications for teaching
EFL, by Cecilia Molinari [5]

CHRONICLES

-Coming and going in Uruguay,
by Caroline Borer [7]

-English with a purpose: Enabling
Cultural Exchange Through
Language Learning,
by Alexandra Reed [9]

-Experiences in Immersion,
by Nicole Grambo [10]

Welcome to the re-launching of 'E-WORDS', Urutesol's official newsletter. Originally conceived of as a virtual space for members to discuss, debate and reflect on EFL in Uruguay, this newsletter contains updated information about TEFL, articles, chronicles, and many other things.

CONTACT US:

www.urutesol.org

urutesol@gmail.com



URUTESOL BOARD

(2011-2013)

President

Julio Barreiro

Vice-President

Gabriel Lanzaro

2nd Vice-President

Ana Brú

Recording Secretary

Germán Canale

Corresponding Secretary

Valeria Tripodi

Treasurer

Raquel Romano

Members at large

Rosa Pagani

Cecilia Molinari

Adriana de los Santos

Dear Urutesolers,

We have been in office since last May and it has been a great pleasure to work in a group like this. All the board members are really involved in the activities we have planned for this year and for 2012 as well.

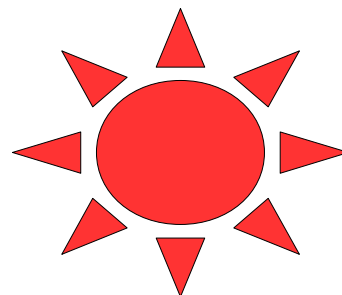
We have had mini seminars in San José, Treinta y Tres, Young and Artigas, thanks to our representatives in all those places and in the rest of the country too. I would like to take the opportunity to thank all the presenters that have shared their expertise in each place.

Now we are preparing our next event on Dec. 3 at the Ateneo with great speakers and a midday toast to celebrate the end of the year and also welcome 2012. We hope to see you all there.

Julio Barreiro
Urutesol President
(2011-2013)

www.urutesol.org

www.urutesol.blospot.com



FAQ ABOUT ACREDITACIÓN DE LOS APRENDIZAJES DE INGLÉS EN ENSEÑANZA SECUNDARIA

Ana Brú / Laura Escuder / Rossana Longo / Jorge Suarez / Gabriela Zazpe

(Comisión de Acreditación y Evaluación)

WHAT IS IT ALL ABOUT? The bottom line is that state secondary school students can now sit for national English exams similar to the international exams that are offered in the private sector.

ISN'T ENGLISH ALREADY A PART OF THE NATIONAL CURRICULUM? Yes, but these exams – and the courses leading up to them – are extra-curricular. They are independent of the national curriculum.

WHAT IS THE OVERALL OBJECTIVE OF THIS PROJECT? The Proyecto de Acreditación de Inglés (PAI) was created in response to the need for our students to use the lingua franca of the global world, and to prepare our students for the area of work, and, or the continuation of their studies at tertiary level. It also aims at reinforcing the students' own cultural identity and instilling in them a better understanding of other cultures. The learning of English in state secondary education is recognised neither in the academic field nor in the workplace, so students who leave the secondary school system must follow special language courses to obtain recognition. This is not the case for students who study English at the private level, since they receive credit which is recognized at national and international level. Students in public secondary education should have at their disposal a credit system that will allow them to continue their studies or join the job market with the same possibilities as those who study in the private sector.

WHO ADMINISTERS THE EXAMINATIONS? Enseñanza Secundaria has entrusted the project, its implementation and management to Inspección de Inglés. A Comisión de Acreditación was created and four experienced and well-qualified teachers were appointed together with a supervisor with international experience in the field. The Commission's work is supervised by the Inspector herself.

WHAT IS THE FRAMEWORK FOR THIS PROJECT? *Reformulación 2006* established a reference framework for the teaching and evaluation of the learning of English compatible with the Common European Framework of Reference for languages (CEFR). The existence of a frame of reference allows for the production and implementation of a common evaluation system throughout the country. The Common European Framework consists in a series of can-do descriptors that can be applied to any language (in our case, English) and are used to establish clear objectives for learning a foreign language.

AT WHAT LEVELS OF SECONDARY SCHOOL CAN STUDENTS SIT THESE EXAMS? At the levels of 3rd Year Ciclo Básico and 3rd Year Bachillerato Diversificad

WHAT LEVELS OF THE COMMON EUROPEAN FRAMEWORK ARE OFFERED? Levels A2 and B1, each of which has a syllabus which means that
3rd Year Ciclo Básico: Level A2 of the CEFR.
3rd Year Bachillerato Diversificado: Level B1 of the CEFR.

WHAT IS THE ACADEMIC OBJECTIVE OF THIS PROJECT? To offer certification that will attest to the knowledge of English acquired by the students in their transit through the secondary education system.

ARE THERE COURSES LEADING TO THE EXAMINATIONS? Yes, a seven-month course (April to November) is held apart from regular classroom hours in predetermined liceos.

Did you know...

that long ago the word "teacher" was used in a sense of "index finger"?

www.urutesol.org

urutesol@gmail.com

Follow us on:



HOW OFTEN ARE THE EXAMS HELD? Once yearly: at the end of the course.

HOW MANY PARTS DOES THE EXAMINATION HAVE? The examination consists of two papers:

a) a paper which tests reading, writing and listening comprehension; grammar and vocabulary.

b) an oral interview.

WHEN WAS THE PROJECT IMPLEMENTED FIRST? The first pilot session was held in the second semester of 2008 at seven schools, with 70 students in 3rd year Bachillerato Diversificado.

WHERE ARE THE COURSES/EXAMS HELD? The provinces have been the same since the very beginning (Canelones; Colonia, Maldonado, Montevideo; Rocha y San Jose,) but the number of students involved and their high schools of origin have had a substantial increase in number along these years.. This will eventually grow to embrace as many liceos as possible throughout the country.

HOW ARE STUDENTS SELECTED FOR THE COURSE? In order to qualify for enrolment in the course, students must meet the following requirements:

- have a grade of 8 or more (out of 12) in English.
- should not be attending English lessons privately.
- be willing to accept the challenge required in terms of time and dedication.

WHO TEACHES THE COURSES? Courses are taught by qualified teachers who are carefully evaluated and selected by Inspeccion de Ingles of the Consejo de Educaci3n Secundaria.

DO TEACHERS RECEIVE ANY TRAINING/SUPPORT? The teachers selected are provided with training and guidance aimed at teaching for an examination. These teachers attend three one-day workshops every year in order to unify criteria and procedures for the course and the written and oral test, thus, to provide all candidates with the same conditions and ensure the greatest objectivity when evaluating and marking their performance. The Commission keeps in touch with the class teachers via email or phone to provide advice and receive suggestions and feedback; they also visit the different classes. For the last two years Fulbright ETAs (English Teaching Assistants from the United States) have also participated in these visits to provide opportunities both for teachers and students to interact with a native speaker.

WHAT MATERIALS ARE USED FOR TEACHING?

The materials used for teaching the courses are evaluated and selected by the Comisi3n de Acreditaci3n. Students are provided with textbook, workbook, audio CDs, dictionaries, grammar books and internet support to practice and develop the four language skills, grammar and vocabulary at the respective CEFR level.

DO STUDENTS GET A CERTIFICATE IF THEY PASS? Yes, an officially recognized Certificate endorsed by Enseñanza Secundaria is extended and there are public certificate-giving ceremonies held once the examinations are marked and processed.

"A teacher is one who makes himself progressively unnecessary."

(T. Carruthers)

LITERATURE AND CULTURAL STUDIES: IMPLICATIONS FOR TEACHING EFL

Cecilia M. de Rennie

Teaching Literature: the received conception

What do we mean by “teaching literature”? Basically, applying a method called close reading to canonic texts that belong to the Anglo-American tradition: Shakespeare of course, the 19th century novelists and essayists, and maybe some contemporary writers considered “high” literature. In this view a literature class is a space where “many students read 'works' which were written by 'authors' from certain 'periods' and these seemed fairly unproblematical or obvious categories. There were healthy debates on interpretation, usually focused around 'character', before the discussion usually closed on a particular and, one hoped at that time, definitive meaning” (Webster 1996:4)

Teaching literature to students and aspiring teachers of English tends not focus on ways in which literature – even literature understood as the Western canon—can be used in the context of the EFL classroom. On the contrary, literature in Teacher Education syllabi is still associated with close reading, a **method** that was developed in the 19th century and which has lost its relevance in academic settings, and is still evaluated by means of a **product** – the literary essay—that has become extinct outside the syllabi of secondary-school courses.

From this perspective, the reasons not to teach literature to our EFL students are overwhelming: most EFL teachers are not familiar with sophisticated forms of literary analysis, most students are unprepared – culturally and linguistically—to understand high-culture literary works, and few of us want think it's a good use of our time to try and work out the uses of the iambic pentameter.

Beyond methodological considerations, the received conception has disturbing ideological implications which I have discussed extensively elsewhere (M. de Rennie 2010a, 2010b, 2011); in this view, “literature” is a luxury that not many of us can afford. “Teaching literature” is only possible in privileged settings, such as private bilingual schools, advanced courses in private institutes, and to some extent, teacher training programs. In fact, this is the ideology that underlies the original purpose of literature as a subject: basically, that literature teaches us universal human values – universal meaning the values of the British and American middle classes—and that we should try and bring “culture” to the masses – in the words of Matthew Arnold, “that vast portion (...) of the working-class which, raw and half-developed, has long lain half-hidden amidst its poverty and squalor, and is now issuing from its hiding-place to assert an Englishman's heaven-born privilege of doing as he likes, and is beginning to perplex us by marching where it likes, meeting where it likes, bawling what it likes, breaking what it likes,—to this vast residuum we may with great propriety give the name of Populace.” (Arnold 1869: 104-105)

An alternative framework for the teaching of literature

By the mid-1900s, a new conception of “literature” had begun to take shape within the framework of Saussurean structuralism –which had a great influence in the fields of linguistics, anthropology and sociology, and the work of philosophers who continued to develop theories of ideology. In this way, since the mid-1960s, several developments took place in the field of literature studies. On the one hand, scholars realized that texts or even genres that were ignored for centuries could at some point in history become part of the literary canon (a case in point is the Gothic fiction of the 19th century) or conversely, that texts and genres that had been considered “high-brow literature” at some point had completely lost their relevance. Besides, linguistic studies of texts belonging to different genres showed that it was impossible to pinpoint exactly what textual features would allow us to classify a text as “literary” (for example, rhyme is associated with poetry but not only are there numerous examples of poems that do not use rhyme, but also and more importantly rhyme is a usual resource in advertising).

What is more, it became apparent that what is considered “high literature” at any given point in time reflects the tastes and values of a certain social group, whereas the texts consumed by groups considered inferior were dubbed pejoratively as “popular” One of the most important developments in the study of literature which starts around this time is the emergence of a new discipline, cultural studies, which expands the received conception of “literature” to include written texts that belong to low-brow culture –such as the Mills and Boon romance novels or children’s literature—and to texts in other media – films, TV series, cartoons, videogames, among others.

As Storey (1996:6) points out, cultural studies “deny that popular culture is little more than a degraded culture, successfully imposed from above, to make profit and secure ideological control. The best of cultural studies insists that to decide these matters requires vigilance and attention to the details of the production, distribution and consumption of culture.”

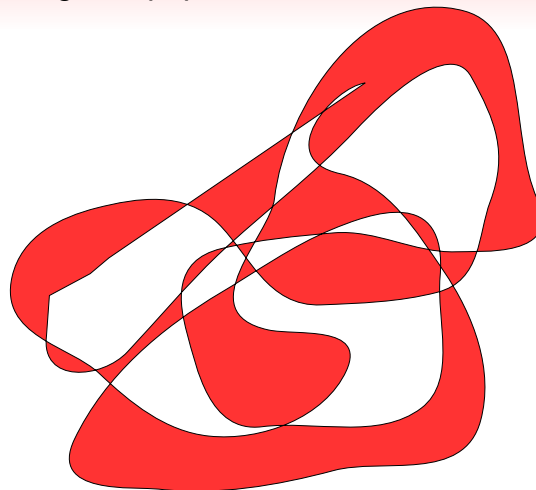
The impact of popular culture non society and particularly on young people makes it urgent to address these cultural products in formal education, to enable students to interpret their messages critically and to be empowered by their emancipatory potential. In Henry Giroux’s words, cultural studies are of great pedagogical import, and must be conceived “as a form of practical politics in which the performative and the strategic emerge out of a broader project informed by the shifting and often contradictory contexts in which popular politics and power intersect so as to extend the possibilities of democratic public life.” (Giroux 2000:7)

Conclusion

Within the framework of cultural studies all texts are equally interesting, since it does not focus the aesthetic value of a text but on a critical exploration of the way it promotes or resists cultural values. This does not demand from the EFL teacher an in-depth knowledge of literary theory since, as Eisner (2002: 237) remarks, “the constraints and affordances that materials impose are not distinctive to working in the arts” but exist also in other fields. However, it does require that the teacher should have the ability to think critically about the ways in which culture is constructed – historically, linguistically, socially. In this context, the exploration of cultural issues in texts could lead to the production of an academic piece of writing, but it could also take the shape of an artistic product in its own right: a narrative, a painting, a mixed-media text, an adaptation: texts that can be produced by beginner or intermediate students. The focus in this approach is to develop the student’s cultural awareness and creativity through the exploration of texts from high or popular culture that can be considered “literature”.

References

- Arnold, M. (1882, 1973) “Literature and Science” In *Victorian Prose and Poetry* Ed. L. Trilling and H. Bloom Oxford: OUP
- Bertens, H. (2002) *Literary theory: the basics*. Abingdon: Routledge
- Birch, D. (1989) *Language, literature, and critical practice: ways of analysing text*. London: Routledge
- Eisner, E. (2002) *The arts and the creation of mind*. New Haven: Yale University Press
- Giroux, H. (2000) *Impure acts. The practical politics of cultural studies*. New York: Routledge
- M. de Rennie, C. (2010 a) “(Re)velar ideología: la relación lengua extranjera/literatura/didáctica” In *Segundo Foro de Lenguas ANEP*. Montevideo: ANEP-CODICEN
- M. de Rennie, C. (2010 b) “Literatura, Ideología, Educación” In *Actas de las III Jornadas LITTS* Montevideo: ANEP
- M. de Rennie, C. (2011) “El dominio de (la) Cultura: La construcción de un concepto en dos discursos de planificación curricular” In G. Canale, Comp. *El Inglés como Lengua Extranjera en el Uruguay*. Montevideo: Cruz del Sur
- Storey, J. (1996) *Cultural studies and the study of popular culture. Theories and methods*. Edinburgh: EUP
- Webster, R. (1996) *Studying Literary Theory. An Introduction* London: Arnold



www.urutesol.org

urutesol@gmail.com

EXPERIENCES IN IMMERSION

QUIZ:

Nicole Grambo

(Fulbright ETA 2011)

After having studied Spanish and Bilingual Education/TESOL as part of my university degree I knew that I wanted to teach language as my career. My problem: What age to teach? When I was awarded a Fulbright English Teaching Assistantship grant I was very excited for the opportunity to live in Uruguay and experience a variety in English fluency levels and student ages as I worked in different Uruguayan education institutes. Furthermore, being a Spanish major of course I wanted to improve my own fluency too. My eight-month grant here has been split between two locations: the first five months in Maldonado, and the last three in Montevideo. Throughout my time here I have been able to work with a variety of public institutes between CERPs, *liceos*, *primarias*, and even with staff members at Plan CEIBAL.

With such a variety of classroom experiences it is difficult to choose just one to talk about. However, my time spent in various *ciclo básico* institutions as well as in bilingual *tiempo completo* primary schools have been the most impactful experiences for my professional development during my time in Uruguay. In the United States, our education system is split between three institutes. Elementary school is comprised of Kindergarten-5th grade, middle school encompasses 6th-8th grade, and finally high school is 9th-12th grade (with students graduating at 18 years old.) I am forever grateful to all the *ciclo básico* students I have met here for helping me decide that middle school is the age I want to teach when I return to the United States. As any U.S. or Uruguayan teacher of this age group can attest, early adolescents are not an easy crowd. They are noisy, rebellious, and they require an endless amount of energy. But they are also very sweet and possess an insatiable curiosity that we somehow seem to lose as adults. Before my time in Uruguay I had heard this was the hardest age to teach, but my experience here has been nothing but rewarding. If you can make that connection with the students where they know you see them as individuals rather than the labels that society has placed on them (*plancha*, nerd, class clown) they really open up; before you know it, that kid slumped quietly in the back corner is not only participating in class, but doing so in English. This has been the most rewarding experience as an English Teaching Assistant and an important reminder that I will bring back home to the U.S. classroom. years to come.

What was the longest word ever to appear in a major English dictionary?

(see next page for answer)

CONTACT US:

www.urutesol.org

urutesol@gmail.com



Remember you can pay your annual fee via ABITAB "Colectivo Urutesol" account number 23005

For more info go to: www.urutesol.org

In addition to *ciclo básico*, I have really been inspired by the bilingual *primarias* of Uruguay. For the first part of my grant I spent five months at Primaria 56 in Maldonado. This is a *tiempo completo* public elementary school with a bilingual immersion program. The entire school invited me in with wide open arms and immediately made me feel at home. I learned so much from the staff at this school and the very talented English teachers. You need a lot of visual support to teach a foreign language without resorting to translating instruction to students' native tongue. Printed material is very expensive in Uruguay, and it simply is not possible to print endless pictures for class activities day after day. Despite the limitations to resources these teachers face, they have been extremely successful in giving their students as complete of an immersion experience as possible. I was amazed by the students' receptive English skills as I observed these instructors teaching vocabulary, mathematics, and compare and contrast skills—it was all done in English with the students understanding all instruction. I was already looking at teaching in bilingual education as a career option before coming to Uruguay, but after seeing such a successful language program in action, the methods employed by the instructors, and the enthusiasm these students brought to the language classroom, I am finally convinced. When I return to the U.S. I want to be a part of a bilingual program (this time on the Spanish side.) Learning a foreign language at such a young age is usually reserved for those families who can afford private lessons. For a public institution to give this opportunity to students—especially to students from marginalized communities such as those targeted by most *tiempo completo* schools in Uruguay is a unique and exemplary concept.

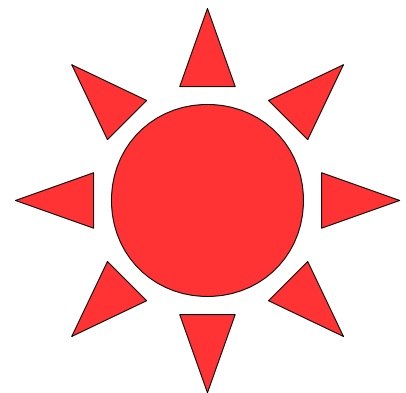
As much as I enjoyed working in the *ciclo básico* setting, I learned an incredible amount from my experience at all other levels of the Uruguayan education system as well. Among these lessons I have learned in Uruguay is the notion that bilingual immersion programs really work. Even in limited resource situations, students learn the language when you place enthusiastic, talented and well-trained instructors in front of them. Now, with my Spanish skills also fine-tuned after eight months of my own language immersion of living abroad, I

QUIZ:

The answer was the word:

*"Pneumonoultramicroscopi-
csilicovolcanoconiosis"*

hope to return to the States to complete a Master's in Teaching. I will be looking to make the bilingual immersion classroom my home, supporting our own public schools that set out on this endeavor. Culture will be an integral part of my classroom, and although my students are likely to be mainly Mexican and Central American immigrants, they can expect to see my *mate* and *terno* brought to class as I talk about how to prepare the perfect *mate* or maybe even make them some homemade *dulce de leche*. After having the opportunity to share so much about my culture with Uruguayan students, I look forward to the other half of the Fulbright experience -bringing what I learned in Uruguay back home to the U.S. and integrating what I have learned about Uruguay into the U.S. language classroom. Uruguay may be a small country geographically, but it has much to share; you can be sure it is a country I will be talking about for many years.



ENGLISH WITH A PURPOSE: ENABLING CULTURAL EXCHANGE THROUGH LANGUAGE LEARNING

Alexandra Reed

(Fulbright ETA 2011)

As a double major in Spanish and International Relations, my reasons for applying to the Uruguay ETA program were two-fold: I knew first-hand how life-changing learning a foreign language could be, and I was (and still am!) convinced that cross-cultural education was the first step toward a more positive chapter in the history of U.S. and Latin American relations. When I arrived in Uruguay eight months ago, I was eager to get to work promoting language-learning, challenging stereotypes, and encouraging candid international dialogue on an individual level.

During my time here, I have had the privilege to do just that with Uruguayan English language learners of all ages—from kindergartners in *Escuela 99* in Maldonado to professionals at *Plan Ceibal*, and everything in between. One of the places where this multicultural and multilingual dialogue has been most vivid and rewarding, however, has been *Liceo 29 Alicia Goyena* in Montevideo. Though *ciclo básico* is not exactly known as the easiest level to teach (it generally encompasses the difficult ages of 12 to 15), I have discovered that I relish the challenge of working with this particular age group and the rewards that come along with it. Most of all, I enjoy the transformation that tends to take place over the course of my first class with the students. When I first stand up in front of them, I am not Alexandra Reed—I am my country, meaning I am at once Ronald McDonald, George W. Bush, Barack Obama, Michael Jackson, and Hannah Montana.

But with every question the students ask me, I feel those layers being stripped away, until at the end of class they see me as an individual, an individual who—despite being English-speaking and from the United States—is not, in fact, so different from them.

No matter how many warnings I hear about how challenging a particular group of students may be, every class I have visited has received me with openness and respect and a curiosity that I do not believe you would find in the majority of U.S. classrooms. Very few—even among the usual suspects who start off the class slouched in the back row—seem to consider themselves “too cool” to ask questions and engage in discussion. In addition to the more standard conversations about food, music, school and sports, I have also been asked (to my amazement, by a first-year class!) how I felt when Bin Laden was killed and to give my opinion, as a U.S. citizen, on whether Obama has been able to effect change in my country. The depth of these students’ curiosity really knows no bounds!

When the bell rings, I am always surprised by how many students (and by which students!) choose to skip their *recreo* to stay and talk with me about my country and my experience here in Uruguay. The English teachers with whom I have worked are often equally surprised by their students’ enthusiasm and curiosity—I have had more than one English teacher tell me that they have never seen their students make such an effort to communicate in English; “Wow! Now I see how much English they really are capable of understanding when they actually try!” one of the teachers commented to me. And from my point of view, that is exactly why I am here—if I can motivate even just a few of my students to continue studying English, if I can convince them of the value of the type cross-cultural interaction envisioned by Senator Fulbright, then my eight months here in Uruguay will have been well-spent. This opportunity to live and teach in Uruguay has truly been a dream come true for me—I feel incredibly lucky and proud to be a part of the Fulbright project.

COMING AND GOING IN URUGUAY

Caroline Borer

(Fulbright ETA 2011)

“Why did you come to *Uruguay*?” I am asked this question almost daily by students, teachers, the cashier at the grocery store, the man making my photocopies at the kiosk, and most people I meet. Most Uruguayans cannot fathom why I would voluntarily choose to come and live in this small, somewhat overlooked, but what I consider to be a gem of a Latin American country. My response to all of these inquisitors, “Why not?!”

From March through November 2011, I was an English Teaching Assistant in Uruguay through the US Department of State Fulbright program. Over those eight months, I lived in Montevideo and Salto and worked in many places in between. My work was concentrated in English language education in public secondary schools and tertiary teacher training institutions, such as IPA in Montevideo and IFD in Paysandú. My tasks varied week to week from visiting high school English classes, to discussing English loan words in an IPA Language course, to running English conversation clubs, to giving talks to secondary English teachers about foreign language

strategies, to discussing US university life with young adults. Because my work was so wide-ranging, I had a unique opportunity to see many different realities of foreign language education in Uruguay. And although my

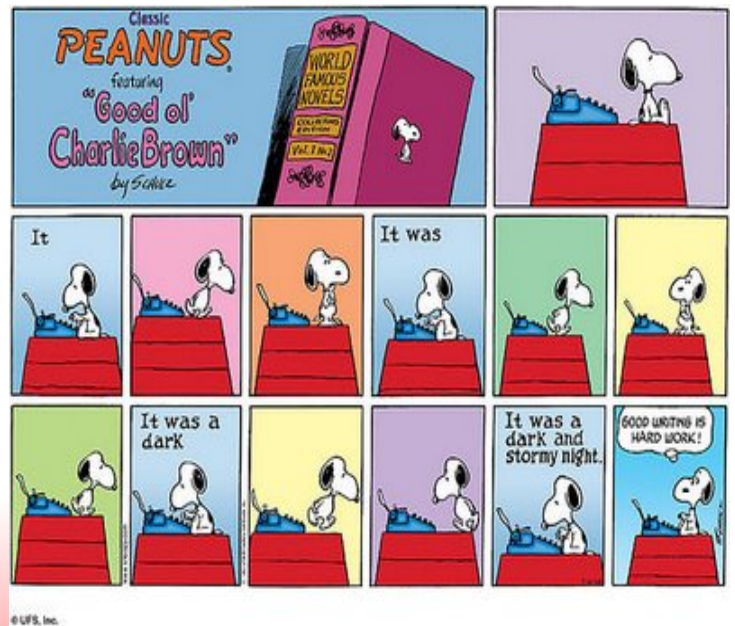
understanding of the Uruguayan education system and its ramifications on English language learning is not profound (I was only in the country eight months), I believe I have an ample view how English education is implemented around the country.

In witnessing Uruguay’s large spectrum of language education, I have seen many different classroom realities, and despite some schools lacking funding, resources, or administrative support, the English community in Uruguay is fervent, prospering, and enthusiastic. Most Uruguayans I have met are self-proclaimed pessimists and complainers, but I have encountered many things in public English education that are optimistic. First, English educators in Uruguay are dedicated to professional development. They seek out opportunities to interact with the language whenever they can even if that means going to a talk on a weekend, at night after a 12-hour workday, or in a different city. I hosted a series of talks in Artigas one Friday evening, and I was astounded at how many teachers came and participated after a long week of work. I’m not sure my foreign language counterparts in the United States would be so dedicated. Uruguayan English educators treat language learning as a process in which they are life-long learners; this is an attitude I hope to bring back to my home country.

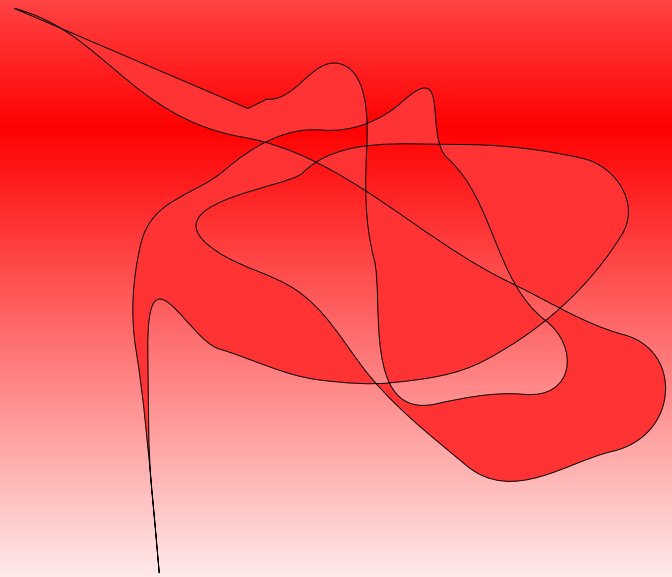
Also, the integration of technology and relevant content in the language classroom is laudable for schools all across Uruguay. Most English classes focus on content rather than grammar and communication rather than conjugation. As a foreign language teacher myself, I know how hard this is to do, and have been encouraged by the creative, applicable lessons I've seen in English classes around the country. And although I know the implementation of *Plan Ceibal* has different realizations and issues, this program is distinctive and commendable. It affords students the opportunity to interact with the English language in a modern, practical way, even if they are only checking Facebook.

Lastly, I am amazed at the flexibility and perseverance of Uruguayan educators. Most teach in three to five different institutions, both public and private, with numerous groups of students at different levels. This means juggling different administrators, class dynamics, lesson plans, and schedules. It took me eight months to get accustomed to the transitory lifestyle of teachers in Uruguay, and I still couldn't keep up with their hectic agendas. Most teachers in the United States complain if they have to switch classrooms, let alone entire school buildings, so I have nothing but the utmost respect and admiration for the day-to-day life of educators in Uruguay. They bounce from school to school carrying numerous bags, books, and laptops without thinking twice. Educators of the world could take a lesson in patience and versatility from Uruguay.

So, why did I come to Uruguay? My reasons revolving around language learning, discovering a new country, and cultural understanding seem distant and trite now. What's important is not why I came, but what is coming back with me: a renewed dedication to my profession, an inspiration for differentiated language learning, and a willingness to change and adapt in my daily life. Oh, and a giant jar of dulce de leche as well.



Thanks to Gabriela Agazzi and Valentina Perini (IPA students) for sharing comics with us



www.urutesol.org

urutesol@gmail.com

URUTESOL



e-Words

NEXT ISSUE...

HOW MUCH OF A URUTESOLER ARE YOU?

Test yourself...

1. When was Urutesol founded?
2. Who was the past president?
3. Where is Urutesol's office currently located?
4. In what four cities (outside Montevideo) has Urutesol organized seminars this year?
5. What is Urutesol's website?

- Technology in the EFL classroom
- Reflections on EFL in Uruguay
- EFL games and activities

And so much more...

KEY:

1. 1988
2. Rosemarie Vicenzo
3. Ateneo de Montevideo
4. San José, Rocha, Artigas, Young.
5. www.urutesol.org