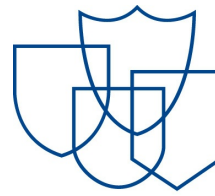


ESSARP Centre programme

Courses



ESSARP
English Speaking Scholastic
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D826 - Webinar - Poetry for (Pre)Teens: Working your way to IGCSE poetry

Dates: 22 of March & 12 April from 17:30 hs. to 19:30 hs. - 2024

Venue: Distance

Sessions: 2

Minimum attendance for certificates: 2

Vacancies per school: 5

For: Primary - (Junior) Secondary school teachers, school librarians

Please enrol before: **2024, Mar 19th**

Facilitator(s): *Ms. Susana Fiordalizzi MA*

Graduate teacher of English from I.N.S.P. en Lenguas Vivas "J. R. Fernández". She did a postgraduate course in English Nineteenth & Twentieth Century Literature at I.E.S. en Lenguas Vivas "J. R. Fernández". She holds an MA degree in Literary Linguistics with the University of Nottingham. She has taught English Literature at IB level. She is currently tenured teacher of Children's Literature at I.E.S. "J. V. González". She has been teaching English Language courses for adolescents and young adults for over twenty years.

Objectives:

- 🔗 To introduce short texts (poems) which will generate language production, by discussing reading and textual intervention strategies and activities.
- 🔗 To provide a variety of strategies to use poetry in the class as a triggering element for Literary/Language analysis and enjoyment.
- 🔗 To provide Language/Literature teachers and librarians with background information about authors and texts being used and read nowadays in schools in English-speaking countries.
- 🔗 To provide teachers with reading strategies that will allow them to work with their students on the poems, in preparation for the analysis of future IGCSE poetry sets.

Contents: Variety of poems (Narrative, Lyrical, Dramatic poetry, Haikus, Contemporary poetry, Ballads, etc.) to be analysed. The participants will use these texts to design classroom materials. **NO PREVIOUS READING OF MATERIAL IS REQUIRED.**
The participants will be provided with the material in the course. Due to the length of the texts used (short texts) the reading and analysis will be done during the course.

Bibliography:

- Benton, Michael. *Secondary Worlds*. Buckingham: O.U.P., 1992. Ch. 2 Glasgow: C.U.P., 1993.
- Hall, Geoff. *Literature in Language Education*. Hampshire: Palgrave Macmillan, 2005.
- Barone, Diane. *Children's Literature in the Classroom: Engaging Lifelong Readers*. New York: The Guilford Press, 2011.
- McRae, John. *Literature with a small "l"*. Hong Kong: Macmillan, 1991.
- *Made to Measure: A selection of works by British writers with activities for young learners*, 2007. British Council Argentina.
- *Creative Ways: Teaching Materials from the Literature Department of the British Council*. (Retrieved from <https://www.teachingenglish.org.uk/article/creative-ways>, March 16th 2017)

Methodology: The sessions will be organized as a workshop for participants to enrich their understanding of the texts with contributions from the group. They will discuss the target audience for each text, points of entry, textual interventions and intertextual links which can be established with other verbal or visual texts.