La Asociación
Ex Alumnos del Profesorado en Lenguas Vivas
1916 *"Juan R. Fernández"*
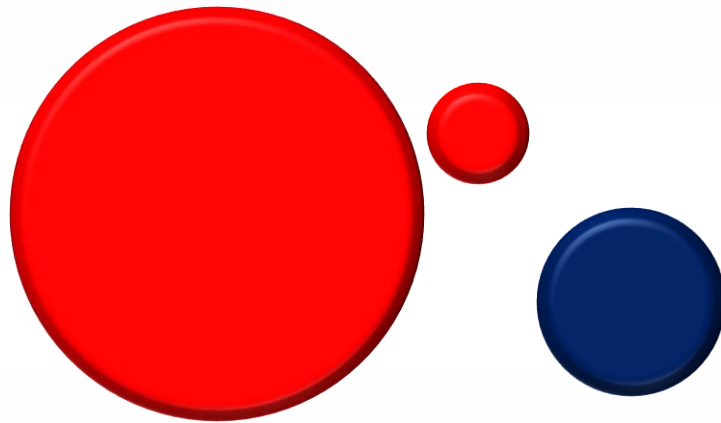
Teachers'Centre

AEXALEVI *Forum*

Contents

An Interview with

Che, Teacher!

In this issue, we meet Che, Teacher! to hear about how our colleagues from Mar del Plata decided to start this interesting project on games and resources.

Nayla Figueroa, Ayelen Figueroa & Celeste Alvarez

What is Che, Teacher!? How did it start?

Che, Teacher!

It's a project in which we create and design learning resources such as card games, activity books, posters and worksheets. It started in September 2020, during the pandemic. We were searching for new ways to teach online and innovate, and we decided to explore the use of games. Our students showed great interest, so we chose to share our ideas and start making and selling the games.

improve their spontaneity and fluency, and are not afraid of making mistakes. Games also provide meaningful language contexts and set clear objectives.

Che, Teacher!

We use Instagram (che.teacher) and Facebook to communicate with teachers from other cities and lots of them visit our website and read our blog (www.cheteacher.com.ar). We also travel to attend as many events as we can. We've been to conferences in Buenos Aires, La Pampa, Quilmes, and Mar del Plata, our hometown. We would love to visit other provinces so that more teachers can try the games themselves.

Che, Teacher!

We think they are crucial for many reasons. Games build community, they engage students and increase interaction among them. Games reinforce learning because students use the language they practised earlier and learn new things. While playing, students also develop their confidence,

AEXALEVI Forum

What is your favourite game? How can it be included in a lesson?

Che, Teacher!

One of our favourite games is Secret Identities, in which you have to ask yes/no questions to find out your

celebrity. We generally use it at the beginning of the year to work with personal descriptions (appearance, personality, nationality, job, etc). In a lesson, students can first introduce themselves, then play the game, and after they finish, they can create their own cards with celebrities they choose. It is a fun ice-breaker.

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What would you say to those teachers who would like to include more games more often in their lessons?

Che, Teacher!

We would encourage teachers to start integrating games as warm-ups, breaks, or review activities, and observe what happens in the classroom, how games help break the routine, making lessons more exciting and memorable. We would also tell them to choose games that are related to their lesson objectives so as to balance fun with educational goals. Games have plenty of benefits. They encourage collaboration, communication, and problem-solving, which are all valuable skills in language learning.

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Thank you. We look forward to meeting you at AEXALEVI next year to see you in action.

To learn more about

Che, Teacher!

www.cheteacher.com.ar

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IG: che.teacher

What is your favourite game?

Following our interview with Che, Teacher! we asked some of our colleagues about their favourite games for the classroom and this is what they said:

Gonzalo Rosetti

One of my favourite games is *The One and Only Planet Earth*. As its creator, I always enjoy seeing how it captivates players and inspires a love of learning. This game is not just about restoring Earth's culture and preventing its destruction; it is also about developing critical thinking, problem-solving, and teamwork skills.

By immersing students in a collaborative and creative experience, teachers can ignite an interest in learning about geography, science, history, sports, and arts. The game's engaging narrative and challenging puzzles make it an ideal tool to motivate students and improve their language skills, as students will need to use their linguistic resources to succeed.

I encourage all English teachers to try this game and experience the transformative power of game-based learning. Additionally, this game can be played competitively or cooperatively, and students can even use artificial intelligence to solve some problems, adding an extra layer of challenge and innovation.

What sets this game apart is the unique challenge of discussing significant historical events and reflecting on the lessons humanity could have learned from them. By reflecting on past mistakes and triumphs, players develop critical thinking skills and apply historical knowledge to contemporary issues. Therefore, this board game can not only help improve language skills but also promote learning across various subjects and foster a deeper understanding of history's impact on the present.

> **Learn more about Gonzalo Rosetti´s games:**
> **www.CelebrateLearning.com**
> **IG: @celebratelearning**
> **FCBK: @celebratelearning**

Verónica Bessega

Haiku poems were originally the opening verse of a much longer Japanese poem form known as renga. They contain three unrhymed lines of 5, 7, and 5 syllables, but when translated this count is lost. Since they deal with significant themes like nature and emotions, they are regarded as a very powerful resource for language learning. Using simple language and a clear focus, their aim is to create images that may arouse strong feelings.

The purpose of this activity is to expose learners to this genre and to prompt thoughts and feelings by reading haikus and looking at the images (works of art), and, from the linguistic competence point of view, to activate their previous knowledge of vocabulary. Although it is not really a game, it can easily be gamified, like any other activity, by adding components of games such as competition and guessing.

Opening
Step 1: Matching haikus with pictures. Groups.
Pick a card with a haiku and read it. Then find a painting that somehow relates to it and try to explain your choice to your group or have them guess.

Workshop (development)
Step 2: Build your own haiku. Pairs.
Pick two or three power words from the box and write your own haiku.

Step 3: Create an image that relates to your haiku. Pairs.
The images may be created by the students or they may also use some generative AI tool, such as Chatbot App.

Closure
Step 4: Word Cloud. (Individual choice/Collaborative)
From the work you have done with the haikus, choose one word that you want to keep and add it to the Word Cloud (You may use Menti for this).
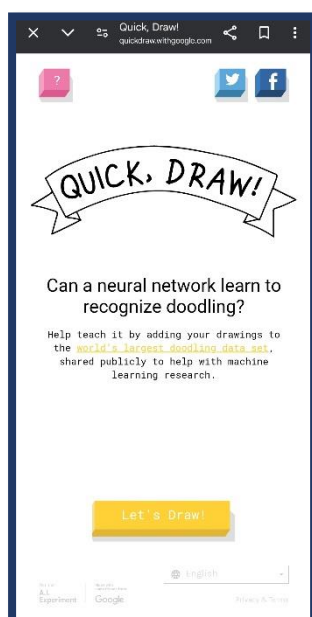
Romina Sabia

Introducing complex concepts like **Machine Learning** and **Big Data** to students can be challenging, but with Google's interactive game *Quick, Draw!,* it becomes a playful and effective experience. This free, web-based game invites players to draw various objects while AI tries to guess each one in real time. This guessing process is fueled by **Machine Learning**, a type of artificial intelligence where systems learn from data and improve over time without being explicitly programmed. In Quick, Draw!, AI improves its guesses as it processes more drawings, gradually becoming more accurate.

Through this simple game, students can explore key concepts. **Big Data** refers to the vast amounts of information that AI systems use to learn. In Quick, Draw!, this means millions of drawings from players worldwide that help AI recognize patterns. By watching AI "learn" in real time, students can see how essential large datasets are for improving accuracy. These hands-on experiences help students understand that AI is "fed" with data to identify patterns, make predictions, and evolve, turning abstract ideas into an interactive, memorable learning experience. Quick, Draw! makes these complex AI concepts accessible, helping students grasp them by playing.

Learn more about Romina Sabia's work:

IG: @ romisabia_ai

https://www.linkedin.com/in/romina-sabia-aiteacher

AI for Teenage Language Learners:

Benefits and Challenges

Marina Falasca

Artificial Intelligence (AI) is transforming education, bringing new possibilities for enhancing learning experiences. For teenage foreign language learners, AI offers both exciting benefits and unique challenges. As educators, understanding this balance is crucial as we integrate these technologies into our teaching practices.

The Benefits of AI in Language Learning

Personalized Learning Paths: AI-driven tools can tailor learning experiences to suit each student's needs, pace, and learning style. By analyzing performance data, these platforms provide customized exercises and feedback, helping learners strengthen areas of weakness and progress more effectively. For teenage learners who benefit from differentiated instruction, AI tools such as Socratic can be especially valuable to learn a foreign language. This app provides links to educational videos from trusted sources, offering another layer of explanation.

Engaging Practice and Interaction: AI-powered apps like Memrise and Busuu provide interactive, gamified experiences that motivate teenage language learners. Through activities like quizzes, voice recognition, and dialogue simulations, students can practise language skills in an engaging, low-stakes environment. This blend of fun and learning can maintain students' interest, especially for teenagers who are more inclined to use technology-driven solutions.

Instant Feedback: AI tools like Grammarly offer immediate corrections and guidance, allowing teenage learners to understand mistakes and improve quickly. This real-time feedback is particularly beneficial for language

learning, where consistent practice and timely reinforcement are key to developing fluency and accuracy.

Global Connection and Cultural Exposure: AI-facilitated tools make it easier for teenage learners to engage in cross-cultural exchanges through online platforms and language learning communities. Whether it's chatting with a language partner or participating in international collaborative projects, AI tools like Tandem can help students connect with native speakers and gain cultural insights, enriching their language acquisition journey.

Image by Microsoft Bing Image Creator

The Challenges of AI in Language Learning

Over-Reliance on Technology: While AI tools can enhance learning, there's a risk of students becoming overly dependent on these technologies. Language acquisition requires human interaction, authentic communication, and social learning, which AI cannot fully replicate. Therefore, educators must ensure that AI complements, rather than replaces, meaningful language practice and interactions.

Limited Contextual Understanding: AI tools often struggle with context, idiomatic expressions, and cultural nuances, leading to potential misunderstandings. For teenage learners engaging with more complex language structures, this limitation can be a hindrance. Teachers must guide students on how to critically assess AI-generated content and supplement it with contextual learning.

Data Privacy and Ethical Concerns: AI applications collect and analyze vast amounts of student data. For teenage learners, issues of data privacy and digital safety are paramount. Educators and parents must be vigilant in choosing tools that prioritize user protection and are transparent about data usage.

Digital Equity and Access: Not all students have equal access to AI-powered learning tools due to varying socio-economic backgrounds or technological limitations. This digital divide can exacerbate existing inequalities in education. It's essential to advocate for inclusive practices that ensure all students benefit from AI's

potential, regardless of their circumstances.

Finding the Right Balance

Integrating AI in language learning for teenage learners requires a balanced approach. While AI offers personalized support, motivation, and opportunities for global engagement, it should not overshadow the critical role of human interaction, cultural understanding, and ethical considerations in language education.

As educators, our goal should be to leverage AI's strengths while addressing its challenges. By doing so, we can create an enriched learning environment where technology enhances, rather than diminishes, the holistic development of our students as global citizens and communicators.

Conclusion

AI undeniably holds great potential in transforming foreign language education for teenage learners. When thoughtfully integrated, it can provide personalized learning experiences, enhance engagement, and open doors to global connections. However, the challenges it brings—ranging from dependency on technology to issues of digital equity—require careful navigation. As educators, our role is to harness the benefits while being mindful of these challenges, ensuring that AI supports, rather than overshadows, the human element of language learning. By striking this balance, we can prepare our students not only to master a foreign language but also to thrive as critical thinkers and global citizens in an increasingly AI-driven world.

To learn more about Marina Falasca's work:

Linkedin profile: https://www.linkedin.com/in/marina-falasca-m-ed/
Instagram page: @marfal23
Twitter username: @FalascaMarina

Biodata

Marina Falasca, M.Ed., M.A., specializes in curriculum design and lectures on TEFL Methods, Multimedia Learning, and Discourse Analysis in Buenos Aires. Her research covers educational technology, collaborative ethnography, differentiated instruction, and global education. She co-edited *Alfabetización y Competencias Transmedia: Propuestas Didácticas para el Nivel Secundario y Superior* (2022) and *Current Trends in Global Education: Bridging K12 and Higher Education for an Interconnected World* (2024).

Variety, the spice of our lessons

Gustavo Sevilla

Variety is said to be the spice of life, and teaching and learning should be no exception. Many of us love combining things. I am keen on reading as I do exercise on a stationary bike. Others like using AirPods as they walk, or talking with friends or watching TV as they eat. Some students are fond of listening to music or drinking *mate* as they study. There are many situations in life in which we combine physical and intellectual activities. I'd die of boredom if I had to do gym without reading, and others would hate to read without listening to their favourite songs.

As a teacher of legal and financial translation, I find it professionally enlightening to show my students that the texts they may need to translate can be, rather than purely legal or financial, an assortment of different textual types. Legal translators should be prepared to come across technical terminology, as is the case with warranties and some contracts, and financial translators may be required to resort to literary translation techniques when they encounter metaphorical language to describe economic phenomena. These texts requiring different skills are both more challenging and enjoyable than documents containing solely legal or financial terminology and phraseology.

Also, I am lucky to have different types of private students who need the language for different reasons, and with all of them I resort to the integration of tasks to reach their learning goals: there is a scientist who, being a member of an international association, now and then needs to write speeches for workshops which she then rehearses with me as she will have to deliver them orally; there is an economist who is charge of leading corporate meetings and prepares presentations including text and graphics which she will then need to explain in front of an audience, answering questions from attendees; there is a bank manager who writes proposals and then discusses them with his own or

with other teams. Sometimes I also make them listen to or watch presentations and take notes to then express their views orally, thus combining listening, writing and speaking.

We are all aware of how useful, as well as exciting, it can be to combine the four skills, i.e. reading, writing, speaking and listening, in our lessons. This reflects real-life situations like the one where you respond to a message you hear, or you take note of something somebody says. This can be helpful not only to deal with test tasks but also to increase our students' resourcefulness and to make our lessons more fun.

As a 7th year teacher, I've discovered that some tasks which may tend to be tedious can become much more appealing to students, or even possible, if more than one skill is used. FCE and OTE exams do not include such integrated tasks, which appear in more advanced examinations like CAE and CPE, where students read a text and then have to write an essay based on points included there; OTE Advanced, where students are asked to orally summarize and synthesize the main ideas expressed by two different speakers talking about the same topic or to write a summary synthesizing the main ideas from a textbook extract and a lecture transcription on the same subject; and TOEFL, the best-known international examination for US university applicants, where students read a text, listen to a passage, and then have to answer a question orally or compare in writing what they have read and listened to.

There are certain tasks in FCE and OTE which we can use as material to combine skills and make our lessons more interesting, as well as more memorable. In FCE we have Reading Part 7 Multiple Matching, where students are expected to relate ten sentences to four different people who are described as having different tastes, interests, or abilities. Here follows an example taken from Ready for B2 First 4th Edition Workbook, by Lucy Holmes, MacMillan Education:

MAKING A POSITIVE CHANGE
Four people were asked how they'd change their lifestyle and why.

A Luke
I've wanted to make improvements to my life for as long as I can remember. But it's easier said than done, isn't it? It's just getting rid of bad habits that I have come to accept in my life as normal, I guess. I tend to work long hours. This is a direct result of running my own real estate agency. Usually, with people who have regular jobs, when it's the weekend or evening, it signals a time to put your feet up and switch off. With me, this is a rare occurrence. I'm not exactly tied to my phone, but it's my responsibility if something goes wrong. I can't ignore it because there's no one else to solve the problem and sometimes it can't wait until Monday morning. My wife wants us to take a year out and just see the world. We're lucky that we have the finances to do it, but I can't make up my mind at the moment – I need to soon or she'll run out of patience!

B Sophia
To be honest, I really don't have a great deal to complain about when it comes to the way I live my life. This isn't to say I don't spend countless hours trying to improve it, though. I'm always trying something different. I used to stick to the same thing and was very much a creature of habit. I wasn't very daring at all. These days, I'm far more adventurous. From time to time, I'll get bored with going for a jog, so I'll do a course in skiing or scuba diving or anything random like that. Then, I'll get bored of it or simply won't have the cash and I'll get my running kit on again. I always seem to come back to that because it's just a case of putting on some trainers. I suppose the main thing is that it's good to stay active, especially as you get older. Luckily, my boyfriend feels the same way as me in this regard, so we encourage each other.

C Elizabeth
I guess the single most useful thing for me would be to start again and completely change direction in terms of my chosen work path. But that's not going to happen any time soon, so in a close second place, I'd have to say turning my light off at a decent time would be a fantastic idea. It sounds so simple, doesn't it? But, for some reason, it isn't. I usually go upstairs and start reading. If I get into something good, this means going to sleep late. If I could wake up late, it would be OK, but I can't. I just get into a vicious circle this way, and I'm sure I'm not alone. So, I have to rely on my alarm and set off early the next morning. I must say, though, that my bike ride is a great start to the day. I absolutely love it, especially when I see all the traffic jams and stressed out drivers on the way. I wouldn't want to change this. I didn't use to do it and I can honestly say I even enjoy it in the pouring rain. That surprises a lot of people.

D Daniel
I often have moments to think about how I can change my life. The thing is there's a difference between thinking about it and actually doing it. I'm proud that I've actually managed to do so because there was a point when I thought I couldn't. I used to work in London and had to commute in from the suburbs every day. My day would start at around 6, and I wouldn't be back home, relaxing on my sofa, until around 12 hours later. Then when we had kids, I decided to give up my high-powered job and instead took on something much more manageable. This was stressful for me at the time, especially when we were renovating our new home, but I have no regrets. It's a simple lifestyle, but I guess that's the whole point. Shorter working hours mean I get to catch up on stuff during the week that I'd have usually had to find time for at weekends and this is great.

One thing I have found can be highly engaging, not only for the students but also for the teacher, is telling them to adopt one role each. We can assign roles directly, or cast lots by using a site like https://echaloasuerte.com/sets

Asocia elementos de dos listas
Asocia elementos de dos listas

Lista 1
Student A ✕ | Student B ✕ | Student C ✕ | Student D ✕

Separa los elementos por comas

Lista 2
Luke ✕ | Sophia ✕ | Elizabeth ✕ | Daniel ✕

Separa los elementos por comas

Asociar elementos

If there are more students, we can entrust them with other roles, for example, interviewers who will ask the interviewees different questions prepared by themselves, like, in the case at issue, *Tell us about your life, Is there anything you would like to change?, How do you combine work and leisure?* The teacher, or another student, can take the role of TV or radio programme presenter for a more comprehensive task.

Student D	–	Elizabeth
Student A	–	Sophia
Student B	–	Daniel
Student C	–	Luke

Once the game has finished, they will answer the questions and recognize themselves as the people having said or done something, thus matching each sentence with one character, which was the original goal of the exercise. It's nice to hear the students saying, *That's me!* as they identify their fictional personalities with each of the ten sentences. Isn't this more fun than just reading and answering the questions? I bet it is.

Similarly, in OTE we have Reading Part 2, where students are expected to relate six different people to four passages. In the example below, taken from Oxford Test of English B2 Practice Test 2, the passages are four book reviews and the question is which

book is deemed to be the best choice for each of six different people considering their preferences:

1. Abdul is searching for a book that tells an inspiring story. He gets a lot of pleasure from novels that feature clever and funny heroes. He hopes to find a novel that isn't just set in a single place. _____

2. Chen is particularly keen to find a book that is easy to read. She is on the lookout for a novel with unusual personalities that will interest her. In addition, she hopes to read a book that has been given prizes. _____

3. Maurizio likes novels which are set in highly unfamiliar and unusual locations. He particularly enjoys stories that include some humour. He has a strong preference for a novel that is quite challenging. _____

4. Jazmin likes novels that are moving and even sad in places. It is also essential that the writing makes her feel affection for the main character. She would be particularly pleased to find a book that features beautiful descriptions of places. _____

5. Hitoshi would like to find a novel about crime, and is keen to read one that is full of big shocks and surprises. He wants to read an exciting story which moves quite fast, as he gets easily bored. _____

6. Zeinab has a long summer holiday and so has plenty of hours to devote to a book. What she is really looking for is a novel that will take her back in time. If possible, she hopes to learn something new from the book. _____

In this exercise, one student, or the teacher, can adopt an extra role if there are not enough students. If there are more students, they can act as interviewers or as the authors of the books, in which case they can speak about their work and then ask the six characters about their reading preferences. Once the game is over, the students will match each reader with the book they would most likely choose to read.

FCE Listening Part 1 multiple-choice exercise, which consists of eight short monologues or dialogues depicting clearly distinct situations, also offers us the opportunity to do some extra speaking practice. After each student answers one question, we can ask them their opinion about the speaker's experience or even personal questions like, *Have you ever found yourself in a similar situation?, What would you have done if you had?, What would you do if you ever did?* For example, they answer a multiple-choice question after listening to this: *Radio presenter: Would you like to go on a holiday with a difference? Something you'll be able to remember for the rest of your life? Well, if you saved up hard or maybe won the lottery, you might be able to afford a ticket for the journey of a lifetime– into space! In the meantime, tonight at 6.30, you can hear from people who have done just that and want to share their experiences. Don't miss out on this opportunity to hear all about that sensation of being in zero gravity. Listen in to Special Moments this evening– and perhaps you'll soon be reaching for the stars yourself!*, and then we seize the chance to ask them if they would like to travel into space.

Similarly, OTE Listening Part 4, which briefly presents five different situations which the students are expected to use to solve a multi-choice exercise, can also be used to make our students speak. For example, after listening to this conversation: *Man: I'm planning to do some DIY tomorrow. There are a few things that need fixing. Woman: Well, better late than never, as they say. Man: OK, I'll put that bookcase together, shall I? Woman: Someone hasn't been in the study recently! Anyway, the front door seems to be sticking. It's probably swollen in the summer heat. You sorted out the back one last year, right? Man: That's right. I'll have a go at those loose floorboards, too. Woman: Actually, the guy*

who fixes those is coming round next week. Man: Oh, OK, we ask them how good they are at doing any do-it-yourself jobs, or whether they have any hobbies involving manual work.

In my lessons, I have come up with yet another couple of integrated tasks, in this case as an alternative way of overcoming the students' occasional reluctance to write. One of them consists of assigning them to breakout rooms where they discuss how to write an article, or an essay, or a report, or even a review if all team members have read the same book or watched the same film or series. After reaching some consensus, each member of the team is entrusted with one part of the composition, with one of them writing the introduction, another two or three focusing on the development, and the remaining one preparing the conclusion. When they come back to the main session, one of them will read the composition and the rest of the class can even ask them questions. The teacher can of course make any corrections as necessary.

The other task I have thought of as an imperfect, albeit productive way of encouraging students to consider and link the ideas they might need to include when writing an essay consists of presenting them with any of the squares in Ready for B2 First Unit 2 Your Own Idea supplement, such as the one that follows:

Do you agree that spending time on social media is a complete waste of time?

Notes

Write about:
1 amount of time
2 social life
3 .... (your own idea)

I then instruct them to make a speech along the same lines they would need to follow to write an essay, i.e. including a short introduction, a development covering at least three items (the two being provided and a third idea of their own), and a conclusion. I have coined the term "oral essay" for this *sui generis* exercise. They can say things like "I think", "In my opinion", "As I see it", but I always make a point of reminding them that, when it comes to writing, they should try to make it more impersonal so that it may sound like a real essay rather than an article.

Another integrated task I propose as highly interesting consists of assigning to students different characters from the book they have read, and presenting them with a situation so that they can respond to it considering the character's features. If the reader is "Animal Farm", for example, they may have to hold a conversation, based on the character's traits but not necessarily on the book itself, where they need to be as true as possible to their fictional personalities and to the facts of the story. The situation could be the fall of

the windmill, or the death of Boxer, or discovering how the pigs gradually contradict the commandments they had originally established, or the shortage of food – how do the different characters react to those events?

Another collaborative task involving more than one skill consists of assigning two different reading passages, or even the same one, to two teams who will be instructed to discuss within a breakout room which options to choose. In this case, they will need to speak and then to explain orally in front of the whole class why they have chosen those answers. Rather than doing a merely speaking exercise, they will have engaged in speaking. Points will be assigned to both correct and well-grounded answers.

Just as we try to carry out different types of tasks within each lesson so that nobody will get bored, thinking of single tasks where different skills are integrated – reading and speaking, speaking and writing, listening and speaking or writing – can be highly useful to practise various skills and at the same time to arouse our students' interest as well as their awareness of how all skills may need to be interrelated. Variety will keep them more alert and enthusiastic than ever!

Transforming Language Learning: Using Tellagami Potential in the EFL Classroom

(Website: http://tellagami.com/apps.html)

Magdalena Barañao

E nglish as a Foreign Language (EFL) teachers are constantly looking for new tools to create interest and enhance language acquisition. Today I would like you to take a look at Tellagami, a dynamic app (IOS-Android) that invites students to explore the world of visualized history. In this article, we explore the practical ways in which EFL learners incorporate Tellagami into their classrooms with ease and the many benefits it brings to language learning.

Introducing Tellagami in Your EFL Classroom:

Tellagami emerges as a beacon of creativity, providing an immersive platform for students to express themselves through interesting characters and storytelling. Here's a roadmap for EFL teachers to seamlessly weave Tellagami into their curriculum:

When production begins the discovery:

Introduce students to Tellagami by emphasizing its potential as a form of dynamic and creative expression of language.

Encourage hands-on exploration, and allow students to customize scripts and experiment with recording equipment.

Breaking the ice with interesting introductions:

Modify simple introductions by having students use Tellagami to introduce themselves through an animated avatar.

Cultivate a positive class environment while demonstrating the potential for creative language expression.

Vocabulary and grammar:

Artistic activities requiring the creation of short, interesting pieces with specific vocabulary or grammatical structures.

This form of internalization cements linguistic concepts into a visually memorable situation.

Writing analysis through animation:

Encourage students to come to literature by recreating and appreciating stories or texts from books.

This activity stimulates critical thinking and application of language skills.

Speech control and pronunciation:

Use Tellagami to improve students' language and pronunciation by recording conversations, lectures, or language exercises.

The ability to review their records and self-reflect creates a sense of ownership over language development.

Tellagami's Advantages in the EFL Classroom:

Increased association:

The beautiful and interactive features of Tellagami captivate students, making language learning a fun and enjoyable experience.

Tailored learning experiences:

Individual choices in Tellagami allow students to express themselves in unique ways, fostering individual creativity and self-expression.

Improved oral and listening skills:

By recording audio, students engage in practical language learning, while listening to games produced by a classmate sharpens their listening skills.

Cemented vocabulary skills:

Creating engaging content requires a variety of vocabulary, leading to greater retention and use of language skills.

Cultural travel:

Invite students to use Tellagami as a cultural expression, to give a deeper understanding of the language in its cultural context.

Digital storytelling skills:

The integration of Tellagami provides students with digital storytelling skills, arming them for the evolving demands of 21st century digital communication.

Resources:

Group projects with Tellagami foster collaboration and teamwork, as students pool their efforts in creating exciting, animated stories.

Multidimensional research and reflective learning:

Teachers can use Tellagami projects as an assessment tool that tests language skills, creativity, and storytelling skills.

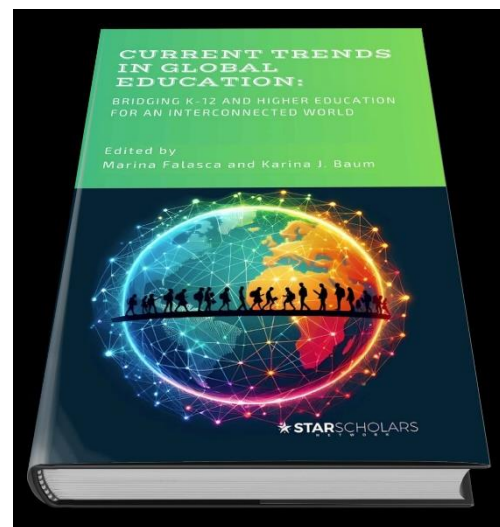Post activity reflections encourage students to think about language.

Tellagami emerges as a transformative force in the EFL classroom, providing teachers with a powerful ally for dynamic language learning experiences. By adopting this new tool, EFL learners can not only enhance language learning but also develop into a generation of digitally literate, creative and expressive speakers. Introduce Tellagami in your classroom and embark on a journey where language learning becomes a living canvas of creativity and collaboration.

Highly Recommended

New Book Release: *Current Trends in Global Education: Bridging K-12 and Higher Education for an Interconnected World* (STAR Scholars Press, 2024)

About the Book

"Current Trends in Global Education: Bridging K-12 and Higher Education for an Interconnected World", co-edited by Marina Falasca and Karina J. Baum, explores the evolving landscape of global education through insights from esteemed educators and researchers. It defines global education and presents multiple rationales for developing global competence, along with a literature review of significant challenges over the past two decades. The anthology showcases innovative K-12 practices, emerging trends, and the transformative role of transnational telecollaboration and artificial intelligence (AI) in fostering global citizenship and cross-cultural communication. It also examines higher education, focusing on novel pedagogical tools, hybrid learning communities, and virtual exchange initiatives in ESP/EAP courses, as well as key factors affecting AI adoption in this context. Concluding with future directions, the collection emphasizes the need for collaboration across educational levels to prepare learners to thrive in a globally connected world, making it an essential resource for educators, policymakers, and scholars aiming to bridge K-12 and higher education while reimagining global education.

About the Editors

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Time to Wrap up

Myrian Casamassima

The school year is drawing to a close and it is the time to wrap it up. Revision lessons are over and examinations completed, so what else is there for us to do? Here we will describe some ideas for activities that can be done both by the students and the teachers since wrapping up means not only bringing the year to a successful end, but also learning from the process that we are now leaving behind. These are meant for our learners and us alike.

What can our students do?

Like in any round-off that we carry out in a lesson, we can either review or preview, i.e. we can look back on what we have done or look ahead into the new year, though not necessarily considering only language learning. Below we share a few ideas.

Self-assessment

Apart from the self-assessment forms or questions that we may have given our students for them to complete individually, we can engage the whole class in fun self-assessment activities. Ask your students to collaborate to produce a list of memorable activities, songs, stories, games that have been part of the lessons over the year and make a class mural in which the students' contributions are written on little paper stars pasted on a dark blue sky or paper apples/flowers stuck on the branches of a tree. Choose anything that represents the idea of individual contributions (the stars or apples/flowers mentioned are just a couple of examples) pasted on something that stands for the whole. This entertaining activity will help the class visualize what has been done during the year and how, when it is put all together, it conveys the idea of achievement and enjoyment, something that is easily adaptable to all

ages and to digital tools. If we took photos of the class during different activities, this is the time to display them on the screen to take the students back to what was done, when and what for.

Letter-writing

Older students, especially those finishing primary or secondary school, can be asked to write letters to the students who will start or finish their primary or secondary studies next year in order to tell them about their own experience, perhaps an anecdote, and wishing them best of luck. This is sometimes done in Spanish in many schools and it sounds like a great idea for the English class too. The letters may not need to wait until the following year; they can be delivered to the addressees before school is over or even posted on a mural either digital or made out of paper.

Similarly, students could write thank-you cards to different people around the school or to members of their families. It is always good to reflect on who we would like to thank at the end of the year, especially if we have worked on values. Likewise, especially in those classes where the students could have had difficulty getting on with one another or where there may have been bullying, we could encourage the students to write cards saying "Sorry for …" (Sorry for hurting you, Sorry for not listening to you, Sorry for not playing with you, Sorry for laughing at you, etc.).

Our students may also write on the cards good wishes for other people instead of messages of gratitude. These wishes will connect with the Christmas season, New Year and summer holidays, thus previewing what is soon to come.

Resolutions

New Year's Resolutions may prove to be an interesting link with the future on the basis of what we have done and what we wish to achieve next. The class can suggest categories such as language learning, sports, friends, family, school, etc., so that the students can talk about what they feel they would like to write a resolution about and why.

By the same token, instead of resolutions, the students could produce their own personal summer list of things they would like to do, places they would love to go to, people they want to meet, etc. The students could talk to each other about their lists or even present them to the whole class, which in turn can find out if there are any common-ground things shared by all.

Vision boards

For older students, this sounds like the ideal thing to do as the vision board is a collage in which they can show their interests, goals and dreams. It is sometimes called *dream board* and it is

easy to make on paper or digitally with images that the students have cut out from magazines or found on the web, created through AI or drawn by themselves. Vision boards generally contain affirmations and are posted around the house to get the daily inspiration that we need to move on. Therefore, the students can be encouraged to include affirmations such as "We are all unique", "Believe in yourself", "Follow your dreams", etc. Vision boards can become part of murals or they can be shared in groups or presented to the whole class.

As you can see, all these activities imply the integration of linguistic content and the development of all four macroskills – reading, listening, speaking and writing. As we said, this will be ideal to wrap up the year. You can, of course, generate your own activities and add to the list that we present here.

What can teachers do?

To the habitual evaluation of the work we do, we would like to add a few ideas in the hope of making our wrap-up time as enjoyable as it may be for our students.

We will begin by saying that letter-writing, thank-you cards, resolutions and all the ideas we have described for our students can also be done by teachers, above all by teams of teachers working together. Particularly, the vision boards for a team of teachers may be experimented as binding and inspirational, exhibited somewhere in the staff room. If it is too late to make one in December, it can be the kick-off in February when new teachers may be joining the team.

Whether on our own or as part of a team, we could make a pros and cons list. This means simply jotting down on a list the positive and the negative things that we have experienced or observed in the course of the year. It is no use brooding on this. All conscientious teachers know what went wrong and what went right as the result of ongoing assessment. Therefore, the idea is now to go over this light-heartedly with the aim to focus on the bright side. The cons on the list will be acknowledged and the pros will be celebrated. For teams of teachers working together, this activity may be interspersed with anecdotes, jokes and even complaints! It is important to keep a written record on the list of what is discussed and shared so that we can go back to this later in order to take future decisions.

Yet not everything needs to be put down on a written record. We can challenge ourselves to create mental selfies of the good times we had with our students and of the activities that we enjoyed designing for them. This will ensure continuing success for us as it will be clear that this is what we wish to experience. A lot of emphasis is usually

laid on our students' well-being and next to nothing to our own as teachers. It is time we were considered as being inside the picture.

Final remarks

So let us wrap it up! Beyond revision and exams, there is a whole world of activities that can be done to round off the year on a positive note. Let us have our students appreciate the highlights of the school year by building up a sense of community through the activities we decide to do with them. And let us take a moment for ourselves too to end the year with a feeling of self-fulfilment.

The senses at work

Myrian Casamassima

Hear!

The clinking of glass,

The talk after class,

The smiles that beam,

The trust of a team.

Taste!

The snacks that are shared,

Signs that they care,

The sweetness of tea,

Spiced up with glee.

Feel!

The challenge ahead,

The footsteps that led,

The intuition that flows,

The training that grows

Smell!

The words in the books,

The efforts it took,

The scent of the coffee,

The award of a trophy.

See!

The bonds of respect,

The project ahead,

The wise samples set,

The people that met.

Wonder!

At the goals achieved,

At the values believed,

At the paths not taken,

At your new you, awakened.

And dream!

Of novel roads,

That come and go,

That twist and turn,

So much to learn.

This is the place,

This is the time,

These are the ones,

Let's make it sublime.