Andreoli, Elvira Lucía

Conversations in Class. Dialogic Interactions of Teaching Trainees in General Basic Education (Educacion General Basica)

The purpose of this article is to describe and analyze the dialogic interventions of the teaching trainees from the Profesorado de Educación General Básica -Primer Ciclo y Segundo Ciclo- of the Facultad de Ciencias Humanas, UNLPam. We have investigated the discursive oral practices of the students being trained through the record of classes obtained in different classrooms from the schools of the mentioned level.

This work is in line with the perspective of the sociolinguistics defined as the study of the language in connection with society and of the pragmatics understood as a theory of linguistic use.

In order to carry out this research task, we selected the sociolinguistic context of the classroom discourse in the teaching trainees practices developed in schools of the area and one of the key hypotheses is that the current teaching training program must emphasize the construction and use of the conversational, dialogical and argumentative plots. The field work was carried out in schools located in the suburban areas of the city of General Pico.

The importance of the achieved results shows the necessity of facing more accurate research in the centers of teaching training and the implementation of analysis and reflection instances which lead to improve the situations of discussion, dialogue and conversation in the classroom, in order to achieve communicative maturity.

Barilá, María Inés

Being a Student Today: Some Contributions to the Formation of the Adolescent Subject in High School

This article follows the line of investigation started in 1995 in the Atlantic Zone University Center [CURZA] of the Comahue National University [UNCo], focused on the study of different aspects of the High School
reform in Rio Negro: the democratization of the educational system, the regulatory aspects, the school practice and the representations of the subjects who teach and learn.

Coexistence, focal point of this presentation, is developed in day-to-day life at the institution. In this work we analyze what adolescents say through interviews and surveys carried out with 2nd and 3rd year students of all the high schools in Viedma, Rio Negro.

The aim is to briefly establish some considerations with respect to this group of socio-educative actors and their representation of the different aspects which make up the subject matter we are dealing with, among others: institutional regulations, conflicts and the way they can be settled, spheres and ways of participation in institutional practice, their assessment of other socio-educative actors, as well as the contribution of high school to the formation of the subject today.

Lacon de Pascuale, Nelci y Ortega de Hocevar, Susana

The Development of the Productive Competence within the Framework of a Socio-Cognitive Paradigm

The purpose of this article is to present our contribution to the complex problems of writing. It arises from an experience of training and monitoring that was conducted within the framework of the Project: Articulación entre la Universidad Nacional de Cuyo y el sistema de educación polimodal de la provincia de Mendoza para optimizar el acceso a saberes y el desarrollo de competencias para la prosecución de estudios superiores (Coordination between the National University of Cuyo and the polimodal system of education of the province of Mendoza, in order to optimize the access to knowledge and the development of abilities for the pursuit of higher education), in which we participated as expert consultants. Even though there are numerous investigations that deal with the complex problems of the written production in different levels of the system, the results show that, in general, neither the reading comprehension nor the text writing are dealt with systematically, in order that students learn which are the strategies that should be used to understand and competently produce different types of social texts and, specifically, the texts that will be required in university. We believe that teachers of all the areas should have a clear conception of the abilities to be developed, of the strategies to be put into practice in order to understand and produce good texts, and of
the evaluation criteria. On account of that we have devised the basic writing skills that are required to enter university, and we have designed a model for the teaching and the evaluation of written text production, in particular academic-scientific texts. In this article we present the basic abilities for the written production, the achievement indicators, a brief presentation of the educational model, and we exemplify with the works of a student that belong to two phases of the model.

Mórtola, Gustavo

**A Narrative Approach to the Construction of the Teaching Work Identity**  
**Some Biographical Aspects Prior to Initial Training**

In this article we will approach the founding aspects in the construction of the teaching work identity. Thus, we will explore the different elements that teachers recover narratively in the reconstruction of their working paths, particularly those ones that took place prior to their initial training. How can the working identity be established in the teaching field? What biographical elements do teachers regain to explain who they are as teachers? What previous elements to their initial training let them explain the image they have of themselves? These are some of the questions we try to answer from deeply interviewing twelve teachers belonging to public schools in Buenos Aires.

Ressia, Liliana B.

**Training Writers in the First Cycle of Primary School: Just an Intention?**

The article includes some considerations on the school assignments present in the classroom copybooks of the pupils of the First Cycle of Primary Education, taking into account its relevance, approximation or distortion from the theoretical constructivist framework on written language.

The research from which this information is reported was carried out between the years 2003 and 2005 in five urban schools of the city of Neuquén whose institutional project reflects an explicit adherence to the constructivist’s tenets for the teaching of language and the aim outlined is that of achieving text-producing children.
Abstracts

The analysis of the assignments show the existing gap between the school practices and the social purpose of writing and the discourse usage communities have generated for the active participation in the different fields of human activities.
The article ends by concluding that attempts to continue outlining the necessary issues and requirements are desirable in order to make the educational transformations really effective in the classroom and not just a statement of intentions.

Thierbach, Lucía

The Virtual Message Board: Towards a Communication Without Subjects?

Internet based communication technologies such as message boards could provide a useful tool for educational purposes by bringing together people with seemingly common interests, and providing a common ground for varied interactions within the virtual community such as exchange of information, resources and advice.

As a cultural object (Geertz, 2000), however, these technologies comprise an array of different contexts and significances, often intertwined, that contribute to shape both possibilities and limitations of communication. In this paper, we focused on a message board about the uses of new technologies in education, aiming to analyse whether a common ground knowledge is possible within the virtual community as a kick off for more meaningful collective interactions, and if not, whether there are intrinsic characteristics to the forum that may hinder or diminish such construction, i.e. if all threads in the forum can eventually become a web for educational purposes or, on the contrary if they tend to become a gordian knot.