



Departamento de Lengua y Literatura Inglesa
Gabinete de Estudios en Lenguas Extranjeras (G.E.L.E.)
Asociación San Juan de Profesores de Ingles (A.S.J.P.I.)

VI JORNADAS DE ACTUALIZACIÓN EN LA ENSEÑANZA DEL INGLÉS

ISBN N° 978-950-605-834-0

EDITORAS GENERALES

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San Juan, 2015

Palabras de las editoras

*“Ampliar sus mundos, explorar otras perspectivas,
ayudarlos a ubicarse en otras posiciones,
enseñarles a leer otras cosas y de otros modos,
sigue siendo el desafío de los educadores,
el de antes, y el de ahora”.*
(Dussel, 2009)

La creciente convergencia tecnológica despliega su abanico de múltiples recursos digitales y redes de información que abren nuevas perspectivas, amplían los escenarios, reconfigurando los modos de producción y de circulación del conocimiento. Actualmente, el recorrido tecnológico se está movilizandando de las TIC (Tecnologías de la información y comunicación) hacia las TAC (Tecnologías del Aprendizaje y el Conocimiento) y camino a las TEP (Tecnologías del empoderamiento y la participación). En este nuevo escenario, el tipo de aprendizaje necesario es el que Douglas Thomas y John Brown (2011) denominan “*whitewater learning*”, es decir la habilidad de adquirir conocimiento y destrezas mientras se utilizan en un contexto que está en constante evolución y presenta nuevos desafíos.

Atentos a estos desafíos, el Departamento de Lengua y Literatura Inglesa y el Gabinete de Estudios en Lenguas Extranjeras (GELE) de la Facultad Filosofía, Humanidades y Artes de la Universidad Nacional de San Juan, con el auspicio y colaboración de la Asociación San Juan de Profesores de Inglés (ASJPI), se propusieron establecer un espacio de reflexión y actualización en la enseñanza-aprendizaje del inglés como lengua extranjera, con el foco centrado en lo pedagógico-didáctico, lo tecnológico y lo literario, y su impacto en la tarea docente.

Estas *VI Jornadas de Actualización del Inglés* contaron con la presencia de disertantes nacionales e internacionales de amplia trayectoria en la enseñanza del inglés como lengua extranjera quienes abordaron temáticas tales como: prácticas de evaluación en la clase de inglés, la descripción lingüística de los anglicismos en Facebook, el diseño de una secuencia didáctica desde el género de prácticas de lectura en inglés para Turismo, riesgos y oportunidades en el aprendizaje del inglés con dispositivos móviles, entre otras. Asimismo, esta edición incluyó un panel en el que se abordó tendencias actuales en la formación docente de la enseñanza del inglés como lengua extranjera.

Una vez más la respuesta a esta convocatoria excedió nuestras expectativas, hecho que pone de manifiesto la intención de estar mejor equipados para hacer frente a las demandas y requerimientos de un mundo cada vez más complejo y dinámico.

Andrea V. Leceta

Rosa I. Cúneo

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CONFIDENCIAL

BIODATA

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PLENARIES

Technology in EFL classes: Why, how, and so...what?

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Abstract

Technology has been part of the curriculum debate for over a decade now. At first, the question was: is it necessary? The answer is now affirmative, so new questions are being considered: why is technology so necessary in our English classes?; how do we do the integration of technology and EFL? and what are the implications for our students and for our professional development as teachers and scholars? This presentation addresses these questions.

Key words: literacy, digital literacies, integration of technology

Why do we need technology in our schools?

To understand the skills students, workers and professionals need today, it is necessary to go back in history to explain a few changes in the economy as well as know the key invention that revolutionized society and have a direct impact on what people did back then.

During Agrarian times, people needed to know how to work the land and they designed tools that helped them optimized their productivity. During Industrial times, people worked in factories and with machines so they needed to learn new skills to operate them effectively. Finally, what is known today as the Information and Knowledge based-society started in the final decades of the 20th century and it is currently under way. It requires people to know how to use computers to perform many tasks, in addition to thinking creatively, critically and in collaboration with others (Area and Guarro, 2012; Cobo Romani, 2010). To sum up, this brief historical description highlights that changes in the economy base meant that workers needed to develop and update their skills to use the new tools required to work effectively (Area and Pessoa, 2012; Griffin, Care and McGaw, 2012).

A key invention that revolutionized society and had a direct impact on people's skills was the printing press. Before books were mass produced, they were handcrafted in the monasteries and few people could read them. It also meant that literacy, that is a person's ability to read and write, was mainly taught to the clergy, the aristocracy, and those in power positions. When printed material became readily available more people could read it, and hence, the need to become literate increased (Leu, Kinser, Coiro, and Cammack 1150). The traditional definition of literacy later expanded to include numeracy (Richmond, Robinson, and Sachs-Israel 17-20), and nowadays, people are required to have new literacies to successfully

navigate the flood of information available and determine the accuracy of the sources consulted (Cobo Romani 8-12). While many researchers use different terms to talk about the evolution of literacy, such as new literacies (Leu, O'Byrne, Zawilinski, McVerry and Everett-Cacopardo 264-269), digital literacies (Dudeney, Hockly and Pegrum 2-15) or multiliteracies (Pasadas Ureñas 17-24), they all agree that people need new skills to be able to operate online successfully so people can function effectively in society (Coll 4).

In the past, those people who did not have access to books had limited resources and chances of becoming literate. Nowadays, those people who cannot afford a computer and an Internet connection are likely to be divided from those who can, and this situation gives rise to what is known as the digital divide (Enfoques Estratégicos n.pag.). While low cost digital devices and free computers provided by the government have increased availability of resources, the digital gap is still wide. If the technical devices are not accompanied by the development of new skills to navigate the web efficiently, the gap is still there, in terms of skills (Lugo and Osorio, 2009; Enfoques Estratégicos 2014; Hockly, 2014). In fact, Coll (4-7) argues that society may be in the presence of a new form of illiteracy, in this case digital, if people cannot function in digital environments. Therefore, students need to have access to both computers and the development of new literacy skills so that the gap can be bridged.

Finally, learning how to use technology involves not only the instrumental aspect of knowing which buttons to touch but also developing skills that enable learners to share, consume, and produce information giving rise to the concept of *prosumers* (Area and Pessoa 14). Technology has also contributed to a reconceptualization of the concept of copyright that resulted in the development of Creative Commons, as a flexible way of keeping authorship but simplifying the sharing process (Enredate n.pag.). This is a very gradual process. To provide an example, in 2006, there were 50 million licensed work. In 2014, the number rose to 882 million (Creative commons.org n.pag.).

Using technology in schools does not just mean the introduction of new devices that will be fun for students. It also means equipping them with the necessary skills to cope with the demands of the economy of the 21st century which focus on skills such as communication, collaboration, thinking creatively, and critically, among others.

How can we integrate technology in our EFL classes?

Teachers can use specific educational resources and/or introduce the latest application (app) in their classes. This is an important first step to overcome fears and to introduce technology

in their syllabus. As a long term plan, teachers need to think about a map or a plan that guides the pedagogical decisions they make about using technology. The choice cannot be made only because technology will motivate students as this is reason is not strong enough to sustain changes in learning over time.

As I previously mentioned, while there are variations in the concepts people use to describe the evolution of literacy (e.g., digital literacies), there is agreement that students need new skills to function in this new Information-aged society in order to communicate effectively (Egbert, & Neville, 2015; Hockly, 2012; Kessler, 2013). One of the challenges that teachers face is how to choose which skills they should teach in their classes. For this reason, a couple of models could become handy to organize the choices they make.

One of the models was created by the University of Houston that offered a Massive Online Open Course (MOOC) during February-March 2015. It presented and discussed a list of skills that people need in digital environments and grouped them under the umbrella term *Skills for the 21st Century* (<http://newtech.coe.uh.edu/>). These skills are listed on the left of the table below (Fig. 1) and I included some suggested applications that can be used to help introduce and build those skills. Notice that apps may be distinguished by a primary function as well as other secondary uses, so this is why they could be used to develop more than one skill.

For example, if a teacher has never used technology in a class and she feels uncertain or even afraid of using it, the best idea is to start with baby steps by “playing” with different applications (apps). For instance, she can ask her students to create a concept map by using Coggle.it. The students can map out a topic such as music by adding branches to expand the main field. This activity can be a follow-up to a reading or a listening comprehension activity. The choice to select the app may be guided by the teacher’s desire to try out a new app or by the teacher’s interest to practice one of the macro skills such as listening, speaking, reading and/or writing.

A thought-out plan is to select the app by considering the skill that teachers want their students to build, such as collaboration. In this case, each student can prepare her concept map and then share it with their classmates and each can contribute to the final product. Thus, the choice of technology is guided by students’ needs, in this case, to develop the skill of collaboration. The important thing here is to start somewhere and then gradually think about how the integration of technology can be included smoothly into the curriculum.

| Skills | Suggested Application (App) |
|---------------------------------------|-----------------------------|
| Communication | Skype |
| Collaboration | Coggle.it |
| Creativity | Genius |
| Critical Thinking and Problem Solving | Line.do |
| Social Networking | Instagram/Facebook |
| Presentation | Jing |
| Reflection and Feedback | Mendeley |
| Productivity | Piktochart |

Fig.1. Skills for the 21st Century (Adapted from the University of Houston's MOOC-2015)

Dudeny, Hockly and Pegrum developed the other model that unpacks the umbrella term of digital literacies into four categories: language, information, connection, and (re)-design presented in various levels of difficulty. The authors make a point that teachers can use the categories to map out key areas of digital literacies and their corresponding skills. In addition, the lines of each of the categories are blurred, in particular those literacies that combine several literacies also known as macroliteracies (16), such as Gaming, Mobile, Personal and Remix literacies. Thus, the idea is not to get lost into the different categories but to find a path that teachers can use to teach students strategies and skills to deal with each of the categories. This is helpful because the concept of “digital literacies” is ample.

| Level of Difficulty | Language focus | Information focus | Network focus | (Re)Design focus |
|---------------------|---------------------|---|---|------------------|
| (*) | Print Literacy | | | |
| | Texting Message | | | |
| (**) | Hypertext Literacy | Tagging Literacy | | |
| (***) | Multimedia Literacy | Search Literacy Information Literacy Filtering Literacy | Personal Literacy Network Literacy Participatory Literacy | |

| | | | | |
|---------|--|--|---------------------------|-------------------|
| (****) | Gaming Literacy Mobile literacy | | Intercultural Literacy | |
| (*****) | Code Literacy | | | Remix Literacy |

Fig.2. Digital Literacies Framework (from Dudeney, Hockly and Pegrum 17)

For example, a simple activity to use technology is to ask students to write a response to a reading or to a listening comprehension activity and then share it by texting it to their classmates on their mobile phones. A more demanding activity is to request students to look for information online, determine the quality and trustworthiness of the sources consulted and filter out what works and what does not so as to reduce the amount of information to a manageable level.

What is the point of discussing these models?

- They offer a guide to approach the integration of technology systematically.
- They can be considered non-prescriptive because one is not better than the other and teachers can choose those that resonate with them more.
- The focus is on learning and not so much on technology for its own sake.

What is a student's ultimate goal to learn a foreign language? A very young or an adult student wants to use the language to communicate with others. In addition, they need the language to collaborate with others, present ideas, provide feedback among other skills that are important in the 21st century workforce. For example, Griffin and Care from the University of Melbourne taught another great MOOC called "Assessment and Teaching of 21st Century Skills". They analyzed reports from different world organizations that looked at trends in the workforce that are shaping what students need to know in terms of content and skills. Among their findings, they noted academic disciplines needed to be fused with skills, such as creativity, communication, collaboration and creative thinking—also known as the 4 Cs. While the approaches that each of the international reports suggest may vary in components, possibly in names and in their goals, there is agreement that learning in digital environments combines skills such as information literacy, being networked in the world, and the consumption and production of information that imply a more complex and sophisticated approach to teaching and learning. So what about EFL teaching and learning?

Dudenev and Hockly (533-540) provided a chronological account of the developments of technology in EFL over the last three decades. [By the way, this is a must read article because it provides great explanations of what had happened in relation to ICT in English language teaching]. In a nutshell, the authors outlined the developments into three main changes. The first change looked at CALL (Computer Assisted Language Learning) during the mid-80s to late 90s. The focus was mainly on exercises that required little interaction from the learners' perspective. Feedback was usually automatic and generated to address grammatical activities. The second main change started in the late 90s with the appearance of many websites dedicated to language teaching, and the rise of the Internet that favored exchanges of all sorts in a synchronous fashion. Finally, the most recent change noted the importance of mobile and blended learning, augmented reality and game-based learning—trends that have already been impacting on the field. These recent changes emphasize students' autonomy and learning that is not limited to the classroom. The important point that this article makes is that language teachers and students need to understand the complexity of the changes that are taking place that involve much more than finding websites that students can use to practice grammar as this was done in the 80s. The highlight nowadays is in the production and consumption of information that is the basis to produce knowledge. This is where the evolution in the notion of literacy, the use of different models to guide teachers' pedagogical decisions come in and connect to what EFL teachers do. Hence, the use of technology should not be limited to the four macro skills only but to include other skills as well (Hockly 79-81).

Teachers can follow any model, or a combination of them, when they plan to integrate technology into their classes as a long term plan. At the same time, teachers may consider teaming up with colleagues because it may not be possible to address all of them in depth within one course.

So...what? What is the benefit of integrating technology into our classes?

Teachers are preparing digital citizens that will speak a foreign language and will become members of the global market (Hockly, 2012; Motteram, 2013). Teachers can certainly choose not to deal with technology but ignorance can cause dangerous consequences. For example, some cases of cyberbullying could be addressed if students understand that they can send messages but the fact they do not see their receivers on the eye does not mean that they are anonymous or they can cause less harm. Some of these issues could be addressed by discussing the implications of this social problem.

Teachers are adapting to the needs of the context because technology has blurred the lines between what happens inside and outside school. For example, YouTubers/BookTubers phenomena are redefining teachers' and students' roles (Balmaceda n.pag.). Last April 2015, Argentina hosted a group of YouTubers who are young folks between 14 to 26 years of age and have become famous because they create and share videos about different topics every week including video games, make up, crafts, and books. Their young followers are in the millions and are becoming a new culture that is worth analyzing, also known as DIY (do it yourself). These young folks do not need teachers that tell them what to talk about; they make their own choices, they film and edit their videos and share them online attracting many followers.

Teachers cannot ignore the impact this group has on the teaching and learning process. Many young students have adopted YouTubers as models and are imitating their practices locally, and in some cases, we could say blindly. This means they respond to surveys and interact with other youth for hours but they do not always examine what they post critically or the content they create. In fact, there are some people that react in a negative way to everything that is online and they are considered "haters". While everyone is encouraged to express their ideas freely, it is worth discussing that each posting leaves traces of what they do online, hence, contributing to their online identity that is built gradually. In turn, their participation is not just limited to watching but they are taking part actively on the web. Hence, what youth do online at home can no longer be considered separate from what happens in our classrooms. Students are bringing expectations to work in class that many times are not met resulting in a clash of what they want and what they get in schools (Enfoques Estratégicos n.pag.). This is not a minor issue when high-school drop- out rates are skyrocketing.

This example is valid for teachers so they can take a look at what happens outside classrooms and bring examples to their classes that resonate with teenagers to contextualize the practice of the language. In addition, what is worth analyzing are the practices these teenagers are doing of expressing ideas by producing material that exemplifies what prosumers do. Hence, are teachers asking students to produce something with technology that interests them?

There are many options available to work with technology and teachers need to know they are not alone. They can reach out to other teachers to find out what others are doing and to be part of a community of practice. They can also share what they are doing by building their Personal Learning Environments (PLE) in the social media of their choices.

To conclude, the path to integrate technology in teachers' classes could take many forms, and they are all valid as long as they are meaningful to them. This presentation offers reasons to consider that the integration of technology needs to address the changes that society is facing nowadays, such as the evolution of the concept of literacy so that the digital gap can be bridged. For this reason, 21st century learners require skills to navigate the web comfortably and safely. In addition, they need to be well prepared to be part of the workforce, in particular since English is the language of business.

Teachers can start by making baby steps and choosing applications at random at first but with a purpose later on as they become more comfortable with them and familiar with the skills they would like their students to build. For this reason, simple or more sophisticated models can be used to guide pedagogical choices as part of a long term plan. All these decisions do not need to be made in isolation so teachers can join others by using social media to strengthen their community of practice.

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WORKSHOPS

Info literacy on the go!

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Abstract

Within the broad spectrum of new literacies, we will focus on key components of what constitutes information literacy and how they relate to critical thinking. We will engage in short activities that focus on the use of different applications, such as Twitter. In addition, we will analyze the role that mobile devices have on the dissemination of information, and to a large extent, on the preparation of digital citizens.

Key words: information literacy, mobile learning, prosumers, digital literacies

This 21st century is considered as the Information and Knowledge based-society. The interesting and, at the same time, paradoxical idea is that people have never had so much information in their hands, yet abundance of information does not mean more knowledge. What people do with the information they find is what that becomes a differentiating factor. That is to say, can people interpret, solve a problem, and process information? These skills will characterize effective from less effective information users (Area and Pessoa 13-20).

The traditional concept of literacy, that is a person's ability to read and write, gives people the chance to be an active participant of society (Coll 4). Since this is a dynamic concept that evolves with society, the traditional notion needs to reflect the changes as well. Hence, new literacies or digital literacies refer to a person's ability to read, write and navigate online, among other necessary skills (Leu, Kinser, Coiro, Castek and Henry 1150). While there is some disagreement as to which term to use, researchers agree that learners need new skills to keep up with the changes (Leu, O'Byrne, Zawilinski, McVerry, and Everett-Cacopardo 264-269).

Since the umbrella term 'digital literacies' is very broad, I will focus on one specific literacy known as Information literacy or Media and Information Literacy (MIL) (Wilson, Grizzle, Tuazon, Akyempong, and Cheung 18-28). The purpose of this workshop is to introduce and analyze Information Literacy, its main components and its relationship to critical thinking as well as the ethical uses of information.

Information Literacy points to the assessment of information sources, the use of information and the ethical implications connected to such use (Webber and Johnson, 2000; Wilson et al., 2011). Media and Information Literacy focuses on how media functions, how individuals assess media functions and how they use media for self-expression (Wilson et al. 27-28). These two definitions are very similar, and in some cases, the concepts are used interchangeably. While Information Literacy is the concept that has been considered pivotal in the last decade, Media and Information Literacy seems to show the gradual evolution of this concept. Yet, since this development is quite recent, Information Literacy is still the concept that receives more attention.

An information literate person is characterized (Webber and Johnson 383) by his/her ability to: a) understand the need for information; b) find information effectively; c) evaluate information and its sources; d) use the information to communicate individually or collaboratively; e) and, make ethical uses of information. In this presentation, the focus is on the distinction of sources and the ethical uses of information.

As was pointed out earlier, it is not lack of information but the quality of the information found that users have to distinguish before they use it. This implies that the source or origin of information is taken into consideration. Sources can be distinguished into primary, secondary, popular and academic. Primary sources are considered the original component, such as an interview, photos, artifacts, among others that are used to describe an event. Secondary sources analyze those components of the primary source. The further away the analysis is from the primary source, the more interpretations have taken place (Harris 47-62). As a result, the trustworthiness of the information is not so reliable. This is a key idea for students to consider when they check information online. Who wrote or posted it? How close or removed is the person from the actual event? Popular sources are characterized by information shared in magazines with their big pictures, glossy paper, and articles written by journalists. Academic sources focus on information written by experts in the field that can be distinguished among their peers, and usually include a list of references at the end of the article so that the reader can further read what has been discussed.

The quality of information posted on websites can also be examined by assessing the date of the latest update, the domain type, whether there is contact information available, and sponsors that publicize on the website.

Users find information so they can apply it later. The point is how they make use of such information. That is to say, do they copy and paste what they found online? If this were the

case, they would be plagiarizing, and this is not an ethical use of the information. In addition, users need to be aware that they have to credit authors for their work. Since asking permission has not always been smooth and it may take some time, Creative Commons licenses were designed as a flexible way of sharing work. By selecting different licenses, authors agree to share their work and more people can benefit from it (Enredate.org 2013).

One of the activities of this workshop focused on searches of web images and then participants determined whether their findings were copyrighted or under Creative Commons licenses. Next, sources of information were analyzed by looking at examples of pieces of news that went viral such as was the case of the woman who shared a picture of a man via Whatsapp in San Juan in 2015 (Agencia DyN n. pag.). She claimed that he was interested in children without checking this fact. The man got furious, his reputation was badly damaged so he presented charges against the woman and the case is under review. The other example was a shooting in the Navy Yard in DC in 2013 (Levenson n.pag.). A picture went viral as news channels were trying to secure an image of the moment. A day later there was some confusion as to the origin of the picture, some explanations were necessary but they were not enough to clarify all doubts generated during the media frenzy.

Mobile devices, such as phones, allow the distribution of information almost instantly of the moment something happens like the previous two examples clearly illustrate. For this reason, it can be argued that we are *all journalists on the go*. While it is great to share what happens at the moment it happens, it also means that producers and consumers of information and data have to be hyper vigilant of what they handle. The fact that users can post material easily and fast, it should not mean that they do not think about what they create, forward or do with their postings. This is indeed an exercise in critical thinking (Egbert and Neville 177-187). Teachers can use these cases in their classes to promote discussions and activities that train students gradually on these topics because they are not only going to become digitally literate but also to increase their digital citizenship. This concept applies to the rights as well as to the responsibilities that people have when they post and consume online information (Magid n. pag.).

To conclude, the concept of digital literacies is very broad so I focused on information literacy as I considered it foundational to other literacies and can be taught as early as in kindergarten (CommonSenseMedia.org n.pag.)

Teachers can resort to the news to illustrate key concepts about what works and what does not work when people use social media. Mobile devices with built-in capabilities are a great

way of consuming, forwarding, and generating information and data. Yet, these skills require users to exercise their critical thinking. In this way, teachers are also preparing digital citizens to navigate online safely and responsibly.

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CONFIDENTIAL

Narrative writing: putting events, feelings and values into words

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Introduction

This paper is derived from a research project currently under way at the School of Philosophy, Humanities and the Arts of the National University of San Juan. The project focuses on the exploration of values in texts which are part of the material of the English Language courses offered by the English Department. Within the framework of our project, value exploration is based on analysis and discussion of input material, though on some occasions, emphasis is also placed on student output. This paper focuses on the latter, in particular on students' writing activities, and seeks to illustrate the way in which *narrative* writing can be enhanced through the use of *evaluative language*, strategically interspersed in the narrative.

Why *narrative*? It is undeniable that narratives are an intrinsic part of our social experience from a very early age. Drawing on Nash (1994), Ahmadian and Pashangzadeh highlight the importance of narratives, and claim that

narrative forms are found not only in the literary contexts but also in the remembrance of life events, in textbooks and historical documents, in scientific data explanations, in political speeches, and in day-to-day conversation (153).

The authors also argue that narratives play a central role in second language learning environments, as they appeal to learners of various proficiency levels and age groups and can be used in a number of classroom activities.

Why *evaluative language*? Just as narratives permeate our human experience, so does evaluative language. In our interaction with others, we use language to "approve and disapprove, enthuse and abhor, applaud and criticise" (Martin and White 1). Evaluative language reflects and construes our feelings, emotions and opinions of things, people and events in our everyday life, so it clearly deserves a place in the second language class.

With this in mind, we present a writing activity designed to strengthen the students' narrative writing ability by helping them develop an understanding of the importance of their linguistic choices and of the various effects that evaluative language can have on their production. This focus on evaluation in stories implies a sense of awareness on the part of the students of the basic components and stages that make up a narrative and also an awareness of the

way in which their choices of evaluative language can imbue their stories with values/ antivalues and help define the impact of their texts.

The activity proposed draws mainly on a hallidayan socio-semiotic view of language and also on lavobian narrative studies, as adopted and adapted by Toolan and other scholars.

SFL and Narrative Studies

The theoretical underpinnings of this paper are derived from both Systemic Functional Linguistics (hereafter SFL) (Halliday, 1994; Halliday and Matthiessen, 2004) and related discourse studies (Martin and Rose, 2007) and from principles of Narrative Studies (Lavob and Waletzky, 1967, 1976; Toolan, 1998, 2009, 2013; Hasan, 1985).

The SFL view of language is relevant to our proposal since it conceives of language as a meaning making resource which simultaneously construes three types of meaning in context: ideational meanings having to do with the representation of experience; interpersonal meanings, associated with the enactment of social roles and relationships, as well as the construal of evaluation; and textual meanings, operating as enabling resources which organize the flow of discourse (Thompson 30). In the SFL perspective, language users create meaning by making linguistic choices from the unlimited possibilities afforded by the language system.

In turn, Narrative Studies are also directly relevant to this work given our focus on the narrative writing process. Based on Lavob's work, Toolan (137-138) explains that a fully formed narrative is made up of six elements, which he associates with specific questions that help reveal the typical constituents of a story, as summarized below:

| | |
|-----------------------------|--|
| Abstract: | What, in a nutshell, happened? |
| Orientation: | Who was involved? When and where was this? |
| Complicating action: | What happened first? Then, what happened? |
| Evaluation: | How have you added to the basic story, to highlight how it is interesting or relevant to your addressee, or to you, the teller? (comments, reactions, enriching additions, etc.) |
| Resolution: | So what finally happened? |
| Coda: | How does the story relate to us, here and now? |

Table 1. Components of a narrative (adapted from Toolan 2013, 137-138)

Toolan explains that even though all of these elements play a role in the construction of a narrative, not all of them carry the same weight. Some, such as the Abstract and the Coda, can be considered optional. However, the other elements are required for a narrative to be regarded as such. Having made this distinction between optional and mandatory elements, Toolan places special emphasis on the role of Evaluation in the structure of a narrative and justifies it by saying:

frequently, we do not read or listen to narratives for the events themselves, but for how those events went off, and why, and in what circumstances, and with what attendant accidentals. In other words, we attend to narratives for their evaluation, not their complicating action (139).

In Toolan's view, Evaluation is central in creating interest and engaging the reader; it is actually what makes a story "worth the telling" (138). In relation to our work, Evaluation is a critical component, as values within a narrative are most often construed through evaluative language.

A further consideration which is relevant for our purposes is the fact that, unlike the other stages of the narrative, Evaluation is not limited to a specific part of the story, but is rather scattered or interspersed all throughout the text and can be realized through a number of linguistic resources, ranging from individual word choices to whole text organizational features.

Proposed Activity: Constructing a Narrative

As a starting point for the following multi-layered classroom activity, based on an exercise suggested by Toolan (141-143), students are guided to build up a narrative beginning with what Toolan defines as 'the barest of bare narratives' or "its most essential element, the Complicating Action" (141) and then they are further guided to include the other five characteristic elements of a story. In the first place, students are given a cue like the one provided below, graphically inserted within a grid to be gradually completed. This format is useful as it can create awareness of the characteristic elements of narrative structure. To proceed, students are asked to add a sentence which contains a resolution.

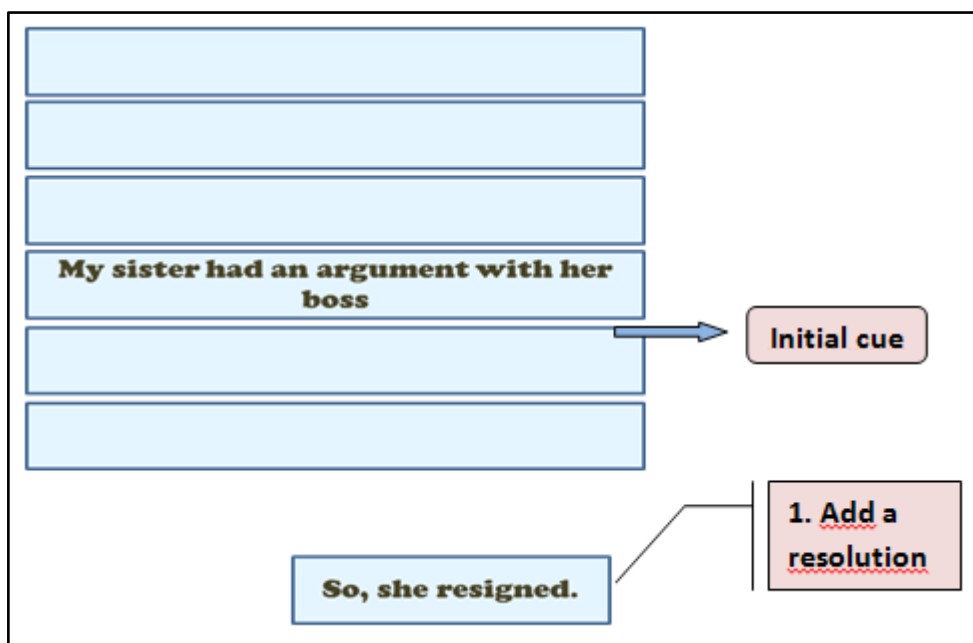


Fig. 1. Toolan's 'barest of bare narratives' (141).

At the same time, students need to be made aware of the importance of defining a narrator's voice for their stories. This implies making effective linguistic choices to construe the narrator as a participant or an observer, going beyond the grammatical selection between first or third person. In fact, all the linguistic decisions made in the writing process enable the writer to take a position and uphold values.

In the process, students also need to give a voice to the characters in the story, which, once again, is achieved through linguistic choices. A simple strategy that students can use to define and shape a character in a story involves deciding whether that character will be construed as a 'thinker' or a 'doer'. From a lexico-grammatical perspective, this can be done by selecting different processes (or *verbs* in traditional grammar)¹. Thus, a 'thinker' will more likely be associated with mental processes such as 'believe', 'imagine', 'think', 'ponder', 'dwell on', 'wonder', while a 'doer' will rather 'work', 'build', 'run', 'climb', 'break', or other material processes. Linguistic choices made in the development of the characters in a story also serve to construe them as carriers of individual and social values or antivalues. These traits are also essential to help create and resolve the conflicts that give life to the narrative.

In subsequent stages, students are asked to complete the initial structure, step by step, following a set of instructions, such as:

¹ Although the classification of processes into different types may be regarded as a mere terminological consideration, it is instrumental in the creation of ideational meanings as proposed by SFL.

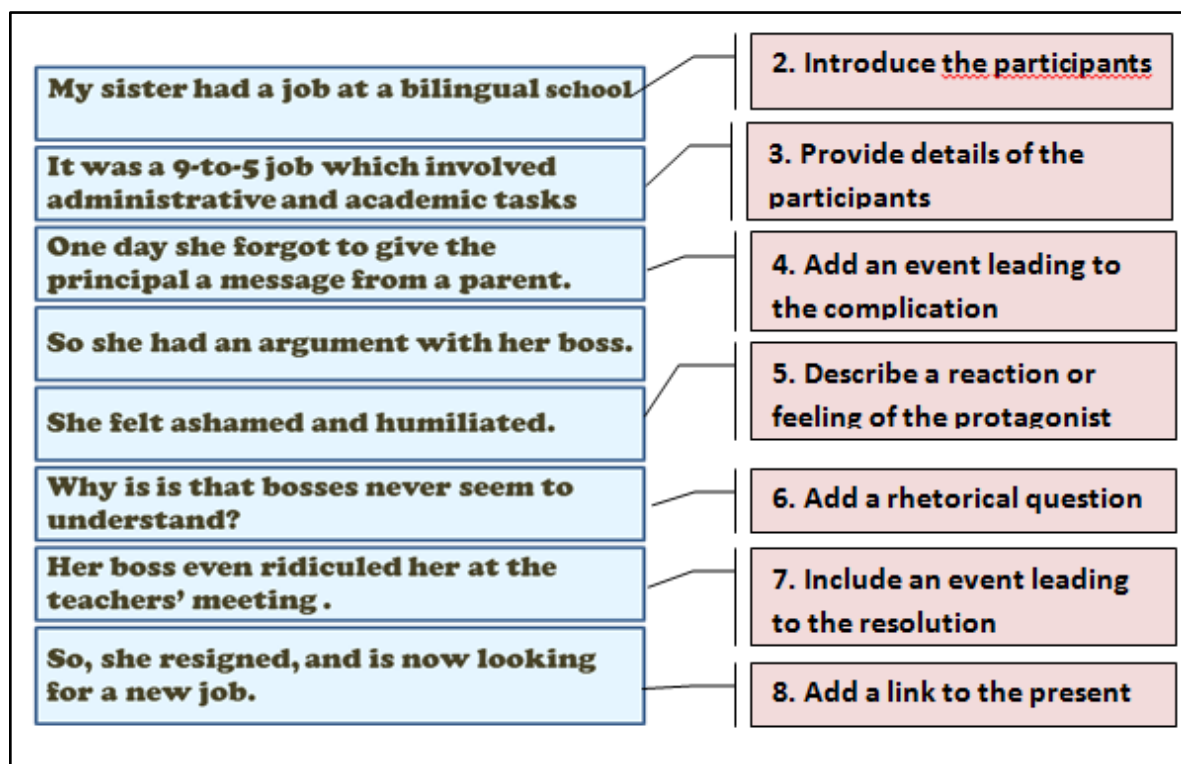


Fig. 2. Subsequent steps in the construction of the narrative text.

To add to Toolan's suggestion, we propose the inclusion of other elements which can further enhance the development of the narrative and serve to create an engaging story. Some additions may consist of single items, such as a color, a number, or an interjection. Others may involve more elaborate phrasing, such as that required for a metaphor, an ironic comment, a reflection/thought by a character. Students may be asked to express an emotion, make a comparison, include an unexpected element in the story, insert an exclamation, introduce an exchange or dialogue, among other options. By doing this, learners are led to discover how their linguistic choices give a distinctive flavor to their writing and at the same time serve to imbue their story with specific values or antivalues.

It should be pointed out that these additions, which to a greater or lesser degree will carry an evaluative load, may be introduced at various points in the narrative. Each new element added will require students to go over their production so as to make necessary adjustments.

Conclusion

We believe that this activity has a number of advantages that make it a productive practice. It offers students the opportunity to perceive the link between form and meaning at work, which must be central in EFL classes.. It illustrates the notion that writing is not a linear activity, but a recursive process. The guided format of the exercise provides the necessary scaffolding that serves to guide students in the process. Its focus on evaluative language and its effects

on the story contribute to making the narrative more compelling. All things considered, the task is well worth implementing.

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CONFIDENTIAL

PAPERS

A genre-based reading sequence in English for Tourism.

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Abstract

University students' disciplinary learning requires their participation in social contexts where the texts are actively built, where they are allowed to contribute to the evolution of knowledge by transforming what they have learned or challenging current practices and developing new ways of using language in specialized contexts. The purpose of this work is to present a genre-based reading sequence of English for Tourism for fourth-year students at Universidad Nacional de San Juan from the Systemic Functional Linguistics (SFL) perspective. *Genre-based pedagogy* adopts an explicit approach to literacy, which suggests that educational processes are essential for the construction of relevant social positioning in technical and professional contexts. The explicit teaching of the features of high education genres can give students control over the most relevant discourses of science and society. According to these concepts, we present the design of reading practices of Tourism genres such as *report, explanation and research article* in English, where thematic and linguistic contents are developed gradually so that readers acquire the necessary skills to participate effectively in their academic and professional contexts.

Introduction

A professional who wants to become a member of his academic/ professional world needs to be able to understand the main ideas of complex texts referred to concrete and abstract topics, including technical discussions, in his specific field of specialization. For this reason, we present the design of Tourism genre-based reading tasks that can help students develop such skills. In this work we propose to work at levels B1- B2 of the Common European Framework of Reference (CEFR) because we consider that these levels, that characterize an *independent user* of the language, allow our university students in San Juan, Argentina to participate actively and efficiently in academic, disciplinary, professional and technical contexts. We consider that following an internationally recognized framework of reference serves as a guide for the selection of thematic and linguistic contents that will allow students to participate in the discourse communities of their field of specialization worldwide. Besides, it contributes to bridging gaps in a multilingual global community.

Following these concepts, we present the design of Tourism genre-based reading tasks of the genres *report, explanation and research article* (Martin and Rose 75-90) in English, where thematic and linguistic contents are developed gradually. In this way, readers acquire

the necessary skills to participate actively in their professional and academic contexts. Firstly, we discuss the concepts our work is based on: advanced literacy, genre, Common European Framework of Reference. Then, we describe the readers. Thirdly, we analyze the texts used in the tasks from the SFL perspective, and, finally, we present and explain the genre- based sequence of reading tasks.

Advanced literacy refers to the meanings construed in secondary education and higher levels, which are required to participate effectively in professional, technical and institutional fields. Students' disciplinary learning requires their participation in social contexts where the texts are actively built, where they are allowed to contribute to the evolution of knowledge by transforming what they have learned or challenging current practices and developing new ways using language in specialized contexts (Schleppegrell and Colombi 1-2).

SFL interprets the context of culture through the notion of *genre*. Genres are staged activities with a purpose which are functional to reach cultural purposes (Martin and Rose 25). Each culture has genres which are realized through the variables of *register*, recognized as significant and appropriate to reach social purposes. SFL proposes a way to identify the grammatical features that make a particular genre the text type it is, i.e. the relation of the linguistic options and the situational contexts in which they are used can be explained in functional terms. This view of literacy as a linguistic activity emphasizes how language makes meaning in a social context and how the social context is built through language.

Genre- based pedagogy (Christie, 1997; Martin, 1993; Rothery, 1996) adopts an explicit approach to literacy with the purpose of providing equal opportunities to all students to read and write the genres that will allow them to participate actively in science, technology and other social institutions. To achieve such goal it is vital to be explicit in the ways a language works to make meaning, engaging students and teachers in their roles, putting emphasis on the content, structure and sequence of the students' stages to become literate in an educational or professional context. This pedagogy focuses on the role of genre in the social construction of experience, which suggests that the educational processes are essential for the construction of relevant social positioning in technical and professional contexts. The explicit teaching of the features of secondary and high education genres can give students control over the most relevant discourses of science and society.

Genre- based tasks allow the gradual development of lexico- grammatical areas which are difficult for students in a foreign language. Recurrent tasks provide students with exposure to the foreign language vocabulary in specific use contexts, which are easier to remember. In this way, explicit instruction of semantic fields is carried out only when necessary. The

structure of tasks should follow appropriateness, content and language focus criteria (Byrnes 422). The tasks are designed with clear guidelines where the necessary linguistic resources are delineated with explicit connections between form and meaning, for this reason, the student feels free to experiment with the language in a safe context designed so that he can achieve the objectives effectively.

The Common European Framework of Reference (CEFR) has had an important impact on learning, teaching and assessing languages in Europe. Such framework was designed and put into practice by the Council of Europe according to the cultural and educational purposes of Europe. It states that it is possible and necessary to define six levels of proficiency in learning a foreign language: A1 and A2 Basic User; B1 and B2 Independent User; C1 and C2 Proficient User. As different levels are defined, it is also necessary to define what each of them implies and how they differentiate from one another. For this reason, CEFR proposes descriptors with the most relevant features of what a language user can do at each level (Hawkins and Filipovic 4-5).

In this work we propose to work at levels B1- B2 of the CEFR because we consider that these levels, that characterize an *independent user* of the language, will allow our university students in San Juan, Argentina to participate actively and efficiently in academic, disciplinary, professional and technical contexts. Readers at B1 and B2 levels, according to the CEFR descriptors, are able to understand the main ideas of standard input in topics that are familiar to them at work, school/ university, leisure; and understand the main ideas of complex texts referred to concrete and abstract topics, including technical discussions in their field of specialization. These general descriptors serve as a guide for teaching and learning reading a foreign language since they highlight what the reader can do with a text.

Written genres of Tourism

After analyzing the genres that Tourism students and professionals need to read and write to participate in their discourse communities, according to Martin and Rose's taxonomy (75-90), we can conclude that the written genres *reports*, *explanations*, *abstract* and *research article* are the most relevant and prototypical, considering recognized printed and electronic disciplinary publications such as specialized magazines and journals. These genres have special characteristics that make them recognizable as such.

-Reports

The texts classified as reports present common generic characteristics: they make reference to *an entity*, they define concepts, they exemplify. As regards the linguistic features that appear as prototypical of this genre, we can mention the *simple present* as dominant verb

tense both in active and passive voice, *lexical verbs* that allow the reader to determine whether the texts define, classify or mention the components of an entity, *lexical items and noun groups* which are specific of the thematic content of the texts, among others (González et al. 90-91).

-Explanations

Explanations in the fields of Geography and Tourism present some prototypical generic characteristics, such as references to *an activity*, explanations of a process by using different resources: by means of a *sequence of events* that imply an *obligatory causal relation* among them; by means of the explanation of events based on *multiple factors*; by means of the explanation of a *phenomenon with multiple consequences*; by means of the explanation of events whose effects may vary depending on *variable conditions*. However, the sample of texts analyzed shows that different types of explanations may co-exist in the same text with the aim of explaining the desired processes. In this way different sections in the same text explain an activity by using different rhetoric devices. With respect to recurrent linguistic resources, we can mention lexical verbs that make reference to the explained activity, lexical items and noun groups which are specific of the thematic content, logical connectors that specify the type of relation among ideas and, as a consequence, serve as an explicit feature for the reader to identify the type of explanation being read. In the case of explanations, it is possible to conclude that several grammatical verb tenses are used to explain an activity, such as past, past in the present and present simple (Soliveres et al. 60).

The taxonomy of the genres of science proposed by Martin and Rose (75-90) states that a factorial explanation is the one that explains events and phenomena based on multiple factors with a temporal or causal relation. Explanations of consequence are unfolded by means of the explanation of a phenomenon with multiple consequences. As we can see, the differences are subtle in many cases, and this leads to different interpretations, especially in more complex disciplinary texts.

-Research articles

The research article is a retrospective procedural genre, according to Martin and Rose's taxonomy. Research articles have to do with scientific knowledge applied in a more generalized way, which adds to or modifies the existent knowledge in a scientific field. Its stages are:

- **Abstract:** It summarizes the experimental method, results and conclusion of the research. The abstract of the research article presents four times the lexical density of everyday oral discourse. Most of its terms or content words are technical in the

scientific field investigated, making it more difficult to read and understand by the readers who are not familiar with the field investigated.

- **Introduction:** It contextualizes the text in the research field with reference to previous investigations. It establishes a problem that has not been dealt with previously. It states the purpose of the present research.
- **Methods:** It lists the methods used including equipment, materials and procedures.
- **Results and discussion:** This section presents the results of the experiment in graphical or mathematical terms. It interprets them verbally and speculates about the possible cause of the problem. Results are usually expressed as a conditional explanation, where different variable conditions produce variable effects. The last constituent usually presents the conclusions, summarizing the conditional relations among variables and highlighting the importance of the results for the scientific field investigated.
- **Conclusions:** This section summarizes the reasoning and interpretations of the research. The last constituent usually presents the conclusions, summarizing the conditional relations among variables and highlighting the importance of the results for the scientific field investigated.
- **References:** Bibliography; materials; previous research.
- **Acknowledgments:** This section mentions institutions or people that helped with the research informed.
- **Tables or graphs and images:** This section includes statistical results or relevant imagery.

A major characteristic of the abstract and the research paper genres is the lexical density they present, which is only recognized and comprehended by peers and experts of the scientific field.

The reading sequence

According to the characteristics of the genres analyzed a sequence of reading tasks is designed to guide students in the comprehension of disciplinary texts.

This genre- based reading sequence is aimed at fourth- year Tourism university students in San Juan, Argentina, where Spanish is spoken as a mother tongue. These students have already passed English I, II and III courses and they are advanced students of Tourism, which implies that they have an important amount of disciplinary knowledge. The answers to the tasks suggested are expected to be written in Spanish, in this way teachers can make sure the students have fully understood the text by avoiding the mere copying of text extracts as answers. In other words, if a student is able to adequately answer the questions proposed

in the task in Spanish by using appropriate technical lexical items, it means that he has interpreted the text correctly and is able to use its thematic and linguistic contents in other, new technical contexts.

Three disciplinary texts from specialized publications were selected for the tasks: United Nations World Tourism Organization. *Global Report on Food Tourism*, text 1; Hotel Energy Solutions. *Hotel Energy Solutions: Fostering Innovation to Fight Climate Change- Public Report*. Hotel Energy Solutions Project Publications, text 2; *Food and Wine Tourism in Australia: Tools and Strategies for Industry Development*. Sustainable Tourism Cooperative Research Centre, Australia. Bundall Printing, text 3.

Text 1: Descriptive Report: The first text was selected because of two reasons. On the one hand, this text defines Gastronomic Tourism and describes it by providing its characteristics. This serves as an introduction to the topics of the other two texts of the sequence proposed in this paper. On the other hand, since it is a report, the grammatical and lexical resources used are simpler, thus more easily addressed by readers in a foreign language.

Text 2: Conditional Explanation: The second text selected in this reading sequence is a conditional explanation. It explains through different resources the possible benefits for the tourism industry if investments are made in sustainable tourism practices. It is considered that this text is more complex than the previous report because, in order to understand it, students need more advanced disciplinary knowledge. Also, the reader needs more specific linguistic knowledge because he has to understand hypothetical situations dependent on conditions.

Text 3: Procedural Recount: The last text of the reading sequence is a procedural recount. According to Martin and Rose (92), this genre has more complex grammatical structures. It also uses specialized terminology, nominalizations and complex grammatical structures to communicate with specialists. For these reasons, this text comes in third place in the reading sequence and at the end of the course when readers have been gradually exposed to the other genres of his disciplinary field.

In this paper we present only the most specific reading tasks that help the reader to understand the content and identify the genre of each text. Below each section we explain the reason why the activities are proposed.

Text 1: GLOBAL TRENDS IN FOOD TOURISM

A. Look at the text and complete the following information:

Source:

Publication date:

Author:

Title:

B. The title anticipates the content of the text. What do you know about gastronomic tourism?

The aim of the first tasks is to help students contextualize the text: to take into account the type of publication, where the text is extracted from, and its topic. In the three texts used in this reading sequence the first activities are similar and have the same purpose. Therefore, they are presented only once.

C. Read the text and complete the following activities:

1. Find 8 words, phrases or concepts in different parts of the text that are related to the title. What is their relationship with the main topic?
2. This text's focus is on an entity. What is that entity?
3. Choose the correct option. What is the function of the first four paragraphs?
 - They show the evolution of the entity (...)
 - They define the entity (...)
 - They introduce the topic and its validity (...)
4. What is the predominant verb tense in the text? Choose the correct option.
 - Past in the Present (...)
 - Present Simple (...)
 - Past Simple (...)
5. What is the relationship between the subtitles and the entity? Choose.
 - They describe its features and characteristics (...)
 - They are subtypes of the entity (...)
 - They are part of the entity (...)

The aim of activity C is to help the readers identify the entity of the text and, consequently, the type of report. Readers should also identify the specific vocabulary of the subject matter that contributes to building the information transmitted; they should establish relationships between these concepts and the subject and dominant tense of the text. In this way students will find clues about the linguistic regularities of the genre to which the text belongs, and, in turn, they will identify the function of each section of text.

D. Read the text again and answer:

6. Why is tourism development today paradoxical?
7. Why is gastronomy essential to learn about the culture of a territory?
8. Name three characteristics of gastronomic tourists.
9. Why is it a challenge the transformation of a region into a culinary landscape?
10. Why does gastronomic tourism allow travelers to approach the culture of a region in an experiential way?
11. What does "touristifying" mean? Is that what gastronomic tourism pursues? Justify.
12. In what ways are the narratives of the food tourism offerings important?

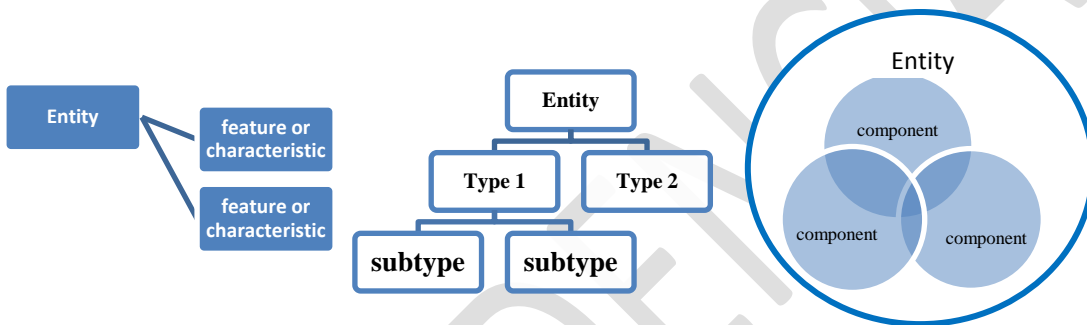
13. In paragraph 1 which pairs of words or nominal groups show the paradox of tourism development today?

By doing these activities readers can recognize discursive sequences that contribute to identifying the genre and reflect on the information and structure of the text

14. What is the function of these nominal groups in this text?: *food tourism, food tourists, culinary landscape, gastronomic tradition, culinary heritage, local products, great chefs, high-end cuisine, food blogs, food tourism product offerings.*

The objective of this activity is to help students make inferences at the local level that contribute to the process of global understanding. In this way, they can relate these lexical items with the topic of the text and the purpose of the author.

15. Choose the diagram that represents the structure of this text. Complete the diagram with information from the text (González, et al.10-12):



The final activity is vital since it demonstrates whether the reader could build the model of situation of the text. The diagrams must evidence the generic structure of the text and the relation among the entity or activity and its description or explanation. Martin and Rose (90-94) propose example diagrams for each genre, which could be helpful to work with during the instruction period. In this case the readers are given three diagrams and they have to choose the one that best represents the generic structure of the text. They also have to complete it properly.

Text 2: Tourism and the Green Economy

- A. Read the text and complete the following activities:
 1. Find at least 8 words, phrases or concepts that have a relationship with the title. What is their relationship with the main topic of the text?
 2. Does this text focus on an entity or an activity? What is the entity or activity?

In the second text the reader has to decide if the text is a report or an explanation by identifying if it focuses on an entity or an activity.

- 3. Read the text again and answer:
- 4. What do these phrases mean?:
 - *business-as-usual* (P 3)
 - *spill over effect* (P4)

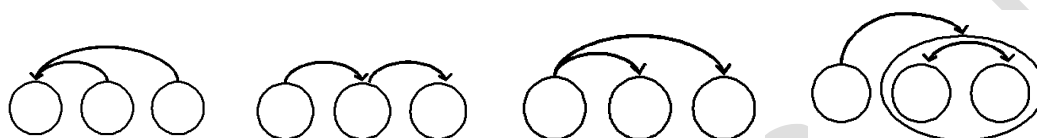
5. What is the function of these verbal groups in the text?

- *can lead* (P1)
- *can continue* (P2)
- *would allow – are possible* (P3)
- *would stimulate – would be increased* (P4)
- *can drive / lead to* (P5)

6. What is the function of the word “while” in paragraphs 2, 3 and 5?

These activities help the reader to infer the model of situation of the text by reflecting on specific grammatical and linguistic features.

7. Choose the graphic that represents the structure of this text (Martin and Rose 153-162):



Consider that each representative structure may vary according to the information of the text. For example a sequential explanation may be represented in the following ways:



Analyze paragraphs 2 to 5 and draw a graph that best represents the schematic structure of each paragraph. Complete the graphs with information from the text.

These two final integrative activities guide students to decide what kind of explanation the text is. They are given the graphs that represent the different types of explanations proposed by Martin and Rose (80-90) and they have to decide which graph best represents the way in which information is unfolded in the text.

Text 3: Report One: Good Living Tourism – Lifestyle Aspects of Food and Wine Tourism

A. This text is a **procedural recount** and it focuses on an investigation in order to improve the understanding of a given topic. Read the text and complete the table:

| Section | Retorical Function | Connection between the verb tense used and meaning | Specific vocabulary/phrases that help to identify the section |
|---------|--------------------|--|---|
| | | | |
| | | | |
| | | | |

In this task, the reader has to reflect on the function of each section of a research article and associate them with the tense and vocabulary used.

B. Read the text again and do the following activities:

1. Number the objectives of the research.
2. Explain the methodology.
3. Draw a diagram with the results of the research.
4. Sum up in no more than two sentences the recommendations.

5. In the subsections of the section “*Key Findings*” there are phrases that define de subtitles, for example for the subtitle “*Authenticity*” is explained by the phrase “*experiencing something out of the ordinary*”.

Find the phrases that define:

- a. *Value for money*:.....
- b. *Personal growth*:.....
- c. *Indulgence and lifestyle*:.....

These activities contribute to the students’ understanding of the most relevant information of the text. They also help students to make connections between meaning and language used.

Final considerations

The present work aimed at presenting a way of teaching and assessing the reading of disciplinary texts from the genre perspective to help university students reach advanced literacy skills (Soliveres et al. 63). The examples of reading tasks proposed here are based on genre pedagogy and should be developed gradually, from tasks that require more global processing to those that need more local processing, to allow readers to reach a deep comprehension, or model of situation, of the text. The purpose of such tasks is to guide the comprehension of the text through the features of the specific genre: prototypical generic and linguistic features, from type of publication, organization of the information, function of different sections within the text, to lexico- grammatical features such as specific lexical items that contribute to meaning making, distinctive verb tenses. In other words, the purpose of using genre pedagogy is to help students make linguistic inferences and establish relations with the topic of the text during the whole process of reading.

The reading tasks designed here belong to the B1/2 level of the CEFR, which point at an independent and, as a consequence, autonomous reader. Student readers, in this way, can demonstrate they have reached full understanding of the text provided and, as a consequence, full acquisition of its disciplinary contents by being familiarized with the specific genres of their careers and with the appropriate linguistic resources to understand them.

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A LINGUISTIC DESCRIPTION OF ANGLICISMS IN FACEBOOK

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Abstract

This paper presents some of the results of the research project *Anglicismos en las redes sociales* (CICITCA-UNSJ, 2014-2015), in which I participated as an assistant in the research team. It explores the use of these English loans in Facebook.

The theoretical framework adopted is the Sociolinguistic Variation theory. This model studies language in its social context and is interested in the potential connections between language use and stylistic and social factors.

In order to gather the data, 2600 interactions posted on Facebook were collected. The informants were divided into four subgroups taking into account the social factors of age (youngsters and adults) and gender (male and female), so that there were 650 messages per group. We identified 141 anglicisms, each of them occurring once, twice or more times in these interactions. The purpose of this paper is to provide a semantic and morpho-syntactic analysis of some of these linguistic loans, such as *fan*, *a full*, *fashion*, to mention some of the most frequently used.

Introduction

This piece of research is part of a larger research project, *Anglicismos en las redes sociales*, in which I participated as an assistant in the research team. It explores the use of English loans in conversations in Facebook. It is widely known that English, as a global language, has influenced many other languages in that their speakers incorporate English terms when they are communicating in their own language.

The theoretical framework adopted is the Sociolinguistic Variation theory. This model studies language in its social context and is interested in the potential relations between language use and stylistic and social factors such as age, gender and social class. The purpose of this paper is to provide a linguistic description of some of these linguistic loans, such as *fan*, *fashion*, *friend*, *a full*, to mention some of the most frequently used.

Theoretical Framework

The origin of linguistic theories devoted to the study of language use, as opposed to those which studied the language system, drew attention to the social goal of language for

communication. In this respect, García Marcos (14) claims that the undeniable goal of language is to serve men to communicate. Thus, there were researchers who promoted an interdisciplinary field to understand the complexity of language, and that is sociolinguistics. Schlieben Lange states it is an autonomous discipline that correlates linguistic and sociological information systematically (42). Within sociolinguistics, there are three main approaches to the study of language: Sociology of language, pioneered by Fishman and Ferguson; Ethnography of communication, represented mainly by Gumperz and Hymes; and the Sociolinguistic Variation model, developed mainly by Labov.

As it was previously mentioned, the model adopted in this piece of research is the Sociolinguistic Variation theory. This model studies the relation between language and society, focusing more on linguistic aspects than on sociological ones. It is interested in the potential connection between the variation of linguistic forms and social and stylistic variables, including age, gender and social class. This linguistic variation can be shown in all levels of the language, phonological, morphological, syntactic and lexical.

This last level is of particular interest since the purpose of this piece of research is to provide a linguistic description of English loans used by Spanish speakers in Facebook. Therefore, it is necessary to refer to the concepts of linguistic contact and anglicisms. According to García Marcos (54-58), there are three ways in which the contact between languages is evident: language equilibrium, fusion of languages and crosslinguistic influence. In the last situation, sociolinguistics studies the process by which a linguistic system influences another, in other words, the process of linguistic transference. The contact between languages can be direct or indirect. It is direct when speakers live in a bilingual or multilingual community, or when they live in communities located in border areas. This contact is indirect or virtual when it is established through the media, that is, the Internet, television or films, and music. This is the case of the informants in this research project. As Crystal (7-8) explains, a language does not expand worldwide solely because of its structural properties or its facility to be learnt. Besides, the reason for the expansion of a language is not normally related to the number of people who speak that language but mainly to the strong connection between the predominance of the language and the economic and political influence of its speakers. In the case of English, it is mainly due to the influence of the United States and Great Britain.

According to Pratt (qtd. in Leánez 13), this transfer from one language to another can be shown in the lexical, or in the morpho-syntactic level of the language. Regarding the lexical level, the influence shows in the form of anglicisms, which can be of two kinds. On one side, anglicisms that are necessary are those which do not have an exact equivalent in Spanish. In

general, they belong to the fields of science, or tourism, or technology such as PC or CD. On the other side, anglicisms that are unnecessary are those that do have an equivalent in the receiving language. Even so, speakers choose to use the loan instead of the equivalent in their language.

Data Analysis

As regards the corpus, 2600 interactions posted by Spanish speakers on Facebook were collected. The informants were divided into four subgroups taking into account the social factors of age (youngsters and adults) and gender (male and female), so that there were 650 messages per group. We identified 141 anglicisms, each of them occurring once, twice or more times in these interactions.

The research team considered new anglicisms for this study, that is, those that do not appear in the last edition of the DRAE (Diccionario de la Real Academia Española) or that were included in the edition of 2001. For this description, I took into account only the changes of the anglicisms used in either spelling, morpho-syntax or semantics. Many of them show no changes at all, that is, they have been used as a native would have used them, but some others show some kind of modification.

Here are some examples of anglicisms cited literally from the interactions in Facebook. Before each example, there is the correct version of the anglicism in question. The first three examples show no changes of any kind and the rest of the examples are presented according to the changes they show either in spelling, in morpho-syntax or in meaning.

◆ friend

“Almorzando con mi amigo del alma. Riquísimo friend!!!”

◆ barman

(after posting a picture)

“Ah... bueno que calidad ese barman, jaja”.

◆ fan

“Cómo te sabés la canción Parolli? Admitilo... son las fans de Karina!”

As regards anglicisms showing changes in spelling:

◆ zombie

“Mató mi cara de zombi”

◆ **jeans**

“90 grados de calor y la almen con yeans jajajaja”.

These changes are probably due to the way those words are pronounced. In the first case, the final e in *zombie* is dropped because it is actually a silent e. In the second case, the initial y in *yeans* probably has to do with the pronunciation of this first consonant by many Spanish speakers (lateral palatal), in particular, speakers from the province of San Juan and northwestern areas of Argentina.

As regards anglicisms showing changes in morpho-syntax:

◆ **fashion**

(after posting a picture)

“Mi bella niña... ésta era la fotito jajaja... re fashion ella!!”

◆ **click**

“Iba a cliquear me gusta”

◆ **jeans**

“Me puse los jeanes y la gorrita para saludar a mi abu, q es el q más quiero!”

Firstly, *re fashion* shows a change in the word class. In English, *fashion* is a noun, and here the speaker has used it as an adjective, probably to mean *trendy*. In order to intensify the quality of being *fashion*, the speaker has modified it with the Spanish prefix *re*. In the case of *click*, which is both a noun and a verb in English, the speaker has changed the sequence *ck* by Spanish *q* and has then added the verb-forming morpheme *ar*. In the last case, the speaker probably thought of *jean* as a singular form of *jeans*, and so added the Spanish suffix for plural nouns *es* when the singular noun ends in a consonant.

As regards anglicisms showing changes in meaning:

◆ **casting**

(after posting a picture)

“que buen casting de profes jajaja... muy bien el director!!!”

◆ **a full**

“Nos a full con el trabajo que tenemos que exponer el martes...”

“Todo en orden, a full! Podríamos organizar una juntadita pronto”.

“Sol a full, temperatura ideal un paisaje impagable”.

“Felicitaciones Pao, hermosa tu familia, disfrútala a full”.

It is interesting to observe that the normal meaning of *casting* (the choice of actors for films or the theatre which usually implies a process of evaluation or selection) is extended in the example above. It seems that the speaker has used it to refer to the staff of an institution or workplace. The case of *a full* is also an extension of the original meaning of the word. The most common meaning we find in the dictionary for *full* is 'filled' or 'complete'. But in this case, the speaker has added the Spanish preposition *a* to form the expression *a full* to convey the meaning of 'very busy with something' or 'with high intensity'.

Conclusions

The expansion of the English language across the world as the international language used in tourism, in science, technology, trade and mass media is one of the reasons why this language has gained high prestige and popularity. As it has been previously stated, this expansion has a direct connection with the phenomenon called linguistic contact. The type of contact between English and Spanish in Argentina is indirect or virtual since it is not a bilingual community nor is it surrounded by any English-speaking country. Even so, the growing influence of English on Spanish shows through music, films, the use of the Internet and social networks.

This last form of communication is used by people of different genders (male and female) and age groups although mainly by young people, who show great ease when using it. In the data analysed, crosslinguistic influence has manifested in the use of anglicisms. The use of these anglicisms by Spanish speakers in their messages via Facebook has been diverse. In some cases, they have used them without changes in spelling, in morpho-syntax or in meaning, that is, as a native speaker would have used them. In other cases, the English loans have undergone some modification of one of the kinds mentioned. Beyond the way anglicisms have been used, it is evident that Spanish speakers incorporate them in their messages when they communicate.

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CONFIDENCIAL

Andragogy and Multiple Intelligences: Two complementary views at university

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Abstract

In the current educational scene, university students in their mid and late adulthood learning a foreign language seem to face difficulties which are different from those experienced by their younger peers. This study stems from a research project conducted at Universidad Nacional de La Matanza entitled “El perfil docente para la enseñanza de alumnos adultos de edades intermedia y tardía del Departamento de Derecho y Ciencia Política de la UNLaM: El caso de la estructura transversal inglés”, whose results led to a comprehensive description of the role of the andragogical teacher and evinced the need to design specific teaching strategies. From the perspective of a new project dubbed “Las inteligencias múltiples y la metacognición: Una sinergia catalizadora para el aprendizaje del inglés de los alumnos andragógicos”, it is expected to determine to what extent deploying a teaching approach based on Multiple Intelligences can help these students learn a foreign language.

Keywords: Andragogy – Multiple Intelligences – Teaching strategies – Foreign Language Learning

Introduction

In the last decade, the increasing number of adult students of cross-curricular English in their mid and late adulthood, that is to say, students whose age range extends from 40-65 years old and older than 65, from the programmes offered by the Law and Political Science Department at the Universidad Nacional de La Matanza (UNLaM) led to the need to ascertain what professional competences and didactic strategies their teachers of English should develop in order that they meet the demands of these students in particular. In effect, when learning a foreign language, these students seem to face difficulties which are different from those experienced by their younger peers.

Then, in order to determine the expected profile and role of the teacher of English, a research project entitled “El perfil docente para la enseñanza de alumnos adultos de edades intermedia y tardía del Departamento de Derecho y Ciencia Política de la UNLaM: El caso de la estructura transversal inglés” was conducted between 2013 and 2014 at UNLaM. Its results led to a comprehensive description of the role of the teacher from a systemic

approach, within the framework of Andragogy, and evinced the need to design specific teaching strategies.

On the other hand, teachers of English at university quite frequently acknowledge and value only one type of intelligence, the linguistic-verbal intelligence, thus neglecting the development of other skills that might also facilitate the acquisition of new knowledge. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of the students; that is to say, some students may not be verbally gifted, but might have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge (Brualdi n.pag.). Therefore, this cognitive theory of intelligence, which implies the interrelation of mental abilities and has a neuroscientist foundation, may be relevant in the academic setting previously described.

Framed in the programme CyTMA2 (Programa de Investigación Científica, Desarrollo y Transferencia de Tecnologías e Innovaciones), a programme of scientific research, development and transference of technologies and innovations, financed from resources provided by the University, a new research project, which is shared by the Department of Law and Political Science and the Department of University Pedagogy, dubbed "Las inteligencias múltiples y la metacognición: Una sinergia catalizadora para el aprendizaje del inglés de los alumnos andragógicos" was designed in order to determine to what extent deploying a teaching approach based on Multiple Intelligences can help adult students learn a foreign language. At present, this project is at a preliminary stage, as the theoretical framework is being reviewed and the research tools are being designed.

Andragogy: its scope in education

Andragogy derives from the Greek agogus, literally meaning "leading," and andra, meaning "adult," which makes Andragogy the art and science of teaching or leading adults. Technically, andragogy is the theory of adult learning that sets out the scientific fundamentals of the activities of learners and teachers in planning, realizing and assessing adult learning. From a broader perspective, Andragogy is to be understood as a learner-focused education, whereas pedagogy is referred to as a teacher-focused education. Andragogy can be traced back to 1833, when Alexander Knapp coined the term while trying to describe the practice that Plato exerted when instructing his pupils, who were young adults. The term disappeared until around 1921 when Eugen Rosenback revived it at a Frankfurt conference, as the number of adults who began to return to academic circles in the early 1920s increased, and so the concept of adult education became more popular. Two streams of enquiry in the early

1920s developed around adult education. Firstly, the psychological perspective based on the psychologist Edward Thorndike's approach to adult capacity and ability to learn. Secondly, the social perspective based on the educator Eduard Lindeman, who described a more thorough setting of formal adult education. It was not until 1968, however, when Malcolm Knowles popularized the term "Andragogy" within the educational community that these techniques were synthesized into a unified approach, providing a set of assumptions for designing instruction with learners who are more self-directed than teacher-directed. Thanks to Knowles' contributions, the adult education field became more integrated, resulting in a separation between adult education principles and child education principles.

The theory of Andragogy contends that adults should be taught in a different manner compared to children, because the learning processes are drastically disparate. Knowles (2009) summarized six key assumptions about adult learners, which are the foundation of adult learning. Those assumptions are as follows:

1. *Self-concept*: As a person matures, his/her self-concept moves from one of being a dependent personality towards one of being self-directed. Adults tend to resist situations in which they feel that others are imposing their wills on them.
2. *Experience*: As a person matures, he/she accumulates a growing reservoir of experience that becomes a resource for learning. If those prior experiences can be used, they become the richest resource available.
3. *Readiness to learn*: As a person matures, his/her readiness to learn becomes oriented to the development task of his/her social roles. Readiness to learn is dependent on an appreciation of the relevance of the topic to the student.
4. *Orientation to learn*: As a person matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation towards learning shifts from one of subject-centeredness to one of problem-centeredness. Adults are motivated to learn to the extent in which they perceive that the knowledge they are acquiring will help them perform a task or solve a problem that they may be facing in real life.
5. *Motivation to learn*: Internal motivation is essential as a person matures. Although adults feel the pressure of external events, they are mostly driven by internal motivation and the desire for self esteem and goal attainment.
6. *The need to know*: Adults need to know the reason for learning something. In adult learning, the first task of the teacher is to help the learner become aware of the need to know. When adults undertake learning something they deem valuable, they will invest a considerable amount of resources (e.g., time and energy). (Taylor and Kroth 6).

Based on these assumptions, an instructor using andragogical principles focuses more on being a facilitator of learning instead of being a transmitter of knowledge and evaluator. When adult students learn in the other's company, they find themselves engaged in a challenging, passionate and creative activity.

These assumptions reveal that adult students will have more experiences to tell than their younger peers and have created pre-established beliefs. Experience is the most important capital adults possess, as they focus more on the process rather than the content being taught.

In brief, Andragogy is an organized and sustained approach to assist adults to learn in a way that enhances their capacity to function as self-directed learners. Through this view, these assumptions become a personal interactive agreement between the learner and the learning endeavour, their experience.

Multiple Intelligences

Traditionally, the conception of intelligence was limited and narrow, sometimes even restricted to the abilities measured by IQ tests. In the educational field, researchers and teachers have started to refer to 'talents' and 'intelligences' rather than just 'intelligence.' In fact, there is widespread agreement that different cultures have different conceptions of intelligence (Frasier, 1992). Instead of merely measuring IQ to define intelligence, the developmental psychologist Howard Gardner proposed the theory of the Multiple Intelligences, whereby intelligence is understood as the combination of bio-psychological factors that allows people to either work out problems or create goods that are valuable for a particular culture (Gardner, 2014).

This theory focuses on the study of the different abilities that take place in the process of learning. For Gardner, intelligence is not a unit but the amalgamation of diverse capacities which are distinct and independent but interrelated. He also believes that intelligence is not an innate and fixed category that governs every problem-solving aspect of the human being. Rather, he holds that it is located in different areas of the brain which are interconnected and can work individually.

The nine intelligences proposed by Gardner are as follows:

- *Verbal-Linguistic Intelligence*: This type of intelligence is related to language and the linguistic macro skills, namely reading, writing, speaking and listening.
- *Mathematical-Logical Intelligence*: This intelligence focuses on figures and patterns, and makes use of logic and mathematical formulas to explain the world.

- *Visual-Spatial Intelligence*: This intelligence relates to the use of images, pictures and shapes in the surrounding environment.
- *Intrapersonal Intelligence*: This type of intelligence, also referred to as the introspective intelligence, includes the ability to reflect upon and think about oneself.
- *Bodily-Kinaesthetic Intelligence*: This intelligence is connected to movement and includes all the abilities that relate to physical movement and the knowledge of one's own body.
- *Interpersonal Intelligence*: This type of intelligence involves knowing through relating to others and includes various forms of social skills.
- *Naturalist Intelligence*: This intelligence implies the contact with nature and embraces knowing the world through understanding the natural environment.
- *Musical-Rhythmic Intelligence*: This intelligence pertains to music and sounds, including all types of vibrations and patterns.
- *Existential Intelligence*: This type of intelligence relates to one's own sense of existence and includes the knowing stemming from philosophical questions and reflection on such questions as life and death.

Research objectives

With the purpose of addressing the aforementioned problematic situation faced by adult students at UNLaM, the following main objectives were outlined:

- to describe the profile of the teacher of cross-curricular English at UNLaM;
- to identify the competences and didactic strategies of the teachers of cross-curricular English at UNLaM in the processes of transference of knowledge and experiences;
- to describe the profile of the students in their mid and late adulthood who belong to the Department of Law and Political Science and are attending cross-curricular English;
- to characterise the representations that such students possess of English learning;
- to redefine the role of the adult learner from the perspective of the Theory of the Multiple Intelligences proposed by Howard Gardner; and, lastly,
- to determine the extent to which a teaching approach based on the theory of Multiple Intelligences can help andragogical students to learn a foreign language.

These objectives led to the ensuing hypothesis: the teacher of cross-curricular English should develop professional competences and didactic strategies which are consistent with the profile of the students in their mid and late adulthood, so that they may continue with the

discovery and development of their intellectual capacities and, in turn, modify the possible negative representation they possess of English learning.

Research methodology

For the present study, a combination of methods was deployed in order to facilitate triangulation. Specifically, a quantitative-qualitative approach was conducted, including a variety of questionnaires and interviews.

The research instruments utilized during 2013-2014 comprised, on the one hand, three questionnaires administered to eighty adult students, which were aimed at measuring their attitudes and motivations in the English class, their self-esteem and empathy, and their learning strategies. On the other hand, three questionnaires were administered to forty teachers of English in order to gather data concerning such variables as the didactic strategies deployed to cater for the adults' needs and demands, the extent to which social inclusion is prevalent in the English classroom, and the relationship between adult English learning and Information and Communication Technologies (ICT).

For the second part of the study, semi-structured interviews with adult students and cross-curricular teachers of English are being designed in order to characterise both the role of the adult learner from the perspective of the theory of the Multiple Intelligences and the extent to which a teaching approach based on that theory may facilitate the learning of the foreign language by andragogical students. It is noteworthy that all the results gathered will be later triangulated in order to strengthen reliability.

Results and discussion

The findings from the questionnaires administered to the adult students indicated that their profiles were certainly different from those of their younger peers. Based on the tenets of Andragogy, the adult learner is a socio-biological being capable of acting with relative autonomy (as they require the teacher's intervention), they are committed to their process of continuing education or lifelong learning, and their affective filter tends to be high (i.e. negative emotional and motivational factors such as anxiety, alienation, embarrassment or self-consciousness, among others, may interfere with the reception and processing of comprehensible input); thus, the teacher is expected to take on the role as facilitator.

The data yielded from the questionnaires administered to the teachers of English revealed that they are capable of taking on the role of facilitator to virtually accompany the adult's learning process. Moreover, it was agreed that a positive teaching-learning environment

enhances social inclusion within the classroom as well as in the University, and that there is cooperative work and active personal participation in the class from the adult learners. The findings also showed that in the classroom there is integration, no discrimination against ageing, and genuine egalitarianism in terms of fairly equal social interactions.

On the other hand, the representation of adult learners having a little knowledge of the use of technologies proved to be inexact. In fact, the total number of respondents claimed to use technology, albeit for strictly academic purposes.

From the aforementioned results, the main research goal is to continue inquiring about the role of the teacher from an andragogical perspective but primarily to explore it from the perspective of the theory of Multiple Intelligences proposed by Howard Gardner. Based on the andragogical perspective of transformational learning, the adults' life is seen as a journey whereby they learn by looking back on past experiences and consequently increase their self-confidence, participation, decision making and understanding. In this journey, the teacher must promote the culture of collaboration and the respect for diversity, alongside with the establishment and reinforcement of bonds of connection among all the participants. Within this framework, it is expected that the perspective of the Multiple Intelligences, which holds that the humanisation of education lies in the cognitive dimension of the human being, will hopefully enrich the understanding of adult students' learning. This will, in turn, serve as the cornerstone for developing plausible, tailor-made strategies in order to assist adult learners at university in their English learning process.

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CONFIDENCIAL

Anglicisms on Facebook according to Gender

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Abstract

This paper presents some of the results of the research project *Anglicismos en las redes sociales* (CICITCA-UNSJ, 2014-2015), which deals with the use of English loans in messages in Spanish posted on social networks. After World War II, due to globalization and technological advances in mass media, English has become the international language and has therefore had an enormous impact on many other languages, such as Spanish.

On this occasion we will focus on the Anglicisms used on Facebook. This web site, which nowadays has over one billion users, emerged as a site for Harvard University students but was later extended to any person that had an e-mail account.

The theoretical framework adopted for this research is the Sociolinguistic Variation model, whose main interest lies in the study of the possible correlations between the linguistic variation in speech and certain social factors of the members of a community. By doing this, it explores the language capacity to function as a symbol of the speakers' social identity.

As regards the corpus, 2,600 messages posted on Facebook during 2014 were collected. These were later processed taking into account the percentage of both, messages including an Anglicism and those which do not. Also, the frequency of use of each English loan was calculated in order to provide a ranking of use. Concerning the independent variables which may affect the speakers' linguistic choices, the social factor of gender was considered.

Introduction

This study presents some of the results of a research project (*Anglicismos en las redes sociales*, CICITCA-UNSJ, 2014-2015) in which we explore the use of English loanwords in Spanish messages posted by Facebook users. In this paper we will focus on different aspects of the use of Anglicisms taking into account the social factor of gender.

It is widely acknowledged that the supremacy of the English language worldwide is due to the rise of the USA as a political and economic power in the 20th century. That is to say, English has become the modern *lingua franca* or global language which has undoubtedly been made possible through the Internet. This phenomenon has facilitated the continuous incorporation of Anglicisms into our language and it has affected the lexicon in all spheres of life, e.g. economy, fashion, film industry, sports, technology, science and media. Therefore, the influence of this language is also exerted in the virtual world, in social networks such as Facebook where a profuse use of English words in actual speech can be found.

Facebook is an online social networking service headquartered in Menlo Park, California. Its website was launched on February 4, 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students. Its name comes from a colloquialism for the directory given to it by other members of American universities. The founders had initially limited the website's membership to Harvard students, but later expanded it to other colleges in the USA. It gradually added support for students at various other universities and later to those attending high school as well. Since 2006, anyone who is at least 13 years old is allowed to become a registered user of the website. Nowadays it has millions of followers all around the world.

This research is framed in Labov's Sociolinguistic Variation model which studies the way language use varies in speech communities and focuses on the interrelations of mainly social factors and linguistic structures at any level of the language (phonetic, morphological, syntactic and lexical). In order to quantify and analyse variation, we use the *dependent linguistic variable*, which is defined as "*aquellos rasgos lingüísticos cuyas variantes denotan un significado social y/o estilístico (...), o sea diferentes formas alternativas de decir lo mismo*" (Hernández Campoy 159). In speech, the dependent variable manifests itself through different variants. These variants are influenced by stylistic and social factors, such as the speaker's gender, age or social group.

As regards gender, sociolinguistic findings show that in similar communicative situations, men's speech is different from women's speech. In other words, sex is a variable which usually affects speech in many communities to a higher or lesser degree. These differences do not depend on sex itself: they are closely related to female and male social roles in each community, instead. Women are more likely to use prestige forms than men and are more conservative in relation to the use of innovative forms, except when these carry social prestige. Thus, female speakers seem to be more aware of the social advantage of using what is "good taste" or what "sounds right" as far as linguistic behaviour is concerned. As Lastra states, "*Las mujeres prefieren las formas de prestigio, ya sea porque tienen valor en la movilidad social o porque evitan las formas estigmatizadas*" (307).

Data analysis

Frequency of use in the total sample and according to gender

Concerning the corpus, 2,600 messages published on Facebook by subjects of both sexes, youngsters and adults, were collected during 2014. We processed the linguistic data quantitatively and calculated the percentage of messages which included at least one Anglicism as well as the percentage of those which did not present any.

The data analysis of the **whole corpus** shows that at least one Anglicism is used in 17% of the messages, which represents almost the fifth part of the verbal exchanges (see fig. 1). This is an evidence of the significant pervasiveness of the English language into ours. The importance of this result becomes more relevant if we take into account the fact that, in general, messages are fairly brief.

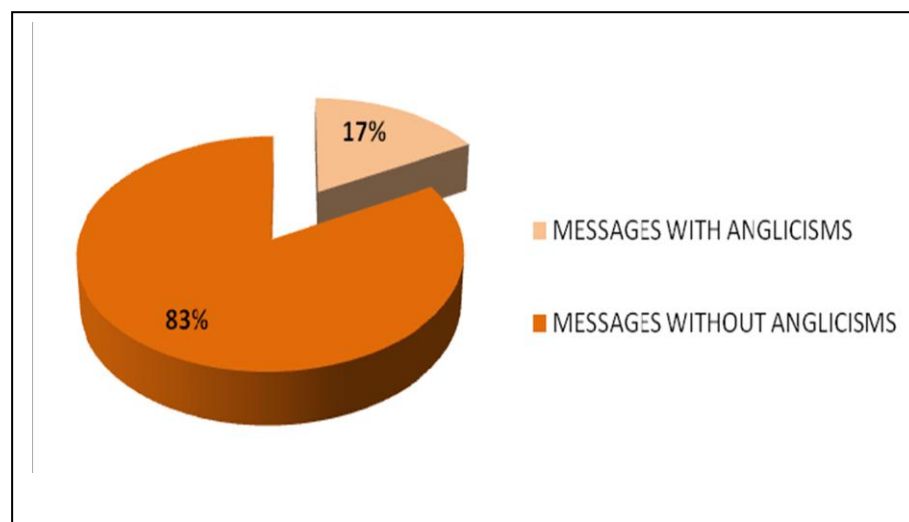


Fig. 1. Use of Anglicisms in Facebook messages.

As regards **gender**, there is a difference of only 9% between the female and male frequency of use (21% and 12% of comments with English loans, respectively), but this difference turns significant: women almost double men in the use of Anglicisms (see fig. 2). This confirms the female tendency to choose linguistic forms that bear a positive value in their community; it is the case of loanwords from English, a language related to youth, fashion, international tourism, the latest technology, etc., in the collective imaginary of Spanish speakers (Sanou et al.). That is why, in many studies undertaken in different communities, it has been proved that nowadays English benefits from linguistic prestige. In some cases this prestige is openly manifested but, in some others, covert, i.e. not openly or explicitly manifested (Moreno Fernández). Besides, the more frequent use of English loans by women seems to be also related to the fact that, especially the younger ones, spend many hours a day communicating via Facebook, which –like all social networks– strongly contributes to the expansion of Anglicisms throughout the world.

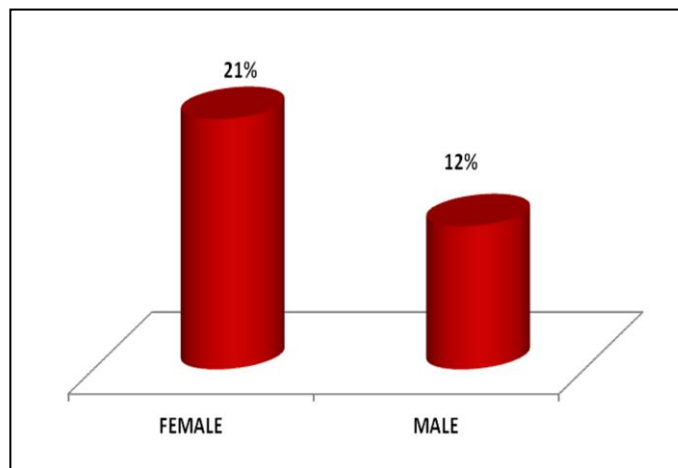


Fig. 2. Use of Anglicisms in Facebook messages according to sex.

Ranking of Anglicisms

On the other hand, we also set up a ranking of these English loanwords considering the number of times each one was used in our corpus. At this point, it is important to mention that the Anglicisms most frequently used on Facebook shall not necessarily represent the ones most frequently used in everyday language. On this social network, most of the messages tend to be congratulations on different situations or comments about pictures/selfies. Anglicisms mainly preferred by female users are the ones shown in Figure 3, which illustrates only the ranking of the loans which were used at least 5 times by women. Likewise, Figure 4 shows those corresponding to men.

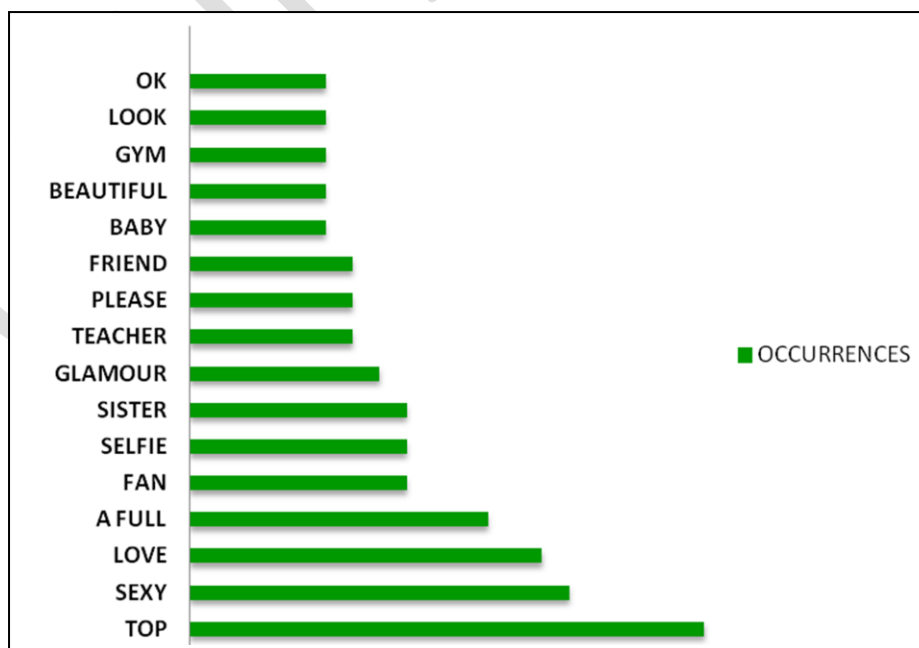


Fig. 3. Ranking of anglicisms mostly used by women on Facebook.

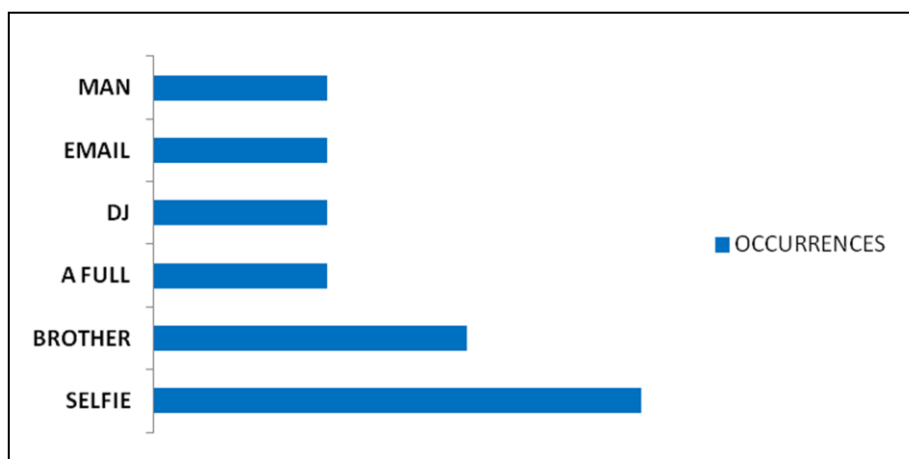


Fig. 4. Ranking of anglicisms mostly used by men on Facebook.

As the last two figures show, the female tendency to incorporate English words in their messages becomes more evident if we consider that, out of all the loans used at least 5 times or more, there are 18 words in the female ranking versus only 6 in the male ranking. This confirms what has previously been stated about females' preference for innovative linguistic forms which carry social prestige in their community and give their speech a more attractive and expressive flavour.

In order to explore the use of the loanwords posted by the users of Facebook from a different point of view, we considered it interesting to classify them attending to the thematic area they belong to. Therefore, we elaborated the following classification and included some examples. In each of them the sex and age of the user is indicated: F (female), M (male), Y (youngster) and A (adult).

- **Technology:** lexical items derived from English which are the result of technological advances and which were directly incorporated into our language together with the technological device they label, such as *selfie*, *smartphone*, *ringtone*, *DVD*, *CD*, *GPS*, etc. Within this group we include a subclass of Anglicisms related to the Internet and computer science: *PC*, *tablet*, *netbook*, *click/clickear*, *back up*, *blog*, *link*, *email*, *web*, *post*, *jaqueado*, (dar) *like*, *on line*, *wi fi*, etc.

Eg.

(A M): "Lili yo quiero inscribirme! Podés mandarme info x **mail**?
martinytoby@gmail.com "

(Y M) "Chicos, este **link** es un documento en el cual podrán dejar sus datos para ser adjuntados a la carta que se enviará al rector".

- **Sports:** in this category we distinguish borrowings which refer not only to sports disciplines but also to other concepts related to them: *trekking, body pump, rafting, footing, jogging, team, antidoping, rollers, gym, skate/skater, stretching, play, power, sponsor, crack, fan*, etc.

Eg.

(A M) “Para ... estás muy alterado ... te van a pedir el **antidoping**”

(A M) “Muy lindas las fotos, un poco de frío pasamos pero el **trekking** estuvo fantástico ¡!! se paso la fotógrafa ¡!!! ja ja beso”

(Y M) “ quien necesita un skate para ser **skater**?”

- **Physical appearance:** in this category we included Anglicisms –nouns, adjectives or verbs– which were used to describe people, clothing or hairstyles and pets. These mainly appeared in photos and selfies posted by Facebook users. For example: *cool, beautiful, crazy, sexy, fashion, glamour, tuneada, heavy, jeans, hippie, winner, look/lookearte, top/topitud*, among others.

Eg.

(Y M) “Guaaaaauu q **sexiii!!!!**”

(A F) “Un **lookete** muy bohemio!”

(Y F) - *Ahh...rulos, piel tersa y suave, cuerpo musculoso y firme... Qué ganas de llorar Pero quién dice que no podemos estar así de **tuneadas** ahora?*

- **Interjections:** this group comprises those foreignisms used on this social network which function as interjections; that is to say, they express a sudden exclamation or deep feeling, such as wonder, surprise, pain, annoyance, love, etc. They are also used in order to appeal at the interlocutor or as a way of greeting, farewell, conformity, congratulation, etc. For example: *welcome!, shit!, sorry!, danger!, what?!, what the fuck!, fuck!, congratulations!, happy birthday!, bitch!, thanks!, de one!, help!,etc.*

(A F) “ **Whaaaaaaaat ?** Eso dice? [Gaston](#) q tal..!!”

(Y F) “**Happy Birthday to you** Roberto!!! mucho éxito y bendiciones en todo!!! Abrazos”

(A F) “Alguien sabe como Hacer la capacitación en higiene y seguridad del ministerio de educación???? Me dieron una dirección de **mail** y la clave pero no se por donde empezar... **Heeeeelp!!!**”

- **Vocatives:** this type of Anglicism refers to any word used by a subject to call the interlocutor’s attention or address them. Hudson calls them *linguistic markers of*

social relations because they establish the social relationships between participants in the spoken interaction and transmit a range of feelings: affection, irony, tenderness, cordiality, contempt, anger, sarcasm. In our corpus, we found examples which can be categorised under Rigatuso's classification:

1. Proper names which can also be nicknames: *Andrew, Charly, Albert, Robert*.
2. Names which imply family relationships: *brother, sister, daddy*.
3. Forms of address: these can be subdivided into 3 groups: general words (*man*), words connected to professions (*teacher*) and words connected to friendship, cordiality or affect (*friend, master, baby, dear*).

Eg.

(Y M) "*Me alegra muchísimo **bro** q vuelvas a jugar! Excepto q lo hagas el mismo día de mi cumple y no estes presente ni te pueda ir a ver...."*

(Y F) "***Sister**, no piensas dar señales de vida?"*

(Y M) "*voy sin falta **man**"*

(Y F) "*Almorzando con mi amigo del alma!!! Riquísimo **friend**!!!!"*
Shhhhheeeeegiiiioo!!!

Now, when we analysed the data in our corpus considering the classification of Anglicisms proposed, we observed that men and women have different preferences with regards to these categories. Thus, females tend to favour loans which belong to the physical appearance and interjections, whereas the thematic groups preferred by men are the technology and sports categories. Finally, when we examined the last group in our classification –vocatives– it was observed that both genders use vocatives to address their hearer. For example, it is usual for males to address each other as *brother, man* or by their first name: *Robert, Albert*, etc., while females would rather use *sister, friend, dear, baby*, among others. These results confirm the widespread assumption that women enjoy talking about clothes and fashion, shoes, make-up, men and relationships, celebrity gossip; whereas males prefer to include topics related to sports, sciences, cars, politics, technological devices, investing and so on (Hirschman).

Conclusions

To conclude, we can point out the following results:

1. The percentage of Facebook messages that include at least one Anglicism is 17%, which represents one fifth of the total number, proving that English strongly influences our daily verbal exchanges in Spanish.

2. As regards gender, 21% of the messages posted by women include at least one English loan. In contrast, men reached a scarce 12%, but this difference (9%) turns significant since it makes it evident that female use doubles the male one.
3. As far as the thematic classification of Anglicisms is concerned, women show a high preference for loans in the physical appearance and interjections categories. On the contrary, men prefer to use English words in the sports and technology categories.

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Cognitive Strategies of Discourse Comprehension in the EFL Classroom

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Abstract

In this paper, we present and analyze the different cognitive strategies readers apply in the comprehension of texts. In order to show the use of such strategies, we work with reading comprehension activities whose purpose is to diagnose the discourse strategies that students deploy with more or less difficulty. Finally, we intend to provide instructors with some ideas to help students deal with reading comprehension tasks more efficiently.

Introduction

We became interested in the comprehension of written discourse in reading and the way readers interpret and decode messages while taking the *Pragmatics and Discourse* course in the English Teaching Training Programme of the English Department at the School of Philosophy, Humanities and the Arts of the Universidad Nacional de San Juan.

In order to explain the process of discourse comprehension, we follow van Dijk and Kintsch's 1983 model. This model focuses on the cognitive processes and subprocesses involved in reading, from the moment we perceive written signs and we process those signs in order to assign them meaning, up to our final interpretation of the text.

Our purpose is to focus on the strategies readers apply to interpret the meaning of the text. (lexical, propositional, microsemantic, macropragmatic and superstructural strategies), taking into account a model of situation which may allow them to make use of our world knowledge and previous text bases (intertextuality).

Theoretical Framework

Discourse processing developed as a theory in the early 1970s, taking into account natural language data, for example speech acts, language use in social contexts, and authentic texts or conversations (van Dijk 164). The main focus of this theory is on the way language is comprehended by readers and listeners. "The linguistic segments of interest to the field tend

to be larger than sound, word, or sentence-level units” (Sparks and Rapp 371), these segments include the books and conversational communications that consist of everyday cognitive and social interactions.

Within the field of linguistics, there was a recognition of the importance of discourse phenomena. This led to the development of so-called text grammars which considered local and global coherence, among other semantic relationships. Notions of coherence and macrostructures are central aspects in the interpretation of discourse, and cannot be understood without taking into account a cognitive dimension. Consequently, following other studies about the cognitive processing of discourse, Kintsch and van Dijk developed a model on the comprehension of discourse. These authors define their model as strategic and interactive (van Dijk and Kintsch 4). It is defined as strategic because the reader applies strategies to create a mental representation or a semantic interpretation of the text; in other words the **text-base** (Cubo de Severino 17-18). They also define it as interactive because in the process of discourse comprehension, different subprocesses function simultaneously through a complex interaction between cognitive and mental strategies. Such strategies "not only depend on textual characteristics (text base), but also on the language user's goals or world knowledge (situational model)" (van Dijk and Kintsch 11).

Discourse comprehension involves a cognitive system which is organised into different modules and submodules which correspond to different processing stages. These stages interact in our cognitive system allowing the reader to comprehend written signs visually perceived (Cubo de Severino 15):

1. **Perceptual processor:** transforms the written or oral signs into something that can be processed, ie. mental language.
2. **Linguistic processor:** consists of different submodules that interact simultaneously, namely phonological, morphological, syntactic, semantic and pragmatic. “The linguistic processor is a module of the cognitive system that decodes the linguistic signs according to the grammatical principles and parameters, and it assigns them meaning” (Cubo de Severino 16).
3. **Memory system:** processes and stores information once it is processed and transformed into mental language by the linguistic processor, another cognitive subsystem.
4. **Control system:** is in charge of supervising the complex and strategic process in an effective and interactive way (van Dijk and Kintsch 12).

The discourse processing strategies have two objectives, to create the text base and a model of situation. As for the text base, in order to construct the meaning of a text, readers create a phonological, syntactic, semantic and pragmatic representation of that text. Such representation has information about every structural level of the text (Cubo de Severino 24-29):

1. Lexical level
2. Propositional level
3. Microstructural level
4. Macrostructural level
5. Superstructural level

Each of these levels relates to the strategies that readers apply to create the semantic representation of the text:

- a. **Lexical strategies:** to recognize and represent the meaning of words.
- b. **Propositional strategies:** to assign each word a function and identify their relations within the sentence.
- c. **Microstructural strategies:** to establish semantic relations between sentences (local coherence, e.g. time, space, causal or conditional relations).
- d. **Macrostructural strategies:** to identify the theme or topic of a text. It helps the reader to summarize the main idea or semantic macrostructure or pragmatic macrostructure.
- e. **Superstructural strategies:** to recognize the global organization of the text taking into account “hierarchical structures of conventional categories” (van Dijk and Kintsch 16).

Methodology

In this paper, we show some reading comprehension activities based on a text called “Tipping points” from the text book *Language Leader - Intermediate* (102-103). Such activities are analyzed with the purpose of identifying the strategies readers should apply to arrive at the correct interpretation of the text. This initial analysis may function as a diagnosis stage for the recognition of the strategies readers may apply with more or less difficulty.

Analysis of reading comprehension activities

The first reading comprehension activity (Fig.1.) requires students to apply superstructural strategies as they have to skim the text and decide what its structure is. Students are expected to analyze the parts of the text and identify its genre without reading the text in depth.

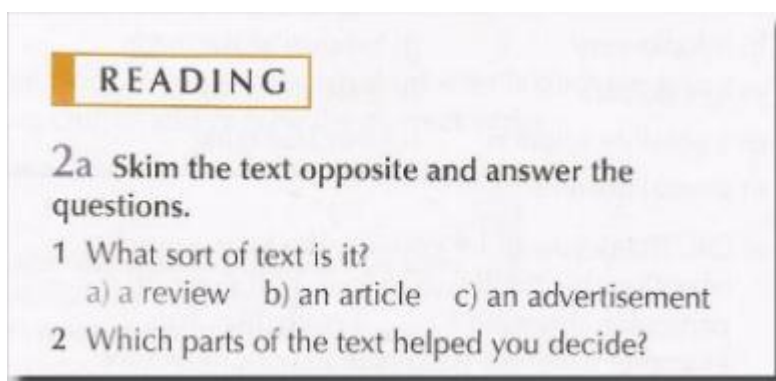


Fig. 1. Reading comprehension activity 2a from *Language Leader - Intermediate* (102-103).

In the second activity (see Fig. 2), students may use more than one strategy to decide which the correct answers of the exercise are. By reading sentences on lines 1, 17 and 41 (see Fig. 3), students may get the answers for sentences 1, 2 and 6, respectively. Thus, learners need to apply propositional strategies. Then, to answer sentences 3, 4, 5 and 7, students are required to apply macrostructural strategies, as they need to read more than two sentences, a paragraph or more than one paragraph.

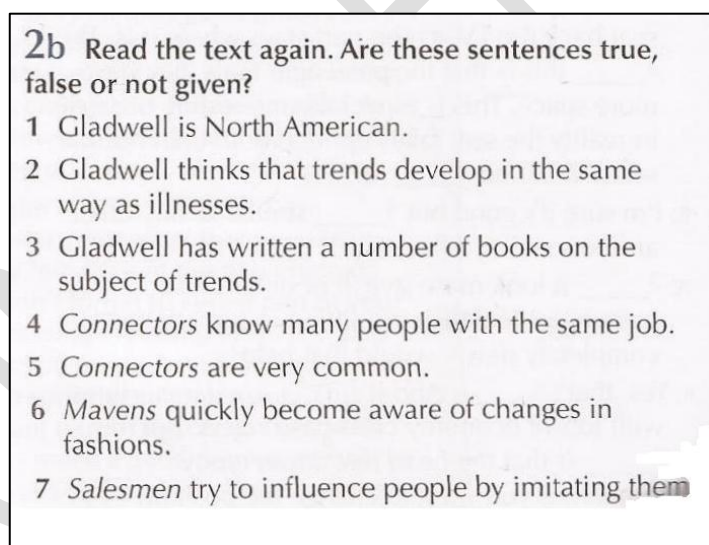


Fig. 2. Reading comprehension activity 2b from *Language Leader - Intermediate* (102-103).

Books

Tipping points

In his book *The Tipping Point* Canadian author Malcolm Gladwell explains how a trend can take many forms. It can be a general change in social behaviour, an idea or a fashion. However, why do some trends catch on and others not? What makes one particular brand of training shoe suddenly become the must-have product? How do people find out about trends and what makes people want to buy into them? Is it simply a question of keeping up with other people?

In his new work, Gladwell explores the moment when something becomes common and how products, ideas, messages and forms of behaviour spread. He looks at the reasons why trends are similar in the way they develop to outbreaks of disease, or medical epidemics.

Epidemics, like trends, start in a very small way, maybe from a single person with a virus, then spread very quickly until they take over the population and appear to be everywhere. Eventually, they will slow down gradually or die out suddenly. Gladwell shows how these changes happen not gradually but at one dramatic moment.

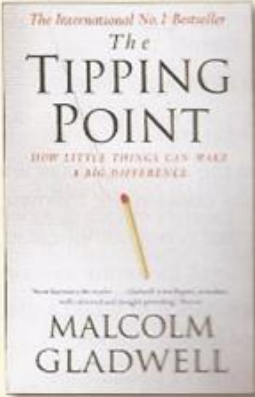
Gladwell identifies three types of people who are influential in the development of these kinds of social epidemics:

Connectors are people in a community who have wide social circles. They know a lot of people and like to introduce people to each other. The people they know also tend to come from a variety of social, cultural, professional and economic circles.

Mavens are people with a lot of knowledge or experts in a particular field. They wish to pass on their knowledge to others. Mavens collect and gather information so are the first to pick up on new trends.

Salesmen are people with charisma and powerful negotiation skills. They have a 'soft' influence over people rather than actual power. This means they are influential because people want to imitate them.

Overall, Gladwell's book is a thought-provoking read for anyone interested in the origins of trends. What's more, he writes in a clear style so even the most difficult ideas are easy to understand.



The Tipping Point
Malcolm Gladwell

Fig. 3. *Tipping Points* reading passage from *Language Leader - Intermediate* (102-103).

The last reading comprehension exercise (see Fig.4) focuses on students' using lexical strategies since they have to identify isolated words in the text. Once they recognize those words they have to match them with their meanings.

VOCABULARY: phrasal verbs (3)

4a Look at the phrasal verbs highlighted in the text and match them with their meanings below.

- 1 become fashionable or popular
- 2 gain control of something/someone
- 3 maintain the same level as
- 4 become less fast/rapid
- 5 disappear completely
- 6 discover
- 7 notice something which is not easy to notice
- 8 believe in and be influenced by

Fig. 4: Reading comprehension activity 4a from *Language Leader - Intermediate* (102-103).

Having analyzed the previous reading comprehension exercises, we conclude that the cognitive strategies students may apply in the comprehension of texts are not related to the students' level of proficiency in the foreign language. These strategies should be developed in class by working with different reading comprehension tasks. It is important that teachers include many reading comprehension activities, which require students to deploy all the cognitive strategies.

Pedagogical Implications and Conclusions

Reading is one of the skills that language teachers should always deal with. It is thought of as the main instance of exposure to language that our students encounter as they learn the second language. As a consequence, reading comprehension activities allow students to process the language they were exposed to. This process requires students to apply certain strategies in order to understand the text. It is at this point where teachers should focus their attention on.

What we suggest in this paper is that educators devote some time to a diagnosis instance that may help them know in advance the strategies students use in reading comprehension activities. This diagnosis instance may provide teachers with information about their students' proficiency in reading skills. In this way, teachers will be more aware of those strategies students apply with more difficulty.

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E-pals and movie segments: simple ways to introduce ICT in the EFL class

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Abstract

The constant changes occurring in today's digital world require from teachers continuous adaptation to the new characteristics of societies. This situation means educators are faced with the challenge of redesigning traditional practices in order to satisfy the educational requirements of this new era. In our country, different projects have been carried out with the purpose of equipping classrooms with new technological devices. However, although many institutions have been provided with technological instruments and teacher training, these resources are rarely taken advantage of in class nowadays. The present work seeks to report the findings of an investigation, concluded in 2014, which focused on the analysis of the use of netbooks in the EFL class at public secondary schools from San Juan, and on the examination of the activities teachers propose by means of the new technologies. This report intends to promote the implementation of "e-mail exchanges" and "movie segments" as simple ways of introducing ICTs in the EFL class.

Key words: ICT – netbooks – EFL – teaching - learning

Introduction

The new information and communication technologies have grown enormously in recent years and continue to grow at an extraordinary pace. This persistent evolution has caused important changes in societies today which affect different areas. In education, these changes have triggered new significant educational requirements for future citizens. As a result, educators must constantly reflect on, and modify, traditional pedagogical practices, in an attempt to adapt their classes to the characteristics of this digital era and to the requirements of the present world. Students, as well as teachers, need to develop their knowledge and skills on the use of ICT in order to be able to actively participate in the information societies they are part of.

Several projects have been proposed and carried out in different countries, with the aim of providing schools with new technological instruments, and all the infrastructure and training that is needed to make efficient use of them. In Argentina, *Plan Conectar Igualdad* has supplied the majority of public secondary schools, in all provinces, with laptops for teachers and students. This project has also offered free training courses for educators who are keen on learning and increasing their skills on the use of new technologies.

However, in spite of the fact that nowadays many schools are equipped with technological devices, these tools are not frequently being used with educational purposes in class. This conclusion has been drawn as a result of an investigation that was carried out in the field

regarding the use of Information and Communication Technologies (ICT) in education. This project focused on analyzing the implementation of netbooks in the English as a Foreign Language (EFL) class in public secondary schools from the central area of the province of San Juan. This piece of research also examined the diverse activities that teachers proposed by means of these instruments.

The present work aims to inform about some relevant findings revealed after the exploration: *“La implementación de las netbooks en la clase de inglés como herramienta para aprender”*². The use of ICT in education constitutes a topic of interest that will be developed thoroughly in a thesis project as part of a PhD course, funded by a grant offered by CONICET together with the National University of San Juan³. This report also intends to encourage the implementation of ICT at schools, by offering teachers two simple but powerful resources to use in their EFL lessons. These tools are: “e-pals Global Community” and “Movie Segments Blog”.

Theoretical Framework

César Coll states that the presence of new emerging scenarios in education is unquestionable (2). The fact that traditional educational settings are experiencing great changes is also undeniable. This situation makes it crucial for educators to modify their pedagogical practices in order to fulfill the necessities of this new society. Students today are all “digital natives”, to use Prensky’s terminology (1). They constantly use technologies in their everyday lives, they are able to perform different activities at the same time and they are used to the here and now (Prensky 3). Since they can access all kinds of things through the Internet at anytime from anywhere these learners are accustomed to immediacy. Considering the type of students that attend school nowadays, it seems vital that teachers, in most cases “digital immigrants”⁴ (Prensky 2), make an effort to adapt to these learners’ characteristics and propose activities that encourage meaningful learning situations for those digital natives.

Though most young people today are considered “digital natives”, access to technology remains unequal. “The term ‘digital divide’ has been widely used to indicate unequal access to digital technology” (Warschauer 1). However, there are several forms of social and educational inequality related to technology access and use. Five types of digital difference

² Beca interna de investigación otorgada por CICITCA, Res. 1220-R/12; Categoría: Iniciación; Periodo: 01/08/2012 al 31/07/2014; Becaria: Pamela Alicia Femenía Alcaráz; Directora: Mgter. Marcela Elena Morchio

³ Resolución D N° 2218 – 2014; Becaria: Pamela Alicia Femenía Alcaráz; Directora: Mgter. Marcela Elena Morchio

⁴ Digital Immigrants is the term used to refer to those people who had contact with technology late in their lives and who had to make an effort to learn how to use this technology, as opposed to digital natives, who were born surrounded by ICT and who can manage them easily.

can be mentioned: “school access, home access, school use, gender gap, and generation gap” (Warschauer 1). The “generation gap” seems to be the most frequently observed divide at schools since “digital natives” and “digital immigrants” interact in all learning situations. In this respect, Mark Warschauer states that “with the right approach, all students’ education can be enhanced through meaningful use of technology” (148). Warschauer and Matuchniak add that

the large and growing role of new media in the economy and society serves to highlight their important role in education, and especially in promoting educational equity [and that] it is widely believed that effective deployment and use of technology in schools can help compensate for unequal access to technologies in the home environment and thus help bridge educational and social gaps (180).

However, the integration of new tools in educational contexts does not guarantee immediate innovation or direct improvement of the learning process. This depends on educators’ interest in reflecting on and adapting their lessons to the inclusion of ICT and on the activities they propose that can foster students’ motivation and enhance learning. Technologies are not meant to replace the pen and copybook. But, it has been proven that the use of ICT boosts students’ autonomy, creativity, collaboration skills; it also promotes learning from errors as well as continuous intellectual activity. Cope and Kalantzis mention that all changes occurring in education are possible thanks to the availability of technologies at educational institutions (4).

The European Reference Framework for foreign language learning specifies the main competences students are expected to develop throughout their school years. These are a combination of knowledge, skills and attitudes that are in accord with the context of the society they belong to. All of these competences are necessary for the students’ personal fulfillment and growth, and for their social insertion in order to be considered active citizens able to participate in society. According to Ján Figel, these competences have become essential in this digital world since they guarantee citizens’ adaptation to the constant changes of this interconnected era (1). The European Reference Framework emphasizes the importance of students’ acquisition and development of these competences at school. What is more, this framework goes further to say that adults should also improve and keep up-to-date with these competences throughout their lives. As Figel points it out, “People’s competences also contribute to their motivation and job satisfaction in the workplace, thereby affecting the quality of their work” (1).

Among the eight essential competences within this model, it is possible to mention: the digital competence, cultural awareness and expression, comprehension and communication in foreign languages, among others. It is vital for each member of society to know, respect,

value and interact with other cultures. School-age learners should acquire knowledge about cultural diversity and EFL teachers should promote learning situations that encourage meaningful experiences and exchanges with different cultures. It would be valuable for schools and educators to foster the development of respectful attitudes towards cultural diversity among students and for cultural awareness to be encouraged as part of the curricula. What is more, these practices encourage students' motivation and commitment when using language in real situations, for example, when exchanging emails with learners from a different cultural context.

In Argentina, the Núcleos de Aprendizaje Prioritarios (hereafter NAP⁵) plurilingual and intercultural perspective emphasizes the relationship between languages and cultures and the development of a sensitive attitude towards the plurilingual aspect of societies. Furthermore, the NAP aim to value both the mother tongue and other world languages. It is important to note that these NAP for foreign languages encourage respect for linguistic and cultural differences. Throughout primary and secondary school, students are expected to develop a respectful attitude towards different languages and varieties and understand that people use different ways of communicating with others depending on their particular contexts.

The use of ICT constitutes a highly valuable instrument for bringing different cultures together, for reflecting upon distinctive characteristics and for promoting the development of a fluent and effective communication among people with different linguistic and cultural backgrounds. According to Juan José Leiva, Internet has proved to be a treasured tool as it makes it possible to establish virtual communities for intercultural learning, and at the same time, encourages the collaborative construction of knowledge and the exchange of cultural experiences (2). Ruth Vilá defines intercultural communication as the interpersonal communication where subjects, with different cultural backgrounds, intervene and which implies the necessity of overcoming some personal and contextual barriers in order to be able to communicate effectively (8). In this sense, it seems relevant to mention the fact that learning to interact involves more than learning to receive and produce utterances.

All in all, it can be stated that the inclusion of ICT in teaching and learning situations is essential in today's societies, as well as the promotion of intercultural awareness and respect. If educators are really interested in enhancing students' meaningful learning and ensuring their insertion in the digital world, these teachers need to change their traditional

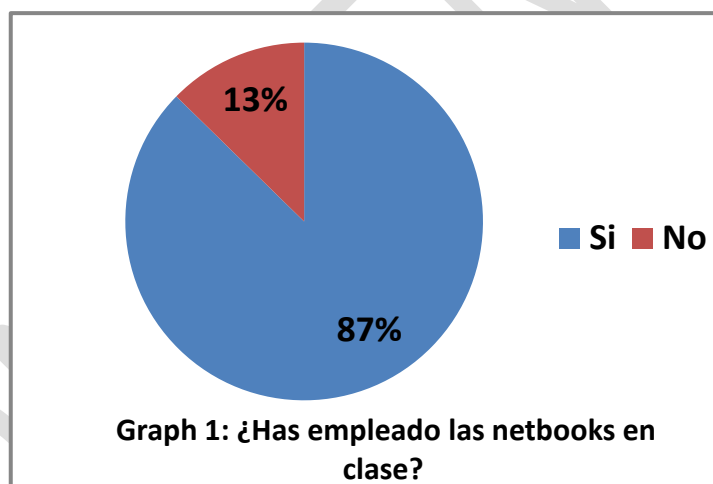
⁵ NÚCLEOS DE APRENDIZAJE PRIORITARIOS, Educación Primaria y Secundaria, Lenguas Extranjeras. Documento aprobado por Resolución CFE N° 181/12

way of working with learners and try to adapt to their new roles and the new features of this era.

The Investigation: Main observations.

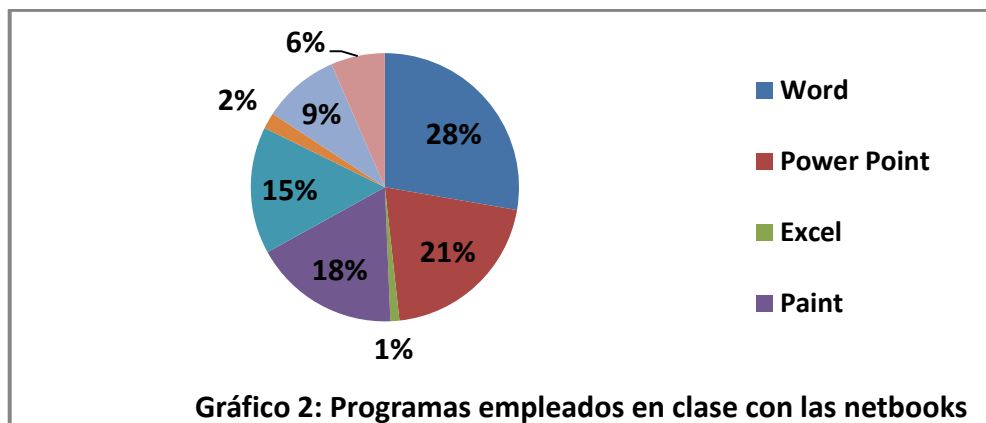
The analysis carried out as part of the research project “La implementación de las *netbooks* en la clase de inglés como herramienta para aprender” prompted many interesting and revealing observations. The data was collected through surveys conducted with twelve groups of students, 2nd and 3rd year learners, and their EFL teachers at 6 public secondary schools in San Juan. A total of 450 student surveys and 12 teacher surveys were collected. The following are some conclusions:

In general, laptops are not frequently being used in class. Although the majority of students admitted having used them at least once since they received the laptops (Graph 1), the problem is that some of these learners have *only* used their personal computers this one time in class. There is no evidence of continuous or gradual use of these instruments at the institutions where the data for this piece of research was collected (25).



Graph 1. Informe final de investigación: “La implementación de las netbooks en la clase de Inglés como herramienta para aprender” (Femenía 25).

It was also shown that when students made use of their computers in class, they generally used the most common programs such as Microsoft Word, Power Point, Paint or the Internet, when there was an Internet connection available at school. The participants in this investigation reported having utilized the following programs in class (see Graph 2).



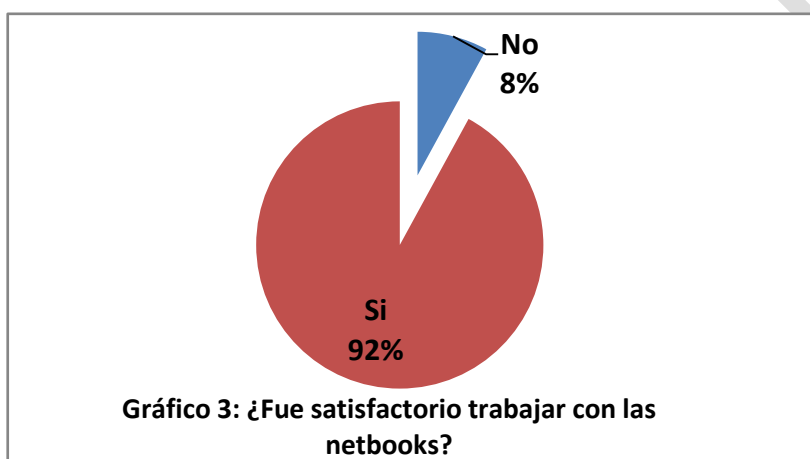
Graph 2. Informe final de investigación: “La implementación de las netbooks en la clase de Inglés como herramienta para aprender” (Femenía 25).

This limited use of *netbooks* in class may be due to several different reasons. To start with, the lack of adequate infrastructure in schools has proved to be one of the most common reasons why teachers tend not to plan activities with the computers in class. Many educators feel that there are no possible tasks their students could perform when there is no internet connection available at the institution. Secondly, the lack of time, on the teachers’ end, for taking courses and /or planning new lessons constitutes another important reason for the limited use of ICT. The limited knowledge about the possible uses of the computers undoubtedly affects their implementation. This lack of time is, sometimes, accompanied by a lack of interest in learning or improving skills on how to use technologies. Some of the teachers and students participating in this study showed little concern for acquiring further knowledge in the field of using ICT. Finally, one further motive for the limited use of netbooks may be fixed and inflexible curricula. Many educators and authorities at certain institutions tend to be tied to specific content and lesson plans and, as a result, do not attempt to apply modifications or include diverse types of tasks or instruments, including technologies.

The perceived lack of time and / or interest, mentioned above, also relates to a generation gap that is not only present between teachers and learners but among groups of educators as well. Today, some educators at public schools are young persons who belong to the “digital natives” rather than to the “digital immigrants”. In this respect, it can be assumed that these teachers would make more frequent use of technologies in their lessons. However, they have demonstrated the complete opposite, revealing a tendency to reproduce the kind of instruction that they received when they attended secondary school, at a time when ICT were probably not considered to be powerful tools for pedagogical mediation and purposes (Morchio 2). Although they constantly manage technological devices in their routine activities, these teachers have not been able to observe or appreciate the values of using ICT for learning.

Another relevant observation made during the exploration was that students showed great enthusiasm and motivation as regards the use of technology for learning. However, the situation was very different on the teachers' end (see Graphs 3 and 4). Therefore, it is essential to offer educators more time and the necessary instruments so that they can become more confident about using technology in their lessons. In fact, many teachers who participated in this study declared they would have felt well-prepared to use ICT if they had received the appropriate training in advance.

Students' responses:



Graph 3. Informe final de investigación: "La implementación de las netbooks en la clase de Inglés como herramienta para aprender" (Femenía 27).

Teachers' responses:



Graph 4. Informe final de investigación: "La implementación de las netbooks en la clase de Inglés como herramienta para aprender" (Femenía 20).

As can be observed, there is an enormous discrepancy on students' perceptions as regards the use of ICT in class, on the one hand, and teachers' perceptions, on the other hand. Whereas 92% of learners, almost the majority of the participants, showed a positive attitude towards the experience, 50% of educators expressed completely the opposite. For this group

of teachers the experience with netbooks was not good. Only 33%, a third part of the population, revealed having a positive view. It was said before that many factors may influence teachers' opinion about using ICT in their lessons: their age, their own experience as students, lack of time or interest, poor training and knowledge, among other reasons. All in all, it appears to be valuable to carry out further research on how to improve teachers' perceptions on the use of ICT, probably enhancing their training on this expertise, and thus keep and boost students' motivation on this issue.

Useful Ideas

Considering the European Reference Framework, the NAP in Argentina and the observations derived from the investigation, as well as the benefits and great opportunities of including ICT in the curricula, two interesting ideas are offered to teachers with the main purpose of encouraging the use of the technological devices that are available at schools.

1. Exchanging e-mails through “e-pals Global Community”

One of these ideas is the use of “*e-pals Global Community*” (Image 1), a tool that is available on the net and that can be easily included in lesson plans. E-pals consists of a platform designed to promote meaningful teaching and learning experiences and to encourage connections between classrooms around the world interested in the use of technology to foster learning experiences based on collaboration. The E-pals project now provides a powerful network effect that brings together students and educators from different parts of the world, offers a wide range of digital content and promotes collaborative work in order to ensure meaningful learning among students. The main advantage of the interactions this website promotes is that learners in both countries are involved in using and improving their language skills and in experiencing cultural differences through this real world connection.

Getting ready to implement this tool in class is not a difficult task. Teachers can join for free. Once they have joined, they can create class profiles (including a brief description of the group of students, their age, level of instruction, context, interests, etc.); easily create accounts for students (the platform creates the accounts for you, you just need to type in the learners' names); and immediately look for a classroom that matches their class characteristics and then contact the other teacher to start an exchange or collaborative project.

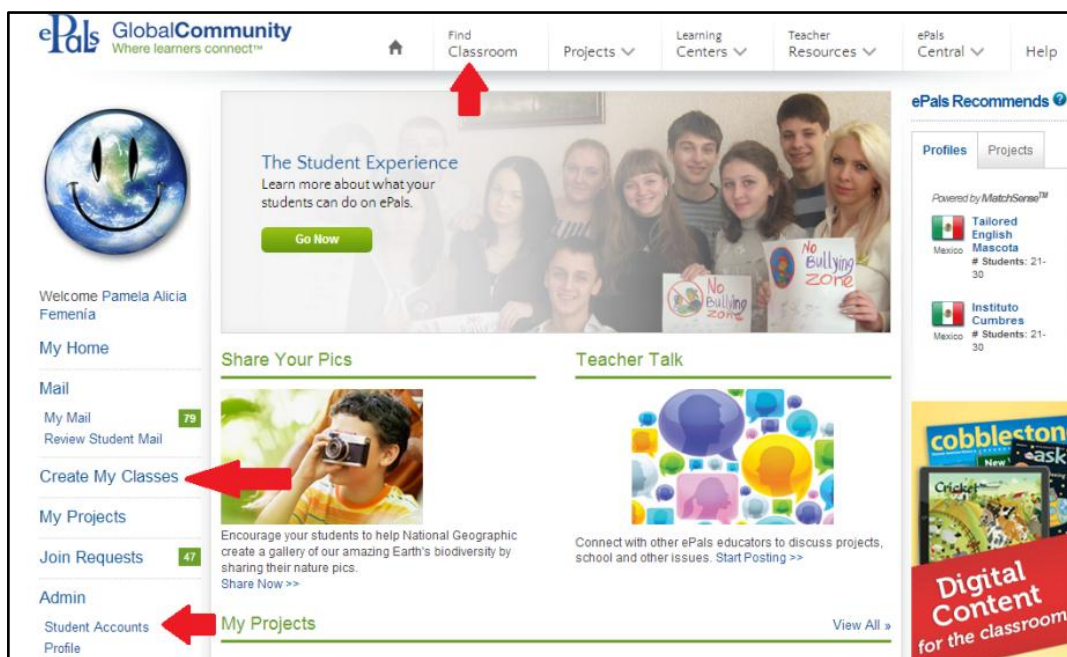


Fig. 1: “e-pals Global Community” platform

E-pals Global Community has a very interesting and useful feature. When teachers start an e-mail exchange with other classes and their students start e-mailing their e-pals, educators are in charge of controlling the exchange in a particular way. When students send or receive an e-mail, it is their teacher who gets the message first. Once teachers have read, checked and approved these messages, the e-mails reach their final destination and students are able to access the e-mails they were sent.

One further characteristic of this tool, the reason why this activity is included here, refers to the availability of an internet connection. Although you can only access this website on the net, if it is not possible to do so at school, teachers can create profiles and accounts at home, in advance, and students can then work on the production of their e-mail texts on word documents, so that, later, when there is connectivity, they are able to finally send their messages to their e-pals.

2. Assessing grammar goals with “Movie Segments”

The second valuable idea to include ICT in class relates to the use of the blog “*Movie segments to assess grammar goals*” (Fig. 2). This is a free access blog which contains a series of movie segments and activities with the purpose of assessing and practicing grammar or vocabulary points through fun, entertaining and challenging exercises.

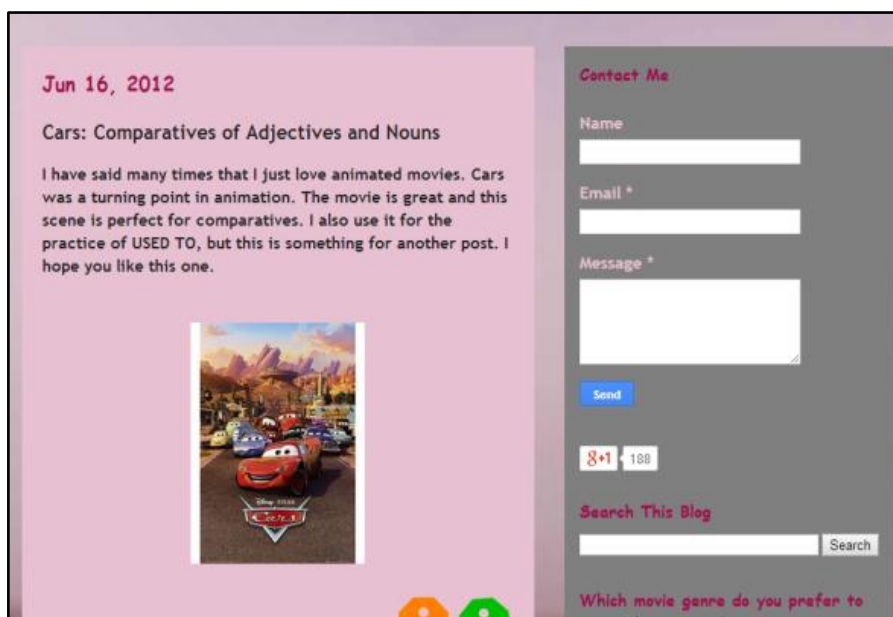


Fig. 2: “Movie segments to assess grammar goals” Blog

Internet connection, again, is not a requirement in order to be able to work with this resource. Teachers can easily download the movie segments they want to watch prior to their classes, as well as the worksheets with the exercises suggested for each particular video. Working with movie segments definitely represents a powerful tool that fosters students’ motivation and enhances meaningful learning. Learners are offered a completely innovative way of practicing their language skills different from the typical activities involving written texts and exercises to complete on paper.

Conclusions

In spite of all the attempts to moderate social inequalities among students and to offer teachers appropriate preparation on the use of ICT, there is still a lot of work to do in this field. Teachers are required to adapt their pedagogical practices to the particular features of this digital era and of their digital learners in an attempt to boost and benefit students’ learning experiences. As such, educators need to be confident and start with simple things that can have enormous benefits for their classes.

Intercultural exchanges, facilitated by “e-pals Global Community”, promote great enthusiasm and motivation for students. Learners will show willingness to participate in this kind of activity as they get the chance to use the foreign language to communicate with native speakers in a real context. They also have the opportunity to learn about other students’ cultures, which makes their learning process even more significant and valuable.

Shifting from traditional comprehension activities to viewing activities by means of “Movie Segments” can trigger many topics for conversation and vocabulary or grammar points to

highlight and, at the same time, have students really engaged in interesting and challenging class activities. Once more, learners will be able to improve their knowledge of the foreign language in fun, motivating ways.

Technology plays a vital role in this type of tasks. The use of ICT promotes students' motivation and engagement in various manners.

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Evaluation practices: a value-based lens

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Abstract

This presentation will describe some classroom practices designed as part of an action research project currently being conducted at the School of Philosophy, Humanities and the Arts of the National University of San Juan. The project seeks to promote among students a holistic, reflexive and critical approach to texts as vehicles not only of information but also of values emerging from the texts' contexts of production. The presentation will illustrate the way in which the final evaluation stage of the subjects English Language I, II and III of the Department of English Language and Literature of our School can be enhanced through the incorporation of an axiological view on the contents developed throughout the academic year. Some samples of students' productions will be presented for illustration purposes.

Key words: values- critical approach- texts

Introduction

This paper addresses the use of a value-based approach to organize course evaluation practices. The practices presented here have been designed as part of an action-research project currently being conducted at the School of Philosophy, Humanities and the Arts of the National University of San Juan, which seeks to encourage students to become aware of the values explicitly or implicitly present in the English texts they read and the audio visual material they are exposed to. One of the main purposes of this project is to explore the way in which values are linguistically construed in texts while seeking to promote students' reflection on the axiological component of the reading and viewing material they are exposed to. The project also seeks to promote among students a holistic, reflexive and critical approach to texts as vehicles not only of information but also of values associated with the texts' contexts of production and consumption.

Although the project is carried out within the framework of the English Language I, II and III courses of the Department of English Language and Literature of our School, the project's guiding principles, its theoretical underpinnings and its implications appear to be relevant to other educational contexts.

Theoretical guidelines

In our approach to texts, we rely on the view of language proposed by Systemic Functional Linguistics (hereafter SFL) (Halliday, 1994; Halliday and Matthiessen, 2004), which conceives of texts as the central unit of linguistic analysis and has a strong semantic and contextual orientation. We believe that any exploration of values construed in language class materials has to be conducted on the basis of texts as the central units of meaning, rather than on sentence-based analysis.

Halliday presents a socio-semiotic approach to language description, which, according to Baraceros (2013) involves:

systems or networks of interactive language features that express three kinds of meanings: ideational for acquiring and expressing knowledge; interpersonal, for developing human relationships, and textual, for devising strategies to coherently express meanings (n.p.).

Baraceros also claims that the SFL framework is compatible with critical thinking approaches in terms of “the origin, source, or basis of language features and ideas involved in their operations.” She supports this argument by stating:

Society under the influence of varied cultures, institutions, and ideologies, lays the foundation or basis of all language features, knowledge, or reasons dealt with by communicators governed by [SFL] and by critical-thinking concepts (n.p.).

An additional element shared by SFL and critical thinking, according to Baraceros, is that this linguistic school as well as critical thinking approaches “require choosing” (n.p.), as users engage in a conscious or unconscious selection process to express their intended meanings, and to take a stance.

Our research also resorts to Appraisal Theory (hereafter AT) (Martin and White, 2005, Hood, 2006; Martin and Rose, 2003) given its focus on evaluative language. AT can be considered to be a development of SFL, which emerged in an attempt to describe and explain

the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships. [...] it explores how speakers and writers pass judgements on people generally, other writers/speakers and their utterances, material objects, happenings and states of affairs [...]. It explores how attitudes, judgements and emotive responses are explicitly presented in texts and how they may be more indirectly implied, presupposed or assumed (White 1).

It is because of AT's emphasis on aspects such as the expression of people's emotions and attitudes, personal stance and their level of commitment to the ideas presented through texts that we rely on this approach for the exploration of linguistic evaluative choices.

In relation to the axiological basis of our project, we draw mainly on Gervilla Castillo's integral education model (2000), which proposes a value-based educational approach. He has developed this model on the basis of a definition of the human being as a free 'evaluating animal' [our translation], endowed with emotional intelligence, reasoning capacity, passions and decision-making power, who interacts with other beings and things, in a given time and space (43).

Gervilla Castillo argues that it is impossible to think of education without thinking of values at the same time and supports the "axiological foundation of every educational action" [our translation] (39). He claims that the set of values of a given society should be promoted to enhance the integral development of each person (39).

The need to bring values into the classroom

Teachers who are part of the formal educational system, regardless of their field of expertise, are inevitably involved in a process that should lead to the integral betterment of students. This entails teachers' own personal beliefs and values. Brown (1997) explains:

We language teachers and teacher educators are reminded that we are all driven by convictions about what this world should look like, how its people should behave, how its governments should control that behavior, and how its inhabitants should be partners in the stewardship of the planet. We are told, for example, that we should "embody in our teaching a vision of a better and more humane life" (Giroux and McLaren qtd. in Douglas 21).

The challenge posed by Brown seems quite a daunting task, but it is nonetheless, unrenounceable. While such challenge is true for all educators, it becomes even more relevant to language teachers, considering the role of language in the construal and maintenance of axiology and ideology. In this respect, it is worth to point out that every text provides an opportunity for the exploration and analysis of values upheld and stances taken.

Value-based evaluation practices

The classroom practices presented in this paper are limited to instances of evaluation. Towards the end of the 2014-2015 academic year, the *English Language I*, *English*

Language II and *English Language III* courses organized a number of evaluation practices around the concept of values.

English Language I

In the case of this course, the value-based evaluation practice was focused on the discussion of values present in two short stories covered during the course: *Twenty pieces of Silver* and *Enoch's Two Letters*. Students were asked to produce visual representations of some values they identified in various segments of the stories. These representations could take the form of photographs or short video clips. Then, they had to show their graphic productions to the rest of the class and explain the value/antivalue they had attempted to portray through their work.

Though the primary focus of the practice was on students' linguistic performance, this activity served to engage students in a multi-semiotic creative process which integrated verbal and visual components.

From the point of view of the evaluative purpose of the activity, it seems relevant to mention that this practice promoted the re-reading of texts students were familiar with guided with a renewed purpose, and thus discouraged memorization, which tends to be inexperienced students' first choice. At the same time, the dynamic and fun nature of the practice eased the pressure normally associated with evaluation.

English Language II

In *English Language II* course, one of the value-based evaluation practices implemented consisted of asking students working in groups to identify values in "*The Flying Machine*"; a short story by Ray Bradbury which had already been discussed in class, and to select the parts of the text where the value identified was construed linguistically. The following table illustrates the type of outcome actually produced by one of the groups.

| Value | Linguistic Realization |
|--------------------------------|--|
| MERCY | "Hold your tongue. If ever the word passes around, you and the farmer die within the hour." "You are merciful, Emperor". |
| FREEDOM | "And how free one feels!" |
| RESPECT for AUTHORITY/ LOYALTY | "No, no, a miracle!" said the servant, bowing quickly. The Emperor clapped his hands. "Ho, guards!" The guards came running. "Hold this man." The guards seized the flier. The servants retreated to obey. |

| | |
|-------------------|---|
| ENVY | "Isn't it beautiful?" "Yes, too beautiful!" |
| CRUELTY/ POWER | "Off with his head!" 'Burn the kite and the inventor's body and bury their ashes together" "I have made birds sing, I have made forests murmur, I have set people to walking in this woodland" |

Fig. 1. Linguistic construction of values identified by *English Language II* students in "The Flying Machine" by Ray Bradbury.

The implementation of this practice provided a good environment to discuss linguistic choices in a text and to get students to focus on the actual lexico-grammatical realizations construing the text's meanings, rather than on recounting a situation in the story that they associated with a given value.

Another instance of a value-based evaluation practice implemented in English Language II consisted of giving students the freedom to organize their end-of-term speaking evaluation around the concept of values. One of the students wrote three songs which he sang during the evaluation session. He then explained the way the lines in the song related to aspects of various texts analyzed and discussed during the course. Below is an excerpt of one of these songs:

1) Creativity

Regardless of your failures
And though you're not alive
Our language thanks you much.
You're never gonna die.

"I look just like a human!"
And everyone surprised
But think about the inventors;
They're really really bright.

*Without such geniuses
We'd still be at a station.
So let's remember that necessity
Is the mother of invention*

No matter what they told you,
Because they made you stronger.
Just keep dressing cities up
And keep creating wonders

Fig. 2. Excerpt of a song written by an *English Language III* student.

English Language III

In the case of English Language III, a value-based approach was used in the final assessment of the performance of 'alumnos promocionales'. Students were given a chart listing human values and were asked to select two to four core values and to relate them to the material they had read or seen during the course. This practice provided a good organizing principle which promoted a creative and at the same time critical approach to the evaluation stage. The value chart provided seemed to trigger a renewed look at the texts students had already studied while bringing new meaning to the re-reading task. Students gave free rein to their imaginations and found varied and innovative ways of relating the texts to the core values they had chosen. Some students used PPT and Prezi presentations; others prepared their own posters with pictures and photographs, among other resources.

The example below shows the work of one of the students who chose the concept of Truth as a starting point and associated it with related values such as perseverance/ determination, active citizenship and tolerance. He then explained in what ways these values were reflected in different texts (listed on the right) which had been discussed during the course.

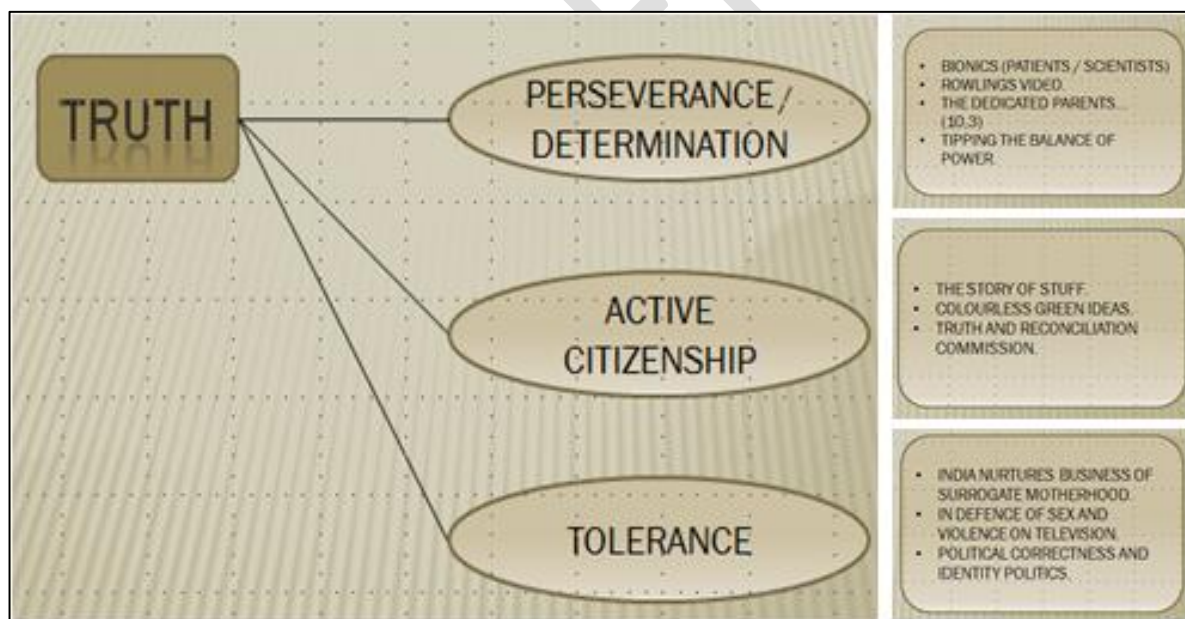


Fig. 3. Relations found by a student among values identified in texts used in the English Language III course.

Conclusions

As teachers, we are always seeking for ways of enhancing our practices and motivating our students, and as researchers we try to engage in activities which can be transferred to the

context in which we conduct our work. The value-based evaluation practices presented here have proved useful to combine and integrate the goals we pursue both as teachers and researchers.

We have found that these practices provided a new lens to look at texts, repurposing students' re-reading. They also allowed for visual/verbal combinations which served to promote students' multimodal awareness for and to illustrate the complexity of meaning making processes. Also relevant as an outcome of these practices is the fact that students found them to be opportunities to display their creativity.

Most importantly, the practices served the main purpose of bringing values to the center of attention in the language class, and thus made both teachers' and students' work more meaningful and consequential.

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Good or bad? Right or wrong? An Appraisal toolbox for classroom activities.

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Abstract

Looking at texts through the lens of Appraisal Theory (Martin et.al., 2005), this paper will focus on the use of some pedagogical tools for the identification and classification of evaluative meanings in ESL texts. With the aim of narrowing down the distance between linguistic studies and classroom practices, we present some practical resources devised for gaining a better understanding of what texts actually say. We will discuss and illustrate the use of a set of simplified and adapted categories from Appraisal Theory with examples taken from texts in ESL books which are currently being used in some English institutes in San Juan.

Key words: Appraisal, SFL, classroom practices, linguistic studies, pedagogical tools.

Introduction

Drawing on some theoretical and methodological instruments afforded by Appraisal Theory, (Martin and White, 2005; Martin and Rose, 2008; Bednarek, 2009), this paper presents a set of pedagogical tools for the identification and classification of evaluative meanings in English-as-a-Second-Language (hereafter ESL) texts.

The tools proposed have been devised with the purpose of “bridging” the gap between linguistic research and classroom application. The resources presented may be a useful tool when it comes to achieving a better understanding of the way in which evaluation is presented in texts, enhancing students reading skills and ability to think critically as well as enabling them to gain a fuller perception of the sometimes hidden meanings of a given text.

Appraisal Theory and Systemic Functional Linguistics: an overview.

Every linguistic expression carries a certain evaluative component. Monika Bednarek, one of the main representatives of Appraisal Theory, states that it is practically impossible for human beings not to show some degree of subjectivity every time a communicative encounter arises (4). She argues that whenever people communicate, they usually find it difficult *not* to impose or *not* to express value judgments: “when we interact with the world around us, we perceive categorize and evaluate what we encounter” (Bednarek 4). However, evaluation studies in the field of linguistics are relatively recent and the analysis of evaluative instances turns out to be challenging and filled with uncertainties. The author expresses that

nothing is settled in the field of evaluation, and that it “remains a mostly unexplored territory within linguistics” (Bednarek 4).

Bednarek considers evaluation a significant element of our lives, as it is “a device for interpreting the world and offering our evaluation to others” (4). By doing this, our evaluations may turn into values, and our values may, for the most part, “determine who we are personally, which path of life we choose to take, and which friendships we form” (4).

Appraisal Theory is framed within Systemic Functional Linguistics (hereafter SFL) and it is associated with the **interpersonal** component of language. According to Martin and White, appraisal resources deal with the way “writers/speakers approve and disapprove, enthuse and abhor, applaud and criticise, and with how they position their readers/listeners to do likewise” (1). This theory comprises three sub-systems: Attitude, Graduation and Engagement, which in turn, are divided into further sub-categories. This paper works with the resources provided by the system of Attitude, as the texts chosen for analysis cover topics in which feelings and emotions play a more significant role.

Attitude, in the words of Martin and White, is related to feelings and it includes (i) emotional reactions, (ii) judgments of human behaviour and (iii) evaluation of things (42). These three regions of feeling are called ‘affect’, ‘judgment’ and ‘appreciation’ respectively, and the authors define them with more detail in the following manner:

-Affect: expressions referred to positive and negative feelings: “do we feel happy or sad, confident or anxious, interested or bored?” (Martin & White 42).

-Judgment: expressions which deal with “attitudes towards behaviour, which we admire or criticise, praise or condemn” (Martin & White 42).

-Appreciation: expressions which involve “evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field” (Martin & White 43).

Martin and White point out that this type of attitudinal evaluation makes it possible to reveal the feelings and values of the speaker/writer (42). The expression of such evaluation can also shed light on the status or authority of the speaker/writer construed in the text, thus building rapport between the speaker/writer and the actual or potential interlocutors.

This paper presents a proposal for analysis which could be used with and by students as a tool for the exploration of meanings in texts.

Working with Evaluation

To work with evaluation in the classroom, we propose a series of simple activities which can help students approach texts and get a better understanding of them. Kress and van Leeuwen state that the use of different images/graphics and colours for some of the activities may come in useful as “visual structures realize meanings as linguistic structures do also, and thereby point to different interpretations of experience and different forms of social interaction” (qtd. in Herbele 102).⁶

First, students read the text selected by the teacher. Then, they focus on the words/phrases in bold and attempt to place each of them into the correct column. The activity below is just one of the simple ways in which this task can be carried out.

Read the text below and then do the activities.

Laurie and I are cousins, but I first got to know her after we met at my grandfather’s 80th birthday. We have been good friends ever since. I’m **happy** to have met her.

Laurie is in her late twenties and **attractive**. She’s tall and dark-skinned with short dark hair, a **warm** smile and dark brown eyes **that sparkle when she laughs**. She also has a **great sense of style** and always looks well-dressed, whether it’s an evening dress or casual sportswear.

Laurie has a **great personality**. She’s a very **popular, sociable** person who **loves** meeting new people and who everyone seems to like. She **lights up the room** with her **bubbly** personality and **always seems to get everyone smiling and laughing**. She also has **fantastic** sense of humour. She can see the funny side of any situation and is always making me laugh. She tends to be rather **bossy** though, and loves telling everyone what to do!

My cousin is an incredibly **ambitious** person. She has achieved her goal of working for the United Nations and is a development manager. She’s very **dedicated** to her job and often works late. Despite this, she **always has time for other people** and **never refuses to help if there is a problem**. I’m very **proud** of her, the whole family is!

Although we don’t see each other often, Laurie is a very **important** person to me. Her **kindness** and great sense of humour make her a very **special** friend.

Fig. 1. Text taken from *Prime Time 4, Student’s book* (120).

⁶ The images used in this paper have been chosen only for illustration purposes. The choice of suitable images will depend on each teacher’s criteria.

a) Look at the words/phrases in bold. Do they express something positive or something negative? Fill in the chart.




|  |  |
|---|---|
| <i>attractive</i> | <i>bossy</i> |
| <i>warm</i> | |
| <i>that sparkle when she laughs</i> | |
| <i>ambitious</i> | |
| <i>proud</i> | |
| <i>happy</i> | |
| <i>highly respected</i> | |

Fig. 2 Chart designed by the authors of this paper to classify positive and negative expressions.


Once the students have decided in which column each of the words/phrases should be placed, we can introduce an activity to help them *identify* the participants/entities evaluated and the person who evaluates them.

b) Take a quick look at the text once more and fill in the chart below with the words from exercise “a”.




evaluative expression

- *attractive*
- *warm*
- *ambitious*
- *bossy*
- *proud*



who evaluates?

- *author (Laurie's cousin)*
- *author (Laurie's cousin)*
- *author (Laurie's cousin)*
- *author (Laurie's cousin)*
- *author (Laurie's cousin)*



who/what is evaluated?

- *Laurie*
- *smile (Laurie's)*
- *Laurie*
- *Laurie*
- *Laurie*

Fig. 3 Chart designed by the authors of this paper to identify evaluative expressions and evaluated entities.

After the students have determined the evaluator and evaluated participant/entity, they should be able to *classify* the evaluative item/expression into different categories previously presented and characterized by the teacher.

- c) Look at the chart in exercise “b”, and say if the words/phrases could be placed in any of the following categories. Is the evaluator referring to feelings? Is he/she evaluating attitudes? Or is he/she evaluating the qualities of something/someone?

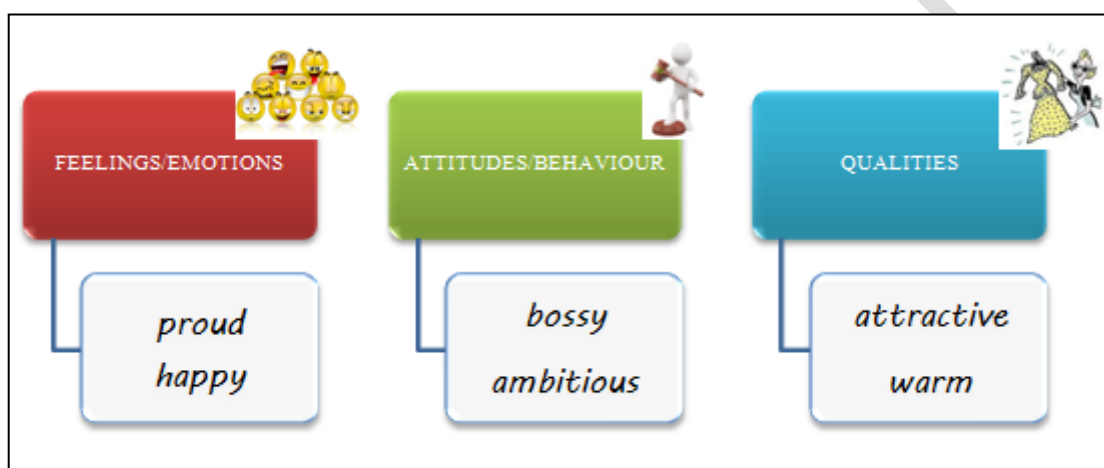


Fig. 4 Graph designed by the authors of this paper to classify evaluative expressions.

After having classified the words/expressions from the text, students could reflect on their meaning by finding synonyms and antonyms and then replacing the words from the text with some of the new lexical items of their choice to notice the changes in meaning.

- d) Look at the words in exercise “b”, choose 3 from each category and write down in the columns below one synonym and one antonym for each of the chosen words. Then, use them to complete the text so as to change its original overall evaluative meaning.

| | WORD/PHRASE FROM THE TEXT | SIMILAR WORD/PHRASE | OPPOSITE WORD/PHRASE |
|--|---------------------------|---------------------|----------------------|
| | <i>happy</i> | <i>glad</i> | <i>sad</i> |
| | | | |
| | | | |



| | | | |
|---|-------------------------------------|--|------------------------------------|
|  | <i>bossy</i> | <i>authoritarian</i> | <i>push-over</i> |
|  | <i>attractive</i> | <i>beautiful</i> | <i>ugly</i> |

Fig. 5 Chart designed by the authors of this paper to contrast evaluative expressions.

Laurie and I are cousins, but I first got to know her after we met at my grandfather's 80th birthday. We have been good friends ever since. I'm _____ to have met her.

Laurie is in her late twenties and _____. She's tall and dark-skinned with short dark hair, a _____ smile and dark brown eyes _____. She also has a _____ and always looks well-dressed, whether it's an evening dress or casual sportswear.

Laurie has a _____. She's a very _____, _____ person who _____ meeting new people and who everyone seems to like. She _____ with her _____ personality and _____. She also has _____ sense of humour. She can see the funny side of any situation and is always making me laugh. She tends to be rather _____ though, and loves telling everyone what to do!

My cousin is an incredibly _____ person. She has achieved her goal of working for the United Nations and is a development manager. She's very _____ to her job and often works late. Despite this, she _____ and _____. I'm very _____ of her, the whole family is!

Although we don't see each other often, Laurie is a very _____ person to me. Her _____ and great sense of humour make her a very _____ friend.

As a last activity we propose a production exercise in which students should re write the text using only the antonyms of the words/phrases from the original text.

- a) Re write the text using the opposites (antonyms) of the words/phrases from the original text. Make adjustments where necessary.

.....

.....

.....

.....

.....

Conclusion/ Classroom application

We consider that by helping students notice, identify and classify evaluative meanings in a certain text, teachers can enhance the learners' comprehension process. We also believe that drawing students' attention to the resources the language offers to evaluate people, objects, processes, etc., many of the meanings construed in the text can be brought to the forefront and revealed.

Although this type of reading comprehension activity is not normally found in ESL textbooks, we believe it can bring to light relevant aspects of the way evaluation works in discourse, many times revealing the stance of the author. We also believe that guiding students to reflect on aspects such as a text participants' positive or negative evaluation can help promote the learners' critical thinking skills.

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Materials for English Teaching as a result of research work

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Abstract

The purpose of this work is to show the interrelationship between a research work⁷ carried out by teachers of the *Profesorado de Inglés* at the IFDC-SL and the materials that were developed from the conclusions obtained. These materials aim at providing an answer to the needs detected, by developing and reinforcing reading comprehension -as the main focus- as well as writing, listening and speaking processes, within a communicative teaching framework. These materials are meant to be used in the first three years at the secondary schools of the Provincial Educational System. The reading materials take into account the guidelines provided by the *Núcleos de Aprendizaje Prioritarios para Lenguas Extranjeras (NAP-LE, 2012)* and include texts from different genres -both authentic and pedagogically adapted- promoting an intercultural and metacognitive awareness, together with the use of technology.

Introduction

Secondary school teachers generally complain that students learn very little despite the fact that they have many years of English at school. Thus, some years ago a research work was conducted by teachers of the English Department at the IFDC-SL to analyze secondary school teachers' beliefs about language and language practices (reading, writing, listening and speaking), and whether these beliefs were reflected in their teaching practices. As a result of this study a decision was taken to design and publish materials to aid teachers in their daily practices. The materials consist of a set of reading guides based on authentic and adapted texts which also include oral practices. The present work aims at showing the connections between the conclusions obtained from this qualitative study and the materials designed.

⁷ Análisis de las prácticas de enseñanza de los docentes de inglés en relación a determinados conceptos disciplinares. Un estudio en la Región Educativa I del Sistema Educativo Provincial. (San Luis – Argentina), 2009.

This work is organized into three parts. The first one contains a brief description of the guides and outlines teachers' beliefs and practices detected in the research work mentioned above. The second one outlines the theoretical framework underlying the materials designed, and some comments about them. The third part is devoted to the conclusions.

Part 1

A- Description of the materials designed

The materials designed consist of a booklet called "A Toolkit for Reading", which contains nine guides about different topics. The student's guides are divided into three sections - Before Reading, While Reading and After Reading-, and contain one or more texts with a set of reading activities and integrated speaking and listening activities. The guides comply with the reading requirements for level A2 from the Common European Framework and are based on texts belonging to a wide variety of types and genres.



There is also a teacher's version containing an introduction with the theoretical framework underlying the activities designed and some guidelines for writing. Besides, there are notes for each guide including the keys to some of the activities, helpful suggestions for classroom implementation, and links to tutorials for the use of the technological tools suggested. Both the teacher's and the student's versions can be printed and will be interactive in the near future.

b- Teachers' beliefs and practices

The research study mentioned above showed that teachers' beliefs as regards language, reading, writing, listening and speaking greatly affect their daily practices. Their beliefs will be shared and next the proposal will be developed as a counterpart.

Teachers have a structural view of **language**, which implies that language is a system of structurally interrelated elements to encode meaning. From this perspective the aim of language teaching is the command of phonological, grammatical and lexical units. Teachers believe that language learning is a linear process and that the grammatical and lexical systems need to be well consolidated before students start developing comprehension and production processes.

As regards **comprehension processes**, answers from teachers showed shared beliefs that help students very little to develop them. Teachers focus on the bottom-up approach and believe meaning is only in the text, so students make little connection with their prior knowledge and their real lives, and they are thus bound to assume a passive role. Students are given only specially written texts which are not very appealing or motivating and do not display a great variety of types and genres. Furthermore, the reading purpose is not always clearly stated, except when reading to practise vocabulary and grammar, or to improve pronunciation when reading aloud. Besides, teachers tend not to prepare students for listening activities, thus, their prior knowledge or schema is not activated before listening, hence, they are not challenged to exploit their maximum potential. Teachers consider listening comprehension as a receptive process, in which hearing and listening seem to be undistinguishable. For them, listening seems to be a sound decoding practice that leaves aside real purposes and intentions real-life listening has.

In general, **production processes** do not seem to have a central role in the language class. As regards writing, teachers prefer to do writing as a means -that is, to practise other areas of language or develop other skills- rather than writing as an end in itself, and product writing rather than process writing. Writing is thus seen as a means to practice a specific lexical or grammar point, so it is reduced to the ability to write grammatically correct sentences, as they practise the writing of specific forms at word or sentence level. Thus, text organization, cohesion and coherence among sentences, and content itself are disregarded. Product writing is also emphasized, and most of the writing assignments teachers give students have no clear purpose or intended audience and no specific genre is usually required. In relation to speaking, most teachers interviewed seem to be more concerned with students' pronunciation rather than with the content of their oral productions. Most teachers limit the oral production in the classroom to the reading aloud of written activities, giving a secondary role to meaningful interaction.

Part 2

Theoretical Framework and Pedagogical Proposal

This section provides the rationale behind the pedagogical proposal that emerged out of the research work mentioned above. The different concepts developed herein show the perspective adhered to.

The **linguistic policies** prevailing at the moment are reflected in different documents; the ones considered for this publication are: the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), the *Núcleos de Aprendizajes Prioritarios para Lenguas Extranjeras (NAP-LE)* and the *Proyecto de Mejora para la formación inicial de profesores para el nivel secundario. Áreas: Geografía, Historia, Lengua y Literatura y Lenguas Extranjeras (Proyecto de Mejora)*. The CEFR was put together by the Council of Europe and provides a description of achievements of foreign language learners across Europe and in other countries. The *NAP-LE* contains the common core contents of the Argentinean education system that any learner should be acquainted with, and it comprises six areas: reading and, listening comprehension, writing, speaking, reflection on the foreign language and culture being learnt and intercultural reflection. Though the *Proyecto de Mejora* is intended for teacher training institutions, its perspective on the language-culture and the intercultural approach -which are developed herein below- can be applied to any level.

With respect to **languages**, they are viewed as social practices, and language learning is conceived as a process implying the construction of meanings that depend on the contexts in which the interactions take place. In the *Proyecto de Mejora* discourse practices are defined as “language actions, uses and operations that give sense to our relationships with the world, and through them individuals ... become subjects open to a wide variety of [communicative] possibilities and at the same time conditioned to a series of social restrictions” (186) [the authors’ translation].

In second language acquisition literature it has often been argued that input comprehension -reading and listening- and output production -writing and speaking- are “the two things that are crucial for language learning. In teaching, too, comprehension and production are considered important, especially in communicative language teaching contexts” (Izumi, 580).

As regards **communicative competence**, it can be defined as the ability to interpret and perform appropriate social behaviors within communicative contexts, and it requires an active role on the part of the learner for the production of the target language (Canale and Swain; Celce-Murcia et al.; Hymes). To acquire this communicative competence a range of abilities is necessary: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the most suitable thing in a certain social situation (sociolinguistic competence); the ability to start, interrupt, be involved in, contribute to, and end a conversation, and to do this in a consistent and coherent manner (discourse competence); and the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

Regarding **production processes**, speaking is viewed in a larger context of communication with the focus on the speaker's ability to take in messages, negotiate meaning, and produce comprehensible output. This view recognizes the interactive nature of listening and the crucial role of negotiating meaning in order to produce comprehensible speech. Bygate's information and interaction routines correspond respectively to the transactional and interactional functions of language proposed by Brown and Yule. According to these authors, language communicative functions can be divided into two types: interactional and transactional. The first one is produced for social purposes and the second one is produced in order to get something or get something done. Any given interaction will usually consist of both interactional and transactional language.

With respect to **writing**, Nunan acknowledges that it "is probably the most difficult thing there is to do in language" (271). Thus, writing needs to be developed as a process and as an end in itself. "The process view of writing considers it as thinking, as discovery" (Ur 302). Process writing evolved as a reaction to the product approach to writing, which focuses on the final product: a coherent, error-free text (Nunan 272). Process writing, on the contrary, is a complex cognitive process focusing on the process, and involving several identifiable steps: pre-writing, writing, editing, revising and evaluating. Proponents of the process approach accept that there will never be a perfect text, but rather one that can get closer to perfection through producing, reflecting on, discussing and reworking successive drafts of a text. A further distinction was drawn by Ur between writing as a means to an end (i.e. writing to practise the language or an area of it) and writing as an end in itself (i.e. writing to improve the L2 writing skills). In the latter approach writing is seen as a genuine act of communication, which truly reflects students' ideas.

Concerning **comprehension processes**, Nunan suggests that both listening and reading comprehension "involve processing ideas generated by others that are transmitted through language" (249). These comprehension processes entail two different modalities of operation that work cooperatively together: the bottom-up and the top-down approach. The former considers reading as "a process of decoding written symbols into their aural equivalents in a linear fashion" (Nunan 252); while the latter -also called the psycholinguistic approach- claims that "one begins with a set of hypothesis or predictions about the meaning of the text one is about to read, and then selectively samples the text to determine whether or not one's predictions are correct.

According to Rost, the **listening comprehension** process can be considered from four different perspectives. From a receptive perspective, listening comprehension is the reception of what is said by the speaker; from a constructive perspective, it is the building up

and representation of meaning; from a collaborative perspective, it is the negotiation of meaning between the speakers -the one who speaks and the one who answers-; and from a transformative perspective, it is the construction of meaning through participation, imagination and empathy. It is important that teachers help students develop this skill and understand the interactive nature of the listening process. The teacher should also be able to provide a wide variety of activities and to adapt the material according to the students' competence and needs. Nunan states that listening tasks can be classified according to the role of the students -whether they are part of the interaction (reciprocal listening) or not (nonreciprocal listening)-, and the types of strategies required -whether they have to pay attention to main ideas, specific information or whether they have to infer information.

Reading comprehension is much more than merely decoding form, it entails reconstructing meaning. Nunan and others (Eskey; Eskey and Grabe; Grabe; Grabe and Stoller) argue that reading is an interactive process, in which readers alternate between bottom-up and top-down processes, according to their needs. Furthermore, "Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended meaning" (Johnston 16). Hence, the reader has a really active role, as comprehension can only take place when the text is affected by the reader's schemata. The term schema was first used by the British psychologist Bartlett in 1932. This concept "is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences" (Nunan 201) "...we do not process print in a serial, linear, step-by-step process. Nor do we process print as 'visual tape recorders'. Rather, we interpret that we read in terms of what we already know and we integrate what we already know with the content of what we are reading" (Nunan 256). Schema theory suggests that our prior knowledge, experiences and expectations greatly affect our capacity to understand the new information we are exposed to. Nunan claims that texts themselves do not carry meaning, but provide clues for readers to reconstruct it. Therefore, reading is an interactive process between the text and the readers, in which the reader's background knowledge plays a central role.

The distinction between genre and text type has been increasingly paid attention to, and is still subject to great debates. This work is based on Biber's and Paltridge's perspectives, which make the distinction based on the external and internal characteristics of the texts. In this view, genre is "a category assigned on the basis of external criteria such as intended audience, purpose and activity type" (Biber 70), that is to say, they are the conventional, culturally recognised grouping of texts. Text type, on the other hand, is defined in terms of the "co-occurrence of linguistic patterns" (Paltridge, "Genre, text type, and the classroom" 237), whether they are lexical or grammatical.

| Genre | Text type |
|--------------------|------------------|
| Recipe | Procedure |
| Personal letter | Anecdote |
| Advertisement | Description |
| Police report | Description |
| Student essay | Exposition |
| Formal letter | Exposition |
| Formal letter | Problem-Solution |
| News item | Recount |
| Health brochure | Procedure |
| Student assignment | Recount |
| Biology textbook | Report |
| Film review | Review |

Fig.1. Examples of genres and text types (Hammond et al. 1992 in Paltridge “Genre, text type, and the classroom” 239)

As regards **reflection**, it can be defined as a process and an activity undertaken to promote the examination and interpretation of experiences. In second language learning reflection comprises different dimensions; in the materials designed, intercultural and metacognitive reflection are taken into account and activities to foster them are proposed.

Intercultural reflection guides students to analyze not only the target culture, but also their own, thus allowing the comparison and contrast of different cultural universes to discover facets of their own cultural and social identity (see *Proyecto de Mejora 151*). Intercultural competence is the “ability to ensure a shared understanding by people of different social identities, and their [learner’s] ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram et al. 10). In the guides designed, intercultural reflection aims at enriching the students’ cultural universe.

Metacognitive reflection allows students to make and test hypothesis in relation to how the language works. If this approach is adopted in the classroom in a systematic way, students will be able to increasingly gain autonomy in the process of foreign language learning. In general terms, metacognition is the conscious awareness about how we learn, it means “knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal [Metacognition is] the process of selecting, evaluating or regulating one’s strategies to control comprehension and long-term recall” (Irwin 4).

The use of **communication and information technologies** is a real and effective facilitating tool that promotes exploration and enquiring activities, fostering collaborative and autonomous students’ work. In order to use these tools with teaching purposes, it is necessary to adopt an eclectic approach to foreign language teaching.

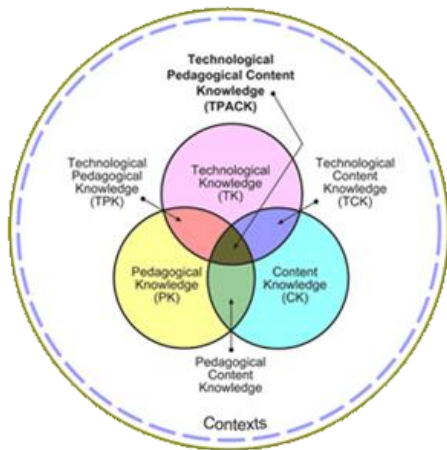
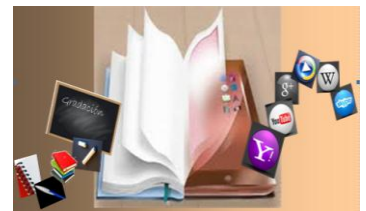


Fig. 2. Pedagogical Technological Content Knowledge. The Three Circles, Content, Pedagogy, and Technology, Overlap to Lead to Four More Kinds of Interrelated Knowledge (Mishra and Koehler 1025).

Underlying this proposal is the Technological Pedagogical Content Knowledge (TPACK) model (see Fig.2). At the heart of the TPACK framework, there is a complex interplay of three primary forms of knowledge: content, pedagogy, and technology. This interaction results in three juxtaposed areas: technological pedagogical knowledge, technological content knowledge and pedagogical content knowledge. The central interplay of these elements finally results in an adequate use of technology in the field of teaching, as technology makes it possible to think of new ways of teaching and learning.

Anyway, using technology does not mean doing away with traditional ways of teaching, but rather integrating both of them.

In view of the fact the teachers interviewed limit their practices to the use of the specially written texts and activities that most textbooks offer –which many times focus mainly on grammar, vocabulary and spelling practices-, a decision was taken to use authentic and adapted texts to give students the chance to have access to more contextualized and meaningful samples of the target language. **Authentic materials** are produced “to fulfill some social purpose in the language community” (Little, Devitt and Singleton 25); that is, they are not specially written for second language learners. Many writers (see Little and Singleton 124; and Bacon and Finnemann 459-60) claim that authentic materials motivate learners because they are intrinsically more enjoyable, interesting and motivating than materials specially written for language learners; besides, they allow students to be closer to the target language culture. All the texts used in the reading guides are either authentic or slightly adapted, and they aim at getting students to use the language in a contextualized and communicative way in situations that resemble real life.



Part 3

Conclusions

According to what has been described so far, it is important to highlight the value of research work as a starting point to implement pedagogical actions that have a direct impact in the foreign language classroom. The research conclusions provided an insight into teachers' beliefs and their practices that allowed the possibility of having an overall picture of the classroom reality. As a consequence, two courses of action are being taken.

On the one hand, as it has already been explained, a set of reading comprehension materials were designed based on authentic and adapted texts belonging to a variety of genres; and the linguistic policies prevailing at the moment have been taken into account. Important concepts shaping this proposal are communicative competence, language as a social practice and a means to reflect culture, prior knowledge activation, and intercultural and metacognitive reflection. Technology has also been included to foster autonomous and collaborative work.

On the other hand, different steps will be taken in the short run aimed at providing teacher education. To begin with, a series of workshops will be implemented to work on teachers' beliefs in relation to their conception of language and comprehension and production processes. Next, a second series of workshops will be organized for teachers to work in groups, according to the level they teach: *ciclo básico* or *ciclo orientado*. In these second series of workshops different ways to use the guides will be presented and teachers will be asked to work actively, collaborating with ideas and making suggestions on the ways of implementing the guides.

All in all, this work has demonstrated a very interesting interplay between research conclusions and materials design, and between materials design and classroom implementation.

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Metaphor and Profiling in EFL Writing

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Abstract

The following paper was written for the *English Language IV* course of the English Teaching Training Program at the Facultad de Filosofía, Humanidades y Artes - UNSJ. It shows the process and results of a research project carried out to demonstrate how the principles of metaphor and profiling work in EFL students' minds and how they are reflected in different written pieces by said students.

Introduction

During the last four decades, there have been several studies concerning the teaching and learning of the writing skill. Such pieces of research have based their assumptions on different theories dealing with the study of language, namely Structuralism, Generative Grammar, Systemic Functional Linguistics and Cognitive Linguistics, among others. In particular, researchers (Flower and Hayes, 1980; Bereiter and Scardamalia, 1987) in the field of Cognitive Linguistics developed several models for explaining composing, taking into account cognitive processes and subprocesses working in the minds of writers during the act. Nevertheless, there is still a wide array of aspects which have not been investigated from a cognitive perspective of writing, especially considering the main principles that characterize Cognitive Linguistics. This paper will attempt to determine how the principles of metaphor and profiling operate in the writers' minds and how these are in turn translated and visualized in English as a Foreign Language (hereafter EFL) students' written texts.

Theoretical Framework

Cognitive Linguistics takes on principles from other disciplines such as cognitive psychology, philosophy and neuroscience, which then uses to approach the study of language. Also, it takes in an empiricist view of language study, as opposed to formal approaches (e.g. Structuralism and, especially, Generative Grammar), which take into consideration a rationalist view on this matter. Cognitive linguists argue that neither the human mind nor the human embodiment should be considered as distinct entities, i.e., if we want to study how

the mind operates, we cannot do so without considering the role that the human body has in it. Language is derived from human experience, that is, from the ongoing interaction between mind and body. Formal approaches to language, however, support the idea that the mind can be analyzed without recurring to the embodied experience. As a consequence, language is viewed as a “computational system, without taking into account the natures of human bodies or human experience” (Evans and Green 27 - 28).

Evans and Green claim that there are two commitments that characterize the Cognitive Linguistics enterprise. On the one hand, the generalization commitment, which defies the belief among formal linguists that there exists a series of principles structuring different levels across language (that is, phonology, morphology and syntax). In contrast, cognitive linguists affirm that these principles hold across different areas within the language field and that one of the tasks of linguists is to identify them (27 -28). These principles are Categorization, Polysemy and Metaphor. This paper will only focus on the last one.

On the other hand, the cognitive commitment considers the inclusion of knowledge from other disciplines to describe language. In this respect, cognitive linguists consider that “linguistic organization should reflect general cognitive principles rather than cognitive principles specific to language” (Evans and Green 40 - 41). Profiling is one of the general abilities shared by all humans included within this commitment.

As stated previously, this paper is concerned only with the principles of metaphor and profiling. Some explanations need to be made as regards these concepts. Vyvyan Evans and Melanie Green define metaphor as “the phenomenon where one conceptual domain is systematically structured in terms of another” (38). In other words, we use knowledge from our internal domain (source domain), which is concrete and usually close to our experience to structure another domain (target domain), which is more abstract. George Lakoff and Mark Johnson refer to this as “structural metaphor” (8-10) When dealing with this concept, it is important to realize that metaphor does not only refer to a poetic device that is used to embellish our message, a matter of thoughts and language only, but to our mental activity and our reality as well. What’s more, our system of concepts is metaphorical in nature: whatever we think and do is transmitted via language by means of metaphor. As Lakoff and Johnson state “the concepts that govern our thought are not just matters of the intellect. They also govern our everyday functioning, down to the most mundane details“(8).

Lakoff and Johnson classify metaphors into structural, conduit, orientational and ontological (8-27). Structural metaphors involve a procedure whereby knowledge from a source conceptual domain near to our experience is used to structure a more abstract target

conceptual domain (8-10). Conduit metaphors entail that, in our language, “ideas (or meanings) are objects, linguistic expressions are containers and communication is sending” (13-15). In other words, these types of metaphor involve a certain speaker who “puts” thoughts, ideas or beliefs (objects) into phrases, words or expressions of all sort (containers) and later, transmits them to a given hearer who extracts these thoughts, ideas or beliefs from such phrases, words or expressions. It is necessary to remember that conduit metaphors do not depend on any context or particular speaker, that is, they can be used in many situations where differences in context do not occupy an important place and where “all participants in the conversation understand the sentences in the same way” (Lakoff and Johnson 13-15). In turn, orientational metaphors, as opposed to structural metaphors, do not organize one conceptual domain in terms of another but rather organize “a whole system of concepts with respect to one another” (Lakoff and Johnson 16-20). These kinds of metaphors involve the idea of “spatial orientation” or orientation within a space in time or place and they provide a certain concept with a sense of spatial orientation. Because these involve the concepts of space and time, they are based on our embodiment and cultural background (Lakoff and Johnson 16-20). Finally, ontological metaphors can manifest in language use. These go beyond the mere orientation in space and time. They require that speakers understand their own experiences as “objects and substances”. Once this is done, they can select fragments of those experiences which will be referred to, categorized, grouped and so on. Ontological metaphors are further classified, taking into account the purpose for which they are used, into referring, quantifying, identifying causes and setting goals and motivating actions (Lakoff and Johnson 23-27).

Profiling emerges from another natural cognitive ability which all humans possess: attention. For instance, if we are watching a basketball match, our attention diverts to different aspects of the same scene so that we can pay attention to the ball passing from hand to hand until it reaches the net, the basketball players moving fast or the team coach who is concentrated on giving the players instructions to score a basket quickly. In this case, profiling is our linguistic ability to focus on those different aspects by means of syntactic, semantic and lexical devices.

Finally, it is important for this paper to refer to the notion of Genre. Martin and Rose define genres as “staged, goal oriented social processes. Staged, because it usually takes writers more than one step to reach their goals, goal oriented because they feel frustrated if they do not accomplish the final steps and social since writers shape their texts for readers of particular kinds” (16). It is no longer valid to assume that any written text is produced just

because. Whenever we write, we do so for a reason, to accomplish a specific goal. At the same time, we consider writing for a specific, intended audience.

The study

The participants

The study was carried out with the cooperation of EFL students from two different institutions of the city of San Juan, Argentina.

The first group was made up of twelve students, aged 19-22, from varied socioeconomic levels, who attend a public university. These C1⁸ students are taking the English Teaching Training Program, and they attend classes five days a week, four hours each day. The second group was made up of seven B1 students who attend English classes at a private secondary school. The students, between 16-19, have EFL classes only once a week, in a three-hour session.

For this study all of the thirty students' pieces of writing were analysed; nevertheless in the data analysis stage only half of them were taken and, in this paper, only five of them are described. All students in each group showed a similar behavior regarding the task, hence the decision to include only the most representative works of each. This was done in order to avoid repetition of identical results and to ensure quality of data analysis.

The task

The participants of the first group were requested to write a short text so as to "react against" a given topic presented in a text read in class. Basically, they had to write a short piece in which their opinions on a particular issue could be reflected. The structure of the reaction text consisted of the following:

- A first paragraph, where the topic being discussed was presented. The students had to provide a brief summary of it.
- A second/third paragraph, in which the participants wrote their own beliefs and opinions on the subject-matter of the issue.
- A conclusion, where the participants still held onto their opinions, commenting on their final thoughts regarding the discussion.

⁸ This level is labeled as "Effective Operational Proficiency or Advanced" by the Common European Framework of Reference for Languages (CEFR). Students who accomplish this level are able to understand long and complex texts with varied meanings, can express themselves fluently and can express their ideas efficiently both in written and oral speech.

The students in the second group were asked to write a short narrative text based on a series of pictures displayed by the instructor. Each participant received a different set, which contained a sequence of images portraying an event. They had to use vocabulary, grammatical structures and discourse organization notions they had learnt.

Data Analysis

Profiling

The participants' texts showed several instances of profiling which, as Evans and Green claim, manifest themselves through grammatical constructions (41). In this respect, we can notice that students made use of adverbials (adverb phrases and adverbial clauses), noun phrases (nouns, pronouns, that-nominal clauses) and verb phrases, which profiled "different aspects of a given scene" (Evans and Green 41). Let us see some examples of these phenomena:

First group of participants.

1. In his production Student 1 focuses on presenting the topic of the text he worked on during class in the first paragraph. In the first sentence of this paragraph he briefly shows what the text is about. Then, in the second sentence, he directs his attention to another aspect of the text, and refers to a particular point made by the author. Profiling can be detected here in the student's use of noun phrases such as "the writer" and "three categories" and the verb "classifies". In the second paragraph, the participant provides examples of the categories mentioned in the first paragraph, therefore profiling is shown again through the verb "illustrates" and the noun phrase "examples of situations". In the second sentence of this paragraph, profiling appears again as the student changes the focus of his text from the information presented to his opinion about the examples and the piece discussed. From here on, the student goes on expressing his opinions up to the development of the conclusive stage where he concentrates on closing his reaction piece. These stages are reflected in the following items: noun phrases ("I", "strategy", "humour", "issue", "safety", "text", "reader's attention"), verb phrases ("put on", "can say", "deals with", "consider", "is"), adverb phrase ("furthermore"), subordinating conjunction to introduce adverbial clauses ("although"), adjectives ("serious", "formal", "informal", "good", "humorous", "thought-provoking", "important"), a prepositional phrase ("on the whole") and verb/phrases ("find", "deal with").

2. Student 2 begins his composing in a similar fashion as compared with Student 1: in the

first sentence of the first paragraph there is a summary of the main points made by the author of the text read. In the second sentence the participant directs his attention to another aspect of the text analysed. Profiling appears when the student chooses to place his attention on his opinion about the author's statements regarding the topics presented. Profiling can be noticed once again in the third and fourth paragraphs when the participant concentrates on explaining how the writer of the source text organized and presented the information. As for the last paragraph, the participant's attention is focused on closing his text.

A list of syntactic items which bear the mark of is profiling includes: noun phrases ("the text", "author", "behavior", "classification", "violations", "categories", "this", "examples", "the writer", "references", "I"), verb phrases ("present", "describe", "provide", "suggest", "illustrate", "introduce", "think", "constitute"), adjectives ("reckless", "risky", "hilarious", "perfect", "precise"), adverb phrases ("basically", "also", "furthermore") and prepositional phrases ("by means of").

Second group of participants:

1. Student 2 begins his written piece by setting his story in place and time. The focus here lies on introducing the general details and the main character (first sentence of the first paragraph). However, the focus is changed (profiling) to a secondary character of this story in the second sentence. Profiling occurs again in the second paragraph, as the participant's attention goes back to the main character. In the third paragraph the main character moves to a different location and in the fourth the student focuses on describing what a minor character is doing. Finally, in the last paragraph, various instances of profiling are seen: in all the seven sentences that make up this last stage, the participant concentrates on different aspects of the narration, for instance, on another secondary character, on one of the main places in the story being destroyed or on a musical instrument found in a secret passage, which is vital to the outcome of the story.

Several syntactic devices mark profiling in this text: noun phrases ("Mr. Frederick's old wooden house", "something", "people", "they", "Frederick", "Mrs. Nina", "noises", "new place", "bricklayer", "an old box", "a child's skeleton", "Peter", "a fire", "wind harp", "this", "he"), verbs ("be", "hear", "sell", "think", "continue", "move", "hire", "find", "say", "burn", "discover", "produce", "place"), adverbial clauses ("while walking near the house", "while the bricklayer was moving the house", "when Mrs. Nina died"), prepositional phrases ("for many years", "after some time", "on windy nights", "in the chimneys"), adverb phrases ("finally").

Metaphor.

The following figures show the types of metaphors found in the written pieces of some participants. As can be seen, the most recurrent types were orientational, conduit and ontological metaphors.

First group of participants:

| Students | Types of Metaphor | | | |
|-----------|-------------------|---------|---------------|-------------|
| | Structural | Conduit | Orientational | Ontological |
| Student 1 | 4 | 4 | 4 | 4 |
| Student 2 | 1 | 4 | 5 | 4 |
| Student 3 | 3 | 4 | 3 | 5 |
| Student 4 | 2 | 4 | 1 | 3 |
| Student 5 | 4 | 5 | 2 | 2 |

Fig.1. Types of metaphors found in written texts by students in first group.

Second group of participants:

| Students | Types of Metaphor | | | |
|-----------|-------------------|---------|---------------|-------------|
| | Structural | Conduit | Orientational | Ontological |
| Student 1 | | 1 | | 4 |
| Student 2 | | 3 | 1 | |
| Student 3 | | | 1 | 4 |
| Student 4 | 1 | | | 2 |
| Student 5 | 2 | 2 | 1 | |

Fig. 2. Types of metaphors found in written texts by students in second group

We can notice that there are significant differences between these two groups of students as regards the uses of metaphor. Group 1 students make use of twice as many metaphorical expressions as Group 2 participants. This can be explained by referring to the idea of embodiment, a key notion for understanding metaphor. In this respect, our experiences and

interactions with the environment we inhabit provide us with knowledge. This knowledge will then be transformed into language by a combination of our embodiment and of cognitive processes. Therefore, if any of us lacks knowledge of a certain domain because we have not yet “experienced” it, we will most likely *not* be able to refer to this domain in *any* language. This can perfectly be the case of the younger, less experienced students of Group 2.

Another explanation for such differences relies on the level of proficiency, which proved to be a crucial factor in the completion of the given task. In other words, Group 1 students, whose level of language command is C1, developed texts with better use of syntactic and discourse features. The B1 Group 2 students still lack a proficient language management.

Conclusion

As was stated in the hypothesis, all participants have shown in one way or another that both profiling and metaphor are recurrent phenomena, not only in spoken language but also in written language. These phenomena are unconscious, as George Lakoff and Mark Johnson state, since most individuals are not aware of their presence in their daily language use. It is language instructors’ task, then, to reflect on their importance in language teaching and to make students aware of their value in language learning.

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Our students and the strategies they currently use in their classes

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Abstract

This paper will present some of the data analyzed in the project: "The English class in current times" (CICITCA, Res 018/14-CS-UNSJ.) from the perspective of the learning strategies that are most used by students in their English classes. We will outline strategies the subjects use in their classes, as well as those that would help them learn better. Being aware of the need to integrate classroom changes noticed in the outside world, in this project we try to find out what trends are implemented in English classes, especially the extent to which Information and Communications Technologies (ICTs) and other modern trends are integrated to teach English, such as task-based learning or the integration of content and language. Through this analysis we try to outline ways of working in the class that will help activate the use of strategies that correlate with the ways of learning students have, and with their interests.

Introduction

This paper will present some of the data analyzed in the project: "The English class in current times" (CICITCA, Res 018/14-CS-UNSJ.) from the perspective of the learning strategies that are mostly used by students in their English classes; we will focus especially on the extent to which Information and Communications Technologies (hereafter ICTs) and other modern trends are integrated into English Language Teaching (hereafter ELT), such as task-based learning or the integration of content and language. We will show strategies that correlate with students' interests and ways of learning.

Theoretical background

One of the most important cultural changes our society is undergoing is closely linked to the role the new technologies play in it. These technologies have a significant impact not only in the production of goods and services but also in the set of combined social relationships. Accumulation of information, advances in the speed of information transmission, improvements in spatial limitations, use of simultaneous different tools (image, sound, text) are, among others, elements that explain how new technologies exert a fertile change in society. Their use makes people modify basic concepts of space and time. The notion of reality itself starts to be rethought in light of building virtual realities that pose untrod

problems and queries of an epistemological nature (Tedesco 47). Therefore, the *knowledge society* presupposes new social, economic and political conditions that redefine the system of values in which modern life lies and at the same time, presents new challenges for organizations.

Hence, the school is not impervious to change in the light of these new tendencies in society. The school is not the only channel of knowledge and information for the new generations any longer (Romero 8). The main challenge in transforming education is dealing with the complexity the world of technology implies, as well as recognizing the multidimensional views and need to work with different and simultaneous sequences.

In analyzing scenes with technology within the classroom, the technologies available to teachers have appeared together with the changing trends in the society and that technological development has become part of our everyday life. This trend is reflected in every classroom since its use satisfies a host of new functions.

According to Dussel, the high speed in the development of new technologies has caused deep social, economic and political changes (12). New jobs and occupations have arisen meeting the demands of new and different competences. Thus, the inclusion of technology in the school must be thought of as “reshaping literacy in the new concepts, being in contact with new kinds of knowledge as an answer to certain demands in the work realm” (Sagol 9). The use of technologies implies ways and kinds of structuring thought different from those that readers of written pieces have. There is no doubt that using ICTs in pedagogical practices integrates school into the context of the information society. In turn, this change demands taking a step further from ICTs to technologies for learning and knowledge; i.e., “take the technologies to the classroom, make them meaningful and give them a pedagogical use.” (García Valcárcel, González Rodero 5).

Along with the changes in ICTs, Farell and Jacobs argue that in the realm of Second Language Learning “new tendencies are reinforced: learner’s autonomy, cooperative learning, integration in the curricula, focus on meaning, strategies of thought, alternative evaluation and teachers as co-learners” (tesl-ej.org).

Among the new tendencies, Content and Language Integrated Learning (hereafter CLIL) focuses on the learning of content which is mediated by the foreign language. Thus, at the same time that it allows the incorporation of new concepts and of the second language

(hereafter L2), it develops other cognitive strategies. CLIL can also have an impact on conceptualization, literally how we think (Marsh 8).

The Strategic Self-Regulation (S2R) Model of language learning

Nowadays it is widely known that not just cognitive strategies demand control and handling on the student's part. In this sense, Rebecca Oxford presents a wider frame for the study of strategies for learning a language. This author, based on research about self-regulated students and their use of strategies, noticed that students use these strategies to regulate various aspects of their learning, not just the cognitive one; they use them to regulate internal mental states, their beliefs, their behaviors and the environment they learn in. All this led Oxford to formulate the Strategic Self-Regulation Model of language learning in which the typology of strategies both direct and indirect is restructured. Six dimensions of strategies are presented: cognitive, metacognitive, affective, meta-affective, sociocultural-interactive and meta-sociocultural- interactive (13-16). In this innovative model there is a dynamic interaction between strategies and meta-strategies for the learning of a second language.

Meta-strategies help control and deal with the use of strategies. They are responsible for planning, paying attention, getting and using resources, organizing, monitoring, evaluating among others. As for the strategies themselves, cognitive strategies can help the learner build, transform and make use of L2 knowledge. With these strategies the student can use the senses to understand and remember, activate knowledge, reason, conceptualize with details or broadly, go beyond immediate data. Affective strategies, on the other hand, are in charge of optimizing the learner's emotions, beliefs, attitudes and motivation. Finally, sociocultural-interactive strategies help the learner interact and collaborate with others, as well as deal with sociocultural issues of identity and power.

It is of paramount importance to point out that all types of strategies interact together. Nowadays teaching English as a foreign language demands teaching students to be strategic, that is to say, to be able to act intentionally to reach certain learning goals, making them realize the task they are about to approach, the demands of the context and their own limitations. Thus, teaching to think implies teaching the learner to value himself strategically. In this way, the student can make conscious use of his cognitive, affective, sociocultural – interactive abilities to adapt them to each learning situation he encounters.

Analysis of the strategies used by students

Data were collected from a sample of 10 classes in different schools at secondary level in the province of San Juan throughout the year 2014. The instruments used for data collection were surveys, interviews with teachers, class records, and analysis of relevant documents. The total number of students was 224. This is a descriptive study in which the results were examined mainly qualitatively, but when the data allowed it, we made use of quantitative analysis.

Rebecca Oxford proposes the S²R Model, which “draws upon research on learners who actively control their learning through the effective use of learning strategies” (14). In this production we present the findings of the extent to which students use the strategies proposed by Oxford. Taking into account the survey students answered we obtained the following results: an average of 80% of students in all the classes likes the English lessons. The great majority of the answers to why they like the subject are related to affective strategies, they claim that they just like the subject, or the teacher, and the way she/he explains, or that classes are entertaining, fun and dynamic. There are a good number of students who prioritize the cognitive strategies they use by learning English, for instance the fact that they use different techniques to learn, challenging activities that foster their creativity, and the learning of vocabulary; students also value good explanations, and having a lot of practice. To a lesser degree, students see the significance of socio-cultural-interactive strategies, we see this when they claim that classes are interactive, or that English is going to be useful in the future or to travel to other countries and communicate with people from other cultures. It is interesting to see that when students refer to why they do not like this subject they tend to be more focused on the meta-strategies they deploy. Most of them have to do with affective and meta-affective strategies, namely, they complain about boring classes, either because they have seen the same things over and over again along the different years, or because they already attend an English school, or because the activities presented to them in class are uninteresting. Some students draw their attention to meta-cognitive strategies and point out that they find the subject too demanding, or that they devote too much time to grammar exercises and not so much to pronunciation or fluency activities focused on communication. This last comment is also related to socio-cultural-interactive strategies.

As regards the way students would like to learn English, in all the classes, students agree that they would rather include more game-based, more interactive, and funnier activities for learning, not just things in the book. Likewise, they say they would like to see more movies,

listen to songs, and speaking and dealing with topical issues, as well as with texts with more current material and more interesting issues for them. At the same time they claim that teachers should help everyone on an equal basis, especially those who understand less, by using other strategies. They stress the fact that a teacher should be patient. Most of these preferences are in keep with socio-cultural interactive strategies, and this is what students' feel about how they should learn a foreign language.

When asked about the strategies used by teachers in their classes, it is evident that only in two courses there is more than a 50% of use of cognitive strategies systematically (appealing to auditory and visual skills, working out grammar rules, classifying vocabulary, and activating prior knowledge), and in a third one the focus is mainly on grammar and vocabulary work. In three courses a high percentage of students see the importance of the assistance the teacher gives them with meta-cognitive strategies.

As Oxford posits "not every learner needs to use every type of strategy at all times" (21). Thus, when it comes to working in class with any kind of technology, students' opinions vary. The subjects surveyed at the different schools were asked whether their teacher used the Internet in class. The two most common resources used by instructors are e-mails and Facebook to deal with in class. Other Internet options teachers choose to work with in their classes are You Tube and blogs. Analyzing each application separately helps evince which strategies are present in the student's learning process. 51% of students expressed they used e-mails to send their writings, get feedback from the instructor and ask questions when necessary. Their comments reflect the use of meta-strategies such as those of *monitoring* and *implementing plans*.

Affective strategies play a vital role when it comes to expressing how the use of *Facebook* shapes students' learning. This site is like a natural environment for the learning subjects. Hence, they express they feel highly motivated dealing with activities using this application. The strategy of *maintaining motivation* is what makes them eager to *obtain and use resources* as part of their meta-cognitive needs. Going deeper in the students' cognitive dimension, they are prone to the use strategies of *activating knowledge* and *using the senses to understand and remember*. A high percentage of students stressed the fact that Facebook helps them connect with the world, especially with their group of friends. In this case the sociocultural-interactive strategy of *interacting to learn and communicate* becomes the core of their learning experience. This kind of strategy is of paramount importance as it helps the learner interact and collaborate with others, seek help and deal with sociocultural issues of identity and power (Oxford 88).

YouTube is another resource used by teachers in class. It is evident that this kind of activity is in its earliest stages of use. That depends not only on the teachers' eagerness to do so but also in the kind of technological conditions each school provides educators with. Many of the schools surveyed did not have the necessary equipment to carry on activities that depend on technological gear. Some instructors took their own netbook to show a video or play a listening activity. However, this is not enough for groups that exceed 30 students in a class. In those schools where instructors do use *YouTube*, the results are encouraging. Through videos students watch they experience the L2 culture. This sociocultural-interactive meta-strategy allows learners understand the language they are learning better. Some students expressed they can appreciate "different kinds of pronunciation" and learn other uses of vocabulary. In this way, students appeal to strategies that have to do with *overcoming knowledge gaps in communicating*. They have been taught concepts that they later on come across in the material they watch; thus, enhancing their learning process. Likewise, the cognitive strategy of *reasoning* allows the subjects to understand that there are different ways of communicating the same concept. It goes without saying that the use of use of *YouTube generates and maintains motivation* as a clear example of an affective strategy. These kinds of strategies are an important support for more effective learning results. As Oxford explains "affect interact closely with cognition at many learning stages, and this is particularly true in L2 learning, which is an adventure of the whole person rather than merely a cognitive exercise (qtd. in Oxford and Burry-Stock 61). This is how students see *YouTube* or *Facebook*, an adventure to plunge into the world of the L2 language. When analyzing the surveys, implementing new applications in the classroom is in dire need. Instructors are trying little by little applications that once started as part of our daily life, like blogs, but that soon paved their way to become part of the curricula. There are few results showing students using blogs in the survey. However, the experiences in those schools in which blogs are part of the students' learning process have really positive comments.

The key word in the surveys that is stressed by the learners is *sharing*. As explained earlier, the model used to analyze the surveys is the S2 R Model. Oxford highlights "the importance of the affective dimension as well as the meta-affective one" (67). Rebecca Oxford goes on saying that "attitudes are generally viewed as either positive or negative and can strongly affect L2 learning" (71). Every comment made by students who used blogs shows a positive attitude towards learning. Many students expressed they were comfortable using blogs in class for two main reasons. One, they could publish what they did and second, the fact that other people can read their production pleased them. Here, it is important to highlight how a sociocultural-interactive strategy fosters an affective one. As Oxford explains, the interaction of strategies is really dynamic.

This is clearly illustrated by Rebecca Oxford in the following figure:

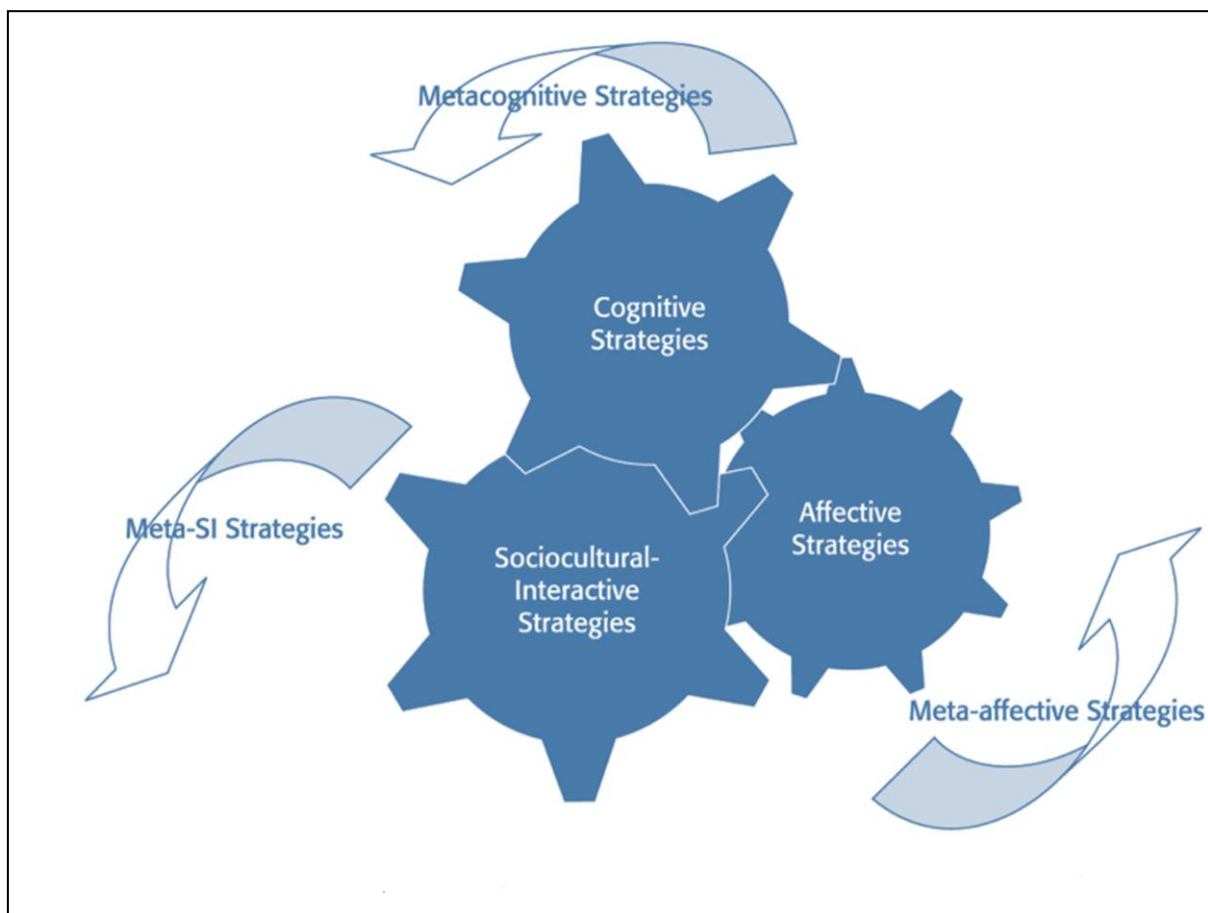


Figure 1: Dynamic interaction of strategies and metastrategies for L2 learning (Oxford 17)

Like cogs in a wheel, strategies support each other in many instances. There are examples mentioned earlier that explain how a certain strategy is reinforced by another one of a different type. Depending on the learning situation the student is engaged in, they will prioritize a strategy to use. The other elements in the figure are the meta-strategies that are clearly depicted as surrounding the strategies. Oxford explains that “meta-strategies, by virtue of their management function, help the learner know whether and how to deploy a given strategy and aid in determining whether the strategy is working or has worked as intended” (18). The flexibility the figure shows helps evince how teachers can help students. How often do teachers feel students are demotivated, stressed or overly challenged? Working with the right affective strategy will boost the learning activity. Or else, the contrary may happen.

New roles in the classroom.

The Strategic Self-Regulation Model of language learning presents a new insight to work within a class. As seen in the analysis above, students do make use of strategies. Nonetheless, they are not fully conscious of this. Raising awareness is what needs to be done with students in the classroom. The role the teacher as facilitator here is of paramount importance. Oxford expresses that “not every student has strategic expertise at the outset” (27). Teachers should assist students to employ appropriate strategies that fit their needs. The teacher should act as facilitator, raising awareness in the use of strategies in class, so as to make students feel motivated, calm and sufficiently challenged.

The following chart shows a host of strategies and meta-strategies Oxford proposes to aid students in their learning. The figure illustrates how the meta-strategies assist and control the use of the strategies listed below.

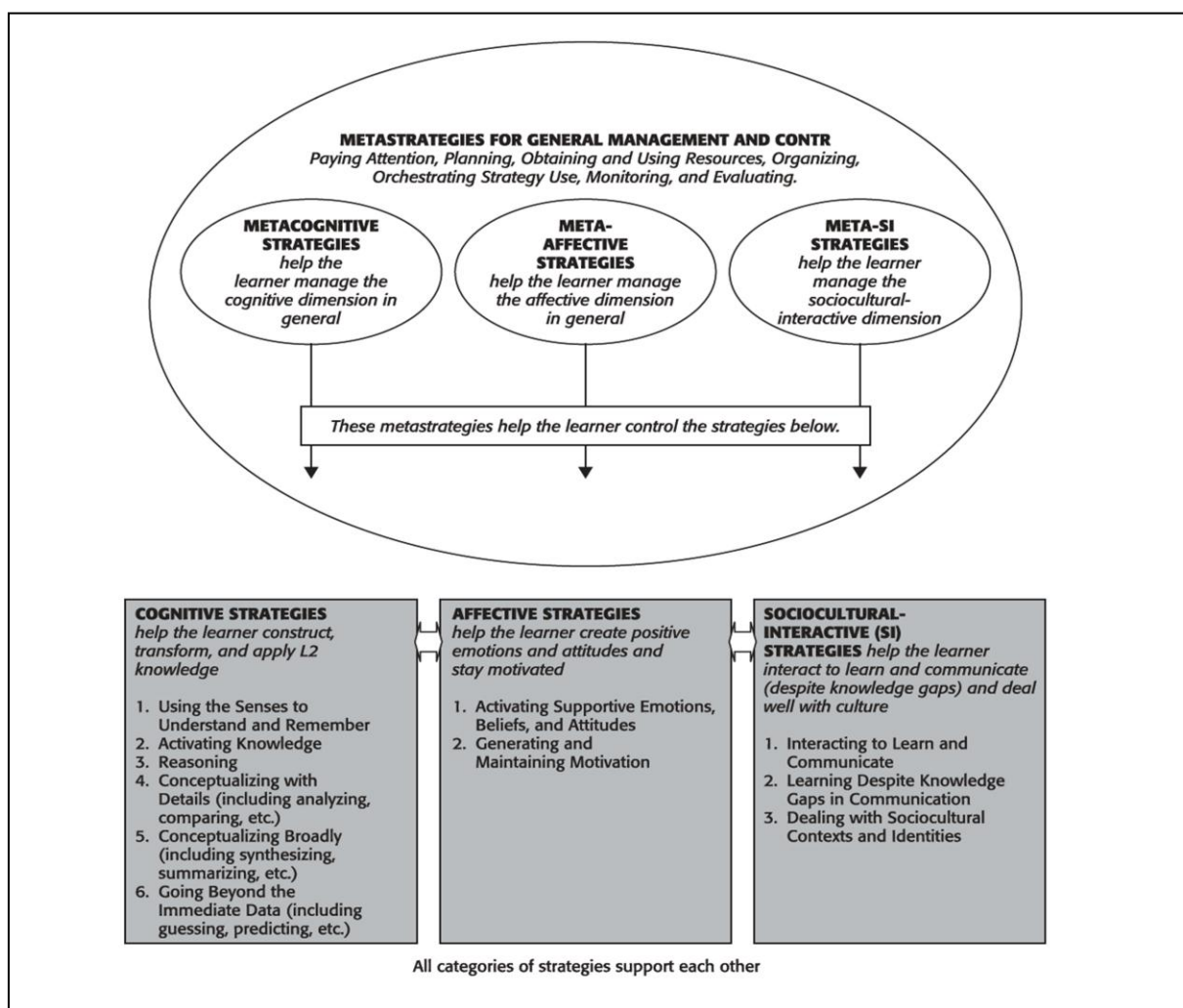


Figure 2: Strategic Self-Regulated Model for Language Learning (Oxford 24)

What about CLIL?

One of the trends in the English class is CLIL. Students in the survey were asked if they carried out work that had any relation with other subjects in the curricula. The findings show that only on a few occasions learners are asked to integrate content of other subjects to their L2 learning. The instance mentioned by students was writing a CV for the economy class or pretend they are in a job interview. The examples given by students are not what characterize CLIL, actually. The reasons why CLIL is not used in the classes need further investigation.

Conclusions

To sum up, throughout all the analysis we have seen important aspects of the new trends at use with all that it entails. As highlighted earlier, the new system with ICTs as the center of the learning process is asking teachers to raise consciousness in the use of strategies in the class. If learners become strategically conscious, their learning will be more meaningful. After all, a learning experience will fail if there is no meaning conveyed. Once again, we teachers are the ones who can make our students' learning a meaningful experience. With the help of all the new trends at hand, teachers can explore and shape their lessons.

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**Practicum Students' Assessment mediated by ICT:
the use of e-portfolios at the Teacher Training Programme of the
Universidad Nacional de La Pampa (NLPam)**

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Abstract

Since the incorporation of Connect Equality Programme in secondary schools and DMC (Digital Mobile Classrooms) in primary schools we know that we should prepare future teachers to be proactive in the use of ICT to adapt to new ways of learning emerging from the use of these technologies. In this regard, the UNLPam *Educational Practice II, Didactics of ELT and Practicum at Primary School Level* syllabus was updated to incorporate varied teaching resources provided by the Web 2.0 with the aim of helping practicum students apply these tools to enhance students' learning and improve their own teacher education.

As of 2014 the use of e-portfolios in the form of edu-blogs has been incorporated in this subject. The purpose of this paper is to analyze the scope and impact of the implementation of e-Portfolios used by practicum students in terms of self-assessment, as a criterion for promotion, and as a springboard for reflection on their own practices.

Keywords: e-portfolios- ICT-reflection-self-assessment- practicum at primary school level

Introduction

Following the inclusion of the "Connect Equality Programme" and "Digital Primary Classrooms" programmes in our country, the education of future teachers must necessarily include training in the use of ICT to prepare them for future professional performance in the context of new educational scenarios. Coll (17) indicated in his research that it is necessary to investigate how; to what extent and under what circumstances and conditions the incorporation of ICT may modify educational practices.

The purpose of this paper is to analyze the impact of the incorporation of ICT in the subject *Educational Practice II, ELT Didactics and Practicum at Primary School level* (Universidad Nacional de la Pampa – UNLPam), and its effect on *profesorado* trainee students' assessment. The complexity of change in evaluation mediated by ICT represents a profound curricular revision that bypasses the need to associate the technological design to the instructional content and which includes proposals, objectives and activities for teaching and learning mediated by these new technological tools. It is necessary to assess the development of collaborative work with peers, autonomy in the search of information for

professional development and communication with teachers and students of the educational institutions where trainees conduct their practicum.

The methodological change brought about by the incorporation of ICT has affected our syllabus and, especially, students' assessment which has shifted from a content-based perspective to one based on the assessment of real skills (Monereo Font, 2009; Gulikers, Bastiaens and Kirshner, 2004) through the incorporation of e-portfolios used by each trainee as individual edublogs. Students are expected to improve their participation from consumers to producers of knowledge through written work produced collaboratively via wikis and participation in Moodle forums. One of the instruments used to reflect on the implementation of evaluation mediated by ICT has been the implementation of an online survey. This paper will discuss results and their implications for curriculum revision in our subject.

Educating future English teachers to face the challenge of digital inclusion

According to Johnson, from a sociocultural perspective

metacognition in teaching originates and takes shape through the social activities that teachers undertake. Knowledge and beliefs about teaching are built according to ways of thinking, speaking and acting that are culturally and historically shared in the communities of practice in which we participate (17).

The inclusion of ICT in our country is part of our educational policies. Chapter VII, Article 100 of the National Law of Education 26.206/06 states that their incorporation is part of the policies for inclusion, promotion of educational equity and quality in education. It is also believed, from a Vygotskian social-constructivist perspective, that the use of ICT may bring about the transformation of teaching practices and the improvement in learning conditions.

One of the challenges we face in the education of English teachers is to ensure that our programs include content and activities that take into account the social, political, economic and cultural context in which the teaching practices are developed. In this sense, the Project for Improvement of Foreign Languages Teacher Education Programmes produced by INFOD (2010) considered the current challenge of placing ICT as a teaching tool and analyzed their relevance to rethink student-teacher-knowledge interactions taking into account the digital gap with high school and university students, most of them digital natives (Sagol 8-9). Moreover, ICT allow for the generation of virtual communities of practice, groups of people who share a common interest on a topic and who deepen their knowledge and expertise in this area through continued interaction (Wenger 5).

The various tools provided by the web 2.0 allow for blended learning and help interaction among students at school and practicum students, and between practicum students and instructors who act as mediators of the cognitive, social and emotional processes that prospective teachers undergo during their practices. This represents a major challenge for those who act as teacher educators, especially in the field of ELT Didactics, because as Litwin pointed out there is a shortfall of theory in the field of educational technology which makes it difficult to build bridges between the specific teaching strategies of a discipline and the field of general didactics (10).

Contextualization

Educational Practice II, Special ELT Didactics and Practicum at Primary School level is an annual subject in the third year of the Teaching English Programme at UNLPam. Since 2009 we have consistently embedded Web 2.0 tools in two ways: in each of the units or modules of our syllabus there is a practical part based on ICT. We make use of an edublog (<http://practicaeducativaiiunlpam.blogspot.com.ar/>) and a Moodle page. We have consistently provided tools related to the incorporation of blended learning (Sharma and Barrett, 2007), which refers to the combination of face-to-face lessons enriched by the incorporation of varied resources, such as the Internet, social networks for educational purposes (Facebook), blogging, wikis and the use of Moodle platform. During the development of the subject students develop skills that allow them to:

- + create their own edublogs;
- + interact collaboratively and cooperatively participating from wikis and forums in the Moodle platform;
- + make use of different presentation tools in oral presentations;
- + use conceptual maps such as C-map to help develop their levels of conceptualization about theoretical aspects of this subject;
- + use Google.docs for writing essays in small groups on topics related to the course syllabus;
- + share procedures of bookmarking or social markers to classify and share web pages of specific resources, specialized journals, recently published books, among others;
- + produce educational videos using programmes such as Movie Maker and
- + write and share narratives concerning the experiences of classroom observation and reflection on their practices using online journals such as Penzu.

Our teaching strategies have been modified so as to meet the challenge that Sancho Gil addresses by stating that

a teacher nowadays may not teach girls and boys from the XXIst century for whom the environment and culture in which they live is digital unless they update their skills.

In the same way as a teacher from the XVIIIth century could not teach if unable to read and write, modern teachers should include digital literacy as part of their education (159).

Changes in our evaluation perspective since the incorporation of ICT

According to Perrenoud "real formative assessment is necessarily linked to a differentiated intervention," and he adds that "evaluation should be modified to change the pedagogy, not only in the sense of differentiation, but also in the methods used: project-based work and task-based learning are examples of active methods in which knowledge and skills can be transferred outside the school" (15). The incorporation of ICT enables this change in perspective also at the higher level of education of future teachers.

According to our present syllabus, trainee students of *Educational Practice II* must complete a portfolio with a selection of practical activities carried out during the academic year, including records of observations and lesson plans and activities used in their practicum. Since last year the methodological change brought about by the incorporation of ICT has transformed the portfolio into an e-portfolio produced as a personal edublog in which students upload and share their ICT productions and different activities used for teaching.

Reflection on their practicum is also carried out by trainees through Penzu narratives, with some aspects to be shared with other students in a forum so as to constitute a virtual community of practice that may provide support during their practicum.

One of the partial exams of the course consists of a monographic production done in groups through a wiki. Finally, at the end of the course students take part in an evaluative anonymous survey so as to assess the incorporation of ICT in this subject. This is used as feedback for improvement of the course. These evaluation activities provide learning opportunities for trainees. The explanation of the instruments and evaluation criteria are presented in the form of rubrics and discussed with students in order to comply with the principles of reliability, validity and practicality set by Bachman (6-12) and Camilloni (qtd. in Anijovich 25-30). These changes follow the notion of a wider perspective of formative assessment aiming at interactive regulation. Allal and Mottier López define interactive regulation as a type of evaluation based on student interaction with teacher educators, with other students and / or with materials that are geared towards self-regulation of learning (245).

Characteristics of e-portfolios

If evaluation is considered as formative, it should help, encourage and support students during their learning process. And this is where e-portfolios come up, because they have a potential to enhance teaching, learning and assessment practices. An educational portfolio consists of a contribution of many productions from various kinds provided by the students where their abilities, connected with a particular school subject, can be assessed. According to Arter and Spandel, a portfolio is a “collection of documents based on a purpose” (36); this collection represents the students’ work where their achievements and hard work can be seen.

Through a portfolio students can show a wide variety of materials which allows teachers to identify different learning experiences -concepts, procedures, attitudes. Consequently, a portfolio provides a wider and deeper vision of what students may know and of their competences either multidisciplinary or subject curricula (López et al. 242).

Barberá and Rojo revise the concept mentioned above and give it a new meaning introducing the idea of electronic portfolio, e-portfolio or digital portfolio. An e-portfolio is a digitalized collection of artifacts, including demonstrations, resources and accomplishments that represent an individual, group, community, organization or institution. This collection can be comprised of text-based, graphic, or multimedia elements archived on a Website or on other media such as a CD rom or DVD. In other words, an e-portfolio is a collection of a learner’s work presented in an electronic format (18-21).

However, e-portfolios are more than a simple collection; their benefits typically derive from the exchange of ideas and feedback between the author and those who view and interact with the e-portfolio. In addition, the author’s personal reflection on the work inside an e-portfolio helps create a meaningful learning experience. E-portfolios are a very useful and valuable tool to improve the direct observation of the students’ work and the development of their abilities (Braun and Montserrat, 2011).

The arrangement of e-portfolios is typically chronological and web-based with text, images, multimedia, and hyperlinks. In the teaching sense, e-portfolios streamline evidence gathering, identifying and validating students’ productions, thereby enabling teachers to make effective judgments about the quality, authenticity and progress of evidence.

Conclusions

The inclusion of ICT in teacher education programs enable changes in educational spaces which should also reflect changes in the assessment procedures. Celman and Olmedo note that from the perspective of educational evaluation teacher educators and students are equal in the possibility of shared knowledge construction (70). Perhaps these are the most interesting aspects of the incorporation of ICT: enabling dialogue spaces and building communities of practice that allow individuals to self-regulate their learning process.

How to conduct monitoring and evaluation of the process of student learning should be consistent with the intended objectives and teaching methodologies adopted, which ultimately are a reflection on the whole process of teaching - learning. In this sense, blogs, networking publications that allow users to create and edit the contents of a web page with minimal technical knowledge (Blood, 2000; Huffaker, 2005) can become a transformative tool for education and learning (Williams and Jacobs, 2004) that may accommodate to any discipline, education and teaching methodology (Lara, 2005).

Once the blog is created, this becomes an evaluation tool, in which through a series of computer resources students can create, select, organize, edit and of course, evaluate their own work through a web format. They become authors and proactive foreign language teachers better equipped to deal with an ever-increasing knowledge society.

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Reading-Writing Link: Reading to Write, Writing to Read

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Abstract

This theoretical paper, which is the result of the research work carried out throughout the course *English Language IV* at the School of Philosophy, Humanities and Arts of the National University of San Juan, aims to emphasize the importance of the reading-writing connection. Furthermore, it presents theories that seek to explain the link between these skills, some pedagogical implications and techniques to enhance it in the English-as-a-Foreign-Language classroom.

Keywords: reading – writing – connection – Foreign Language Learning

1. Introduction

Until the 1930s most of the research carried out in the area of reading and writing considered these two skills as completely separate, disregarding any possible relationship between them (Koons 16). From the 1970s and 1980s onwards, however, several authors have emphasized the importance of acknowledging the connection between reading and writing as interdependent skills which benefit from one another, and they have suggested ways of enhancing this relationship in the second language classroom.

The aim of this paper is to recount and analyze some of the materials produced by authors who have tried to prove how reading positively influences writing in a second language. I have also included some pedagogical implications suggested by these authors, in an attempt to make possible readers aware of the ways in which this connection can be fostered in the classroom. Finally, I have collected my own thoughts on the topic in a final section of personal considerations.

2. Background to this study

2.1. An Overview

Writing is the only way to test hypotheses about how written language works. But where do these hypotheses come from? Naturally, from reading (Smith 49). Just like adults serve as a springboard for much of the speaking we learn, pieces of writing serve as teachers for our own writing (Smith 50). In order to be able to take the most out of our reading experiences, learning needs to be unconscious, effortless, incidental, vicarious and collaborative. It is

unconscious because the learning process takes place without overt awareness of it; it is incidental because we learn even when learning is not our main goal; it is vicarious because we take what someone else has done well and apply it to our own experience; it is collaborative because we learn through the work of others, and we will serve as a model for the learning of others (Smith 50).

As Richard Peck said, “nobody but a reader ever became a writer” (Olness 1). This means that whoever wants to become a good writer necessarily needs to become a good reader. Closely related to this idea is that proposed by Suzanne Holt and JoAnne Vacca, who affirm that if they are to be communicative, reading needs to be done with a sense of writer, and writing needs to be done with a sense of reader (177). Similarly, Paul Eschholz states that “reading and writing are two sides of the same coin”, since writing is the process by means of which we produce reading in the same way that reading is the discovery of writing (12). A crucial concept in his theory, which I endorse completely, is that of “active reading”. This means that, in order to become involved and reflexive readers, students need to understand that, as there exists a writing process, there is also a reading process for them to acquire. This latter process consists of five stages: the first three of them involve grasping the context of a piece of writing, reading for an overview and, later on, reading for details; the last two stages require the students to respond to their reading by means of questions and marginal notes. It is of great importance that students see the use of the reading process, because it will enable them to carry out their writing process more effectively (2-12).

It is also vital that students realize that the language we use affects others, and the language of others affects us. Eschholz suggests that there are different levels in which reading affects writing, that is to say, there are different features of language that can be improved by reading. On one level, reading provides subjects to write about. On a second level, it provides topics to reflect on. This means that, after the writer has chosen a topic, a piece of reading can give out certain information or perspectives for him/her to agree on or react against. On a third level, active reading increases language awareness as to what the language of others makes us feel, so we become more conscious as to how our language affects others (13-14).

Similar claims have been made by Scribner and Cole, and Schmandt-Besserat, who state that, by means of reading, even students’ attitudes towards writing change, since they start noticing the different uses of this skill and begin getting more involved in the process of writing (qtd. in Tierney and Leys 21).

Roseanne Rocha, on her part, identifies two levels on which reading and writing influence one another: the surface level and the deep level. While the former involves features of written texts such as punctuation, spelling and grammar, the latter is related to the conclusions drawn by readers as to how the message is being communicated from writer to reader. This deep-level information is acquired in a more unconscious manner and requires the reader to look at the whole piece in context, and not at the particular elements.

Furthermore, she identifies five types of knowledge that are shared between the reading and writing abilities: 1)Information knowledge, which includes both the shared knowledge between reader and writer and the new knowledge that the reader can learn from the text; 2)Structural knowledge, which is normally related to the grammatical structures and cohesive devices used when writing; 3)Transactional knowledge, which involves an understanding of how the message is carried from writer to reader and the effect that it might have on its audience; 4)Aesthetic knowledge, which is connected to the sound that the piece of writing leaves in the ears of the readers; 5)Process knowledge, which helps both writers and readers become aware of the process by means of which a piece of written text is created (59-60).

2.2. Theories on the Reading-Writing connection

Ofra Korat and Rachel Schiff consider reading and writing “as processes that involve mutual, active construction of meaning” (292). To support these claims they rely on the Interactive model presented by Shanahan and Lomax, which sees the relationship between reading and writing as a dynamic one, with knowledge being transferrable from one set of skills to the other. These authors support the claims made by Fitzgerald and Shanahan, who state that readers and writers have four common bases on which they rely to carry out the different tasks they set out to accomplish – either by reading or writing. The first of these bases is related to the domain or content knowledge, which includes the specific knowledge about the topic. The second basis is concerned with the procedural knowledge, which involves knowledge and skills needed to negotiate meaning. The third common basis has to do with the knowledge of specific features or components of the written language, that is to say, with the processes responsible for accessing, using and generating information, and the relation between the different levels of language (from the phonemic to the textual level). Finally, the fourth basis is the metaknowledge, or knowledge about the functions of and purposes for reading and writing.

Joan Carson Eisterhold, on her part, makes a recount of three different hypotheses presented by different authors to explain the relationship between reading and writing. The

first of these, the Directional Hypothesis, supports the view that knowledge arising in one skill can be applied to the other. Furthermore, it makes a distinction between a reading-to-writing model, in which knowledge from reading can be transferred to writing, but not the other way about, and a writing-to-reading model, in which knowledge from writing can be applied to reading. However, there is not enough information to support this latter model (89-90).

The second theory, called Non-directional Hypothesis, suggests that both reading and writing have a common underlying proficiency, and transfer of knowledge and information can thus occur in any direction. According to this hypothesis, improvement in one skill will bring, as a consequence, improvement in the other (Carson Eisterhold 90-92).

Finally, the third theory, the Bidirectional Hypothesis, emphasizes the interactive but independent roles of both reading and writing. From this perspective, the relationship between reading and writing is not a predictable and definable one, but it changes depending on the level of proficiency and stage of cognitive development of the person. According to the author, this is the most complex and comprehensive model, since it presents a common underlying system, composed by different subsystems for each skill (Carson Eisterhold 92-93).

2.3. Studies on the Reading-Writing connection

In a study carried out by Ofra Korat and Rachel Schiff, results indicated that children who read more were better able to express what “good writing” meant to them. They discovered that children’s knowledge of “good writing” was linked to their reading expertise (313).

In her research, Stotsky mentions three studies developed by different authors, which show that “additional reading may be as good as, or better than, grammar study in improving writing” (23). The first study, conducted by Clark with college level students, showed that those who resorted to additional reading showed more improvement in both grammar and language usage than those who studied only formal grammar. Another study, performed by Bagley, showed that students who focused only on literature wrote better compositions than those who focused on formal, traditional grammar. A third study by Elley et al. suggested that “additional reading equaled the results of both traditional and transformational grammar” (38). Furthermore, several studies by Heys, Christiansen and Davies support these claims by showing that “additional reading may be better than, or as good as, additional writing practice in improving writing” (Stotsky 17-20). Stotsky concludes her research by stating:

Different studies show almost consistently that better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to

read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers (25).

Furthermore, studies carried out by Barbara Eckhoff point out that the level of proficiency in reading can be predicted by students' reading scores. This author claims that practice in reading influences in improving writing. Eckhoff asserts that "children may learn structures from their reading and use them in their writing". Additionally, her findings suggest that children use linguistic structures from the texts they read – stylistic features, punctuation and format, complexity of clauses and sentences (108-115).

Gordon and Brown, on their part, found that students' writing could be improved if the structural elements of the texts they were reading were highlighted. This means that, by adequate means of noticing, any type of reading material can serve as a learning experience for students' writing (qtd. Tierney and Leys 16).

Although some studies carried out by authors such as Dixon and Eckhoff suggest that reading might negatively influence writing during the first years of schooling, providing young learners with "stilted" language and format (qtd. Tierney and Leys 15), most researchers agree that there is not enough evidence to prove this point.

In a series of studies by Tierney and Leys, students proved to use their reading material to extract topics, ideas and stylistic features. With encouragement from the teacher, they also compared their own writing with that of the author of the reading materials they were engaged with. Moreover, data from studies by Atwell, Birnbaum and Sommers suggest that the quality of the pieces of writing produced by students depends on the quality of the reading they made while writing. According to these authors, better readers and, therefore, better writers have a clearer idea of what different audiences might expect from them and perceive their own work as a whole.

3. Pedagogical Implications

The connection between reading and writing has been explored in the classroom for quite a long time, by almost every language teacher. As Francine Pose states, before writing workshops were even created, students were encouraged to write like their models by reading them intensively first. However, more often than not, teachers find a gap between what the literature suggests and the real-world practice (Malbert Smith 1). Bridging this divide is not an easy task for any teacher, and sometimes the difficulties of the environment these professionals work in make it even harder. Sometimes there is a misconception that any

attempt to link these two skills is more time-consuming than their traditional practice. On this point it is important to draw attention to the fact that any time spent dealing with the relationship between reading and writing is time well spent, and that any extra work carried out to promote this connection will prove worth it in the near future. Whatever conditions teachers might be working under, it is of paramount importance that educators not only acknowledge the pivotal role of this connection in the acquisition of any language, but also try their best to foster it.

One issue to bear in mind is the role of reading in expanding the Zone of Proximal Development. According to Korat and Schiff, teachers need to know both the current level of their students and how they feel about their own performance, and the level they expect to achieve. In doing so, educators will be in the best place to provide them with the reading material that is appropriate for them (318). If we supply students with material that is below their current level or that does not match the style and expected level, they will not feel motivated enough to learn from that piece of reading. If, on the other hand, we encourage them to read pieces of language that are too far from their level, they will most likely feel overwhelmed. The key lies with the appropriateness of the material, which needs to be in accordance with the students' expectations and, at the same time, only one step higher than their current level of performance.

Although we are closer to understanding the connection between reading and writing and how to foster it in the classroom, I endorse Stotsky's view in affirming that "further research in this area is necessary if we are to guide curriculum development in reading and writing more soundly and, hence, more effectively" (16). But I consider we cannot wait until further research is conducted to start shaping our teaching practice around the reading-writing connection. Several authors have given us insights into the relationship between these two skills, and we already have some tools to work towards this goal.

3.1. Reading-writing/Writing-reading techniques

Promoting the connection between reading and writing may not be an easy task, but there are several ways in which it can be enhanced in the second language classroom.

Roseanne Rocha divides techniques in two groups: those that foster the relation in a reading-writing sense, and those that do it in a writing-reading sense. As regards the former, she identifies different systems or techniques:

- 1) The P.O.S.S.E. System, which consists of predicting what a certain text will be about, organizing and searching for information, summarizing the text to check comprehension and

evaluating the content of the piece. This technique can be divided into three steps – pre-reading, analytical reading and reflecting – which correspond to the processes described above.

2) The self-questioning study technique, which is mainly used for writing essays and studying factual content, and involves taking notes of possible exam questions while reading, and trying to answer them once the reading process has finished.

3) The PRP technique (Pre-reading, Plan), which consists of three steps in which the students have to associate pictures, if there are any, with the title and any accompanying material but the text itself. Then students reflect on their associations and, finally, they check their assumptions by reading the text and reformulating it.

4) The PQ4R technique, which is composed of six steps: previewing the text and making relations between the different elements in it, questioning both the text and yourself, reading, reflecting on the new information, reciting the content of the text to check understanding, and making a review of it by means of writing.

With respect to those techniques that enhance the connection in a writing-to-reading sense, Roseanne Rocha identifies several methods that have been in fashion for quite a long time. Among them I want to mention the dictation method; the questioning of discourse forces, styles or genres; note taking; paraphrasing; the reproduction of a given structure; sentence combining; extensive and intensive writing; mapping and designing graphic representations; among others (5-7).

Leslie Giesen, on her part, makes a distinction between writing-before-reading, writing-while-reading and writing-after-reading techniques. In the first group she identifies activities such as responding to a quote; making a definition poster with words students will encounter in the text; relating a personal experience to the content of the text; previewing a passage of the text and predicting the content of the rest of it. The while-reading group includes activities such as split-page notes, which have the purpose of identifying the main ideas in the different paragraphs of a text; post-it notes, which extract the main ideas and summarize the text; plus-minus-interesting notes, which classify the text according to how the students react to it; double-entry responses, where students are requested to reply to a segment. Finally, after-reading activities include retelling, open-ended responses without a right or wrong answer, directed responses with a right or wrong answer, and summarizing (13-42).

4. Personal Considerations

In the first place, I would like to stress the importance of acknowledging the connection between reading and writing in the second language classroom. As I have explained before,

this relationship is by no means a direct and simple one, but nevertheless it needs to be addressed. I am aware of the difficulties that are cast upon teachers when they are asked to exploit the link between these two skills for the benefit of the learner. It is never easy to change decades of teaching practice. But, in this case, it is of the utmost necessity. I consider the connection between reading and writing undeniable and, therefore, educators need to act accordingly. The gap between what the literature suggests and what the practice involves has to be bridged. If we are to educate students wholly, we need to be able to acquire the skills to make them realize how they can benefit from the link between their different sets of skills. The time when skills were viewed as separate from one another has long been gone, and only when educators see the advantages brought about by a change in method will students benefit from this type of learning.

Secondly, I would like to make clear that, although the work of the many authors who focus on the influence of first language reading on first language writing is of tremendous value, there is a pressing need for further research to be carried out in the area of second and foreign language learning. It is true that a lot of what happens with first language can be applied or transposed to a second language, but it is also necessary to see second/foreign language learning as distinct from the first language experience. Whether the results of these studies apply to second/foreign language is left to be corroborated.

Thirdly, I would like to express my thoughts with respect to the models designed to explain the relationship between reading and writing. Although further research needs to be carried out in this area, I reckon a good point of departure would involve an integration of the different models presented.

Finally, I think it is important to bear in mind that no technique is, by itself, good or bad. No particular method ensures success. Every teacher, student, class and context is different, and the available techniques have to be chosen according to these factors. Teachers should be encouraged to choose those methods that best adapt to their circumstances, and even to mix and create their own techniques. Only teachers know what works best for them and their students. Above all, the point is to always try.

5. Conclusions

Throughout this paper I have tried to provide an overview of the connection between reading and writing and how these skills influence one another. I have also included some theories proposed by different authors to explain how knowledge from one domain can be applied to the other, and some studies carried out by several experts whose research has focused in

trying to prove how reading and writing positively affect each other. This section is followed by some pedagogical implications and techniques suggested by researchers to foster the reading-writing connection in the language classroom. Lastly, I have expressed my opinion with respect to the different topics presented in the previous sections.

All the research revised during the production of this essay has taught me that there is a strong connection between the reading and writing skills, but by no means a straight one. This is a complex relationship which needs to be acknowledged by educators, who will in turn make it clear to students. The link between reading and writing not only can but should be fostered in every language classroom, for both first and second language. There are several techniques that make this possible, and it is always up to the teacher to decide which methods will better fit their teaching context.

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The Training of Students of Tourism in a Tertiary Level School

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Abstract

Nowadays, in the postmodern era, foreign language teaching and learning is being influenced by a new way of approaching the language. This new way, which focuses on language as a vehicle instead of as a learning object in itself, is called CLIL: Content and Language Integrated Learning, and favours the teaching of content which is taught in a second language, alongside the teaching of the second language which is taught only as the carrier of the content.

One of our main roles as teachers of English as a foreign language is to help students to learn linguistic and cultural issues in order to communicate. Using Kumaravilevu's theory as well as an approach based on CLIL, we shall concentrate on the area of Tourism and present a project carried out in a tertiary level school where Content and Language Integrated Learning played an important role when aiming at strengthening the students' cultural identity and language.

Introduction

Content and Language Integrated Learning (CLIL), a term coined by David Marsh in 1994, is “an umbrella term covering teaching contents in which subject content is taught through another language” (Bentley 9). CLIL refers to learning a foreign language through learning a subject in that language. Marsh defined CLIL as

any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated (n. pag.).

Content in the syllabus refers to linguistic contents such as grammatical structures, functions, vocabulary as well as subject matter. Cook makes a further distinction between imaginary and real content, the first being that which is created by the coursebook authors such as a story that may be attractive. Real content consists of information about the real world outside the classroom, its events, problems, places, among other items (229). Cunningsworth states that even if the texts are especially constructed by the coursebooks, these should aim at conveying subject matter that is “informative, challenging, amusing, exciting and occasionally, provocative” (86) so as to motivate and interest learners.

In a tertiary education context, language use is determined by the contextual requirements of the practices in which teachers and learners engage (e.g. lectures, seminars or problem-solving tasks) as well as by the professional practices which learners are expected to get involved in or to use. For this reason, the integration of language and content at the tertiary level should combine the teaching/learning of specialised knowledge of the discipline and a wide range of language competences that prepare students to become academic experts in their specific fields of research or work.

Finally, when it comes to methods and theories, most scholars (Kumaravadivelu, 2001, 2003; Savignon, 2005) agree on the necessity of looking for new ways of teaching in a technological and sociocultural society; therefore we have to move to a “postmethod condition” (Kumaravadivelu 537) that reflects local needs and experiences. Through this experience we try to form an intercultural speaker with a recognized and unique identity. We also intend to foster the respect and pride for our country so that students can become devoted citizens of Argentina and at the same time learn theirs and others’ cultures.

Class Description

The projects were implemented in a tertiary level class at “Marcelo Montes Pacheco” School in Cordoba, Argentina, which specializes in preparing students to work in the tourism industry. The students in this class were 18 years old or older and they were attending the second year of their major. As part of their prescribed course of studies, the students took Elementary English classes during the first year.

The classes took place twice a week, in eighty-minute sessions. There were twenty students in the class, each possessing a different level of competence in English. Although most public schools in Argentina include English as a subject in their curriculums, the actual level upon graduation is quite low. In addition, only three students out of the twenty who were in the class had attended private English language schools (*institutos*), and five of the students were retaking the subject. The group enjoyed sharing experiences and anecdotes about travel and tourism. One of the realizations they had come to was that it was essential for them to speak English fluently in order to assure their future as professionals in the hospitality industry.

Projects

In order to carry out the first phase of the plan of action, we asked the students which activities they considered we should include as different integrative projects. They answered they would like a project about the world, a regional overview of different places in Córdoba

(they carry out this task in Spanish in a subject called “Planeamiento Turístico”) and also that they would like to practice more dialogue situations to be prepared to deal with tourists. At the same time, teachers from the core subjects were asked the way they usually work and the main topics they include.

As a result we designed the following projects as a long-term plan of action:

- The dream trip

The students were asked to plan a trip to any part of the world which would last 15 days and would include different countries. They were asked to explain why they chose those places, the hotels or resorts, the tourist attractions, excursions and what the cost of the trip would be. This activity had to be accompanied by a PowerPoint presentation. When the presentation was carried out, the students did so as if they were selling a package to a possible customer.

- Córdoba overview

The students had to design an overview of a tourist resort in Córdoba so they had to carry out research as regards strengths and weaknesses in hotels, tourist attractions, tourism budget, etc. This part of the project required students to travel to a specific place, ask for detailed information and elaborate on the results obtained. They usually do the same activity in Spanish as part of a core subject.

- Tourist Information Office

This part of the project included practising dialogue situations students may have to participate in in their professional life such as giving information regarding restaurants, hotels, excursions. Instructors prepared different role play situations in a Tourist Information Office and the students had to make up suitable dialogues. This activity can be carried out in a regular class and all the students are supposed to play different roles.

- A tourist blog

Reading and writing texts online are basic skills that students need in order to be literate citizens in the 21st century. Using blogs gives students the opportunity to engage students in these new literacy activities, and has the additional benefit of enabling them to publish their written productions easily and to share them with an authentic audience. When students write entries and comment on the ones by their peers, blogs become an integral part of a lively new literacy community. Students can post journal/diary entries, reflections on their writing process, details on their research projects, comments on recent events or texts read, and drafts of pieces of writing.

Once a student posts an entry, others in the class can respond, provide supportive feedback, and offer additional suggestions or perspectives. By writing and commenting on blogs, students write for real readers (not just for their teachers). As a result, students focus on clear communication and get immediate feedback on whether they communicate effectively.

In this phase of the project, the students were asked to create a blog focusing on a touristic spot and include the relevant information and photographs a tourist would need to see in order to buy a package holiday. This was a group activity in order to develop collaborative skills.

Findings

One of the most surprising results was that the less skilled students were always willing to demonstrate they were able to communicate and make themselves understood, if they were given the opportunity. They were able to express ideas and information appropriately as they focused on content rather than on form. Generally, they ended up feeling confident and capable, what made us feel the experience was worth trying.

Conclusion

The key to the implementation of CLIL in tertiary education encompasses the reformulation of teaching approaches and learning objectives. The role of the teacher as a facilitator who intertwines teaching authentic content with maintaining the students' level of functional bilingual proficiency should be central to today's tertiary classrooms.

It is our belief that in a course of studies such as "Tourism and Hotel Management", this methodological approach is very suitable as the students are able to amalgamate the theoretical concepts studied in the core subjects with the acquisition of a foreign language.

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