



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

IX JORNADAS DE ACTUALIZACIÓN EN LA ENSEÑANZA DEL INGLÉS

ISBN N° 978-950-605-877-7

EDITORAS GENERALES

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San Juan, diciembre 2019.

From the editors

Dear readers,

these *IX Jornadas de Actualización en la Enseñanza del Inglés* have once again brought together a number of professionals who are always eager to share their work on the never-ending mysteries of language use, language teaching and language learning. In this publication, they share with all our community their findings, including their open questions, their unresolved queries as well as their endless enthusiasm. As editors, we could not be more grateful for their effort!

Once again, we are very happy to see that some of our advanced students have also decided to make their voices heard! What very promising voices these are! Congratulations galore!

The topics covered in this publication include many of the issues that have taken center stage in the international EFL/ESL community over the last few years: inclusion; multimodality, ICT; gender studies; appraisal, language use in social networks, collaborative work, sociolinguistic considerations, the multiplicity of Englishes, among others. This provides some clues as to the range and depth of the work being done at our School in San Juan and other schools in Argentina, which puts us on a par with prestigious educational institutions around the world.

We appreciate the sustained support from the authorities and the administration and technical staff of our School, who generously contributed their time and expertise before and during the Jornadas, to make this event possible.

And of course, our thanks to all the participants who attended the event and to the readers of this publication. Year after year, they provide highly valued motivation to all the presenters and authors to continue working. The idea that they will somehow benefit from the presentations made and the papers published gives meaning to the work done and the enormous effort put in by all those involved in this endeavour.

We hope you enjoy the reading!

Rosa Inés Cúneo
Marisel María Bollati
Heidi Anne Mathews

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BIODATA

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Lucrecia Prat Gay is a life-long learner who has been teaching for 37 years and coordinating teachers' work since 1990. She co-founded "Río de la Plata Sur School" where she was the Head of the English Department until last year. Lucrecia is a Neuro-psycho-educator, with a Self-Esteem Practitioner Degree, and a Positive Discipline Certification. She is a school consultant, an author and a former actress. She studied Brain Based Learning overseas, and has been successfully putting the model into practice for the last twenty years. She has lectured at countless conferences and seminars throughout the country, Latin America, Italy, the USA and Greece, sharing her passion for the brain and the role of emotions in learning. She is an International Teacher Trainer for Oxford University Press and the Academic Director of Asociación Educar. She has authored articles on Motivation and Brain Compatible Learning for OUP and the ebook on Social and Emotional Learning Activities that accompanies the *Together* series for primary school. Lucrecia has also written articles for Trinity College London and La Nación Newspaper. She teaches "Brain friendly learning" at Asociación Educar and Neuroeducation at Universidad Austral and at the School of Medicine of the University of Buenos Aires. Her book *From Passion to action* already has a second edition.

Marcos Alberto Torres is Teacher of English and holds a research degree in Linguistics, both from the National University of San Juan. He is currently pursuing a Master's degree in Linguistics and is working on his final dissertation. He is the associate professor of *English Language I* and *II* and the assistant professor in *English Phonetics and Phonology III* in this School.

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María Elisa Romano holds an English Language Teaching degree and an MA degree in English and Applied Linguistics from the National University of Córdoba, where she lectures at the School of Languages at undergraduate and graduate levels. She is currently working on her doctoral thesis: *Autonomy and foreign language writing in higher education: A multidimensional analysis*. She has been conducting research projects on foreign language writing since 1999.

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María Valeria Femenía graduated as a teacher of English at the School of Philosophy and Literature of the National University of Cuyo. She also has a BA in English Philology. At present she teaches *English as a Foreign Language* at Instituto de Formación Docente - San Luis where she also conducts workshops and takes part in research projects.

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Pamela Alicia Femenía Alcaraz is a Teacher of English from the National University of San Juan. She is also a Specialist in ICT and Education from the National Ministry of Education. Ms. Femenía is currently pursuing a PhD in Education at the Catholic University of Cuyo, with a grant from CONICET and the UNSJ. She is also working as a Teacher of English at *Fray Mamerto Esquiú* Secondary School.

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PRESENTATIONS

B.R.A.I.N teaching model: 5 tenets derived from neuroscience

Lucrecia Prat Gay (OUP)

Contrasting English and Spanish Phonetics and Phonology as a Pedagogical Tool to Enhance EFL Pronunciation

Martín Capell, Fabián Negrelli and Paula Faletti (UNCórdoba)

Deletion of Auxiliary ‘do’ in Twitter

Rosa M. Sanou, Graciela V. Albiñana, Graciela M. Galli and Claudia G. Castañeda (UNSJ)

Digital resources: how are they used by prospective English teachers?

María Victoria Sergo and Rubén D. Masciadri (UNSJ)

EFL writing assessment: Reflection on theoretical and practical issues

Natalia Dalla Costa and María Elisa Romano (UNCórdoba)

Experiential learning and ICT: the need to re-think trainee teachers’ practices and the use of ICT during the practicum

Sandra G. Ojeda and María Silvina García (FHAyCS-UADER)

Exploring Spanish and English Morphology from a contrastive perspective for the development of oral foreign language learning skills

Martín Capell, Fabián Negrelli and Paula Faletti (UNCórdoba)

From *form* to *meaning*: expanding options

Marisel Bollati, Rosa I. Cúneo and Ana María Laciari (UNSJ)

Going beyond horizons: reflecting on Inclusive Education in the EFL classroom in secondary schools in San Juan

Alejandra Muñoz and Patricia Castro (UNSJ)

Is it a ‘She’ or a ‘He’? Understanding gender in English

María Salomé González (Wilson College - USA)

Multimodality and the EFL Classroom: the Design of a Bilingual English-Spanish E-book and Audio-book for Children about Paleontology, Tourism and Culture in San Juan

María Lourdes Nafá, Patricia Castro and Marcos Torres (UNSJ)

“Nos leemos en Inglés”: Reading comprehension material for students taking education courses

Anabel Lima and María Valeria Femenía (IFDC - San Luis)

Performance Based Assessment as a tool to improve the teaching practice

María Alejandra Jullier and Sandra G. Ojeda (I.S.P.I. 4020 “San Roque” – Sta. Fé)

Poetry in the English Language Classroom: Writing It, Reading It, Speaking It

Alyson Nuñez (UNSJ)

Prospective teachers: studying in the new media ecology

María Victoria Sergo (UNSJ)

Speakers of ‘Englishes’ and EFL learners

Marisel Bollati, Myriam Arrabal, Mariela Hualpa and Eliana Martínez (UNSJ)

Special Educational Needs: Challenging Teachers' Skills

Sandra G. Ojeda, María Silvina García and Agustín Lorenzatti (FHAyCS –UADER)

Systemic Functional Linguistics in the EFL Class: Some Pedagogical Applications

Paula Falletti, Fabián Negrelli and Martin Capell (UNCórdoba)

The impact of Inclusion in the EFL classroom: an appraisal study

Claudia Castañeda and María Inés Funes (UNSJ)

The implementation of ICT by means of mobile devices in the EFL class

Pamela Femenía Alcaraz (UNSJ)

The Intercultural Approach and textbooks for the teaching of a foreign language-culture: an analysis of reading activities in English as a foreign language-culture textbooks in A1 courses for teens

María Cecilia Arellano, Milagro Asensio, Alicia Collado and Romina Fessia (IFDC-San Luis)

The interpersonal function in the comprehension of plays in English: a genre-based perspective

María Laura González and Mariela Hualpa (UNSJ)

The Portfolio as a formative evaluation tool in teacher Education

Anabel Lima and María Valeria Femenía (IFDC - San Luis)

The Systemic Functional Linguistic model of Transitivity as an alternative to traditional syntactic analysis in TESOL programs in higher education

Laura Hlavacka (UNCuyo)

Workshop: Does it make sense?

María Josefina Castillo (Argot Soluciones Lingüísticas- Fundación Instituto Alemán)

Workshop: Neurosciences and positive discipline: making it happen in the classroom

Lucrecia Prat Gay (OUP)

Presentations by advanced students

“All together now!” A brief overview on Collaborative Writing for EFL settings

Germán Olivera - Tutor: Rosa I. Cúneo (UNSJ)

Subject ellipsis following operator “do” ellipsis in questions

María Camila Pérez and María Sol Gardiol - Tutor: Rosa M. Sanou (UNSJ)

Two Short Stories: a Twitter twist

Aldo Prado (student) - Tutor: Marisel Bollati (**UNSJ**)

NOTE: all the presenters in these Jornadas were invited to submit their papers to be considered for publication. The papers here published are the ones sent to the DLYLI-FFHA-UNSJ by Nov. 30th 2019.

PLENARIES

Speakers of 'Englishes' and EFL Learners

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DLYLI - FFHA - UNSJ

Abstract

It is well recognized that every single individual speaker of a language makes a unique use of the language system. This means that language in use is characterized by enormous diversity at the syntactic, phonological, semantic and pragmatic levels. This diversity is accounted for from different perspectives by different linguistic schools. Systemic Functional Linguistics (SFL) proposes the dimension of 'individuation', and uses the categories of 'reservoir' (*the language system*) and 'repertoire' (*the language used by each 'persona'*) to explain the many 'Englishes' used by various individuals, groups and communities, or even by the same individuals or groups in different situations. Through some examples of real communication, this paper seeks to illustrate some of these differences and invites reflection on the implications they might have for the English-as-a-foreign-language (EFL) class.

Key words: Englishes - SFL – individuation

1. INTRODUCTION

This paper is derived from a research project currently being conducted at the School of Philosophy, Humanities and the Arts of the National University of San Juan (FFHA-UNSJ), which explores the socio-historical and cultural dimensions of Systemic Functional Linguistics (SFL) and possible pedagogical implications for English-as-a-foreign-language (EFL) teaching.

One of the questions that most EFL teachers often ask themselves is which -or whose- 'English' they should teach, a query which in itself has significant socio-historical and cultural dimensions. The answer is often assumed to be limited to British, American, Canadian or Australian English, to name the most popular varieties. However, the range of 'Englishes' is much wider than geo-political boundaries would seem to indicate. Though considerations of this nature might seem remote from the realities of the EFL classroom, they are extremely relevant to the teacher's mindset and to the decisions on what and how to teach.

2. DIFFERENT ENGLISHES

The English that students may encounter outside the class is characterized by endless varieties which are associated mainly with historical and geographical considerations. If we trace the history of the English language through Old English, Middle English, and Modern English up to present-day English, each variety has its distinctive lexical, morphological and phonological features. These historically-shaped traits of the English language reflect the language of the various invaders to the British Isles and echo the cultural and political events that have taken place in the most prominent and influential British centers over time. By way of example, some of the irregular plural forms in nouns such as *man-men*, or *criterion-criteria*, are historical reminiscences of different periods in the evolution of the language, described by Millward and Hayes in terms of 'mutation' and 'borrowing' (91).

There are also geographical reasons that account for the diversity of Englishes. The once clear scenario of British English versus American English has become more complex as a result of the emergence of other forms of regional Englishes around the world: Australian English, South African English, Irish English, to name just a few. David Crystal estimated that around 60-70 new Englishes have emerged since the 1960s in countries across the globe (Ives-Keeler). British English is now just one more variety among the many Englishes that are spoken around the world. In addition, a single broad variety of English, say British English, has a number of different sub-varieties such as Welsh, Scottish, South-western, South-eastern English. Compounding any geographically-driven diversification of the language is the fact that globalization has blurred many physical boundaries, allowing for the exchange of forms which result from ever-expanding, technologically-enabled cross-border contact.

These considerations are sometimes overlooked within EFL teaching contexts, in which the American/British English dichotomy still prevails. However, many attempts have been made by various publishing houses over the last few years to move beyond such dichotomy and make room for a multiplicity of Englishes. Such attempts should not be regarded as little quirks of coursebooks but should be given due attention in the class, providing an opportunity for teachers to discuss this 'internationalization' aspect of English.

3. ACCOUNTING FOR INDIVIDUAL DIFFERENCES IN SFL: INDIVIDUATION

Apart from historical and geographical factors, differences in varieties spring from social, individual and situational variables. The differences among the types of English spoken in actual communication situations multiply when we think of each and every individual user of the language and each and every situation of language use.

At an individual level, linguistic variation becomes conditioned by factors that define a person such as their gender, ethnicity, age, among other factors. In order to address differences at this level, we resort to the dimension of individuation proposed by SFL and to the concept of *idiolect* used by Crystal (“[id-ee-oh-lekt]”) and McCulloch, and the notion of *identities* put forward by Gee (73-74).

SFL, which is characterized by its multidimensional approach to the study of language, provides the dimension of *Individuation* to account for individual and group diversity. Through this notion, which “switch[es] focus from uses to users” (Martin 563), SFL explains the relationship between the language system and each individual user. In order to describe the dimension of Individuation, Martin resorts to Hassan’s 2005 work on semantic variation, which refers to individuation “as a hierarchy of allocation whereby semiotic resources are differentially distributed amongst users –both in terms of which options are available, and of those available, which are likely to be taken up in specific contexts” (563). To complement this view, Martin also cites the work of Bernstein, who proposes the metaphoric analogies of *reservoir* and *repertoire* to describe the (relative) availability of language resources that speakers of a language have, in the following terms:

I shall use the term *repertoire* to refer to the set of strategies and their analogic potential possessed by any one individual and the term *reservoir* to refer to the total of sets and its potential of the community as a whole. Thus the *repertoire* of each member of the community will have both a common nucleus but there will be differences between the *repertoires*. There will be differences between the *repertoires* because of the differences between members arising out of differences in members context and activities and their associated issues. (563)

To further develop the idea of individual differences, Martin draws on Firth’s sociological interpretation of individuals as “bundles of personae” who in turn “engender speech fellowships” (563). Firth defines *personae* as “the parts we are called upon to play in the routine of life” and adds that “every social person is a bundle of personae, a bundle of parts, each part having its lines (qtd. in Martin 564). In relation to speech fellowships, Firth explains:

A speech fellowship sees itself and hears itself as different from those who do not belong. Such speech, besides being a bond among fellows, is a bar to the outsider... within such speech fellowships a speaker is phonetically and verbally content because when he speaks to one of his fellows he is also speaking to himself. (564)

Expanding on the metaphor suggested by Bernstein, and building on Firth’s ideas, Martin explains that different personae “mobilise social semiotic resources to affiliate with one another” forming bonds, which enable language users to be part of “relatively ‘local’ familial,

collegial, professional and leisure/recreational affiliations and more ‘general’ fellowships reflecting ‘master identities’ including social class, gender, generation, ethnicity, and dis/ability” (564). Based on this understanding, Martin proposes the notions of *allocation* and *affiliation* to explain the way in which linguistic resources become part of an individual’s repertoire. He argues that *allocation* refers to the way in which “semiotic resources are distributed among users” and affiliation accounts for the way “these resources are deployed to commune” (564).

Through the following illustration, Martin describes his view of Individuation:

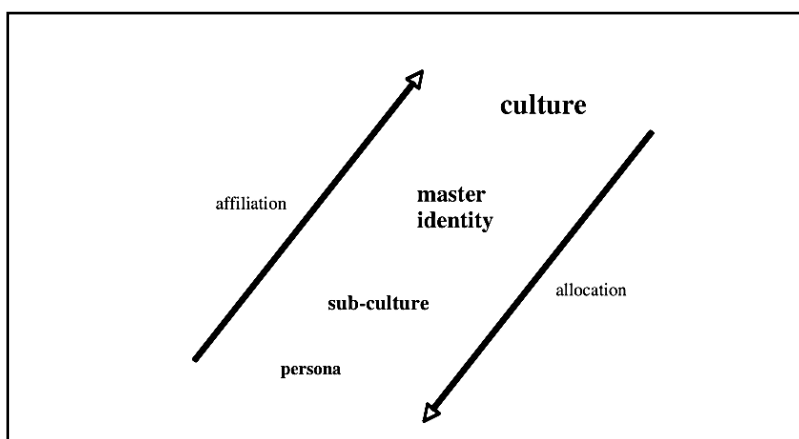


Fig. 1 Individuation as a hierarchy of affiliation and allocation (Martin 564)

These notions, which might seem rather theoretical at first, actually describe what people do with language, or, in other words how language works in social contexts. The terms used by the various authors to describe the phenomena (*repertoire/reservoir; allocation/affiliation*) trigger strong graphic representations and can be said to speak for themselves when it comes to describing the relationship between language and users.

4. ACCOUNTING FOR INDIVIDUAL DIFFERENCES IN OTHER TRADITIONS

Other traditions apart from SFL have also attempted to account for individual differences in language use. One of the most widely known notions comes from the field of sociolinguistics and consists of identifying a speaker’s special way of using language as their *idiolect*, which McCulloch defines as “not just vocabulary [but] everything from how we pronounce certain words to how we put them together to what we imagine they mean”. In this respect, she adds:

Your sense of English as a whole is really an abstract combination of all of the idiolects that you've experienced over the course of your life, especially at a young and formative age. The conversations you've had, the books you've read, the television you've watched: all of these give you a sense of what exists out there as

possible variants on the English language. The elements that you hear more commonly, or the features that you prefer for whatever reason, are the ones you latch onto as prototypical.

David Crystal defines idiolects as each individual's own personal dialect as that which makes you different from everyone else. If you think about it, there are so many ways in which our vowels, consonants, voice qualities, words, and sentence patterns differ from person to person that you'd be very unlikely to find two people who had exactly the same way of using language. Everyone has their own idiolect. (“[id-ee-oh-lekt]”)

Contributing to the notion of variation within individuals as personae, Gee introduces the idea of ‘identities’ to elaborate on how users of a language express their choices. The author posits there are two kinds of identities that are shaped by the society the user is immersed in: *activity-based* and *relational* identities. On the one hand, “*activity-based identities* are ways for people to identify with something outside of themselves, something that other people do and are” (74). For instance, a painter paints and in performing this activity, he engages in and becomes part of a discourse community. Relational identities, on the other hand, are “defined in terms of relations, contrasts and oppositions between different types of people” (75). Thus, an instance of a relational identity, a Christian could be defined in relation to and in contrast to other religious groups. While activity-based identities are mostly a matter of free choice and in general, not stable, relational identities are “often imposed on or assigned to people, the result of ‘fate’, or picked up in early socialization in life within families” (75). Unlike Martin’s fixed concept of allocation, Gee’s notion of relational identities allows for some flexibility considering these can be modified over a person’s life span, as would be the case of their political ideology.

All these alternative ways of interpreting and describing individual differences in language use complement and contribute further insights into SFL’s dimension of individuation. As in the case of historical and geographical differences, individual differences should play a role when designing and selecting teaching materials as well as in classroom management practices.

5. SOME AREAS OF DIFFERENCE

As is clear from the theoretical considerations mentioned above, the aspects that can distinguish a person’s language from the language of others may involve any level within the system, including pronunciation, spelling, lexis, syntax and other grammatical features, as

well as pragmatic and discursive levels (the latter two being beyond the scope of this paper). A brief reference to some of these aspects is presented below.

Phonological differences among speakers are commonly associated with regional variation (American English, British English, Australian English, etc.), but they are not limited to such considerations. As Crystal explains, within Britain itself there are enormous differences between the various regions of Great Britain, and the same is true for other countries/regions. He gives the example of the word 'schedule' and says that his children, as many other young people in Britain have now reversed to the 'American' pronunciation: "In pronunciation, I say schedule /'ʃedju:l/, all my kids say schedule /'skedʒəl/. That's happened in a generation, that's an American pronunciation that's taken over" ("Will English always be" 6:40-6:50). In addition, socio-economic factors are also responsible for many pronunciation differences, as demonstrated by Lavob in his widely known sociolinguistic research focused on the use of the /r/ sound in New York. Lavob, cited in Simpson, found that the alternation between the use of rhotic/unrhotic patterns was "connected with the projection of social status" with rhotic patterns "gradually becoming a new prestige form of pronunciation in New York City" (408) at the time of the research. Naturally, all these variations pose enormous challenges to the EFL learner.

Lexical differences among speakers are also widely recognized and, once more, they are generally associated with geographical considerations. Many course books, especially for more advanced learners, include lists of terms commonly considered either 'American' or 'British' equivalents. The differences are not limited to the same notion receiving different names in different regions, but, as Scotto Di Carlo explains

sometimes, words are used in different ways to name the same thing, such as for the American 'railroad tie' and the British 'railway sweeper'. Sometimes, two different words are used but their meaning is quite obvious, such as for the American 'luggage' and the British 'baggage'. In other cases, some words that are common in one place are rare in the other[...] Some words retained in Great Britain have been dropped by Americans, such as 'fortnight' and 'constable' and many no longer used in British are retained in American, such as 'mad' (in the sense of angry), 'fall', 'sick', etc. (61)

This diversity scenario is made more complex when we consider that these lexical differences are not stable, as "globalisation and the spread of new media" (Scotto Di Carlo 69) are contributing to forms crossing borders (and oceans) back and forth, with the added complexity of individual speakers bringing their own take on each item.

Spelling is another area characterized by diversity, with long lists of typically American /typically British spelling published in different formats. Certain spelling generalizations, associated with one or the other of these *Englishes* can be made to describe the way in which American spelling is different from British spelling, such as the use of ‘z’ instead of ‘s’ in verbs (generalize/generalise; emphasize/emphasise), the elimination of ‘u’ from the British ‘ou’ diphthong (color/colour; neighbor/neighbour), the use of the syllable ‘ter’ instead of ‘tre’ at the end of many words (center/centre; meter/metre), etc. However, there is less room for individual variation in this aspect of language, which is more likely to be standardized or normalized through dictionaries. Again, this is an area of challenge for EFL learners.

Grammar, which can be regarded as quite a stable feature of language, is no exception when it comes to displaying variation. To illustrate this, Crystal gives the example of the generalized use of the Present Progressive form of stative verbs in Indian English (*I’m knowing this/ I’m loving it*) instead of the more traditional (British) use of the Simple Present associated with stative verbs. He insists on the idea that there are now fewer and fewer borders to limit the spread of language varieties due to the impact of globalization on the language. To exemplify this, he cites the example of a famous American fast food chain which has adopted the sentence ‘*I’m loving it*’ as its worldwide slogan (“Will English always be” 9:00-10:30). One particularly interesting construction commonly heard in some American varieties in Texas or Georgia is the ‘might could’ combination (as in “*I might could do that*”), which would normally be frowned upon as ungrammatical but is widely accepted within these communities. As McCulloch explains, “if you happen to live in Texas or Georgia, you may have defended the “might could” construction as perfectly fine, thank you”.

The differences referred to above are just a glimpse at the types of variations that can be encountered in language use. They serve to further illustrate the existence of a large number of *Englishes* and they all play a role when it comes to analyzing the challenges faced by EFL teachers and learners.

6. CLOSING REMARKS

Throughout this paper we have sought to demonstrate that the school subject “English as a Foreign Language” is a much more complex subject than we may be led to believe, as the subject involves not just one English but a multiplicity of *Englishes*. We have also tried to show that the idea of English being a ‘One size fits all’ product is clearly a misleading notion since language use and language users are characterized by diversity.

We believe that as teachers we should all be aware of this overpowering presence of language diversity and we should make room for such diversity in our classrooms by raising

awareness among students of the different Englishes they will encounter and by preparing them to 'accommodate'. Crystal explains

.. as I travel the world, and I think everybody does this to some extent, you do as well, you accommodate. Now by accommodate, I mean.. you pick up some of the features of the accent and the dialect that you're part of, that is, if you're getting on well with the people, if you like the people... you start slipping into their accent [...] If I go to America suddenly before I realize it and I'm you know the /r/ comes into my voice and suddenly I start speaking like this and so on so forth, you know. I mean I go to Ireland, I start speaking in an Irish kind of way. So there is no answer really to the number of varieties that are there. ("Will English always be" 12:43-13:33)

Drawing on Crystal's suggestion, we believe that the English we teach should be flexible enough to help students to accommodate to every single new situation they will encounter.

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From *form* to *meaning*: expanding options

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Abstract

This paper is derived from a research project which embraces the focus on language-in-use proposed by Systemic Functional Linguistics (SFL) and the need to bring such focus to the classroom. In SFL, the form-meaning pair is always accounted for from a social perspective, centered on how members of a community actually communicate with each other in real contexts of use. However, in many EFL teaching contexts, this socio-cultural basis is not central. Despite communicative claims, many EFL classes still tend to be dominated by a focus on form at various stages of the process, including evaluation. This paper highlights the need to keep meaning and actual communication at the heart of all teaching practices. Some suggestions are presented to illustrate alternative ways of dealing with some typical EFL teaching points for various levels. It is our firm belief that making room for a broader range of options can empower students to operate in actual communicative situations.

Key words: SFL – form/meaning – options

1. INTRODUCTION

A long-standing dichotomy which has been a center of discussion, debate and controversy within the EFL community is the form/meaning or form/function pair. Language study, as Thompson explains, has been approached from different perspectives over the years. One such approach is based on **form** and is focused on providing the rules for “the formation of grammatically correct sentences” (3), with such sentences “analyzed in complete isolation, both from other sentences and from the situation in which [they] might be used” (5-6).

However, the notion of form has gone from occupying a central role in materials and methodology to being apparently relegated to a secondary place in EFL classes, particularly in communicative approaches. In this process, in the last decade trainees and prospective teachers have often been warned against a focus on form and invited to embrace more communicative approaches.

The focus on communication in EFL teaching (with a task-based orientation for instance) has sometimes meant that lesser attention should be paid to form and structure. Aware of the

potential negative consequences of neglecting structural aspects of the language, several scholars raised their voices in defense of linguistic forms:

In the late 1980s and early 1990s, following a controversy on the advantages and disadvantages of form-focused versus meaning-focused instruction among methodologists and researchers, it seemed to be agreed that “second or foreign language teaching can be improved if linguistic forms are paid some degree of attention” (Shamsudina and Karimb 1282)

Nunan and Carter promote bringing form and meaning closer together and foster a classroom in which “teachers and learners address the formal aspects of language and focus on the features that play a role in the meanings that are negotiated” (qtd. in Shamsudina and Karimb 1283). We uphold their views and argue that approaches to language teaching need to find a middle point in which form is not downplayed as a ‘no-go’ area, but is taught as closely tied to meaning creation.

We believe that the view of language proposed by Systemic Functional Linguistics (SFL) provides an answer to the old form-meaning or form-function dichotomy since SFL describes all linguistic forms in terms of the functions they serve and the meanings they construe.

2. SFL AND THE FORM/FUNCTION DICHOTOMY

In Systemic Functional Linguistics (SFL), the study and description of language is based on the meaning/s created through the linguistic choices made by each speaker in a given situation. In this perspective, language description takes into account the many factors involved in the use of language for actual communication in society (Thompson 6). It is precisely this use-based language description that Halliday sought to provide through his Systemic Functional Grammar (SFG), which is aimed at accounting for what people do with language.

A very important point to make here is that the Hallidayan meaning-based approach to language gives plenty of room to the description of linguistic forms as well, with forms understood and described in functional terms; i.e. as choices made in relation to the social meanings construed and functions served through each form. Deriwanka and Jones (6) represent this link between form and function by placing SFG in the middle of a spectrum between ‘traditional’ (structure- or form-based) approaches to language and ‘notional-functional’ (meaning- and function-oriented) perspectives:

Similarly, the following examples would be considered grammatically correct, but quite unnatural if produced just to exemplify a given grammatical form:

- *Have you ever had breakfast?*
- *I never sleep.*

Again, these sentences become meaningful if expanded through circumstantialization, as shown below:

- *Have you ever had breakfast on a beach? / before 7 am? / at McDonalds?*
- *I never sleep before an exam / when I'm nervous/ outdoors.*

In both sets of examples, although the original sentences are grammatically accurate, they fail to communicate meanings that students could relate to. In such situations, it becomes necessary for teachers to move beyond the level of 'correct structures' and prioritize natural language use. This expansion of options can be achieved by making room for context, either through non-linguistic means (as the game setting above) or through linguistic resources (as the use of circumstantialization above). No matter how much value we as teachers may wish to assign to accuracy, it should never override other aspects of language use, such as relevance to the situation and actual communicative value.

In order to make students aware of the need to contextualize so as to create socially relevant meanings, teachers may introduce some grammatically correct but contextless sentences and ask students to expand the original sentences to 'bring them to life':

Exercise- *Make these sentences meaningful:*

<i>Teacher's prompt</i>	<i>Students' expanded responses</i>
I never get up.	I never get up early on Sundays.
He doesn't sleep.	He doesn't sleep well during exam week.
You are tall.	You are tall for a girl.

Unfortunately, the lack of contextualization is relatively common in classroom practices, as institutional curriculum designs and course materials continue to be organized around grammatical forms, as evidenced in teacher room conversations such as:

A: What have you covered this week?

B: I'm behind.... still on the present continuous! Have you started the simple past yet?

Curriculum design is most of the times defined in terms of forms, with an underlying assumption that there would be a one-to-one correspondence between form and meaning. However, the relationship between form and meaning is extremely complex and, as Thompson argues, it is context dependent (9). This interrelationship needs to be brought to the classroom by making students aware that meaning is created through a multiplicity of options that are context- dependent.

Below are some typical teaching points whose coverage may be enriched by offering students some alternatives that take contextual aspects into account.

- ***Teaching comparative forms (expanding through lexis)***

A recurrent form-based practice to be guarded against consists of equating a whole range of meaning/s with a single form or set of forms. This is often the case of comparisons in the EFL class. Most course books contain a unit devoted to the teaching of comparative forms, which include, almost exclusively, the use of ADJECTIVE + ER / THAN for short adjectives and MORE + ADJECTIVE / THAN for polysyllabic adjectives, and the use of THE + ADJECTIVE + EST / THE MOST + ADJECTIVE for superlative constructions. Seldom is any room given to comparisons of a more lexical nature which are construed by resources other than the ones mentioned.

Because of this recurrent focus on form in many EFL classes, most students would have trouble identifying comparison in the following sentences, when in fact, all of them involve some degree of comparison:

- *Now I understand. (but not before)*
- *I used to be shy. (but not any more)*
- *She's the sweetest person in the group.*
- *This series has lost its appeal. (unlike what it was in the past)*
- *The more I study, the less I know.*
- *The cost of living is increasing. (It is higher than before)*
- *It's the least I can do.*
- *He hasn't got the energy his sister has. (His sister is more energetic)*
- *Young people in this country have always been relatively independent. (in comparison to young people in other countries, in comparison with other ages; in comparison with other degrees of independence)*
- *A surprisingly large crowd was waiting for the visitors. (The crowd was larger than expected)*

- *This is unbearably hard. (It is harder than we can bear)*
- *I prefer my coffee with sugar, not sweetener. (To me sugar is better than sweetener)*

Relating these observations to a potential EFL teaching context, it would be important for teachers to both accept and promote the use of alternative ways of expressing comparison when dealing with this aspect of language. It is a fact that in actual instances of communication, all of the forms above –and many others- would be typical language forms used for comparative purposes.

It should be pointed out that introducing alternative ways of expressing comparison does not mean that the typical comparative structures should be replaced by the more lexical alternatives. It should rather be interpreted as an invitation to expand the range of options available.

Celce Murcia supports this extended view of comparative forms, endorsing a “semantically based syllabus rather than a strictly structurally based one” and argues that forms other than the traditional ones to express comparison “should also be introduced (to learners) under the topic of comparison in English” (725).

A focus on meaning does not in any way mean a disregard for form, but rather “an emphasis on the inseparable form-meaning bond” (Bollati et al. 18).

- ***Teaching the Simple Present (expanding options by making room to alternative contexts of use for the same form)***

An additional problem associated with a focus on form is that the actual communicative power of a given form may be reduced to a single function, thus preventing students from discovering the broader meaning/use potential of such form. This is often the case of the SIMPLE PRESENT, which is generally taught at very early stages as the right form to refer to routines/habits, often in combination with adverbs of frequency, as illustrated below:

- *I always get up at 8 am.*
- *We generally study after lunch.*
- *He never walks to the office.*

The one-form/one-function equation (Simple Present = Routines) generally occurs in lower level courses. Unfortunately, this form is seldom taken up in higher level courses to expand the form’s meaning potential because it is often considered to have been fully covered.

In fact, the Simple Present is used in a very wide range of contexts, including various types of reports, news, stories, presentations, descriptions, as well as scientific and academic texts, among others, as these examples illustrate:

- *This graph shows the difference between.....*
- *San Juan produces a wide variety of.....*
- *What does the graph illustrate?*
- *The manager's responsibilities include*
- *Do I need to wear a uniform?*

These examples do not normally appear in basic level courses, and when they do appear later in a given context or in some field-specific program (e.g. ESP), they are assumed to have been learnt and mastered at an earlier stage. However, this form can pose serious difficulties even for students who have been exposed to EFL instruction for a number of years, as any experienced teacher can attest to. Thus, it is extremely relevant for teachers to expand the range of options for any given form by making room to alternative contexts of use. Such alternative realizations constitute authentic instances of language use in real contexts of situation.

- ***Asking questions***

It is quite common to hear many EFL teachers complain about students' difficulty forming correct interrogative sentences. In our local context, we may speculate that such difficulties might be associated with interference from students' native language –Spanish-, whose interrogative pattern is not word-order based, as is the case of English.

As this accuracy problem is so recurrent, classroom activities intended to teach interrogative forms come to be dominated almost entirely by a focus on accuracy of form. The focus on accuracy often means that students are required to produce full or complete questions (such as *WH word/ auxiliary/ subject / verb*), when very often an incomplete question is fully effective in a communication situation:

- *Coffee?*
- *Any problem?*
- *Better today?*

It should be remembered that a grammatically accurate complete question may have limited communicative value, as the following examples illustrate:

- *Are you tall? (discussed earlier in this paper)*
- *Is this a table?*

Though it is legitimate to want students to produce grammatically accurate questions in their full form, this should not warrant a disregard for matters such as relevance to context and communicative purpose. Once again, we claim that it is necessary for teachers to expand students' options by moving beyond a focus on accurate, full questions to include other meaningful interrogative constructions.

Expanding students' options requires an awareness of register, as incomplete structures tend to occur more often in spoken, informal exchanges.

- *Coming with us?*
- *Still in bed?*

As is the case with the other points presented above, the teaching of interrogative forms in their many communicative options requires deliberate and repeated practice in meaningful contexts, from very early to more advanced stages of instruction.

4. CLOSING REMARKS: THE NEED TO CHANGE OUR MINDSET AS TEACHERS

As we have argued, expanding options may mean introducing more meanings associated with a given form or a variety of forms associated with a given meaning, which can be done by bringing in alternative contexts.

It is difficult to change our mindset because many of us have been trained with a focus on grammatical forms, and also because many currently used coursebooks continue to focus mainly on structures. It is true that this structural approach has many advantages, as claimed by Yang Zhong, but it is equally true that such approach falls short of empowering students to deal with real-life situations:

The structural syllabus has its advantage and defect. Its advantage is that it is, to some extent, economical. Learning a limited set of rules can lead to production of a very large number of sentences. Its serious defect lies in the fact that sentences are units of linguistic analysis but not of natural language use. Although learners may be able to construct grammatical sentences, they are often at a loss in real situations, wondering what is appropriate to say (Chap 10.3 Parr 3).

Expanding options requires teachers to be critical of their own practices, to never lose sight of the fact that meanings are context-dependent and that forms solely exist to convey meaning in social contexts.

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PAPERS

Deletion of Auxiliary *Do* in Twitter

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Abstract

This paper presents some findings as regards the research project *Twitter y variación sociolingüística en inglés*, framed in the variationist sociolinguistic approach. On this occasion, we describe the variation of the use of auxiliary *do*, in Twitter messages. It offers two variants: presence and elision of this verbal form. This network has the methodological advantage of providing authentic messages, exchanged among American native speakers of English. The independent factors taken into account were the social variables of gender, age and status of Twitter user; and the linguistic variables of tense, grammatical person and type of question. The corpus includes 720 instances – collected at random– of the variable under study. Ninety occurrences of the variable were registered for each one of the 8 socially homogeneous subgroups (for example, young female regular users, adult male celebrities, etc.).

Key words: Sociolinguistics - Twitter - Variation - Auxiliary *Do*

INTRODUCTION

On this occasion, we report some results of the research project *Twitter y variación sociolingüística en inglés* (CICITCA-UNSJ, 2018-2019), where we analyze the sociolinguistic variation that the use of certain verbal forms offers in messages posted on Twitter. We will focus on the use of the auxiliary *do* in interrogative sentences.

THE SOCIOLINGUISTIC APPROACH

We adopted the sociolinguistic approach –an interdisciplinary field of interest for linguists as well as sociologists– which studies, within each speech community, the linguistic behaviour of speakers in correlation with its sociocultural context. In particular, we worked from the Variationist sociolinguistic perspective, which is based on the assumption that speech is heterogeneous, but highly structured within the great variation that it exhibits (Moreno Fernández 45-74). Subjects interpret the speech of their interlocutors as a sign or evidence

of social information about them. At the same time, they intend to project –through their own linguistic options– the image that they want to give. In other words, this sociolinguistic approach explores “la capacidad que tiene la lengua en uso de transmitir significados sociales y de convertirse en un emblema o símbolo de la identidad sociocultural de los hablantes” (Sanou 63).

Thus, variation in speech and its possible correlations with independent factors –linguistic and extralinguistic ones– are analyzed. The first ones include phonological, grammatical and lexical features of a language, which may inhibit or stimulate the frequency of use of the different variants present in speech. The second ones may be either stylistic or social, such as age, gender, occupation, income, ethnic group, educational level (Silva-Corvalán 129-130).

COMMUNICATION AND THE SOCIAL NETWORK TWITTER

In the past years, digital satellite communication has become a fantastic tool that, skipping space and time barriers, makes it possible for people living in faraway regions of the planet to communicate by means of “una señal que mágicamente abre la puerta al universo desde una simple pantalla” (Villavicencio 13). This was the origin of social networks – like Twitter, created by Jack Dorsey in 2006–, where millions of users/followers spend a great deal of their spare time.

This type of communication is fast, instantaneous, and requires much linguistic economy; hence, these digital texts are quite different from traditional written ones. Some of their typical features are a very informal style of writing, syntactic simplicity, new addressing norms, and a more limited and colloquial vocabulary. On the other hand –given the requirement of conciseness–, the use of abbreviations and acronyms (*tk*s for ‘thanks’, *U* for ‘you’, *convo* for ‘conversation’, *wh* for ‘who’, *b4* for ‘before’, *bf* for ‘boyfriend’, etc.), a variety of emoticons and the characteristic features of orality –such as the multiplicity of question and exclamation marks (*What???*, *Ask me, bitch!!!!*), and the constant laughter onomatopoeias (*ha ha ha!!!*)– are very frequent in these digital texts (Baeza, in Villavicencio, 2015).

METHODOLOGY OF ANALYSIS

From the quantitative variationist approach, we examined samples of speech exchanged on Twitter by American English native speakers. These messages are authentic, almost instantaneous and colloquial, which constitutes a great advantage for studies dealing with language in use. Besides, this social network is widely used by followers of different age,

gender and social condition, which allows a variationist analysis, based on the sociodemographic characteristics of the speakers.

In this paper, we present the sociolinguistic analysis of the dependent linguistic variable USE of AUXILIARY *DO*, which offers two variants in interrogative sentences: *presence* and *deletion* of *do*. As regards the first one –the standard variant–, English Grammar requires, in present and simple past tenses, the use of this dummy auxiliary (*do*, *does* or *did*) before the subject, both in yes/no questions (those that expect the answer *yes* or *no*) and *wh*-questions (those that include interrogative pronouns and require specific information in the answer). In relation to the second variant –the non-standard form–, some authors (Quirk et al., 131-132; Carter and McCarthy 247) point out that, in more informal speech, the omission of this auxiliary may occur.

The following questions are examples of the use and omission of *do*:

Do you have a big event, and \emptyset you need to learn a dance for it?

\emptyset You think it's the easiest to elicit?

Why **does** everything on Twitter have to be so surreal?

\emptyset You know why I Love Australia? Everywhere I go they serve guava juice.

Sometimes this omission even extends to the subject, so that both forms are deleted:

Happy birthday, @Kelly Clarkson! \emptyset Remember this?

\emptyset Want a confusing conversation?

Concerning the independent factors, three linguistic and three social ones were selected. Type of question, tense and grammatical person of the subject were included among the first ones. The social factors we considered were the users' gender (women and men), age (adults and youngsters) and status on Twitter (ordinary users and famous users, who are usually actors, singers, politicians, journalists, etc., that have thousands of followers and who are differentiated as such by the social network itself with a blue circle, icon of verified account).

As regards the corpus, we collected 720 instances of the dependent linguistic variable under study, used on tweets posted between 2017 and 2018. These were taken at random, among American users of both genders, ordinary and famous ones, youngsters and adults, who indicated in their profile their age and nationality. We included an equal number of messages –90– in each of the eight homogeneous subgroups taken into account: for example, ordinary young women, ordinary adult men, famous adult women, famous young men, etc. We processed the linguistic data quantitatively and calculated the percentage of messages which included the auxiliary *do* and the percentage of those in which it was dropped.

ANALYSIS OF THE LINGUISTIC DATA

1. Use of AUXILIARY *DO* in the total sample

Once the linguistic data were processed in relation to the use/deletion of auxiliary *do* in the interrogative sentences collected, the analysis made it evident that, in the whole corpus, the subjects choose the non-standard form –elision of *do*– in a significant 37% of all the instances, which represents more than one third of them (Fig. 1).

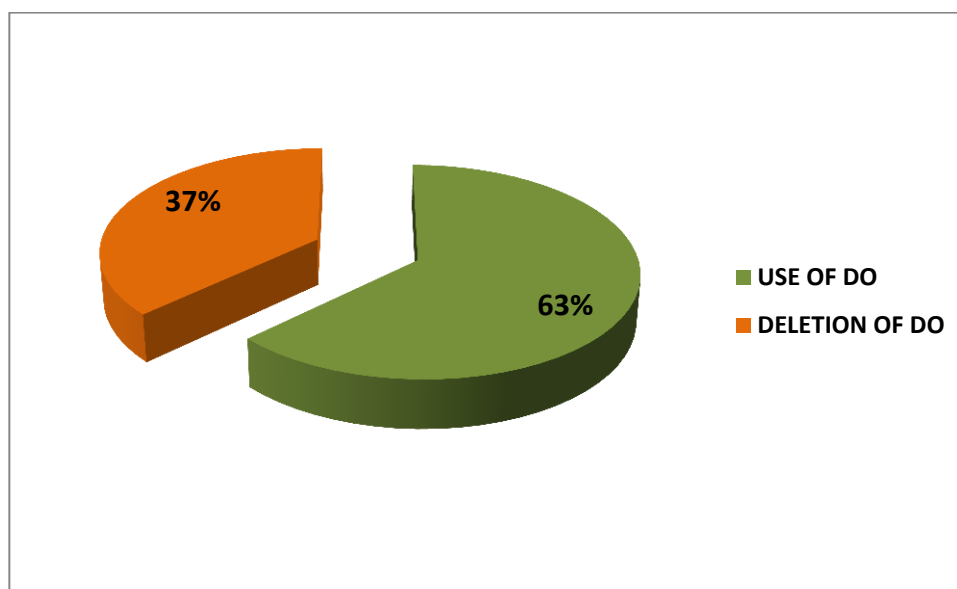


Fig. 1: Use/deletion of *DO* in total sample

These results confirm the current tendency to delete auxiliary *do* –especially in informal contexts–, which has become more frequent in the American English oral exchanges, in the last decades. This trend is also evident in messages posted on social networks, which offer many features of colloquial spoken English.

2. Deletion of *DO* according to gender

Nowadays, the word *gender* involves not only biological differences, but also social and psychological ones. As many variationist studies show, women tend to speak differently from men. There is no total agreement among scholars, but, in general terms, most of them share the opinion that these differences are due not to the biological attributes of males and females, but, rather, to the role that each gender performs in the community. This role is a social construct: it represents the set of norms that each society and culture determines about the social behaviour expected of both genders (Lamas, in Pérez, 2019); so, traditionally, women's role has been subordinated to men's.

With reference to this social factor, the analysis of the data shows a moderate difference in favour of the female informants, who actualize the marked or non-standard form in 30% of the instances. In contrast, men use it in a higher proportion: 41% (Fig. 2).

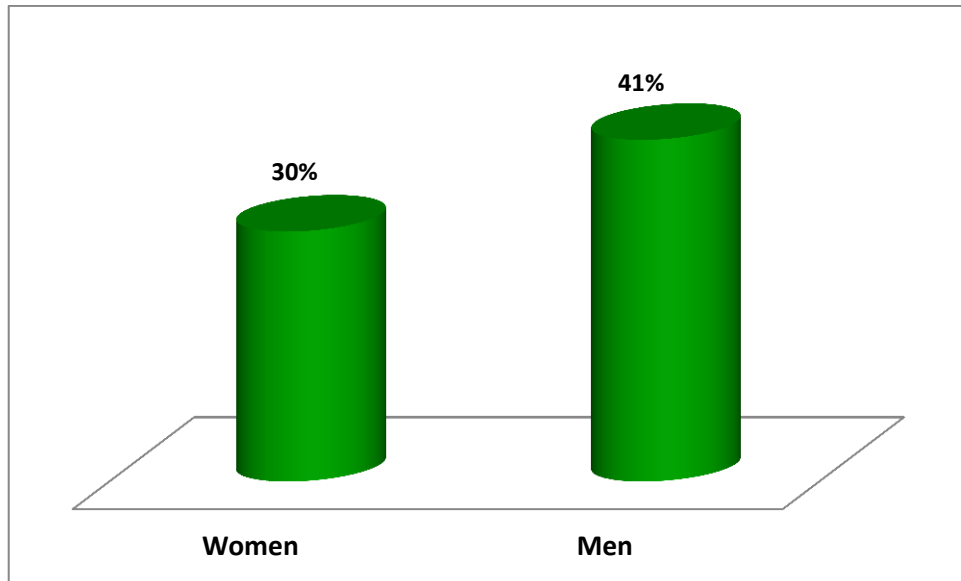


Fig. 2: Deletion of *DO* according to gender

In spite of the fact that in many countries the feminist movements have succeeded in advancing towards equal rights and opportunities for women –for example to study and get well-paid jobs–, there are communities where their social role is still subordinated to men’s. This is why some women still have a certain sense of social insecurity, which contributes to the female tendency to be more aware of the linguistically prestigious forms of their community and the social advantages of using them in their speech.

Though moderate, this contrast of deletion between genders supports the idea that –even in the USA, one of the countries where the feminist movements first started– there are still female speakers who tend to choose less than male ones those forms of speech that are non-standard and, usually, less accepted by the community.

3. Deletion of *DO* according to age

Concerning the age, it proved not to be significant in relation to the absence of this auxiliary: both youngsters and adults have virtually the same percentage of deletion of *do*: 36% for the former vs. 35% for the latter. Clearly, there is no difference between both age groups. The fact that younger speakers do not choose to omit it more frequently than the other two age groups proves that the loss of this auxiliary is not undergoing a process of linguistic change; i.e., the new variant –omission of *do*– is not taking over the standard variant.

4. Deletion of *DO* according to status on Twitter

Regarding the status of Twitter users, we thought the analysis would show interesting results. Given the fact that celebrities usually enjoy a good economic position, a condition

which could be associated with a higher educational level and, therefore, with a more educated use of the language, we expected them to show less deletion than ordinary users. However, once the data were processed, it became clear that this social factor doesn't have any impact on the realizations of the non-standard variant. Celebrities exhibit virtually the same proportion of auxiliary loss as ordinary users do: 37% and 34%, respectively. This proves that, in the context of social networks, being a celebrity is not necessarily linked to a higher socioeducational level and a more standard use of the language.

5. Deletion of *DO* according to grammatical person

Considering this linguistic independent factor, the data were subdivided into two groups, according to whether the subject was the second person, or the first and third grammatical persons. We included the second person in a separate group, because we hypothesized that deletion of *do* originated in the form '*Do you?*', since *you* is, by far, the most frequently used subject in our corpus of interrogative sentences. The results proved us right: there is a remarkable omission of the auxiliary when the subject is *you*: 47% of the instances, whereas it drops to 24%, when the subject is first or third person (Fig. 3).

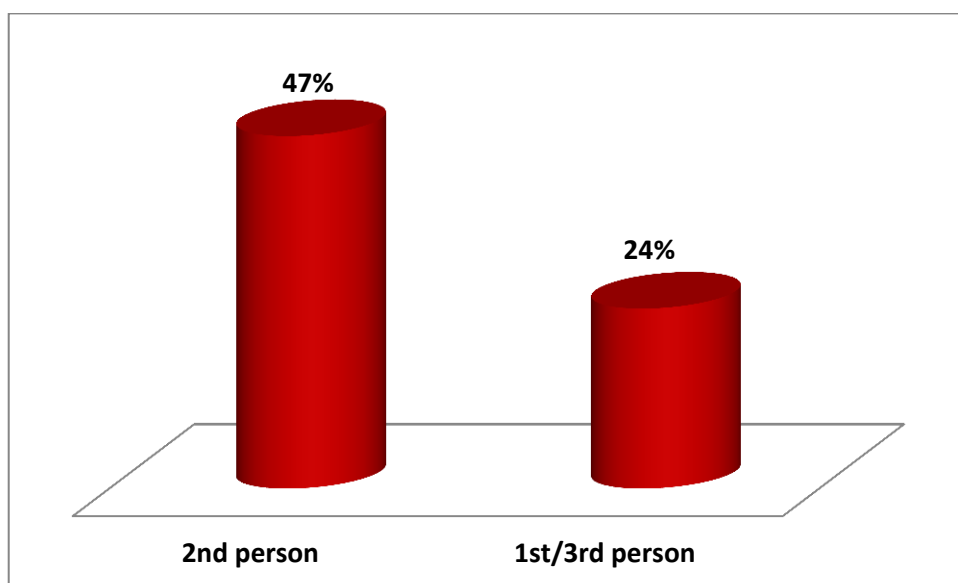


Fig. 3: Deletion of *DO* according to grammatical person

The fact that, in almost half of the questions with subject *you*, auxiliary is deleted may be associated, on the one hand, to a pragmatic reason: it is easier to eliminate *do* as a mark of interrogative sentence when the subject is our interlocutor, who is immersed in the communicative context and knows everything about it. So, the absence of this form does not jeopardize the understanding of the question.

On the other hand, from the phonetic point of view, it is related to a weakening process, characteristic of informal speech. In *do + you*, the auxiliary *do* is pronounced with a schwa: /də/. Since this is an unstressed form, the schwa ends up elided, leaving only /d/, which, in turn, becomes affricate, followed by *you*: [dʒu]. Finally, since its place of articulation is very close to the place of articulation of [j] in *you*, [dʒ] is dropped (Finch and Ortiz Lira 62-65). In short, from the articulatory point of view, the phonetic features of *you* are the ones that favour the weakening and elision of the auxiliary. We offer some examples:

∅ *You know that old driver who has their blinker on for like 3 miles? Yeah. That's actually me.*

∅ *Ya know what I mean?*

6. Deletion of *DO* according to tense

The analysis showed that the auxiliary is omitted much more frequently in the Present than in the Past. The number of occurrences of elision in the Present virtually duplicates those in the Past: 41% and 21% of the instances, respectively (Fig. 4). These results go along with our expectations: we predicted that the loss would occur more often in the Present, due to the fact that the interlocutors are part of the communicative situation and have all the information they need to understand it. In this respect, some authors –such as Carter and McCarthy– explain the absence of *do* as a case of situational ellipsis that, in colloquial speech, allows the deletion of references to situations, that are taken for granted (181-182).

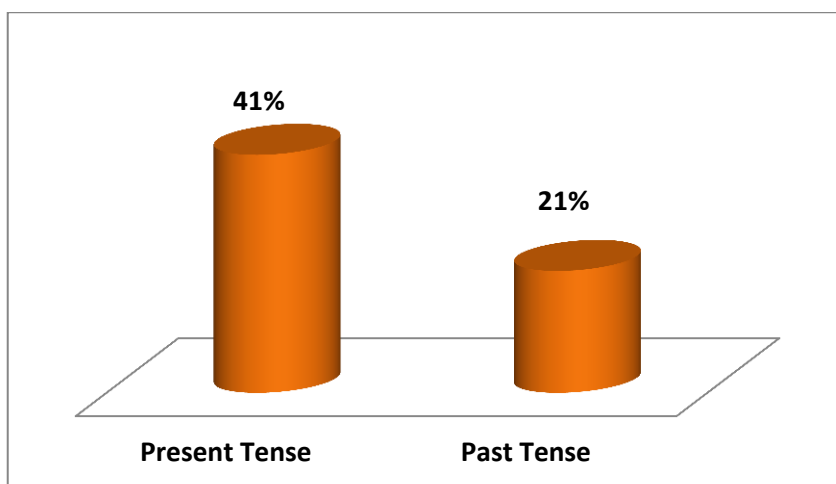


Figure 4. Deletion of *DO* according to tense

These are some examples:

Oh, ∅ you went to Coachella? Real cool

∅ Anyone want to donate some money so Rachel and I can go see @WaitressMusical in December?

7. Deletion of *DO* according to type of question

Finally, the data were analyzed taking into account the type of question asked by Twitter users, that is to say, bearing in mind whether it was a yes/no question or a wh- question.

For example:

Ø Anyone know any good divorce attorneys?

When Ø someone says that they weren't planning on watching @nbcthevoice battle rounds tonight?!?!?!?!?

The results are very interesting, because of the enormous contrast they show. Practically all wh- questions were produced with auxiliary *do*: in only 9% of them it was dropped. On the contrary, deletion percentages in yes/no questions were surprising: they represent almost five times the percentage of omission in wh- questions: 52% (Fig. 5). Thus, in our corpus, the type of question proved to be the most determining linguistic factor, with an enormous gap – 43%– of loss of *do* between both types of interrogative sentences. These results contradict our predictions: we expected more deletion in wh- questions, since they already have an interrogative pronoun which signals that it is a question.

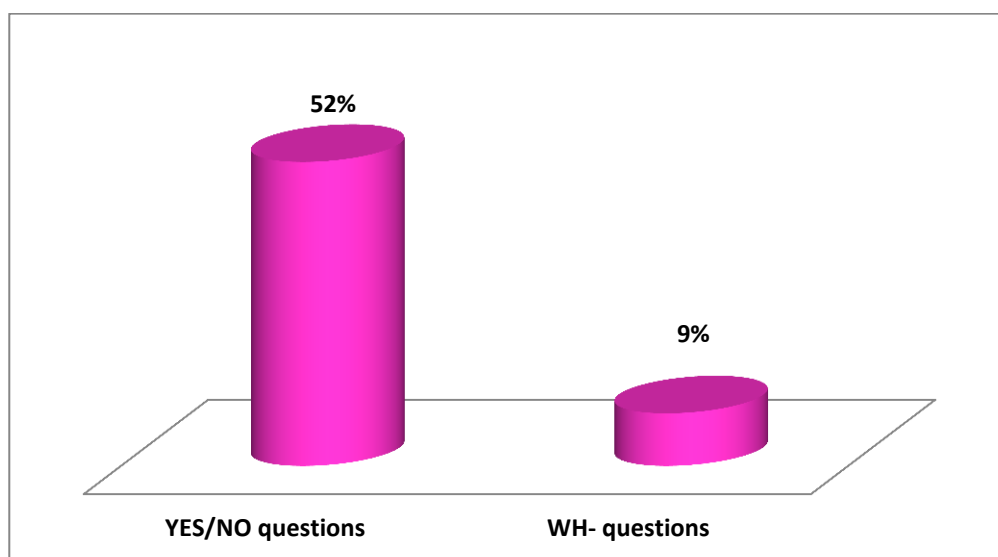


Fig. 5: Deletion of *DO* according to type of question

In sum, the results of the analysis of the data considering the three linguistic factors seem to support the idea that, in colloquial American English, the loss of *do* started in yes/no questions, in the Present tense, with a subject in the second person; that is, those beginning with *Do you..?* Then, in time, it spread to other types of questions, with different subjects and even in the Past tense.

CONCLUSIONS

To conclude, we can point out the following aspects of the analysis of variation in the use of the auxiliary *do*.

- The omission of this auxiliary in interrogative sentences –so common nowadays in American English everyday conversations– is also very frequent on Twitter: in the total sample, the absence of *do* reaches 37% of all registered instances.
- The social variables of age and status on Twitter do not affect the frequency of occurrence of this non-standard variant. On the other hand, gender has a moderate influence on the linguistic options of men and women: 30% and 41% of deletion, respectively. These results confirm that there are still female speakers who tend to use, with a lower frequency than men, those forms that are not valued by their speech community.
- On the contrary, the three linguistic variables taken into account exert a significant influence on the loss of this form. The type of question is the most determining factor, followed by the tense and the grammatical person of the subject. In this respect, yes/no questions, Present tense and subjects in second person, undoubtedly, favour the omission of *do*. That is why, in this corpus, questions beginning with *Do you...?* are the ones where *do* is most frequently omitted.
- To conclude, messages exchanged by Twitter users are digital and written as if they were talking to someone. Therefore, they have many features related to linguistic economy, oral speech and informal style. In this scenario, deletion of *do* responds to these three typical characteristics of digital communication on social networks.

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Going beyond horizons: reflecting on inclusive education in the EFL classroom in secondary schools in San Juan

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Abstract

This presentation is part of the research project “Desafíos en la enseñanza y el aprendizaje de inglés como lengua extranjera de alumnos incluidos en escuela secundaria en vistas a su inclusión en el nivel superior”, at the Department of English Language and Literature in Facultad de Filosofía, Humanidades y Artes (FFHA-UNSJ); it is evaluated and financed by CICITCA-UNSJ (Res.011 /18-CS). In this communication, we aim at trying to explore the challenges that teachers of English should face in order to teach students with disabilities. This qualitative-descriptive research focuses on the inclusive practices in two different secondary schools, private and public schools in San Juan from a social perspective of disability. With this work, we expect to expand the horizons of inclusive practices in the EFL environment: we will focus on how the socio-political factors and the different actors involved interact in order to make inclusion a reality.

Key Words: inclusion-teaching and learning- English-secondary school

INTRODUCTION

In recent years, schools have been facing many challenges in teaching students with disabilities. One of the main challenges has been moving to a social paradigm of disability and taking into account all the aspects this entails, namely helping students to overcome barriers and giving them opportunities for learning. This is also true for the class of English as a Foreign Language (EFL). In this communication we present part of the research project “Desafíos en la enseñanza y el aprendizaje de inglés como lengua extranjera de alumnos incluidos en escuela secundaria en vistas a su inclusión en el nivel superior”, under way at the Department of English Language and Literature in Facultad de Filosofía, Humanidades y Artes (CICITCA - UNSJ - Res.011 /18-CS). This qualitative-descriptive research focuses on the inclusive practices in two secondary schools in San Juan, Argentina, one private and the other public, from a social perspective of disability. The analysis is focused on how the socio-political factors and the different actors involved interact in order to make inclusion a reality.

BACKGROUND TO INCLUSIVE EDUCATION

It was in the year 1990, when an initial kick-off to an inclusive approach to education was taken at the *World Conference on Education*, being its main concern the exclusion of students with disabilities from educational systems. The Declaration of Salamanca signed by

92 governments in 1994, demanded that conventional schools offered quality education to all students, even those in need of some support due to disability. Different steps began to be taken as regards inclusive practices in education. On the one hand, the 2006 UNESCO guidelines for inclusion emphasize inclusive education as a human right to education. On the other hand, the Convention on the Rights of Persons with Disabilities argues that the right to education is the right to an inclusive education. Inclusive education has been recognized as the most appropriate modality for States to guarantee universality and non-discrimination in the right to education (18). UNESCO defines inclusive education as [...] a dynamic strategy to respond proactively to the diversity of students and to conceive individual differences not as a problem but as opportunities to enrich learning (11). Inclusive education, then, implies: transforming the culture, organization and practices of schools to meet the diversity of all students, including students with disabilities; adapting teaching to students and not forcing or expecting students to adapt to teaching; eliminating or minimizing physical, personal or institutional barriers that limit learning opportunities, full access and the participation of all students in educational activities. The treatment of disability has been addressed throughout history from different perspectives: a dismissal model, a medical model, and nowadays, the prevailing paradigm is the Social Model of disability. This model states that the causes that originate the disability are neither religious, nor scientific, but social. For this model “the disability arises from factors that restrict, limit or prevent people with functional diversity from living a life in society” (Palacios 123). Accordingly, the Convention on the Rights of Persons with Disabilities, characterizes these people as “[...] those that have physical, mental, intellectual or sensory deficiencies in the long term that, by interacting with different barriers, may prevent their full and effective participation in society, on equal terms with others” (Art.1, par. 2, 4). On the one hand, a traditional integrative school is based on the medical model, focusing on special educational needs, a school in which teachers design a parallel curriculum for included students, and in which there is an integrated auxiliary teacher that works with the included student, who must adapt to the school. On the other hand, an inclusive school assumes the social model as a paradigm, considering the whole potential of people with disabilities, the curriculum is adjusted to the diversity of the students present in a class and in the school, and it is the school that adapts to the student, generating the necessary provisions to support an education with equal conditions for everyone. The support teacher (Docente de Apoyo a la Inclusión – DAI for its acronym in Spanish) works together with the teacher in charge of the whole class, thus forming a pedagogical couple. When needed, reasonable adjustments are made, these consist of [...]the necessary and appropriate modifications and adaptations that do not impose an unbalanced or excessive

burden, when required in a specific case, to guarantee a person's participation, in equal conditions with the rest (Convention on the Rights of Persons with Disabilities Art. 2, 5). The term *support* refers to all those modifications that schools generate in order to ensure the full participation and learning of students with disabilities. The supports involve teaching strategies, organization of space and school management, human and material resources.

For inclusion to take place, the implementation of inclusive educational policies, an inclusive school culture and inclusive teaching practices should be taken into account. In our country, these three facets are comprised in Resolution No. 311/16-CFE (Consejo Federal de Educación), which in line with the Convention, fosters the "promotion, endorsement, and certification of students with disabilities" (Art. 2), and promotes [...]conditions for inclusion within the Argentine educational system for the tracing of school paths of students with disabilities (Annex I, Art. 2).

Another regulation that should be considered as background to inclusion in our country is the National Law N° 27306/16, which offers an Integral Approach to Specific Learning Difficulties (Dyslexia, Dysgraphia and Dyscalculia). This law seeks to guarantee the right to education of children, adolescents and adults who present these specific learning difficulties (Art. 1).

In the 21st century, the goal of education is not simply the mastery of knowledge, but the mastery of learning. In any place where individuals gather, diversity is the norm, not the exception, even in schools. The homogeneity in the classrooms acts as a barrier preventing children from learning and having full participation. According to Pastor, Sánchez Serrano, and Zubillaga del Río, a Universal Design for Learning -UDL- (DUA for its acronym in Spanish) faces the challenge of diversity by suggesting the use of flexible instructional materials, as well as techniques and strategies that empower educators to address and recognize these multiple needs (3). A universally designed curriculum is drawn up from the beginning to try to satisfy the educational needs of the greatest number of users, making unnecessary the expensive process of introducing changes once designed for some or a few.

OUR RESEARCH METHODOLOGY

This is an exploratory-descriptive study, following a qualitative research and a naturalistic inquiry, it is descriptive and heuristic, and adopts a holistic view of the studied situation. For data collection, the pedagogical subjects involved in the inclusion of disabled students – supervisors, head teachers, EFL teachers, educational psychologists and support teachers- are approached from semi-structured questionnaires. We also carried out interviews to

supervisors and head teachers. The data was analyzed with Atlas.ti 6.2, the programme devised for qualitative and mixed methods data analysis. This software offers a set of tools and features that are powerful and flexible to carry out the analysis in a comprehensive way. Through the access to its main components, such as documents, coded data segments, codes, memos, hyperlinks, and networks, the findings can be examined and linked in a semantically meaningful way.

THE SOCIO-CULTURAL CONTEXT

In this communication, we focus on the inclusive practices carried out in EFL teaching and learning in two different secondary schools: a private institution and a public school in San Juan. Both schools are located in the urban area in the city of San Juan. The population in the public school comes from lower middle class households while in the private one, from middle class groups. The public school is secular, and it is the first time they host a student with a disability; while the private one is confessional and has a long tradition in including students with disabilities. Around 530 students attend the private-run school, whereas 650 students attend the public school. As to the number of students with disabilities in each school, in the public one, there is only one student with Autism; while in the private school there are 21 students with different impairments, such as Autism, Prader-Willi Syndrome, hearing loss, dyslexia, Down Syndrome, ADHD, and other learning difficulties. In the private school, students have six classes of English per week, and in the public, three. Both schools have similar resources: a video room, a TV set, and audio recorders; besides the private school has a computer room.

EDUCATIONAL POLICIES AND TEACHING PRACTICES

In this presentation, we are going to see how educational policies serve as an umbrella term for teaching practices and how these interact in order to build an inclusive learning environment. Within the framework of the social model, the actors that participate in the secondary school level: supervisors, Principals, educational psychologists (locally referred to as *Gabinete*), EFL teachers and support teachers (DAI) play a fundamental role in order to carry out the students' inclusive process. In the chapter "Educar, mirar", Skliar states that

la mirada es claramente una posición, un punto de partida, una dimensión inaugural, posee un valor de principio: revela la posición de quien mira, desde dónde mira, qué altura se atribuye al mirar, en qué lugar deja o ubica a quien es mirado, [and adds that *looking* -la mirada- refers to] los modos de posicionarse al mirar y al mirarse (38).

In this respect, the educational policies will be looked through the lens of supervisors first. We will have a look from the supervisor of the private school, Supervisor 1 (S1) and another look from the public school, Supervisor 2 (S2). As regards S2, she states the following related to her vision of how the educational policies are implemented in her area:

[...] y a su vez trabajamos en conjunto con la dirección de gabinete siempre de la mano de donde hay un equipo de referentes también de inclusión, un equipo de profesionales. Entonces trabajan conjuntamente, en donde capacitamos, actualizamos, y sensibilizamos a las diferentes escuelas. Vamos por departamentos, desde nivel inicial hasta educación secundaria, en lo que es educación inclusiva, me refiero a lo que es diversidad, por lo general. Tratamos de no utilizar tanto la palabra discapacidad o condición sino diversidad porque bueno la educación inclusiva abarca a todo. (P2, 03)

She also refers to the use of two controversial terms “inclusion” and “diversity”. She states a clear difference between these two words and the word “disability”. S2 also refers to the vital role of UDL as an important guide for teaching strategies and how they could help teachers to cater for diversity. Considering the relationship between educational policies and the teaching of English, S2 affirms that the “exclusion” of students from subjects such as English or Mathematics had been implemented before the social model. However, there is a tendency to keep “all students together”. This has been the result of Res. 311/16, and it is also due to the different meetings and videoconferences they had with the support of the National government and *Aléluya*, a private institution focused on Special Education. When S2 refers to the implementation of Res. 311/16, she explains that teachers show more resistance to this regulation and inclusive practices. Also, she recognizes that there is a certain tension among supervisors’ different perspectives with respect to inclusion. As to obstacles and challenges, S2 says that some principals are willing to develop inclusive teaching practices among the teachers in different schools, but sometimes they find an obstacle on the part of other supervisors. When asked about the articulation between Secondary school and Higher Education level, she states the following:

Sí, tenemos muchas inclusiones de alumnos con discapacidades sensoriales a nivel superior y a nivel universidad. En el ICEF, por ejemplo, en Educación Física tenemos jóvenes con discapacidad auditiva que va con su intérprete de señas, ... como adultos ellos dicen: ‘yo necesito que vaya una intérprete de lengua señas’, la obra social te dice: ‘no, te la cubro hasta el secundario’. (P2, 49).

From a different lens, S1 holds that the private educational system is marked by Res. 311/16. She explains that

[...] es como que hay un antes y un después en lo que es las trayectorias inclusivas de las personas con discapacidad. No porque no se supiera qué hacer siempre, sino que ahora hay una ley. (P1, 05)

She is aware that the Law (Res. 311/16) is a determining factor in the inclusive practices of private secondary schools. As regards the articulation with Higher Education level, S1 recognizes that Res. 311/16 does not regulate this level, she considers that there are too many things to take into account. She acknowledges the fact that they have been discussing and reflecting on how to find the way towards an inclusive higher education environment. In the case of inclusive practices in English, she coincides with S2 when she refers to crucial areas, English and Mathematics, as the most frequently excluded from the regular curriculum. In this sense, S1 visualizes a kind of *distance* between the private and the public educational system. This distance is marked by a series of differences. First S1 states how both systems treated the “exclusion issue” and says

Un poco la gestión privada lo hacía con una resolución interna de la institución o acuerdo con los equipos y el alumno transitaba eximido. La gestión estatal hace muchos años se iniciaba un expediente, luego esto se deja de hacer. O sea, había como diferentes criterios. En este momento, por diferentes experiencias y redes que uno está, no está permitido -o sea la política- la eximición. (P1, 81)

She also affirms that “la eximición es un vaciamiento de contenidos...Y matemática, tampoco podés vaciar la vida de una persona de la matemática” (P1, 143). In these words, we can perceive that S1 is highly concerned with the right to equality of educational opportunities.

As regards other differences between both systems, S1 explains that there are not enough human or material resources in order to cater for inclusive practices in the private system. As regards communication and data collection, both systems use different ways to collect information, in the case of public educational management they use SIGE, which is an integrated platform where information is kept. Private institutions use “fichas institucionales” to register important data. Nowadays, there is a platform, DEP (Dirección de Educación Privada in Spanish) where the information is under the process of being digitalized. S1 recognizes that the public and private educational systems do not work together, or they do not have any specific device to coordinate their activities. In this respect, she says

No hay demasiados dispositivos de coordinación, en este momento. A veces, lamentablemente, están muy presentes las dos gestiones, gestión estatal y

privada, y son acciones que en algún momento puede haber una consulta por un caso en particular, pero no hay una gestión conjunta. (P1, 193)

The distance between S1 and S2 is even bigger as they recognize that in the case of public schools, educational institutions have the support of the “Dirección Gabinetes Técnicos Disciplinarios” which coordinate the functions of educational psychologists at the Ministry of Education. In the public area, the Ministry of Human Development helps parents to find a support teacher (DAI). On the other hand, the private area does not have a “Dirección de Gabinetes” but each school has its own “Gabinete”. And they are also assisted by *Aleluya*, a Special Education private school. So, we can affirm that both supervisors have a different vision: the public system works within a network, whereas the private system shows a more atomized and less interdisciplinary system.

With the purpose of narrowing the scope of this project, now the focus falls on the principals' visions. We will refer to the public school head teachers as H1, and the one from the private school as H2. On the one hand, H1 claims that they have just started an inclusion programme and they have only one student with autism. Throughout her narrative, it is evident she knows everything related to this student. She knows about his whole trajectory since he began primary school and all the inconveniences he and his family had been through until he was admitted at the school and became a regular student in second year of secondary school. According to H1

[el reclamo] llega hasta el ministro, entonces el ministro le pide al gabinetista que le consigan una escuela que quiera trabajar con él. Entonces Marcela, que es la psicóloga que lleva muchos años acá, nos propone si queríamos trabajar con este alumno incluido, que era un autista de alto rendimiento escolar. Pero no está solo, sino que él también trabaja con el Centro Aurora Pérez. (P12, 03)

The student has also the help of the support teacher who is a psychologist and a former student of the school. They organized different workshops with his teachers and with his classmates. H1 is fully aware of the student's learning process, every moment he goes through or any problem he has. She explains that teachers plan reasonable curriculum adjustments together with the support teacher, the team from Aurora Pérez Center work with the psychologist from the Gabinete and determine the topics the student is going to develop. At the end of each term, once they get the evaluations results of all the subjects, they elaborate a qualitative report together with all the teachers. This student is completely autonomous and he has already passed all the subjects. However, there is some tension with his classmates whenever they feel he is considered in a different way from the rest or because of some of his attitudes and of his interpersonal relationships.

In the case of H2, she claims that the school has a long trajectory in the inclusion of students, even when there was no national or provincial law that regulated this educational policy. In this private school there is a Gabinete, and according to H2, it has a very important role, she explains that

[...] hay un gabinete que está integrado por dos personas, una psicóloga y una psicopedagoga...Para poder llevar a cabo esta actividad en las escuelas necesitamos siempre 3 patas...la escuela, con los docentes y gabinete, la familia, y bueno, ministerio, y por supuesto, los docentes auxiliares o centros externos que ayudan a la escuela a realizar los PP. (P30, 07)

This school has many students with different disabilities such as Autism, Asperger, neurological problems, and so forth. The school follows a protocol before each of the students is enrolled. The school, the family, and the Support teacher sign an agreement in which all the rights and obligations of each of the actors involved are specified according to the current regulations. Considering the link between educational policies and the teaching practices, H2 is fully aware of the school culture. She is concerned with the implementation of educational policies, but not so much with teaching practices. She does not make use of specific terms related to the social paradigm, for example, sometimes she uses “adaptaciones” as synonym for “ajustes”. She could tell anecdotes related to different students’ problems and their family background. One of the positive aspects is that this private school has already carried out a distance learning program with one of the students who had to be hospitalized in Buenos Aires.

The distance between the principals is shortened when both H1 and H2 envision the family as having a pivotal role in students’ trajectory. Besides, they, as well as teachers and support teachers, coincide that parents are not always present whenever needed, and one of the major obstacles is the parents’ failing to help their children with different school tasks.

TEACHING PRACTICES

In his chapter “Diferencias”, Skliar focuses on the expression “being together in schools” (“estar juntos en las escuelas”) (75) to make reference to what actually happens in everyday life within the school community and the classrooms. In this sense, the EFL teacher is considered an active mediator in the process of building knowledge, developing skills and addressing all students; a teacher who pays attention to diversity functions as a link between principals, educational psychologists and the support teacher for the preparation of the IPP, all together working as a team towards inclusion. For the purpose of this presentation, we

interviewed one English teacher in the public school (T1) and one in the private institution (T2).

In both schools the teachers deploy a vast array of teaching strategies, including different types of adjustments and many instances of support for students' involvement; there is a shared vision in the teaching of EFL, their work is in keep with UDL principles regarding the provision of opportunities for comprehension and production of the L2. This vision of being together in the EFL classroom reveals some accomplishments and presents some challenges. As regards the first, both teachers highlight the motivational value of being in contact with others, awakening values such as solidarity, empathy, patience, acceptance and self-esteem, among others. In this respect, T1 claims that

[...]. Sus compañeros han podido aprender a aceptar las diferencias en el otro. Practican la solidaridad y empatía y además me ha permitido rever mi metodología de enseñanza la cual estaba fosilizada en una sola manera de enseñar. (P14, 11)

Besides, T2 affirms that “[‘being together’] mejora las relaciones de los chicos y se trabaja la paciencia, y en el alumno incluido la aceptación y autoestima” (P34, 57).

On the other hand, this vision of harmony could be disrupted. In this sense, the teachers say

El obstáculo más significativo es el reconocimiento de que el alumno aprenderá y adquirirá solo aquello que él encuentre significativo y que solo alcanzará contenidos y funciones mínimas del lenguaje. (P14, 12)

[Hay] falta de información y formación sobre la inclusión. [Se observa] poca comunicación con gabinete sobre adaptación metodológica. (P34, 60)

We see how teachers acknowledge this is a not an easy task when it comes to the actual teaching practices. Both instructors consider that the role of the support teachers is crucial and valued from the perspective of all the other actors involved. They say

[...] la dificultad [del alumno] para la abstracción y en la lecto-escritura en lengua materna, (que) imposibilita el aprendizaje de una lengua extranjera. (P15, 07)

La metodología de enseñanza siempre es la misma; muchos docentes buscan que el alumno siga un ritmo de clase que es muy acelerado. (P37, 57)

Through the teachers' and support teachers' comments, we observe some tension in the private school between the teaching practices and the way educational policies should be implemented. Teachers, as well as educational psychologists and support teachers agree that the role of the family is a determining factor in the student involvement in learning. In both schools, families are not as committed as the different actors feel they should be,

support teachers see family participation as “escasa” or “nula” (*limited or zero participation*).

When we focus on the opportunity these students may have to pursue a university degree, both teachers agree that it depends on each student. They say

[...]. Es prematuro decirlo ya que solo tiene 15 años y está en 2° año y sus conductas de estudio son muy limitadas. Su capacidad de producción y expresión de contenidos académicos son mínimas. (P14, 24)

Depende de la singularidad del alumno, cada chico es distinto. En algunos casos creo que no van a acceder al nivel superior, otros. (P34, 84)

In this sense, the support teacher in the private school thinks the student they help could pursue a university degree, while the support teacher in the public school does not.

It is clear that for students with a disability to feel part of the institution and to learn, a tight relationship between the different actors involved in the inclusion process is needed. In spite of the difficulties that may arise, agreements need to be found. According to what we have described regarding teaching practices, being together, for Skliar and Nancy means caring for others by “showing affection” in the sense that one “affects and is affected” by vulnerabilities, doubts, hesitations, controversies and discomforts, a kind of clash between the common and the singular (76).

CONCLUDING REMARKS

In this presentation, we have focused on how educational policies and teaching practices work together in an interrelated way. This reflection, as part of the research project: *“Desafíos en la enseñanza y el aprendizaje de inglés como lengua extranjera de alumnos incluídos en escuela secundaria en vistas a su inclusión en el nivel superior”*, shows how educational policies have been carried out by a public and a private school; and the way each of the actors involved -supervisors, principals, “gabinete”, and support teachers- work together with teachers and external specialists in order to build an inclusive atmosphere.

In the analysis of the interviews, the surveys and the different semantic nets built by Atlas.ti.6.2, we were mainly concerned by the challenges, obstacles, agreements and differences among the different actors involved in the implementation of educational policies. We focused on the opportunities students’ have to continue their studies, and the achievements attained by the students, and how the teachers and support teachers contribute to building an “umbrella” -a metaphor for the idea of unity, togetherness and care-, with the sole purpose of generating an atmosphere where everyone works together in spite of difficulties, tension, fragilities or disagreement, and cater to the well-being of included students who try to find out their own paths in these educational institutions.

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Multimodality and the EFL Classroom: Design of a Bilingual English-Spanish E-book and Audio-book for Children about Tourism and Culture in San Juan

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Abstract

This presentation is derived from a research project currently in progress at the Department of English Language and Literature, Facultad de Filosofía, Humanidades y Artes (FFHA-UNJS): "Design of a Bilingual English-Spanish Multimodal E-book and Audio-book for Children, about Tourism and Culture in San Juan" (evaluated and financed by CICITCA-UNSJ, Res.011 /18-CS). Its main objective is to generate aesthetic joy and curiosity in children who read the E-book and /or listen to the Audio-book that is being designed. This project is based on the Multimodal methodology (Kress, 2003; 2005) in order to attract children's interest and their wonderful curiosity as guiding principles for this multidisciplinary and multimedia endeavour. Our main concern as teachers of English Phonetics and Phonology is to explore other areas of applicability that this multi-modal project has in relation to storytelling, reading aloud and the use of ICT in the EFL classroom.

Key Words: Multimodality – E-book – Audio-book – EFL classrooms

INTRODUCTION

What is unknown cannot be loved. Our land, our place in the World, our identity, our role-models, all refer to getting to know and consciously choosing them as crucial issues in our lives. Dinosaurs, tourism and culture are matters that raise passions among children. One cannot be passionate about ballet, for example, if one has never been to a classical session that moves to tears. One cannot choose the same place repeatedly, to enjoy holidays, if one has not visited it and made a conscious choice of it, because of certain factors.

This presentation, based on an on-going Research Project, precisely seeks to generate aesthetic joy and curiosity in children who read the E-book and/or listen to the Audio-book that will be designed. We aim at disseminating cultural and tourist attractions of San Juan in a way that attracts the attention of the youngest in the family: children and their wonderful curiosity as guiding principles for this multidisciplinary and multimedia entrepreneurship.

Just as there are multiple meanings and multiple intelligences, in the Information Era there are multiple channels to stimulate children's interest, creativity and enthusiasm in reading

and/or listening to E-books and Audio-books. As McLuhan points out: "The medium is the message" (28). Children take it like fish to water in the electronic devices available, and it is precisely there, where digital materials acquire paramount importance in the promotion and reading as fundamental cognitive skill in the 21st century.

The Research Project follows a Multimodal methodology proposed by Kress (156) in order to generate in children interest, curiosity and eventually appreciation, love and passion for San Juan, as a paleontological, touristic and cultural destination. Being an English-Spanish bilingual project, the intention is expand the boundaries of distribution of this digital material, which cannot be distributed only in physical format (E-book and Audio-book DVDs) but also in digital format on Internet, through appropriate logistics channels, such as an official website within ffha.unsj.edu.ar.

In addition to the technological support chosen for this Project, the work is organised along multidisciplinary principles and gathers researchers from various departments of Facultad de Filosofía, Humanidades y Artes, UNSJ. In order to stimulate various senses in the recipients of this work, this multi-modal project is organised along different fields of knowledge, whose perspective contribute and build a collaborative design.

The present research project is framed within the theoretical approaches of Multimodal Communication outlined by Kress and van Leeuwen (235) and Kress (129) and Transmedial Storytelling Jenkins ("Transmedia Education: the 7 Principles Revisited"). The entire project is also anchored on the principles of interdisciplinary that entails mutual cooperation and collective construction of knowledge in a unified project. Within the disciplines involved, each has its own theoretical framework that account for the theoretical and methodological decisions of this research. For this reason, each discipline contributes and builds the transmediality or multimodality of the produced material.

MULTIMODALITY IN TRANSMEDIAL CHILDREN LITERATURE

This section deals with the theoretical framework that supports the whole project: Multimodality and its influence in Transmedial Children Literature. This framework can be described as follows: 1. Multimodal Communication, 2. Storytelling and Intertextuality, 3. Palaeontology, tourism and culture of San Juan, 4. Children's literature in San Juan, 5. Translation from Spanish to English of tourist and literary texts, 6. illustration of landscapes, sites of interest and children's characters in the literature of San Juan, 7. Music in San Juan, and 8. Digital options: Websites and Apps.

1. Multimodal Communication

Multimodal communication is the communication that involves different modes of human communication such as: voice or speech, gestures, eye, movements, image, paper, illustrations, among others. One of the main objectives of the multimodal communication is to stimulate the users' different senses of these heterogeneous communication channels. In this context, multimodal texts should be addressed from the perspective of Semiotics, since this discipline studies the different sign systems that allow communication among individuals, their modes of production, performance and reception. Semiotics allows, in this context, to account for the emerging processes of understanding of the different systems of signs (written, visual, auditory, etc.) used in these multimodal texts, as suggested by Kress and van Leeuwen (166) and Kress (157).

Nowadays, publishers and writers of Children Literature have included different modes of communication beyond the printed text. Illustration has been revitalised as part of the message itself, by including interactive CD-ROMs, digital applications, and web pages, to stimulate the reading skill with the most varied stimuli available in the printing and virtual worlds. As teachers and researchers of EFL, the members of the Research Project have seen the professional need to adapt the modes of knowledge construction, so that these modalities become attractive and successful in the teaching and learning processes. More than ever before, literacy is now digital, multimodal and ubiquitous.

2. Transmedia Storytelling

Transmedia storytelling is a type of story in which the story unfolds through multiple media and communication platforms and a group of consumers assumes an active role in this process of expansion (Scolari 344) One of the leading theoretical exponents of the transmedia storytelling is Henry Jenkins who describes Transmedia storytelling as: "a new aesthetic that emerged as a consequence of the convergence of media" ("Transmedia Education: the 7 Principles Revisited"). The term *prosumer* proposed by Jenkins (producer-consumer), is suitable for a generation of users (no longer passive readers or recipients) who want to participate in the process of creating content. Jenkins also defines seven core concepts of Transmedia Storytelling, which are as follows:

Expansion vs Depth	Continuity vs Multiplicity	Immersion vs Extraction	World building	Seriality	Subjectivity	Performance
<ul style="list-style-type: none"> • The audience actively participates in the circulation of the social content through social networks • Depth refers to the ability of certain viewers to understand the story better, find out more and even expand 	<ul style="list-style-type: none"> • All the stories are interconnected by the same world or creative universe • Multiple parties should not be consumed completely as they have certain autonomy from one another. 	<ul style="list-style-type: none"> • The consumer enters into the world of the story • In extractability, the fans take away with them as resources they use in every day life 	<ul style="list-style-type: none"> • When it comes to communicate stories, the interesting thing is to know how to build a virtual or imaginary world with certain rules or features which allow them to be expanded in different platforms, formats and media 	<ul style="list-style-type: none"> • Transmedia storytelling is a hyperbolic version of the serial. • The chunks of meaningful story information have been spread across multiple media systems. 	<ul style="list-style-type: none"> • Users may take different points of view and perceptions of the characters. • They have the choice of creating stories in different characters. They expand the narrative in different platforms and take different perspectives 	<ul style="list-style-type: none"> • This concept is linked to the role assumed by the user on the product and how it feels about the created universe • Depending on his interest in the narrative, the prosumer is implied in the universe and participates in it, or not.

Fig. 1: Seven Core Concepts of Transmedia Storytelling from *Transmedia Education: the 7 Principles Revisited*, [henryjenkins.org].

Theoretical-methodological frameworks offered by Multimedia Communication together with Transmedia Storytelling offer a global theoretical-methodological support for this project. However, it is necessary to supplement these models with specific theoretical reflections on each one of the disciplines involved in the creative process of this project.

3. Palaeontology, Tourism and Culture in San Juan

The material contained in the E-book and Audio-book is intended to be a relevant contribution, for children of San Juan and the World (because it is a bilingual version in Spanish and English). By using this material they can get to know, learn, value and care for the palaeontology, tourism and culture of San Juan. This project intends to promote palaeontology, tourism and culture as activities that foster peace, understanding, respect and friendship and help children become aware of the cultural and natural attractions of this province.

4. Literature for Children in San Juan

The genre of Children Literature, as a form of art, is particularly relevant in the format of the intended book: bilingual literary and informative texts meant to be read, and also heard. From a written proposal that touches readers' deep feelings and that triggers different types of emotions oriented to bringing aesthetic enjoyment to readers, children are faced with two linguistic functions (informative and expressive) that jointly describe the same world which is full of stories, dinosaurs and places, awaiting to be visited and discovered.

In this sense, the E-book and the Audio-book look forward to promoting the habit of reading to oneself and aloud in Spanish and English. Moreover, multimodal reading needs to be accompanied by multimodal instruction so that readers and listeners can identify and appreciate all the codes that are intertwined in the multimodal production. Reading in the 21st century entails much more than decoding sounds and words, it poses a multimodal active challenge on readers who not only read the various texts, but also decode background, drawings, music, videos, and links, among others.

5. Translation of paleontological, touristic and literary texts Spanish>English

The translation of the texts in this multimodal material means facing various challenges. First, it is a reverse translation process from Spanish into English. Inverse directionality in translation, i. e. from L1 to L2, poses certain codification difficulties to non-native speakers of the L2 (English), which is the case of the majority of the members of this research team whose mother tongue is Spanish. Therefore, in order to deal with this issue, External Advisors who are Literary Translation University Teachers and two native speakers of English play a crucial role in this respect, especially at the editing stages. Second, the translation process in this project involves the combination of three terminological areas: palaeontology, tourism and culture, both from the literary and the informative points of view. Despite these challenges, the English version of this material will contribute to distributing the E-book and the Audio-book beyond our country, and will be available also at the website.

6. Illustration of landscapes, tourist sites and cartoon characters in San Juan's literature

It is important to highlight the relevance that illustrations have in the learning process that children go through while trying to interpret visual narratives because the design of the interface (verbal communication) comes hand-in-hand with this learning, as well as the understanding of the use and function of illustrations. Understanding visual literacy, according to Raney, implies “[...] thinking what images and objects mean; how they integrate; how we respond or interpret them; how they might work as thought systems, and how they interact with the society that gave them birth [...]” (76).

Reading digital books (as opposed to traditional ones) designed for children is seen as a much more interactive way of approaching the initial task of teaching children how to read. In accordance to this, the American scholar, Bader claims that: “an illustrated book is text, illustrations, a complete design; a fabricated piece and a product to be sold; a social, cultural and historical documentary and, above all, an experience for the child. As a form of art, it revolves around the interdependency of images and words, the simultaneous game of two confronted pages and the emotion that turning a page implies” (46).

7. Music of San Juan

It is widely known that music has the power of bringing people together. A child that lives in contact with music learns to coexist with others in a better way, developing better communication skills. At this age, they find music fascinating whether to listen to it or to dance along to it. There are at least four main benefits that music can have on children: confidence, learning, concentration, and body language. For all these reasons, local folklore music, in the form of the book's soundtrack and incidental music, will be included as an integrating part of the Audio-book being designed. More benefits of music for children at guiainfantil.com.

8. Digital options: Website

In the current Research Project, various digital options (Websites and Apps) have been evaluated, in order to provide a suitable and updated digital support for 21st century readers. The initial enquiry into these digital options has its roots in the fact that they have become fundamental tools for the multimedia learning since they facilitate the dissemination, accessibility and comprehension of various contents.

When it comes to building collaborative and meaningful knowledge, children (mostly digital natives) have lately acquired new ways of learning in a digital fashion (through Websites and Apps). These tools are designed to improve meaningful learning processes by making them more interactive and less linear than learning with the help of a traditional book. For this reason, the material in this Project has been designed on various digital supports such as the E-book DVD, the Audio-book DVD and a Website. All of them contribute to prosumers engagement and interest in multimodal reading, a sine qua non requirement to building new knowledge.

In sum, the use of digital resources to complement printed books is of major usefulness to promote a different type of learning experience that is much closer to the way in which children interact with their everyday reality.

METHODOLOGY

This Research Project is organised along the principles of the Exploratory-Descriptive methodology, since it enquires about the best multimodal strategies to stimulate children's reading (E-book) and listening (Audio-book) habits. It is a bet for the future, which –on the basis of the exploration and description of paleontological, touristic and cultural attractions of the Province of San Juan– seeks to instil reading enthusiasm in target prosumers and, more importantly, to produce joy in the reading and listening of this material. When speaking of

prosumers, in this Project, reference is made to Spanish and English-speaking children aged between 7-12. The objectives of this Project have served to organise the various activities of each area of expertise.

Following Gil Royo once the creative universe was determined, it was necessary to identify which paleontological, touristic and cultural elements were desirable to be included in the E-book and Audio-book (19). To this end, professional advice from the Ministry of Tourism and Culture of the Province of San Juan as well as of the Institute and Museum of Natural Sciences (UNSJ) was obtained from two external advisors of the Project in these two institutions. External advisors, as well as members of these research team belonging to various fields of expertise (literature, palaeontology, tourism, translation, music, graphic design and illustrations, ICTs) have been crucial to not only gather relevant information but also various perspectives and methodologies that enrich this interdisciplinary and multimodal Project.

SOME PRELIMINARY RESULTS

This research will have preliminary quantitative results, derived from a survey prior to the multimodal design, in which prosumers' reading habits have been analysed as well as prosumers' prior knowledge on local palaeontology, tourism and culture.

In terms of results, the material produced in the E-book and the Audio-book are expected to be of interest to the prosumers, both in Argentina and in international contexts. Six months before the end of this Project, the design of the various preliminary materials are already having national and international impact. For example, a Project poster has been presented in the 45th International Book Fair of Buenos Aires (2019), and various local and national media have contacted the Project Director for interviews on the radio, electronic and paper magazines. In addition, the material has also been presented at the University of Granada, Spain, and shared with the chair of Literary Translation of the National University of Córdoba, Argentina with great success especially from specialists in the field of Children Literature and Translation. The main interest has arisen from the multimodal perspective, which combines various interesting elements from San Juan, such as its paleontological discoveries, its touristic landmarks and cultural events. Pilot reading sessions have been conducted with children of the targeted ages and most of them have expressed very positive opinions about the material being produced.

Some Multimodal Results

This Research

This Research Project has been under development for the past eighteen months. So far, the Spanish E-book has been completed, and in the next few weeks the English E-book shall be completed. During the following months the Audio-book both in Spanish and English will be recorded in a professional music Studio, where native and bilingual speakers' voices will be recorded and combined with local folklore music as soundtrack and incidental music accompanying the action of the material being read.

Here, as avant-premiere images from the first Chapter of the Spanish E-book are included below, with an indication of the various modes combined on each page.

EXAMPLE 1



Fig. 2: Institutional Banner: Textual Multimodality combining the literary and the official name of the Project. Indication of Project Members and External Advisors. Graphic Multimodality: Backgrounds and main characters illustrations.

EXAMPLE 2

- ¿Qué les parece si aprovechamos todas estas hojas secas que traigo en mi barriga y las usamos para lanzarlas desde el aire, como panfletos?

- ¡Planfe... qué? —dijo, intrigada, Sol.

Planfe nada, son «panfletos». Unos papeles de publicidad que se reparten. Solo que, ahora, serán panfletos ecológicos hechos de hojas recicladas de árboles, jeje — explicó El Zonda

- ¡Y qué vas a escribir en los panfletos? —quiso saber Lauti.

- Podemos dibujar a Ingentia ahí, y poner el contacto de nuestras redes sociales, para que quien la haya visto nos pueda avisar — propuso El Zonda.

- ¡Magnífica idea! ¡Maaaano a la obra! Peques, saquen unos marcadores de sus mochilas, así dibujamos a Ingentia muchas veces —propuso Luna.

SAN JUAN, TIERRA DE DINOSAURIOS

Esta región fue el hábitat de los dinosaurios, por ello es conocida como «Tierra de dinosaurios». En Ischigualasto, Departamento de Valle Fértil y en Balde de Lejés, Departamento de Cauceles, se han encontrado restos fósiles de dinosaurios que remiten al Período Triásico de la Era Mesozoica. El Valle de la Luna (nombre popular de Ischigualasto) fue declarado Patrimonio Natural de la Humanidad por la UNESCO, en el año 2000.

UBICACIÓN
Noroeste de la región de Cuyo y al oeste de la República Argentina. Posee 19 departamentos.

TERRITORIO
89.651 km². Relieve montañoso, áreas desérticas y valles fértiles. Clima seco y desértico.

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Fig. 3: Multimodal Textual Functions: literary and informative texts. Changes in fonts, colours and dinosaur's' footprints, to indicate mode transitions can be seen. Information Chart of Chapter 1, p. 16.

EXAMPLE 3



Fig. 4: Multimodality in images: photograph background with a filter merged with digital character illustrations on top. Chapter 1, p. 11.

EXAMPLE 4

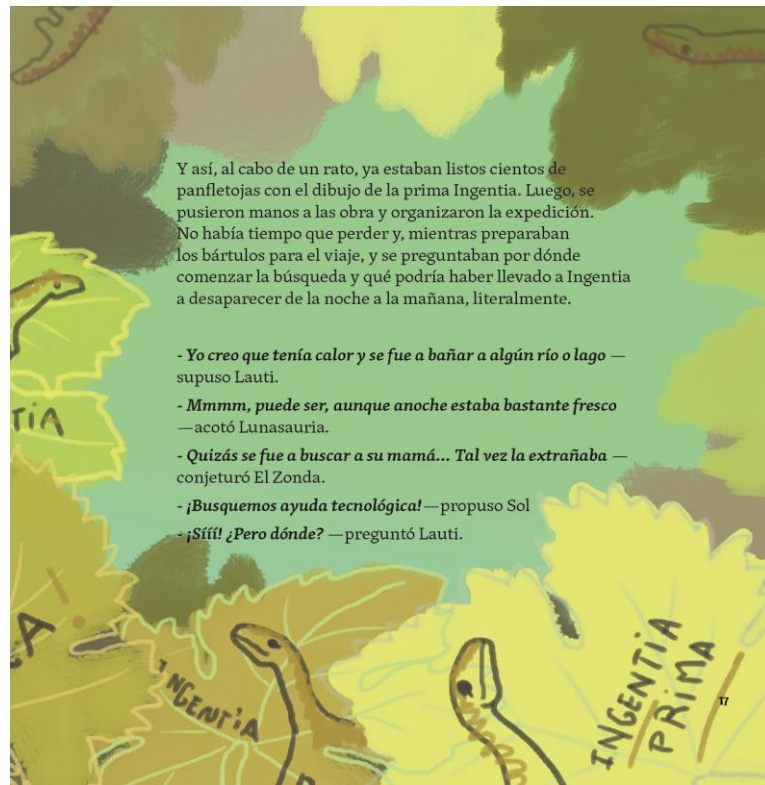


Fig. 5: Illustrated background with handwritten leaves and literary text. Chapter 1, p. 17.

EXAMPLE 5



Fig. 6: A sequence with special fonts for a rhyme and matching colours that represent Lunasauria's wing illustrated on the right. Chapter 1, p. 18.

FUTURE APPLICATIONS TO THE EFL PHONETICS AND PHONOLOGY CLASSROOM

The productions derived from this Research Project (bilingual English-Spanish E-book and Audio-book) have manifold applications in EFL classrooms, and also in Spanish primary school instruction. Here attention will be paid to future applications in the English Phonetics and Phonology Classroom at university levels in Argentina. More specifically, applications will be envisaged regarding future Teachers of English as a Foreign Language and prospective *Licenciados en Inglés* (researchers).

According to Gersten and Geva, recent research has demonstrated that both EFL learners as well as native speakers of English “take similar paths of development in such pre-reading skills as phonological awareness” (44). They have also highlighted the vital effect of awareness of speech sounds on developing reading skills. In this sense, reading aloud has been proved to have positive effects on the development of fluency, rate and accuracy.

In this respect, Storytelling is a crucial activity in the English Phonetics and Phonology classrooms, not only in Reading Aloud, but also in Speaking (spontaneous speech) by students. In these subjects, following the sequence proposed by Celce-Murcia (52), the didactic sequence is normally organised along the lines of Top-Down Approach. According to this model, which is normally complemented with a Sensitisation Stage proposed by Bradford (5), class instruction should be organised as follows:

- 1. Sensitisation:** Features of English phonology are demonstrated in contextually based audio or audio-visual material, so that students become aware of the speakers’ phonetic choices. Here a portion of the E-book or the Audio-book may be used as an introduction to specific phonological topic, for example, Rhythm.
- 2. Description and analysis:** linguistic description of the target phonological aspect, i.e., when and how this feature occurs with the purpose of raising the learner consciousness through oral and written illustrations.
- 3. Listening and discrimination:** focused listening, imitation aural discrimination of the prosodic features in focus with feedback.
- 4. Controlled practice with feedback:** reading aloud of words, minimal pair sentences and short dialogues with a special attention on the focused prosodic features.
- 5. Guided practice with feedback:** structured communication activities, such as information gap activities, cued dialogues, rhymes, tongue twisters, limericks, to help learners monitor their progress in the use and manipulation of the features in focus.
- 6. Communicative practice with feedback:** less structured activities in which learners are engaged in different kinds of verbal interaction such as role-plays, story-telling, acting-out, interviews etc., with the purpose of helping the learner to pay attention to

both form and meaning of the utterances produced. The same or different portion of the E-book or the Audio-book of the Sensitisation stage may be used at this stage, to close a virtual teaching-learning-development circle.

Following these guidelines, and especially at Teacher Training Colleges, storytelling becomes an unavoidable material to be used in these subjects, in order to prepare future graduates in this very useful oral skill, especially for TEFL at primary school levels. The E-book provides useful material, which is closely anchored to the immediate reality of local students of San Juan. By relating recent paleontological discoveries, as well as tourist and cultural activities which can be pursued in the province, primary schools students are most likely to enjoy storytelling activities derived from this material being produced. Hence, it is also relevant to train future teachers in this respect, with a material that they can also use while they are teaching their own students. The text contains various rhymes and rhythms which contribute to Language memorisation and retention in a fun way, and these rhymes can also be accompanied with Total Physical Response activities (TPR) such as clapping, dancing or pretending to fly as suggested by Nafá, Castro and Torres (66).

Storytelling can be conducted in English Phonetics and Phonology classrooms using the Audio-book to implement the Shadow Reading Technique. "Shadowing, a technique where language learners try to 'speak along' in time with an audio text, much like singing along with a song" [www.eltresearchbites.com] and trying to imitate it, as much as possible, with regard to its segmental and suprasegmental characteristics. This technique additionally contributes to acquiring a Direct Orientation which, according to Brazil (136), is very much desirable in TEFL contexts, where a connection with the audience is of utmost importance. The original story contained in the present E-book and Audio-book can also be applied in semi-spontaneous/spontaneous presentations which develop Speaking as a fundamental TEFL skill. Again, by using a text that is closely related to the university students as well, because of its local references, the production results are likely to improve because the teaching-learning-development process will be anchored to common ground and previously acquired knowledge.

As the E-book and the Audio-book will be both published digitally in DVDs and at an official academic website (within the domain ffha.unsj.edu.ar), various ICT activities and games can be designed and logged onto learning platforms, to promote blended-learning. At future stages of this Research Project, a useful inventory of carefully selected English Phonetics and Phonology activities and games may be designed to fully exploit the potential of the materials produced at this stage.

CONCLUSIONS

This Research Project is having local impact in various institutions, such as the Institute and Museum of Natural Sciences (UNSJ) and the Ministry of Tourism and Culture of San Juan.

The media have also been attracted to the preliminary results of this interdisciplinary and multimodal Project which does not have many other references in San Juan. The material produced can have various applications in primary school subjects such as Social Sciences, Natural Sciences, Language and English as a Foreign Language. Regarding university-level applications, the intention is to continue this line of research and apply its various contents to the English Phonetics and Phonology Classrooms as well as in other ESP courses at university levels.

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“Nos leemos en Inglés”: Reading comprehension material for students taking education courses

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Abstract

This paper shows some material developed for teaching reading comprehension strategies in English for the different education programs offered at *Instituto de Formación Docente Continua – San Luis*. The material was published digitally by *IFDC SL Ediciones* in October 2018 under the title “Nos leemos en inglés: material didáctico para la comprensión lectora en inglés para estudiantes de formación docente”. The material is based on content-based learning principles. The texts published in English deal with educational matters; specifically they discuss non-traditional methods, models and theories in education. Tasks and activities proposed include the use of videos and virtual settings and are intended to promote students’ autonomy.

Key words: EFL – material design – reading comprehension skills – content-based learning

1. INTRODUCTION AND SOME CONTEXTUALIZATION

The main purpose of this paper is to present some material developed to be used in *Lengua Extranjera: Inglés* at *Instituto de Formación Docente Continua – San Luis* (IFDC-SL) in San Luis. The material is called “Nos leemos en inglés: material didáctico para la comprensión lectora en inglés para estudiantes de formación docente” and was digitally published by *IFDC SL Ediciones* in October, 2018. The subject *Lengua Extranjera: Inglés* is optional for the different teacher training programs: Geography, History, Politics, Language and Literature, and Primary Education. *Lengua Extranjera: Inglés* is taught during the first semester in students’ 4th year, and they can choose between English and Portuguese.

The main purpose of the material is to help students develop their reading comprehension skills and strategies so that they are able to read education-related research papers or articles published in English.

1.1. The story of its development

In 2015, due to some curricula changes, it was decided that *Lengua Extranjera Inglés* would be taught in the 4th year for all the different teacher training programs for one semester. Before that time, *Lengua Extranjera Inglés* was not unified for the different courses; it was taught in different years and with different time allocations. The changed proposed gave the

possibility of unifying the material for the different teacher training programs, and the instructors in charge (Anabel Lima, Laura Laurenti, and Valeria Femenía) started to design a coursebook for the different students. Education, specifically non-traditional learning methods and theories, was chosen as the main theme of the texts included in the coursebook, since that was a common topic for all the students in the different fields. Authentic texts were chosen. We followed some content-based principles, which according to Krahnke's definition: "is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (65). That is to say, the focus is on content and the use of authentic texts is preferred. It is assumed that students learn better when they use the language as a means of acquiring information they want to know or they need.

We introduced some changes and adaptations based on our research conducted at IFDC-SL regarding students' beliefs about learning English as a foreign language in education courses (Femenía et al. 4-30). The findings obtained from that research suggested, among other things, that students needed some extra activities they could practice on their own, that they needed some exercises to help them build on specific vocabulary, that grammar issues were considered important for many of them, and that the use of videos and virtual tools could help them lower anxiety in the classroom and increase their autonomy.

The final version of the coursebook consists of eight guides including texts dealing with non-traditional methods and theories: Homeschooling, Montessori Education, Waldorf Education, Multiple Intelligences, Creativity in Schools, Neuroscience and Education, and a final chapter related to Abstracts.

In this paper we present some sections from the coursebook and exemplify the following aspects: the use of authentic texts; the use of videos as pre-reading activities to help activate previous knowledge and vocabulary; post reading activities and extra-practice tasks using virtual environments that help students develop autonomy; the inclusion of vocabulary exercises; and the inclusion of references to deal with some grammar aspects.

2. THE COURSEBOOK ITSELF

2.1. Use of authentic texts and reading comprehension activities

Authentic texts, which for the most part were not particularly complex, were included. We present two examples of such texts below. Fig. 1 shows one definition taken from an online journal and Fig. 2 one biography taken from Wikipedia.

Neuroscience is to education what biology is to medicine and physics is to architecture. Biochemistry is not enough to cure a patient, and physics is not enough to build a bridge. But you cannot perform great work, neither in medicine nor in architecture, against the laws of physics or biology. And in fact, they will inform you about many constraints and rule out a great many of projects right from the start as failures.

<http://www.journals.elsevier.com/trends-in-neuroscience-and-education>

Fig. 1: Brief text from Femenía and Lima 45.. *Nos leemos en inglés: material didáctico para la comprensión lectora en inglés para estudiantes de formación docente*. IFDC SL Ediciones, 2018, p.

MARIA MONTESSORI

Academic, Educator (1870–1952)

Maria Montessori was born on August 31, 1870, in the provincial town

Rome in 1896. She became the first female doctor in Italy. As a doctor, she worked with developmentally disabled children. She observed that intrinsic intelligence was present in children of all socio-economic backgrounds.

Montessori became the director of the Orthophrenic School for in 1900. There she began to extensively research early childhood development and education. Montessori began to conceptualize her own method of applying their educational theories, which she tested through hands-on scientific observation of students at the Orthophrenic School. Montessori found the resulting improvement in students' development remarkable.

Montessori's success with developmentally disabled children spurred her desire to test her teaching methods on "normal" children. Montessori was placed in charge of 60 students from the slums, ranging in age from 1 to 6. The school, called Casa dei Bambini (or Children's House), enabled Montessori to create the "prepared learning" environment she believed was conducive to sense learning and creative exploration. Teachers were encouraged to stand back and "follow the child"—that is, to let children's natural interests take the lead. Over time, Montessori tweaked her methods through trial and error. Her writings further served to spread her ideology throughout Europe and the United States.

By 1925 more than 1,000 of her schools had opened in America. Gradually Montessori schools fell out of favor; by 1940 the movement had faded and only a few schools remained. Once World War II began, Montessori was forced to flee to India, where she developed a program called Education for Peace. Her work with the program earned her two Nobel Peace Prize nominations.

Montessori died on May 6, 1952, in Noordwijk aan Zee, Netherlands. The 1960s witnessed a resurgence in Montessori schools, led by Dr. Nancy McCormick Rambusch. Today, Montessori's teaching methods continue to "follow the child" all over the globe.

Fig. 2: A biography from Femenía and Lima 29.

The reading comprehension activities included are the typical ones included in English for Specific Purposes (ESP) courses: answering open ended questions,

answering true or false questions, completing charts or mind maps, among others. Fig. 3 shows an example of an activity in which students have to complete a chart.

Nombre:	
Fecha de nacimiento:	
Fecha de fallecimiento:	
Lugar de nacimiento:	
Profesión/ trabajo:	
Principales logros:	
Familia:	

Fig. 3: Reading comprehension activity from Femenía and Lima 30.

Reading comprehension activities were solved by students in Spanish. In general, students seemed to enjoy the texts content and find them useful for their future jobs.

2.2. The use of videos

Videos were included as part of the pre-reading activities to enhance reading strategies such as previous knowledge and vocabulary activation. This kind of activity promotes prior-knowledge elaboration processes that facilitate comprehension (Irwin 94). These activities also tend to reduce anxiety in the classroom and promote discussion and critical thinking. Some of the videos are in Spanish and some of them are in English but they have subtitles in Spanish since the objective of the course is not to develop listening skills but reading ones. Fig. 4 and Fig 5 present examples of this type of pre-reading activity.

ANTES DE LEER

a. ¿Qué sabes sobre la pedagogía Montessori? Mira estos videos para saber un poco más del tema.

Educación actual vs. Montessori
<https://www.youtube.com/watch?v=OgjF1J9P9AM>



Fig. 4: Pre-reading activities using videos from Femenía and Lima 29.

Veamos el siguiente video de una conferencia de Lucrecia Prat Gay y Carlos Teisaire denominada *Llaves para activar y mimar cerebros de alumnos y docentes*.

<https://www.youtube.com/watch?v=uSxeliRVXwg>

ANTES DE LEER



- d. ¿Recuerdas quién es Lucrecia Prat Gay? ¿A qué se dedica? ¿Cuál es su nacionalidad? Puedes ayudarte buscando información en Internet.**

Fig. 5: Pre-reading activity with video from Femenía and Lima 46.

In general, students react very favorably to such activities. Videos tend to reduce anxiety in class, activate their previous knowledge and promote debate. Videos also provide variety to class activities.

2.3. Post-reading activities and extra-practice tasks

The activities below are examples of post-reading activities that intend to promote critical thinking and self-reflection. Fig. 6 shows an example of a follow-up activity that involves looking for more information on internet and reflecting on that. Fig. 7 shows an example of an extra-practice activity that involves the use of the internet while developing critical thinking skills and self-reflection. Based on our research, most of our students believed that practicing outside the classroom was an important part of learning a language. (Femenía et al. 21)

DESPUÉS DE LA LECTURA

En tu casa revisa los siguientes links para ampliar tus conocimientos sobre la pedagogía Waldorf. Prepárate para compartir esta información al inicio de la próxima clase.

Colegios Waldorf de Argentina

<http://www.planetamama.com.ar/foro/lista-de-colegios-waldorf-de-argentina-t85975.html>

Pedagogía Waldorf - Jardín del Monte, Argentina - De Rumbo al Cambio

<https://www.youtube.com/watch?v=XAtkOfj8ewk>

Famosos que estudiaron con la pedagogía Waldorf

<https://www.youtube.com/watch?v=Zk8otBzQRrA>



Fig. 6: Post reading activity from Femenía and Lima 21.



Práctica extra:

La teoría de inteligencias múltiples se encuentra en estrecha relación con la idea de la existencia de diferentes estilos de aprendizaje. El siguiente hipervínculo <http://www.whatismylearningstyle.com/learning-style-test-1.html> muestra un test que te permitirá saber cuál es tu estilo de aprendizaje predominante. Resuélvelo y comenta sobre el mismo.

Reflexionamos...

- ¿Aprendiste algo nuevo sobre inteligencias múltiples?
¿Te resultó interesante este tema?
- ¿Qué estructura verbal aprendiste hoy? ¿Puedes recordar cómo se forma, cuándo se usa y cuáles son sus posibles traducciones?
- Lista los 3 puntos que consideres más importantes que aprendiste en esta clase.



Fig. 7: Extra-practice activity from Femenía and Lima 43.

In general, most of our students benefitted from these activities. They seemed to enjoy them. Specially, activities that involved making quizzes and surfing the web for specific information seemed to be the most popular ones.

2.4. Vocabulary exercises

Vocabulary exercises were developed and included under the heading of “learning words” since, according to the research carried out, most of our students believed that vocabulary was an important part of learning a language. Vocabulary exercises are meant to help students enhance their vocabulary specifically with regard to the topic at hand. Fig. 8 shows an exercise that involves identifying the semantic relationship among some words by paying attention to meaning and affixes. Fig. 9 shows a vocabulary exercise that focuses on classifying words according to meaning.

- a. FAMILIA DE PALABRAS. Completa el siguiente cuadro con palabras en inglés relacionadas al término **Homeschooling**.

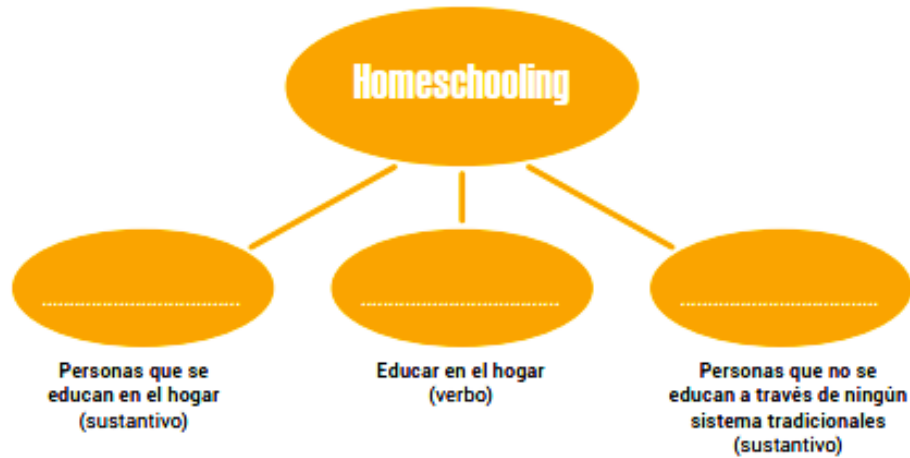


Fig. 8: Semantic relationships from Femenía and Lima. 20.

Learning WORDS

- h. **Estudio de vocabulario:** trata de inferir o busca en el diccionario el significado de estas palabras del texto y ordénalas en la tabla debajo según con cuál inteligencia crees que se relaciona. Luego confirma con tu lectura.

drawing - environmental issues - listening - reading - visual aids - touch - word - patterns - sitting still - music - pictures - movement - working alone - natural events - singing - melody - thinking abstractly - speaking - standing up - comparing - body - sharing - nature - writing - comparing - numbers - classify - team players - picture - logic - individual goals - sciences - categorizing - people - living things - rhythm - relationships - independent -

Tipo de inteligencia	Palabras asociadas

Fig. 9: Classifying words according to their meaning from Femenía and Lima 42.

Vocabulary exercises worked well to enhance students' knowledge of English words related to the field of Education. Some of them were solved in class and some were assigned as homework. Students also developed vocabulary exercises on their own to be shared with their classmates.

2.5. Grammar related matters

The grammar needed to understand the readings was meant to be dealt with inductively from the texts themselves. Though they were not the focus of the course, grammar explanations were included in the coursebook and a grammar annex was developed. This decision was taken since most of our students believe that grammar is an important part of learning a language (Femenía et al. 20). The grammar annex includes explanations, charts, and grammar exercises for students who want to have or need further or specific practice. Fig. 10 is an example of how grammar is dealt with in the coursebook.

ENGLISH LANGUAGE

ANEXO GRAMATICAL
p. 36-38

PRESENTE PERFECTO

- El presente perfecto está formado por el verbo auxiliar **"HAVE/HAS"** + un verbo principal en **PASADO PARTICIPIO**.
- En las biografías como la que hemos estado leyendo, además del tiempo pasado, se utiliza el **Presente Perfecto** si la persona aún vive para expresar lo que la persona ha hecho hasta el presente.
- La forma negativa se forma con la incorporación de la partícula negativa **"not"** entre el verbo auxiliar y el verbo principal, por ejemplo:
*Gardner is still considering a ninth, existential intelligence (...), but **has not yet added** it.* = Gardner está considerando una novena, la inteligencia existencial (...) pero no la ha agregado aún.
- Debemos tener en cuenta que al verbo auxiliar **"have"** lo traducimos como **"haber"**, por ejemplo:
*Gardner **has identified** eight intelligences* = Gardner ha identificado ocho inteligencias

Fig 10: Grammar aspects from Femenía and Lima 39.

Some students seemed not to need grammar explanations to read articles in English; however, many students did benefit from grammar explanations and used the grammar annex on their own.

Conclusions

In this paper we have presented some of the activities, tasks and exercises designed in our coursebook and have explained the reasons underlying the decisions made in designing

those activities. The decisions were taken following pedagogical principles and they were grounded on research about our students' beliefs, as well.

We hope that our coursebook can be of value to other teachers of ESP courses, especially those working at Teacher Education. We think the material can be further developed and adapted. We would really appreciate contributions and suggestions that can help us re-design materials used in our ESP courses taking into account the final purpose of the material: to help develop autonomous readers capable of finding useful information for their specific field in the target language being taught.

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The Impact of Inclusion in the EFL Classroom: An Appraisal Study

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Abstract

The following presentation derives from the research Project “*Desafíos en la enseñanza y el aprendizaje de inglés como lengua extranjera de alumnos incluidos en escuela secundaria en vistas a su inclusión en el nivel superior*” carried out at the Department of English Language and Literature in Facultad de Filosofía, Humanidades y Artes (FFHA-UNSJ), (evaluated and financed by CICITCA-UNSJ, Res.011 /18-CS). The data for analysis were collected from interviews and surveys carried out among authorities and teachers of secondary schools in San Juan. In this communication, we focus on the inclusive practices of two schools: a private and a public one. The theoretical background that frames our analysis is Martin and White’s Appraisal system, especially the subsystem of Attitude. This qualitative descriptive research aims at analyzing the linguistic resources through which the actors’ personal evaluative involvement in the text is revealed.

Key Words: inclusion-secondary schools-English-appraisal

INTRODUCTION

This presentation is part of the research Project called “*Desafíos en la enseñanza y el aprendizaje de inglés como lengua extranjera de alumnos incluidos en escuela secundaria en vistas a su inclusión en el nivel superior*”, under way at the Department of English Language and Literature, Facultad de Filosofía, Humanidades y Artes (CICITCA - UNSJ - Res.011 /18-CS). The data for analysis were collected from interviews and surveys carried out among the authorities and teachers of secondary schools in San Juan. In this communication, we focus on the inclusive practices of two schools in the city of San Juan: one private-run and the other state-run. The theoretical background that frames our analysis is Martin and White’s Appraisal system (2005), especially the subsystem of Attitude.

THEORETICAL FRAMEWORK

Nowadays, schools face many challenges as regards teaching students with disabilities. One of these challenges is related to the way students are helped to overcome barriers in order to learn. Inclusive education has been recognized as the most appropriate modality to guarantee universality and non-discrimination in the right to education. Inclusive education, then, implies:

- ✓ transforming the culture, organization and practices of schools to meet the diversity of all students, including students with disabilities;
- ✓ adapting teaching to students and not force or expect students to adapt to teaching;
- ✓ eliminating or minimizing physical, personal or institutional barriers that limit learning opportunities, full access and the participation of all students in educational activities.

For inclusion to take place, the implementation of inclusive educational policies, an inclusive school culture and inclusive teaching practices should be taken into account. In our country, these three facets are comprised in Resolution No. 311/16-CFE (Consejo Federal de Educación), which fosters the promotion, endorsement, and certification of students with disabilities (Art. 2), as well as the promotion of conditions for inclusion within the Argentine educational system for the tracing of school paths of students with disabilities (Annex I, Art. 2). According to this resolution, we must first observe students in their contexts, analyze and evaluate barriers to access to communication, participation and learning, as well as put into practice the necessary supports, with specific teaching proposals, and design support configurations and specific supports. Next, an Individual Pedagogical Project (P.P.I. for its acronym in Spanish) should be developed in order to promote social and educational inclusion, taking into account the learners' needs. The planning and development of a P.P.I. will be the responsibility of the common school and intervening teams (Annex II, Items 11-19).

As we said before, the theoretical background that frames our study is the Appraisal Theory. It derives from Systemic Functional Linguistics (Halliday, 1994) and is recognized as a particular approach to evaluate language, adopt stances, construct textual characters, and constitute interpersonal positioning and relationships (Martin and White, 2005). It probes how speakers/writers pass their attitudes, judgments, or opinions on listeners/readers to form alliances with those who have the same experience and views, and distance themselves from those who do not. Martin stresses that Appraisal Theory also explores how attitudes, judgments, and emotional responses from speakers/writers are explicitly presented or implicitly expressed in texts. Appraisal Theory is performed to analyze the discourse resources to negotiate the social relationships by telling listeners/readers how they feel about relevant persons or things. There are three subsystems within the Appraisal Theory: *Attitude*, *Engagement*, and *Graduation* (42-160).

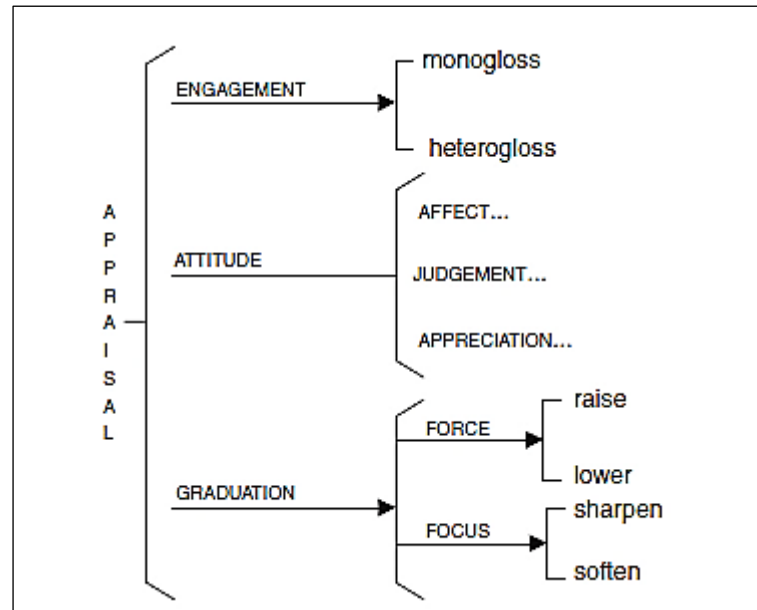


Fig. 1. An overview of appraisal resources (Martin and White 38)

In this communication, we work only with the subsystem of Attitude. **Attitude** mainly refers to values by reference either to emotional responses or to culturally-determined evaluating value systems. Attitude is conveyed by means of Affect, Judgment, and Appreciation.

Affect is a kind of emotional reflection or response based on behavior, text, and phenomenon. Affect can be expressed explicitly with positive or negative sense of emotion in words, such as love/hate, happy/sad, joy/despair, worried/confident, etc. It can also be expressed implicitly as an indirect sign of emotion (Martin and White 45-51).

Examples:

Positive Affect

-This pleases me

-She's proud of her achievements

Negative Affect

-I hate chocolate

-His fear was obvious to all

Judgment refers to attitudinal evaluation in which individual behavior is judged positively or negatively according to social norms and social constraints (Martin and White 52-56).

Examples:

Positive Judgment

-adverbials: *justly, fairly, honestly, pluckily, cleverly,*

-attributes and epithets: *she's very brave, a skillful performer, truly eccentric behaviour*

-nominals: *a hero, a genius*

-verbs: *to admire, to respect.*

Negative Judgment

-adverbials: *stupidly, eccentrically*

-attributes and epithets: *a corrupt politician, that was dishonest, don't be cruel.*

-nominals: *a brutal tyrant, a liar.*

-verbs: *to sin, to lust after, to chicken out*

Appreciation is evaluation for the aesthetic characters on the text, processes, or phenomena, mainly for an inanimate object, rather than the behavior of people (Martin and White 56-58).

Positive Appreciation

-harmonious, symmetrical, balanced, beautiful.

Negative Appreciation

-disgusting, boring, etc.

METHODOLOGY

For this presentation, we analyzed two interviews made to the principals of the schools visited, one from a public school and another from a private institution from San Juan. In both cases, the data were elicited by asking the same questions in semi-formal interview situations. They were recorded and subsequently transcribed.

The methodological tool used to analyze the data was ATLAS.ti 6.2. This is a powerful workbench for the qualitative analysis of large bodies of textual, graphical, audio and video data. The central workspace in ATLAS.ti serves as a container for projects' data. Access to all basic project components such as documents, highlighted/coded data segments, codes, memos, hyperlinks, groups, or networks is fast and coding can be done by simply dragging codes onto the selected piece of data. The findings can also be linked in a semantically meaningful way and visualized in digital mind maps (atlasti.com/product/what-is-atlas-ti/).

Data analysis

In this section, we present some results of the analysis of attitudinal values in the abovementioned interviews. We are concerned with the quantitative patterns of the use of attitudinal values in both transcripts, as well as with some qualitative interpretations.

The results in both transcripts show a total of 126 instances of attitudinal values: 74 correspond to the public school and 52 to the private one (Table 1). That is to say, the narrative in the public school principal contains a higher proportion of Attitude than does the narrative in the private school principal: 59% vs 41%.

ATTITUDE	PUBLIC	PRIVATE
APPRECIATION	14 (19%)	21 (40%)
AFFECT	19 (26%)	3 (6%)
JUDGMENT	41 (55%)	28 (54%)
TOTAL ATTITUDE	74	52

Table 1. Attitude in the public and private schools

The **Affect** exhibited by the state school head teacher corresponds to the second percentage of the total sample of Attitude: 26%. When considering the polarity of these instances, we observe that the majority of the Affect values in the head teacher from the public school were negative: 89% (Table 2). That is to say, she shows her feelings of dissatisfaction and unhappiness when it comes to giving her opinion about the situation her school undergoes as regards inclusion. To be more specific, she expressed negative Affect when she referred to:

- the students' feelings towards their included partner: "están todos enojados porque ha venido sin chaqueta" (they are all angry because he came to school without his jacket [our translation]);
- the included student's feelings: "...está en el patio porque él no quiere que esté en el aula" (he is in the yard because he doesn't want to be in the classroom [our translation]);
- parent's feelings of anger/dissatisfaction: "...la señora estaba **todo el día enojada, resentida**" (the lady was angry, resentful. all the time [our translation]);
- even one of the teacher's feelings of despair: "...T.. estaba **requete angustiada** cuando se enteró que tenía un alumno incluido!" (T got awfully upset when she knew there was a student with a disability in her class [our translation]).

ATTITUDE	-AFFECT	+AFFECT
STATE SCHOOL	17 (89%)	2 (11%)
PRIVATE SCHOOL	1 (33%)	2 (67%)

Table 2. Affect in state and private school

On the other hand, in the private school the instances of **Affect** are far outnumbered by the rest of the attitudinal tokens. This might be attributed to the following: the head teacher in the private school has the valuable support of a team of psychologists (“Gabinete Psicopedagógico”) to manage situations related to inclusion; consequently, she can take a more objective view of the situation and leave aside her personal emotions towards the subject. Contrary to this situation, the headmistress in the state school does not have the help of a team of professionals to deal with situations of inclusion in the school. This may be the reason why by appraising events in affectual terms, she invites the listener or audience to share an emotional response.

As regards **Appreciation**, both schools show different proportions. The percentage for the state school is lower than for the private one: 19% and 40%, respectively (Table 1). Similarly to what happens in the subsystem of Affect, most of the instances are negative: 64% (state school) and 67% (private school) (Table 3). The cases where negative Appreciation was identified were varied. However, both principals coincide in appraising negatively what refers to the existing communication between the authorities of the school and parents of included students. This is illustrated in the following examples:

“Y con los padres es escasa.” (Head teacher in the state school about communication:

Communication with parents is almost null [our translation])

“Entonces es muy difícil el apoyo de esa familia a ese niño y a la escuela, por ejemplo.”

(Head teacher in the private school: The family does not really support the child or the school [our translation])

ATTITUDE	-APPRECIATION	+APPRECIATION
STATE SCHOOL	9 (64%)	5 (36%)
PRIVATE SCHOOL	14 (67%)	7 (33%)

Table 3. Appreciation in state and private school

As we mentioned before, **Judgment** refers to attitudinal evaluation in which human behaviour is negatively or positively evaluated by a set of social norms –i.e. rules, conventions of social acceptability or expectations. In our study, the head teachers’ social position and ethics can be revealed by their judging behaviours in the samples of their narratives.

According to Table 1, the dominant kind of Attitude for both schools is Judgment. What is more, the percentages for both schools are practically the same. Similarly to what was found in the other subsystems, the most commonly produced Judgment in both schools is negative (Table 4). The following extracts provide examples of negative Judgment used by the state head teacher:

“No consiguieron DAI, la mamá se queda sin trabajo, entonces no podían pagar tampoco la DAI.” (They could not get a DAI, the mother lost her job so they could not hire a DAI [our translation]) In this example, the evaluated item is the parents’ failure to pay for a support teacher for their child.

“Había repetido el segundo año con muchos problemas con algunos profesores.” ([The child] had to take the course again and had several problems with some teachers [our translation]). In this example, the head teacher shows her knowledge of the included student’s educational path and assesses his “incapacity” to pass one of the courses.

“No me acuerdo si era biología, medio conflictiva...” (I don’t remember if Biology was a bit of a problem [our translation]. This is an example of social sanction judgment. The head teacher is judging one of the teacher’s relationship with the students which shows her concern for the teaching practices in her school.

ATTITUDE	-JUDGMENT	+JUDGMENT
STATE SCHOOL	33 (89%)	8 (11%)
PRIVATE SCHOOL	19 (68%)	9 (32%)

Table 4. Judgment in state and private school

These are some of the instances of Judgment from the private school principal:

“Que como estos chicos tienen un desarrollo intelectual menor, se hace bastante complicado el aprendizaje del idioma, y más el inglés, porque tiene una estructura particular que...”

(As these children are at an intellectual disadvantage, learning a language is really complicated for them. English, due to its particular structure, is even harder to learn [our translation].

“No solo la sociedad sino fundamentalmente la cabeza de los chicos, porque les está costando horrores, les cuesta mucho pensar, relacionar conocimientos, contenidos.”

(.... because it is terribly difficult for them, they cannot think critically, relate concepts...[our translation]).

“Es una cuestión de la familia. Entonces muchas veces los padres no dan respuesta suficiente a la escuela cuando se los cita.”

(... parents do not cooperate with the school...[our translation]).

As we mentioned before, both head teachers exhibit practically the same proportion of Judgment: 55% in the public school and 54% in the private one (Table 1). However, when we consider the entities judged by the headmistresses, we noticed that there are differences. Whereas the state school head teacher has a deep knowledge of the included student's educational path, his relationship with some of the teachers and his parents, the private school head teacher's evaluation refers to generalizations about the included students, the teachers and parents' behaviour.

CONCLUSIONS

We may highlight the following conclusions:

- The analysis of Attitude in the discourse of two principals -one in a state school and the other in a private school in San Juan- has shown that more attitudinal values occur in the category of Judgment rather than Affect and Appreciation. This, we believe, is the result of the head teachers' concern with the way the different actors who participate in the process of inclusion (parents, teachers, support teachers, students, etc.) work in each of the schools. Both principals coincided in evaluating negatively the behaviour of parents of included students. However, the state school head teacher judged specifically the behaviour of the different actors in the school -i.e. the behavior of specific included students, parents, teachers, etc. in the school -and the private school headmistress showed her judgment by expressing general opinions about the different actors' behavior in the process of inclusion -i.e., about students, teachers, parents, support teachers in general, not specifically in their school.
- When analyzing Affect, there was a considerable difference between the results in the public and the private schools in favour of the state school of 20%. As we pointed out, by means of the subcategory of Affect, the appraiser shows his emotions, and this results in an invitation for the listener to share and, eventually, respond to his view. For example, since in the state school there is no “Gabinete”, the headmistress has sometimes to do the job of the “Gabinete”, and, consequently, needs to know perfectly well the included student's educational path. That is why, in the narrative of the state principal, negative

affectual tokens are more frequently identified than in the narrative of the headmistress of the private school, showing the first her personal and emotional involvement in the student's particular situation.

In order to determine how the principals interviewed view inclusion, we used appraisal analysis methods in an attempt to tease out the evaluative meanings encoded in their discourse. The topic of inclusion explored in this study gave rise to different emotional responses in terms of the three sub-systems of Attitude; *Affect*, *Judgment*, and *Appreciation*. In general, we may say that the attitudinal values identified in the narrative of the state school head teacher correspond both to teaching practices and to educational policies and most of the evaluative tokens found in the discourse of the private school head teacher refer to the implementation of an inclusive culture. Therefore, in both schools, they are working for the implementation of an inclusive culture.

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The implementation of ICT by means of mobile devices in the EFL class: A classroom experience with mobile phones at secondary school

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Abstract

The implementation of information and communication technologies (ICT) in class can positively contribute to teaching and learning English as a foreign language (EFL). However, it is necessary to understand that this contribution does not merely depend on the presence of ICT in the classroom but on the pedagogical proposals designed for the educational use of technologies. The author's thesis project is part of a grant given by the National University of San Juan together with CONICET (Res. N° 191/15). The main objective is to design, implement and analyze pedagogical interventions that involve the use of ICT resources and that promote the development of EFL skills, the implementation of mobile devices is specifically encouraged. The present communication aims at reporting about this investigation and at showing some of the activities carried out during the data collection phase at a secondary level school in San Juan.

Key words: ICT – EFL – teaching – learning

INTRODUCTION

The presence and implementation of information and communication technologies (hereafter ICT) in the English as foreign language (hereafter EFL) class represent an area of growing interest. The constant changes that have taken place in the digital era require that educators continually adapt to nowadays societies. However, the fast-paced development and influence of ICT has caused that not everyone has the essential resources at their disposal to be able to adapt to these persistent changes.

Today's societies have received the impact of this technological progress. In education, in particular, instructors cannot deny this influence but rather pay attention to this certainty and to the special characteristics of students nowadays. Everything that takes place in the real world, outside the classroom, ends up permeating what happens in class. Students are in permanent contact with technologies so it is important that educators start rethinking their practices and try to find new ways of engaging scholars.

From all the technological devices available, the mobile phone seems to be the preferred and most generally used one by children and adolescents nowadays. The great majority of students in any classroom have their own mobile devices. Dudeney and Hockly consider that important improvements can be made in education making use of these tools at the service of the teaching and learning processes (8). The given context allows for the implementation of a strategy, derived from CALL (*Computer Assisted Language Learning*), named BYOD:

Bring Your Own Device (9). The idea is to encourage students to explore and effectively use their mobile devices for educational purposes taking advantage from all the opportunities that these tools have to offer. Besides, carrying out this strategy gives educators the chance of truly involving students in the class, since they are able to review content from anywhere, at any time, teachers can personalize the process and enhance students interest as well.

Given this context, it is vital to understand that the mere presence of ICT in the classroom does not guarantee the effectiveness of their implementation. The positive contribution of ICT in education rather depends on the pedagogical proposals that are designed to guide the educational use of technologies. Carefully planning what to do with mobile devices in the classroom is essential to organize and use these tools in a beneficial way.

This paper derives from the Dissertation Project entitled “Empleo de TIC en la clase de inglés como lengua extranjera y logros de aprendizaje de los alumnos en el nivel medio: Un estudio de diseño en una escuela de nivel secundario de la provincial de San Juan”, leading to a PHD in Education which I am pursuing at present under the auspices of the UNSJ and the CONICET (Res. N° 191/15). The hypothesis that has been put forward states that using ICT by means of mobile devices enhances students learning achievements in the EFL class. The main objective is to design, implement and analyze pedagogical interventions that involve the use of ICT resources and that promote the development of EFL skills, in particular the reading and writing skills. The present communication aims at reporting about this investigation and at showing some of the activities carried out during the data collection phase at a secondary level school in San Juan.

THEORETICAL FRAMEWORK

The implementation of ICT in the teaching and learning processes

Rethinking and modifying teaching and learning methodologies in the present world is fundamental in order to be able to adapt educational experiences to the constant improvements of ICT and the incessant changing societies. The possibility of carrying out the BYOD strategy offers enormous opportunities for teaching and learning a foreign language. It implies incorporating the students' mobile devices into class activities and taking advantage of all the potentials these tools hold. Some approaches have been proposed with the purpose of promoting the effective implementation of ICT in education. The TPACK model, proposed by Mishra and Koehler, implies that educators should develop their “*Technological Pedagogical Content Knowledge*” in order to efficiently incorporate ICT in their practice (1025). According to these authors, the real integration of technology requires the understanding of the dynamic and transactional relationships between the three components

of the model, i.e. content knowledge, pedagogical knowledge and technological knowledge (See Fig. 1).

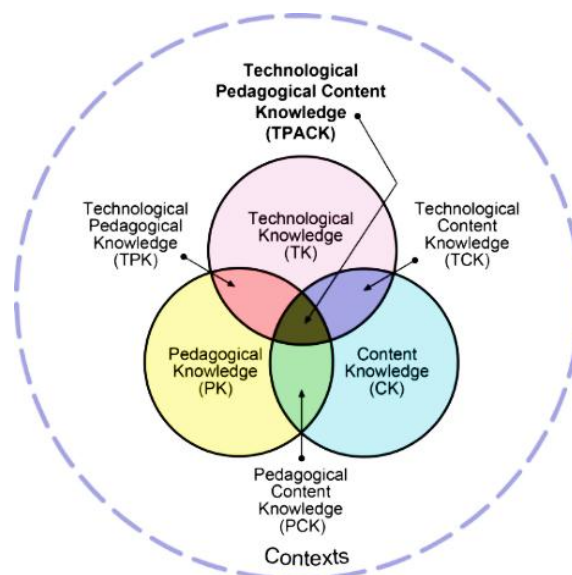


Fig. 1. TPACK model (from www.tpack.org/)

On the other hand, the SAMR model, proposed by Puentedura, allows for a classification of the uses of ICT in two levels: a lower level, where technology is used either as ‘substitution’ of another tool with no functional change or as substitution with different function, ‘augmentation’; and, in a higher level, the uses of technology imply ‘modification’ of the tasks, or, the best modification that can happen is that technologies are used to completely ‘redefine’ pedagogical proposals, to perform tasks that were completely unconceivable before (*SARM: Thoughts*) (Fig. 2).

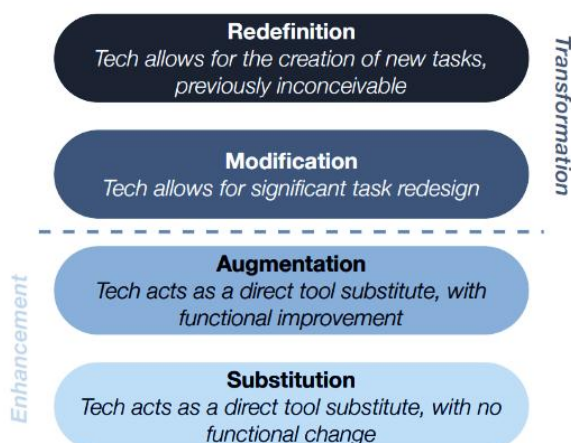


Fig. 2. SAMR model (from <http://hippasus.com/blog/>)

Puentedura associates his model to Bloom’s Taxonomy, because he considers that while a task progresses from the lowest to the highest levels of the SAMR model, it also does so in the taxonomy. Puentedura states that the two levels of Enhancement (substitution,

augmentation) are related to the three lower order thinking skills in the taxonomy (remember, understand and apply); and that the two levels of Transformation (modification, redefinition) relate to the three higher order thinking skills (analyze, evaluate and create) (*SARM and Bloom's*) (Fig. 3).

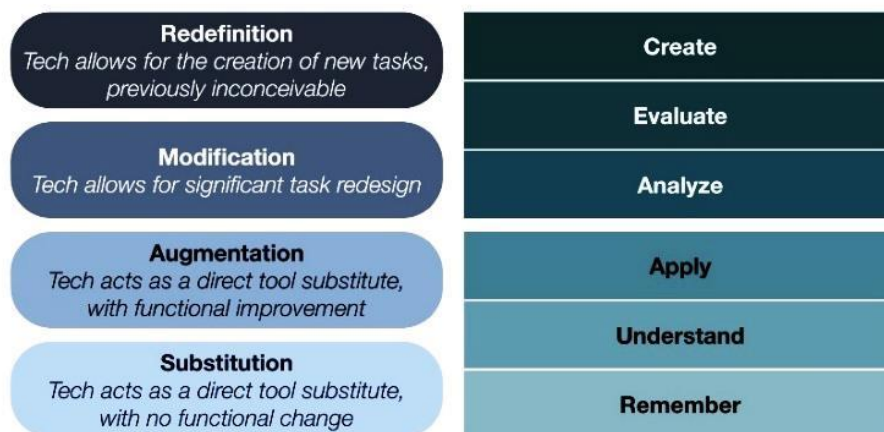


Fig. 3. SAMR model – Bloom's Taxonomy (from [www. eduteka.org/TaxonomiaBloomCuadro.php3](http://www.eduteka.org/TaxonomiaBloomCuadro.php3))

The TPACK model and SAMR model may well serve as useful tools for educators to plan and develop appropriate and contextualized learning experiences for their students. Bearing in mind the correlation between Puentedura's model and Bloom's taxonomy also seems enriching in this area. It is vital to remember that the success of including ICT in the classroom does not depend on their simple presence but on what educators and learners do with them, i.e. on the pedagogical proposals that are carried out using the technologies.

Implementing ICT for teaching and learning denotes a constructivist form of education (Coll 120) which may give rise to more practical, dynamic and meaningful experiences. These tools may function as mediators of the constructivist mental activity of the learners (Coll et al. 208) and facilitate students to construct knowledge in a more meaningful way (Area 9). Besides, Prensky states that ICT are powerful tools that allow the learners to associate what they do at school with their real world (23). Learners today hope that what they learn in the classroom is not only relevant but also meaningful and applicable to their lives (14).

EFL skills: reading and writing in a foreign language

In order to become qualified users of a foreign language, students need to develop proficiency in each of the four language skills (reading, listening, writing, speaking). These four skills give learners opportunities to create contexts in which to use the language for

exchange of real information. The main objectives of the present investigation focus on two of these skills: reading and writing, and the aim is to analyze whether the use of ICT promotes the development of these particular skills in the foreign language. With the intention of enhancing the reading and writing abilities of participants in this piece of research two well-known approaches were carefully considered and taken into account.

As regards reading in a foreign language, Van Dijk's approach suggests a series of strategies to be used by the readers in order to assign the discourse a relevant meaning to be kept in memory (278). To be able to do this, a reader needs to know, on the one hand, what and how something was said, that is the 'base text'; and, on the other hand, who said it, why, when and in what way, this is the 'situation model' (Cubo 25). Now, based on the former, the strategies for the construction of the base text should facilitate the reader to elaborate each of the text structure levels:

- lexical (of the word),
- propositional (of the sentences),
- microstructural (of the relation or coherence between neighboring sentences),
- macrostructural (of the relation or global coherence in each paragraph or in the complete text),
- and superstructural (of the global schematic relation between the parts or sections in which a text is organized) (27).

It is expected that as readers advance in the development of each of these strategies, they will achieve a better performance in the reading skill. Each reading activity proposed during this investigation was based on the development of the aforementioned strategies, as a way of measuring students' success in this particular skill.

On the other hand, concerning the writing skill, Flower and Hayes' approach describes (among other aspects) the different processes involved when writing: planning, translating (implies transforming ideas into written language) and reviewing (369) (Fig. 4). Closely related to it, Celce Murcia et al. refer to 'the process approach' as the dominant paradigm in the area of teaching and learning the writing skill in a foreign language (226). The emphasis is placed not on the product but on the process (226), this means that what is relevant when evaluating students' writing skill is what they do when they plan, write, revise and re-write their written production.

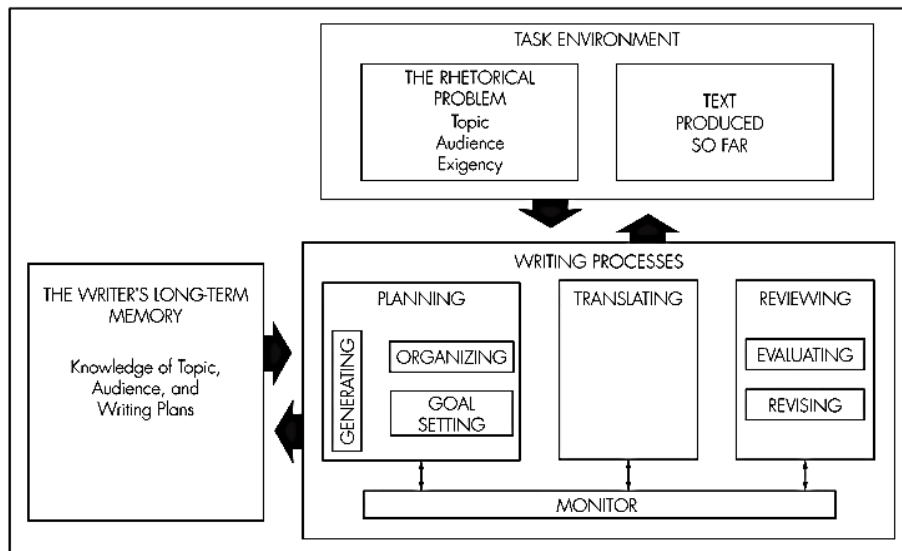


Fig. 4. Cognitive Processes of Writing (Flower and Hayes 370).

The design for this exploration consists of three sequences of activities designed according to the models and approaches mentioned. In order to assess the written productions of the participants in the study, a scoring rubric was used (Fig. 5). This rubric was adapted from Celce Murcia et. al. sample (237).

SCORING RUBRIC FOR WRITING		<i>First Draft</i>	<i>Final Draft</i>	<i>Final Grade</i>
1) Content, Organization and Clarity	50 pts			
- The task is fulfilled.	10	...../10	...../10	
- Ideas are previously listed and organized in the planning stage.	10	...../10	...../10	
- Paragraph includes specific content points from the planning stage.	10	...../10	...../10	
- Ideas are explained clearly.	10	...../10	...../10	
- Ideas are organized in a coherent way.	10	...../10	...../10	
2) Grammar, Mechanics and Format	50 pts			
- Complete sentences (subject, verb)	10	...../10	...../10	
- Correct word order	10	...../10	...../10	
- Correct use of verbs	10	...../10	...../10	
- Correct word forms (nouns, verbs, adjectives, etc.)	10	...../10	...../10	
- Correct use of capital letters, periods to divide sentences and word spelling	10	...../10	...../10	
3) Final Grade	100 pts	...../100	...../100	...../100

Fig. 5. Scoring rubric for writing (adapted from Celce Murcia et. al. 237)

METHODOLOGY


The main objective of this piece of research is to design, implement and analyze pedagogical interventions that involve the use of ICT resources and that promote the development of EFL skills, in particular the reading and writing skills. Furthermore, this study aims to contribute to the improvement of educational theories and practice on the implementation of ICT in education. To achieve these objectives, the design-based research methodology is used (Rinaudo and Donolo 3). This means that an instructional design, that includes the implementation of ICT, is applied and evaluated. This design consists of three sequences of activities which involve the use of mobile devices and that are carried out by the students and their EFL teachers. The participants in this study are two groups of learners attending 5th year at a secondary I school in the capital city of San Juan and their EFL teachers. In the process, both the difficulties and the potentials of the proposals are analyzed and the necessary modifications are applied during and after the completion of each sequence.

ACTIVITIES IN THE DESIGN

One of the reading activities proposed in the design involved working with different short funny stories, selected from a website and shared with the students via WhatsApp in screenshots (Fig. 6), in case they were not able to read them on the Internet, and a questionnaire to be completed while reading and which covers all the text structure levels (Fig. 7).

3. Coca-Cola disaster: A couple years ago my friends and I were going to see a movie in the theatre at the mall. Instead of paying the ridiculous movie theatre prices for pop and candy, we decided to go to target to buy some stuff. This was when Coca Cola started to put people's names on their bottles. My friend told me she had seen a bottle with my name on it inside this bin of Coke. I was weirdly excited since I hadn't gotten one with my name on it yet. After I had bought the drink, I opened inside target, and it exploded EVERYWHERE. The pop was at least five or six feet in diameter. I watched as people passed the mess and made looks of disgust. Imagine if I had opened it inside of the theatre...

Fig. 6. Sample of short story used in one of the reading comprehension tasks.



Anecdotes questionnaire

Read the short funny anecdote and answer these questions.

1) In what moment of the writers' lives do the stories take place? * 1 point

Your answer

2) Where do the stories happen? * 1 point

Your answer

3) How do the stories end? Do all the stories end happily? * 1 point

Your answer

4) What did the boy do when the pizza was ready? (1) * 1 point

He took a dishcloth and took the pizza out of the oven.

He used a fork and knife to take the pizza out of the oven.

Fig. 7. Reading comprehension questionnaire (designed in Google forms).

It is relevant to make reference to the way students received feedback on their reading comprehension work. Once they submitted their answers, the teachers and researcher were able to assess each of the students' questionnaires. Each answer received points and feedback, if it was necessary to explain something. When the teachers' corrections were ready, the results were released to each student via email.

Concerning the writing skill, the design included several writing tasks such as writing an opinion paragraph, a description of a city for a brochure and a personal anecdote. In all cases, the participants worked with Google docs so that it was possible later for the teachers and researcher to give students feedback on their productions by adding comments to the documents. The scoring rubric was also included in each Google doc, this enabled learners to see what aspects of their written production needed to be improved. When they received comments and suggestions from the teacher and researcher, they were able to start working on the second and final version of the texts. Once it was completed, the participants received a final score based on all the process of writing.

The following is an example of one of the student's written production (see Fig. 8):

The lamp
 I was with some friends two years ago in Gema father's office. We were shooting a short film for language. We were studying Shakespeare in that subject and chose the book " Mercader de Venecia".
 We were bored and we started to play with our pencil-cases, so accidentally I broke a lamp. Everybody was quiet and sit on their chairs. My friend Guadalupe shouted "let's clean up".
 After that, we all started to clean the broken glasses, because we didn't want Gema father's to get angry with her. He he heard a and noise he came to see. And in a few minutes we had cleaned all before Gema father's came with us. Now we laugh that anecdote and Gema father's didn't know. Finally we felt relieved.

Good job! but your anecdote only has 93 words, you had to write at least 120. Add some comments and check mistakes.

SCORING RUBRIC FOR WRITING		First Draft	Final version	Final mark
1) Content, Organization and Clarity	50 pts			
- The task is fulfilled.	10	5 /10	9/10	
- Ideas are previously listed and organized in the planning stage.	10	10 /10	9/10	

12:37 AM Apr 26 Resolve ⋮
Possessive 's.

12:36 AM Apr 26 Resolve ⋮
Spelling.

12:37 AM Apr 26 Resolve ⋮
Spelling.

12:36 AM Apr 26 Resolve ⋮
Verb tense.

12:36 AM Apr 26 Resolve ⋮
Wrong use of possessive 's.

Fig. 8. Sample of student's written production.

FINAL COMMENTS

All in all, it is possible to think that the implementation of technologies in the classroom can be a way to adapt to the constant changes that take place in current societies. ICT occupy a predominant place in the lives of students, and teachers should not ignore this certainty. On the contrary, educators must turn their attention to this reality and try to find ways of engaging students in the class and favoring their learning process. Introducing technologies in pedagogical proposals and making effective use of them is a way to diminish the distance between what is done in the classroom and the real world outside. It is also a way to motivate students, to encourage them to get involved and be protagonists of their learning. The wide presence of mobile phones in today's classrooms allows for the development of different tasks introducing this tool to everyday practice.

For the present investigation, it is important to verify if the implementation of ICT, by means of mobile devices, in the classroom benefits students' learning. This study also aims at contributing, through its results, to the development of educational theories and practice on the use of ICT in education. It is expected that the findings contribute with teachers and researchers in the field of education and ICT, when evaluating, reviewing and planning innovative proposals for teaching and learning a foreign language.

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The interpersonal function in the comprehension of plays in English: A genre- based perspective

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FFHA-UNSJ

Abstract

Our university students of Spanish at Universidad Nacional de San Juan need to read disciplinary texts in English to be able to participate in their discourse community. In this context, a reading comprehension course of disciplinary texts is considered an appropriate pedagogic strategy since students get familiar with some of the genres they need to handle and their most typical lexico-grammatical realizations in English. One of the genres approached during our course is *drama*. Our aims here are to show a) the pedagogic intervention used: the Teaching Learning Cycle (TLC) (Rothery, 1996); the 3x3 toolkit (Humphrey et al., 2010) and Martin and Roses's taxonomy of genres (2008); b) how the noticing and understanding of the interpersonal meanings unfolded in "Suddenly Last Summer" by Tennessee Williams help the comprehension of the different stages and phases of the genre; c) to reflect on the importance of approaching texts from a metafunctional perspective.

Key words: Reading in English- Interpersonal metafunction- Genre- University

INTRODUCTION

Our university students in the Spanish Teaching and Research Programmes at Universidad Nacional de San Juan need to read disciplinary texts in English, both Literature and Linguistics texts, to be able to participate in their discourse community. The *Idioma Extranjero-Inglés* course is taught during the second semester of second year, five hours a week, from August to November.

In this context, a reading comprehension course of disciplinary texts is offered as it is considered the most appropriate pedagogic strategy since students get familiar with some of the main genres they need to handle and their most typical lexico- grammatical realizations in English.

The ways of reading and writing differ according to the field of study and they can only be learned within the framework of each discipline because they are conceptual, rhetorical and discursive fields in themselves. The type of texts, the topics, the purposes, the recipients and the contexts vary in each field of study and students need to learn about them. Taking this into account, we consider that Systemic Functional Linguistics (SFL) is the most adequate linguistic framework to analyze language in context because it conceives language as functional with respect to its meaning potential and the interpretations of the texts, system and elements of the linguistic structures (Halliday and Matthiessen 5). For this reason, SFL

provides the framework for our course, namely the notion of Genre, Genre- based Pedagogy, a taxonomy of science genres, and linguistic descriptions.

One of the genres approached during our course is *drama*. In this work, our aims are to show, firstly, the pedagogic intervention used: Rothery's Teaching Learning Cycle (TLC), the Humphrey et al.'s 3x3 toolkit, and Martin and Roses's taxonomy of genres. Secondly, our goal is to highlight how the noticing and understanding of the interpersonal meanings unfolded in "Suddenly Last Summer" by Tennessee Williams help the comprehension of the different stages and phases of the genre. Finally, we aim to reflect on the importance of approaching texts from a metafunctional perspective.

THEORETICAL FRAMEWORK AND METHODOLOGY

The modes of reading and writing vary according to the field of study and can only be learned within the framework of each discipline as they are conceptual, rhetorical and discursive fields in themselves. According to the Systemic Functional Linguistics (SFL) view, a language is interpreted as a system of meanings accompanied by the ways through which these meanings can be realized (Halliday and Matthiessen 12). SFL proposes that the relation of the linguistic options and the situational contexts in which they are used can be explained in functional terms. It provides the tools to analyze the ways in which language builds social and cultural contexts showing how a text means through the grammatical and lexical choices that realize them.

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 16). Each culture has genres which are realized through the variables of *register*, recognized as significant and appropriate to reach social purposes. The explicit teaching of the features of higher education genres can give students control over the most relevant discourses of science and society, and this can be achievable through Genre-based pedagogy.

Genre- based pedagogy (Christie and Martin, 2005; Dreyfus et al., 2016; Martin and Rose, 2008; 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 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. Genre pedagogy is explicit, systematic, needs-based, supportive, empowering, critical and consciousness-raising (Hyland 151).

Taking into account the above concepts and, based on SFL, Rothery's "Teaching Learning Cycle" (TLC) is adopted to address the suggested texts. Primarily, this teaching- learning cycle was proposed for the teaching of writing. However, it has been considered appropriate for the teaching of reading disciplinary texts as well since it is organized in stages that gradually allow to fully approaching the teaching - learning process when reading (Soliveres 7).

The Teaching Learning Cycle (TLC) consists of three steps, namely the *deconstruction* of a sample text of the genre at issue, the *joint construction* of a new text, and the *independent construction* of an instance of the target text. The first step, *deconstruction*, involves questioning the students about their prior knowledge of the genre at issue so as to take into account their starting point in relation to the genre and the disciplinary knowledge. It also implies analyzing the structure and linguistic features of the target genre. At this stage, building field knowledge, i.e. knowledge about the theme students will write about, is vital. This is achieved by providing students with a range of authentic texts to read and by resorting to the knowledge built in other subjects of the career. The second step, *joint construction*, consists of generating a new text in collaboration with an expert writer, in this case the teacher, who provides step-by-step guidance on the three metafunctions (ideational, interpersonal and textual). Finally, the *negotiated independent construction* step involves students producing a novel text considering the features of the target genre already analyzed, and the teachers providing iterative cycles of asynchronous feedback to help students improve their texts. In our case, we propose use the TLC to address the comprehension of texts. Consequently, we start with the deconstruction of the text. In our course, the joint construction and negotiated independent construction steps consist of building knowledge and analyzing texts from the metafunctional perspective proposed by SFL and the linguistic realizations used to construct meanings (Rothery 95).

SFL proposes that language transmits three meanings simultaneously, namely ideational meanings (what?), textual meanings (how?) and interpersonal meanings (who participates?). These meanings interact to make discourse meaningful to the target discourse community. To understand fully the interpersonal system proposed by Halliday as part of the three metafunctions that construe meaning in a text, Martin developed the *appraisal theory*. This theory systematizes and evaluates the interpersonal presence in any text. It aims at focusing

on how speakers express feelings, how they amplify them, and how they may incorporate additional voices in their discourses (Martin and White 35).

Martin and White recognize different categories of appraisal, namely, **affect, judgment and appreciation** (42-43). Affect is concerned with registering positive and negative feelings. Judgment deals with attitudes towards behaviour, which we admire or criticise, praise or condemn. Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (42). Evaluating is an innate capacity in human beings with which they give information on who they are, what they do and, what they see in others. In this way, these three categories shape the interpersonal metafunction any text encompasses. Martin and White clearly state attitudinal meanings tend to spread out and colour a phase of discourse as speakers and writers take up a stance oriented to affect, judgement or appreciation (43).

To analyse the suggested texts for the *Idioma Extranjero-Inglés* course from this perspective, we take into account the 3x3 toolkit proposed by Dreyfus, Humphrey, Mahboob and Martin, the researchers of the SLATE Project. Such tool forms a matrix of nine cells. The generic features in the three language levels (*genre and register; full text or discourse semantics, phase / paragraph*) intersect with the linguistic features of the three metafunctions described by the SFL, the *ideational, interpersonal* and *textual*. In this way, it is possible to analyze the metafunctional organization of the language, simplifying the stratification model and range in the three above-mentioned levels of the text. Such analysis is an essential step to deconstruct the texts to be able, as teachers, to design the most relevant pedagogic intervention to work with our students, i.e. select suitable texts for the classes and guide students into noticing the features that characterize a particular genre and unfold meanings.

THE PEDAGOGIC INTERVENTION

In the *Idioma Extranjero- Inglés* course, students work with disciplinary texts in English, both about Literature and Linguistics, from a genre- based perspective in order to fully understand them, acquire knowledge and interpret the meanings packed in the linguistic choices.

The classes are carried out in Spanish since our students do not have the skills in English to understand or produce spoken English, and the course only lasts a term. However, even when the course is short, students acquire the skills and linguistic knowledge in English to understand, interpret and use the meanings disclosed in the genres they approach, which are necessary for their academic and professional development.

In order to approach the genres in class, we provide students with the sample texts first. We also facilitate the comprehension tasks with documents in Spanish with information about the generic structure and prototypical realizations of each genre, the ideational, interpersonal and textual meanings unfolded and information about the noun group, verb group and the syntactic organization of English as informed by SFL. In addition, students are encouraged to use dictionaries to look up meanings that impede communication, but also to learn about a word or phrase's function in a specific text. All these tools are introduced gradually and serve as an instrument to guide students' comprehension and analysis of the target genres.

To categorize some the genres approached during the course, we use Martin and Rose's taxonomy. These authors organize the genres into *families* of genres which are closer or further from the reader's experience (47). In our course, we introduce the genres closer to our students' experience first and we gradually move on to the ones that are further from their experience, which, as a consequence, are more difficult to understand.

Drama

In 2018, we chose a play to work with, "Suddenly last summer" by Tennessee Williams. Before plunging into the play itself, students read the author's biography which is part of the general understanding of the piece. This extra reading helps them construe the meaning that unfolds in the story. As with the other genres analyzed in the course, students approached this play first by deconstructing the meanings of the text. This stage of deconstruction is of paramount importance, especially in texts that "mean" through what characters express. Every play encloses the development of a story that, seen from the genre-based pedagogy, is a kind of narrative. Hence, to get acquainted with the play, students are asked to find the different stages a narrative uses to resolve a complication. This narrative within a play unfolds other meanings that are not so perceivable in other genres. One of these is the interpersonal meaning. "From the interpersonal viewpoint, we analyze the tenor of a text, and this often involves a lot of reading between the lines" (Boleslav Mechura 1).

First, we ask our students to identify the stages and phases of the narrative in the play, identifying the linguistic evidence that transmits such meanings. Students are provided with the following information, in Spanish, adapted from Martin and Rose (9):

Narrative	Communicative purpose: Share and evaluate how an event was solved by the characters.	Stages: Orientation ^ complication ^ resolution ^ coda
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Table 1: Stages of narrative texts (adapted from Martin and Rose 9)

Types of phase	Functions
Context (setting)	Present the context: identities, activities, locations, etc.
Description	Evoke the context
Events	Show a succession of events
Effect	Show material results
Reaction	Show attitudinal or behavioral results
Problem	Create unexpected tension
Solution	Release unexpected tension
Comment	Introduce narrator's comments
Reflection	Introduce participants' thoughts

Table 2: Phases of the narrative in *Suddenly Last Summer*

Students start analyzing the setting as elements of it will appear recurrently along the play. This phase in the story gives plenty of information to the students so that they can later infer reactions on the characters of the story. Besides, the Prologue that precedes Scene One is loaded with evaluative language. At this point of the analysis students are just asked to classify the adjectives they come across into positive, neutral or negative. This classification helps them have a global picture of the prevailing mood the play will display.

In order to identify the linguistic evidence that transmits all the meanings present in the play, students need to go through the text identifying features (noun groups, verb groups and adverb groups) that indicate a certain meaning. While doing this, we ask them to notice linguistic features that transmit interpersonal meanings most saliently, thus, paying attention to other aspects of language that are hard finding in the other genres students work with.

It is worth pointing out that we mainly focus our attention on the interpersonal metafunction and how it unfolds in the text together with the other metafunctions. Each metafunction has its own systems of choices, each choice resulting in a structure. However, realizations of these three metafunctions occur simultaneously, allowing language to create different meanings at the same time (Eggins and Slade 15). This genre is rich in giving examples on how language involves interactions where we initiate or respond to the act of giving or demanding for goods-and-services or information. Thus, Halliday and Mathiessen regard this function as one of exchange (106).

In the genre under analysis, we give priority to how language construes meaning through evaluation. In light of this need, we work along the lines of the appraisal framework Martin proposes. One of Martin and White's claims is that appraisal analysis examines the attitudinal meaning of words used in conversation (7). It is especially in this genre, drama, that evaluative language is overtly expressed. Raising awareness in our students on how a language plays through evaluation is part of the process they engage in when confronted with texts from this genre. Eggins and Slade clearly describe appraisal as to the attitudinal color of talk along a range of dimensions including certainty, emotional response, social evaluation and intensity (124). Even when most evaluative language happens in the form of lexis, other forms of language can imply appraisal. Nevertheless, taking into account the students' level of language competence, the work on lexis prevails.

Within the appraisal theory, students have to look for language that expresses *affect*, that is, speakers' expressions of emotional states, both positive and negative. The question that acts as scaffolding to guide students finding samples of affect is "*How does the speaker feel?*" (Eggins and Slade 130). Affect in a text unfolds feelings of un/happiness, in/security or dis/satisfaction. To illustrate this category, some samples of what students found in class are:

Mrs. Venable: "and when it's finished, the exhausted female turtle crawls back to the sea half-dead." (Williams 15)

Catherine: "I got panicky, mother." (Williams 54)

Mrs. Holly: "Don't upset your Doctor." (Williams 58)

These examples help students understand the unwrapping of the narrative as well as get to know the characters better. Besides, students analyze the impact those comments have in each of the stages of the narrative.

Another category that students analyze from the appraisal point of view is *appreciation*, which refers to how speakers evaluate what is being said. Students, thus, look for linguistic evidence that encode expressions of likes, dislikes and personal evaluations of people or objects the characters express (Eggins and Slade 126). The examples that follow illustrate this category:

Doctor: What was that fascinated your son? (Williams 17)

Mrs Venable: ...oh, a pretentious young crackpot. (Williams 17)

Mrs Venable: My son, Sebastian, was not a family snob, or a money snob but he was a snob, all right. (Williams 22)

Appraisal is not complete without analyzing its judgment category. Students search for examples in which speakers express an evaluation about ethics, morality or social values in people's behaviour. The view of the world through this lens stresses how moral or believable some remarks are. Examples extracted by students in this category are shown below:

Catherine: I can't wear that, it's a scandal to the jay-birds! (Williams 80)

Catherine: He! -- accepted! -- *all!* -- as -- how! -- things! --are! -- (Williams 88)

Mrs. Venable: ...but I've gathered enough to know that it's a hideous attack on my son's moral character which, being dead, he can't defend himself from. (Williams 24)

Considering this, the 3x3 toolkit reinforces this appraisal theory in the sense that in order to deconstruct a text, students need to look first at the text as a whole piece that enacts socially. At the interpersonal level, "the text convinces the reader by moving its points or positions forward across the stages" (Dreyfus et al. 210). On a second stance, the phases that characterize the genre are pinpointed in order to evaluate the subject matter objectively. Interpersonal meaning is, thus, evidenced as "patterns of evaluation that build a convincing stance within and across phases" (Dreyfus et al. 210). These steps aid at analyzing grammar and expression the students need in order to evaluate the text. From the very beginning of the analysis, an emphasis on the importance of the co-text is signaled by teachers to show students that "the interpretation of the meaning of lexical items is not only dependent on the co-text but also on the sociocultural background and positioning of the interactants" (Egins and Slade 126).

As has been highlighted before, the three metafunctions of language are present in any text, thus, there are three meanings transmitted simultaneously. However, depending on the genre that is being analyzed, sometimes one of the meanings transmitted by the metafunctions stands out from the rest. That is, there is more evidence of linguistic markers that make this meaning more visible and help construing the stages and phases of the given text. In a setting like this course in the *Letras Teaching and Research Programmes* (FFHA-UNSJ), it is essential to use strategies to aid students scaffold their academic reading skills.

Below we show an example of a 3x3 toolkit used to analyze *plays*; such tool is an important guide for students to analyze and interpret the features of the target genre:

Metafunción	Texto en su totalidad- Acción Social:	Fase- Patrones Semántico- Discursivos:	Cláusula/ oración- gramática y expresiones:
Campo (Función ideacional) (¿Qué?)	Identificar las etapas- ¿Construyen las etapas los significados relevantes para mostrar los temas y propósitos de la narrativa?	Identificar las fases- ¿Cómo se presenta la información en las fases, cómo se relacionan?	¿Es el vocabulario utilizado específico del tema de la obra? Identificar frases.
Tenor (Función interpersonal) (¿Quiénes?)	¿Convince/ involucra/guía el texto al lector mediante la descripción de las fases en las distintas etapas? Identificar marcas.	¿Hay interacción con el lector/ entre los personajes/ narrador? ¿Qué emociones transmiten los participantes? Identificar marcas.	¿Qué estructuras se utilizan para realizar las interacciones con el lector/ personajes: afirmaciones, negaciones, interrogaciones? ¿Y para las emociones? ¿Qué grupos predominan?
Modo (Función textual) (¿Cómo?)	¿Construye el lenguaje utilizado un texto coherente, que guía al lector a través de las etapas de la narración? ¿Cómo?	¿Hay un flujo lógico de la información entre las etapas? Identificar información dada/ en posición temática.	¿Se favorece el uso de frases cohesivas, conectores lógicos entre las oraciones e intercambios entre los personajes?

Table 3: 3x3 toolkit used to analyze plays

The idea is help our students understand how language facilitates the success of the exchange. With this in mind, the sum of exchanges in a play help students unfold the whole ideational, interpersonal and textual meanings of it.

FINAL COMMENTS

The present work is aimed at showing how focusing on the interpersonal function of *plays* is a useful approach to teaching comprehension of such genre in English, following the Genre-based Pedagogy methodology. In the deconstruction, joint construction and independent construction stages of the play analyzed, we used a range of tasks and activities as well as support documents concentrating on the three meanings construed in the different stages and phases, but we made special emphasis on the interpersonal meanings, namely the different categories of appraisal: *affect, judgment and appreciation*. We consider that it resulted in a profitable experience since the comprehension of these meanings packed in the

exchanges of the play were vital to construe the orientation, complication, resolution and coda stages of the play through its different phases.

Focusing on the interpersonal meanings unfolded in plays proved to be efficient and encouraging to students since they were able to understand the meanings at clause/sentence level considering their effect at phase and whole text levels. We are able to state this after analyzing the results of the formal evaluations of our course, where sections of plays were assessed: the majority of the students enrolled passed the evaluations with a good or very good mark (8-9 in the FFHA-UNSJ marking system).

The present work showed that teaching the reading of disciplinary texts from the genre perspective represents an adequate methodology to help university students reach advanced literacy skills (Soliveres, González, Rudolph and Carelli 12). Using such literacy pedagogy to approach disciplinary reading in English at Universidad Nacional de San Juan helped our students become aware and gradually gain control over the studied genres they need to succeed in their academic and professional life.

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The Portfolio as a Formative Evaluation Tool in Teacher Education

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Abstract

Through this work we intend to share the results obtained from the addition of portfolios as a formative evaluation tool in the subject of English as Foreign Language in teacher training programs at Instituto de Formación Docente Continua San Luis. With this evaluation methodology, not only did the percentage of students that attended and passed the subject increase, but they did so with better results. The portfolios allowed students to become aware of their own learning process, express their feelings about it, suggest changes and new reading materials and become more involved in autonomous work outside the classroom. In this work the details of the activities that make up the portfolios will be presented.

Key words: portfolio; formative evaluation; teacher training; EFL.

INTRODUCTION AND CONTEXTUALIZATION

The context in which this experience took place is among students of higher education from different teaching training courses at Instituto de Formación Docente Continua - San Luis (IFDC-SL): Profesorados en Educación Primaria, Lengua y Literatura, Historia, Geografía y Ciencias Políticas. The subject we teach is called *Lengua Extranjera: Inglés* and it is a reading comprehension course. This subject is optional for the students. They can choose between English and Portuguese. It is taught during the first semester in students' 4th year. In previous years, the course was taught during two semesters. In 2015, due to some curricula changes, the teaching time was reduced to one semester with a total of 48hs.

Traditionally, two summative evaluations and at least two practical works were required to assess the students' progress. To each formal exam, there is a corresponding make up exam. In consequence, all these exams take four lessons. After the subject was reduced to one semester (14 lessons approximately), this evaluation methodology would leave only 10 lessons left for real teaching time. Most students are real beginners in English, so we observed the need of reducing all unnecessary stress factors that do not contribute to meaningful and practical learning.

In the last years we have been reading literature and colleagues' experiences about the benefits of formative evaluation. Anijovich (32) claims that "assessing learning means much more than measuring academic achievements and getting scores. Formative evaluation or

assessment is a chance for the students to use their knowledge, visualize their achievements, acknowledge their weaknesses and strengths and improve their learning”.

Formative evaluations can be put into practice in many ways. One of them is through the use of portfolios. Barrios defines it as an ordered file to observe students’ progress, be aware of their achievements, integrate teaching and evaluation actively and facilitate communication between teacher and students (...).

To make the decisions on evaluation changes, we also took into account the students feedback and results obtained from a research project developed from 2015 to 2017 regarding student’s beliefs about learning English as a foreign language (Femenía et al. 4-30). Among other comments, students expressed their need to study vocabulary more specifically and analyze grammar aspects through exercises. They also mentioned that homework helped them develop autonomy.

HOW WE WORK WITH PORTFOLIOS

When we decided to change the way of assessing students’ progress and change the requirements to pass the subject we had to revise our objectives according to the students’ future needs as professionals and their prior knowledge. Following Cano’s suggestions we developed a semi-flexible format that would encourage the student to “go beyond the classroom”, include artistic components, students’ own material, others’ material and products or results of the learning progress (77).

At the beginning of the course we ask students to start a folder to include the following:

- **A brief reflection per class (compulsory).** At the end of each lesson students have to summarize what they learnt that day and express their feelings and suggestions about it. This helps them remember and have an account of the progress per class. Having to express their feelings and suggestions helps students be aware of their learning process and gives the teachers the possibility of making changes on time if necessary. We read some of these reflections at the beginning of the following lesson which establishes a connection between lessons. Teachers also read these reflections periodically if there is not enough time in class so as to make adjustments or changes if necessary.
- **A list of 5 vocabulary items per class (compulsory).** Students have to select 5 new words or phrases relevant to them. This makes them pay more attention to vocabulary and memorize it in a meaningful way. Teachers check these lists periodically.

- **Assignments (compulsory).** At the end of the semester students have to hand in the portfolio folder with all the assignments, practical works or papers they did, including drafts, failed papers and make-ups. This evaluations had been revised and marked previously but having to gather them in one place helps the students visualize their learning process.
- **Self-evaluation and final feedback (compulsory).** At the end of the course students are asked to write a brief self-evaluation essay in Spanish reflecting on their learning process, the new reading strategies acquired and some feedback to the teachers, the course materials and lessons.
- **Arts and crafts (optional).** Students can include songs, pictures, drawings, paintings, poems, essays, videos or anything they want to include related to the topics covered in class. This can be presented at any time during the course.
- **Extra information or practice (optional):** Students download, print or paste internet links to all extra information they search for to know more about the topics they studied in class or issues that came up in classroom discussions. Also, if they needed extra vocabulary or grammar practice they can include that in the folder.

At the end of the semester, students have to gather all the parts of the portfolio mentioned above to be handed in to the teachers who decide on a final mark. In the last class all the portfolios are shared with their classmates and presented in group discussions. Students can appreciate the amount and richness of the work they have done during the semester and have a chance to present what has not been seen by their peers. This becomes a very meaningful and rewarding meeting in which students always present their work very enthusiastically and full of pride.

RESULTS

Since the first year we started assessing our courses with portfolios we observed the benefits immediately. Even though in the first classes students are usually very concerned about which activities are compulsory, the marks they need to pass and what teachers think of their feedback. Progressively, they soon become more involved, more honest in their feedback and more interested in doing the optional activities.

The final marks they get reflect more closely the effort and work they invested during the process than their individual reading skill in English. We consider the reading skills they acquire meet our course expectations taking into account the teaching time allotted and students' previous knowledge of English. The final passing marks are higher than the marks

we used to get from summative evaluations. The number of students who choose to take English rather than Portuguese is also higher with 75% of students choosing to take English.

The advantages of formative evaluation we observed match those summarized by Anijovich (33):

- ✓ students get more involved and have an active role in the learning process;
- ✓ complex learning processes (such as reading comprehension in a foreign language) are favoured;
- ✓ development of metacognitive skills and continuous learning;
- ✓ evaluation criteria are clear;
- ✓ feedback is valued;
- ✓ dialogue between teacher and students is encouraged.

Moreover, students consider applying this assessment methodology with their future students when they graduate.

Students' feedback leads us to make small changes to the requirements of the portfolio every year. Even though it might seem more work on the teacher's side, the results are worth it. It demands more regular revision of shorter papers rather than marking all the students' longer exams twice a year. Formative evaluation demands first a mindset change on the teacher that I often passed onto the students.

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All together now! A brief overview on Collaborative Writing for English as Foreign Language settings

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Abstract

The overall purpose of this research paper is to shed light on Collaborative Writing as an alternative approach to the teaching and learning of such a skill for English as Foreign Language settings, providing a general and brief overview on its theoretical aspects and principles. In addition, focus is put on the Social Interactionist approach to language learning, considering it an underlying notion for the practice of co-writing in the classroom. Moreover, the paper presents a pedagogical resource for the improvement of the collaborative writing practice: Peter Elbow's "collage", which is meant not only for the making up of a text by two or more writers, but also for the building up of collaborative relationships among the co-writers in charge of the written task. In conclusion, the paper highlights its brief and simple nature, as well as the need for further research on the topic.

Key words: Collaborative writing - English as foreign language - Social interactionism - Collage.

1. YOU SAY GOODBYE, I SAY HELLO! INTRODUCTION

Through all the years of human history, there have been certain activities that have always been thought of as "individual" performances which were supposed to be carried out by one and only one person, like swimming, running, playing chess, among other examples. If we, teachers of English as Foreign Language (hereafter EFL), think of the four skills that our students have to develop as language learners (reading, writing, listening and speaking), we shall see that writing can also serve as an example of a "solo" skill (Elbow 12).

Historically perceived as "a solitary, individual activity" (Storch 1), we can assume that writing has rarely been considered or taught as a performance that could enhance instances of interaction or collaboration between learners. But, as the development of humankind shows us, people have always tended to find alternatives to hegemonic practices or paradigms. So, is there an alternative path that teachers can follow as regards the implementation of writing tasks in the EFL classroom?

Scholars like Neomy Storch raise the flag of Collaborative Writing, together with a pedagogical and empirical rationale for its use in the classroom. Such an approach to writing puts a lot of emphasis on the notion of collaboration and co-labour. In Storch's words, this means "the sharing of labour" and "the co-authorising of a text by two or more writers".

Furthermore, this practice implies “interaction in all stages of the writing process” (e.g., planning, editing) and “shared decision-making power over the text” (2), among other aspects.

Thus, interaction and decision-making stand here as prominent concepts that can be related to a very large spectrum of social activities. However, it is possible to consider these factors as indicators of the difference between Collaborative Writing and the general perception of writing as an individual skill. Following Peter Elbow, we can state that individual or solo writing implies simple and complex decisions that are made tacitly and instinctively, without articulating the reasons for them (e.g., to start with this or that idea, or to move to that point later in the text, or to change a word or phrase with a special purpose, etc.). On the contrary, the process of writing with someone else forces a writer to put many of these decisions into words and to provide the co-writer with the reasons for them. This, according to Elbow, shows that the Collaborative Writing process pushes students to “become more conscious and articulate about rhetorical decision making” (7).

How is it, then, that the collaborative approach to writing can be implemented in the EFL classroom? Does the well-known Social Interactionist view have something at stake here? Is the EFL classroom a win-win scenario for Collaborative Writing as a language learning tool? These are questions that have been considered for the present paper and that might serve as guiding lights for further research on this kind of novel issue.

2. HELP, I NEED SOMEBODY! WHAT IS COLLABORATIVE WRITING?

As I said before, the Collaborative Writing practice involves bearing in mind notions like collaboration, co-work or co-labour. Thus, it implies the building up of collaborative relationships among peers who are supposed to work together on a specified writing assignment. In other words, according to Robayo Luna and Hernández Ortiz, Collaborative Writing means essentially that each student teams up with one or more peers to go through the text-making process. Learners, as these researchers point out, must be the center of the class and have to develop as much interaction as possible with their classmates (133).

Following Grgoric and Raden, we can also say that the basic principle upon which this practice is based is the belief that all texts are, in some way, generated by groups of people. According to the authors, while some of those people are generally acknowledged (e.g., author, source), some others are merely taken for granted (e.g., reader, society). However, as Grgoric and Raden explain, in every classroom act of collaborative writing (either a single exercise or a semester long practice) the members of the text-generating group are identified, and their input is analyzed, valued and rehearsed (1).

It is by means of such a process that the text itself is deconstructed and its formative elements are analyzed (and sometimes reinvented) for the benefit of students' understanding of writing as a meaningful practice. To this, the authors add the following:

In the most elementary application of collaboration in the writing process, students would be required to jointly discuss a topic, plan out an outline, and contribute elements of text (paragraphs, sentences, phrases, or words) to a collaboration piece, while at the same time questioning their choices from multiple perspectives.
(1)

Does it mean that the voices, perspectives or viewpoints of the individuals are set aside in order to prioritize the group? Not at all. In fact, Grgoric and Raden argue that, rather than being suppressed (as the critics of this collaborative approach often argue), individuality is promoted through dialogue. This means that ideas are considered to have a wider value, and knowledge is thought of as something to be democratized. Perhaps, such a reason is what drives the authors to assert that Collaborative Writing can be “an efficient exercise in use of conversational, analytical, and organizational skills” (1).

So far, we have come to draw a clearer picture about this particular approach to the teaching and learning of the writing skill. We are now able to define and describe Collaborative Writing in general terms and to spot some of its essential features. Nevertheless, it may also be necessary for us, teachers, to keep in mind the theoretical contributions that can serve as a basis for the implementation of co-writing in our EFL classrooms.

3. COME TOGETHER! THE SOCIAL INTERACTIONIST VIEW.

In my individual experience as a student of English as Foreign Language, I never had the chance of being given the task of writing a text or even a small paragraph with another peer or in a small group. The only kind of composing tasks that I had always known were the solo or individual writing assignments. In fact, I had never thought of anything that could relate interaction or collaboration to such an issue, with the exception, perhaps, of the notion that a written text may be an instance of interaction between a single writer and a reader.

However, for the purposes of this paper I had to come to grips with Collaborative Writing as a language learning and teaching practice, making an effort to understand its basic notions and underlying principles so as to provide a very general and brief overview on the topic. In doing so, I came to realize that if we speak of interactive and collaborative relationships among peers who are expected to produce a written output, then, immediately, we shall think of the Social Interactionist approach as the theoretical background serving as a point of departure for understanding the very nature of Collaborative Writing.

Maria Lelia Pico claims that the core idea of Social Interactionism is the belief that learners construct their own knowledge and learn foreign languages by means of interacting and negotiating meanings in communicative situations. From this perspective, according to her, children grow up in a social world and learning is achieved by means of interaction with other people (and from these interactions we make our own sense of the reality). Moreover, she highlights the notion that Social Interactionism “emphasizes the dynamic nature of the interplay between teachers, learners and tasks” and “provides a view of learning as arising from interactions with others” (Williams and Burden qtd. in Pico 25).

The psychologist Lev Vygotsky, known for his research on child development, stands as one of the most influential representatives of this approach. From his observations of interactions among children and also between children and adults, he concluded that language developed primarily as a result of social interaction. What is more, Vygotsky claimed that “in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance” (qtd. in Lightbown and Spada 20).

Pico distinguishes two fundamental aspects that are central to the Vygotskian psychology: the notion of *mediation* and the *zone of proximal development* (hereafter *ZPD*). The former, on the one hand, is a term which refers to the part played by significant people in the learners’ lives, with social interaction between two or more people with different levels of skill and knowledge being the secret of effective learning. Thus, “the role of the one with greater knowledge (a teacher, a parent or a peer) is to find ways of helping the other to learn” (Williams and Burden qtd. in Pico 25). Here, the author also focuses on the concept of *scaffolding*, which emphasizes the role of peer-interaction in moving learners from “their existing level of performance -what they can do now- to a level of potential performance - what they will be able to do without assistance- ” (Hyland qtd. in Pico 26).

The *ZPD*, on the other hand, refers to “the layer of skill or knowledge which is just beyond that which the learner is currently capable of achieving” (26). As Pico points out, the best way for the pupil to move into the next layer is to work together with an adult or a more competent peer. In addition to this, she explains:

The majority of teachers now recognize that if students, young and old, are given tasks to accomplish that are just beyond their actual competence, but are able to secure the support of others, it is likely that they will be able to manage the task better than if they are left to struggle with it on their own. (26)

Therefore, with this interactive relationship and co-work among peers taking place in the EFL classroom, we may ask what the role of the teacher is in such a situation. Pico states that

what teachers should do is “to observe carefully and monitor a student’s progress in order to provide a task within the proximal reach of that learner” and “to suggest who their learning partner might be to provide a scaffold, or support, to achieve this goal”. To this, the author adds that it is the teacher, initially, the one doing most of the work, but then responsibility is gradually passed on to the learners until they are eventually able to work independently (26).

Having all these theoretical aspects about the interactionist view in mind, the next possible step for continuing the development of this topic is to raise awareness of how Collaborative Writing can constitute a practice for the EFL class, trying to provide teachers with a suitable and enjoyable way of making students work together and making the most of their existing and potential capacities in the target language.

4. WE CAN WORK IT OUT. AN OPTION FOR GROUP-WRITING IN THE CLASSROOM.

It has already been mentioned that, traditionally, writing has been considered and taught as a solitary, individual practice. Such a conception implies that the pedagogical rationale for the use of Collaborative Writing as an alternative approach may be rather limited or at least not so much developed as the traditional way of teaching writing. Why?

Peter Elbow describes something that he finds under-represented in the professional literature, i.e., the *problems* of Collaborative Writing. To begin with, the author states that this practice is difficult and often unpleasant for students. Even if it may be a jolly and social activity, group-writing takes a long time and leads to disagreements among participants. In addition, he asserts that the written outcome that results from collaboration is often pretty bad, since learners have to agree and they can only do it on lowest-common-denominator thinking. Furthermore, Elbow states that this collaborative process often silences weaker, minority or marginal voices, while the more assertive and entitled participants tend to be hegemonic (8).

Thus, with Collaborative Writing being at once so valuable, so important, and yet so problematic, Elbow proposes the *collage* as an attempt to deal with this set of problems that affect the introduction of collaborative work in writing. Although the term was originally applied to visual art, here it is used to denote written collages, defined as “single texts that consist of multiple and somehow disconnected fragments”. These productions can be made either individually (the “solo” collage) or in pairs or small groups (8).

For the purposes of this paper, I will omit the steps for the solo collage and put focus only on the most important aspects of the directions that are provided by the author for producing the collaborative collage, which serves as “a bridge to full collaboration” (9). These are the following:

1. *Individually*, write as much as you can about the topic. Write your own thoughts. It's fine to use rough, exploratory writing. Alternative first step: each person writes for ten or fifteen minutes -however he or she wants to start. Then people switch papers for the next piece of writing so that what is written is some kind of response to what the first person wrote. And so on. This method adds more of the quality of dialogue -thought answering thought. [...].
 2. *Individually*, go back over what you yourself have written and choose the bits and sections you like the most. Some might be a page or more, others very short.
 3. *Together* in your pair or group, read your individual pieces to each other. (Or share them through silent reading).
 4. *Together*, agree on which pieces should be chosen for your collaborative collage. (Ground rule: no fair leaving anyone out -or letting anyone dominate the final version).
 5. *Together*, give some feedback and suggestions in response to those pieces you have chosen. But there is no need for agreement in your responses. Just let everyone throw in their two cents. [...].
 6. *Together*, decide on a sequence for all the pieces you have chosen.
 7. *Together*, as part of this discussion about sequence, you may well decide you need some new pieces. Good new ideas might have come up in discussion; or you might realize that something important is missing.
 8. *Individually*, write any necessary new pieces, and revise and polish the chosen pieces.
 9. *Together*, look at what you have produced and decide whether to call it finished or to carry on with more work: for example, reordering of parts, revising of parts, writing new parts. This decision is collaborative, but further work can be individual.
- (9-10)

According to Elbow (10), some of these tasks require agreement, but many do not. It is possible to see that there is genuine collaboration going on -but only to a limited degree. This, he says, makes it much easier on participants than full collaboration and provides learners with a good bridge from individual or solo work to group work. What is more, this can be thought of as a useful instance of Social interaction among peers, which, according to Pico (31), enhances the possibility of discussing ideas, helping each other, negotiating and becoming actively involved in the learning process.

Which are, then, the pros or advantages of this pedagogical tool, i.e., the written-collaborative collage? Following Elbow, it is possible to say that the collage allows all

participants to stay entirely in charge of their own writing. Even so, the final product contains multiple points of view, voices and styles, including minority and marginal ideas (10). Moreover, it can motivate students and guide them not only to acquire collaboration skills, but also to improve their solo or individual writing by enhancing qualities that are best learnt in the collaborative written collage, such as conflicting ideas, including multiple viewpoints and dealing with tension and complexity of structure (12).

To my mind, this can be regarded as a wonderful, interactive and profitable way of including co-labour and collaboration into teachers' writing lessons. Even if in our settings the periods for EFL classes in a week (especially those devoted to writing) may not be enough, it is possible to save and store at least some of the principles upon which the collaborative collage is based, in order to apply them to solo writing tasks. In this respect, I think Elbow's words are worth-reminding:

In truth, most good solo writing represents a single writer having some internal dialogue with herself - having more than one point of view and using more than one voice. Writing needs the drama of thinking and the performance of voices. (13)

5. AND IN THE END... CONCLUSION.

The present research paper has been written with the aim of providing a brief, general and simple overview on the issue of Collaborative Writing, as an attempt to reflect upon an alternative path for the teaching and learning of the writing skill in the classroom of English as Foreign Language. The topic chosen for this article has been somehow challenging, in terms of availability of information and academic research -which did not surprise me, with individual writing being the dominant and traditional approach-.

However, it is possible to claim that the guiding questions that were taken into account when planning the research have been dealt with. In other words, the present article, with the help and contributions of the scholars and researchers mentioned and quoted, has been concerned with providing some hints for understanding the notion of Collaborative Writing, as well as a description of the Interactionist view underlying this practice. Moreover, Peter Elbow's *collage* has been presented as a pedagogical resource for making the EFL classroom, if not a win-win scenario, at least a suitable setting for the implementation of the collaborative view on the writing tasks.

Interaction, co-work, co-labour, mediation and scaffolding are some of the key notions around which this composition has been organized. However, it is important to keep in mind the fact that this is just an overlook whose purpose is only to shed light on the Collaborative

Writing practice. As with any issue that is not regarded as traditional or hegemonic, much further research is necessary.

Since collaboration from my classmates and teacher has been the domain of the revising, drafting, editing and submitting of this work, I want to conclude this paper quoting a belief, a principle of learning that operates on the writing skill but can really be applied to any issue regarding human education and life: "We eventually learn to do by ourselves what we first learned to do socially in interaction with others" (Vygotsky and Mead qtd. in Elbow 12).

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Subject Ellipsis Following Operator *Do* Ellipsis in Questions

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Abstract

This paper explores a case of language variation present in verbal exchanges in American English, through Twitter, a social network. The main theoretical framework this project draws upon is provided by Sociolinguistics, and so it analyses the use of a syntactic variable: ellipsis of subject following the ellipsis of the operator *do* in questions, considering linguistic and social independent variables. In order to do so, written messages posted on Twitter by native English speakers are studied. Thus, this research illustrates how American English varies in everyday speech in the United States.

Key words: language variation - Twitter - subject ellipsis - auxiliary *do*

INTRODUCTION

This study was developed within the framework of the research project named “Twitter y variación sociolingüística en inglés” (CICITCA - UNSJ, 2018 - 2019), which is being carried out in the Facultad de Filosofía, Humanidades y Artes at the Universidad Nacional de San Juan.

This paper explores the phenomenon of verbal variation in American English, specifically the ellipsis of subject following the auxiliary *do* omission in questions published by users of Twitter. To achieve this purpose, we follow a Variationist approach, adopting Labov’s methodological quantitative model which examines the relationship between social and linguistic variables by means of a correlational data analysis.

THEORETICAL FRAMEWORK

This study is developed from a sociolinguistic perspective, which explores language in use and its relationship with society, i.e. it analyses languages’ empirical reality within its social context” (Fishman 3).

Variationist Sociolinguistics was introduced by Labov (1972), and it represents an approach that is against the conception of language as a homogeneous system that does not allow variation (García Marcos 30). In that way, it focuses on the rule-governed phenomenon of

language variation: alternative linguistic forms coexist in the speech of a community (Sanou et al. 18).

In order to analyse variation in speech communities, Labov proposes a model of quantitative analysis of data, which systematically correlates linguistic and social structures. In other words, it correlates linguistic variation with extralinguistic (social and stylistic) as well as linguistic factors, to determine their influence in everyday speech. Regarding social factors, this theory claims that language fulfils a specific function: it operates as a symbol of the speaker's sociocultural identity. According to Spolsky: "My identity (or rather my various identities) is recognizable from my choice among all the variants that a language offers" (6-7). In consequence, members of a speech community can identify speakers as members of a social group characterised by certain linguistic features, while inferring information from the way they speak.

Dependent linguistic variable

Aiming at the study of the use of language within its social context, this model works with a unit of analysis named *dependent linguistic variable*. According to Sanou et al., a dependent variable is defined as "a theoretical abstraction that is manifested in speech through its variants, and in conjunction with independent linguistic variables and extralinguistic variables" (18-19). The aforesaid variants are the concrete manifestations of the dependent variable, which are "alternated and intertwined in the speech produced by the community" (García Marcos 30).

Independent variables

Regarding the independent variables, they influence the linguistic behaviour of the speakers in such a way that certain verbal exchanges may be associated with specific social groups. Independent variables can be classified into linguistic factors and extra linguistic factors. García Marcos defines linguistic variables as the ones that "depend on the structure of the system that in certain positions stimulate language variation, while in others it hinders it" (31).

Extralinguistic variables are classified into social factors and stylistic factors. With respect to the social variables, García Marcos adopts Cedergren's classification: he divides them into factors "that are inherent to the individual or attached", among which he includes age, sex, geographical origin and race; and factors that the individual "incorporates as his/her socialization process occurs or acquired" (31), such as education level, income, among others. However, not all verbal exchanges are affected by all of the aforementioned social factors. Their influence depends on the type of variable and on each speech community.

With regard to style, speakers adopt diverse stylistic registers, from the most informal to the most formal, according to the situation, thus affecting their choice among variants.

METHODOLOGY

The methodology of this study follows Labov's quantitative model of correlational data analysis. This research focuses on the analysis of the presence or absence of the subject in questions in English in which the auxiliary *do* is omitted, on Twitter messages. In other words, it focuses on the messages sent by North American speakers through this social network, which is mainly used as a medium for holding informal exchanges between users. The presence and absence of the subject is observed in affirmative *yes/no* and *information questions*, in the Present Simple and Past Simple tenses, in which the auxiliary *do* is deleted. The auxiliary *do* is only a syntactic component in the process of interrogation and it lacks semantic meaning (Quirk et al., *A Comprehensive Grammar of English* 120), that is why its deletion is typical in casual talk.

The grammatical dependent variable is SUBJECT IN INTERROGATIVE SENTENCES WITH DO OMISSION (SUBJ). It is expressed through two variants: *presence of the subject* (S1), and *absence of the subject* (S0). Thus, S1 consists of a question in which only the auxiliary is elided. While, S0 represents a question in which both the subject and the auxiliary *do* are deleted, resulting in an interrogation that, most of the times, starts with a non-inflected verb (Quirk et al., *A Comprehensive Grammar of English* 898).

“θ You **know** what's really cool about renewable energy?”

“θ The Hollywood elite **wants** to lecture us about gun violence?”

“θ θ **Want** to know who Paul Manafort is?”

“θ θ **thinks** this behavior qualifies him to be Commander-in-Chief!?!”

In order to study the use of this dependent variable, independent variables were selected. Among the social variables, we included gender and age. We examined tweets posted by male and female Twitters, who were youngsters (from 20 to 35) and adults (from 45 onwards). We could not consider the social level, since Twitter does not provide any information of the users that could enable us to place them in a particular social level.

Among the independent linguistic variables, we took into account: the type of question and grammatical person of the subject. In relation to the first one, authors distinguish two types of questions: *yes/no* questions, and *wh-* questions (Quirk et al., *A University Grammar of English* 1929). In *yes/no* questions, the *operator* is placed before the subject. In sentences where there is no auxiliary in the verb phrase, the auxiliary *do* is introduced to signal a

question. In this study only questions that admit the auxiliary *do* were taken into account, leaving out the ones that require a different operator.

On the other hand, in *wh*- questions a *wh*-element occurs in initial position. The normal order of declarative sentences is altered and the subject–operator inversion takes place. If there is no *operator*, the auxiliary *do* is added.

Declarative sentence	Subject + verb phrase + direct object?
	<i>He wants a new car.</i>
Question	Auxiliary + subject + verb + direct object?
	<i>Does he want a car?</i>
	Wh-element + auxiliary + subject + verb?
	<i>What does he want?</i>

With regards to the type of question as a linguistic factor, we discriminated – among all the sentences with where *do* is deleted– those that were *yes/no* and *wh*- questions.

“θ Anyone remember when only one parent had to work to sustain a household?”

“θ θ Remember these guys?”

“Why θ shumpert got the same hair cut as jermey Lin?”

The second linguistic independent variable taken under account was the grammatical person of the subject. On Twitter, users write messages addressed to their followers, considering them as their audience. Among these messages, it is possible to find, mostly, questions that include a second person subject (singular and plural), and also questions that include a third and first person subject (singular and plural).

During the data collection, we did not take into account the same number of Twitter users for each gender group, because it was more convenient to consider the same number of instances for each gender group, i.e., collected 115 occurrences of the dependent variable SUBJ for women, and 115 for men. In total, we gathered 230 instances of the linguistic variable in study.

DATA ANALYSIS

1. Omission of subject in global sample

Considering the global sample, it is evident that out of the total number of the occurrences of

the variable SUBJ 38% is realised as S0 (*Subject ellipsis*). On the other hand, considering the instances of the other variant, S1 reaches 62% (Fig.1). The high percentage of S0, i.e. choosing to omit the subject as well as the auxiliary *do*, is surprising, since it represents more than one third of all the instances of the variable SUBJ.

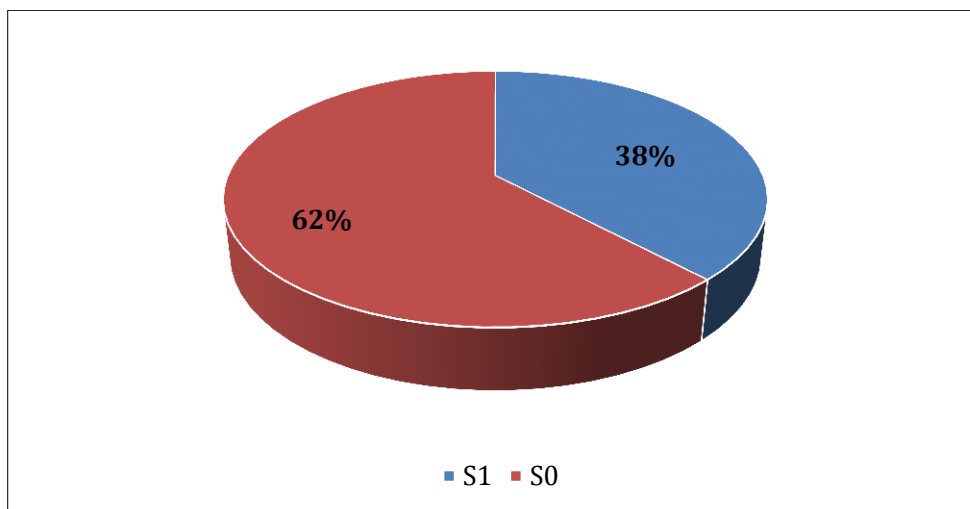


Fig. 1: Omission of Subject in global sample

From this point onwards we will only present the data corresponding to the variant S0, in order to avoid unnecessary figures, since the missing percentage needed to reach 100% represents the instances of the other variant: presence of the subject.

2. Omission of subject according to question type

In this paper, the type of question in which subject+operator is omitted is a relevant factor (Chart 1). On the one hand, yes/no questions show a very significant proportion of S0: 41%. On the other hand, wh- questions show no occurrences of this variant at all, i.e., in our corpus, the subject is never omitted in questions beginning with an interrogative pronoun.

As it was previously mentioned, this study was developed within the framework of the research project “*Twitter y variación sociolingüística en inglés*”. In this project, the presence/absence of the auxiliary *do* was studied. The analysis showed that the omission of *do* occurs most frequently in questions beginning with “*Do you...?*”, i.e., in yes/no question with second person subject *you*. This is true in Twitter, where users post and share personal opinions addressing their audience, i.e. their followers.

In this context, before *you*, the auxiliary *do* is in a position that favours the weakening, and eventually, the loss of this verbal form. Apparently, in this initial position, this elision stimulates also the deletion of *you*. On the other hand, the omission of this subject – who is the interlocutor- will not prevent them from understanding the interrogative sentence, since

they can rely on the communicative context in order to recover information. This process could be related to the high proportion of loss of the subject in yes/no questions.

SUBJECT ELLIPSIS ACCORDING TO QUESTION TYPE	
Yes/no questions	Wh- questions
41%	0%

3. Omission of the subject according to grammatical person in subject position

Taking into consideration the grammatical person of the subject, it is clear that it functions as significant linguistic factor. There is a huge contrast between the ellipsis of the second person singular and plural *you*, and the other two persons (first and third person) that can also occur at subject position. In questions in which *the second person* is the subject, speakers delete it in 55% of the instances, while in questions with other subjects, they are hardly omitted: 5% of the occurrences (Fig. 2). There is a huge gap of 50% of instances of subject deletion between the interrogative sentences with second person vs. first/third person subject. In this respect, in the previous section we have already developed a possible explanation for the absence of second person subject in yes/no questions.

“θ anyone know where to get african beads in LA?”

“Wait θ you mean @maggieNYT was right and the president IS adding a new lawyer to his legal team????”

“θ θ Remember three months ago when the president and Joe Biden were talking about beating each other up?”

“θ Thought we were gonna start @ ing each other????”

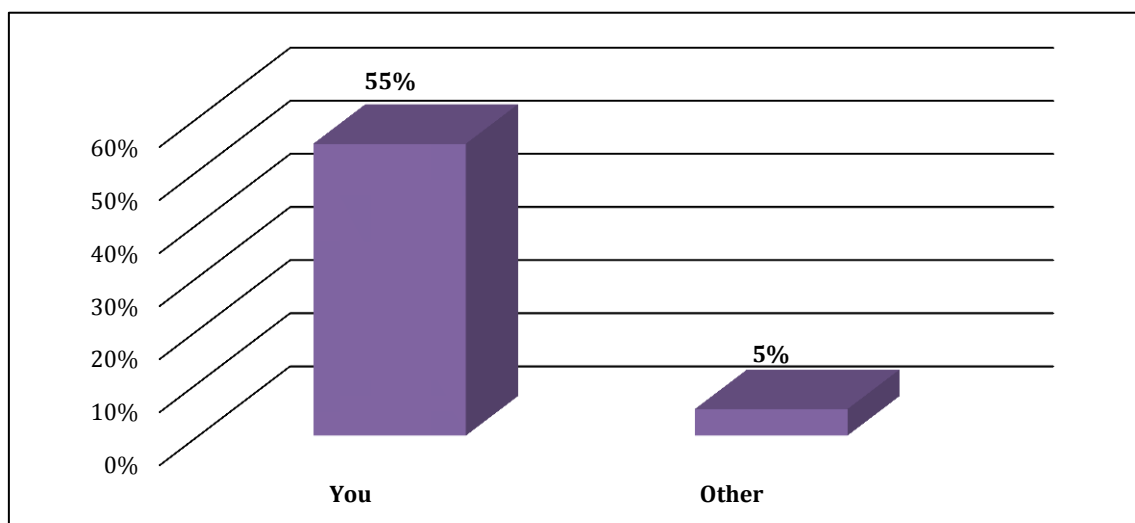


Fig. 2: Omission of subject according to grammatical person in subject position

4. Omission of subject according to gender

Regarding the gender of Twitter users, we do not observe any significant contrast between male and female language use: 40% for men and 38% for women (Fig. 3). This means women delete the subject in a slightly minor proportion than men.

As previously stated, traditionally, women have been culturally dominated by a male-ruled society. As a consequence, they are less confident than men, socially speaking. This in turn made them more aware of the social advantages of speaking “properly”, i.e. trying to avoid the linguistic forms that their community rejects. However, nowadays, as a result of feminist movements, women –specially in countries in the western hemisphere– are starting to claim equality in social roles, considering that the differences between genders are not genetically marked, but socially established.

These results may have to do with the fact that these particular female speakers who prefer the non-standard omission of auxiliary *do* in questions also choose, in a high proportion, to delete the subject as well. In addition, this similarity of linguistic behaviour between the genders can be explained by the fact that many women are gaining a more equal social role, and consequently are paying less attention to the “proper” way of speaking that society expects from them.

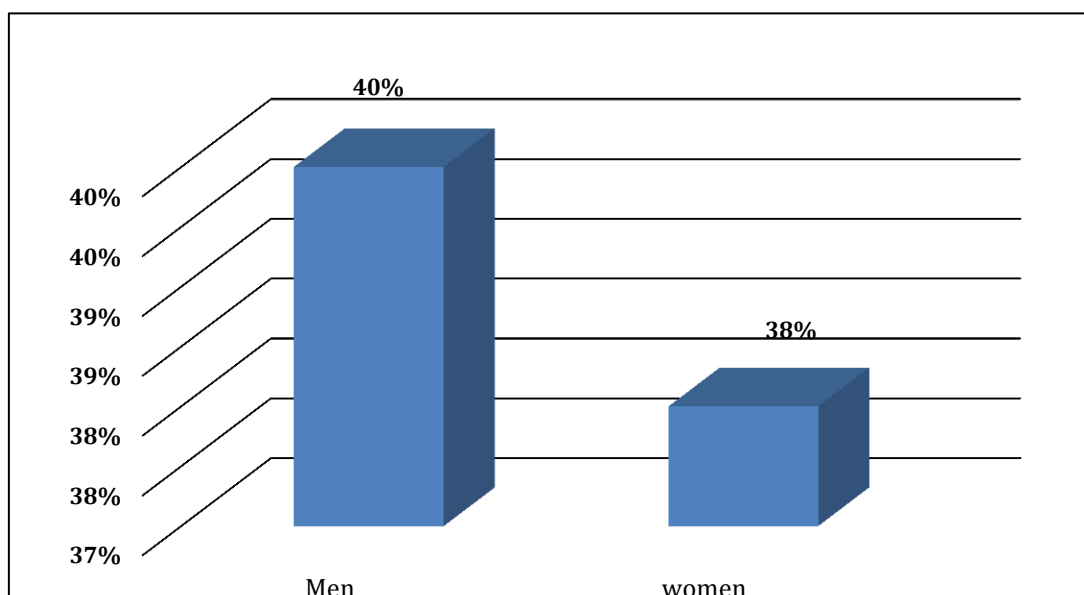


Fig. 3: Omission of subject according to gender

CONCLUSION

To conclude, we can highlight some observations about the occurrence of the variable presence/absence of subject in questions where auxiliary *do* is omitted, on messages posted on Twitter:

1. The variable under study is realised in speech through two variants: use of the subject and omission of it, which in our total sample reach 62% and 38%, respectively. The percentage of the deletion of the subject is surprising, as it represents more than one third of all the instances of the elision of *do* under study.
2. The data shows that independent linguistic factors –type of question and grammatical person of the subject – have an important impact on the linguistic choices of the speakers in relation to the use or deletion of the subject in these interrogative sentences. In our corpus, the loss of the subject only occurs in yes/no questions (41%) –not in wh-questions–, with a higher frequency when the subject is the second person (55% vs. 5% with other subjects).
3. Subject + *do* is omitted by women in a 38%, while men elide it in a 40% of the instances. This means they delete in a similar proportion. The similarity between the genders can be explained by the fact that the women who prefer the non-standard form –omission of auxiliary *do* in questions– also choose, in a high percentage, to delete the subject as well.

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