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compiladoras

X Jornadas de Actualización en la Enseñanza del Inglés como Lengua Extranjera: módulo II





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Palabras introductorias

Resulta bien conocido que la práctica educativa es una experiencia social y como tal debe tomar en cuenta la complejidad de las relaciones que se tejen en un entorno dado en el que circulan saberes, lenguas, culturas educativas y un sistema de relaciones sociales establecido.

Estela Klett (2022)

En estos años pospandémicos, el contexto de la enseñanza del inglés como lengua extranjera ha ido sufriendo transformaciones cualitativas importantes. Como docentes e investigadores, nos permean constantes demandas de nuevas políticas educativas nacionales y jurisdiccionales, así como un cambio de paradigma en el modo de producir el conocimiento a nivel global. Es nuestra labor como docentes-investigadores responder a los nuevos escenarios sociales, educativos, culturales y tecnológicos los que nos exigen reflexionar sobre la realidad del mundo actual, como así también plantearnos nuevos interrogantes y desafíos.

Año tras año, el Departamento de Lengua y Literatura Inglesa con la colaboración de la Asociación San Juan Profesores de inglés se compromete a crear un espacio de vinculación entre profesionales de nuestra provincia y del país. Así las Jornadas de Actualización de la Enseñanza del Idioma Inglés tienen como objetivo primordial generar un espacio de intercambio de experiencias y perspectivas que enriquezcan las prácticas de la enseñanza y aprendizaje de la lengua extranjera desde diversos enfoques a fin de contribuir con aportes y propuestas que favorezcan prácticas educativas inclusivas que aseguren un verdadero compromiso social.

Los trabajos de esta edición aportan cada uno en su disciplina valiosas miradas acerca de aspectos lingüísticos, literarios, tecnológicos conducentes a enfoques metodológicos aplicados a la enseñanza del inglés como lengua extranjera. En la diversidad de temáticas prosperan prácticas educativas constructivas del saber compartidas en comunidad.

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**Aplicaciones Didácticas del Libro Bilingüe *Juguemos en San Juan*
mientras buscamos a Ingentia**

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Resumen

En esta publicación, derivada de una Conferencia Plenaria, se aborda la cuestión de la divulgación del conocimiento científico producido en la UNSJ. Para ello, se presentan los resultados de dos encuestas y dos entrevistas de valoración de usuarios de la Web, audiolibro y libro bilingüe titulado *Juguemos en San Juan mientras buscamos a Ingentia* (Nafá et. Al., 2020). A partir de las exitosas implementaciones pedagógico-didácticas del mencionado material bilingüe inglés-español en el nivel primario de la Pcia. de San Juan en un colegio primario de gestión privada, y en el nivel universitario en la Cátedra de Fonética y Fonología Inglesa II (FFHA-UNSJ), y en el Coloquio de Promocionalidad de la Cátedra de Filosofía Crítica (FFHA-UNSJ), se decidió compilar, a través de encuestas semiestructuradas y entrevistas, los comentarios favorables y las críticas constructivas recibidas de parte de estudiantes de ambos niveles, así como de docentes y autoridades del establecimiento de educación primaria. La implementación de estas encuestas y entrevistas demuestran cualitativa y cuantitativamente que el material producido en la FFHA-UNSJ, a partir de un Proyecto CICITCA 2018-2019, resultan de gran interés para los usuarios, y consolidan una línea de investigación en la producción de materiales auténticos para la enseñanza-aprendizaje de las lenguas materna y extranjera, anclados en el contexto socio-cultural, y desde un enfoque multidisciplinar y multimodal.

Introducción

Cuando se inicia un Proyecto de investigación, pocas veces se pueden avizorar las posibles repercusiones que éste podría tener, más si en el medio sucede una pandemia global. Si bien llevamos casi dos décadas vinculados a Proyectos de investigación, lo que sucedió con «el libro de Ingentia» ha superado con creces nuestras expectativas.

A pesar de que, en nuestro contexto, y a nivel mundial, es muy complejo y costoso poder publicar libros de alta calidad y a color para las infancias, lo cierto es que gracias al apoyo del CICITCA UNSJ, la FFHA y la SECITI del Gobierno de San Juan, se pudo concretar este anhelo, y trascender la publicación digital del ebook y audiolibro en soporte Web y DVD doble. Los soportes, tanto en papel como digitales, de esta obra han permitido llegar a diversos públicos, locales,

nacionales e internacionales interesados en este libro que se concibió desde la Multimodalidad (Kress, 2010) y la Interdisciplinariedad (Thompson Klein, 2017).

En la actualidad, las infancias no leen solamente textos. Disfrutan de imágenes, sonidos, colores, audiolibros, páginas web, entre otros que permiten no solo «oler» los libros, sino recepcionarlos desde múltiples canales y sentidos que hacen a la Multimodalidad. Ese fue el puntapié epistemológico principal de esta obra coral, que se combinó con las nociones de la interdisciplinariedad para entretejer la paleontología sanjuanina con la literatura infantil bilingüe. Disciplinas tan alejadas en lo físico (venimos de distintas facultades incluso dentro de la FFHA), sin contar los dispares enfoques conceptuales y procedimentales, de alguna manera, por la magia del arte, pudieron darse la maña y producir un trabajo que ha impactado muy significativamente en nuestro entorno, y en las vidas de quienes lo produjimos, quienes lo leyeron, lo abrazaron y lo difundieron.

En esta oportunidad, queremos referirnos a la enriquecedora aplicación didáctica del material mencionado, en sus diversos formatos y soportes, con la consiguiente respuesta de nuestros interlocutores, obtenida a partir de encuestas y entrevistas dentro de dos cátedras de las carreras de Profesorado y Licenciatura en Inglés del Dpto. de Lengua y Literatura Inglesa, FFHA-UNSJ, y en el cuarto grado del Colegio Mercedario de la provincia de San Juan.

Las aplicaciones didácticas y la Extensión Universitaria no pueden seguir concibiéndose desde la unidireccionalidad «universidad que enseña a la sociedad». El mutuo enriquecimiento sólo se obtiene no sólo al compartir el conocimiento generado en la UNSJ, sino al escuchar y tomar lo que dicen nuestros estudiantes y colegas, lo que dicen los maestros en las escuelas primarias y, por supuesto los estudiantes de nivel primario, en su inmensa sabiduría, creatividad y entusiasmo por descubrir el mundo. A partir de las Prácticas Socioeducativas (PSE) esta bidireccionalidad cobra sentido y trasciende el trabajo académico «intramuros», y se logra una sinergia sociedad-universidad-interdisciplina muy valiosa de cara a las necesidades de respeto por la diversidad actuales y futuras.

La Producción de Materiales Auténticos y sus Aplicaciones desde el Decolonialismo, las Prácticas Socioeducativas y la Interdisciplina Decolonialismo.

A partir de la publicación del material de referencia, producido por este Equipo de investigación,

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se observa que la producción de materiales auténticos para la enseñanza de lengua materna y lengua extranjera no sólo dan cuenta del gran interés por parte de los usuarios, sino que se abre una Línea de investigación anclada en el contexto sociocultural.

Esta línea de investigación se enmarca en corrientes epistemológicas decoloniales que constituyen un entramado que permiten resignificar y valorar el impacto del material producido. En este sentido, se toman referencias tales como las Epistemologías del Sur (de Sousa Santos & Meneses 2014), los estudios Decoloniales (Quijano, 2000), la Interculturalidad Crítica (Walsh, 2010) y Nuñez Pardo (2020) sobre la producción de libros de texto para la enseñanza del inglés en Colombia. Este sustento teórico permite cuestionar e indagar sobre la producción de este material auténtico bilingüe español-inglés, que se aparta de los cánones hasta ahora naturalizados, e inicia un nuevo camino exploratorio desde la decolonialidad.

Con respecto a las Epistemologías del Sur, Sousa & Meneses (2014, 7-8) postulan que «toda experiencia social produce y reproduce conocimiento» y esto «presupone una o varias epistemologías». Asimismo, reconocen que todo conocimiento socialmente válido es producto de prácticas y actores sociales que establecen relaciones sociales «siempre culturales — intraculturales e interculturales— y políticas», lo cual establece «distribuciones desiguales de poder», por lo cual todo «conocimiento válido siempre es contextual». En esta obra, la denominación de «Epistemologías del Sur» es de carácter metafórico, puesto que reconoce un mundo epistemológicamente diverso que representa a aquellos grupos sociales que han sido marginados por el colonialismo y el capitalismo global. Esta perspectiva también incluye a aquellos grupos epistemológicamente marginados en el norte geográfico que no responden a los intereses del poder hegemónico. Asimismo, en el interior del Sur geográfico, este enfoque reconoce grupos sociales que responden a ese poder hegemónico que aún persiste y defiende estas posturas de la élite dominante. Esta perspectiva presenta un horizonte alternativo que para construir y producir nuevos conocimientos a través de un diálogo entre conocimientos que resistan la postura colonialista, eurocentrista dominante del mundo globalizado, denominándose «ecología de saberes» (Santos y Meneses, 2014,11).

En cuanto a la perspectiva de los estudios decoloniales, en este proyecto también se toma como referencia a Quijano (2000) quien cuestiona la naturalización de la colonialidad histórica en Latinoamérica, y resiste la perspectiva universalista del eurocentrismo impuesta en la región por

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el colonialismo global desde hace más de dos siglos. Esta perspectiva, se encuentra interrelacionada con la perspectiva sostenida por Walsh (2010) sobre la noción de interculturalidad crítica.

Walsh (2010) relaciona la interculturalidad con la decolonialidad, partiendo del concepto de Quijano y la «colonialidad del poder» en donde se construyó una relación asimétrica entre seres, saberes y visiones de mundo. Walsh define a la Interculturalidad crítica como un proceso de transformación y creación y como un proceso por construir (2010). Esta perspectiva forma parte de una propuesta y un proyecto político, social, epistémico y ético que pretende lograr la «transformación estructural y sociohistórica, asentada en la construcción, entre todos, de una sociedad radicalmente distinta» (Walsh, 2010: 77)

El sustento epistemológico del Proyecto de referencia también se construye a partir de la problematización de la colonialidad en los libros de texto para la enseñanza del inglés en Colombia (Nuñez Pardo, 2020). Según esta investigadora, los textos para la enseñanza del inglés producidos por editoriales locales y extranjeras son coloniales. La autora promueve la producción de textos auténticos creados por diferentes actores colombianos, anclados en la perspectiva de la interculturalidad crítica y el giro decolonial.

Nuñez Pardo (2020), además, identifica la colonialidad de los textos de inglés para la enseñanza-aprendizaje del inglés en sus tres dimensiones: conocimiento, poder y ser. Con respecto a la colonialidad del saber, Nuñez Pardo considera que los textos para la enseñanza del inglés son instrumentos hegemonícamente naturalizados en el mundo de la enseñanza de la lengua inglesa, tanto a través de la industria editorial local y/o extranjera, como de las instituciones educativas y organismos del Estado. Se produce así un proceso de colonialismo cognitivo o «epistemicidio», donde lo local se vuelve invisible. La segunda dimensión de análisis, la colonialidad del poder, está relacionada con los intereses de la industria editorial a través de un proceso reduccionista, que naturaliza las dinámicas de poder, a partir de un camino continuo de exclusión y discriminación. De esta manera, se evita la toma de conciencia sobre la necesidad de desarrollar un conocimiento pedagógico local basado en la auto- contextualización.

Ahora bien, si se adopta una perspectiva crítica-socio-política fundamental para la construcción de la identidad y la transformación social, el profesor deja de ser un mero técnico-reproductor de

contenidos y metodologías ajenas a él, para convertirse en un intelectual creador y transformador (Giroux, 1998).

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Por último, la colonialidad del ser está basada en las dicotomías preexistentes, como humanización-deshumanización, hablantes nativos y hablantes no-nativos, comunidades hegemónicas y comunidades periféricas. Frente a estas alternativas, Núñez Pardo (2020) propone un trabajo intelectual para resistir al poder hegemónico unilateral y provocar así una ruptura epistémica en el campo de la enseñanza-aprendizaje del inglés. Un cambio de esta naturaleza favorecería el proceso de transformación y emancipación de los participantes del proceso educativo. Esta investigadora alienta a que los profesores acepten el desafío de embarcarse en prácticas pedagógicas decoloniales y se empoderen a través de la producción de textos contextualizados, desde una perspectiva sociocrítica, que aborde un pensamiento más allá del pensamiento occidental moderno, eurocentrista y universalista, en respuesta a demandas locales.

Aprendizaje Social y Prácticas Socioeducativas (PSE)

La relación entre el aprendizaje social y la educación es profunda y multifacética, ya que el entorno educativo es uno de los principales contextos en los que se produce y se fomenta el aprendizaje social (Cerdeña, 2007). A continuación, siguiendo a Cerdeña (2007), se detallan algunas de las formas en que estas dos áreas —aprendizaje social y educación— están interconectadas:

- a. Modelado de comportamiento: En el entorno educativo, los maestros y educadores actúan como modelos de comportamiento para los estudiantes. Los estudiantes observan y aprenden de las acciones y actitudes de sus maestros, no sólo en relación con el contenido académico, sino también en términos de habilidades sociales, resolución de conflictos y ética profesional. Los maestros pueden modelar comportamientos positivos y habilidades deseables, lo que influye en el comportamiento y desarrollo de los estudiantes.
- b. Refuerzo vicario: Dentro del aula, se pueden proporcionar oportunidades para que los estudiantes observen y aprendan de las consecuencias de las acciones de sus compañeros. Por ejemplo, cuando se reconoce públicamente a un estudiante por su comportamiento positivo o se aborda y resuelve constructivamente un conflicto entre estudiantes, se ofrece un refuerzo vicario que puede influir en el comportamiento y las actitudes de otros estudiantes.
- c. Desarrollo de valores y actitudes: La educación no solo se trata de transmitir conocimientos académicos, sino también de inculcar valores y actitudes positivas en los estudiantes. Los programas de educación moral y cívica, por ejemplo, buscan

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promover valores como la tolerancia, el respeto, la responsabilidad y la justicia social. Los educadores pueden utilizar ejemplos de la vida real y discusiones en el aula para modelar y promover estos valores, lo que contribuye al desarrollo moral y social de los estudiantes.

- e. Socialización: La educación proporciona un entorno estructurado donde los estudiantes interactúan entre sí y con sus maestros, lo que facilita la socialización y el aprendizaje social. A través de actividades grupales, proyectos colaborativos y discusiones en el aula, los estudiantes tienen la oportunidad de practicar habilidades sociales, aprender normas sociales y desarrollar relaciones interpersonales positivas. Estas interacciones sociales en el entorno educativo son fundamentales para el desarrollo de habilidades de comunicación, cooperación y empatía.

Por lo antes expuesto, es evidente que la educación desempeña un papel crucial en la facilitación del aprendizaje social, al proporcionar un entorno donde se presentan modelos de comportamiento, se ofrecen oportunidades para el refuerzo vicario, se promueven valores y actitudes positivas, y se fomenta la socialización y la interacción social entre los estudiantes. Al reconocer y aprovechar esta relación entre el aprendizaje social y la educación, los educadores pueden crear entornos de aprendizaje más efectivos y enriquecedores que contribuyan al desarrollo integral de los estudiantes. Dicho esto, cabe aclarar que la utilización del libro en cuestión en el aula fomenta este tipo de aprendizaje social, ya que vincula a los estudiantes con el aprendizaje de una forma que permite construir conocimientos de forma significativa, memorable y desde la interacción social con otros.

Las Prácticas Socioeducativas (PSE), por su parte, son acciones intencionales y planificadas que se llevan a cabo en contextos sociales y educativos con el propósito de promover el desarrollo integral de las personas, así como su participación activa en la sociedad. Estas prácticas combinan elementos de la educación formal y no formal, centrándose en el aprendizaje experiencial, la interacción social y el desarrollo de habilidades tanto académicas como sociales (Elliott, 2000).

Así, las PSE son entendidas, según el Reglamento de las Prácticas socioeducativas de la Universidad Nacional de San Juan (Ordenanza 012/20-CS), como: “el acto pedagógico de enseñar y aprender, que vincula las dimensiones de docencia, investigación y extensión en pos de una formación integral con fuerte compromiso social universitario” (p. 4).

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Las PSE consisten en incorporar al trayecto académico del estudiante universitario espacios integrales de formación, dentro de la currícula, donde se desarrollen acciones educativas teórico-prácticas, de manera conjunta con distintos actores y organizaciones sociales e instituciones públicas, favoreciendo el diálogo de saberes, la interdisciplina, el pensamiento crítico, la autonomía de los sujetos involucrados, entre otras características.

Siguiendo lo propuesto por Elliott (2000), algunas características importantes de las PSE son las siguientes:

1. Enfoque Holístico: Las prácticas socioeducativas no se limitan únicamente al desarrollo académico, sino que también abordan aspectos sociales, emocionales, culturales y éticos del individuo.
2. Participación Activa: Se fomenta la participación activa de los individuos en su propio proceso de aprendizaje y desarrollo, promoviendo la autonomía y la responsabilidad.
3. Contextualización: Las prácticas socioeducativas tienen en cuenta el contexto social, cultural y económico en el que se desarrollan, adaptándose a las necesidades y características específicas de los participantes.
4. Colaboración: Frecuentemente, estas prácticas involucran la colaboración entre diferentes actores, como educadores, familias, comunidades locales, instituciones educativas y organizaciones sociales.
5. Aprendizaje Experiencial: Se prioriza el aprendizaje a través de la experiencia directa, el descubrimiento y la reflexión sobre las acciones y resultados obtenidos.
6. Las Prácticas Socioeducativas pueden manifestarse en una variedad de formas y contextos, que van desde programas educativos formales en instituciones escolares hasta actividades extracurriculares, proyectos comunitarios, talleres de capacitación laboral, programas de educación no formal, entre otros. El objetivo final de estas prácticas es contribuir al desarrollo integral de las personas, fortaleciendo sus habilidades, competencias y valores para que puedan participar activamente en la sociedad y mejorar su calidad de vida.

Dicho esto, y de cara al futuro, este Proyecto que hoy presentamos sienta las bases para realizar ciertas PSE en las que los estudiantes de la FFHA se involucren en tareas comunitarias. Se avizoran, por ejemplo, algunas PSE para difundir y construir literatura infantil en español e inglés en distintas escuelas del medio, o para reflexionar bidireccionalmente en un diálogo enriquecedor sobre temas relacionados con los hallazgos paleontológicos en Balde de Leyes, en relación con

los descubrimientos de nuevas dinosaurias, y con cómo dichos saberes se pueden hacer accesibles a las infancias, a través del inglés y el español. Es importante destacar aquí que las PSE no suponen una actividad únicamente de difusión desde la UNSJ, sino que se busca, en todo momento, fomentar el intercambio bidireccional para que los estudiantes de nuestra universidad también aprendan y recepcionen información y conocimientos que obtienen del ámbito social. Por ejemplo, los niños de primaria son ávidos conocedores de temas de dinosaurios (pueden, incluso, describirlos y dibujarlos con facilidad, o localizarlos en diversos períodos paleontológicos) y es posible que sepan incluso más que nuestros estudiantes universitarios. Esa información y conocimientos debe tomarse, desde la humildad y receptividad de estudiantes universitarios conscientes del respeto de otros conocimientos que emanan de contextos extramuros.

Interdisciplina

El proyecto a partir del cual surgió la publicación del libro bilingüe *Juguemos en San Juan mientras buscamos a Ingentia*, es un proyecto interdisciplinar. A los fines de consolidar la divulgación del conocimiento científico que se produce en la UNSJ, y más concretamente en el Dpto. de Lengua y Literatura Inglesa, se consideró la versatilidad epistemológica que ofrece la Interdisciplina para diseñar este proyecto-libro.

A partir de una noticia periodística sobre el descubrimiento de *Ingentia Prima* en San Juan — hallazgo que revolucionó los paradigmas del gigantismo de los dinosaurios al reubicarlo treinta millones de años antes de lo que se sabía hasta este momento— se contactó a la Dra. Cecilia Apaldetti, paleontóloga a cargo de tamaño descubrimiento para poder establecer lazos de colaboración y trabajo conjunto. La Dra. Apaldetti desde el CONICET, y el Museo de Ciencias Naturales de la UNSJ nos recibió con suma generosidad y entusiasmo, y fue gracias a esto que la interdisciplina pudo gestarse de manera óptima, en un proyecto con una gran diversidad de integrantes, asesores, traductores, autores de la UNSJ, la Universidad Nacional de Córdoba y la Universidad de Granada, España. Las personas e instituciones involucradas permitieron que la interdisciplina brille en la producción de este libro bilingüe interdisciplinar en diversos soportes y formatos.

La Interdisciplina, en este caso, supuso vincular cuestiones tan diversas como la paleontología, la literatura infantil bilingüe, los paisajes sanjuaninos y fotografías profesionales para fondos de página, las ilustraciones y diseño de personajes para libros infantiles, la traducción literaria

español-inglés, la información sobre turismo y cultura de San Juan, entre otros. Para cada uno de estos campos del saber, se contó con la participación profesional de diversos referentes que figuran al final del libro en la sección de «Créditos». Sin la flexibilidad, compromiso y profesionalidad de un gran equipo de trabajo, este libro no hubiera tenido las repercusiones que tuvo y tiene. Sin la Interdisciplinariedad, además, no se hubieran estrechado lazos académico-profesionales desde el mutuo respeto y enriquecimiento entre los diversos especialistas de múltiples áreas del saber, lo cual, sin dudas, permitirá continuar trabajando en futuros proyectos dentro de esta fructífera Línea de investigación que tanto impacto académico y social viene teniendo.

Diseño e Implementación de Encuestas y Entrevistas

A los fines de recopilar las diversas recepciones que ha tenido el libro objeto de este Plenario, durante 2023, se implementaron una serie de técnicas de recolección de datos, a saber: (1) encuestas para estudiantes de Fonética y Fonología Inglesa II, (2) entrevista a estudiante de grado de la asignatura Filosofía Crítica del DLYLI quien utilizó el libro bilingüe para su Coloquio de Promocionalidad, (3) entrevista a la Profesora Titular de la Cátedra de Filosofía Crítica DLYLI (4) encuesta a estudiantes de cuarto grado del Colegio Mercedario, de la pcia. de San Juan.

Las encuestas fueron diseñadas en *Google Forms*, y tenían formato de preguntas abiertas y cerradas. Se procuró incluir pocas preguntas de fácil respuesta para facilitar el trabajo de los encuestados. Para procesar las encuestas se las imprimió en papel, y se procedió a cuantificar las preguntas cerradas y abiertas, y generar diversos gráficos en el programa de Excel que se incluyen a continuación, en el apartado de Resultados.

Las entrevistas se canalizaron por correo electrónico a la alumna y profesora mencionadas. Se incluyeron preguntas abiertas y cerradas, las cuales fueron exhaustivamente respondidas por las entrevistadas. Recibimos sus respuestas en formato Word, en archivo adjunto por email. Los resultados de estas entrevistas también se resumen en el apartado de Resultados, a continuación.

Resultados y Discusión

Resultados obtenidos en la FFHA-UNSJ.

Encuestas aplicadas en Fonética y Fonología Inglesa II, FFHA-UNSJ. Al analizar los datos de la encuesta semiestructurada a los estudiantes de segundo año de Fonética y Fonología Inglesa II del año 2023, es necesario aclarar que el 100% en cantidades relativas representa un total de 26 estudiantes que respondieron la encuesta a través de las cuales se pudieron recabar tanto datos cuantitativos como cualitativos. Los resultados con una valoración altamente positiva se pueden visualizar en diferentes figuras que reflejan el grado de aceptación por parte de los estudiantes.

En la figura 1, se observa el grado de apreciación por parte de los estudiantes con respecto al uso del libro de *Ingentia*. En dicha figura se observan dos grandes grupos, el primero representa al 81% de los estudiantes que les gustó «mucho»; y un 19% representa el grupo que solo les gustó un «poco».

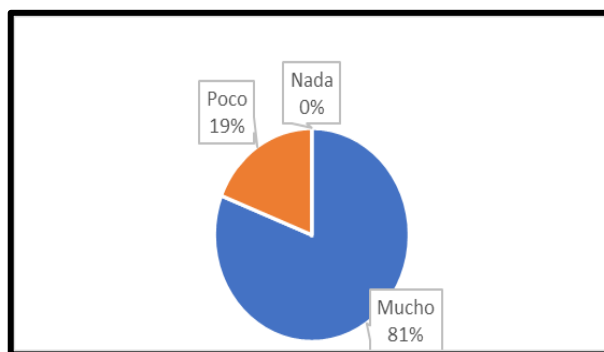


Figura 1. Apreciación Valorativa sobre uso del libro Ingentia en Fonética y Fonología Inglesa II.

En cuanto a las respuestas con valoración altamente positiva, en la Figura 1, se observan tres grandes grupos: (1) los estudiantes consideran que este material es valorado porque se trata de San Juan, es original, interesante e innovador; (2) los estudiantes consideran al libro como un material «didáctico, dinámico, interactivo, motivador»; (3) este último grupo valora que el material sea el resultado de una elaboración propia por parte de la cátedra. Estas apreciaciones cualitativas las podemos observar en la Figura 2:

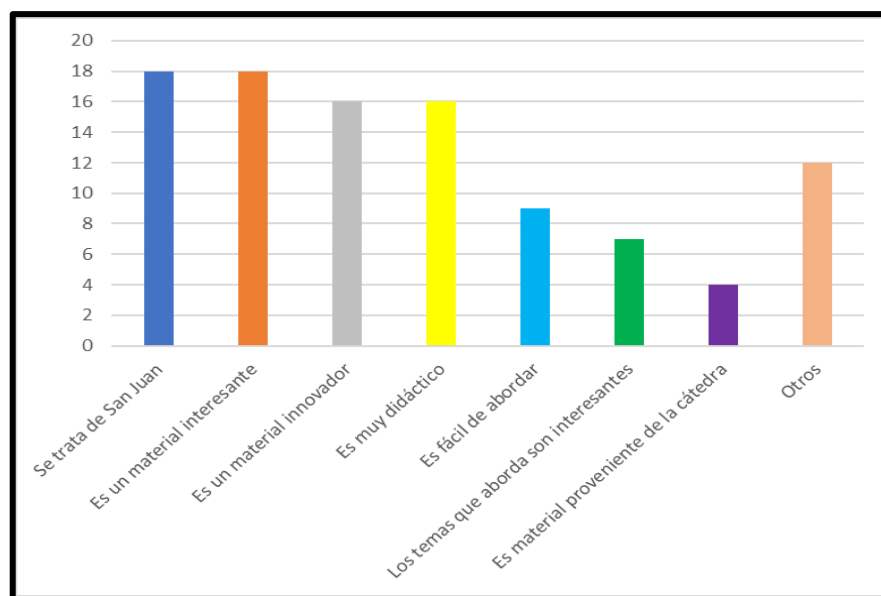


Figura 2. Apreciación cualitativa de los alumnos que respondieron «mucho».

Al consultarles a los estudiantes sobre qué otras cosas habían aprendido además de los contenidos de la asignatura en cuestión, en la Figura 2, se observa la preponderancia de un rango entre 23% al 12% de los estudiantes que optó por las siguientes alternativas: *«sobre San Juan y sus sitios históricos», «sobre literatura infantil aplicada a la Fonética», «sobre material pedagógico hecho en San Juan», «sobre multimodalidad (texto, audio, imágenes, música, soportes digital y papel, etc.) aplicado a la enseñanza».*

Por otro lado, la totalidad de los estudiantes indagados (100%) respondieron que no habían utilizado o trabajado en el nivel universitario con material íntegramente producido y publicado por alguna cátedra. Asimismo, la totalidad de los estudiantes encuestados respondieron que sí recomendarían este tipo de material u otro hecho similar elaborado por las propias cátedras pertenecientes al Departamento de Lengua y Literatura Inglesa dentro de la FFHA; y solo un 27% respondió que «tal vez».

Entre las valoraciones positivas con respecto a porqué les gustó trabajar con este tipo de material bibliográfico podemos mencionar algunos ejemplos: *«aprender estrategias narrativas dirigidas a niños», «el reading aloud», «no era aburrido como otros libros teóricos», «que no solo se puede usar para esta materia», «Contribuye a aprender a como relacionarse con niños», «tiene valor pedagógico en varios sentidos (enseñanza, bullying, entonación, etc.)», entre otras opiniones.*

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Cuando los estudiantes fueron indagados sobre la existencia de algo que les resultara significativo o la existencia de algo que no les gustó, un 73% de los encuestados contestaron que les resultó significativo. Entre las justificaciones sobre su significatividad podemos mencionar: *«que los profesores se animaran a hacer algo diferente»*, *«que es sobre nuestra provincia»*, *«los hechos científicos»*, *«es un buen material de estudio»*.

Finalmente, se les solicitó a los estudiantes algunas sugerencias con el propósito de optimizar el uso de este material en las unidades curriculares de Fonética y Fonología Inglesa II y de Fonética y Fonología Inglesa III. Con respecto a sus sugerencias podemos mencionar algunas de ellas: *«hacer role-play de algunos capítulos»*, *«usar con mayor frecuencia el vocabulario complejo del libro»*, *«usar ejemplos del libro para explicar la teoría»*, *«incluir ejercicios de listening (como escuchar y completar gaps o multiple-choice)»*. Frente a esta diversidad de sugerencias, las consideramos muy valiosas para una futura implementación en el interior de nuestras cátedras y visualizamos la necesidad de generar oportunidades para que los estudiantes puedan desarrollar diferentes estrategias de aprendizaje para optimizar la pronunciación del inglés a través de situaciones comunicativas más significativas relacionadas con su contexto socio-histórico-cultural.

Entrevistas en la Cátedra de Filosofía Crítica, DLYLI, FFHA-UNSJ.

Entrevista a alumna de la asignatura de Filosofía Crítica. Según la alumna, el libro y audiolibro bilingüe inglés-español *Juguemos en San Juan mientras buscamos a Ingentia* ofrecen una experiencia educativa y productiva, que logra captar la atención de los niños de manera efectiva, mientras que ellos aprenden sobre su cultura, a través de su lengua materna o de una segunda lengua, en este caso, inglés. Según la entrevistada, este enfoque enriquece la lectura y el aprendizaje de la lengua, mientras que promueve la conciencia cultural en los niños, permitiéndoles conectarse con su contexto y comprender la importancia de su provincia, su geografía, sus descubrimientos científicos, su gente y su cultura.

Además, la entrevistada considera que un aspecto que se debe destacar es que el material fue diseñado por docentes de San Juan, lo que proporciona una perspectiva auténtica y contextualizada que denota un profundo entendimiento de las necesidades de enseñanza-aprendizaje en las aulas sanjuaninas. La alumna destaca que tanto el libro como el audiolibro son recursos didácticos sumamente valiosos para ser incorporados en las carreras de Profesorado de Inglés y de Licenciatura en inglés del DLYLI de la FFHA. Este material representa una oportunidad excepcional para que los estudiantes entiendan la importancia de incorporar

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materiales contextualizados en sus planificaciones para potenciar las prácticas de lectura comprensiva y el aprendizaje de una segunda lengua de manera comunicativa y significativa, sin dejar de lado la carga cultural del contexto sociopolítico en el que enseñan.

En relación con la Licenciatura en inglés, la entrevistada manifiesta que el libro puede ser un punto de partida esencial para dar iniciativa a estudios sobre el uso y los efectos de materiales contextualizados en las aulas de inglés, e incluso de lengua materna, en nuestra provincia. Además, la alumna opina que el hecho de que el libro haya sido creado y producido por docentes de nuestro departamento enorgullece e inspira a los alumnos, a la vez que despierta curiosidad en cuanto al proceso de investigación, creación, producción, edición, etc., de materiales audiovisuales, fomentando el interés por este tipo de proyectos.

Asimismo, la entrevistada expresa que el libro y audiolibro fueron de total ayuda en la preparación de su coloquio de Promocionalidad para la cátedra Filosofía Crítica. Los materiales abordados a lo largo del cursado de la materia le sirvieron para reflexionar y cuestionar experiencias como docente y alumna de una segunda lengua dentro del sistema educativo sanjuanino. En este proceso, se puso en tela de juicio los distintos materiales abordados a lo largo del recorrido académico y se advirtió que el uso de libros, audios y ejercicios descontextualizados reducen algo tan complejo como lo es el aprendizaje de una segunda lengua a la mera repetición y memorización mecánica, dejando de lado la carga histórica, cultural, axiológica e ideológica que implica el aprendizaje de una L2.

Por último, la entrevistada manifiesta que la producción de materiales auténticos para la enseñanza-aprendizaje de las lenguas materna y extranjera anclados en un contexto socio-cultural es una necesidad en el mundo globalizado en el que vivimos. Destaca, además, que teniendo en cuenta la situación actual por la que atraviesa nuestro sistema educativo con respecto a las prácticas de lectura comprensiva en las aulas, sumada a la inminente dependencia a las tecnologías por parte de los más jóvenes, proyectos como éste resultan muy relevantes, ya que en ellos se aprovecha la multimodalidad para fortalecer la comprensión lectora y promover el aprendizaje de una lengua de manera entretenida. La alumna destaca, además, que estos materiales brindan una conexión más profunda con el contenido, ya que, según ella, la lectura del libro se relaciona directamente con el entorno del alumno y con sus experiencias cotidianas.

Entrevista a la Profesora Titular de Filosofía Crítica. La Prof. Titular de la Cátedra Filosofía Crítica considera que el libro bilingüe de referencia es un trabajo valiente, que permite “pensar en modelos culturales alternativos para Latinoamérica” (Leal, entrevista 2024), para pensar en otros modelos alternativos al pensamiento metafísico, que se alejen conscientemente de los modelos culturales hegemónicos. A su vez, la docente indica que el libro en cuestión es también un hermoso texto de esperanzas, de discurso auroral, ya que, con su actitud deontológica, de posibilidades culturales humanizantes, reivindica al sujeto actorial San Juan, poniéndolo en el centro de la escena literaria.

Además, la docente manifiesta que el libro constituye un “*texto ruptural*, ya que habla de una conciencia reflexiva desde un modelo docente que dice «NO» a un cómodo y conveniente encierro epistemológico y se anima a posicionarse desde una perspectiva de sentido crítico ideológico en torno al lenguaje, para que todos tomen la voz (así lo muestra el pluralismo cultural, etario, generacional y existencial del corpus de actores participantes en su programa narrativo) desde modelos de lectura y reflexión” (Leal, entrevista 2024).

Por otra parte, la profesora sostiene que el libro es un material sumamente valioso y oportuno, teniendo en cuenta los tiempos que vivimos que se caracterizan por una alarmante extinción del pensamiento crítico, ya que se trata de un tipo de producción textual que nos invita a pensar qué y quiénes somos como cultura y como educadores de tantos jóvenes que pasan por nuestras aulas.

Asimismo, la docente observa que el material literario y el equipo de investigadores que lo creó nos están llamando la atención sobre el hecho de que estamos, por lo general, muy habituados a leer, hablar, pensar y escribir con una lógica diádica, dualista donde quien habla y piensa (sea estudiante, docente, científico, funcionario, etc.) debe enajenarse respecto al contenido textual o discursivo. En consecuencia, se nos deja en un lugar absoluto de individuo servil frente al impoluto y dominante sistema que representan las «fronteras irrebasables» de los saberes universales, únicos y fundantes que poseen un lugar de «verdadera» episteme que acalla las doxas periféricas de los osados espíritus inquisidores que no viven en las grandes urbes.

La profesora comenta que el libro constituye un “texto literario y escrito en inglés que puede superar los estándares de escritura de ficción para funcionar como un auténtico trabajo de crítica y prospectiva social y que, además, tiene como meritorio que toma como real designado o punto de partida a, precisamente, nuestra cotidianeidad sanjuanina” (Leal, entrevista en 2024). La docente sostiene, también que, desde los marcos teóricos de filiación Pragmática crítica, se

valora, de manera profunda, el que haya cátedras que trabajen en proyectos de enseñanza legitimadores de modos de racionalidad que incluyen el logos de la experiencia, la razón de la experiencia, y los lenguajes de la experiencia, ya que son una garantía de estar comprometidos con nuestra realidad —y no la de otros— siendo la experiencia algo reconocible en el otro, subjetiva, siempre de aquí y de ahora y este material literario hace justamente eso: anclarse en el contexto en el que se desarrollan los alumnos de nuestro departamento (Leal, entrevistada en 2024).

Finalmente, la docente sostiene que un texto que está dirigido a enseñar la lengua y la cultura de regiones extranjeras puede hacerlo desde un modo de enunciación que ofrece una construcción textual como confirmación y evidencia de que también desde Latinoamérica, Argentina y particularmente San Juan, podemos “pensar en nuestros tiempos, por nuestras propias capacidades y experiencias históricas, sin tutores que, a modo de indulgentes mesías, naturalizan la creencia de que como cultura inferior debemos siempre esperar a que otros construyan “las verdades inmutables y únicas”, ante las cuales sólo nos cabría reverenciarlas” (Leal, entrevista en 2024).

Resultados extramuros. Extensión en escuela primaria. A continuación, se presentan los resultados de las encuestas realizadas a 48 estudiantes de 4to grado, ambas divisiones del Colegio Mercedario, San Juan. Como se observa en las diversas figuras a continuación, el grado de aceptación y disfrute a partir de la lectura del libro y la escucha del audiolibro son altamente positivas, y los datos cuantitativos así lo reflejan de manera contundente.

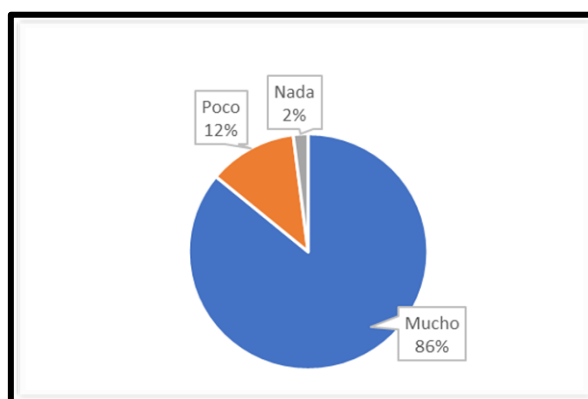


Figura 3. Porcentaje de estudiantes de 4to grado de primaria, al consultarles si disfrutaron de leer el libro y de escuchar el audiolibro en español.

En la Figura 3, se observa claramente una preponderancia de estudiantes (86%) a quienes les gustó mucho leer el libro y escuchar el audiolibro como parte de sus actividades en 4to grado de primaria en el Colegio Mercedario de San Juan.

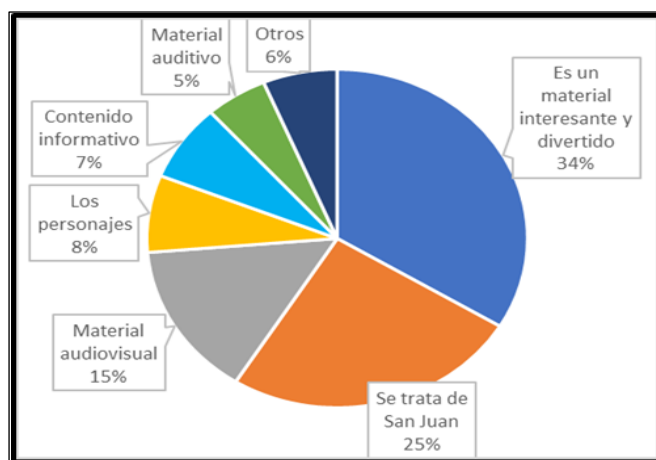


Figura 4. Motivos por los cuales los estudiantes de 4to grado de primaria disfrutaron de libro.

Al consultarles a los estudiantes de primaria sobre los aspectos o motivos por los cuales les gustó el libro y el audiolibro, como se observa en la Figura 4, un 34% consideró que era un material interesante y divertido. Un 25% adicional considera que les gustó porque se trata sobre San Juan, un 15% porque contiene material audiovisual (Multimodalidad) y el resto puso de relevancia a los personajes, el contenido informativo, entre otros. Estos resultados son relevantes no sólo por el trabajo realizado, sino de cara al futuro, en caso de plantear un nuevo proyecto similar al de *Ingentia*.

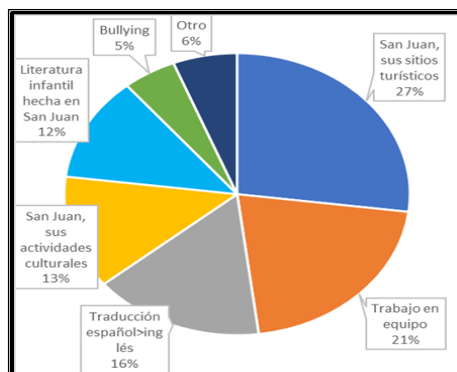


Figura 5. Aprendizajes que los lectores de 4to grado mencionan en las encuestas a partir de trabajar con el material propuesto.

En lo referido a los aprendizajes que mencionan los estudiantes de primaria a partir de la lectura del libro de referencia, en la Figura 5, se observa que el 27% de los encuestados reconoce haber aprendido sobre San Juan y sus sitios turísticos. Además, un 27% destaca haber aprendido sobre trabajo en equipo, 16% sobre traducción español inglés, un 13% sobre actividades culturales en San Juan, un 12% sobre literatura infantil hecha en San Juan, y un 5% sobre *bullying*. Estos resultados demuestran la relevancia del trabajo realizado y la diversidad de aprendizajes que pueden lograrse con un material como el que se describe.

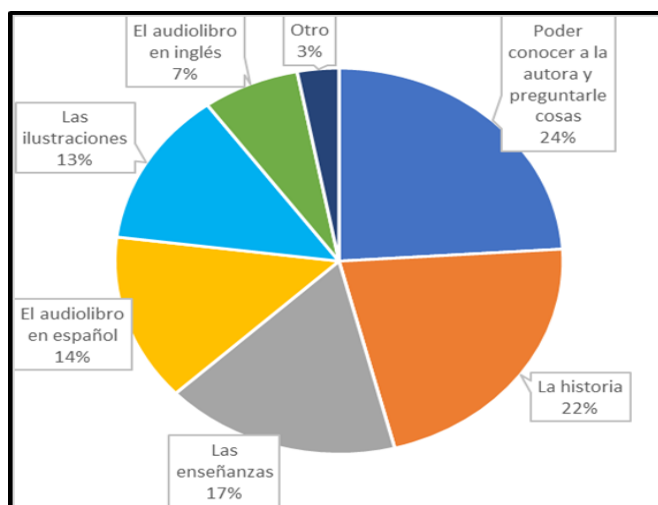


Figura 6. Aspectos que más les gustaron del material propuesto a los estudiantes de 4to grado.

En lo que atañe a los aspectos que más les gustaron a los encuestados, en la Figura 6, se observa que un alto porcentaje del 24% resalta la importancia de haber podido conocer a la autora del texto en persona y realizarle diversas preguntas. Un 22% de los estudiantes destacaron la trama de la historia, y un 17% las enseñanzas. El audiolibro en español, las ilustraciones, y el audiolibro en inglés recibieron una valoración de 14%, 13% y 7%, respectivamente. Al igual que en las figuras precedentes, estos resultados alientan a los investigadores a continuar trabajando por esta senda, y a intensificar las PSE con visitas a instituciones del medio, a los fines de estrechar lazos y realizar intercambios fructíferos y duraderos.

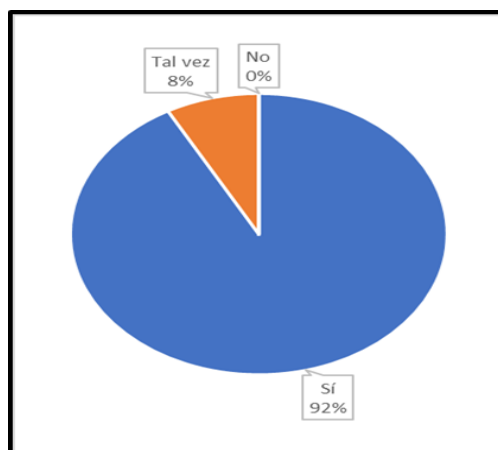


Figura 7. Porcentaje de estudiantes de 4to grado que esperan un segundo libro relacionado con *Juguemos en San Juan*.

En lo que concierne a un posible segundo libro relacionado con *Juguemos en San Juan*, mientras buscamos a *Ingentia*, los estudiantes de 4to grado se muestran sumamente entusiasmados con la idea. Como se observa en la figura 7, el 92% quiere que se realice un segundo libro, lo cual genera muchas expectativas en los investigadores y los docentes y autoridades del Colegio Mercedario. Asimismo, los estudiantes encuestados manifestaron estar dispuestos, en su gran mayoría, a participar con ilustraciones para el futuro libro, y con sus voces en audiolibro. Gran satisfacción embarga al equipo de investigación ante respuestas tan entusiastas y comprometidas de estos estudiantes.

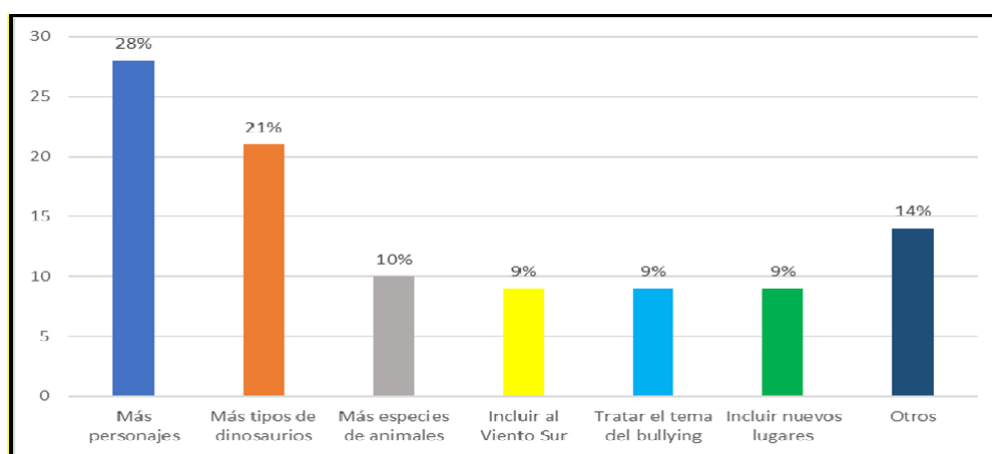


Figura 8. Sugerencias de estudiantes de 4to grado para un posible segundo libro.

Prueba del entusiasmo de los peques del Colegio Mercedario, son todas sus valiosas sugerencias y contribuciones para un posible segundo libro. En la Figura 8, se observa que el 28% de los encuestados quieren más personajes, un 21% reclama por más dinosaurios y 10% por más especies de animales. Hay tres casos que obtienen un 9% de relevancia respectivamente, que

son la inclusión del Viento Sur, el *bullying*, y la inclusión de nuevos lugares. Todos estos temas tan interesantes suponen un gran desafío, y a la vez una gran inspiración, para los investigadores quienes estamos deseosos de poder avanzar en una nueva aventura con los peques.

Conclusiones

A partir de los resultados muy favorables obtenidos en dos encuestas y dos entrevistas de valoración de lectores y usuarios de los diferentes formatos del Proyecto de referencia, se observa que el libro *Juguemos en San Juan mientras buscamos a Ingentia* supone una contribución relevante para diversas cuestiones tales como: la divulgación de la paleontología, la literatura infantil bilingüe, de la cultura sanjuanina, entre otros, a través de la elaboración de materiales auténticos y anclados en el contexto socio-cultural. El enfoque Multimodal resulta muy atractivo para las infancias y permite fortalecer desde temprano las competencias lectoras desde el disfrute, la diversión y la aventura.

Luego de analizar los resultados de las encuestas y las entrevistas realizadas, y al retomar el complejo entramado de diferentes corrientes epistémicas que sustentan este Proyecto, se podría afirmar que la producción del material bilingüe sitúa la praxis docente-investigadora en un nuevo paradigma que permite empezar recorrer un nuevo camino exploratorio como intelectuales y agentes de cambio. Así, se procura dejar la función como meros consumidores de material colonizante, para avanzar hacia una postura sociocrítica de producción y divulgación del conocimiento desde la perspectiva de la interculturalidad crítica decolonial en sus tres dimensiones: saber, poder y ser.

De un tiempo a esta parte, desde diversos proyectos de investigación se procura dar respuesta a las demandas de los estudiantes y resignificar las miradas de las entrevistadas, para continuar enmarcando las prácticas de enseñanza e investigativa en el propio contexto sociohistórico cultural, a la vez que se promueve un diálogo genuino y horizontal entre culturas, siguiendo la propuesta de de Sousa Santos & Meneses (2014) sobre «ecología de saberes».

En este sentido, desde diversos proyectos de investigación en el marco del DLYLI, se vienen produciendo una serie de materiales académicos y de divulgación de la ciencia que resultan relevantes para estudiantes locales y nacionales de diversos niveles educativos. En el caso del «libro de Ingentia» los resultados obtenidos demuestran la versatilidad del material que permite su uso y disfrute en diversos niveles educativos, desde primaria hasta la universidad. A la fecha, y gracias a varios equipos de investigación sumamente comprometidos con el diseño de estos

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materiales, se han podido publicar seis obras que contienen material auténtico, multimedial y multidisciplinar, producidos en el seno de la FFHA-UNSJ, a saber:

1. (2011) *English Sounds in Focus* (libro en papel coordinado por Waasaf y Leánez, con Nafá, Castro y Leceta como coautoras, entre otras)
2. (2020) *Juguemos en San Juan mientras buscamos a Ingentia* (e-book y libro en papel, Nafá et al)
3. (2020) *Let's play in San Juan while we search for Ingentia* (e-book y libro en papel, Nafá et al)
4. (2020) *Juguemos en San Juan mientras buscamos a Ingentia* (audiolibro en español y sitio web en español, Nafá et al: 2020)
5. (2020) *Let's play in San Juan while we search for Ingentia* (audiolibro en inglés y sitio web en inglés en papel, Nafá et al)
6. (2024) *English Discourse Intonation for University Students* (en prensa por Editorial de la UNSJ, primer libro escrito íntegramente en inglés, por esta editorial)

Se espera poder continuar con esta fructífera labor dentro de esta línea de investigación que promueve la producción de materiales inéditos, creativos y anclados socioculturalmente para disfrute de nuestros lectores.

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Teaching Pronunciation in the ESL Classroom: Is it Worth it?

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Abstract

This proposal derives from the analysis of the data collected in the project “La nueva normalidad en la clase de inglés: tensiones y desafíos” (Res. 1501/23-R) in progress at the FFHA-UNSJ. During this data analysis, it was observed that, in general, EFL teachers from different secondary-level schools in San Juan do not devote class time to the teaching of English pronunciation. This may be so because educators tend to focus on other areas of language leaving pronunciation aspects aside, or they do not know what teaching strategies are more suitable to approach this topic. All in all, we consider it would be a great contribution to emphasise the importance of teaching pronunciation to EFL students (Celce-Murcia, et. al., 2011) and offer strategies and/or tools for teachers to incorporate in the classroom, both at the segmental and suprasegmental levels, in a way that is appealing and enhances the learning process.

Introduction

This workshop springs from the analysis of the data collected in the research project “La nueva normalidad en la clase de inglés: tensiones y desafíos” (Res.N° 1501/23-R) in progress at Facultad de Filosofía, Humanidades y Artes - Universidad Nacional de San Juan (Res. N° 1501/23-R). The general aim of the project is to analyse the traces the pandemic has left on the didactic configurations (Litwin, 1993) of English teachers at high school level in San Juan and what practices remain indelible over time.

As part of the data collection a survey was implemented, in which we asked about the digital resources usually used in class, which tools were employed in lesson planning and which aspect/s was/were given priority. As regards the first aspect, the following graphic shows the diversity of tools teachers employ in lesson planning (Fig. 1):

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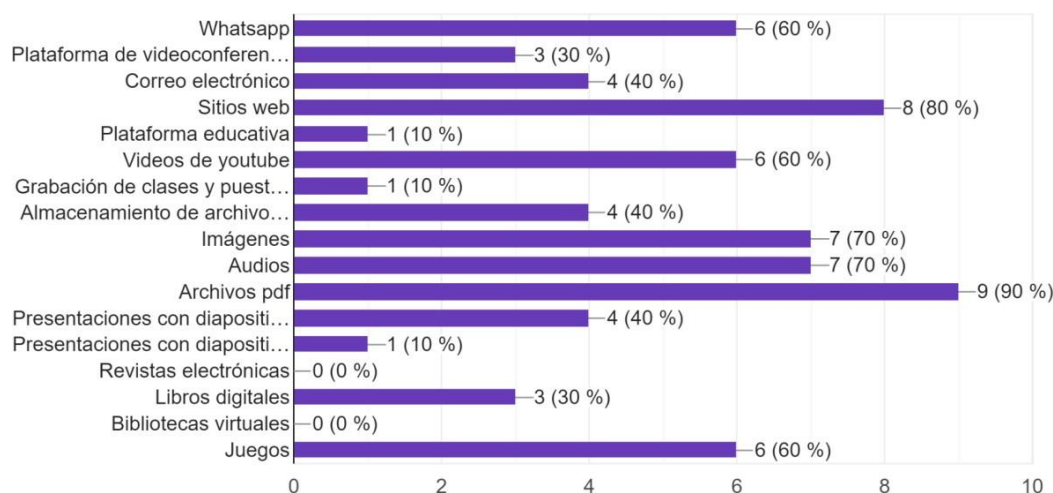


Figure 1. Digital resources used by EFL teachers in their lessons.

With regard to the aspects that were given more importance, contents and objectives in general stood out as the top priority (Fig. 2):

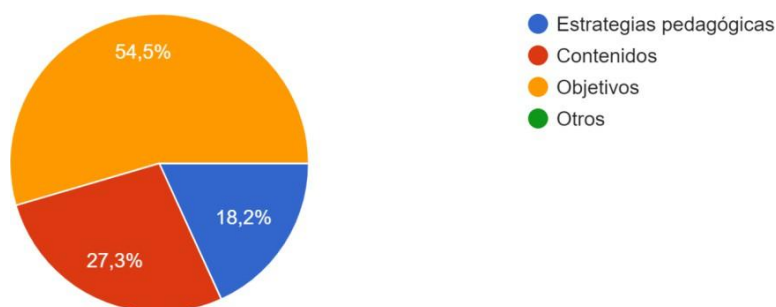


Figure 2. Aspects of the EFL class that were given more priority.

Responses were varied, but hardly any reference was made to the inclusion of pronunciation aspects in class. With this reality in view, we set out to organise this workshop with the purpose of exploring how pronunciation can be approached in the EFL classes.

The workshop session started with the following questions, which the audience had to answer by means of their phones, so that we could immediately see and show the percentage of answers on the screen:

1. How often do I devote class time to pronunciation practice?
 - Every class
 - Occasionally
 - Hardly ever
2. Why is pronunciation given little importance in our classes?
 - It's difficult
 - I don't know how to do it
 - I don't have time
 - Other reasons
3. Does the textbook you use include a pronunciation section?
 - Yes
 - No
 - Yes, but it's decontextualized and I don't use it

It was interesting to observe that also this audience claimed to devote little class time to teaching English pronunciation and stated that the main reasons for this are that they do not have time or they do not know how to approach this aspect in the EFL class. Regarding the last question, half of the audience stated that the textbook includes a pronunciation section, frequently one that is decontextualized, but they hardly ever work with it in class.

Some Theoretical and Methodological Considerations

“In English language teaching, pronunciation has often been described as having a “Cinderella status, being denied a proper role in language teaching despite the crucial importance of the work it does” (Levis, 2018, p. 217). Teachers acknowledge the importance pronunciation plays in teaching and learning English as an L2, but at the same time, they generally feel “inadequate in addressing this area of language teaching” (Burgess & Spencer, 2000). To put it in other words, some teachers admit that even when having received formal academic training in English Phonetics and Phonology, it is not enough to design activities that develop pronunciation issues (Munro & Derwing, 2015). This line of thought is supported by Sicola and Darcy (2015) who state that pronunciation is “frequently relegated to the occasional side lesson in the context of a broader oral communication course or omitted entirely from the curriculum” (p. 472).

The study of L2 pronunciation has been approached from different perspectives. In this case, the

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theoretical-methodological foundations we adhere to are rooted in a cognitive view of second language acquisition, Adaptive Control of Thought (Anderson, 1983, 1989; Anderson, Fincham, Qin & Stocco, 2008) that posits that declarative knowledge -Know what- can be automated and transformed into procedural knowledge -Know how-. ACT is a general cognitive model of skill acquisition that can be applied to those aspects of second language learning, such as pronunciation, which require proceduralisation and automatisisation processes.

With respect to the organization of the activities, we follow the principles of the intuitive-imitative and analytical-linguistic approaches, complemented by bottom-up (with a focus on smaller elements, such as phonemes) and top-down (focusing on larger chunks of language) approaches (Dalton & Seidlhofer, 1994) and the stages proposed by Celce-Murcia et. al. (2011), for they provide an appropriate framework for teaching L2 pronunciation within a communicative orientation.

A top-down approach to teaching L2 pronunciation takes a more communicative orientation, defining the instructional goal not as acquiring a native speaker accent, but rather as 'intelligibility'. In this aspect, Abercrombie (1949) suggested we should aim for a learner to be 'comfortably intelligible' (p. 120), and this is what most learners want, although some may wish to sound more native-like than others for particular professional or personal reasons (Yates and Zielinski, 2009).

The design of the activities is carried out according to the communicative framework for teaching pronunciation proposed by Celce-Murcia et.al. (2011). The framework integrates form and meaning and defines five phases "starting with a detailed focus on metalinguistic description and analysis, attention is gradually shifted towards incorporating more meaning, while retaining focus" (Sicola & Darcy, 2015, p. 65) (Fig. 3).

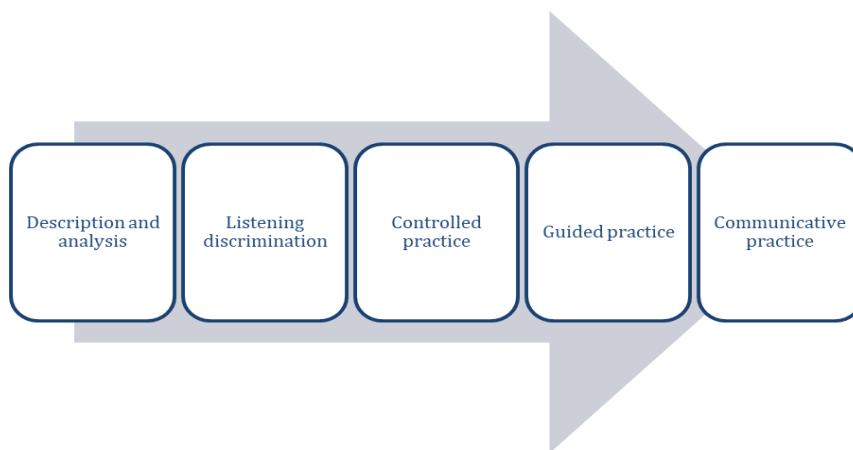


Figure 3. Communicative framework for teaching pronunciation Celce- Murcia et. al. (2011).

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In the first stage, *description and analysis*, the aim is to raise awareness of the linguistic features of the target sounds, videos, graphic representations and animations that are used. Afterwards, the vowel phonemes are presented in a contextualised communicative situation.

The next phase, *listening discrimination*, focuses on form and involves formal practice with the target sounds in minimal pair exercises. In this instance, we include resources such as IPA (International Phonetic Alphabet) fonts to write phonemic transcriptions, Wells' pronunciation CD-ROM (2008), which integrates visual and oral information to describe the phonological structure of words.

In the next stage, *Controlled practice with feedback*, minimal pair exercises, short exchanges, rhymes, tongue twisters, etc. are included, with special attention drawn to the highlighted feature in order to raise learner consciousness.

The next phase, *Guided practice*, incorporates information-gap activities or cued dialogues that enable the learner to monitor the perception and production of the target sounds, while doing less structured activities that pave the way for learners to move onto a much freer oral production in the next phase.

Finally, in the *Communicative stage*, less structured, fluency-gear activities that call for learners to focus both on the form and content of utterances are included. The aim of this stage is to help students put into practice, in a real communicative situation, all the knowledge acquired in the previous stages.

Our Example

As Celce-Murcia et al. (2011) state, the link between some grammatical structures and pronunciation is undeniable. If we analyse EFL textbooks we can see that several of them show activities, instructions, or footnotes exploring the connection between grammar and pronunciation. One of the most typical examples is connected to *-ed* verb endings, which are frequently mispronounced, either by dropping the final sound or adding an extra syllable, for instance “walked” being pronounced /'wɔ:kəd-ɪd/.

On this occasion, we chose to work with a section from the textbook *Third Edition Solutions - Elementary* (OUP, 2018) that focuses on past simple (affirmative) and uses many regular verbs to talk about past events, as it can be seen in the following image taken from the aforementioned book.

6B
Grammar

Past simple (affirmative): regular

I can talk about past events.



SEARCHING FOR THE LOST CITY

The successful Canadian entertainer William Hunt lived and worked in Europe under the name The Great Farini. But he wanted a new challenge and loved the idea of exploration. So in 1885, he sailed to Africa and crossed the huge Kalahari Desert on foot. A photographer travelled with him and photographed the journey. After the journey, they described a lost city in the middle of the desert. Their story caused a lot of excitement and many other explorers studied the photographs and then tried to find the city, but without success. In the end, people stopped looking. Perhaps Farini invented the lost city – nobody knows for sure.

5 Choose the correct verb for each gap. Then complete the text with the past simple affirmative form.

CROSSING THE SAHARA

Michael Asher is a British explorer and the first person to cross the Sahara Desert using only camels. As a young man, Asher ¹ _____ (work / arrive) as a police officer and then a teacher. But he ² _____ (want / wait) to be an explorer. So he ³ _____ (visit / move) to Africa, ⁴ _____ (live / watch) with an African tribe and ⁵ _____ (study / start) their language. He ⁶ _____ (describe / marry) an Italian woman called Mariantonietta Peru. She ⁷ _____ (plan / love) the idea of exploring too, and together, they ⁸ _____ (walk / plan) a journey across the Sahara Desert from west to east by camel and on foot. They ⁹ _____ (train / stop) for three months and then they ¹⁰ _____ (start / end) their journey. They ¹¹ _____ (work / travel) about 7,250 kilometres and ¹² _____ (arrive / live) at their destination 271 days later. Asher ¹³ _____ (decide / describe) the crossing in his book *Impossible Journey – Two Against the Sahara*.



1 3.05 Read and listen to the text about exploring the Kalahari Desert. What three different jobs does it mention?

2 Read the **Learn this!** box. Then look at the highlighted past simple verbs in the text in exercise 1 and match two with each spelling rule (a–d).

LEARN THIS! Past simple (affirmative): regular verbs

The past simple affirmative of regular verbs ends in -ed.

a With most verbs, we add -ed to the infinitive without to:
work → worked

b If the verb ends in -e, we just add -d:
like → liked

c If the verb ends in -y, the -y changes to -ied:
carry → carried

d If the verb ends in a vowel and a consonant, we usually double the consonant before adding -ed:
chat → chatted

3 3.06 **PRONUNCIATION** Listen and repeat these past simple forms. In which verbs is the -ed ending an extra syllable pronounced /ɪd/? What is the rule?

arrived chatted decided interrupted liked
needed planned visited worked

4 **PRONUNCIATION** Say the past simple forms of these regular verbs. Pay attention to the endings.

end live start stop travel wait walk want watch

6 Complete the sentences with the past simple affirmative form of the verbs below.

chat live stop travel wait walk

1 I walked into town last night.

2 My cousins _____ around Italy last summer.

3 We _____ three hours for a bus.

4 His grandparents _____ in America for years.

5 The rain _____ an hour ago.

6 I _____ to my neighbour yesterday morning.

7 **VOCABULARY** Add the four underlined time expressions from the sentences in exercise 6 to the list below. Then put all of the expressions into the correct order (1–10), starting with the most recent.

Past time expressions a few minutes ago last month
last week ten years ago three hours ago
two months ago

1 A few minutes ago, 2...

8 **SPEAKING** Work in pairs. Using past simple verb forms from this lesson, tell your partner things you did:

last week ten years ago this morning yesterday

This morning, I walked to school. I arrived at school. I ...

64
Unit 6 Going wild

Figure 4. Third Edition Solutions Elementary (Falla, T., Davies, P., 2018, p. 64).

Before plunging into the sequence of activities, it is relevant to direct our attention to the International Phonetic Alphabet (IPA). Becoming familiar with these symbols is a rite-of-passage for trainee teachers, as it is considered a valuable tool to improve pronunciation skills, especially

in English which shows no correspondence between sound and meaning, different from Spanish which is a language in which orthography approximates closely to the sounds represented by it. For this presentation, we chose the graphic representations proposed by Hancock (2017), considering they are both visually attractive and linguistically relevant (Fig 4).

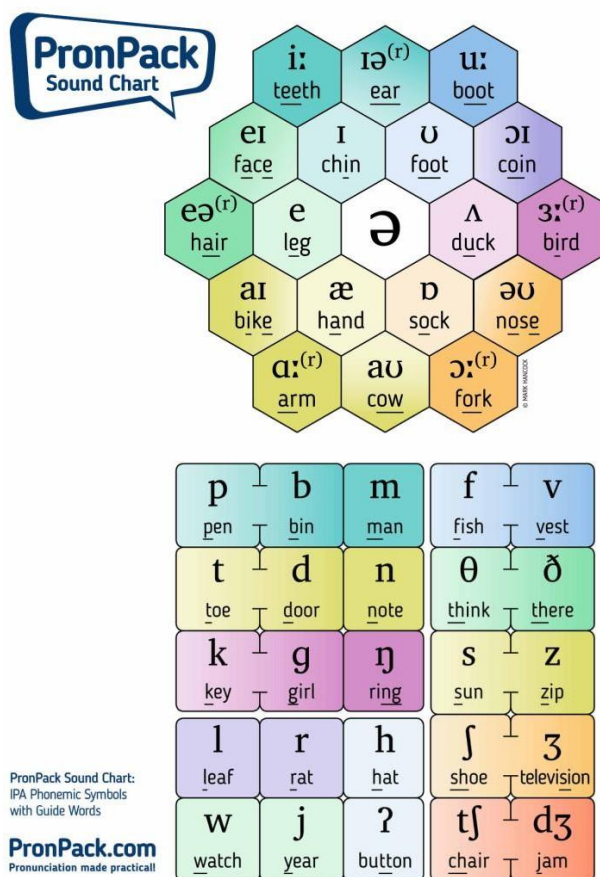


Figure 5. International Phonetic Alphabet.

Later, in our didactic sequence, we started with Sensitisation and Listening for Meaning. At this stage, we designed a listening comprehension exercise with a series of statements to be marked as True or False:

- Listen to the following text about exploring the Kalahari Desert and answer True or False.
 - William Hunt was British. _____
 - In 1886, he sailed to Africa. _____
 - He travelled alone. _____
 - They never found the lost city. _____

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After the sensitization stage, we focused on Listening and Discrimination Practice where we drove students' attention to form. In this case, the focus was on regular verbs in the simple past tense which were present in the text. Learners were asked to analyse them and find something they had in common, such as their ending. Then they were asked to listen to the text again but, this time, paying attention to the way these verbs were pronounced (/t/, /d/ or /ɪd/) in order to be able to build up the pronunciation rule in the following stage.

At the Theory Description and Analysis level, learners were guided in the analysis of the pronunciation rule for *-ed* endings. Based on what they heard while listening to the text, they had to complete these statements:

- If the sound before the -ed ending is a _____ one, the -ed is pronounced /t/
- If the sound before the -ed ending is a _____ one, the -ed is pronounced /d/
- If the sound before the -ed ending is / or /_, the -ed is pronounced /ɪd/

All these previous activities direct us to a more controlled stage. In this sequence, students were asked to complete more structured exercises such as listening and repeating the pronunciation of certain regular verbs in the past form and saying the past form of other verbs paying special attention to the way their ending is pronounced.

The controlled activities just described enabled us to move on to the following stage, Guided practice, where learners were asked to work with a poem. Activities at this level involved listening to the poem and identifying the past form of verbs (their pronunciation), with the addition that they were able to analyse how these sounds link to subsequent sounds in connected speech.

- Let's work with the poem *The Nightmare Hotel* (M. Hancock, 2017)

NIGHTMARE HOTEL

I walk tup the hill
To the Nightmare hotel
I stop tut at the door
But I couldn't see the bell

I knock tun I waittud
In the cold and windy night
I look tun in the window
But there wasn't any light

That's when I nottust
The door was open wide
Then it starttud raining
So I walk tunside

The door clostud behind me
I asktu , 'Who's there?'
That's when I nottust
The rats on the stairs

I turn tud around to leave
But I couldn't see the door
That's when I nottust
The body on the floor

Then the body movtud
The woman wasn't dead
She told me her story
This is what she said...



© Mark Hancock

Figure 6. The Nightmare Hotel (M. Hancock, 2017).

The final stage entails Communicative practice; in this case, we asked students to complete this activity:

- Now, think of an anecdote and try to use as many regular verbs as possible when telling it to a partner. You may include untrue facts, and your partner has to try to spot them. Then, switch roles.

The aim of this exercise is to focus attention on communication, to accomplish the given objective learners needed to use a series of verbs in the past form and in doing so they were expected to pronounce the verbs endings in the correct way.

Conclusion

As we have previously expressed, pronunciation is vital in oral communication, and it should be given as much attention as any other component of language. If pronunciation instruction is carried out on a regular basis from early stages, teachers will help students perceive and produce more target-like pronunciation patterns and in so doing ultimately prevent non-target-like pronunciation, which would then require great effort to be unlearned.

In this regard, Darcy, Ewert and Lidster (2012) claim that pronunciation as an instructional focus should be “embedded, both within the curriculum as a whole, and within each lesson locally: pronunciation is not taught separately from, but rather becomes an integral part of, general language instruction” (p. 95).

There is no denying that improvement in pronunciation requires time, effort, and patience for both teacher and student. We hope that the sequence of activities we presented in the workshop encourages you to include pronunciation aspects in your daily planning. More often than not, teachers are the primary –and sometimes the only– people many learners speak to in English. If they do not offer guidelines for acceptable pronunciation, nobody will (Yates & Zielinsk, 2009).

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**¿Cómo Estamos Enseñando Inglés hoy?
Reflexionando a través de una Mirada Post-Método**

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Resumen

La complejidad y la diversidad son elementos clave de la enseñanza de lenguas en un entorno formal (Hall, 2011). Enseñar inglés es una tarea difícil y las complejidades del entorno del aula pueden presentar numerosos obstáculos, lo que potencialmente impide que los educadores puedan aplicar un método concreto. Partiendo de los resultados obtenidos en el proyecto de investigación “La nueva normalidad en la clase de inglés: tensiones y desafíos” este trabajo teórico surge con el objetivo de explorar los principios y ventajas que ofrece la perspectiva post-método (Kumaravadivelu, 2006) para la enseñanza del inglés como lengua extranjera (ILE). Por un lado, pretende repensar la noción clásica de los métodos para la enseñanza de lenguas mediante dos conceptos nodales: las diferencias individuales de los estudiantes y los factores contextuales. Por otro lado, explora las posibilidades que ofrecen las macroestrategias propuestas por Kumaravadivelu (2003), las cuales podrían facilitar una enseñanza del ILE significativa y contextualizada.

Introducción

La presente publicación se desprende del proyecto de investigación “La nueva normalidad en la clase de inglés: tensiones y desafíos”¹, desarrollado en la Facultad de Filosofía, Humanidades y Artes de la Universidad Nacional de San Juan. Uno de los objetivos de este proyecto es explorar las formas de enseñar y aprender inglés como lengua extranjera (ILE) en la escuela secundaria después de la pandemia.

Para cumplir con este objetivo, se realizaron encuestas y entrevistas a 11 (once) profesores de ILE. Los informantes se desempeñaban en escuelas secundarias, tanto urbanas como rurales, de la provincia de San Juan. Entre los resultados, se identificó, por un lado, que ninguno de los profesores seguía un único método de enseñanza del ILE (Richards y Rodgers, 2014). Por otro lado, se observó que, a pesar de que sus contextos de enseñanza eran distintos, compartían problemáticas similares que les impedían enseñar como deseaban o como consideraban que se debía enseñar ILE. En líneas generales, sus problemas estaban asociados a la desmotivación de

¹ Proyecto CICITCA, convocatoria 2022, aprobado por Resolución 1501/23-R-UNSJ.

los estudiantes, la falta de recursos en las instituciones y por parte de los alumnos, la escasez de tiempo para desarrollar su materia, y las aulas sobrepobladas.

Los siguientes comentarios permiten ilustrar estas dificultades percibidas por la mayoría de los participantes. El participante 1 señala que hay problemas de motivación entre sus estudiantes. En sus propias palabras, “hay un sentimiento general de apatía entre mis estudiantes. La falta de motivación es uno de los mayores problemas que enfrentamos hoy en nuestras escuelas secundarias”. Al mismo tiempo, el participante 5 agrega: “me gustaría integrar más actividades de producción oral, pero las limitaciones de tiempo y las aulas llenas plantean grandes desafíos” mientras que el participante 7 señala: “mis estudiantes no tienen acceso a internet y ni siquiera pueden permitirse un libro de texto o fotocopias. Así que, mayormente enseño de manera tradicional”. Finalmente, el participante 2 argumenta:

Uno de los grandes problemas que enfrentamos hoy en día es la desmotivación de los alumnos al no ver la conexión de los contenidos de las actividades que ellos realizan con el mundo real. Hay un abismo entre lo que ellos están necesitando y lo que uno les ofrece en las escuelas. (P2)

Considerando estos datos obtenidos, se evidenció la necesidad de crear espacios de reflexión continua sobre la propia práctica, que faciliten el desarrollo de pedagogías específicas que respondan a las necesidades concretas de los contextos de enseñanza en los que los docentes se desempeñan. Con el propósito de generar un espacio de reflexión, se llevó a cabo un taller en las X Jornadas de Actualización en la Enseñanza del Inglés como Lengua Extranjera, del cual se deriva este artículo. A su vez, posicionándose en la era post-método (Kumaravadivelu, 2006) los autores de este trabajo proporcionaron estrategias para que los profesores de ILE puedan desarrollar tareas que respondan a los contextos en los que trabajan. El presente artículo persigue estos mismos objetivos.

Teniendo esto en cuenta, primero se trazará resumidamente una trayectoria general de los métodos para la enseñanza y el aprendizaje del inglés en base a su consideración de las distintas diferencias individuales inherentes al alumnado, así como también de los factores contextuales que forman parte del acto educativo. Posteriormente, estos métodos serán reconsiderados bajo la perspectiva post-método (Kumaravadivelu, 2006). Finalmente, partiendo de esta última perspectiva y de la Rueda Pedagógica propuesta por Kumaravadivelu (2003), se sugerirán algunas estrategias que se esperan que favorezcan una enseñanza del ILE más significativa y contextualizada.

Un Recorrido a través de los Métodos: Diferencias Individuales y Factores Contextuales

Desde sus inicios, el campo de la enseñanza de lenguas extranjeras (LE) ha estado marcado por el desarrollo y la evolución de métodos y enfoques que surgieron para abordar desafíos no resueltos por sus predecesores (Kumaravadivelu, 2006; Richards y Rodgers, 2014). Cada uno de estos métodos parte de una concepción concreta acerca de la lengua, la enseñanza, el aprendizaje, el rol del profesor y del alumno (Richards y Rodgers, 2014). Las teorías de adquisición de lenguas que los informan tienden a centrarse en describir qué aspectos tienen en común los aprendientes de una LE o qué procesos se producen de manera universal (Skehan, 1989), lo que ha llevado a que tanto las diferencias individuales de los estudiantes como los factores contextuales en los que se aprende la LE sean abordadas por los métodos en distintos grados, o directamente sean excluidos.

En cuanto a las diferencias individuales, abarcan factores cognitivos, como habilidades y estilos de aprendizaje, y factores afectivos, como las emociones y la motivación, entre otros. Cabe destacar que estas diferencias se implican unas a otras y funcionan en conjunto como un sistema integrado (Skehan, 1989; Ellis, 2004). Con respecto a los factores contextuales, Borg (2003) argumenta que el contexto social e institucional en el que transcurre el proceso de enseñanza y aprendizaje representa uno de los factores más influyentes en las prácticas y percepciones de los educadores. Así, elementos como los requerimientos propios de las distintas instituciones escolares, los mandatos curriculares, la distribución de las aulas, y la disponibilidad o falta de recursos impactan en las maneras de enseñar el ILE de los docentes. Al mismo tiempo, comúnmente impiden que actúen de acuerdo con lo que dictan sus propias creencias (Masciadri Bongiovanni, 2024; Sergo, 2023).

Aunque cada método se presenta como único e innovador, Kumaravadivelu (2003) señala que las discrepancias fundamentales entre ellos no son tan radicales como aparentan. Teniendo en cuenta sus similitudes, Kumaravadivelu (2003, 2006) los clasifica en métodos centrados en la lengua, métodos centrados en el aprendiente, y métodos centrados en el aprendizaje.

Partiendo de los métodos centrados en la lengua (Kumaravadivelu, 2003, 2006), estos métodos se concentran en enseñar la lengua como un sistema de formas y estructuras que se pueden descomponer en piezas pequeñas. A modo ilustrativo, uno de los principales exponentes de esta categoría es el Método Audiolingual (Larsen-Freeman, 2000; Richards y Rodgers, 2014). Como estos métodos se enmarcan en el Conductismo, teoría de aprendizaje que equipara al aprendizaje con la formación de hábitos (Lightbown y Spada, 2013; Richards y Rodgers, 2014), consideran que el aprendizaje de una LE resulta de la práctica mecánica de distintos

comportamientos lingüísticos (Ellis, 1997), de manera lineal y aditiva (Kumaravadivelu, 2003), sin importar las características particulares, sociales o culturales de los estudiantes. De este modo, queda claro que las diferencias individuales de los estudiantes no son puestas en consideración a la hora de enseñar la lengua. Más bien, parten de la creencia de que si los profesores aplican estos métodos tal como son prescritos, los alumnos lograrán el aprendizaje de la LE en cuestión. En relación a factores contextuales, estos directamente son dejados de lado.

En cuanto a los métodos centrados en el aprendiente (Kumaravadivelu, 2003, 2006), son aquellos enfocados en las necesidades del estudiante y en el uso de la lengua. Entre ellos se encuentran enfoques como *The Silent Way*, *Suggestopedia*, *Total Physical Response*, y *Community language learning*, que están principalmente inspirados en la corriente humanista de la psicología, y se centran en los alumnos y la comunicación (Larsen-Freeman, 2000; Richards y Rodgers, 2014), y el Enfoque Comunicativo, el cual traslada el foco puesto en el manejo de las estructuras hacia el uso de la lengua con propósitos comunicativos reales (Richards y Rodgers, 2014). Al adherirse a las corrientes cognitivistas y a las teorías sociales del aprendizaje (Kumaravadivelu, 2006), estos métodos otorgan al estudiante un papel más central en el proceso de enseñanza y aprendizaje de una lengua extranjera, lo que conlleva a una mayor atención hacia las diferencias individuales.

A modo de ejemplo, estos métodos advierten la necesidad de crear un clima positivo en el aula que ayude a reducir los niveles de ansiedad del estudiante y a fomentar su motivación. Esto se refleja en la promoción de prácticas áulicas que incluyen el uso de música, imágenes, objetos del mundo real y actividades con movimiento (Larsen-Freeman, 2000; Richards y Rodgers, 2014). Además, al centrarse en el uso real de la lengua, incentivan la contextualización de las tareas, estableciendo conexiones entre el uso de la lengua y situaciones de la vida cotidiana, dando lugar a usos más creativos de la misma (Kumaravadivelu, 2006).

Al priorizar las necesidades de los alumnos (Kumaravadivelu, 2003, 2006), estos enfoques se relacionan, en mayor o menor medida, con los comienzos de la corriente educativa centrada en el estudiante, conocida en inglés como *learner-centeredness* (Richards y Rodgers, 2014). Gracias a este movimiento, se reconoce que la aplicación de un método de enseñanza no necesariamente conduce al aprendizaje (Kumaravadivelu, 2003; Richards y Rodgers, 2014). También, se resalta que las características específicas de cada estudiante influyen en su proceso de aprendizaje, lo que implica dejar de considerar a los alumnos en términos absolutos y comenzar a percibirlos en términos relativos (Ellis, 2004).

Teniendo en cuenta lo expuesto hasta aquí sobre los métodos centrados en el aprendiente, es posible observar que estos enfoques comienzan a considerar algunos factores contextuales, como el clima áulico. Sin embargo, estos factores son tenidos en cuenta de manera limitada.

Retomando la clasificación de los métodos de Kumaravadivelu (2003, 2006), se abordarán a continuación los métodos centrados en el aprendizaje. Esta última categoría abarca aquellos métodos que ponen los procesos de aprendizaje en el centro. A diferencia de las otras clasificaciones, los métodos centrados en el aprendizaje descartan la instrucción explícita de las formas y funciones de la lengua, y fomentan su adquisición de forma implícita a través de la resolución de problemas y la interacción (Kumaravadivelu, 2006). Algunos de los enfoques de enseñanza que permiten ilustrar esta categoría son AICLE (Aprendizaje integrado de contenidos y lenguas extranjeras) y ABT (Aprendizaje basado en tareas), puesto que en ambos casos se apunta a que el aprendizaje de la lengua se produzca de manera incidental.

En relación con las diferencias individuales, estos enfoques de enseñanza promueven que el docente asuma el rol de facilitador para que el estudiante vaya desarrollando gradualmente su autonomía en el proceso de aprendizaje (Richards y Rodgers, 2014). Sumado a esto, al igual que los métodos centrados en el aprendiente, estos enfoques tienen en cuenta las diferencias en estilos de aprendizaje, los distintos tipos de inteligencia, y las diversas preferencias y personalidades de los estudiantes. Esto se puede apreciar en el hecho de que al preparar una unidad basada en AICLE, por ejemplo, el docente debe no sólo tener en cuenta el contenido y la lengua a enseñar, sino también aspectos cognitivos y culturales. Esto es, el profesor tendrá que, por un lado, definir qué tipo de desafíos cognitivos planteará a lo largo de la unidad y cómo los irá secuenciando de modo que los estudiantes hayan desarrollado las estrategias de aprendizaje necesarias a la hora de enfrentarlos.

A pesar de que casi todos los métodos o enfoques mencionados dan cuenta de algunas diferencias individuales, Kumaravadivelu (2003) destaca que todos ellos tienden a indicar ciertos modos de ser y hacer en el aula que suponen la homogeneidad de un grupo de alumnos con objetivos similares. En otras palabras, históricamente los métodos han tendido a prescribir instrucciones de enseñanza, diversos roles que se esperan que asuman docentes y alumnos, así como también distintas características que ellos deben presentar (Kumaravadivelu, 2003; 2006; Richards y Rodgers, 2014).

Como consecuencia, podría argumentarse que la noción de método ha tendido a basarse en una creencia errónea que asume que todo contexto es similar entre sí. A su vez, desde esta noción se ha prestado poca atención a múltiples factores inherentes a la realidad educativa como lo son

la cognición, las creencias, las necesidades de la sociedad y del alumnado, los contextos culturales, las exigencias políticas y las limitaciones institucionales. Como argumentan Larsen-Freeman y Anderson (2011), los métodos dicen mucho sobre el qué y el cómo de la enseñanza, pero explican poco acerca del quién, del cuándo y del dónde. Del mismo modo, Douglas Brown (2002) señala que los métodos son prescriptivos y pretenden ser generalizados a cualquier contexto, sin consideración previa del espacio, del tiempo, y de los actores involucrados en los procesos de aprendizaje.

Sin ánimos de desestimar su efectividad, Kumaravadivelu (2003, 2006) propone dejar atrás la búsqueda infructuosa del método perfecto, ya que ninguno puede prever y dar respuesta a todas las variables que inciden en el aprendizaje de un grupo específico de estudiantes, con características concretas, en un contexto en particular.

La Era Post-Método: Principios y Estrategias para una Práctica Informada

En esta era post-método, Kumaravadivelu (2006) otorga un papel crucial y reflexivo a los docentes de LE, instándolos a desarrollar sus propias teorías y estrategias que se adapten a las particularidades de sus contextos específicos de enseñanza. Sin embargo, esto no significa que cualquier práctica sea considerada apropiada. Por el contrario, Kumaravadivelu (2003, 2006) propone que el eclecticismo sea informado y esté basado en tres parámetros pedagógicos: la particularidad, la practicidad, y la posibilidad.

En primer lugar, el parámetro de particularidad (Kumaravadivelu, 2003, 2006) busca orientar a los profesores hacia el desarrollo de una pedagogía que sea sensible a las características específicas de sus estudiantes, sus intereses y objetivos, que tenga en cuenta las particularidades del contexto institucional y del entorno sociocultural en el que están inmersos.

Estrechamente relacionada con la particularidad, la practicidad (Kumaravadivelu, 2003, 2006) resalta la importancia de considerar cómo los métodos y enfoques de enseñanza de LE pueden utilizarse eficazmente en contextos específicos. Esto implica evaluar su efectividad teniendo en cuenta múltiples factores como el tiempo, los recursos, las necesidades de los estudiantes y el tamaño de la clase. Por lo tanto, los docentes no terminan aplicando una teoría de manera arbitraria, sino que reflexionan sobre la conexión entre esa teoría y sus propias prácticas de enseñanza. Deben teorizar a partir de su práctica y practicar lo que teorizan, adoptando así una perspectiva de enseñanza de abajo hacia arriba.

Por último, el parámetro de posibilidad (Kumaravadivelu, 2003, 2006) sugiere que los profesores deben partir de las creencias y conciencia social con las que los estudiantes llegan al aula, para

así guiar a los alumnos tanto en la formación de su identidad como en la transformación social. En este sentido, queda claro que esta propuesta se opone al conjunto de procedimientos y técnicas genéricas y a-históricas que suele caracterizar a los métodos de enseñanza.

Asimismo, otro de los aportes de Kumaravadivelu (2003) es el desarrollo de la Rueda Pedagógica. La misma incluye diez macroestrategias que se sostienen en los parámetros mencionados y que pretenden actuar como principios a seguir por los docentes para construir su propia teoría de práctica: a) maximizar las oportunidades de aprendizaje; b) facilitar la interacción negociada; c) minimizar los desajustes de percepción; d) activar la heurística intuitiva; e) fomentar la conciencia lingüística; f) contextualizar el *input*; g) integrar las habilidades lingüísticas; h) promover la autonomía del aprendiente; i) crear conciencia cultural; j) asegurar la relevancia social.

Aunque las macroestrategias propuestas no son completamente novedosas, ya que muchas de ellas se derivan de otros métodos existentes, todas están planteadas con un foco en las características del contexto y las particularidades de los estudiantes. A modo ilustrativo, la macroestrategia que consiste en *promover la autonomía del alumno*, resalta la importancia de enseñarles a los estudiantes a aprender por sus propios medios, desarrollando estrategias que les sirvan para dirigir y monitorear su propio proceso de aprendizaje. Algo similar se advierte con la macroestrategia que sugiere *maximizar las oportunidades de aprendizaje*. Con ella, el autor propone que los docentes actúen como mediadores del aprendizaje, lo que implica adaptar los contenidos y las clases al nivel de los estudiantes, sus metas y su progreso durante el año (Kumaravadivelu, 2006).

Otros claros ejemplos de macroestrategias que ponen en consideración las diferencias individuales de los estudiantes y los factores contextuales son *asegurar la relevancia social* y *crear conciencia cultural*. La primera apunta a que los profesores de LE hagan los ajustes necesarios a sus prácticas teniendo en cuenta el contexto social, político, educativo, institucional, y económico en el que se está desarrollando la enseñanza de esa lengua. La segunda señala que a pesar de que la enseñanza de la cultura siempre ha sido parte de una clase de LE, ya sea de manera directa o indirecta, la diversidad cultural de la propia cultura y de la cultura de la lengua meta son raramente exploradas (Porto, 2016). Consecuentemente, la diversidad de género, de familias, de formas de aprender, vivir y percibir el mundo puede ser llevada al aula (Kumaravadivelu, 2003, 2006).

A modo de cierre, cabe destacar que estas estrategias invitan a reflexionar sobre la autenticidad y pertinencia del material utilizado en las clases de inglés como lengua extranjera (Banegas,

2014). Lejos de buscar aplicar paquetes predeterminados por los libros de textos y de transmitir contenidos homogeneizadores, superfluos, y estandarizados acerca de la cultura y de la sociedad, con un foco en la gramática, es necesario asumir una postura crítica frente a ellos (Porto, 2016). Asumir tal postura implica convertirse en generadores de cambio, capaces de promover habilidades cognitivas de orden superior a través de tareas desafiantes, significativas y vinculadas, de alguna manera, a las realidades específicas de los estudiantes.

Reflexiones Finales

A lo largo de este artículo se ha podido advertir que el campo de la enseñanza de LE ha experimentado una evolución notable a lo largo del tiempo, tanto en términos de enfoques pedagógicos sobre qué y cómo enseñar la lengua, como en el reconocimiento de las diferencias individuales de los estudiantes. Desde los primeros métodos centrados en la lengua hasta los enfoques más contemporáneos centrados en el aprendiente y el aprendizaje, se ha observado un creciente énfasis en la adaptabilidad y reflexión por parte de los docentes. El post-método de Kumaravadivelu (2003, 2006) y su Rueda Pedagógica proporcionan un marco para integrar estas consideraciones, fomentando un enfoque mediador que reconoce la diversidad de contextos y necesidades de los estudiantes, y que aspira a promover un aprendizaje más significativo, autónomo y culturalmente consciente en el aula de LE.

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The English Class these Days: Thinking Outside the Box

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Abstract

The pandemic had unimaginable consequences in our lives. In education, a noteworthy aspect was the alteration of space- time coordinates in which activities developed. Terigi (2021) refers to doors that were opened: to innovate, to implement a diversity of teaching material and online settings; to apply new dynamics and class organization; in some institutions greater levels of autonomy (Dussel and Vasilliades, 2022) alongside the attenuation or suspension of evaluation systems.

The project *The new normal in the English class: tensions and challenges*, under development at FFHA – UNSJ, explores the traces the pandemic has left on the didactic configurations (Litwin, 1997) of English teachers at high school level in private and state-run secondary schools, in urban and semi-urban areas, during 2023, and what practices remain indelible over time. The data analysis refers to whether ICTs are applied in English classes, the return of teaching practices to the structure or logic they held prior to the pandemic and finally teaching practices in terms of three focal points: **what** to teach, **how** to teach and **where** to teach (Zhao (2020).

Introduction

The outbreak of the pandemic had unthinkable and immediate consequences in all aspects of our daily lives. In education, the most visible one was the alteration of space-time coordinates in which activities developed. Although at first it was thought that this alteration essentially affected face-to-face interaction, there is consensus in pointing out that it had a strong impact on the complex framework of schooling. Concomitantly, this situation gave rise to actions that were unthought-of or unfeasible before the pandemic. Terigi (2021) refers to doors that opened: to innovate, to implement diverse materials and supports, to apply new dynamics and organization of classes, likewise, in some institutions, greater levels of autonomy (Dussel and Vasilliades, 2022), and the attenuation or suspension of evaluation systems were observed (Dussel, 2021).

History shows that under normal conditions these situations we experienced in extraordinary times tend to settle in everyday life (Dussel and Vasilliades, 2022), but as Rockwell (2018), reprising Braudel, warns: "there are ingrained practices that seem to endure and survive any social event and upheaval" (p. 23).

From the research project *The new normal in the English class: tensions and challenges*, under development at Facultad de Filosofía Humanidades y Artes - UNSJ (Res. 1501/23-R), we analyze

the ways of teaching English in high school level to explore what traces the pandemic left in the didactic configurations (Litwin, 1997) displayed by the teacher and what practices remain indelible over time.

In this paper, we share general results derived from the study of surveys and interviews to teachers working in private and state-run secondary schools, in urban and semi-urban areas, during 2023. We will carry out a three-layered analysis of the data hoping that these findings will help the audience start a metacognitive reflection process on the TEFL situation in San Juan.

Some Theoretical-Methodological Considerations

COVID 19 pandemic in 2020 created an exceptional scenario/context affecting all aspects of life. Although technologies already permeated our daily lives before the outbreak of this global crisis, during the quarantine everything became almost totally dependent on them (Magnani, 2020). Governments had to make extraordinary decisions in order to safeguard public health and ensure the continuity of essential activities, such as education. This context challenged to some extent the skills and daily teaching practices, which were forced to move from a face-to-face system to a virtual one. To do so, teachers had to make use of new pedagogical practices as well as new tools to give continuity to the teaching-learning processes. It is possible that these changes and new didactic configurations (Litwin, 1997) have had an impact on their mental representations.

In previous works, we have noted that although these tools played a very important role in providing pedagogical continuity, the requirement was so peremptory that ICTs were implemented with a simpler use, without taking advantage of their potential as learning mediating tools. Undoubtedly, this situation was compounded by the work overload suffered by teachers as a result of the virtualization of education, so that conditions were not conducive to generating space and time for teachers to rethink and reset their pedagogical practices by incorporating ICTs (Chiecher, 2022; Maggio, 2021). Although it was expected that by the end of the pandemic the use of ICT in education would have been capitalized, in 2022 Maggio warned that, in this regard, the end of the pandemic could either mean a leap forward or a **sclerotization** of some educational practices. In fact, already in 2020 Arata (2020) postulated that he considered it difficult the effects and changes the pandemic was generating or had caused would be quickly incorporated into everyday life once society emerged from the health situation in which it was immersed. Similarly, Dussel, Ferrante and Pulfer (2020) argued that the return to the classroom after the pandemic would be neither "a simple restoration of the previous situation nor something radically different from what we left before the pandemic" (p.1).

Other authors, such as Area and Adell (2021), point out that some technologies initially disruptive, eventually accommodate and "lose their transformative potential" (p. 84). They point out that this goes beyond the inherent characteristics of the digital artifact, but it is related to the conditions of the context in which they are implemented: the beliefs and practices of their users, the economic and political interests that surround them or their practical usefulness in solving problems perceived as relevant.

In this new context, it becomes important to be able to analyze the pedagogical disruption of technology in schools (Area and Adell, 2021), to notice whether the classrooms reflect the knowledge construction trends of our time (Maggio, 2022). In this sense, it is important to remember that the mere incorporation of technologies in education does not guarantee improvements will occur in student learning or that the educator's role will change. On the one hand, ICTs do present an opportunity to rethink teaching practices in order to develop new approaches that foster more relevant and meaningful learning experiences for students. However, every user of technologies must be critical and reflective about the consequences of their application and "be prepared for the possibility that the benefits they provide may be tempered by the unanticipated problems and difficulties they bring" (Burbules and Callister, 2001, p.9). The use of technologies offers both advantages and disadvantages, we just have to know how to plan their implementation in the classroom.

With these aspects in mind, the research team set out to address the ways of teaching English in the high school classroom, focusing on the use ICT, to explore what traces the pandemic left on the didactic configurations (Litwin, 1997) displayed by the teacher and what practices remain indelible over time. This is an exploratory-descriptive study (Hernández Sampieri et al, 2018), with a non-experimental transectional design that seeks to explore the ways of teaching and learning English as a foreign language in secondary school after the pandemic.

The research focuses on real, situated practice, sensitive to the social context in which the data are produced (Vasilachis, 2006). The objective of the project is to explore a phenomenon in the natural environment in which it arises and develops, trying not to disturb it, hence the research is naturalistic.

For data collection, we interviewed English teachers working in secondary schools in the province of San Juan throughout the 2023 school year, both privately and state-run institutions, in urban

and semi-urban areas. It is necessary to point out that, as Hernández Sampieri et al (2018) state, "the sample initially proposed may be different from the final sample" (p. 564). In this sense, the research team is aware that access to the field, in this case to secondary schools, is often conditioned by various factors and people, for example, the so-called *gatekeepers* (Taylor, Bogdan and DeVault, 2015) who are responsible for allowing access to educational institutions.

The research design is mixed as it combines quantitative and qualitative instruments. The instruments used consisted of individual surveys, interviews and analysis of relevant documentation. The surveys were administered using a Google form, which consisted of closed and open questions. In relation to the interviews, these were conducted in person or by video conference, in order to capture the subjective representations and impressions of the subjects. To ensure the reliability and internal validity of the research results, a triangulation of sources was being carried out, derived from the combination of the instruments described above (Creswell, 2014).

This procedure meets the credibility requirement, which Guba (1981) calls *truth value*, referring to internal validity, i.e. the plausibility between the research data and the reality they represent.

As for external validity, considering that the essential objective is to explore ways of teaching English as a foreign language after the pandemic, it is not intended, as Grinnell and Unrau (2005) point out, "to generalize the results to a broader population, but rather that part of the results or their essence can be applied to other contexts" (p. 668).

Data Analysis

The analysis of the data gathered in the project is developed in three levels. Firstly, we will describe whether ICTs are applied in English classes; secondly, we will refer to the return of teaching practices to the structure or logic they held prior to the pandemic and finally we reflect upon teaching practices in terms of three focal points: **what** to teach, **how** to teach and **where** to teach (Zhao, 2020).

First level of analysis. To begin with, we will analyze whether ICTs are applied in English classes. To do so, we asked about the types of digital resources and applications that are implemented in the classes.

To interpret these data, we divided the information into three groups, according to the number of mentions by the surveyed teachers: numerous mentions, several mentions and few mentions. In

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the first set, we notice that the most frequently implemented resources during the pandemic are PDF files, WhatsApp, e-mail, videoconferencing platforms. These resources are directly related to communication needs between teachers and students that arose during lockdown so as to give continuity to the teaching of classes amid the pandemic. Probably due to this, the use of these resources in the post-pandemic period is interrupted, since they fall strikingly with the return to face-to-face teaching.

The second group of resources, those with several mentions, includes games, YouTube videos, images, audios, file storage, slideshows and websites. The use of these applications is related to the ways of teaching in the classroom and it is noticed that the mentions of use, which were not high during the pandemic, continued to decrease in the new normality, hence some questions arise: is this so because during the pandemic it was necessary to implement games, slides, images, videos, etc. to keep students' attention and in times of in-person interaction it is no longer so? Or is it because currently not all schools have digital connection quality to implement this type of tools in class?

In the third group of digital resources, websites, educational platforms, recording of classes and *posts*, digital books, slide and audio presentations, seldom used in the pandemic, their application lowered even more in the post-pandemic. There is only one mention of an educational platform in a privately managed institution in the urban cone (T10) and of class recordings, two of digital books.

If we plot these data into a graph, we notice that the frequency and variety of use of digital resources decreases notably, with the exception of the implementation of PDF files. In this regard, we believe the use of these files is a very practical way of sharing material between teachers and students.

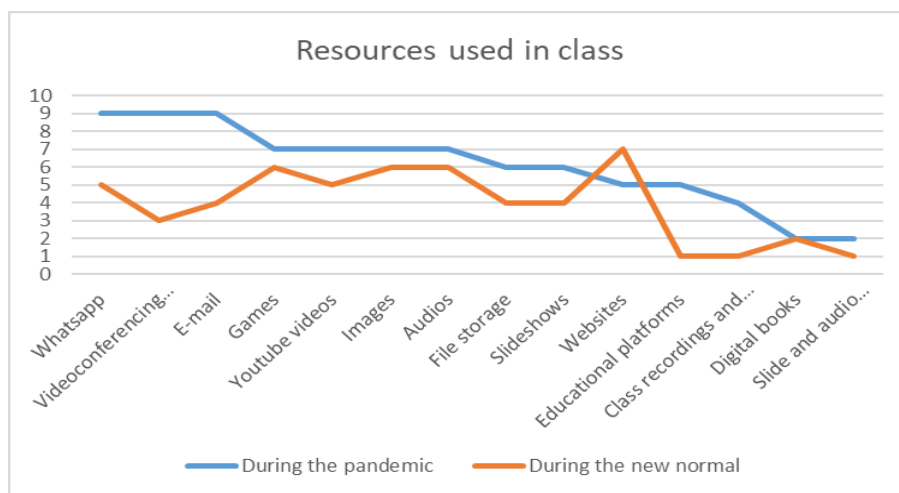


Figure 1. Frequency and range of use of digital resources during the pandemic and post-pandemic.

When teachers were asked about the frequency of use of digital resources after the pandemic, 77.8% of educators said that they implemented them in some classes and only 22.2% in all classes. This sharp decline in the frequency of use coincides with the drop in the percentages and variety of digital resources implemented in the new normality, a situation described in the opening paragraphs of this section. Regarding the percentages of digital resources application in all classes, it is noted that they correspond to a teacher who works in public and private schools and stated that in the latter he has an educational platform and expresses that he uses the resources in all classes. The other case is a teacher working in public schools who shares that the institution has a room exclusively for English classes with a screen, TV, two computers (T7).

When we asked teachers about students' attitude when performing tasks with ICT resources, from their point of view, we found that a large majority (89%) agreed that students show great interest in using digital resources to carry out classroom tasks, they also agreed that students enjoy ICT activities (33%) and only a few teachers (22%) considered that students are indifferent to the use of these resources in class. Taking these data into account, it is worth noting that the incorporation of digital tools to perform school tasks attracts students' attention, increases their interest in classroom proposals and, consequently, can enhance learning experiences. When students find a relationship with real life, ICTs go through their lives in all aspects, they can build meaningful, lasting knowledge, anchored in their reality (Maggio, 2014).

Today, in a post-pandemic scenario, 70% of the educators surveyed have returned to face-to-face class instruction, and 30% claim to use a combination of face-to-face and virtual class structure

(either synchronous or asynchronous). As can be seen, although most of the current classes are face-to-face, the pandemic has left its mark by opening the possibility of extending classroom walls and expanding the class to the outside (Lion, 2015), to other spaces and other times, by means of digital technologies.

In fact, when specifically probing this issue, 90% of respondents say the pandemic has changed the teaching and learning processes in one way or another, a topic to enlarge in the development of the interviews to these educators.

When exploring the type of resources that teachers use for planning, we observed that the vast majority, 80% of interviewees, only use textbooks, while 20% of educators express using educational platforms or websites in general to plan their classes. However, when we inquired about the resources that students need to carry out their classroom proposals, we found that 90% of teachers consider their students need to have school supplies, textbooks in paper or digitized format, cell phones and/or Internet access. In this sense, then, we are interested in knowing what kind of activities these teachers include in their pedagogical proposals and therefore we pose the question: What kind of activities do you include in your 2023 classes? In the enumeration and description of activities made by teachers, half of them include activities that require a digital support, for example, a video, a *tik tok*, *posts*, while the other half cite more traditional activities with no ICT mention. These responses seem to coincide with those given to the question “Do the English classes you teach in 2023 differ from those you taught before the pandemic”, since half of the respondents replied that they differ considerably, whereas the other half said classes were different only a little. In line with this, when asked about the type of homework or activities implemented in the evaluations, only two teachers mentioned they included videos or audiovisual productions.

Secondly, as regards activities implemented for planning, teaching and evaluation, digital resources have a low presence for planning and evaluation tasks and a slightly higher presence for teaching. This could indicate that ICT have not succeeded in becoming part of the daily routine of the English class, in line with Rockwell (2018) who points out that certain ingrained practices survive extraordinary situations. In this case, she would refer to the teaching of classes without the mediation of digital tools, a traditional practice until the pandemic.

In fact, in 2020 Arata (2020) postulated that he considered it difficult the effects and changes the pandemic was generating or had caused would be quickly incorporated into everyday life once

society emerged from the health situation in which it was immersed. Similarly, Dussel, Ferrante and Pulfer (2020) argued that the return to the classroom after the pandemic would be neither "a simple restoration of the previous situation nor something radically different from what we left before the pandemic" (p.1). Rather, the post-pandemic stage would be a particular moment that would likely take on characteristics of the teaching that was taking place before the pandemic and the practices implemented during 2020.

Second level of analysis. As of the data analysis presented in this paper, it is possible to assure that teaching practices have largely returned to the structure or logic they held prior to the pandemic, without major modifications in time and space distribution, or in the dynamics of working with knowledge, that is, as Puiggrós (2020) states, the force of inertia has acted in favor of returning to what was done before Covid-19. However, it is difficult to ignore the fact that the pandemic has opened up new opportunities and, therefore, it makes no sense to return to traditional teaching practices without considering the diverse and novel possibilities offered by ICTs. It is interesting to ask yourself, then, which reasons lead educators to return to traditional, outdated practices and not to profit from the educational potential offered by technologies.

We ventured some ideas to explore the causes of this situation. On the one hand, we observed that out of the ten teachers surveyed, nine teach more than forty hours of classes, half of them in more than four schools. Eighty percent (80%) of the teachers work in public schools. These data lead us to interpret that the implementation of ICT to mediate knowledge is not in their mental representations, so much so that in situations of excessive working hours divided among several educational institutions, teachers do not always resort to this type of resources, which reinforces the idea that not using technology is not due to an inherent characteristic of ICT, but rather to the contextual aspects described by Area and Adell (2021).

On the other hand, we perceive lack of knowledge about the potential of technologies as learning-mediating tools, together with scarce updated and practical teacher training, in addition to the absence of digital measures and policies that provide a regulatory framework, support and promote the inclusion of ICT tools in the teaching and learning processes at different educational levels and institutions.

In this scenario, the challenge remains, as stated by Lugo and Loiacono (2020), to direct efforts and to be able to imagine new possible formats that can be sustained over time and can embrace everyone.

Third level of analysis. This third level of analysis goes beyond the classroom and presents a dilemma. In keeping with the findings so far, we believe that, as Zhao (2020) posits, the pandemic created a very short window of opportunity to rethink and recreate teaching practices, and an interesting starting point is to conceive this process of change in terms of three focal points: **what** to teach, **how** to teach and **where** to teach.

As for the first aspect, the **what**, taking into account the diversity of interests students have and the widespread access to Internet, it cannot be assumed that learners have a homogenous knowledge of anything, therefore the same content might not be adequate for all students in terms of their interests and needs. It is high time we revised the contents we choose, bearing in mind students' preferences and probable needs and, why not, we gave our students the chance to discuss with teachers and negotiate what they would like to learn.

The second issue is the **how**: methods of learning need to change. Traditionally it has been up to the teacher or the institution to determine the way in which students will learn, what in due course determined the didactic configurations implemented in class. We are amid a new paradigm of learning, hence our way of teaching needs adjustments, so as to suit students' learning. Perhaps it's time to use available resources, to ask students to find their own paths in building up knowledge, to act as actual facilitators letting students learn without us, the teachers.

The last issue Zhao (2020) addresses is the **where**. This is perhaps the most outstanding/striking issue that needs to be brought to attention: the school is no longer a requisite for learning as learners have ubiquitous access to online resources. Learning does not take place only at school, furthermore, the teacher is not a prerequisite in the learning process.

Conclusion

In this proposal, we have presented results taken from the analysis of surveys and interviews to teachers that work in private and state-run high schools from urban and semi-urban areas during 2023. Our aim was to explore the new normal of the TEFL scenario in San Juan with a lens on the implementation of ICT in the class. To this end, we conducted a three-layered analysis of the data hoping that the findings may favour a metacognitive reflection process on the TEFL situation in our local context.

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As a closing remark, pandemic-related disruption caused to schooling was inevitable, yet it remains an unparalleled opportunity to rethink and “reimagine education in terms of today’s context and tomorrow’s needs” (Zhao, 2020, p. 32). It is time to think out of the box.

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Spill the Tea! TikTok's Vibe Check in the ESL Classroom

Abstract

This paper investigates the influence of TikTok, a widely popular short-form video platform, on the vocabulary acquisition of English as a Foreign Language (EFL) students. In the era of digital communication, social media platforms play a crucial role in shaping language use and learning among the younger generation. This study delves into the unique linguistic environment created by TikTok and examines its implications for EFL learners' vocabulary development.

Preliminary findings suggest that TikTok's short-form videos may present both opportunities and challenges for EFL learners. On one hand, the platform's engaging and visually-driven content may enhance vocabulary retention through memorable and context-rich experiences. On the other hand, concerns arise regarding the informal and sometimes colloquial language prevalent on TikTok, potentially influencing learners with non-standard or slang expressions.

This research contributes to the evolving field of digital language learning by shedding light on the dynamic interplay between social media, particularly TikTok, and EFL vocabulary acquisition, fostering a nuanced understanding of the role TikTok plays in shaping students' language proficiency.

Introduction

Cap, drip, slay, rizz, sus, W or L, flex, and the list goes on and on. If you have entered a classroom recently, you have more than likely heard many of these expressions, and possibly a few more. If you are like us, you also have felt confused, perplexed, flabbergasted, and frustrated when hearing what we can only assume to be English. The fact of the matter is that this is the English that our students are learning when on the social media app TikTok.

Social media has become a permanent fixture in our lives, evolving alongside generational cohorts and their preferred platforms. The social media platform of choice among our GenZ and Gen Alpha students is now TikTok. As educators, understanding the influence of these platforms on language use and learning is vital.

The aim of this paper is to investigate the impact of TikTok on the vocabulary acquisition of English as a Foreign Language (EFL) students, contributing to the growing field of digital language learning by exploring the interaction between social media and EFL vocabulary acquisition. To do so, a survey was carried out with students enrolled in 3rd and 4th years of the Teacher trainer degrees (Profesorado de Inglés) and the Researcher of English degree (Licenciado en inglés) at the Universidad Nacional de San Juan.

Theoretical Framework

Generational cohorts, such as Baby Boomers, Gen X, Millennials, Gen Z, and Gen Alpha, experience similar events during their formative years (Lim & Parker, 2020). Our current students primarily belong to Gen Z, born between 1996 and 2010, and Gen Alpha, born from 2010 onwards (Dimok, 2019; Ziatdinov & Cilliers, 2021). These cohorts are usually used as tools to analyze social changes over time, providing ways to understand how people's views of the world and behaviors are created and modified (Dimok, 2019).

Some researchers oppose the use of generational cohorts due to their lack of scientific definition. There are no official criteria or techniques for identifying a cohort, with various names and birth dates being proposed and gradually gaining consensus in the media and among the public through a somewhat organic process (Twenge, 2018). Nonetheless, we view it as a valuable tool to understand the new generation of students we are currently teaching and will likely engage with in the coming years.

This study focuses on undergraduate students from Generation Z. However, many traits of this generation are shared with the subsequent Generation Alpha, which includes students currently in primary or secondary school. Their defining characteristic is that technology has been a constant presence in their lives. Dimok notes that Gen Zers have been connected to the internet via mobile devices, Wi-Fi, and high-bandwidth cellular service since their teenage years (2019), making social media, continuous connectivity, and on-demand entertainment and communication staples in their lives.

The features of Gen Z likely have a significant impact on their learning methods. Sparks & Honey consultancy (2015) indicates that this cohort's learning style includes a very short attention span, multitasking across five screens, and using social media as a source of educational knowledge, among other traits. They are also considered non-linear learners due to the diversity and instability they experience in the classroom (The Learning Network, 2018). Technology's influence on Gen Z's learning style has made their brains more attuned to visual or kinetic learning strategies (Rothman, 2014) and inclined towards seeking quick answers (McNally & Stagliano, 2019).

For Gen Zers, learning English differs as well. Their constant social media use exposes them to authentic English daily for extended periods, as English is prevalent on these platforms. Additionally, many entertainment options they use lack subtitles, compelling users to make a greater effort to understand and learn the language. They often form friendships or connections

with people globally and frequently livestream or video call them (Pinilih, 2020).

Given this information, it is plausible to assume that their methods of using language for communication have also evolved. Each generation tends to develop its own vernacular, particularly in their teenage years, to set themselves apart (Cheshire, 2005). Both cohorts are distinguished by their extensive technology use, which has profoundly influenced their learning experiences and preferences. As educators, recognizing these generational differences and the technological environment in which these students have grown up is crucial.

In particular, the rise of social networks has played a significant role in this technological environment. Bartlett-Bragg (2006) suggests that social networks provide numerous tools that improve group interactions and create collaborative, social, and informational exchange spaces within an online setting. In this study we will focus on one social media platform due to its popularity among the target group: TikTok.

TikTok, a social media platform originating in China, gained international popularity in 2016. It allows users to create, discover, and share videos ranging from 15 seconds to 10 minutes. TikTok's powerful algorithm personalizes content for its 1.06 billion monthly active users based on their viewing habits and engagement patterns. Its popularity surged during the COVID-19 pandemic as people sought entertainment during lockdowns. Today, TikTok is widely used for content related to activism, entertainment, marketing, and education, particularly among younger generations (LaFleur, n.d.). This rapid rise and widespread use of TikTok among Gen Z and Gen Alpha make it a pertinent subject of study in the context of language learning.

This tool also enhances cognitive abilities such as identifying essential elements, linking knowledge, reorganizing content to create new educational materials, decision-making, and evaluating information (Ariffin et al., 2021). This benefits students because teachers understand the importance of scaffolding to aid students in better managing their cognitive activities, supporting their metacognitive processes, and thereby helping them become more competent (Molenaar et al., 2010). Consequently, the growing use of social media facilitates information sharing and ensures widespread dissemination of knowledge among individuals, groups, and organizations by creating a virtual environment conducive to knowledge exchange (Kwahk & Park, 2016). Furthermore, learners explore online educational resources and create their content by collaborating with peers, made accessible through social media, which enhances their knowledge acquisition (Shadiev et al., 2019) and reinforces their learning (Al-Jarrah et al., 2019).

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In the realm of teaching and learning, three types of student engagement exist: emotional, cognitive, and behavioral engagement (Appleton et al., 2008). Emotional engagement occurs when a student is fully immersed and feels a connection to a topic, while cognitive engagement pertains to the level of involvement which heavily depends on the teacher's methods, tasks, or activities. Lastly, behavioral engagement refers to student actions through interaction (Bergdahl et al., 2018). According to Escamilla-Fajardo et al. (2021), students favor using TikTok as it stimulates their creativity and boosts their learning engagement. Integrating TikTok strategies into EFL lessons, such as using 'pop' quizzes in the form of picture creation to test understanding, producing three-minute videos, and conducting duet challenges, promotes knowledge gain while creating a positive and dynamic learning environment (Sharmini and Hanita, 2022). This underscores knowledge sharing as "the transmission of knowledge from a source in such a way that it is learned and used by the receiver" (Ma & Chan, 2014, p. 52).

It is widely recognized that teenagers often develop their own unique vocabulary to differentiate themselves from others. This dynamic and ever-evolving form of language serves as a critical marker of identity and group membership among young people. Social media has played a great part in the widespread transmission of this language, creating an almost worldwide accepted set of linguistic features among teens. Even though many elements of this unique teenage linguistic system may be considered slang, when learning a new language, such as English, it could be important to take it into account for two key reasons. First, some of these slang terms may become ingrained in the language over time, transitioning from informal speech to accepted vernacular. Second, understanding and using these terms can be essential for effective communication with peers of the same age group, facilitating social interactions and helping learners feel more integrated and accepted within their social circles.

Vocabulary acquisition is crucial for language learning. Richards and Schmidt (2002) describe vocabulary as a collection of lexemes that include individual words, compound words, and idioms. Richards (2002) emphasizes that vocabulary is the initial stage in language learning and is vital for grasping meaning and context in communication. Folse (2004) also notes that while inadequate syntax may limit conversations, insufficient vocabulary can completely halt them. This highlights the essential role vocabulary plays in enabling effective communication, emphasizing the importance of robust vocabulary acquisition strategies in EFL education.

Vocabulary forms the foundation of learning a second language. Without it, communication in the second language becomes challenging (Rohmatillah, 2014). Vocabulary is defined as a language component that connects the four language skills in foreign language learning: listening, speaking,

reading, and writing (Huyen & Nga, 2003). Thornbury (2006) states that mastering vocabulary requires students to have comprehensive knowledge of the words. This includes understanding their meanings, spoken and written forms, grammatical behavior, word derivations, collocations, registers (both spoken and written), connotations or associations, and frequency of use. Cahyono and Widiati (2008) argue that the goal of vocabulary teaching is to help learners comprehend the concept of unfamiliar words, expand their vocabulary, and apply these words effectively for communication. Intaraprasert (2004) outlines that the primary objectives of vocabulary learning are to discover the meanings of new words, retain knowledge of newly learned words, and expand English vocabulary knowledge. Thus, to foster positive vocabulary growth among students, effective teaching and learning strategies are necessary.

This research is grounded in the Sociocultural Learning Theory, which posits that language acquisition is deeply rooted in cultural symbols and tools. Sociocultural theory adopts a holistic approach to learning, emphasizing that meaning is the central aspect of any teaching process. Skills or knowledge must be taught in all their complexity rather than as isolated, discrete concepts (Turuk, 2008). According to this theory, learners are active meaning-makers and problem-solvers in their learning journey. The theory also underscores the dynamic interplay among teachers, learners, and tasks, advocating for a concept of learning that arises from interactions among individuals.

One of the key contributions of sociocultural theory to language learning is the notion of participation (Pavlenko & Lantolf, 2000, as cited in Davies, 2007), which integrates social context with individual acquisition. In essence, for an individual to become a competent language speaker, personal effort alone is insufficient. Mastery of the language requires the involvement of others, particularly adults, who help negotiate the Zone of Proximal Development (ZPD). Vygotsky defined the ZPD as "the distance between a child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Turuk, 2008, pp. 248-249). The ZPD shapes the mental functions of a child that are not yet mature but will develop in the future. According to Cook (2008), the distinctive aspect of Vygotsky's ZPD is that "the gap between the learner's current state and their future knowledge is bridged by assistance from others; learning demands social interaction so that the learner can internalize knowledge from external action" (p. 229).

In the context of Vygotsky's Sociocultural Learning Theory, TikTok can be seen as a modern tool that facilitates the learning of the English language and the acquisition of new vocabulary. TikTok's

interactive and collaborative environment aligns with the theory's emphasis on social interaction and the dynamic interplay between learners and more capable peers. The platform provides a space where learners can engage with authentic English content, participate in challenges, and interact with native speakers or more proficient users, thus experiencing the ZPD firsthand.

Through TikTok, learners are exposed to the latest slang and vocabulary used by their peers, which is crucial for effective communication within their age group. This exposure helps learners to understand and use contemporary language forms that may eventually become part of the standard language. Furthermore, the platform's collaborative features enable users to receive feedback and guidance from others, facilitating the internalization of new vocabulary and reinforcing their learning. By integrating TikTok into language learning strategies, educators can leverage its potential to create meaningful and engaging learning experiences that resonate with the principles of sociocultural theory.

Previous Studies

Previous studies examining similar topics have provided valuable insights into the impact of TikTok on language learning and vocabulary acquisition among diverse learner groups.

Preliminary findings indicate that TikTok's short-form videos present both opportunities and challenges for EFL learners. Several studies support this view. Tran (2023) investigated the impact of TikTok on vocabulary learning and attitudes among English major students at Thu Dau Mot University in Vietnam. Bjornsson (2023) conducted an online survey of 500 social media users learning English. Roshdi and Rahmat (2023) used a quantitative survey to explore the relationship between motivation and vocabulary use among TikTok users in Malaysia. Thorvik (2023) conducted semi-structured interviews with 6th-grade English teachers. These studies agree on three major points: TikTok enhances language learning, aids memorization through repetition and meaningful context with visual stimuli and raises concerns about the shift towards informal language and comprehension.

Tran's (2023) research at Thu Dau Mot University revealed that both students and teachers perceive TikTok as a valuable tool for learning vocabulary and developing other language abilities. The study highlighted that TikTok's engaging content and the frequent repetition of words in context help reinforce vocabulary acquisition. Similarly, Bjornsson's (2023) survey of social media users found that many learners attribute improvements in their English vocabulary to their use of TikTok. Roshdi and Rahmat's (2023) study in Malaysia further confirmed that TikTok users are motivated to learn new vocabulary through the platform's engaging and context-rich content.

However, Thorvik's (2023) interviews with teachers revealed concerns about students' increased use of informal language and the potential impact on their comprehension of more formal or academic English.

Methodology

Participants. Our research involved a closed survey administered to 24 undergraduate students in their 3rd and 4th years of the English teacher trainer program at the Universidad Nacional de San Juan. These students were selected due to their advanced stage in the program, ensuring they had a substantial background in English language studies, in addition to their age, as they all belong to the Gen Z generational cohort.

Survey Design. Data collection was conducted via an online survey platform. The survey was distributed through the university's internal communication channels, including email and Google Classroom. The survey consisted of 12 closed questions which were designed to assess both the frequency and manner in which participants used TikTok for language learning. The survey also included some questions related to personal views on TikTok's influence on their own language learning process.

Analysis. Survey answers were analyzed quantitatively. Descriptive statistics were used to summarize the data, including the calculation of frequencies, percentages, and measures of central tendencies. This provided an overview of the general trends in TikTok usage among the participants.

Ethical Considerations. Participants were informed about the study's purpose, their right to withdraw at any time, and the confidentiality of their responses. Informed consent was obtained electronically before participants commenced the survey.

Findings

In this section, we summarize the key findings from our survey, which explored the frequency and nature of TikTok usage among students and its impact on their vocabulary acquisition. The results provide valuable insights into digital media's role in contemporary language learning practices. The figures for each corresponding question can be observed in the Appendix.

Question 1: How frequently do you use TikTok?

This question aimed to gauge the frequency of TikTok usage among the participants. The majority of students (62.5%) reported using TikTok multiple times a day, indicating high engagement with the platform. A smaller percentage, 17.4%, used it once a day, while 8.3% used it a few times a week. Only 12.5% of students reported using TikTok rarely, and none of the participants indicated that they never used the platform. This data suggests that TikTok is a widely used social media application among the surveyed students, with most accessing it daily or more frequently.

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Question 2: How long do you typically spend on TikTok per session?

This question assessed the duration of each TikTok session among participants. The responses revealed that the most common session length was between 30 minutes to an hour, reported by 37.5% of the students. About 25% of participants typically spent less than 15 minutes per session, while 16.7% spent 15-30 minutes. Additionally, 20.8% of students reported spending more than an hour on TikTok per session. These results indicate that a significant portion of students engage with the platform for extended periods, potentially allowing for more substantial exposure to English language content.

Question 3: What percentage of the content you consume is in English approximately?

Question 3 aimed to determine the proportion of English-language content consumed by the participants on TikTok. The majority (54.2%) indicated that about 80% of the content they consume is in English. Approximately 20.8% of participants reported that half of their consumed content is in English. Smaller percentages indicated that only 10% or less (12.5%), 25% (4.2%), or all (100%) of their content (8.3%) is in English. These findings suggest that a notable portion of the participants are exposed to English content on TikTok, which could contribute positively to their language acquisition process.

Question 4: Most of your content is based on... (choices: education, entertainment, business/jobs, advertisements)

This question assessed the primary type of content consumed by participants on TikTok. The vast majority (87.5%) indicated that most of their content is based on entertainment. Small percentages of participants reported that their content is focused on education (4.2%), business/jobs (4.2%), or advertisements (4.2%). These findings highlight that while entertainment is the dominant content type, there are still varied interests among the users.

Question 5: Have you ever learned new vocabulary from TikTok videos?

This question aimed to determine whether participants have learned new vocabulary from TikTok videos. A significant portion (54.2%) reported that they frequently learn new vocabulary, while 45.8% indicated that they occasionally do so. No participants reported never learning new vocabulary from TikTok. These results suggest that TikTok is an effective tool for vocabulary acquisition among its users.

Question 6: When you encounter new vocabulary on TikTok, what do you usually do?

This question examined participants' strategies for dealing with new vocabulary encountered on TikTok. The majority (66.7%) reported they try to guess the meaning from context, while 29.2% look up the meaning right away. None of the participants indicated that they ignore new vocabulary and keep scrolling. A small percentage (4.2%) selected 'Other,' suggesting alternative strategies not listed in the options. This indicates that most participants are actively engaged in learning new

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vocabulary through contextual clues or direct lookup.

Question 7: How would you classify the vocabulary you learn on TikTok?

The vocabulary learned on TikTok is mostly classified as standard (54.2%) or informal (45.8%). No participants indicated they learn mostly formal vocabulary or used “Other” for classification. This reflects a balance between formal and informal vocabulary, with a slight inclination towards informal usage.

Question 8: How often do you integrate the new vocabulary learned from TikTok into your daily conversations or written assignments?

29.2% of students integrate new vocabulary from TikTok into their daily conversations or written assignments very often, while 45.8% do so occasionally. 20.8% do it rarely, and 4.2% never integrate the vocabulary. This indicates that a majority of students actively incorporate new vocabulary into their language use.

Question 9: Do you think TikTok has influenced your English acquisition/proficiency in other ways?

A significant majority (83.3%) believe that TikTok has influenced their English acquisition or proficiency in various ways, while 16.7% do not. This suggests that those surveyed perceive a strong impact of TikTok on their overall language learning.

Question 10: What linguistic features do you think TikTok has had more influence on as regards your EFL learning process?

TikTok is perceived to have had the most influence on vocabulary (66.7%), followed by fluency (20.8%) and pronunciation (12.5%). No participants reported a significant influence on grammar. This suggests that TikTok is primarily seen as a tool for enhancing vocabulary rather than other linguistic features.

Question 11: Have you noticed an improvement in your English since using TikTok?

62.5% of students reported having noticed a slight improvement in their English since using TikTok, while 12.5% observed a significant improvement. Another 12.5% reported no noticeable improvement, and 12.5% were unsure. This indicates that while many students feel they have improved, the extent of perceived improvement varies.

Question 12: On a scale of 1 to 5, how would you rate the overall impact of TikTok on your language acquisition as an EFL student? (1 being very negative, 5 being very positive).

The majority of students rated the overall impact of TikTok on their language acquisition as neutral (50%, rating 3). 33.3% rated it positively (4), and 12.5% rated it very positively (5). A small percentage rated it negatively (4.2%, rating 2). No students rated the impact as very negative (1). This reflects a generally favorable view of TikTok's impact on language learning, though opinions vary.

Conclusion and Discussion

The findings of this research underscore TikTok's significant role as a contemporary tool for language acquisition among students. The data reveals that TikTok is not only a frequently used platform among the participants but also a valuable source of English language exposure. The majority of students engage with TikTok multiple times a day, spending substantial amounts of time per session and consuming a high percentage of content in English. This frequent and extensive engagement provides ample opportunities for vocabulary acquisition.

TikTok's predominant use for entertainment, combined with its substantial influence on vocabulary learning, highlights its potential as an effective resource for expanding students' English vocabulary. The platform's informal nature, however, suggests that while it is beneficial for learning new words, the vocabulary acquired may be more informal or slang-oriented. However, this should not be regarded as something negative, as informal vocabulary is the one that this specific generation uses to communicate among themselves, besides the fact that some slang words may become a permanent and generally accepted part of the English language. This shows that TikTok's impact on vocabulary and overall English proficiency is evident, with a significant number of students reporting improvements in their language skills.

To maximize TikTok's educational benefits, it is fundamental for teachers to guide students in differentiating between formal and informal language usage. By integrating TikTok into the ESL/EFL classroom effectively, educators can help students leverage the platform's strengths while addressing its limitations. Teachers should create opportunities for students to actively use and practice the new vocabulary they encounter, thus enhancing the practical application of their learning.

In conclusion, TikTok represents a powerful and influential tool in the EFL/ESL landscape. Its widespread use among students and its capacity to facilitate vocabulary acquisition makes it a valuable asset for modern language education. With appropriate guidance and strategic implementation, TikTok can significantly contribute to enhancing students' English language proficiency.

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APPENDIX

How frequently do you use Tik Tok?

24 respuestas

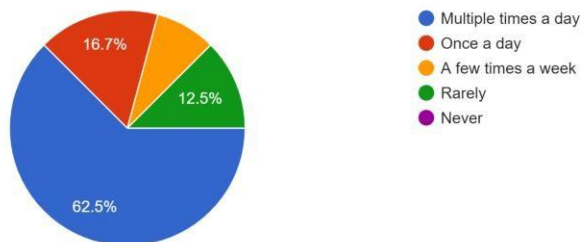


Figure 1. Question 1.

How long do you typically spend on TikTok per session?

24 respuestas

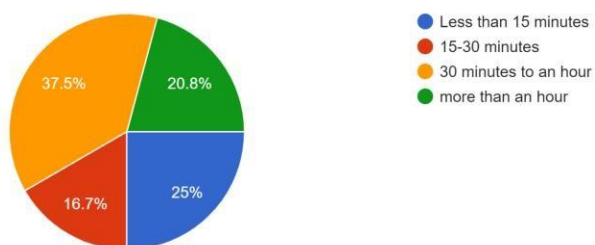


Figure 2. Question 2.

What percentage of the content you consume is in English approximately?

24 respuestas

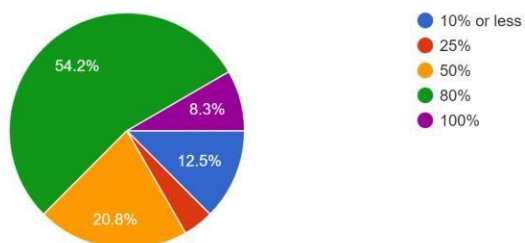


Figure 3. Question 3.

Most of your content is based on...

24 respuestas

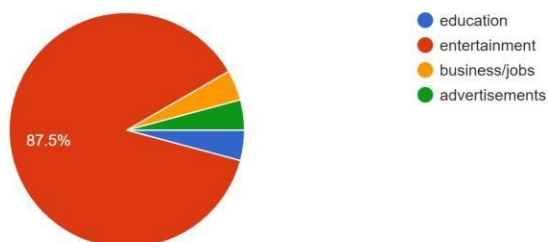


Figure 4. Question 4.

Have you ever learned new vocabulary from TikTok videos?

24 respuestas

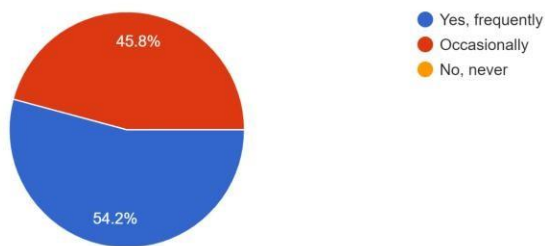


Figure 5. Question 5.

When you encounter new vocabulary on TikTok, what do you usually do?

24 respuestas

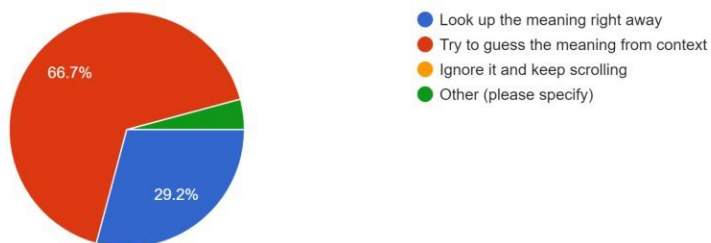


Figure 6. Question 6.

How would you classify the vocabulary you learn on TikTok?

24 respuestas

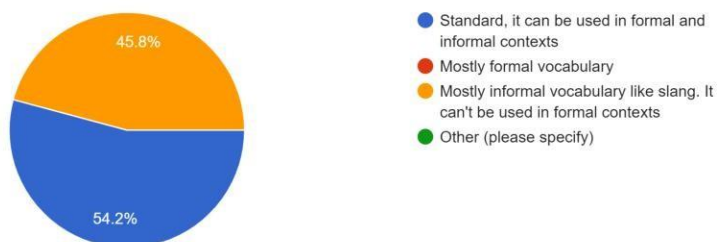


Figure 7. Question 7.

How often do you integrate the new vocabulary learned from TikTok into your daily conversations or written assignments?

24 respuestas

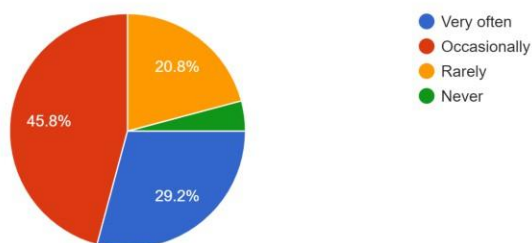


Figure 8. Question 8.

Do you think Tik Tok has influenced your English acquisition/proficiency in other ways?

24 respuestas

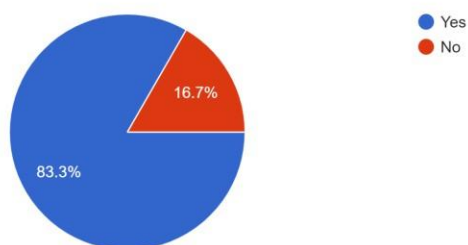


Figure 9. Question 9

What linguistic features do you think TikTok has had more influence on as regards your ESL learning process?

24 respuestas

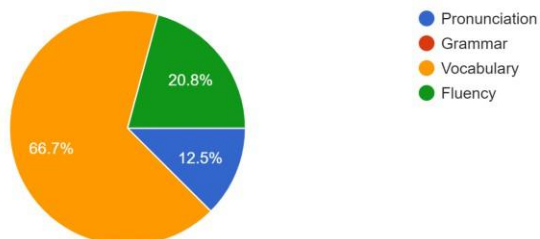


Figure 10. Question 10.

Have you noticed an improvement in your English since using TikTok?

24 respuestas

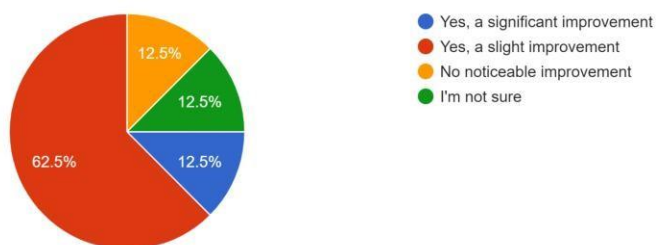


Figure 11. Question 11.

On a scale of 1 to 5, how would you rate the overall impact of TikTok on your language acquisition as an EFL student? (1 being very negative, 5 being very positive)

24 respuestas

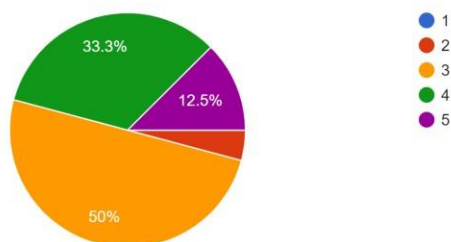


Figure 12. Question 12.

Transmedia Storytelling: an Opportunity for Higher Education

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Abstract

Transmedia storytelling (Jenkins, 2003) is a new paradigm regarding the production, manipulation, communication and use of information and content, stimulated by the development of information and communication technology. In transmedia, there is a story expanding through media platforms because of the actions of prosumers, i.e. persons who consume and produce content. In the last decade, there has been some interest in the study and application of transmedia storytelling to the educational field- transmedia education (Suarez Puerta, 2009; Jenkins, 2010; Bidarra & Rodrigues, 2016; Scolari et al., 2019). In this study, action research was conducted to explore the educational potential of transmedia storytelling in the teaching-learning process of English didactics in a Teacher Training College in Santiago del Estero, Argentina. It was found that a teaching approach following a transmedia logic can have positive effects on the learning process of English didactics as it fosters students' motivation. Therefore, it could be considered an adequate form of instruction for higher education.

Introduction

The development of information communication technologies (ICT), particularly of the World Wide Web, has enabled people to develop new ways of producing, disseminating and accessing information. Information flows in all possible directions facilitated by media platforms and audiences' behaviour in the knowledge society. Audiences are active participants in information production, circulation and consumption. Jenkins (2006) states that "participatory culture contrasts with older notions of passive media spectatorship" (p. 3).

Another characteristic of the knowledge society has to do with information packaging. Kress (2003) signals there has been a move in the media landscape, which, at one time, was dominated by texts and books and, at present, is dominated by screens and images.

This cultural change in information has profound implications for education. Learning is no longer exclusive to educational institutions as students constantly interact with information in different formats and languages, learning from complex semiotic systems through the Internet. Innovative approaches to teaching are necessary. Therefore, this article presents research regarding the application of transmedia storytelling in an English didactics course in the Teacher of English Program of a private Teacher Training College.

Theoretical Framework

Transmedia storytelling (Jenkins, 2003) accounts for a paradigm change in relation to information and communication. Within transmedia storytelling (TS), a narrative unfolds across multiple media platforms due to the audience's participation. Consequently, the story spreads out. According to Jenkins (2006), "Circulation of media content—across different media systems, competing media economies, and national borders—depends heavily on consumers' active participation" (p. 3). There are two essential elements to TS: on the one hand, a narrative that can spread across media and platforms, and on the other hand, the action of prosumers who actively participate in the expansion process (Scolari et al., 2019). In the same line of reasoning, Costa Sánchez (2013) highlights the action of audiences as co-creators of the narrative. The author also signals that each platform or content works as a port of entry to the story world; nevertheless, it is not necessary to access each platform or content to enjoy the experience because each port of entry targets different potential audiences and enriches the experience. In TS, all the story elements must fit together to form a whole that is more significant than the sum of its parts (Munaro & Vieira, 2016).

TS has been applied to educational contexts in the last decade or two, giving rise to what is now known as transmedia learning or education. Given its characteristics, transmedia education is linked to constructivist approaches to learning and significant learning (Cendoya, 2019).

According to Scolari et al. (2019), a formative process following transmedia logic involves a narrative, which could be any school content, such as the Renaissance or the Cell. The narrative is generally taught and learnt using diverse media supports and languages, i.e. audiovisual, auditory, written, and iconic. This trait of TS is associated with attaining different styles of learning in the classroom.

Transmedia education gives relevance to content generated by the students who become prosumers, in other words, consumers and producers of educational content. Information and knowledge stop circulating in one direction, and students are no longer just passive recipients of information; they become creators of educational content that helps spread the narrative and by so doing active class participants. The content creation process transforms the classroom into a laboratory where students learn by doing and collaborating with others (Kalogeras, 2013; Scolari, 2015). Thus, group work is crucial in any formative process based on TS. Following Anderson & Krathwohl (2001), student content creation is at the top of Bloom's revised taxonomy involving higher-order cognitive processes and knowledge. Anderson & Krathwohl state that creating in educational contexts involves creative thinking, it is constrained by the demands of the learning task or situation, it refers to the things that students can do and involves previous processes and

knowledge like understanding, applying knowledge, analyzing, summarizing and synthesizing, among others (p. 85).

Purpose of the Study

The purpose of this study was to explore the educational potential of transmedia storytelling in the teaching-learning process of English Didactics 1, a mandatory course in the third year of the Teacher of English program, in a private Teacher Training College in the city of Santiago del Estero, Argentina. In particular, the study sought to:

1. Determine if transmedia storytelling contributes to the learning of English didactics.
2. Determine if transmedia storytelling fosters student's motivation to learn.

Method

The participants. The Subjects in the study were 14 higher education students of the Teacher of English program attending the English Didactics 1 course during the first semester of 2023. The didactics class is generally taken during the third year of the program. To take the class, students must have passed all the courses in the first year and some in the second year. However, following provincial regulations, students can enrol in the didactics class even if they have yet to pass some of the necessary previous courses, on the condition that they will during the May exams. In 2023, the English Didactics 1 course started with 25 students, but eleven had to drop out after failing the May exams. Consequently, the fourteen students who were able to complete the course were only considered for this study.

The non-probabilistic and convenient sample consisted of eleven female and three male students. The majority of them, 10 out of 14, were in their early twenties, while four were in their late twenties. Most of the 2023 didactics students had an intermediate level of the English language, i.e., they were in the B1-B2 range according to the Common European Framework of References for Languages (CEFR). However, a few students had a lower level, and one had a higher language level.

The Research Process. Action research was conducted to attain the purpose of this study. Following Susman (1983), the research process took several stages.

Diagnose. During 2022, it became evident that the traditional teaching method, which involved reading in class and lecturing, was demotivating and time-consuming. Hence, it was only possible to cover some of the syllabus topics within a semester.

Furthermore, under the current curriculum design for the Teacher of English program, a huge

amount of material must be covered in the English Didactics 1 course. The texts are generally complex for the students, given the topics and the language used, which is highly technical, lexically dense, and abstract for non-native speakers of English.

Action planning. It became evident that the course needed a gear change, and the professor in charge of the English Didactics 1 course elaborated an educational project to innovate the teaching-learning process by applying some elements of TS.

Action Implementation. During the 2023 academic year, a new teaching approach following a transmedia logic was applied to the English Didactics 1 course.

The main narrative was English didactics, and the coursework was organized around it. Three core stories emerged from the main story: the theories of first and second language acquisition, EFL teaching, and children's learning process.

The complexity of the subject matter made it necessary for the students to help each other in the learning process. An implicit narrative emerged related to students taking on a teaching role, their future profession.

The teaching-learning process involved group work and using learning materials from different sources, in diverse formats, and languages. Books, videos, information from the Internet, presentations and the students' experiences as EFL learners were sources of information.

The teaching and learning process was not restricted to the classroom in the Teacher Training College as it also happened in virtual environments; a virtual Google classroom and a WhatsApp group were used. In all these places, the narrative was told and listened to

During the course, there was some lecturing, reading, and sharing in class, as well as reading and explaining the topic to someone else. Flipped classroom methodology was generally followed by class discussion. Besides, the students had to make summaries, synthesis, or class presentations occasionally. Class time was also devoted to drafting, a necessary previous step in the process of content creation.

For each practical work, groups had to create content related to first and second-language acquisition theories, approaches to teaching EFL to children, lesson planning, and evaluation and assessment. The students could choose freely the format and apps to generate the content.

Each group shared their productions on a Google site, which had to be built following some requirements. The site needed a unifying theme, a welcoming message on the homepage and some text to help the audience navigate the site. It was also required that the students teaching philosophy would be evident on the site. The content had to be arranged on web pages. Following transmedia logic, the sites represent the students' worlds of didactics and each practical works as a port of entry to that world (Costa Sánchez, 2013). The sites were used to spread the narrative

but only within the institution's boundaries as a pilot test.

Action Evaluation. In Susman's (1983) action research model, data collection and data evaluation represent the two final steps of the cycle, and they are crucial to evaluating the consequences of the intervention. "The general findings are identified, and the learning points may indicate how successful the action has been" (Goh, 2012, p. 9).

Data Collection Procedure

Information was collected from administrative documents and a semi-structured questionnaire. The information was gathered from different sources to attain validity.

The administrative documents showed the students' academic records, grades during the course, and scores obtained in the final exam of English Didactics 1.

A semi-structured questionnaire in Spanish was administered at the end of the first semester of 2023 to collect the students' perceptions regarding the teaching-learning process of English Didactics 1 following a transmedia logic. The questionnaire was in Spanish so that the students' language would not be a barrier to answering it; it was also anonymous so that the students could express themselves freely and not feel compelled to answer in a particular way. Finally, answering the questionnaire was optional; eleven out of the fourteen students answered it.

Findings

The general purpose of this research was to investigate the potential of transmedia storytelling as it was applied in the course of English Didactics 1 in the third year of the English Teacher program. The study focused explicitly on two aspects of the formative process; on the one hand, it intended to determine if TS contributed to the learning of English didactics, and on the other hand if the selected teaching approach fostered motivation in the students.

Concerning the first specific objective, administrative documents were analyzed. All the fourteen students who attended English didactics during the first semester of 2023 passed all the practical works and the two mid-term exams. Indeed, none of them had to take a recovery test. Eight of these students have already passed the final oral exam; six obtained excellent grades in the 8-10 range, one scored 7, and only one scored 6, the minimum passing mark.

Also, some of the questionnaire items aimed to understand how the elements of the selected approach had influenced the learning process.

As shown in Figure 1, most students considered that using various resources and teaching techniques to cover the topics helped them learn.

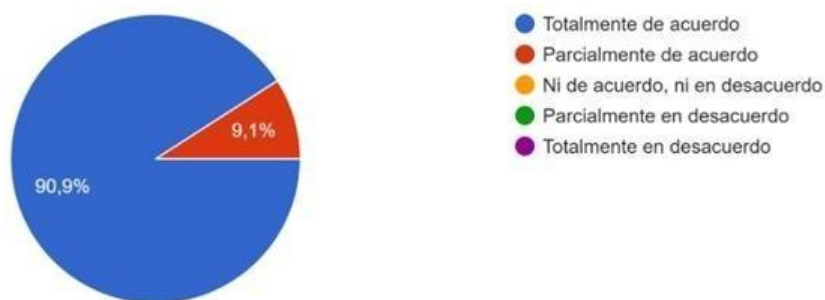


Figure 1. The use of varied media support and techniques benefits the learning process.

The students were also asked about the production of content and the usefulness of the materials they had produced during the class.

As shown in Figure 2, 55 % of the students found content production very interesting, 18 % considered it interesting, and 27% said it helped them learn.

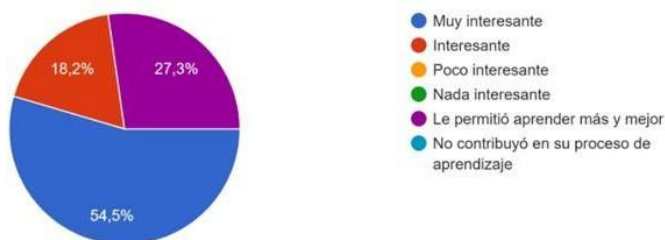


Figure 2. Students' opinions of content generation.

Regarding the future uses of the content they had produced, 55% said the content produced would be helpful for future students of English didactics, 27% considered that it would help them prepare for the final exam, 9 % answered that it would be useful for the professor in charge of the class to teach the class in the future, and 9 % said it would be useful to show what is done in their Teacher Training College—see Figure 3.

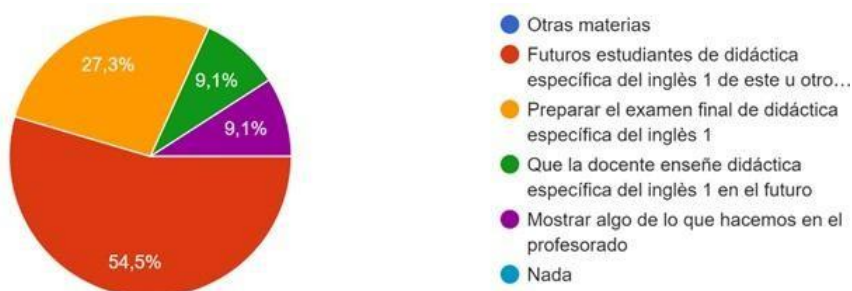


Figure 3. Students' opinions on the future uses of the content they generated.

Group work is also crucial in transmedia learning. Most 2023 didactics students stated that they benefited from the possibility of working with others and only 18,2 % thought group work was neither good nor bad, as Figure 4 shows.

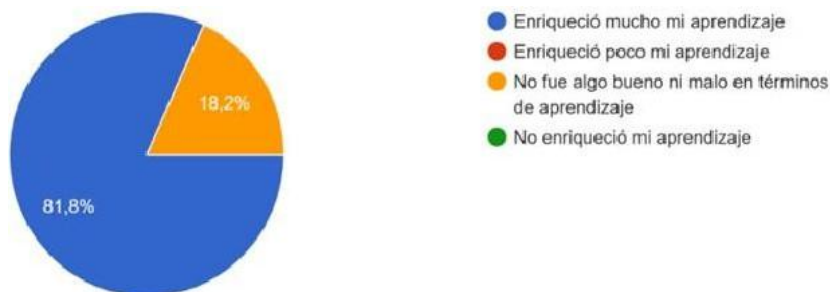


Figure 4. Students' opinions of group work.

The students evaluated the approach positively, as seen in Figure 5. Regarding the second specific objective, five out of eleven students stated that a teaching-learning approach following TS was motivating; five said it was very interesting, and six answered that it was interesting.

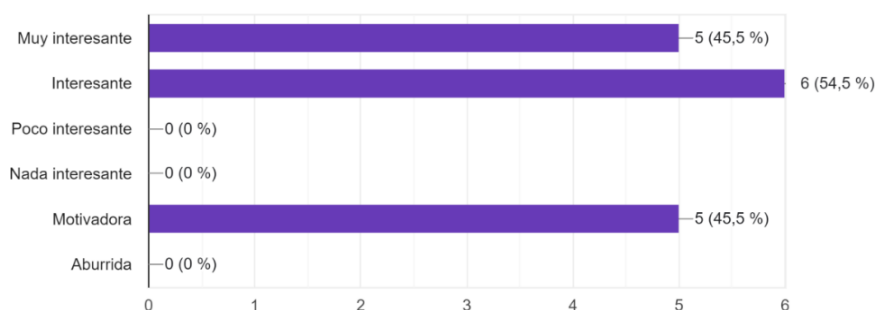


Figure 5. Students' perceptions of the selected approach to teaching.

The last item of the questionnaire was not mandatory; it was an open question so that the students could express things they had not been able to express in any other item of the questionnaire. Three of the students pondered the teaching approach. The comments below show students' positive answers to the last item of the questionnaire:

Student number 2

“Fue una metodología diferente y refrescante porque fue salir del modelo cotidiano de enseñanza, me sentí relajada mientras aprendía y motivada a aprender y participar.”

Student number 3

“Personalmente las materias demasiado técnicas no son de mi agrado, pero en esta ocasión se sintió mucho menos el tecnicismo.”

Student number 7

“La propuesta fue muy interesante y el feedback constante la hizo muy amena. En mi opinión si hay la oportunidad de llevar a cabo en enfoque transmedia, hay que hacerlo, más en nuestra generación que está muy conectado a la tecnología.”

Conclusion

Transmedia storytelling offers an opportunity for innovation in higher education fostered by the use of technologies. A teaching-learning approach based on transmedia storytelling positively affects the learning process of arduous subjects such as English Didactics 1, which involve instruction in a foreign language, require much reading, and require students to deal with complex topics and texts.

The characteristics of TS make it particularly appealing to young adults who are pursuing a Teacher of English degree. The 2023 students of English Didactics 1 were motivated to learn despite the course's challenges. The selected approach to teaching was perceived as interesting and refreshing by the students, who signalled that some aspects of the selected approach positively impacted their learning process. The participant students weighed the information coming from different sources and in varied formats, the production of content, the fact that diverse techniques were used in the formative process and the possibility of using technologies and working with groups.

In spite of the limitations of this study, the findings call for more educators to implement transmedia storytelling in higher education.

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**Diseño de Libro y Repositorio Digital para el Abordaje
de la Entonación del Discurso en Inglés**

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Resumen

En esta ponencia, se presenta el resultado de un proyecto de investigación CICITCA-UNSJ, cuyo objetivo principal fue diseñar un libro con repositorio digital para utilizar en la Cátedra de Fonética y Fonología Inglesa III de la FFHA-UNSJ, y que también pueda ser útil en cátedras similares del país. El libro se encuentra actualmente en prensa por la Editorial de la UNSJ, y lleva como título *English Discourse Intonation for University Students. A Coursebook for Future EFL Professionals*. El material fue organizado a partir de encuestas estudiantiles y de los resultados académicos exitosos obtenidos a partir del diseño curricular de la mencionada Cátedra desde 2017. En la asignatura de referencia, se aborda el proceso de Enseñanza-Aprendizaje y Desarrollo de la Entonación del Discurso en inglés desde la Realidad Tripartita de la Comunicación Oral (Poyatos, 1994, 1996). El libro parte, además, de la noción de Orientación (*Orientation*) descrita en Brazil (1997), para la lectura en voz alta, pero se hace extensiva aquí también a la práctica del habla espontánea. Ambas nociones generales sirven de anclaje para organizar, a partir de éstas, los capítulos del libro y del repositorio, siguiendo las funciones discursivas fundamentales de la entonación inglesa (Brazil, 1997; Wichmann, 2001; Nafá, 2005), a saber: (1) Función Organizativa, (2) Función de Estructuración de la Información y (3) Función Interpersonal, que abarca la Función Social y de Señalización de la Relación de los Participantes en el acontecimiento comunicativo.

Introducción

En este trabajo, se presentan los resultados de un Proyecto de Investigación CICITCA (2020-2022) desarrollado en la Facultad de Filosofía, Humanidades y Artes, Universidad Nacional de San Juan, bajo la dirección de la Prof. Dra. Lourdes Nafá, con el Prof. Lic. Marcos Torres como integrante, entre otros, y el Lic. Lucas Yunes como Adscripto a este Proyecto Investigación. El Proyecto llevaba como título: *Diseño pedagógico en soporte libro, para la Enseñanza-Aprendizaje y Desarrollo de la Entonación del discurso (Discourse Intonation) en inglés, para futuros profesionales de ILE* (inglés como Lengua Extranjera). El libro, actualmente en prensa por la Editorial de la Universidad Nacional de San Juan, se titula: *English Discourse Intonation for University Students. A Coursebook for Future EFL Professionals*. Es de destacar que este libro es el primer libro escrito íntegramente en inglés que publica la principal editorial de la UNSJ.

El objetivo principal de este Proyecto ha sido precisamente ese: diseñar un libro teórico-práctico, con un enfoque actualizado, para utilizar en la Cátedra de Fonética y Fonología Inglesa III de la

FFHA-UNSJ, y que también pueda ser útil en cátedras similares del país. El material se ha organizado a partir de encuestas estudiantiles y de los resultados exitosos obtenidos en el diseño curricular de la mencionada Cátedra desde 2017. El libro cuenta, además con un repositorio digital de materiales de tipo texto, audio y audiovisual, cuya organización refleja de manera idéntica la del libro; ambos cuentan con diez capítulos y el acceso al repositorio es muy sencillo, siguiendo las indicaciones del libro impreso.

Nociones Rectoras para Abordar la Entonación del Discurso en Inglés como Lengua Extranjera (ILE) en el Nivel Universitario

En la cátedra de Fonética y Fonología Inglesa III de la FFHA-UNSJ, se aborda el proceso de Enseñanza-Aprendizaje y Desarrollo de la Entonación del Discurso en inglés desde tres nociones rectoras, a saber: (1) la Realidad Tripartita de la Comunicación Oral (Poyatos: 1994, 1996). Según este modelo teórico, la comunicación oral se realiza a partir de tres niveles, a saber: verbal, paralenguaje y kinesia. Estos niveles pueden equipararse, respectivamente, a qué se dice, cómo se dice, y cómo se mueve el cuerpo. La entonación se ubica dentro del paralenguaje, como parte esencial del *cómo* se dicen las cosas. Es a partir de este modelo que se comienza a describir la entonación del inglés desde una definición amplia, para pasar luego a las estructuras y funciones que se abordan discursivamente desde la Escuela de Birmingham (Brazil, 1997) (Ver Capítulo 2 del libro).

La segunda noción rectora que ordena el libro es el concepto de (2) Orientación (*Orientation*) descrita en Brazil (1997), para la lectura en voz alta, pero se hace extensiva aquí también a la práctica del habla espontánea. Según este marco epistemológico, la Orientación directa implica que el lector y/o hablante se aproxima en su alocución a la audiencia que lo escucha. Su interés es establecer un contacto con quien lo escucha y participa del acontecimiento comunicativo. Si bien Brazil (1997) describe la Orientación en términos dicotómicos de Orientación directa y oblicua, en la cátedra y el libro de referencia se considera que esta noción funciona como un gradiente, que va desde lo mayoritariamente directo a lo mayoritariamente oblicuo, ya que un hablante puede alejarse de la audiencia y centrarse en la codificación del discurso, en un determinado momento del desarrollo del discurso, por ejemplo, cuando no encuentra la palabra exacta para continuar. En el diseño curricular y del libro, se recomienda a los estudiantes utilizar —siempre que puedan una Orientación directa— para hablar siempre con una intencionalidad y un interlocutor en mente, propio del enfoque discursivo de estudio de la entonación.

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Asimismo, es importante destacar que todo el material teórico-práctico se organiza sobre la base de una tercera noción rectora, aquella de los (3) Géneros discursivos concretos que pueden ser de utilidad en el futuro ejercicio profesional los estudiantes de la Cátedra, como futuros Profesores de ILE y Licenciados en inglés. A partir del relevamiento en encuestas estudiantiles y de las propias incumbencias profesionales de nuestros futuros egresados, se seleccionaron dos géneros discursivos para abordar específicamente en la asignatura y el libro: (1) el discurso áulico del docente (*Teacher Talk*) y la presentación oral de artículos científicos en inglés en encuentros científicos (*Paper Presentations*).

Las características situacionales y de las comunidades discursivas en las que se enmarcan estos géneros discursivos son presentadas en los primeros cuatro capítulos del libro, lo que permite a los estudiantes comprender su relevancia académico-profesional, a la vez que reflexionan sobre el impacto que puede tener la entonación del inglés en los mencionados géneros discursivos. El hecho de acercar a los estudiantes a su futura realidad profesional los motiva mucho, y los resultados de los últimos años, a pesar de la Pandemia de Covid-19, son muy prometedores. Este material busca, justamente eso: sistematizar el trabajo realizado en los últimos años, y ofrecerlo en formato de libro impreso, por la Editorial de la UNSJ, y complementado con un Repositorio audiovisual de materiales bibliográficos complementarios, así como audios y videos para poder realizar la ejercitación propuesta.

Las nociones generales de la Realidad Tripartita de la Comunicación Oral, el gradiente hacia Orientación Directa y los Géneros Discursivos específicos de discurso áulico docente y presentación de ponencias, para profesores y licenciados, respectivamente, sirven por lo tanto de anclaje para organizar los diez capítulos del libro y del Repositorio.

En el diseño curricular y del libro se siguen, además, las funciones discursivas fundamentales de la entonación inglesa (Brazil, 1997; Wichmann, 2001, Nafá, 2005), a saber: (1) Función Organizativa, (2) Función de Estructuración de la Información, (3) Función Interpersonal que abarca el Valor Social (*Distance and Proximity*) y el Valor de Señalización de la Relación de Roles de los Participantes en el acontecimiento comunicativo (*Dominant and Non- Dominant*).

En el apartado siguiente, se hará referencia a los resultados en sí plasmados en el libro de pronta publicación. Como se verá seguidamente, la Planificación de la cátedra de Fonética y Fonología Inglesa III (FFHA-UNSJ) sirve de inspiración y guía no sólo para el diseño del libro, sino también de su Repositorio digital.

Metodología

Para desarrollar este Proyecto, se implementó, primeramente, una Encuesta preliminar estudiantil sobre prioridades pedagógicas, dificultades para hispano-hablantes, material utilizado en la Cátedra. Una vez definidas varias cuestiones derivadas de estas encuestas y del Proyecto de investigación en sí, se procedió a realizar una revisión bibliográfica de la literatura afín, para contemplar modelos de referencia y actuales.

La instancia metodológica siguiente supuso el diseño global del libro: el Índice, como columna vertebral y guía metodológica, para pasar luego a la redacción de aspectos teóricos y ejercitación con solución para cada capítulo. El hecho de haber incluido ejercitación con solución (*Key*) para la gran mayoría de los ejercicios de percepción y producción en los apartados de Competencia Retórica Pasiva y Activa, ha resultado de gran utilidad, ya que esto fomenta el aprendizaje autónomo de los estudiantes, más teniendo en cuenta la escasa carga horaria que tiene la asignatura en el marco del Plan de Estudios vigente desde 2016.

El material elaborado fue sometido luego a diversas etapas de corrección y revisión, por parte de miembros del Equipo de investigación, en primer lugar, por profesoras titulares de gramática y lengua inglesa, así como por parte de los demás integrantes y la Coordinadora del libro y repositorio. Luego, se implementó una prueba piloto de uso áulico del libro y repositorio durante el curso académico 2023, con muy buenos resultados en la cátedra de Fonética y Fonología Inglesa III, FFHA-UNSJ. En esta etapa, también se realizó una corrección colaborativa del material entre estudiantes y docentes, lo cual resultó mutuamente enriquecedor y valioso a nivel académico e interpersonal.

Resultados y Discusión

El libro contiene diez capítulos, de los cuales, los primeros cuatro se presentan como un bloque introductorio que contiene los temas principales que estructuran el contenido de la cátedra Fonética y Fonología Inglesa III de la FFHA-UNSJ. Estos cuatro primeros capítulos son los siguientes:

- Capítulo 1: *The Three-Fold Reality of Oral Communication*
- Capítulo 2: *Intonation: Definitions, Structures and Functions*
- Capítulo 3: *Discourse Orientation: a gradient from Oblique to Direct*
- Capítulo 4: *Genre-based instruction in English Phonetics and Phonology. Teacher Talk, Student Talk, Classroom Interaction. Oral Paper Presentations*

En el primer capítulo del libro, se aborda la cuestión de la Realidad Tripartita de la Comunicación Oral, siguiendo el modelo de Poyatos (1993, 1996). Aquí se describen los tres componentes de la comunicación oral: el lenguaje verbal, el paralenguaje y la kinesia. Además, se explica el papel que cada uno desempeña en la transmisión de mensajes orales, y su implicancia pedagógica en relación con diferentes estilos de aprendizaje (Fleming et al., 2006).

Por su parte, en el segundo capítulo se desarrollan conceptos relacionados directamente con la fonología suprasegmental. En particular, se trabajan diferentes conceptos de entonación (*broad and narrow definitions*), la estructura de la entonación desde una mirada sistémico-funcional (*Tonality, Tonicity and Tone*) (Wells, 2006), así como desde un enfoque discursivo de la entonación (*Key-Termination, Prominence, Pause and Tone*) (Brazil, 1997) y, por último, las funciones discursivas de la entonación en inglés: función organizativa, función de estructuración de la información y función interpersonal que se subdivide en dos: valor social de la entonación y función de relación de roles.

En el tercer capítulo, se introduce la noción de *Discourse Orientation*. Siguiendo lo establecido por Brazil (1997), un hablante puede optar por adoptar una orientación más bien directa o más de tipo oblicua. En este capítulo, se analizan también los rasgos prosódicos que caracterizan a cada una de estas dos orientaciones, siempre teniendo en cuenta que éstas se presentan dentro de un gradiente.

En el capítulo cuatro, se trabaja con el tema de *Genre-Based Instruction* dentro de la Fonética y la Fonología Inglesa. En particular, se estudian los siguientes géneros discursivos: el habla del docente, la del alumno y la interacción en el aula. Además, debido a que algunos estudiantes cursan la Licenciatura en inglés, se analizan las características de las presentaciones académicas orales, en su parte monológica y de preguntas y respuestas (*Q-A session*), lo que indica que hay una interacción entre el presentador y la audiencia.

Desde el Capítulo 5 al 9, se desarrollan, conceptual y procedimentalmente tres funciones discursivas fundamentales de la entonación en inglés y las estructuras prosódicas utilizadas para realizar cada función. Así, en el Capítulo 5, se describe la Función organizativa de la entonación en inglés y se desarrollan los siguientes temas: *paratones* —estructuras y funciones— y selección interna de altura tonal o *Key*, segmentación del discurso oral en *intonation phrases* o *Tonality* (Wells, 2006) y estructura de la unidad tonal (*Tone Unit*, según Brazil, 1997).

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Por su parte, en el Capítulo 6, se analiza la función de estructuración de la información a través de la selección de prominencias y el Capítulo 7 hace foco en la misma función, pero desde el papel que tienen los tonos en inglés a la hora de tratar diferentes tipos de información.

En el Capítulo 8, se estudia la función de relación de los participantes a través de la selección de tonos en inglés. Seguidamente en el Capítulo 9, se trabaja con el valor social que presentan los tonos en inglés. Por lo tanto, se puede decir que los Capítulos 8 y 9 se ocupan de analizar la función interpersonal de la entonación en inglés (Pickering, 2018).

Por último, el Capítulo 10 tiene por objetivo la síntesis de todos los capítulos previos, en el sentido de proponer actividades prácticas integradoras desde lo conceptual y comunicativas desde lo procedimental, para que los estudiantes puedan poner en uso todos los conceptos vistos en los nueve capítulos anteriores de manera analítica.

A su vez, cada capítulo, excepto el Capítulo 10, que es de carácter netamente práctico, presenta una progresión didáctica que va desde la descripción y análisis teórico (Celce-Murcia et al., 1996), para luego avanzar en cuestiones más prácticas tales como: sensibilización perceptiva global del tema estudiado (Bradford, 1988), seguida por instancias de práctica controlada, práctica guiada y finalmente, práctica comunicativa (Celce-Murcia et. Al, 1996).

Se traza, así, un círculo descendente-ascendente (*Top-Down & Bottom-Up*) que, en pruebas piloto, viene resultando muy satisfactorio en cuanto a motivación y resultados obtenidos. Todo el material teórico-práctico se organiza, además, sobre la base de géneros discursivos concretos que pueden ser de utilidad en el futuro ejercicio profesional de los estudiantes de la Cátedra, como futuros Profesores de ILE y Licenciados en inglés.

En resumen, cada capítulo, salvo el 10 que es sólo de carácter práctico (desde un enfoque sintético-integrador), consta, en primer lugar, de una parte, teórica y luego, una sección de práctica que se estructura teniendo en cuenta la secuencia didáctica propuesta por Celce-Murcia et. al. (1996).

En la parte práctica de cada capítulo, se trabaja, primero, en el nivel perceptivo —o Competencia Retórica Pasiva— y luego se pasa al nivel de producción —o competencia retórica activa—, siempre trabajando con ejercicios que van desde lo más controlado hacia lo menos guiado, con el fin de alcanzar una práctica comunicativa autónoma.

Cabe destacar que cada sección de práctica, de los 10 capítulos, cuenta con la solución de los ejercicios (*Key to Exercises*) para que los estudiantes puedan hacer un trabajo autónomo fuera del aula.

A continuación, y a modo de ejemplo, se incluyen algunas imágenes tomadas del libro de referencia (Nafá et. al. 2024) que ilustran tanto las cuestiones teóricas como prácticas que se ofrecen.

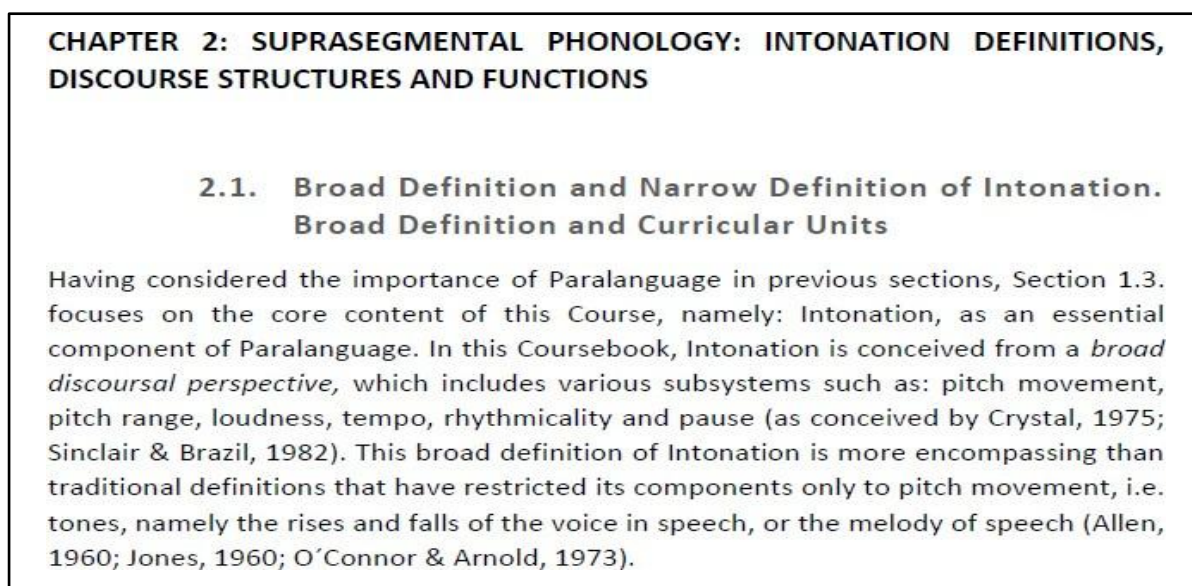


Figura 1. Ejemplo de la sección teórica del libro.

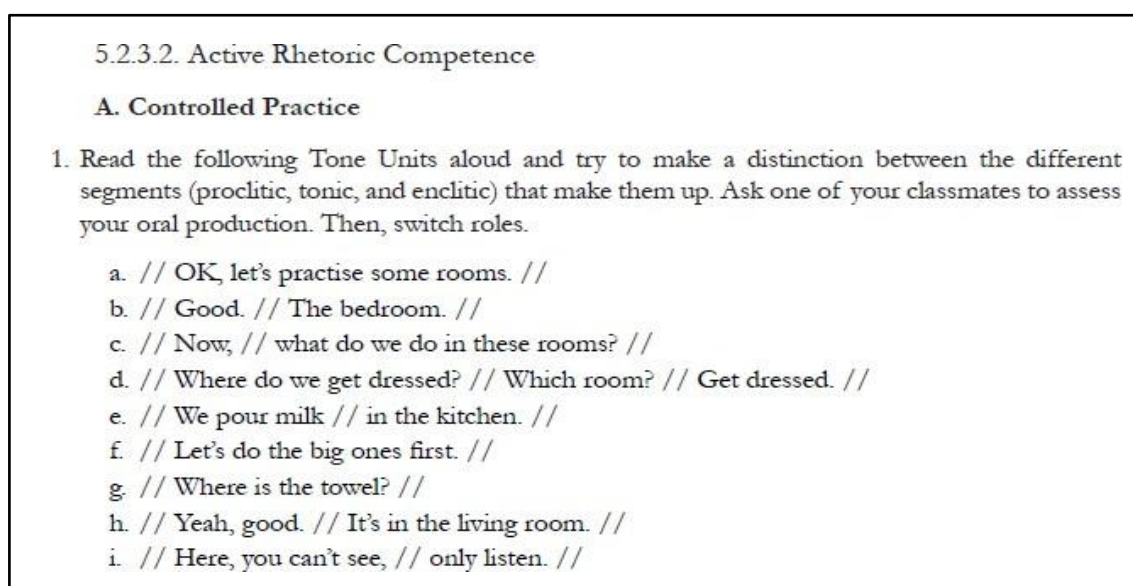


Figura 2. Ejemplo de la sección de práctica del libro.

Descripción del Repositorio Digital

El libro en formato impreso viene acompañado de un Repositorio digital privado en formato de almacenamiento *online*. La plataforma elegida para subir el material fue *Google Drive*, ya que ofrece flexibilidad para organizar carpetas y subcarpetas, así como para subir y descargar archivos. Asimismo, al inicio del curso académico, se les proporciona a todos los estudiantes una clave para acceder como 'lectores' a esta herramienta mediante sus cuentas de *Gmail*.

Este Repositorio contiene una amplia variedad y cantidad de archivos. Entre ellos, se encuentran materiales bibliográficos complementarios en formato PDF, instructivos para evaluaciones y trabajos prácticos, audios en formato .mp3 y videos en .mp4 para la realización de la ejercitación propuesta por el libro.

El repositorio está organizado sobre la base del Índice del libro. Por lo tanto, contiene once carpetas que se corresponden con la Introducción y los diez capítulos del libro. A su vez, dentro de cada carpeta hay subcarpetas que reflejan la estructura interna de cada capítulo. Cabe mencionar que no todas las carpetas contienen archivos; algunas sub-carpetas están vacías. Esto se debe a que no todas las secciones del libro redirigen hacia bibliografía o material audiovisual complementarios, así como no todos los ejercicios de práctica consisten en escuchar audios o mirar videos. Aun así, se prefirió reflejar en el Repositorio todas las secciones y subsecciones de cada capítulo para posibilitar una búsqueda más ordenada del material complementario.

Como se dijo, el Repositorio contiene una gran cantidad de archivos escritos, auditivos y audiovisuales para complementar la teoría, y realizar la práctica obligatoria y sugerida. En cuanto a los archivos escritos, el Repositorio ofrece capítulos específicos de otras fuentes bibliográficas con explicaciones y ejercitación complementaria. El repositorio también contiene *transcripts* de parciales y trabajos prácticos elaborados por estudiantes de años anteriores y proporcionados por ellos mismos con su permiso expreso. Estos archivos sirven como guías o ejemplos para estudiantes actuales.

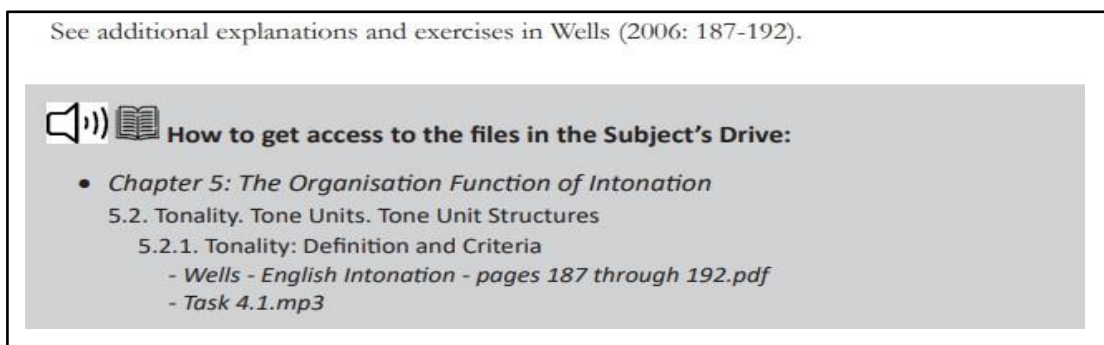


Figura 3. Ejemplo de indicaciones de acceso al Repositorio del libro desde el libro impreso.

En el Repositorio, también se incluyen archivos de audio necesarios para realizar la práctica obligatoria y sugerida de cada capítulo. Estos archivos fueron tomados de diversos manuales de Fonética y Fonología Inglesa utilizados en la cátedra a lo largo de los años, que incluían referencias a Brazil (1994), Bradford (1984) y Wells (2006). Tales audios, así, constituyen material pedagógico adaptado, el cual refleja la variedad británica del inglés.

Por medio de este Repositorio, los estudiantes también tienen acceso a material pedagógico auténtico, pues contiene videos en formato .mp4, los cuales, a su vez, presentan otras variedades del inglés, como el inglés americano. Algunos videos sirven como ejemplificación de la teoría, o invitan a los estudiantes a identificar ciertos aspectos teóricos en ellos. Otros videos son utilizados como base para realizar ejercitación. Una última clase de videos son aquellos en donde estudiantes anteriores realizan trabajos prácticos y parciales siguiendo los lineamientos de los géneros discursivos *Teacher Talk* y *Paper Presentation*.

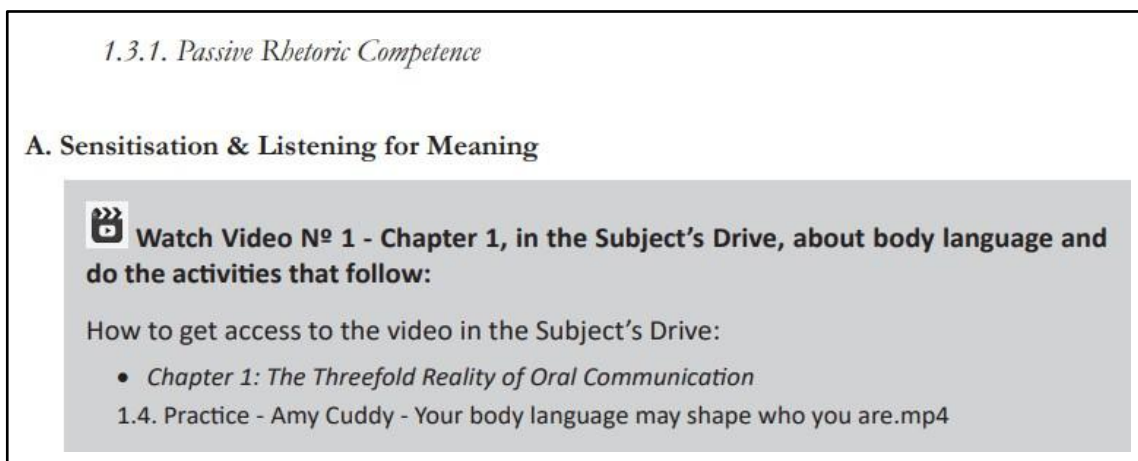


Figura 4. Ejemplo de enlace entre libro en papel y Repositorio digital para visualizar material bibliográfico y audiovisual.

Conclusiones

Hasta el momento se han obtenido resultados muy optimistas al aplicar este enfoque epistemológico tanto en el diseño curricular como del libro y Repositorio. Se observan muy buenos resultados en el proceso de enseñanza, aprendizaje y desarrollo de la entonación inglesa en nuestros estudiantes, quienes muestran entusiasmo y compromiso al aprender sobre este aspecto crucial de la comunicación oral desde un enfoque pertinente para su futuro ejercicio profesional. El desarrollo curricular se planteó en 2017 y algunos años después esto se ve materializado en un libro y Repositorio que buscan justamente eso: sistematizar el trabajo realizado en los últimos años, y ofrecerlo en formato de libro impreso, por la Editorial de la UNSJ.

Con este ya es el sexto libro producido de manera multimodal e interdisciplinar en el marco de Proyectos CICITCA desarrollados dentro del Dpto. de Lengua y Literatura Inglesa, de la FFHA-UNSJ. Esperamos continuar trabajando en esta Línea de investigación, para que los materiales utilizados en nuestras asignaturas reflejen las necesidades de nuestros estudiantes, el anclaje contextual, la multimodalidad, la interdisciplinariedad, así como las últimas tendencias al respecto.

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Appraisal Meanings in Journalistic Discourses in English

Concerning Migration in Argentina

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Abstract

This work explores the complexity of migration in Latin America, which is displayed in circulating discourses. Systemic Functional Linguistics provides a framework for investigating the ways in which language constructs social and cultural contexts by demonstrating how a text means through the grammatical and lexical choices that make it. Following this line, we propose to work on two journalistic texts in English published in digital media that transmit different conceptions regarding immigration in Argentina. Our objective is to determine how interpersonal meanings of appraisal play a relevant role in transmitting divergent meanings. Each culture uses particular evaluative tools. The appraisal theory systematizes and evaluates the interpersonal presence in texts – how speakers express their feelings, how they amplify them, and how they can incorporate other voices into the discourse. Following this line, our exploratory analysis shows how attitudes are established, amplified (gradation), and where they arise (source), thus transmitting antagonistic conceptions regarding immigration in Argentina in both Argentines and foreign residents.

Introduction

Within the framework of the project “Discourses around migration in Latin America. A look from theoretical perspectives based on the use of language”, this work continues to explore the complexity of migration in Latin America, which is displayed in discourses that circulate in different media. Systemic Functional Linguistics provides a framework for investigating the ways in which language constructs social and cultural contexts by demonstrating how a text means through the grammatical and lexical choices that make it. Following this line, we propose to work on two journalistic texts in English published in digital media that were selected in relation to the genre to which they belong and their theme. These texts transmit different conceptions regarding immigration in Argentina. Our objective is to determine how interpersonal meanings of Appraisal play a relevant role in transmitting those divergent meanings. In this work, we propose considerations to evaluative positions being evidenced in the unfolding of stages and phases of journalistic articles.

Literature Review and Methodology

The Journalistic Genre. The journalistic genre unfolds informative texts that are far from being mere narratives to include in its structure blocks of information that point to the same central axis of the news. Iledema (1997) explains that modern stories are mosaics of information that present clear patterns through which the details of the news alternate and are recycled (p.114). Each genre is identified by how its stages and phases signify. The structural pattern of each genre corresponds to social guidelines that determine it. The stages proposed by Iledema (1997) for the journalistic genre are the following: *Headline, Lead and Development*.

The first two stages present the angle of the story with the addition of details (Iledema, 1997, p.103). Likewise, these stages become the central axis through which they operate as a sustainable reference point (p.105). In this way, all text that accompanies the headline and lead are short elements that act as information satellites that revolve around them (Iledema, 1997, p.105). In the development of the news stage we can find different phases depending on the tenor of the news. Iledema identifies as phases all information that adds details to the headline and lead. These can be reports, stories or another genre.

The Chronicle in the Journalistic Discourse. In general terms, the news genre is not an open or flexible genre. Iledema (1997) assures that the social pressures exerted on the grammar and structures of a text used to report news have generated a genre that facilitates the sale of its content and the naturalization of its ideology of 'objectivity' (p. 114). Those who report news events try to avoid assessments regarding the degree of certainty of the facts and simply limit themselves to reporting them. However, this does not imply that the news is associated with objectivity (Romano, 2011, p. 2). According to Torres and Bonilla (2008), the news has a lesser or greater degree of subjectivity since it refers to a genre that fulfills a social role (p. 3). This genre draws realities through the telling of events. Within this gradual scale of subjectivity, there are different types of news. Among the news that have a lower degree of subjectivity are the informative ones and among those that present a greater degree of subjectivity are the opinion and interpretive news. Within this last category we can find the chronicles. They are, according to Martín Vivaldi (as cited in Torres, Bonilla), "a type of interpretive and evaluative information of news events, current or updated, where something is narrated, at the same time that what is narrated is judged. This ambivalent or "mixed" genre includes the judgment of the reporter" (p.14) and has a style that includes the literary personality of the narrator. In this sense, facts and interpretations work in a complementary way. In this sense, Torres and Bonilla (2008) explain that the structure of the chronicles is "pluripyramidal", which is why the event is recounted as a synthesis at once and is

returned again and again, providing different data and details that complement it (p.15). According to the authors, the chronicles can cover a place or a topic and can be reported by a permanent correspondent who works continuously in the place or a special envoy who must, in a short time, know in depth the situation that will be reported (Torres and Bonilla, 2008, p. 17).

Interpersonal Metafunction: Appraisal System. According to Halliday and Mathiessen (2014), speakers of a language communicate through texts and choose, among all the possibilities that the language offers them, those that adapt to the context in which communication takes place.

SFL is a stratified model: meanings are mapped in each stratum. In this model, the *Genre stratum* is a system that comprises configurations of *field*, *mode* and *tenor* selections in the *Register stratum* that unfold in recurring stages of discourse, in other words, a pattern of register patterns. A genre is a staged and goal-oriented social process (Martin 1997, 2000, 2001). Social because we participate in genres with other people; goal-oriented because we use genres to do things; organized because it usually takes us a few steps to reach our goals.

At the *Register stratum*, the *field* is concerned with the patterns of discourse that account for the domestic or institutionalized activity taking place that involves participants, processes and circumstances. The *mode* deals with the channeling of communication and, therefore, with the texturing of the flow of information from one communication modality to another. *Tenor* refers to who participates, to the nature of the participants, their statuses and roles: what types of role relations they assume in the dialogue and in the entire set of socially significant relationships in which they participate.

The text is a multifaceted and diverse phenomenon in which three metafunctions at the *Discourse Semantics stratum* can be identified: the ideational, the interpersonal and the textual metafunctions (Halliday and Hasan, 1985). SFL is a multi-perspective model that allows complementary analyses to interpret language in use considering that language is a resource for mapping ideational, interpersonal and textual meanings to each other in each act of communication. *Ideational resources* are responsible for constructing the experience: what is happening, who does what to whom, where, when, why and how, and the logical relationship of one event to another. *Interpersonal resources* deal with the negotiation of social relationships: how people interact, including the feelings they intend to share. *Textual resources* are concerned with the flow of information, i.e. the ways in which ideational and interpersonal meanings are distributed in waves of semiosis, including the interconnections between waves and between language and modalities (action, image, music, etc.).

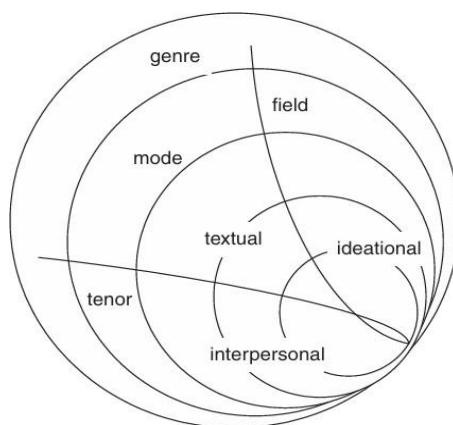


Figure 1. SFL stratified model (from Martin and White, 2005).

Appraisal is located in the *Discourse Semantics stratum*, the realization of an attitude tends to cross a phase of the discourse, regardless of the grammatical limits. It also analyzes the meanings offered by a text and reading positions in different ways. The language of appraisal implies the subjective presence of writers/speakers in texts when they adopt positions towards the material they present and towards the participants in the communication act. It is concerned with how writers/speakers act and react and how they position their readers/listeners to do the same. Appraisal is concerned with the construction through texts of communities of shared feelings and values, and the linguistic mechanisms for sharing emotions, tastes and normative evaluations. Finally, it addresses how writers/speakers construct authors' identities for themselves, how they align with respondents, and how they construct an intended audience for their texts. Questions of certainty, commitment and knowledge of the speaker/writer are considered, as well as questions of how the textual voice is positioned with respect to other voices and other positions. These meanings provide speakers and writers with the means to present themselves by recognizing, responding to, ignoring, challenging, rejecting, defending, anticipating or accommodating actual or potential interlocutors and the value positions they represent.

Feelings are always feelings about something: about the sequences of activities and taxonomies that represent one field or another. Communities form around shared values and around shared values about community activity. Consequently, given the interrelation of strata and meanings, it is necessary to consider the interface between the appraisal resources (interpersonal metafunction) and the field, realized in the ideational metafunction.

From the appraisal perspective, we are concerned with the range of evaluations that the genre draws on to achieve its goals and how it develops these evaluations from one stage of the genre to another. When it comes to generic structure, we analyze how the genre negotiates power and

solidarity with readers, and how developing prosodies of evaluation contribute to that negotiation. Locating appraisal at an interpersonal system at the level of discourse semantics, it co-articulates interpersonal meaning with two other systems: negotiation and involvement. Negotiation complements appraisal by focusing on the interactive aspects of discourse, the function of speech, and the structure of the exchange. Involvement complements appraisal by focusing on non-qualified resources to negotiate high-quality relationships, especially solidarity. At the level of tenor, power and solidarity must be considered in relation to the three semantic systems of discourse, although involvement is especially attuned to the negotiation of group membership (solidarity). As social groups have status, the implications of affiliation for power relations become prominent.

Register	Discourse semantics	Lexicogrammar	Phonology
Tenor	Negotiation		
	– speech function – exchange	– mood – tagging	– tone (& ‘key’)
power (status)	Appraisal		
	– engagement – affect – judgement – appreciation – graduation	– ‘evaluative’ lexis – modal verbs – modal adjuncts – polarity – pre/numeration – intensification – repetition – manner; extent – logico-semantics – vocation	– loudness – pitch movement – voice quality – phonaesthesia – [formatting]
solidarity (contact)	Involvement		
	– naming – technicality – abstraction – anti-language – swearing	– proper names – technical lexis – specialised lexis – slang – taboo lexis – grammatical	– ‘accent’ ... – whisper ... – actronyms – ‘pig latins’ – secret scripts

Figure 2. Interpersonal semantics in relation to lexico-grammar and phonology (Martin and White, 2005).

Three interacting domains make up the appraisal system: ATTITUDE, ENGAGEMENT and GRADUATION. Our emotions, including our emotional responses, behavior judgments, and item evaluations, are all part of our ATTITUDE. According to Martin and White (2005), attitude is itself divided into three regions of feeling, “affect”, “judgement” and “appreciation” (p.35). Resources for interpreting emotional responses are the focus of **affect**. Resources for evaluating behavior in accordance with different normative conventions are the focus of **judgment**. Natural phenomena and semiosis are two examples of the resources that **appreciation** examines to determine the value of things.

All feelings that spring from these three regionalized attitudes correspond to two types of resources used by speakers/writers in the other two domains of Appraisal theory, namely *engagement* and *graduation*. In general terms, *engagement* refers to how the speaker or writer positions themselves in relation to the value position being advanced and potential responses to that value position through the use of resources like projection, modality, polarity, concession, and various comment adverbials. These resources can be used to quote or report, acknowledge a possibility, deny, counter, affirm, and so on. Martin and White (2005) also state that these elements within a text indicate how speakers acknowledge alternative positions to their own – *monoglossic* or *heteroglossic* discourse (p. 37, after Bakhtin, 1981). *Graduation* has also the effect of modifying the strength of boundaries between categories in the context of non-gradable resources, thus softening or sharpening the message. This system is called “*focus*”.

Martin and White’s (2005) “own position takes attitude as in some sense focal and distinguishes engagement and graduation as distinct resources (for adopting a position with respect to propositions and for scaling intensity or degree of investment respectively)” (p.39). In short, Martin and White adopt more of a separating approach to evaluation, keeping attitude distinct from its sourcing and intensification (p.41).

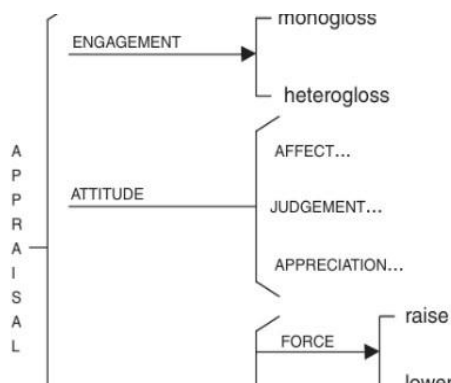


Figure 3. A general view of Appraisal resources (Martin and White, 2005).

Affect is concerned with registering positive and negative feelings. *Judgment* refers to attitudes toward behavior that we admire or criticize, praise or condemn. *Appreciation* involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not valued in a given field.

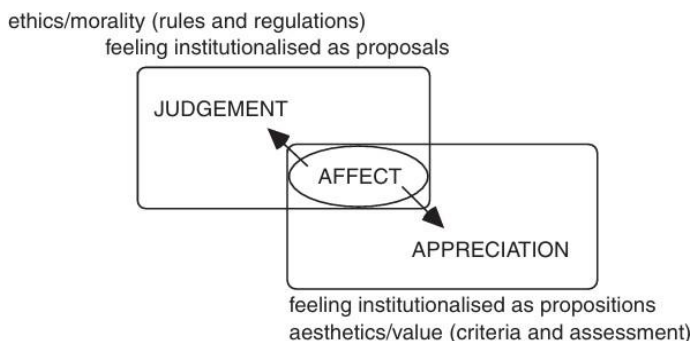


Figure 4. Judgement and appreciation as institutionalized affect (Martin and White, 2005).

Analysis and Interpretation of our Texts

Following the model of Appraisal Theory, we analyse the journalistic discourse. To help us unfold our objective, we give full accounts of the interpersonal workings (social roles, identities, and relationships being enacted) of two texts. These accounts attend “to patterns in the speech functions being performed, to patterns in how “involvement” is managed, and to patterns in the use of the evaluative positionings dealt with” (White, 2002, p.2). Together with this analysis, we focus our attention to where the evaluation takes stronger force in the news chronicles. As it has been explained before, each genre presupposes stages that aim at unfolding its communicative purpose.

Analysis of Text 1. This piece of news is, according to Iledema (1997), a chronicle with two clear stages, a headline, and a body and within the body, there are different phases. Taking into account this structure, we can study how evaluation unfolds. If we focus on Attitudes, in general terms, one can evince that those related to Judgement prevail all through the different phases, with evaluative language that expresses Appreciation scattered through. In this sense, the author takes a position, and it is through his choices of evaluative language that his position is unfolded.

In those phases which act as satellites of stories, there are a few instances where the author uses Appreciation as the writer is recording the experiences and few evaluative language is used:

- (1) **better** price [Appreciation]
- (2) **bored** police officer [Appreciation]
- (3) Argentina's **immigration-friendly** laws [Appreciation]

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Only one instance of Affect in the whole chronicle shows the emotional detachment the author wants to keep proving his opinion:

- (4) I was **intrigued** [Affect]

The heaviest load of attitude is evinced in the use of lexis that expresses Judgement which construes attitudes about character, designed to sanction or proscribe behavior (Martin, 2005). The author compares in his explanation the Argentinian and Australian position towards immigration. By doing this, the lexical choices he uses are those of Judgement:

- (5) elected officials **aren't busy likening** immigrants [Judgement]

- (6) **invading barbarian** horde [Judgement]

- (7) **trivial** inconveniences [Judgement]

- (8) **impossible** for young, working-class people [Judgement]

Attitudes do not work on their own but use different means by which those assessments pinpointed above activate in the text. It is interesting to note that when we embarked on finding evidence on how compromised the author unfolded the chronicle, the results of the analysis showed that the news itself was full of lexical evidence of Graduation and Engagement that contributed to making explicit the author's position. Through paragraphs 3 and 4 the writer describes and explains how migration works. However, it is in paragraph 5 where the author intensifies his explanation by means of graduation, as exemplified below in an excerpt from this paragraph:

- (9) Instead, they **inadvertently** [Graduation Force lower] ensured that the immigration of all peoples would be **enshrined** [Graduation Force intensified lexis] as a human right. Despite the country's **historic instability** [Graduation Force intensified lexis] and its tendency towards social conservatism, you don't hear **much – if anything** [Graduation Force lower] – about immigration policy, even during an election cycle or in times of crisis

As illustrated above, the author expresses the intensity of his view towards Argentina's immigration policies with amplified lexical force, but at the same time softening the message to show agreement. Whereas his view is tinted with disdain when it comes to giving his opinion about his native country and its immigration policies, a load of intensified lexis is used to express his opposition to Australians' views.

- (10) "Coming from Australia, where **border security rhetoric is a national pastime** [Graduation Force intensified lexis], this was a revelation. Immigration policy is a **historic** [Graduation Force raise] **cornerstone** of our politics [...]"

Due to the dialogic nature of the text, heteroglossia prevails throughout the different phases. The key point here are the interpersonal relations at stake. Through the different voices, the author

explicitly negotiates meaning rendering diverse points of view.

When the writer records an experience, he uses phrases that relate primarily to the participants of the story:

(11) **I've learned that [...]** [Engagement]

(12) **she explained to me that [...]** [Engagement]

(13) **This has been interpreted by lawmakers and the courts [...]** [Engagement]

All these examples of heteroglossia indicate how he acknowledges different positions to his own or else he uses these different voices to show empathy.

Analysis of text 2. Unlike text 1, this chronicle has three stages, the headline, the lead and the body. However, in this text there are also different phases within the body.

If we compare the analysis of this chronicle with the previous one, we can agree on judgement being the attitude that also prevails all throughout the body of this text. As it was mentioned by Martin (2005), this may construe the author's character that is, in some cases, providing a positive evaluation in the descriptions and explanations that function as satellites for the pieces of information presented at the beginning of each paragraph:

(14) Argentina **stands out [Graduation Force - raise/ Judgement]** as a **welcoming [Judgement]** place for Venezuelans.

(15) **Thankfully [Judgement]**, on March 4, 2021, current President Alberto Fernandez overturned 70/2017 and reestablished previous protections guaranteed by Argentine law.

Nevertheless, in some other cases, the author's evaluation of the information can be considered to be as negative:

(16) they were still subjected **to arbitrary detentions [Judgement]** and even deported.

(17) many of the documents required to gain status in Argentina **are difficult to get [Judgement]**

(18) It's been **difficult, [...]** [Judgement]

With regards to the other type of Attitudes in the Appraisal System, there are three instances of each in the entire body of this chronicle. The author's Appreciation Attitudes show an evaluation of objects and products, and they are located in the explanations and descriptions of the first, fourth and seventh paragraphs.

(19) And Argentina is among **the most receptive [Appreciation]** countries towards refugees in the world.

(20) Local and international nongovernmental organizations have **widely praised**

[Appreciation] the move.

(21) [...] that has given me **free access to quality-class education** [Appreciation]

In relation to the Affect Attitude, the three occurrences that can be cited are within the eighth and eleventh paragraphs and they seem to illustrate the emotions perceived by the people within the testimonies that are used by the author in this chronicle in order to exemplify the explanations and descriptions that constitute the aforementioned satellite function proposed by Iedema (1997).

(22) she has opened a Venezuelan restaurant. She said she **feels “hugged”** [Affect] by Argentina.

(23) When she found that **nobody wanted to hire** [Affect] her as an interior designer

(24) **I really enjoy** [Graduation Force – Affect] cooking

When analysing the Graduation categories in the Appraisal System, it can be mentioned that, similarly to the previous text, the author tries to state their position by intensifying all the different stages of the chronicle, both their explanations and their descriptions of the pieces of information presented in each paragraph. Some examples of this are the following:

(25) Argentina **stands out** [Graduation Force – raise] as a welcoming place for Venezuelans.

(26) And Argentina is among **the most receptive** [Graduation Force – raise] countries towards refugees in the world.

(27) Local and international non-governmental organizations have **widely praised** [Graduation Force - raise] the move.

Concerning Engagement, as a result of its dialogic nature, there is also a prevailing Heteroglossia in this second text. We can illustrate the resources by which the author expresses their view regarding the diverse propositions in the text with the following examples:

(28) It is valid for two years and then **can be renewed** [Engagement] for permanent status.

(29) Getting an appointment for a Venezuelan passport **can take months** [Engagement] and **can cost up to** [Engagement] \$2,600.

Conclusions

As a result of our analysis, we can conclude that Appraisal resources are unfolded all along both texts, especially attitudes related to Judgment which prevail all through the different phases. Evaluative language expressing Appreciation is used in a lesser degree. Lexis expressing Judgement, Graduation and Engagement is used to evidence the authors' positions in both texts: the authors explicitly negotiate meaning rendering diverse points of view. To record an experience,

both texts use resources that relate primarily to the participants of the story. Heteroglossia is used to acknowledge different positions by incorporating different voices to show empathy. The emotions perceived by the people within the testimonies are used to exemplify the explanations and descriptions that constitute the aforementioned satellite function of the body. Finally, the analysis of the generic structure of the texts and their Appraisal language was useful to demonstrate positions in the discourse regarding immigration in Argentina by revealing that the writers' options in the use of Appraisal resources print their positions regarding their views as the ideational focus is linguistically realized.

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**Inclusion of Students with Disabilities at University Level:
an Appraisal Study**

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Abstract

Increasingly frequently, new challenges arise in the teaching of English as a foreign language, and one of them is addressing the diverse classroom at the higher education level. The inclusion of people with disabilities is a reality that demands new requirements and is in the process of expansion at the higher education level, requiring greater attention. This presentation is part of the project Assessment of the inclusion of students with disabilities in the English class at the higher level. The research is framed within a social paradigm of disability and considers the foreign language as a means of communication and access to knowledge. On this occasion, we consider the opinions and responses given to questionnaires administered in this project to executives, English teachers, and DAI, in relation to the reality of inclusion at the higher level. The analysis of these is framed in the theory of Assessment (Martin 2005) whose objective is to describe the linguistic resources through which the actors reveal their attitude and positioning in the text.

Introduction

This presentation is part of the research Project called “*Valoración de la inclusión de alumnos con discapacidad en la clase de inglés en el nivel superior*”, which is being carried out at the Department of English Language and Literature, Facultad de Filosofía, Humanidades y Artes (CICITCA - UNSJ - Res. 2902-22). The data for analysis were collected from interviews and surveys carried out among the authorities, teachers and Special Educators who take part of the reality of inclusion at tertiary and university level in San Juan. The theoretical background that frames our analysis is Martin and White’s Appraisal system (2005), whose aim is to describe the linguistic resources with which the speakers show their attitudes and positioning in the text.

Theoretical Framework

Nowadays, university education faces 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:

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- ✓ transforming the culture, organization and practices of institutions in order 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 promoting [...] conditions for inclusion within the Argentine educational system for the tracing of school paths of students with disabilities (Annex I, Art. 2). This is true for primary and secondary schools but the application of the Law needs special regulation in the university system. These are being dealt with in the different schools in the university.

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 & 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. Appraisal theory divides evaluative resources into three broad semantic domains (2005).

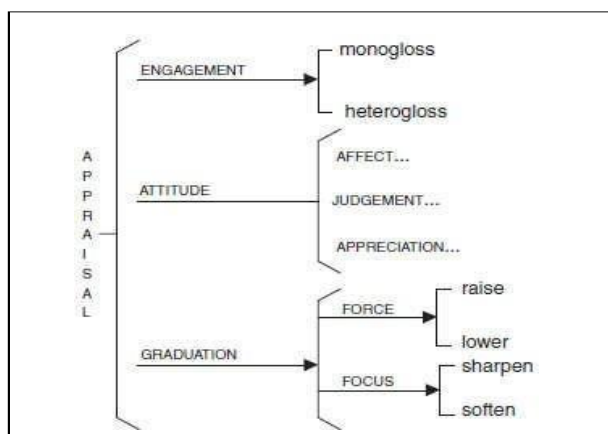


Figure 1. An overview of appraisal resources (Martin & White, 2005).

The subsystem of **Attitude** refers mainly 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 (Martin & White, 2005).

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 & White 2005).

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 & White 2005).

Examples:

Positive Judgment

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

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

-nominals: *a hero, a genius*

-verbs: *to admire, to respect* Negative Judgment

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-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 & White 2005).

Positive Appreciation

-harmonious, symmetrical, balanced, beautiful.

Negative Appreciation

-disgusting, boring, etc.

Under **Engagement**, we are concerned with the linguistic resources which explicitly position a text's proposals and propositions inter-subjectively. That is, this set of rhetorical resources is concerned with those meanings which vary the terms of the speaker's engagement with their utterances, which vary what is at stake interpersonally both in individual utterances and as the texts unfold cumulatively. To put this in terms of questions of communicative functionality and rhetorical potential, the paper is concerned with the resources by which a text comes to express, negotiate and naturalize particular inter-subjective and ultimately ideological positions (White 2015).

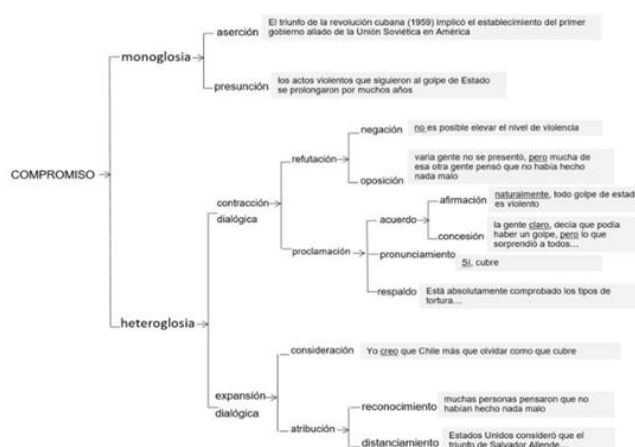


Figure 2. The sub system of engagement

The subsystem of **Graduation** refers to values by which (1) speakers graduate (raise or lower) the interpersonal impact, force or volume of their utterances, and (2) by which they

graduate (blur or sharpen) the focus of their semantic categorisations (White 2015).

1. (FORCE) *slightly, somewhat, very, completely*
2. (FOCUS) *I was feeling kind'v woozy, they effectively signed his death warrant; a true friend, pure folly*

Methodology

This is an exploratory-descriptive study (Hernández Sampieri et al., 2006) inscribed in qualitative research and a naturalistic inquiry.

For this presentation, we analyzed the following instruments: semi structured questionnaires made to heads of departments of different schools at UNSJ, interviews with teachers from university and tertiary level, and an interview with a Special Educator (SE) of one of the students. 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.

Data analysis

In this section, some results of the analysis of attitude, graduation and engagement are presented together with examples that illustrate them. We will be concerned with the quantitative patterns of the use of occurrences of such instances in the transcripts, as well as with some qualitative interpretations. In the first place, we present the results concerning the attitudinal component.

Table 1

Attitude in the Agents at University Level

ATTITUDE	HEAD OF DEPARTMENT	TEACHERS	SPECIAL EDUCATOR
APPRECIATION	1 (+)	4 (-) 1 (+)	2 (+) 2 (-)
AFFECT	1 (+)	15 (-)	3 (-)
JUDGMENT	2 (-) 1 (+)	9 (-) 1 (+)	1 (-)
TOTAL ATTITUDE	5	30	8

The instances of **Affect** outnumber the other subclasses, mainly in the teachers' discourse, involving more negative value. The teachers appraise the events they have to face in their

daily routine in negative affectual terms, thus showing feelings such as frustration, unhappiness, helplessness, dissatisfaction, for example:

“En cuanto a los sentimientos, **sentí frustración** al no tener las herramientas necesarias para enfrentar la situación”.

“**Me siento en duda y poco acompañada**, por **miedo a cometer errores** por acción o por omisión”.

“Además de eso, veo que lo que yo **me impacta** o lo que **más me pone mal...**”

In the case of **Judgement**, it is noticeable the occurrence of negative instances in all the interviewed people. They tend to be harsh when referring to the behaviour of agents managing situations regarding inclusion. Again, teachers are the ones who exhibit most of these instances, as shown in the following examples:

“Si mi hijo no tiene nada. Es **usted el que no está sabiendo ver las cosas**”.

“**Fue una falencia** desde dirección...”

“**No entendiste** qué es lo que le pasa al chico, vos sos el **mal profesor**”

It is expected, it seems, that the context should provide all the assistance they have experienced at primary and secondary level, where at least they have a regulatory frame.

As regards the instances of **Appreciation**, it can be seen that they are presented in a more balanced way, both positively and negatively, probably showing a more ambivalent appreciation of situations regarding inclusion, as the following examples illustrate:

“la incomprensión **y el desconocimiento** acerca de la discapacidad y los derechos de las personas con discapacidad...”

“pudo resolverse con **excelentes** resultados...”

As we can see, **Attitude** is mostly expressed negatively by all the interviewees, even when at points they use a positive attitude, especially as regards **Appreciation**. As Table 1 shows, most of the negative **Attitude** is expressed by **Affect** and **Judgement** used by the teachers. Secondly, we will consider the **Graduation** subsystem.

Table 2

Instances of Graduation in the Agents at University Level

GRADUATION	HEAD OF DEPARTMENT	TEACHERS	SPECIAL EDUCATOR
FORCE	3	23	8
FOCUS	1	7	1
TOTAL GRADUATION	4	30	9

As we have mentioned before, by using **Graduation**, speakers raise or lower the interpersonal impact of their utterances, as well as blur or sharpen the focus of the semantic categorisations. Table 2, on the one hand, shows a considerable amount of occurrences that raise the **Force** of the interviewees' attitudinal values. We can see this in the following examples:

"...un chico de 19 años, que estaba **totalmente** consciente de lo que le sucedía..." "Porque repercutía **mucho** en su año..."

"...que ese alumno justamente **no** se sienta un sapo de otro pozo, **ni** el pobrecito, **ni** el **excluido**."

On the other hand, there are some occasions on which the interviewees define the **Focus**, either by blurring or sharpening non-gradable semantic units, as these examples illustrate:

"...**como** muy el trabajo de primaria."

...la **real** inclusión de estudiantes que así lo requirieron."

"...estimular el desarrollo de un **posible** perfil laboral, etc."

What is intensified is the negative attitudinal values in particular in the category of Affect, by using resources such as repetition, intensification of processes with circumstance of manner and quantification of processes. Focus, in our results, is scaled in the dimension of authenticity and specificity.

By using **Graduation**, the actors weaken or strengthen their attitudinal values, as it is the case with **Engagement**, which will be dealt with in the next section. When they are strengthening utterances, it could be because they want to stress the need for inclusion at university level.

In the third place, we will deem the Engagement component, which deals with "Those

meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses” (Martin & White, 2005, 97).

Table 3

Instances of Engagement in the Agents at University Level

ENGAGEMENT	HEAD OF DEPARTMENT	TEACHERS	TEACHERS FOR INCLUSION
HETEROGLOSSIA CONTRACTION	2	26	2
HETEROGLOSSIA EXPANSION	-	4	-
TOTAL ENGAGEMENT	2	30	2

Most of the instances that can be seen in Table 3 are eminently heteroglossic contractions. The authorial voice is present throughout all the interviews, contrasting with very few occasions on which the author opens space for expansion, as the following examples show: HETEROGLOSSIA - CONTRACTION

“Yo particularmente no he tenido experiencia de acompañamiento en el aula.”

“Considero que esto lo **debería haber consultado** yo como directora...”

“En mi opinión es necesario redefinir el rol del docente de apoyo en los niveles anteriores al universitario...”

“En general **(no en mi caso particular)** ... “

These examples show that the author validates his voice either by legitimizing his position or by rejecting or denying explicitly or implicitly other voices.

HETEROGLOSSIA - EXPANSION

“Entonces, **quizás**, en ese plano se equipara con cualquier otro chico que vaya a la Universidad.”

This tendency of the participants to be more contractively dialogistic may be explained by the need to express their personal stance as regards the management of inclusion at university and tertiary levels, giving accounts of their personal experiences.

Conclusions

We may highlight the following conclusions:

- The analysis of Attitude in the discourse of the different actors at university level has shown that more attitudinal values occur in the category of Affect and Judgement rather than Appreciation. This, we believe, is the result of the agents appraising the events they have to face in their everyday context in negative affectual terms. As we have seen before, they manifest their feelings of helplessness and especially frustration. One of the reasons for this may also be related to the fact that there is no regulatory frame to take action at this level.
- What is more, this lack of regulation regarding inclusion in this context is also expressed with negative Judgement, since it is expected that the context provides all the assistance they have experienced at primary and secondary level.
- Values of Appreciation, on the other hand, show a more balanced view, both positive and negative, although they are not so prominent.
- When analysing Graduation, there was a considerable difference between Force and Focus, the former appearing much more frequently than the latter. Moreover, what is intensified is the negative attitudinal values in particular in the category of Affect, by using resources such as repetition, intensification of processes with circumstance of manner and quantification of processes. Focus, in our results, is scaled in the dimension of authenticity and specificity.
- As regards Engagement, the results show that the category of Heteroglossia is more frequently found, and within this one, the contraction dimension was the most applied, that is to say, the agents challenge rather than invite an external voice.

Our aim in this presentation was to appraise how the actors at university level experience inclusion. In the responses we obtained, the agents expressed mostly negative attitudinal values and heteroglossic contraction in their Engagement. All this shows there is still a long road to be followed and that regulations need to be implemented as regards inclusion at this level in order to accompany the different actors.

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Ways to Incorporate Literature in the EFL Class

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Abstract

The critical reading of literary texts in the EFL class is considered to be as important as that of argumentative and expository texts, according to the Argentinian Núcleos de Aprendizajes Prioritarios de Lenguas Extranjeras. A reason for this is that narratives give students the possibility of getting to know imaginary worlds and experiencing the aesthetic pleasure of literature in a foreign language. Another reason is that narratives can be used to explore and learn the language, since they constitute authentic material which EFL teachers can use in their lessons. It is easier said than done, teachers may claim: when planning the syllabus, we tend to prioritize the development of the main skills of the language. In this process, literature is generally left aside, except for some excerpts that the class book may offer – and that teachers do not use for their classes because they seem far away from their students' interests or needs. However, literature can interest and inspire your students in many ways: you just have to find the literary text that best suits your students' needs and interests, and your own as a teacher. Here, I aim to share with my colleagues some significant experiences on incorporating literature in the EFL classroom at secondary schools and at the University.

La literatura irrumpe en nuestro mundo y nos moviliza. Cuando leemos un cuento comenzamos a imaginar, tratamos de resolver misterios, pensamos en posibles alternativas para atravesar conflictos, aprendemos formas de decir, entre muchas otras estrategias que vamos desarrollando a medida que nos adentramos en el texto. Por eso es necesario que la literatura forme parte de los textos que leemos en la escuela.

(Beacon, 2020, p. 3)

Since we are born, we are surrounded by narratives. We listen to our parents' stories and then these become part of our daily lives. Narratives are, in Beacon's words, *“una característica fundamental de socialización en lengua materna, desafía nuestra mirada del mundo y nos ayuda a memorizar la información porque se presenta contextualizada dentro del marco de una historia narrada”* (2020, pág. 3). It is in this way that we grow up, expressing our own thoughts and

emotions through language and stories. In teenage hood, narratives represent a great opportunity to enlarge our knowledge of the world and its cultures. In the same way, they are useful means to develop skills which can be then extrapolated to other life situations, such as reading comprehension and critical thinking. We may also affirm that literature constitutes a means of recreation which allows us to freely use our imagination and, why not, our creativity.

As a teacher of English as a foreign language, I consider it important to teach narratives to my students. Considering Boccia's words (2019), narratives are not only "vehicles for the transmission of cultures, values and ideologies" (p. 5), but also "a very useful context for the learning of language (its lexico-grammar, stress and intonation) and multi-semiotic modes in the EFL context" (p. 5).

By working with narratives, we can help our students acknowledge their personal and collective identity, and consider others with which they may not be familiar. This paves the way for a better cultural understanding and acceptance of others. One of the major problems in the classrooms is dealing with tolerance to difference. We coexist in a multicultural society where we each live according to our practices but when confronted with difference, violence breaks. I believe empathy is a value that would enrich our students' experience in school and life itself - not only to coexist with people who are different but also to try to come to a compromise or better understanding of ourselves. "The sense that there exist other worlds, other designs for living and that there are other voices is what constitutes cultural distance across sub-groups of people who on some other basis - such as religion or race - might appear to belong together" (Hasan, 1996, pp 40-41). Local cultural affiliation and cultural distance are preventing our students from developing real bonds and exchanging ideas that are pivotal at school. I consider that the best way to bridge the gap between affiliation and distance is by putting ourselves in the shoes of someone different, and that is exactly why narratives are integral for this objective, since reading provides the appropriate vehicle for exploring and experiencing a reality different from one's own. ¹

Further justification of the use of literary texts in the EFL classroom can be found in the *NAPs of LE (Núcleos de Aprendizajes Prioritarios de Lenguas Extranjeras)* (2012), where narratives are included within the types of texts which should be worked with in the EFL classroom, together with argumentative and expository texts. Here, it is suggested that students carry out a comprehension of these texts and a focused, critical and global reading which "can lead towards instances of integrated learning of content and foreign languages (p. 33, personal translation)". What is more, "the joy of reading literature in the foreign language that is being learnt, the possibility of getting to know imaginary worlds and the aesthetic pleasure of literary works (p. 34,

personal translation)" open up a world of possibilities to our students. Regarding writing, the NAPs suggest the production of texts which are of different genres and of a variety of complexities, either in paper or in a digital form. Among these, they include literary texts and comments/reviews of books read by our students. In addition, according to NAPs, we should encourage the production of narrative and expository texts about content studied in class and topics of general interest, which can be developed individually or in groups, and with the teacher's monitoring whenever necessary. In these productions, genre and the cultural universe should be taken into account by the students.

In the EFL class, working with abridged or unabridged literary texts such as poems, short stories, novels and plays gives our students the chance to appreciate how much they can use the language they have learnt, since they are using it to speak and/or write about these texts. At the same time, it allows them to enjoy literature as an art per se and to explore imaginary worlds and the emotions that these may cause in them. Moreover, when students work with authentic literary texts, they also have the possibility of strengthening their domain of the different skills of the foreign language: reading, writing, listening and speaking, together with the skills they need for every aspect of their lives.

All of these aspects mentioned can be encouraged in our EFL classes if we give our students the opportunity to carry out activities of comprehension and critical analysis of literary texts, class debates, oral presentations and written literary productions, to mention some examples.

Even though there are many advantages of the use of literary texts in class, it cannot be denied that, as teachers who must cover an annual plan, we may find it hard to devote time to do it. Many times we believe that including literature in our syllabus would take time that we need for students to learn the mandatory content from our planning. Or else, it might not be so easy to integrate the reading and writing of literary texts to our plan since we may not know how to do it. For all of these reasons, I would like to share some instances of the incorporation of literature in my classes which have proved to be great opportunities for students to learn not only the English language in a fun way, but also dare to play with it by creating texts full of their emotions and beliefs. All of the activities have been carried out in groups of teenagers and young-adults with an A2 to C1 level of English according to the European Framework. The learning contexts are: a secondary school with 2 to 3 hours of classes per week, a private English Institute with 4 hours of classes per week and a literature course which is part of the English Teaching Career at Universidad Nacional de San Juan:

- Reading aloud and/or listening to an audiobook (Figures 12 and 13): this activity is intended to

encourage students to get engaged with reading literature and enjoy the pleasure of having someone read to them in person. In my case, I did both activities separately, but you can also combine them. Something that is important is to create an appropriate and engaging atmosphere in your classroom: you can bring objects, books, and even add some music or background sounds: it all depends on the story you are reading. On one occasion, I prepared the classroom with books and some objects and had students sit on the floor. Then, I read to them the first chapter of the novel *A Monster Calls* by Patrick Ness with some sounds of nature in the background. On another occasion, students sat in a circle and they listened to an audiobook with a dramatic reading of the short story *The Tell-Tale Heart* by Edgar Allan Poe. In both instances, we used very little light: this adds greatly to the reading atmosphere and to the horror and suspense provoked by the stories.

- Reading a short story (in this case, *The Tell-Tale Heart* by Edgar Allan Poe), carrying out some critical analysis and then writing a poem using the black-out and cut-out techniques (Figures 1-5). In this activity, students read the story and used the dictionary to look for unknown words. Then, they answered some questions to analyze the story (what it is about, what the setting is, who the characters are, what the big idea/s or 'theme/s' of the story are). Finally, to express the emotions the story provoked in them, they created black-out and cut-out poems which could be related to the story or not. In the first technique, you select the words you want to use for your poem and then cross-out the rest of the words. You can also draw something to represent the poem or you can use the drawings present on the page - there are as many possibilities as writers, since creativity is the key. Cut-out poetry is similar, although here the writer cuts the words and then sticks them on another page. After creating the poems, my students read them to one another and then shared them with the rest of the school by sticking their productions on the wall and reading them to whoever was interested in their poems.
- Reading a poem, analyzing it and then representing it with a drawing (Figures 17a-20): for this activity, my students read the poem *The Road Not Taken* by Robert Frost and answered some questions to guide them on the analysis. Secondly, they made a graphic representation of it. Finally, they watched a short film representing the story of the poem and compared it with their drawings. During the analysis, there were instances of individual and group work.
- Book club (Figures 14-16): we created our class's Book Club. As part of this project, students were able to choose books from the school library (they can be books that you bring from home) and take one to read at home and/or during class. Each week, we assigned the last 10 minutes of one of our classes for some silent reading time. After two weeks, they could share with their classmates the book they read and any interesting aspect they wanted to tell their classmates

about it, including if they liked the book or not. The process can be repeated as many times as the teacher (or the students) decide.

- Reading Circles (Furr, 2007) (Figures 31 and 32): this activity is similar to that of the book club and they can even be combined. Here, students form groups, read one short story per group and do the activities of the roles that they choose or are assigned. The roles are: discussion leader, word master, culture collector, connector, summarizer and passage person (the description of each role is included below). Once they read the stories at home, they form a circle in class and share the story their group has read with the other groups, saying what they have analyzed according to their roles. In this way, everybody has something to say and to share. For the circle, they are given badges with the names of their roles on them. Finally, stories can be exchanged among groups or students can choose other stories to repeat the process.
- Writing and performing a play based on a novel or short story: after reading a novel or a certain number of short stories, students can write a screenplay of a play of the story or novel. In this way, they can experiment with the different genres and add their creativity to the process. This activity is done in groups of 4 or 5 students. Finally, they can perform the play they created and watch their classmates' performances.
- Reading and writing picture books (Figures 21-24): This activity is intended to work with the genre of short stories, especially picture books. First, my students read and watched videos of stories: they did comprehension activities, then noticed grammar and vocabulary used in the stories. My students worked with stories that contained a journey and a surprise. Secondly, they read picture books that I brought to class: in groups, they chose one and read it; then they shared the book with the rest of the groups. Their attention was especially drawn towards the relationship between text and images to create meaning. After reading the picture books, students were asked to write a story using the vocabulary and grammar they worked with at the beginning: the story had to be about one of two suggested topics, and it had to contain a journey and a surprise. In addition, they had to write it following a process: 1º making a mind map; 2º writing an outline; 3º writing a first draft to check language and 4º writing the final draft. They used the platform Storybird.com, which offers hundreds of illustrations to create picture books. After writing their books, they downloaded and shared them with the teacher and the other students: everybody had to read their classmates' picture books. Finally, they voted for the best picture book of the class via Mentimeter.com and the winner got a prize: An English novel.
- Writing a concrete poem (Figures 6-11): this activity is intended to express the writer's emotions. I learned about it during a webinar given by Mag. Griselda Beacon (2020) and I strongly recommend it. In my case, I decided to do this activity with my students during an online class

we had due to Covid-19 pandemic. First, I showed them some concrete poems written by other people about their feelings during isolation time. Then, I asked them to make their own concrete poems to express their feelings - these could be related to the pandemic or not, and they could do them by hand or using a digital tool. This activity allows students to use their skills to experiment with another type of poetry that may result in a fun way of expressing emotions.

- Reading a novel or short story and writing a double entry journal as a reaction to it: this activity aims to give students the chance to react to what they are reading. You can give them a table with two columns: in one of them, you give them quotes from the story or chapter of the novel, and in the other one they can write how the characters felt or what they were thinking at that specific moment - and this would be the character's journal. You can even add another column for their own journal here; students can give their point of view on what is happening in the story.²
- Reading a picture story book, writing an acrostic poem and drawing a scene (Figures 25-27): in this activity, students can read and then react to a picture story book. Once they have read, students can write an acrostic poem using vocabulary from the story. Finally, they can draw a scene changing something they think should happen differently or even change the ending. Since these kinds of books generally contains simpler language, it allows teachers to work with them in classes of students with a lower level of English.
- Performance poetry: here, students read a poem and then they record themselves using a video or podcast platform/app while performing it. This activity allows for their creativity, since they can add sound effects, images, among other elements to make their performance interesting to the viewer/listener. It allows for students to develop oral skills.
- Reading a piece of news and writing poems in boxes (Beacon, 2020) (Figures 28-30): This activity has been adapted from Beacon's set of activities proposed during a webinar she gave in 2020. After reading pieces of news, students can then transform them into poems: they can use the most important information and write a poem in the form of a box. In this activity, students can be creative and write poems about something that interests them, adding elements such as dolls or stickers, among others – the possibilities are endless! Teachers can incorporate this activity to explore different genres (expository vs. literary texts) with students of varied levels of English.

The activities proposed here, as you can see, are either one-class sequences or task-based projects which involve not only the use of English, but also the use of each student's imagination and creativity. Most of them are related to other forms of art, since literature *is* a form of art which can be combined with other artistic expressions in order to express emotions and share

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perspectives on life. I sincerely hope that teachers may find inspiration in these activities and give literary texts a chance in their classes. Students will love reading and reacting to literature.

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Notes:

¹ Credits to my colleague Gabriela Raimondo, my co-writer of the Final Application Assignment (Raimondo and Rodriguez, 2019) of *Literatura en el Aula de Inglés como Lengua Extranjera*, where we thought of the ideas mentioned in this paragraph together.

² Credits to Mag. Boccia (2019) for this activity.

Personal Note: I have taken all of the photos included in the Appendix myself. Those which contain works by my students have been taken with their permission. They were asked to sign an authorization which enables me to show their work as part of this investigation.

Appendix

Fig. 1

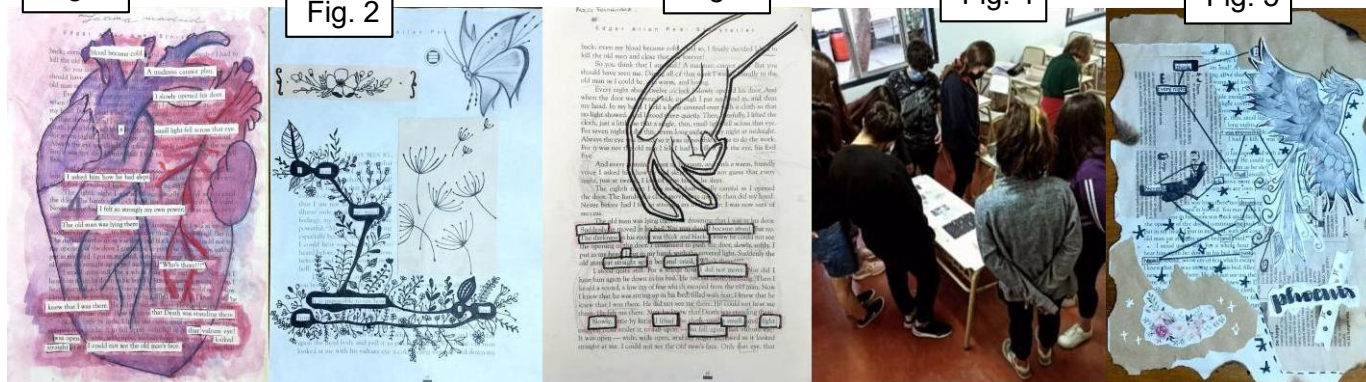
- Blackout Poetry and Cut-out Poetry

Fig. 2

Fig. 3

Fig. 4

Fig. 5



- Creative Writing: A Concrete Poem

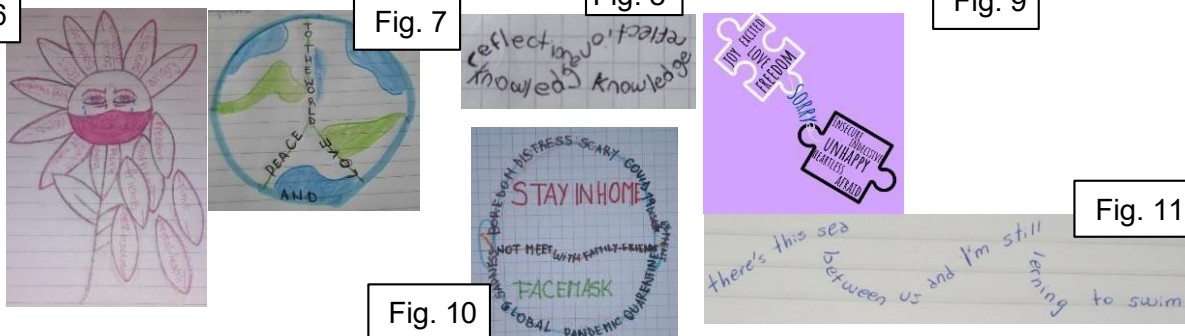
Fig. 6

Fig. 7

Fig. 8

Fig. 9

Fig. 11



- Reading aloud to students the 1st chapter of a novel or a short story

Fig. 12



- Listening to a dramatic reading of a horror short story

Fig. 13



- Book club

Fig. 14



Fig. 15



Fig. 16



Reading and representing a poem: The road not taken

Fig. 17a

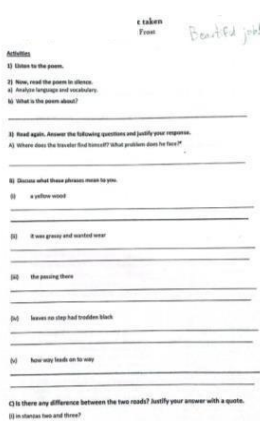


Fig. 17b

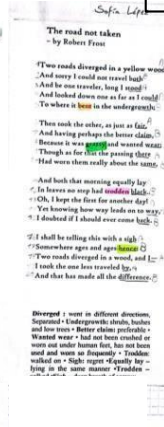


Fig. 17c



Fig. 19



Fig. 18



Fig. 20



- Reading and Writing picture books – Voting for the best picture book

Fig. 21



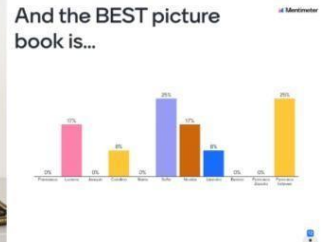
Fig. 22



Fig. 23



Fig. 24



- Reading a picture book, writing an acrostic poem and drawing a scene

Fig. 25



Fig. 26



Fig. 27



- Poems in boxes (Beacon, 2020)

Fig. 30



Fig. 29



Fig. 31



Fig. 32

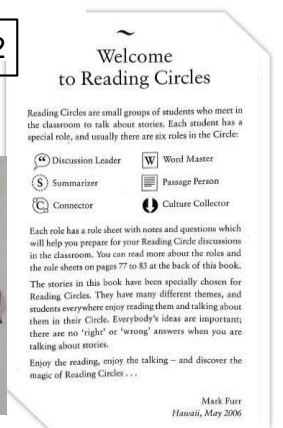


Fig. 28

