



Adapting to meet diverse needs in ELT

Selected Papers from the 43nd FAAPI Conference

**Edited by
Darío Luis Banegas, Mario López-Barrios, Melina Porto and Diana Waigandt**

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Words from FAAPI President

Dear all,

Well, here we are again in the presence of Selected Papers, they belong to 2018 FAAPI Conference. I cannot but rejoice to find that every year, there is a new topic that lends itself for original and laborious pieces of research and practice from colleagues. Well, it is a hackneyed phrase to say that as teaching practitioners we learn throughout all our lives. So, there will always a colleague who would like to share their contribution in the quest for professional development. And there will be always a forum for us to share our production.

The general theme of the 2018 edition is “Redefining English Language Teaching and Learning: Adapting to Meet Diverse Needs”. I would like to concentrate in the concept of diverse – diversity, although I do not intend to make a thorough study on the issue. Upon a review of the literature, I found a definition reported by Diallo & Maizonniaux (2016) that appears to be quite appropriate. They expound that The National Council for Accreditation of Teacher Education (NCATE) in America provides one of the most comprehensive definitions of diversity. This states that:

diversity is “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area”. NCATE in Diallo & Maizonniaux (2016)

According to them, the underlying argument in favor of this is that “... despite the complexities of diversity in classrooms, students of diverse backgrounds share a number of common features”. For example, “they bring with them to the school a diverse set of motivations and prior knowledge that significantly affect how and what they learn” (Hawley, 2010, p. 6).

Now, even from a cursory glance at the titles of the pieces of work contributed by colleagues from all over the country, one senses the bone of the topic, the outline of the map, landmarks for the reader.

With the above mentioned theme of the Conference, our colleagues have touched upon issues of paramount relevance at present: teachers’ well-being, questions of gender and ESP in a very specific context, affectivity, bullying, senior learners, ICT integration in the class, and the interchange with local and global, and a buzzword: inclusion.

It looks like that being an English teacher in the second decade of this century faces practitioners with new challenges, as new scenarios demand teachers conversant with present issues and with different sources of tensions. The quest for CPD (Continuous Professional Development) is a must if we want to survive in new classroom environments, which can be face-to-face, in a smartphone, a military headquarter or elsewhere in the world, through a platform.

So, let's turn the pages of this edition of subsequent FAAPI Selected Papers, and indulge in fruitful reading. We will surely continue learning from peers.

Cristina Mayol

FAAPI President

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1 Affectivity and oral presentations: Catering for individual learner needs

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1. Introduction

In the last few years, the development of oral skills has acquired special significance in the initial education of future engineers. As a consequence, oral presentations have become a common component of ESP courses at university. These speech event genres (Swales, 2004; Ventola et al., 2002), however, often pose a number of difficulties which relate to the learner affective domain, and which tend to be relatively neglected in teaching and learning scenarios. In this sense, previous studies have stressed the profound significance learners seem to attach to this sphere, while focusing scant attention the issue seems to have been received well by educational researchers in the local higher education context (e.g., Dalla Costa, Gava & Romano, 2009; Valcarce & Veinticinque, 2007).

Our study was motivated by the need to contribute to a better understanding of the different affective variables that influence learner performance in oral tasks in a higher education setting. This article describes some of the most salient factors identified as influencing our students' performance, and discusses some of the strategies that have been implemented to cater to their individual needs. We also suggest a number of alternative techniques that may enhance learner achievement in this type of communicative tasks.

2. Developing oral competence in the academic setting

Keeping on a par with the main precepts delineated in *Competences for Engineering* (CONFEDI, 2014), undergraduates at the Faculty of Engineering (UNER) are expected to develop,

among other skills, a) the ability to integrate teams, assuming shared responsibilities and commitments; b) the ability to communicate orally, fluently and spontaneously, adjusting speech to the intended purpose, audience, and situation; and c) the ability to adequately use technological resources to aid effective communication. The CONFEDI document also establishes that engineering students should develop: e) reading comprehension skills in English; f) autonomous learning, and g) strategies for self-assessment.

In line with the goals above, students attending English II, a compulsory module in Year 3 of the Bioengineering and Bioinformatics programmes at FI-UNER, read and analyse different academic genres in English (abstracts, research articles and patents) in order to prepare slide or poster presentations in Spanish. To give their presentations, students work in pairs or small groups, selecting their own reading materials, and designing their slides or posters collaboratively (see Waigandt, Soto, & Monzón, 2015, 2016).

Speaking in public, however, is a demanding activity that goes beyond mere organization, preparation and practice. Indeed, giving successful presentations urges learners to consider not only what to say and how to say it, but also other important aspects concerning such as how to attract and retain audience attention. In many cases, facing this challenge in an academic environment brings up a number of factors that belong to the learners' *affective domain* and that imply overcoming difficulties connected with, for example, nerves and embarrassment, anxiety, etcetera. This is precisely what our study intends to explore.

3. Exploring learners' affectivity in oral presentations

Authors usually refer to the affective domain as *the emotional side of human behaviour*, and claim that all learning is a powerful combination of *cognition* and *emotion*. The literature also holds that there seems to be a *cognition-emotion interface* that is particular to language learning (Arnold & Brown, 1999; Dörnyei, 2009). Thus, for the purposes of this study, we have adopted the definition provided by Keltner et al. (2014), who defines *emotions* as “multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals” (p. 27).

Referring to the context of the classroom, Pekrun (2009) claims that the social nature of the different academic situations students are immersed in help shape the *emotional character* of such setting and that emotions play a fundamental role in the development of students' motivation, cognitive performance, and personality. He further posits that, as they are ubiquitous, emotions are very important in the educational context since they profoundly influence learning and achievement (Pekrun, 2014). This author analyzes the development of emotions, by focusing on what he calls *academic emotions* and by categorizing them as follows:

- **Achievement emotions** – related to *achievement activities* and the ensuing feelings of success or failure.

- **Epistemic emotions** – triggered by *cognitive problems* associated with task types and task novelty.
- **Topic emotions** – connected with the specific topics presented in class and students' interest thereof.
- **Social emotions** – pertaining to relationships with teachers and peers in the classroom.

The following sections address the main outcomes of a small-scale study we conducted to explore which of the academic emotions above surface during our students' oral presentations and to gauge the extent to which they seem to affect performance and attainment.

3.1. A small scale study

Our study asked students to reflect upon the perceived academic emotions emerging during their three oral presentations that took place in the first semester of the 2018 academic year (March-June).

We conceived this study as mainly an exploratory one, and as a first step towards: 1. understanding the role of emotions and affectivity in higher education; 2. identifying salient affective variables influencing learner performance in the specific context of FIUNER; and 3. generating hypotheses for further studies. It was our expectation that the answers would yield some insight to help us discern what strategies students employ in order to deal with such emotions. Lastly, through this initial exploration we hoped to gather information concerning the students' perceptions of our role as facilitators, which would in turn lead us to explore new strategies that could further support their performance. The specific questions guiding our study were:

- Which emotions do our students experience before, during and after giving L1 oral presentations in the academic setting?
- What are the perceived origins of these emotions?
- To what extent do learners perceive these emotions as affecting their performance and ultimate attainment?
- What strategies do students employ to deal with negative emotions?
- What strategies can teachers implement to foster positive academic emotions and to help students cope with negative ones?

After revising the literature extensively, we designed a self-report instrument, drawn from the Academic Emotions Questionnaire developed by Pekrun, et al. (2002). Our questionnaire was designed utilizing Google Forms and administered online. It comprised of three main sections with a total of 26 questions exploring students' emotions before, during and after giving their oral presentations. These questions aimed at establishing the perceived nature of the emotions, whether

positive or negative. The survey was designed in Spanish and contained three sets of five-point Likert-type scales (1. Totally agree; 5. Totally disagree). We also included three open-ended questions. The first two were expected to generate more insightful detail regarding the strategies that students seem to employ in order to sustain positive emotions or overcome negative ones. The third one explored the learners' perceived relevance of the role of the teachers not only in facilitating academic goal achievement but also in aiding with regulation and coping of their (negative) emotions.

Student participation was optional and anonymous, and out of a total of 44 students (corresponding to three English II groups), we obtained 35 responses (79%). The data generated was automatically quantified and tabulated by Google Questionnaires, which rendered very interesting quantitative data (in percentages). However, we opted for a more qualitative stance and decided to color code the data and analyze them in terms of their direct relationship with our pre-established categories of analysis (i.e. Pekrun's categories), and in the light of our research questions.

3.2. Emerging academic emotions

Responses from the learners' questionnaire seem to indicate that learners' academic emotions fall mainly into the achievement and epistemic emotions, with some social emotions also arising (see 3.3 below).

In the case of *achievement emotions*, the most salient answers relating to task preparation show that, generally, students feel confident about their knowledge of the topic selected for their presentation (48.5%) and that they have feelings of self-confidence in relation to task resolution (42.8%). Also, responses indicate that 54.2% of the learners enjoy performing the task, while 71.4% of the learners (N=25) experience feelings of pride and satisfaction upon successful task completion, as well as feelings of freedom (91%). The dissipation of tension is also reported in 88.5% of the cases.

Regarding achievement emotions associated with debilitating anxiety, a significant number of students (N=25, 71%) agree that feeling unable to finish the task effectively worries them. However, the same number agrees that they experience facilitating anxiety instead, and that feeling "a little" anxious helps them complete the task well. Only a small number of learners agree that being anxious leads them to experience some kind of physical discomfort like stomachache or feeling sick (N=8, 22.8%). Another common source of negative achievement emotions is related to fears of anger caused by forgetting or confusing information during the presentation (N=11; 31.4%).

In the case of *epistemic* emotions related to the curiosity or interest generated by the task prior to completion, it is interesting to note that 48.2% of the students (N=15) agree that they feel eager to engage in oral presentations, while that same number agree that the task does not generate any particular interest. In addition, five students (14.2%) express their initial disinterest towards the

task. What is unclear, however, is whether this apparent disinterest is related to achievement, epistemic or topic emotions, and whether the feeling changes as time goes by. Among the students who show an interest, there is agreement that task preparation (80%), previous study (82.2%) or motivation to read more (57%) are all aspects that contribute to positive epistemic emotions. Similarly, 19 students (54.2%) acknowledge enjoying giving the presentation. However, an emerging negative epistemic emotion relates to the time available for task preparation given that a significant number of participants (N=16, 45.7%) agree that not having enough time to prepare makes them feel upset. Also, 11 students (31.4%) agree that they have negative feelings when they forget or confuse the information they must present, and 14 students claim that this makes them feel upset or angry (40%) during the presentation itself.

One important aspect that we also explored, and that has no correlation with Pekrun's categories, concerns the kind of bodily responses associated with self-reported negative emotions that arise during the presentations. In this sense, students provided very similar answers for the different categories explored. We asked whether their anxiety or nervousness was in any way manifested physically, and although 13 students agree and 12 disagree, 10 students did not answer. Among those students who agree, the main examples provided also coincide, and include aspects such as either feeling stiff (i.e. unable to move) or moving more than usual, having shaking hands or a quivering voice, instances of stammering, getting stuck or being unable to enunciate.

3.3. The relevance of *social* emotions

In this section, we would like to refer to the open-ended questions included in the survey, which explored the source of positive emotions as perceived by the learners, and the different strategies employed to overcome negative feelings.

The most significant findings about positive emotions relate to the role played by Pekrun's *social* emotions. Indeed, although many of the answers once again stress the relevance of *achievement* emotions [for example, being able to share what they have studied (N=11, 31.4%), the personal satisfaction of completing the task or making progress in the subject], a meaningful cluster of answers indicate that what encourages students to perform well in their oral presentations is the positive classroom environment created and the relationships of trust and commitment established with teachers and peers. Regarding teachers, answers show that being able to rely on teachers' support and availability at all times, or having teachers' trust and confidence, boosts learners' positive social emotions. In a similar vein, a number of answers point to peer-generated positive emotions. Thus, the fact that the usual audience watching the presentations is small and supportive, or the fact that peers can provide help either before or during the presentation are factors mentioned as contributing to positive feelings. To illustrate this, we here transcribe *verbatim* some of the answers provided:

Student 1 (Achievement emotions)

A que me resulta interesante exponer el conocimiento. Siento que me ayuda a aprender más sobre el tema expuesto y eso me agrada

Student 2 (Achievement and social emotions)

A la preparación y ensayo de la presentación previa, con mi grupo. El estudio y entendimiento del tema lleva a que aunque por momentos te llegues a olvidar lo practicado, puedas explicar lo mismo.

Student 3 (Social emotions)

Las emociones positivas que tengo antes de las presentaciones las atribuyo a: confianza generada por el docente dentro del grupo; respeto de los compañeros para con el expositor; confianza en uno mismo.

Student 4 (Achievement and social emotions)

Se lo atribuiría a la confianza en mí mismo y en mi compañero, a los conocimientos sobre el tema, a un ámbito en el cual me siento a gusto ya que son personas que veo en el día a día.

It is important to mention, however, that two of the answers show that *social* emotions can involve negative feelings; thus, one student claims that “some classmates make me feel a lot of pressure”, and another suggests that “some classmates expect you to do badly.” These were, nevertheless, two isolated answers.

3.4. Coping with negative emotions

Although the main aim of the study here presented was to explore learners' emotions in oral presentations, our ultimate goal is to help our learners cope with the stress and tension generated by the task we assign them. Consequently, one final question in the survey inquired into the possible strategies that we teachers could implement to help them do so. Responses to this question are analyzed below.

Among the different actions that we have taken and that students regard as positive measures to enhance their performance in oral presentations, one recurrent answer was that we assign more than one presentation (N=10, 28.5%). This, in the learners' views, provides them with opportunities for academic improvement and for overcoming fears and tensions. Generally, learners agree that the course is well-organized, that they are provided with sufficient information and support to cope with the activity and that, where negative feelings persist, is a question of time and personal effort to overcome (N=7, 20%). Here are some sample responses:

Student 5

Creo que la cátedra acompaña de manera correcta el proceso de aprendizaje, siempre me sentí contenida, soy una persona muy nerviosa y tímida, y hoy en día, luego de las diferentes presentaciones, me siento más segura para realizar una exposición oral.

Student 6

Desde la cátedra no sabría qué otra cosa podrían hacer, nos brindan información e incluso un método para realizar las presentaciones detalladamente por lo cual en el sentido de lograr algo para presentar esta hecho de la mejor forma posible. Al momento de presentar, ya depende de cada uno y en mi opinión, si a alguien le resulta incómodo presentar o le dificulta por el nerviosismo es cuestión de practicar y seguir presentando hasta que se naturalice más en uno mismo, hablando de mi propia experiencia. (...)

Apart from the fact that there are several presentations during the year, another aspect that seems to be welcomed by the vast majority of students (N=34, 97%) concerns the implementation of formative assessment given that our students engage in both self- and peer-assessment practices. Also, it appears that the provision of informative feedback that highlights strengths and weaknesses encourages positive feelings:

Student 7

Creo que la Cátedra ya hace lo suficiente. Me gusta que no nos impongan miedo ni presión, ya que las críticas son constructivas para poder superarnos.

One final feature that is worth considering here is the fact that the presentations are video recorded. This recording is used for students to self-evaluate their performance. One issue that worried us was whether the presence of an outsider filming their presentations was an impinging factor. Answers to the questionnaire indicate that 26 students (74.2%) express disagreement with this idea and only 2 students agree that the camera might be a factor affecting performance negatively. The rest (N=7) did not respond.

Even though most answers provided by our learners show their satisfaction with what our course has to offer, it is clear that we can still contribute a bit further. For example, one of the students suggests we provide them with:

Student 8

Métodos para superar el estrés o los nervios antes de la presentación y cómo manejar situaciones en la situación que uno no recuerda algo.

In an attempt to address this we have already taken a number of steps for the near future. First, we have designed a new project that aims at inviting specialists in drama, relaxation techniques, among other related areas to give workshops on how to develop positive emotions. Second, we also intend to invite colleagues from our institution to replicate presentations that they might have given in

conferences or congresses, so as to provide our learners with authentic samples specifically related to their field of study. Finally, one last strategy that we think might be useful is encouraging students to participate as members of the audience in the presentation of their advanced peers' final projects.

We believe that by implementing these further innovations in our course we will be helping our learners to develop strategies to deal with negative emotions while enhancing the development of positive ones.

4. Conclusions and pedagogical implications

This article has presented a summary of the main academic emotions that seem to affect learner performance in oral presentations in the academic setting. It is undeniable that affectivity is a factor that deeply influences teaching and learning and that, as such, it is an area that deserves attention. Although our students' responses to the questionnaire show satisfaction with the work we are doing, it is clear that we need to continue working towards the development of positive emotions among learners so that a new mindset is created.

We believe that part of our job as educators is to ensure that students understand that "emotions can be managed, controlled, shaped, and transformed" (Oxford, 2015, p. 386) and that emotions require a conscious effort, as well as to give them the tools to do so.

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2 Weaving positivity into future teachers' well-being in the phonetics class

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1. Introduction

When a new academic year begins, students experiment a rollercoaster of emotions, especially during their first years at university. The transition from high school to university is one of the most stressful moments in students' life (Denovan & Macaskill, 2017), and thus requires students to adapt to a new social and academic environment (Fisher, in Denovan & Macaskill, 2017). During this transition, many of the decisions made by students, such as moving to a different city, living alone, or having to organize their own economy might increase this emotional uphill. The list does not finish there; they surely also experience academic challenges such as organizing their own schedule, or participating in academic meetings, among others. These events shape students' emotions and can have a strong influence on learning and achievement since the classroom is an "emotional place" (Pekrun, 2014, p. 6).

In this paper we present a sample of the activities implemented in an innovation in the English Phonetics 1 course at the Teacher Training Programme of the Faculty of Humanities, Universidad Nacional de Río Cuarto (UNRC). The activities aim at helping students/future teachers to generate, increase and keep positive emotions and well-being, and were designed in response to part of the results from the research project *English oral communication; the influence of future English teachers' beliefs and emotions on their intonation* (Barbeito, Cardinali, Sánchez Centeno, Bina, & Rotti, 2016).

2. Theories behind emotion and learning

Emotions have been disregarded for a long time (Arnold, 1999; MacIntyre, 2002; Pekrun, Goetz, Titz, & Perry, 2002; Swain, 2013), however, they have gained visibility in the field of education in general (Pekrun, 2014) and in the EFL/ ESL context in particular (Agudo, 2018; Barcelos, 2015; Dewaele, 2015; Oxford, 2015).

In the last decade, there was a shift in the educational paradigm from a mere cognitive approach to a more holistic and integral view of teachers and students. Even though in the early 21st century the focus was mostly on the effect of negative emotions on learning such as anxiety (for example, Horwitz, Horwitz & Cope, 1986; MacIntyre, 2002), more recently, Dewaele and Li (2018) state that “there has been a shift away from an exclusive focus on negative emotions in SLA to a more holistic analysis of both negative and positive emotions among learners” (p.15). MacIntyre, Gregersen and Mercer (2016), claim that interest in how emotions impact acquisition has sprung due to the introduction of the Positive Psychology movement in Applied Linguistics. This, together with the work of educational psychologists such as Pekrun and Schultz (2007) have led to a reconsideration of the value of both positive and negative emotions in learning (Dewaele & Alfawzan, 2018) and to a different perspective for educators because it integrates emotions as an essential part of cognition.

For MacIntyre (2002), emotion is “the primary human motive” and functions as an “amplifier, providing the intensity, urgency, and energy to propel our behavior in everything we do” (p. 61). Barbeito and Sánchez Centeno (2016) show the presence of ambivalent emotions in Argentinean university students; these, according to MacIntyre (2007) are prevalent in language learning. The picture is very complex, since it is not the presence of positive emotion but the ratio of positive to negative emotion that is especially important for well-being (Dewaele & MacIntyre, 2014).

Positive Psychology is concerned with developing tools to enhance positive emotions, increase engagement and foster “an appreciation of meaning in life and its activities” (Seligman, in MacIntyre & Mercer, 2014, p.154). Applied Linguistics has interpreted this as a call for a more holistic view on the emotions that learners experience in the classroom (Dewaele & Alfawzan, 2018) which has two main pedagogical implications: the first one is the importance of teachers’ creating a positive classroom atmosphere, the second is that emotional experiences in the target language can help learners’ master the new language (Dewaele & Li, 2018).

As a result of the “emotional turn in Applied Linguistics” (White, 2018, p. 19) our teaching practices have been reworked and redefined. Cuéllar and Oxford (2018) accurately describe the EFL classroom as a place where “teachers and students come [...] with their own emotional tones, which have nothing to do with academic content but which permeate the environment and influence individuals’ ways of dealing with the content” (p. 58). By embarking in this innovation, we move away from the established view of teaching and learning as “emotionless, clinical, germ-free

absorption and transmission of linguistic knowledge (Dewaele & Li, 2018, p.18) which has prevailed in our universities, and start to acknowledge that teachers and students are emotional beings whose emotions could be explored, generated, stimulated, and influenced.

We conducted the intervention we describe in this paper with the expectation that positive psychology-based interventions would help our first-year students/ future teachers “to develop and maintain their motivation, perseverance, and resiliency, as well as positive emotions necessary for the long-term undertaking of learning a foreign language” (MacIntyre, & Mercer, 2014, p. 156).

3. Background research study

The academic setting is still an uncharted terrain with respect to researching and working with emotions. In fact, many university teachers and students consider discussing and/or managing emotions inappropriate for the academic context and believe that it should remain private (Bharuthram, 2018).

One of the general aims of our project (Barbeito et al., 2016) was to describe the beliefs and emotions held by first year students about the role of intonation in oral communication in English. The results obtained indicate the presence of a number of negative emotions such as anxiety, fear, frustration and concern to produce orally in English (Barbeito & Sánchez Centeno, 2016). These results go in line with current thinking: i.e. that beliefs and emotions are intertwined and play a role in students’ willingness or reticence to engage in oral production in the second language (Dewaele & Li, 2018; MacIntyre & Mercer, 2014; Mercer & Gkonou, 2017) and that speaking is one of the most stressful and challenging activities in the EFL classroom (Aragão, 2011, Pawlak, 2018).

Adding to the challenge of having to communicate in English, in their Phonetics course students are required to learn and use sounds and intonation patterns different to those in Spanish. These practices and their subsequent evaluation are one of the sources of emotions which affect students’ performance. We believe these experiences shape their future teacher selves, since emotions “control the students’ attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning” (Pekrun, 2014, p. 6).

Throughout a whole academic year, we participated in the first year regular classes (Introduction to Phonetics) administering the following data collection instruments: visual narratives to disclose beliefs and emotions in a non-verbal mode, journal entries to reflect upon the influence of emotions on learning, a Likert-type questionnaire to inquire about beliefs and emotions and focus groups, where students could disclose their emotions and discuss ways to deal with them. We explained our aims, tried to be as unobtrusive as possible and allowed the students to participate voluntarily and answer anonymously.

In the following section we describe a set of innovative classroom interventions carried out as part of the innovation that stemmed from our research findings.

4. The innovation in action

In this section we present a small selection of the activities designed and used in the innovation. We implemented them in second year, with the same group of students who participated in the research project, now attending English Phonetics 1.

The innovation is framed within Oxford's (2017) "Full Consciousness Mode". In applying this mode, we explicitly weave positive psychology-based activities into regular coursework. Our ultimate goal of exposing our students to positivity and emotionality in such an early stage of their university life is that they incorporate them in their future professional life as EFL teachers.

During our research, we noticed many students lacked the language to express their emotions. Therefore, the first activities implemented provided a set of vocabulary to talk about emotions. All the activities were implemented in the students' L1 in order to obtain "higher emotional intensity and amount of detail" in their answers and avoid a potential language barrier (Marian & Kaushanskaya, in Pavlenko, 2007, p. 171).

The classroom atmosphere was crucial. We tried to create a comfortable, non-threatening and tension-free classroom context, where everyone could share their emotions without feeling intimidated or embarrassed.

In the following section, we will describe four of the activities implemented.

4.1. "Emotional rating"

In this activity students come into initial contact with their emotions in relation to the activities they will carry out in the Phonetics class and rate them. Pekrun et al. (2002) explain that anticipatory emotions related to future success or failure could be considered determinant of academic achievement and motivation.

Aims:

- That students become aware of their previously experienced and their envisioned emotions related to oral production in the Phonetics class.
- That students reflect upon the importance of managing emotions in their academic life.

Resources: one worksheet for each student (Appendix A)

Procedures:

- a. Inform students about the course requirements and explain the different types of activities students will have to perform during the term: dictations in class, reading aloud in front of the class, performing orally in front of the class, oral and written exams, etc.;
- b. Discuss with students their previous experiences and the emotions these activities caused, and ask about the emotions the new activities generate;
- c. Hand out the worksheet which contains a list of the activities discussed above and ask students to complete it. They can choose the emotions from a bank on top of the

worksheet. Then the students have to rate each of the emotions selected for this activity in a range from 1 to 5 (see Appendix A);

- d. Once they have finished, open up class discussion to see which activity causes the most unpleasant emotions and possible actions to manage them;
- e. Finally, tell students they will work during the course on how to use emotion regulation strategies.

4.2. “Putting things in perspective”

In this activity students are confronted with imagined academic situations, such as an upcoming exam. Catastrophic thinking is usually “paralyzing and unrealistic” (Seligman, in Oxford, 2017, p.143). The students’ analysis and calm consideration of the possible situations can lead them to deal with negative emotions.

Aims:

- To recognize irrational fears or anxieties;
- To focus on the reduction of the negative outcomes associated with catastrophic thinking.

Resources: one worksheet for each student (Appendix B)

Procedures:

- a. Exemplify the activity using a situation from your everyday life (e.g. first day in a new job) and describe the worst, the best and the most likely scenarios. For each situation, express your emotions;
- b. Hand out the worksheet (see Appendix A) and ask students to complete it in relation to the following situation: *Mid-Term Exam next week*;
- c. Ask students to share their thoughts and emotions with a peer and/or whole class;
- d. To close the activity, share with students the reasons for including the situation (Mid-term exam), enquire about emotions felt during past midterms, reflect on mixed emotions. The class can also reflect on the benefits of doing this activity whenever they have a “problem” that generates catastrophic thinking.

Source: a) The activity was adapted from: Oxford, R. L. (2017). Activity N: Think of the worst case, the best case and the most likely case (p.143); b) The handout (Appendix B) was adapted from *The Hawn Foundations (2011). Mind Up Curriculum*.

4.3. “Portrait of me, my beliefs and emotions”

Through this activity, students are able to express the emotions they feel when expressing themselves orally in English (Hautamaki, 2010).

Aims:

- To disclose emotions regarding oral production in a non-verbal mode.

Resources: one copy of the worksheet for each student (Appendix C) and a box of crayons (optional)

Procedures:

- a. Tell students that they are going to do a different activity and ask them who likes drawing, in spite of the fact that they may consider themselves good or bad at it;
- b. Hand out the worksheet and crayons to students and read the assignment; If possible, give students the option to change classroom arrangement, sit on the floor or draw outside the classroom. Students can also have an extra worksheet to start over if they are not happy with what they have drawn;
- c. Collect all the drawings after everyone has finished;
- d. In a future class, hand the drawings back for group discussion on predominant emotions and ways to deal with them.

Source:

Adapted from Kalaja, P., Menezes, V., & Barcelos, A. (2008).

4.4. “I’m proud of it”

Pride is considered a positive emotion, and is related to the process of learning and task performance (Pekrun et al., 2002) and the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources (MacIntyre et al., 2016). Being able to express pride and a sense of accomplishment and to reflect on what still needs to be done can help students increase their optimism and well-being.

Aims:

- To express pride in having met goals, such as mastering a skill or managing emotions in the Phonetics class.

Procedures:

- a. Start a discussion about how important it is to look back, provide some examples of what you feel proud of in relation to yourself and the students taking the course;
- b. Then, invite students to think about the goals they set for that course at the beginning of the term and how they felt, and find some things they could do well and that they are proud of;
- c. Students then share their thoughts with the rest, using the phrase: “I’m proud of...” You can also focus on what needs more work and discuss how to achieve those goals that have not been reached yet. This activity can end by expressing gratitude and encouraging students to do the same to those who helped them along the way (classmates, teacher, family, etc.)

5. Conclusions

Framed within positive psychology, the present paper describes a set of classroom innovations designed and implemented with the aim of helping EFL future teachers to generate, increase and keep positive emotions and well-being in the Phonetics class.

Recognizing that emotions can have important effects on students'/ future teachers' learning and achievement, that they are inseparable from learning and that as L2 teacher educators we can help future teachers understand the importance of emotions, it becomes relevant to actively integrate and consciously address the emotional dimension in Teacher education and to finally acknowledge that "students' emotional well-being should also be regarded as an educational goal that is important in itself" (Pekrun, 2014, p. 6).

Our innovation intends to respond to Olivero and Oxford's (2018) appeal for teacher education courses which "embrace the whole person, including their cognitive, emotional, spiritual dimensions, among others" (p. 6). We can proudly say now that we have begun a new journey and that, together with our students we are learning to become happier, less stressed and more balanced persons, students and teachers. We hope we inspire you all to weave positivity in your EFL classes.

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Appendix A

“Emotional Rating”

Completá el siguiente cuadro con la(s) emoción(es) y la intensidad de menor a mayor que te provocan cada una de las actividades que haremos este año en Fonética I. Podés elegir entre las siguientes emociones o proponer otras. Si querés agregar algo podés hacerlo en el último casillero.

tranquilo/a	seguro/a	inseguro/a	optimista	motivado/a	tenso/a	asustado/a
	preocupado/a	confundido/a	ansioso/a	aburrido/a		nervioso/a
		avergonzado/a	entusiasmado/a	desganado/a		

ACTIVIDAD	EMOCIÓN	RATING					¿Algo que quieras agregar?
		1	2	3	4	5	
1) Hacer un dictado en clase							
2) Transcribir un texto en mi casa							
3) Leer en voz alta frente a la profesora							
4) Grabarme en mi casa y enviarle el audio a la profesora							
5) Participar en clase respondiendo las preguntas de teoría que hace la profesora							
6) Pasar al frente a escribir en el pizarrón en símbolos fonéticos							

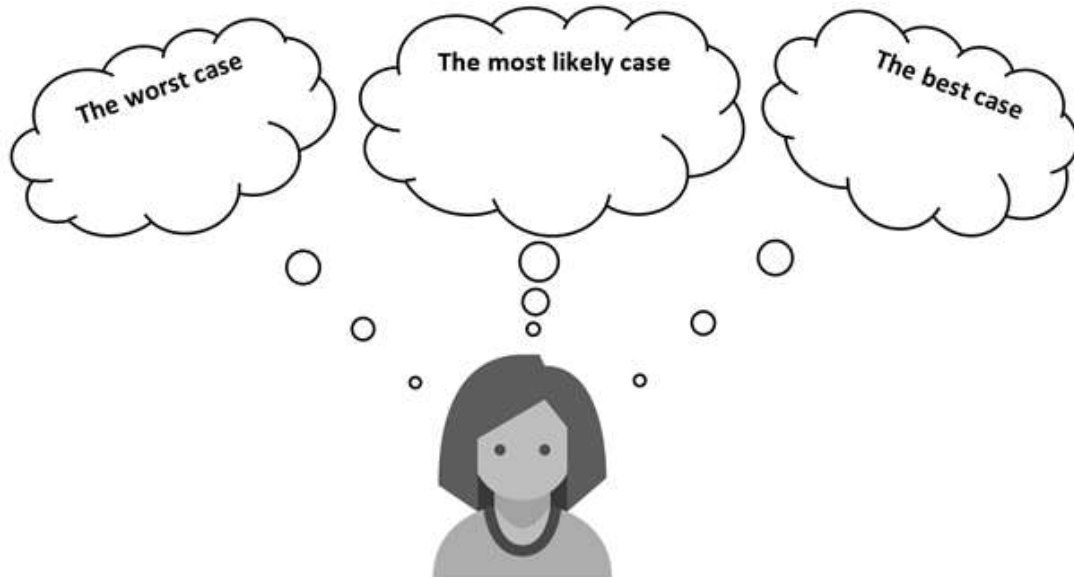
Appendix B

“Putting Things in Perspective”

- 1) Lee la situación presentada en el recuadro debajo, que plantea una tarea a realizar en tu clase de fonética.
- 2) Pensá lo que podría llegar a pasar al realizar esta tarea.

3) Completá las burbujas de pensamiento describiendo muy brevemente cada una de ellas: la peor situación posible que puedas imaginar, la mejor situación posible y la más probable que pueda ocurrir al tener que realizar esta tarea.

Situation: *Mid-Term Exam next week*



Appendix C

“A portrait of me, my beliefs and my emotions”

En esta consigna te pedimos que te dibujes produciendo oralmente en inglés durante la clase de fonética. Podés usar colores si lo deseás.

Al finalizar, asigná un título a tu dibujo y escribí al reverso de la hoja una breve explicación de lo que dibujaste.

“ _____ ”



3 Emerging practices in the teaching of local and global culture

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1. Introduction

The aim of this paper is to explore current trends in the teaching of local and global culture in the context of foreign language teaching, in general, and English as a foreign language teaching, in particular. The examination of these trends will help chart paths which could be taken to develop classroom practices that promote intercultural citizenship and a global cultural consciousness anchored in a commitment to understanding and acting upon local realities. It is my belief that educators must be fully aware of these developments if we are to design appropriate language interventions that can be successfully implemented in the classroom. We have a duty to venture out from our usual “chalk and board” concerns into a wider, fluid and uncertain world that keeps challenging us with questions about the nature of our work in today’s diverse and more inclusive classrooms.

2. Foreign language education: toward critical intercultural pedagogy

In the last years of the 20th century there was a noticeable spike in the interest in language policy making. Perhaps the most important exponent of this drive was the Common European Framework for the teaching of foreign languages, an ambitious attempt to establish standards and guidelines that still remains a landmark in the global linguistic landscape. This policy document is remarkable not only for its scope and thoroughness but for its clear statement of principle. It sets linguistic rights as the basis for citizenship. This was the result of decades of research in Applied Linguistics and related fields that led scholars and policymakers away from a more instrumental view of the learning of foreign languages, which had been mainly perceived as commodities worth acquiring for professional advancement, to the conviction that foreign language learning is a public good to which all citizens must have equal access.

It is interesting to note, in this respect, that a cultural turn had taken place in academic circles and this was clearly evident in the advances and positive reception of research on the intercultural dimension of language learning. A growing number of scholars pursued and presented a number of very insightful works which outlined a new vision for teachers of foreign languages. A defining feature of this exciting development was the creation of an international network of researchers committed to an active role in language policy, curriculum design and textbook writing which resulted in a steady stream of official policy documents, international conferences and numerous publications.

It is worth noting at this point, that, although the main thrust for this activity came from Europe and to a lesser extent, from North America, our country, and the city of Buenos Aires as a case in point, were moving in similar directions in regard to policy guidelines and curriculum design. The Curriculum Design for Foreign Languages for the City of Buenos Aires published in 2001 presented a set of principles which showed a strong commitment to inclusion and the expansion of opportunities for all students in the city. The vision outlined in this policy document is very much aligned with scholarship in Europe at the time while firmly rooted in the educational realities in the city. The official launching of the document was part of a series of policy initiatives that expanded opportunities for foreign language education at the primary school level through the creation of “plurilingual schools” which involved the offering of two foreign languages throughout the seven years of elementary education in public schools serving disadvantaged sectors of the population. Both initiatives clearly showed that the intercultural dimension in foreign language teaching would have pride of place in the foreign language teaching scenario. This would later be enhanced in national official language policy documents, such as the Núcleos de Aprendizaje Prioritarios (NAP) del área de Lenguas Extranjeras (LE), the learning of foreign languages is established as an educational right of all students in the country. This document establishes guidelines and states a set of principles which lay the groundwork for intercultural and plurilingual perspectives in the teaching and learning of foreign languages. This is definitely a very powerful statement of linguistic policy principles that steers curriculum design and classroom practices in a clear direction. Language learning should contribute to the development of citizens who are aware and respectful of cultural and linguistic differences. The guidelines promote multidisciplinary approaches and commits language learning to fostering a critical disposition toward life in increasingly diverse, hybrid and fluid societies. In the planners’ view, this approach to language learning will actively encourage increasing participation in democratic processes as students become full members of society through their access to multilingual and multiple critical literacy practices.

This shift in the discourse of educational policymakers is an attempt to enhance democratic reforms and an integral part of a powerful thrust toward inclusion and empowerment of all students. In the case of Argentina, there has been a remarkable departure from previous ways of conceiving the teaching of foreign languages. In fact, other policy documents such as the Proyecto

de mejora para la formación inicial de profesores para el nivel secundario, Lenguas Extranjeras, assign a major role to citizenship and intercultural education to the training of foreign language teachers. It is evident that language policy makers in our country have taken into account the need for a reappraisal of the nature of the kind of work that is required for the achievement of full citizenship rights. This is part of a global movement in education that has been growing in the last three decades as the process of globalization has defied previous understandings of educational tenets. The challenges of an increasingly interconnected world have led to a rethinking of educational goals everywhere and there is no doubt that the role of foreign languages, and that of the English language in this new era have changed dramatically. The rapid changes brought about by the new information and communications technologies have had an enormous impact on the distribution of knowledge and power. A new ecology of language and power has emerged as a world consciousness takes shape, much of it with the English language as its vehicle. Although this has sometimes led to fears of homogenization and uniformity and denunciations of a new wave of Western imperialism, the vast worldwide flows of information and people have resulted in complex processes of interaction between local and global influences.

3. Teachers at the crossroads: life between the local and the global

It is precisely at the intersection of the local and global that EFL practitioners must try to get their bearings to further their understanding of the magnitude of the cultural, social and economic changes at work that impinge on the quality of our lives and of language teaching. The foreign language classroom is a direct and powerful way of experiencing the presence of “otherness” in our lives. There is a physical exposure to what is different by listening to and pronouncing sounds which are not part of our daily lives. More than any other subjects in the school curriculum, foreign language classes give students a chance to interact with other contemporary societies so our classroom teaching is an environment that offers a space for intercultural understanding and nurturing the development of global citizenship skills. Language is the means by which we construct our identities so language classes can have substantial effects on our social identities (Byram, 2008). Foreign language teachers may play a significant role in expanding students’ world by opening a wide array of topics that introduce learners to different languages and writing systems, the presence of a diversity of linguacultures/linguacultures in the classroom and beyond, and engage learners in activities that foster empathy and respect for similarities and differences between themselves and others. The language classroom provides the ideal venue for identity affirming exercises as students can actively share who they are and explore and develop understanding of local realities. Intercultural learning can take a myriad forms as we can stimulate reflection on how to engage with the international globalized world (Byram, 2008).

The challenge ahead for FLT practitioners seems daunting, but never before have educational policies been so clear in their proposal of a democratizing agenda for the teaching of

foreign languages. In spite of budget cuts and multiple threats to the educational system, there seems to be a growing consensus regarding the need to provide access and ensure quality in FL education in our region (Kamhi-Stein, Díaz Maggioli & de Oliveira, 2017). It is therefore a time that lends itself to a collective reconfiguration of the kind of learning situations we want to create in our classrooms. At a time when our world is afflicted by recurrent crises and growing inequality, the language class can move students toward deeper understanding of and engagement with the world around them. We must become involved in the harnessing of education for the nurturing of empathy and understanding in young people. The foreign language lessons can further enhance all the cultural and aesthetic experiences in today's schools. Our classes can provide ample opportunities for positive student interaction and a rich range of activities that nudge students toward the world outside their classrooms. Our children and teenagers bring a strong sense of justice and solidarity into the classroom that we can help root in the pursuit of multimodal inquiry and strategies for constructive action. The very nature of our increasingly interconnected world makes access to others easier than ever and so the need for intercultural understanding is a survival skill and no longer a frill or an extra for the privileged few who can afford to travel. Now all our students are citizens of the world and full inclusion is our students' right and our foremost duty is to make sure that they are prepared to take full advantage of the opportunities available to them. It is through language that people can exercise their citizenship and teachers are responsible for putting the pedagogical ideals of intercultural citizenship into real, everyday teaching situations.

4. Taking on the challenge: risks and opportunities

The requirement that teachers engage in promoting intercultural awareness and intercultural critical literacy by fostering a fluid dialogue between the local and global in our lessons seems almost impossible in the restricted circumstances in which most of our teaching takes place. To many teachers who are committed to a transformative pedagogic agenda, the new mandate is appealing and inspiring. There is a sense that it is our duty to be agents of social change and many teachers struggle to create materials and design lessons that will foster the kind of critical thinking that bolsters citizenship skills. Yet, for this philosophy to take root in our classrooms teachers and school authorities need to develop a community of practice that can contribute to the achievement of these ambitious goals. It is necessary to build a deep understanding of key concepts that are the foundation of this type of teaching and learning. Educators must appropriate the notions of intercultural citizenship and critical literacy and embrace linguistic pluralism and the democratic empowerment of students. It is also important to understand that these notions do not come as prepackaged contents to be studied, digested and transformed into classroom plans. They are a daily co-construction undertaken with our professional community of practice and our students in the classroom. Teachers must lose their fears that the concepts drawn from anthropology, sociology and other social sciences in which this type of pedagogy is grounded are too difficult or

too technical for them or their students. Another concern is the level of language proficiency required to engage in this type of learning. These are two factors worth considering. Many teachers had little training in intercultural competence in their course of studies and feel that they may not be competent enough to tackle this type of work. Others feel that beginners and pre-intermediate students have not yet learned enough language to become engaged in the topics. These are valid concerns but the wealth of materials available on the Internet and the endless possibilities of customizing them to the needs of students at all levels need not deter teachers from venturing into the kind of classwork that can help in the development of intercultural citizenship. Children and teenagers are particularly receptive to images, sounds, music, poetry and art and these are excellent vehicles for building strong educational foundations. Students, in fact, bring the richness of their daily lives and local flavor into classrooms for teachers to build their lessons and access to social media and a myriad of Internet sources keep students constantly connected to global events and trends. They can be the main suppliers of ideas and topics that can be explored through intercultural lenses in the classroom. A convergence of the local and global is a daily occurrence in today students' lives as they live in their technology mediated reality. In fact, what all the new pedagogies are advocating simply requires us to fully engage students in their world.

Still, teachers may still be reluctant to engage in this kind of classroom work as doubts may arise from time constraints as syllabi tend to be strongly anchored in the development of linguistic and discursive competences. The to-do list of the average teacher is already too full and many consider that this type of work is already being done by their colleagues in the social sciences. Yet, we should not lose sight of the fact that the foreign language class is particularly well suited for the kind of reflection on identity and is the one that most forcefully brings the presence of other realities and other peoples' lives to our students' awareness.

Other reservations have tended to surface regarding the ideological tenor of intercultural and global citizenship. Parents and other stakeholders could object to the overtly political content of some of the discussions or projects. As topics generate controversy, there could be resistance on the part of school authorities that want to minimize sources of conflict in these troubled times. In this respect, explicit framing of class contracts that ensure balanced discussions and a plurality of voices must be shared with parents and guardians so a consensus can be reached about the educational value of the activities proposed. Yet another obstacle may emerge at higher levels of policy making. Although the current policy documents such as the NAPs for foreign languages fully endorse this type of teaching for intercultural citizenship, the teaching profession also needs to be aware that a global professional and managerial middle class is in the ascendance everywhere, including the upper echelons of educational policy making, and they appear to be intent upon finding managerial and technological solutions to all the world's problems. They are constantly pushing politicians and educators in particular for evidence of success and efficiency in teaching

and learning (Apple, 2013). There is an obsession with standards and tests that may undermine the very principles that policy documents advocate and promote. Although well intended, these tendencies can push education in damaging directions as they have the potential for tying funding for worthy initiatives to tangible results that can neatly be presented in charts and graphs that can attest to real achievements of educational policies.

5. Conclusions

Given these high stakes, and our duty to rise to the challenges posed by the need to serve our students well in the current state of the world, educators must be critical and vigilant of pressures issuing from technocratic bureaucracies and counter them with sound arguments based on systematic classroom-based research that will yield the kind of evidence that can bolster and sustain policy initiatives. It is vital that we deploy a multi-pronged strategy involving a virtuous circle of policy planning, classroom implementation, and research that feeds into teaching practice. All of this must be based on cooperation and trust within strong professional communities. Our students' voices and needs must direct our efforts at all times as we endeavor to provide them with opportunities for meaningful, significant learning. There must be a steadfast commitment to sharing best practices as well as setbacks and difficulties experienced in our collective construction with colleagues. There must be a willingness to correct course as needed and there is also much work to be done in securing alliances beyond the classroom as all stakeholders need to be included in the decision making process so they can provide continued support of policies. It is a time of great challenges but the examples of innovations and success of many teachers can serve as a starting point in the charting of new paths for foreign language education.

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4 Teaching vocabulary in military English: A goal to achieve

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1. Introduction

At present the importance of the English language in the Argentine Armed Forces is a crucial, immediate and fundamental issue. Speaking English is essential to the military personnel who participate in international organizations, in peacekeeping operations, in humanitarian assistance and partake in various training abroad. For United Nations (UN) peacekeeping forces, English is the vehicular language for the military in an international geopolitical scenario (Castillo, 2017).

Linguistic interoperability is then a basic condition within this context since it is necessary to interact and carry out activities in a professional manner to avoid lack of communication and exclusion at different levels in decision-making. In other words, competence in languages is important as a condition for interaction with others (Porto, Houghton, & Byram, 2017).

Thus, the teaching and learning of specific military vocabulary in the regular English courses at the pre-deployment stage is vital for members of the armed forces in which the principal goals of the learners should be mastering specific words, using appropriate language patterns, and improving the ability to communicate effectively in English. However, the great use of abbreviations and acronyms as well as specific vocabulary related to weapons, ranks, tactical military operations, building facilities, instruments and technological devices make the teaching of vocabulary a difficult goal to achieve.

As Georgieva (2010, p. 34) points out, “teaching specialized vocabulary is an integral, and probably the most important, part of ESP lessons where students study English through a field that is already known and relevant to them to a certain degree - depending on their educational level”.

In view of the above, this paper is aimed at discussing some aspects of teaching specialized vocabulary in ESP lessons and more specifically in Military English (ME) by analysing the literature and classroom experience developed at the Argentina Joint Peacekeeping Training Center (CAECOPAZ) in which Officers and Non-commissioned Officers were the students.

The article attempts to contribute to the field by focusing on strategies for teaching and learning vocabulary in ESP. It is relevant to emphasise here that the teaching of vocabulary in military English differs from other ESP contexts and General English (GE) because military students are adult learners who sometimes demand to develop specific vocabulary in crash courses before their deployment in a target mission.

2. Background

Since the end of the Malvinas War in 1982 the language difficulties revealed by many of the Argentine military encouraged the Ministry of Defense to take several measures to implement and improve the teaching of foreign languages in the armed forces. These educational changes were produced in view of the professionalization of the military personnel and the inclusion of Argentina in different peacekeeping missions around the world.

The improvement in the education of military personnel since the return to democracy and the new policies implemented had a great development among the forces and servicemen. Thus, in 1995, the Argentine Joint Training Center for Peace Operations (CAECOPAZ) was created¹ to train national, international military and civilian personnel who have to take part in peacekeeping operations. The institution, located in the premises of Campo de Mayo in the province of Buenos Aires, is the only Center in its nature in the Argentine Republic, which trains military personnel (of the three forces); police and civilian for deployments in UN missions. Undoubtedly, the creation of CAECOPAZ has been a milestone in the field of education since it ensured that military candidates for international postings were tested immediately prior to their deployment in a peacekeeping mission.

At the Center two foreign languages are taught: English and French. The choice relies on the fact that both languages are two of the six languages officially adopted² by the United Nations. In the case of French, the course is divided in two levels under the name of “Technical French for UN Missions”.

English teaching, however, has a syllabus that focuses on English for Specific Purposes (ESP) tailored to the needs of the students of Military Police (PM), Military Observers Liaison Officers (MOLO) and the International Military Observers Course which upholds the highest professional standards.

As servicemen are selected to take part in the course, they all have knowledge of General English, in most cases at an intermediate level. Students are Officers and Non-Commissioned Officers (NCO), which means a man or a woman between the ages of approximately 24-37, who

have a similar kind of background in relation to previous military training, and who are currently working in the different branches of the military (infantry, artillery, logistic, etc.).

The participants' main interest is the learning of military vocabulary and the specific terminology related to the UN. The target groups on the planned courses have particular characteristics:

- a. Learners are used to working in groups.
- b. Learners are conservative in the way they learn.
- c. Learners are disciplined and hard-working.
- d. Learners have clear responsibilities and leadership at work.
- e. Most of them have international experience of previous deployment, which may help with cultural issues during the lesson.

The truth of the above comments is the fact that authority and discipline have always played a critical role in the military and their organizational commitment might differ from that of non-military students as they know that their learning is necessary and vital to communicate and accomplish the demands of the targeted mission successfully. As regards this aspect, Starr-Glass (2011, p.12) states that “military learners take their courses seriously because they are influenced by a military culture that values perseverance, tenacity, and positive outcomes”.

Despite the highlighted comments, there are certain difficulties for some teachers in conducting military courses. Although the same challenges might also be found in adult learning in general, Pohsus (2014) points out that some of the challenges in teaching military ESP are: attitude, inexperience, lack of resources, technical challenges, lack of support, lack of technical coursebooks and lack of students' interest.

Having introduced some of the characteristics of the learners and the setting where the courses are developed, the following sections will review the main aspects of military vocabulary and the strategies in teaching and learning ESP vocabulary.

3. Military vocabulary: the experience at CAECOPAZ

The military vocabulary includes a high frequency of abbreviations and acronyms. Acronyms are created by servicemen as a result of brief messages to be transmitted on the radio, to name ranks, military facilities, technological devices, operational activities or classification of weapons. In other words, they were created to shorten the speech due to the need to maintain a rapid, brief and effective communication. The military appear to welcome the use of abbreviations and acronyms to facilitate messages (Malénica, 2013).

If communication is the goal, then servicemen would need words and vocabulary to communicate what is on their mind whether they are related to their social life or their work.

Specialist and researchers who covered the topic of teaching and learning vocabulary from different perspectives have discussed the best way to deal with appropriate methods to acquire new words and phrases. Jurkovic (2006), Likaj (2015), Georgieva (2010), Porto (2011), San Martin, Altamirano and Debat (2016), and Xhaferi (2010) have highlighted the importance of vocabulary and have explored practical advantages that could contribute to serving the interests of teaching them. Also, they have discussed pedagogical implications which are relevant to different levels of education as well as the diverse scenario where language education occurs.

The dilemma, clearly, for vocabulary learning is that individuals learn individually and what works for one learner does not work as well for another one. In other words, there is no general panacea to be offered for the learners. Furthermore, the use of one teaching strategy is not enough. Hence, in order to achieve the best results, a wider combination of approaches with a detailed plan for achieving success in teaching and learning military words is necessary. Vocabulary is an inseparable part of any syllabus and vocabulary should be taught in a well-planned and regular basis because vocabulary is crucial in the sphere of teaching (Xhaferi, 2010).

Georgieva (2010) states that although some specialists argue that the teaching of a specialized vocabulary is not the responsibility of an ESP teacher, others claim that in certain specific contexts, it is the teacher's duty to check that learners have understood the technical vocabulary.

As vocabulary learning is a very important part of the curricula at CAECOPAZ ESP courses, we totally agree with the latter statement. At the Center, the teaching experience in the different courses of military English tells us that although students face difficulties while learning new ESP words, the barrier is highly reduced because of the drills they have to complete as soon as they finish a lesson. That is, they learn and practice the new vocabulary in context outside the classroom under different situations specially prepared by teachers and military instructors. In our case vocabulary is not learned instantaneously but it is learnt over a period of time due to significant exposure to particular words in the different drills learners have to practice outside the classroom over and over again.

To accomplish the challenge of achieving the goal of teaching ESP vocabulary, courses are mainly based on "Campaign" coursebook, "English for the Military" textbooks, "Campaign. Check your vocabulary for Military English" and a booklet specially developed to meet the specific needs of military students. By providing appropriate material for the classroom we comply with the role of the teacher as "researcher" as stated by Dudley-Evans (1998, quoted in Georgieva, 2010).

In the course, we also adapt the topics of the different units in the textbooks so students have the chance to reinforce the lexicon through proper situations that may happen in the real scenario of the missions they are going to be deployed in. The situations presented range from daily duties, check-points tasks, radio checks, speeding controls, patrolling to liaising activities.

Once the vocabulary has been presented and the lesson finished, students are assigned a role to play during the performance of the training and also they receive particular instructions to carry out the different drills (see figure 1). The image depicts four students playing their roles in a

simulated situation in the buffer zone in Cyprus. A local farmer demands the fatherhood responsibility of a peacekeeper who apparently left the farmer's sister pregnant. Another peacekeeper deals with both civilians at the gate of a UN camp while another student acts as a UN police officer who is in charge of achieving mutual understanding between the parties.

In order to provide appropriate feedback on the exercise, the role play is video recorded and showed to all the learners in a forty-five minute debriefing session at the end of the day. The aim of this final task is to revise the positive and negative procedures of all the participants as well as to monitor their progress in the use of the specific vocabulary learnt.



Figure 1: Students rehearsing their roles in a liaising simulated situation at CAECOPAZ. Source: CAECOPAZ press archive.

To sum up, the ultimate goal of the training is related to the successful fulfilment of the students' professional tasks in a multinational environment. The experience of mastering military vocabulary at CAECOPAZ follows the real-time working practices of servicemen in routine and non-routine situations. It covers scenarios from briefings to tactical interventions and it looks at the specific language used in all military contexts.

4. Different approaches to learn vocabulary

It is well known that it is not enough to read word lists and try to bear them in mind because it will not work in the course of time. New words should be learned in context, for then they are easier to

remember. McCarthy (quoted by Xhaferi, 2010) points out that “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” (McCarthy, 1990, p. viii). The comment reinforces the idea that the lack of words produces barriers in communication.

To achieve this goal we face different approaches that have been addressed by different researchers in different periods. Nation (1997) was among the first researchers who developed vocabulary learning strategies. In recent times, Porto (2011, p.7) contributes to the topic by using the term lexical phrases. In her words “lexical phrases are highly motivating for young learners by developing oral and written fluency at very early stages of language acquisition”. Although her emphasis is on young learners, her contribution on lexical phrases and language acquisition is valid and useful for the purpose of learning military vocabulary as many military terms are lexical phrases (*Insert a full magazine!; The Coy is ready for inspection, Sir!; This is my Military Assistant, Major Castle*). These longer strings, which are very useful for creating fluent communication, have been called various names, including lexical chunks, lexicalized sentence stems, and ready-made (complex) units (Schmitt and Carter, 2000).

While Porto deals with lexical phrases, Xhaferi (2010, p.236) considers the use of collocations. In her words, “collocations are very frequent in ESP and combining them correctly requires more effort because there are specific types of collocations that cause students’ errors due to a lack of translational equivalence between students’ first language and the second language”. In military English, this problem may arise, as students try to match the vocabulary of military English with the wrong pattern (*petty officer, military command, anti-aircraft gun*).

Based on the premise that vocabulary language learning strategies are teachable, the following section concentrates on the theoretical presentation of language learning strategy instruction models. Georgieva (2010) proposes presenting vocabulary in cognate, not cognate, glossary, synonyms/antonyms, matching/ labelling, word classification, visualizing and systematic way. Xhaferi (2010) recommends vocabulary teaching divided in: synonyms/antonyms, learning words by categories, by topic, by word families and also vocabulary cards. Finally, Jurkovic (2006) suggests a model based on five steps: preparation, presentation, practice, evaluation and expansion.

At CAECOPAZ the method of language learning strategy is based on four steps that we name as the 4 P(s) method:

1. **Presentation:** the teacher gradually presents the vocabulary in context with authentic material in the classroom. Learners focus on the words they feel would be usable for them in the future and they write down word definitions in their own words.
2. **Production:** vocabulary is integrated through different oral and writing exercises following the coursebook material and activities prepared by the teacher. The emphasis is placed on speaking.

3. **Practice:** learners process the language input by conducting, leading and dealing with simulated situations on the field outside the classroom. The emphasis is on oral skills although writing skills are sometimes emphasized. The production of vocabulary is monitored by the teacher who is present at the exercise.
4. **Progress:** after the practice of the specific vocabulary on the field, learners are given different assignments specially prepared by the teachers. As language acquisition is a long process, students practice their progress in the classroom to reinforce the vocabulary learnt.

At the English courses described in CAECOPAZ, we assume that only by having a good training and a good mastering of vocabulary will it be possible to have qualified personnel who could handle the different situations in the different contexts of an international mission. Hence, Argentine servicemen will be effective while performing their tasks during joint military exercises on deployment or work within the UN peacekeeping structure.

Although the chosen method introduces four techniques, it in fact complements the other techniques previously described. One extra benefit, which has become evident in our classes, is that military learners are usually willing to do things themselves and do not feel satisfied with merely sitting and listening to the teacher. That is why they are eager to participate in the drills outside the classroom.

5. Conclusions

The paper reveals that vocabulary learning and teaching is very important as part of learning English. As regards vocabulary learning in a military classroom, it shows that the teaching requires developing specific methods adjusted to military learners' professional needs and their occupational context.

The teaching of vocabulary in the military varies depending on the approach used. However, there is agreement in the literature pointing to the fact that lexis is a very important part of a language and teachers are responsible for following different procedures to make the learning of words as easy as possible for the students (Xhaferi, 2010).

Another important aspect that can be observed is related to the teaching of vocabulary. Vocabulary has been traditionally thought of as individual words. Of course, this layman's view is inadequate because it has been mentioned in this paper that vocabulary includes many units which are larger than individual orthographic words: lexical phrases and collocations. The importance of lexical phrases would suggest that we need to include instruction on them in language teaching as they allow for fluency at early stages of language acquisition because they may be treated as wholes without the need to know their underlying structure (Porto, 2011).

It is suggested here that the 4 P(s) method applied in the English crash courses at CAECOPAZ is suitable for our learners due to their idiosyncrasy, culture and experience. We

consider that the practice stage in real contexts is a key factor in this method. In San Martin, Altamirano and Villanueva's words (2016, p.145), "learning new vocabulary does not pose many difficulties as long as students are provided with opportunities for practice".

While the 4 P(s) method presented here may be perceived as unrelated to other branches of ESP, its stages contribute to the aim of helping the military communicate effectively in international interventions, and efficient communication is one purpose of language learning.

To conclude, "the teaching and learning of vocabulary in military English is quite challenging due to the scope of subject content and work-related goals to be met during the course"(Likaj, 2015: p. 8). Undoubtedly, teaching military vocabulary is a goal to achieve.

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NOTES

1. CAECOPAZ was created by Resolution of the Ministry of Defense 184/95 on 12 February 1995
2. There are six official languages of the UN. These are Arabic, Chinese, English, French, Russian and Spanish. The appropriate interpretation and translation of these six languages, in both spoken and written form, is very important to the work of the Organization, because this enables clear and concise communication on issues of global importance (Retrieved from: <http://www.un.org/en/sections/about-un/official-languages/index.html> on 14 August, 2018)
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5 Teaching senior citizens: What they want from us

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¿Pero cómo realizar esa educación? ¿Cómo proporcionar al hombre medios para superar sus actitudes mágicas o ingenuas frente a su realidad?
(Paulo Freire, *La educación como práctica de la libertad*)

1. Introduction

In the past few years, our country has joined a global movement in the teaching of older adults. The movement, known as University of the Third Age (U3A), started in France with the passing of a law requiring universities to offer more community education. The idea quickly spread to other parts of Europe, North America and Australia in its basic format of autonomy, university based and exchange without prerequisites. This movement has shifted the accepted concept about senior citizens and their intellectual activity in many parts of the world during the past decades. In Argentina, particularly in the city of Buenos Aires, many programs for older adults have been designed and offered. The most prominent is offered by the Centro Cultural Ricardo Rojas at the University of Buenos Aires (UBA). The offers later grew in variety and style due to the Instituto Nacional de Servicios Sociales para Jubilados y Pensionados, better known as PAMI, who created the Programa Universidad para Adultos Mayores Integrados (UPAMI), a program of cooperation between universities and PAMI. Soon they began offering courses at universities for their associates. The program follows the general guidelines of U3A as regards to universal access, autonomy and university-based courses.

It is increasingly evident that people retire with many unfulfilled projects due to life's obligations. Many feel enthusiastic and hope to enjoy retirement by travelling, doing the things they wished for and learning disciplines they used to like. New generations of older adults have broken the old prejudiced model of personal decay and get together to try and solve pleasurable challenges and strive for their own well-being. Within the search of pleasurable challenges, learning a foreign language is one of their typical choices. Among them, English and Italian stand out as the favorite choices. While the choice of Italian is often due to family heritage, English represents the possibility of travelling and, in many cases, connecting with grandchildren, who live abroad. English also relates to access to literature, is associated with challenges of their school years, something out of the common reach in the times of their youth. It connects to their working years as well. Learners

come with a variety of experiences in the learning of languages and, in Dewey's terms, their effect on that specific person marks what needs to be done in the classroom (Dewey, 1997).

Very little has been written on the topic in general, and even less in Argentina. Our theoretical framework will draw from an Argentinian researcher, Naom (2017); and a Chilean researcher working with Japanese foreign language learners, Ramírez Gómez (2016), as discussed in the following section.

Our university is studying different aspects of the program: the Schools of Psychopedagogy, Psychology and Sports Science that have developed research projects. The language area of the university has also considered this program a wealth of knowledge and development, mainly because UPAMI represents a new niche of courses that demands specific planning, approaches and readiness from the teachers that engage in the program.

This reflective article is the first product of ongoing research by a teacher-researcher. In this article, we aim to define the new audience and their challenges, so as to continue in further articles on teachers, methodology, and program requirements for effective implementation in Argentine universities. The present piece will focus mainly on exploring senior citizens' well-being in the class through observing teacher-student relationships. In this sense, we want analyse the seniors' voices in regards to what they share and say they want in their classes. This study is being undertaken at UFLO university in Buenos Aires, where an UPAMI programme has been offered since 2015 with over 40 courses that host around 1200 senior participants. Through UPAMI, English classes are offered at three basic levels plus two conversation courses for more advanced students. The language classes represents an innovation as well as a challenge since most language classes for seniors cover the beginnings of learning a language. We receive people who have studied between 7 and 40 years of English, there are even some participants who are retired teachers of the language, and we work in a scheme that does not follow traditional promotion procedures.

2. Theoretical framework

In this section we will focus on two studies exploring education for older adults. Literature on the topic is scarce and our objective is to focus on studies related to a Latin American perspective or reading.

Naom (2017) suggests a framework to work with older adults that recognizes the precepts of andragogy as general guidelines to teaching adults. Andragogy is a theory of adult learning that focuses on the characteristics of adult as learners, namely, self-directedness, past learning experience, readiness to learn, intrinsic motivation and practical reasons to learn (Knowles, 2011). Yet, Naom presents the need for further sophistication of the model for it to cover the reality of older adults. In her paper, she develops a triad of elements that constitute the basis of a framework for the teaching of older adults, namely: "(1) awareness of language; (2) authenticity in the relationship between teacher-student, teacher-materials, student-materials and (3) trust for wellbeing."(2017, p. 2)

Regarding the first element of the triad, Noam recommends including language awareness as an integral part of FL teaching to older adults, and avoid focusing solely on communication. Using meta-cognitive reflections on the process taking place and critical thinking are presented as ways to achieve language awareness. On the second issue, following the lines presented by Kreber (2014), she focuses on teachers consistently acting according to their values, selecting meaningful materials that will foster critical reflection so that students will see their demands satisfied by materials in terms of lexical-grammatical issues or subject matter. Finally, on the third issue, she explains that

“The mental models of learning in senior adults have been formed through previous instruction and settle on previous experiences of wellbeing in the environments (...)Hence, seniors become strongly attached to these models since they were successful at some points in their lives”.(p.5)

Another researcher, Danya Ramirez Gomez at the University of Kolbe in Japan, has developed a framework for teaching foreign languages to older adults. In her book *Language Teaching and the Older Adult* (2016), she analyses in depth the concepts of pedagogy, andragogy and educational gerontology to arrive at a proposal for a *critical foreign language geragogy* (CFLG, Ramírez Gomez, 2016) based on a rereading and enhancement of Formosa’s (2002) depiction of Freire’s foundational work on education of adults. According to CFLG principles,

the educational mission of foreign language geragogy should be to transform older learners’ attitudes toward their learning abilities. This may in turn improve their self-esteem, and empower them to pursue other activities and to fulfill renovated roles in society.” (Ramírez Gómez, 2016, p.108)

The main guidelines in CFLG follow:

- FL learning contributes to several aspects of life. Thus, FL courses for older adults should be considered more than a simple leisure activity, based on empirical evidence and provided by competent programs.
- CFLG courses should not have, primarily, a functional approach. This type of approach is biased toward a more economically advantaged section of the elderly population who are able to travel to the L2 community.
- CFLG lessons should be content-based, lead older learners to identify socially relevant issues of interest to the third age, and also address and debunk negative age-related perceptions.
- FL geragogy should be adopted to better serve older learners’ cognitive, psychological and social characteristics and built on a realistic view of these learners’ abilities and potential.

- Instructors of CFLG should be proactive and exert their authority in the creation of linguistically coherent curricula. They should provide linguistic knowledge to older learners in either a bottom-up or top-down fashion.
- CFLG should lead older learners to self-direct their learning process and learning strategy use by assisting them in a process of self-recognition.
- CFLG should be evidence-based and thus adopt a categorical position with regard to social and cognitive preconceptions in the FL classroom.
- CFLG should be prepared to deal with older learners' misconceptions regarding the FL learning process, which may result from the learners' prior learning experiences.
- CFLG should be committed to transforming older learners' attitudes toward their learning potential, which may enhance their self-esteem and empower them to fulfill renovated roles in society and also encourage them to be committed to improving society's image of older adults.

(Ramírez Gómez, 2016, p. 108)

On this basis, Ramirez Gomez proposes the idea of *learner re-training* as a tool to make CFLG active in the learning process of older adults. Through learner re-training, learners “may acquire various kinds of knowledge and develop self-directedness.”

It is interesting to note that both researchers coincide on the importance of certain topics, even though they may disagree on whether the impact on older adult learners is beneficial or detrimental. Social preconceptions on the third age, particularly on their cognitive limitations; learning experiences in foreign language; and concept of self appear in both studies, playing major roles in the possible success and agency of the learners in the process. There seems to be a different reading between both researchers on the role of previous experience. While for Naom (2017), this experience reaffirms the learners' self-concept; for Ramirez Gómez (2016) it is the reason for necessary learner re-training. Nevertheless, both agree on the need for an approach to teaching that does not lie merely on communication. Ramirez Gómez develops the issue further by typifying learner profiles based on combinations between *trajectory* (learners' perceptions of their learning experiences) and *orientation* (recognition of instructional discourse), to sketch the possible effects these combinations have produced on an older adult learner.

Table 1. Adult learner profiles.

	Confounded	Communicative	Grammar	Comprehensive
Formal Trajectory	High reliance on affective traits, low reliance on development of strategy use.	Low reliance on development of strategy use, reliance on affective/communicative traits.	High reliance on selective strategic development, low reliance on affective communicative traits	High reliance on development of strategic behavior, high reliance on self-management traits.
Informal Trajectory	High reliance on autodidactic and strategic development, moderate reliance on affective traits	Very high reliance on self directed behavior for grammar related activities; moderate reliance on affective and self-control traits.	Low reliance on affective and self-management traits; low reliance on strategic development, reliance on the formal setting for grammar strategic development	Autonomous strategic behavior and affective-trait development potential.

Note. Reprinted from *Language Teaching and the Older Adult*, by Ramírez Gómez. Copyright 2016 Danya Ramírez Gómez

This latter contribution may be an interesting point of reference when teachers try to understand what their students need. Still, variety among older students is remarkable, so this is an item to discuss locally based on the foreign language policy history so far. They should be studied locally because the traits were drawn from older adults in Japan where culture and learning traditions differ deeply from ours.

3. Senior citizens' voices:

In this section, I share sample materials produced by a group of students enrolled in a conversation course at a university setting. In Section one, I share some productions on one specific activity that was particularly engaging and a brief description of a classroom procedure developed after seeing a repetitive pattern of behavior from learners. In Section 2, I share a summary of the opinion of sixty students at UFLO on why they study a foreign language and characteristics they consider important for their studies.

3.1. Classroom experiences

The first series of voices to share belongs to a writing activity after watching the women's dance scene in *Mamma Mia*. After discussing feelings of joy and sisterhood/ human love and freedom, they were asked to write about their "Diva Moment", a moment in their lives when they felt special:

Vignette 1: “Many time ago I was eighteen years old. I had an important party for me. My father bought me a beautiful red dress. Mother’s friend made me a nice hairstyle. I wanted to look beautiful because a Young man that I knew will go to the party. When I arrived he came to me and told me that I was the most beautiful woman that he knew. In this moment I was a dancing queen.”

Vignette 2: “I felt like a diva when I was 30 years old because I had freedom, I could go without being punished by my parents. I used to go dancing and as I was happy most of the good looking men invited me to dance and have a drink. I used to have a lot of boyfriends and I chose the best one to continue. Apart from that, I had anorexia. I could get my weight and it was a change in my life because I suffered a lot when I was so thin and everybody left me apart.”

Vignette 3: “I have met a boy, studying English at (...). He was a very fun man and made me laugh a lot. We began dating so..so..I invited him to the company party where I was working. It was the first time I went with someone to the party. I was really happy and in that time I felt it was my time. I was very happy to have met him, and I felt brilliant at my work. I was 26, I think.”

The communicative depth of their production was the first thing that triggered this research. How ready are teachers to engage in something so real and meaningful? Leading a class in these terms calls for teacher’s understanding and taking position as regards many principles presented in Freire’s theory, which we could now refer to using more recent terminology, as self-concept and agency. Doing so relates us to the principles of CFLG where the older adults are learning also about themselves and being self-directed.

The second situation refers to a negotiation in focus and style. At the beginning of every class, there was a student who asked about language association she had made during the week. She asked about everything from spelling differences that brought a change in meaning to the use of certain conditionals to the use of the verb to be in passive voice. It became a routine, and I accepted it, named it “the goalkeeper’s moment” and we included it as part of our lessons.

Vignette 4: Starting a new semester, I told my class we were negotiating content for our syllabus that term. One student asks: You said we are negotiating.. You used that term. Why didn’t you say bargain? What is the difference between negotiating and bargaining?

Vignette 5: Talking about Sherlock Holmes and his author, and the names of the stories, one student comments: Why the *adventures* of Sherlock Holmes? I am reading French literature, Maupassant, at the moment and I thought that maybe there was a connection between French and British literature at that time...

This experience made me think about many aspects: regardless of their English level, a teacher should not feel threatened by a number of unexpected questions on the lexico-grammatical aspect

of the language, plus register or regional language variants. The teacher's lack of response also reinforced the idea of a somewhat hidden negotiated curriculum. We co-constructed the class.

If we connect this last experience with Ramírez Gómez's (2016) suggestions, we could argue that some students desire a more top down instruction of grammar. This is more observable in the lower levels of our programme, but this specific case it was in a higher level. Older adult students attending university courses belong to an educated, middle class range where travel and communication are an accepted purpose for their learning. The wider spectrum of what Ramírez Gómez presents as geragogy may be better appreciated in beginning language courses.

3.2. What they say they want

As part of our exploration on the university courses we are offering, a survey was handed out to the students taking English classes during the first term of 2018. They were asked to share their work experience, foreign language learning history, reasons for learning a foreign language, desired qualities in a class and in a teacher, as well as their expectations on a foreign language class. There was one particular question, "What makes you come to class on a rainy day?", which aimed at exploring an indicator of wellbeing given that in porteño culture, rain is not too usual and people, when possible, stay home. It also challenged the preconception that older adults are certainly marked by physical constraints. An important percentage of students said they came "to learn," followed by "classmates" and "the teacher."

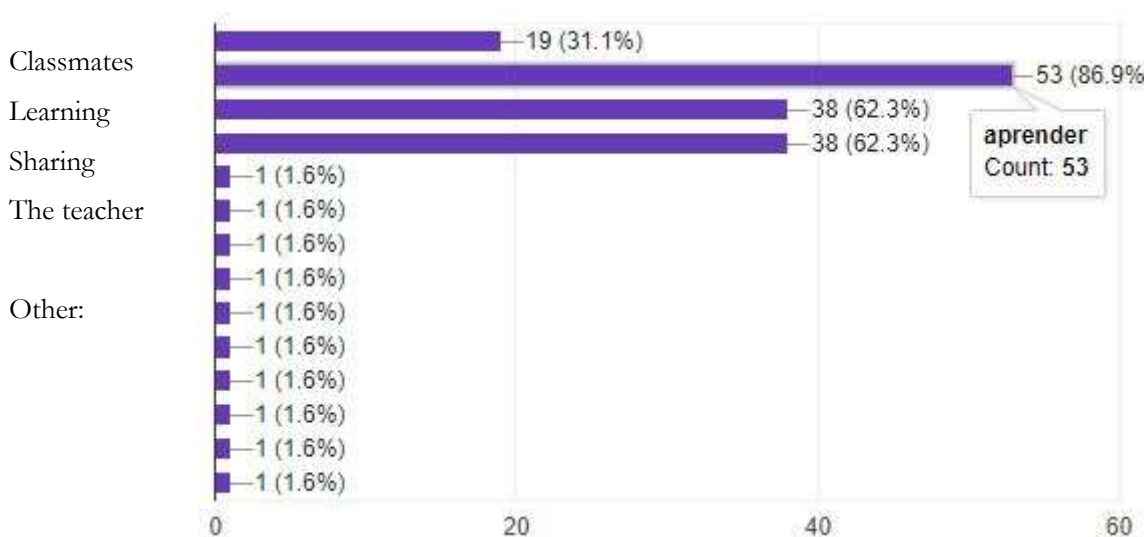


Figure 2. Reasons to come to class on a rainy day

When asked about the qualities they expected from a teacher, "patience," "fun," "well mannered," and "a good listener" were selected more than "knowing a lot" or "bringing a lot of material", despite the latter two being mentioned in some answers.

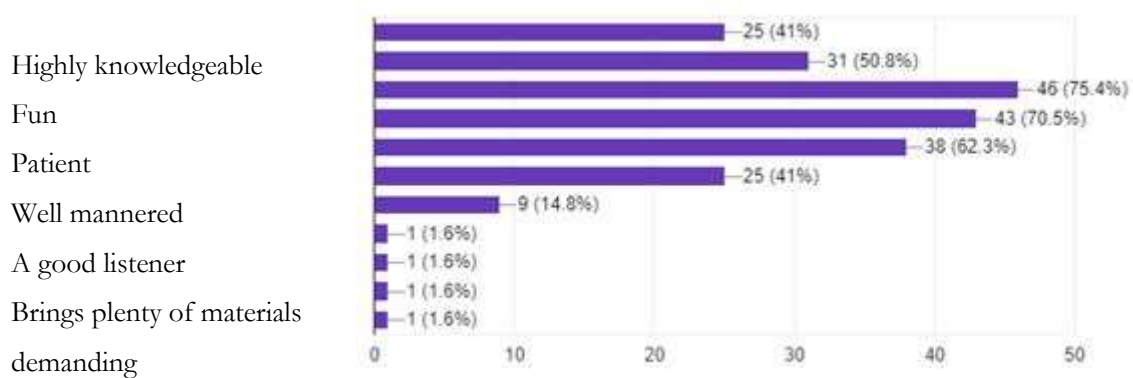


Figure 3. Desirable traits of a teacher for older adults.

Their drive to develop is the outstanding element in their answers, while the need for fun or an enjoyable setting is constantly present in their choices and words.

Summing up, it is suggested that a desire for personal growth and a pleasurable setting for learning are key aspects expressed by learners.

4. Possible paths ahead

Many paths open before us as we engage in further developing the area of third age education. First, and foremost, we should start by avoiding preconceptions about older adults and we should reeducate ourselves as co-participants in their learning process. Second, as program administrators, we must ensure that our courses do not limit older adults needs and interests and that we develop coherent and attractive curricula that move beyond the simple isolated courses towards selective study programs of further education. This is supported by Ramirez Gomez's principles in CFLG, despite cultural differences, presenting the challenge to teachers and administrators to offer education that is more than simply a leisure activity, and that is based on empirical evidence, to avoid "social and cognitive preconceptions in the FL classroom," and make sure this educational offer is "committed to transforming older learners' attitudes toward their learning potential." Third, as teachers, we need to become ready for the depth and sincerity we may find in our classes. I dare to see differently than Ramirez Gómez as regards the level of reliance students have on affective factors depending on their trajectory or orientation. The social resignification of adult citizens is just starting to take place in our culture, and until this change becomes accepted, the reassurance that adult learners need to do something better of their third age than what was thought before is crucial. It is not surprising though, that the U3A movement still supports "making friends" as part of the elements in their action. The fight against loneliness could not be traced by this researcher in the works consulted, and it seems only logical that it must be an issue to consider when dealing with older adults in the near future in Argentina.

Developing curricula that includes the principles of CFLG and specifies characteristics of our population as a result of the socio-economical history is one of the preeminent steps to undertake.

Training teachers with a strong emphasis on emotions and self-reflection for this new audience, their needs and possible demands, is another key issue. From a more global perspective, we should strive for and support the development of something similar to the U3A in our region for a better life quality of our elders and ourselves.

The areas listed above are areas for further research, planning and innovation. In this sense, the challenge is to keep in mind that we are working towards a society that is more inclusive of diversity in age, and where older adults not only decide to continue growing but, in doing so, they can also free themselves from prejudice and constraints.

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Appendix

Survey applied to UFLO UPAMI students

1. idioma que estudia *

Tick all that apply.

- ingles
- italiano
- portugues

2. nivel de idioma que estudia *

Mark only one oval.

- 1
- 2
- 3
- conversacion intermedio

- conversacion avanzado

3. acerca de su historia laboral, usted trabajò como: *

Mark only one oval.

- empleado administrativo contable
- secretaria/o
- profesional independiente
- profesional en relacion de dependencia (una o mas insituciones)
- docente

4. por favor, comente brevemente si tiene experiencia previa en el aprendizaje de idiomas *

5. usted estudia idiomas para/porque *

Tick all that apply.

- quiere mantenerse activo
- para viajar
- para comunicarse con sus nietos o familia en el exterior
- para seguir desarrollandose
- para leer
- porque quiere entender las películas
- Other:

6. ¿Cuàl de las siguientes características son importantes en una clase de idiomas para usted? *

Tick all that apply.

- ambiente amigable
- poco ruido
- mucha gente
- poca gente
- gente del mismo nivel
- gente de nivel similar

7. ¿cuàl de las siguientes características le parecen importantes en un docente para estos cursos? *

Tick all that apply.

- que sepa mucho
- que sea divertida/o
- que tenga paciencia
- que tenga buenos modos
- que sepa escuchar

- que traiga mucho material par las clases
- que sea exigente
- Other:

8. **què cosas lo hacen sentir còmodo en clase? ***

Tick all that apply.

- la/os compa eros
- el/la profesor/a
- el aula (luz, calefacci n)
- las actividades
- Other:

9. **què lo hace venir a clase un d a de lluvia? ***

Mark only one oval.

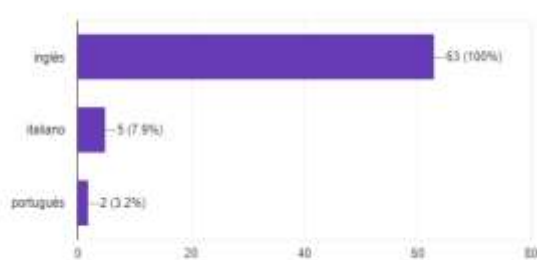
- los compa eros
- aprender
- compartir
- el/la Profesora
- Other:

10. ** finalmente, qu  desea usted de su clase de idiomas? ***

Full responses from the student survey at UFLO 2018

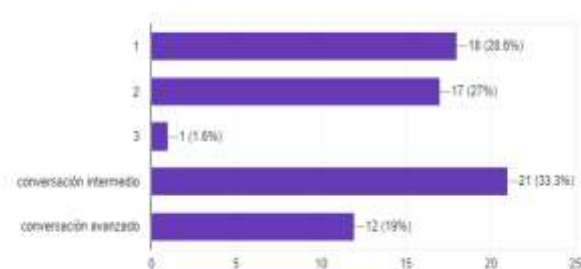
1. Idioma que estudia

63 responses



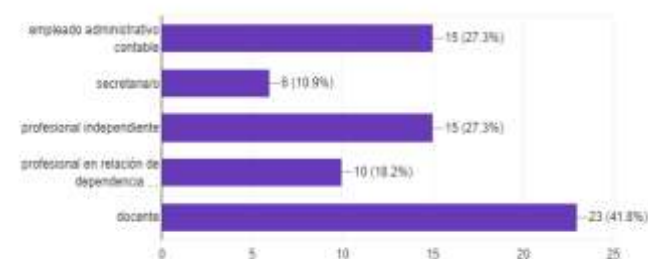
2. Nivel de idioma que estudia

63 responses



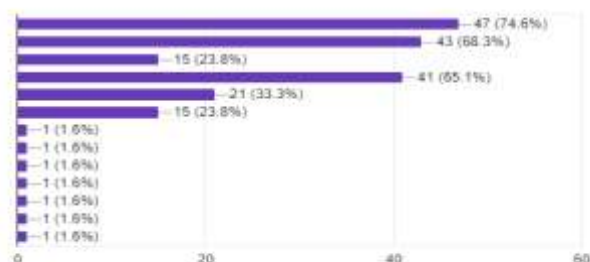
3. Acerca de su historia laboral, usted trabajó como:

50 respuestas



5. Usted estudia idiomas para/porque:

63 respuestas



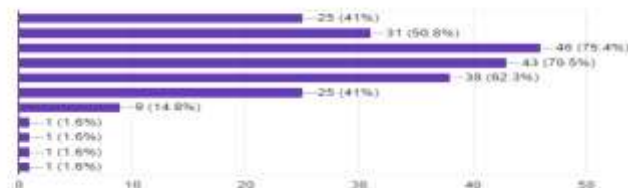
6. ¿Cuál de las siguientes características son importantes en una clase de idiomas para usted?

62 respuestas



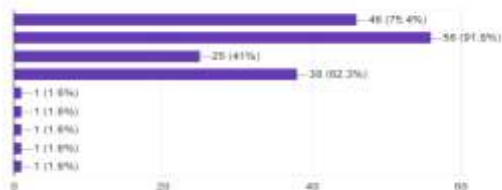
7. ¿Cuál de las siguientes características le parecen importantes en un docente para estos cursos?

61 respuestas



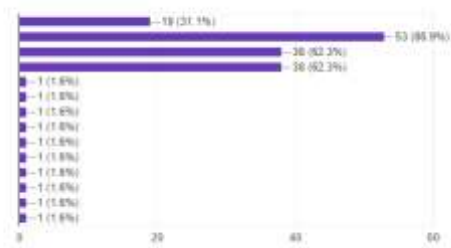
8. ¿Qué cosas lo hacen sentir cómodo en clase?

67 respuestas



9. ¿Qué lo hace venir a clase un día de lluvia?

9.1. Porcentaje de votos



6 School absenteeism: The role of inclusion and good practices

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1. Introduction

Several questions (see Section 4) have been formulated and a multiplicity of issues addressed before arriving at the statement '*a school for all*'. Once educational policies have been implemented, we should turn our attention to explore the intellectual and social differences that our students present both in formal and non- formal schooling. How do we execute the mandatory terms of *admission, permanence and graduation* required by the Law of National Education N° 26206/06 when confronting gradual school absenteeism? This is basically the point at issue: if a school lacks students, it is a symptom that something is wrong.

It certainly is the responsibility of those who have to find a suitable answer in order to reverse the disinterest, apathy and state of neglect in which children and youth have fallen into. A school without students cultivates dazed minds, which will eventually lose sight of the horizon. Students are deprived of tools and strategies and therefore facing uncertain futures.

High school educators who deal with school absenteeism identify it as a major concern affecting the results of school performance. The low level of school attendance is becoming a decisive cause of detriment of our local education system.

In addition, the consequences of school absenteeism exert direct influence over two active actors in the school system. On the one hand, it has an effect upon students since planning has to be interrupted when recapitulating because of generalized absenteeism. On the other hand, it also affects teachers whose plannings have to be permanently revised so as to evaluate and consider new strategies. It consequently interrupts not only the teaching–learning process but it also distorts the dynamics of the process itself.

Describing the causes and consequences of school absenteeism would thus be considered imperative as a starting point for the analysis of such an emerging issue, though this paper is aimed at investigating the way in which school absenteeism is being discussed so that it does not become a chronic problem. Therefore, it is undoubtedly essential to verify how *school trajectories* understood as the students' performance during their admission, permanence and graduation in the school system, and *educational trajectories*, meaning other ways of learning different from what school offers, are

regarded to ensure quality education, and not just trying to comply with the previously cited statement.

2. Theoretical framework

So far, there has not been formal research about absenteeism in secondary school in Argentina though the noticeable percentage of graduated students show a decline in the last academic years compared to the first schooling years at secondary school.

The role of inclusion and good practices, related to school absenteeism within the framework of school and educational trajectory, has led to posing crucial aspects.

The concepts of quality education and inclusive education deserve to be elucidated. Firstly, there should be an accurate and prudent analysis of quality. *Quality* is a dynamic concept which varies according to the selected approach. It is possible to consider quality in relation to the efficacy of the educational function, to the relevance of an educational programme or to the resources and processes employed. There is an imperative demand on working with quality education and at the same time a great effort is made to provide it for students. Secondly, the *inclusive education* is fulfilled when knowledge is transmitted so that students take ownership of the learning process and find ways to build up their history. Hassoun (1996) refers to *achieved transmission* as a space of freedom for those who receive it.

Secondary school is the last stage of compulsory education and the percentage of students reaching the commended level that shows whether students are learning at a pace that will prepare them for success in further studies or work has not been the highest. It is known that early schooling at a higher level in the educational system for a thirteen year old student is shocking due to the number of subjects, teachers and offers from the school system which differ from primary level. At this point school and educational trajectory should be crucially accompanied by the school actors. It is observed and informally reported that at this stage a breakage is underlined. Chronic absenteeism can be translated as missing the key to success in any aspect of their lives. Students who are chronically absent may be due to different issues such as physical or social matters. It is known that students who are frequently absent are less likely to finish their studies leading to drop out. Consistently, an average percentage of students finish their studies two or three years after concluding their attendance at school. In the last decade, it has been noticed that absenteeism is the major consequence of lack of motivation. That is, a student who do not get good grades and do not find that their learning is significant in everyday activities, would probably get the idea that school offers a demotivating context and it is still shown in the amount of graduated students. In the same way absenteeism is reported to be associated with poor relationships with other classmates, lack of transport, or responsibilities that include taking care of another member of the family and also necessity to work. Excessive absenteeism means a lower academic achievement simply because students do not receive a continuous instruction on the basis of teaching. Besides, the student who starts the academic year attending classes irregularly, the annual planning is affected by a parenthesis

leading other students to repeat this action limiting the continuity in school tasks. In addition, family support results in a positive influence on students' lives.

2.1. Absenteeism in ELT

A lot has been said about school absenteeism and its consequences in an English language teaching context. The teaching of English as a subject for students whose mother tongue is Spanish, takes time to be learnt and the continuity of its practices should be a must to show improvement in the learning process. An irregular attendance interrupts the process in every aspect. For instance, the four macroskills (reading, writing, listening and speaking) cannot be assessed fully. Furthermore, the effectiveness of cooperative and collaborative tasks are non-existent in the assessment patterns as it is the case of the level of commitment which cannot be measured either. Thus, it is acceptable to think of the difficulty to accompany the learning processes in their individual, group, social and schooling aspects. Consequently, school trajectories as well as educational trajectories naturally become invisible. Essentially, what counts are the actions rather than the problems.

2.2. Underlying theoretical tenets

The *National Plan of Compulsory Education and Teacher Training 2012-2016* is referred to in the informative portal belonging to the National Ministry of Education in Argentina:

‘Secondary school is the segment of the educational system which completes the 13 years of compulsory education established by the National Law of Education (LEN) N° 26.206. This involves all adolescents and young adults who have completed Primary Education. It is aimed at empowering them to become responsible citizens, to pursue further studies or join the workforce. It is our duty, as the Secondary School Directory, to build an inclusive and quality public secondary school.’ Educational Portal.

Schools play a key role in the compliance with the right to education that all children, adolescents and youth have as subjects of rights. The LEN establishes that ‘Secondary Education in all its modalities and orientations has the goal of empowering adolescents and young adults to become responsible citizens, to join the workforce or to pursue further studies.’ (LEN 2006/06: art 30)

With regards to the terms of admission, permanence and graduation, it is understood that it implies three steps: the access to education in terms of becoming part of the formal educational system; the permanence, as the continuity within the educational system all along the schooling process; and graduation, which is fulfilled by the attainment of the corresponding certification as the last step of the school trajectory.

3. An overview on conceptualization

This research work deals with *The National Programme of Educational Outreach* called CAJ; a Youth Centre which takes into account both the educational and school trajectories. Its proposal is to open up different cultural worlds, thus strengthening schooling guided by inclusion and quality principles. The aim is to create new ways of being and learning at school so that students may be able to gain an experience that leads them to relate to knowledge in a different way. Diverse modes of learning break the rules of school structure also called *school grammar*. In other words, it transgresses the rules of school organization. Clearly, it matters how schools divide time and space, the way students are graded and assigned to various classrooms as well as how the knowledge to be taught is structured. Decisions introduce modifications in *monochronic learning*, i.e. everybody learning at the same pace. At the same time, a change occurs in the *chronosystemic order*, the system of time regulations that establishes stages in school life in order to reach a certain level, as well as pace of learning acquisition, and starting and ending of the school module.

Whenever education is reflected in an educational intervention, this one is thought of as an extracurricular pedagogical action. As mentioned above, the main objective of Youth Centres (CAJ in Spanish) is school trajectories, taking into account educational trajectories, i.e. the participation of subjects through other training participation channels.

Different ways of working cause changes in both the *organizational model* and the *pedagogical model*. Specifically, the former refers to changes that occur in those restrictions which are determined by the school organization. Thus, the one who teaches faces predefined rules such as '*coeducational classrooms*' and grouping by age. At the same time, it poses restrictions at a pedagogical and teaching level. Terigi refers to organizational realities that "... have a materiality that poses restrictions to pedagogy and didactics, that are developed in those organizational realities ..." (Terigi, 2013). The latter, is a model which is aimed at seeking to respond on how to bring about and promote learning from a group of students who are grouped under specific organizational conditions.

It is not ruled out the necessity of students to develop other daily activities related to economic support diverting attention from the respect for their rights. As Finnegan and Pagano state (2007):

To a large extent, the social status of the popular sectors in the current context limits the life of these groups, whose searching is the economic income. This situation reduces the aspirations and possibilities of being included in educational institutions and restricts, in the same way, the processes of dispute of cultural capital [...] We estimate that the search of the resource / economic income brings the idea of the relations of the children / as with the educational and cultural goods go into the background or are outside their expectations and interests. (INFD, 2016. EH: class 1)

In this context, Gabriel Kessler (2004) incorporates the concept of *low intensity schooling* referring to the links between students and the educational system. Students tend to be intermittently in the

classrooms. On the contrary, *social moratorium* has been disembodied in the last years. Thus, students devote a period of their lives to daily tasks, others than academic education.

4. Methodological framework

Assuming that the mandatory terms of admission, permanence and graduation must be fulfilled from a socio educational policy, we should therefore think of the ways it is being undertaken. Besides, it is inevitably not to ask ourselves whether quality is being offered or not.

4.1 Physical space and working context of analysis

The analysis of this research takes place at Secondary School N°16 as the working context. The school is situated in the outskirts of the city of Río Gallegos, Santa Cruz Province. In addition it shows high rates of absenteeism. To make matters worse, the research takes place during a difficult year in the city because of social and economic problems. It is a 32 year old building which lacks regular maintenance. Inevitably, it affects the classes performance. Besides, it is a mixed school of approximately 450 students. It has 17 classrooms and there is a complete disciplinary team working on the school.

Most of the students are in vulnerability situation which impedes them complete their education. One of the problems are over aged students, parents at early age, family conflicts, employment and poor advice to meet goals. Large families and blended families are some examples of the working context.

The teaching staff is committed with the institution and work under different labour positions.

4.2 Participant

To start gathering information, the school head provides information on the main issues to come up with answers. The school head is considered to be the “soul” of the institution because of his vast knowledge in pedagogical, didactic, administrative or accounting nature. Thus, having a broad view of the school matters, simplify the fact of arriving at needed answers.

4.3 Instruments

In order to arrive at responses and conclusions, a previous observation takes place in the physical space where the research work develops. I appeal to the interview as a comprehensive, general and complete instrument to obtain information on the implementation and actions that are run in the institution.

4.4 Data collection

The actual interview was held in September 2017 at Secondary School N°16. It lasted approximately an hour. The general questions that were asked to the school principal in representation of the school were:

- What is your intervention in the problems of a socio-educational approach?
- What actions have you taken from your role as a Headmaster in these years?
- How do you communicate the problems to the actors of education? What is the communication channel for the follow up of the actions?
- How are school trajectories and educational trajectories covered in schooling?
- If all students have access to compulsory secondary education, what is the inclusion model that is offered by school?
- Why do you think that, in some cases, they do not take advantage of equal opportunities for all the students in the school?
- How relevant is the CAJ to work as regards school absenteeism?
- How are DAPs organized to cover school trajectories? What strategies are implemented?
- How is the term of admission, permanence and graduation dealt with?
- How do the main actors of the Tutoring Programmes intervene and interact in the educational and school trajectories?
- What is the contribution of the National Programme for the Prevention of School Dropping out in the school?
- What programmes are implemented for school absenteeism?
- Is there a survey of actions taken for school absenteeism, how often, and what actions are carried out to improve or reverse the situation?
- *What is the accompaniment of families to the school and / or students? Are families invited to develop activities together? How often and when is the family invited to participate in the school projects? What is their response?
- What is the concept of education quality of the school? How does the school provide it? How do the students experience it? How is it shown in the school?

The interviewee was allowed to expand his answers on the issue being discussed covering all the answers.

5. Main findings

The results have showed accurate information providing understanding to the problem discussed. It was organized as follows:

5.1. Socio educational approach

The socio-educational approach that is intended to give this problem is overwhelmed by lack of budgets from Government. Current programmes and educational programmes, which are the ones that enable possible solutions, such as Open Schools (CABIs) are in "rest" until political and

economic issues improve. The school staff works with the visible facts not pointing at to the different ways of doing and being. When put into action, these programmes represented, partly, a solution for excessive absenteeism.

The Pedagogical Support System (DAP in Spanish) as well as the Tutoring Programmes are organized every year to cover students' necessities.

5.2. School trajectories and educational trajectories

As trajectories are unique in each students' case, generally, school trajectories and educational trajectories are intervened by the school staff according to the role management of each school actor.

School trajectories are particularly treated by school assistants referring to the students' admission, permanence and graduation. Educational trajectories provide for every learning apart from school and it is the Counselling Department which complies this request.

The community actors work with school trajectories and educational trajectories in order to understand students' behaviours and live together dealing with different features but agreeing on equal opportunities to fulfil the mandatory term established by the National Law of Education 26206/06.

5.3. Quality education and inclusive education

Both are worked together. Quality is offered by the school staff in its everyday practices and resources. The school invites students to be part of schooling through a variety of proposals: CAJ and other school programmes. Barriers for admission are non-existent. Furthermore, specificities of students are aided. There exists the conviction that the quality is reflected in the results, that is to say, that they manage to complete their trajectory and that they can be the best prepared to be able to continue their life in order to perform it in the best way.

5.4 School actors

The school focuses its objectives and goals to achieve on students. Educators diagnose and plan in order to improve schooling, but in the absence of the target group, the patterns to be followed in education become more complex and the teaching - learning proposals become endless. There is a net of communication among families, school staff and students to fulfil the aim of compulsory education. Though, it is not enough to reach the goal: school completion.

6. Conclusions

Dealing with intra-school issues leads to rethink about responsibilities, different interests and limitations. In fact, it is a school that works for the benefits of educational progress but, unfortunately, lacks educational community accompaniment and finance support. Undoubtedly, if we want to provide access to quality education, are we supplied with quality?

The answers to my questions, at the same time, lay in a spiral of communication responses among the people responsible for education. Communication would be part of the solution but not the only. The problem currently exists, we know it and we move forward up to a limit.

Finally, the School provides answers to the cited problem above based on the tools they have to address the kinds of issues faced by it. The structure of formal education is not enough to reverse school irregular faults. Therefore, commitment is what really counts.

The school mission is to reach a successful achieved transmission by offering a space of freedom as Hassoun stated. (INFD, 2015. MP: class 5). In some occasions, we do not know if the achieved transmission is fulfilled as it was once suggested. Due to the lack of information about the results provided by CABIs, it is suggested that the changes in the organizational model and pedagogical model, such as those that Terigi deals with, are also a reason for school absenteeism. (INFD, 2016. EPS: class 1)

As a final thought, we have a basis of what we want, where we are going though I am concerned with the path we still have to follow so as to achieve the mandatory term, objectives and desires for a quality education that is increasingly inclusive. Reviewing the ways, processes and results that the school shows is to be committed to our work.

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7 Redefining ESP teaching practice: Reading comprehension from a gender perspective

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1. Reading comprehension and gender issues at university

It cannot be denied that educational practices in the XXI Century imply dealing with a variety of issues which had previously remained overlooked. When planning educational practices in any context and at any level, it has become impossible not to take into account issues associated to gender perspective. Every level of the Argentine Education System has put this still highly controversial topic at the centre of their agendas. At the global arena, gender equality is one of UNESCO's two global priorities (UNESCO, 2011, p. 2), which is the reason why they foster the inclusion of Gender-Fair Language (GFL) in official and scientific publications. In the national arena, teachers and educational institutions have adhered to the Comprehensive Sexual Education Law sanctioned in 2006. Nevertheless, in spite of all the mentioned efforts, gender issues are generally still not included at university level as real class content. Whenever they are treated, one could normally believe that these issues are much more debated in the Social Sciences and the Humanities than in the Hard Sciences, but this seems to be a fallacy. In a recent study we conducted, our results showed how underrepresented, when represented, women are in the materials used by students of the Bachelor's Degree in Audiovisual Media at the National University of Tierra del Fuego.

As university professors, we are aware of the fact that we have a great responsibility towards our students and towards society at large regarding gender perspectives. In the Reading Comprehension Courses and Workshops offered by the Language Department of the National

University of Tierra del Fuego, we try to call our students' attention to how ideas about the world at large are represented through language. In particular, we intend to have them focus on how linguistic forms can denote sexism, and on how important it is to use gender-fair expressions so as to promote gender equality.

This paper aims at promoting the importance of taking an active teaching stance regarding gender issues. More specifically, we intend to propose a series of reading comprehension activities planned from a gender perspective so as to not only shed light on the discursal representation of the different genders in the material used by the students attending our university, but also raise awareness of the importance of gender equality. In the subsequent sections of this paper, a theory on how sexism can be noticed and combated in our teaching practices is described, the study we carried out at the University of Tierra del Fuego is outlined and some reading comprehension activities aimed at analysing gender representations and identifying and combating sexist language are illustrated.

2. Identifying and overcoming sexist language in our reading comprehension courses

Nowadays, in academic contexts, gender asymmetry in written discourse is less common than it used to be. This is so because of the linguistic policies promoted by international organisations such as UNESCO (1999) and APA (2009), among others. However, the world is still in a transition period as regards equality of treatment to different genders and this is clearly reflected in written discourse.

Language use is always socially located and indicative of broader social practices, that is, it shapes and it is shaped by our way of thinking (Hyland & Hamp-Lyons, 2002, p. 9). In the social context of English for Academic Purposes (EAP), Hyland and Hamp-Lyons remind us that "instruction itself is not a politically neutral activity" (2002, p. 9). In the same line of thought, Anderson and Trudgill (1993, p. 31) explain that cases of racist and sexist language are symptoms of an illness, not an illness themselves. They postulate that promoting non-sexist language will not result in more gender equality per se, but unveiling sexist practices in a language can be very useful. They claim that if we focus on the symptoms, we can make people more aware of the illness and more determined to combat it.

As language teachers, when confronted to sexist language in a text we work with, we have the possibility to 1) ignore it, 2) reinforce it, or 3) combat it (Litosseliti & Sunderland, 2002, p. 248). This last option is the one that we endorse as university ESP language teachers. If we aim at contributing to change our students' linguistic practices in the long term, we consider it important to help them develop, in the short term, a trained eye towards the materials we expose them to. We can do so by providing them with reading comprehension activities that will arouse greater sensitivity as regards the language choices made by the authors they read and having them reflect upon the choices they make in their everyday lives.

We consider it of great importance to mention the different gender-fair language (GFL) strategies that we aim at implementing in our reading comprehension courses; that is, neutralization and feminization. Applying *neutralization* to sexist language implies replacing masculine forms by gender-unmarked forms, while *feminization* means using feminine forms to make female referents visible (Sczesny, Formanowics & Moser, 2016). Before attempting to implement these GFL strategies in our classes, we believe that it is essential that our students develop the ability to recognise the cases of gender-exclusive language in the bibliography used in class and this is why we have developed the activities proposed in Section 4 of this paper.

3. Are women still invisible in the 21th Century Film-making industry?

Following Anderson and Trudgill's (1992) previously mentioned ideas, we decided to carry out exploratory research in order to reveal instances of gender-unfair language, symptoms of a society ill with inequality, present in the bibliography used in the reading comprehension courses offered to students of the Bachelor's Degree in Audiovisual Media at the National University of Tierra del Fuego. To this aim, we analysed two texts, Panofsky's article "Style and Medium in the Motion Pictures" written in 1936 and La Volpe's contemporary e-book "Filmmaking 101: Ten Essential Lessons for the Noob Filmmaker" written in 2002.

By adapting and reformulating the instances of sexist language studied by Spender (1995) and Doyle (1998), we created eleven categories of analysis which allowed us to classify the examples we found in the mentioned bibliography:

- 1) Conventional titles and forms of address.
- 2) The morphological marking of many female-referring agent nouns.
- 3) Sexually pejorative terms to refer to women.
- 4) The generic use of masculine pronouns.
- 5) The use of the generic "man" to refer to humans.
- 6) The use of terms ending in the suffix "-man" as standard or generic terms.
- 7) The asymmetrical use of names and surnames.
- 8) The semantic fields associated specifically to one gender.
- 9) Female terms with a derogative or negative connotation while the masculine terms are often positive or non-judgemental.
- 10) Negative terms for women which do not have a masculine counterpart or equivalent.
- 11) Other cases (paralinguistic features such as images, etc).

Following the theoretical lines put forward by Spender (1995) and Doyle (1998), we carried out categorizations and estimations of frequencies. Although we worked with a small corpus, we could arrive at a number of interesting results which proved the hypothesis that there was negative, scarce or null representation of women in the texts:

- A clear difference of power is evident in the treatment that is given to the masculine gender when using the title *Mr.* before the surname, while the woman is called *lady*.
- We could not find any examples of morphological marking of female-referring agent nouns in any of the texts. It was very interesting to notice that the word *actor* appears twenty-seven times in the more recent text, while its feminine *actress* does not appear in any occasion.
- In the text from 1936, we found some examples of sexually pejorative terms to refer to women. *Betty Boop* is mentioned in reference to a stereotyped woman's icon and linked to the word *porquería*. The use of this word in Spanish and with a pejorative charge reveals a visible but negative representation of women. Another example of this category is the use of the word *mistress* in the same text, which refers to a woman whose existence is given for being a man's lover.
- Masculine pronouns are presented as the norm, whereas feminine pronouns seem to be the exception to this norm. Masculine pronouns are used widely in both texts to refer to roles in the filmmaking industry which can be carried out either by men or by women (director, producer, protagonist, cinematographer, operator, filmmaker, etc)
- The use of the generic *man* to refer to humans in general was also found in the texts analysed.
- The use of terms ending in the suffix *-man* was also found, especially in the text from 1936, in terms such as *cameraman* and *sound men*, alluding to occupations which could apparently only be carried out by men.
- The asymmetric use of names and surnames is evidenced only in the older text. Men are mentioned preceded by the particle *Mr.* or only by their surname. Cases in which particular women are mentioned are scarce and, as we will mention later, they do not represent women as an active part of the film industry.
- The filmmaking industry seems to be associated almost exclusively to the masculine gender. In the most recent text, we found the names and surnames of nine film directors, all of them men. Female names were only found in reference to film characters and there is no parity in this regard either as more male than female characters are mentioned. That is, in our corpus, references to women as an active part of the film industry were not found.
- The more recent text includes a photograph of a male camera operator on its cover, which seems to represent the male gender as the sole or main performer of this task, demonstrating once again a sexist positioning that invisibilizes the female gender. The image allows us to suppose that the book is written mainly for a group of male readers, thus minimizing the interest that women may have with respect to audiovisual production.

Despite this clear positioning in favour of the status of one gender over the other, it should also be mentioned that we found in the most recent text some limited attempts to be gender-inclusive, such as the use of the terms *craftspeople* , *camera operator* and *sound person* and *his / her*.

However, after using *his* / *her* in one of the cases, the masculine possessive is used in a generic way on the same page with the same reference (protagonist). The case of the use of the word *sound person* is even more noticeable since only a few words after and within the same sentence, we find the masculine pronoun with the same referent.

All in all, it can be said that there are less examples of sexist language in the most recent text than in the older one, but in the most recent one women are clearly underrepresented; i.e. the female gender either receives a negative portrayal or remains invisible.

4. Combating sexism in language teaching

In the reading comprehension courses and workshops we offer at the University of Tierra del Fuego, students develop and practice their reading comprehension skills in English in order to pass three exams (level 1, 2 and 3) which are structured in the following way: a pre-reading, a while-reading and a post-reading section. The following activities are just some illustrations of ways in which teachers can implement the strategies of neutralization and feminization in their classes. For extension reasons, we just include activities from the while-reading section.

4.1. Proposed practice # 1 for Level 1 on Affixation

Through an analysis of word formation processes in English and Spanish, students are requested to reflect on the use and role of affixes, grammatically and semantically speaking, in this activity (Figure 1). At the same time, it is expected that they understand the connotative meaning affixes provide and how they are loaded with ideological positioning regarding women.

Figure 1. Sample activity on affixation

Explique el significado de los afijos en los siguientes vocablos presentes en el texto: “woodsmen” y “mistress”. ¿Qué posicionamientos con respecto a la mujer y en cuanto a estereotipos presenta el artículo? ¿Qué estrategias lingüísticas aplicaría en estos casos y qué propuestas superadoras brindaría?

1)...from sculptors, glass painters, bronze casters, carpenters and skilled masons down to the quarry men and **woodsmen**. (pages 29-30).

2) It is certainly terrible when a soft-boiled he-man, after the suicide of his **mistress**, casts a twelve-foot glance upon her photograph...(page 22).

Extraídos de Panofsky, E. (1936) “Style and Medium in the Motion Pictures”. Disponible en: https://monoskop.org/images/1/14/Panofsky_Erwin_1934_1966_Style_and_Medium_in_the_Motion_Pictures.

Reflexión:

4.2. Proposed practice # 2 for Level 2 on referencing

In this activity (Figure 2), students are first expected to provide the referents of the pronouns underlined in the text and then, in the reflection, they should mention if and to what extent women are invisibilized in these texts. In the oral correction of the activity, the teacher asks the students to apply a GFL strategy to overcome the problem of linguistic gender inequality.

Figure 2. Sample activity on referencing.

¿A qué hacen referencia las siguientes palabras subrayadas en estos extractos? ¿Qué reflexión puede hacer acerca del uso que se hace de estos pronombres en el artículo teniendo en cuenta la perspectiva de género?

(1) his _____

(2) he _____

(3) you _____

(4) his _____

Extracto 1:

...The playwright writes in the fond hope that his (1) work will be an imperishable jewel in the treasure house of civilization and will be presented in hundreds of performances that are but transient variations on a “work” that is constant...

Extracto 2:

...And if you speak to any one of these collaborators he (2) will tell you (3), with perfect bona fides, that his (4) is really the most important job - which is quite true to the extent that it is indispensable.

Extraídos de Panofsky, E. (1936) “Style and Medium in the Motion Pictures”. Disponible en: https://monoskop.org/images/1/14/Panofsky_Erwin_1934_1966_Style_and_Medium_in_the_Motion_Pictures.

Reflexión:

4.3. Proposed practice #3 for Level 3 on clauses

In the following task (Figure 3), we expect our students to provide an interpretation of the clauses in Spanish which would be gender-inclusive. If this does not occur, we would help them apply a GFL strategy so as to make their interpretations from a gender equality stance.

Figure 3. Sample activity on clauses.

<p><u>Interprete los siguientes extractos subrayados en el texto. ¿Se visibiliza en estos sensibilidad en cuestiones de género? En los casos que no ocurra, ¿cuál sería una expresión alternativa que contemple un empoderamiento de la mujer?</u></p> <p>a) <i>The spectator cannot leave his seat and the setting of the stage cannot change...</i> (page 19)</p> <p>_____</p> <p>b) <i>...the director, the sound man, the enormously important cameraman, even the make-up man.</i> (page 29)</p> <p>_____</p> <p>c) <i>Film art is the only art the development of which men now living have witnessed from the very beginnings...</i> (page 15)</p> <p>_____</p> <p>d) <i>If all the serious lyrical poets, composers, painters and sculptors were forced by law to stop their activities...</i> (page 17)</p> <p>_____</p> <p>Extraídos de Panofsky, E. (1936) "Style and Medium in the Motion Pictures". Disponible en: https://monoskop.org/images/1/14/Panofsky_Erwin_1934_1966_Style_and_Medium_in_the_Motion_Pictures.pdf</p> <p><u>Reflexión:</u></p> <p>_____</p> <p>_____</p> <p>_____</p>

In all these activities, we have highlighted in italics the *gender perspective rubrics* we have included among the typical reading comprehension activities we normally prepare for our workshops and courses. By doing so, we are making gender issues the real content of our classes.

5. Conclusion

In this paper, we have intended to give an account of the findings of the research work carried out on the materials used in the reading comprehension courses and workshops we are in charge of at the National University of Tierra del Fuego. Classroom materials are, for students and teachers, everyday tools which can contribute to developing notions of gender equality or go against it. It is our job, as professionals, to make a difference through our conscious and committed

teaching practices. Although the findings of our work are limited as the corpus we worked with was relatively small, they show that there are sexist discourse practices which can be clearly identified. Past and present research in the field of gender issues and teaching has shown that GFL contributions have a great potential in reducing stereotyping and promoting gender equality in its users. Indeed, classroom materials provide a valuable opportunity for us to make our students aware of those practices and teach them GFL strategies such as neutralization and feminization, which hopefully they will be able to transfer to their everyday lives.

Francis Bacon's famous quote "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested" is no longer true in the XXIst century learning scenario. As teachers, we have the great responsibility to make our students well-equipped readers so that they can "digest" all the material they read from a critical and non-sexist perspective. To do so, we must provide them with the necessary tools and strategies to make them global, gender-sensitive citizens. With this work, we hope we have made our small contribution towards the elimination of the social illness which sexism represents by providing colleagues with some useful ideas they can replicate, improve and implement in similar higher education contexts.

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8 Differentiated learning: teacher's pathways to meaningful technology integration

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1. Introduction

Differentiated classrooms embrace all learners and offer them safe and engaging learning experiences. In these settings, choice, creativity, collaboration, curiosity and critical thinking are welcome and encouraged. In other words, teachers value and plan for diversity and focus on students' readiness, interests and learning profiles. However, some educators find it hard to adapt and create teaching materials that support differentiated learning. What's more they see technology as an obstacle, not an ally.

First, I will define what differentiated instruction is, how teachers can differentiate and the reasons for doing so in the light of Carol Ann Tomlinson's work (2014 & 2017). Then, we will introduce the Triple E Framework developed by Liz Kolb (2017) which guides teachers in meaningful technology integration. I will briefly characterise the three components of the framework: Engagement, Enhancement and Extension and share questions for self-reflection. Finally, I will present how Differentiated Instruction and the Triple E Framework can be implemented to design technology-enhanced lessons for all learners. Samples of good practices will be shared to support theoretical frameworks through the paper.

2. Differentiated instruction in a healthy classroom environment

Most teachers have practised differentiation somehow without knowing that they were differentiating learning. They may have prepared specific materials for struggling readers; designed a menu of activities for students to choose from or provide quizzes to get to know students' point of entry and plan accordingly, to name a few. All these examples portray teachers who understand that one-size-fits all classroom is not the solution to reach all learners and strive to provide students with multiple opportunities to learn. In this respect, it is important to consider that it does not mean creating a separate assignment for each learner but understanding that students learn in

different ways, at different rates and bring talents, interests and prior knowledge that enriches the classroom experience. According to Tomlinson (2014), differentiated instruction is taking multiple approaches to what students learn, how they make sense of ideas and information and how they demonstrate what they have learnt. In other words, teachers can differentiate content, process and product.

- *Differentiation by content:* teachers can adapt what they teach or how they give access to information in response to students' readiness level, interests or learning profile. For instance, learners can be divided into small groups and read different language complexity articles on the same topic. This means that all the students are learning about the same topic but how they access the content changes to match their readiness level. Before starting a unit, teachers can evaluate if the teaching materials they are using are at an appropriate level of linguistic complexity, language control and vocabulary usage and adapt them if necessary in which case they can try [Text Compactor](#) or [Rewordify](#). They can also explore some free websites that provide multi-level texts such as [News in Levels](#) and [Breaking News English](#) if they do not want to level texts by themselves. Another possibility would be to extend students' interest in a certain topic by providing more specific related articles to meet students' entry point and support their progress. In the same line, teachers may also decide to introduce a topic in different modes to best capture students' attention. This implies accessing content in different ways in response to learning profile such as the use of infographics, video minutes, podcasts and multimedia posters.
- *Differentiation by process:* teachers can plan making-sense activities to help students progress. These interesting activities require students to use their knowledge, skills and understanding to complete them. Tomlinson (2014) defines a good differentiated activity as something students will do or make in varied ways scaffolded by a teacher and/or peers to understand, extend or apply knowledge about a certain area. For example, learners may be asked to prepare a presentation, but the teacher may give them different set of instructions to best suit their presentation, oral and language skills. This shows that all the students will be preparing a presentation that supports their current level of knowledge, skill and understanding, i.e. their readiness level. The teacher may also give them choices about the facet of a topic that they may want to focus on, so that the students prepare the presentation based on their interests and they may also choose how to study the content of the presentation.
- *Differentiation by product:* teachers can think of end-of-the-unit products so that students apply what they have learnt and feel comfortable to propose alternatives. Creating high-quality product assignments can be challenging for both teachers and students esp. if they are not well structured and planned. Teachers need to be clear about their expectations, how students will be assessed and decide on the necessary scaffolding in order to allow

struggling learners to participate and succeed and advanced learners to challenge themselves. For instance, after reading a book, students may create dialogues for certain scenes, write, record or dramatize them individually or in small groups, explore the biography of the author and answer key questions, etc.

3. Meaningful technology integration in today's classrooms

Today, technology is still seen as an “adds on” in many classrooms because school authorities and teachers may find it hard to integrate it and only use it if they have internet connection, free time or the necessary equipment. Along these lines, Bao & Shang (2018) mention that teachers need to train themselves in technological and pedagogical skills to integrate technology in their repertoire because ICT pedagogy training is insufficient and that may be one of the reasons of immature technology integration in language teaching. However, the development of the triple E framework may provide specific guidance for teachers in integrating technology mindfully in their classroom activities. This theoretical framework developed by Liz Kolb (2017) encourages teachers to go beyond an instrumental use of technology and consider how it can extend and enhance learning goals. The framework is based on three components: Engagement in learning goals, Enhancement of learning goals and Extension of learning goals.

- *Engagement:* teachers may often feel that students are engaged in an activity because they are swiping through a device. For instance, they may be completing drill and practice exercises on the computer similar to the ones presented in printed books in the 70s’ without focusing on thinking and using the language in a meaningful context. In that case, we may talk about “false engagement” and consider that the time on task does not meet any learning goals. Kolb (2017) suggests that teachers need to look deeply at engagement and ask the following three questions when using technology:
 - Does the technology allow students to focus on the task of the assignment or activity with less distraction?
 - Does the technology motivate students to start the learning process?
 - Does the technology cause a shift in the behaviour of the students, where they move from passive to active social learners?
- *Enhancement:* this component focuses on the added value of using technology tools which goes beyond engagement in content. It refers to how technology can aid, assist and scaffold learning in a way that could not be achieved by traditional methods. For example, a digital platform may provide voice recognition feedback and support as students complete different speaking tasks that may be hard to achieve in a large classroom. If teachers want to measure enhancement of learning goals, they may ask the three questions below as stated by Kolb (2017):

- Does the technology tool aid students in developing or demonstrating a more sophisticated understanding of the content? (creates opportunities for creation/production over consumption)
 - Does the technology create scaffolds to make it easier to understand concepts or ideas?
 - Does the technology create paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools?
- *Extension:* teachers are always looking for ways to connect what happens in the classroom with the real world and technology can help make these connections. In other words, technology can aid bridge the gap between classroom learning and students' everyday lives. For instance, students can participate in online collaborative projects and share with a distant partner school what living in their town means to them and how similar or different it is from the students in the partner school. The following questions can be used by teachers who want to analyse the extension of learning goals.
 - Does the technology create opportunities for students to learn outside of their typical school day?
 - Does the technology create a bridge between school learning and everyday life experiences?
 - Does the technology allow students to build skills, that they can use in their everyday lives?

4. Developing technology-enhanced tasks for all learners

As mentioned above, the Triple E framework encourages teachers to consider how technology can enhance and extend the learning goals when planning a technology enhanced lesson. Although they may combine some of the three components, it is advisable that they include all of them. In the same line, teachers need to evaluate resources and develop teaching materials so that all learners are engaged despite readiness, interests and learning profile. Farley (2016) also recommends the use of assistive technology in case of Special Educational Needs (SEN) students to help them improve literacy skills, work independently, build self-esteem and overcome frustration such as voice recognition software, mind mapping software, online flashcards, etc.

The following example combines the teaching of the unit “Music in our World” from the coursebook “Our world 5” and the design of an end of the unit product such as “Meet my favourite band”. In this unit students learn about musical instruments, music styles and describing preferences. As a result, the teacher can adapt the content of the unit and decide to extend the activities by including a final product assignment in which students, divided in groups, have to choose their favourite band, look for information and present it in class. In this case, the teacher

will first present the product assignment and the options available for students to carry out the task. They may also propose other alternatives that the teacher can take as long as they use key information, understanding and linguistic skills that meet the learning goals. The free online tool [Printing Press](#) can be used as it is user friendly and provides the possibility of creating a newspaper article, a leaflet or a poster that can be printed later on. The teacher can invite small groups to agree on their favourite band, search online for meaningful information about it and plan what they will be creating and how they will organize the information. The teacher can also share sentence starters, step by step guides and graphic organizers to support students' work. Other options that students may suggest can include giving an oral presentation, creating a video or developing an interview. As seen in this example, the teacher can differentiate by product and students can demonstrate what they have learnt and expand their knowledge. What's more, students are encouraged to co-engage in this final product by working in teams around technology on both the design and develop phase as well as the discussion around the selection of the band and the relevant information to select. It also gives students the chance to investigate and connect with what they know about their favourite band and use update information, note taking strategies and high-order thinking skills. In this example, students can use their own devices and search for information at home, bring their own resources and use English to present their findings.

Another example esp. designed for students who have problems remembering vocabulary words can be the use of online flashcards to memorize and practise new words. [Quizlet](#) is a free web tool and app that learners can use to create their own flashcards for self-study, listen to text-speech audio, practise writing and play at their own pace. Teachers can use this tool every time a new unit is taught, and students need to learn new vocabulary. All the set of flashcards can be stored and shared in an online group created by the teacher so that students can practise language learning. Taking the example on "Music in our world", the teacher can encourage students to create vocabulary-related flashcards and provide their own definitions or examples. Another way of supporting struggling learners is to use the free-floating toolbar "[MystudyBar](#)" developed by the University of Edinburgh. This app created for dyslexic students includes six sections that comprise mind mapping software, voice recognition, word prediction, text-to speak, a talking dictionary, and more. Students can develop their own word maps, record their voices and develop their own study skills for each unit of the coursebook. This resource adds value to the learning process and encourages learners to be on task and focus on the content goals with less distractions. This means that the technology pushes students to be hands-on building and practising vocabulary and their own pace while the teacher monitors their work and helps them reflect on the language they are learning.

5. Concluding remarks

This paper aimed at providing a deeper understanding of the opportunities that edtech offers to teachers who want to develop learning environments that support all kinds of learners. As mentioned by Tomlinson (2014), when teachers differentiate instruction, they become collaborators with students and organizers of learning opportunities. They give their students much responsibility for learning, plan lessons that engage all students in critical and creative thinking and design classrooms that work well for everyone in it.

As presented above, technological tools offer valuable resources to support differentiation of learning. However, teachers need to be mindful if they want to use them. They should select the “just right” tool so that students engage in the learning task and are not distracted by the features of the web tool or app. They may also offer choice and model and guide students through the navigation of the tool and the “thinking” that should be occurring.

“When technology is partnered with rich learning experiences in a thoughtful, purposeful manner, we can elevate traditional instruction practises to prepare students for the world of today and tomorrow” (Burns, 2018, p. 104)

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Appendix



“Meet my favourite band”

In groups of 4:

- 1) Choose your favourite band and/or rock star
- 2) Look for the following information:
 - Band name
 - Band members
 - Nationality
 - Musical style
 - Discography (first album, last album and most popular album)
 - Concert tours (next performance)
 - Likes
 - Official website
 - References
- 3) Complete the following graphic organizer

Band name	
Band members	
Nationality	
Musical style	
Discography (first album, last album and most popular album)	
Concert tours (next performance)	
Likes	
Official website	

References	

Phrases bank

This is ...	They like
They are ...	Theiris...

- 4) Download 3 photos of the band/ rock star
- 5) Choose one of these options:
 - Printing Press Newspaper Article
 - Printing Press Poster
- 6) Complete the template
- 7) Get ready to share your work



Figure 1. Printing Press Menu.



Figure 2. Printing Press Example.



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