

# Challenges in English Teaching in Argentina

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The bottom half of the page features a large, abstract graphic design. It consists of several overlapping geometric shapes. A large orange shape is on the right, partially overlapping a dark blue shape on the left. A white shape with dark blue diagonal stripes is positioned between them, overlapping both. The shapes have rounded corners and create a layered, modern look.

The use of non-discriminatory language, which avoids reproducing sexist stereotypes and allows all genders to be made visible, was an important consideration for those involved in the development of this publication. Given the lack of consensus on how to achieve this in Spanish, three criteria were adopted to ensure a fairer and more accurate use of language: 1) avoiding discriminatory expressions; 2) making gender visible when the communicative context and message require it for clarity; and 3) not highlighting gender when it is not necessary for understanding. In the English version of this report, we have followed similar principles, aiming for clarity, fairness, and inclusivity in the use of language.

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# Foreword

I am delighted to introduce this timely and insightful research into the teaching of English within Argentina's state school system. In a world where global communication, access to knowledge, and economic opportunity increasingly rely on a shared linguistic platform, English has emerged as a key instrument for personal and societal advancement.

The teaching and learning of English represent not merely an academic pursuit but a strategic investment in the future. 70% of global trade, 90% of scientific research, 80% of academic literature, 80% of technology documentation and software, and around 80–90% of formal international diplomatic communications are conducted in English.

English empowers individuals to engage more fully with the world beyond their immediate communities. It opens doors to global education, enhances employability, and fosters cross-cultural understanding.

This research sheds critical light on how English is currently taught in public schools across Argentina, examining both the challenges and successes of implementation in diverse educational contexts. It highlights the dedication of teachers working within systemic constraints, the aspirations of students eager to connect with the wider world, and the policies that shape these experiences.

Understanding the realities of English education in the state sector is essential for meaningful improvement. It allows stakeholders—policy-makers, educators, researchers, and communities—to identify gaps, share best practices, and design solutions that are contextually relevant and pedagogically sound.

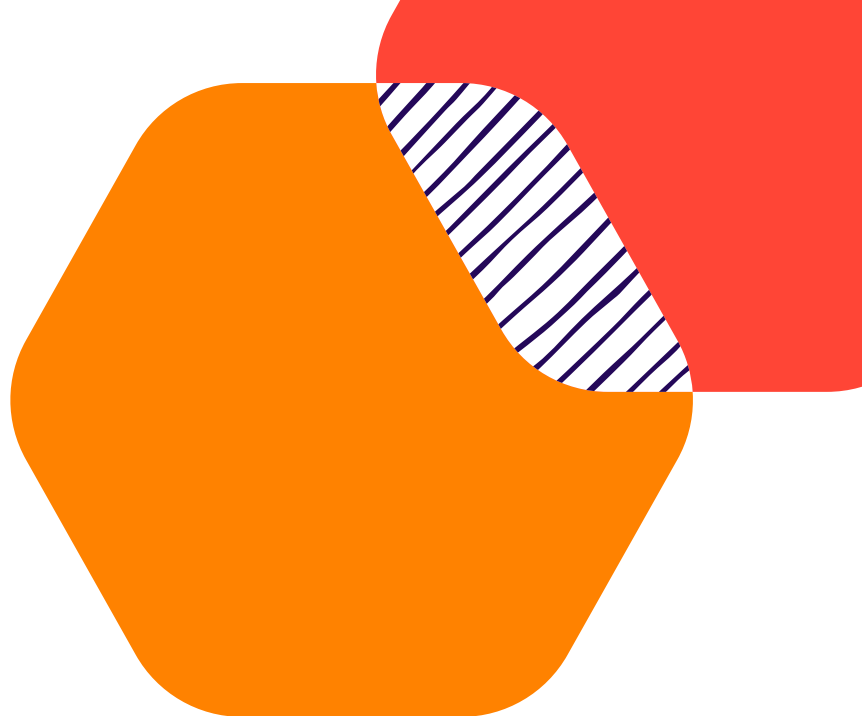
As Argentina continues to navigate the demands of a multilingual, interconnected global landscape, we hope that this research will offer a valuable contribution to ongoing discussions about educational equity, language policy, and national development. It is our hope that its findings will inform and inspire collaborative efforts to strengthen English language education for all learners in the public system.

As a former English Teacher with 12 years in the classroom, I have had the chance to see the opportunities learning English can provide, and the British Council has resources that can help and support teachers and schools throughout Argentina.

**Robert Chatfield**

British Council, Country  
Director Argentina and Chile





## Executive summary

English is a key competence for navigating the contemporary world. The ability to understand, read, express oneself and communicate in the language opens the door to exercising global citizenship and accessing better opportunities in the labour market. English language proficiency also contributes to individuals' cognitive, social, and professional development.

At present, there is no national policy in Argentina that mandates the compulsory teaching of English throughout the country. The National Education Act No. 26.206 refers only to the obligation to teach “a foreign language”, without specifying which one. Nevertheless, English has become the most widely taught additional language.

In Argentina, English language teaching (ELT) is widespread at the secondary level, where, according to the most recent available data (Annual Survey, 2023), 84% of students receive English instruction. At the primary level, this figure drops to 54%, with significant disparities across provinces and, in aggregate terms, between the public and private sectors. The access rate among students attending private primary schools is 74%, significantly higher than the 46% recorded in state-run schools. Over the past decade, coverage has increased by 7 percentage points in primary and by 6 in secondary education.

A key aspect in understanding the national landscape of ELT is characterising the teaching workforce: determining how many English teachers are currently working, what their training paths have been, and what routes are available to those aspiring to teach the language. However, there are serious limitations regarding the availability and accessibility of such data in Argentina, making it difficult to develop a

comprehensive picture. What can be stated is that there are currently 222 teacher training institutes and 22 universities offering English language teacher education programmes across the country.

Beyond the Priority Learning Goals (NAPs) established in a 2012 federal agreement, there is no national policy specifically focused on ELT. As a result, decisions regarding whether English is compulsory, the year or grade at which instruction begins, number of hours, and pedagogical approach are left to each province. A thorough review of curricular frameworks for both primary and secondary education reveals a highly diverse picture across provinces, with marked variation in all key dimensions. Some provinces establish English as a compulsory subject from the first year of primary school, while others treat it as optional or extracurricular. In secondary education, the extent of compulsory instruction also varies, along with the continuity and progression of learning. Weekly teaching hours range from 1 to 3, and the most widely used pedagogical approaches are communicative language teaching and task-based learning. A major challenge is the lack of alignment with the Common European Framework of Reference for Languages (CEFR), which limits the ability to establish unified competency standards.

In order to explore the ELT landscape more deeply, this study included fieldwork in three provinces: Córdoba, the City of Buenos Aires (CABA), and Jujuy. The methodology included quantitative data analysis as well as interviews and focus groups with provincial education authorities, English language specialists, and primary and secondary teachers. Common challenges identified include weak foundational literacy in students' first language, which hinders the learning of an additional language; limited articulation

between education levels and inconsistent training experiences in primary, leading to wide variation in students' English levels upon entering secondary school; difficulties in filling teaching posts, and in some cases, the absence of pedagogical training among unqualified teachers; a demand for greater support for teachers through ongoing training, provision of curated and accessible teaching materials; and the need to strengthen monitoring and evaluation mechanisms for both policy implementation and student learning outcomes.

At the same time, the analysis in these three provinces brought to light several strengths and positive practices in ELT. These include the presence of dedicated departments within provincial ministries of education that provide support and promote English; innovative use of digital resources by teachers; the setting of achievement targets and alignment with international standards to guide teachers and decision-makers; a strong professional identity among English teachers; and the formation of learning communities, which can be seen as valuable assets for strengthening future policy implementation.

Currently, English language education features on the agenda of Argentina's National Secretariat for Education, presenting a timely opportunity to initiate a national dialogue. In this context, this report puts forward public policy recommendations across several key areas. Regarding governance and state capacity, the report recommends establishing specialised ELT units within both provincial and national ministries of education, promoting sustained interaction with other government departments, encouraging federal-level exchange, and strengthening information systems—particularly to profile and track the teaching workforce—and building collaborative spaces with the private sector, academia, and international cooperation.

In terms of the teaching workforce, the report proposes strategic planning based on studies of current and projected demand for English teachers, along with incentives to encourage entry into and completion of teacher training. It also calls for accessible, high-quality training programmes in regions where there are severe shortages of qualified teachers, offered in a range of flexible formats.

With respect to working conditions, the report recommends concentrating teaching hours within specific institutions or blocks, improving contractual conditions, and expanding access to relevant and tailored professional development opportunities.

Regarding curriculum, the report advocates for the development or updating of English-specific curricula, the definition of clear learning standards for each school year in alignment with international frameworks, and ensuring consistency between the school curriculum and both initial and continuing teacher education.

Finally, in relation to teaching and learning processes, the report recommends the development of a systemic approach to student assessment, further research into classroom practices, the promotion of learning continuity and progression, the provision of essential learning resources (textbooks, digital content, technological equipment, and instructional guides), and the intensification of English language instruction in secondary schools.





# Introduction

English language learning is increasingly recognised as a key competence for participating in today's world. In a globalised context shaped by technology, tourism, and services, proficiency in English is considered essential. Within this scenario, education systems across Latin America are under growing pressure to ensure that students develop the skills they need to integrate into the labour market. English, identified as one of the fundamental 21st-century skills, has progressively gained prominence in the region's education policies. In fact, over the past decade, several countries have introduced national programmes to expand English language teaching (Stanton and Fizbein, 2019).

In Argentina, National Education Act No. 26.206, enacted in 2006, establishes in Article 87 the obligation to teach at least one foreign language, with English among the options. According to the most recent data available (Annual Survey 2023, National Secretariat for Education), 54% of primary school students and 84% of secondary school students receive English language instruction. This represents a rise of 6 and 7 percentage points respectively compared to 2013. Most provinces recorded higher growth in primary than in secondary education, although some exceptions exist where secondary coverage grew more substantially. These increases have coincided with curricular reform processes and the implementation of specific programmes to expand access to English at different levels of education. It is worth noting that in 2013, more than 50% of secondary students in all provinces were receiving English instruction, while in primary education, this was the case in fewer than half of the provinces.

Despite progress in incorporating English into curricular frameworks and expanding provision across provincial education systems, several challenges remain. These include shortages of qualified teachers, limited coherence in English teaching across education levels, and persistent gaps between curricular intentions and what is implemented in the classroom.

The general objective of this report is to describe the current challenges facing English language teaching in Argentina's state-run primary and secondary schools, and to identify opportunities and conditions for strengthening it. To this end, the report includes both a national-level overview and an in-depth analysis of three jurisdictions: the City of Buenos Aires, Córdoba, and Jujuy. This approach is motivated by the federal nature of Argentina's education system, in which the administration of education services, curriculum decisions, and teacher training policies—each of which impacts English provision—are primarily the responsibility of provincial governments. Thus, provincial-level analysis offers valuable lessons and insights for subnational governments, while also highlighting good practices and educational innovations that can inform national public policy recommendations.

Additionally, the report includes a comprehensive literature review of key debates on English language teaching in Argentina, which supports a broader dialogue with current education policy challenges.

This report aims to contribute to the ongoing discussion on how to strengthen English language teaching in Argentina's education system, recognising its value as an essential tool for integration into the labour market and personal development in an increasingly interconnected world.

The report is structured in three main sections. The first provides a national overview of English language teaching, including analysis of legal frameworks, curricular design, and teacher supply. The second presents an in-depth study of the three selected provinces, identifying key challenges and showcasing good practices. The third section outlines public policy recommendations to strengthen English teaching across the country. The literature review is included as an appendix.

## Methodology

This study adopts a mixed-methods approach, combining quantitative and qualitative techniques to gather information on English language teaching in Argentina. To access the most relevant data, information was requested from the National Secretariat for Education and from education authorities in the three provinces selected for in-depth analysis: Córdoba, Jujuy, and the City of Buenos Aires.

Fieldwork was carried out in several stages. First, quantitative data were collected to assess the current situation in each jurisdiction. This was followed by interviews and focus groups to explore the views and experiences of stakeholders involved in English language teaching.

At the national level, two working groups were convened with specialists in the field, providing a platform for discussion of trends, challenges, and opportunities in English teaching.

In Córdoba, fieldwork took place between October and November 2024, involving several stages of data collection. Four focus groups were held with teachers from the city of Córdoba: two with primary teachers, attended by seven and thirteen participants respectively, and two with secondary teachers, with ten and nine participants. In addition, nineteen individual interviews were conducted with teachers from other parts of the province—ten from primary and nine from secondary schools. Four interviews were also carried out with officials from the provincial ministry.

In the City of Buenos Aires, two virtual focus groups were held: one with ten primary school teachers and another with eight secondary school teachers. In this case, there was an overrepresentation of teachers working in bilingual schools. Four additional interviews were held with ministry officials to explore the policies and strategies being implemented in the jurisdiction.

In Jujuy, two in-person focus groups were organised with teachers from both education levels. The primary-level group included four participants, while the secondary-level group included eight teachers from both the provincial capital and the Puna region. Two interviews were conducted with representatives from the Jujuy Association of English Teachers, who shared insights on teacher training and professional practice in the province. Four additional interviews were held with ministry officials to explore the local strategies and challenges surrounding English language teaching.

To ensure diverse perspectives, the selection of teachers for focus groups sought to include professionals with varied training backgrounds and from schools in both urban and rural settings. Efforts were also made to include teachers working with student populations facing different levels of vulnerability, with the aim of building a broad and representative picture of English language teaching in the provinces under study.





# Overview of English Language Teaching in State-Run Schools in Argentina

Foreign language teaching in Argentina is governed by National Education Act No. 26.206 (LEN), which states: “ARTICLE 87 – The teaching of at least one foreign language shall be compulsory in all primary and secondary schools across the country. The strategies and timelines for the implementation of this provision shall be established through resolutions of the Federal Council of Education.” The rationale for including basic foreign language content in the curriculum (Federal Council of Culture and Education – CFCyE, 1997) highlights the importance of the psychosocial dimension in student development. Learning new languages encourages reflection on how one’s own language works and enhances its use, fosters openness to other cultures and people, and broadens one’s perception of the world in all its diversity. It also stimulates a more varied mental structure, promotes flexible thinking, and enriches cognitive development. As such, learning foreign or additional languages can serve as a powerful tool for rediscovering the world—either by expanding the boundaries set by one’s mother tongue or by reaffirming them.

English is the predominant foreign language taught in schools, due to its global role. As national education authorities have noted:

*“English is the most widely taught second language in Argentina, but in fact, it is the world’s universal language; wherever you go, English is spoken as the common language, which makes it vitally important for young people’s future access to employment.”*

However, there is currently no national policy in Argentina that ensures the compulsory teaching of English throughout the country. The National Education Act refers broadly to the teaching of a “foreign language” without specifying or prioritising any particular language.



## Access to English Language Teaching

How many students currently receive English instruction? How has this changed in recent years? Are there differences between the public and private education sectors? What is the situation across the provinces? These are the questions this section seeks to address, based on an analysis of data from the annual surveys conducted by Argentina's National Secretariat for Education.

The 2023 Annual Survey, the most recent available at the national level, provides the current picture of English language teaching across the country. According to this data, 54% of primary-level students and 84% of secondary-level students receive English instruction at school. It is worth noting that this figure does not take into account access to English learning through non-official institutions or private tutoring.

A comparison with 2013 reveals that, over the past decade, the proportion of students receiving English

instruction increased by 7 percentage points in primary and 6 percentage points in secondary education.

However, there are significant differences in access to English between students attending state-run primary schools and those enrolled in private institutions. While only 46% of students in state primary schools receive English instruction, 74% do so in the private sector. This 28-point gap has narrowed over the last ten years—back in 2013, the difference was as high as 37 percentage points.

In contrast, such asymmetry is not observed at the secondary level. Although there was a slight advantage in favour of state schools in 2013, this difference had equalised by 2023.

The following table presents these trends in official education provision:

**TABLE 1. Coverage of English Language Teaching in Primary and Secondary Education by Year and Management Sector**

	2013				2023				Percentage Variation 2013 - 2023	
	Primary		Secondary		Primary		Secondary			
	Enrollment with English	Percentage of total	Enrollment with English	Percentage of total	Enrollment with English	Percentage of total	Enrollment with English	Percentage of total	Primary	Secondary
Total	2,122,489	47%	3,025,517	78%	2,575,224	54%	3,400,903	84%	7%	6%
State	1,231,751	37%	2,148,709	78%	1,630,686	46%	2,437,963	84%	10%	6%
Private	890,738	74%	876,808	80%	944,538	74%	962,940	83%	0%	3%

Source: Annual Survey, 2023, National Secretariat of Education

*\*Note: It should be clarified that the Annual Survey asks about "Students receiving language instruction," and the school management teams must mark with an "x" which language they receive, among which they can tick English, German, French, Italian, Portuguese, or "more than one language." The latter does not allow identifying which languages are involved. It could be assumed that, due to its popularity, one of those languages is English. However, the percentages of responses "More than one language," which is 3% in secondary and 1% in primary, were not included in the table for calculating students receiving English in school. In this sense, the percentage of access to English might be underestimated. That is, in the table, only those who exclusively responded "English" are counted for the calculation of students receiving English instruction. Furthermore, the number of weekly hours of instruction and the teaching modality are not specified, which limits the analysis.*

As previously indicated, since there is no national regulation specifically prescribing the teaching of English, the decision regarding its obligatoriness, the grade/year of its initiation, the number of hours, its approach, among other aspects, is left to the jurisdictions. These decisions impact the coverage of English teaching in the provinces, that is, how many students have access to the language. The following table reflects the current situation:

**TABLE 2. Coverage of English Language Teaching in Primary and Secondary Education by Jurisdiction**

Jurisdiction	Primary		Secondary	
	Enrollment with English	Percentage of the total	Enrollment with English	Percentage of the total
Country Total	2,575,224	54%	3,400,903	84%
Buenos Aires	990,636	58%	1,367,197	81%
Catamarca	38,096	90%	35,427	84%
Ciudad de Buenos Aires	238,651	88%	154,948	77%
Córdoba	253,550	72%	327,499	94%
Corrientes	85,559	67%	90,412	84%
Chaco	32,945	19%	84,609	83%
Chubut	15,388	26%	53,830	89%
Entre Ríos	57,050	40%	108,388	84%
Formosa	4,462	6%	52,175	83%
Jujuy	83,870	91%	55,736	82%
La Pampa	28,124	84%	33,681	96%
La Rioja	33,455	73%	26,454	82%
Mendoza	67,795	29%	141,585	92%
Misiones	64,109	34%	74,620	74%
Neuquén	8,932	11%	44,874	75%
Rio Negro	30,582	34%	59,995	95%
Salta	117,713	62%	104,493	82%
San Juan	27,613	31%	69,585	85%
San Luis	23,122	46%	41,826	81%
Santa Cruz	27,475	65%	29,878	93%
Santa Fe	188,186	49%	224,297	87%
Santiago del Estero	41,648	31%	67,021	86%
Tucumán	100,814	58%	136,356	85%
Tierra del Fuego	15,449	88%	16,017	88%

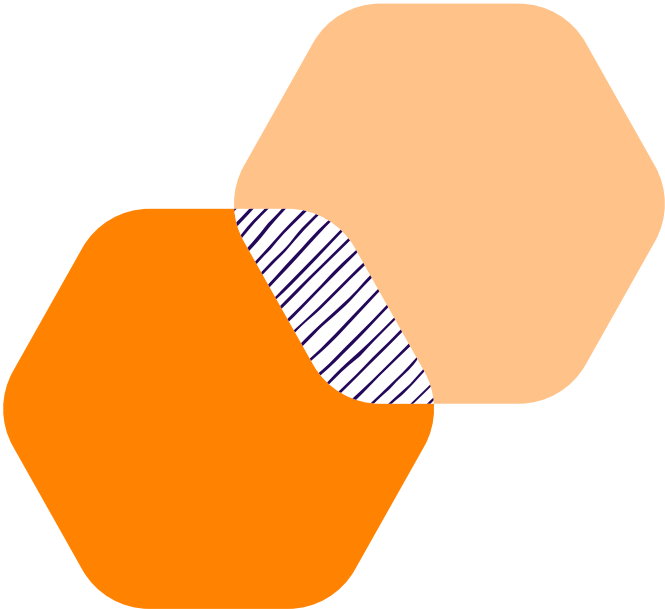
Source: Annual Survey, 2023, National Secretariat of Education

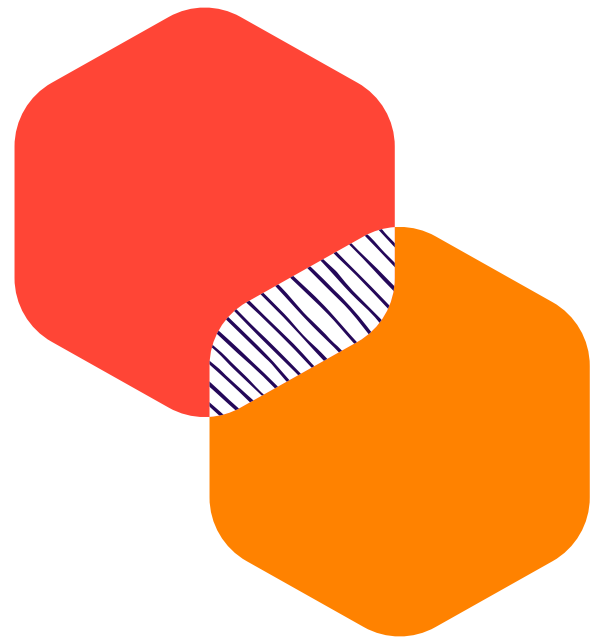
References according to the obligatoriness of English teaching as per the current curriculum design:

First Cycle of Primary Education
Second Cycle of Primary Education
No Obligatoriness of English in Any Cycle
No data available

[Note: Once again, this information is limited to the declaration of the school management teams regarding how many students receive English.]

As a first impression, the table reveals a notable disparity in access to English teaching at the primary level across the territory. Except for those provinces where the current curriculum design does not prescribe the obligatoriness of English teaching, the coverage percentage increases when English is offered from the early years of primary school. According to the data from the Annual Survey 2023, while 6% of primary students in Formosa have English, this percentage is 90% and 91% in Catamarca and Jujuy, respectively. CABA (88%), La Pampa (84%), and Tierra del Fuego (88%) complete the group of provinces with the highest access to the language. Neuquén (11%), Chaco (19%), and Chubut (26%) accompany Formosa in the lowest levels of English teaching at the primary level. This highlights the significant inequalities in access to English that can be detected at the territorial level. The situation at the secondary level is different, where English teaching is widespread and the disparity is much smaller. Practically all provinces have coverage greater than 75%, with some, like Córdoba (94%), Río Negro (95%), and La Pampa (96%), having values close to universalisation.





## Teaching Workforce

Profiling the English teaching workforce—that is, understanding how many teachers there are, their training backgrounds, and the pathways available for those aspiring to become English teachers—is key to completing the overall picture of English language teaching in Argentina.

Across the country, there are **222 teacher training institutes and 22 universities**, both public and private, offering degrees in English Language Teaching (ELT). The following table shows their distribution by province and highlights regional differences, which may have significant implications for teacher training, staffing, and, ultimately, English teaching quality in Argentina.

**TABLE 3. Number of English Language Teacher Training Programmes by Jurisdiction**

Province	Teacher Training Institutes	Universities
Ciudad Autónoma de Buenos Aires	8	3
Buenos Aires	73	5
Catamarca	11	1
Córdoba	19	3
Corrientes	9	0
Chaco	12	0
Chubut	6	0
Entre Ríos	8	2
Formosa	4	0
Jujuy	8	0
La Pampa	0	1
La Rioja	2	1
Mendoza	7	3
Misiones	5	0
Neuquén	6	0
Río Negro	1	0
Salta	10	1
San Juan	3	1
San Luis	3	0
Santa Cruz	2	0
Santa Fe	12	0
Santiago del Estero	4	0
Tucumán	7	1
Tierra del Fuego	2	0
<b>Total</b>	<b>222</b>	<b>22</b>

Source: INFoD (National Institute for Teacher Training) and University Information System (SIU).

That said, the number of training institutions alone does not reflect their size or capacity, nor the number of students enrolled, or their geographic distribution.

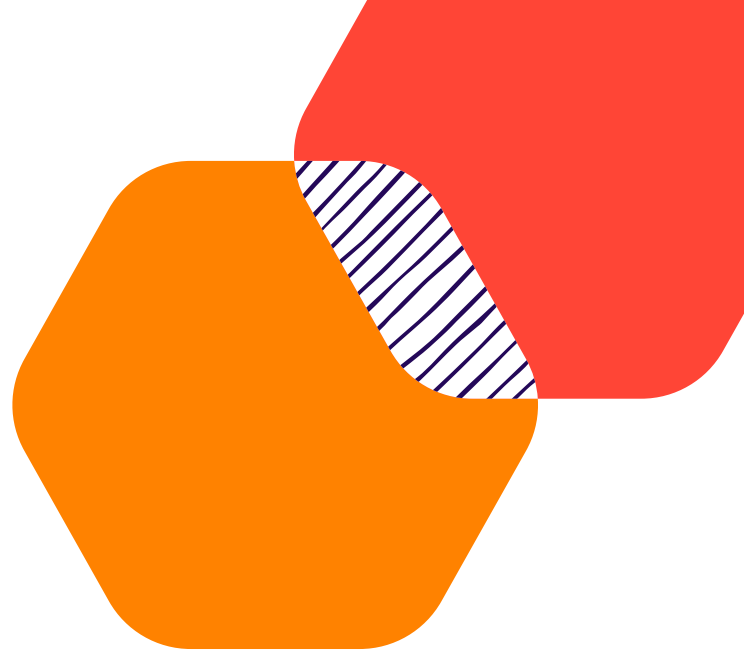
There are serious limitations in the availability and accessibility of information regarding teachers' educational pathways or the number of positions currently filled in the country. To determine whether the number of teacher training graduates is sufficient to meet demand in different provinces, it is essential to have accurate data on how many teachers graduate each year, how many are actively teaching, and how many retire annually.

The difficulty in compiling detailed data on the teaching workforce limits aggregate-level analysis in this area. A deeper exploration of this issue is presented in the provincial case studies section.

In this context, it is hoped that the forthcoming 2025 National Survey on Educational Staff (ReNPE) will help to address this gap. The survey aims to quantify all teaching and non-teaching staff across Argentina, describe their profiles—including institutional role, socio-demographic characteristics, employment situation, training, and professional development—and establish a national register of education staff within the SINIDE (Integrated Digital Information System for Education).

[Note: This table only includes “English Teacher Training” programmes. Other higher education degrees such as translation or English language degrees, which may also lead to teaching roles, are not included. While such qualifications enable graduates to teach, teaching is not their primary focus.]





## Curriculum Design

Resolution CFE No. 181/12 sets out the Priority Learning Cores (NAP) for foreign languages, focusing on the teaching of English, German, French, Italian, and Portuguese at both the primary and secondary levels. The document promotes the development of skills in listening comprehension, reading, speaking, and writing, alongside intercultural reflection. It emphasises the importance of integrating foreign language teaching with Spanish and encourages a plurilingual and intercultural perspective among learners.

The inclusion of multiple languages in the NAP reflects an intention to adapt language education to each province's context or specific needs. For this reason, it is useful to analyse how these NAPs are reinterpreted within the current curriculum frameworks of the 24 jurisdictions. A review of these frameworks reveals considerable diversity in terms of updates, structure, and detail.



TABLE 4. Analysis of current primary level curriculum designs

Jurisdiction	Year of publication	Compulsory status of English according to curriculum design	Weekly teaching load (in class hours)	Focus areas in Priority Learning Cores		Pedagogical-didactic approaches	Progress indicators provided	Primary-secondary articulation	CEFR
				Macro-skills	Reflection on the language being learned and intercultural reflection				
Buenos Aires	2018	From Year 4 No reference to earlier years	Not specified in the curriculum design	Yes	Yes	Task-based and problem-solving situations	Yes	Not mentioned	Not mentioned
City of Buenos Aires	2024	From Year 1	Single-shift: 3 Full-day: 5 Plurilingual: 8 Bilingual: 13	Yes	Yes	Communicative approach	Yes	Yes	Yes
Catamarca	2016	From Year 1	2	Yes	No reference to reflection on the language	Communicative and task-based approach	No	Not mentioned	A1
Chaco	2012	Optional from the third cycle, No reference to earlier years	Not specified in the curriculum design	No reference to writing	Yes	-	No	Not mentioned	Not mentioned
Chubut	2014	From second cycle	2	Yes	Yes	Communicative and task-based approach	Yes	Not mentioned	Not mentioned
Córdoba	2017	From second cycle in extended school day "Fifth hour" exists in the first cycle	Not specified in the curriculum design	Yes	Yes	Intercultural and plurilingual perspective. Communicative and task-based approach	No	Not mentioned	Not mentioned
Corrientes	2017	From Year 1	Not specified in the curriculum design	Yes	Yes	Not specified in the curriculum design	No	Not mentioned	Not mentioned
Entre Ríos	2016	Only in extended school day (workshop format)	-	Yes	Yes	-	No	Yes	-
Formosa	2019	Not considered a foreign language in the curriculum design	-	-	-	-	Not applicable	-	-
Jujuy	2019	From Year 1	First cycle: 1 Second cycle: 2 Third cycle: 3	Yes	Yes	Plurilingual approach	No	Yes	Not mentioned
La Pampa	2015	From second cycle (optional in earlier years)	Not specified in the curriculum design	Yes	Yes	Problem-solving situations	No	Not mentioned	Not mentioned
La Rioja	2016	From Year 7 (optional in earlier years)	First cycle: 2, Second cycle: 2 Third cycle: 3 in single-shift and 2 in full-day schools	Yes	Yes		No	Not mentioned	Not mentioned
Mendoza	2019	From Year 6 (optional in earlier years)	Not specified in the curriculum design. Depends on the school's educational project	Yes	No reference to intercultural reflection	Not specified in the curriculum design	No	Not mentioned	Not mentioned
Misiones	2019	Considered an additional language among others. Not compulsory	Not specified in the curriculum design	Yes	Yes	Not specified in the curriculum design	Yes	Not mentioned	Not mentioned
Neuquén	2005	Not considered a foreign language in the curriculum design	-	-	-	-	Not applicable	-	-
Río Negro	2011	From second cycle (optional in earlier years)	Not specified in the curriculum design	Yes	-	Plurilingual approach	Yes	Not mentioned	Not mentioned
Salta	2010	From second cycle (optional in earlier years)	2	Yes	-	-	No	Not mentioned	Not mentioned
San Juan	2015	From second cycle (optional in earlier years)	Not specified in the curriculum design	Yes	Yes	-	Yes	Not mentioned	Not mentioned
San Luis	2019	From Year 1	Not specified in the curriculum design	Yes	Yes	Intercultural and plurilingual perspective / Communicative / Task-based / Problem-solving	No	Not mentioned	Not mentioned
Santa Cruz	2015	From second cycle, No reference to earlier years	Second cycle: 2 Third cycle: 3	Yes	Yes	Enfoque comunicativo / Task based / Problem-solving situation / CLIL	No	-	-
Tierra del Fuego	2014	From second cycle (optional in earlier years)	First cycle: 2 Second cycle: 3	Yes	No reference to intercultural reflection	Communicative approach	No	Yes	Not mentioned

TABLE 5. Analysis of current secondary level curriculum designs

Jurisdiction	Compulsory status of English according to curriculum design	Weekly teaching load (in class hours)		Focus areas in Priority Learning Cores		Pedagogical-didactic approaches	Progress indicators provided	Primary-secondary articulation	CEFR
		Basic Cycle (CB)	Oriented Cycle (CO)	Macro-skills	Reflection on the language being learned and intercultural reflection				
Buenos Aires	From Year 1	4	2	Yes	Yes	CB: Communicative approach / Task-based / Problem-solving situation CO: CLIL	Yes in CB but not in CO	Not mentioned	Not mentioned
City of Buenos Aires	Depends on the institutional educational project. Expected from Year 1	4	3	Yes	Yes	Communicative approach	Yes	Not mentioned	Not mentioned
Catamarca	Additional language along with French. No obligation	3	3	Yes	Yes	CLIL	Yes in CB but not in CO	Not mentioned	Not mentioned
Chaco	Additional language along with others. No obligation	Not detailed in the curriculum document		Yes	Yes	-	No	Not mentioned	Not mentioned
Chubut	From Year 1	3	3	Yes	Yes	CB: Communicative approach, CO: CLIL	No	-	A1-A2-B1
Córdoba	From Year 1	3	3 hours for all orientations except - Tourism: 4 hours (Years 4, 5, and 6) - Languages: 4 hours (Year 4), 5 hours (Year 5), and 6 hours (Year 6).	Yes	Yes	Intercultural and multilingual perspective.	No	Yes	Not mentioned
Corrientes	From Year 1	Not detailed in the curriculum document	3	Yes	Yes	CB: Intercultural and multilingual perspective CO: CLIL	No	Yes, it proposes 3 levels depending on whether they had English in primary school	Not mentioned
Entre Ríos	No obligation	Not detailed in the curriculum document		Yes	Yes	-	No	Not mentioned	Not mentioned
Formosa	Additional language along with others. No obligation	3	3	Yes	Si	Intercultural and multilingual perspective	Yes in CB but not in CO	Not mentioned	Not mentioned
Jujuy	Additional language along with others. No obligation	3	3	Yes	Yes	-	No	Not mentioned	Not mentioned
La Pampa	From Year 1	3	3	Yes	Yes	Task based / Problem-solving situation	No	Yes	Not mentioned
Mendoza	Additional language along with others. No obligation	Not detailed in the curriculum document		Yes	Yes	-	No	Not mentioned	Not mentioned
Misiones	Additional language along with others. No obligation	3	3	Yes	No mention of reflection on language	-	No	Not mentioned	A1 for 3rd, A2 for 4th and B1, For 5th year
Neuquén	Additional language along with others. No obligation	Not detailed in the curriculum document		Yes	No mention of intercultural reflection	Sociosemiotic approach	No	Not mentioned	Not mentioned
Río Negro	Additional language along with others. No obligation	3	3	Yes	Yes	Cognitive and sociocultural perspective	No	Not mentioned	Not mentioned
Salta	Additional language along with French. No obligation	Not detailed in the curriculum document		Yes	Yes	Communicative approach / Task-based	Yes	Yes	Not mentioned
San Juan	From Year 1	3	3	Yes	Yes	CB: Communicative approach CO: Task-based / CLIL	Yes in CB but not in CO	Yes	Not mentioned
San Luis	In CB it is compulsory, and in CO, it depends on the orientation and institutional educational project	4	3 hours, except for the Language orientation, which has 4 hours in CO and the Physical Education orientation, which does not include a foreign language in Year 6	Yes	Yes	Communicative approach / Task-based / CLIL	No	Yes	Not mentioned
Santa Cruz	From Year 1	3	3	Yes	Yes	Communicative approach / Task-based / Problem-solving situation / CLIL	Yes	Yes	Not mentioned
Santa Fe	Additional language along with others. No obligation	Not mentioned		Yes	Yes	Communicative approach	No	No	Not mentioned
Tierra del Fuego	From Year 1	-	3	Yes	Yes	CLILC	No	Yes	A2

The dimensions to be analysed for this study include multiple key aspects of curriculum designs related to foreign language teaching. These cover the year of publication of the document<sup>1</sup>, the compulsory nature of English as prescribed in the design and its variation across educational cycles, as well as the assigned weekly teaching load. Furthermore, the approach to the six axes proposed in the National Curriculum Guidelines (NAP), namely, aspects related to listening comprehension, reading, oral production, writing, reflection on the language, and intercultural reflection,

is examined. Pedagogical-didactic approaches are also analysed, along with whether the curriculum design includes progress indicators or progression for assessment, including the specification of expected achievement levels. The articulation between primary and secondary levels is also considered, based on its specification in the documents, as well as the degree of alignment with the Common European Framework of Reference for Languages (CEFR).

The Common European Framework of Reference for Languages (CEFR) is an international standard created by the Council of Europe that describes the linguistic competencies required for effective communication in a language. It provides a common basis for the development of curriculum guidelines, exams, and textbooks for foreign language learning. Having clear criteria for what a student should be able to do at each level allows institutions, employers, and educators to easily compare an individual's language skills, regardless of the language or context. In this way, it supports international cooperation in the field of languages and the mutual recognition of qualifications obtained in different learning contexts.

The CEFR defines six levels of proficiency:

- Level A1: Beginner level
- Level A2: Elementary level
- Level B1: Intermediate level
- Level B2: Upper-intermediate level
- Level C1: Advanced level
- Level C2: Mastery level

For each of the levels, the framework defines the skills that students must acquire in each of the macro-skills: listening comprehension, reading comprehension, oral interaction, oral production, and written production.

For more information, you can visit the [Council of Europe](https://www.councilofeurope.eu/) website.

Some provinces—such as the City of Buenos Aires, Catamarca, Corrientes, Jujuy, and San Luis—mandate English as the compulsory foreign language from the first year of primary school. Others, like Formosa and Misiones, acknowledge the existence of various foreign languages without making any one language compulsory. Some jurisdictions, such as Buenos Aires

Province, establish English as mandatory only in certain cycles (e.g., second cycle), while others, like Entre Ríos, only offer it as an extracurricular or optional activity.

<sup>1</sup> Although the year of publication of all current curriculum designs has been systematised, in the case of Secondary Education, there are different years depending on the cycle and/or the orientation. For this reason, it is not included in this summary table.



## Primary level

The NAP focus areas—listening comprehension, reading, oral production, writing, language reflection, and intercultural reflection—are present in most curriculum designs, though the way they are approached varies significantly between provinces.

The weekly teaching hours allocated to English instruction differ widely. While some provinces dedicate 1 or 2 class periods per week, others (such as Entre Ríos) deliver English through workshops in full-day schools. The most commonly adopted pedagogical approaches are the Communicative Approach and Task-Based Learning (TBL).

Some jurisdictions—including Buenos Aires, Misiones, Río Negro, and San Juan—define clear progress indicators to assess learning outcomes. These include detailed progressions and expected achievement levels for each grade and cycle. Other provinces omit such frameworks, resulting in inconsistent assessment across schools.

The alignment between educational levels (primary and secondary) is not clearly defined in all curriculum designs. While some, such as the City of Buenos Aires, explicitly address how to ensure continuity between levels, others do not, leading to gaps or discontinuities in students' learning journeys.

As for expected levels of language proficiency, the Common European Framework of Reference for Languages (CEFR) would be highly useful. However, most curriculum designs do not reference the CEFR, which may limit efforts to align language competencies with international standards. In the few provinces where the CEFR is mentioned (e.g., Catamarca), students are expected to reach level A1 by the end of primary education.



## Secondary level

Secondary-level curriculum frameworks—particularly in the basic cycle—show considerable variation in terms of whether English is mandatory. In Buenos Aires, Chubut, Córdoba, Corrientes, La Pampa, San Juan, San Luis, Santa Cruz, and Tierra del Fuego, English is compulsory at this level, though the exact starting year is not always clearly specified. This can lead to differences in implementation between schools.

On average, students receive three class periods of English per week, both in the basic and specialised (or “oriented”) cycles. The most common teaching approaches include the Communicative Approach and Task-Based Learning. However, not all provinces clearly outline the methods or strategies expected for English teaching at this level.

The macro-skills defined by the NAP—listening comprehension, reading, speaking, and writing—are consistently featured in the basic cycle designs. However, intercultural and language reflection are not always addressed in equal depth, indicating inconsistencies in curriculum breadth.

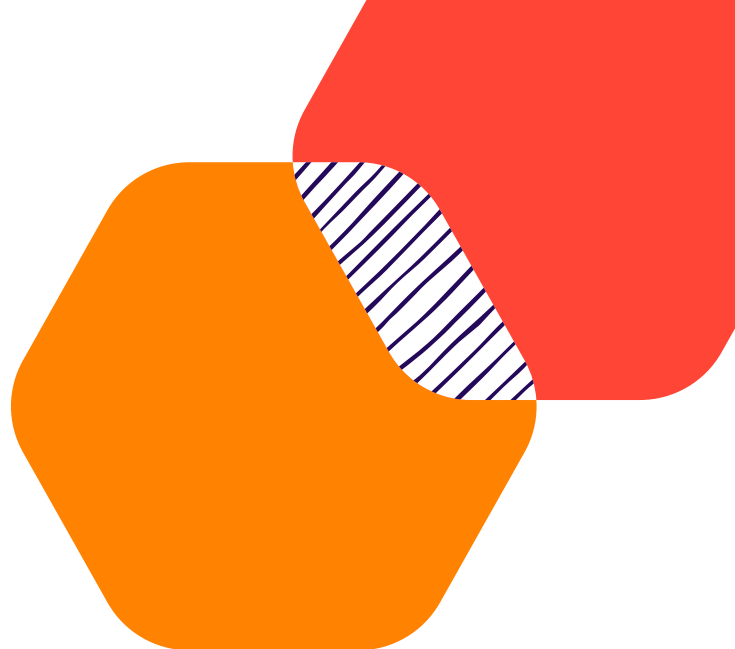
Regarding coordination across educational levels, only some provinces—such as Córdoba, Corrientes, La Pampa, Salta, San Juan, San Luis, Santa Cruz, and Tierra del Fuego—explicitly define how the learning in the basic cycle connects with primary education or the oriented cycle. The lack of clarity in other jurisdictions may cause disruptions in learning progression.

In the oriented cycle, English remains compulsory in Buenos Aires, Chubut, Córdoba, Corrientes, La Pampa, Santa Cruz, and Tierra del Fuego, although implementation often depends on each school’s specialisation. Some jurisdictions require English to be taught across all specialisations, while others leave it open.

The oriented cycle introduces more advanced methods such as Content and Language Integrated Learning (CLIL), particularly where English is integrated with technical or scientific content from students’ specialisations. In line with the NAP, many jurisdictions also promote the use of technology to support English learning, including apps, educational platforms, and multimedia tools to enhance listening and reading comprehension.

The CEFR is referenced in only a few secondary-level curricula—Catamarca, Chubut, Misiones, San Luis, and Tierra del Fuego. Even where it is mentioned, the expected proficiency levels are not always clearly stated. Where specified, expected outcomes range from A1 to B2.

This analysis reveals significant heterogeneity in how English is taught at secondary level across Argentina. The differences in compulsory status, time allocation, and level coordination again highlight the absence of a nationally standardised education policy to ensure equal learning opportunities in English across provinces.



## Policy Perspectives on English Education

Beyond the macro-level regulations reviewed in the previous section, it is difficult to identify recent nationwide initiatives aimed at promoting and strengthening English teaching. The current management of the National Education Secretariat, during the last quarter of 2024, convened specialists in the field for a roundtable discussion on the challenges of English teaching in Argentina. According to national authorities, the motivation behind organising this space for debate lies in the identification of English as a key skill for the country's socio-productive development. Moreover, national authorities point to teacher training and the insufficient number of qualified professionals as the main issues to be addressed. The need to revise the curriculum designs is also mentioned, along with concerns about the actual delivery of the instructional hours allocated to English teaching, while also highlighting school-level experiences—mainly in the private sector—that have the potential to be replicated across the country or to be supported by regulations and legislation to give them greater reach. This document aims to contribute to the discussion currently emerging around English teaching and to support it in that sense. There is, therefore, a declared interest from the current administration in placing English teaching on the education policy agenda. For it to occupy a truly relevant place, it will be necessary to have the backing of specialised technical teams, specific resource allocation, strong mechanisms for debate and collaboration with provincial education teams, as well as agreements within the framework of the Federal Education Council.

The federal organisation of the education system often results in different configurations for students and teachers depending on which province they live in, and English teaching is no exception. The map of English in Argentina is characterised by heterogeneity

in relation to its compulsory status, teaching load, pedagogical approaches, the definition of progress indicators and achievement levels, and the reference to international frameworks for competence standards (CEFR).

One indicator that reveals the differences at a territorial level is student access to the language. The data show that geographical asymmetries are concentrated in primary education, while at secondary level, coverage is relatively high and there is less dispersion between provinces. It is in primary education where differences are also observed between private and state-managed schools, with the former more strongly promoting the teaching of English. The existing and available information does not allow for a clear diagnosis of the challenges in English teacher training at an aggregate level.

There is currently no nationwide education policy to guide English teaching. Therefore, to enrich the analysis, it is necessary to delve into the provinces. The cases of the City of Buenos Aires, Córdoba and Jujuy will be addressed in the next section.

## In-depth study of three provincial cases

This report aims to describe the general framework of English teaching in Argentina, identify strengths and weaknesses, and offer public policy recommendations at both the federal level and within provincial administrations to support its improvement.

To achieve the objective of the research, and in addition to the general overview of English teaching across the country presented in the previous section, this section offers an analysis of the study carried out in three jurisdictions: the City of Buenos Aires, Córdoba, and Jujuy. This territorial focus allows for the identification of both shared and specific challenges in terms of curriculum, teaching strategies, achievement levels, teaching posts, and also highlights good practices and educational innovations that can help shape the future of language policy.

In Córdoba, fieldwork was carried out between October and November 2024. Four (4) focus groups were held with teachers in the city of Córdoba: two (2) with primary school teachers, with seven (7) and thirteen (13) participants respectively, and two (2) with secondary school teachers, with ten (10) and nine (9) participants. The selection of participants prioritised teachers from schools of different sizes (large and small), with varying levels of experience, and from areas near the city of Córdoba. Nineteen (19) additional interviews were conducted with teachers from other parts of the province: ten (10) primary and nine (9) secondary. In addition, four (4) interviews were held with ministry officials.

In the City of Buenos Aires, two (2) virtual focus groups were held on 31 October 2024: one (1) with primary teachers, attended by ten (10) teachers, and one (1) with secondary teachers, with eight (8) participants. The virtual format was chosen to facilitate participation from teachers in different schools. However, it may have led to an overrepresentation of teachers from bilingual schools. Four (4) interviews were also carried out with ministry officials.

In Jujuy, two (2) in-person focus groups were organised with teachers from both educational levels on 4 and 5 November 2024. Four (4) teachers took part in the primary-level group, and eight (8) in the secondary-level group, coming from both the capital and the puna region, to ensure representation from urban and rural schools, as well as teachers working with students with varying levels of vulnerability. Teachers from other areas of the province were invited, but the need to travel by bus limited attendance. In addition, two (2) interviews were held with representatives from the Jujuy Association of English Teachers, who provided insights on teacher training and professional practice in the province, and four (4) interviews were conducted with ministry officials to understand the strategies and challenges related to English teaching in the jurisdiction.

The analytical framework used to identify the most relevant recurring themes in participants' responses was based on the research report titled "Teachers' perceptions on learning in the field of foreign languages – English", produced by the Research, Monitoring and Policy Projection Area of the General Directorate of Educational Planning, Evaluation and Foresight of the Ministry of Education of Córdoba.





## Córdoba

At present, the teaching of English in the Province of Córdoba is identified by ministerial authorities as a tool for cognitive, personal, and professional development, as well as a means of accessing global opportunities. In this regard, the 2024–2027 Provincial Educational Development Plan sets out a Language Policy aimed at promoting learning that supports the development of plurilingual citizenship, with an emphasis on the learning of English and other languages. Within this framework, a curriculum consultation process was carried out in 2024, during which the educational community and wider society also expressed the importance of English teaching within compulsory education levels.

This chapter involved the participation of the Research, Monitoring and Foresight area and the Statistics and Educational Information area of the General Directorate for Planning, Evaluation and Educational Foresight at the Ministry of Education of Córdoba. These teams contributed to the methodological design, data processing, fieldwork, and report writing. The writing team included Fabiana Lucía Barbeira, Federico Daniel Marengo Ligorria, Analí Emilse Mansilla, and María Fernanda Villarreal. Mariana Alejandra Pino also supported the fieldwork. The entire team worked under the overall coordination of Gabriela Brandán Zehnder and María José Llanos Pozzi.

### Teaching Framework

As part of the compulsory curriculum, the English language is included in both primary and secondary education. In the first cycle of primary school, it is delivered through the “Fifth Period” initiative, implemented in 2022 following the COVID-19 pandemic as a strategy to reinforce foundational learning and improve educational quality in the province, including, among other areas, English. In the second cycle of primary level, the Extended School Day Programme has been in place since 2010. This programme includes five formative areas, from which each institution must choose two to teach, namely: Literature and ICT, Sciences, Artistic and Cultural Expression, Foreign Languages (English), and Physical and Ludomotor Activities. Educational institutions that choose to allocate Extended School Day time to Foreign Language English receive two class hours per week, during which students can broaden their cultural horizons by coming into contact with different realities and contexts through English language teaching.

With regard to secondary education, the compulsory nature of English language teaching has been established since the implementation of National Education Law No. 26,206, enacted in 2006. The current secondary education curriculum was approved in 2011 and states that Foreign Language – English is compulsory, with a teaching load of three class hours per week, both for the basic cycle and the oriented cycle<sup>2</sup>.

<sup>2</sup> Except for the Tourism specialisation, which has four class hours per week.





Language policy falls under the responsibility of the Secretariat for Education and its respective Level and Modality Directorates, and the Secretariat for Innovation, Professional Development and Educational Technologies. Within the latter, two technical teams operate: on the one hand, the Curriculum Management team, responsible for the design and updating of curriculum content and the development of pedagogical sequences; and on the other, the Higher Institute for Pedagogical Studies (ISEP), which is in charge of continuous teacher training opportunities. According to interviews conducted, both teams work in constant communication, facilitating coherence between curriculum updating processes and teacher training actions.

Meanwhile, the level directorates are responsible for selecting teaching profiles for English instruction and for teacher recruitment. For state-managed schools, within the General Directorate of Primary Education (DGEP), there is a team responsible for coordinating the Extended School Day, consisting of a Coordinator for Foreign Language English and a Pedagogical Coordinator. These individuals are responsible for selecting profiles through interviews, using criteria that ensure expertise in the language. They then hold a discussion session with the teachers to introduce the lines of the English policy as implemented in schools. This clarification is necessary, as it highlights a difference with secondary education, where English is established as a curricular subject integrated into the study plan, with a specific teaching load defined per year and cycle.

As for access to teaching posts at the secondary level, positions are filled through public calls for applications, which are subsequently published in an order of merit list (LOM), or under Article 43<sup>3</sup> for interim appointments, which cease at the end of December of the current year.

## Teaching Offer

In the province of Córdoba, there are a total of 2,241 schools, of which nearly 77% are primary schools. The average number of students per primary school is 148, and per secondary school, it is 403 students.

<sup>3</sup> Article 43 of Law 9822 of 2010 – Statute and Ranking System for Secondary, Special, and Higher Education Teaching. “In the event that there are no applicants to fill a specific vacancy, school heads may propose interim or substitute teachers, disregarding the lists, but complying with other statutory regulations.”

\* In secondary education, this includes teachers who deliver English within the Special Education and Permanent Education for Young People and Adults modalities.

According to data from the 2023 Annual Survey (RA), 72% of the total student enrolment in the province receive English instruction in primary school, and 94% in secondary school. In primary education, the provision of English is lower in state-run schools (66%) compared to private schools (85%), whereas in secondary education this difference by management sector becomes negligible. mayoritario (65.7%), la proporción de docentes del sector privado aumenta.

State-run schools at both levels employ 3,759 English teachers, representing nearly 79% of the total. In primary education, the vast majority work in the state sector (96.9%), whereas in secondary education—while the state sector still accounts for the majority (65.7%)—the proportion of teachers working in the private sector increases.

**TABLE 6. Córdoba. Educational Units, Students, and English Teachers by Educational Level in Public State-managed Schools**

Level	Educational Units	Students	English Teachers
Primary	1,724	256,150	1,964
Secondary	517	208,603	2,799
Total	2,241	464,753	4,763

Source: Own processing based on the 2023 Statistical Yearbook of Córdoba and data provided by the General Directorate of Planning, Evaluation, and Educational Prospective, Subdirectorate of the Integrated Educational Information System. Data from the Undersecretariat of Administration, General Directorate of Coordination and Human Resources Management, data as of March 2023.

**TABLE 7. Córdoba. Percentage of students receiving at least one English lesson at school by education level and management sector, 2023.**

Primary		Secondary	
State	Private	State	Private
66%	85%	94%	95%

Source: Own processing based on the 2023 Statistical Yearbook of Córdoba and data provided by the General Directorate of Planning, Evaluation, and Educational Prospective, Subdirectorate of the Integrated Educational Information System. Data from the Undersecretariat of Administration, General Directorate of Coordination and Human Resources Management, data as of March 2023.

**TABLE 8. Córdoba. English teachers by management sector**

Primary			Secondary		
Total	State	Private	Total	State	Private
1964	1919	45	2799	1840	959

Source: Own processing based on data provided by the General Directorate of Planning, Evaluation and Educational Prospective, Sub-directorate of the Integrated Educational Information System. Data from the Sub-secretariat of Administration, General Directorate of Coordination and Human Resources Management, as of March 2023.

**TABLE 9. Córdoba. English teachers by number of state-run educational institutions in which they work**

Number of state-run schools in which they work	Number of primary teachers	Number of secondary teachers
1	1777	1375
2	193	1110
3	72	567
4	28	339
5	27	124
6	6	36
7	6	15
8	8	0
9	0	0
10	9	1

Source: Own processing based on the 2023 Statistical Yearbook of Córdoba and data provided by the General Directorate of Planning, Evaluation, and Educational Prospective, Subdirectorate of the Integrated Educational Information System. Data from the Undersecretariat of Administration, General Directorate of Coordination and Human Resources Management, data as of March 2023.

Of the teachers working in state-run schools, the vast majority are employed at a single institution; however, there are cases of significant dispersion. In primary education, the number of teachers sharply decreases as the number of schools they are assigned to increases. In contrast, in secondary education, there is a greater proportion of teachers spread across multiple educational centres—most commonly two, three, or even four different schools. Those working in more than one institution are likely to face greater challenges related to mobility and timetable coordination.

In primary education, out of the 1,964 English teachers, almost 100% hold interim positions, which may reflect high turnover or job instability in this sector. Teachers are contracted until 31 December, and their continued employment depends on evaluation and decisions made by school management. Only 47 teachers hold

permanent posts (2.4% of the total), and of this small number, just 7 work in state-run schools. The number of substitute teachers is extremely low in both sectors, which could suggest a lack of replacements or limited coverage in cases of teacher absence. In contrast, in secondary education, of the 2,799 teachers, just over 60% hold permanent positions. Among them, 1,140 work in state-run schools, representing 62% of both the total number of permanent teachers and the total number of teachers in the state sector. The 450 interim teachers work exclusively in the state sector, and there are 321 substitute teachers, more than 75% of whom are covering posts in state-run schools.

The analysis of the provision of English language teaching in Córdoba reveals an almost universal coverage at secondary level, with a greater challenge particularly in state-run primary schools. In addition, there is a high degree of job instability in primary education, where almost 100% of teachers hold interim positions, in contrast with secondary education, where more than 60% are permanent staff. The distribution of teaching work shows a higher concentration across multiple institutions at secondary level, suggesting challenges related to scheduling and mobility.

**TABLE 10. Córdoba. English Teachers by Sector and Employment Status**

Employment Status	Primary			Secondary		
	Total	State	Private	Total	State	Private
<b>Total</b>	<b>1964</b>	<b>1919</b>	<b>45</b>	<b>2799</b>	<b>1840</b>	<b>959</b>
<b>Permanent</b>	<b>47</b>	<b>7</b>	<b>40</b>	<b>2028</b>	<b>1140</b>	<b>888</b>
<b>Interim</b>	<b>1908</b>	<b>1908</b>	<b>0</b>	<b>450</b>	<b>450</b>	<b>0</b>
<b>Substitute</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>321</b>	<b>250</b>	<b>71</b>

Source: Own processing based on the 2023 Statistical Yearbook of Córdoba and data provided by the General Directorate of Planning, Evaluation, and Educational Prospective, Subdirectorate of the Integrated Educational Information System. Data from the Undersecretariat of Administration, General Directorate of Coordination and Human Resources Management, data as of March 2023.

\*In secondary education, this includes teachers who deliver English within the Special Education and Permanent Education for Young People and Adults modalities.

\*It should be noted that only state-run schools in which teachers work are included in the count, excluding private institutions, which are not considered for this study. As a result, the possibility that the recorded teachers may also work in the private sector is not reflected. Additionally, it is important to highlight that, as this is an administrative rather than a nominal teacher register, the data reflect the number of teachers per level without indicating whether the same individual teaches at both primary and secondary levels.

## Perceptions of English Language Teaching

### The Pedagogical Approach

According to the Primary Education Curriculum and Supplement No. 1 of the Extended School Day programme, the prevailing pedagogical approach at this level is the communicative approach. This prioritises the exploration and functional use of the language over the explicit teaching of grammar rules, thereby encouraging students' curiosity and active participation, and adapting to their interests and contexts. Taking into account students' cognitive development, the various curriculum documents recommend beginning the first cycle of primary education with oral practice, and gradually introducing reading and writing more systematically in the second cycle, progressing in a sequential and structured manner. This is indeed reflected in classroom practice, where, according to the teachers, a communicative approach centred on orality and play is implemented. Teachers report that this is the most effective way to engage learners and support their acquisition of English. Play is strongly present in their discourse as a privileged or central strategy for teaching and learning English, aligning with the communicative approach.

At secondary level, the pedagogical approach set out in the curriculum documents also prioritises the development of communicative competences within the classroom, specifically from an intercultural and plurilingual perspective, where language teaching

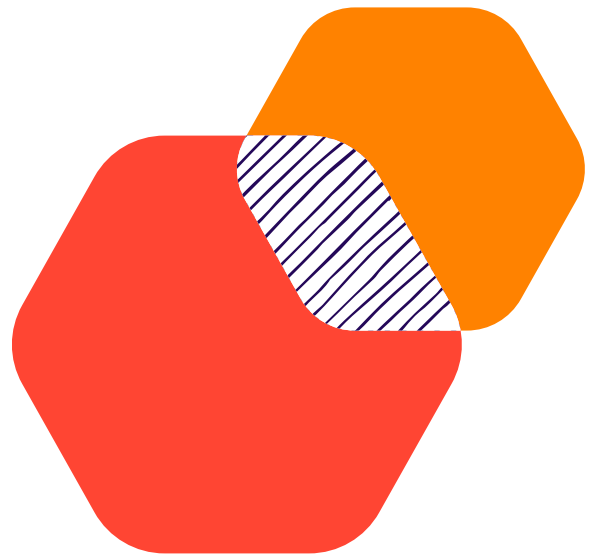
aims to go beyond its instrumental use. The expected learning outcomes include the ability to interact with simple texts, both orally and in writing, and to develop skills to resolve linguistic and communicative problems through peer interaction. The pedagogical proposal emphasises the task as a didactic strategy (Task-Based Approach), whereby students are expected to engage in real and meaningful communicative situations that allow them to apply and develop linguistic, cognitive and social skills.

At this level, although teachers identify the communicative approach as the ideal, aiming to develop practical skills in real-life situations, in practice its implementation is often constrained by contextual factors. As a result, teachers frequently resort to a more grammar-oriented teaching approach, which they consider important, yet insufficient to fully develop the four macro-skills: speaking, reading, writing, and listening. Given these constraints, there is a tendency to prioritise listening and reading through isolated vocabulary work.

*“Writing and speaking just don’t happen, because they don’t feel confident, because they make fun of each other.” (Secondary school teacher)*







## Achievement Levels

Regarding achievement levels, although the curricular designs or the Separata do not mention the CEFR (Common European Framework of Reference for Languages), they do establish certain learning goals. From their reading, teachers interpret that by the end of primary school, students should reach an A1 level, progressively advancing to a B1 level by the end of lower secondary education, and to a B2 level by the end of compulsory education. According to the CEFR, this means that upon graduation, students should be able to understand texts, identify grammatical structures and their function within texts, express themselves orally, and communicate in everyday situations with the ability to answer and ask basic questions related to personal information (name, age, phone number, email address, etc.). However, students do not always succeed in achieving these learning outcomes. In fact, secondary school teachers state that by the end of compulsory education, students' level often remains at A1.

*“They don’t even reach A1 (...) just imagine that in Year 11, the present simple isn’t even introduced because we have to go back to it every year as the students forget it.” (Secondary school teacher)*

Faced with this concern raised by teachers, there is a growing need to strengthen articulation between educational levels, as well as within each level – something that both primary and secondary school teachers identify as a current weakness. The curricular designs at both levels highlight the importance of effective coordination between primary and secondary education. This involves ensuring pedagogical continuity and aligned assessment strategies, particularly between Year 6 and Year 7, especially regarding the teaching of English as a Foreign Language. These continuities should promote an educational pathway conceived as a coherent process, based on shared curricular and institutional logic. However, this articulation is not reflected in practice, and learning progression remains minimal.

In this regard, in 2024, the Ministry of Education, through the Secretariat for Innovation, Professional Development and Educational Technologies, proposed including English items in the existing provincial assessments to gather data on the levels achieved and the learning outcomes attained.

*“Just like we have the ‘Aprender’ assessments and Córdoba’s own PRISMA tests, it’s now essential to get a real sense of what students actually know in English – even to identify which aspects of their learning were acquired in school and which may come from other sources, such as private language institutes.” (Jurisdictional authority)*

Teachers participating in this study report that they must review basic English content every year, attributing this to a variety of factors. In primary education, particularly in urban areas, irregular student attendance at the extended school day is highlighted. As noted, this directly impacts pedagogical continuity. Regarding the possible reasons for this situation, primary school teachers in Córdoba’s capital express a widespread perception that the extended school day is not compulsory – a perception that is also reflected among families. This results in inconsistent student attendance, which complicates the teaching process, the monitoring of progress, and the assessment of English language learning.

*“The extended school day isn’t treated as mandatory in either of the two schools where I work. What happens then? Since it’s not compulsory, parents sometimes just don’t send them.” (Primary school teacher)*

This situation also affects secondary education, where teachers observe a delay in the implementation of the curriculum's content. Two key aspects are noted here: firstly, students enter secondary school without having achieved the expected learning levels in English. Secondly, the level of reading and writing in their mother tongue presents an additional challenge for learning a second language.

*“We have students who can't read or write in Spanish – far more than before.” (Secondary school teacher)*

Another challenge frequently mentioned by teachers is the presence of students undergoing inclusive education processes, which necessitates designing diverse learning paths for English language acquisition in the classroom. Another factor that often has an impact is the irregular frequency of English lessons, which may be disrupted by public holidays, teacher strikes, and institutional activities. These interruptions affect pedagogical continuity and generate disconnection in the learning process, where content must often be revisited from previously covered ground. Furthermore, the weekly timetable structure poses a challenge for the subject, as the three 40-minute periods per week are often scheduled on a single day, which affects students' motivation and engagement.

*“We have to practise reading, writing, speaking, solve problem-based situations, and use ICTs. All of that in just two clock hours with a break in between—when things go well—if we don't have a deep clean, or a strike” (secondary school teacher)*

### Diversity in Teaching Approaches

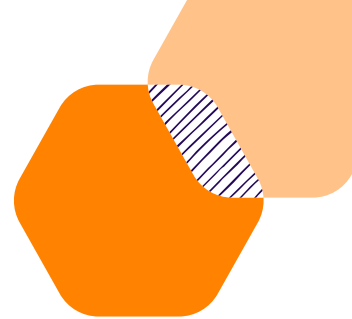
When exploring planning processes—particularly the documents and/or materials consulted during this process—the curriculum designs are the most commonly used, alongside activity books. In primary education, special emphasis is placed on *Separata N° 1*, a document that offers guidance for developing the pedagogical approach, as well as the *Entre Lenguas* programme by ISEP, which is especially valued by teachers in provincial rural areas.

At both educational levels, there are schools—particularly in rural contexts—with institutional projects that address themes agreed upon across different curricular areas, notably initial literacy or Language and Literature together with the foreign language, English. However, in general, teachers work individually, and opportunities for joint planning to develop interdisciplinary projects<sup>4</sup> tend to be initiatives driven by coordination among colleagues from different subject areas or by individual teacher efforts, both in primary and secondary settings. In many cases, this is due to the differing schedules teachers follow—even at the primary level—since teachers from the Extended School Day Programme teach the subject of English after the regular school day ends. It is worth noting that when planning, teachers make modifications and/or adaptations based on the students' level.

When investigating assessment processes, teachers at both levels explained that they rely on a formative, continuous, and process-oriented approach, aimed at assessing both student performance and attitude in class. In this way, there is clear evidence of the adoption of formative assessment over other types of evaluation. In primary education, oral assessment is predominant, due to the early stages of developing reading and writing skills. Gradually, written assessments are introduced over time.

In secondary education, teachers track student progress using rubrics in which they record activities, classroom participation, and other elements. The methods used include practical assignments and final tasks, which are designed to integrate and apply learning in meaningful situations.

<sup>4</sup> Teachers working in secondary schools with a specialisation in Languages or Tourism stand out for the integrative proposals they develop.



### Teaching Resources

The teaching of English in state-run primary and secondary schools in the province of Córdoba faces multiple challenges related to the provision and availability of resources. One of the main difficulties lies in the lack of provision of educational materials. According to teachers, few schools receive materials—and when they do, it is sporadic and random. Furthermore, interviewees report that these materials are often outdated and insufficient to cover the total number of students for distribution. As a result, teachers report creating booklets that compile texts and activities from various bibliographical sources.

*“There are no printed materials provided by the Ministry, not even booklets or books in the library. We receive materials from other subject areas, but not for English.” (Primary school teacher)*

In their lessons, teachers use resources such as flashcards, word searches, and games, supplementing them with digital materials that can engage students’ attention, such as Kahoot and Wordwall. However, there are certain technological limitations. Many schools lack computers and adequate internet connectivity.

In response, teachers often rely on their own devices, such as speakers or printed materials, to ensure students are exposed to the language and can engage with voices beyond the classroom.

### Teaching Workforce

As previously mentioned, the majority of primary school English teachers hold interim positions. This leads to a certain degree of job instability. Many of the teachers interviewed in this study stated that, due to the lack of a structure similar to that of special or core subjects, they often resign from their roles in the Extended School Day programme as soon as another opportunity arises—a situation that is also observed in the “Fifth Period” scheme. As a result, vacant posts must be filled on a continuous basis, often with suitable but non-certified personnel.

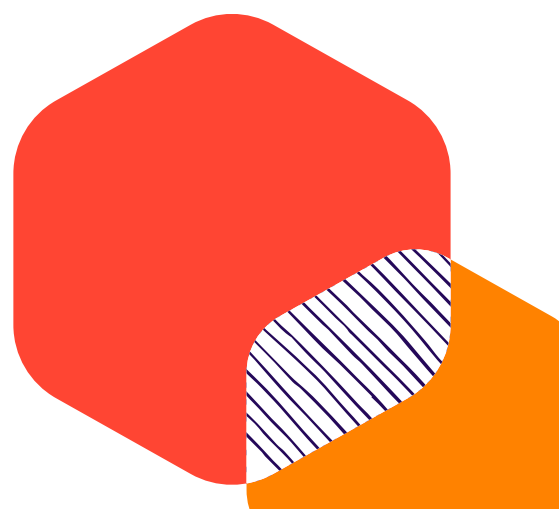
*“Many are students currently enrolled in English teacher training programmes, whether at the National University of Córdoba or in provincial tertiary institutes. Other teachers have completed international exams such as the First Certificate or PET, which certify an upper-intermediate level (B1/B2) according to the CEFR, and some have been trained in private language schools.” (Jurisdictional authority)*

The Secretariat for Innovation, Professional Development and Educational Technologies, through its Curriculum department, has designed a survey to be administered to all teachers at the respective levels. The aim is to identify their acquired English language competences and any relevant certifications.

*“There are many teachers across all three levels who are not formally trained as English teachers, but who hold certificates or have a command of the language. Once these teachers are identified, it becomes possible to develop a language policy based on a much clearer diagnostic.” (Jurisdictional authority)*

The Ministry of Education plans to move forward with the creation of a centre for the validation of language competences, in collaboration with interested universities. This initiative will adhere to the CEFR and aim to certify the English language proficiency of teachers.

In terms of continuing professional development, teachers expressed the need for access to training in English language teaching. Due to the lack of official courses available through the Provincial Network for Continuous Teacher Training, they often turn to alternative, unofficial options that do not carry formal accreditation. Furthermore, they emphasised the need for more guidance on working with students who have diverse abilities, learning paces, and who are in processes of educational inclusion.



## Strengths, Challenges and Opportunities

In the province of Córdoba, there is a shared understanding of the relevance of English as a competence that contributes to the full exercise of citizenship across cognitive, personal and professional dimensions. This is reflected in a robust policy framework developed by the Ministry of Education, which includes specific programme lines, specialised departments, regulatory developments, and the creation of guidance documents and support materials.

However, translating policy objectives into meaningful learning experiences is not an automatic process. The analysis presented in this section sheds light on the challenges that teachers identify with regard to English language teaching in the classroom. At the primary level, English is included as part of the Extended School Day initiative. Nonetheless, teachers report a certain degree of irregularity in students' attendance at these sessions, which impacts the continuity of learning in this area. Another challenge for achieving a coherent and continuous learning process is the weak articulation observed in practice between primary and secondary education.

On the other hand, the demand expressed by teachers in urban schools for a greater quantity of up-to-date bibliographic resources contrasts with the positive views expressed by teachers in rural settings regarding the Entre Lenguas programme developed by ISEP, which offers a variety of digital teaching materials for English language instruction.

The existing challenges related to literacy processes in the mother tongue also represent a barrier to progressing in English language acquisition, according to teachers' perspectives. The province of Córdoba has defined learning goals for each cycle of primary and secondary education, which provide a reference framework and tools for assessing progress. In line with an approach that characterises Córdoba's educational management—one that promotes systematic and regular evaluation of learning—the province plans to incorporate an English language assessment tool into its integrated provincial evaluation system, a largely unexplored area in Argentina.

The section on the teaching workforce is of particular importance. While the competence of the teaching staff is recognised by provincial authorities, the prevalence of interim contracts in primary education creates instability and high turnover among teaching profiles. At the time of writing this report, the Secretariat for Innovation, Professional Development and Educational Technologies is conducting a consultation to collect data on foreign language proficiency and to characterise the profile of practising teachers at all educational levels. This is intended to inform the implementation of continuous professional development programmes.

In conclusion, English currently holds a prominent place on Córdoba's educational agenda, and the province has a solid foundation from which to deploy strategies to strengthen English language teaching. Opportunities for improvement include: granting greater institutional status to English in primary education by establishing it as a dedicated curriculum subject, rather than as part of the Extended School Day; further dissemination of Entre Lenguas materials and their enhancement with technological resources to support digital activities; diversification of continuing professional development opportunities; and the promotion of improved working conditions for primary-level English teachers.







## Autonomous City of Buenos Aires

Under Decree 39/09, since 2009 the teaching of additional languages has been compulsory from the first year of primary education. At present, the Autonomous City of Buenos Aires defines itself as a “Bilingual City,” placing a strong emphasis on English due to its social relevance and the role it plays in supporting economic, professional, and productive development—not only for individual citizens but also for the jurisdiction as a whole.

*“Buenos Aires has a labour market that is particularly oriented towards technology, tourism, and other professional fields closely linked to the service sector, and all of these areas are shaped by English. Not knowing English means being excluded from that market” (jurisdictional authority)*

In the new government plan, Buenos Aires Aprende (2024–2027), English has been declared a foundational area of learning, alongside language and mathematics. As a result, this area of knowledge is now part of the official curriculum, and the funding of language policy is included within the Ministry of Education’s regular operating budget.

### Teaching Framework

The new curriculum, which will come into effect in 2025 for primary schools, not only establishes English as a compulsory subject with a minimum of 3 teaching hours per week in single-shift schools, but also promotes cross-curricular links. It states that “the learning of additional languages supports literacy processes in the language of schooling, and at the same time is enriched by them, enabling reflection on

how writing, reading and orality function in diverse cultural contexts” (Curriculum Design, 2024).

In secondary education, the compulsory nature of English depends on the educational project of each institution. While it is expected that all students in the City will receive at least some exposure to English, this is not guaranteed across all schools. The official document outlining the guidelines for additional languages—including English—in secondary education is the 2015 curriculum design of the Nueva Escuela Secundaria (NES). It mandates 4 weekly hours of an additional language in the basic cycle and 3 in the oriented cycle, while also emphasising, as in primary education, the importance of developing students’ communicative abilities and encouraging reflection on the nature of language, one’s own language and culture, and other worldviews.

The teaching framework for English is shaped through the coordinated efforts of several areas and actors: on the one hand, the Sub-secretariat for Learning Management designs and implements policies for the inclusion of additional languages in the education system; on the other, the Operational Management Office for Languages in Education (GOLE) is responsible for implementing and evaluating all programmes derived from these policies, as well as developing curricular designs and classroom teaching sequences in collaboration with the Operational Management Office for Innovation and Educational Content. Additionally, GOLE sets the guidelines for language training programmes, in coordination with the General Directorate of the Teacher Training Institute (Escuela de Maestros).

It is worth noting that in primary education, the City of Buenos Aires has 11 English supervisors, each overseeing two school districts. These supervisors work in the field alongside school leadership teams and teachers, observe lessons, and provide technical and administrative guidance to school management.

### Teaching Provision

In the City of Buenos Aires, there are 1,396 educational institutions across the primary and secondary levels. Enrolment figures stand at 272,296 students in primary education and 202,530 in secondary education. According to the 2023 Annual Survey (RA), 88% of primary students and 77% of secondary students receive English lessons. The gap in English provision between public and private schools is virtually non-existent at both levels.

Of the total number of educational institutions, just under half belong to the public (state-run) sector. At the primary level, most schools fall under the Directorate of Primary Education, whereas at the secondary level, provision is more varied and includes General Secondary Education, Technical, Artistic, and Normal Schools.

In almost all public schools, English is offered as a first or second additional language (77.3% of the total). However, it is not the only additional language taught. In fact, the teaching of English coexists with other languages.

The number of primary schools offering English is significantly higher than at the secondary level, which suggests broader language coverage during the early years of compulsory education. That said, primary education features a fairly diverse range of program formats, and the number of English instruction hours varies depending on the modality.

TABLE 11. City of Buenos Aires. Percentage of students in relation to total enrolment by level receiving at least one English lesson at school, by management sector, 2023.

Primary		Secondary	
State	Private	State	Private
88%	87%	76%	77%

Source: Own analysis based on the 2023 Annual Survey.

TABLE 12. City of Buenos Aires. Public schools by level and directorate

Education Level	Directorate	Number of Schools	Total Schools
Primary	Primary Education	447	461
	Normal Schools	14	
Secondary	General Secondary	104	169
	Normal Schools	14	
	Artistic Education	12	
	Technical Education	39	
Total			630

Source: Own analysis. Data provided by GOLE, as of October 2024.

TABLE 13. City of Buenos Aires. Map of additional language offerings in public schools

	English	French	Italian	Portuguese	Chinese	German
Primary	449	25	16	11	2	1
Secondary	168	16	36	2	0	2
Total	617	111	52	13	2	3

Source: Own analysis. Data provided by GOLE, as of October 2024.

\* It is important to note that all schools teaching English are included here, whether it is offered as a first, second, or even third additional language.

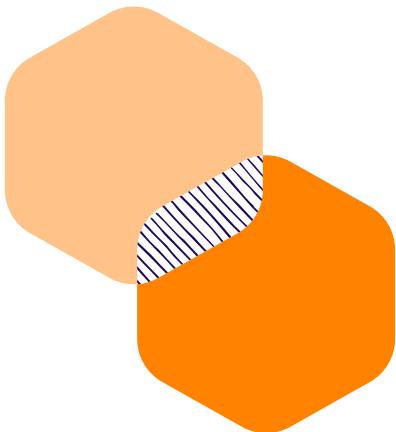


TABLE 14. City of Buenos Aires. Map of English instruction hours by modality and educational level

	Modality	Weekly Teaching Hours	Annual Teaching Hours	Annual Clock Hours	Total Clock Hours Across the Level
Primary	Single-shift	3	120	80	560
	Double-shift	5	200	130	910
	Plurilingual	8	320	210	1.470
	Bilingual	13	520	340	2.380
Secondary	Regular	4 in CB 3 in CO	160 120	106 80	520
	Bilingual	18	720	480	2400

Source: Own analysis. Data provided by GOLE, as of October 2024.

TABLE 15. City of Buenos Aires. Funded hours for English teaching in the public sector

	Modality	Funded hours
Primary	Single-shift	10,695
	Double-shift	32,250
	Plurilingual	588
	Bilingual	2,366
Secondary	Regular	15,372
	Bilingual	Data unavailable
Total		61,271

Source: Own analysis. Data provided by GOLE, as of October 2024.

According to data from GOLE, on average, an English teacher in the public sector teaches 28 class hours per week. Most of these are direct teaching hours, except for secondary school teachers with a full-time post and teachers in bilingual primary schools, who are allocated three hours for planning and in-situ professional development.

As part of the language policy, a significant portion of the Ministry’s funding is allocated to incorporating language teachers into the schools’ Official Staffing Structure (POF). Just over 70% of the hours are allocated to the primary level (44,899 hours), which reflects a clear priority given to this stage of education.

It is also worth highlighting that, in addition to all the offerings within the formal education system, the City of Buenos Aires has the Complementary Educational Centres for Foreign Languages, known as C.E.C.I.E.S. These are public educational institutions that aim to strengthen and expand students’ linguistic competencies in foreign languages at the primary and secondary levels. They operate outside of regular school hours, allowing students to attend without interfering with their regular classes.

\* The variation in hours between the different types of provision is due to the number of schools in each case.



## Perceptions Regarding Teaching

### The Pedagogical Approach

The new primary school curriculum, set to take effect in 2025, reflects the ongoing work that has been carried out in English education in recent years. It adopts a communicative approach, with a strong emphasis on completing contextualised tasks. In other words, students are expected to complete a final task within the framework of a project that responds to a question or need, for which they carry out intermediate tasks. Teachers implement this approach in practice through work with textual genres and constant conversation in English.

At the secondary level, the NES curriculum for additional languages also emphasises a communicative approach, prioritising the development of interaction skills and the practical use of the language in real-life situations. The aim is for students to work on the four language skills—listening, speaking, reading, and writing—in an integrated manner, always within a meaningful context. Furthermore, the use of digital and multimedia resources is encouraged, facilitating access to a range of authentic materials. According to interviewed teachers, this approach appears to be well-received by practitioners, promoting greater integration of English with other areas of knowledge.

### Achievement Levels

For the past four years, the City of Buenos Aires has been working to align the curricula for additional languages with the CEFR. In this context, it has been established that students should reach A1 level in English by 4th grade of primary school, A2 by 7th grade, A2+ by the 3rd year of secondary school, and B1 by the 5th year of secondary school.

Primary school teachers expect students to begin developing literacy skills in English—reading and writing—to identify, understand, and produce a variety of textual genres in the additional language with increasing independence.

*“I believe they should be able to interact in everyday situations on their own, at least at a basic level... To be able to introduce themselves and talk about daily topics.” (Primary school teacher)*

However, there is a notable difference between the various types of provision. Accounts from educators suggest that not all students will reach the same level,

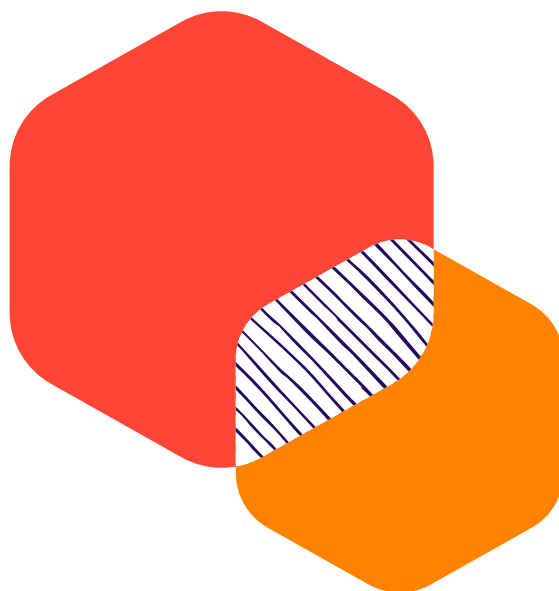
as some attend single-shift schools with only 3 hours of English per week, while others go to bilingual institutions where the weekly load is up to four times greater. Additionally, a significant number of students supplement their learning by attending the C.E.C.I.E.S outside of school hours.

In secondary education, as in primary, teachers observe that student achievement levels vary. This is evident in the following testimony, which also points to articulation challenges between educational stages and the advantage of accessing complementary provision:

*“In any secondary school, students should be able to reach a B1 level without difficulty. But that’s not the case. Generally, those who achieve a good level are the ones who’ve studied at an institute or taken private lessons. The question is: what kind of English did they have in primary school?” (Secondary school teacher)*

Bilingual secondary schools require students to pass both a written and oral English proficiency exam, so incoming students already share a common knowledge base.

*“They need to have at least an A2 level to be admitted, otherwise they can’t keep up with the content. They’re expected to progress to a B2 or C1 level, because the Cambridge exams for the subjects are at that level.” (Ministry official)*



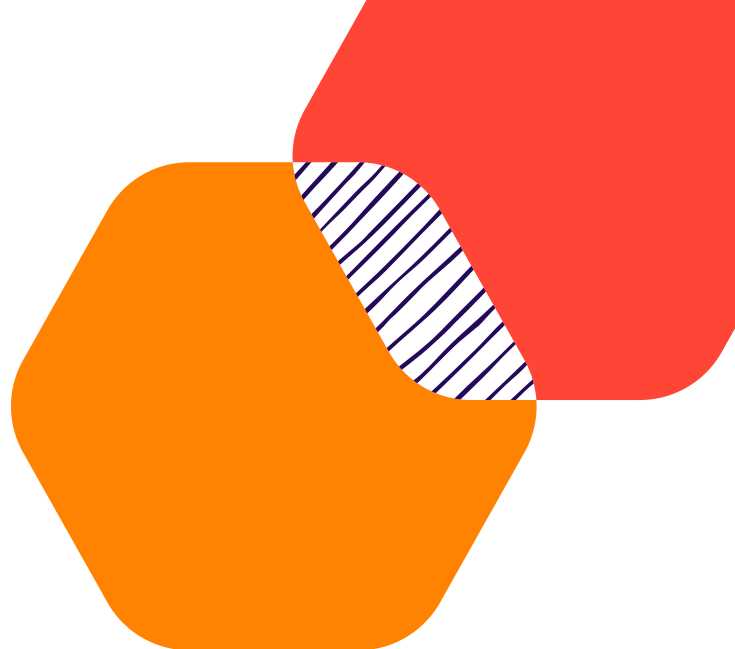


This, however, is not the case for the other 160 regular secondary schools. The NES does not assume any prior knowledge from primary education, and students enter the first year of secondary school having had vastly different amounts of English instruction. In this context of heterogeneity, teachers report that, in many cases, content is repeated rather than built upon.

Another issue at the secondary level is the lack of a mandatory English requirement, which is evident in the fact that 40% of regular state-run secondary schools do not include it in their curriculum. As a result, 24% of students are no longer exposed to the language, unless they seek learning opportunities outside of school.

In both primary and secondary education, teachers must also contend with students' varying abilities and levels of basic literacy in their first language. As such, teachers argue that English instruction must be adapted to accommodate multiple realities within the classroom.

Reflecting the concern that ensuring educational quality in the teaching of English represents for the City of Buenos Aires (CABA), the Unidad de Evaluación Integral de la Calidad y Equidad Educativa (UEICEE) and the GOLE have developed and carried out—for the first time—a standardized assessment of English as a second language for students in 7th grade of primary school and 3rd year of secondary school. This assessment, which is based on the standards of the CEFR and the achievement levels established in the curricular designs for each level, evaluates reading comprehension, listening comprehension, and recognition of the linguistic system. Although there is still no evidence available regarding the impact of English language teaching, the results of this assessment will be released in mid-2025.

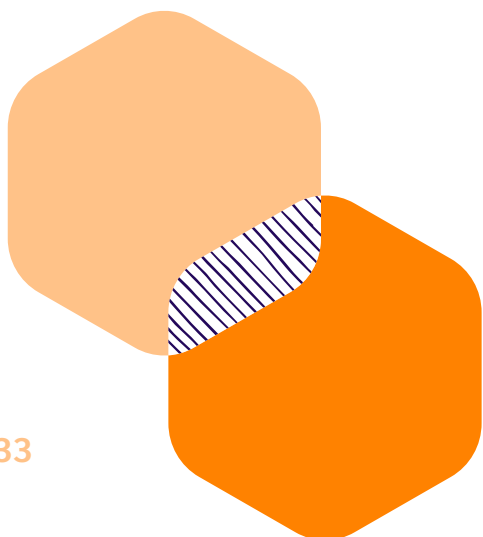


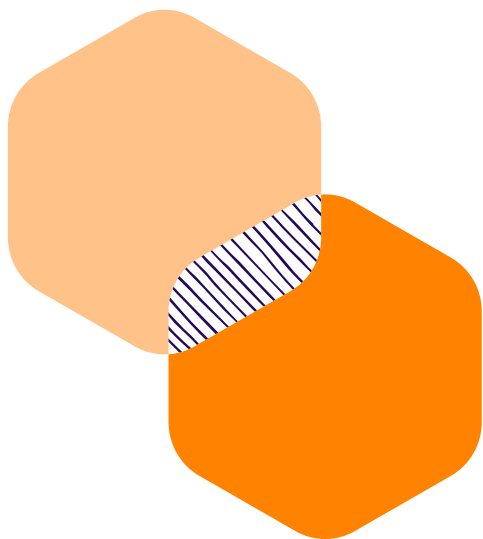
### **Diversity in Teaching Approaches**

Primary school teachers and those from non-bilingual secondary schools report that their planning is based on the official curriculum and the school's institutional project. They also agree that they work transversally with form teachers or teachers from other subject areas. They emphasise the flexibility to adapt content according to students' interests. This allows them to teach English through a variety of subjects such as literature, music, sport, or science, making learning more engaging and dynamic. The main focus is on developing macro-skills rather than teaching specific content.

To carry out interdisciplinary projects, joint planning time is essential—something that is only guaranteed in bilingual primary schools and secondary schools where teachers are assigned full posts. This means that opportunities for teamwork vary according to the type of school and its structure. In schools where there are no institutional hours allocated for coordination, some teachers turn to collaborative digital tools, such as Google Drive, or communicate via WhatsApp groups.

When examining assessment processes, teachers at both levels agree that assessment is ongoing. They speak of formative assessment, with few formal tests, but conduct continuous monitoring of students' progress—particularly through project-based learning activities. In writing tasks, they use rubrics, which are sometimes even co-constructed with the students themselves.





## Teaching Resources

Since the launch of the language policy in 2009, the City of Buenos Aires has ensured access to English teaching materials by providing each primary student with a textbook. Since 2020, all books have included a digital component for use on web platforms, thereby expanding learning opportunities.

Schools can choose from textbooks published by four well-established publishers (Oxford, Pearson, Macmillan and Richmond), and the Ministry is responsible for distributing them based on the schools' requests. While teachers value this resource highly, they do mention some challenges—such as discrepancies between the books requested and those delivered, difficulties in standardising materials within a school, and delays in distribution.

One positive aspect in CABA is the flexibility teachers have to supplement the materials provided. Many organise the purchase of second-hand books, run school book fairs, or provide photocopies when needed. Additionally, they promote the use of digitised novels, allowing students to access texts on electronic devices without the need to print or purchase physical copies. This contributes to equitable access to study materials across the educational community.

The vast majority of schools in Buenos Aires have internet access, and students are equipped with devices that support their learning. As a result, teachers make use of a variety of digital technologies and educational platforms.

*“We use the computers a lot. In lower primary, for videos and songs; and in upper primary, to create projects or complete final assignments.”(Primary school teacher)*

Google Classroom is a tool used in both primary and secondary schools and seems to function as a repository of activities or a kind of “digital notebook”. According to teachers at both levels, this platform allows them to cater to the varied learning paths of students, offering different types of tasks according to their learning levels.

*“I use Google Classroom regularly. For example, I sometimes upload links with revision activities or post homework tasks. Other times, I upload the instructions for assignments, and the students complete them collaboratively; they even submit their work through the platform once they've finished.” (Primary school teacher)*



## Teaching Workforce

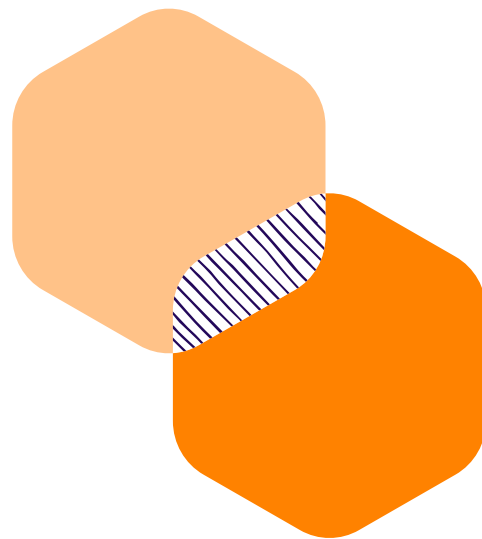
Within the framework of this study, no information was gathered regarding teacher profiles—such as the number of positions, qualifications, or employment status, among other aspects. However, both teachers and educational authorities agree that there is a significant shortage of English teachers. They point out that enrolment rates in teacher training colleges are low, that academic training does not address the specific needs of bilingual schools, that graduation rates are even lower than enrolment rates, and that many graduates end up working in the private sector, where salaries are higher. Moreover, it is more common for graduates to choose to work in privately managed schools.

Faced with this situation, the City has implemented “emergency” strategies to fill vacant positions. One such measure is authorising “suitably qualified individuals” who hold a B2 level according to the CEFR. Another is the “New Teachers” programme, which allows teacher training students to take up vacant posts, receiving support from GOLE. Interviewees report that these types of teacher profiles now make up slightly more than half of the workforce. It is worth highlighting that the shortage of qualified teachers is a limiting factor in scaling up initiatives that require more English teaching hours—and therefore, a greater supply of teachers in the system (for instance, bilingual schools).

The Escuela de Maestros (Teacher Training School), which is responsible for continuing professional development (CPD) programmes, offers training for both teachers and supervisors. Each year, at least four training sessions are held. The themes of these sessions cover general areas such as artificial intelligence, classroom management, and others. Some English teachers appreciate these opportunities, as they feel the training addresses needs that are otherwise unmet. However, others argue that the topics tend to be repeated every year, which limits the usefulness of the training.

*“They’re designed for people who are just starting out as teachers. Or for those taking the suitability exam... So they teach you things we already covered in our training, or how to teach, and we’ve been doing this for 20 years.” (Secondary school teacher)*

There is also a “Good Practice Forum,” a series of events organised by GOLE where teachers share meaningful projects and listen to talks from subject specialists.



## Strengths, Challenges, and Opportunities

The Autonomous City of Buenos Aires has made a sustained commitment to English language teaching. The 2009 law mandating the teaching of a foreign language from the first grade—where English has consistently been the most popular choice among schools—marks a foundational milestone in this journey. Today, access to English instruction is virtually universal at the primary level. Currently, Buenos Aires has declared itself a “Bilingual City,” thus positioning itself as a city open to tourism and technological development, where English is considered a strategic skill. In line with this, the Ministry of Education has identified English as a foundational area of learning in its current education plan, Buenos Aires Learns 2024–2027.

Alongside this policy framework, the city has developed a robust institutional infrastructure to promote and support English language teaching. The Gerencia Operativa de Lenguas en la Educación (GOLE), a specialised division within the Ministry of Education, and the sizable network of foreign language supervisors supporting schools, stand out at the national level. Policies such as the distribution of English textbooks and the provision of digital devices and resources have been sustained over time. Completing this landscape are the establishment of state-run bilingual secondary schools, the Centros Educativos Complementarios de Idiomas Extranjeros (Supplementary Educational Centres for Foreign Languages), alignment with the CEFR, and support for students taking international examinations.

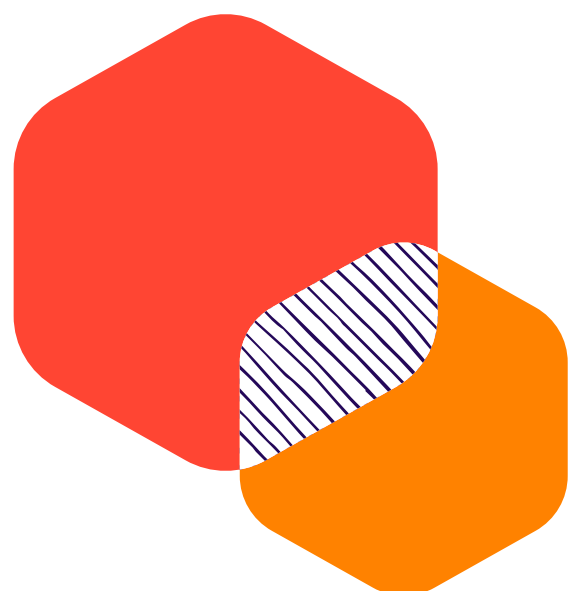
What challenges do both teachers and educational authorities identify? One major issue is the wide variety of English learning experiences in primary education across Buenos Aires, which leads to very uneven language proficiency levels among students entering secondary school. According to secondary teachers, this disparity presents a significant challenge in the classroom. Additionally, secondary education still has coverage gaps: around 25% of students do not have access to English instruction.

Another concern is that the efforts to strengthen English teaching have not been accompanied by robust monitoring and evaluation mechanisms. To

date, there is little solid evidence on the impact of these initiatives on the quality of learning or teaching processes. However, for the first time, the UEICEE, in collaboration with GOLE, has conducted a standardised assessment involving 7th-grade primary students and 3rd-year secondary students, precisely to begin addressing this evidence gap. The results of this evaluation will be available in mid-2025.

A further challenge identified by both authorities and teachers is the difficulty of filling teaching posts—especially in state-run schools. Although no quantitative data was available to assess the scale of the issue, stakeholders report a shortage of qualified English teachers, with few new students entering teacher training programmes, even fewer graduating, and a marked preference for taking up posts in private institutions. In this context, alternative strategies have been employed, such as appointing suitably qualified individuals or allowing teacher training students to temporarily fill teaching posts.

The City of Buenos Aires has the institutional framework and existing capacity to enhance English language teaching. A forward-looking agenda could begin by addressing the difficulties in filling teaching positions. The technical expertise of the UEICEE, in turn, could help strengthen the evidence base needed to refine English language education policies. Lastly, secondary education deserves special attention—both to resolve current coverage gaps and to introduce levelling measures for students entering the level, potentially including differentiated support strategies.







## Jujuy

In the province of Jujuy, the teaching of English has recently undergone a process of institutionalisation, with significant progress made in its inclusion in the official curriculum. As of 2019, following the approval of the primary education curriculum design, English was established as a compulsory subject from the first year of primary through to the final year of secondary school. The teaching of English is regarded as a cornerstone for ensuring that all students—regardless of their social, economic or cultural background—can access new educational and employment opportunities. Furthermore, this policy is designed to contribute to the productive development of the province by fostering connections with strategic sectors such as tourism, mining and energy.

It is important to note that this linguistic policy coexists with the region's rich cultural heritage. The introduction of English does not diminish the importance of local languages such as Guaraní and Quechua, which are considered essential to Jujuy's intercultural identity.

### Teaching Framework

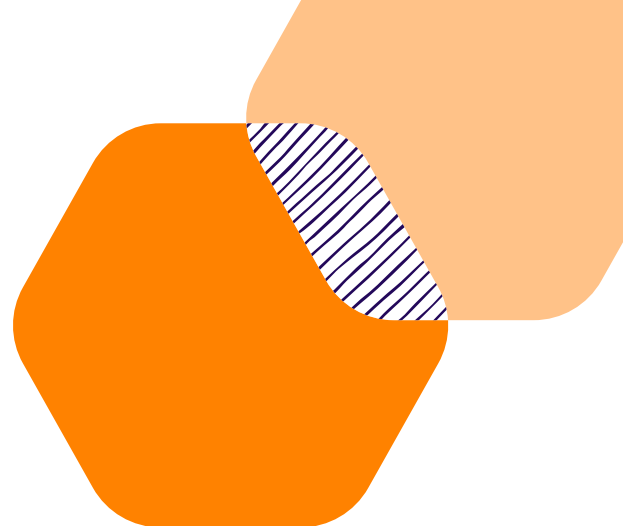
The 2019 primary level curriculum design stipulates that English be taught as a compulsory subject from Year 1. This initiative aims to ensure that all students in the province begin learning a foreign language at the start of their school journey, recognising English as the global language of communication. In this regard, the curriculum outlines the importance of creating the appropriate conditions for students to acquire the knowledge, capacities and skills necessary to thrive in 21st-century society (Curriculum Design, 2019).

Although the regulation was intended to come into effect in the 2020 academic year, the actual implementation was postponed until 2023 due to the COVID-19 pandemic.

The weekly time allocation is one teaching hour for Years 1 and 2, two hours for Years 4 and 5, and three hours for Years 6 and 7.

At secondary level, while English is the preferred foreign language, its provision depends on each school's institutional educational project. Following the enactment of the National Education Law (LEN) in 2006—which mandates the teaching of at least one foreign language—the Provincial Education Law No. 5807/13 further reinforced this provision in 2013. Article 13, Section 4 of this law promotes the development of provincial identity from a humanist and inclusive perspective, respecting cultural diversity and encouraging regional, national and Latin American integration. In this way, the province of Jujuy advocates for the teaching of at least one foreign language with an emphasis on regional contexts and the acquisition of knowledge that enables students to engage in intercultural and multilingual environments.

It is worth noting that although there had been general guidelines for language teaching, it was not until 2018 that the secondary school curriculum design was formally approved. This document sets the objective that students should be able to understand and express themselves in “a foreign language”, without specifying which one.



The provision of English teaching in the province is overseen by the Secretariat for Innovation and Educational Quality, which is responsible not only for the various level directorates but also for the Department of Curriculum Development. It should be clarified, however, that there is no dedicated department specifically in charge of language policy. In practice, external specialists are brought in on a temporary basis to draft or revise curricular frameworks and materials.

English teaching falls under the regulations for “specialist teachers”, alongside subjects such as Physical Education, Music and Art. The number of English hours varies according to the school model: schools operating on a single shift have 3 hours of English per week; full-day schools offer 4 hours; and boarding schools provide 5 hours. At secondary level, the curriculum design stipulates a weekly allocation of 3 teaching hours, which is equivalent to 2 clock hours.

## Teaching Provision

In the province of Jujuy, there are 657 schools: 421 at primary level and 249 at secondary level. A total of 92,115 students attend primary school, while 67,725 are enrolled in secondary education. According to data from the 2023 Annual Survey, while 91% of the total student population receives English instruction, this figure drops to 82% at secondary level. Access to English is higher in primary education than in secondary within the state sector (90% compared to 79%). In the private sector, access remains virtually universal at both levels (99% in primary and 98% in secondary).

According to information provided by the province for the state sector, the total number of teachers delivering English lessons in Jujuy amounts to 1,104, distributed between 584 posts in primary schools and 521 in secondary schools. Teaching posts in primary education account for 53% of the total, while those in secondary represent 47%. It is important to note that these figures refer to teaching positions, meaning that individual teachers may be counted more than once if they hold multiple posts. The same applies to employment status, as a teacher may be a permanent member of staff in one post and a temporary appointee in another.

Out of the total number of teaching posts, 56% are permanent. In primary education, 440 permanent teachers represent 75% of English teachers at that level. In secondary education, however, only 34% of

**TABLE 16. Jujuy. Percentage of students out of total enrolment by level receiving at least one English input in school, by management sector, year 2023.**

Primary		Secondary	
State	Private	State	Private
90%	99%	79%	98%

Source: Own elaboration based on the 2023 Annual Survey.

**TABLE 17. Jujuy. English teachers by employment status**

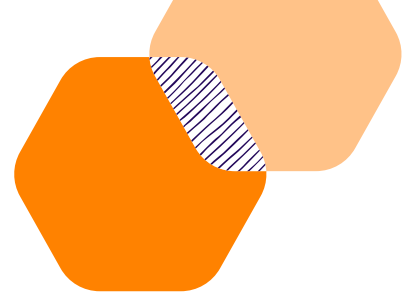
Employment Status	Primary	Secondary	Total
<b>Total</b>	<b>583</b>	<b>521</b>	<b>1104</b>
<b>Permanent</b>	440	178	618
<b>Interim</b>	119	263	382
<b>Substitute</b>	24	80	104

Source: Own elaboration based on data provided by the Ministry of Education of Jujuy, as of October 2024.

**TABLE 18. Jujuy. English Teachers by Number of State-Run Educational Institutions They Work In**

Number of state-run schools in which they work	Number of primary teachers	Number of secondary teachers
1	575	165
2	4	109
3	0	39
4	0	11
5	0	2

Source: Own elaboration based on data provided by the Ministry of Education of Jujuy, as of October 2024.



teachers hold permanent positions. The higher proportion of permanent teachers in primary suggests a more consolidated staffing structure at that level, whereas the high percentage of temporary staff in secondary may point to challenges regarding job stability for teachers in that stage of education.

According to a statement by a provincial education authority, prior to the implementation of curricular frameworks, each teacher held a 15-hour post per school, and institutions had autonomy in deciding how to distribute those hours—meaning which year groups would receive English instruction.

The Primary Panel of the Provincial Teacher Qualification Board reports that teachers delivering English at this level may hold various qualifications: “Profesorado de Tercer Ciclo de la Enseñanza General Básica y de la Educación Polimodal en Inglés” (Teacher Training Programme for Upper Primary and Secondary in English), “Profesor de Inglés” (English Teacher), or “Profesor de Grado Universitario de Lengua y Cultura Inglesa” (University-level Degree in English Language and Culture Teaching). Despite the implementation of Law No. 6298, “Scoring Grid for Teacher Credentials in Compulsory Levels and Educational Modalities in the Province of Jujuy” in 2022, which stipulates that only teachers holding qualifications specific to the level may be registered, the Primary Panel notes that the system still contains registered records from 21 different private institutions for English without teaching qualifications, authorised in previous years.

Meanwhile, the Secondary Panel of the Provincial Teacher Qualification Board reports that there are six qualifications with full teaching competence, two with partial (enabling) competence, and three with supplementary competence for teaching English in the province. In the case of teaching qualifications, in addition to the three relevant to primary level, the following are recognised: “Profesor de Inglés de Enseñanza Secundaria” (Secondary English Teacher), “Profesor de Lengua Inglesa” (English Language Teacher), and “Profesor Universitario en Inglés” (University Lecturer in English) – the latter may also be “National Certified Public Translator in English.” Enabling competence refers to translator or English graduate degrees, while supplementary competence is assigned to translators or student teachers of English who have completed their third year of study.

The vast majority of primary teachers (98.9%) work in a single school, suggesting a relatively stable distribution. In contrast, at the secondary level, more teachers are required to work in multiple schools, likely due to fragmented hourly allocations and limited access to full-time permanent posts: nearly 40% work in two schools, around 15% in three schools, and a small percentage teach in four or more institutions. Even so, 85% of teachers work in either one or two schools.

In Jujuy, the teaching of English in state-run schools reveals contrasts between the primary and secondary levels. In primary education, access to the language is broader and teachers enjoy greater job stability. In secondary education, access is more limited and teachers face more fragmented employment. Furthermore, the recognition of teaching qualifications varies by level, reflecting a more consolidated structure in primary compared to secondary education.

## Perceptions Around Teaching

### Pedagogical Approach

According to the primary curriculum, the pedagogical approach is plurilingual. This means it seeks to develop communicative competences in various languages, promoting both respect for native and regional languages and the inclusion of foreign languages. It also incorporates interculturality as a central axis, helping students to understand and navigate a globalised world while preserving their linguistic and cultural identity. As previously mentioned, English is compulsory, but it is not intended to displace indigenous languages. Furthermore, the goal is to develop competences through communication.

The secondary curriculum, by contrast, does not outline any specific pedagogical approach. Interviewed teachers expressed mixed views on this issue. Many said they use a communicative approach, while a significant number reported working in a traditional way, with heavy emphasis on grammar and vocabulary. On several occasions, they stated that the limited number of hours makes it difficult to include speaking practice.

*“There’s still a lot of focus on grammar taught in an isolated, disconnected, and decontextualised way. The creation of meaningful messages for a specific context or audience is very weak.” (Secondary school teacher)*



## Achievement Levels

The provincial curricula make no reference to the CEFR (Common European Framework of Reference for Languages), nor do they specify any achievement levels. In other words, there are no clear guidelines on what students should learn at each stage of their educational journey. While teachers are familiar with the CEFR, they do not use it as a reference.

Teachers do speak about achievement levels, and some aim for students to reach a basic level. Others suggest that by the end of Year 7, students should have developed all four macro skills: speaking, reading, writing, and listening. These goals are clearly ambitious, considering that the implementation of English from Year 1 has only recently begun. This means current cohorts have not experienced a full learning path in the language.

In secondary education, the expectations of teachers who participated in the focus groups are even more limited. They state that the majority of students do not even achieve a basic level of English by the end of compulsory schooling. One of the main challenges they identify is the lack of differentiation in learning pathways. In the same classroom, students with highly diverse backgrounds coexist—ranging from those with international certifications to others with no prior experience in English. According to teachers, this forces them to constantly start from scratch.

Throughout the focus groups and interviews, a recurring theme is the belief that English teaching is a crucial element for students' future development, both because of its practical use and its role in promoting equal opportunities. Teachers emphasise that English is not only a key tool in major economic sectors such as tourism and mining, but also a gateway to integration in a globalised world where the language is indispensable. However, those in the classroom find it extremely difficult to engage students and convey the importance of learning English.

*“You often leave the class feeling incredibly frustrated because you weren’t able to meet your objectives—students are just not engaged and don’t see the point of learning English.”*  
(Secondary school teacher)



Especially in the secondary school focus group, teachers argued that students' personal circumstances have a significant impact on their learning. Many of them work, some are in inclusive education settings, and various family-related issues go unaddressed due to the absence of student welfare and support teams.

## Diversity in Teaching Proposals

In the exploration of available documents and materials for lesson planning, both authorities and teachers agree that teachers have not fully embraced the curricular design. This may be due to the recent introduction of these curricular frameworks. Teachers report relying much more on curriculum documents from Buenos Aires, Córdoba, and Salta.

*“Many teachers followed the CBCs, developed in the early '90s, because the province didn't have its own reference frameworks. Others relied on the old plans from national schools. That practice stuck”*  
(Jurisdictional representative).

At the primary level, teachers are given a specific number of teaching hours which they must distribute among the different grades. Since the allocated time is limited, they often do not follow the number of hours prescribed in the curriculum for each school year. Instead, they choose to prioritize essential content in order to cover key areas more effectively.

*“For example, at my school, I teach from first to seventh grade. That's nine grades. I can't manage to cover them all. In seventh grade I'm supposed to have three hours, but I only have one because I have to split my time; I give one hour to seventh, one hour to sixth, one hour to first”* (Primary school teacher).



At the secondary level, teachers report making an effort to adapt the content of the subject area to the school's specific focus or specialization, as highlighted in the following statement:

*"I saw it was the same content for Tourism, Natural Sciences, Social Sciences. So I started tailoring it according to the school's specialization. I asked myself, for instance, how to make English more practical and useful for students in the Tourism track. That's when I started creating my own materials" (Secondary school teacher).*

Collaborating with colleagues from the same subject area or from other disciplines is valued but not always easy to achieve. Teachers in larger primary schools report having opportunities for joint planning or at least having another English teacher with whom they can share ideas. This becomes more difficult in rural schools, where, due to size, there is often only one English teacher. In secondary education, collaborative work poses an even greater challenge. Teachers often rely on creativity to create opportunities for dialogue with colleagues, as the following testimony shows:

*"For example, I work in three schools and don't have institutional time to organize interdisciplinary projects and sit down with a colleague. How do I solve it? I look through textbooks on various subjects, find out what topics the other teachers are covering that year, and try to make connections" (Secondary school teacher).*

## Teaching Resources

With regard to the provision of teaching materials, Jujuy has made a significant investment in digital resources rather than textbooks. The most emblematic and widely recognized initiative among schools is the Mobile Digital Classrooms (ADM) programme, implemented as part of the "Programme to Improve Access and Quality in Education" (PROMACE), which is financed by CAF, the Development Bank of Latin America and the Caribbean (for more on the ADMs, see Katz, R. et al., 2023). A primary school teacher shared how the programme has been received in schools, particularly in the English area:

*"For me, the digital cart has been a tremendous innovation and a great move by the Ministry when it came to implementation. Especially in the area of foreign languages. Generally, homeroom teachers use them, but the English teachers even more so." (Primary school teacher)*

Both teachers and authorities report the effective use of the ADMs, which is further supported by training initiatives aimed at improving their use. Working with digital classrooms is especially beneficial when schools have good connectivity. The provincial government's efforts under PROMACE to provide internet access are also supported by local municipalities and parent-teacher associations, which sometimes take responsibility for ensuring the service. However, there is still work to be done to ensure that all schools have access to quality internet—an issue raised particularly by secondary teachers who work in schools where internet access is restricted to administrative purposes only.

In addition, English teachers report using booklets of materials and activities. In primary schools, they mention the use of posters and flashcards, while in secondary schools they continue to use WhatsApp groups created during the pandemic to share activities. Teachers mostly refer to resources available on websites such as those of the British Council, Pearson, and Macmillan. Given the strong emphasis on orality, teachers also mention assessment activities based on personal presentations, sometimes using digital platforms like TikTok.



### Teaching Workforce

Since 2024, only individuals holding a degree in English teaching are eligible to fill primary school teaching positions. In other words, advanced students and non-certified individuals are no longer accepted. In addition, permanent teaching positions were offered.

*“This year, just weeks before the call to fill these positions was announced, it was confirmed that they would be permanent posts. As a result, there’s been a huge surge of teachers who were working in private institutes or schools because joining the state system as a permanent teacher represents a great opportunity.” (Primary school teacher)*

It is worth noting that, according to interviewees, the province made a significant effort to ensure the provision of English classes in public schools from first grade. This included reassigning teachers who were available.

In secondary education, strategies have recently been implemented to help teachers consolidate their teaching hours at a single institution. This measure, appreciated by both authorities and teachers, also facilitates the assignment of posts to those with available hours. If positions cannot be filled this way, an open call is held and hiring is based on merit ranking.

*“The first step is to consider teachers who are currently available. Only then is an open call issued.” (Provincial authority)*

Unlike in primary education, there are challenges in secondary education when it comes to staffing rural schools with qualified teachers. Most English teachers live in urban areas and are not willing to relocate to rural settings.

Furthermore, English teachers report a lack of support. They feel that school principals are not equipped to conduct external observations, as they lack training in the subject. They also state that they receive no support from the Ministry of Education. In response to this situation, teachers organize themselves into learning communities that are driven mainly by the exchange of teaching materials.

In focus groups, teachers noted that professional development opportunities in English are limited. As a result, many turn to private institutions to continue their training, often highlighting the courses offered by the Jujuy Association of English Teachers. Additionally, they argue that the province offers limited access to both professional development and English-speaking culture in general, especially in comparison with provinces like Buenos Aires, Santa Fe, or Córdoba.



## Strengths, Challenges, and Opportunities

The province of Jujuy has recently given new momentum to the promotion of English language teaching following the enactment of a new primary school curriculum in 2019, which mandates English instruction from first grade. This positions Jujuy as one of the jurisdictions where students spend the greatest number of years—at least twelve—learning the language during their schooling. The implementation of this curriculum began in 2023, making it a nascent effort, and therefore not without multiple challenges, as revealed by the fieldwork.

The importance of English has not yet been institutionalized through the creation of a specialized department or support structure for English teachers within the Ministry of Education. This limits, for example, the provision of pedagogical support to secondary-level English teachers, who report difficulties in supplementing traditional approaches—focused on grammar and general vocabulary—with teaching strategies grounded in a communicative approach. Both primary and secondary teachers in Jujuy agree that the availability of training and professional development opportunities is insufficient. In response, they turn to private training institutions or form learning communities to share experiences and strategies for mutual enrichment. The shared professional identity and willingness to collaborate among teachers is an asset that can strengthen any initiative or policy aimed at enhancing English teaching.

Another challenge identified by teachers in Jujuy relates to students' learning outcomes. On the one hand, the curriculum does not define achievement standards, depriving teachers of a key tool to clearly set expectations. On the other hand, whether due to the recent implementation of mandatory English from first grade or students' access to other educational opportunities, classrooms are characterized by a wide range of English proficiency levels. This diversity is a recurring concern among teachers, who also point to weak articulation between the primary and secondary levels as a barrier to continuity in the learning process—a challenge compounded by the general perception of insufficient instructional time dedicated to the subject.

The Mobile Digital Classrooms (ADM) program presents an opportunity to innovate teaching strategies. The provision of devices and digital resources is particularly appreciated by English teachers and, in settings with reliable connectivity, creates an engaging learning environment. The continued rollout of this initiative, along with a curated collection of complementary teaching materials, is seen as a key priority moving forward.

Another positive development is the recent improvement in employment conditions for English teachers. The offering of permanent contracts at the primary level and efforts to consolidate working hours in a single secondary school strengthen job stability and create better conditions for effective teaching.

It is clear that Jujuy sees English as a key competency for enhancing a productive matrix in which tourism and mining play important roles. A comprehensive agenda to strengthen English teaching in the province could be built around support mechanisms for English teachers (including materials, guidance, and specialist advisors), the development of standards for learning outcomes, clear articulation strategies between primary and secondary education, and support for teacher training colleges located in rural areas of the province.



## Common Aspects of English Language Teaching Across the Three Jurisdictions

The study conducted in three provinces made it possible to identify both positive aspects unique to each jurisdiction and shared challenges in English language teaching—many of which reflect broader issues present throughout the Argentine education system.

Among these are difficulties in literacy in the mother tongue, which directly impact English learning; weak articulation between educational levels; and diverse primary school trajectories, which result in disparities in students' English proficiency upon entering secondary school.

Another challenge is staffing: a shortage of qualified teachers and difficulties in consolidating teaching hours at a single institution affect job stability. Ongoing professional development is also a concern, as training programmes are not always aligned with the needs of the education system.

In addition, there is a pressing need for increased support for teachers through continuous training and access to teaching materials, as well as the strengthening of systems to monitor and evaluate both policies and learning outcomes. The lack of systematic data hinders the accurate assessment of the coverage and impact of English language teaching.

The fact that these issues recur across different jurisdictions highlights the need for a comprehensive response. To achieve meaningful improvement in English teaching nationwide, it is essential to reflect on these challenges and address them through integrated policies. In this regard, the following section outlines a series of public policy recommendations.





# Public Policy Recommendations for English Language Teaching in Argentina

This report has presented an overview of the many variables influencing English language teaching in Argentina. Through research and dialogue with stakeholders involved in language education policy, there is clear recognition of the need to introduce English instruction in some contexts and to sustain it in others—as part of the essential literacies required for 21st-century society. This recognition stems from the cognitive development it fosters, the demands of the labour market, and the need for engagement in academic settings.

In this exploration, several challenges have been identified that, in our view, must be taken into account when designing a public policy plan for English language teaching in Argentina. The following are some key recommendations in that regard.

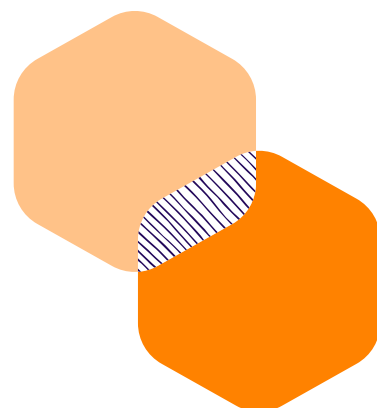
## State Capacities and Governance

The effectiveness of policies is closely tied to the capacities of state institutions. Although English appears to be a relevant policy area across various jurisdictions in Argentina, this is not always reflected in the structures available to ministries, in internal interactions between departments, or in the information systems accessible to authorities.

**Establish trained ministry and supervisory teams.** It is essential to consolidate a dedicated unit within Ministries of Education responsible for the planning, implementation, and evaluation of English language teaching policy. This unit should be involved

in curriculum design and development, teaching supervision, assessment of learning, selection and distribution of materials, and forecasting of teacher training needs. This area requires specialized technical teams with contractual conditions that ensure continuity beyond changes in government administrations. Additionally, intermediate leadership roles are needed to strengthen the connection between schools and ministry-level governance teams.

**Develop organisational structures and governance practices that ensure the mainstreaming and continuity of English teaching policy throughout the education system.** Beyond the establishment of a specific unit, it is necessary to guarantee effective interaction between this unit and other strategic departments within Ministries of Education—such as those overseeing educational levels or modalities, teacher training, or learning assessment. Without these connections, it will be difficult to ensure a coherent, system-wide English language teaching policy. Organisational charts and defined roles can provide a starting point, but it is also vital that top authorities establish systematic and regular coordination and supervision mechanisms.



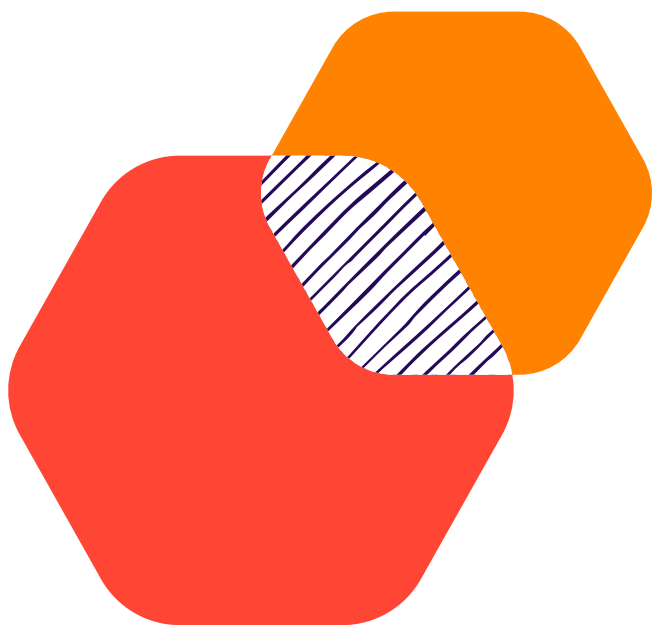


**Promote forums for exchange at the federal level.** Existing federal networks—focused on information and evaluation, research, or specific educational levels—provide valuable spaces for the exchange of ideas among provincial technical teams. Establishing a federal network dedicated to English language teaching could be a powerful initiative to encourage provinces to prioritise this issue, form specialised technical teams, and share experiences and challenges.

**Build or strengthen reliable information systems.** The implementation of the aforementioned policies requires systems that provide timely and relevant data—such as the profiles of teachers delivering English classes, the number of hours needed, how English is distributed across the system, job post organisation, and teacher/student attendance. Several provinces have made progress in developing digital school and staffing management systems, which are a strong foundation for gathering this type of data. Advancing the digitalisation of recruitment processes and teacher records is also key to tracking job coverage and teacher profiles.

**Encourage coordination among the public sector, teacher associations, the private sector, academia, and international cooperation.** English language teaching brings together diverse interests and areas of expertise. The state must take a leading role and create a virtuous ecosystem in which the private sector, academia, English teacher associations, and international cooperation all contribute specialised knowledge, data, insights, and resources to strengthen teaching. Within this framework, it is also important to build partnerships with Ministries of English-speaking countries through international cooperation initiatives that support institutional projects and encourage student exchange and intercultural dialogue.





## Strategic Planning of the Teaching Workforce

A primary and fundamental gap identified relates to the teaching workforce, which was recognised by various stakeholders during the exploration phase as insufficient. At the same time, a lack of robust data to characterise it was acknowledged. To address this, the following could be considered:

### **Conduct studies on current and projected teacher demand within the education system and its relation to the English teacher training processes.**

Estimate the current number of teachers by qualification and the actual needs based on the curriculum and the characteristics of the training provision at the primary and secondary levels. Develop projections that take into account, among other things, retirements, leave of absences, and the inflow and outflow of students in English teacher training programs. Identify geographical areas or schools with the highest number of hours or positions unfilled, as well as the geographical distribution and availability of graduates from English teacher training programs to take up posts. The digitalization of information about the competition processes for hours or positions, as well as of the teacher records and assignments, is a key component to facilitate these estimations.

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### **Encourage enrolment and graduation in English teacher training programs.**

Provide financial and professional incentives to encourage future teachers to choose English teaching careers and ensure they have the appropriate conditions and motivation to complete their studies on time. This includes, among other things: promoting the programs at the secondary level; offering substantial scholarships for students enrolled in these careers with strict requirements for academic progress; creating opportunities for immediate or even automatic entry into the teaching profession for graduates of teacher training programs; and allowing students to teach in schools and have those hours count toward the practicum required by their degree programs.

### **Increase the availability of trained teachers in priority zones or regions.**

Establish accessible and high-quality teacher training programs in regions with the greatest shortage of English teachers, using hybrid formats or intensive course schedules that make the most of the existing capacity of universities and teacher training institutions. Also, introduce specific incentives (financial, job stability, professional recognition, subsidies for travel, scheduling teaching hours on specific days and schools, etc.) to encourage qualified teachers to relocate to areas with higher needs.

### **Develop diverse curricular offerings to increase the proportion of trained teachers.**

Offer more dynamic teacher training programs that improve student progression and graduation rates; provide intermediate degrees or certifications with local validity from teacher training institutions that authorise teaching English at certain levels or cycles during specific periods, provided certain progress requirements are met. Given the current situation can

be understood as an educational emergency, specific training programs may also be developed on a temporary basis for professionals or individuals with relevant skills who wish to enter—or have recently entered—the school system, so they can receive training and certification in basic knowledge and competencies for teaching English. This latter option should always be considered a transitional measure and must include a commitment to full teacher training in the medium term.

**Develop technology-mediated proposals.** Explore the incorporation of hybrid modalities for teaching, and/or virtual or AI-powered platforms for English language education. These could be used initially to ensure access to quality teaching for students and contexts that need it most. Hybrid approaches may be a viable strategy to address the shortage of teachers, particularly at the secondary level: students would attend classes with a local tutor present in the classroom, while connecting virtually with expert teachers. This strategy should be subject to supervision and evaluation to assess its effectiveness and compare it with other formats and experiences in English teaching (e.g., classes led by unqualified but experienced teachers). These models can also be implemented as transitional or exceptional measures until qualified teachers are available to fill all positions.

**Anticipating the Availability of Teachers When Expanding English Provision.** Before expanding the number of hours or programmes dedicated to English, it is essential to conduct a thorough analysis of the availability of teachers, physical spaces, and scheduling possibilities in each area or region. A lack of teachers to fill posts, or the assignment of insufficient time—for example, one English lesson every two weeks—will not support effective language learning. A sound needs assessment can enable the progressive allocation of resources, possibly through the reallocation of both material and human resources. This approach might initially lead to more limited coverage, but it would ensure consistency and quality. In some cases, it may even be necessary to temporarily pause expansion efforts. Instead of extending provision, it could be more beneficial to consolidate and strengthen existing programmes, ensuring they are supported by well-trained teachers, appropriate time allocations, adequate materials, and ongoing pedagogical support. Of course, this should be accompanied by a medium-term action plan aimed at achieving universal, high-quality English language provision.





## Teaching Work

Among the demands expressed through this research is the need for greater recognition of teaching work—an unresolved issue that also affects English teachers. There is a widespread sense that this work is undervalued and that the working conditions do not reflect the significance of the role. It is essential to consider long-term policies that ensure adequate remuneration, institutional working hours, and high-quality continuing professional development. In this regard, three specific recommendations are presented for the case of English teachers.

**Concentrate teaching work within specific days and institutions.** Offer teachers a substantial number of hours within the same school or across a very limited number of institutions, concentrated on specific days. This requires guidance and supervision for schools and a renegotiation of teachers' timetables to make it feasible. While this may seem complex, it is a measure that some schools are already implementing. Achieving this more broadly will likely require intervention and systematic follow-up from government teams.

**Offer improved contractual conditions.** Conduct rigorous and regular selection processes to enable access to permanent teaching posts or “packages” of hours.

**Provide more relevant professional development opportunities.** Offer training or pedagogical support tailored to English teachers with the aim of enhancing their professional practice within their specific teaching context. This should incorporate elements specific to English teaching, such as: classroom observations and feedback on teaching practice, support in designing teaching proposals, collaborative analysis of student work, or teacher-led seminars to share good practices and reflect on critical incidents. In this sense, it is important to evaluate the impact of current in-service training programmes and institutional development days and to consider using these spaces to deliver specific training in English teaching to the appropriate teachers.

Furthermore, continuing professional development opportunities could be expanded through the network of teacher training institutes offering English teaching qualifications, and through partnerships between ministries of education and associations, foundations, international cooperation agencies, or embassies. These partnerships should aim to align training approaches and content with the official curriculum and the needs of the education system, while also offering professional development credit to those who successfully complete these courses, diplomas, or postgraduate qualifications.



## Curriculum

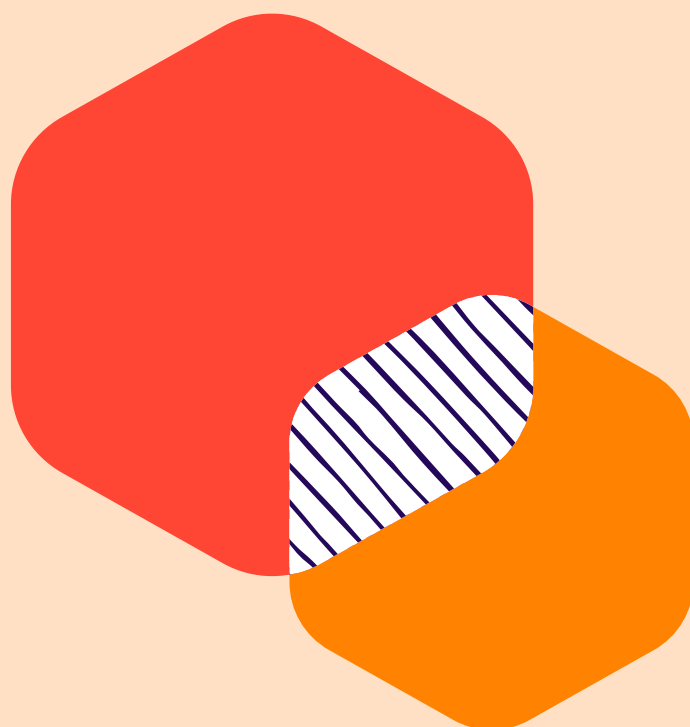
The curriculum is a central element in teaching and, therefore, must be a key component in the definition of any language policy. This includes not only what is prescribed but also the range of interventions implemented by ministries of education and schools to influence teaching and ensure the effective delivery of the curriculum. The following three recommendations are aligned with this perspective:

**Develop or update curriculum frameworks specifically for the teaching of English.** As noted in this study, some provinces currently lack curriculum frameworks for English, particularly at the secondary level, or have outdated ones. It is essential to have curriculum frameworks that clarify the expected learning outcomes for English within the education system, outline progression throughout schooling, and define teaching approaches and content along with possible implementation strategies for schools.

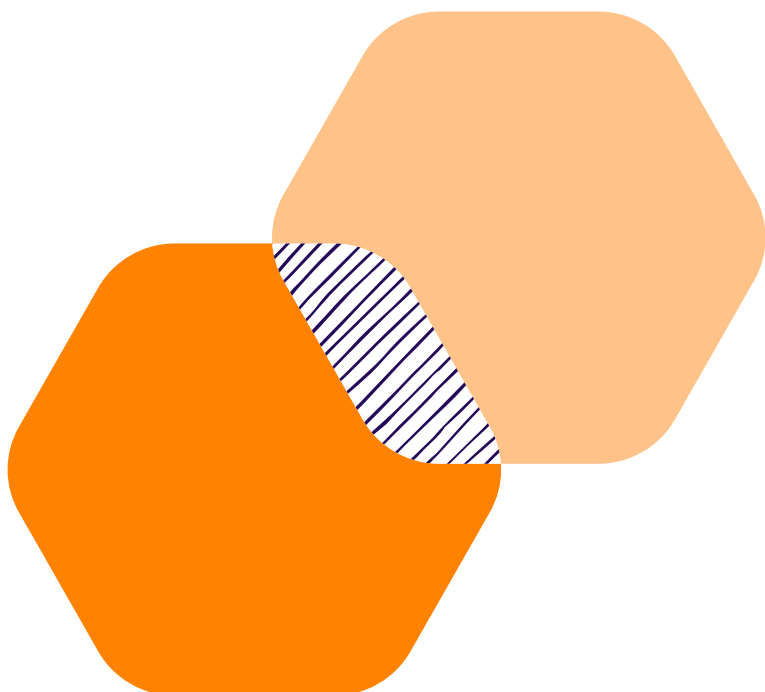
**Define clear year-by-year standards for English teaching, aligned with international frameworks.** Although existing curriculum designs specify content and competencies to be developed by students, it is necessary to operationalise these competencies precisely for each school year in order to clearly define and communicate the expected performance levels at each stage. This is something that is not currently happening in many provinces across the country. Furthermore, linking these competencies with international reference frameworks—such as the Common European Framework of Reference for Languages (CEFR)—can enrich language policies with documentation and experiences from other countries, enable comparisons of processes and outcomes, facilitate international support and cooperation, and even allow participation in international assessments (e.g., Cambridge Language Assessment). Such frameworks should always be accompanied by effective communication to school authorities and teachers, as well as training processes where necessary, in order to support teachers in incorporating these standards into their classroom practice.

**Ensure alignment between school curriculum content and standards, and those of initial and continuing teacher education.** Renew or update the school curriculum alongside the curriculum for initial teacher education to ensure coherence between both educational pathways. In parallel, offer specific continuing professional development programmes for English teachers aimed at enhancing their teaching strategies.

**Ensure the provision of programmes and materials that support effective curriculum implementation.** Ensure that teachers have access to guides and support materials that help them apply the approaches, content, and practices outlined in the official curriculum frameworks. This support may be provided through teaching guides and/or through ongoing professional development, as well as through systems of pedagogical supervision or mentoring for teachers.







## Teaching and Learning Processes

The teaching and learning processes of English that take place in schools are the primary focus of a language policy and yet, there is limited information available about them. It is necessary to develop diagnostics and assessments that allow us to understand what is happening in classrooms and to make informed decisions accordingly. At the same time, this study has highlighted the need to provide more consistent support for student learning, to ensure the continuity and progression of this learning throughout the school journey, and to enable students to graduate with the expected knowledge.

### **Develop a systemic assessment of learning.**

Conduct a precise and comprehensive diagnosis of students' levels of English proficiency as an essential first step for designing and implementing effective public policies in this area, and for evaluating current teaching policies and practices. Standardised assessments should be considered—whether provincial, national, or participation in international frameworks—that can establish performance levels across the four macro-skills (listening and speaking, reading and writing). Results should be analysed by region and context and be complemented by additional questionnaires to gather further information on students' and teachers' perceptions of English learning. Ministries could also encourage the implementation of assessment tools led by teachers themselves, with common criteria and even shared instruments across the system, to help identify the knowledge students have acquired at the end of each cycle and educational level. This would provide more accurate and timely information on learning, enabling schools to make better-informed teaching decisions,

and allowing government teams to improve teacher education, curriculum development, or provide targeted support where needed.

### **Investigate English teaching practices in schools in greater depth and act on this evidence.**

Undertake studies, either by the ministries themselves or in collaboration with teacher training institutes, universities, or other research centres, to explore representative English teaching practices across provinces or at a national level. Such evidence would inform more effective teacher training and support strategies by addressing strengths and weaknesses in practice. It would also help to determine the extent to which teaching explains the lack of progression or the existing learning gaps among students.

### **Promote the continuity and progression of learning.**

One way to achieve this is by organising English teaching based on performance levels, which allows for more personalised and effective learning progression, catering to different starting points and learning pathways and acknowledging each student's needs. Additionally, the link between primary and secondary cycles must be strengthened to ensure a smooth and coherent transition in language learning. This involves establishing shared criteria, using complementary materials, developing assessment and levelling processes, and encouraging regular communication between authorities and teachers across educational levels.

**Ensure the provision of necessary learning materials.** Ensure that educational institutions have access to the basic resources needed to support effective English learning. This policy could include:

- (i) an equitable distribution of textbooks and diverse digital resources (texts, videos, audio materials, etc.) tailored to the appropriate learning levels and prioritising students from more vulnerable backgrounds;
- (ii) equipping schools with technological devices and internet connectivity, and promoting access to online platforms, language labs, and educational apps—particularly in schools with limited access to resources or a shortage of teachers;
- (iii) teacher training to ensure efficient and effective use of the resources provided;
- (iv) developing regional technology hubs equipped with internet access, cameras, and interactive videoconferencing systems, which could help prevent students in remote or disadvantaged areas from being excluded from learning English.

**Intensify English teaching in secondary education.** Increase the number of English teaching hours at this level, either within the existing curriculum or through complementary extracurricular provision. As observed in this study, in some provinces the teaching of English is not mandatory within the curriculum frameworks, is only mandatory for one of the two secondary cycles, or its mandatory nature is unclear.

Programmes can also be developed specifically for students in the final years of secondary school, allowing them to graduate with an adequate command of English for entering the job market and/or continuing their higher education.



## Final Reflections

This document aims to enrich a conversation around the challenges facing English language teaching in Argentina—a conversation that, to date, has not gained significant traction. The decision by the National Secretariat of Education to place English on the policy agenda presents an opportunity to design and drive improvement strategies.

The overview of English language teaching presented in this study reveals, on the one hand, stark inequalities in access to the language depending on the province and management sector, particularly at the primary level. The reality is that weak or non-existent exposure to English during primary school limits the language proficiency with which students complete secondary school.

However, the picture built through this research is incomplete. It is not currently possible to form a robust diagnosis regarding the quality of English language learning or of the teaching workforce overall—nor, more specifically, of those who actually teach English in classrooms. This is due to a significant and longstanding shortfall in the production and dissemination of information in Argentina. In the absence of national or provincial-level assessments, there is no way to gauge the quality of student learning in this subject area. Furthermore, the education system currently lacks reliable data on how many teachers are teaching English, where they are based, how they were trained, or even how many teachers are needed to fill existing and future posts. The upcoming national teacher census planned for 2025 may shed some light on several of these aspects. In any case, reliable information on student learning and teacher profiles is essential for shaping a forward-looking agenda.

This study could be complemented by research that explores teaching and learning processes in greater depth—for instance, by focusing on the implementation of the communicative approach in the classroom. The field of study could also be enriched through analysis of continuous professional development strategies and the teaching resources employed by educators. Exploring the implementation of alternative grouping formats—such as placing students according to their level of English—and evaluating their impact would likewise contribute to the evidence base. In addition, a comparative lens, bringing into view the experiences of neighbouring countries that have advanced their own agendas for strengthening English language teaching, could provide inspiration for Argentina.

This study puts forward public policy recommendations with the aim of contributing ideas and energising the debate around English teaching. This is a debate the national government is well-positioned to lead—one in which, beyond provincial authorities, the private sector, academia, and international cooperation should also take part. With student learning as the ultimate goal, these stakeholders can offer meaningful contributions in the form of resources, data, and specialist knowledge. The drive to improve English teaching already has a key asset: a community of English teachers with a strong professional identity and a clear sense of belonging. Supporting and accompanying this community represents the most effective path forward in strengthening the teaching of English across the country.

## Appendix:

# Literature Review on English Language Teaching in Argentina

The literature review included as an annex to this report aims to explore the most relevant research and studies on English language teaching in Argentina published between 2019 and 2024. Drawing on the publications reviewed, it addresses topics such as the role of English in the education system and related policies, selected pedagogical innovations, English teacher education and its impact on learning quality, records of classroom experiences, and the influence of technology, among others.

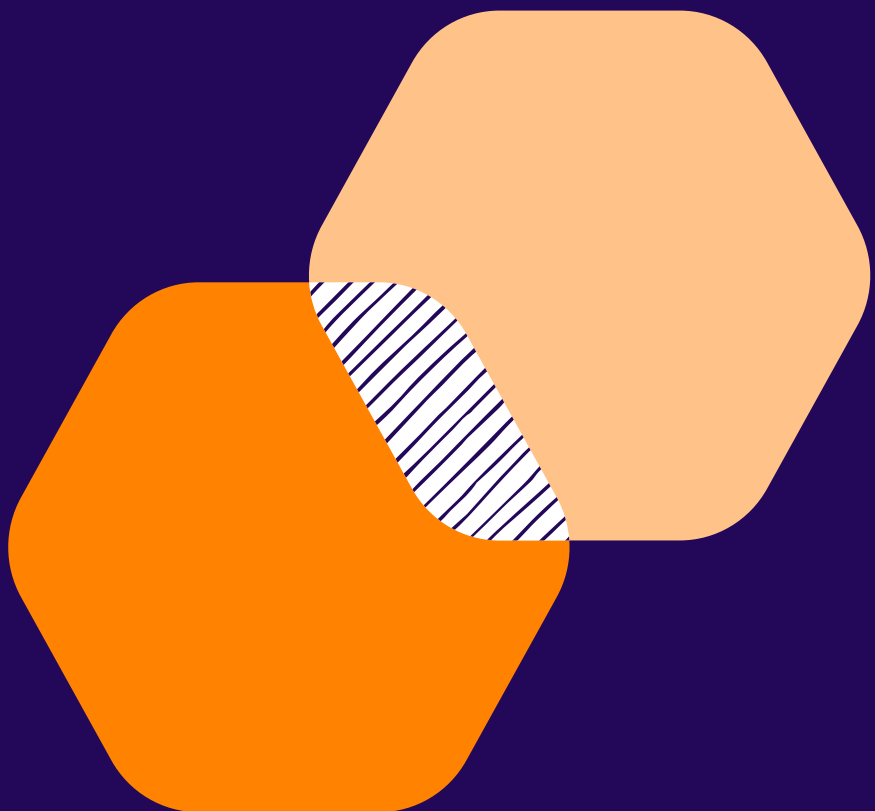
The analytical themes chosen are based on their significance in shaping the pedagogical discourse of the field—something which emerged, in part, from the review itself, as well as from global trends and themes in English language education. The review is organised around six key areas of analysis:

- English language teaching in the education system and curriculum analysis
- English for academic and specific purposes
- English as an international language and studies on interculturality
- The development and assessment of language skills
- Teaching strategies, analysis of practices, and innovative pedagogical experiences
- English teacher education and professional development, and studies on teaching practice

The findings of the review reveal a highly diverse and prolific body of work, although there are clear imbalances in the volume of research across the different areas. The amount of literature focusing on English within the university context far exceeds that which examines the compulsory education levels—precisely the central focus of this study. As noted in the conclusions of the review, it is to be hoped that this gap in research on English language teaching at the primary and secondary levels will be addressed in the future, in order to provide the education system with more robust and informative evidence.



## Literature Review (2019 - 2024)







## Introduction

In Argentina, the teaching of English has undergone significant transformations in recent years due to various social, political, and technological factors. The globalised context, the expansion of educational technology, and national and jurisdictional public policies, combined with the complexities of the COVID-19 pandemic, have influenced both access to English learning and pedagogical practices within the system.

This review aims to explore the most relevant research and studies published between 2019 and 2024, addressing topics such as the analysis of the place of English within the education system and its policies, potential pedagogical innovations, teacher training and its impact on learning quality, classroom experiences, the impact of technology, and more.

In this review, 128 publications (including conference proceedings, academic journal articles, chapters from edited collections, and publications from cooperation agencies) were analysed in terms of topics, issues, and research methodologies to identify the main areas of interest and developments in English Language Teaching (ELT) in Argentina during the mentioned period. A total of 113 works are included in this report. Some works were excluded from the initial selection for various reasons, such as repetition of the same experience in different publications, not addressing the core subject of the study directly, or presenting limited development or sparse reports. The review also includes some implications of the published works and, in its conclusions, identifies areas for future inquiry in the teaching of English.

It is worth noting that despite an exhaustive investigation into the academic publications of recent years, some relevant works may not have been included in this analysis. This may be attributed to the difficulty of accessing certain academic materials produced in Argentina, as well as limitations in communication channels with some educational and research institutions.

For the purposes of organising the review, we have grouped the publications into six main analytical themes, which will serve as the framework for this exploration. These themes are:

- English language teaching in the education system and curriculum analysis
- English for academic and specific purposes
- English as an international language and studies on interculturality
- Teaching strategies, analysis of practices, and innovative pedagogical experiences (including the use of technology)
- Teacher training and professional development in ELT, and studies on teaching

It is important to note that this selection of themes was made based on their significance in shaping the pedagogical discourse of the field, which largely emerges from the exploration of publications and global topics on the teaching of English. The way in which these publications are grouped is somewhat arbitrary, as within each category, there are not only nuances but also considerable heterogeneity. We are aware that there are numerous ways to analyse these sources; what we have tried to establish is the specific emphases of each, grouping them around central convergences. In this articulation, of course, some overlap is omitted and some inevitable simplification occurs, as more than one publication could be analysed under multiple themes. Within the limitations of any synthesis, the works were organised around central problems and theoretical-practical convergences.

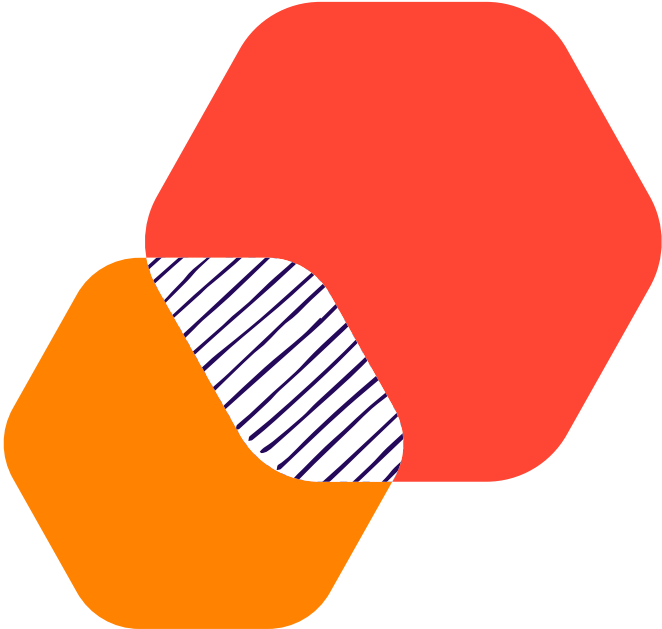
The goal of this work is not to delve deeply into every stance presented in the publications, but to provide a general overview of the basic propositions of each in relation to the topic at hand: offering a broad panorama of the key issues and main developments in ELT in Argentina over the past five years.

We also want to acknowledge the antecedent of this review, published in 2016 by Porto, Montemayor-Borsinger & López-Barrios<sup>5</sup>, which serves as the foundation and guide for this current work. Although there are differences in the themes chosen for the analysis of the published works, as well as some variation in the criteria for their selection, the previous study clearly provides a platform upon which this summary is built.

As mentioned earlier, the sources analysed include articles from academic journals, chapters from edited collections, conference proceedings, and publications from cooperation agencies, published between January 2019 and June 2024. All these works address issues of relevance to the current discussions surrounding English language teaching in general but specifically within the context of Argentina. Articles focusing on literary works without a pedagogical discussion or reflection were excluded. The majority of the sources consist of works published within Argentina, except for some that, while published abroad, are written by Argentine specialists on English teaching in Argentina, which is why they were included. Among these sources, we have also incorporated action-research articles and articles describing teaching experiences, as we believe they contribute to the didactic reflection on the topics that seem to be of considerable concern to both teachers and specialists.

The selected and analysed texts are highly heterogeneous. They cover various interests, come from diverse contexts, and present different levels of complexity in their methodologies and objectives. They include works from both public and private institutions, addressing situations at the primary, secondary, special education, university, and tertiary levels. Although this is the case, it is important to highlight that the representation of these sectors and levels is far from balanced (we will address this in our conclusions).

<sup>5</sup> Porto, M., Montemayor-Borsinger, A., & López-Barrios, M. (2016). Research on English language teaching and learning in Argentina (2007-2013). *Language Teaching*, 49(3), 356-389.



# Represented Institutions

Whether as the focus of the studies and experiences presented in the articles and chapters, or through their role in organising, reviewing and/or compiling materials for conferences and congresses, the institutions represented in this review include:

- Universidad Nacional de Córdoba
  - Universidad Nacional de San Luis
  - Universidad Nacional de La Plata
  - Universidad Nacional de Buenos Aires
  - Universidad Nacional del Centro (Olavarría)
  - Universidad Nacional de San Luis
  - Universidad Nacional de La Pampa
  - Universidad Nacional de Entre Ríos
  - Universidad Nacional del Litoral
  - Universidad Nacional de Mar del Plata
  - Universidad Nacional de Río Cuarto (Córdoba)
  - Universidad Nacional de Tucumán
  - Universidad Católica de Salta
  - Universidad de Palermo
- Universidad Católica del Maule (Chile)
  - Instituto Superior de Formación Docente N. 56 (Azul, PBA)
  - Instituto de Enseñanza Superior en Lenguas Vivas Juan Ramón Fernández” (CABA)
  - El Instituto Superior del Profesorado Dr. Joaquín V. González (CABA)
  - Instituto Superior de Formación Docente N. 23 (Luján, PBA)
  - Federación Argentina de Asociaciones de Profesores de Inglés
  - Asociación Salteña de Profesores de Inglés

In the table below, you will find a breakdown of the types and number of sources consulted.

TABLE 1. Categorisation of Sources

Type of Source	Name	Number of Selected Works
Conference and congress proceedings	Congreso Internacional Lenguas-Migraciones Culturas Actas del II Congreso Internacional Lenguas-Migraciones Culturas: migración y frontera: debates socioculturales y lingüísticos en espacios geográficos y virtuales; compiled by Adriana del Valle Castro; María José Morchio; Martín Tapia Kwiecien. – 1st ed. -	4
	Argentina Tesol Annual Convention “Amplifying Imagination in ELT” - Conference Proceedings 2024 by María Claudia Albini and Cynthia Edith Quinteros	5
	Andamios	1
	Literature in ELT: selected papers from the 44th FAAPI conference Darío Luis Banegas ... [et al.]; edited by Darío Luis Banegas ... [et al.]. – 1st ed combined volume. - Salta: Asociación Salteña de Profesores de Inglés - ASPI, 2019.	17
	Language Testing and Assessment: Selected Papers from the 45th FAAPI Conference / Mario Luis López Barrios [et al.]; compiled by Mario Luis López Barrios. – 1st ed. - Córdoba: Federación Argentina de Asociaciones de Profesores de Inglés, 2022.	8
Total		35

Academic journals	Barboni, S. J. (Comp.). (2024). Investigaciones y debates actuales sobre la enseñanza de inglés en contextos educativos latinoamericanos. La Plata: Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación; Ensenada: IdIHCS. (Ágora ; 4).	2
	Revista Digital de Políticas Lingüísticas	5
	Entramados	2
	Revista Puerta Abierta	10
	Revista de Innovación y Buenas Prácticas Docentes	1
	Argentinian Journal of Applied Linguistics	9
	Journal de Ciencias Sociales Facultad de Ciencias Sociales de la Universidad de Palermo.	1
	Artesolesp Journal	9
	Alfa, São Paulo	1
	RELC Journal	1
	Innovation in Language Learning and Teaching	1
	Ucmaule Revista Académica de la Universidad Católica del Maule	4
	ELT Journal	1
	Revista Contextos de Educación	1
	Cambridge Journal of Education	1
	Foreign Language Annals	1
	Educational Action Research	1
	Debate Universitario	1
	Educación, Lenguaje y Sociedad	1
	Revista argentina de historiografía lingüística	1
	Revista de Educación	1
	Lenguas Vivas	3
	Language Awareness	1
	Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología,	1
	Revista Internacional de Formação de Professores	1
	Praxis educativa	1
	Ágora	1
	Language Teaching	1
Total		64
Edited collections	L. Seloni & S. Henderson Lee (Eds.), Second language writing instruction in global contexts: English language teacher preparation and development . Bristol: Multilingual Matters.	1
	Language Use in English-Medium Instruction at University 1st Edition 2021 Routledge	1
	The 21st Century, Language Policy Springer 2021	1
	Luchini, Pedro Luis Cuestiones del lenguaje: desarrollo de lenguas extranjeras, enseñanza y traducción Ubiratã Kickhöfel Alves. - 1a ed . - Mar del Plata: Universidad Nacional de Mar del Plata, 2020. Libro digital, PDF	8
Total		11
Publications by cooperation agencies	Las múltiples facetas del inglés en el sistema de educación superior argentino. British Council	1
Theses		2
Total sources		113



## Categories of Analysis

### English Teaching within the Educational System

This section explores works that focus on systemic issues and develop their discussions based on the analysis of English language teaching as a constitutive part of public policy within the Argentine educational system. Within this area of analysis, we also include articles that examine, critique, or reflect on the curricular frameworks prescribed by national or regional educational authorities.

A key study by Banfi and Day<sup>6</sup> (2021) examines early English language teaching in Argentina. In their article, the authors present a review of the tradition of early English instruction in the country, with particular attention to teacher training programmes, the recent expansion of provision and its main characteristics, as well as the challenges associated with its continued growth.

In their conclusions, and based on the complex picture they portray, the authors argue that the interest in learning English is unlikely to decline in the near future and that the educational ecosystem is expected to become increasingly complex. The demands on the traditional education system will likely continue to grow, and it is highly probable that new and creative forms of teaching will emerge.

They contend that, in this scenario, the perspective on early English instruction must move beyond a purely instrumental view (such as the notion that learning English simply opens doors to future academic or job

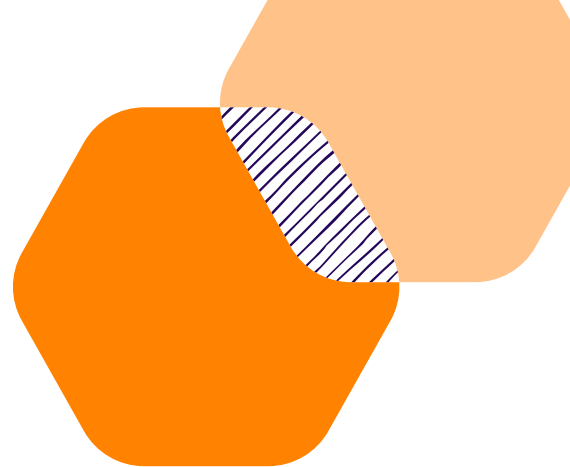
opportunities) and instead focus on the cognitive and developmental opportunities it offers in terms of language learning. Although machine translation may advance to the point of reducing instrumental motivation, language learning remains intrinsically valuable, as evidenced by numerous studies highlighting cognitive benefits for both younger and older learners. The authors also emphasise that setting realistic expectations and achievable language proficiency goals is a key component in fostering innovation in early English teaching. When goals are unrealistic, failure to meet them can result in a loss of motivation.

### Educational Reform and Language Learning

The authors link the future of language learning to the future of education as a whole. Many of the demands driving educational reform—such as a focus on 21st-century skills and interpersonal abilities—are also directly relevant to language learning. In this context, teachers are key players in the process. However, given the constant transformation of their role, their training must also evolve to reflect new realities. For this to happen, it is crucial that language education be given sufficient priority within the research agendas of higher education institutions.

<sup>6</sup> Banfi, C and Day, R. Tradition and New Scenarios for Early English Language Learning Policy in Argentina in S. Zein, M. R. Coady (eds.), *Early Language Learning Policy in the 21st Century*, Language Policy 26, Springer Nature Switzerland AG 2021 169 [https://doi.org/10.1007/978-3-030-76251-3\\_8](https://doi.org/10.1007/978-3-030-76251-3_8).





## Assessment of Foreign Languages

In an article on assessment policies in Argentine secondary education, López Barrios<sup>7</sup> focuses specifically on the evaluation of foreign languages. The author investigates historical assessment practices in Argentina, paying particular attention to those used to determine student promotion. The central question of the study responds to a widely held belief that secondary education in the past was of higher quality, and that a perceived relaxation of assessment standards is responsible for the supposed decline in today's formal education standards.

The study centres exclusively on Colegios Nacionales and Liceos de Señoritas, aiming to contribute to the understanding of assessment practices in light of the scarcity of studies focusing on the role of foreign language evaluation in Argentine schools. The author examines three key reforms, drawing on official documents such as exam regulations, curricula, and syllabuses, as well as reports from educational authorities and other sources to uncover possible influences of these reforms on current practices. An understanding of past assessment practices may help explain their continuity and enduring presence today.

One of the main conclusions of the study is that assessment was historically viewed more as a disciplinary tool than as a means to drive sustained improvement in teaching practices or learning outcomes. A second conclusion is that the three reforms under review were short-lived, making it difficult to assess their long-term impact. These prematurely failed reforms were followed by a return to frequent formal examinations and numerical grading, replacing descriptive evaluation. According to the author, this reversion suggests a persistent prevalence of behaviourist and competitive educational approaches, repeatedly reinstated over time. Despite these limitations, the three cases analysed help shed light on the tensions that continue to shape language assessment practices.

## English in the Higher Education System in Argentina

A British Council publication<sup>8</sup> examines the role of English in the higher education system in Argentina, focusing on five key dimensions: (i) English language proficiency within the system, (ii) the role of English in the teaching and learning of specific disciplinary content, (iii) its function in scientific research, (iv) its impact on international mobility, and (v) the overall status of English in the higher education system. The findings were evaluated holistically to identify overarching trends, as well as similarities and differences between (i) public and private institutions and (ii) faculties focused on the humanities and those dedicated to the natural and exact sciences. The study reveals several notable findings within each of these dimensions:

### Role of English in the Teaching and Learning of Disciplinary Content

With regard to the role of English in the teaching and learning of disciplinary content, the conclusion is that the academic community acknowledges that most of the highest-impact literature is published in English; however, curricula do not incorporate sufficient materials in this language. On whether the curricular resources in English are sufficient, conclusions and opinions are divided. It was concluded that faculties of exact and natural sciences tend to use more sources in English compared to those in the humanities. With respect to reading comprehension of texts in English, it is concluded that it is based mainly on direct reading. Although its use is not widespread, English as a Medium of Instruction (EMI) seems to be more common in private universities than in public ones, and there is an intention to expand this practice. It is also reported that classes in English are usually taught by non-native teachers with varying levels of language proficiency.

<sup>7</sup> López Barrios, M. Assessment in Argentina's Centralized Secondary Education: Past Perfect, Future Indefinite? Language in Testing and Assessment : Selected Papers from the 45th FAAP Conference / [et al.]; compilación de Mario Luis López Barrios. - 1a ed. - Córdoba: Federación Argentina de Asociaciones de Profesores de Inglés, 2022. Libro digital, PDF.

<sup>8</sup> Las múltiples facetas del inglés en el sistema de educación superior argentino [https://www.britishcouncil.org.ar/sites/default/files/the\\_multifaceted\\_esp\\_final\\_version\\_baja.pdf](https://www.britishcouncil.org.ar/sites/default/files/the_multifaceted_esp_final_version_baja.pdf) 2020.

he study also explores the English language skills of students and lecturers, highlighting that these vary significantly between institutions and disciplines. It analyses the role of English in international mobility and concludes that English is identified as a crucial factor for academic mobility, as it facilitates participation in exchange programmes, conferences, and research opportunities abroad. As for the overall position of English in Argentine higher education, the study concludes that English maintains an important, albeit not universal, status within the education system. A greater presence of the language is noted in certain fields, whereas in others, a greater degree of integration is seen as necessary. An important section examines the role of English in scientific dissemination as a central element in the international dissemination of Argentine research, being the predominant language in high-impact academic publications. This British Council report highlights the growing importance of English in the higher education system in Argentina, while also underlining the need for adjustments and an expansion of its use in order to maximise benefits across all areas.

Paula Giménez<sup>9</sup> proposes an analysis of the language policies implemented by the Argentine State regarding the inclusion of foreign languages in the education system between 1904 and 1941, through the study of educational reform projects. The main focus is on secondary school, and more specifically on the national colleges, where there was a greater development of the teaching of certain foreign languages. The period analysed begins in 1904, when the Escuela de Profesores en Lenguas Vivas (School for Teachers in Living Languages) was created, a state institution dedicated to the training of foreign language teachers. This analysis concludes in 1941, the year in which curricula were modified due to criticism of the simultaneous learning of several foreign languages in the national colleges. From then on, it was established that only two languages would be taught successively.

## The Decline of French

This reform increased the presence of English and marked a decline in French, as the study of English became compulsory in one of the two proposed cycles. Throughout the article, the analysis of various documents, mainly related to secondary education, reveals the evolution of foreign language teaching. Two main debates run through the entire period: the simultaneous teaching of foreign languages, and the inclusion or exclusion of Latin in the curriculum. Despite the differences in the regulations analysed, one common feature is the formative role attributed to foreign languages during this period.

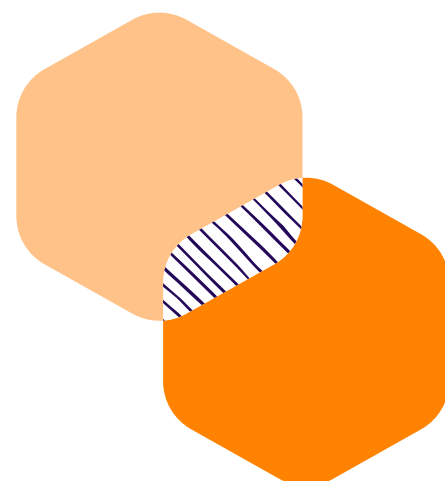
## The Rothe Plan

The article includes an analysis of the Rothe Plan, which played a crucial role in the restructuring of secondary education and the inclusion of foreign languages in the system. This plan established a three-year basic cycle and a two-year specialisation cycle for both national colleges and teacher training schools. It also eliminated the simultaneous teaching of foreign languages, based on pedagogical, cultural, and political arguments, and consolidated the 3+2 structure (three years of study of a Latin language and two years of a Saxon language, or vice versa). The Rothe Plan also affirmed the supremacy of English in secondary education, displacing French, which until then had been dominant.

Verónica Mariela Piquer<sup>10</sup> (2024) proposes an article in which she carries out a curriculum analysis through the lens of gender perspective, advocating for a revision of the curricular designs of English as a Foreign Language in this regard. Although the study acknowledges a context in which gender inequality, discrimination, and violence are universal issues, it explains that in Argentina, various laws have been passed to address these problems. Nonetheless, gender justice remains an unachieved goal. The author

<sup>9</sup> Gimenez, P. *Lenguas extranjeras y sistema educativo argentino: un recorrido histórico por las políticas lingüísticas del Estado en materia educativa (1904-1941)* Revista argentina de historiografía lingüística, XIII, 1, 1-23, 2021.

<sup>10</sup> Piquer, V. *Revising the EFL curriculum through the lens of a multidimensional gender perspective* Argentinian Journal of Applied Linguistics 12.1 (2024) pp. 26-35.



analyses the proposal of an interdisciplinary and multidimensional workshop at university level, which incorporates gender perspective into the syllabuses of the subjects involved. This is an initiative aimed at reviewing and transforming the university curriculum from a gender perspective through three main dimensions: epistemic, political, and ethical.

In this article, the author shares an experience of reviewing an English as a Foreign Language syllabus from the previously mentioned multidimensional perspective within a degree programme at the National University of Río Cuarto, Córdoba. She also presents some key concepts for understanding gender inequality and exclusion, along with initiatives undertaken in Argentina. It is argued that English as a Foreign Language (EFL) plays an important role in education for gender inclusion, and it is proposed that the starting point should be to question the curricula and examine whether the curricular designs continue, in her opinion, to contribute to the reproduction of inequality and oppression.

The article maintains that it is urgent to infuse the pedagogical contours of English language teaching with gender-related themes to ensure diversity, equity, and social justice—not only at a conceptual level, but also in the design of student activities. It proposes the review and transformation of the curriculum based on the epistemic, political, and ethical dimensions of gender, alongside an intersectional analysis. This would make it possible to expose androcentric, patriarchal, and colonial practices, and to provide guidance on how to include gender perspective in EFL curricula. Furthermore, it holds that future EFL curricula should primarily encourage students to take action and become agents of social transformation—such as through more inclusive language use, active participation in gender awareness campaigns and, most importantly, the development of contextually sensitive proposals to end any form of gender inequality.

## COVID-19 and its Impact on English Language Teaching

In a reflective essay, Christiani<sup>11</sup> (2022) explores the radical shift brought about by the remote instruction system imposed by the COVID-19 pandemic and its impact on English language teaching. He offers a literature-based analysis highlighting several aspects of how the teaching and learning process of English as a foreign language appeared to be affected during the period of lockdown. The essay outlines how this new reality also profoundly impacted the education systems of various countries, and questions the lack of an established long-term action plan and the absence of structures and methodologies that could be transferred to the virtual context. According to the author, these shortcomings negatively affected students' academic performance. He also reflects on other factors that may have contributed to this decline in performance, such as shortcomings in teaching methodology and emotional factors like anxiety or stress caused by the uncertainty of the situation. The author advocates for drawing on the lessons learned in order to enhance the benefits of remote instruction, based on a clearly defined long-term action plan that could potentially combine in-person and online learning.

## EFL in the Public University System

In their study, Figini and Rezzano<sup>12</sup> (2021) explore the use of genre-based approaches to English as a Foreign Language (EFL) teaching within the public university system in Argentina, specifically as part of academic programmes in the field of health sciences. They analysed a corpus of forty EFL syllabuses that are part of the curricula of undergraduate and postgraduate degree programmes in Physiotherapy, Nutrition, and Speech and Language Therapy at public universities in Argentina. The aim was to assess the presence of genre-based approaches and identify possible strategies for articulating textual and contextual aspects.

11 Christiani, Z. (2022). Aprendizaje del inglés durante la pandemia de COVID-19. *Journal de Ciencias Sociales*, 10(18). Facultad de Ciencias Sociales, Universidad de Palermo. <https://dspace.palermo.edu/ojs/index.php/jcs/article/view/5144>.

12 Figini, F., & Rezzano, S. (2021). Teaching Genres in English as Foreign Language Courses at University Level: an Exploration and Preliminary Analysis of Course Designs from Public Universities in Argentina. *ARTESOLESP E-Journal*, 11(1).

These forty syllabuses were examined in terms of the competences involved, focus on general English and disciplinary discourse, references to genres, and inclusion of contextual levels of analysis. In doing so, the authors found that nearly all the syllabuses are based on specialised discourse. Thirty focus solely on reading skills, while ten incorporate reading alongside other competences. Only twenty-seven syllabuses mention the concept of textual genre at least once, and among those, most include references to cultural and/or situational context. However, in some programmes, the relationship between contextual, discursive, and lexico-grammatical levels cannot be inferred, as the content organisation is primarily lexico-grammatical.

As for content, some syllabuses adopt recognisable approaches in terms of dimensions (e.g., genre/reading strategies and internal structure of the text/discursive-grammatical layers), levels (functional/formal levels), axes (linguistic/reader-related), or those related to the function of texts. The authors propose further studies to fully evaluate the inclusion and operationalisation of contextual aspects within these courses.

Given that more than half of the analysed syllabuses include some mention of genres and/or text types, it could be said that there is a tendency towards viewing texts as semantic units situated within a context. However, the extent to which this concept is developed

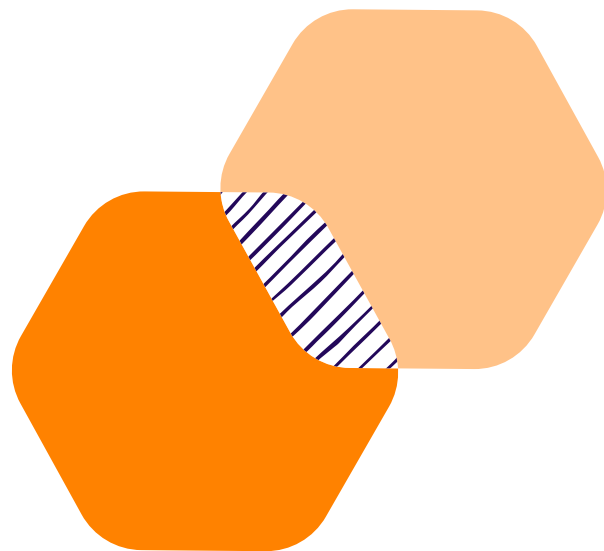
varies greatly. The genres most frequently mentioned include Research Articles and Textbooks, with other genres appearing far less frequently. This may be due to the fact that these two genres have been widely described in the literature and are central to research and academic settings, respectively.

Regarding the inclusion of contextual levels in the syllabuses, references to disciplinary or academic context were found in most programmes, whether in the Justification, Objectives, Contents, or Activities/Methodology sections. Nonetheless, in some syllabuses, the relationship between contextual, discursive, and lexico-grammatical levels remains unclear, as the content continues to be organised predominantly around lexico-grammatical features.

Although the study explored the use of genre-based approaches to language teaching, this was done based on what is observed in the syllabuses themselves. As such, the authors caution that the findings may not necessarily reflect day-to-day classroom practices. In their conclusions, they also note that the research has provided a general overview of how the concept of genre and other notions related to the contextual aspects of texts have influenced the design of university-level courses in the health sciences field in Argentina.







## English for Academic and Specific Purposes

This section explores works that discuss the development of the language skills required to function effectively in university and academic settings (English for Academic Purposes – EAP), as well as studies focused on the branch of English language teaching concerned with developing specific language skills to meet the particular needs of students or professionals in defined contexts (English for Specific Purposes – ESP).

### English as the Dominant Language in Scientific Communication

Viviana Innocentini<sup>13</sup> (2023) examines the predominance of English as the dominant language in scientific communication, addressing two key aspects of this dynamic. The author presents a dilemma: on the one hand, English offers researchers from peripheral contexts the opportunity to integrate into an international discourse community, gain visibility for their research, and achieve greater prestige and recognition. On the other hand, she highlights the existence of unequal conditions in the production and dissemination of knowledge, which favour those belonging to hegemonic English-speaking spheres, while researchers from the periphery struggle to be included.

Using a qualitative approach, Innocentini investigates the representations held by novice Argentine researchers regarding publishing in English, taking into account both linguistic and ideological dimensions. Her fieldwork aims to capture the voices of these writer-researchers, exploring their previous experiences of writing in English and their future expectations. Through interviews and responses, she

delves into perceptions of the use of English to communicate scientific findings. The respondents showed a clear awareness of the importance of English for participating in the international scientific community, aligning with the prevailing notion that it is the language of science.

However, while all interviewees acknowledged the dominant status of English, their narratives also revealed ideological tensions. The desire to write in English to meet both personal and external expectations often clashes with feelings of hegemony and inequity. Although the value of English is legitimised in their discourse, many young researchers described writing in the language as a solitary and elitist practice.

Innocentini concludes that it is essential to reflect on the challenges faced by novice, non-English-speaking researchers in peripheral contexts such as Argentina, and to develop pedagogical approaches that address their needs. In this regard, initiatives for teaching academic writing in English based on critical-pragmatic and plurilingual approaches could represent a significant contribution. Such proposals would not only foster a critical and reflective attitude, but also facilitate the genuine participation of non-Anglophone writers in the international scientific community.

<sup>13</sup> Innocentini Viviana A. El inglés como lengua dominante de la comunicación científica: representaciones e ideologías en pugna de investigadores noveles argentinos Revista Digital del Políticas Lingüísticas. N. 19 Año 2023.





## English for Academic Purposes (EAP)

Moyetta (2023)<sup>14</sup> presents a study on the importance of considering the design of English for Academic Purposes (EAP) at the higher education level. She argues that although this line of research has been prolific, there is still a prevailing tendency to develop programmes based on formal criteria, where language is often treated as a set of structures directly transferable from one discipline to another. The author's aim is to illustrate this trend by exploring how content is organised in English reading comprehension courses at the National University of Córdoba, and to advocate for Genre Pedagogy as a foundational basis for EAP teaching.

Moyetta considers it, at the very least, concerning that, three decades after the shift brought about by genre studies, an atomistic and linear approach to EAP curriculum design continues to be adopted—an approach which she believes is detrimental to both students and the subject itself. First, because such methodologies promote the notion that reading is a technical skill involving the decoding of written texts that are detached from the contexts in which they are produced and used, and that language is an abstract system divorced from social practices. Second, because they rely on methodologies rooted in what was originally a key concern in the 1970s within English for Specific Purposes: linguistic forms.

The author argues that when it comes to developing students' discursive competence, those who design EAP programmes and courses, produce materials, and teach the subject must take two fundamental

questions into account: what are the prototypical genres of academic discourse that need to be taught, and how should they be taught? From these questions, further issues arise. She thus strongly maintains that EAP programmes should help students understand why they must engage with a particular genre or why they should produce it according to established conventions. The teaching of EAP should promote the recognition of linguistic forms in association with genre conventions that ensure the pragmatic success of a text within its intended context of use.

To achieve this, a strong institutional commitment is essential—one that fosters the conditions necessary for implementing and sustaining deep-rooted language policies over time. Such policies should create spaces for specialised training in the teaching of Languages for Specific Purposes and highlight the cultural capital of English for Academic Purposes.

Continuing with the analysis of works in this field, González<sup>15</sup> (2022) seeks to highlight the achievements and challenges in the teaching and learning of reading comprehension and academic writing in English at university level. Drawing on experience from a programme run by the Faculty of Philosophy and Letters at the University of Buenos Aires, the article focuses on the challenge posed by the requirement for students with limited knowledge of English to write research article summaries in the foreign language.

One possible approach to achieving this objective is through the Literacy Pedagogy based on Genre-Based Teaching. The author argues that academic

<sup>14</sup> Moyetta Daniela La organización de contenidos en los programas de Inglés con fines académicos en el nivel superior: del Enfoque sintético a la pedagogía de género. Revista Digital del Políticas Lingüísticas. N. 19 Año 2023.

<sup>15</sup> González M. Logros y desafíos en el abordaje de la lectura y Escritura de textos académicos escritos en inglés en la universidad. Revista Digital del Políticas Lingüísticas.

literacy constitutes a body of knowledge that is developed through engagement with various practices, and is therefore also a domain of higher education and its specific discursive practices. This type of literacy fosters the development of discursive competencies that facilitate the inclusion and integration of university students into scientific practice through mastery of the most common discourse genres. This process is activated through comprehensive reading and effective writing, which enables access to knowledge of scientific debates.

The author proposes the construction of a model for reading academic texts tailored to the students' context, and the design of teaching sequences that enable undergraduate students to write abstracts in English. This is presented as a highly valuable contribution to students' academic literacy. Furthermore, students have reported that they are able to transfer this knowledge to their reading in Spanish. Such an approach could also inform similar developments in other fields of knowledge, such as health sciences and the natural and basic sciences.

Cuestas, Scorians and Valotta<sup>16</sup> (2019) present an article focusing on the study of English for Academic Purposes (EAP), distinguishing it from General English in various respects, such as students' needs, the content covered, and the materials used—although both share the goal of developing students' communicative competence. However, the design of the tasks proposed differs in each case.

In their work, the authors justify the use of performance-based assessments for EAP courses and describe the strengths and areas for improvement observed when applying these instruments in the English 1 and 2 courses of the Faculty of Astronomical and Geophysical Sciences at the National University of La Plata.

Through a brief description of the process followed in these courses—both in terms of content and assessment tools—they highlight the key role that needs analysis has played in the modifications implemented. In EAP courses, the authors argue that performance-based assessments are the most suitable instrument for evaluating whether students have achieved the course objectives. These assessments make it possible to evaluate language use in real communicative contexts, as a result of the interaction between user, text, and context. In doing so, they promote language appropriation, as students interpret and produce discourse to express their own meanings.

The authors affirm that, overall, these assessments display more strengths than weaknesses. However, they acknowledge that the main challenge lies in the design of these instruments, as it requires demanding work from teachers. This includes sourcing authentic materials, as well as contextualising and integrating the tasks that are designed.

In her work, Ureta<sup>17</sup> presents the results of an exploratory study aimed at understanding higher education students' perceptions of reading and writing in English, as well as the value they attribute to the role of ICT in the construction of disciplinary knowledge. The study examines university students' views on their reading and writing practices, their skills in using ICT, and how these factors influence their academic development. At this level of education, students are expected to acquire specific skills to manage their own learning. These include the ability to search for relevant information, analyse and evaluate that information, synthesise and rework concepts, communicate ideas, and self-assess their acquired knowledge.

Ureta also argues that, beyond accessing information through technology, university students are required to participate, collaborate, and communicate effectively within the digital environment. In other words, it is crucial that they develop academic, information, and digital literacies not only to construct knowledge within their discipline but also to appropriate the specific discursive practices of their scientific community.

The study focused on first-year students of the Biology degree programme during the 2016 academic year. In the description of classroom practices, it was found that the main objective of the

16 Cuestas, A, Scorians, E y Valotta, M La evaluación en cursos de inglés con fines académicos. Revista Puerta Abierta N.15 2019.

17 Ureta, L. Prácticas pedagógicas con tic para la escritura de un abstract en lengua extranjera. Congreso Internacional Lenguas-Migraciones Culturas Actas del II Congreso Internacional Lenguas-Migraciones Culturas : migración y frontera: debates socioculturales y lingüísticos en espacios geográficos y virtuales ; compilado por Adriana del Valle Castro ; María José Morchio ; Martín Tapia Kwiecien. - 1a ed. - Córdoba : UNC, 2019.

activities was centred on the acquisition and expression of concepts. However, students were not asked to relate their prior knowledge to the new information from texts, nor to express their ideas in writing with a clear purpose or specific audience in mind. Therefore, Ureta concludes that it is necessary to promote the development of students' roles as self-managers of their learning. Reading and writing skills, together with digital and information literacy, are essential for the effective use of ICT in the communication of disciplinary knowledge in the foreign language.

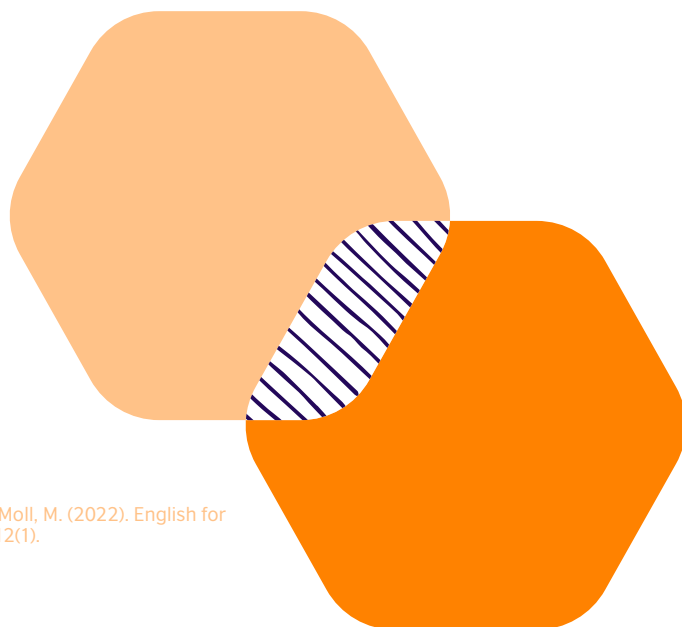
To achieve this aim, the article suggests that students must be familiar with the features and potential of various technological tools in order to search for, analyse, evaluate, and use information effectively, with the purpose of communicating, collaborating, and solving problems. However, students' perceptions describe an educational environment that does not foster the development of such competences. In light of this situation, there is an increasingly evident need to integrate mediating strategies that support knowledge construction through the use of ICT, enabling students to participate actively in their scientific community. Isolated efforts in this area represent only actions of limited impact; therefore, a shared commitment from all stakeholders is deemed essential, along with concrete actions to strengthen the educational process—particularly regarding the integration of foreign language reading and writing practices with available digital tools.

Saraceni and colleagues<sup>18</sup> (2022) work on an article about learning English for Academic and Professional Purposes (EAP), which, in the authors' view, should involve the identification, comprehension, and production of genres and linguistic features specific to a given professional and academic field. However, the methodology typically used at university level tends to focus on the teaching of receptive skills to access disciplinary information from a source, mainly through reading, translation, and discourse analysis. They argue that the comprehension and production of oral genres specific to academic and professional contexts are not taken into account.

In recent years, the intermittent lockdowns caused by the COVID-19 pandemic brought about new working modalities that underscored the importance of oral skills—particularly in settings such as conferences—and highlighted the relevance of English as a *lingua franca* in a globalised world. This has generated the need to develop strategies that enable students to comprehend and produce specific oral genres within the context of English for Academic Purposes (EAP). The research, conducted across various degree programmes at the Universidad Nacional de La Matanza where EAP is implemented, aimed to optimise the teaching of this variety of English and improve the professional oral communication skills of future graduates.

First, the authors analysed the results of a preliminary survey aimed at graduates from different disciplines, which explored the use of English in professional environments and their perceptions of the usefulness of their formal academic training in the language. Then, they described a teaching proposal that includes exposure to audiovisual genres relevant to students' specific professional fields, along with oral activities that require their active and meaningful participation.

Based on the survey data, the authors identify an urgent need to design didactic strategies that focus on oral production, given that future professionals will require language skills for both the reception of oral and written texts and for oral and written communication in formal and informal contexts. The pilot experience highlighted the need to systematise teaching with a progressive focus on promoting oral production, as this cannot develop if it occurs only



18 Saraceni, M., D'Anunzio, L., Dauría, L., De la Orden, R., Suchecki, G., Chávez, J., & Moll, M. (2022). English for academic and professional purposes: A didactic proposal. *ARTESOLESP E-journal*, 12(1).



incidentally during the learning process. Furthermore, teacher feedback and support should aim to open up channels of communication that foster greater student participation.

The article argues that it is essential to document the development of students' oral production, taking into account both structural and communicative aspects. Tutor assessment should focus on encouraging oral production through positive feedback at the end of each session. The two instruments presented in the project show that implementing new strategies in EAP teaching not only enhances academic training but also improves graduates' future professional practices through the development of language competences that encompass both the reception of oral and written texts and oral communication and production in formal and informal contexts.

González and Tumbeiro<sup>19</sup> (2022) present a study carried out at the Faculty of Pharmacy and Biochemistry, where students with low levels of English proficiency are required to attend regular reading comprehension courses. In these courses, they acquire strategies to become strategic and independent readers of academic articles written in English. In the reading model used in the courses, the pre-reading stage is of utmost importance, as it is the point at which students anticipate reading hypotheses that will guide their reading process and their final personal reconstruction of the text. One of the elements that facilitates the generation of hypotheses is the abstract.

In their article, the authors focus on the analysis of thirty abstracts from review articles in the fields of Pharmacy, Biochemistry, Nuclear Medicine, and Optics and Contactology. The results indicate that most of the abstracts in the corpus are structured,

which supports students' comprehension. However, there are important differences compared to what is observed in abstracts of research articles. One possible explanation is the differing social purposes of abstracts in research articles and in reviews.

The pedagogical implication is that it is necessary to deconstruct different examples of this mini-genre so that students become aware of the differences between types of abstracts and of the importance of this organisational marker to guide their reading. Helping science students reflect on the discursive differences between research articles and review articles can significantly impact not only the way they read, interpret, select, and organise information, but also how they retain this information and later retrieve it to reconstruct the text on their own, which has a considerable effect on their reading process.

Although the corpus is too small to generalise the findings, the authors believe it is necessary to develop a teaching sequence that raises students' awareness of the different types of abstracts used in these discourse genres. This would help readers identify, analyse, and predict the features and organisation of abstracts in both research and review articles, and also allow for the study of the impact such a teaching sequence might have on students' reading of abstracts and on the personal reconstructions they are expected to produce after reading the full article.

In an article by Innocentini, Bruno, Tumbeiro, and González<sup>20</sup> (2023), the role of English in various disciplinary contexts at public universities in Argentina is analysed, particularly in relation to ideological and contextual factors. The authors examined curricula and course syllabi and explored the perspectives of lecturers in order to understand particular trajectories and identify both shared achievements and common challenges. As their exploration shows, the widespread presence of English as a foreign language in public universities appears to reflect the ideologueme that "English is the language of science."

However, with regard to specific disciplinary areas, it is worth highlighting that degree programmes of public interest to the national government—those in the scientific and technological fields—paradoxically tend to limit the teaching of foreign languages to a

<sup>19</sup> González, M. S., & Tumbeiro, M. (2022). Moves in the Hard Sciences abstracts: pedagogical Implications. *ARTESOLESP E-journal*, 12(1).

<sup>20</sup> Innocentini, V. A., Bruno, C. V., Tumbeiro, M., González, S., & Sánchez, J. (2023). El rol del inglés en contextos disciplinares contrastantes de la universidad pública argentina: recorridos, logros y desafíos. *Revista Digital de Políticas Lingüísticas*, 15(19).



preparatory reading course at the start of the academic programme. The number of hours allocated to this course is also significantly lower than that found in courses offered in the humanities and social sciences. Nonetheless, at least two underlying factors behind this political-institutional decision can be identified. The first relates to the external demands placed on scientific and technological degree programmes to meet minimum requirements in terms of hours dedicated to core and specialist training, which necessarily results in reductions to other subjects. The second possible explanation for the greater number of hours and longer duration of English courses in the humanities and social sciences is the close connection with the epistemological traditions of these fields.

Although a degree of heterogeneity had already been identified in previous studies and was also observed in this exploration, the inclusion of English as a foreign language in Argentine universities and the theoretical and methodological approaches adopted by lecturers in these courses appear to be a response to the need to support students' academic and disciplinary integration through the reading comprehension of genres relevant to each field. Despite these advances in didactic proposals aimed at academic literacy in English, there was no clear evidence of the influence of any underlying explicit institutional policies. The authors argue that academic literacy and disciplinary enculturation should not be understood and addressed solely by language teachers, but as a coordinated effort throughout the university journey and within each discipline.

They do not disregard current debates surrounding the supremacy of English and the marginalisation of other languages (including Spanish), nor do they ignore the voices that challenge the prescriptions aligned with Anglophone patterns of communication. On the contrary, they propose making these tensions visible and fostering a critical and reflective attitude in students—one that enables them to participate actively in an international scientific and academic community dominated by English, without having to relinquish their own voices, languages, and cultures.

In another article, Innocentini<sup>21</sup> (2021) discusses scientific-academic writing in English at postgraduate level. In her overview, she argues that in Argentina, many universities require written work in English as a prerequisite for graduation in master's and doctoral programmes, yet few institutions provide training for their students in writing expert genres in English. Her study proposes to analyse the applicability of a critical-pragmatic approach based on discourse genres for the teaching of expert genre writing in English at postgraduate level in an Argentine university.

Her work presents three teaching initiatives aimed at bridging the gap between the demand for writing in English and the actual teaching of writing. This involved an empirical and situated analysis of a series of teaching initiatives carried out at an Argentine university, which allowed for the identification of a transition towards the most recent approach to expert genres in English—one that understands writing as a discursive, situated, and socially constructed practice. The changes introduced during this transition process made it possible to highlight prevailing generic conventions and rhetorical-discursive patterns, but also to identify opportunities for variation and, therefore, the development of an individual voice and genuine participation by each writer.

Although the initiatives discussed here could serve as a starting point for supporting postgraduate students in the process of writing expert genres in English, the author argues that it is necessary to continue and deepen the path that has been initiated. She stresses that joint, interdisciplinary work with



21 Innocentini, V. (2021). La enseñanza de la escritura científico-académica en inglés en el posgrado: reflexiones sobre la práctica. UCMAULE REVISTA ACADÉMICA UNIVERSIDAD CATÓLICA DEL MAULE, 61, 121. <https://doi.org/10.29035/ucmaule.61.121>.



various actors in the scientific-academic community represents not only the first major challenge, but also a concrete opportunity for young researchers to become actively and effectively involved in an international discursive community.

Bottiglieri, Amaduro, and Jiménez<sup>22</sup> analyse the English for Specific Purposes (ESP) courses at the National University of Salta which, in line with the curricular design of most national universities, have as their main objective the development of students' reading comprehension skills, enabling them to access the vast body of international scientific literature. Their syllabi are structured around different types of texts within the academic genre, and the selection of texts takes into account the educational and professional interests of the students.

In this context, the article argues that ethical concerns related to professional practice are difficult to integrate into the curriculum. Therefore, the authors propose dedicating time to ethical issues through a linguistic approach, as they believe this will have an impact on the students' future careers. They introduce the proposal Literature for Specific Purposes as an approach that involves the use of literary texts within the ESP context. In this approach, the aesthetic qualities of the literary text are of secondary importance, and its value lies in its content, which should foster debate and disagreement.

In the article, the authors advocate for a place for literature within ESP methodology and propose the use of carefully selected literary texts that deal with moral conflicts and professional controversies through which students' opinions can be challenged. By exploring literary texts in a Literature for Specific Purposes course, science and technology students could develop two dimensions of human nature: the more analytical one through the study of texts from their academic field, and their moral side by developing empathetic perspectives through fictional characters. It is hoped that the humanisation of education in professional settings will pave the way for a more enlightened attitude and genuine commitment to mutual understanding and cooperation among scientists, policymakers, and the

average citizen. This approach seeks to connect ethical dilemmas with the practical ethical challenges that students are likely to face in their professional lives.

Carrera, Cad, and Salinas<sup>23</sup> (2022) focus their study on the role of quality feedback in improving university student's writing skills. This qualitative study, which forms part of a broader research project (Proyecto Consolidar 2018–2021, SECYT), aimed to create an analytical scoring rubric to provide students with highly effective and reliable feedback, enabling them to develop strong writing skills. The central research question explores whether the combination of an analytical scoring rubric and teacher comments has an impact on students' writing performance.

The research focused on analysing student compositions and students' perceptions regarding the type of feedback received. Findings from student interviews and questionnaire data suggest that the information provided by the analytical scoring rubric helped students understand their overall performance. As the information was organised by criteria and bands, students gained a better understanding of the assessment process and were able to identify both their strengths and areas for improvement.

Students viewed the rubric as complementary to teacher comments. Participants emphasised that the information provided by the rubric only became meaningful after reading the coded feedback and teacher comments. These instances of coded feedback and commentary were highly valued and considered essential in helping them develop their writing skills.

22 Bottiglieri, L., Amaduro, I., & Jiménez, A. M. (2019). Literature for students' ethical empowerment in ESP courses. In D. L. Banegas (Ed.), *Literature in ELT: Selected papers from the 44th FAAP conference* (1<sup>o</sup> ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. Recuperado de <https://link.springer.com/book/10.1007/978-94-6209-752-0>.

23 Carrera, P., Ana Cad, C. and Salinas, J. The Impact of Electronic Indirect Feedback on the Writing Process of Undergraduate Students in Language Testing and Assessment : Selected Papers from the 45th FAAP Conference / Mario Luis López Barrios [et al.]; compilación de Mario Luis López Barrios. - 1a ed. - Córdoba: Federación Argentina de Asociaciones de Profesores de Inglés, 2022. Libro digital, PDF.

Given the significant role feedback can play in enhancing students' writing, it is crucial to understand students' perceptions of feedback. The benefits of coded feedback and teacher comments emerged from the focus group interview. Therefore, students' improvements in their second drafts may be attributed to the implementation of the rubric, coded feedback, and teacher comments.

However, following the study, it remains unclear whether students are fully aware of the benefits of incorporating the rubric or whether those benefits are limited, as some participants claimed. Although participants agreed that the rubric helped them understand what was expected and provided a general sense of the areas they needed to improve, they were not fully aware of how the rubric could support the development of their writing skills.

In a paper on Genre-Based Literacy Pedagogy, González<sup>24</sup> (2023) presents the basic tenets of an approach developed by Australian researchers and its application in reading comprehension courses of academic texts written in English and read in university courses. She draws on the idea of the Reading to Learn project developed by the Sydney School to adapt it to the pedagogical area of the Reading Comprehension Model that has been developed since 1995 at the Faculty of Philosophy and Letters of the University of Buenos Aires (UBA). The framework consists of a didactic sequence with three levels of strategies: 1) joint deconstruction of a genre, 2) cooperative reconstruction, and 3) individual construction, which, she understands, is useful for helping undergraduate students to master the most common genres in academic texts from the Humanities.

The experience of developing didactic sequences to introduce a small group of Level II students to some genre families is recounted, along with the report on how this sequence was applied to the reading comprehension of two abstracts, following the three levels of strategies proposed by the Reading to Learn project.

The results showed that the students improved the writing of a summary sentence after reading the abstracts and expressed their satisfaction because they perceived that the detailed reading of the abstracts facilitated the anticipation of the type of genre that predominated in the text they read

afterwards. This experience was replicated with other genres throughout the semester, following the cycles proposed by the Reading to Learn programme.

As a final conclusion, the author maintains that the students expressed their satisfaction with this approach because they realised that the detailed reading of the abstracts had helped them to anticipate which genre predominates in a research article. This anticipation helped them to decide what to look for in a text because they could formulate hypotheses about which genre predominated in the article they had to read after this analysis of the abstract.

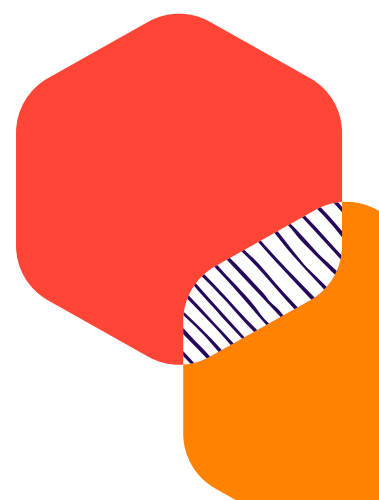
The students also commented that they had never reflected on the differences between academic genres, so these reading comprehension courses of academic texts written in English proved very useful.

Picchio and Placci<sup>25</sup> (2019) share a study on the English for Academic Purposes courses at the Faculty of Human Sciences (FCH) of the National University of Río Cuarto (UNRC), whose main objective is the development of reading comprehension in this language. Based on a critical self-reflection of their practices, they recognised the lack of clear and shared theoretical criteria to guide the process of text selection. The authors argue that this absence of criteria hinders the articulation between English courses (English Level I and English Level II) and also between these courses and other subjects within the same degree programme.

The study involved a survey of the types of bibliographic sources that students in the various undergraduate degree programmes of the FCH generally read in Spanish. This survey made it possible to establish, in a more informed way, criteria for text selection based on the genres most frequently read in the degree programmes studied. The completion of this survey and the interpretation of the data obtained seem to have made it possible to establish text selection criteria based on the two genres identified as the most widely circulated in the bibliographies of the undergraduate degree programmes.

24 González, M. S. (2023). Genre-Based Literacy Pedagogy Contributions to Reading Comprehension Courses at University. *ARTESOLESP Journal*, 13(1).

25 Picchio, R y Placci, G. la enseñanza del inglés en la universidad: Planificando aportes a la alfabetización académica. *Revista Contextos de Educación* Año 20 - No 27 2019 Departamento de Cs. de la Educación, Facultad de Cs. Humanas, UNRC: [www.hum.unrc.edu.ar/ojs/index.php/contextos](http://www.hum.unrc.edu.ar/ojs/index.php/contextos).



Once the genres were identified, the proposal was to analyse and understand different aspects of each genre, such as their degree of specialisation, the context of production and reception, and the rhetorical-discursive characteristics that define them. The authors' contribution aims to shed light on an essential aspect of English teaching in academic contexts: establishing criteria for the development of teaching materials.

Llosa<sup>26</sup> (2023) carries out a survey of Academic English offerings at various Spanish-speaking universities (including some in Argentina). She analyses it in light of a theoretical triangulation that includes foreign language learning and didactics and pedagogy at the university level. The study aimed to identify good practices related to the teaching of Academic English, for which the experiences of 13 universities were examined. Many of the experiences analysed implement problem-based learning methods (task-based approach, case studies, problem solving, or a combination of these). This methodology enables meaningful learning of the proposed content through its practical application, alongside its integration with prior knowledge. It allows for the combination of moments of language acquisition with moments of learning and systematisation.

It also makes it possible to capitalise on the heterogeneity of the group, as the problems posed can be solved in multiple ways depending on the abilities of each student, who plays a central role, supported and guided by teachers who take on the role of mediators, monitors and facilitators. Another advantage of problem-based learning methods is that they tend to increase student motivation. Students can easily perceive the practical applications of the content covered and can strengthen their skills

and appreciate their achievements by solving the proposed problems. The use of authentic materials stemming from coordination with other subjects also allows them to appreciate the practical applications of the content, enabling situated cognition with high cultural relevance and social activity.

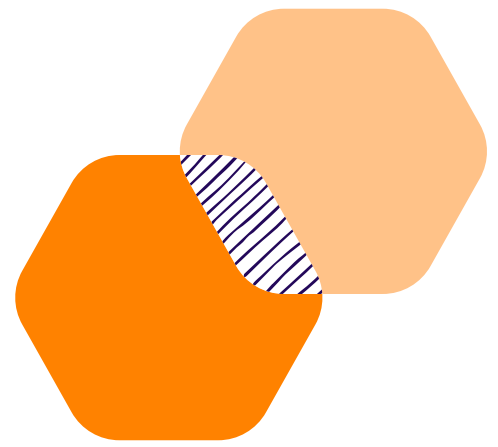
Among the teaching strategies identified, some flexible proposals also stand out, whether by offering supplementary classes, readjusting student tasks based on their performance, or offering personalised interactive teaching materials. These options also facilitate work with heterogeneous groups. Regarding assessment practices, some of the experiences analysed make these guidelines explicit, using a task-based approach and/or taking the CEFR as a reference.

As part of the study, some Spanish-speaking foreign universities were explored, and this revealed that in certain cases, in addition to assigning a curricular space to English as a foreign language, they also encourage its learning by integrating it with other subjects. One way of doing this is by offering teachers of different subjects within the degree programme the possibility of teaching their subjects in English. Another is encouraging students to present oral and written assignments in English in other subjects.

Another finding refers to the general lack of consideration of the affective filter by some of the universities studied, and it is emphasised how important it is to reduce the students' affective filter not only for the course, but also to empower them for the rest of their lives in terms of their ability to learn English autonomously or through other means.

26 Llosa, C. (2023). La enseñanza de Inglés con fines académicos: buenas prácticas en la Educación Superior. *Debate Universitario*, 13(22), 71-89.





In another article, Viviana Innocentini<sup>27</sup> analyses teaching practices of English for Specific Purposes within the Agricultural Sciences at the National University of Mar del Plata. She argues that the development of the macro-skill of reading has been directly linked to the exploration of the genres of scientific-academic discourse that students will face in subjects following the English language level course. Given the position of this subject within the framework of the current curricula offered by the degrees in this Faculty, reading in English is understood not only as a way for students to appropriate the information communicated through texts, but also as a tool to integrate into a scientific-academic culture. The aim is to foster in students the development of the skill to read disciplinary texts of scientific-academic discourse in the foreign language, guided by an approach that prioritises academic literacy. The report explores the rhetorical-discursive organisation of the experimental abstract genre as an example of scientific-academic discourse to which students of the various undergraduate degrees offered by the Faculty of Agricultural Sciences must gain access. The author affirms that this tool is central to building academic literacy in students in the early years of their university education, for whom these genres still represent a virtually unknown territory.

González<sup>28</sup> (2024) notes that, according to her experience, in university-level reading comprehension courses, students struggle to identify the different viewpoints presented in the introductory sections of research articles produced by scholars in the Humanities. This constitutes an obstacle for undergraduate students, as failure to recognise these different stances adversely affects their reading comprehension. The research project proposed the hypothesis that mental verbs and verbal verbs offer a means to detect these different positions, and that if students become aware of this, their comprehension could improve. For the project, nine texts were selected from various fields of study taught at the university where the study was conducted to test the hypothesis. All the conjugated verbs in the nine introductions were analysed. These linguistic elements

were counted and frequency percentages of each verb type were obtained. The results of this quantitative analysis showed that the different viewpoints are primarily introduced through conjugated mental and verbal verbs, and that researchers tend to avoid using the negative form. Subsequently, a reading comprehension task was administered to thirty students enrolled in the advanced level of the Reading Comprehension course to determine whether they could identify the different viewpoints. The students proposed a reading hypothesis before reading the text and wrote a summary sentence after reading the selected introduction. Finally, they completed a survey answering two questions. The first aimed to find out whether they managed to recognise and define all the viewpoints present in the text. The purpose of the second open-ended question was to collect information on which linguistic resources helped the students identify the different perspectives. The results showed that the students found that mental and verbal verbs facilitated tracking the different voices. Additionally, they pointed out that the use of first- and third-person pronouns was helpful for reading this section and distinguishing the various positions. An interesting finding was that when selecting pronouns, students did not choose them in isolation but generally accompanied the pronoun with a conjugated mental or verbal verb. Thus, the results corroborated the hypothesis regarding the importance of mental and verbal communication. A pedagogical implication of this project is the need to focus on these linguistic elements in classes to support university students' reading processes when texts include more than two positions on a debated topic.

27 Innocentini, V. (2020). Inglés con Propósitos Específicos: El análisis de corpus como insumo para la enseñanza de la lectura del discurso científico-académico. En P. L. Luchini & U. K. Alves (Comps.), *Cuestiones del lenguaje: desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

28 González, M. S. (2024). Lexico-grammatical units that facilitate the identification of different positions. In M. C. Albini & C. E. Quinteros (Eds.), *ARGENTINA TESOL ANNUAL CONVENTION "Amplifying Imagination in ELT" Conference Proceedings*.





## English as an International Language and Studies on Interculturality

In this section, we will explore works that discuss the premise of English as an “international language” and its possible pedagogical implications. We will also include studies that debate interculturality as a category, intercultural awareness, and its relationship with English language teaching.

Núñez Acuña<sup>29</sup> analyses the idea of interculturality in relation to teacher cognition in the teaching of grammar in the context of the province of Formosa. The study is based on the premise that cultural diversity is one of the distinctive features characterising schools in Formosa and that it has been little studied in relation to English teaching. The research question investigates how English as a foreign language teachers in secondary schools in the city of Formosa perceive cognition in the approach to grammar. In relation to this question, the general objective was to investigate teachers’ current cognition about interculturality in classroom contexts in Formosa and its relation to the teaching of grammar. For this purpose, 19 secondary schools in the city of Formosa were selected to examine the teaching of grammar in English as a foreign language classes. The presence of the Guaraní language in English classes was one of the most interesting findings of this research regarding the treatment of grammar in English teaching. Formosa is a multilingual province. One of the distinctive characteristics in foreign language classrooms in the province is the presence of Guaraní. In the research context, teachers teach English while promoting the

use of Guaraní in their classrooms. The teachers who participated in this study maintained that this indigenous language serves as a basis for the construction and revaluation of identity among their students. Guaraní appears to be a powerful tool for teaching English and benefits students when comparing the grammatical structures of Guaraní, Spanish, and English. According to the study’s findings, comparing these languages creates awareness among both students and teachers about the diversity and closeness between these languages, while simultaneously helping to cherish the cultural identity of Formosa.

In an article on interculturality, Lombardo<sup>30</sup> (2019) aims to elucidate how inclusive education can be developed through the cultivation of intercultural competence and how this can be evidenced in classroom practices in general, and in the selection of teaching materials in particular. She presents a work experience using texts by Chimamanda Ngozi Adichie as an intercultural bridge to discuss the aforementioned aspects, with a special analysis of the forms of interlingual heterogeneity. According to the analysis conducted, the Nigerian author’s short stories have made it possible to examine the deployment of intercultural competence in the classroom through the forms of interlingual heterogeneity present in the texts, instances of self-translation, the diasporic experiences of the characters revealed in their identities and fragmented discourses, and finally, the in-between

29 Nuñez Acuña Neri, D. (2024). La interculturalidad en contextos áulicos formoseños: una perspectiva desde la cognición del docente para la enseñanza de inglés. En S. J. Barboni (Comp.), Investigaciones y debates actuales sobre la enseñanza de inglés en contextos educativos latinoamericanos (Agora, Vol. 4). Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación; IdIHCS. <https://doi.org/10.24215/978-950-34-2381-3>.

30 Lombardo, A. (2019). El enfoque intercultural en la clase de lengua Extranjera. The thing around your neck de Adichie como recurso didáctico Revista Puerta Abierta N.15.



spaces of being a migrant that challenge and problematise not only the construction of a homogeneous identity but also that of a uniform language and culture. In the foreign language classroom, it has been observed that spaces are redefined for reflection not only on the processes involved in the linguistic-cultural construction of marginal identities but also on the recognition of the linguistic-cultural heterogeneity of minority communities. The classroom can thus be transformed into “a third space” that brings other languages and cultures into dialogue and fosters shared, civic, and meaningful knowledge.

Company, Michel, and Loutayf<sup>31</sup> (2019) from the Catholic University of Salta present an analysis of the Teacher Training and English Translation programmes, in which they propose working with non-canonical texts and introduce literary voices in English from diverse cultural backgrounds to promote and develop Intercultural Communicative Competence (ICC). This implies that students acquire not only linguistic knowledge but also the skills, attitudes, and critical cultural awareness necessary to communicate effectively in an intercultural environment. Their article reports on the experience of an action research project implemented in three courses at UCASal. The project aimed to use frameworks that promote ICC to design activities for literary texts and evaluate the role of these texts in developing ICC. The students’ perceptions of culture reflected in the first year could be the result of deeply ingrained and unexamined beliefs. The authors propose intervening in teacher education to ensure these practices become habitual at the classroom level.

Along the same lines, Company and Sivero<sup>32</sup> (2019) argue that one of the challenges faced today by teachers of English as a foreign language is finding strategies that contribute to the development of students’ Intercultural Communicative Competence (ICC). Based on the premise that languages are not culturally neutral and therefore cannot be approached

solely as linguistic codes, the development of the capacity to understand cultures, including one’s own, is as essential as learning the target language to communicate successfully with people from other cultures. Since the authors understand that most materials designed for language teaching tend to edit, simplify, or exoticise cultural information to focus on the language, they propose a critical approach to cultural representation in textbooks. They describe an action research experience where authentic texts in general, and literary texts in particular, offer multiple opportunities to foster critical thinking, reading skills, and understanding of other cultures among students, thus promoting new frames of reference. The article reports on some of the results of the action research project that analysed the impact of ICT-mediated literature projects on the intercultural awareness of students in the Teaching and Translation degree programme at the Catholic University of Salta, with a focus on interactive communication. The results of this project reflect that students perceived their ICT-mediated creative literary projects as contributing to the development of their awareness and understanding of Intercultural Communicative Competence.

Iruretagoyena<sup>33</sup> (2019) publishes an article about an experience in the course Language and Culture IV, in the final year of an English Language teaching degree. The syllabus for this subject includes literary texts from the medieval and Renaissance periods within their historical contexts. The experience assumes that literary texts are suitable for the development of intercultural competence because narratives are cultural products closely linked to the social practices of the groups from which they emerge. The aim of the action research was to address questions such as

31 Company, S. M., Michel, M. M., & Loutayf, M. S. (2019). Using literature and translation to foster intercultural communicative competence. En D. L. Banegas (Ed.), *Literature in ELT: selected papers from the 44th FAAPI conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. (Libro digital, PDF).

32 Company, S. M., & Sivero, N. (2019). Promoting intercultural communicative competence through creative literature projects. En D. L. Banegas (Ed.), *Literature in ELT: selected papers from the 44th FAAPI conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. (Libro digital, PDF).

33 Iruretagoyena, L. (2019). Developing intercultural competence through literature at TEFL college: An action-research project. En D. L. Banegas (Ed.), *Literature in ELT: selected papers from the 44th FAAPI conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. (Libro digital, PDF).

what intercultural competence entails in this context, how it can be developed through literature, what types of activities and materials are needed, and so on. The project sought to define the concept of intercultural competence and help the trainee teachers who participated develop it through literature. In this way, students were given the opportunity to develop intercultural skills and attitudes, including the exercise of empathy, and the development of the ability to decentre, deconstruct, and evaluate cultural products and values, including their own. The work involved classic texts (for example, fairy tales), analysing heroes and monsters and their cultural functions, gender roles, etc. Although the sample was small, the results indicate that it is possible to develop intercultural competence through literature. Through guiding questions, the work aimed to raise awareness of stereotypes and offer opportunities for students to reflect on heroism in their own culture.

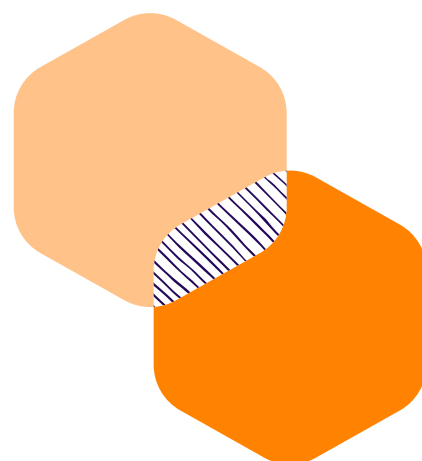
In a chapter that challenges the exclusive use of canonical texts, Porto<sup>34</sup> (2019) advocates shifting the focus away from British and American literary texts to concentrate on fiction from other English-speaking countries in order to move beyond the idea that English is homogeneous and to adopt an approach that acknowledges the fact that English is characterised by variety and variation. The author analyses the concept of “World Englishes” (WE), which proposes a distinction between English as a medium and English as a repertoire of cultural pluralism. As a result, English becomes a code for intercultural communication, a phenomenon with layers of extended processes of convergence with other languages and cultures. In this work, the author also addresses what she considers to be the misrepresentation of Africa and Africans in particular, which contributes to the creation of stereotypes and the emergence of racism. For the author, expanding the literary canon to include African literature in English in English as a Foreign Language (EFL) classrooms is, in itself, a meaningful and necessary act. By doing so, she highlights the pedagogical and aesthetic value of works written by

non-European authors, and exposure to different “African Englishes” appears to help raise students’ awareness of English diversity and prepare them to use it in lingua franca contexts.

An article by Pallero<sup>35</sup> (2019) reports on an action research study on the assessment of intercultural competence at the secondary education level, carried out in an English as a Foreign Language (EFL) class in Argentina. The aim of the project was to analyse the impact of applying a combination of assessment tools to measure intercultural development. The project asked whether a combination of techniques could facilitate the evaluation of Intercultural Communicative Competence (ICC) skills in the context of secondary education, and whether reflective tasks in L1 could be a useful tool for this purpose. The study sought to measure students’ learning in intercultural competence by assessing its separate components through the use of a combination of assessment methods in the process. Some aspects examined included knowledge, attitudes, capacity for reflection, comparison and connections, and skills for intercultural interaction, among others. In the results, the teacher-researcher identified areas where students progressed in their intercultural competence and where they did not. During the study, it was found that the role of reflection in L1 was crucial in the assessment process, and students were given the opportunity to reflect in their native language so they could fully communicate their thoughts without the limitations of doing so in the target language. This seems to have facilitated the recording of students’ perceptions, as the reflections provided additional evidence of evolving intercultural mindsets that were not evident in their performance in English. The author also concludes that language teaching also has aims related to contemporary civic education, and that combining the intercultural approach with civic action has the potential to bring about concrete changes in the community surrounding the students.

34 Porto, G. (2019). Why should we read African literature in our EFL classrooms? En D. L. Banegas (Ed.), *Literature in ELT: selected papers from the 44th FAAP conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. (Libro digital, PDF).

35 Pallero, M. P. (2019). Assessing Intercultural Competence at Secondary Level: An Action Research Study. En D. L. Banegas (Ed.), *Literature in ELT: selected papers from the 44th FAAP conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI. (Libro digital, PDF).

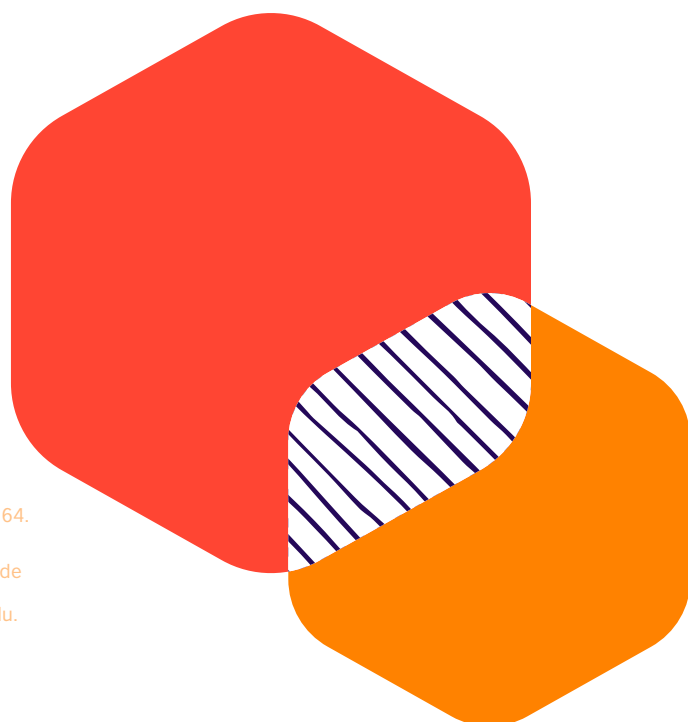


In another article, Porto<sup>36</sup> (2019) explores the intercultural and civic dimensions of foreign language teaching and analyses, in particular, the implications for teacher training in foreign language education. The work argues that foreign language education has instrumental purposes but also educational objectives that involve the development of the individual and societies by fostering democratic competences and values, linking language learning that takes place in classrooms with the community, whether local, regional, or global; and connects language education with community participation in the form of service-learning. To illustrate this, the author presents an intercultural citizenship project carried out in Argentina and its pedagogical implications. She states that teaching within a framework of intercultural citizenship requires time, effort, and commitment to a broader conceptualization of language teaching beyond the linguistic and encourages this type of practice while also alerting to the possible challenges it entails, especially in terms of pedagogical practice. In her writing, she proposes that since the notion of critical cultural awareness means becoming aware of one's own values and their national basis, the starting point for developing intercultural citizenship is the understanding of otherness, first by decentering and then exercising critical reflexivity. She also proposes expanding the current scope of intercultural citizenship theory and pedagogy through service-learning and community engagement in the foreign language classroom. The author emphasizes the need for the development of Intercultural Communicative Competence to become an integral part of teacher training programs and professional development courses, which would have important implications for how teachers understand this meaningful "mission" in education, affecting their identities and roles.

Caamaño and Calvete<sup>37</sup> argue that there is an inexorable link between the status of languages and the economic, cultural, and technological power of the communities in which they develop, and in their work, they propose reflecting on the power factors that led English to become the language of international communication, the emergence of its diverse varieties, and the implications for teaching it to speakers of other languages, which also impacts teacher education. Their work discusses the responsibility of teacher education institutions to become agents of change by promoting, from their perspective, cultural and linguistic policies that value and recognize all varieties of the language as valuable. The work brings to the agenda the need to discuss this axis and to review the idea of "standard English" among those in charge of language policies. This discussion has implications for teacher education institutions. These institutions must commit to developing better strategies and materials to practice this pedagogy of appropriation so that future teachers are not uncritical users of English nor of the texts and materials produced by power agencies. A pedagogy of appropriation rejects the myth that some languages or language varieties are superior to others. For the authors, there is no doubt that both teaching and learning a language are ideological; therefore, the solution is not to escape politics but to negotiate with power agencies for personal and collective emancipation. Students thus trained will not only achieve greater sociolinguistic competence but will also be able to create an independent voice to challenge dominant discourses.

36 Porto, M. (2019). Affordances, complexities, and challenges of intercultural citizenship for foreign language teachers. *Foreign Language Annals*, 52(1), 141–164. [https://www.memoria.fahce.unlp.edu.ar/art\\_revistas/pr.17763/pr.17763.pdf](https://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.17763/pr.17763.pdf).

37 Caamaño, A. L., & Calvete, M. B. (2020). La enseñanza del inglés como lengua de comunicación internacional desde la perspectiva de las políticas culturales y lingüísticas. *Entramados: educación y sociedad*, 7(8), 230–236. <https://fh.mdp.edu.ar/revistas/index.php/entramados/article/view/4546>.





## Development and Assessment of Language Skills

This section includes works addressing the development and assessment of language skills. These works cover discussions about the four macro-skills: listening comprehension, speaking, reading, and writing, often integrated and/or accompanied by linguistic components such as grammar, vocabulary, and pronunciation, as well as their relation to other communicative modes.

In a first article, Llera, Massano, and Morgante<sup>38</sup> (2022) narrate an experience within the Adult Section of the English courses at the School of Languages (UNLP), within the internship program for advanced students of the English Teaching and Translation degrees at FaHCE. It records findings from online speaking practice workshops for students who wished to have extra opportunities to practice oral English. Both the creation of teaching materials and the work done in each speaking workshop are analysed. The approach to these workshops focused on oral practice centred around a thematic thread:

identity. This theme is explored through the various subtopics it entails, which give rise to speaking practices. Towards the end of the workshop, students expressed their interest in the theme and highly valued the opportunity to practice speaking in a setting different from regular classes. As a final reflection, the article highlights the importance of having such spaces both for adult learners and within the context of teacher training.

Ferreiro<sup>39</sup> (2020) presents research carried out within two subjects: Oral Expression III and English and its Teaching II, taught in the third year of an English Teaching degree in the city of Mar del Plata. The research project focused on self-assessment. It revealed nuances for both groups studied. Both proposals encourage students to take an active and critical role in their own evaluation process; however, while one project starts from written discourse, the other focuses on oral discourse. When describing the results, the author notes mixed perceptions among

38 De la Llera, L., Massano, M. C., & Morgante, M. (2022). Talleres de oralidad en la sección adultos: compartiendo experiencias. *Puerta Abierta*, 17. <http://sedici.unlp.edu.ar/handle/10915/161278>.

39 Ferreiro, G. M. (2020). La autoevaluación como estrategia de aprendizaje: El relato de dos modalidades. En P. L. Luchini & U. Kickhöfel Alves (Comps.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

students. Some favored the regular implementation of self-assessment as a work dynamic, others preferred direct correction from the teacher, and only two students expressed no preference for any particular technique. It was also evident that some students were concerned about the time invested in these self-assessment processes, which they felt could have been dedicated to other study areas. Nevertheless, the author values self-assessment processes as pedagogical practices in which metacognition, motivation, and self-evaluation come into play.

Muguero, Marusich, and Bessolo<sup>40</sup> propose a study based on the premise that written productions have a complex formative purpose fostering the development of specific skills in students and that, in higher education, critiques and essays share the social function of developing powers of independent reasoning. However, while essay writing involves discussing a topic to develop arguments supporting a thesis, writing critiques involves summarizing, describing an object of study, and evaluating it critically.

In both cases, students need to find strategies to develop their authorial stance. A common linguistic resource for these goals is evaluative that constructions. Based on these ideas, the exploratory study aimed to investigate evaluative that constructions in a corpus of 150 argumentative essays and 150 critiques written by undergraduate students (L1 Spanish) in an ELT program. Quantitative tools were combined to identify instances and manual techniques to analyze texts in depth, with a quantitative approach to interpret the findings.

The first stage involved identifying evaluative that constructions in the corpus (98,091 words), where a total of 1,437 instances were found. After calculating normalized frequencies per 1,000 words, results showed a much higher proportion of evaluative constructions in critiques (14.64) than in essays (7.13), which is the first major difference between the two genres. In the second stage, each instance was manually examined and classified according to parameters such as: type of stance (nominal, verbal, or adjectival); type of source (attributed or asserted); type of grammatical subject (human, non-human, or implicit); and type of grammatical pattern containing the construction. After classification, combinations of chosen options for each parameter were explored to identify the most used structures in essays and critiques.

Preliminary findings showed that evaluative that constructions were embedded differently in the two target texts, mainly regarding writer stance, authorial visibility, and lexical diversity. These differences were interpreted through the genre families model and used as diagnostic tools to identify problematic areas in writing instruction. It was concluded that such difficulties could stem from the probably ambiguous advice often given to students at this level, encouraging them to be objective while simultaneously expecting critical engagement.

Ortega<sup>41</sup> (2022) shares in her article a reflection on the different ways in which formative assessment strategies can be implemented in an English as a foreign language class through the use of Exit Tickets and Choice Board tasks aligned with Bloom's taxonomy of learning objectives. The author explores the potential of these two formative assessment tools in an online B1+/B2 course, with 6 hours per week, for teenage students at a private school in Rosario, Santa Fe, where the students were being prepared for the international B2 First Cambridge English Assessment exam. An analysis of the tasks appears to show that these activities allow learning to become visible both to teachers and students and therefore have a direct impact on students and their



40 Muguero, N., Marusich, M., & Bessolo, G. (2024). Learner corpus research: Evaluative language in writing assignments. In M. C. Albini & C. E. Quinteros (Eds.), ARGENTINA TESOL ANNUAL CONVENTION "Amplifying Imagination in ELT" - Conference Proceedings.

41 Ortega, L. (2022). Assessment for learning: An exploration of the potential of exit tickets and choice boards to boost EFL learners' achievement. In M. L. López Barrios (Ed.), Language Testing and Assessment: Selected Papers from the 45th FAAP Conference. C. Federación Argentina de Asociaciones de Profesores de Inglés.



performance. In conclusion, the article argues that knowing what needs to be learned and being aware of what has already been learned fosters empowerment, autonomy and student ownership, skills that will facilitate the development of the four macro-skills.

In an article addressing an experience at the higher education level, Coria and Porto<sup>42</sup> (2022) describe a pluriliteracies task used in an L2 classroom and analyse its potential for qualitative assessment purposes. They present a theoretical framework of the pluriliteracies model, which considers the integration of content and language as fundamental for L2 learning. The task analysed was based on the use of a graphic novel that facilitated students' awareness of two semiotic modes: images and language. Students were asked to design an alternative book cover for *Maus* and to write about it. Based on the selection of four samples from a corpus consisting of 46 alternative book covers and their texts, the article describes the pluriliteracies task and the context in which it was used, and then discusses the assessment process through the notion of modal ensemble for qualitative evaluation. The study presents evidence of how modal ensembles offer opportunities for qualitative assessment that values students' choices and personal meanings.

The implications for language teaching at all educational levels are discussed, as modal ensembles allow students to transcend the boundaries between named languages, linguistic varieties, and other semiotic systems. In other words, students can construct meaning by complementing their linguistic repertoires with the multimodalities that form part of their semiotic repertoires.

The authors argue that the implications for language teaching are significant. Firstly, the evidence of learning that students can provide in particular circumstances is limited not only by the modes to which they have access at a given moment (i.e., their current multimodal repertoires), but also by the modes they are allowed to use in specific assessment situations. Restricting students to exclusively linguistic means of meaning-making goes against the

principles of social justice in language education. Privileging only the communicative modes preferred in schools and universities (listening, speaking, reading and writing) limits student expression to the linguistic dimension and leaves aside other multimodal means such as the creative and artistic.

Secondly, this multimodal and translanguaging approach is recognised as an urgent need in the field of assessment. It requires consideration of multiple forms of evidence of learning, such as student productions and artefacts (written texts and oral interactions, but also redesigned book covers in our case, drawings, responses to prompts, informal anecdotes, etc.) and evidence of reflection and language awareness in self-referential assessment. In this way, teachers can focus on their students' progress rather than looking only at predetermined results set by a test or curriculum.

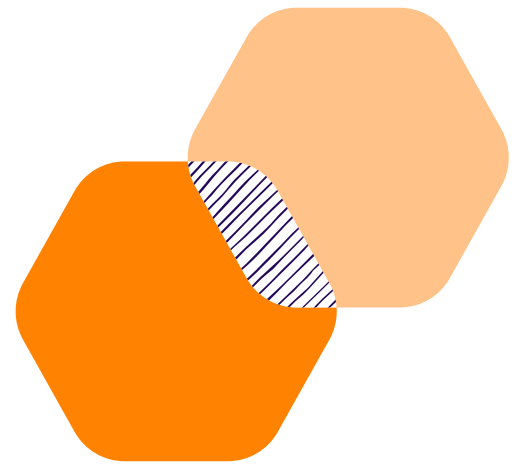
Finally, they affirm that for this conceptualisation of assessment to be promulgated in classrooms, it must be supported and endorsed by teachers, schools, universities, policy documents and curriculum developments. Even when such support exists, teachers need praxis development obtained through teacher training and/or professional development.

Insirillo and Quinteros<sup>43</sup> (2023) describe in their work a pedagogical experience carried out at the Faculty of Psychology of the University of Buenos Aires, where a group of students with different academic backgrounds and limited English proficiency took part in an academic listening comprehension project. The aim of the project was to integrate two skills (reading and listening comprehension) in this context.

42 Coria, A. M., & Porto, M. (2022). Using a Pluriliteracies Task for Qualitative Assessment in Higher Education. In M. L. López Barrios, et al. (Eds.), *Language Testing and Assessment: Selected Papers from the 45th FAAP Conference* (1st ed.). Federación Argentina de Asociaciones de Profesores de Inglés.

43 Insirillo, P., & Quinteros, C. (2023). Integration of reading and listening skills at university level. *ARTESOLESP JOURNAL*, 13(1).





As students became aware of the similarities between both skills, they gained a better understanding of the strategies they could apply to the audio texts they were exposed to. The approach focused on the explicit teaching of strategies and exposure to audio texts with a gradually increasing level of difficulty. The authors argue that listening is a complex skill that requires explicit strategy instruction, and metacognition is key to this learning process.

Based on a survey administered to the students who took part in the experience, positive perceptions of their comprehension achievements are described. The results are attributed to several key factors. Firstly, the establishment of achievable goals from the outset of the project made the effort feasible and flexible. The assessment of challenges enabled informed decision-making based on student progress in response to assigned tasks. As a result, the integration of skills was implemented in a coherent progression, which facilitated the gradual introduction of listening comprehension tasks of increasing complexity. The selection of concise materials further contributed to the feasibility of the goals. Additionally, the explicit teaching of strategies played an important role in fostering student confidence and autonomy—an impression clearly expressed by students towards the end of the project. The article highlights the effectiveness of the emphasis placed on metacognitive awareness. The findings align with the view that listening comprehension is a complex skill that requires explicit strategy instruction. The authors propose that curriculum designers should set clear and achievable goals to avoid overburdening both students and instructors. Currently, the teaching sequence is being implemented for a second time, tasks are being refined, and a pre-test on listening comprehension has been introduced during the first lesson to allow for subsequent comparison with post-test results. This second stage aims to assess student progress in academic listening comprehension and compare these findings with self-perceived progress in the skill. These tools will further develop understanding of how best to foster the development and integration of skills.

González, Insirillo and Adem<sup>44</sup> (2019) present a study carried out as part of the Scientific Programme at the University of Buenos Aires, conducted between 2014 and 2017 within the Reading Comprehension

Department of the Faculty of Philosophy and Letters at the University of Buenos Aires. The aim of this research is to study the effect of phonological input on the retention of three recurring conjunctions selected from the reading guides used in the aforementioned department. The study participants were university students attending regular Elementary Level courses. In this quasi-experimental study, the control group worked with a reading-based approach, while the experimental group worked with an approach that combined reading and simultaneous listening. Both groups completed a pre-test and a post-test for conjunction recognition before and after instruction. The data collected from both tests were compared and analysed statistically. The results showed significant differences in favour of the impact of the read-while-listening mode on the retention of the targeted conjunctions. The results demonstrated that the use of the bimodal strategy in the pre-reading and reading stages promotes immediate retention of the target conjunctions. While various variables affect the reading process, this study controlled for several of them: target language knowledge, L1 reading experience, university experience, textual variable, frequency of conjunction use, pedagogical intervention, and task type through testing. The study appears to show that the experimental group obtained better results due to the implementation of the bimodal programme during the pre-reading and reading stages. These findings are consistent with indirect theories of reading, which consider that reading is mediated by orality. The authors draw on studies in foreign language acquisition that have shown an interrelation between phonological memory and lexical acquisition. Although the results indicate that the use of the bimodal strategy in the pre-reading and reading stages promotes immediate retention of the target conjunctions, they caution that further exploration of other aspects of this interrelation is needed.

<sup>44</sup> González, M. S., Insirillo, P., & Adem, A. (2019). The impact of reading-while-listening on conjunction acquisition. ARTESOLES E-journal, 9(1).



González<sup>45</sup> (2020) contributes to the study of language skills based on experience from English courses delivered at the Faculty of Philosophy and Letters of the University of Buenos Aires. In these courses, students read authentic texts selected from academic journals and chapters or excerpts from books used as references by undergraduate students or researchers, and reformulate them in Spanish. In general, the students attending these courses have a basic knowledge of English: 82% are at level A1 and 18% at level A2 (according to the Common European Framework of Reference for Languages). The reading materials used across the three levels taught at the Faculty are selected based on their relevance to the fields of study, text structure, and conceptual and lexical complexity, rather than length or syntactic difficulty.

Given the students' profile and the need to develop reading strategies within a short period, the experience includes the development of a reading model tailored to the specific context. This model involves tasks such as the deconstruction and construction of academic genres, the formulation of the main idea in a single sentence, and activities such as the final reformulation of a text. The work is based on the belief that this type of task can contribute to a better understanding of academic genres commonly used in the humanities and help students improve their academic literacy. In addition to the emphasis on developing reading strategies for engaging with academic texts in English, students noted in the metacognitive reflections they were invited to complete that the proposal also improved their reading competence in their mother tongue.

Rodríguez<sup>46</sup> (2019) challenges in his work a well-established practice in the teaching and learning of English as a foreign language: asking students to read a short story and expecting them to be able to speak about it during an assessment, such as an interview or an oral exam. While recognising the benefits of such an activity, the author argues that teachers often take for granted that students possess the necessary skills to complete such tasks, overlooking the fact that they involve higher-order cognitive processes and a range of linguistic and communicative skills, which, in many cases, students may lack.

In his work, he invites this discussion through a didactic proposal involving a literary worksheet that functions as a reading log, guiding students through a gradual engagement with the literary piece they are reading. This aims to involve them in analytical reading and help them improve their language skills, which should ultimately help them prepare for the oral test in a more meaningful way, as well as develop their linguistic and communicative competences. The discussion also addresses how the four language skills can be integrated with literature in the EFL classroom, and the implications of this proposal for EFL teaching.

Through the use of this instrument, students engage in the task of reading and searching for information, which they record in their worksheet with a clear objective. The instrument also encourages collaborative work, thereby promoting speaking practice and the development of skills that go beyond the English classroom. According to the author, the proposed instrument supports students in constructing their own revision tool, which is an

45 González, M. S. (2020). A model of reading of academic texts written in English. *ARTESOLESP E-journal*, 10(1).

46 Rodríguez, V. F. (2019). A literature worksheet: From analytical reading to writing and speaking. In D. L. Banegas, [et al.] (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI.

efficient way of preparing for the oral exam. This proposal must be adapted to the requirements of the specific reading material, the purpose of the reading, as well as the age and language proficiency level of the students involved.

Based on an experience involving a reading programme, Gostissa y Ianiro<sup>47</sup> reflect on a project with young people in which different literary versions of the story of Malala Yousafzai were used to show how literature can serve as a springboard for student empowerment and the development of core skills. Using the framework of six core skills proposed by the British Council—critical thinking and problem solving, collaboration and communication, citizenship, creativity and imagination, digital literacy, and student leadership and personal development—the authors offer a deeper insight into the close relationship between 21st-century challenges and the need to foster student empowerment through the implementation of these six core skills in the reading and analysis of literature. The article asserts that adopting this core skills approach meant going beyond language knowledge and developing an awareness of the competences and values students need to become empowered and critical citizens.

Abboud<sup>48</sup> (2023), in an article, presents a study on the treatment of grammar through an analysis of the tasks designed to assess it. The article explores the grammar sections of 60 written English as a Foreign Language tests used in secondary schools in Tucumán. The findings reveal a degree of inconsistency in the design of the grammar sections and a tendency to present decontextualised grammar tasks that elicit explicit knowledge of form. From the study, certain trends in the design of the grammar sections and tasks in the tests can be identified, along with possible links to classroom practice.

The study highlights the central importance given to grammar in the classroom and the considerable amount of time devoted to teaching and practising this type of content compared to others. The analysis

of the assessment tasks leads to several conclusions. For instance, regarding task context, there is a clear tendency towards isolated items, with the majority presented at sentence level. As for contextualised tasks, a more in-depth analysis is needed to determine whether the degree of contextual clues is sufficient for students to make connections between forms and the discourse needs arising from the usage situations presented.

In terms of response types, the grammar tasks do not follow a recognisable pattern, as they randomly demand demanding, limited, or moderate production. However, what they do show is a clear preference for one particular dimension over others: most tasks elicit explicit knowledge of form and, to a much lesser extent, of meaning and use.

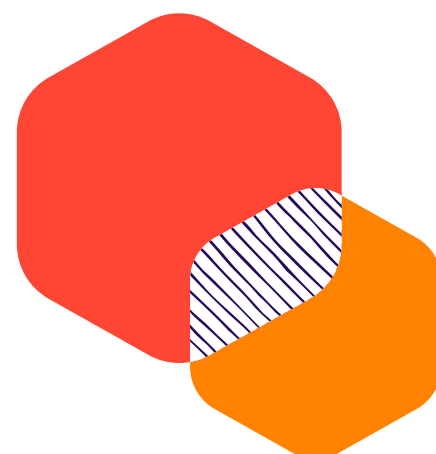
In an analysis based on secondary education, Caielli, Regueira, and Williams<sup>49</sup> (2022) explore the extent to which students are able to interpret texts on familiar topics and genres by the end of state secondary school in the province of Buenos Aires, after nine years of English as a compulsory subject in the school curriculum (from Year 4 of primary school, age 9, to the final year of secondary school, age 18). This led to an initial concern around how reading ability can be measured.

Within the framework of the English as a Foreign Language (EFL) Teacher Education Department at the National University of Mar del Plata, the authors launched a research project titled “Development and validation of instruments for criterion-referenced assessment of reading comprehension in Secondary Education. Curriculum area: Foreign Language (English)”, which involved the design and implementation of a large-scale English reading test. The project had two main objectives: first, to provide information on reading comprehension performance levels among secondary school graduates; and second, to strengthen and consolidate the research team’s capacity in criterion-referenced assessment.

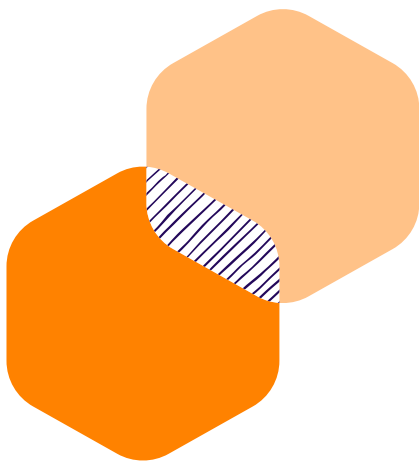
47 Gostissa, M. (2019). I Am Malala: A story of core skills and empowerment. In D. L. Banegas, [et al.] (Eds.), *Literature in ELT: Selected papers from the 44th FAAPL conference* (1ª ed., Vol. combinado). Asociación Salteña de Profesores de Inglés - ASPI.

48 Abboud, J. A. (2023). Grammar Sections of EFL Classroom Tests in Secondary Schools from Tucumán. *Argentinian Journal of Applied Linguistics*, 11(1), 25-41.

49 Caielli, E., Regueira, A. L., & Williams, J. (2022). A Local Experience with Reading: Criterion-Referenced Test Design and Validation. In M. L. López Barrioset, [et al.] (Eds.), *Language Testing and Assessment: Selected Papers from the 45th FAAPL Conference* (1ª ed.). Federación Argentina de Asociaciones de Profesores de Inglés.







The study focused on all Year 6 students in fifteen municipal schools in Mar del Plata, all located in disadvantaged neighbourhoods. The development of the project included the following stages: review of the conceptual framework, test design, validation, implementation, marking, data analysis, and conclusions.

This contribution describes the process of designing the instrument and the performance levels established (three reference points based on the number of correct responses: Level 3 with a minimum of 60% correct answers; Level 2, between 40% and 59%; and Level 1, less than 40%). The assessment covered a total enrolment of 284 Year 6 students from the participating schools, and some results indicate that of the 226 students who took the test (79.60%), 14 did not complete it. The students who completed the test were categorised into the three groups described above: 20 students (8.84%) exceeded the minimum competence level; 30 students (13.27%) met the minimum competence level; and 162 students (71.68%) partially met the expected minimum competence level.

The article also provides results based on text type, the type of cognitive operation required in each item (e.g. information retrieval, interpretation, etc.), as well as qualitative data. The findings contribute to the field of foreign language assessment in relation to reading comprehension and raise questions about English teaching practices in secondary schools, particularly regarding the development of reading skills and the types of texts selected for classroom work.

Garay and Giménez<sup>50</sup> (2022) question the notion of the native speaker as the performance model for the teaching and assessment of pronunciation, given the difficulty—if not impossibility—for any non-native speaker of English (NNS) to achieve such a goal. Instead, they propose the aim should be to develop a fully competent speaker, who may or may not have originally been a native speaker. This competent

speaker is able to communicate fluently and demonstrate sufficient flexibility to adapt to different models and styles of communication when interacting with both native and non-native English speakers.

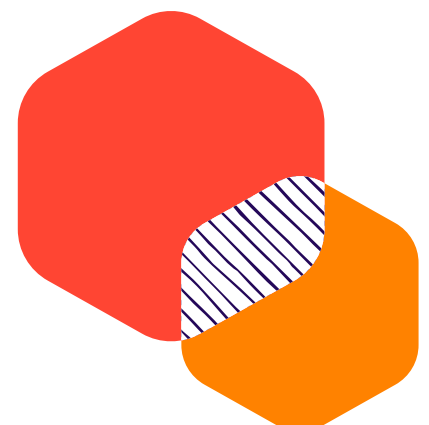
From this perspective, the authors reflect on various models for the teaching of English as an international language and a set of pronunciation features. The article presents the results of an exploratory case study comparing the assessment of English pronunciation through the lens of different reference frameworks. To achieve this, speech samples from English students at the Faculty of Languages, National University of Córdoba (UNC)—who were sitting their final exam for the Pronunciation Practice course—were used to compare scores awarded through impressionistic assessment, using a scale designed to be applied with two different frameworks: the Lingua Franca Core (LFC) and International English.

Despite the limitations of a study of this kind—clearly outlined in the article—the authors are able to draw preliminary conclusions from their analysis, which may serve to guide future research in the field of assessment and inform pronunciation assessment practices in English language teaching. Given that pronunciation teaching and assessment go hand in hand in the English classroom, it is important to recognise how assessment influences teaching. The comparison of scores has only been useful insofar as it has enabled further investigation in this area.

A more in-depth analysis of selected samples under this new lens has reinforced the foundations on which teachers base their feedback, particularly for students who do not achieve a passing grade. Moreover, the fact that pronunciation teachers have been exposed to different frameworks and contexts—as was the case in this study—has proved beneficial in avoiding unrealistic or unachievable goals for both teachers and students.

Finally, it appears evident that performance standards should be higher at university level than, for instance, when English is taught for general purposes. The

50 Garay, M., & Giménez, F. (2022). The Assessment of English Pronunciation Using Different Frameworks of Reference. In M. L. López Barrios et al. (Eds.), *Language Testing and Assessment: Selected Papers from the 45th FAAP Conference (1<sup>st</sup> ed.)* [Versión electrónica]. Federación Argentina de Asociaciones de Profesores de Inglés.





results suggest that the criteria used to assess English pronunciation at university level also seem to be evolving in a positive direction, aligning more closely with the role that English and English speakers play in today's world.

Panzachi Heredia and Luchini<sup>51</sup> present a study aimed at determining the impact of nuclear stress placement on the listening comprehension of an extended spoken discourse in English. Participants in this research were students enrolled in the second-year course Oral Discourse II in the English Language Teacher Training programme at the National University of Mar del Plata. Acting as evaluative judges, the students were divided into three groups. Each group listened to the same recorded text, presented in three different versions in terms of nuclear stress placement. These versions were identical except for the fact that two of them featured typical nuclear stress placement errors made by non-native speakers.

After listening to the recordings, the evaluators worked individually to complete a series of tasks designed to measure the impact of nuclear stress placement on their comprehension. The study is based on the hypothesis—supported by various authors—that the absence or incorrect placement of nuclear stress seriously affects comprehension. The authors aim to investigate this phenomenon within the context of English as a Foreign Language (EFL) teaching, examining both the effect of manipulating nuclear tone placement on listening comprehension and its impact on the listeners' attitudinal and evaluative responses.

The results of this exploratory study seem to support the idea that nuclear stress placement correlates with levels of listening comprehension and listener perceptions. The findings suggest that correct nuclear stress placement enabled students to identify the central information and helped guide their attention and memory. The authors clarify, however, that while the differences in comprehension levels and the participants' attitudinal and evaluative responses indicate that manipulating nuclear stress placement does affect listeners' perceptions, further experimental studies on this issue are needed.

In another article, Luchini<sup>52</sup> (2020) presents a study that reviews a series of experimental research projects which, at the time of publication, reflect the state of the art in English pronunciation teaching as a foreign language in Argentina. Based on the results of the research analysed, the author concludes that communicative approaches to pronunciation teaching represent a renewal of the pedagogical strategies employed in more traditional methods. These approaches encourage intensive oral production practice through multimodal tasks that focus on the development of metaphonology within foreign language teaching contexts—in this case, English.

These communicative approaches are primarily characterised by promoting active student participation in class and fostering increased linguistic awareness. They also contribute to learners' self-regulation, a key factor in the process of developing and acquiring a foreign language. The findings lead to a number of pedagogical implications that offer valuable insights for the field and, in the author's view, open up further questions and lines of inquiry. Firstly, it is suggested that pronunciation plays a distinctive role in both perception and production during verbal communication in a foreign language. It is argued that achieving phonetic and phonological appropriateness requires the implementation of communicative tasks in pronunciation classes, focusing on pronunciation development that meets the pragmatic demands of intelligible and comprehensible communication.



51 Panzachi Heredia, D. A. R. (2020). La incidencia del emplazamiento del acento nuclear en los distintos componentes de la comprensión auditiva en un contexto de inglés como lengua extranjera. En P. L. Luchini (Ed.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

52 Luchini, P. L. (2020). Recorrido acerca del estatus actual de la enseñanza de la pronunciación del inglés como lengua extranjera (LE) en la Argentina. En P. L. Luchini (Ed.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

Moreover, the author acknowledges that speech dimensions in a foreign language—such as intelligibility, comprehensibility, and foreign accent—function independently. Among these, pronunciation is identified as the factor that most significantly impacts listening comprehension in a foreign language, and therefore should be prioritised in English classes. This is followed, in descending order of importance, by fluency, voice quality, and intonation.

In line with the findings of the reviewed studies, the article strongly advocates for the systematic training and formal instruction of pronunciation in all classroom contexts. Since pronunciation supports the development of the other basic language skills, it constitutes the backbone of spoken discourse.

Lastly, the article notes that pedagogical tasks involving self-assessment and negotiation foster linguistic awareness and reignite student motivation to improve their pronunciation. The author argues that teaching pronunciation does not necessarily mean explaining or transmitting knowledge, but rather creating appropriate situations in which learners can acquire this knowledge largely on their own. It is suggested that further studies similar to those reviewed in this exploratory overview should be carried out in different contexts and with other learner populations to verify the benefits of combining explicit instruction with communicative tasks and self-assessment in foreign language pronunciation teaching, and to compare the resulting outcomes.

López, Casoli, Borgnia and Selesán<sup>53</sup> (2020) present a study within the field of English as a foreign language (EFL) writing instruction and learning, specifically in the subfield of assessment. The research seeks to analyse inter-rater reliability—that is, the level of consistency among teachers of the same subject when assessing the English written work of the same group of students. The study focuses on inter-rater reliability among lecturers in an academic writing course in English as a foreign language in the English Teacher Training Programme at the National University of Mar del Plata.

In addition, the study reflects on the assessment methods used by these lecturers when evaluating their students' writing. To this end, the researchers compared how different lecturers of the same course graded the writing of first-year students using two different methods: without a rubric (the impressionistic method) and with a holistic rubric as an assessment tool. The study measured inter-rater reliability to determine which of these two methods enabled teachers to assess student writing more objectively and effectively.

The results indicate that, overall, the assessors gave higher and less dispersed marks when using the holistic rubric. This may be because rubrics, being more specific, guide teachers more effectively to observe significant aspects of the text that may be overlooked when using the impressionistic method.

However, the findings also show that there was no consistent inter-rater reliability even when using the rubric, highlighting the need for more thorough training in how to use the instrument in order to improve consistency in marking. When analysing inter-rater consistency across both methods, coherence was found among some evaluators but not all. The authors hypothesise that this may suggest a lack of familiarity with or confidence in the tool on the part of some evaluators.

Another observation was that the overall grades awarded were generally low, with a high proportion of failing marks or marks at the pass/fail threshold (grade 4). The researchers hypothesise that the prevailing culture of low grading in the course may have influenced the participating assessors.



53 López Casoli, M., Borgnia, C., Selesán, M., & Paz, C. (2020). La evaluación de la escritura en inglés como lengua extranjera: La confiabilidad interevaluadores a través del método impresionista. En P. L. Luchini (Ed.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

This study represents an attempt to reflect on the dominant assessment traditions in the course and to avoid arbitrariness when grading students' written work. The authors suggest that the various courses comprising the Linguistic Skills Area should work towards greater consensus on the level standards expected both before and after the Writing Process I course. In this regard, the use of rubrics could foster intra- and inter-course reflection by making explicit the different stages of written skill development. This would help to avoid isolated assessment practices and provide both teachers and students with a more gradual and comprehensive understanding of written competence.

Continuing with the topic of language skills assessment, an article by Moya<sup>54</sup> (2022) advocates for the benefits of a participatory approach to designing assessment tasks that incorporate student voice. The author argues that learning emerges from interactions between teachers and students, where participation entails self-determination, exercised through the promotion of student agency.

Moya provides an example intended to show how student voices can contribute to the constructs of validity and reliability, while also enabling learners to exercise their agency. The study presents the case of 18 commercial aviation pilots who were required to take a standardised English language exam in order to obtain full industry accreditation (B2/C1 level). It describes the process through which student involvement was encouraged and scaffolding was provided for assessment.

A central section of the study analyses the role of feedback and highlights its importance in helping learners identify the actions needed to reach their learning goals.

Building on the consideration of the complex cognitive processes involved in writing, Machado<sup>55</sup> (2020) elaborates on the construction of coherent prose, where the sequence and development of ideas are clear and natural for the reader, placing textual coherence at the centre of his study on teaching writing in English. He argues that, to develop textual coherence, many university-level English writing classes focus on course content as a source of language exposure and a starting point for teaching writing. However, he questions whether these content-focused practices may sometimes be less beneficial for developing aspects such as textual coherence.

The author examines whether content-driven practices help or hinder the writing of coherent texts. He asks if students produce more coherent texts when writing about material studied in class compared to when they write about a general-interest topic not previously covered. Preliminary results from his study seem to suggest that, in some cases, writing about content covered in class does not necessarily facilitate producing coherent texts.

An initial analysis of the trend indicated in the results suggests that, in this English writing course, when some students wrote about a general-interest topic that conformed to a determined rhetorical prose, their texts contained fewer ideas that disrupted

54 Moya, M. (2022). Participatory Assessment: Designing a Learner-driven Test. In M. L. López Barrios, et al. (Eds.), *Language Testing and Assessment: Selected Papers from the 45th FAAP Conference (1st ed.)*. Federación Argentina de Asociaciones de Profesores de Inglés.

55 Machado, C. (2020). Prácticas contenidistas en la enseñanza de escritura en inglés en el nivel superior: ¿Solución o problema? En P. L. Luchini (Ed.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción (1ª ed.)*. Universidad Nacional de Mar del Plata.



textual coherence than those texts written about a story studied in class. Without claiming generalisable results, the study proposes a general analysis that might indicate that writing about “something I already know because I have read and analysed it” does not always result in “an easier text to write” or a more coherent text.

It could be that content simplifies idea generation but does not help students to autonomously activate the mechanisms that govern textual coherence. The questions arising from this analysis therefore revolve around content-driven practices in English classes and the need to support university students in internalising and practising complex notions such as textual coherence.

Because texts written about material studied in class may contain a greater number of ideas that weaken and/or disrupt coherence, the article questions the usefulness and benefits of extensive reading in English before writing, and what happens with the necessity of including large amounts of content such as reading articles, stories, and novels that serve as sources of exposure, prose and style models, and approaches to the English writing process.

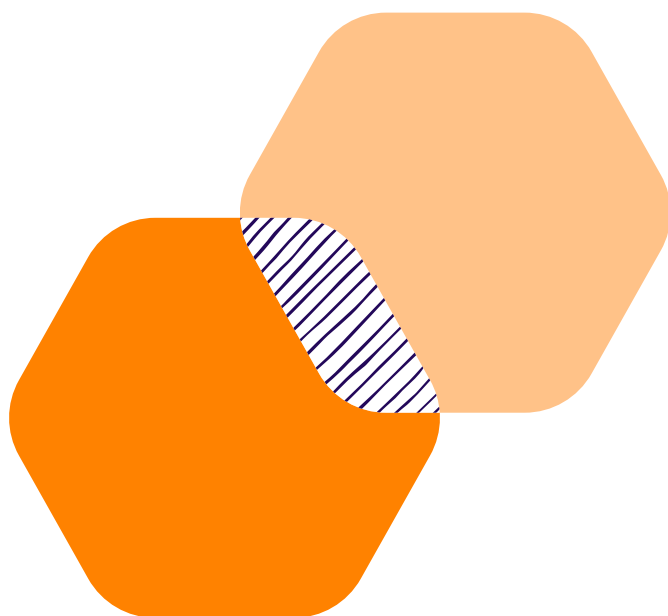
The author supports extensive reading but challenges the notion of reducing the complexity of the English composition process to a content-driven practice, in which students read and analyse texts and are then required to produce texts based on that reading material.

He suggests that one of the main difficulties in the composition process for novice or immature writers is achieving the autonomous activation of cognitive mechanisms when composing, which can then be manipulated in an overt and conscious way. In contrast, a mature writer consciously manipulates these mechanisms and uses them as an organising framework to transform knowledge and create their text.

For this analysis, he proposes two explanatory models of written composition. In the first model, the writer seeks to generate, organise, and sequence relevant ideas to develop the text through mechanisms activated autonomously and independently, which therefore cannot be consciously manipulated by the writer. In the second model, however, work on ideas, text, context, and potential readers, combined with the manipulation of mechanisms that provide coherence and textual unity, nourishes the composition process at all stages.

Considering this distinction, it may be that content-focused work, due to its characteristics and impact on the writer, does not enable the writer to progress through the first model and mature into the second. He emphasises the importance of rethinking content-driven practices in English classes and confirms the complexity of teaching and learning about textual coherence mechanisms, as a difficult cognitive construct to teach and internalise. This allows further inquiry into the nature of the composition process, with the fundamental aim of improving classroom practices at the university level.

Calvete and Caamaño<sup>56</sup> (2022) present an exploration of the pedagogical approaches for developing speaking and writing skills offered by some of the most widely used textbooks for teaching English as a language of international communication in Argentina, as well as an analysis of the interrelations between these two skills within those materials. The study also addresses some of the prevailing conceptions of speaking and writing and their impact on how these skills are taught.



Based on their analysis of the textbooks discussed in the article, the authors observe clear interfaces between speaking and writing within the materials. The textbooks provide didactic proposals that stage a school-based version of reading and writing, which is closer to the social version of these practices, but always with a communicative purpose.

The authors also note that the textbooks frequently present tasks typical of readers, speakers, and writers outside the school context.

López Casoli<sup>57</sup> (2023) presents a report on a study examining university students' opinions and preferences regarding different types of teacher feedback on writing in English as a foreign language. The study investigates the various feedback practices students are exposed to in their academic writing classes.

A group of students from an English language teaching programme at a public university in Argentina responded to a questionnaire reflecting the different written feedback practices typically used by teachers to assess writing skills. The results show that both novice and more experienced student-writers value feedback, particularly indirect feedback expressed as comments or suggestions for improvement, as well as direct feedback.

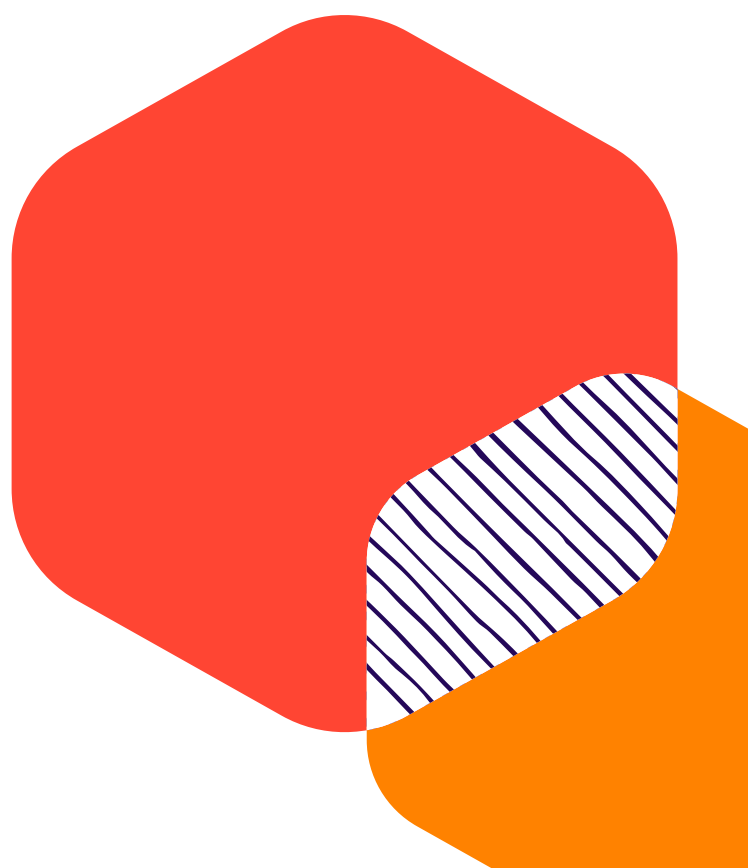
The findings also indicate that perceptions vary as students gain more experience in writing and in interpreting feedback. It appears there are some gaps between the expectations and preferences of students and teachers. For example, students are much more likely to receive direct feedback than teachers are willing to provide. Teachers often state that they feel indirect feedback is more conducive to learning, as students are expected to discover ways to correct their own errors.

Students may not always be aware of this, and therefore, the author suggests that teachers should explain to students the viewpoints that inform and guide their feedback practices (criteria).

This research also shows that students find feedback necessary to help them improve their writing. However, the results indicate that the usefulness of text feedback varies depending on the different stages of the learning process. This leads to the conclusion that, since students' perceptions of written feedback change over time, teachers should periodically reevaluate their feedback practices.

56 Calvete, M., & Caamaño, A. L. (2022). Reflexiones en torno a las relaciones entre la oralidad y la escritura en la enseñanza de inglés como lengua de comunicación internacional en Argentina. *Revista de Educación*, 13(25.1), 293-302. [https://fh.mdp.edu.ar/revistas/index.php/r\\_educ/article/view/5847](https://fh.mdp.edu.ar/revistas/index.php/r_educ/article/view/5847).

57 López Casoli, M. (2023). The effectiveness of teacher feedback on writing: Teaching English as a foreign language students' perceptions. *UCMAULE Revista Académica Talca*, 65, [Número de páginas]. ISSN: 0719-9872.







## Didactic Strategies, Analysis of Practices, and Innovative Pedagogical Experiences (including use of technology)

Godoy and Picasso<sup>58</sup> (2019) present in their article a classroom experience at a private university in the province of Misiones, which highlights the various impacts of ICT on the academic training of university students preparing to become English interpreters and translators. The teachers involved in this experience reflect on the role of ICT alongside the use of authentic materials connected to an interdisciplinary vision of teaching and the aim of transforming a traditional language class at university.

They list some of the most important characteristics of the teaching approach employed in the analysed setting, whose main premises are that learning is more effective when it responds to a need felt by the student; authentic materials are constantly updated; and an interdisciplinary approach is proposed (the experience was deeply rooted in the content areas of Tourism and Economics, which contributed not only to acquiring specific concepts in those fields but also to developing target language vocabulary and contextualised use of ICT).

By the end of the academic year, the authors observed evidence that the students were better prepared to face the demands encountered by interpreters and translators. Most of them were able to participate in international events as interpreters, guided by their teachers in specific technical subjects, and also carried out translations for private commercial companies.

Beltramino, Lizarraga and Lódolo (2022)<sup>59</sup> present an article focused on the teaching of English for Specific Purposes (ESP), with an emphasis on reading comprehension. This has been the approach to foreign language teaching in the Faculties of Biochemistry and Biological Sciences at the National University of the Litoral and the Faculty of Economic Sciences at the National University of Entre Ríos, contexts to which the study refers.

The authors analyse how classroom practices in recent years have been permeated by technological tools such as online automatic translators. The use of this tool within the classroom continues to be generally resisted by teaching staff; therefore, the authors propose reflecting on the need to adapt teaching practice to the ways students use online automatic translators.

The article discusses the pedagogical role of manual or dictionary-based translation and the disruption caused by online translators, which impact foreign language classes. The proposal is related to recognising and accepting online translators as a technological trend and thus bringing classroom reality closer to the social and cultural context of the students.

58 Godoy, M. S., & Picasso, M. F. (2019). Teaching Language at University Level from a Different Perspective. ARTESOLESPE E-journal, 9(1).

59 Beltramino, F. M., Lizarraga, M. S., & Lódolo, M. S. (2022). Los traductores automáticos en línea en la enseñanza de inglés con fines específicos. Revista Digital de Políticas Lingüísticas, 16

The authors argue for the necessity both to analyse how online translators function and to integrate them substantially into the didactics of reading comprehension within the framework of English for Specific Purposes. In doing so, the aim is not only to bridge the academic environment with the cultural reality that challenges it but also to support students in developing skills that enable effective use of these technological tools, thereby increasing their opportunities in education and professional life in both the short and long term.

The use of online translators does not in itself guarantee good comprehension of academic texts, which is why the authors assert that incorporating these technological elements demands an adaptation of the didactic approach and the design of new strategies that effectively combine linguistic knowledge and reading comprehension techniques with the use of these translators.

Integrating online translators into academic text reading comprehension classes within ESP implies an adjustment of classroom objectives as well as a reconsideration of the teacher's role. Beyond teaching the correct use of online translators, students should be encouraged to engage deeply with their peers and teachers to negotiate and reflect—both individually and collectively—on knowledge construction when using digital tools.

Academic reading with the assistance of digital tools can foster shared and negotiable ways of thinking and can become a reflective instrument, connecting students to knowledge through discernment, the development of analytical criteria, review, and reconstruction. In this new scenario, it is necessary for teachers to devise proposals that intertwine technology and knowledge.

Fernández Larrañaga, Moirano and Orellana<sup>60</sup> present an experience that began in 2019 as an initiative of the School of Languages within the Faculty of Humanities and Educational Sciences at the University of La Plata. It recounts the development of an English as a Foreign Language (EFL) teaching project designed specifically for students with intellectual disabilities at the Institute of Specialised Psychopedagogy (IPE). The project took two years to implement due to the COVID-19 pandemic but was launched in April 2022.

The work reflects on the social model of disability, which aims to remove existing barriers so that all people can feel included and actively participate in all areas of social life, and within this framework, to remove the barriers that hinder English learning. The experience took the form of a workshop and was led by an interdisciplinary team including an English teacher and a group of specialists and technicians from the IPE. The strategies used are described, such as a strong emphasis on oral skills, the use of pictograms, adapted texts, and more.

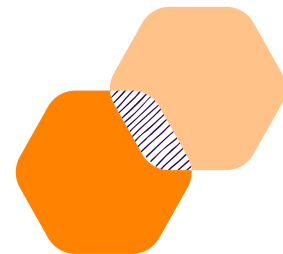
Ponz and Vernet (2019)<sup>61</sup> narrate a gamification experience in English classes. They sought to harness what they see as the potential of this technique in the educational sphere. They define gamification as an approach to knowledge based on the use of game techniques, mechanics, and dynamics in non-game environments, with objectives beyond mere entertainment. The article analyses potential applications of gamification for teaching English to young people and adults. It lists game dynamics implemented in the classes and reviews some applications that may be useful for this purpose.

The authors conclude with a reflection that gamification in the classroom not only increases attention, motivation, and active participation but also generates a positive attitude towards learning. They especially highlight the treatment of errors within playful environments as opportunities for improvement. They also argue that gamification

60 Fernández Larrañaga, E., Moirano, A., & Orellana, F. (2022). El inglés como L2 en la clase de educación especial. *Puerta Abierta*, 17. [[chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/no-17/PAn17a07.pdf](http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/no-17/PAn17a07.pdf)].

61 Ponz, M. J., & Vernet, M. (2019). El rol del juego y la gamificación en la enseñanza del inglés. *Puerta Abierta*, 15.





encourages teamwork and collaboration among students with the aim of meeting set challenges. Furthermore, gamifying the classroom through various platforms or applications promotes the development not only of linguistic intelligence but also logical, intrapersonal, and interpersonal intelligences.

In an article, Jalo and Perez Albizu<sup>62</sup> (2019) develop a proposal for children's courses at the School of Languages of the National University of La Plata, whose thematic focus is diversity, disability, and inclusion. The proposal uses short films as the main resource, complemented by children's literature. English classes are presented as an ideal context in which to reflect on peer relationships based on respect, solidarity, and empathy, to consider stereotypes, and to embrace diversity while learning English.

The short films offer students the opportunity to engage critically with the content on a meaningful level. By presenting a complete narrative within a short time frame, they achieve a strong dramatic effect, capturing and holding students' attention. The authors' idea is that moving away from more traditional narrative structures engages students with current and relevant topics in their lives, such as ethnic-racial discrimination, bullying, sisterhood, and human rights, among others, allowing these to be addressed from this perspective through a wide variety of tasks.

The article exemplifies the proposal by selecting materials and developing possible tasks based on them for the English class. The ideas presented refer to possible approaches for both young children in early childhood and for older children.

Peluffo et al (2019)<sup>63</sup> present a study exploring the different materials and resources used in an introductory course and during the first year at FaHCE (Faculty of Humanities and Education Sciences at the University of La Plata). The study focuses on working with narratives. The main objective of the experience is to conduct a comparative analysis of the final products (narratives) produced by first-year students at various stages of the teaching-learning process from 2017 onwards, the year when significant changes were made to the materials used.

The corpus being collected and analysed appears to confirm that the explicit teaching of the narrative genre brings benefits not only because it leads to a more solid macrostructure but also because it brings students closer to a fuller understanding of language. The theoretical framework used for working with narratives is based on the learning-teaching cycle of the Australian genre pedagogy and the gender perspective of systemic functional linguistics. Within this framework, genre connects culture with context, and register connects the latter with language. This enriched conception of textual genre allows students to understand how social purposes are linked to the textual structures used.

The study aimed to use the genres most relevant to incoming university students. The article describes the approach to working with narrative genres and offers reflections based on this work. In their conclusions, the authors state that valuing systematic work from the perspective of genres makes significant contributions, as it considerably reduces inaccuracies at the macrostructural level and improves the internal coherence of narratives. As students appropriate the genre, both teachers and students can begin to focus on microstructural aspects, which generally represent areas of difficulty in narrative construction.

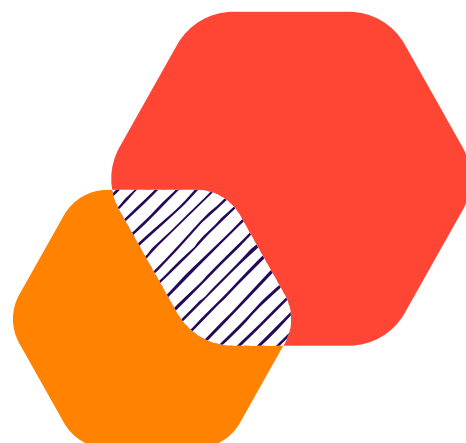
Moirano<sup>64</sup> (2019) presents an experience carried out with a group of older adults at a Language School in the city of La Plata during 2018. The work focused on writing processes. The article analyses the objectives of the portfolio tool for developing and assessing written productions and elaborates on some of its advantages and disadvantages.

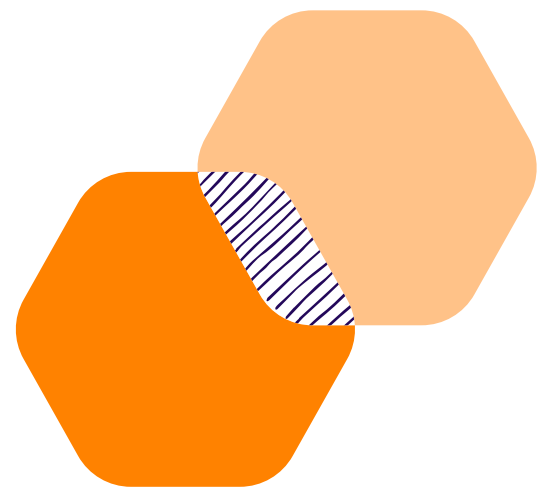
The compilation of all submissions and final products aimed to encourage students to analyse their own strengths and weaknesses. A second objective was for the teacher to gain a deeper understanding of

62 Jalo, M., & Pérez Albizu, C. (2019). Diversidad e inclusión a través de cortometrajes en la clase de inglés. *Puerta Abierta*, 15.

63 Peluffo, M., Pich, V., Rosica, P. S., & Vernet, M. (2019). Narraciones de ingresantes a las carreras de inglés en la FaHCE: un análisis comparativo. *Puerta Abierta*, 15.

64 Moirano, M. C. (2019). Una experiencia en el uso de portafolios electrónicos en la práctica de escritura. *Puerta Abierta*, 15. [[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/numero-15/MOIRANO%20CAROLINA%20UNA%20EXPERIENCIA%20EN%20PORTAFOLIOS%20DIGITALES%20EN%20LA%20PRACTICA%20DE%20PROCESOS%20DE%20ESCRITURA.docx%20-1.pdf](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/numero-15/MOIRANO%20CAROLINA%20UNA%20EXPERIENCIA%20EN%20PORTAFOLIOS%20DIGITALES%20EN%20LA%20PRACTICA%20DE%20PROCESOS%20DE%20ESCRITURA.docx%20-1.pdf)].





each student's individual process. The author proposes the portfolio as a methodological and assessment strategy grounded in a constructivist conception of learning.

The advantages of the portfolio listed include aspects of both the individual development of students and the professional development of the teacher, as well as curricular and institutional improvement. The tool is also linked to the development of metacognitive processes, in contrast with a marked dependence on the teacher and the use of traditional assessment methods.

The project seeks for students to perceive the portfolio as a reflection of their individual learning, which provides them with a sense of achievement and personal satisfaction, helps them raise awareness of their own progress, allows them to systematise learning, and also serves as an activity for review and revision.

Iacoboni and Moirano<sup>65</sup> (2021) attempt in their article to show the major advantages of using the digital tool Google Forms to adapt the Cambridge University First, Advanced, and Proficiency exams for English learners of other languages (ESOL exams) to a virtual format. The text briefly explains the functioning and evaluation methods of the preparation courses during face-to-face teaching, then describes how the courses and exam formats were adapted to virtual delivery during 2020.

Finally, some problems encountered are mentioned, and based on the lessons learned, precautions to consider when using this tool are listed. The first issue when creating the forms was how to prevent the exam from circulating afterwards, thereby allowing reuse in future sessions and optimising the time needed to design new exams. The article details how various virtual-specific issues were resolved, such as configuring access permissions, managing audio settings, bandwidth problems, exam timing control, and so forth.

The article argues that Google Forms allows not only the preparation of exams but also the integration of add-ons that help solve the issues mentioned above.

In their conclusions, the authors affirm that implementing Google Forms for assessment purposes can be a very effective tool for exam creation and results tabulation, while also optimising teachers' time.

Massano and Pérez Albizú<sup>66</sup> (2021) share in their work an experience as coordinators of the English courses for the Children and Adults sections of the Language School (UNLP) during the virtualised courses period in Argentina's ASPO lockdown, recounting some of the lessons learned. The processes undergone are detailed: challenges in connecting with students and among themselves, the necessary emergency teacher training, platforms selected to continue the work (such as incorporating Google Classroom), strategies chosen according to age group, and so on.

Special emphasis is placed on the creation of tutorials that supported the entire task. The article also reflects on the work involved in producing materials for the virtual environment and the reconfiguration of assessment proposals.

Polastri<sup>67</sup> (2024) describes and reflects on a decolonial didactic sequence carried out in 2023 within the subject English Level II, corresponding to the fourth and final year of the Social Work Technician course at a Higher Institute of Teacher and Technical Training. The sequence was developed to address the 40th anniversary of the restoration of democracy in Argentina, with the aim of remembering the victims of illegal repression during the last coup d'état and celebrating democratic values through active citizenship.

The article also analyses the difficulties educators face when attempting to address Argentine topics in English, particularly regarding identity construction and the selection of materials in the target language.

65 Iacoboni, G. N., & Moirano, A. M. (2021). Preparación de exámenes de ESOL de la Universidad de Cambridge durante el ASPO: una experiencia con Google Forms. *Puerta Abierta*, 16. [[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.memoria.fahce.unlp.edu.ar/art\\_revistas/pr.16190/pr.16190.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.16190/pr.16190.pdf)].

66 Massano, M. C., & Pérez Albizú, M. C. (2021). Virtualización de los cursos de las Secciones Niños y Adultos de la Escuela de Lenguas durante la pandemia en los ciclos lectivos 2020-2021. *Puerta Abierta*, 16. [<http://sedici.unlp.edu.ar/handle/10915/147014>].

67 Polastri, V. (2024). 40 years of democracy in Argentina: A decolonial didactic sequence about our last dictatorship in the English class at Social Work College. *Argentinian Journal of Applied Linguistics*, 12(1), 46-56. <https://ajal.faaapi.org.ar/ojs-3.3.0-5/index.php/AJAL/article/view/336>.



The author proposes a reflection on the dependence on foreign content—often from a Eurocentric perspective—and the challenge of teaching the target language through issues closer to one's own identity.

The narrated experience proposes, among other things, that students access authentic English materials about socially relevant local and regional issues, contrasting with the usual English textbook texts centred on Anglophone power centres. It encourages the development of reading strategies and discursive awareness to facilitate the reading comprehension process while dealing with the linguistic forms present in the explored written texts, and consolidates transdisciplinary knowledge to strengthen identity construction through the target language in relation to the mother tongue.

Among the conclusions, the author affirms that teaching English as a subject should be related to social issues and social action, and be based on human rights.

Torres<sup>68</sup> (2023) presents in her work a reflection on a didactic sequence aimed at raising awareness about gender-based violence in the context of the International Day for the Elimination of Violence against Women (25 November). Her pedagogical approach provided a framework for carrying out activities that foster reading comprehension and the analysis of the passive voice.

When analysing the experience, the author also reflects on the importance of linguistic forms and their effect on the construction of social realities. By proposing the deconstruction of texts, the sequence offers an opportunity to review and challenge discursive practices and to develop critical thinking.

The sequence includes a review of the passive voice, beginning with sample sentences so that students can formulate hypotheses about them, and then delving into a text by Rebecca Solnit, which problematises the use of agentless passive constructions in discursive practices that portray gender-based abuse.

The didactic sequence is also proposed as an attempt to integrate English Language Teaching (ELT) with Comprehensive Sex Education (ESI), through activities focused on the passive voice and its uses, framed within a context of reflection on gender-based violence. Through the activities, the use of agentless passives in discursive practices that represent gender-based abuse is also problematised.

The work by Aguirre Céliz, Rivarola, and Domínguez<sup>69</sup> (2023) analyses an experience carried out at the Faculty of Engineering and Agricultural Sciences of the National University of San Luis. The activity stemmed from the design and implementation of “Inglés Comunicacional” (Communicative English) as an elective course for engineering students at this higher education institution. It was piloted during the second semester of 2021.

The innovation proposed focused primarily—though not exclusively—on the flipped classroom methodology. The article describes students' perceptions (gathered through a survey) regarding several components introduced in the course: the flipped classroom methodology, the use of technologies for course delivery, and whether their initial expectations were met.

The data collected and presented in the article indicate a high level of satisfaction with the implementation of the flipped classroom model. Its strengths appear to lie in the flexibility it offers in managing one's own time, the dynamic nature of the classes, the variety of available technological resources, and the game-like activities that added energy and extra motivation.

68 Torres, A. (2023). Holding the passive accountable: a didactic sequence proposal that integrates ELT and CSE. *Argentinian Journal of Applied Linguistics* - ISSN 2314-3576, 11(1), 85–93. Retrieved from <https://ajal.faaapi.org.ar/ojs-3.3.0-5/index.php/AJAL/article/view/294>.

69 Aguirre Céliz, C. A., Rivarola, M., & Domínguez, M. B. (2023). Una propuesta innovadora para la enseñanza del inglés comunicacional en una universidad argentina. sugerencias de mejoras a partir de la opinión de estudiantes. *Revista de Innovación y Buenas Prácticas Docentes*, 12(1), 19-33.







One perceived weakness identified by students was the limited opportunity to practise oral skills during remote group speaking activities. In their conclusions, the authors reflect on the need for educators to take responsibility for exploring available technologies to enhance student learning, while also becoming reflective practitioners in integrating such tools into the educational process.

The classroom account described in an article by Panza<sup>70</sup> (2024) presents a didactic sequence aimed at raising university students' awareness of nominalisation as a powerful resource for improving their academic reading and writing skills in scientific texts. Academic literacy requires students to become familiar with ways of expressing meaning that are particularly common in academic texts, but which are not typically found in everyday language.

Nominalisation is one such feature that poses a challenge for university students in both reading and writing science-related texts. The activities in the sequence were organised in stages that gradually guided students from reading a popular science article and noticing the presence of nominalised forms, to finally using this linguistic resource in guided writing activities.

The article shares classroom activities focused on the explicit teaching of nominalisation to improve reading and writing processes using popular science articles. These include authentic examples of meanings expressed through metaphorical (nominalised) forms versus congruent ones.

Moreover, the author proposes that exposing students to academic language through the genre of popular science writing is a valuable process to prepare them for reading and/or writing other genres—such as manuals and research articles—which typically convey abstract and technical meanings.

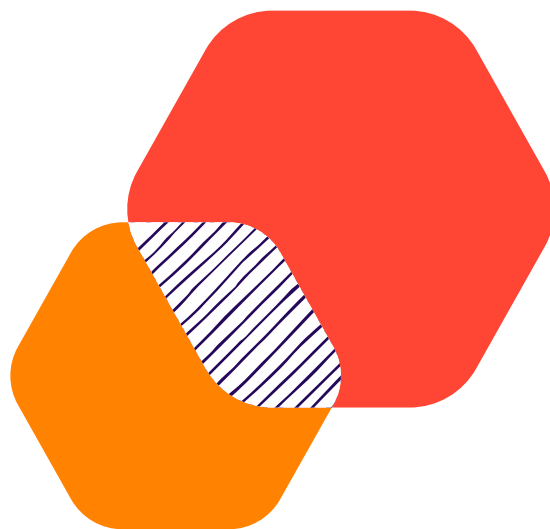
In their article, Capell, M., Negrelli, F., and Morchio, M. J.<sup>71</sup> (2019) reflect on the need for innovation in assessment practices as a proposed line of work. To this end, they present the design of a research project aimed at establishing quality criteria for the materials used by university lecturers at the National University of Córdoba.

The authors state that didactic materials are a common point of reference that students rely on for a significant part of their learning, while also supporting the classroom practice of teachers. However, for these materials to foster learning, they must meet a set of requirements. In this sense, it becomes necessary to apply analytical and evaluative criteria to assess their quality.

The aim of this study, which was planned for the 2018–2021 biennium, was to carry out a comprehensive evaluation of the didactic curricular materials—whether printed and/or audio-based (depending on the nature of each subject or field of study)—produced by the lecturers themselves and used in the modules or areas under analysis. These included English Language I, English Grammar Practice, English Grammar I, and Pronunciation Practice, among others.

70 Panza, et al. (2024). Academic Literacy in English: A Pedagogical Proposal for the Teaching of Nominalization in an Undergraduate Program. *Argentinian Journal of Applied Linguistics*, 12(1), 36-45.

71 Capell, M., Negrelli, F., & Morchio, M. J. (n.d.). La evaluación de los materiales en las áreas de lengua, gramática y fonética inglesa. In A. del Valle (Ed.), *Actas del II Congreso Internacional Lenguas-Migraciones Culturales: migración y frontera: debates socioculturales y lingüísticos en espacios geográficos y virtuales*.



Based on the findings, the next step would be to revise or redesign the materials used in classroom practice, according to the strengths and/or weaknesses identified in each of the subjects included in the project. The article argues that evaluating printed and/or audio didactic materials produced by lecturers should involve a continuous, multifactorial process that will enable informed didactic and pedagogical decisions, ultimately impacting learners' academic performance. (It is worth noting that, to date, no published results of this study have been found.)

In their work, Negrelli, F. and Capell, M.<sup>72</sup> (2019) assert that achieving fair assessment practices involves striving to ensure the reliability and transparency of tests and examinations. In this regard, the reliability of marks is questioned, as well as the negative influence of subjectivity on the perception and attitude of examiners.

The authors explain that although other tools exist to assess student learning, written and/or oral examinations are currently the only instruments recognised by the Examination Regulations in force at the Faculty of Languages, National University of Córdoba to assess students who have obtained regular attendance in a subject and to determine whether they are eligible for promotion to the next level. This type of "test" was the subject of analysis in the research shared.

In the subjects studied in the project, the exam becomes a tool of power and control, as well as a mechanism for awarding marks, with the aim of producing a final grade that decisively influences the teacher's decision on whether or not to promote students to higher levels.

The central aim of the study was to ensure the reliability of marks in written examinations in the subjects under scrutiny. The analysis focused on certain modules within the Teacher Training, Translation, and English Language degree programmes. Through collaborative work among lecturers—where learning objectives, subject content, methodologies, and assessment forms and criteria were analysed—the researchers concluded

that although the objectives and teaching and assessment methodologies outlined in the official syllabi were in line with the descriptors set out in the current curriculum, assessment criteria were not sufficiently described or standardised to guarantee reliability in grading, regardless of who marked the exam.

The research involved data collection through exam samples from the courses in question, which were then used in different marking rounds to verify the absence of unified criteria and to identify possible solutions.

One of the conclusions reached at this stage was that in a very low percentage of cases there was agreement among teachers on the final grade awarded in the same exam. Therefore, students' complaints and/or perceptions about the lack of standardised marking criteria were well-founded. There was a pressing need to improve and share assessment practices, and it became necessary to develop a regulatory framework that would ensure the maximum level of standardisation in the assessment criteria followed by all lecturers in the course.

Based on these findings, the team proceeded to design a descriptive and explanatory taxonomy of errors to establish uniform correction criteria. After completing this phase, a second round of marking was conducted to determine the extent to which the criteria had been successfully standardised. In general, no significant differences were observed in this second round, which led the authors to conclude that the results of the project in this area were highly positive.

72 Negrelli, F., & Capell, M. (2019). La elaboración y aplicación de criterios de evaluación uniformes en gramática y fonética inglesas. In A. del Valle Castro, M. J. Morchio, & M. Tapia Kwiecien (Eds.), *Actas del II Congreso Internacional Lenguas-Migraciones Culturales: migración y frontera: debates socioculturales y lingüísticos en espacios geográficos y virtuales* (1st ed., pp. [page numbers of the article]). Córdoba, Argentina: UNC.

Pintos<sup>73</sup> (2024) , in her work on flipped teaching practices, explores the experiences of lecturers who implement flipped classroom strategies for reading comprehension in English as a Foreign Language (EFL) at university level. The study examines practical approaches and digital tools used to create interactive learning environments, while also addressing the challenges and benefits faced by teachers in virtual settings.

The author identifies some effective flipped teaching practices and focuses on the lived experiences of educators who adopt flipped learning methodologies, as well as how their students perceive this type of instruction.

The analysis of survey responses administered to both groups involved (teachers and students) offers insights into the perspectives, challenges, and strategies employed by teachers when implementing flipped instruction.

The findings reveal that teachers reported positive outcomes from flipped teaching, including greater student engagement, motivation, and comprehension. However, challenges were also noted, such as technological barriers, time constraints, and complexities in instructional design.

Despite these obstacles, the teachers expressed enthusiasm about the transformative potential of online flipped learning in EFL reading instruction. Student surveys indicated satisfaction with their learning outcomes.

Bottiglieri, Irrazabal and Ramallo<sup>74</sup> (2023) present a study on online machine translation (MT), specifically Google Translate, based on anecdotal evidence suggesting that university-level teachers and students make extensive use of MT for both reading comprehension and academic writing purposes.

The authors argue that as this tool continues to improve, this trend will likely grow and could significantly impact educational practices.

The exploratory study was conducted in two phases. In the first phase, the researchers examined texts (academic articles from international journals) that had been translated from English into Spanish using the Google Translate engine, in order to closely observe the quality of the MT output and assess its linguistic accuracy.

In the second phase, an intervention was designed to determine the effectiveness of MT in supporting reading comprehension among university students. Students were allowed to use MT to complete their reading comprehension tests, with the aim of establishing whether inaccuracies in machine translation could cause misunderstandings or failure to comprehend the text.

To evaluate comprehension, the selected texts were accompanied by multiple-choice questions to collect quantitative data, as well as open and closed questions to gather qualitative insights.

Evidence from Phase 1 revealed that while MT output for academic texts is not perfect, it contains relatively few linguistic errors. The results of Phase 2 suggest that these errors do not significantly hinder comprehension. One key finding highlighted in the report is that 35% of students admitted they would not have understood the text without MT.

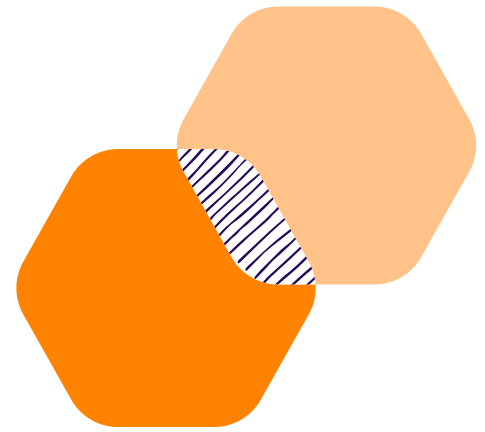
Based on this study, the authors conclude that there is a need for a pedagogical response to the reality of MT use by university students. For instance, while students frequently use such tools, they receive no training on how to use MT effectively.

The study proposes that it is time to initiate a debate about the acceptability of MT for academic purposes and whether or not to teach machine translation literacy, rather than simply ignoring or banning its use.

73 Pintos, V. (2024). Online teaching: facilitating flipped EFL reading comprehension at university. In M. C. Albini & C. E. Quinteros (Eds.), ARGENTINA TESOL ANNUAL CONVENTION "Amplifying Imagination in ELT" (Conference Proceedings).

74 Bottiglieri, L. I., Irrazabal Paz, M. F., & Ramallo, C. B. (2023). The use of machine translation for reading comprehension in a university context. ARTESOLES Journal, 13(1).





Albarracín<sup>75</sup> (2019) shares a secondary school-level experience carried out in Buenos Aires, in which two popular horror stories from the city were merged and combined with virtual reality (VR) technology self-developed by the teachers. The aim was to facilitate meaningful cultural exchanges with students from different countries, focusing on fear as a universal emotion shared across cultures.

The article explores the use of virtual reality technology and its potential for enhancing classroom activities, concluding that the success of the experience may be attributed to the immersive quality of VR, which allows students to feel and remember the experience more effectively. According to the author, no other technological tool currently available matches VR in terms of immersion.

Accardo<sup>76</sup> (2019) describes a primary school project in which, based on the curricular designs and guidelines for English as a foreign language and for Spanish language and literature, teachers from both areas collaborated to introduce a range of literary genres progressively into the curriculum to support the development of linguistic competence in both languages.

These texts ranged from short forms, such as rhymes and limericks, to longer literary forms, including fables, legends, fairy tales, and short stories. The project focuses on the linguistic and cultural benefits of working with literature. It outlines how reading tasks were linked to students' areas of experience and connected with other subjects, enabling the design of meaningful tasks throughout each project.

For this reason, the author concludes that literature can be implemented in EFL lessons as an authentic and rich resource to promote a holistic and structured reading approach that integrates both languages.

Marletta y Porto<sup>77</sup> (2019) present a case study in which they describe how adolescents aged between 14 and 17, with levels ranging from A2 to B2, experienced and used English in an immersion camp where learning took place outside the school and classroom, and in cooperation with peers and native English speakers. During the experience, data was collected from a variety of sources, including:

questionnaires about the camp experience completed by parents, teachers and camp leaders (native English speakers enrolled in study abroad programmes in their home countries), student responses in the form of productions reacting to literature, film scripts, short videos, poems, photographs, and recorded conversations of their interactions.

Through the analysis of the data gathered, the findings indicate that the arts- and content-based element of the camp experience, particularly its literary component, was emotionally engaging for the students and became a motivational driving force in their use of English in this informal learning context. In particular, participants valued the opportunity to interact with others: friends, students from other schools, teachers and native speakers of the language; they gained first-hand insights into other cultures and ways of life. The opportunity to do sports, crafts, singing, dancing, baking and other activities in a setting where the second language was actively used was also highly appreciated.

Acknowledging the limitations of implementing such projects within schools, the authors offer alternatives for building activities with this same "logic" in the school setting. The study strongly emphasises the value of this type of experience for the development of attitudes, skills and values connected to education for global citizenship.

López Barrios<sup>78</sup> presents the thesis that English as a Foreign Language (EFL) is a privileged space for addressing the issue of sexual identity construction, which is included within the non-linguistic content in the curriculum design. In his work, the author analyses a teaching sequence which, starting from the trailer of a film, proposes the development of linguistic competence while also tackling issues of identity. He advocates the value of using film trailers to address matters related to different facets of identity.

<sup>75</sup> Albarracín, B. (2019). Self-generated virtual reality in Buenos Aires: [Título más específico si lo hay]. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference (1st combined vol. ed., pp. xx-yy)*. Asociación Salteña de Profesores de Inglés - ASPI.

<sup>76</sup> Accardo, S. (2019). From rhymes to stories: discovering different genres throughout primary school. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference (Vol.1)*. Asociación Salteña de Profesores de Inglés - ASPI.

<sup>77</sup> Marletta, C., & Porto, M. (2019). Learning English through arts-based pedagogies in informal contexts: The case of immersion camps in Argentina. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference (Vol.1)*. Asociación Salteña de Profesores de Inglés - ASPI.

<sup>78</sup> López-Barrios, M. (2019). What if the world doesn't like you? An activity sequence on identity construction in *Love, Simon*. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference (Vol.1)*. Asociación Salteña de Profesores de Inglés - ASPI.



From a pedagogical perspective, film trailers, due to their brevity and the dual access to meaning offered by the combination of images and sound, are a suitable resource for the design of teaching materials. This proposal is also intended as a model for creating similar materials when available textbooks do not meet the curriculum demands nor the interests and proficiency levels of students in specific educational contexts.

Materials that address the topics of gender and sexuality remain largely scarce in the regional context and are very difficult to find in English. Given that Argentine legislation establishes the compulsory nature of Comprehensive Sexual Education and English as a Foreign Language (EFL), the author argues that, as part of formal education, this area faces the responsibility of addressing these issues.

Altamirano and López Barrios<sup>79</sup> (2019) describe an experience from which they present a reflection on translanguaging and mediation. In their work, they propose two tasks involving the students' mother tongue using an online translation application and oral mediation. Starting from the treatment of the topic of migration presented in a bilingual book, they explore the development and integration of language skills that enhance the students' intercultural communicative competence, employing translanguaging as a pedagogy.

Materials were designed at the Faculty of Languages of the National University of Córdoba for the specific context of public secondary schools with a foreign language focus during the oriented cycle stage (ages 16 to 18). The article also challenges the taboo surrounding the use of the mother tongue (L1) in the teaching of English as a Foreign Language (ELT) and reflects on its possible usefulness.

The authors argue that recently the use of L1 has attracted interest thanks to theoretical developments such as translanguaging and, in practice, the revaluation of translation and the introduction of mediation. However, they warn that the general consensus among teachers remains that the use of L2 should be maximised.

Saade<sup>80</sup> (2023) proposes a didactic experience aimed at modelling the implementation of grammar teaching in an English class at a secondary school from an inquiry-based perspective, focusing on the study of so-called unaccusative verbs. The sequence includes activities that allow students to form hypotheses, develop generalisations, and engage in argumentation, giving special emphasis to metalinguistic tasks.

The proposal works specifically with unaccusative verbs. The approach centres on teaching grammar from a generative and inquiry-based perspective, enabling the development of critical thinking and metalinguistic reflection to enhance the learning of the target language through the intentional and conscious explicitness of the structural properties of the language by means of certain cognitive and linguistic strategies, such as evidence analysis, problem situation analysis, deduction and inference, hypothesis formulation, and systematisation.

Furthermore, the sequence invites framing the above within controversial topics that challenge students to solve problems or real-life situations and to create new products.

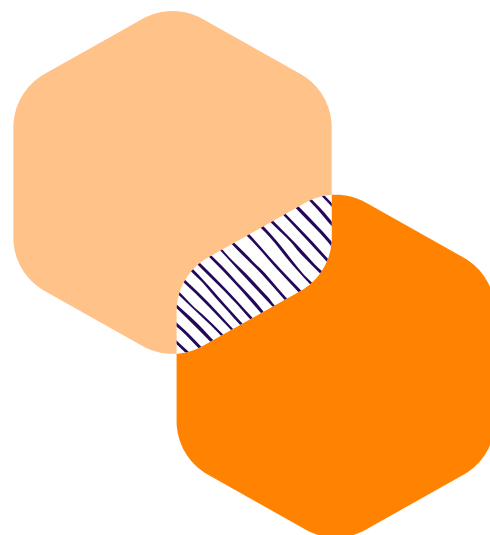
Vázquez and González<sup>81</sup> (2020) start from the assumption that note-taking, being an everyday practice for students, tends to be taken for granted and that students do not receive instruction on this process. Their study proposes a framework for direct instruction in note-taking and explores its impact on recalling information from a class, considering the quality of the ideas remembered (both main and secondary).

The research appears to demonstrate the importance of note-taking in the academic context and suggests that students need to be able to take notes effectively to achieve good results. This study proposes a design to teach note-taking strategies to secondary school students learning English as a foreign language,

79 Altamirano, M. S., & López-Barrios, M. (2019). "How do you say this in English?" Translingual practices based on a bilingual novel. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference* (Vol.1). Asociación Salteña de Profesores de Inglés - ASPI.

80 Saade, A. (2023). It happens the same: Actividades para la enseñanza de los verbos inacusativos a aprendientes del inglés como L2. *Argentinian Journal of Applied Linguistics*, 11(1), 55–72.

81 Vázquez, D., & González, M. P. (2020). Quality of ideas recalled from academic lectures: The impact of note-taking instruction. En P. L. Luchini & U. Kickhöfel Alves (Comps.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.





thereby providing them with cognitive and metacognitive strategies to take notes while listening to lessons and/or lectures on various topics.

The results indicate that receiving instruction in note-taking supports the recall of information delivered to students during lectures and offers an opportunity to improve their ability to retrieve both main and secondary ideas. Therefore, the authors propose that note-taking instruction should be delivered systematically in foreign language classrooms, attempting to integrate it with the rest of the secondary curriculum content.

A study on video games and vocabulary acquisition in English is presented in an article by Gómez García and Solanilla<sup>82</sup> (2022). They analyse the possible connections between the world of video games and English teaching, specifically at the secondary education level. The article includes a review of educational applications and video games aimed at vocabulary acquisition in English, within the broader framework of gamification in teaching and learning processes. Various empirical studies that have worked with these types of technological resources are also reviewed.

The practical cases analysed suggest that the use of video games in the classroom improves both motivation and effective learning of English vocabulary as a foreign language, although several elements that may cause problems are observed and should not be overlooked when introducing video games into classrooms.



82 Gómez García, L., & Urraco Solanilla, M. (2022). Relación entre los videojuegos y las aplicaciones y la adquisición de vocabulario en inglés como lengua extranjera. *Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología*, 31, 60-68. <https://doi.org/10.24215/18509959.31.e6>.



## Teacher Training and Professional Development in English Teaching and Studies on Teaching

This final section presents a synthesis of academic works that address English teaching from a dual perspective: on one hand, the study of initial and ongoing training processes, with an emphasis on the pedagogical competencies necessary for effective performance in diverse contexts; on the other, theoretical and reflective discussions that problematise teaching practice as a complex, situated act mediated by sociocultural and linguistic factors.

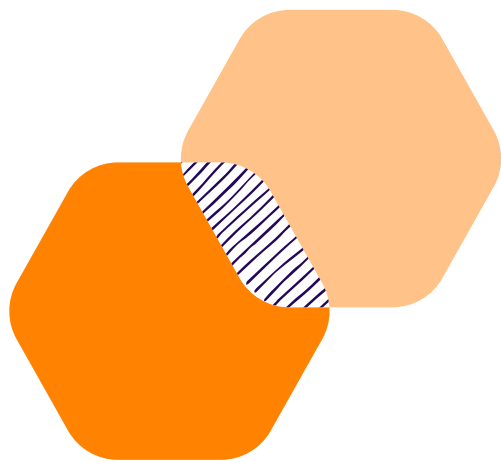
### Initial Training of English Teachers

Benegas, Herrera, Nieva Doroñuk, and Salgueiro<sup>83</sup> (2020) write a chapter in which they describe and analyse research on writing in a second language (L2) within the initial training of English teachers. The study examined the writing of future teachers through case studies, corpus-based analyses, quasi-experiments, and mixed methods. The authors acknowledge a scarcity of studies on future teachers' perceptions of their motivation and identity in relation to L2 writing, and they believe that motivation and a sense of identity significantly influence the writing practices of trainee teachers. Therefore, the study argues, it is vital for teacher trainers to understand the interaction between writing, motivation, and professional identity.

Throughout the chapter, the authors aim to demonstrate that, within the framework of academic writing in Argentina's English teacher training, trainee teachers can strengthen and (re)configure their current identity as teachers-in-training and language learners in relation to their imagined future identity as teachers of English as a foreign language. Notions of identity, in synergy with motivation and engagement, play a fundamental role in creating needs, challenges, and opportunities related to the improvement of English teacher training programmes and professional development, and therefore should be examined closely.

In terms of English teacher training programmes in Argentina and their pedagogical implications, this experience serves to illustrate that genre-specific writing tasks, such as book reviews, can initiate a long journey in the trajectory of a future teacher and in the construction of their identity. Academic writing, instantiated through certain tasks, could show trainee teachers that they can engage in writing, improve their professional practice as practitioners, and participate in a professional community of practice. The authors propose that, based on this experience, English teacher training programmes in the Argentine context and in other non-dominant English contexts should incorporate book reviews and reflective texts, and involve trainee teachers in writing for publication. For both trainee teachers and their instructors, seeing their work published and engaging with a real audience beyond the confines of a classroom can be an incentive and a reinforcement of teacher identity.

<sup>83</sup> Banegas, D. L., Herrera, M., Nieva, C., Doroñuk, S., & Salgueiro, Y. (2020). "Writing makes us professional": Second language writing in Argentinian teacher education. In L. Seloni & S. Henderson Lee (Eds.), *Second language writing instruction in global contexts: English language teacher preparation and development* (pp. 247-269). Bristol: Multilingual Matters.



Along these lines, collaboration could be explored not only at the writing level but also in processes to encourage the publication of research conducted by trainee teachers. Finally, they argue that if trainee teachers' interest in academic writing and engagement with the professional community is strengthened, future research could explore the impact of trainee teachers writing articles or co-writing with peers and tutors.

Machado<sup>84</sup> (2022) presents a study exploring the use of cohesive devices in written English discourse produced by two groups of students enrolled in English teaching degree programs at two higher education institutions in the city of Mar del Plata. Two hundred texts were analyzed to evaluate the extent to which the use of discourse markers affected textual cohesion and the correlation between the use of connectors and the length and complexity of the texts.

The results reveal an excessive use of discourse markers, especially in shorter texts such as paragraphs. One hypothesis is that the emphasis on the use of connectors in writing may be encouraged by classroom activities and even induced by advice and tips shared by teachers or found in numerous textbooks. The author argues that such an emphasis on connectors can lead to their indiscriminate use. The findings of the study have pedagogical implications not only at the higher education level but also across other levels of the educational system. Both when composing and teaching writing, the focus should not be on the number of connectors to be included in a text, but rather on finding the best way to link the ideas that compose it. Machado suggests that the development of students' logical thinking should be targeted so they can improve how they generate, organize, and present their ideas.

Connectors should be seen as higher-level discourse units that organize text segments in relation to the

direction of the argument. If connectors are used incorrectly, the overall argument—not just the sentence containing the connector—becomes difficult to process. Other means for developing textual cohesion should be incorporated into the teaching of academic writing. For example, building an argument in which semantic relationships between ideas are evident, and where the reader requires few discourse markers to aid comprehension.

Due to the difficulty of teaching and working on textual cohesion, teaching writing is a complex activity that should not be reduced to decontextualized practices such as teaching textual cohesion through the indiscriminate use of connectors.

### English teachers in the South of Argentina

Benegas y Manzur<sup>85</sup> (2021) propose a study exploring the development of materials for teaching through English in an online teacher training programme for English teachers in southern Argentina. Drawing on frameworks for the development of supplementary materials aimed at integrating content and language learning, the authors position themselves simultaneously as researchers and as the subject of study by examining the pedagogical decisions and criteria behind the development of materials, the evaluation of their implementation, and the experiences and perceptions of their teacher training students as they learn through these materials.

Special attention is given to how content and language learning are supported in an online environment. In this small-scale study, it is proposed that, within the context of initial English teacher training, materials for modules not directly related to language as a system or discourse should include systematic linguistic support and tasks that reflect activities aimed at developing language skills, since language plays a central role in learning. Therefore, a framework for integrating content and language should be designed and implemented by both content and language teachers (within teacher training and higher education more broadly).

84 Machado, C. (2022). Escritura en inglés como lengua extranjera: El engañoso uso y sobreuso de los conectores para componer textos cohesivos. UCMAULE Revista Académica Talca, 62. <https://doi.org/10.23912/9781911396512-3454>.

85 Banegas, Darío Luis and Busleimán, Graciela Manzur; Lasagabaster, David and Doiz, Aintzane, eds. (2021) EMI materials in online initial English language teacher education. In: Language Use in English-Medium Instruction at University. Routledge Studies in English-Medium Instruction. Routledge, London, pp. 100-125. ISBN 9781000377798.

This chapter seeks to demonstrate that teaching and learning materials should be professionally developed, with teachers playing a fundamental role due to their first-hand knowledge of the content, context, and the students' trajectories and needs. The authors advocate for the development of materials as a policy to be pursued alongside a curriculum that integrates them and responds to the context of teacher training.

## Research in 19 schools in the province of Formosa

Nuñez Acuña<sup>86</sup> (2024) recounts in her work a research experience carried out in 19 schools in the province of Formosa and offers a perspective on interculturality in relation to teachers' cognition in the treatment of grammar. The rationale behind the decision to study this central topic is based on the fact that cultural diversity is one of the distinctive features characterising schools in the province of Formosa and has been little studied in relation to the teaching of English.

The study sought to explore how English as a foreign language teachers in secondary schools in the city of Formosa perceive cognition in relation to the approach to grammar. More specifically, and with regard to this question, the general objective of the research was to investigate the current cognition of teachers concerning the notion of interculturality in classroom contexts in Formosa and its impact on the teaching of grammar in English as a foreign language classes.

One finding of this exploration was the presence of the Guaraní language in the classroom for the treatment of English grammar in a school setting. Teachers promote the use of Guaraní in their English classes because many of their students have knowledge of this language. English teachers in the province of Formosa take advantage of this situation to reinforce the curricular space they teach. In doing so, teachers respond to the demands of classroom tasks by creating a cultural perspective that respects,



accepts, and values diversity at the educational level. The teachers involved in this research stated that this indigenous language serves as a foundation for constructing and revaluing their students' identity. According to their perception, Guaraní is a powerful tool for teaching English and benefits students when comparing the grammatical structures of Guaraní, Spanish, and English. The comparison of these languages fosters awareness among students and teachers about both the differences and similarities between them, while also serving to cherish Formosan cultural identity.

## English in Youth and Adult Education

Helver<sup>87</sup> (2024) studies in her chapter the teaching of English in youth and adult education. She establishes that, despite the significant growth that lifelong education for youth and adults has experienced in recent years at the secondary level—encouraged by various legal frameworks—the curricula and curricular designs of the different educational offerings at this level have remained largely the same as those established in 1995. These curricula and designs underwent only one adjustment in 2002 and remained in force until 2022. Amid this lack of curricular updating, teachers have had to develop their practices adapting not only to the wide variety of formats introduced in recent years but also to the diverse ages and backgrounds of their learners. This study investigates the ways in which a group of teachers from different orientations within adult education construct pedagogical discourse in their

<sup>86</sup> Nuñez Acuña Neri, D. (2024). La interculturalidad en contextos áulicos formoseños: una perspectiva desde la cognición del docente para la enseñanza de inglés. En S. J. EtBarboni (Comp.), *Investigaciones y debates actuales sobre la enseñanza de inglés en contextos educativos latinoamericanos*. La Plata, Argentina: Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación; Ensenada: IdIHCS. (Agora; 4). <https://doi.org/10.24215/978-950-34-238>.

<sup>87</sup> Helver A. (2024). La construcción del discurso pedagógico en la clase de Inglés de la Escuela Secundaria de Jóvenes y Adultos: prácticas y estrategias de negociación, desde la reproducción hacia la transformación. En S. J. EtBarboni (Comp.), *Investigaciones y debates actuales sobre la enseñanza de inglés en contextos educativos latinoamericanos* (pp. xx-xx). La Plata, Argentina: Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación; Ensenada: IdIHCS. (Agora; 4). <https://doi.org/10.24215/978-950-34-2381-3>.



classrooms in the Florencio Varela district in the province of Buenos Aires. Throughout the work, there appears to be evidence of a foreign language class structured around deep grammatical frameworks typical of classroom grammars, which often contradict the structures typical of adult education modalities. Institutions that attempt to relax their classification regarding the relationship between spaces and between agents cannot maintain this relaxation in the relationships between discourses.

Some of these contradictions emerge in the strong division between the local language and the foreign language; for example, English mostly appears as an object of study rather than as a means of communication in the classroom. It is also perceived that study methods become typical procedures of schooling, infantilising adult learners, in some cases very extremely. Although classifications regarding the relationships between spaces, discourses, and agents may be relaxed, traces of a traditional school with strong normative frameworks emerge. While there are deficiencies and structural conditions—especially material ones—that are fundamental, the relational dimension that feeds back into these conditions cannot be overlooked.

### **The Link Between Language Status and Economic, Cultural, and Technological Power**

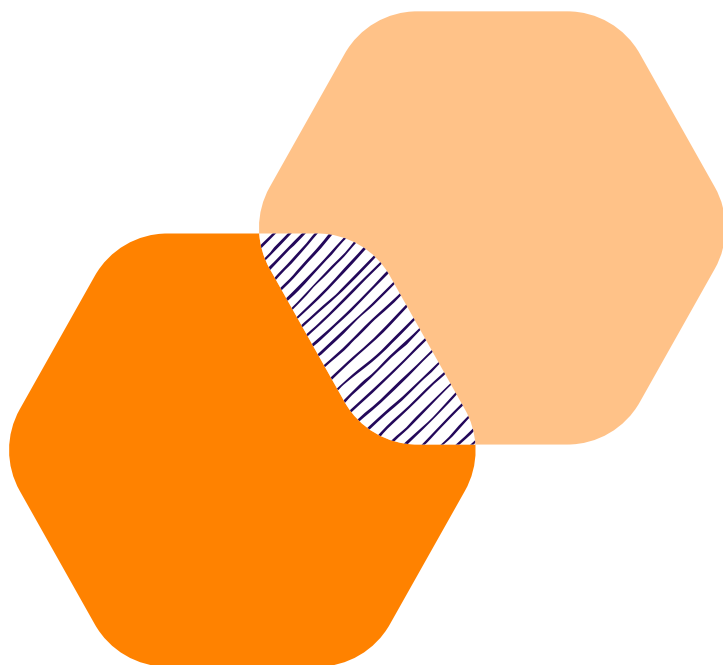
Caamaño y Calvette<sup>88</sup> (2020) proponen un trabajo en Caamaño and Calvette (2020) present a study exploring the inextricable link, as the authors consider it, between the status of languages and the economic, cultural, and technological power of the communities in which they develop. This article reflects on the power factors that led English to become the international language of communication, the emergence of various varieties, and the implications for teaching English to speakers of other languages, and therefore for teacher training. They propose adopting a pedagogy of appropriation that should be promoted and supported by those who determine cultural and linguistic policies. They argue that the decision regarding the valuation of one language variety over another, or the recognition of all varieties as valuable, should be a key point of discussion among

those responsible for language policies. Teacher training institutions must commit to developing better strategies and materials to practise this pedagogy of appropriation in order to ensure that future teachers are not uncritical users of English nor of the texts and materials produced by power agencies.

Marquese<sup>89</sup> (2021) investigates, in her thesis, how professionals in the field of psychopedagogy intervene, support, and guide the pedagogical practices of teachers who teach English as a Foreign Language at the Primary level of Basic Education in the Metropolitan Area of Buenos Aires. She addresses the issues concerning which types of strategies and pedagogical proposals facilitate the teaching and learning process of English for students with special educational needs. The study suggests that the English curriculum area does not seem to be considered a priority by psychopedagogues and/or members of interdisciplinary teams when carrying out guidance and/or curricular adjustments/adaptations. Consequently, most English language teachers do not receive direct pedagogical advice from professionals qualified for this task. Among the findings are the adaptability of English language teachers regarding the teaching and learning of English as a foreign language to students with SEN, and evidence of limited interaction between psychopedagogues and English teachers. The study also notes the scarce inclusion of ICT as an alternative for addressing these needs. From data analysis, issues emerge related to the lack of teacher training in inclusion, disability, and ICT, despite the existence of national laws, decrees, and regulations promoting heterogeneity in classrooms. Although these are

<sup>88</sup> Caamaño, A. L., & Calvete, M. B. (2020). La enseñanza del inglés como lengua de comunicación internacional desde la perspectiva de las políticas culturales y lingüísticas. *Entramados*, 7(8), 230-236.

<sup>89</sup> Marquese, M. (2021). La enseñanza del idioma inglés como lengua extranjera en el nivel primario de educación básica en el Área Metropolitana de Buenos Aires (Tesis de maestría). Universidad Abierta Interamericana.





central topics in many educational debates, there is a clear shortage of materials addressing the intersection of inclusion, English, and ICT.

Schander and Spataro<sup>90</sup> (2019) share an experience carried out in English Language I classes for the undergraduate programmes in English Language Teaching, English Language and Literature, and Public Translation at the Faculty of Languages, National University of Córdoba. Within this context, a special section of the English Language I virtual classroom was implemented, titled “Globetrotting”, with the aim of making the intercultural dimension accessible to first-year students in these programmes. The project focused on engaging with key aspects of the language–culture relationship through the design of scenarios using multimedia tools on a page created within the university’s Virtual Learning Environment. multimedia en una página creada en el Entorno Virtual de Aprendizaje de la Universidad.

Gómez, Muller and Rodríguez<sup>91</sup> (2024) present the findings of an action research project conducted within the framework of a broader initiative entitled “Design of materials for the implementation of the intercultural reflection strand and its impact on English (FL) teaching and learning practices at different educational levels with pre-service teachers.” This particular study is framed by the public policy mandate regarding cross-curricular content areas that must be addressed in secondary

education—namely Comprehensive Sexual Education, Human Rights, Environmental Education, and Citizenship—and aims to understand, improve, and reform teaching practice at the university level.

The experience centres on introducing methodological changes to the dominant Presentation, Practice, Production (PPP) paradigm by adopting a Task-Based Learning (TBL) approach, combined with the systematic integration of Comprehensive Sexual Education (CSE) topics—rather than addressing them incidentally—in order to foster greater engagement and learning among secondary students in public schools. As part of this, didactic materials were developed around cross-curricular “provocative” topics. Based on this approach, pre-service teachers designed their own materials or adapted authentic cultural products sourced from the media on themes that are both innovative for language learning and potentially controversial. Preliminary findings suggest increased levels of student engagement in class, as well as significant development in the competences of future teachers.

Lucente<sup>92</sup> (2024) in her article, puts forward a defence of the idea that translanguaging is a valid pathway for learning English as a foreign language. To this end, a project was designed involving three primary schools in the Province of Buenos Aires and 12 pre-service teacher trainees. The initiative was grounded in task-

90 Schander, C., & Spataro, C. (2011). Tendiendo puentes entre culturas por medio de MOODLE en la clase de Lengua Inglesa I. In A. del Valle Castro, M. J. Morchio, & M. T. Kwiecien (Eds.), *Actas del II Congreso Internacional Lenguas-Migraciones Culturales: Migración y frontera: Debates socioculturales y lingüísticos en espacios geográficos y virtuales* (1st ed., pp. [page numbers of the specific article]). Córdoba, Argentina: UNC.

91 Gómez, M. L., Muller, M. M., & Rodríguez, J. E. (2024). Moving towards provocative topics and tasks in ELT. In M. C. Albini & C. E. Quinteros (Eds.), *ARGENTINA TESOL ANNUAL CONVENTION “Amplifying Imagination in ELT” Conference Proceedings*.

92 Lucente, M. (2024). Translanguaging and task-based teaching: Inclusive practices in ELT. In M. C. Albini & C. E. Quinteros (Eds.), *ARGENTINA TESOL ANNUAL CONVENTION “Amplifying Imagination in ELT” Conference Proceedings*.



based learning and the integration of translanguaging, challenging the notion that the use of L1 and L2 in English lessons hinders learning. This perception, the author argues, stems from the tendency to view languages as separate entities, one of which aligns with systems of domination and power.

The project created opportunities for interaction between students and teachers that required collaboration and communication while working on tasks related to engaging and relevant topics. This provided a suitable context for a translanguaging approach, serving as a means to embrace multiple linguistic practices in pursuit of social justice. The author calls for a move away from traditional conceptions of bilingualism as a way of correcting linguistic asymmetry, and instead advances the idea of “bilingual love” as a way to redress the violence embedded in systems of control and oppression imposed by colonialism in conventional language ideologies.

The study involved classroom observations and language assessments, which appear to have yielded generally positive results.

Fernández and Pozzo<sup>93</sup> (2021) in an article, discuss how the research field known as Teacher Cognition Studies can contribute to understanding the role of the language teacher in the classroom, while also supporting reflection on teacher training needs. They present findings from a case study conducted during a one-day seminar in which a group of Argentine foreign language teachers (some of whom were still in training) had the opportunity to engage with this area of study and reflect on their knowledge, beliefs and emotions through a series of individual and group activities.

The article analyses the opinions and reflections that emerged both in response to the exercises and in the group discussions held during the seminar. The activities and discussions aimed to highlight the aspects of foreign language teaching that the participating teachers considered most crucial. The authors also advocate for the inclusion of a teacher cognition approach in language teacher education and professional development, emphasising the

importance of pedagogical knowledge in the professional practice of foreign language teachers. The material reviewed suggests that the teachers involved did not make use of specific professional terminology and that there were very few references to current didactic terminology. Discussions were mostly framed in everyday and common-sense language, with very few direct references to key theories or authors in the field.

Banegas and Del Pozo Beamud<sup>94</sup> (2020) define Content and Language Integrated Learning (CLIL) as a dual approach that promotes the learning of curricular content alongside an additional language, usually English, and note the increasing presence of this approach in classroom practices. However, they question how future teachers are being trained to teach through CLIL.

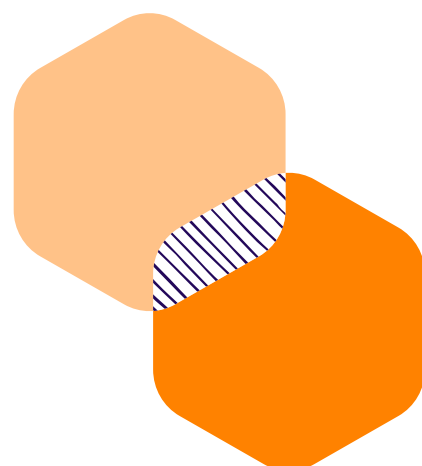
This article presents a duoethnography designed to compare how the authors plan and implement CLIL training in two different contexts—Spain and Argentina—and what lessons were learned from the experience: how CLIL is conceptualised and put into practice, and which CLIL competences are prioritised in each of the practices. Both inquiries are situated in the context of teacher education, as the authors are teacher educators.

The study reproduces dialogues between the two professionals as they critically examine their own practices and identify similarities and differences in the way CLIL is designed and implemented in their respective teacher education programmes. Some conclusions suggest that practices in Argentina tend to be more language-driven, while in Spain they tend to be more content-driven.

Both teacher educators agree on the importance of maximising contextualised learning and enabled their students (future teachers) to co-create CLIL models. In doing so, they moved away from “applicationist” paradigms to foster teacher agency. Among other

93 FERNÁNDEZ, S. S., & POZZO, M. I. (2021). Un estudio sobre la cognición de profesoras de lenguas extranjeras en Argentina. *Alfa: Revista de Lingüística*, 65, 13706.

94 Banegas, D. L., & del Pozo Beamud, M. (2020). Content and language integrated learning: A duoethnographic study about CLIL pre-service teacher education in Argentina and Spain. *RELC Journal*, 53(1), 151-164. <https://doi.org/10.1177/0033688220930442>.



insights, the article provides a reflective analysis of practices in both contexts based on the CLIL teaching competences proposed in a document developed for Europe by Marsh (2012)<sup>95</sup>

In another article, Banegas<sup>96</sup> (2021) presents a classroom inquiry recounting an experience within the framework of Comprehensive Sexual Education (Educación Sexual Integral – ESI), which took place as part of a professional development and classroom support initiative by the Ministry of Education of the Province of Chubut between 2017 and 2018. Within this context, secondary school teachers of English as a Foreign Language were offered a professional development course with the aim of exploring ESI and its inclusion in EFL lessons.

The workshops focused on language-driven CLIL (Content and Language Integrated Learning), ESI, lesson planning, and materials development. They became spaces where teachers could explore their beliefs and experiences with adolescent learners. Following the workshops, each teacher worked on developing language-driven CLIL lesson plans to be implemented in two phases: (1) peer teaching and (2) teaching with their own students.

The article discusses the need to incorporate gender-related topics into the EFL curriculum and identifies practical and theoretical implications. On a practical level, it argues that teacher training and institutional support are essential for advancing projects of this nature. Since CLIL pedagogy is not included in teacher education in the context where the experience took place, teachers require preparation in CLIL conceptualisations, lesson planning, and materials development in relation to comprehensive sexual education.

In particular, language teachers need to pay attention to lessons and task design so that ESI concepts can be analysed in terms of content, discourse, and cognitive discourse functions in order to promote higher-order thinking among learners. CLIL principles must be strengthened so that teachers feel confident

navigating the CLIL continuum.

On a theoretical level, the understanding of English language teaching and learning, along with sexual education, must be strengthened through empirical studies and conceptual papers exploring affective factors, English language proficiency, identity, and language pedagogy. The author argues that more classroom-based research narratives led by practitioners are needed to promote innovative practices and better understand how comprehensive sexual education and language education interact in a range of different contexts. While there is some understanding of how ESI is incorporated through CLIL in specific contexts, contributions from a wider variety of settings are needed to expand knowledge and praxis for teacher education.

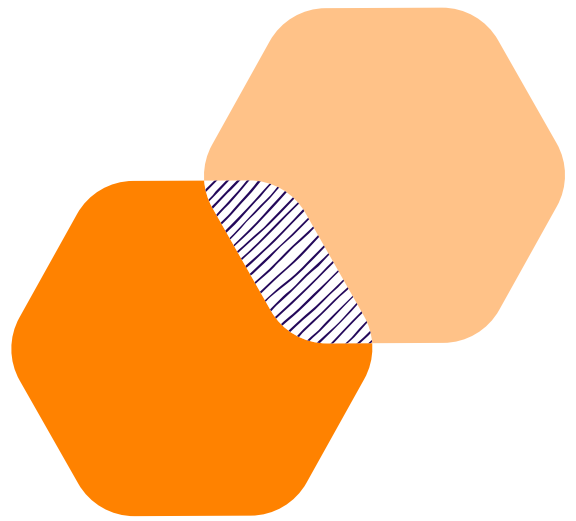
Pérez Berbain and Polastri<sup>97</sup> (2023) in their article, report on a small-scale study involving English teachers who participated in an inclusive, online continuing professional development (CPD) activity over six months. Drawing on conceptualisations and categories from various theoretical frameworks, the authors aim to characterise high-impact professional development. According to them, such development occurs when CPD: addresses the diverse needs of teachers and their learners; is sustained over time; provides support and feedback for the co-construction of contextual knowledge; deepens teachers' ability to reflect and make informed decisions; and fosters an awareness of the impact their teaching has on student learning.

Teachers' perceptions were gathered through in-depth individual oral interviews. Based on the analysis, the researchers found that participants improved their teaching approach, developed teaching competences, and challenged their previous views on continuing professional development. In doing so, they reinforced what the literature reviewed in the study had suggested regarding the features that can make CPD effective.

95 Marsh, D. (2012). *Content and Language Integrated Learning (CLIL). A Development Trajectory* (Tesis doctoral). Servicio de Publicaciones de la Universidad de Córdoba. Campus de Rabanales.

96 Banegas, D. L. (2021). Comprehensive sexual education and English language teaching: an endeavor from southern Argentina. *Innovation in Language Learning and Teaching*, 15(3), 210-217. <https://doi.org/10.1080/17501229.2020.1737704>.





In their recommendations, the article proposes that online CPD initiatives should: include asynchronous learning; regard participants' ideas as an intrinsic part of the CPD activity; ensure that the CPD is engaging, emotionally rewarding, well-structured, goal-oriented, and responsive to participants' input as the process unfolds.

López Casoli<sup>98</sup> (2021) in her study, explores the perceptions of Argentine pre-service English teachers regarding when they believe grammar instruction should take place in the English as a Foreign Language (EFL) classroom—before, during, or after communicative practice. In order to understand the views of future English teachers on when grammar should be taught, a group of students enrolled in an English teacher training programme at a public university in Argentina were surveyed. The study is based on a distinction made by some authors between isolated grammar instruction (IGI) and integrated grammar instruction (InGI).

The study aims to explore students' perceptions after being exposed to both approaches and to assess whether the findings validate current theoretical trends suggesting that integrated grammar instruction is more effective than isolated instruction. The results showed that students preferred InGI over IGI, aligning with prevailing theoretical perspectives on the importance of integrating grammar into communicative practice. Although students admitted that they enjoyed studying and teaching grammar in isolation, this approach was seen as a complementary tool for second language (L2) learning, rather than the best way to learn or improve the L2.

Moreover, when grammar was studied in isolation, the respondents preferred to do so before communicative activities rather than after. Overall, the responses suggest that students perceive a combination of both approaches as beneficial to L2 acquisition. The author notes some contradictions in the responses, suggesting that these may stem from the fact that participants may have interpreted certain questions from different perspectives—either as students or as teachers. These differing perspectives could have influenced the responses, as preferences appear to vary depending on the role assumed when answering.

Banegas et al.<sup>99</sup> (2022) discuss the idea of decentralising English language teaching based on a 2018 initiative by the A.S. Hornby Educational Trust ("Decentring ELT"). The initiative aimed to identify, showcase, and support ways in which English language educators in low- and middle-income countries work locally and collaboratively to develop activities that respond to their particular circumstances. This article explores the concept of "decentring" in ELT by presenting examples of activities carried out by English teacher associations in Argentina and several countries across Africa, Latin America, and South Asia.

In this exploration, a number of practices were identified, including localisation/ownership, the promotion of sharing successes, support for teacher research, needs and/or capacity assessments among members, and efforts to generate broader change. The article seeks not only to define decentring but also to question and problematise it. The authors also demonstrate how, through the actions of professional associations, some teachers engage in forms of decentring by taking up opportunities to identify good practices and/or challenge "ideal" notions from elsewhere with their own perceptions and local realities.

A key conclusion of the study is the appreciation of the practical value of recognising and valuing teachers' existing work. Through collaboration, teachers can identify ways to enhance their students' learning experiences in ways they perceive as locally appropriate. The article also highlights the importance of ensuring that association-led activities provide space for ongoing critical reflection, so as not to inadvertently reproduce a new form of centralisation under the guise of decentring.

97 Pérez Berbain, M., & Polastri, V. (2023). Continuing professional development (CPD) in ELT: Lessons from Argentina. *Argentinian Journal of Applied Linguistics*, 11(1), 107-122.

98 López Casoli, M. (2021). ¿CUÁNDO ENSEÑAR LA GRAMÁTICA? PERCEPCIONES DE ESTUDIANTES DE PROFESORADO DE INGLÉS COMO LENGUA EXTRANJERA. *UCMAULE Revista Académica Universidad Católica del Maule*, 61. <https://doi.org/10.23912/9781911396512-3605>.

99 Banegas, D. L., Bullock, D., Kiely, R., Kuchah, K., Padwad, A., Smith, R., & Wedell, M. (2022). Decentring ELT: teacher associations as agents of change. *ELT Journal*, 76(1), 69-76.



Camargo Angelucci and Pozzo<sup>100</sup> (2021) present the findings of a study that aimed to analyse the discourse of Argentine teachers of English as a foreign language regarding the concept of the native speaker, through an examination of their discursive memories. Based on their analytical work, the authors proposed three discursive formations that help explain the functioning of current teacher discourse in Argentina.

The first two discursive formations are closely interconnected and were the most frequently updated in the discourses analysed. The first is the Native Speaker discursive formation, which dates back to the first half of the 20th century. The second is the Native Speaker Myth discursive formation, which emerged in the second half of the same century.

The third, the Translingual Speaker discursive formation, associated with the 21st century, does not appear prominently in the corpus analysed, but rather only as traces that challenge the previous paradigms. The study analyses these discursive formations and, to some extent, seeks to understand and promote language education experiences framed within the translingual paradigm.

Porto and Zamuner<sup>101</sup> (2019) describe in this article a case study carried out in early 2019 in a regular language course for future English teachers and translators at an Argentine university. A pedagogical proposal was designed based on tasks and themes, focusing on *Maus* (a graphic novel by Spiegelman), which addressed issues of intercultural citizenship and human rights. The project aimed not only to develop linguistic competence and acquire disciplinary and professional knowledge, skills, and competences for the classroom, but also to foster broader educational purposes within English language teacher and translator training programmes.

The article proposes a conceptualisation of literature as a springboard for students' linguistic, communicative, intercultural, and citizenship development within a CLIL framework. The project sought to broaden the purpose of English teaching and translation degrees beyond purely instrumental goals (improving language competence and acquiring disciplinary/professional skills) and instead frame English language teaching within educational aims aligned with the notion of an "ecological university"—one that is committed to the community and society.

The results were drawn from students' literary response activities and final individual reflections. They reveal the extent to which this group of students became emotionally engaged with the themes of citizenship and human rights explored in the graphic novel. This motivational engagement led to specific language learning outcomes, for example, the development of writing skills and vocabulary expansion related to the expression of horror and trauma.

The authors also reflect on their findings in relation to teacher education and suggest that it is necessary to reconsider the content of teacher education programmes so that goals beyond the instrumental (i.e., primarily linguistic, communicative, and disciplinary) are adequately addressed in the classroom. These broader goals should include educational purposes that engage intercultural and citizenship dimensions with a focus on social justice concerns.

Banegas and Cad<sup>102</sup> (2021) present a study on the extent to which research produced by Argentine teacher-researchers in English Language Teaching (ELT) has an impact on the local professional ELT community of practice. This was examined through a review of citations of Argentine ELT authors in their scholarly work. Based on the data collected, the findings reveal a weak impact and limited knowledge flow within the Argentine ELT professional community. This is attributed to hegemonic practices and a tendency to place greater value on work produced in the UK/USA.



100 Angelucci, T. C., & Pozzo, M. I. (2021). El concepto de hablante nativo en el discurso de profesores de inglés. *Andamios*, 18(47), 147-176. <http://dx.doi.org/10.29092/uacm.v18i47.869>.

101 Porto, M., Miguel, A & Zamuner, A; Miguel, A. (2019). Using literature in a language course in Higher Education: An opportunity to embed citizenship goals in English teaching and translation degrees. In D. L. Banegas, D. Bullock, R. Kiely, K. Kuchah, A. Padwad, R. Smith, & M. Wedell (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference* (Vol. 1). Asociación Salteña. de Profesores de Inglés - ASPI.

102 Banegas, D. L., & Cad, A. C. (2021). Knowledge flow in Argentinian English language teaching: A look at citation practices and perceptions. *Educational Action Research*, 29(3), 378-395. <https://doi.org/10.1080/09650792.2020.1842781>.



The authors conclude that the Argentine ELT community of practice may need to focus on empowerment, collaboration, and mutual support in order to strengthen knowledge exchange and promote the democratisation of knowledge. They suggest that each local ELT community should work to make its knowledge production more visible and find ways to improve its own learning capacity.

Another recommendation is to design mechanisms so that future research promotes intersections between English teacher education curriculum development and the production and consumption of local knowledge, creating a space to challenge the persistence of hegemonic attitudes within the local academic sphere across different contexts.

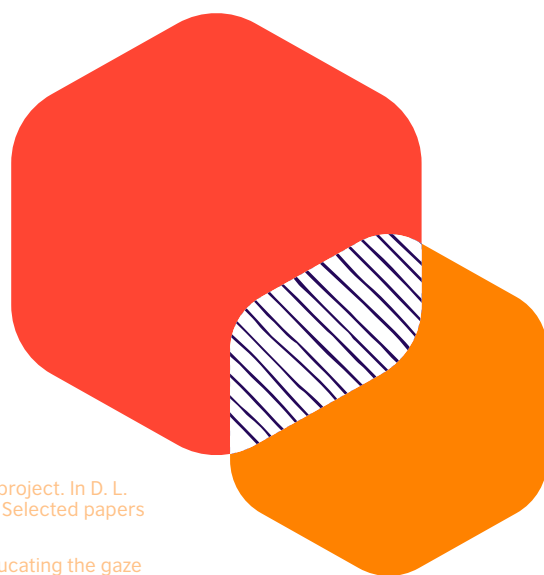
Braun<sup>103</sup> (2019) presents in her article the results of a project carried out over three consecutive years (2016–2017–2018) in various public primary and secondary schools. The project was designed by members of the English curriculum design team in collaboration with the Reading Plan of the Ministry of Education of La Pampa, with the support of English Language Assistants from the British Council. It was also part of a research initiative entitled “The axis of intercultural reflection and its impact on English language teaching and learning practices across educational levels”, led by the IDEAE Research Institute at UNLPam.

The aim of the project was to promote collaborative and interdisciplinary work within schools, foster an enjoyment of reading different genres in both Spanish and English, and encourage intercultural reflection based on the cultural representations found in selected texts. The initiative was conceived as a form of in-service professional development for teachers. The bilingual intercultural literary project engaged students and fostered teacher autonomy in selecting materials and designing activities in ways that align with post-method pedagogy. It is expected that the impact of this professional development will support teachers in becoming more aware of their critical role as mediators between students and their engagement with literary texts.

The article describes the project experience and highlights the value of intercultural exchange with the British Council team, as well as the benefits of specific strategies (e.g. using a blog). It also includes a characterisation of the levels of cultural perspective proposed by Porto & Byram (2018) in relation to the project participants.

Peña Koessler and Perduca<sup>104</sup> (2019) propose an article that discusses the relevance of Critical Pedagogy of Place for language and literature classes. They argue that actively working with literature within the framework of Critical Pedagogy of Place enables students to read themselves spatially within the text and to learn outwardly, thinking critically about the construction of home, school, neighbourhood, community, and beyond. This encourages students to reflect on their own situatedness and to take action in relation to it.

They develop arguments on how this approach allows for questioning of one’s own social systems. The article explores the potential of two illustrated books for pre-adolescents, used to examine the strong link between spatial re-signification and identity reconfiguration. The authors argue that critical spatial thinking brings new material into the classroom, offering new ways of viewing literature and language, new approaches to understanding place differently, and a new form of perspectivism to introduce into the classroom.



103 Braun, E. N. (2019). Celebration of a bilingual Spanish-English literature intercultural school project. In D. L. Banegas, D. Bullock, R. Kiely, K. Kuchah, A. Padwad, R. Smith, & M. Wedell (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference* (Vol. 1). Asociación Salteña de Profesores de Inglés – ASPI.

104 Peña Koessler, C., & Perduca, F. (2019). Critical place pedagogy through tween literature: Educating the gaze to transform spaces into places. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference* (Vol.1 ). Asociación Salteña de Profesores de Inglés - ASPI.



Carrión Cantón and Sassone<sup>105</sup> (2019) share some of their findings on the implementation of a puppet project in teacher education in two teacher training institutions: one in Buenos Aires and the other in Tierra del Fuego, within the subject Storytelling. The article presents the perceptions of pre-service teachers regarding the experience. Most of them went from initial anxiety about whether they would be able to achieve their goal to the actual experience of carrying it out and gaining not only academic but also emotional benefits.

They highlighted the importance of having a clear purpose in mind and focused on the instrumental use of puppets and pop-up books to carry out meaningful classroom activities, such as telling stories, revising vocabulary, singing songs, and working on routines. The use of these resources to emotionally engage students was highly valued. Another perception expressed by the trainee teachers is that this strategy serves as a strong bridge between student and teacher, helping to express feelings and emotions, encouraging interaction, and developing communicative skills.

Zinkgraf and Fernández<sup>106</sup> (2022), in their article, describe the experience of a free annual course delivered by the research team at the University of Comahue during 2019 for English teachers from primary and secondary schools. The aim was to equip participants with theoretical and practical knowledge on how to teach contextualised formulaic sequences through songs, legends, and authentic myths in their

own formulaic sequence (FS) environments. The article discusses some theoretical issues related to formulaic sequences and their teaching in FS contexts. It then describes the course in terms of its objectives and content, analyses some common features of the practical work submitted by the participants, and discusses some implications in terms of EFL teaching in in-service teacher contexts. The authors argue that much research into language and vocabulary learning and teaching has confirmed the ubiquity and usefulness of FS, and for this reason, they consider it imperative that teachers of English as a foreign language are informed about these findings and trained to help their students incorporate these word strings into their active repertoire.

To this end, they propose in conclusion that teachers should ensure to: a) teach the chunks in context, b) clarify both their meaning and form, c) provide opportunities to practise them in guided and meaningful contexts, d) review and recycle them systematically, and e) equip students with a set of strategies for identifying, recording, and recycling FS. They also assess the need for criteria to select and sequence chunks; teachers of English as a foreign language must plan their lessons to draw their students' attention to those formulaic phrases that are: a) relatively frequent, b) useful and relevant to their students' communicative needs, c) memorable in relation to their contexts and prior knowledge, and d) teachable in the English as a foreign language classroom.

<sup>105</sup> Carrión Cantón, E., Sassone, C. P., & Cervantes, M. D. (2019). The puppet as a metaphor: The role of puppetry in teacher education. In D. L. Banegas, et al. (Eds.), *Literature in ELT: Selected papers from the 44th FAAP conference (Vol.1)*. Asociación Salteña de Profesores de Inglés - ASPI.

<sup>106</sup> Zinkgraf, M., & Fernández, G. (2022). In-service Training on Teaching and Learning Formulaic Sequences and its Assessment. In M. L. López Barrios, et al. (Eds.), *Language Testing and Assessment: Selected Papers from the 45th FAAP Conference (1st ed.)*. Federación Argentina de Asociaciones de Profesores de Inglés.

As vocabulary learning is often a laborious process for many students, these informed decisions should be combined with small doses of formulaic phrases to focus on and with multiple natural opportunities for students of English as a foreign language to encounter them and identify their boundaries, patterns, and usage restrictions.

Finally, they suggest that since FS are intrinsic components of the lexicon, the greatest challenge is to raise awareness among teachers of English as a foreign language of their omnipresence and their potential to promote fluency, so that students can be supported in their own perception, practice, and use.

Araya and Fernández<sup>107</sup> (2023) present an experience with university students in which they describe a set of classroom activities designed for English as a foreign language students in teacher training and translation courses, with the aim of integrating into the EFL classroom both a scientific approach to grammar teaching and a critical antiracist pedagogy of foreign language education. Firstly, the reasons for choosing humour as a means to introduce a grammar teaching topic—structural ambiguity in this case—as well as to address hegemonic social and racial stereotypes, are explained.

The conclusion outlines the challenges of adopting both a scientific approach to grammar teaching and a critical pedagogy of English as a foreign language in a university setting. The authors justify the approach to grammar from a scientific perspective and a proactive critical antiracist pedagogy. Firstly, students can transfer knowledge from their mother tongue to the EFL classroom. Secondly, considering language as an object of study will enable university students to strengthen skills such as experimentation, hypothesis formulation, pattern identification, and the justification of a particular point of view. Finally, the humorous material selected to introduce the various grammar contents can serve as a springboard for teachers and university students to review their social and racial assumptions.

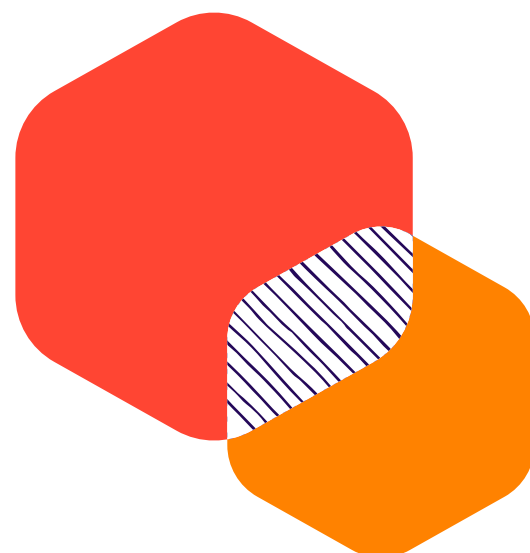
Banegas and Consoli<sup>108</sup> (2021) describe an action research experience in which the authors explore the perceptions and experiences of a cohort of student-teachers as they learned about and explored teacher research for the first time in an autonomous module as part of a four-year initial English language teacher education programme in southern Argentina. The module, “Research in English Language Teaching,” was delivered between March and November 2018. It was led by a teacher educator based in Argentina and a colleague based in the United Kingdom, who acted as an external academic adviser.

The findings show that the module had a positive effect on the student-teachers’ identity, their English language competence, and the role of reflection in feedback processes. The student-teachers valued teacher research as a reflective practice and as a source of professional development. Although context-specific, this study emphasised the importance of training future teachers in research skills.

In terms of implications, the experience shows that teacher education programmes may need to incorporate a module on how to conduct teacher research so that student-teachers develop research literacy, research-informed pedagogy, and academic language. Furthermore, this study reveals the different roles that student-teachers and teacher educators can assume when becoming active agents of change and producers of knowledge. The authors caution that a greater presence of teacher research in teacher education not only involves offering relevant modules but also requires teacher educators to engage in teacher research themselves.

107 Araya, M. T., & Fernández, S. G. (2023). Humor and grammar in the foreign language classroom: Can we laugh at anything? *Argentinian Journal of Applied Linguistics*, 11(1), 73–84.

108 Banegas, D. L., & Consoli, S. (2021). Initial English language teacher education: The effects of a module on teacher research. *Cambridge Journal of Education*, 51(4), 491–507. <https://doi.org/10.1080/0305764X.2021.1876840>



Basabe and Arriaga<sup>109</sup> (2019) work on the hypothesis that the assessment of learning in literature within English teacher education has been mostly random and unplanned. They ask in their article what is assessed when literature is assessed in English teacher education and from there explore the assessment proposals and the responses of students in English-Speaking Literature II of the English Teaching Degree at the National University of La Pampa.

The results they describe allow them to assert that the work instructions have shifted towards processes aligned with the personal growth model, but there remains in the assessment a tendency to assign singular importance to linguistic accuracy. In the assessments, responses are mostly evaluated based on the quality of a consistent and logical textual structure, although often also with demands for extreme linguistic precision.

On the other hand, the assessment of reading memory and of particular facts and features of the literary text understood as a unit of analysis in itself seems to be losing the central role it had in earlier times in literature teaching and its assessment.

López Casoli and Bernardo<sup>110</sup> (2020) summarise a qualitative study on teachers' perceptions of their feedback practices on written texts in English as a foreign language with students in the English Teaching Degree at the National University of Mar del Plata. To this end, a survey was conducted among writing teachers of the degree about different ways of providing feedback.

The results show that teachers prefer holistic feedback on linguistic aspects and the coherence and organisation of ideas in a text rather than selective feedback on specific textual aspects. On the other hand, teachers express concern about the potential emotional impact that feedback may have on students; therefore, they tend to avoid imperative sentences and exclamation marks, opting instead for more mitigated forms such as questions.

The surveyed teachers agree that feedback should have the educational role of helping students to learn and to develop greater autonomy in their learning. Finally, the study highlights the need to make evaluation criteria transparent in advance if it is to be effective.

The main conclusion of the study appears to be that teachers make decisions when providing feedback based on various factors: students' language proficiency and linguistic needs, the possible emotional impact, the number of opportunities to give feedback, the clarity of the feedback, and the objectives of each subject and of the teacher training programme. Beyond these particular aspects, the general shared objective among teachers is to seek to generate both short- and long-term learning opportunities through feedback, so that students can not only review and rewrite their own texts but also improve their language proficiency.

Most teachers propose the use of indirect feedback through questions, which problematise errors and encourage reflection.

Cefali and D'Angelo<sup>111</sup> (2023) present the account of a classroom experience within the context of an English Teaching Degree programme in the Buenos Aires metropolitan area, in the year of the return to face-to-face teaching post-pandemic. The project involved collaboration between different courses focused on the work of Samuel Beckett (1906–1989).

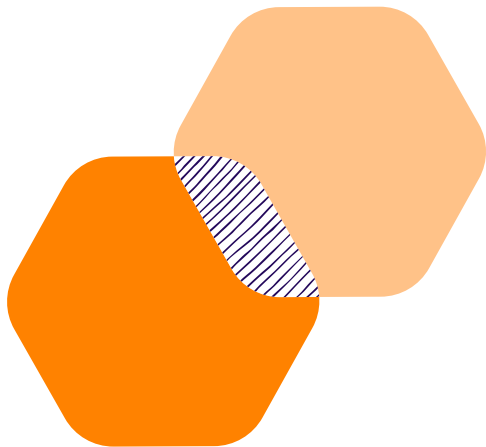
109 Basabe, E., & Arriaga, M. I. (2019). La evaluación de los aprendizajes en literatura en el Profesorado de Inglés. *Educación, Lenguaje y Sociedad*, 16(16), 1–27. <http://dx.doi.org/10.19137/els-2019-161603>.

110 López Casoli, M., & Berardo, E. (2020). Creencias y percepciones de docentes universitarios sobre sus prácticas de devolución en la escritura en inglés. En P. L. Luchini & U. Kickhöfel Alves (Comps.), *Cuestiones del lenguaje: Desarrollo de lenguas extranjeras, enseñanza y traducción* (1ª ed.). Universidad Nacional de Mar del Plata.

111 Cefali, A., & D'Angelo, N. (2023). Proyecto Beckett 41: Una experiencia intercátedra. *Argentinian Journal of Applied Linguistics*, 11(2), 36–44.







Throughout the project, various poetic and dramatic texts were worked on, relying on mediation. Since it was an outreach activity, content was developed across different media to establish communication with the community, both on platforms and social networks and through face-to-face activities.

The preparation and production of various texts, presented in diverse formats to a heterogeneous audience (largely composed of non-English speakers or those with a basic level of English), required the incorporation and deployment of communicative strategies: paratexts, non-verbal language, and prosody for performances, the semiotic dimension of sounds, music, and images in the recordings, and so forth.

The project culminated in a staging of *Waiting for Godot* at the Casa de la Cultura of the Municipality of Almirante Brown (Buenos Aires Province).

Regarding the perceptions of the students who participated in the project, the authors note that most believe this experience contributed to their training as foreign language teachers by having fully achieved the objectives and even exceeding expectations. They also affirm that project-based work helps to develop intercultural communicative competence, as it requires the application of various skills and working dynamics while also opening up the opportunity to become acquainted with other authors and formats.

Those who participated actively highlight that this work helped them improve teamwork through different artistic activities in the target language, which is particularly noteworthy after two years of remote learning.

Del Potro, Di Virgilio, and Del Río<sup>112</sup> (2019) argue that the training of English teachers in our country has a tradition deeply rooted in language teaching based on models originating from English-speaking countries, with practices that contribute to the

expansion of cultural and linguistic imperialism. Through the constant imposition of teaching methods, hegemonic forces manage to propagate their materials, content, topics, methodologies, forms of assessment, and teacher training. These methodologies promote that language learners imitate native speakers in their learning approaches, conversational models, pronunciation, writing style, and cultural beliefs.

This work presents a research proposal that seeks to understand the impact hegemonic models of English teaching have had on teacher education. The supervised teaching practices of two students from the English Teaching Degree at the University of Mar del Plata (UNMdP) were explored to determine the extent to which the trainees follow the parameters imposed by methods promoted by native English speakers, or whether they manage to find a personal, flexible teaching style that is aware of the specific contexts in which they work.

This study also served as a basis for critically reviewing tutor support, course content, and the selection of bibliographic materials, with the aim of offering students opportunities to develop a reflective perspective that helps them form and express a local pedagogical identity. Some key areas analysed include the use of the L1 in the classroom, the selection of materials, and the topics addressed.

They conclude that it would be worthwhile to restructure existing teacher education programmes to help future professionals develop the knowledge and skills necessary to become producers of pedagogical knowledge. They maintain that it is essential, both in teacher training and in teaching practice itself, to attempt to decolonise monolingual discourse practices and critically reflect on the beliefs that both teachers and students hold about the use of the L1 and the foreign language in teaching practices. This would enable effective use of translanguage as a pedagogical tool through the appropriate, planned, and strategic use of the L1.

112 Del Potro, M. A., Di Virgilio, A., & Del Río, G. (2019). Legitimando perspectivas y prácticas locales: Producción de conocimiento pedagógico personal en el profesorado de inglés de la UNMdP. *Lenguas Vivas*, 19(15), diciembre.



Regarding the selection of resources and the topics covered in class, it would be beneficial to include a course on material production and practical workshops for in-service teachers to create educational materials. A proactive research approach is also proposed to reduce dependence on knowledge systems from English-speaking countries and to produce materials connected to the interests and needs of our region.

Accardo and Mangini<sup>113</sup> (2020) present a contribution to the ways in which future teachers can address the perspective of gender as content to work on in their language classes through the use of various literary and audiovisual resources. The experiences described took place with current and future English teachers in the form of workshops during several sessions and seminars. In this work, the authors aim to highlight the importance of both practising and future English teachers reflecting on their own training and assumptions around the concept of gender while incorporating resources and methodological tools to work with in their classrooms.

During these sessions, participants were invited to carry out activities aimed at raising awareness about the deconstruction of gender stereotypes and to reflect on their own teaching practices. Additionally, ways of incorporating valuable resources (such as picture books, novels, poems, videos) that are not commonly used in regular classes were modelled, along with approaches to working with these materials. This was intended to enable participants to then work with their students and thus carry out projects that include and develop the gender perspective.

Carrió<sup>114</sup> (2020) presents a research study carried out at the ISP “Dr. Joaquín V. González” within the framework of the project “Gender Perspective in the Approach to Literary Texts in the English Teaching Degree.” The research was based on the analysis of didactic sequences produced by future teachers in their first, second, third, and fourth years, as well as by recent graduates. These sequences had been designed based on the reading and analysis of the short story “The Story of an Hour” by Kate Chopin.

The exploration considered different focal points to analyse how the issue of gender was addressed in their proposals, and the article focuses on one of these axes: “The Construction of Teacher Identity.” This line of inquiry explores the different teacher representations that develop in the English Teaching Degree, their variations (or continuities) from year to year, and questions how teacher identity is constructed by students in the degree.

In this regard, after analysing the didactic sequences developed in the focus groups, along with interviews and observations collected by the research team, the author concludes that the construction of teacher identity does not occur in a linear manner. Rather, there appear to be two representations that operate in the academic, pedagogical, methodological, and political decisions that future teachers make when planning the teaching sequence of the text, in this case “The Story of an Hour” by Kate Chopin.

The models of the “transformative intellectual” and the “memorising intellectual” are taken as references and are constructed in dialectical relation. These two models—the “transformative intellectual” and the “memorising intellectual”—seem to permeate most of the years of the English Teaching Degree studied. Although the “transformative intellectual” model does not emerge clearly in the first year, as future teachers advance through their years of study, this model arises, though it never prevails over the “memorising intellectual” model.

113 Accardo, S. P., & Mangini, R. (2020). Contribuciones didáctico-pedagógicas para el desarrollo de la perspectiva de género en docentes y futuros docentes de inglés. *Lenguas Vivas*, 20(16), diciembre.

114 Carrió, M. F. (2020). Perspectiva de género en el abordaje de textos literarios en el Profesorado de Inglés del ISP “Dr. Joaquín V. González”: Algunas notas sobre la construcción de la identidad docente. *Lenguas Vivas*, 20(16), diciembre.

115 Banegas, D. L., & Arellano, R. (2024). Teacher language awareness in CLIL teacher education in Argentina, Colombia, and Ecuador: a multiple case study. *Language Awareness*, 23(2), 1-23. <https://doi.org/10.1080/09658416.2024.2321875>



Banegas and Arellano<sup>115</sup> (2024) present research based on a multiple case study that examined teachers' linguistic awareness (TLA) for Content and Language Integrated Learning (CLIL). This study was conducted across three teacher education programmes in Argentina, Colombia, and Ecuador over two consecutive academic years (2019–2020, 2020–2021), and sought to explore the attitudes of teacher trainers and trainee teachers regarding their understanding and practice of linguistic awareness in CLIL settings.

The findings show that participants approached TLA as explicit knowledge about language and associated it with notions of basic interpersonal skills, general academic language, and subject-specific terminology when TLA was integrated within CLIL. The study also highlights the importance of educating future teachers about the components of CLIL to enhance bilingual education efforts.

Participants demonstrated diverse understandings of linguistic awareness, despite a repeated tendency to emphasise explicit language knowledge as a central element in developing both generic and specialised registers. The findings of this study suggest the fundamental relevance of preparing upcoming generations of teachers in the integration of language and content in any form, given the high likelihood that teachers will work in CLIL contexts in the future.

The authors strongly propose that future research examine how CLIL teacher trainers understand the TLA-CLIL model in order to interrogate and improve their practices, and how such explorations can contribute to a more nuanced understanding of TLA in CLIL teacher education.

Tello, Zabala, and Roca Flores<sup>116</sup> (2021) share the findings of a research experience in the field of English for Specific Purposes (ESP) at the National University of San Luis, where certain deficiencies had been identified in the academic training of foreign language teachers responsible for the university's English courses. The study involved the review of a range of institutional documents, as well as information gathered from reports and interviews with the teaching team in charge of the courses.

From these investigations, curricular areas are suggested that should be strengthened in undergraduate teacher education. The article emphasises the importance of advocating for teacher training that includes a curricular space dedicated to English for Specific Purposes (ESP), focused on teaching the reading of academic texts in university degree programmes. This would recognise and prioritise the labour market context within universities in the country, which is more common than is generally acknowledged.

Cosentino and Beramendi<sup>117</sup> (2019) present an interpretative study in the training of English teachers at the National University of Mar del Plata, whose main objective is to analyse the possible social representations held by a novice English teacher regarding the teaching of phonetics and phonology as she takes her first steps as a university lecturer.

In a post-imperial context, speakers of English who use it as a second language have outnumbered those who have English as their mother tongue, positioning it as an international language and, therefore, as an international language, English is no longer tied to any particular country or culture. In other words, it has been denationalised.

The general consensus thus supports a perspective oriented towards intercultural communication, international interactions, and mutual intelligibility. Given these conditions, the traditional objectives of teaching English pronunciation have inevitably been questioned. Two main debates have emerged: a) to what extent it is appropriate to insist on the pronunciation norms of a supposed native language for speakers who will most likely communicate with other non-native English speakers; and b) how to promote minimum standards of mutual intelligibility without resorting to the native speaker model.

Through a case study, the authors seek to understand how personal and professional biography impacts the construction of representations about the teaching of English pronunciation, and how these influence the way the teacher thinks about her practice. It is thus concluded that these representations today have a significant influence on how the teaching of pronunciation is conceptualised.

116 Tello, A. M. S., Zabala, M. T., & Roca Flores, D. F. (2021). La formación de profesores de inglés desde la experiencia laboral en una universidad argentina. *Revista Internacional de Formação de Professores (RIFP)*, 6, 104-126.

117 Cosentino, C. P., & Beramendi, C. (2019). Voces noveles sobre la enseñanza de la pronunciación del inglés. *Praxis educativa*, 23(3). <https://doi.org/10.19137/praxiseducativa-2019-230306>



## Conclusion

Research on the teaching of English as a foreign language (ELT) in Argentina faces multiple challenges and, as mentioned in our introduction, the literature review within our context is often constrained by limited access to high-impact publications, restricted data availability, difficulties in communication with responsible publishing bodies, and other factors.

Despite these limitations, this review shows that the research landscape in ELT in the country is broad and diverse, featuring studies of varying depth and scope. It is important to note, however, that the analysed period may have been affected by the impact of the COVID-19 pandemic, which could have somewhat limited scientific production.

Most of the studies reviewed fall into the categories of small-scale research, case studies, and action research projects. Many of these works revolve around didactic-pedagogical reflections which, nevertheless, do not appear to advance towards forming a solid corpus that systematises findings and, in some way, informs English language teaching practice in Argentina.

During this period, there has been significant development in the university teaching context, with a focus on English for Specific Purposes (ESP) and English for Academic Purposes (EAP), as well as in teacher education. We found very little material studying and elaborating on English teaching practices at compulsory education levels (primary and secondary) or on approaches to teaching foreign languages in contexts involving special needs. Progress in these areas would be highly valuable to inform the education system.

In relation to this last point, there is also a noticeable absence of studies providing information about English learners' proficiency levels and performance. There is limited research concerning systemic studies and/or longitudinal tracking of certain research lines over the long term.

Regarding language skill development, although some studies explore oral skills and listening comprehension, and some experiences of multimodality are presented, overall production in this area is limited. The works tend to focus on reading

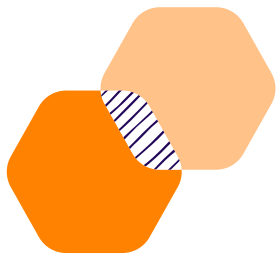
and writing development, which may indicate classroom practices that do not fully incorporate didactic frameworks involving diverse modes of mediation between students and language development.

Finally, this review identified a significant body of work on interculturality, which is essential for promoting democratic values such as solidarity, empathy, and respect. The studies also reflect ongoing debates about English language hegemony, the validation of “World Englishes,” and their potential impact on teaching. Additionally, the debate around “translanguaging” and the role of the mother tongue in English classes emerges in several works, which we consider a valuable contribution. There seems to be an emerging trend towards perspectives recognising alternative approaches (such as translanguaging) that make linguistic diversity more visible and valued.

It is important to emphasise that this review focused on English teaching within Argentina’s state education system, which meant that some works on experiences in informal English teaching settings were excluded. We would also like to highlight a couple of studies included in this review that explored English teaching with students with disabilities or special educational needs, reflecting on the limited development of this didactic field. We understand that this would also be an important area for future research.



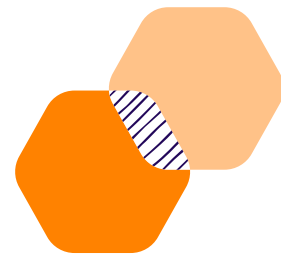




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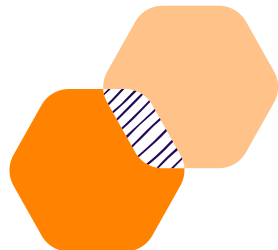
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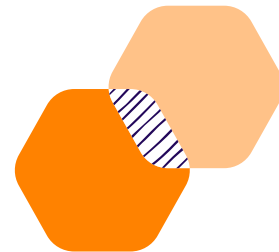
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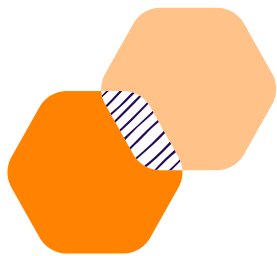
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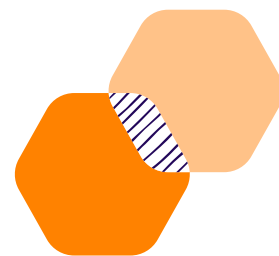
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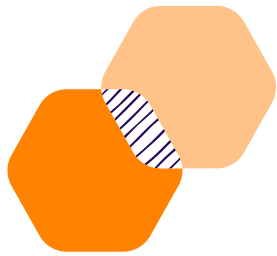
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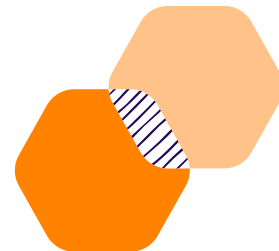
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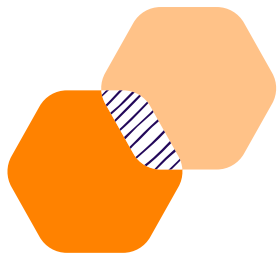
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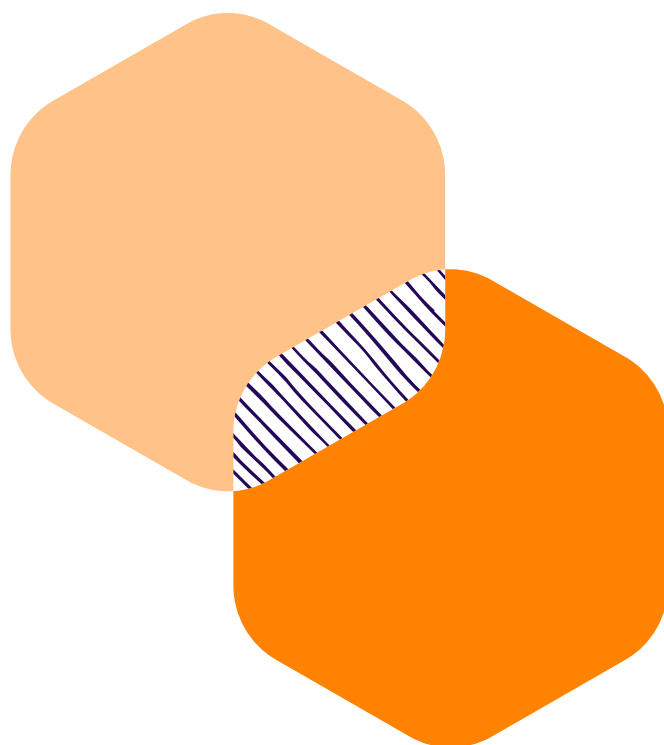
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