

## PRELIM 3

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# Argentina: FAAPI (Argentinian Federation of Teachers of English Associations)

APIBB – Asociación de Profesores de Inglés de Bahía Blanca

APISE – Asociación de Profesores de Inglés de Santiago del Estero

ASPI – Asociación Salteña de Profesores de Inglés

with

# Professional Language Solutions Ltd

August 2024

## Project background

Partnership overview		
<b>Partners</b>	<b>ETA partner</b>	Argentinian Federation of Teachers of English Associations (FAAPI) invited three ETAs to work in collaboration: <ul style="list-style-type: none"> <li>Asociación de Profesores de Inglés de Bahía Blanca (APIBB)</li> <li>Asociación de Profesores de Inglés de Santiago del Estero (APISE)</li> <li>Asociación Salteña de Profesores de Inglés (ASPI)</li> </ul>
	<b>UKI partner</b>	Professional Language Solutions Ltd
<b>User Profile</b>	<b>Context overview</b>	Classroom materials suitable for lower secondary school students
	<b>Learner age group(s)</b>	12-15
	<b>Curriculum overview</b>	Argentina does not have a national ELT curriculum. Students start learning English at different ages across the country. Resources in schools vary dramatically Materials need to meet the needs of different teaching contexts, provide relevant and engaging topics for teenagers and tackle cross curricula themes
<b>Teacher support resource package</b>	<b>Resource format and organisation</b>	Digital content organised by module
	<b>Resource content</b>	12 modules (2-3 hour per module). Provides 12+ school weeks of content
	<b>Resource sustainability</b>	Editable e-formats to allow local adaptation
<b>Dissemination</b>	<b>Methods</b>	Materials shared via Dropbox to ETAs. ETAs shared via social media to members
	<b>Timeframe</b>	Piloting of 12 modules in March 2024.
	<b>Number of teachers reached</b>	<ul style="list-style-type: none"> <li>5: Pilot module – June 2023</li> <li>120: Full course pilot – March 2024</li> <li>500: Start of general rollout – April 2024</li> </ul> Aim to share with all ETAs across 2024

### Description of the partners

Established in 1991 **Professional Language Solutions** provides English and Foreign language training to government and corporate clients in the UK and internationally. PLS specialises in developing ESP language training materials and assessments.

**ASPI, APISE and APIBB** organise professional development workshops for around 400 members.

PRELIM contributions:

- APIBB – five members
- APISE – four members
- ASPI – one member.

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## Key features of the context and resource design rationale

Argentina does not have a national ELT curriculum. Each region is responsible for what and when English is learnt in schools. For example, some students start English in Primary Year 1 or 4 but most in secondary Year 7.

English learning materials provided to teachers varies greatly across Argentina. English teachers within the project ETAs create their own courses, materials and assessments. This is time consuming and especially challenging for teachers working alone in more isolated and rural locations. This also impacts the quality and content of courseware created for approximately three and a half million teenagers across Argentina.

School and classrooms resources vary considerably across Argentina from very basic to more technically equipped. ASPI and APIBB are based in the lower-income rural north of Argentina whereas APISE is in the higher-income, more populated Buenos Aires province. Access to printing/photocopying is either non-existent or restricted in most schools; many teachers have to pay themselves and/or ask students to pay for handouts. Therefore, a key design requirement for the resource package is flexibility and adaptability to teachers' specific resource context whilst minimising potential printing costs (e.g. volume, colour, etc.)

## Outline of the teacher support resource package and rationale

**Title:** My Teenage World

**Audience:** High School Students

**Objective:** To provide topic-based English learning content relevant to teenagers to enable communication with global teenagers about the things that matter in their lives.

**Level:** CEFR A1-A2 +

**Length:** 12, two-hour topic-based modules (24 hours+ total) > 12 weeks in High Schools

**Topics:**

- Gaming
- Football
- Friendship
- Social Media
- TV and movies
- My neighbourhood
- Jobs and School
- Emotions
- My Family
- Me Online
- Money
- Happy

**Delivery:** Modules can be delivered in sequence encouraging progressive language development across the course but can be delivered as standalone topics or dipped into to supplement other curriculum materials.

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### **Content Format:**

Each module includes the following PDF and editable Word documents:

- Front cover
- Overview: Summary of tasks, cross-curricula themes, Argentine focus, Language & Skills focus, keywords, and global plan
- Teacher notes: Suggested class lesson plan, 'step by step' activity guides, answer keys, audio scripts, colour coded 'standard, basic and plus' resource delivery options
- Extras: Optional Extension resources
- Activity Handouts
- Flashcards
- Mp3 Audio files

### **All documents come as:**

- PDFs for printing, presenting or sharing
- Word documents for editing

### **Materials for different resource contexts:**

The Teacher Guide supports teachers in selecting and adapting materials to the needs of their classrooms based around three main resource contexts. These are colour coded as follows:

- Basic - very limited resources (green)
- Standard - normal teaching resources (black)
- Plus – tech-enabled classrooms with access to internet, web-sites, apps, projectors (blue)

This also allows flexibility and adaptation to each teacher's specific context.

### **Cross Curricula themes:**

Each module introduces the context of different cross-curricula social issues affecting teenagers in Argentina (and the world), giving teachers and students the language and opportunity to explore these areas in class. Topics include online bullying, body shaming, grooming, addiction, betting, peer pressure, violence, gangs, environment issues, emotional management, well-being, etc.

### 3 READ IT: write a comment

① Read the threads and find the phrases.

Hello	I agree	I disagree	Goodbye

② Who agrees or disagrees? Who's a troll or bully? Who's a groomer?



I went to #Argentina last year on vacation. IMO Mendoza is the best location. It's number one because it has the best BBQ and empanadas. Also, it has awesome museums and climate is perfect. I love the mountains.



Hi Lara. I'm with you on Mendoza as the best city. It has the nicest people and best music. I love it there! Bye-bye.



LOL 🤡🤡 I don't agree. You should visit Cordoba. It's #1 because it's so green and beautiful. It has traditional music and the rapper Paulo Londra is from there !! #cordoba



I hate 🤡 people like you. You're probably stupid and have no friends. CU never !!



Hey, Lara. 🤡 Mendoza is 🔥🔥🔥. Can we video chat to talk about it? We can be friends! CU xx



Sorry, but you're wrong. La Plata is the best city! It's historic and beautiful. People are the happiest in Argentina in La Plata and ... Benjamin Rojas Pessi is from there!! #lovelaplata



UR an idiot from La Plata! You know NOTHING!!!!!! And your photo is ugly 🤡. Later loser!!



👍 Lara! You're right, Mendoza is number 1! It has the cleanest air in Argentina.



What's up friends? I love #Facebook. It's the best social media app for teenagers. Why? Because you can post your opinions and make new friends. It doesn't have trolls or bullies, and young people are safe from groomers. Also, you can learn new things because the videos are authentic and there's no #fakenews! Agree or disagree?



LOL, are you crazy 🤡? That's a STUPID thing to say. I hate STUPID people.



Helloooo Grace! I'm with you, Facebook is the best. It has the most users and people are so nice and friendly. Bye!



How's it going Grace? Do you need a friend? We can connect. Call me on 039895673 if you want.



No way Grace. Instagram is the best for photos 📷 and following famous stars like Arianna Grande 🌟.



Hiya! Absolutely, Facebook is the best. I follow my teachers and classmates. It's really interesting. I know ALL their secrets 🤡.



OMG, you're an idiot! Facebook is for losers ... like you!!



Nah 🤡. To me TikTok is the best. The videos are 🤡🤡🤡. Also, you can learn a lot.

③ Write your comments for each thread.

④ Post your opinions and start a thread.

Figure 1: Example – Social Media Online bullying, trolling and grooming

## Argentina Focus:

Whilst having a global outlook for teenagers each unit also focuses on content which is Argentine specific especially were relevant to contextualise the cross curricula themes.

### 3 READ ABOUT: neighbourhood projects in Argentina

#### ① How can a neighbourhood solve these problems?

- A Children don't have a place to go and their mothers don't have money for food or job training.
- B Electricity, water and food is very expensive for some people in this neighbourhood.
- C People don't recycle plastic and parents don't have the money for their children's glasses.
- D Poor children don't have anything to do or understand the culture in their city.
- E Poor children don't have the opportunity to learn a musical instrument.

#### ② Match the problems to the projects in Argentina.

**Project 1:** Parque Chacabuco, Buenos Aires



**PROBLEM:**  
**SOLUTION:** Open since 2017, the community centre helps both children and adults in local neighbourhoods. It's open from 7 am to 7 pm and has a kindergarten for young children where they can learn and play together. They also get a healthy breakfast, lunch and dinner. The centre also gives unemployed mothers training to find work. Everyone in the community centre is a volunteer and loves helping their community.

**Project 2:** Ciudad Oculta, Buenos Aires



**PROBLEM:**  
**SOLUTION:** Graffitimundo is a project to promote street art for students in Buenos Aires. Based in the Centro Corviven community centre in Ciudad Oculta, it helps children and families from poor neighbourhoods learn to paint and understand the history of street art in their amazing city. They have many famous street artists come to the centre to work with locals and teach people how to make neighbourhoods beautiful.

**Project 3:** Barrio Kennedy, Pergamino



**PROBLEM:**  
**SOLUTION:** The Barrio Kennedy Orchestra is a project to help children play an instrument who normally don't have the money or opportunity to do so. It is based in the city of Pergamino and works with socially disadvantaged children from the Kennedy, Jose Hernández and 512 neighbourhoods. They can play the violin, cello and clarinet. When they are good, they can play in the Barrio Kennedy orchestra and give concerts to the local people.

**Project 4:** Cordoba



**PROBLEM:**  
**SOLUTION:** This neighbourhood's project is recycling plastic bottle caps to make free eco-lenses for children's glasses in the local neighbourhoods. They have produced 5,000 pairs of glasses this year for the children, and they want to make many more for older people who don't have the money to buy them. Another good result is that local people recycle more plastic these days.



**Project 5:** Pueblo Esther near Rosario



**PROBLEM:**  
**SOLUTION:** Some neighbourhoods in Argentina are more sustainable these days, they consume what they produce. The Evolutive Community project has space for big gardens where inhabitants grow vegetables and food for all the people in the neighbourhood. They also collect water to use in the neighbourhood and produce electricity using solar panels for all the homes in the district.

#### ③ Decide which project is the winner of "Neighbourhood Project of the Year".

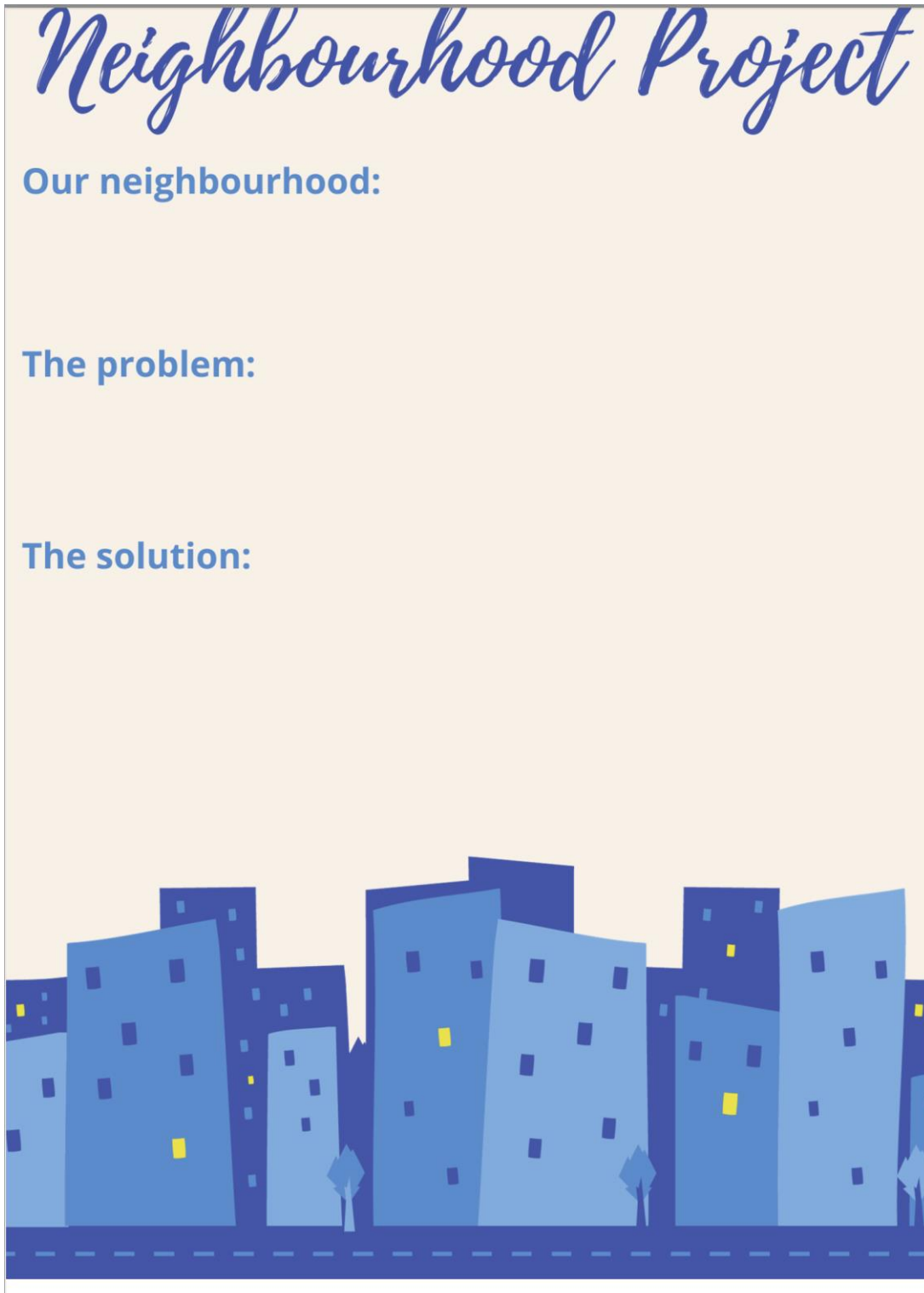
MY NEIGHBOURHOOD | My Teenage World

Figure 2: An example – My Neighbourhood

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**Task-based Activities:**

Task-based learning is a popular approach in Argentina so each module builds towards a final communicative and collaborative task such as creating a poster, conducting a survey, making a presentation, etc.



*Figure 3: An example – My Neighbourhood Project*

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## Project findings

### Working in partnership

A key dynamic of this project were five project partners working together. This brought an incredible breadth of perspective of the different resource contexts and challenges from provinces across Argentina. In particular, ASPI's and APISE's work in rural and lower-income provinces helped focus the requirements for the basic resources. It also created challenges such as finding suitable times for and trying to accommodate many different requirements and preferences into the final resource package.

A key learning point for a project involving multiple parties is to ensure one party or person is always designated as having responsibility to ensure tasks are completed to schedule otherwise people assume someone else is doing it. By the end of the project APIBB stepped up and took the lead for the ETAs which resulted in a very wide dissemination of the materials to over 600 teachers. This contrasted to just five teachers doing the initial pilot when no one was taking the lead.

### Working within the CoP

We found the one-to-one programme management support to be effective and flexible. The group UKI Zoom sessions were very useful especially in understanding that other UKIs were also experiencing many challenges.

### Designing the teacher support resources

The diverse resource contexts across Argentina required an accessible materials package suitable for all teachers. The 'basic – normal – plus' approach gave us a framework to provide a range of content to cover very basic to more tech-enabled contexts. The teachers notes allowed us to include a wide range of 'alternatives' for low resource classrooms whilst also providing many additional digital resources to support classrooms with internet and device access.

Balancing accessibility and sustainability was also a key design feature. For ease of use we created suggested lesson plans along with ready-to-go pdf activity worksheets and flashcards. We also ensured all materials were adaptable by provided them as editable Word documents. The teachers notes embedded a methodological approach encouraging teachers to review, select, adapt and recycle materials; the entirety of the course became a blueprint of activities and ideas that can be extended to other topics and levels.

Developing materials which acted as a springboard for teachers to address a range of cross curricula topics with their students pushed our team to its creative limits and outside our comfort zones as material writers. What issues do teenagers face and how can we sympathetically address these from the teenage perspective. As a backdrop, the contentious presidential elections touched on many topics we were covering – gender, race, identity, etc. – making these topics more relevant but also potentially too controversial for use. An unforeseen value-add were the very meaningful conversations with our teenage children who had great awareness of and provided insightful contributions on our handling of the various issues.



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## Disseminating the teacher support resources

The ETAs disseminated mainly through social media and face-to-face interactions. APIBB stated

*'It was very difficult for us to get the idea of dissemination of the resources. We had many ideas, some of them proved to be unattainable.'*

PLS disseminated resources via Dropbox. PLS offered to use the dissemination grant to create a fit for purpose dissemination portal for the project but this was not aligned to the funding guidance. FAAPI may host materials on their website. Collecting teachers adapted and supplementary materials to expand the resource package would be of great value as well.

## Monitoring and evaluating resource use

In May 2023 a module (Gaming) was piloted by five teachers within APIIB.

APIBB commented

*'Teachers' opinion on the material was very good, some activities needed scaffolding because they were difficult .. all agreed that [teachers notes] were clear and very helpful. All learners were very interested in the topic, including those who generally were not willing to work in the English class. [Students] loved designing their own video game.'*

Classroom use also indicated our content filled 4-5 hours.

In March 2024, all modules were disseminated to 110 teachers and somewhere between 600 – 800 students have used the materials in class. Collected feedback forms covering all 12 modules have been hosted by the ETAs on GoogleDocs.

APIBB summarising the feedback commented,

*'90% of teachers and students have been delighted with the materials, teachers reporting active learning from their students.'*

Teacher Arandía stated,

*'I love the designed material of the flashcards. Colorful flashcards attract students' attention and make learning visually appealing. The organization of the provided worksheets are great not only because of their layout but also because they go from simple to complex taking into account the lack of the resources in schools.'*

Teacher Bernadia liked how the modules,

*'deal with controversial topics such as cyberbullying in a funny and engaging way.'*

There have been some excellent suggestions to improve the materials. For example, Teacher María said,

*'I have two dyslexic students and had to adapt the material. Some students have problems identifying words in other language if the typography is complex. I'd choose a simpler typography.'*

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It's great that she was able to edit the content to adapt it for her SEND students but does highlight a design element we had not properly thought through. Unfortunately, this and other insightful feedback has come at the end of the project; a key learning point is to ensure this is captured in time for it to be incorporated into the material design.

## Project outcomes

In April 2024, materials have been disseminated to a further 500 teachers and there are plans to continue sharing these materials across Argentina in the current academic year. We hope that all three and a half million teenagers across Argentina will get access to these materials so they can use English to discuss, share and support each other on the many social issues they experience in life.

### Emergent learning

#### Social issues

- **Project duration and timetable**  
The relatively lengthy 15-month project and the fact that the project dates were not well aligned to the school academic calendar in Argentina resulted in periods of low and high intensity of project activity creating a stop/start flow. For example, the critical period for dissemination activities clashed with the summer period in Argentina; from December to March materials could not be used in classrooms due to end of year exams, holidays and the new term start up.
- **Expectations upon the ETAs**  
All ETA work was voluntary and balanced against personal and professional commitments. Considerable input was required from the ETAs and our UKI really needed more input especially on understanding the Argentinian context. However, in hindsight this was really an unfair expectation of hardworking teachers. We would recommend that funding be made available to compensate the ETAs for their time and effort on future projects. Dissemination of materials within Argentina was also a very time consuming and challenging activity for the ETAs and whilst a financial grant was available to support this it would have required additional workload on the volunteer ETA members.
- **National challenges**  
Throughout the project period Argentina as a nation was experiencing some very challenging times. Politically, the presidential elections caused great uncertainty especially in relation to discussed educational reforms and a wide range of economic issues such as high inflation, currency controls caused financial hardship. Whilst the UK has had challenging times the issues raised by our ETA colleagues over the last 15 months helps put our UK challenges into perspective – these included a dengue epidemic, hurricanes, floods – yet despite these challenges the ETAs gave a tremendous commitment to the overall success of our PRELIM 3 project.