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# THE 'ARGUMENT-IS-WAR' AND THE DIALECTICAL DISCOURSAL PATTERNS: THEIR ACQUISITION AND USE BY TEFL STUDENTS IN WRITTEN ARGUMENTATIVE TEXTS

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To my father, Ricardo.

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# 1 INTRODUCTION

The present study is intended to research into intermediate TEFL students' development of their ability to use some of the basic argumentative writing resources that they are expected to develop as part of their academic studies and EFL teacher training. In their future professional role as, mainly, secondary school English teachers, and due to the fact that one of their tasks will be to help their students develop their critical and argumentative abilities (de Zubiria Samper, 2006), EFL teacher trainees need to develop their own critical argumentative discourse abilities in order to meet the needs of their prospective students. On account of its nature and main objective, this study may eventually offer some proposals that might be implemented for the development of TEFL students' abilities to write argumentative texts.

As part of social and communicative interaction, being truthful and persuasive are two central communicative goals of an individual expressing their personal point of view and making an argumentative proposal on a given issue in spoken or written communication. They may want to persuade their interactant(s) about the validity of their point of view and succeed in their acceptance of their argument. However, the addresser is only one participant in the communicative situation as manifested, specifically, in argumentative discourse in their role as the arguer. The other participant, the antagonist(s), is represented by those who do not want to be persuaded and present counterarguments in the overall communicative event.

In a metaphorical sense, these two contestants are the participants of a 'fight', which is an argumentative battle in which one of them is inevitably defeated by the 'strength', or

argumentative efficacy, of their opponent's arguments. Thus, the writer, as winner of the controversy or contest, proves the validity of their viewpoint and demonstrates the validity of their argument. This is exactly what the arguer wants to achieve. Editorial writers, opinion writers, and columnists make a claim. That is, they formulate a thesis (in formal argumentative terms), which may be disputed by their opponent's counterarguments in the progression of the interactive discourse. At the end of the interactive process, and after a series of argumentative clashes –i.e. attacks and counterattacks, in a metaphorical sense– the addresser achieves victory in the argumentative battle. As a result, their original claim may be accepted as valid or truthful and, consequently, worth subscribing to. Thus, the entire argumentation process comprises four stages: an opening stage, a confrontational stage, an argumentative stage and a concluding stage" (Walton and Godden, 2007).

On the whole, the study of argumentative discourse is based, mainly, on the rhetorical principles first formulated by Aristotle within the context of formal logic. However, in the past decades, there have been some alternative ways in which scholars researching into argumentation have approached its study. Modern studies have focused on what is now known as 'informal argumentation'. Accordingly, factual evidence, in the same manner as logical thoughts, can also be structured as argumentative discourse so that it can stand as valid reasoning supporting a claim, or point of view. Some influential studies of informal argumentation, strongly influenced by the seminal work of, mainly, Toulmin (1958), have begun to pay greater attention to the role of the linguistic components in the analysis and modelling of the structure of argumentative discourse. In this respect, the argumentative process has begun to be viewed as being, mainly, of a pragmatic interactional nature in place of a strictly logical nature. For example, 'pragma-dialectical

theory' (van Eemeren et al., 2004; van Eemeren et al., 1993) proposes a descriptive model based on the interactional nature of argumentation and suggests rules for interaction procedures in which the participants' abilities, attitudes, and power are characterised in the progression of the argumentative activity which, according to Walton (1989), has to follow certain patterns of politeness for the argument not to result in "a quarrel characterised by the fallacious *ad hominem* attack (attack against the person, rather than the argument)".

In a different but interrelated vein, and mainly with a focus on the rhetorical organisation of argumentative discourse, Ruiz and Zenteno (2004-2005) have proposed a descriptive approach, the 'dialectical mode of discourse'. In their view, argumentative discourse may also reveal an organisational pattern which is formalised in text organisation and characterised by a dual and contrastive arrangement of the main and secondary referents configuring the discourse topic.

The research work presented here has initially been motivated by a previous exploratory study conducted by this researcher[1]. The study was made in order to confirm the validity of the following hypothesis: 'The dialectical mode of argumentative discourse is defined, in the totality of the text configuration of editorials, by the conceptual metaphor 'ARGUMENT IS WAR'[2]'. In order to test this hypothesis, a small preliminary corpus of newspaper editorials was analysed and descriptions were made of the characteristic components of the dialectical mode of discourse which were operative at the pragmatic, semantic and morphosyntactic levels.

[1] 'Conceptual metaphor in the text configuration of the argumentative discourse type' (paper written as an 'English Grammar Seminar' requirement for the MA in English Linguistics, at Universidad de Chile, in 2006)
[2] Based on Lakoff and Johnson 1980's proposals about the structuring of metaphors in our conceptual system.

The present study is intended to expand and explore further the proposals and findings made in the initial preliminary study. Thus, the theoretical framework of this study is structured as to take a historical look at the study of argumentation and some of the most influential approaches made in the domain of discourse analysis. From here, we will move to a review of opinion articles and polemic editorials. We will then devote close attention to how the skill of writing has historically been taught, followed by a consideration of the material that teachers have used to teach how to write, mainly, paragraphs and essays. We will also discuss some new trends in writing instruction. Finally, we will present a description of the two main descriptive approaches on which this study is based, namely, the 'dialectical mode of discourse' and the 'ARGUMENT-IS-WAR' pattern (AIW, henceforth).

Within this overall context, the present study is intended as a preliminary description of intermediate TEFL learners' ability to employ the patterns already mentioned in the production of argumentative written texts, namely, opinion articles.

# 2 OBJECTIVES

## 2.1 GENERAL OBJECTIVE

The main objective of this study is to account for TEFL intermediate learners' development of their ability to identify and employ both the AIW and the dialectical discoursal patterns as organisational components of argumentative written texts.

## 2.2 SPECIFIC OBJECTIVES

2.2.1 To determine TEFL intermediate learners' ability to use the dialectical configurational discoursal pattern operating as an organisational rhetorical structure in written argumentative compositions, which are formatted as opinion articles.

2.2.2 To determine TEFL intermediate learners' ability to use the grammatical constructions and components which realise the dialectical configurational discoursal pattern laid out in written argumentative texts.

2.2.3 To determine TEFL intermediate learners'ability to use the AIW discourse pattern underlying the argumentative mode operating in written argumentative texts, such as editorials and opinion articles.

2.2.4 To measure TEFL intermediate learners' ability to use both the dialectical mode and the AIW patterns in the writing of argumentative texts involving the expression of a personal viewpoint, or claim.

# 3 HYPOTHESIS

The research hypothesis formulated for this study is the following:

Intermediate TEFL students' ability to write argumentative texts is effectively developed after the presentation and practice of the fundamental argumentative writing resources present in both the AIW and the dialectical discoursal patterns.

# 4 THEORETICAL FRAMEWORK

## 4.1 ARGUMENTATION AND POLEMIC EDITORIALS

Argumentation is the way in which human reasoning develops when a series of statements are made in order to support a thesis or claim. From a purely rational standpoint, de Zubiria Samper (2006) suggests that there are three functions that the process of argumentation fulfils in the context of the organization of the arguments supporting a given thesis. They are the following:

a. Support; which comprises causes, evidence or reasons supporting an idea.

b. Convince; which aims at persuading the audience of the convenience and appropriateness of a claim, or thesis, with the objective of attracting supporters.

c. Evaluate; which allows the addresser to investigate and evaluate different alternatives with the purpose to choose the best.

Argumentation has always been the subject of a critical examination, even from the initial foundational theory formulated by Aristotle to the proposals made in contemporary times. According to Aristotle (350 BC), if someone has a good command of the different modes of persuasion and argument, they will have the possibility to "attempt to discuss statements and to maintain them, to defend themselves and to attack others". Thus, according to dialectical argumentation and the art of dialectics, Aristotle proposed that there is a frame that people have to follow in order to succeed at demonstrating a valid point of view, which revolves around the notion of deduction: "A deduction is speech in which, certain things having been supposed, something different from those supposed results of necessity because of their being so" (Aristotle, 350 BC, cited by Smith, 2007).

The 'things been supposed' are called premises and 'what results of necessity' is the conclusion of the argument or piece of reasoning. Here is an example[3] of an argument from an Aristotelian viewpoint:

(1) *Identical twins sometimes have different IQ test scores. Yet these twins inherit exactly the same genes. So environment must play some part in determining a person's IQ.*

In (1) we can find three statements:

a. Identical twins often have different IQ test scores.

b. Identical twins inherit the same genes.

c. So environment must play some part in determining IQ.

Statements a. and b. are the premises for the conclusion in statement c. as they give reasons for accepting the third statement.

The classical study of argumentation has given rise to a number of emerging argumentative approaches that propose a wide variety of views which will help writers defend opinions, or points of view, in communicative interaction involving argumentation. According to the proposals made by Ferrari and Giammatteo (1996), argumentative written texts, such as polemic editorials or essays, are, by their very nature, macro speech-acts intended for the expression of a personal claim, or opinion, and a series of arguments that support that thesis. In such interactions, there are always two interactants, or contestants, participating in the exchange of ideas and reasons supporting their respective points of view: a) the 'protagonist', i.e. the addresser, making their personal 'claim' and b) the

[3] Retrieved from http://grammar.about.com/od/pq/g/premiseterm.htm

'antagonist', i.e. the holder of the 'counterclaim'. They are both referred to by the addresser in the progression of discourse. The initiator of the polemic argument tries to persuade their 'audience', i.e. reader(s), about the validity of their personal opinion concerning a controversial issue on the basis of its strong points, or supporting evidence.

In a similar vein, Lo Cascio (1998) constructed a theoretical model that defines argumentation as being formed by at least two statements: an explicit or implicit stated thesis and an argument of its own. The presentation of the thesis can also be defined as a macro-speech act, which serves the purpose of persuading the intended addressee. In other words, argumentation can also be viewed as an interaction, or difference of opinion, between someone who puts it forward and someone who challenges it.

Some theoretical conceptions of the structure of opinion articles have been developed by León (1996), who has provided the journalist and specialist reader with a very clear account of how opinion articles have evolved in recent history. He suggests that they are intrinsically argumentative, since columnists present their opinion/standpoint with the objective of persuading the reader of the validity of their ideas and use the article to express their personal viewpoints without being unaware of the existence of different opinions. Additionally, Vivaldi (1973, cited in León, 1996) defines the opinion article as "a journalistic space reserved for a particular writer or journalist to write on a current issue"[4]. In a different vein, Sánchez (1992, cited in León, 1996) gives the article a rhetorical-political characteristic, which is intended to explore and share the personality of the author through different genres: narrative, expository and argumentative. After the discussion on

[4] My own translation

what particular genre is utilised in the construction of an opinion article in the journalistic field, León (1996) concludes that

> "el artículo es un discurso dialéctico de carácter persuasivo en el que el texto plantea una antítesis singular frente a la tesis que proporciona la realidad, preferentemente aquella parte que constituye la información de actualidad. El resultado de esa dialéctica es el artículo-síntesis, que en realidad se presenta como la tesis del articulista […] Y evidentemente esta tesis –persuasiva y, de acuerdo con las categorías aportadas por Van Dijk, susceptible de desarrollar reformulaciones retóricas de los hechos con persuasión más explícita– está tan vinculada a la realidad (generalmente además, aunque no exclusivamente, a la parcela de la realidad que es materia de preocupación periodística) que no puede desvincularse del periodismo."

León (1996) proposes that in the configuration of opinion articles it is not necessary to maintain universally acceptable premises –which is a must in the philosophical type of argumentation– but premises that are realistic enough to persuade a very delimited audience. This is so, because the main objective of opinion articles is persuading the readers to adhere to the thesis proposed by the writer and, as there might be more than one writer making an argument about the same issue, they may have different opinions, and of course different conclusions at the end of the text.

A different approach to the study of argumentation is proposed by van Eemeren et al. (1997). This is defined as a 'pragma-dialectical theory'[5] and is based on the Aristotelian concept of dialectics. It suggests three main parts or components which are central to the process of argumentation and the arguments produced in that process:

[5] van Eemeren et al., 1997

a. Propositions are stated as claims and other propositions or reasons are given to support those claims;

b. the existence of a protagonist, who states a claim, and an antagonist, who contradicts that claim; and

c. a particular arrangement of arguments and reasons.

The pragma-dialectical theory accounts for an explanation and analysis of the process of argumentation in terms of general interactional principles which organise discourse and interaction. According to van Eemeren et al. (2002), argumentation is fulfilled in the context of a discussion between speaker/ writer and those who do not agree with their claims. This argumentative discussion, seen as a social process of interaction, takes place when the two parties try to put forward an implicit or explicit difference of opinion to an end, either through the oral or written medium. Therefore, argumentation is viewed as a social activity *per se*. Van Eemeren et al. illustrate this point as follows:

> "In advancing argumentation, one directs oneself by definition to others. In addition, argumentation is a rational activity that is aimed at defending a standpoint in such a way that it becomes acceptable to a critic who takes a reasonable attitude. By advancing argumentation, the speaker or writer starts from the –correct or wrong– assumption that there is a difference of opinion between him or her and the listener or reader."
>
> (van Eemeren et al. 2002: xi)

Focused on how opposing views are reconciled in a specific communicative context is Toulmin's influential model of argumentation (Toulmin, 1958). He proposes an interactional-functional approach in which the argumentation process is defined by answers to certain characteristic questions and a substantive context, each of them being related to the central components of argumentation. These answers are formulated as follows:

a. Claim: thesis that controls the argumentation. It is implicit or explicit and we can find it by asking the question: What does the author try to prove?

b. Ground: evidence, reasons or arguments presented on the part of the protagonist in order to support the claim. You can find it by asking the question: What is the author saying in order to persuade the interlocutor or addressee?

c. Warrant: Accepted beliefs and values. The addresser and the addressee may not agree on the acceptance of such a belief. One can obtain the warrant by asking the question: What explains, in general terms, the author's opinion?

Consider the following example:

(2)

| Claim | Ground |
|---|---|
| *These cigarettes are killing you.* | *Carcinogenic compounds are found in cigarettes.* |

Warrant

*Lung cancer is a lethal disease.*

In (2) the claim that cigarettes kill people is supported by the empirical evidence constituting the ground, namely, *carcinogenic compounds are found in cigarettes*. This argument is founded on the implicit principle, i.e. warrant, *cancer is a lethal disease.*

The discussion of the literature that we have presented thus far brings to light certain similarities that lay the groundwork for one of the models presented below in section 4.5. In all the studies above, there is a protagonist, who presents an original thesis, based on certain shared beliefs. These beliefs are in opposition to the tenets of other(s), namely the antagonist. What proceeds in the structure of the dialectical activity is a series of clashes

between the protagonist's arguments and the subsequent counterarguments on the part of the antagonist until a conclusion is made.

## 4.2 TRADITIONAL WRITING INSTRUCTION AND L2 ARGUMENTATIVE WRITING

One of the main goals that elementary and secondary EFL teachers usually set themselves in the teaching process is that their students increase their motivation for a certain activity, based on their successful learning products. From a pedagogical perspective, motivation is strongly connected with success. According to Ur (1997), "motivation is very strongly related to achievement in language learning". Therefore, students should be tasked in a success-oriented way and be given opportunities for practice of the task that they will be asked to perform. For example, learning how to write in English effectively in secondary school should be based on the idea that students must be prepared, as they move on to higher education, to be able to write effective pieces of writing if they want to pursue academic programmes that involve extensive writing in this language, as the ability to write clearly is not just seen as an essential tool for learning (Cushing Weigle, 2002).

One of the end-products produced by foreign language learners has traditionally been the written report. In the learning process, students are first exposed to a large amount of data written in a given genre and then carry out a systematic analysis of the relevant aspects. This process is called the 'pre-writing stage'. During this stage, students "discover facts about construction and specific language use which are common to that genre" (Harmer, 2007). After this preparation, they embark on their own work and engage in the

self-discovery process of written creation. Additionally, it is also important that other class members should also read their compositions, activity which will provide opportunities for feedback and peer correction and comments.

EFL teacher trainees also need to be able to write academic papers during their professional training. Moreover, they will eventually have the responsibility to teach their own students to learn how to write. Additionally, according to Crème and Lea (2003), "writing for [students'] studies and learning for [students'] studies are so integrally related that they cannot be separated from each other. [...] Writing essays and other assignments [...] are fundamentally about learning". University students should be able to develop writing techniques due to the fact that they are engaged in the study of different disciplines and are asked to complete a large number of writing assignments in which their own ideas will be displayed throughout the text and come under further rigorous scrutiny.

Helms-Park and Stapleton (2003) state that argumentation has been widely recognised as a genre that constitutes a fundamental component of university writing, as students are frequently asked to perform written tasks in which they have to express their opinions about a bare prompt and give supporting reasons for their arguments. This idea is reiterated by Menary (2007), who explains that writing constitutes an act of thinking and that "this information now becomes susceptible to analysis, transformation, and intellectual criticism" (Donald, 1991, cited by Menary, 2007). He also proposes that tools such as pen, pencil and word processor are seen as vehicles that manipulate and restructure our ideas and put them at the service of our cognitive capacities. In short, thinking improves writing and writing improves thinking.

Since the 1970's, TEFL has adopted alternative approaches to the process of teaching students how to write effectively. Collaborative Writing has put a different perspective on the instruction of this communicative skill. In the EFL classroom, students develop the task of brainstorming ideas in pairs or groups. They also "give each other feedback, and […] proofread and edit each other's writing" (Teo, 2007). However, this method has experienced considerable difficulties in its implementation, as it does not provide clear guidelines for students to follow and also because it does not provide students with appropriate techniques to critique each other's writing.

The methods explained above contrast with the way in which Zhu (2001) sees the process of L2 writing teaching. The researcher proposes that L2 writing teachers' main responsibility is to help their students develop rhetorical knowledge in L2: "Learning to do argumentative writing in a second language is a challenging task." In her study, Zhu (2001) visualises considerable differences between rhetorical aspects in L1 and L2 which cause serious difficulties for the L2 argumentative writer when expected to present sound arguments in the context of English argumentative writing.

Another difficulty is the transfer of cultural and linguistic features to the argumentative text writing process from the writer's mother tongue. In fact, most participants in the study had difficulties with the organization patterns of argumentative writing. They also found it very difficult to organise their ideas in the text: "lack of knowledge of the rhetorical structure of English argumentative writing was a major source of the anxiety they experienced" (Zhu, 2001). Moreover, some participants said that a more embellished style was seen as more appropriate in their country (Mexico) and that the task they had been asked to perform had become an extremely difficult assignment to be done

appropriately. Furthermore, lack of knowledge about logical connectors to be used on the surface of the texts was also seen as an additional burden. Beaubien (1998) investigates how explicit instruction on syllogism and logic would help ESL/EFL students write argumentative texts. As he notes, not much attention has been paid to formal instruction in the field and proposes a study in which he reports the results of direct instruction and accounts for its implications on the development of arguments and ideas, as well as the control of rhetorical structures in persuasive writing. Further, he says that the existing writing textbooks do not provide learners with explicit information about how to use their knowledge concerning syllogism and logic in their written products.

The lack of explicit instruction on argumentative writing does not only affect the students' performance at the tertiary level. Results of international studies on the command of effective resources to produce argumentative writing have demonstrated that high school students present low levels of achievement when it comes to writing persuasively. This is mainly caused by the fact that the writing curriculum at schools does not include formal instruction in the argumentative genre. However, when students enrol in tertiary education institutions they are suddenly confronted with the need to master skills in argumentation as they are expected to "write arguments in the linguistically complex, issue-driven texts found in most academic disciplines" (Varghese and Abraham, 1998).

In Varghese and Abraham's study, they try to answer the following question: What concrete changes in argument skills do students display after having received explicit instruction in the Toulmin analysis of argument as a means of refining their argumentation skills? The results of this study made them conclude that the argumentative genre, regarding its conflicting nature, should be studied and taught from a dialectical perspective.

Moreover, they base their conclusions on the idea that there is an audience that is likely to have a different point of view towards the original thesis found in argumentative texts. At the same time, it is possible to observe the corresponding counterarguments displayed in the textual organisation of argumentative written products. Similarly, Chandrasegaran (2008) conducted a study with the intention to verify if the use of explicit instruction on argumentation from a dialectical perspective has any positive effects on the participants' writing skills developed through their basic training received in English language courses at university: "Explicit teaching of the linguistic features for realising the conventions of the genre have been proposed and trialled in classrooms" (Cope and Kalantzis, 1993; Rothery, 1996; cited in Chandrasegaran, 2008).

Regarding the instructional material to be used in the context of L2 argumentative writing teaching, Liu (2005) fully describes a number of instructional materials in her account of American and Chinese websites in order to discover what these materials consider to be the basics of writing argumentative essays. This study examined the American websites *Purdue Online Writing Lab* (POWL)[6], *Paradigm Online Writing Assistant* (POWA)[7], and *Guide to Grammar and Writing* (GGW)[8]. These websites describe argumentative writing as a process through which writers' arguments are displayed, together with their supporting reasons, in order to win general acceptance among readers. Furthermore, they provide their users with straightforward and detailed information about how to organise their pieces of writing from both the formal logic and the informal reasoning perspectives.

[6] http://owl.english.purdue.edu/
[7] http://www.powa.org/
[8] http://grammar.ccc.commnet.edu/grammar/

## 4.3 TRADITIONAL MATERIAL FOR WRITING INSTRUCTION

In the field of English language teaching, there are a number of books and textbooks which aim to guide teachers through the complex process of writing instruction. These books are intended to teach how to write about a variety of themes in different contexts and propose an infinite number of activities to develop the skills necessary to produce effective pieces of writing. They are designed to provide young writers with multiple techniques to successfully improve their writing through numerous exercises in a step-by-step format.

The authors of English writing instruction textbooks agree on the idea that the skill of writing has to be given separate and special attention. Some propose that it is possible to approach the learning and teaching of this communicative skill systematically at an early stage in language learning. They comment on the way in which theory should be put into practice and give, at the same time, some useful tips for novel writers to do effective writing. Some of this instruction material suggests that learners should not work on the acquisition and development of the writing skill on their own. According to Brookes and Grundy (1998), “there are two reasons for this. The first is to raise the students’ awareness of the writing process by planning their work in the particularly conscious way that writing collaboratively involves. The second is to make writing a less lonely or secretive activity that it sometimes appears to be.” They also claim that by following this approach the process of writing does not have to result in a tedious and stressful activity for students, but one in which they learn from each other and that provides students with the adequate writing resources to produce provocative pieces of writing. To do this, it is necessary to understand that what we write is basically related to our daily routines (making a shopping list, making notes in a diary, taking lecture notes, etc.) and that there are also a number of

extended writing types (reports, essays, academic assignments, etc.) that reflect the way we see the world and how we relate to others. Thus, the activity of writing cannot be seen as an impersonal process, but as the mutual creation of a text that is produced by writer and reader together (Johns, 1990, cited in Brookes and Grundy, 1998). Additionally, Brookes and Grundy (1998) propose a common core to be considered in the realisation of the activities included in their book. They are outlined as follows:

Pre-writing processes: Planning, Targeting, Organising

In-writing processes: Drafting, Evaluating, Editing, Rewriting

In a different vein, some other authors argue that the process of writing has rather repetitive mechanical features. Lawrence (1996) proposes that the first thing that the writer has to do is carefully examine the information that they are going to include in the piece of writing. Ideas are explored and extensively tested before they become useful material for a final written product. Thus, drilling exercises are seen as good practice for understanding how any type of text has to be produced.

Likewise, Pike-Baky (2000) offers a textbook that combines the four language skills in the process of writing short paragraphs and essays, providing learners with a framework of concepts and activities which intend to empower students to be responsible for their learning. The thematic chapters in her textbook provide authentic input which is organised in such a way that the learner is able to monitor their own progress through the development of activities that are grouped under six different sections, namely, writing skills focus, language learning strategies, academic power strategies, CNN video clips,

grammar you can use, and from reading to writing; the latter being the instance in which the novice writer proposes their own ideas about a topic in a previously practiced format. Singleton and Strauch's two-book series[9] is a more condensed type of instruction material. These two books have been designed to present nine thematic chapters to the learner through a process approach to writing. Each chapter is divided into five parts in which students 1) 'generate ideas that they can use later in their writing'; 2) 'organize, plan, and write their first draft'; 3) 'analyse sample paragraphs and compositions, learn about key elements of writing, and apply those principles in revisions of their first drafts'; 4) 'are introduced to selected aspects of grammar' […], 'edit their writing for accurate grammar and write their final drafts'; and 5) 'share their writing with each other' […] and 'fill out a self-assessment form which allows them to track their progress as writers throughout the course' (Singleton, 2005).

## 4.4 THE DIALECTICAL APPROACH TO ARGUMENT AND THE DIALECTICAL MODE OF DISCOURSE

In the past 30 years, informal logicians have developed an approach that explains everyday reasoning and argumentation from a dialectical standpoint. Informal logic (IL) has rejected the traditional treatment of formal logic by challenging the pedagogical, sound-related and deductive ideas of traditional logic programmes (Walton and Godden, 2007). Effective theoretical and methodological tools have been developed in order to treat arguments embracing a dialectical approach as to lay considerable emphasis on the "analysis, interpretation, evaluation, critique and construction of argumentation in everyday

[9] *Writers at Work: The Paragraph* (2005) and *Writers at Work: The Short Composition* (2005), respectively.

discourse" (Johnson and Blair, 1977; cited in Walton and Godden, 2007). Blair and Johnson (1987, cited in Walton and Godden, 2007) conceived argumentation as dialectical in nature and "identify it as a human practice, an exchange between two or more individuals in which the process of interaction shapes the product". Moreover, by following a dialectical approach, they have identified four central characteristics in the process of argumentation. These have been outlined by Walton and Godden (2007) as follows:

1. The link between product and process: "An argument understood as product –a set of propositions with certain characteristics– cannot be properly understood except against the background of the process which produced it –the process of argumentation."

2. Argumentation roles: "The process of argumentation presupposes a minimum of two roles [the questioner and the answerer]."

3. Argument start: "The process of argumentation is initiated … by a question or doubt –some challenge– to a proposition."

4. Argumentation activity purpose: "Argumentation is a purposive activity. Each participant has it as his or her goal to change or reinforce the propositional attitude of the interlocutor or of himself or herself."

Argumentative activity is normally viewed as a discussion or debate between two or more participants on any kind of controversial issues. Their claims will be attacked, defended and will eventually be modified by the force of the other contestants' arguments. Here, we are in front of a 'dialogical situation' (Freeman, 1992) as the process of

argumentation is experienced in the context of a dialogue between participants. Nevertheless, one and the same participant may play the roles of the questioner and challenger at the same time, exposing their personal points of view and providing further questions to their theses as if they were engaged in a dialogue. This type of situation is called 'dialectical situation' and has different structures: it may have the form of a protagonist, who makes a claim, and an antagonist challenging such a claim by means of further questions and attacks, or we may have a situation where different participants play the two roles explained above, i.e. proponent and challenger, where different arguments are being developed simultaneously. These two forms are called 'basic' and 'complex dialectical situations', respectively (Freeman, 1992).

As part of the rhetorical organization of some discourse genre and modes, Ruiz and Zenteno (2004-2005) have proposed a configurational pattern that they call the 'dialectical mode of discourse'. This view of the configuration of argumentative texts of various types (editorials, opinion articles, etc.) is based on the presence of two central components or referents at the discoursal-cognitive level and in the discoursal-textual organisation. These two referents are interrelated by means of either contrast or analogy and are made explicit at the different levels of linguistic communication, as outlined below:

1. Discoursal-pragmatic component: dichotomical macro- /micro- speech acts
    i. Opinions, or central theses, in opposition
    ii. Dichotomical/dual descriptions in expository, narrative, or argumentative text classes
2. Semantic component
    i. Contrast of referents/description of two interrelated referents

3. Textual component

   i. Lexical level

      a) Adjectives

      b) Adverbs

      c) Nouns

   ii. Syntactic level

      a) Noun phrases

      b) Comparative constructions

      c) Ellipsis

      d) Coordinators

      e) Subordinators

      f) Correlative conjunctions

In the study carried out by this researcher and referred to in the introduction to this thesis, two editorials were analysed following the characteristics of the dialectical discoursal mode proposed by Ruiz and Zenteno (2004-2005). Part of the analysis is presented below[10]:

The semantic component:

A contrast of two central referents is made by foregrounding of adverbials of time indicating good/happy/successful/past period of the Internet compared to bad/sad/unsuccessful/present times of the Internet as shown in the examples below:

[10] cf. Appendices for a complete version of the article

(3) [*In the early days of the Internet*] versus [*In this day of jihadi Web sites*] (line 20 and 22)

(4) [*At the dawn of networked computing*] versus [*As the Internet became the mainstream*] (line 25 and 26)

The linguistic-textual component

Syntactic level:

(5) Noun phrases indicating the contrast of referents: *early adopters*/*the bulk of the Internet users of today* (line 24)

(6) Comparative constructions: *as zombies* (line 14), *as realistic as* … (line 23)

(7) Thirteen (13) instances of cohesive ellipsis were found in the text, mainly observed in paragraphs 2 and 5

(8) Seven (7) instances of the coordinator *and* were found in the editorial, indicating a listing of actions and objects

(9) Conjuncts marking cause-effect relationship: *First* (line 15), *Then* (line 16)

Ruiz and Zenteno (2004-2005) state that the dialectical mode operates in the total text configuration or, alternatively, only in some segments of it. Also, as a descriptive construct, the dialectical mode of discourse can also account for other discoursal-textual configurations in several discourse genres, e.g. the cause-effect relationship or discoursal metaphor. This last configuration is based on the proposals by Lakoff and Johnson (1980), which accounts for a global metaphorical process in the textual realisation found on the contrast and analogy principles mentioned by Ruiz and Zenteno (2004-2005).

To illustrate the metaphorical discourse configuration, Ruiz and Zenteno (2004-2005) identify and describe the textual organisation, i.e. formalisation, of the following conceptual metaphor which underlies an opinion article about the differences between Australia and Chile concerning agricultural development and production: '*los procesos productivos implementados en determinados países constituyen una competencia deportiva*'. Furthermore, their proposal of such a conceptual metaphor motivates their belief that the discoursal configuration underlying some textual classes, argumentative texts being no exception, are at least partially controlled by our inherent conceptual system.

Lakoff and Johnson (1980) claim that a person's thoughts and actions are ruled or structured by conceptual metaphors[11]. They suggest that the human conceptual system rules the way in which we both think and communicate via language. Our conceptual metaphor system can also become manifest in argumentative discourse. Thus, the conceptual metaphor proposed by Lakoff and Johnson (1980) 'ARGUMENT IS WAR' can be viewed as determining the structuring of the configuration of arguments and the communicative moves made in an argumentation process. First, the participants in argumentative discourse –the protagonist and antagonist– are positioned to one of the two opposing sides as if involved in a war conflict. Additionally, the different stages of argumentation are viewed as the different stages in war. Finally, the conclusion of an argument is viewed as the end of a war situation.

[11] 'The essence of metaphor is understanding and experiencing one kind of thing in terms of another'. (Lakoff and Johnson, 1980)

## 4.5 THE ‘ARGUMENT-IS-WAR’ MODEL

Based on the findings from the preliminary study cited in the introduction, a preliminary pedagogical model can be suggested. This model combines some of the argumentative constructs and configurational patterns which are part of the theories and approaches referred to above. It also includes the pragmatic functions of the linguistic forms that make explicit the ‘war of argumentation’ pattern. A brief outline of the components of this argumentative model is provided.

4.5.1 An initial question is asked by the initiator of the argumentative activity. This question is asked in order to delimit the original standpoint taken by the initiator and the subsequent moves made throughout the text. According to Toulmin (1958), the protagonist will try to answer the question by stating their claim.

4.5.2 There are always two parties, or contestants, involved in the argumentative confrontation: the protagonist, i.e. the addresser or writer, versus a contending party, namely, the antagonist. Their roles and opposing standpoints are made explicit by the addresser throughout the discourse development. Following Ruiz and Zenteno (2004-2005), these two contending participants are present at both the discoursal-cognitive and textual levels, thus structuring a dichotomised rhetorical format throughout the text.

4.5.3 The argumentation process comprises some systematic stages in the argumentative activity, namely, a) the protagonist’s opinion, or claim, i.e. the ‘attack’, versus the antagonist’s opinion, or ‘counterattack’; b) the defence of the protagonist’s opinion, or attack, versus the defence of the antagonist’s counterattack, c) the subsequent counterattack

on the part of the protagonist versus the subsequent counterattack by the antagonist, etc. (van Eemeren et al, 1997).

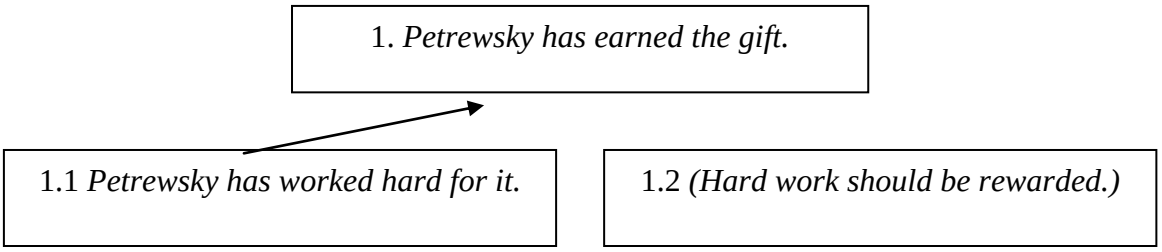
4.5.4 The protagonist, upon achieving victory, expresses their conclusion, that is, the ending of the argumentation/ war, thus supporting the answer to the initial question (Toulmin, 1958).

In the exploratory study that originated this thesis, it was tentatively concluded that all the participants and stages present in the argument/ war are made explicit in newspaper or magazine editorials and may also be present in other argumentative texts. The protagonist begins by making their arguments from an initial question, which is answered by both the protagonist and the antagonist. They take turns in defending their conflicting points of view and counterattacking these defences. Moreover, some morphosyntactic and lexical markers make explicit the textual segments which play a role in the development of the argumentative discourse.

We think that the attempt to analyse argumentative texts in a schematic format could be helpful for learners to identify the different discoursal moves made by the initiator of the argumentative activity and the subsequent attacks made by the antagonist. Van Eemeren et al. (2002) suggest that different structures can be identified when analysing a piece of argumentation. Not all argumentations consist of just one single argument since standpoints and arguments against the original thesis may evolve in a multiple and complex manner as an attempt to bring the difference of opinion a solid reasonable ending. The simplest case is when there is only one argument serving as the defence of the standpoint.

This argumentation in its fully explicit form consists of two premises, but most of the time only one is made explicit. Here is an example of a 'single argument'[12]:

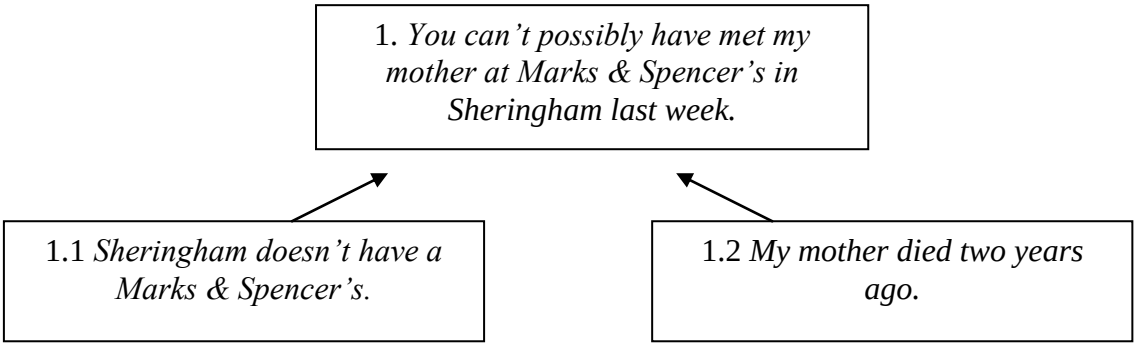
(10)




In (10), 1.1 is the explicit argument, which is seen on the surface of the text. 1.2 represents the underlying implicit premise.

When there are independent defences of the same standpoint, we are in front of the phenomenon of 'multiple argumentation'. These defences do not depend on each other and have the same weight. Here is an example of 'multiple argumentation'[13]:

(11)

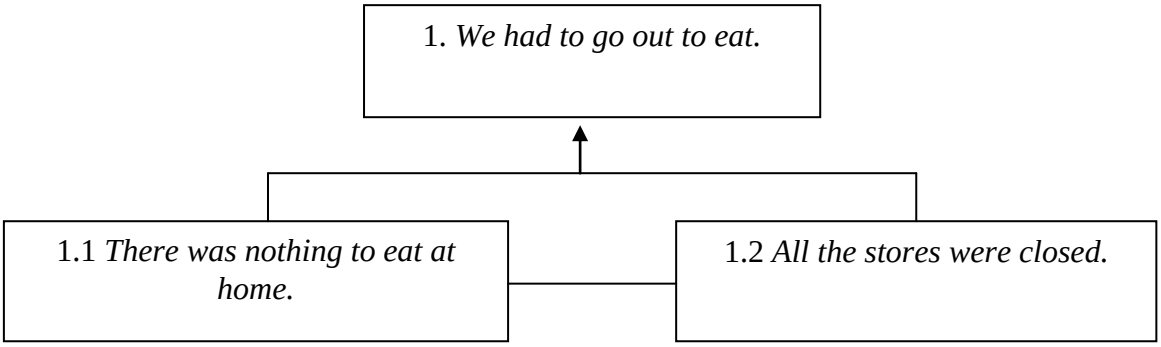



In (11), 1.1 and 1.2 are separate arguments supporting the same standpoint.

[12] Example taken from van Eemeren et al., 2002
[13] Example taken from van Eemeren et al., 2002

Another type of complex argumentation is ‘coordinative argumentation’. The supporting arguments work together in order to give the standpoint solid reasons to be accepted. Here is an example of this type of argumentation[14]:

(12)

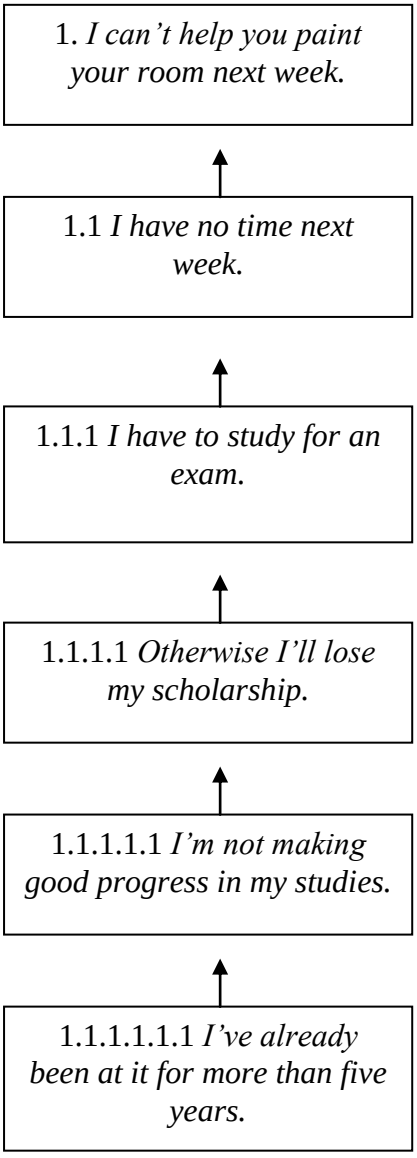



In (12), the two arguments are linked together to support the original standpoint.

The last type of complex argumentation is called ‘subordinative argumentation’, which is characterised by arguments or subarguments that support other higher level arguments when they cannot stand on their own. This process goes on until the defence seems conclusive. Here is an example of ‘subordinative argumentation’[15]:

[14] Example taken from van Eemeren et al., 2002
[15] Example taken from van Eemeren et al., 2002

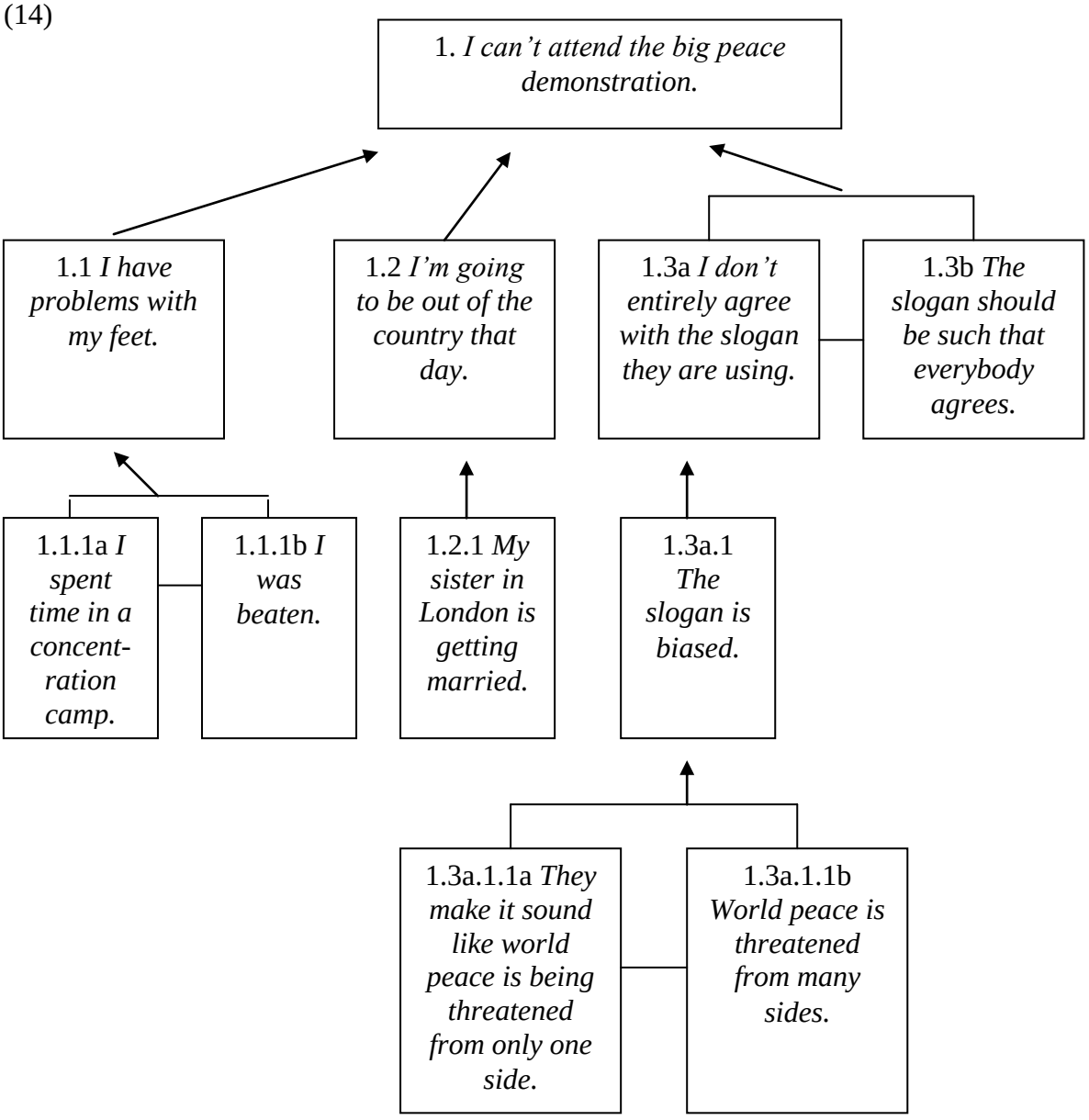
(13)




In (13), we can see a chain of arguments that are dependent upon one another by operating as only one complex argument that can be further subdivided.

Additionally, ‘multiple’, ‘coordinative’ and ‘subordinative argumentation’ may occur together in the same text in order to support the same thesis. Here is an example of the combination of all these types[16]:

(14)



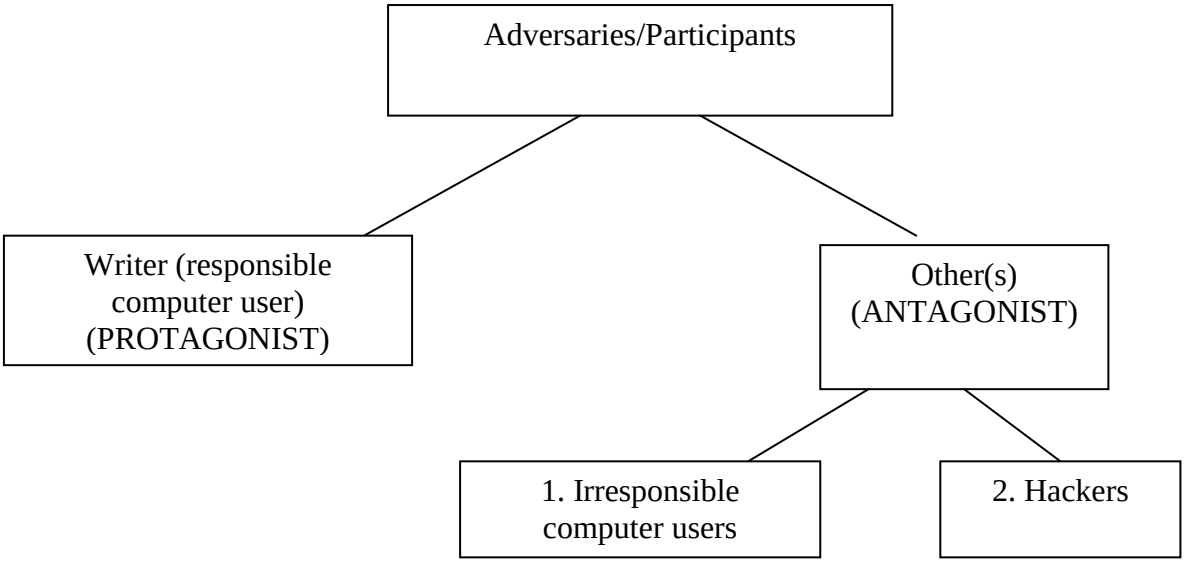

[16] Example taken from Van Eemeren et al., 2002

Considering the characteristics of this model of analysis, which can account for the participants and structures operating in the configuration of argumentative discourse, the AIW model reflects the moves that both protagonist and antagonist take when trying to persuade their opponent. As in van Eemeren et al.'s model, AIW provides the L2 writer with a clear diagramming of how the argumentative process, or conflict, develops throughout the text. However, in the present study, there are four components that are made explicit in the analysis: 1) an initial question, 2) the protagonist and antagonist, 3) the writer and antagonist's opinions and attacks, and 4) the writer's conclusion. Here is an example of how the model operates[17]:

(15)

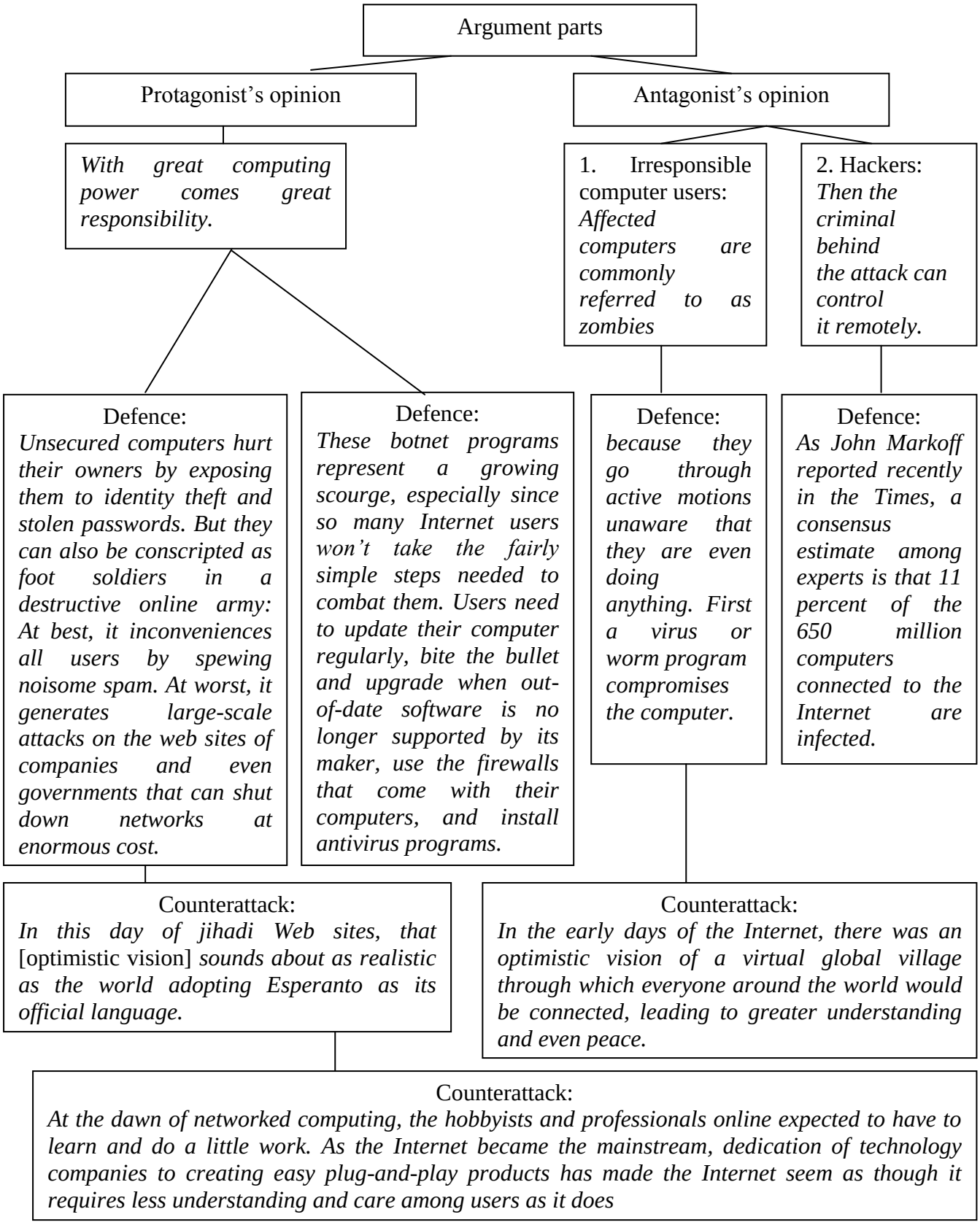
I. Initial question: Why is it important to maintain computing equipment regularly?

II. Protagonist and antagonist (Adversaries/ Participants)

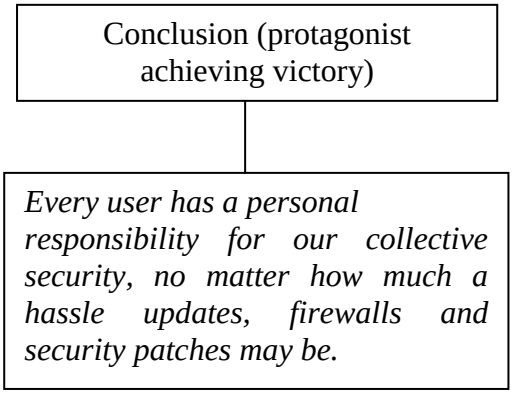



[17] 'Wake up your computer', The New York Times. Article retrieved from: http://www.nytimes.com/2007/01/12/opinion/12fri3.html?_r=1&scp=2&sq=wake+up+your+computer+12+january+2007&st=nyt

III. Protagonist and antagonist's opinions and attacks



IV. The protagonist's conclusion




In (15), we can see the two opposite sides of this argumentative 'war': writer (i.e. responsible computer users) versus other(s), who are divided at the same time into two sub-classes: irresponsible computer users and hackers. They are noticeable disputants since each has opposite points of view about the initial question that the writer implicitly asks just before giving his first opinion: *Why is it important to maintain computing equipment regularly?* The protagonist, on the one hand, has a responsible attitude towards technology and the way people should use it. On the other hand, the antagonist does not even know that there are certain devices designed to keep computers and computing programmes clean. After expressing their own points of view, or answers, to the initial question, they exchange attacks, defences and counterattacks in order to convince and refute the arguments of the other part. Finally, the 'responsible computer user', as protagonist, gives their final opinion as the last resource he has to defeat his opponent.

In the present study, this model will also be used as a means of analysis of the configuration of argumentative texts, namely, opinion articles. We will categorise their

components by using the descriptions of the two patterns mentioned above. This analysis will help participants understand how an opinion article is structured and will facilitate text production, specifically, the writing of their own articles.

# 5 METHODOLOGY

In this section, we will present the methodology used for this study, describing the participants, the experimental procedure, and the data analysis procedures.

## 5.1 PARTICIPANTS

We arranged to have 12 upper intermediate English university students participate in the research experiment. The participants were selected from an EFL undergraduate programme from a university in Santiago. Those selected were students in their third academic year of English studies and were required to have basic knowledge of writing techniques in English. It was also required that the participants in this study should have passed all their courses up to the time the research was conducted. The subjects were between 19 and 23 years old, born and raised in Chile. They were arranged into two groups: an experimental group (6 participants: 2 women and 4 men) and a control group (6 participants: 1 woman and 5 men). The experimental group was given a ten-session induction to the models under study. Each induction session lasted 60 minutes. On the other hand, the control group received only the instruction prescribed by the traditional writing curriculum. That is, they received instruction on making outlines, creating introductory, body, and conclusion paragraphs, and providing support for topic sentences and assertions. They did this for the same period of time as the experimental group following the standard procedures suggested in writing textbooks. No attention was paid to any of the characteristics of the models under scrutiny.

## 5.2 PRESENTATION OF THE MODELS, TRAINING AND WRITING SESSIONS

### 5.2.1 Session 1 (1-hour session each group)

In parallel sessions, both the experimental group and the control group were asked to write a 250-word argumentative opinion article about the following national issue: Is bullying a problem that needs to be addressed? The researcher ensured that the topic selected was within the participants' range of personal interests and knowledge by conducting a preliminary survey prior to the writing activity planned.

As part of the rhetorical organisation of their individual piece of writing, the participants were instructed to state their personal claim, as protagonist, as well as that of a putative antagonist, i.e. a counter-claim. They were also instructed to provide valid reasons, i.e. sound arguments, supporting their point of view. These essays constituted the pre-test data material of the research process.

### 5.2.2 Session 2 (1-hour session each group)

#### 5.2.2.1 Experimental group

Two online editorials, or opinion articles, selected from 'The New York Times' and from 'The Los Angeles Times' were presented to the participants for a reading activity[18]. Each text selected was on issues that were considered relevant to the students interests. The subjects were encouraged to examine each text carefully for the identification and analysis of the main components of the dialectical discoursal mode: 1. the discoursal-pragmatic component, 2. the semantic component, 3. the textual component.

[18] cf. Appendices section

5.2.2.2 Control group

The same online editorials presented to the experimental group were shown to the participants. They were asked to critically discuss the topics of the two articles. Each subject was asked to bring a new newspaper editorial from the same sources the following session.

5.2.3 Session 3 (1-hour session each group)

5.2.3.1 Experimental group

The same texts from session 2 were presented again to the participants in the experimental group. This time, they were asked to work out, in a diagram format, the argumentative structure of each text along the lines of the diagram formats proposed by the researcher in which the four components of the AIW model are shown.

5.2.3.2 Control group

Two subjects had to present their texts to the rest of the participants and they had to take notes on the presentations.

5.2.4 Session 4 (1-hour session each group)

5.2.4.1 Experimental group

The diagrams made by some of the participants in the previous session were presented to the class for group discussion, collective analysis and general evaluation of their relative merits. Feedback in the form of evaluation of this activity was also given by the researcher.

5.2.4.2 Control group

Two subjects had to present their texts to the rest of the participants and they had to take notes on the presentations. This time, the class had to ask the presenters questions about the way in which the issue was introduced in the text. The presenters answered the questions by indicating the words and phrases used by the writer to introduce the topic.

5.2.5 Session 5 (1-hour session each group)

5.2.5.1 Experimental group

Each participant was asked to write a polemic opinion article/editorial-like text in not more than 200/250 words. This time they had to write about an issue that promoted their own personal interests.

5.2.5.2 Control group

Two students had to present their texts to the rest of the participants and they had to take notes on the presentations. The presenters were asked to describe the main paragraphs of the text and the conclusion and give detailed explanations about how to finish a piece of writing effectively.

5.2.6 Session 6 (1-hour session each group)

5.2.6.1 Experimental group

Two opinion articles were analysed by the researcher and discussed in a critical manner by all the group members. Comments and observations about the articles were made in order to verify –on the part of the participants– the acquisition of the components of the models presented in the previous sessions.

5.2.6.2 Control group

Each participant had to write an opposite editorial-like text in not more than 200/250 words. This time they had to write about an issue that promoted their own personal interests.

5.2.7 Session 7 (1-hour session each group)

5.2.7.1 Experimental group

Two other opinion articles were analysed by the researcher and discussed in a critical manner by all the group members. Comments and observations about the written texts were made in order to verify –on the part of the participants– the acquisition of the components of the models presented in the previous sessions.

5.2.7.2 Control group

The subjects and the researcher discussed the pieces of writing. The participants received feedback from the researcher. They were asked to think about a new topic to write about. The topics selected were to be presented to the rest of the group the following session.

5.2.8 Session 8 (1-hour session each group)

5.2.8.1 Experimental group

The final two participant-produced opinion articles were analysed by the researcher and discussed in a critical manner by all the group members. Comments and observations about the articles were made in order to verify –on the part of the subjects– the acquisition

of the components of the models presented in the previous sessions. This time, the researcher clarified certain queries that the participants had about the models presented.

5.2.8.2 Control group

The participants and the researcher talked about the topics that the subjects proposed.

5.2.9 Session 9 (1-hour session each group)

5.2.9.1 Experimental group

The subjects were asked to write their final opinion article of 300 words on a controversial current social/political issue of their own personal choice.

5.2.9.2 Control group

The participants had to write their final opinion article in not more than 300 words on a controversial current social/political issue that they had chosen.

5.2.10 Session 10 (1-hour session each group)

5.2.10.1 Experimental group

The subjects received feedback on their pieces of writing. These written texts served as the post-tests of the study.

5.2.10.2 Control group

The participants received feedback on their pieces of writing. These articles served as the post-tests of the study.

## 5.3 DATA ANALYSIS PROCEDURES

The polemic/opinion articles written by the participants during the pre- and post-test procedures were analysed by the researcher following the models presented to the experimental group. For the purpose of the analysis, each group and each subject were assigned an identifying label. The groups were labelled *E* for subjects in the experimental group and *C* for participants in the control group. Each participant was given a number. In the end, each sample was labelled with the name of the group plus the number of the subject. For example, *E1* or *C2*.

The 12 opinion editorials (6 written by the subjects of the experimental group and 6 written by the subjects of the control group) collected after the writing of the editorials during the first session were analysed in terms of some of the textual components at the lexical and syntactic levels found in the text configuration of the 'dialectical mode of discourse' (Ruiz and Zenteno, 2004-2005). This configuration is outlined below.

Textual component

i. Lexical level
    a. Adjectives
    b. Adverbs
    c. Nouns
ii. Syntactic level
    a. Noun phrases
    b. Comparative constructions
    c. Coordinators
    d. Subordinators

e. Conjuncts

A decision was made by the researcher that the focus of this paper would utilise only a part of this model due to the specific scope of the study. The pragmatic and semantic components were not taken into consideration in this part of the analysis because these aspects can be indirectly observed by the operation of the AIW model.

As mentioned above, the lexical elements of the configuration of the dialectical mode were also described. However, what seems more important in this study is the syntactic configuration, not the imagery that a lexical level analysis would involve. To illustrate this point, the analysis of conjuncts, which are used to make explicit syntactic relationships, includes such semantic meanings and connections as enumeration, apposition, result, inference, contrast, etc. (Quirk et al., 1985).

The number of instances of the textual component were registered and contrasted with the post-test material results obtained from the opinion editorials written by the subjects of the experimental and control groups during session 9 (6 written by the participants in the experimental group and 6 written by the participants in the control group).

Additionally, the researcher diagrammed the articles that the subjects of both groups wrote in sessions 1 and 9 along the lines of the diagram formats which the four components of the AIW model are shown.

# 6 DATA ANALYSIS

## 6.1 DIALECTICAL MODE OF DISCOURSE

### 6.1.1 Experimental group

#### 6.1.1.1 E1

##### 6.1.1.1.1 E1 (Pre-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: --

c. Nouns: --

ii. Syntactic level

a. Noun phrases: *teenager girl*/*her classmates* (i.e. bullies); *the teacher*/*his students* (i.e. bullies)

b. Comp. constr.[19]: --

c. Coordinators: --

d. Subordinators: *though* (contrasting 'how useful technology is' with 'the real use people give to technological devices', contrastive-concessive meaning); *because* (1 instance introducing reason); *although* (contrasting 'the small number of bullying cases' with 'their increase in the last years', contrastive-concessive meaning)

e. Conjuncts: *On the other hand* (adding more antecedents, listing-enumerative meaning); *So* (linking 'a bullying event' with 'the idea that this is a problem that affects every actor in the school'); *therefore* (introducing a conclusion, summative meaning)

##### 6.1.1.1.2 E1 (Post-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: --

c. Nouns: --

ii. Syntactic level

[19] Abbreviation of 'Comparative constructions'

a. Noun phrases: *girls and boys*/*the rapist*; *boys and girls' families*/*the rapist*; *death penalty*/*life imprisonment*; *murderers' families*/*the murdered and raped boys and girls' families*
b. Comp. constr.: (life imprisonment as) *more painful than* (death); (to be in jail until your natural death) *is more* (painful)
c. Coordinators: *but* (coordinating 'crime' and 'consequences')
d. Subordinators: *because* (4 instances introducing reasons, resultive meaning), *Although* (contrasting 'the cruelty of death penalty' with 'how the victims and their relatives feel', contrastive-concessive meaning)
e. Conjuncts: *On the one hand* (introducing 'the idea of death penalty as the correct sentence to major crimes'; contrastive-antithetic meaning); *However* (contrasting 'death penalty as a real solution for the society in general' with 'death penalty as a relief for murderers' families', contrastive-concessive meaning); *On the other hand* (contrasting 'the idea of death penalty as the correct sentence to major crimes' with 'life imprisonment as a more effective punishment for murderers and rapists', contrastive-antithetic meaning); *Moreover* (adding more reasons for 'the suitability of life imprisonment as a more painful sentence for murderers and rapists', additive-reinforcing meaning)

6.1.1.2 E2

6.1.1.2.1 E2 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: *children* (i.e. bullies)/*victims*
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: --
c. Coordinators: *but* (coordinating the popularity of bullying nowadays with the existence of this problem since long ago)
d. Subordinators: *because* (4 instances introducing reasons)
e. Conjuncts: *so* (linking 'the massive coverage of bullying events on internet and TV' with 'the consequent insouciance on the part of children', resultive meaning); *so* (linking 'the idea of how dangerous bullying could be' with 'the idea that bullies are playing with people's lives', resultive meaning); *so* (linking 'the dangerous consequences of bullying' with 'the need for designing regulations on this matter', resultive meaning); *therefore* (linking 'the existence and proliferation

of bullying' with 'the consequent actions that the mass media and the society should take in order to stop this problem')

6.1.1.2.2 E2 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: *a real change*/*just the same*; *more representatives on stage, with new ideas*/*the same old politicians*
b. Comp. constr.: --
c. Coordinators: *or* (coordinating 'a real change' with 'just the same'); *but* (coordinating 'the idea that young people want changes' with 'the idea that they do not want to participate in politics'); *but* (coordinating 'the existence of a new candidate that may look strange' with 'his clean political past')
d. Subordinators: *because* (1 instance introducing a reason)
e. Conjuncts: *so* (linking 'the idea of a corrupt political system' with 'the consequent young voter apathy', resultive meaning); *However* (contrasting 'current young voter apathy' with 'their unwillingness to make a change', contrastive-concessive meaning); *So* (linking 'the alternatives that young people have to actively participate in politics' with 'the consequent opportunity for them to be heard', resultive meaning)

6.1.1.3 E3

6.1.1.3.1 E3 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: *jokes*/*weapons*
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: (the teacher does) *the same thing*; *to be friendlier* (with the rest)
c. Coordinators: *not only … but also* (coordinating 'the importance of giving assistance to the victims of bullying' and 'their families and teacher'); *but* (coordinating 'the coverage of bullying events on the

news' with 'the non-existent solution to the problem'); *but* (coordinating 'physical bullying' with 'psychological bullying'); *but* (coordinating 'the idea that children should not be punished when telling their parents about a bullying situation' with 'having their parents to talk to them and understand what they are feeling')

d. Subordinators: --

e. Conjuncts: *On the one hand … on the other* (hand) (linking 'the idea of having no specific programme to solve the problem' with 'the idea that this could also be solved by using common sense', contrastive-antithetic meaning); *Finally* (introducing 'a final solution to the problem of bullying', listing-enumerative meaning)

6.1.1.3.2 E3 (Post-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: --

c. Nouns: *abortion*/*pregnancy*

ii. Syntactic level

a. Noun phrases: --

b. Comp. constr.: --

c. Coordinators: *But* (coordinating 'the expected feeling of joy when a woman is pregnant' with 'the problems that an unwanted pregnancy could bring to the mother'); *But* (coordinating 'the understandable position of performing an abortion when the mother has been raped' with 'the irresponsible behaviour of a woman who gets pregnant for not using contraceptives'); *but* (coordinating 'the idea of killing a new life' with 'the position of rebuilding the mother's life'); *But* (coordinating 'the fact that hospitals provide free supplies of contraceptives on request' with 'the fact that the Christian faith has refused the idea of allowing women to accept these devices and drugs')

d. Subordinators: *because* (2 instances introducing reasons)

e. Conjuncts: *On the one hand … On the other hand* (linking 'the idea of giving birth to a new life' with 'the possibility of performing an abortion when the mother has been raped', contrastive-antithetic meaning); *However* (contrasting 'the understandable position of performing an abortion when the mother has been raped' with 'the possibility that young and mature mothers have of rebuilding their lives after having a baby', contrastive-concessive meaning); *In conclusion* (introducing a conclusion, summative meaning)

6.1.1.4 E4

6.1.1.4.1 E4 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: --
c. Coordinators: --
d. Subordinators: *because* (1 instance introducing reason)
e. Conjuncts: *However* (contrasting 'the influence that internet and TV have on the problem of bullying' with 'the idea that we have to focus our help on children and their problems', contrastive-concessive meaning); *On the other hand* (introducing 'a new reason for bullying', listing-additive meaning)

6.1.1.4.2 E4 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: *death*/*pardon*
ii. Syntactic level
a. Noun phrases: *a person* (i.e. rapist)/*another person* (i.e. victim); *a robber*/*the victim*; *the judge*/*the criminal*; *a child or someone you truly love*/*a stranger* (i.e. rapist)
b. Comp. constr.: (to die) *the same way*
c. Coordinators: *but* (coordinating 'the extreme idea of mutilation for a crime' with 'the idea that some people think this is correct'); *but* (coordinating 'the possibility of mercy' with 'the existence of that possibility only for minor crimes')
d. Subordinators: --
e. Conjuncts: *That's to say* (introducing 'an illustration of the ideas mentioned before', appositive meaning); *On the one hand* (introducing 'the idea that murderers, rapists and robbers have to go to jail and pay for their crimes there', contrastive-antithetic meaning); *However* (contrasting 'the idea of going to jail for any crime' with 'the idea of getting sentences depending on how serious they are', contrastive-concessive

meaning); *For example* (introducing ‘an illustration for the point above’, appositive meaning); *On the other hand* (introducing ‘the idea that murderers and rapists have to die’, contrastive-antithetic meaning); *For example* (introducing ‘an illustration for the point above’, appositive meaning); *However* (contrasting ‘imprisonment for robbers’ with ‘death penalty for murderers and rapists’, contrastive-concessive meaning)

6.1.1.5 E5

6.1.1.5.1 E5 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: (bullying has) *always* (existed)/*now*
c. Nouns: --
ii. Syntactic level
a. Noun phrases: *theory*/*a real context*
b. Comp. constr.: --
c. Coordinators: --
d. Subordinators: *because* (1 instance introducing reason)
e. Conjuncts: *First of all* (introducing ‘the idea that children since the very first day at school perform bullying actions’, listing-enumerative meaning); *Secondly* (introducing ‘the idea that children perform these actions because they have problems at home’, listing-enumerative meaning)

6.1.1.5.2 E5 (Post-test)

Textual component
i. Lexical level
a. Adjectives: *good*/*bad*
b. Adverbs: *in our country*/*not far*
c. Nouns: *love*/*money*
ii. Syntactic level
a. Noun phrases: *love and happiness*/*money and security*; *your lover* (i.e. poor man)/*a man* (i.e. rich suitor)
b. Comp. constr.: *be less* (dramatic)
c. Coordinators: *or* (coordinating ‘love’ with ‘money’); *or* (coordinating ‘love and happiness’ with ‘money and security’); *but* (coordinating ‘the idea of a woman having a rich suitor’ with ‘the idea that she does not love

him'); *But* (coordinating 'the idea that a woman gets married to a rich man' with 'the idea that this action could bring her emotional problems'); *but* (coordinating 'the idea that people in general want to marry someone they love' with 'the idea that you cannot live only from love'); *or* (coordinating 'good' with 'bad'); *but* (coordinating 'the idea that arranged marriages are not usual in Chile' with 'the idea that in foreign countries it is a common practice')

d. Subordinators: --
e. Conjuncts: --

6.1.1.6 E6

6.1.1.6.1 E6 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: --
c. Coordinators: --
d. Subordinators: *because* (3 instances introducing reasons)
e. Conjuncts: *First of all* (introducing 'the idea that bullying has proliferated in the last years and its consequences', listing-enumerative meaning); *That is to say* (introducing 'an illustration of the point above', appositive meaning); *On the one hand* (introducing 'the idea that the problem of bullying is caused by children's hostile immediate environment', listing-enumerative meaning); *On the other hand* (introducing 'the idea that bullying is a serious matter which causes a series of difficulties', listing-enumerative meaning); *On the other hand* (introducing 'the conclusion that bullying is a serious problem that should be solved by teachers', listing-enumerative meaning)

6.1.1.6.2 E6 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --

c. Nouns: --

ii. Syntactic level

a. Noun phrases: --

b. Comp. constr.: --

c. Coordinators: *But* (coordinating 'the idea of using conditioning to develop learning and habits' with 'the idea that conditioning should not be used to hinder the development of autonomy, sense of freedom and arguing capacity'); *but* (introducing 'the idea that conditioning should be used by teachers during the first stages of children's learning development' with 'the idea that conditioning should not be used when students have acquired their cognitive features')

d. Subordinators: *because* (1 instance introducing reason)

e. Conjuncts: *First of all* (introducing 'the idea that the development of habits can be conditioned', listing-enumerative meaning); *Secondly* (introducing 'the idea that the process of learning can be conditioned', listing-enumerative meaning); *That is to say* (introducing an illustration of the point above, appositive meaning)

### 6.1.2 Control group

#### 6.1.2.1 C1

##### 6.1.2.1.1 C1 (Pre-test)

Textual component

i. Lexical level

a. Adjectives: *physical*/*psychological* (i.e. bullying)

b. Adverbs: --

c. Nouns: *bullying*/*mobbing*

ii. Syntactic level

a. Noun phrases: *small children* (i.e. boys)/*girls*; (bullying in) *schools*/*people's jobs*

b. Comp. constr.: (bullying) *is more noticeable*; (little boys) *look like* (animals)

c. Coordinators: *but* (coordinating 'bullying in the present' and 'the past'); *but* (coordinating the presence of bullying not only 'at schools' but also 'at adults' workplaces')

d. Subordinators: *because* (6 instances introducing reasons)

e. Conjuncts: *For example* (introducing 'an illustration of the point above', appositive meaning); *Finally* (introducing conclusion, listing-enumerative meaning)

6.1.2.1.2 C1 (Post-test)

Textual component

i. Lexical level

| | |
|---|---|
| a. Adjectives: | -- |
| b. Adverbs: | *Centuries ago*/*nowadays*; *In those times*/*Now* |
| c. Nouns: | *women*/*men*; *adults*/*teenagers* |

ii. Syntactic level

| | |
|---|---|
| a. Noun phrases: | *some men*/*those women* |
| b. Comp. Constr.: | (we) *are like* (their slaves) |
| c. Coordinators: | *But* (coordinating 'the integration of women to workforce nowadays' with 'the negative position that some men have on working women'); *But* (coordinating 'the negative position that some men have on working women' with 'what women think about men's position'); *but* (coordinating 'the importance of money' with 'the importance of family') |
| d. Subordinators: | -- |
| e. Conjuncts: | *However* (contrasting 'women's lives in the past' and 'the present', contrastive-concessive meaning); *So* (introducing conclusion, resultive meaning) |

6.1.2.2 C2

6.1.2.2.1 C2 (Pre-test)

Textual component

i. Lexical level

| | |
|---|---|
| a. Adjectives: | *important*/*not discussed* |
| b. Adverbs: | -- |
| c. Nouns: | *students*/*bullies* |

ii. Syntactic level

| | |
|---|---|
| a. Noun phrases: | *some parents*/*most of them* (i.e. parents); *some students*/*their classmates* (i.e. bullies) |
| b. Comp. constr.: | *not … in the same way* |
| c. Coordinators: | *but* (coordinating 'how parents react when they know that their children suffer from bullying' with 'their inefficacy to solve the problem at home'); *yet* (coordinating 'how important the problem is' with 'the unwillingness to talk about it') |
| d. Subordinators: | *because* (2 instances introducing reasons) |
| e. Conjuncts: | -- |

6.1.2.2.2 C2 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: --
c. Coordinators: *but* (coordinating 'expected results' with 'dissimilar results'); *but* (coordinating 'the importance of counsellors' help' with 'their inefficacy to solve problems')
d. Subordinators: --
e. Conjuncts: --

6.1.2.3 C3

6.1.2.3.1 C3 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: *good father*/*his father* (i.e. violent father)
b. Comp. constr.: (will act) *in the same way as* (his father)
c. Coordinators: --
d. Subordinators: --
e. Conjuncts: *Firstly* (introducing a thesis, listing-enumerative meaning); *On the other hand* (contrasting 'good relationships among members of a family' with 'ill-treatment suffered by a mother at the hands of her husband', contrastive-antithetic meaning)

6.1.2.3.2 C3 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --

c. Nouns: --

ii. Syntactic level

a. Noun phrases: *dictatorship government* / *left-wing government*; *left-wing* (parties) / *right-wing* (parties)

b. Comp. constr.: --

c. Coordinators: *but* (coordinating 'the idea of Patricio Aylwin's unsuccessful administration' with 'how happy people felt about the end of the dictatorship'); *but* (coordinating 'the building of good relationships between Chile and foreign countries during the administration of Eduardo Frei Ruiz-Tagle' with 'the irrelevance of these actions'); *but* (coordinating 'the necessity of having presidents of different parties' with 'the election of presidents who had the same political ideas'); *But* (coordinating 'the existence of a policy to boost major initiatives regarding public works during Ricardo Lagos' administration' with 'the problems of corruption during that government'); *But* (coordinating 'happiness arrived' with 'happiness hasn't arrived')

d. Subordinators: --

e. Conjuncts: *Finally* (introducing the last event on the list, listing-enumerative meaning)

6.1.2.4 C4

6.1.2.4.1 C4 (Pre-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: --

c. Nouns: *students*/*teachers*

ii. Syntactic level

a. Noun phrases: (bad) *education*/*good education*

b. Comp. constr.: --

c. Coordinators: *but* (coordinating 'how new is the term bullying in our society' with 'the existence of this behaviour for quite a long time'); *but* (coordinating 'the idea of responsible parenthood' with 'what it really means to be a responsible and caring father')

d. Subordinators: *because* (1 instance introducing a reason)

e. Conjuncts: *Besides* (adding another reason for the existence of bullying, listing-additive-reinforcing meaning); *Secondly* (introducing a second fact to a list of ideas about bullying, listing-enumerative meaning); *So* (introducing a conclusion, summative meaning); *On the one hand* (introducing a solution to the problem of bullying, listing-enumerative meaning)

6.1.2.4.2 C4 (Post-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: *nowadays*/*30 years ago*

c. Nouns: *money*/*love*

ii. Syntactic level

a. Noun phrases: --

b. Comp. constr.: (getting divorced) *faster than* (30 years ago)

c. Coordinators: *but* (coordinating 'the idea that love is not the only necessary thing to secure everlasting marriages' with 'the position that love gives the couple a solid base for the success development of the bond of matrimony')

d. Subordinators: *therefore* (linking 'the idea that couples are breaking up' with 'the consequently breakdown of the marriage', resultive meaning), *because* (2 instances introducing reasons)

e. Conjuncts: *On the one hand* (introducing 'a reason why people are getting divorced', listing-enumerative meaning); *So* (introducing 'the consequences of having serious differences of opinion and behaviour between the married couple', resultive meaning); *Besides* (adding another reason for the idea that divorce is on the increase, listing-additive-reinforcing meaning); *On the other hand* (introducing 'the idea of what people should do to avoid getting divorced', contrastive-antithetic meaning)

6.1.2.5 C5

6.1.2.5.1 C5 (Pre-test)

Textual component

i. Lexical level

a. Adjectives: --

b. Adverbs: --

c. Nouns: --

ii. Syntactic level

a. Noun phrases: *a negative leader*/*a weak classmate*; *the aggressor*/*the victim*

b. Comp. constr.: --

c. Coordinators: *but* (coordinating 'the idea that in the past people used to fight to get what they wanted' with 'the idea that now things are done differently'); *or* (coordinating 'the idea that children have to fight to obtain things' with 'the idea that children have to fight to become leaders')

d. Subordinators: --
e. Conjuncts: *Nevertheless* (linking 'the idea that it is not necessary to fight to obtain what you want' with 'the idea that children still get involved in conflicts to get things', contrastive-concessive meaning); *Then* (introducing another event on the list of actions, listing-enumerative meaning)

6.1.2.5.2 C5 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: --
b. Comp. constr.: (the space station) *is like* (a house)
c. Coordinators: *but* (coordinating 'the idea that at the moment there are very few scheduled trips to the space' with 'the idea that in the future it is necessary to build a more technological spacecraft to increase the number of trips')
d. Subordinators: *because* (1 instance introducing reason)
e. Conjuncts: *Finally* (introducing a new idea to the list, listing-enumerative meaning); *In other words* (introducing an illustration of the point above, appositive meaning)

6.1.2.6 C6

6.1.2.6.1 C6 (Pre-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: *long time ago*/*today*
c. Nouns: --
ii. Syntactic level
a. Noun phrases: *the aggressor*/*all families* (i.e. victims' families)
b. Comp. constr.: --
c. Coordinators: *but* (coordinating 'the idea that in the past it was not possible to observe bullying actions in Chile' with 'the extensive mass media coverage of this kind of events nowadays')

d. Subordinators: *because* (3 instances introducing reasons)
e. Conjuncts: *so* (linking 'the idea of the existence of a dangerous home environment' with 'the consequent performance of bullying actions on the part of children in imitation of their parents' behaviour', resultive meaning)

6.1.2.6.2 C6 (Post-test)

Textual component
i. Lexical level
a. Adjectives: --
b. Adverbs: --
c. Nouns: --
ii. Syntactic level
a. Noun phrases: *Bill Gates*/*two persons*
b. Comp. constr.: (it) *is more stable and faster than* (Windows Vista); (it needs) *fewer* (things) *than* (Windows Vista); (it) *is safer than* (the previous one)
c. Coordinators: *but* (coordinating 'the fact that three people presented a project to be funded' with 'the fact that only one of them got support'); *but* (coordinating 'the fact that a person had created an incredible computational system' with 'the fact that he did not stop creating other systems')
d. Subordinators: --
e. Conjuncts: *so* (linking 'the fact that a person was decent' with 'the fact that he was consequently cheated', resultive meaning); *However* (contrasting 'the fact that new technology was created' with 'the fact that it was a failure', contrastive-concessive meaning)

## 6.2 ARGUMENT-IS-WAR PATTERN

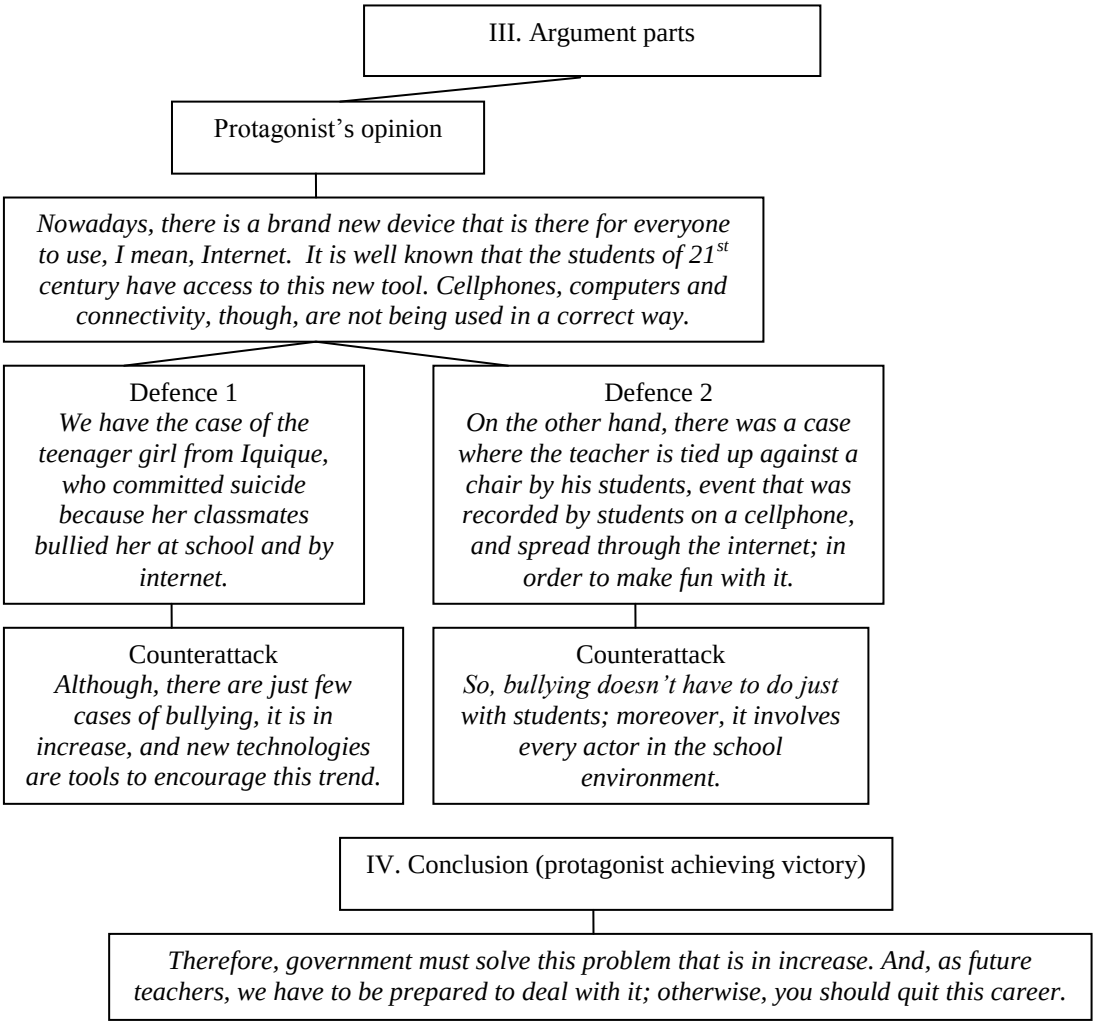
### 6.2.1 Experimental group

#### 6.2.1.1 E1

##### 6.2.1.1.1 E1 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: writer/English teacher trainee who is a responsible Internet user
Antagonist: not found

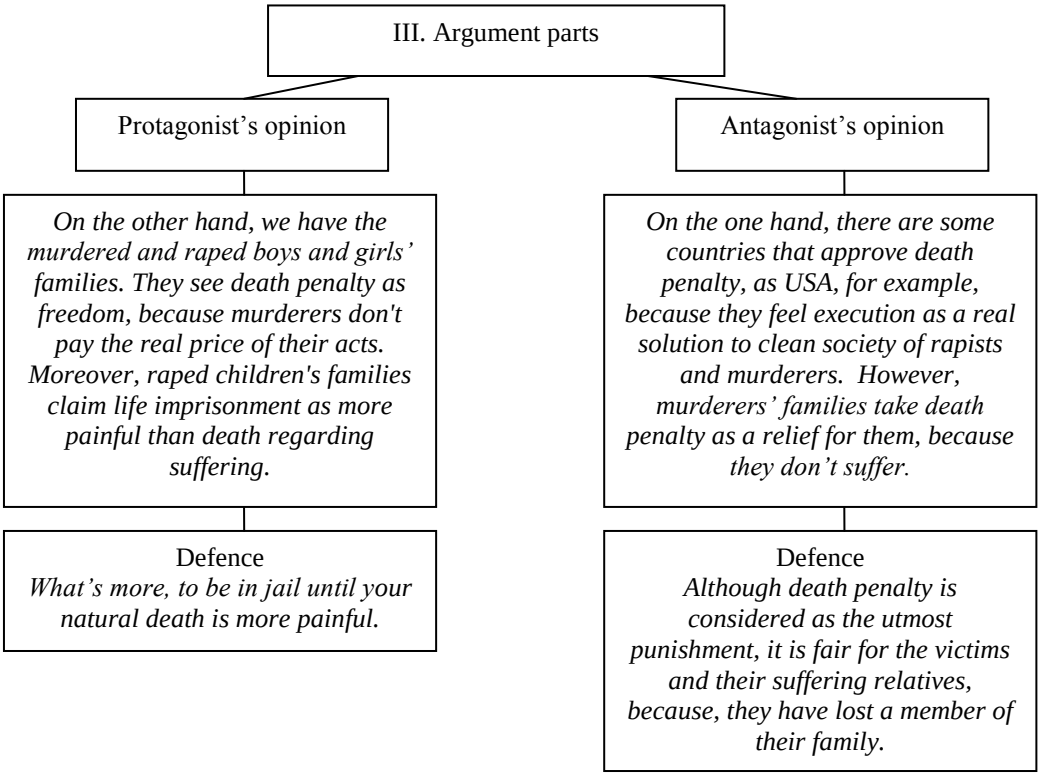


6.2.1.1.2 E1 (Post-test)

I. Initial question: Which sentence should a murderer or rapist receive: death penalty or life imprisonment?

II. Protagonist: writer/citizen who thinks that a murderer or rapist should be sentenced to life imprisonment

Antagonist: people who think that death penalty is what a murderer or rapist deserves as punishment for their crimes




IV. No conclusion

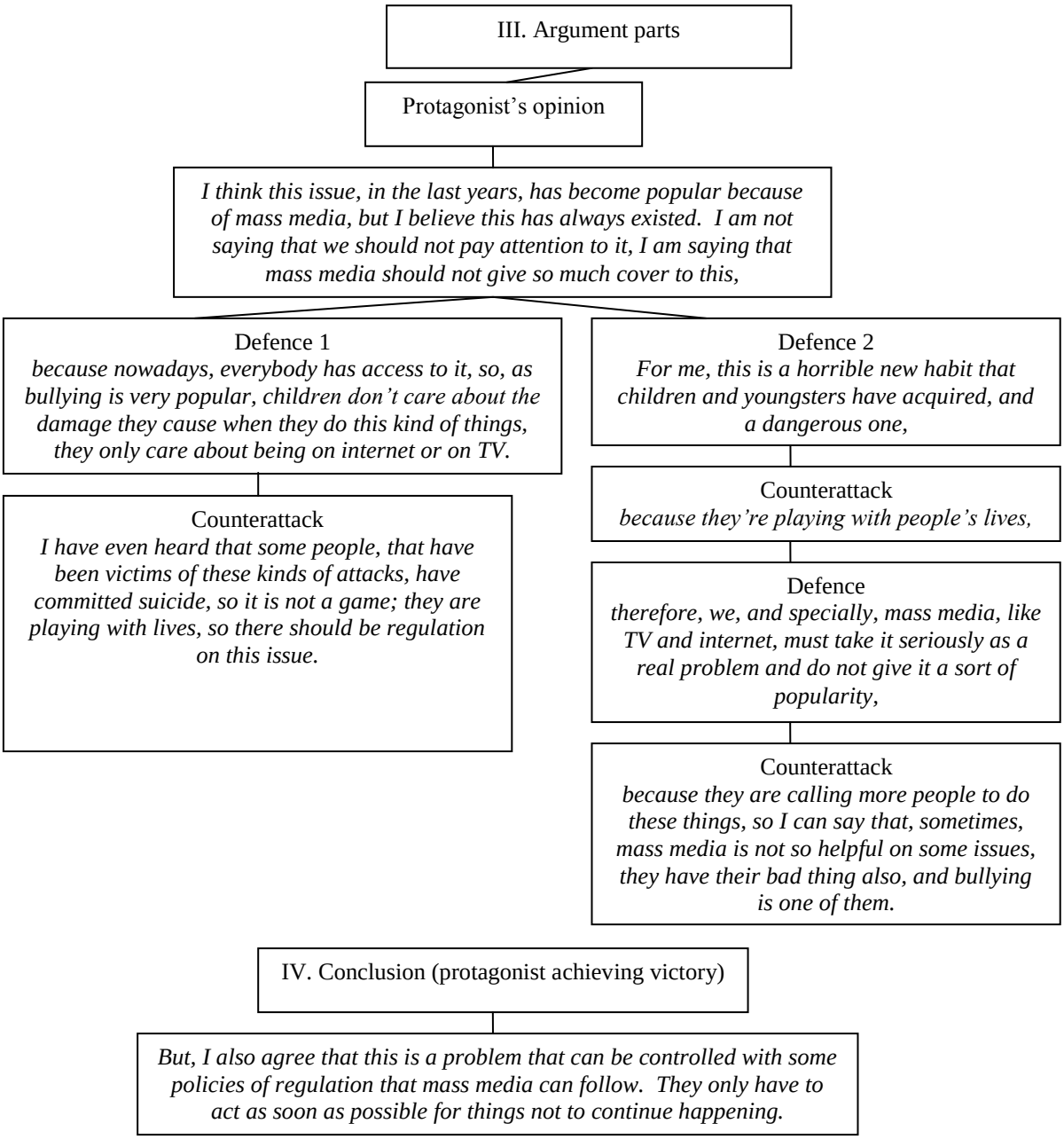
6.2.1.2 E2

6.2.1.2.1 E2 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: writer/English teacher trainee who blames the existence and proliferation of bullying on mass media

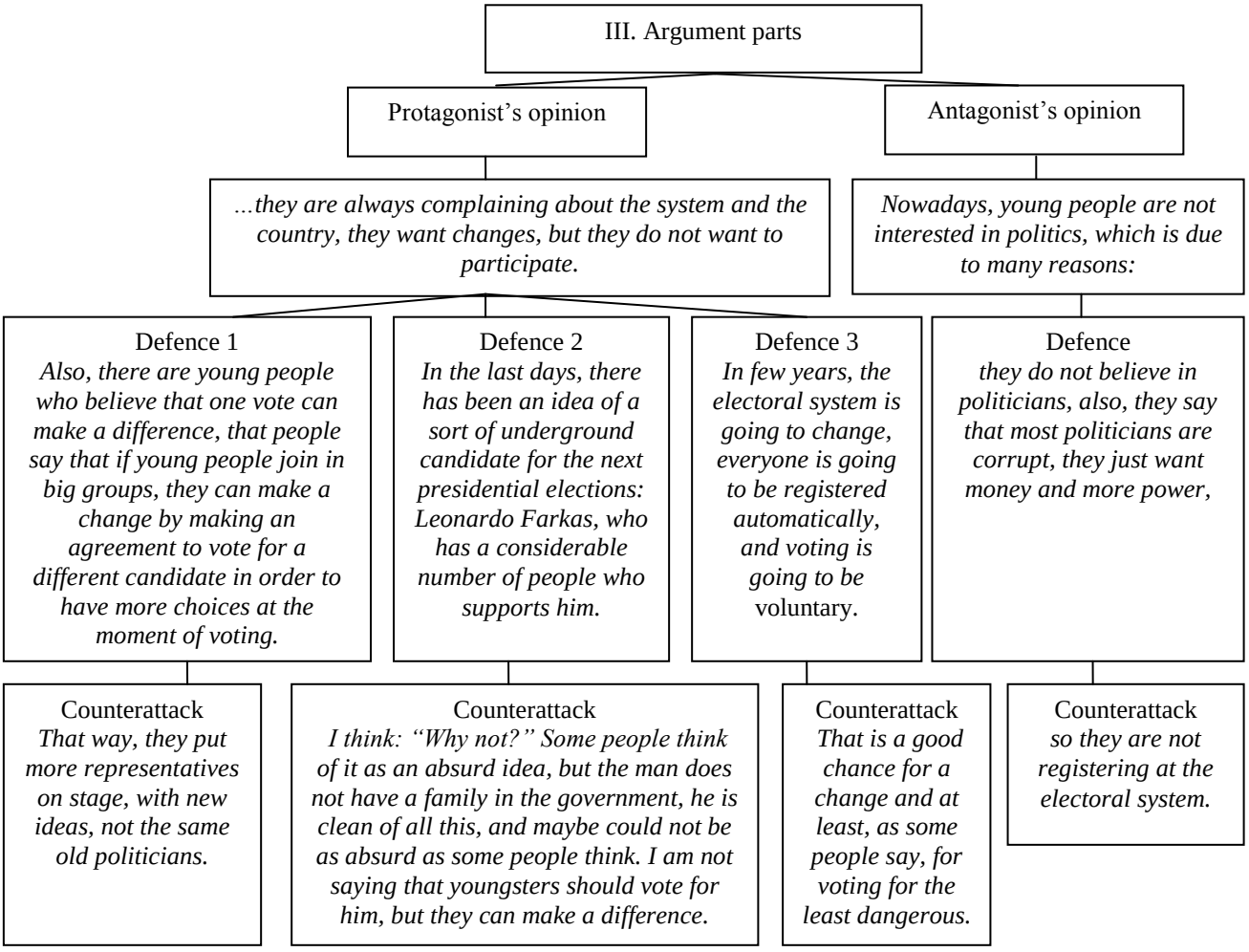
Antagonist: not found



6.2.1.2.2 E2 (Post-test)

I. Initial question: Are young people interested in politics?

II. Protagonist: writer/young man who wants other youngsters to participate in politics
Antagonist: youngsters who think they should not get involved in politics

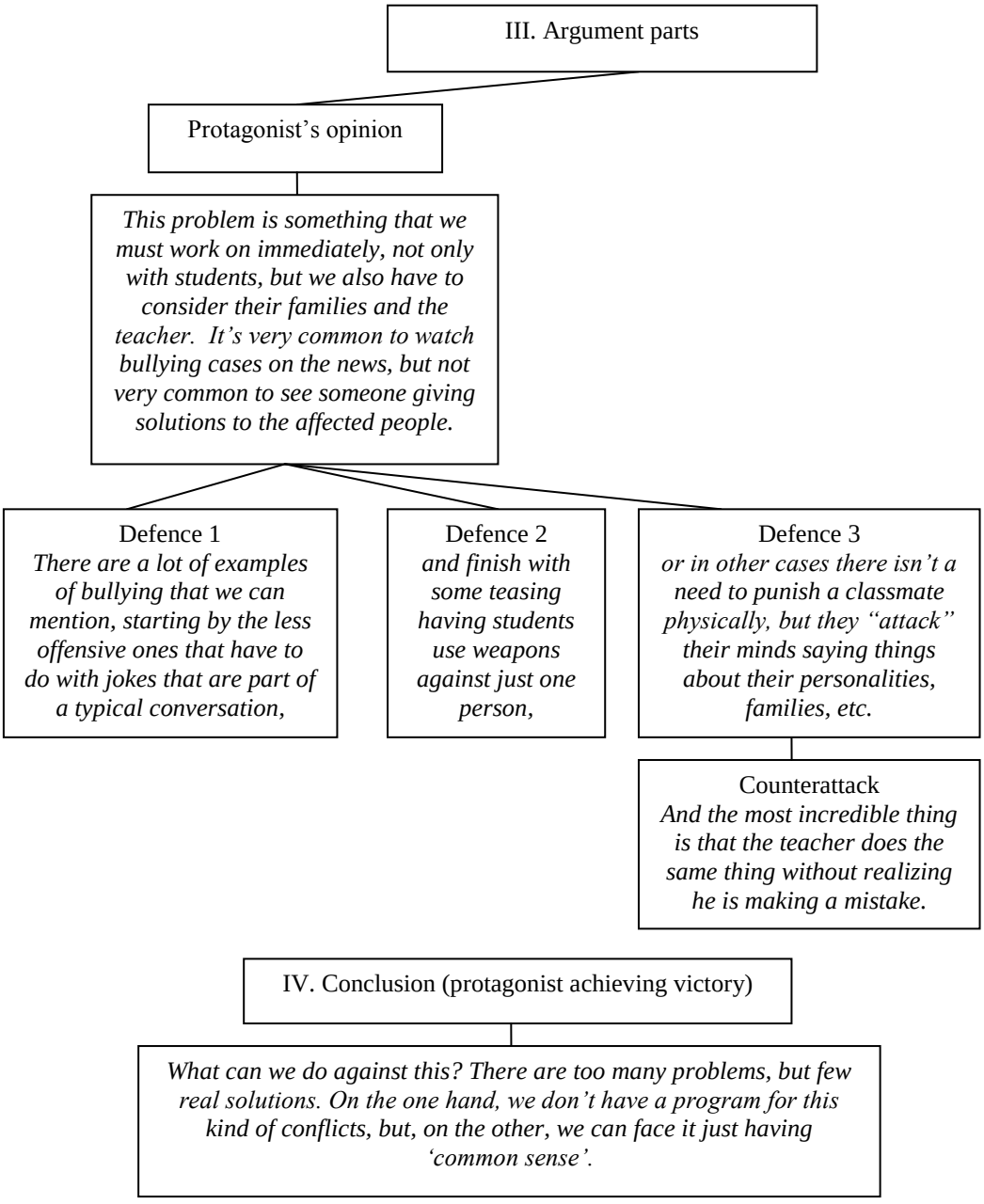


6.2.1.3 E3

6.2.1.3.1 E3 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

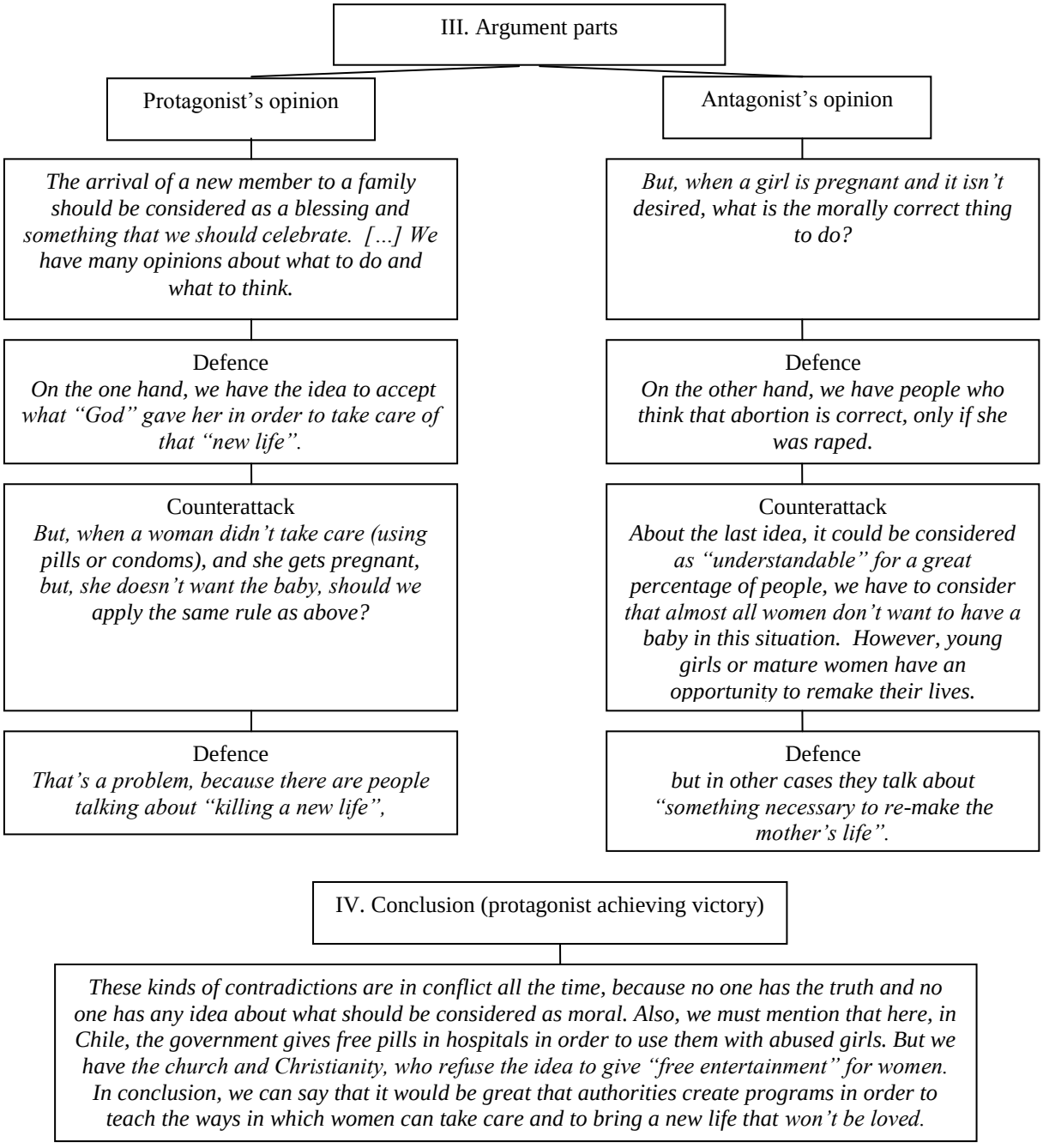
II. Protagonist: English teacher trainee
Antagonist: not found



6.2.1.3.2 E3 (Post-test)

I. Initial question: To kill or not to kill a baby: is it morally correct?

II. Protagonist: writer/citizen who hasn't got a clear position on abortion
Antagonist: people who are in favour of abortion



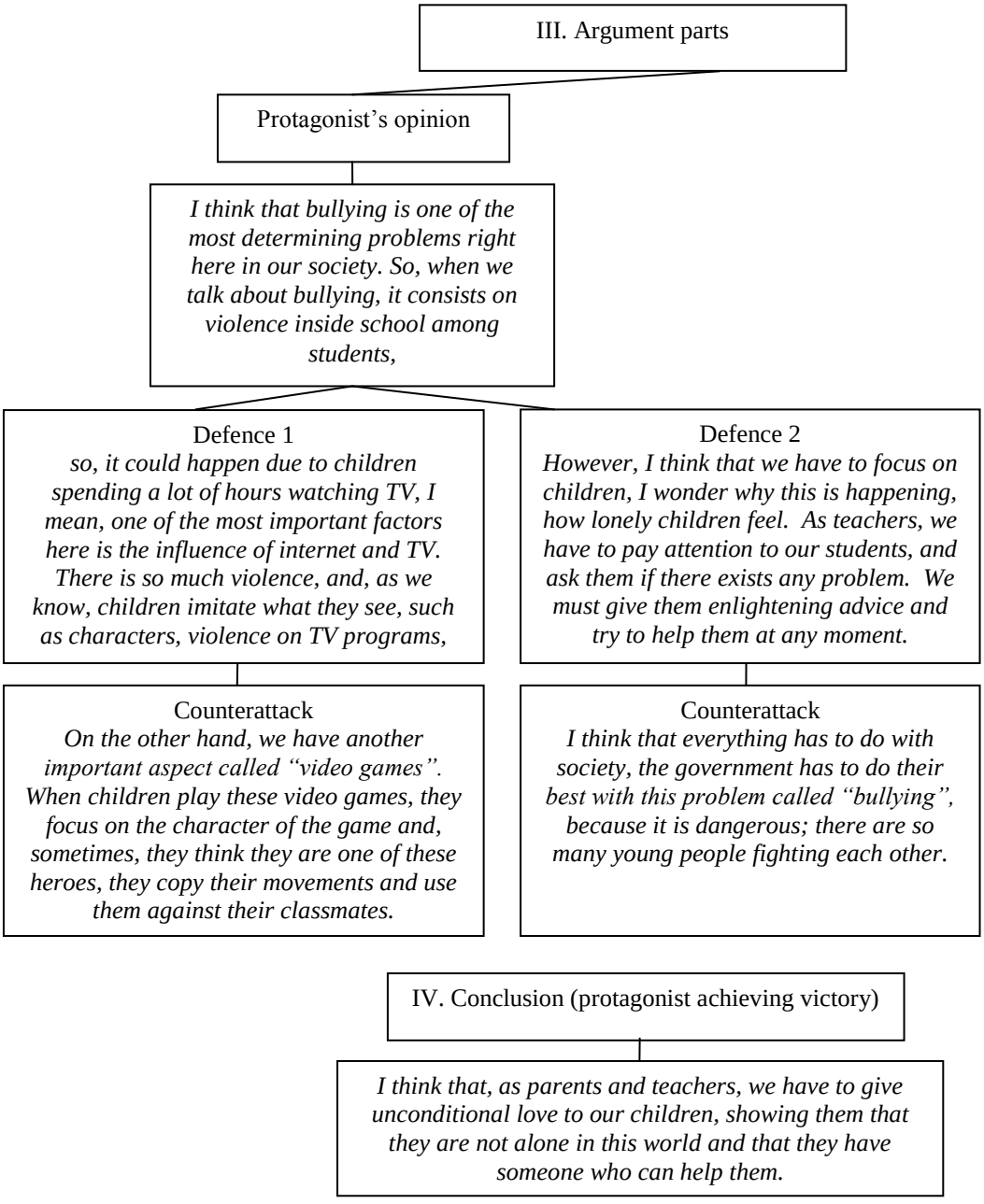
6.2.1.4 E4

6.2.1.4.1 E4 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: English teacher trainee who blames the existence and proliferation of bullying on TV and internet

Antagonist: not found

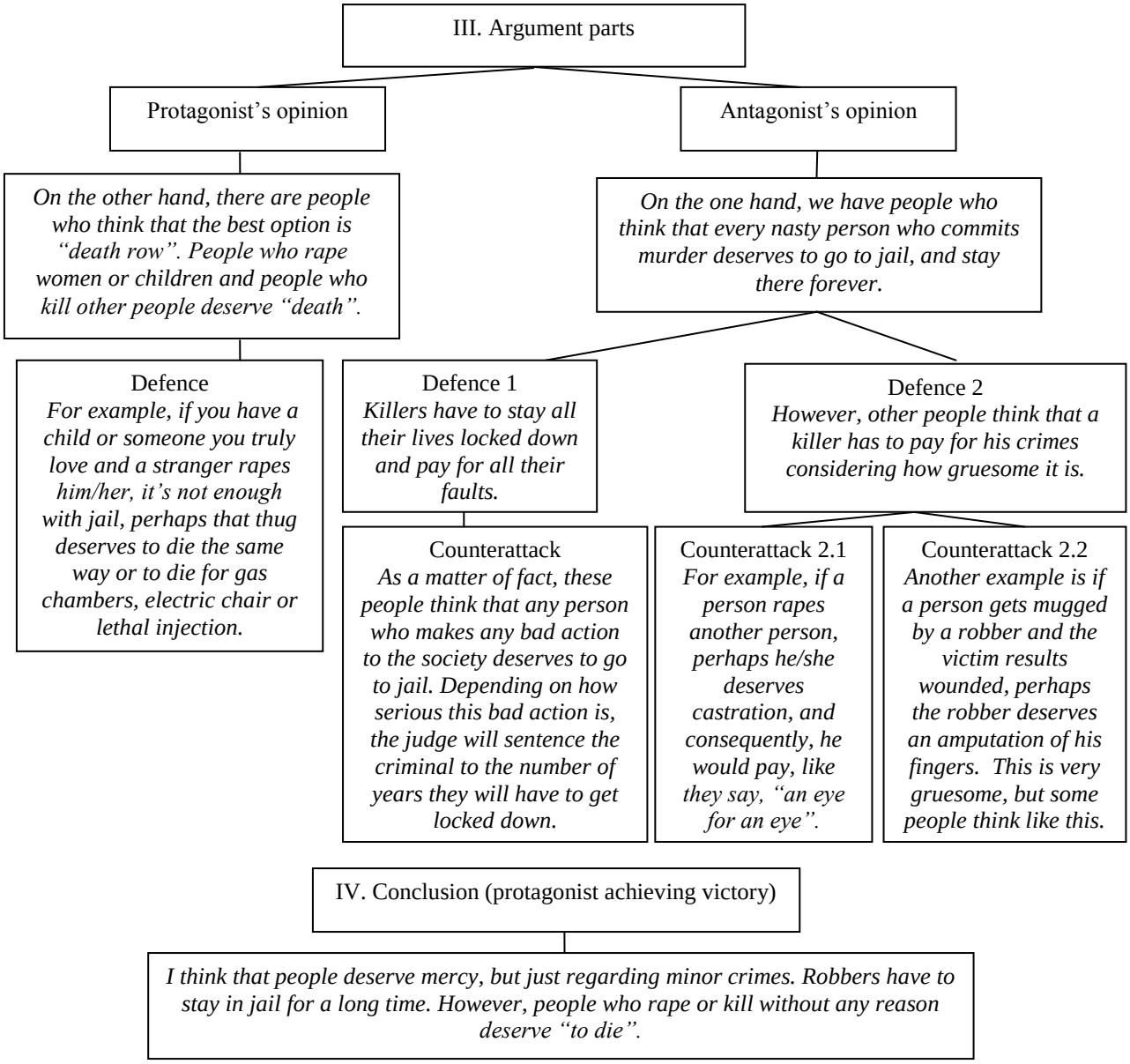


6.2.1.4.2 E4 (Post-test)

I. Initial question: Do people deserve death or pardon for a murder?

II. Protagonist: writer/citizen who thinks that rapists and murderers should be sentenced to death

Antagonist: people who think that rapists and murderers should be sentenced to jail



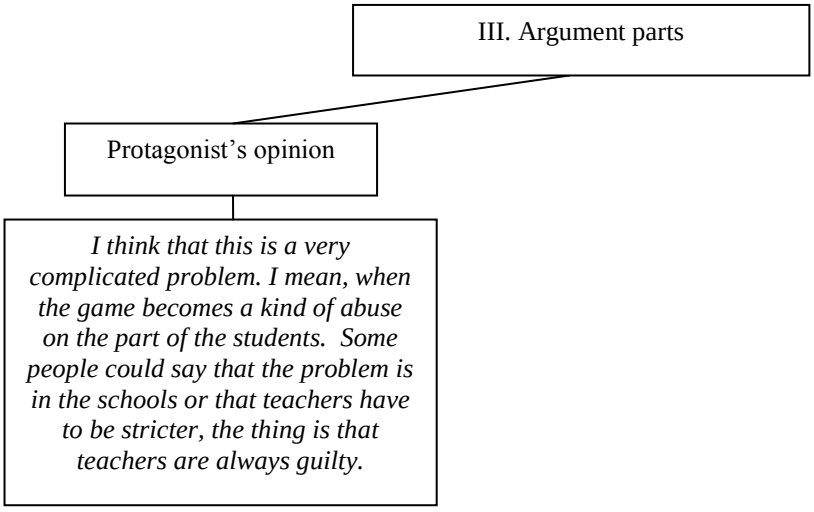
6.2.1.5 E5

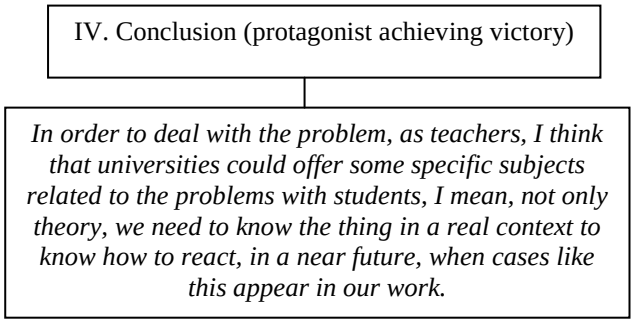
6.2.1.5.1 E5 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: English teacher trainee who thinks bullying should be addressed

Antagonist: not found



6.2.1.5.2 E5 (Post-test)

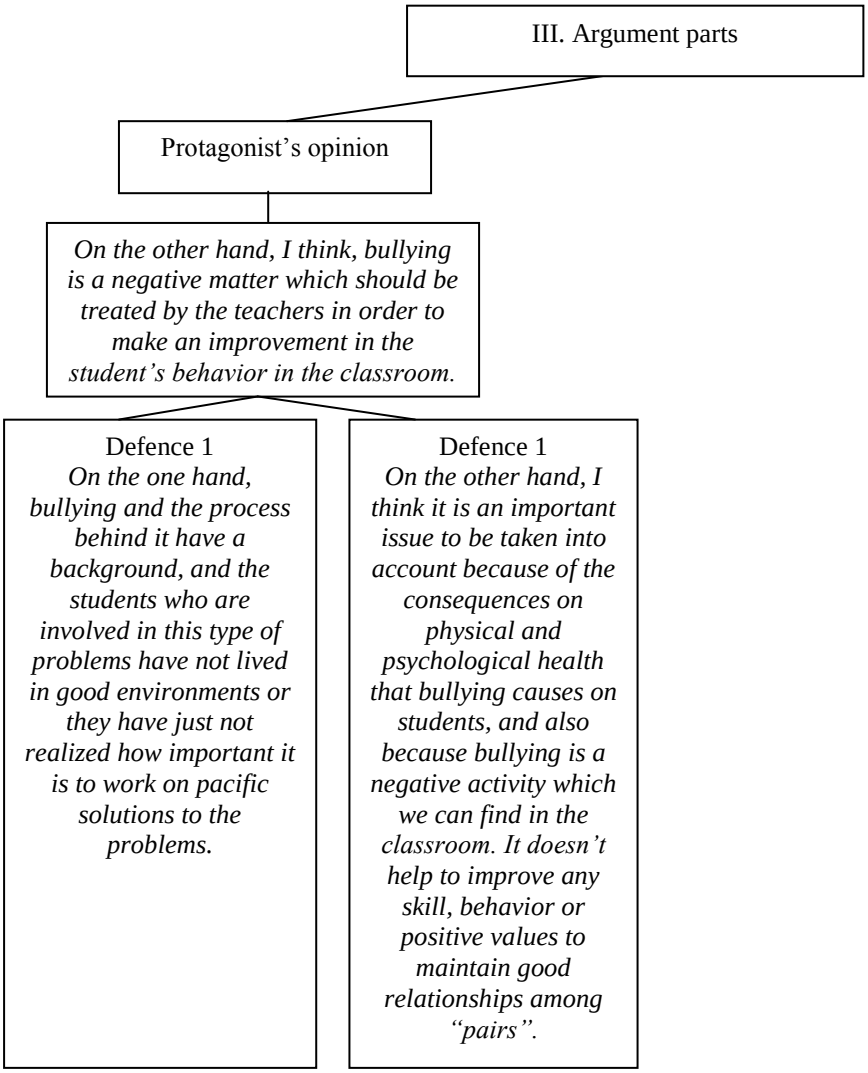
| | | |
|---|---|---|
| I. | Initial question: | What is more important when deciding to get married: love or money? |
| II. | Protagonist:<br>Antagonist: | not found<br>not found |
| III. | No argument parts | |
| IV. | No conclusion | |

6.2.1.6 E6

6.2.1.6.1 E6 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: English teacher trainee who thinks bullying should be addressed
Antagonist: not found



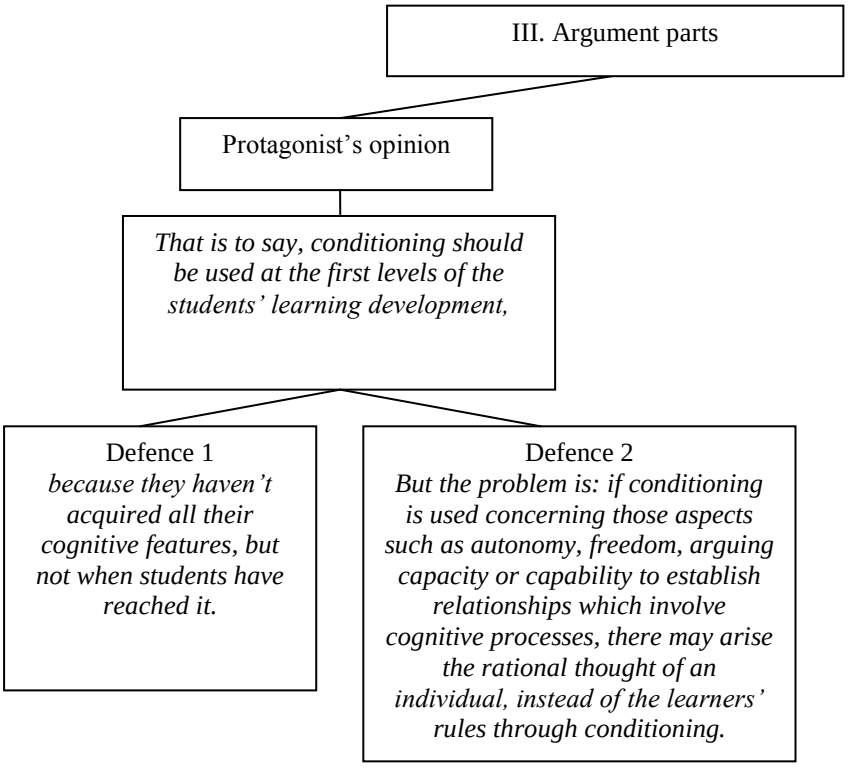

IV. No conclusion

6.2.1.6.2 E6 (Post-test)

I. Initial question: Is conditioning on educational contexts a licit learning method?

II. Protagonist: English teacher trainee who thinks conditioning should be used at early stages of a child's learning process.

Antagonist: not found




IV. No conclusion

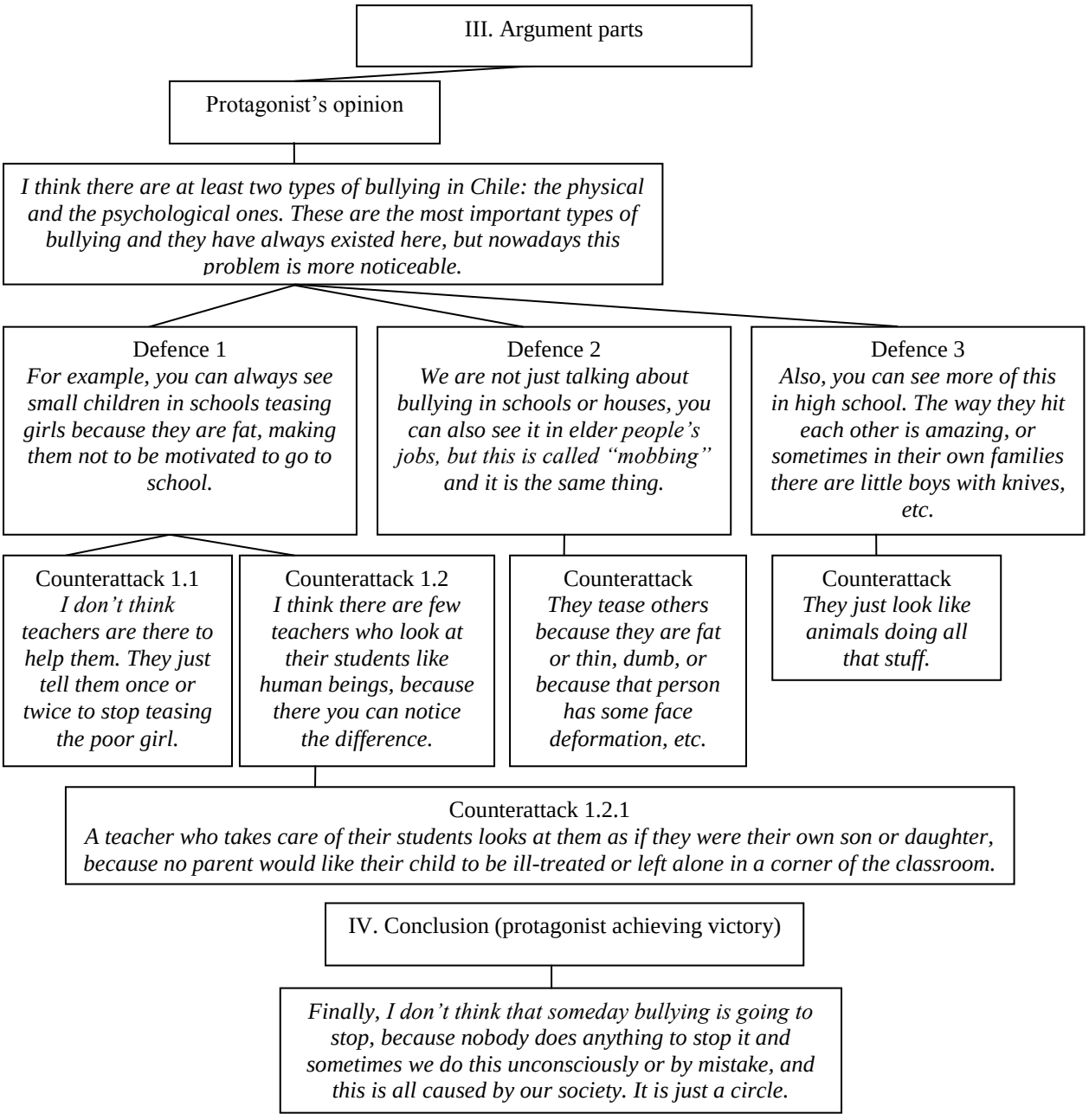
### 6.2.2 Control group

#### 6.2.2.1 C1

##### 6.2.2.1.1 C1 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: English teacher trainee
Antagonist: not found

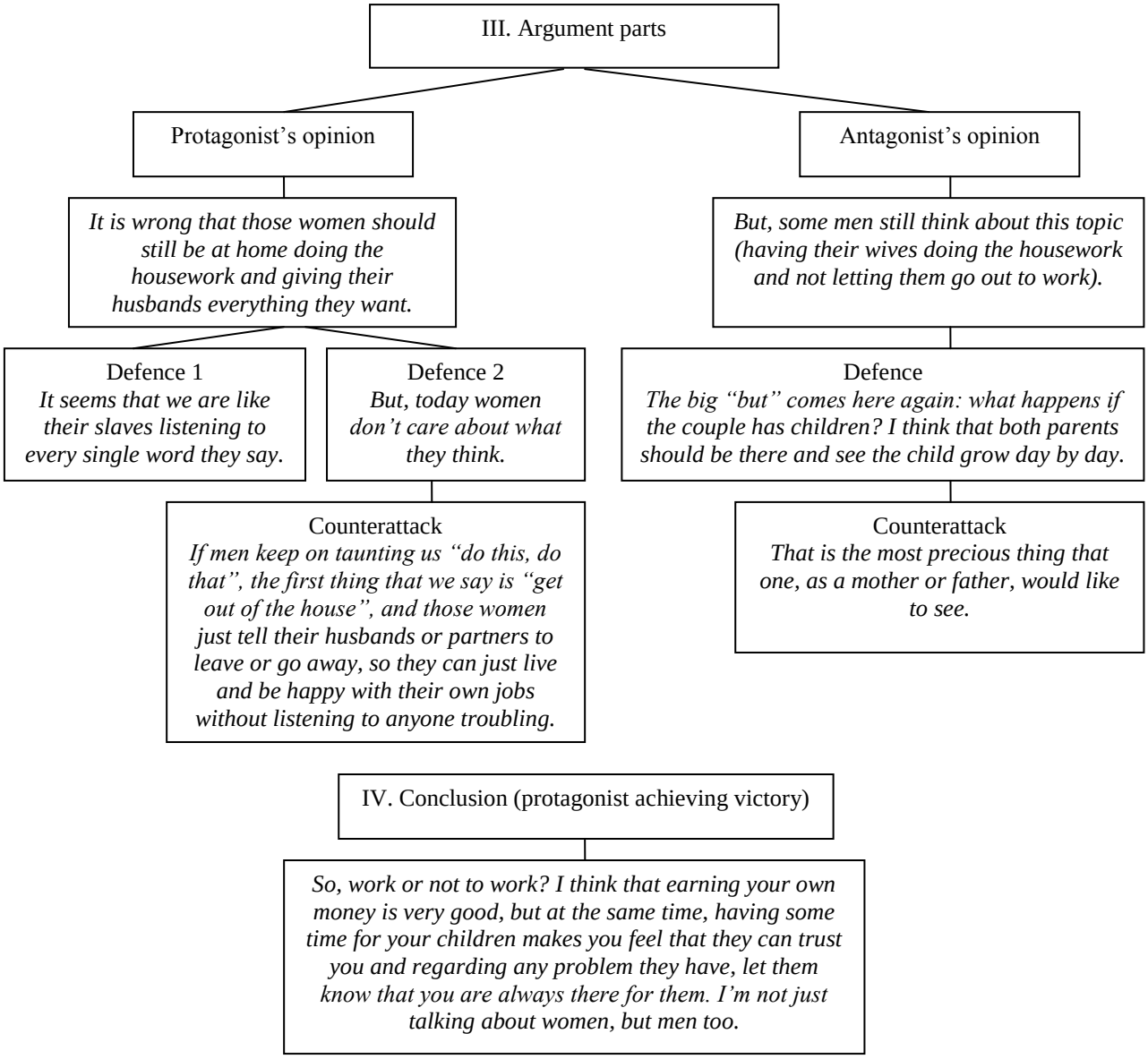


6.2.2.1.2 C1 (Post-test)

I. Initial question: Do women have the right to work nowadays?

II. Protagonist: writer/woman who thinks that women should have the right to work nowadays

Antagonist: other people/man/husband who thinks women should stay at home and do the housework

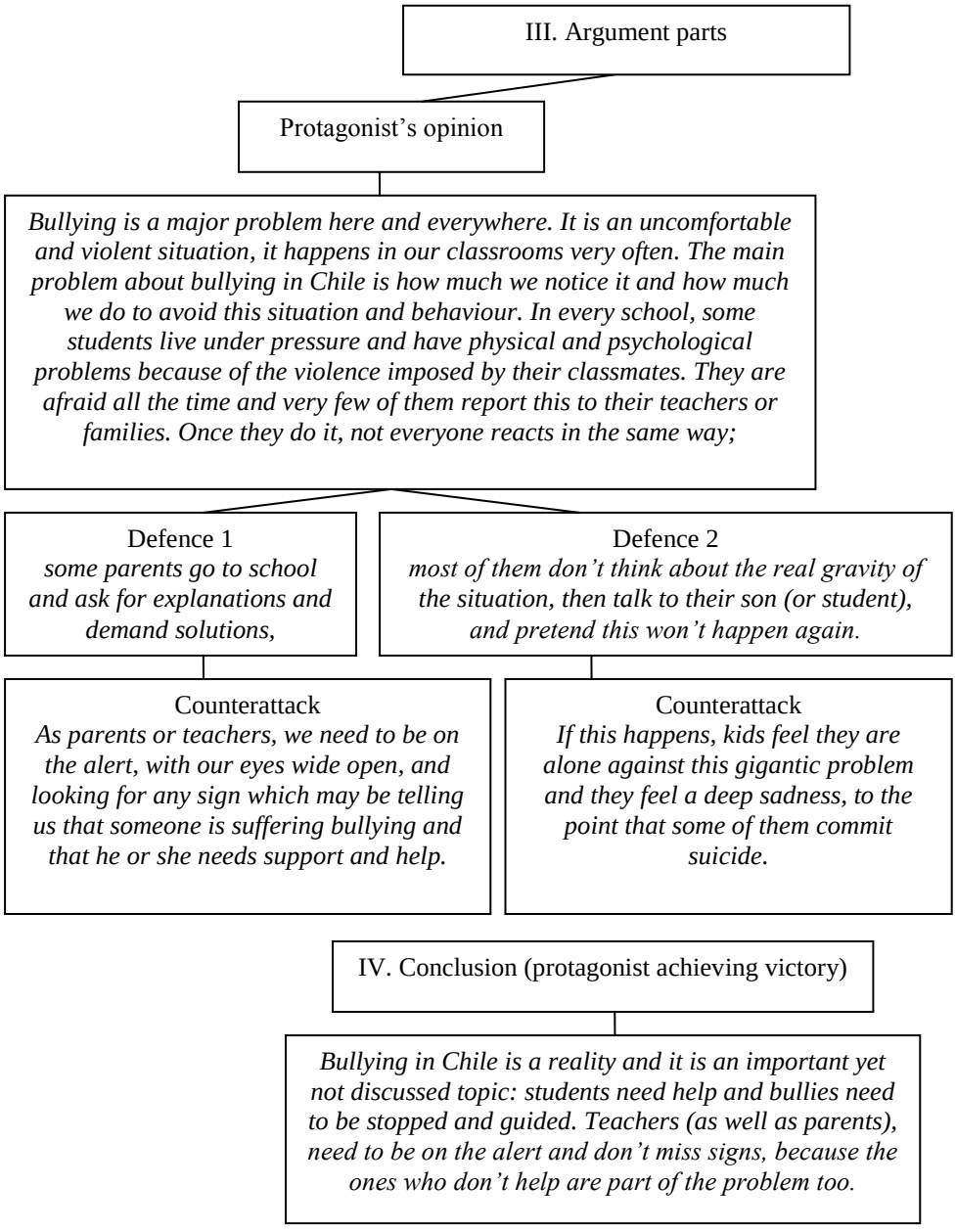


### 6.2.2.2 C2

#### 6.2.2.2.1 C2 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: English teacher trainee
Antagonist: not found



6.2.2.2.2 C2 (Post-test)

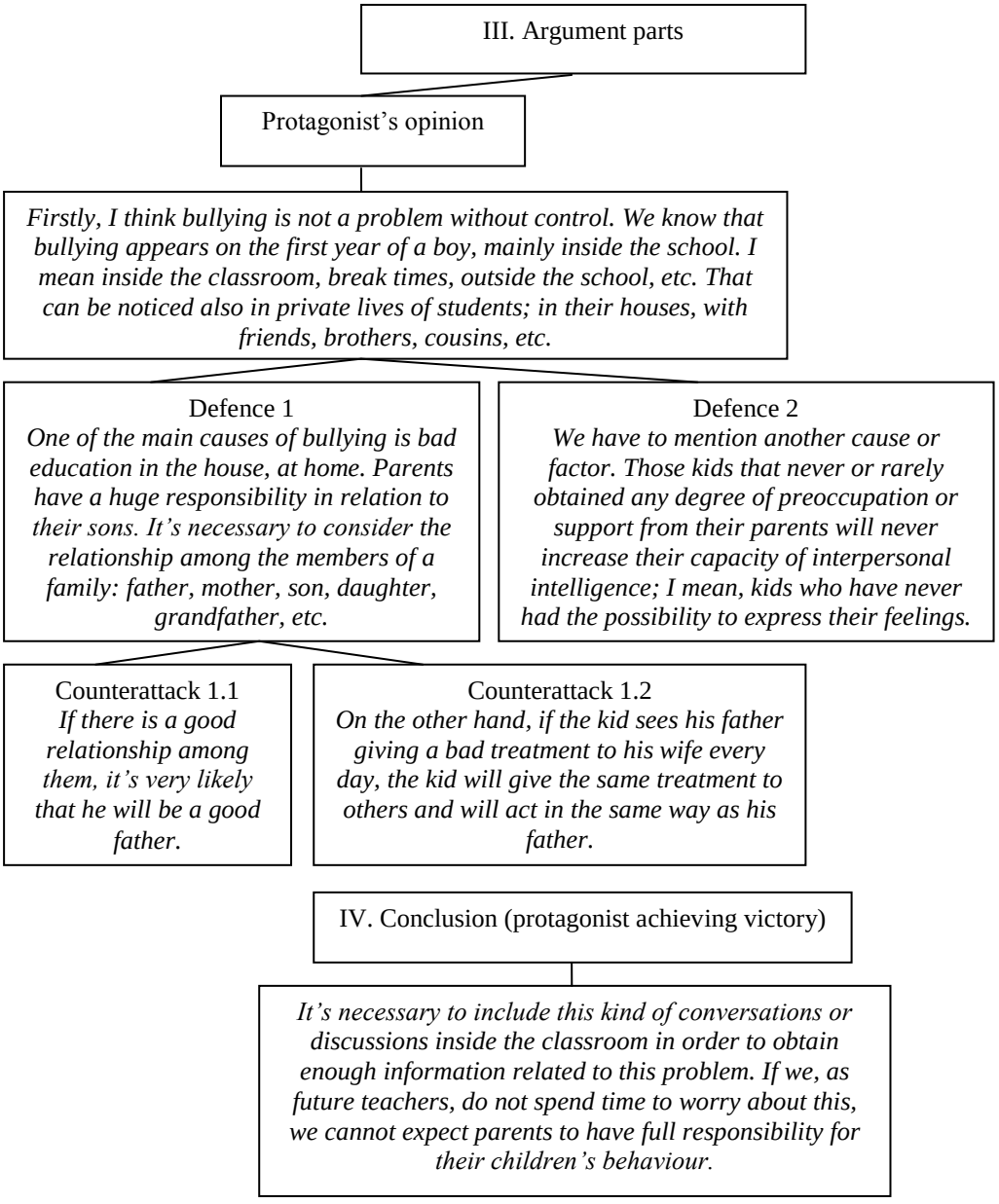
| | | |
|---|---|---|
| I. | Initial question: | Do school counsellors do their job properly? |
| II. | Protagonist:<br>Antagonist: | writer/English teacher trainee<br>not found |
| III. | No argument parts | |
| IV. | No conclusion | |

### 6.2.2.3 C3

#### 6.2.2.3.1 C3 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: writer/English teacher trainee who thinks bullying can be controlled
Antagonist: not found



6.2.2.3.2 C3 (Post-test)

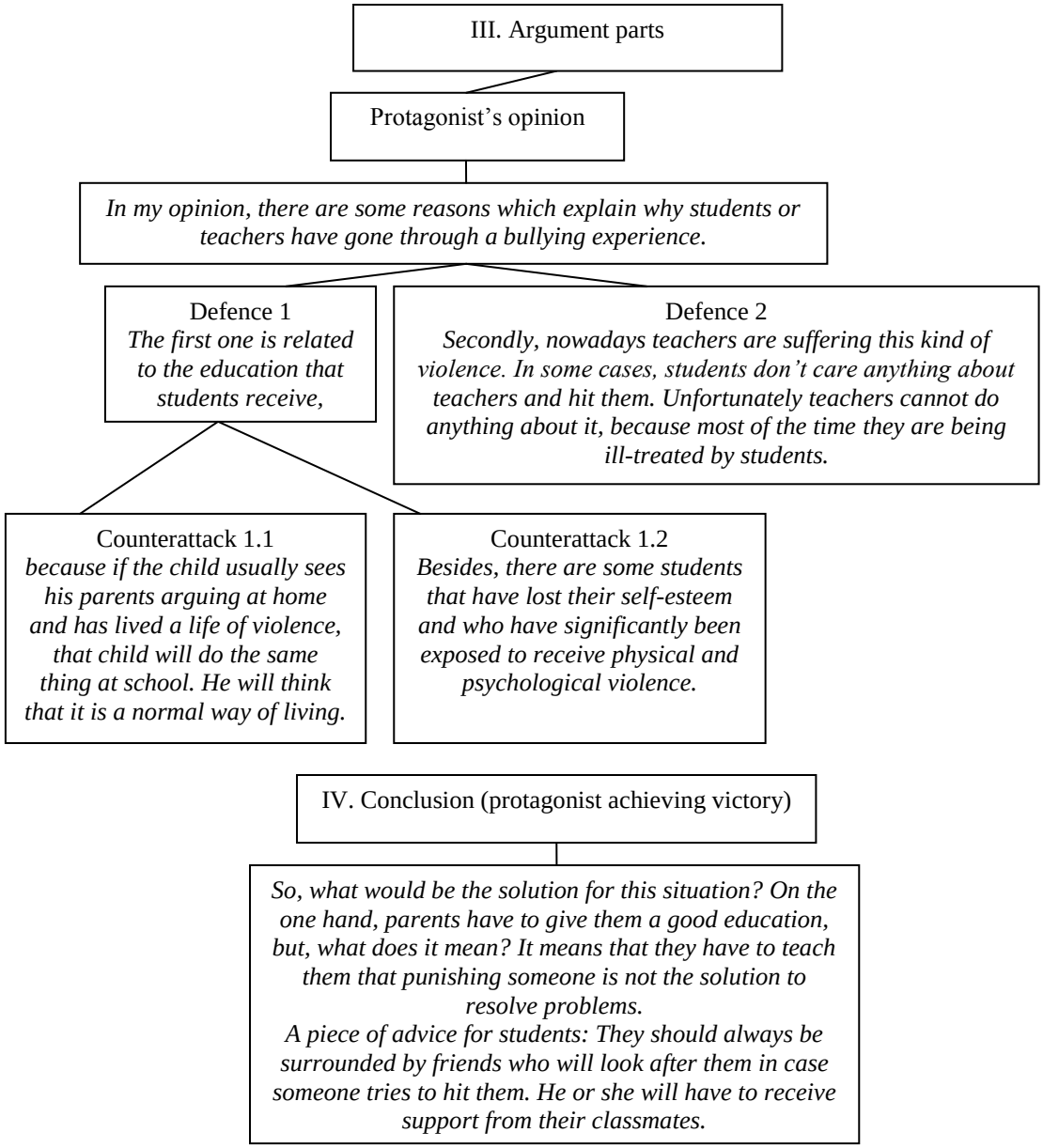
| | | |
|---|---|---|
| I. | Initial question: | Will it be possible to have a right-wing president in Chile again? |
| II. | Protagonist:<br>Antagonist: | writer/English teacher trainee<br>not found |
| III. | No argument parts | |
| IV. | No conclusion | |

### 6.2.2.4 C4

#### 6.2.2.4.1 C4 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

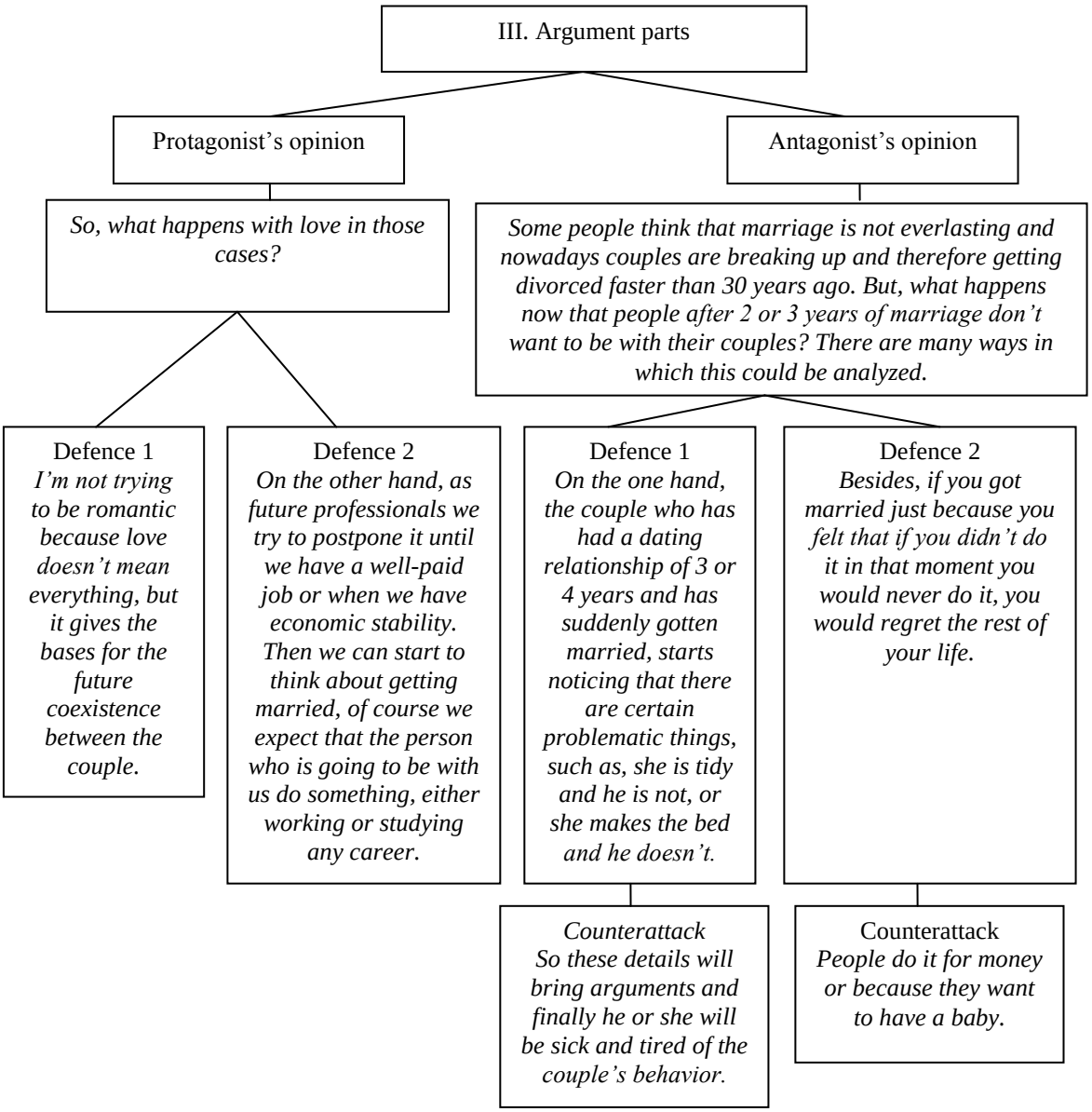
II. Protagonist: writer/English teacher trainee who is worried about bullying
Antagonist: not found



6.2.2.4.2 C4 (Post-test)

I. Initial question: Are people getting divorced faster than before?

II. Protagonist: writer/English teacher trainee who believes in love and marriage
Antagonist: people who get divorced so easily




IV. No conclusion

#### 6.2.2.5 C5

##### 6.2.2.5.1 C5 (Pre-test)

| | | |
|---|---|---|
| I. | Initial question: | Is bullying a problem that needs to be addressed? |
| II. | Protagonist: | writer/English teacher trainee |
| | Antagonist: | not found |
| III. | No argument parts | |
| IV. | No conclusion | |

6.2.2.5.2 C5 (Post-test)

| | | |
|---|---|---|
| I. | Initial question: | Could the human race live in the space? |
| II. | Protagonist: | writer/English teacher trainee/man who thinks that human beings could live in space stations in the future |
| | Antagonist: | not found |
| III. | No argument parts | |
| IV. | No conclusion | |

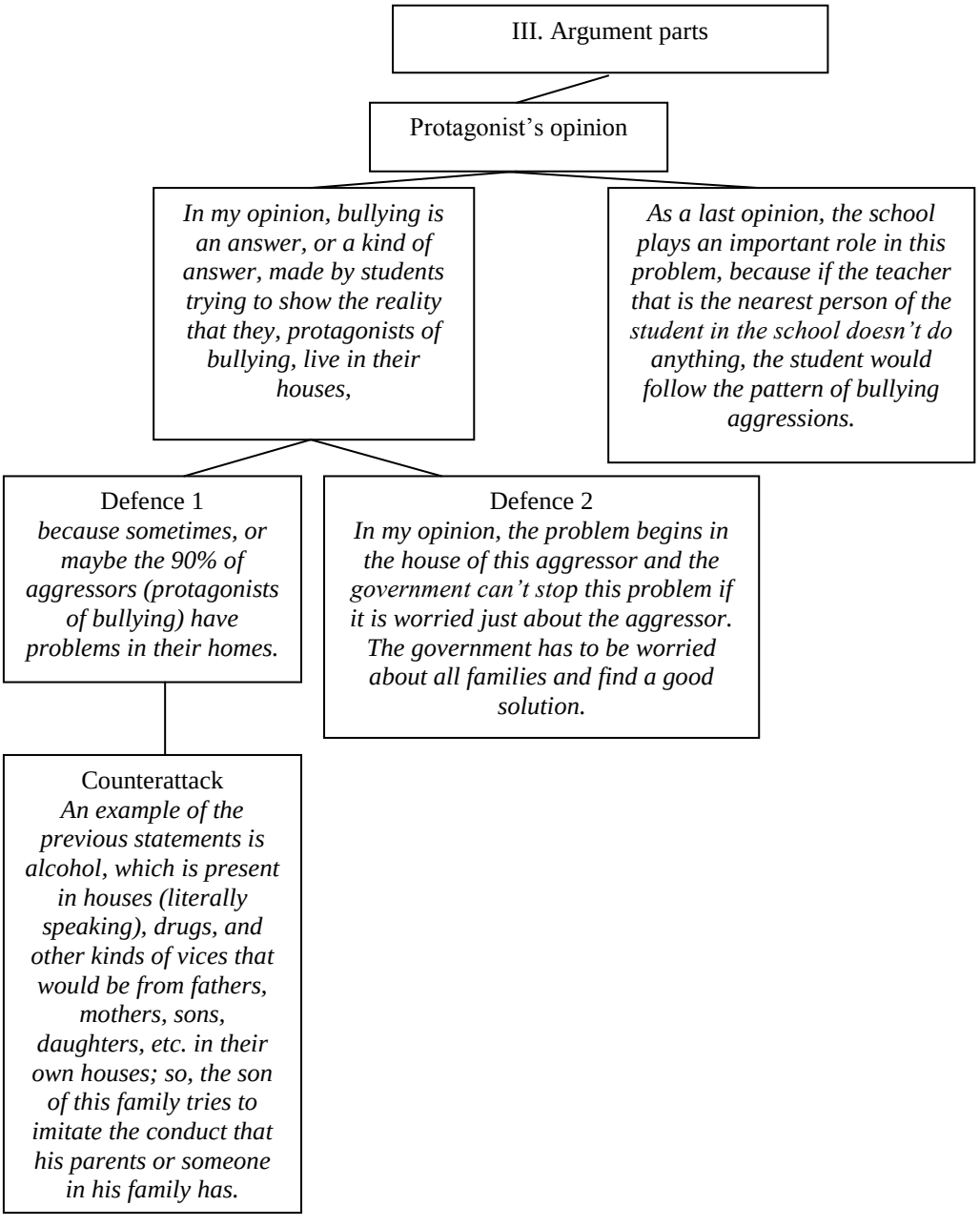
6.2.2.6 C6

6.2.2.6.1 C6 (Pre-test)

I. Initial question: Is bullying a problem that needs to be addressed?

II. Protagonist: writer/English teacher trainee who blames the problem on the family and government

Antagonist: not found




IV. No conclusion

6.2.2.6.2 C6 (Post-test)

| | | |
|---|---|---|
| I. | Initial question: | Why is Microsoft Corporation the most popular technology enterprise in the world? |
| II. | Protagonist:<br>Antagonist: | writer/English teacher trainee<br>not found |
| III. | No argument parts | |
| IV. | No conclusion | |

# 7 PRESENTATION AND DISCUSSION OF RESULTS

In this section, a general account and a brief discussion will be offered of the results obtained from the analysis of the AIW and dialectical discoursal patterns carried out in the present study.

## 7.1 ANALYSIS OF THE TEXTUAL COMPONENT OF THE DIALECTICAL DISCOURSAL PATTERN

### 7.1.1 Experimental and control groups pre-test results of the textual component of the dialectical discoursal pattern

Table 1: Experimental group

| CATEGORY | | E1 | E2 | E3 | E4 | E5 | E6 |
|---|---|---|---|---|---|---|---|
| No. of adjective opposition pairs | Lexical level | 0 | 0 | 0 | 0 | 0 | 0 |
| No. of adverb opposition pairs | | 0 | 0 | 0 | 0 | 1 | 0 |
| No. of noun opposition pairs | | 0 | 1 | 1 | 0 | 0 | 0 |
| No. of noun phrase opposition pairs | Syntactic level | 2 | 0 | 0 | 0 | 1 | 0 |
| No. of comparative constructions | | 0 | 0 | 2 | 0 | 0 | 0 |
| No. of coordinators | | 0 | 1 | 4 | 0 | 0 | 0 |
| No. of subordinators | | 3 | 4 | 0 | 1 | 1 | 3 |
| No. of conjuncts | | 3 | 4 | 2 | 2 | 2 | 5 |

Table 2: Control group

| CATEGORY | | C1 | C2 | C3 | C4 | C5 | C6 |
|---|---|---|---|---|---|---|---|
| No. of adjective opposition pairs | Lexical level | 1 | 1 | 0 | 0 | 0 | 0 |
| No. of adverb opposition pairs | | 0 | 0 | 0 | 0 | 0 | 1 |
| No. of noun opposition pairs | | 1 | 1 | 0 | 1 | 0 | 0 |
| No. of noun phrase opposition pairs | Syntactic level | 2 | 2 | 1 | 1 | 2 | 1 |
| No. of comparative constructions | | 2 | 1 | 1 | 0 | 0 | 0 |
| No. of coordinators | | 2 | 2 | 0 | 2 | 2 | 1 |
| No. of subordinators | | 6 | 2 | 0 | 1 | 0 | 3 |
| No. of conjuncts | | 2 | 0 | 2 | 4 | 2 | 1 |

The tables above show that the participants in the experimental group used mainly subordinators and conjuncts to express opposition of ideas in their discourse (12 and 18 occurrences, respectively, which constitute 69% of the total instances of lexical and syntactic devices used). On the contrary, the participants in the control group used a wider variety of devices to express differences of opinion. Not only did they use mainly subordinators and conjuncts but also coordinators and noun phrase opposition pairs (12, 11, 9 and 9 occurrences, respectively. This constitutes 80% of the total instances of lexical and syntactic devices used).

### 7.1.2 Experimental and control groups post-test results of the textual component of the dialectical discoursal pattern

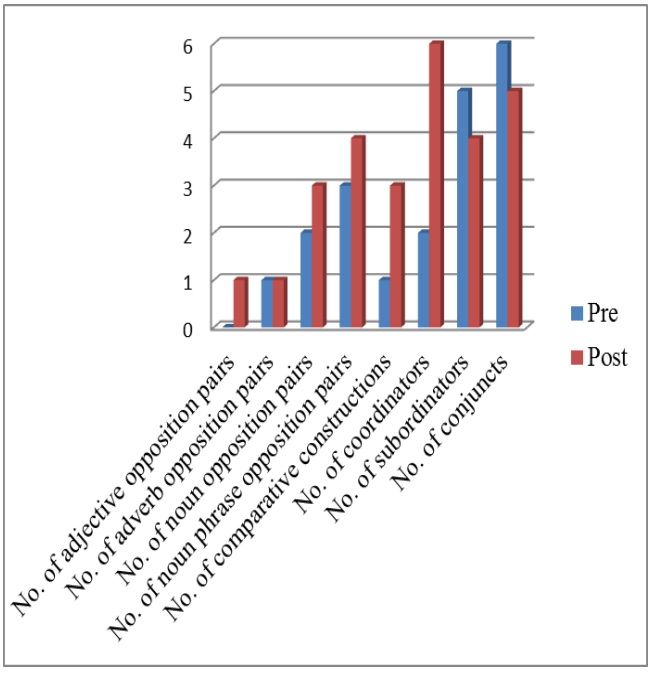
Table 3: Experimental group

| CATEGORY | | E1 | E2 | E3 | E4 | E5 | E6 |
|---|---|---|---|---|---|---|---|
| No. of adjective opposition pairs | Lexical level | 0 | 0 | 0 | 0 | 1 | 0 |
| No. of adverb opposition pairs | | 0 | 0 | 0 | 0 | 1 | 0 |
| No. of noun opposition pairs | | 0 | 0 | 1 | 1 | 1 | 0 |
| No. of noun phrase opposition pairs | Syntactic level | 4 | 2 | 0 | 4 | 2 | 0 |
| No. of comparative constructions | | 2 | 0 | 0 | 1 | 1 | 0 |
| No. of coordinators | | 1 | 3 | 4 | 2 | 6 | 2 |
| No. of subordinators | | 5 | 1 | 2 | 0 | 0 | 1 |
| No. of conjuncts | | 4 | 3 | 4 | 7 | 0 | 3 |

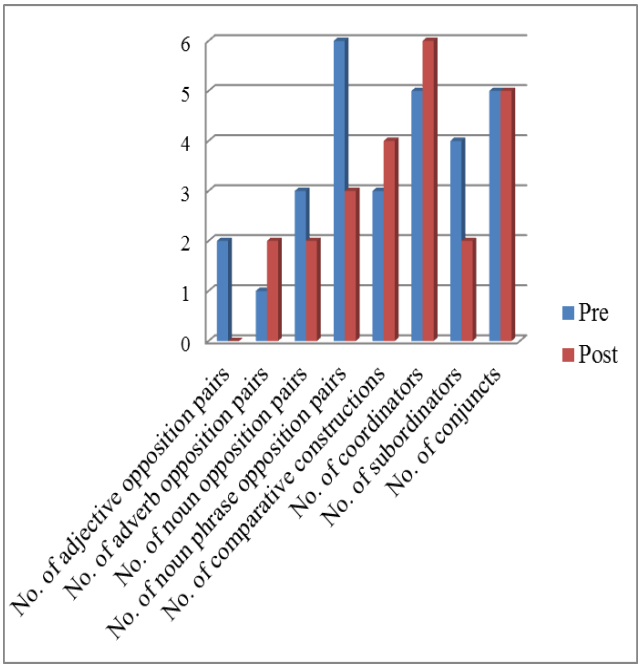
Table 4: Control group

| CATEGORY | | C1 | C2 | C3 | C4 | C5 | C6 |
|---|---|---|---|---|---|---|---|
| No. of adjective opposition pairs | Lexical level | 0 | 0 | 0 | 0 | 0 | 0 |
| No. of adverb opposition pairs | | 2 | 0 | 0 | 1 | 0 | 0 |
| No. of noun opposition pairs | | 2 | 0 | 0 | 1 | 0 | 0 |
| No. of noun phrase opposition pairs | Syntactic level | 1 | 0 | 2 | 0 | 0 | 1 |
| No. of comparative constructions | | 1 | 0 | 0 | 1 | 1 | 3 |
| No. of coordinators | | 3 | 2 | 5 | 1 | 1 | 2 |
| No. of subordinators | | 0 | 0 | 0 | 3 | 1 | 0 |
| No. of conjuncts | | 2 | 0 | 1 | 4 | 2 | 2 |

The experimental group post-procedure results indicate that the number of instances increased by 60% (from 43 to 69) and a wider variety of devices was employed: 21 conjuncts, 18 coordinators, 12 noun phrase opposition pairs and 9 subordinators, which then constitute 87% of the total instances of lexical and syntactic devices used). On the other hand, the control group decreased by 15% (from 51 to 44). The subjects from this group used mostly coordinators and conjuncts (14 and 11 instances, respectively) to show opposition. This constitutes 57% of the total instances. It is also worth mentioning that there was a significant decrease (67%) in the use of subordinators (from 12 to 4).




Graph 1: Experimental group
Pre-and post-test comparative use of lexical and syntactic devices




Graph 2: Control group
Pre-and post-test comparative use of lexical and syntactic devices

## 7.2 ANALYSIS OF ARGUMENTATIVE STRUCTURE (AIW PATTERN)

### 7.2.1 Experimental and control groups pre-test results of argumentative structure analysis (AIW pattern)

Table 5: Experimental group

| CATEGORY | E1 | E2 | E3 | E4 | E5 | E6 |
|---|---|---|---|---|---|---|
| presence of protagonist | yes | yes | yes | yes | yes | yes |
| presence of antagonist | no | no | no | no | no | no |
| presence of protagonist's opinion | yes | yes | yes | yes | yes | yes |
| presence of antagonist's opinion | no | no | no | no | no | no |
| No. of protagonist's defences | 2 | 3 | 3 | 2 | 0 | 2 |
| No. of antagonist's defences | 0 | 0 | 0 | 0 | 0 | 0 |
| No. of protagonist's counterattacks | 2 | 3 | 1 | 2 | 0 | 0 |
| No. of antagonist's counterattacks | 0 | 0 | 0 | 0 | 0 | 0 |
| presence of conclusion | yes | yes | yes | yes | yes | no |

Table 6: Control group

| CATEGORY | C1 | C2 | C3 | C4 | C5 | C6 |
|---|---|---|---|---|---|---|
| presence of protagonist | yes | yes | yes | yes | no | yes |
| presence of antagonist | no | no | no | no | no | no |
| presence of protagonist's opinion | yes | yes | yes | yes | no | yes |
| presence of antagonist's opinion | no | no | no | no | no | no |
| No. of protagonist's defences | 3 | 2 | 2 | 2 | 0 | 2 |
| No. of antagonist's defences | 0 | 0 | 0 | 0 | 0 | 0 |
| No. of protagonist's counterattacks | 4 | 2 | 2 | 2 | 0 | 1 |
| No. of antagonist's counterattacks | 0 | 0 | 0 | 0 | 0 | 0 |
| presence of conclusion | yes | yes | yes | yes | no | no |

The tables above show that all the participants in the experimental group make explicit the presence of a protagonist (i.e. the initiator of an argument) and their corresponding opinion, but completely disregard the presence of an antagonist (i.e. the opponent in the argumentative activity). This is also reflected in the number of defences and counterattacks of each contestant –12 and 8 occurrences, respectively, made by the

protagonist and 0 occurrences by the antagonist. 5 out of 6 participants also included a conclusion (i.e. the protagonist reaching victory).

The control group results show a similar argumentative structure. 5 participants presented the protagonist and their corresponding opinion, while ignoring the antagonist. As demonstrated above by the experimental group, this phenomenon entails an overall significant difference in the number of defences and counterattacks on the part of the protagonist (11 occurrences each) and on the part of the antagonist (0 occurrences). 4 out of 6 participants provided a conclusion.

### 7.2.2 Experimental and control groups post-test results of argumentative structure analysis (AIW pattern)

Table 7: Experimental group

| CATEGORY | E1 | E2 | E3 | E4 | E5 | E6 |
|---|---|---|---|---|---|---|
| presence of protagonist | yes | yes | yes | yes | no | yes |
| presence of antagonist | yes | yes | yes | yes | no | no |
| presence of protagonist's opinion | yes | yes | yes | yes | no | yes |
| presence of antagonist's opinion | yes | yes | yes | yes | no | no |
| No. of protagonist's defences | 1 | 3 | 2 | 1 | 0 | 2 |
| No. of antagonist's defences | 1 | 1 | 2 | 2 | 0 | 0 |
| No. of protagonist's counterattacks | 0 | 3 | 1 | 0 | 0 | 0 |
| No. of antagonist's counterattacks | 0 | 1 | 1 | 3 | 0 | 0 |
| presence of conclusion | no | yes | yes | yes | no | no |

Table 8: Control group

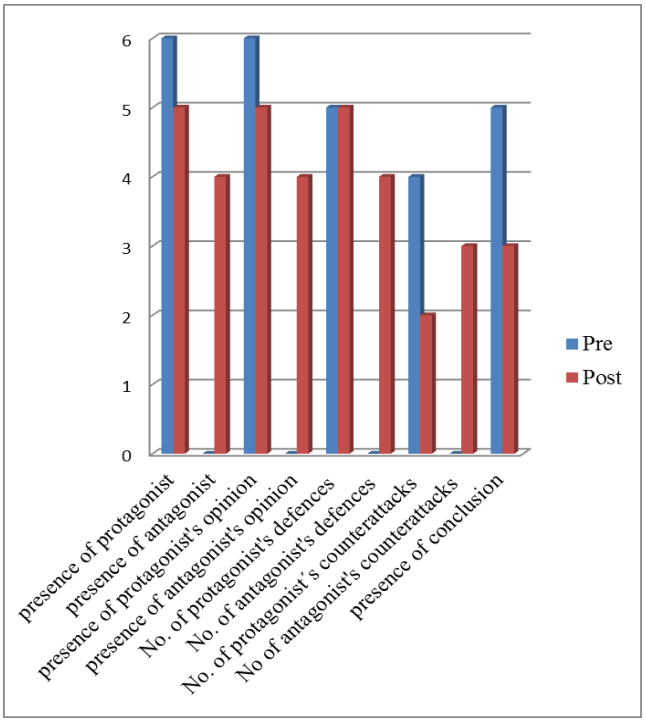
| CATEGORY | C1 | C2 | C3 | C4 | C5 | C6 |
|---|---|---|---|---|---|---|
| presence of protagonist | yes | no | no | yes | no | no |
| presence of antagonist | yes | no | no | yes | no | no |
| presence of protagonist's opinion | yes | no | no | yes | no | no |
| presence of antagonist's opinion | yes | no | no | yes | no | no |
| No. of protagonist's defences | 2 | 0 | 0 | 2 | 0 | 0 |
| No. of antagonist's defences | 1 | 0 | 0 | 2 | 0 | 0 |
| No. of protagonist's counterattacks | 1 | 0 | 0 | 0 | 0 | 0 |
| No. of antagonist's counterattacks | 1 | 0 | 0 | 2 | 0 | 0 |
| presence of conclusion | yes | no | no | no | no | no |

The post-test experimental group results show a significant difference in the overall presence of both protagonist and antagonist. 5 subjects make explicit the presence of a protagonist and 4 of them make explicit the presence of an antagonist. This is demonstrated through the expression of opinions, defences and counterattacks on the part of the two contestants. The 5 opinion articles which included a protagonist also included the protagonist’s defences (8 occurrences). Within these articles, 2 of them presented protagonist’s counterattacks (4 occurrences). The 4 opinion articles with antagonist’s opinions displayed a total of 6 defences. Of these, 3 also included a total of 4 antagonist’s counterattacks. The same 3 articles with antagonist’s counterattacks also included conclusions.

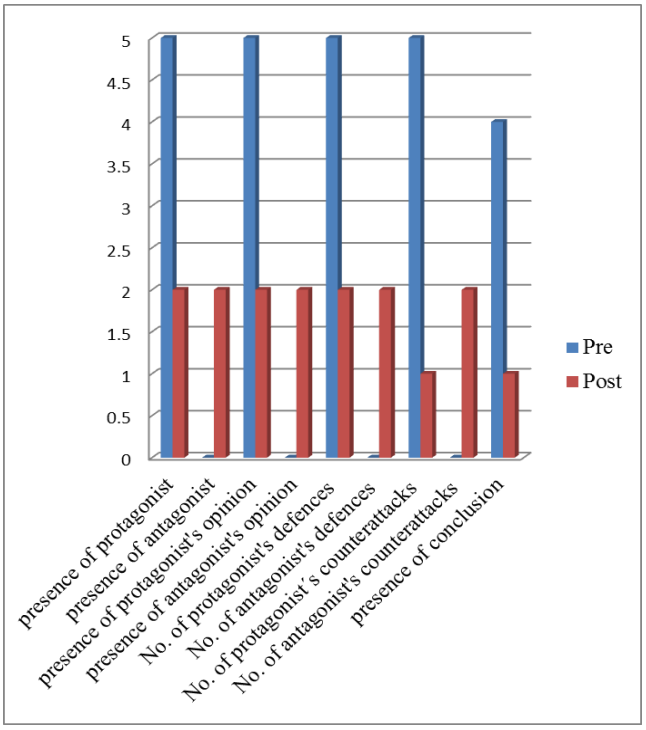
The control group post-test results do not clearly indicate adherence to argumentative structure. 2 of the 6 participants included a protagonist in the articles. The same 2 participants were also the only participants to include antagonists and the corresponding opinions, defences and counterattacks. Both had protagonist’s defences (4 total), but only one had a protagonist’s counterattack. There are 3 occurrences of

antagonist's defences and counterattacks in the 2 articles. The same article which included a protagonist's counterattack also included a conclusion.

The same participant who had no structure in the pre-test had the same results with the post-test. The 3 remaining participants who had initially displayed the presence of a protagonist subsequently displayed no argumentative structure in the post-test.




Graph 3: Experimental group
Pre- and post-test comparative use of AIW components




Graph 4: Control group
Pre- and post-test comparative use of AIW components

## 7.3 CORRELATIONS HOLDING BETWEEN THE DIALECTICAL DISCOURSAL AND AIW USE PER PARTICIPANT

Regarding the post-test use of the textual component of the dialectical discoursal pattern and the argumentative structure of the AIW pattern, we aimed at examining the differences and similarities between the two groups concerning the use of lexical and syntactic devices marking a difference of opinion in the discourse and the presence of the argument parts in the articles.

We can observe that the participants in the experimental group have a more homogeneous performance. This is demonstrated by the fact that the 4 participants who displayed a larger number of argumentative parts in the discourse (E1, E2, E3 and E4) also increased the overall number and variety of lexical and syntactic devices, namely, from 30

to 51 occurrences. In the case of E5, although lacking in the AIW structure in the post-test, their increased use of lexical and syntactic devices is noticeable (from 5 to 12 occurrences). E6's performance remained relatively constant in the post-test results. As regards the use of the textual component devices, it calls our attention that there is a clear tendency for all the participants in this group to rely more on syntactic (93%) than lexical devices (7%).

Regarding the post-test control group results, we can observe that the argumentative performance of the participants in this group is quite heterogeneous. C1 showed some improvement in the use of argument parts, but did not use as many textual component devices as they did in the pre-test (from 16 to 11). C2 did not present any argument part in the post-test and showed a significant decrease in the use of lexical and syntactic devices (from 9 to 2). The presence of argument parts in the article by C3 was not detected, which contrasts with the substantial increase in the use of devices (from 4 to 8). C4 made improvements in the use of the components of both patterns. The use of the dialectical discoursal and AIW patterns remained the same in C5's article. Finally, in C6's article there is no presence of argument parts, but we can observe a small increase in the use of textual component devices (from 7 to 8). As noticed in the results from the experimental group, the control group participants also showed strong reliance on the use of syntactic devices (86%) compared to the use of lexical devices (4%) to make explicit the existence of two opposing parties in the argumentative activity.

## 7.4 DISCUSSION OF RESULTS

In this section it will be possible to discuss the results of the present study. For the sake of clarity, this discussion will be done following the objectives presented in section 2.0.

The general objective of this study sets out to account for TEFL intermediate learners' development of their ability to identify and employ both the dialectical discoursal mode and the AIW discourse pattern as organisational components of argumentative written texts. As can be seen in the presentation of the results above, there is a clear tendency for the participants who have received systematic instruction on how to use the relevant lexical and syntactic devices in the discourse to increase the corresponding number of occurrences. After the ten-session induction given by the researcher, 56% of the participants in the experimental group used at least one of the dialectical discoursal mode components, which can be compared with 42% showed in the pre-test. The participants mainly included syntactic devices to show differences of opinion in the text. Some examples of coordinators and conjuncts will be offered as an illustration of the latter result:

(16) (E2) *However, they are always complaining about the system and the country, <u>but</u> they do not want to participate.*

(Coordinator, linking a) 'young people want changes' with b) 'they are not willing to participate in the process')

(17) (E3) *The arrival of a new member to a family should be considered as a blessing and something that we should celebrate. <u>But</u>, when a girl is pregnant and it isn't desired, what is the morally correct thing to do?*

(Coordinator, linking a) 'the expected feeling of joy when a woman is pregnant' with b) 'the problems that an unwanted pregnancy could bring to the mother')

(18) (E1) *On the one hand, there are some countries that approve death penalty, as USA, for example, because they feel execution as a real solution to clean society of rapists and murderers.*

(Conjunct, introducing 'death penalty as the correct sentence to major crimes', contrastive-antithetic meaning)

(19) (E1) *On the other hand, we have the murdered and raped boys and girls' families. They see death penalty as freedom, because murderers don't pay the real price of their acts.*

(Conjunct, contrasting a) 'death penalty as the correct sentence to major crimes' with b) 'life imprisonment as a more effective punishment for murderers and rapists', contrastive-antithetic meaning)

As observed in the results presented in the previous section and the examples above, there appears to be a link between the realisation of two opposing opinions and the use of syntactic devices in the discourse. On the contrary, such lexical devices, as nouns, adjectives and adverbs are not recurrent in the manifestation of such an opposition. We claim that, at least in the field of EFL, binary oppositions, such as 'good/evil', 'black/white', 'live/die', 'male/female', 'master/slave', etc., are not used in the writing of opinion articles by TEFL students, because the formal writing instruction that they receive at their institutions seems to focus on mastering the structure/format of essays and not on the principle that the text development needs to include rhetorical features. This result could also be due to a lack of relevant vocabulary on the part of the participants. The researcher did not pay greater attention to vocabulary-centred instruction during the experimental procedure as the participants, third year English students, were already expected to have solid vocabulary knowledge. Conversely, the methodology of the study presupposed a possible deficiency in the use of the syntactic devices that are necessary to connect and contrast ideas.

As regards the identification and use of argumentative structure, we were able to find that the realisation of argument parts in the text increased. In the experimental group the presence of the components of the AIW pattern rose from 48% in the pre-test to 65% after the procedure. On the contrary, the overall control group results show that the realisation of argumentative structure decreased from 44% to 30% presence of argument parts. This could be preliminarily explained by the assumption that the greater the knowledge that a subject has of the rhetorical structure of English argumentative writing the better articles or pieces of writing they will be able to write. Explicit instruction on how to use argument parts throughout the development of the argumentative writing process seems to have produced a significant improvement on the performance of the experimental group participants.

Upon comparison of the results obtained from the experimental procedure, we may claim that there is not a one-to-one correspondence or correlation between the acquisition and employment of the two patterns. While the majority of the participants in the experimental group increased their ability to use the AIW pattern, the same cannot be said of the implementation of the dialectical discoursal mode. Although the overall number of dialectical discoursal devices employed increased, it was not consistent with the same participants that improved their performance regarding the argumentative pattern. That is to say, in some of the participants we saw improvement in both patterns, in others only one (either argumentative structure or devices).

# 8 CONCLUSIONS

We will now discuss how the main findings of this study relate to the processes involved in the production of argumentative texts and to the rhetorical, dialectical and textual characteristics of this text type. We will also examine whether the hypothesis formulated has been validated. Additionally, we will evaluate the methodology used, present some limitations and put forward some suggestions to be considered in similar researches in the future.

## 8.1 FINDINGS

We expected to find the components of the two models in the opinion editorials written by the participants in the experimental group. As this was an experimental study, it was expected that the participants would have acquired the ability to employ both of the organisational patterns under study through the systematic training that they were given. Additionally, these participants were also expected to acquire a solid competence on argumentative writing techniques after being systematically exposed to samples of the argumentative genre, mainly to opinion editorials in which the components of the models proposed are found.

We found that, to a large extent, our expectations were met. The systematic instruction on the patterns under study generated great progress made by the experimental subjects in both the display of argument parts and use of lexical and syntactic devices in the writing tasks. However, it cannot be concluded that the acquisition of one pattern presupposes the acquisition of the other, as seen in one of the participants. There does not seem to be a correlation between the amount and variety of lexical and syntactic devices

and the AIW structure. As regards the processes involved in the production of argumentative texts and the rhetorical, dialectical and textual characteristics of this text type, we may claim that the structure of argumentative texts and the use of syntactic devices are acquired more readily and employed more efficiently than the lexical devices, revealed by the almost complete absence of the latter.

As regards the results obtained after the instruction, we observed that there were some important differences between the two groups: firstly, lack of knowledge of the dialectical and rhetorical structure of English argumentative writing and lack of ability to use the logical connectors and lexical devices which make explicit argumentative discourse. These become a major problem when it comes to writing persuasively. As a validation of our hypothesis, the results of this study allow us to conclude that the argumentative discourse, due to its complex nature, could be studied and taught by making a dialectical approach, including explicit instruction on how to use lexical (noun, adjective and adverb opposition pairs) and syntactic devices (noun phrases as opposition pairs, comparative constructions, coordinators, subordinators and conjuncts). We also think that an understanding of writing difficulties and needs from the learner's perspective is important because it can help teachers provide meaningful and relevant instruction by adopting teaching strategies to lighten L2 learners' difficulties.

## 8.2 LIMITATIONS OF THE STUDY

We will conclude this study by pointing out some methodological issues and suggest proceedings for similar studies in the future. The pedagogical implications deriving from the conclusions of this study are only tentative and partial, due to the fact that the

study only involved the writing products of twelve participants. Even though the differences that we found between the results obtained from the two groups show that explicit instruction plays a crucial role in the development of argumentative writing, the size of the sample is small, thus constraining any definitive generalizations. We suggest that a larger corpus than the one we used is needed for further studies. Additionally, the procedure of the post-test was carried out in a way that allowed the subjects to choose the topic to write about in order to motivate them to produce argumentative writing in a genuinely argumentative situation because of the strength of the opinions related to the issue in question. However, we may also suggest that, in future studies, the post-test should contain one single topic, according to the participants' interests.

As regards the employment of lexical items that involve an opposition of theses/referents/propositions, we observed that prior preparation of the participants on the use of writing techniques in producing persuasive texts did not have an effect on the results. In other words, the subjects did not seem to be able to relate the existence of two opposing referents to the use of the opposition pairs that one of the patterns under study considered. Explicit instruction on the use of the lexical items was not given because the researcher knew that the subjects were familiar with the topic of the formal writing task. The almost complete lack of lexical device use indicates that in the future such explicit instruction should be undertaken. Several studies (Beaubien, 1998; Chandrasegaran, 2008; Varghese and Abraham, 1998; Zhu, 2001) have demonstrated the effectiveness of explicit instruction on the employment of rhetorical, syntactic and lexical features in good argumentative written texts. Moreover, further research is needed to suggest pedagogical methods that might test the efficacy of explicit instruction aimed at raising students' metacognitive

awareness of their linguistic skills and at harnessing those skills for English argumentative writing in academic contexts.

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# 10 APPENDICES

## 10.1 EDITORIAL 1 (The New York Times)

Wake up your computer
January 12, 2007

**1** With great computing power comes great responsibility. Unsecured computers hurt their owners by exposing them to identity theft and stolen passwords. But they can also be conscripted as foot soldiers in a destructive online army: At best, it inconveniences all users by spewing noisome spam. At worst, it generates large-scale attacks on the **5** Web sites of companies and even governments that can shut down networks at enormous cost.

These botnet programs represent a growing scourge, especially since so many Internet users won't take the fairly simple steps needed to combat them. Users need to update their computers regularly, bite the bullet and upgrade when out-of-date software is no **10** longer supported by its maker, use the firewalls that come with their computers, and install antivirus programs. Most states require car owners to buy liability insurance. Asking users to make a minimal effort to keep their computers from damaging others is not beyond the pale.

Affected computers are commonly referred to as zombies because they go through **15** active motions unaware that they are even doing anything. First a virus or worm program compromises the computer. Then the criminal behind the attack can control it remotely. As John Markoff reported recently in The Times, a consensus estimate among experts is that 11 percent of the more than 650 million computers connected to the Internet are infected.

**20** In the early days of the Internet, there was an optimistic vision of a virtual global village through which everyone around the world would be connected, leading to greater understanding and even peace. In this day of jihadi Web sites, that sounds about as realistic as the world adopting Esperanto as its official language.

There was a crucial difference between early adopters and the bulk of the Internet users **25** of today. At the dawn of networked computing, the hobbyists and professionals online expected to have to learn and do a little work. As the Internet became the mainstream, the dedication of technology companies to creating easy plug-and-play products has made the Internet seem as though it requires less understanding and care among users than it does. Every user has a personal responsibility for our collective **30** security, no matter how much of a hassle updates, firewalls and security patches may be.

## 10.2 EDITORIAL 2 (The Los Angeles Times)

The Becks stop here
January 13, 2007

**1** FORGET ABOUT the Rose Bowl or Dodger Stadium. Soon the most globally renowned athlete in all of Los Angeles will be on display at Carson's cozy soccer pitch, the Home Depot Center. The L.A. Galaxy has signed David Beckham, Britain's aging midfielder and A-list celeb, to a staggering $250-million, five-year contract.

**5** For Beckham to go from Real Madrid, where he's been on the bench a lot lately, to the Galaxy is the equivalent of Kobe Bryant going to Armani Jeans Milano in the Italian professional basketball league. Opting to play in America's mediocre Major League Soccer amounts to self-imposed exile from the front lines of world soccer, though in Beckham's case it's a rather lucrative decision.

**10** But Beckham, with his rock star looks and marriage to a former Spice Girl, has long transcended mere soccerdom; he is the kind of celebrity who can drive non-soccer-fanatic Japanese teenage girls into a crying frenzy. That is why his move to L.A. is brilliant for him and his new employers. "Becks and Posh" get a Hollywood makeover, and struggling Major League Soccer buys itself a measure of international credibility
**15** and a great deal of attention, at least in the short term.

It's fashionable among soccer aficionados to trash Beckham's ability — it's the Anna Kournikova syndrome, in which the prettiest athlete is better known (and therefore more reviled) than the best athlete — but the criticism is often overdone. Becks is not in the prime of his career, and he has suffered infamous meltdowns in World Cup matches. **20** But he still possesses a mesmerizing touch when it comes to passing the ball and taking free shots on goal, especially from the corner. Fans who make their way to Carson will be in for a treat.

With Beckham's signing, MLS throws out its old business model, which was all about modesty, fiscal discipline and the painstaking development of homegrown talent. But **25** that's no fun, at least not when you have the deep pockets of a Philip Anschutz, whose AEG group owns the Galaxy. The MLS, which has not been gaining much traction with the public, might have felt it was time to roll the dice and go crazy.

It will be interesting to see whether the Galaxy recoups its investment, which it plans to do with endorsement and licensing deals and more international matches. But we are
**30** skeptical (reluctantly, because we do love the game) about whether this will pay off in making professional soccer significantly more popular in this country.

Still, whatever it does for the sport, the Galaxy's move is undoubtedly good for Los Angeles and its stature as the world's entertainment capital, as Mayor Antonio Villaraigosa was quick to note. Becks and Posh should be nothing if not entertaining,
**35** both on and off the field.

## 10.3 PARTICIPANTS' OPINION ARTICLES

### 10.3.1 Experimental group pre-test articles

#### 10.3.1.1 E1

Nowadays, there is a brand new device that is there for everyone to use, I mean, Internet. It is well known that the students of 21st century have access to this new tool. Cellphones, computers and connectivity, though, are not being used in a correct way. We have the case of the teenager girl from Iquique, who committed suicide because her classmates bullied her at school and by internet. Although, there are just few cases of bullying, it is in increase, and new technologies are tools to encourage this trend.

On the other hand, there was a case where the teacher is tied up against a chair by his students, event that was recorded by students on a cellphone, and spread through the internet; in order to make fun with it. So, bullying doesn't have to do just with students; moreover, it involves every actor in the school environment.

Therefore, government must solve this problem that is in increase. And, as future teachers, we have to be prepared to deal with it, otherwise, you should quit this career.

10.3.1.2 E2

I think this issue, in the last years, has become popular because of mass media, but I believe this has always existed. I am not saying that we should not pay attention to it, I am saying that mass media should not give so much cover to this, because nowadays, everybody has access to it, so, as bullying is very popular, children don't care about the damage they cause when they do this kind of things, they only care about being on internet or on TV. I have even heard that some people, that have been victims of these kind of attacks, have committed suicide, so it is not a game; they are playing with lives, so there should be regulation on this issue.

For me, this is a horrible new habbit that children and youngsters have acquired, and a dangerous one, because they're playing with people's lives, therefore, we, and specially, mass media, like TV and internet, must take it seriously as a real problem and do not give it a sort of popularity, because they are calling more people to do these things, so I can say that, sometimes, mass media is not so helpful on some issues, they have their bad thing also, and bullying is one of them. But, I also agree that this is a problem that can be controlled with some policies of regulation that mass media can follow. They only have to act as soon as possible for things not to continue happening.

10.3.1.3 E3

Bullying is a very usual issue nowadays, even in certain cases it is seen when students laugh at their classmates and teachers. In so many cases students become sad and, in the last years, they kill themselves in order to "get peace and quiet".

This problem is something that we must work on immediately, not only with students, but we also have to consider their families and the teacher. It's very common to watch bullying cases on the news, but not very common to see someone giving solutions to the affected people.

There are a lot of examples of bullying that we can mention, starting by the less offensive ones that have to do with jokes that are part of a typical conversation, and finish with some teasing having students use weapons against just one person, or in other cases there isn't a need to punish a classmate physically, but they "attack" their minds saying things about their personalities, families, etc. And the most incredible thing is that the teacher does the same thing without realizing he is making a mistake.

What can we do against this? There are too many problems, but few real solutions. On the one hand, we don't have a program for this kind of conflicts, but, on the other, we can face it just having "common sense". We can start working with the kids, teaching them to be friendlier with the rest. Also, we can suggest that they mention this situation to their parents, not to receive punishment, but hoping that their parents talk to them and create an idea of "being more sociable" in certain way.

Also, we have to consider the point that teachers have to be trained to handle these situations. As I said before, some teachers enjoy these moments. Finally, the sport class can be used to develop the idea of respect that people must have for the others, and build the idea of teamwork in the class.

10.3.1.4 E4

I think that bullying is one of the most determining problems right here in our society. So, when we talk about bullying, it consists on violence inside school among students, so, it could happen due to children spend a lot of hours watching TV, I mean, one of the most important factors here is the influence of internet and TV. There is so much violence, and, as we know, children imitate what they see, such as characters, violence on TV programs, etc. However, I think that we have to focus on children, I wonder why is this happening, how lonely children feel. As teachers, we have to pay attention to our students, and ask them if there exists any problem. We must give them enlightening advice and try to help them at any moment.

I think that everything has to do with society, the government has to do their best with this problem called "bullying", because it is dangerous; there are so many young people fighting each other.

On the other hand, we have another important aspect called "video games". When children play these video games, they focus on the character of the game and, sometimes, they think they are one of these heroes, they copy their movements and use them against their classmates.

I think that, as parents and teachers, we have to give unconditional love to our children, showing them that they are not alone in this world and that they have someone who can help them.

10.3.1.5 E5

In my opinion, bullying is something that has always existed, the thing is that now there are more electronic devices that let us have immediate report of it.

First of all, nowadays children at schools, since the very first day are showing off their attitudes through many ways. One of them is making friends, other is being nasty people and making troubles; the "weak" ones are the target of them.

Secondly, and specifically talking about those boys or girls (let's remember that this is a problem in both cases, not only men), I think that they do this because they have very deep problems in their daily life, I mean, they don't do these things just because (well, maybe in some cases, we don't know). Maybe their parents work all day and don't take care of them, or maybe they don't even live with their parents.

I think that this is a very complicated problem. I mean, when the game becomes a kind of abuse on the part of the students. Some people could say that the problem is in the schools or that teachers have to be stricter, the thing is that teachers are always guilty.

In order to deal with the problem, as teachers, I think that universities could offer some specific subjects related to the problems with students, I mean, not only theory, we need to know the thing in a real context to know how to react, in a near future, when cases like this appear in our work.

10.3.1.6 E6

First of all, I think bullying has increased in the educational context in the last years, which is not surprising because bullying, in many European countries, is being treated by specialized people, I mean teachers, head teachers, and people related to the students' environment, in order to have a decrease in those behaviors, thoughts or ways to face difficulties. That is to say, gender, age, social status, physical or psychological features, specially, for those students who have witnessed a great amount of violence which is related to what young people are living nowadays. On the one hand, bullying and the process behind it have a background, and the students who are involved in this type of problems have not lived in good environments or they have just not realized how important it is to work on pacific solutions to the problems.

On the other hand, I think it is an important issue to be taken into account because of the consequences on physical and psychological health that bullying causes on students, and also because bullying is a negative activity which we can find in the classroom. It doesn't help to improve any skill, behavior or positive values to maintain good relationships among "pairs".

On the other hand, I think, bullying is a negative matter which should be treated by the teachers in order to make an improvement in the student's behavior in the classroom.

### 10.3.2 Experimental group post-test articles

#### 10.3.2.1 E1

Life imprisonment v/s Death punishment
Freedom?

As we all know, there are many cases where boys and girls are raped and murdered, but what happens with the rapist and the girls or boys' families?
On the one hand, there are some countries that approve dead punishment, as USA, for example, because they feel death penalty as a real solution to clean society of rapists and murderers. However, murderers' families take death punishment as a relief for them, because they don't suffer.

On the other hand, we have the murdered and raped boys and girls' families. They see death punishment as freedom, because murderers don't pay the real price of their acts. Moreover, raped children's families claim life imprisonment as more painful than death regarding suffering.

Although death punishment is considered as the utmost punishment, it is fair for the victims and their suffering relatives, because, they have lost a member of their family.
What's more, to be in jail until your natural death is more painful.

10.3.2.2 E2

A real change or just the same?
Youngsters and voting in Chile

Nowadays, young people are not interested in politics, which is due to many reasons: they do not believe in politicians, also, they say that most politicians are corrupt, they just want money and more power, so they are not registering at the electoral system. However, they are always complaining about the system and the country, they want changes, but they do not want to participate. Also, there are young people who believe that one vote can make a difference, that people say that if young people join in big groups, they can make a change by making an agreement to vote for a different candidate in order to have more choices at the moment of voting. That way, they put more representatives on stage, with new ideas, not the same old politicians. In the last days, there has been an idea of a sort of underground candidate for the next presidential elections: Leonardo Farkas, who has a considerable number of people who supports him. I think: "Why not?" Some people think of it as an absurd idea, but the man does not have a family in the government, he is clean of all this, and maybe could not be as absurd as some people think. I am not saying that youngsters should vote for him, but they can make a difference. In few years, the electoral system is going to change, everyone is going to be registered automatically, and voting is going to be voluntary. That is a good chance for a change and at least, as some people say, for voting for the least dangerous. So, complaining is not the best way to change things, we have to raise our voice to be heard.

There should be ways to persuade youngsters for registering; the automatic voluntary vote could be the best one, because, if you do not vote, you do not get punished. Maybe the punishment could be another strong reason for not voting.

10.3.2.3 E3

Are abortion and pregnancy rivals?
To kill or not to kill a baby: Is it morally correct?

The arrival of a new member to a family should be considered as a blessing and something that we should celebrate. But, when a girl is pregnant and it isn't desired, what is the morally correct thing to do?

We have many opinions about what to do and what to think. On the one hand, we have the idea to accept what "God" gave her in order to take care of that "new life. On the other hand, we have people who think that abortion is correct, only if she was raped.

About the last idea, it could be considered as "understandable" for a great percentage of people, we have to consider that almost all women don't want to have a baby in this situation. However, young girls or mature women have an opportunity to remake their lives. But, when a woman didn't take care (using pills or condoms), and she gets pregnant, but, she doesn't want the baby, should we apply the same rule as above? That's a problem, because there are people talking about "killing a new life", but in other cases they talk about "something necessary to re-make the mother's life".

These kinds of contradictions are in conflict all the time, because no one has the truth and no one has any idea about what should be considered as moral. Also, we must mention that here, in Chile, the government gives free pills in hospitals in order to use them with abused girls. But we have the church and Christianity, who refuse the idea to give "free entertainment" for women.

In conclusion, we can say that it would be great that authorities created programs in order to teach the ways in which women can take care and to bring a new life that won't be loved.

10.3.2.4 E4

Do people deserve death or pardon for a murder?
Death row v/s pardon, mercy

Before mentioning these two interesting topics, we have to think that every person on earth deserves to live in freedom. But what would happen if any person committed murder, an appalling murder. Should he/she deserve the pardon? That's to say, living like every normal person and just paying their sins in jail or having the most horrible deaths, the "death row".

On the one hand, we have people who think that every nasty person who commits murder deserves to go to jail, and stay there forever. Killers have to stay all their lives locked down and pay for all their faults. However, other people think that a killer has to pay for his crimes considering how gruesome it is. For example, if a person rapes another person, perhaps he/she deserves castration, and consequently, he would pay, like they say, "an eye for an eye". Another example is if a person gets mugged by a robber and the victim results wounded, perhaps the robber deserves an amputation of his fingers. This is very gruesome, but some people think like this.

As a matter of fact, these people think that any person who makes any bad action to the society deserves to go to jail. Depending on how serious this bad action is, the judge will sentence the criminal to the number of years they will have to get locked down.

On the other hand, there are people who think that the best option is "death row". People who rape women or children and people who kill other people deserve "death". For example, if you have a child or someone you truly love and a stranger rapes him/her, it's not enough with jail, perhaps that thug deserves to die the same way or to die for gas chambers, electric chair or lethal injection. I think that people deserve mercy, but just regarding minor crimes. Robbers have to stay in jail for a long time. However, people who rape or kill without any reason deserve "to die".

10.3.2.5 E5

Love or money?
Arranged marriages

If you were in love and your lover didn't have a penny, and at the same time a man who had money and social position were in love with you but you didn't love him, what would you do? Which of them would you choose? As far as you had the chance to choose.

In some countries and cultures parents are the ones who pick the husbands of their daughters. They make a selection and, according to that selection, they choose the best option. Of course, this selection has to do with which candidate has more money. We could say that, in some way, the parents are trying to guarantee their daughters' life, which is quite easy to understand; parents don't want their daughters' to have any need and live a "poor life".

But all this wonderfulness has a price: how could you get married if you haven't seen the groom before the marriage? What if you don't like the candidate that your parents chose? Are you going to live with a man you don't love for the rest of your life? If your parents chose your husband, you better don't even ask for divorce. Of course, in an ideal world, we prefer to be lastly in love with our couple and live happily ever after, but we don't live only of love. So, what do you prefer: love and happiness or money and security?

Let's be less dramatic, this is not about what is good or bad, it's a matter of contexts and cultures. In our country, this practice is not common, but not far this really happens. We have the option in our hands.

10.3.2.6 E6

Conditioning in student's teaching
Is it morally licit?

Over the years, conditioning has been used on academic contexts as a useful tool and an accepted learning method as well, which is used until nowadays to teach students some behaviours that they must have inside the classroom.

First of all, we have all of those behaviours related to habits formation, including study and hygiene habits, and secondly, strategies of learning, classroom rules, good and formal ways to express something.

Also, conditioning is used to keep students in silence and to keep full class attention, which is very useful, effective and licit. But the problem is: if conditioning is used concerning those aspects such as autonomy, freedom, arguing capacity or capability to establish relationships which involve cognitive processes, there may arise the rational thought of an individual, instead of the learners' rules through conditioning.

The main challenge to the teacher's role is knowing about conditioning effects and how and when it should be used on the student's learning process. That is to say, conditioning should be used at the first levels of the students' learning development, because they haven't acquired all their cognitive features, but not when students have reached it.

### 10.3.3 Control group pre-test articles

#### 10.3.3.1 C1

I think there are at least two types of bullying in Chile: the physical and the psychological ones. These are the most important types of bullying and they have always existed here, but nowadays this problem is more noticeable. For example, you can always see small children in schools teasing girls because they are fat, making them not to be motivated to go to school. I don't think teachers are there to help them. They just tell them once or twice to stop teasing the poor girl. I think there are few teachers who look at their students like human beings, because there you can notice the difference. A teacher who takes care of their students looks at them as if they were their own son or daughter, because no parent would like their child to be ill-treated or left alone in a corner of the classroom.

Also, you can see more of this in higher classes. The way they hit each other is amazing, or sometimes in their own families there are little boys with knives, etc. They just look like animals doing all that stuff. We are not just talking about bullying in schools or houses, you can also see it in elder people's jobs, but this is called "mobbing" and it is the same thing. They tease others because they are fat or thin, dumb, or because that person has some face deformation, etc. Finally, I don't think that someday bullying is going to stop, because nobody does anything to stop it and sometimes we do this unconsciously or by mistake, and this is all caused by our society. It is just a circle.

10.3.3.2 C2

Bullying is a major problem here and everywhere. It is an uncomfortable and violent situation, it happens in our classrooms very often. The main problem about bullying in Chile is how much we notice it and how much we do to avoid this situation and behaviour. In every school, some students live under pressure and have physical and psychological problems because of the violence imposed by their classmates. They are afraid all the time and very few of them report this to their teachers or families. Once they do it, not everyone reacts in the same way; some parents go to school and ask for explanations and demand solutions, but most of them don't think about the real gravity of the situation, then talk to their son (or student), and pretend this won't happen again. If this happens, kids feel they are alone against this gigantic problem and they feel a deep sadness, to the point that some of them commit suicide.

As parents or teachers, we need to be on the alert, with our eyes wide open, and looking for any sign which may be telling us that someone is suffering bullying and that he or she needs support and help. Bullying in Chile is a reality and it is an important yet not discussed topic: students need help and bullies need to be stopped and guided. Teachers (as well as parents), need to be on the alert and don't miss signs, because the ones who don't help are part of the problem too.

10.3.3.3 C3

Firstly, I think bullying is not a problem without control. We know that bullying appears on the first year of a boy, mainly inside the school. I mean inside the classroom, break times, outside the school, etc. That can be noticed also in private lives of students; in their houses, with friends, brothers, cousins, etc.

One of the main causes of bullying is bad education in the house, at home. Parents have a huge responsibility in relation to their sons. It's necessary to consider the relationship among the members of a family: father, mother, son, daughter, grandfather, etc. If there is a good relationship between them, it's very likely that he will be a good father. On the other hand, if the kid sees his father giving a bad treatment to his wife everyday, the kid will give the same treatment to others and will act in the same way as his father.

We have to mention another cause or factor. Those kids that never or rarely obtained any degree of preoccupation or support from their parents will never increase their capacity of interpersonal intelligence; I mean, kids who have never had the possibility to express their feelings.

It's necessary to include this kind of conversations or discussions inside the classroom in order to obtain enough information related to this problem. If we, as future teachers, do not spend time to worry about this, we cannot expect parents to have full responsibility for their children's behaviour.

10.3.3.4 C4

The term bullying is almost new in our society, but just the meaning of this term. It does not occur just during the school period; there were, there are, and there will be people, students, teachers, who had, have and will have witnessed a bullying act.

In my opinion, there are some reasons which explain why students or teachers have gone through a bullying experience.

The first one is related to the education that students receive, because if the child usually sees their parents arguing at home and has lived a life of violence, that child will do the same thing at school. He will think that it is a normal way of living. Besides, there are some students that have lost their self-esteem and who have significantly been exposed to receive physical and psychological violence.

Secondly, nowadays teachers are suffering this kind of violence. In some cases, students don't care anything about teachers and hit them. Unfortunately teachers cannot do anything about it, because most of the time they are being ill-treated by students.

So, what would be the solution for this situation? On the one hand, parents have to give them a good education, but, what does it mean? It means that they have to teach them that punishing someone is not the solution to resolve problems.

A piece of advice for students: They should always be surrounded by friends who will look after them in case someone tries to hit them. He or she will have to receive support from their classmates.

10.3.3.5 C5

Bullying in Chile isn’t a new thing. Maybe that kind of behaviour was present in the students’ life since schools opened in those ancient days of the 19th century. Bullying has to do with power as well as with growth. Human beings used to fight for the control of lands in this world, but civilizations have changed the way in which fights occurred.

Nevertheless kids usually develop that abusive way called Bullying which consists of a leader, a negative leader, who finds a weak classmate and pushes him into desperation, normally with the intention to obtain something or, sometimes, with the goal of conquering the right to be a leader. Then a second character makes his entrance in scene, the partner of the leader called “the grey eminence”. “The grey eminence” is the one who backs the violence displayed by the leader and pushes other classmates to back the aggression. When the aggressor is in front of a crowd of people backing him, other students from other courses or levels give their approval just seeing and doing nothing to resolve the situation. The victim is in grave danger now; he doesn’t know what to do and is normally afraid and ashamed.

10.3.3.6 C6

Well, this is a little complicated –not my opinion, I'm talking about the topic itself– because as we know, long time ago this kind of aggression didn't exist here in Chile or it was not well known as it is today, but nowadays it is a topic that is inside of this culture (Chilean culture), because it appears in newspapers, documents, magazines, etc.

In my opinion, bullying is an answer, or a kind of answer, made by students trying to show the reality that they, protagonists of bullying, live in their houses, because sometimes, or maybe the 90% of aggressors (protagonists of bullying) have problems in their homes.

An example of the previous statements is alcohol, which is present in houses (literally speaking), drugs, and other kinds of vices that would be from fathers, mothers, sons, daughters, etc. in their own houses; so, the son of this family tries to imitate the conduct that his parents or someone in his family has.

In my opinion, the problem begins in the house of this aggressor and the government can't stop this problem if it is worried just about the aggressor. The government has to be worried about all families and find a good solution.

As a last opinion, the school plays an important role in this problem, because if the teacher that is the nearest person of the student in the school doesn't do anything, the student would follow the pattern of bullying aggressions.

### 10.3.4 Control group post-test articles

#### 10.3.4.1 C1

Women, work or not to work?

Centuries ago, after finishing their schools, women used to be at home with their mothers helping in some types of housework like, for example, cooking, sweeping, cleaning beds, etc. So, girls did those things from the age they were born until 15-16 years old (finishing their classes). They became adults without being teenagers, I mean that ages ago women used to skip the stage of adolescence. They didn't have fun or go out with friends. In those times it was very difficult to do all those stuff.

However, nowadays you can see women and men working in the same things, having the same or very similar skills and abilities to afford what they want. Now, you can see teenagers taking advantage of their adolescence and studying to be good professionals in the future. But, some men still think about this topic. It is wrong that those women should still be at home doing the housework and giving their husbands everything they want. It seems that we are like their slaves listening to every single word they say.

But, today women don't care about what they think. If men keep on *tonting* us "do this, do that", the first thing that we say is "get out of the house", and those women just tell their husbands or partners to leave or go away, so they can just live and be happy with their own jobs without listening to anyone troubling. The big "but" comes here again: what happens if the couple has children? I think that both parents should be there and see the child grow day by day. That is the most precious thing that one, as a mother or father, would like to see.

So, work or not to work? I think that earning your own money is very good, but at the same time, having some time for your children makes you feel that they can trust you and regarding any problem they have, let them know that you are always there for them. I'm not just talking about women, but men too.

10.3.4.2 C2

School and advices

Being young is difficult. Every culture in the world agrees with this. It's a period of changes, choices, growth and several main aspects about who we are and who we are going to be.

Parents try to help in the best way they can, giving advices and guiding kids through this difficult stage. Schools try to do the same, but with dissimilar results.

School counselors are not well perceived. Most of the students think that they are not a real and helpful guide. They are just there, waiting in the school for students with doubts and questions. I think this happens because kids don't see counselors as a reliable and friendly support to count on and because counselors themselves don't do anything to change that situation.

The classical scene is that counselors appear only talking to students in *PSU* times and when drugs or sex issues are on the news. They need to change that, they don't act in the same way, but most of them make those mistakes. So, they need to show themselves how they really are and why they are there: to help. They need to be in touch with the kids, staying close to them, talking to students, sharing their experience and imparting a few words of wisdom to the young students.

There are a lot of students going to the counselor without doubts, they just need help, support, someone to talk to. And they won't use this alternative if changes do not occur. In school, some people tend to forget that we deal with people. If counselors could remember how it was to be a teenager and what kind of help they needed, maybe the system would be actually working.

10.3.4.3 C3

Left-wing government again... Give me a break!

Our county has passed for many governments since we obtained our independence. Years have passed and governments have changed. Many politicians have tried to use the presidential sash, some have got it, some have not.

In 1973 Chile began a dictatorship government which was carried out by the General Captain Augusto Pinochet Ugarte. He governed our country for 17 years. After that, there was the first left-wing government for many years. So many people thought about democracy; it means the freedom to give new ideas, things that for many years people were not allowed to, express their feelings and thoughts. Yes, that was the government of Patricio Alwayn Azócar. In this government there were not many changes taking into account the idea of Patricio, but people were happy because the dictatorship had come to the end.

After this government came the administration of Eduardo Frei Ruiz-Tagle, administration that was renowned by having a president who traveled a lot. He used to say that he had to travel in order to make good relationships with other countries, improving our economy; but that was all.

When this administration finished, it was the turn of Ricardo Lagos, another president from the left-wing. It was necessary that all of the last three presidents were not of the same party, but all of them had the same ideas. Also, it's necessary to say that in this administration there was a lot of money to invest. Yes, it's true, they built a lot of houses, hospitals, bridges, highways, and other things. But also it is necessary to say that there were many problems related to corruption, wasted money, etc. Well, that is our country.

Finally, "happiness arrived" (again?), and the first woman to become a president was elected in our country, Ms Michelle Bachelet (from the left-wing, of course). But,

apparently, taking into account the results obtained in the last mayor's election, people are starting to mistrust of left-wing governments. Many years of corruption have passed, so it's necessary to change. A change that can only be obtained from the right-wing. Could it be possible to see Sebastián Piñera walking around *Palacio La Moneda* or making a speech talking about the good economy reached in his government? Well, in spite of everything we have to be satisfied with our president, from the left-wing, with left-wing ideas, with "happiness"… (Chile, happiness is coming!)

10.3.4.4 C4

Some people think that marriage is not everlasting and nowadays couples are breaking up and therefore getting divorced faster than 30 years ago. But, what happens now that people after 2 or 3 years of marriage don't want to be with their couples?

There are many ways in which this could be analyzed. On the one hand, the couple who has had a dating relationship of 3 or 4 years and has suddenly gotten married, starts noticing that there are certain problematic things, such as, she is tidy and he is not, or she makes the bed and he doesn't. So these details will bring arguments and finally he or she will be sick and tired of the couple's behavior.

Besides, if you got married just because you felt that if you didn't do it in that moment you would never do it, you would regret the rest of your life. People do it for money or because they want to have a baby. So, what happens with love in those cases? I'm not trying to be romantic because love doesn't mean everything, but it gives the bases for the future coexistence between the couple.

On the other hand, as future professionals we try to postpone it until we have a well-paid job or when we have economic stability. Then we can start to think about getting married, of course we expect that the person who is going to be with us do something, either working or studying any career.

10.3.4.5 C5

Can we live at a space station?

Nowadays the international space station has been outfitted with new facilities, including a new toilet. The goal for all this effort is to make life possible for a long period at the international space station. In fact, the goal is to exceed the 6 months and reach a year at the space station, and even go beyond that and, finally, live there without a tolerance level.

To reach that goal, it is necessary to develop new facilities like a toilet and a purification machine which turns urine back into drinking water.

The purification machine, which also deals with sweat, is essential to save supplies of water and make life possible in space without heavy dependence on Earth's help.

Other facilities include kitchen equipment, sleeping compartments and exercise machines. Also, it is very important to achieve the goal considering that all this equipment will double the space station capacity allowing to be manned by at least six members of the crew from next year as it nears completion in 2010.

Other completely necessary aspect to extend the period in space has to do with the number of trips from the Earth in a year. That issue has to do with economy aspects. At this moment, there are 12 flights scheduled per year, but in the future it will be necessary to develop a new craft capable to be traveling permanently from the Earth to the moon and the space station.

Finally it is necessary to have adequate equipment to fix some broken parts of the station and crafts. In other words, it is necessary to have a garage station with trained employees and adequate tools, because the space station is like a house, and it needs changes like any house needs.

10.3.4.6 C6

Code name: Vienna

As we know, the most popular technology enterprise is, no doubts about it, Microsoft Corporation. Why?

Bill Gates is the protagonist of this story. When he was 17 years old he presented a project to Apple and, at the same time, two persons presented other projects, but Bill Gates won. Bill is a good person, so he decided to make an association with these two other people, but this was a big mistake. Two months later these persons stole the project and Bill didn't do anything.

In that time, Bill had the potential to create new things, for that reason he began to create the first computer and IBM was the company which supported his project.

The first O.S. operating system was Windows 3.1; before this, MS.DOS existed.

This Windows was fantastic for that time but Bill never stopped his mind. For that dedication he created the first Office and with this, the second O.S. which was Windows 3.2. IBM Company became very important in terms of technology.

In 1994 Bill Gates created his own enterprise called Microsoft and in 1995 Bill presented Microsoft Windows'95. His enterprise became very popular and Apple looked up to this Company.

In 1998 appeared Microsoft Windows'98 and a new Office system. In 2000 appeared Microsoft Windows ME or 2000 and then, in 2001 appeared the revolution in computing, Microsoft Windows XP.

Two years ago appeared the update of this O.S. and it is called Windows Vista, but this Windows was not made by Bill Gates. However, it was made by his engineers, and this O.S. was a complete failure. For the previous reason, Bill Gates himself decided to create the new O.S. and at this moment it does not have the real name, just the code name: Vienna. O.S. has a new graphic motor and it is more stable and faster than Windows Vista. About the requirements, it needs fewer things than Windows Vista and it is safer than the previous one.