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Bionote: Anna Costantino is a lecturer in Italian and Italian Programme Co-ordinator at the University of Greenwich in London. She also teaches Italian for Business at Regent's University London. As a practitioner researcher, for some time Anna has been involved with Exploratory Practice (EP), a form of practitioner research well established in foreign language education. She is a member of CAROLE (The Centre for Applied Research and Outreach in Language Education) at the University of Greenwich, and a member of the AILA Research Network *Fully Inclusive Practitioner Research in Applied Linguistics*.

Title: IMPLEMENTING CLASSROOM ENQUIRY AS EVERYDAY PEDAGOGICAL PRACTICE

Abstract

Engagement with research is acknowledged as having a potentially transformative force in the professional development of language teachers. Yet, much of the literature suggests that teachers rarely engage in researching their classroom (Borg 2013, 2010; Marsden & Kasprovicz 2017). Yet, Allwright and Bailey (1991:197) argue that "... it is not enough to know that ideas work; we need also to know why and how they work". The privileged familiarity of teachers with the classroom environment and their close contact with the learners are seen as ultimate providers of opportunities for teachers to contribute to knowledge building about language learning and teaching. This workshop presents the understandings, challenges and insights gained from a two-year collaborative project (Slimani-Rolls and Kiely Forthcoming) with a group of language teachers using the theoretical framework of Exploratory Practice (EP) as a form of professional development. EP is a form of practitioner research designed in the 1990s (Allwright 2003, Allwright and Hanks 2009) to bring together teaching and research in order to empower language teachers and their learners to develop a better understanding of their classroom practice via integrating research in pedagogy. Through its 'ethical' and principled framework, EP guides teachers to work inclusively with learners, as active agents, to identify and investigate 'puzzles'- counter-intuitive phenomena in classrooms - for the mutual understanding of their classroom life. The EP principles - prioritising quality of life, understanding, collegiality, inclusivity, sustainability, and the use of normal classroom activities as investigative tools - are presented as an inherent driving force for maintaining the teachers' search for understanding. EP can be used at all education levels.

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Bionote: Abderrahim Ait Abdeslam is a high school teacher of English. He is currently in the third year of a PhD program in Ibn Tofail University, kenitra, Morocco. His PhD thesis is entitled "*The Image of Muslim Immigrants in French Print Media: Le Monde and Charlie Hebdo as case studies*". Last year, he taught the module of Language and Communication at Multi-disciplinary Faculty of Beni Mellal. He holds a Master degree in Languages, Informatics, and Translation from University Sultan Moulay Sliman. His research interests are media studies, Discourse Analysis, and Language Teaching. He has published "*Mohammedanism or Islam: Deconstructing the image of Islam in the west, France as a case study*" (2017). His forthcoming paper is "*The Vilification of Muslim Diaspora in French Fictional Novels: Soumission (2015) and Petit Frère (2008) as case studies*". He conducted a research paper entitled "Learning Styles and Multiple Intelligences in the Textbook 'Ticket to English 2'", which is unpublished. He has also participated in some national and international conferences.

Title: THE EFFECTS OF ENGLISH SUBTITLED VIDEOS INTO ARABIC ON LEARNING ENGLISH VOCABULARY

Abstract:

With the abundance of the technological tools such as TV and internet, students come across a wide range of subtitled videos which are either interlingual or intralingual. These videos help students in learning some language items. This is the case for my students who declare that they learn some lexical items thanks to these subtitled videos. In this respect, I conducted a study that tried to investigate the effects the English subtitled videos into Arabic can have on learning English vocabulary. In light of this, I worked with my students whose number is 138; these students are in their third year of Junior High school, and they are beginners in English. They sat for two English subtitled videos into Arabic: one is a documentary and the other is a cartoon. Before watching these videos, they were given a pretest for each video. The aim of this pretest, which consists of lexical items from the video, is to check those items students do not know. After crossing out the lexical items that students know, I designed a posttest for each video, which consists of three exercises. The first one includes the lexical items the students do not know in the pretest. In the second exercise, students were asked to put these vocabulary items in their appropriate contexts. In the third exercise, they gave any linguistic item such as a word, a phrase, or an expression that they learned from the subtitled video. The results showed that students were able to know the meaning of many lexical items, to use some of them, and to remember some lexical items and their meanings from the subtitled videos. Although the number of these lexical items can be considered as small, I conclude that interlingual subtitled videos help students in learning some vocabulary items. Some of the latter can be used in their appropriate contexts.

ABEL PÉREZ ABAD, [aperezabad@ntu.edu.sg](mailto:aperezabad@ntu.edu.sg), Nanyang Technological University of Singapore (Singapore)

Bionote: Abel Pérez Abad is a newly appointed Spanish Lecturer at Nanyang Technological University of Singapore after more than ten years of experience working at institutions such as The University of Hong Kong, City University of Hong Kong and the *Lycée Français International de Hong Kong*, both in China's special region, The University of Pretoria and Wits Language School in South Africa, the University of Bath and Loreto College in the United Kingdom and Complutense University and *Colegio Lourdes* in Madrid. His research interests focus on Sociolinguistics, cognitive linguistics, culture and the application of these disciplines in the foreign language class with the assistance of Technology Enhanced Learning (TEL).

Title: SHAPING IDENTITIES AND CULTURES. LATEST TRENDS IN THE USE OF LINGUISTIC LANDSCAPE IN THE FOREIGN LANGUAGE CLASS: A CASE STUDY

Abstract:

Can linguistic landscapes play a role in a foreign language class? How can we integrate linguistic landscape in the class? How can we involve our students in the learning of a foreign language through linguistic landscape? To what extent can we access linguistic landscapes in a global world? What is the role of technology in this process?

Linguistic landscapes shape our views of the world. They are present and represented in many aspects of our daily life. But, what are linguistic landscapes exactly? 'Linguistic landscape' is a term described as follows: "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government building

combines to form the linguistic landscape of a given territory, region or urban agglomeration” (Landry and Bourhis, 1997). Nowadays, languages interact with each other within neighbourhoods, cities and regions sometimes facilitating a blend of cultures and sometimes segregating; they become a visual representation of interpersonal communication. Therefore, years later, this definition shifted into a more elastic dimension: “readers and writers are part of the fluid, urban semiotic space and produce meaning as they move, write, read and travel” (Pennycook, 2009). In this communication I analyze the research carried out on this matter by Dave Malinowski, Cenoz & Gorter, Bever and other scholars and continue to explain how I have put this theory into practice in the Spanish as a Foreign Language class at Nanyang Technological University of Singapore. Finally, I present results about how the implementation of Linguistic Landscape has an impact on my students’ knowledge of Spanish Language and culture.

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Title: ¿ME CONVIENE ASOCIARME PARA SER PROFESIONAL EN LENGUAS EXTRANJERAS? LA ASOCIACIÓN AAPELE, NUEVO HORIZONTE EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS

Abstract:

AAPELE es una sociedad que se origina en las nuevas tendencias en la enseñanza del español como lengua extranjera (ELE) y lengua segunda (L2). La idea surge en principio por la carencia de una asociación andaluza y por las demandas de muchos profesionales de ELE y de alumnos egresados y en formación que veían la necesidad de contar con una asociación que asumiera acciones formativas en diferentes contextos, frente a otras asociaciones en las que las acciones quedan más limitadas a celebraciones de congresos y jornadas y la publicación de trabajos especializados. Por esta razón, AAPELE está fundamentada en la organización de eventos -encuentros de egresados de posgrados, de profesionales en acción, seminarios, talleres, intercambios de actividades, creación de materiales, orientaciones en trabajos de investigación y salidas profesionales, etc- que puedan llevarse a cabo en las diferentes ciudades andaluzas con objeto de consolidar la formación del profesorado de ELE.

ADELE DOUGLIN, [adele.douglin@modlangs.gatech.edu](mailto:adele.douglin@modlangs.gatech.edu), Georgia Institute of Technology, School of Modern Languages (USA)

Bionote: Adèle Douglin is currently a GLACT Post-doctoral Fellow at Georgia Institute of Technology. Her main research interest is Second Language Acquisition of Spanish, more specifically, learner-native speaker interactions and how these interactions lead to language acquisition. Her previous research has analyzed mealtime conversations in the study abroad context by examining the complexity of student output. More recently, she is observing how students in the classroom context benefit from conversations with native speakers using the TalkAbroad© platform. The workshop she will offer at this year’s New Trends in Foreign Language Teaching Conference will give a detailed overview of how she uses TalkAbroad© conversations as an assessment and language acquisition tool with Spanish learners.

Title: TALKABROAD© – BEYOND THE CONVERSATION

Abstract:

This talk will provide language teachers with an outline, activities, rubrics and a detailed example of how I use TalkAbroad©, an online video conferencing platform, in my classes for students learning Spanish. TalkAbroad © gives students the opportunity to talk with native speakers of many languages for 30-minute increments. I have found this tool to be invaluable as it gives students the opportunity to have real unscripted conversations with native speakers, while they overcome their fears of speaking in the target language.

During the talk we will discuss, and review activities students complete before and after each conversation. In the weeks leading up to the conversation students read articles, watch videos and have class discussions about a certain topic. Additionally, they focus on a grammar point like using preterit and imperfect to narrate in the past. Finally, students work on questions to ask during the conversation. The goals of these activities are to reduce student anxiety by having students come to the conversation prepared to ask questions as well as share their opinions about the topic.

After the interaction, students must analyze their conversation. They transcribe some sessions and correct and rewrite answers that were weak during the conversation. Furthermore, in the classroom, students also listen to and analyze sections of their classmates’ conversations. Given that so many countries speak Spanish, a student that spoke to someone from Colombia, can hear the perspective of someone from Honduras when he listens to his classmate’s conversation. Thus, further broadening the cultural knowledge of all the students.

During the talk attendees will complete some of the tasks and activities to better understand how they work together and how they can implement them in their classes. At the end of this workshop, all participants will have a complete lesson plan, including activities and rubrics that they can immediately incorporate in their classroom.

ADRIÁN JOSÉ ACOSTA JIMÉNEZ, [adrianacostajimenez@gmail.com](mailto:adrianacostajimenez@gmail.com), Complutense University of Madrid (Spain)

Bionote: PhD student in Theoretical and Applied Linguistics at the Complutense University of Madrid. Master in Management, Innovation and Leadership of Educational Centers, degree in German Philology and in Ecclesiastical Studies. He has been a German teacher in Secondary and Baccalaureate, in charge of educational innovation and teacher training on Multiple Intelligences, Cooperative Learning and Project-based Learning.

Title: INTELIGENCIAS MÚLTIPLES Y SU APLICACIÓN EN EL AULA DE SECUNDARIA. REFLEXIONES A PROPÓSITO DE UN ESTUDIO EN EL AULA DE ALEMÁN COMO SEGUNDA LENGUA EXTRANJERA

Abstract:

La importancia que otorga la LOMCE al plurilingüismo como principio necesario para la mejora de la calidad educativa nos invita a repensar el objetivo de la enseñanza de lenguas extranjeras en el ámbito escolar y la metodología que se adecúa a esos objetivos sin dejar de lado el contexto en el que nos movemos.

Los conceptos de competencia comunicativa o intercultural tienen que ir indisolublemente ligados a aquellos propios de la enseñanza escolar y que denominamos competencias clave. El desarrollo global del alumno debe ocupar el centro de nuestro trabajo y utilizar nuestras materias para conseguir este fin. Por lo que la metodología debe ser especialmente cuidada y seleccionada para que el alumno se desarrolle plenamente y para que alcance, a la vez, una competencia comunicativa determinada.

El trabajo basado en las teorías de Howard Gardner sobre las Inteligencias Múltiples llevado al aula de Alemán en ESO ofrece

una posibilidad para engranar estos dos objetivos. En esta comunicación, se desarrollará más profundamente en qué consiste esta teoría como base metodológica y su relación con las competencias clave. Se comentará a propósito de un estudio realizado en el aula a dos grupos de alumnos de 1º ESO, uno de ellos trabajó siguiendo la metodología de IM y el otro no, y analizaremos sus características, materiales, resultados, dificultades y propuestas de continuidad y mejora.

Los resultados confirmarán que estamos ante una metodología apropiada para el estudio de lenguas en el ámbito escolar y que puede ser fácilmente llevada al aula por sí sola o de la mano de otras propuestas metodológicas.

AGUSTÍN REYES TORRES, [Agustin.Reyes@uv.es](mailto:Agustin.Reyes@uv.es), University of València (Spain)

Title: 'THE ENGLISH CLASS IS NOT JUST A CLASS TO LEARN ENGLISH:' CONSTRUCTING KNOWLEDGE THROUGH A LITERACY-BASED APPROACH IN FOREIGN LANGUAGE TEACHING

Abstract:

The social turn in the study of learning and teaching any foreign language that has taken place in the last two decades emphasizes the idea that language and thought are interrelated in human development. In fact, language and thought are the basis for the construction of knowledge along with the sociocultural context that surrounds any learner and indefectibly shapes his/her identity and particular experiences (Elliot 2007; Antón 2015; Lacorte 2015). As a result, the implementation of a literacy-based approach emerges as an effective organizing methodology that focuses on engaging students in literacy events. Such events facilitate the interaction with other learners and the opportunity to construct meaning throughout the process of learning a foreign language. According to scholars such as Kucer (2009), Kern (2001), Paeasni (2016) López-Sánchez (2014) and Brisk (2015), literacy can be defined as a dynamic and multidimensional concept whose main aim is to provide 21st century learners with the language skills, social attitudes and levels of knowledge that are necessary to develop their ability to evaluate information, organize ideas, exchange perspectives, construct meaning and think critically in a variety of cultural contexts. This is the pedagogical goal upon which my course Teaching English as a Foreign Language is organized in the Department of Language and Literature Education at the University of Valencia. The objective is twofold: first, to have pre-service teachers of English become meaning makers themselves who experience key aspects of literacy as they actively engaged in building their knowledge on theoretical and practical teaching foundations; and second, that this experience and this knowledge enable these future teachers to develop a sound understanding of literacy so that they can implement a literacy-based approach in their lessons as foreign language teachers in Primary schools.

AIKATERINI SYNTYCHAKI, [syntychaki@yahoo.gr](mailto:syntychaki@yahoo.gr), Hellenic Open University (Greece)

Bionote: Born in Athens in 1990, but moved and grew up in Sitia, Crete. In 2008, she began her studies at the National and Kapodistrian University of Athens, in the Faculty of German Language and Literature. She enrolled on an Erasmus Student Exchange Program, also focusing on German Language and Tutoring at University of Trier, Germany. Furthermore, she participated on an Educational Program for German Language Teachers: "Teachers and Lifelong Learning" of Hellenic Open University (HOU) and since 2016, on HOU, is a Master's student on "Teaching German as a Foreign Language Med". Since 2014 she has been teaching German as a foreign language to children, teenagers and adults both in person and online. During the last three years, she collaborated with Public Colleges in Athens, as a professor, teaching German for employees in the touristic section.

EIRINI PALAIOLOGOU, [eirpalaiologou@gmail.com](mailto:eirpalaiologou@gmail.com), Freelance, Dresden (Germany)

Nacida en Atenas en 1991 fue licenciada en la Facultad de Lengua y Filología Alemana de la Universidad Nacional de Atenas. En 2009 empezó a dar clases particulares de alemán. En 2013 se mudó a Alemania para seguir su formación sobre la didáctica moderna y la fonética y se dedicó a las clases a distancia por Skype y otros medios. Enseña alemán como lengua extranjera a adultos y como segunda lengua a niños, preparándoles también para los exámenes del Instituto Goethe y de telc (Certificados de Idiomas Europeos), en el cual es examinadora oficial. Además, organiza ciclos o talleres temáticos sobre el cine, la literatura y la fonética, cuyo objetivo es desarrollar la creatividad de los alumnos y ampliar sus conocimientos. Se dedica también a la preparación de candidatos para entrevistas de trabajo en alemán, inglés y griego. Le interesa el teatro y la escritura

Title: A SONG-BASED DIFFERENTIATED LESSON

Abstract:

Since mobility, flexibility and creativity are undoubtedly fundamental requirements of the modern working world, the requirements and objectives of a foreign language learner are gradually becoming much higher and more complicated than in the past. The main objective for the foreign language learner is, nowadays, not only to learn a language fluently, but also to immerse themselves in it and be quickly integrated into the foreign culture. One way for them to come closer to the actual use of a foreign language is to introduce music, a medium that has always brought cultures close to each other, intensively to the educational process. The aim of this poster is to present a creative, productive and attractive way of giving a differentiated, song-based lesson. Within the framework of the communication method, modern songs are being introduced in class, so that the lesson becomes more appealing and interesting. In addition, through the songs, the learner develops thereby the relationship between reading and writing, as well as listening carefully the actual spoken language. The learner is given the opportunity to participate actively in the course as they are asked to create the exercise themselves in order to continue the lesson, using their imagination as only tool for this purpose. Liberated from the norm, they participate directly in the course, practicing reading, writing texts, using new vocabulary. This poster presents eventually such a lesson planning and implementation, based on the results and the conclusions drawn within this research.

ANA ALEXANDRA SILVA, [asilva@uevora.pt](mailto:asilva@uevora.pt), University of Évora, CEL (Portugal)

Title: CLILSTORE

Abstract:

The Tools for CLIL Teachers project has created a free online service where language teachers can author and share content-rich, multimedia learning units featuring the creator's own choice of audio, video (e.g. from YouTube), text (e.g. a transcript) and images/graphics. No installation or setup of software is required. The authoring tools feature a unique and innovative element of functionality i.e. the ability to automatically link every word in a text to online dictionaries in over 100 languages. The teacher will have the choice of either sharing the resulting webpage online from the system's repository or of sharing a link to the webpage on websites, via email or institutional VLEs, for example. The beauty of this system is that technical knowledge of FTP/URL and online publishing is not required. The online service also enables authoring of learning units

from mobile devices (e.g. iPads) and is compatible with any operating system (Linux, Windows, MacOS, Unix etc.). The learning materials may also be accessed and used via smart phones, and materials may also potentially be authored from smart phones. We hope that the ability to access the learning materials from smart phones will encourage teachers to create materials. The user friendliness of the system also benefits teachers of mainstream languages and results in bespoke VOLL (Vocationally-Oriented Language Learning) and CLIL materials in the LWUTL (Less Widely Used and Taught Languages). The inclusion of Arabic also serves a large and growing target group teaching and learning that language. We are convinced that the online system, both the content authoring tools and the repository of materials, will be of huge benefit to educational institutions and learners alike, not least because the service is free of charge and open source (i.e. to enable future development). Crucially, the authoring tools and resulting content can be used from inexpensive mobile devices and older computers as they do not require high data processing capacity or bandwidth. This is a key factor in facilitating the adoption of technology, as there is no assumption that end users will need to acquire new hardware or upgrade their existing hardware in order to avail of the service. Such unseen costs frequently prevent the uptake of new technology and are a source of frustration for potential end users who recognise the benefits of new technology.

#### Workshop Topics:

- Short presentation of the project ideas and objectives:
- Our understanding of CLIL
- Walkthrough of a sample unit made with Clilstore. The student perspective
- Walkthrough of Clilstore facilities. The author perspective
- How to get video, audio, and graphics for a unit
- Each participant creates a unit in Clilstore
- How to address a Clilstore unit (The address to give students)

#### Good links:

Software and "website"

Clilstore: [www.multidict.net/clilstore](http://www.multidict.net/clilstore)

Hot Potatoes: <http://hotpot.uvic.ca/> If you store exercises in the Dropbox "Public folder" you can rightclick a file and get its public address, this can be used as a link from a Clilstore unit

Sound, video, and graphics

TED, please note the buttons while running videos: "Show transcript" and "Embed"

<http://www.ted.com>

Youtube videos: [www.youtube.com](http://www.youtube.com)

Vimeo videos: [www.vimeo.com](http://www.vimeo.com)

Soundfiles that can be used in Clilstore with "Embed". You can upload files or speak them through a phone: [www.iPadio.com](http://www.iPadio.com)

Sound, video and animated graphics: <http://www.screencast.com/>

Videos in English with transcript and embed code: <http://www.languages.dk/digital/indexEN.html>

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MARÍA TORNEL ABELLÁN, [mtornel@ucam.edu](mailto:mtornel@ucam.edu), Catholic University of Murcia (Spain)

Title: ENSEÑANDO INGLÉS EN EDUCACIÓN INFANTIL: ¿CÓMO HACERLO?

#### Abstract:

El Consejo de Europa ha impulsado la introducción de lenguas en etapas muy tempranas con la intención de conformar una Europa plurilingüe, apoyándose en investigaciones que centran la atención en esta introducción temprana (Fleta, 2014; Dolean, 2015; Enever, 2015; Mourao y Lourenço, 2015). En España la enseñanza del inglés como lengua extranjera (LE) se inicia, habitualmente, en el segundo ciclo de Infantil (3-6 años), aunque hay una falta de consenso sobre cómo esta introducción temprana debe realizarse. Hemos realizado una investigación Delphi en la que 99 expertos (académicos, maestros, asesores de profesorado, diseñadores de material y padres) han expresado su opinión en relación a cuatro dimensiones: 1) Situación actual, 2) Buenas prácticas, 3) Pautas metodológicas y 4) Formación y requisitos lingüísticos del profesorado. En un primer momento, se administró un cuestionario de preguntas abiertas, que proporcionaron la información para diseñar un segundo cuestionario de escala Likert, a través del cual los participantes pudieron expresar su grado de acuerdo. Los resultados sugieren que existen muchas diferencias entre las distintas regiones españolas respecto a la implementación de la enseñanza de la LE en Infantil. Además, los expertos abogan por una enseñanza de la LE similar al aprendizaje de la L1 creando un contexto de aprendizaje lo más natural posible, mediante el empleo de *realia*, y métodos como Total Physical Response. También es fundamental contemplar la formación del profesorado.

Dolean, D. (2015). How early can we efficiently start teaching a foreign language? *European Early Childhood Education Research Journal*, 23(5), 706-719.

Enever, J. (2015). The Advantages and Disadvantages of English as a Foreign Language with Young Learners. In J. Bland (Ed.), *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Old*, (pp. 13-30). London: Bloomsbury Academic.

Fleta, T. (2014). Enhancing oracy in the pre-primary English classroom. *Encuentro*, (23), 38-46.

Mourao, S. y Lourenço, M. (2015). *Early years second language acquisition*. Oxon: Routledge.

ANA CECILIA LARA, [cecilia.lara@uncp.edu](mailto:cecilia.lara@uncp.edu), University of North Carolina at Pembroke (USA)

Title: EL ARTE DE INCORPORAR LAS REDES SOCIALES Y OTRAS APLICACIONES AL APRENDIZAJE DE LA L2

#### Abstract:

Esta presentación resalta la importancia de aprovechar y utilizar algunas herramientas tecnológicas para crear una mejor experiencia de aprendizaje dentro del aula. Los estudiantes de hoy día tienen diferentes maneras de enfrentar el mundo. Ellos tienen la tecnología a cada minuto en la punta de sus dedos. Nosotros tenemos que tomar ventaja dentro del salón de clase de este conocimiento que ellos ya poseen y utilizarlo para estimular el aprendizaje de la lengua extranjera, en este caso específico, el español. Diferentes estudios han demostrado el papel de la motivación dentro del aprendizaje, tal como las rigurosas investigaciones sobre la motivación en el aprendizaje de lenguas que se iniciaron con Lambert y Gardner (Ellis, 32).

El hecho de crear espacios “controlados” dentro de las redes sociales es una destreza que el educador tendrá que incorporar para mantener a las nuevas generaciones incentivadas dentro del proceso del aprendizaje, ya que de esta manera no solo estará abriendo un espacio que permita que los estudiantes usen la L2 de una forma lúdica, sino que también motivará la “Comunicación Interpersonal, Interpretativa y Presentacional”. De esta forma, además de hacer el aprendizaje divertido, los estudiantes se entusiasmarán al poder hacer uso de sus habilidades e incorporar al mismo tiempo, el nuevo material que se les ha presentado. De este modo, los estudiantes pasarán del análisis a la evaluación y luego, a la creación de su producto final. El uso de la tecnología actual en el aula, es una herramienta fantástica y un complemento excelente para la enseñanza de una lengua extranjera que ayuda a motivar al estudiante dentro del proceso del aprendizaje.

ANA GONÇALVES MATOS, [anagoma2@gmail.com](mailto:anagoma2@gmail.com), NOVA University Lisbon, CETAPS (Portugal)

Title: A PLACE FOR INTERCULTURALITY, INNOVATION AND CREATIVITY? AN APPRAISAL OF RECENT COUNCIL OF EUROPE'S REFERENCE DOCUMENTS

Abstract:

The Council of Europe recognizes the importance of intercultural competence (Council of Europe, 2017) and of intercultural citizenship education (Council of Europe, 2016) in key reference documents meant to guide the learning process of foreign languages across Europe and, increasingly, in other countries. This presentation will critically examine the place that concepts such as “cultural awareness”, “identity”, “intercultural communicative competence”, and “intercultural citizenship education”, occupy in such recent key documents. Furthermore, such concepts will be discussed in light of the need to address education in times of important societal change requiring the development of critical pedagogies and allowing for innovation and creativity in foreign language classrooms.

If innovation and creativity are considered to play any significant role in foreign education, how are they to be related with the process of aesthetic and creative sensibility, including the appreciation of one's own creative work and that of others? And what place is saved for literary texts, an often overlooked but most effective and appropriate way to promote interculturality, foster creativity and develop critical skills?

The above-mentioned documents will be scrutinised and interrogated in view of these central questions, aiming to provide a reflection on the pressing need to educate students as future citizens who are intercultural, creative and critical thinkers.

References:

Council of Europe (2017). *Common European Framework of Reference for Languages – Learning, Teaching, Assessment. Companion volume with new descriptors*. Strasbourg: Council of Europe.

Council of Europe (2016). *Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies*. Strasbourg: Council of Europe.

ANA MÁRCIA PIRES, [Ana.Pires@igec.mec.pt](mailto:Ana.Pires@igec.mec.pt), Portuguese Inspectorate of Education & Science (Portugal)

Bionote: Ana Márcia Pires has a Degree in Portuguese and English Languages, a Master in Theory of Literature, both from the University of Minho which has awarded her 5 prizes. She is co-author of Porto Editora text books for Professional Courses (English subject) and author of several papers in conference proceedings. She worked as an English teacher in public schools for 10 years and has been an inspector at the Inspectorate of Education and Science (IGEC) for the last 9 years. At the time being she coordinates Activity VI.I - SICI (The Standing International Conference of Inspectorates) and co-coordinates two monitoring activities I.5 - Curriculum Management: Teaching English from grades 3 to 6 and I.6 - Oral Development and Written Production.

JOÃO JARDIM FERNANDES, [jardim.fernandes@igec.mec.pt](mailto:jardim.fernandes@igec.mec.pt), Portuguese Inspectorate of Education & Science (Portugal)

Bionote: João Jardim Fernandes has a Degree in Languages and Modern Literature, studies in the German and English Language from Universidade Autónoma de Lisboa, a Master's Degree in Educational and Multimedia Communication from the Universidade Aberta Lisboa. His final thesis was on the use of ICT tools in the English language classrooms.

He has worked for the last 24 years as a German and, mainly, English teacher in public schools in Portugal and in an array of general, professional and vocational courses. Since September 2016, he is in technical and pedagogic functions at the Inspectorate of Education and Science (IGEC) in Lisbon and co-coordinates two monitoring activities I.5 - Curriculum Management: Teaching English from grades 3 to 6 and I.6 - Oral Development and Written Production.

Title: IGEC'S MONITORING ACTIVITY MANAGING THE CURRICULUM: TEACHING ENGLISH FROM GRADES 3 TO 6 - SHARING GOOD PRACTICES

Abstract:

The Portuguese educational policies have been aiming at the improvement of the students' linguistic skills since English as a foreign language has had poor outcomes in the past few years. The Decree-Law no. 176/2014, of the 12th of December, established English as a mandatory subject for grades 3 and 4. Simultaneously, special attention was given to the Common European Framework of Reference for Languages; the National Curriculum for English as a foreign language from grades 3 to 12 was built up; and a new teacher recruitment group was created for teaching English to young learners.

In 2017, the Portuguese Inspectorate of Education and Science (IGEC) implemented a new activity within the monitoring program - *Managing the Curriculum: Teaching English in the 1<sup>st</sup> and 2<sup>nd</sup> Cycles*. The objectives are to get to know and monitor the teaching learning process from grades 3 to 6 and to contribute to the construction of a strategic action orientated towards the quality of the subject's outcomes.

This paper is aimed at sharing the conclusions provided by the analysis of the reports produced in the scope of the visits to the schools from north to south of the country, identifying patterns and trends and specifically addressing the strengths, weaknesses and threats as well as good practices that emerged. It is also our goal to lead schools and teachers into critical analysis of their performance, self-review, changes and further actions needed, teachers' collaborative practices, organization of learning resources, the classroom learning environment and thereby the impact of the actions on learner's outcomes and experiences according to their age and abilities.

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Bionote: Dr. Anca Daniela Frumuselu is currently a postdoctoral researcher at Rovira i Virgili University, Tarragona (Spain). Her research interests include the study of English foreign language skills through the use of new technologies in EFL classroom, e-learning, m-learning and audiovisual translation in second/foreign language learning. She has attended several

international conferences, workshops and teaching training courses in the last years and she has published articles on the implication of captioned and subtitled audiovisual materials upon colloquial language learning in EFL settings.

Title: TEACHING ENGLISH READING SKILLS WITH GAMIFICATION AND MOBILE DEVICES

Abstract:

The use of mobile devices such as, laptops, personal digital assistants (PDAs), mobile phones, smartphones, e-books readers and tablet personal computers (Pcs) have become an effective learning tool inside and outside the classroom. The lack of extensive reviews on foreign language reading comprehension in the mobile-assisted language learning (MALL) literature gave rise to this paper. Thus, the aim of this proposal is on the one hand, to briefly review a selection of implementation studies between 2012 and 2017 which focus on L2 reading comprehension through the use of mobile devices, and on the other hand, to make a proposal of a game-based learning application, entitled Strategies App (short for StratApp) to boost the English academic reading skills of university students. First, the paper will introduce an overview of the main implications of mobile learning in educational settings and the impact of technology and mobile devices on developing learners' L2/FL reading skills. Then, it will present initial advances of the game-based application that is currently being developed as part of the European project, Erasmus+ KA2 Partnership Strategies, in order to enhance foreign language reading comprehension. The project has been awarded to Rovira i Virgili University (Tarragona, Spain) in collaboration with five other institutions from France, Poland and Barcelona. The aim of the project is to improve the English academic reading skills of university students (to go from and A2 to a B2 CEFR level) through the use of StratApp, which will be accessed through mobile technology or web. The app will combine the obvious educational purpose (improvement of academic skills) with game-design elements and game principles. Initial advances of the project concerning L2/EFL reading strategies and skills developed and the materials and activities created for the app will be presented at the conference.

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Title: INTER-COMPREDER TEXTOS 'COMPARADOS': INTEGRACIÓN DE REFLEXIONES INTERCULTURALES EN PROCESOS DE APRENDIZAJE PLURILINGÜE CON MÉTODO EUROM

Abstract:

Nuestro aporte quiere sintetizar los resultados de una investigación sobre la pertinencia y la 'sostenibilidad' didáctica de integraciones sistemáticas de actividades con objetivos interculturales en un curso experimental de intercomprensión escrita de lenguas latinas para aprendientes hispanófonos (Bertelli, 2016).

Con base en estudios sobre el valor de la comprensión para el desarrollo de competencia intercultural (De Mauro, Gensini, Piemontese, 1988) y el papel de la metacognición y de la afectividad en estos procesos (Anderson, Krahtwohl, 2001; Scavi, 2003), hemos individuado en la intercomprensión escrita (Caddéo, Jamet, 2013; Bonvino, Jamet, 2016) un medio exitoso para desarrollar reflexiones interculturales basadas en la comparación interlingüística de 'intenciones comunicativas' culturalmente connotadas.

La integración de los su dichos objetivos ha sido posible gracias al utilizo, en paralelo, del manual EuRom5 (Bonvino et al, 2011) y de la página web de información plurilingüe [www.euronews.com](http://www.euronews.com). La simultaneidad de la exposición a las lenguas que caracteriza la intercomprensión y la posibilidad de trabajar distintas versiones de la misma información nos han permitido evidenciar el 'sentido intercultural' de la comunicación y reflexionar con respecto a su valor como proceso interpretativo y de mediación de significados.

Después de un rápido excursus teórico, procederemos a sintetizar los resultados obtenidos observando las sesiones formativas y analizando los datos de los cuestionarios propuestos para la reflexión autónoma.

Los datos ilustran la gestión cognitiva, meta cognitiva y emocional del trabajo de integración propuesto. Se refieren, en detalle, a la brecha de dificultad, percibida, entre las sesiones de trabajo con el manual (sin integraciones interculturales) y los encuentros experimentales de trabajo con textos online Euronews. A través de gráficos comparativos presentaremos la percepción de la dificultad de comprensión lingüística, las estrategias activadas, los soportes utilizados, las competencias desarrolladas, la percepción del 'reto cognitivo' y del nivel de satisfacción.

Concluyendo, confirmaremos la validez de las integraciones propuestas y el valor de la intercomprension para objetivos de análisis intercultural de jerarquizada, que valoriza la pluralidad del contacto intercultural y la estructura compleja de la comunicación, en línea con las directivas del Consejo de Europa sobre del plurilingüismo.

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Title: LITERATURA EN LENGUA EXTRANJERA Y COMPETENCIAS: UNA PROPUESTA PARA LA DIDÁCTICA UNIVERSITARIA

Abstract:

En los últimos años, la investigación en el campo de la educación ha cuestionado repetidamente los objetivos y métodos de la enseñanza literaria a la luz de los cambios introducidos por el Marco Común Europeo de Referencia para las Lenguas

(MCER). El debate se ha centrado, en particular, en la posibilidad y la oportunidad de adoptar, también para esta disciplina, la perspectiva del aprendizaje orientado a la acción, cuya definición parece a primera vista incompatible con el ideal de la formación humanista al que tradicionalmente el estudio de la literatura contribuye.

Estamos convencidas de que las dos perspectivas mencionadas coinciden en muchos aspectos y que el texto literario puede ocupar una plaza importante en la formación del individuo y ciudadano. De hecho, creemos que es posible configurar la didáctica literaria para satisfacer el principio de las competencias del MCER, es decir para transmitir no solo unos conocimientos disciplinares sino también unas habilidades específicas y competencias transversales que pueden reutilizarse fuera del contexto de la formación, en la vida cotidiana personal y profesional de cada uno. En este sentido, creemos que las tecnologías digitales son una herramienta privilegiada para sumergir a los estudiantes en contextos reales y para que puedan llevar a cabo tareas auténticas.

Nuestra aportación se centrará en la presentación de dos experiencias de lectura que tuvieron lugar en Italia en el entorno universitario dentro de un curso de literatura francesa contemporánea, y que llevaron a la transposición en el mundo virtual de una estructura pedagógica cada vez más conocida y aprovechada: la combinación entre el diario del lector y el círculo de lectura. Tras la descripción de las plataformas utilizadas (un CSM y un LMS) y el análisis de los datos obtenidos, formularemos una propuesta para la enseñanza de la lectura literaria en la universidad.

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Title: HOW CLIL ARE YOU? TRAINING PRE-SERVICE EFL TEACHERS IN NORWAY IN TEACHING LANGUAGE THROUGH ACADEMIC CONTENT

Abstract:

Content and language integrated learning (CLIL), an approach to language teaching in which students are taught academic content and language in the same class, has been implemented in a growing number of European contexts in the last few decades. The approach has been argued to increase student motivation, promote cognitive engagement, and enable acquisition of both basic interpersonal communication skills and cognitive academic learning proficiency (Lightbown, 2014). In Norway, implementation of CLIL in EFL classrooms has been limited to date. At the same time, research suggest that as many as 1/3 of Norwegian university students have serious problems reading academic texts in English (Hellekjær, 2009). Nevertheless, studies on Norwegian EFL teacher preparedness to teach CLIL are scarce. This paper reports a study which examined how an EFL teacher training curriculum at a large university in Norway addresses CLIL and investigated EFL teacher trainees' perspectives on CLIL as a teaching approach. The paper provides a description of the CLIL course curriculum and examines to what degree teacher trainees' views on CLIL have changed as a result of participation in the course. 40 teacher trainees took a CLIL self-assessment survey *How CLIL are you?* (Dale & Tanner, 2012) both at the beginning and at the end of the semester. In addition, 20 participants answered open-ended questions about their attitudes to CLIL. The findings suggest that teacher trainees self-report an increased willingness to use CLIL-like teaching practices and that their attitudes towards CLIL become more positive over time.

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Bionio: Established in the University of Granada in 1996, as a part-time professor and becoming a senior one in 2000 at the college of Teacher Training "La Inmaculada" (a private institution associated to the public University of Granada. He has spent over two decades finding and supplying the highest quality education and training to future teachers of Foreign Languages, teaching institutions, primary and secondary schools, and individual students worldwide.

An international doctorate in Education Sciences, and a worldwide trip made him to give up his permanent position and face new challenges. He moved to Iceland and has been collaborating at Iceland University for two years. He is currently hired by the Department of Foreign Languages Teaching and Learning at the University of Granada.

Fields of research and interests: Main courses taught: Teaching English as a Foreign Language (EFL); Phonetics; Children's Literature; Creative writing; Second Language Acquisition and Second Culture Acquisition; Applied Linguistics in teaching Foreign Languages; Spanish as a Foreign language.

His current fields of research are: Reading and Literature in a Foreign Language; Education and Democratic Competences; Multicultural Studies and Inclusive Education. He is affiliated to the Research Project: *EDUCATING DEMOCRACY: Discovering European Communities through Literature* at the Faculty for Education Studies in Reykjavik (Iceland)

Title: READING AND LITERATURE IN THE FOREIGN LANGUAGE CLASSROOM: CURRENT SITUATION AND NEW HORIZONS IN THE REGIONAL POLICIES IN ANDALUCÍA (SPAIN)

Abstract:

This paper is an empirical quantitative study of an exploratory investigation of the state of reading in English as a foreign language in primary classrooms in Ansalusian Region (Spain). The sample population amounted to n = 42 primary schools of the N = 72 existing in the city of Granada city. Age of students from 1<sup>st</sup> grade of primary (6 years old) to 6<sup>th</sup> grade (12 years old)

The research study used a review of sources grouped by Foreign Language – English – and Literature Didactics that include areas such as: children's literature in English, the act of reading as a process of enjoyment, the reading skill within Modern Foreign language Curricula –national and regional ones – and Poetic Linguistics applied to the teaching of English as a foreign language.

The research design is eminently empirical and quantitative and used as main proceedings the survey. Quantitative and qualitative data–collecting tools and discrete and continuous variables of exploratory descriptive statistics were developed to provide reliable firmus et validus results. The quantitative findings provided the opportunity to seek correlation and comparison statistics in order to see how similar the reading task in English and Spanish were, and where differences between then lay. The sample population responded to a series of questionnaires of three types: closed, and semi–open or open–ended

questions. A group of volunteer teachers in English were interviewed who had previously completed the closed-ended questionnaires. Findings were analyzed with SPSS 11.5.

Results obtained from both quantitative and qualitative variables mirror an atomizing diversity in teachers' syllabus in their selection of complementary literary readings. Conclusions suggest that there is not a general corpus of literary texts and hardly reading plans designs. The literary reading in English classrooms depends heavily on each teacher's experience and personal will. The Foreign Language reading curriculum is under revision in national and regional policies in Andalucía and Spain. New policies are supporting a more poetic-ier pedagogy aimed at providing learners with experiences of reading in English, more creative, literary and poetic, so to seek a more natural and fully communicative competence in English as a Foreign Language.

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Bionote: António Lopes is Associate Professor of English Studies at the School of Education and Communication, University of Algarve, where he teaches English language, literature and culture, cultural studies and ELT. He is currently the deputy director of the School, as well as director of the master's degree in the Teaching of Portuguese and English in Basic Education. He holds a PhD in English Culture, an MA in English Literature, a post-Graduation in Anglo-American Studies and a BA in English and German Languages and Literatures. He is a member of the CETAPS since 2008, and has been working in several research strands, including the TEALS group (Teaching of English and Applied Language Studies). He has also participated in a number of European-funded projects in the areas of ELT and ICT. His publications include *Is There an End of Ideologies? Exploring Constructs of Ideology and Discourse in Marxist and Post-Marxist Theories* (Cambridge Scholars, 2015), and, as co-editor with Raúl Ruiz Cecilia, *New Trends in Language Teaching: Methods, Evaluation and Innovation* (Cambridge Scholars, 2018) and *Current Issues in Language Teaching: Innovating Approaches* (Editorial Académica Española, 2017).

Title: LINKING CLIL AND TBLT IN AN EFFECTIVE WAY: A METHODOLOGICAL PROPOSAL

Abstract:

Content and Language-Integrated Learning (CLIL) and Task-based Language Teaching (TBLT) are approaches that have increasingly captured the attention of both teachers and researchers, and many of the latter have already discussed the ways in which they can be brought together (Ahmadian and García-Mayo, 2017; García-Mayo, 2015; Scott and Beadle, 2014). One of challenges encountered in the implementation of CLIL has been the discrepancy between the level required to carry out the work for content learning and the students' actual level (Tardieu and Dolitsky, 2012). One of the solutions may lie in resorting to TBLT, where language is regarded as action and the learner seen as a social actor engaged in real-life-like activities. However, in CLIL, the task being proposed to the students as to be appropriate to their level and their ability to internalise conceptual knowledge (Meyer, Halbach and Coyle, 2015). In order to bridge some of the methodological gaps between CLIL and TBLT, a framework for designing content-oriented tasks, based on the one advanced for the project PETALL, has been developed to help teachers plan their CLIL activities. After a brief theoretical introduction to the principles of Task-based Learning and its integration with CLIL, a template designed to systematise the task will be provided and discussed, and examples will be provided.

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Bionote:

- Doctor por la Universidad de Granada. Tesis doctoral: *El tratamiento de la interculturalidad en el aula con estudiantes de español sinohablantes*
- Licenciado en Traducción e Interpretación en Francés e Italiano por la Universidad de Granada (1995).
- Diplomado en E.G.B. en Lengua Española y Francés por la Universidad del País Vasco (1987).

Experiencia profesional:

- Tiene 28 años de experiencia en la enseñanza de español como lengua extranjera. Es profesor titular del CLM de la Universidad de Granada desde.

Cursos de formador de profesorado:

- Participa en los cursos de formación del profesorado de ELE que se organizan mediante un acuerdo con la Subdirección General de Cooperación Internacional del Ministerio de Educación.
- Imparte docencia desde el inicio en diferentes másteres ELE en la Universidad de Granada y en la Universidad de Jaén.

Title: UN NUEVO MODO DE PROCEDER EN EL AULA PARA LA ENSEÑANZA DE LA INTERCULTURALIDAD: EL ANÁLISIS CONTRASTIVO CULTURAL

Abstract:

En la enseñanza de lenguas extranjeras existe una considerable bibliografía que trata el análisis contrastivo y sus métodos:



forma de proceder en el aula que se desarrolló entre los años 50 y 70 del siglo pasado basada en la creencia de que los errores cometidos por los estudiantes durante el aprendizaje de una segunda lengua proceden de la interferencia causada por la lengua materna. Por consiguiente y siempre siguiendo sus preceptos, si somos capaces de detectar los errores inherentes a estas interferencias, estaremos en grado de corregir la mayor parte de ellos. Los precursores de esta corriente fueron: Ch. C. Fries (1945), U. Weinreich (1953) y R. Lado (1957).

Esta forma de trabajar en el aula, materializada en métodos de corte audiolingüístico, o audiovisual, gozó en España de un gran éxito en la enseñanza de ELE durante los años setenta. Su declive se inició cuando se comprobó que no se obtenían los resultados esperados. El gran problema fue otorgarle demasiada importancia a las estructuras lingüísticas dejando de lado la materialización de las mismas en la vida real.

Tomando como base los estadios intermedios de la forma de proceder de esta corriente de la lingüística aplicada que son: la selección de elementos de comparación y la comparación de los mismos, la trasladamos a la enseñanza de la cultura y de la intercultural y obtenemos como resultado el “análisis contrastivo cultural”: Técnica consistente en proporcionar al alumno elementos de su propia cultura para acercarlo culturalmente al objeto de estudio.

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Actualmente profesora de Psicolingüística del Grado en Español de la Universidad de Burgos. Anteriormente profesora de lengua castellana (Universidad Autónoma de Barcelona, L'Académie de la Martinique (Nord Caraïbe), Universidad de Cocody (Costa de Marfil) y Universidad Aristóteles de Tesalónica (Grecia)) y de español como lengua heredada en la Fundación IES abroad Barcelona-Granada. Publicaciones en el campo de las historias de vida en educación, análisis de creencias y procesos adquisitivos en el seno del colectivo inmigrado.

Title: IMAGINARIO AFRICANO Y ÁRABE EN LA CLASE DE SEGUNDAS LENGUAS: EL CASO DEL ÁRABE Y EL WOLOF

Abstract:

En la enseñanza de segundas lenguas se ha priorizado el inglés como lengua “universal” presuponiendo su conocimiento por parte de los alumnos y recurriendo el docente a su uso para resolver ambigüedades o para hacer más transparentes determinadas estructuras de la lengua meta.

Partiendo de esta realidad, abogamos por un acercamiento a otro tipo de lenguas vehiculares, mayoritarias como el árabe pero también minorizadas como el wolof, en el aula de ELE en general y en el de segundas lenguas para el colectivo inmigrado en particular. Asumida la inviabilidad de conocer todo el bagaje idiomático del alumnado, no nos parece un despropósito propiciar el interés por aproximarnos a los imaginarios a los que remiten dichas lenguas y que portan los aprendientes bajo forma de creencias, representaciones y valores.

Entendemos el acercamiento desde una doble vía. Por una parte y, desde un punto de vista lingüístico, evidenciar la potencialidad de estructuras tanto comunes (funcionamiento del verbo gustar en árabe o la existencia de ser vs estar en wolof), como disparejas (un imperativo que diferencia entre destinatario masculino/femenino en árabe o la declinación de los pronombres en wolof). Por otra parte y, en el terreno ya del imaginario, adentrarnos en el sistema de creencias (duración del ritual del saludo en Mauritania), representaciones (el particular referente que una “salsa” puede tener para un estudiante gambiano), o valores como la “teranga” de los estudiantes senegaleses.

Si partimos de un interés mínimo por parte del docente hacia las personas que lo miran actuar en y desde el aula, no podemos obviar cuestiones que, de ser ignoradas, podrían frustrar un proceso de enseñanza-aprendizaje. Una toma de conciencia, en definitiva, de la dimensión comunicativa, simbólica y por ende, identitaria, del plurilingüismo con el que llegan a clase para que dejemos de describir al alumnado inmigrado en términos de carencia y no reproduzcamos en el aula los errores que se dan fuera de ella.

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Title: “INTERCOMPENDERSI”- A TEACHER TRAINING PRACTICE

Abstract:

In this contribution I will share a good practice of a teacher-training experience delivered by the Dipartimento Formazione e Istruzione Italiana of the ‘Provincia di Bolzano’ and addressed to teachers of every subject and every school’s level with the aim of giving them suggestions how to combine both purpose of plurilingual and intercultural education such as: recognising similarities and dissimilarities between languages/cultures, developing openness, reflective and critical attitude, appreciating not only so called ‘prestige languages and cultures’ but also less used languages of the same family as bridge in comprehension processes.

Considered that mastery of language is essential for developing knowledge in every subject, the purpose of this training was to offer intercomprehension’s theory and practical suggestions to become aware of how interlinguistic strategies, naturally present in every student, can contribute to help comprehension tout court.

The paper synthesises the theoretical background of the proposal, based on the strict interdependence between European Guidelines for Development of Plurilingual and Intercultural Education and The Language Dimension in all Subjects and a brief description of the teacher training with the feedback of the participants and a short video of a little experimentation conducted with students.

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Title: APLICACIÓN DE TÉCNICAS DE CORRECCIÓN E INTERVENCIÓN LOGOPÉDICA PARA LA ENSEÑANZA DE LA ARTICULACIÓN DEL FONEMA VIBRANTE MÚLTIPLE /R/ A ESTUDIANTES ANGLÓFONOS DE ELE

Abstract:

Dentro de la enseñanza del español como lengua extranjera no se han contemplado los puntos en común que pueden existir

entre la adquisición de una L2 -en concreto, los procesos lingüísticos presentes en la llamada interlengua- y la rehabilitación en un trastorno del lenguaje, en otras palabras, la reeducación de la L1. De hecho, las estrategias de corrección de dislalias funcionales, es decir, aquellas cuya etiología no se corresponde con ningún trastorno físico conocido, no distan mucho de la corrección fonética de determinadas articulaciones que pueden verse afectadas, por ejemplo, por la interferencia de la L1. Por ello, esta investigación va a tratar de ver las similitudes de ambos ámbitos en el campo de la fonética y de la ortofonía, más concretamente se va a centrar en la realización problemática de la vibrante múltiple en alumnado anglófono. De esta manera, se va a comprobar si los alumnos mejoran la pronunciación de dicho fonema adaptando al aula de idiomas las técnicas empleadas por los terapeutas del lenguaje. Así pues, se va a crear una batería de ejercicios destinada a la clase de ELE que estarán organizados en diferentes sesiones, en las que se observará previamente la pronunciación de los alumnos y, una vez aplicadas estas técnicas, se comprobará si estos han mejorado gracias a los ejercicios empleados.

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Her research sheds light on the professionalism and professional development of teachers in the form of the direction of 12 doctoral theses defended, of a large number of supervised research works, as well as books and papers in specialized journals.

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His line of research is part of the construction of the professional development of the teachers involved in Foreign Language Education. He has scientific papers in specialized journals and participates in International Conferences. He is Responsible for Bilateral Exchange with Bucarest and member of both the Innovation Project *SciencePro* and the European Observatory of Plurilingualism. He collaborates with the Language Policy Section of the Council of Europe in piloting linguistic descriptor scales.

Title: UN DISPOSITIVO PARA UNA RELACIÓN PRAGMÁTICA DE LOS DOCENTES CON LOS OBJETIVOS DE PROGRAMAS BILINGÜES

Abstract:

Los autores -formadores de docentes para el desarrollo de programas AICLE/CLIL/EMILE-, se sitúan ante la problemática de una formulación común compartida de esos componentes clave de los actos profesionales docentes de programación e intervención, que son los objetivos. En ellos, la integración de contenidos y lengua revela "obstáculos" epistemológicos y empíricos, -noción transpuesta de Gaston Bachelard-, para una adecuación efectiva a la política europea de Educación plurilingüe e intercultural.

Conscientes de:

-la carga de *práctica científica compleja* que conlleva la formulación de objetivos;

-la "inversión subjetiva" (que Bernard André toma prestada del mundo económico), cognitiva y *decisional* que esa formulación demanda;

-la necesidad de *regulación y auto-cuestionamiento* de esa formulación, en función de expectativas y condiciones institucionales para clases ya sea de un bilingüismo funcional, o paritario, extensivo, etc.;

dan cuenta de la necesidad de disponer, en los procesos de formación inicial y continua de estos docentes, de un instrumento operativo de referencia.

Configuran un *modelo* en la confluencia de: a) los parámetros de las competencias profesionales docentes: cognitiva y didáctica; b) la perspectiva metodológica de gestión de la complejidad, abierta por Robert Galisson y Christian Puren en Didáctica de las Lenguas-Culturas, y c) las funciones que todo modelo debe cumplir.

Sin pretender ser normativo, es susceptible de convertirse en dispositivo facilitador de:

- La estabilización de una visión y lenguaje comunes.
- Una gestión de la complejidad subyacente a la integración de contenidos y lengua, desde los principios de las 4 C promovidos por Do Coyle.
- Una guía de identificación de cada componente competencial caracterizador de estos objetivos.
- Las adaptaciones ante la diversidad contenidos, niveles, edades, lenguas, etc.

Realizada su validación, su aplicabilidad está en curso con futuros docentes, quienes desde sus representaciones iniciales, llegan a su uso para la intervención en diferido en las aulas.

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Bionote: PhD in Translation and Interpreting by the University of Salamanca, she has taught Translation and German at the Translation and Interpreting Department in Salamanca and she currently works as lecturer at the English, German and French Studies Department at the University of Oviedo. She has also taught German in different official language schools in Spain (EOIs), at the UNED and other official institutions.

Her main research interests are twofold: on the one hand, German-Spanish translation, with special focus on medical translation and science reception in nineteenth-century Spain and, on the other, teaching German as a foreign language and using translation as a didactic tool in second-language learning.

Title: NUEVAS REFLEXIONES EN TORNO A LA ACTIVIDAD TRADUCTORA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS

Abstract:

Los conocimientos lingüísticos y extralingüísticos que de manera innata poseemos todos los hablantes son una fuente de gran riqueza para el docente de lenguas extranjeras que no siempre se ven reflejados en las actividades comunicativas en el aula. La traducción, como actividad intelectual y lingüística de primer orden, también ha sido frecuentemente denostada como herramienta didáctica en el aprendizaje de una segunda lengua, en gran medida por las rémoras del método gramática-traducción propio de la enseñanza de lenguas clásicas en el siglo pasado. Hoy asistimos a la recuperación de la tarea de traducir y de la reflexión lingüística en el aula y en esta comunicación se propone una revisión de la bibliografía existente al respecto, acompañada de una propuesta de uso de la traducción como herramienta complementaria y de gran valor en el proceso de enseñanza-aprendizaje de cualquier lengua extranjera.

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Title: MUSIC, LANGUAGES AND CULTURES TEACHING

Abstract:

Jedrzejak (2012) and several studies have revealed the importance of the role of music in education. This paper presents the results of an experimentation aiming at verifying the feasibility and effectiveness of the method of teaching Cameroonian languages as second language and cultures via music, our case study being Ghomala', a Cameroonian language.

The methodology consisted in the creation of music sheets and audio recordings summarizing four Ghomala language and culture lessons. 126 children between 08 and 17 years old were taught for a period of three weeks during the 2016 summer holidays. They were divided into two groups of 63 children. At the end of each lesson, a summary was given to each group but that in one group was in the form of a song. After evaluation, all learners of the group with a musical summary scored above average, while only 60% of the other group scored above average.

This research helped enroot some ghomala' children in their culture, enrich the ghomala' cultural heritage of the language with new songs and participate in effective teaching of the language by facilitating the memorization process.

Proposals in the sense of motivating African languages and cultures school book writers to integrate at the end of each lesson a song summary are made. Partnerships between stakeholders in the education sector, the music industry and linguists for the realization of this task are recommended.

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Title: TASK-BASED PEER INTERACTION IN THE YOUNG LEARNER CLASSROOM

Abstract:

As English is being introduced into formal education programmes at earlier ages in many countries, there exists a need to understand how children best learn in such environments. In Portugal, English was introduced into the primary school curriculum in 2015 to enable Portuguese children to attain higher levels of proficiency in the language, and the curriculum, published by the Portuguese Ministry of Education, emphasises a focus on speaking skills (Bravo, Cravo & Duarte, 2015). Tasks are believed to enable more communicative, meaningful interaction and are thus thought to develop language skills more efficiently. However, while much research has been carried out in adult, English as a Second Language (ESL) classes, little work on has been undertaken in young learner (YL) English as a Foreign Language (EFL) classes. The objective of this study is to investigate how young learners scaffold each other's learning during task-based peer interaction in these YL classrooms using Gagné and Park's (2013, p.194) definition of scaffolding: "Any part of a dialogue where the students talk about the language they are producing, question their language use, correct others or assist each other in expressing themselves." The study is qualitative in nature and draws on a sociocognitive theory of learning. Transcription of recorded oral interactions provide information on how these young learners scaffold each other's output during peer interaction in their zone of proximal development (ZPD), using microgenetic analysis of the talk in interaction (Vygotsky, as cited in Mitchell & Myles 2004). In addition, questionnaires provide information on learners' opinions on which tasks they enjoyed and why, what they felt they learned and how they managed to collaborate during the tasks. It is hoped that research in this area can inform both teaching and policy making.

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Title: TANGLED UP AND BLUE: HELPING EFL LEARNERS TO USE CONNECTORS IN ENGLISH

Abstract:

It is common for English as a foreign language (EFL) learners to misuse and overuse connectors such as *however*, *furthermore*, *moreover* and so on (Crewe, 1990). A number of studies have cited teaching methods as a potential source of the problem (Crewe, 1990; Granger & Tyson, 1996; Leedham & Cai, 2013; and Milton & Tsang, 1993). Such studies have explicitly discouraged the practice of giving learners lists of connectors and using fill-in-the-blank exercises and they caution against teaching learners to use these cohesive markers for purely stylistic purposes.

The current study explored four commonly used secondary school textbooks in the German states of Saarland and Rheinland-Pfalz. The research questions were as follows:

Do textbooks state why connectors are used?

Do textbooks give students lists of connectors?

Do textbooks give students fill-in-the-blank exercises to practice connector usage?

The survey revealed that connectors are often presented as necessary components of an argument, for example "...phrases like *therefore*, *due to this*, *thus* or *with this in mind* establish a cause-and- effect connection, logically linking your thoughts, which is indispensable for an expository essay" (Butzko et al., 2009:35) and stylistic devices "When you write the body of your essay use linking expressions to improve your style" (ibid. p. 38). All textbooks provided lists of connectors and all included fill-in-the-blank exercises. Thus, each textbook went against research-based advice for teaching L2 connectors. With this paper on connector usage, I would like to make a call for more research-driven methods in the second language classroom.

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Title: TASK-BASED LANGUAGE TEACHING: PLANNING A LANGUAGE TEACHER TRAINING PROGRAM

#### Abstract:

Task Based Language Teaching (TBLT) is an approach that was developed as an alternative to traditional methods, and that is considered to facilitate second language acquisition. As such, it plays a major role in current language pedagogy. However, findings in second language acquisition are not always accessible to practicing teachers, and despite the clear psycholinguistic rational and empirical evidence supporting the choice of "tasks" as the basis for second language teaching and learning, a number of teacher factors have been found to challenge the adoption of TBLT, such as the lack of knowledge of what TBLT referred to and how should it be implemented.

Given that being updated with latest trends in second language acquisition is crucial for any language professional and that their role in the success of new approaches is unquestionable, the presentation aims to share an experience of developing a language teacher training program, for initial and in service foreign language teachers, at the New University of Lisbon, University of the Algarve and the University of Porto, with the goal of making the knowledge and understanding of TBLT more accessible and meaningful.

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Title: IMPROVING LANGUAGE AND CONTENT LEARNING

#### Abstract:

The development of plurilingual individuals and multilingual institutions in non- multilingual countries is certainly a factor of concern despite the efforts of the Council of Europe and the European Union in launching or supporting different actions to achieve these goals. The fact is that in higher education in Portugal and certainly in a few other countries, besides the native language, only English is considered. To overcome this issue a change of perspective is required.

Approaches to teaching content through languages, Content and Language Integrated Learning (CLIL) and bilingual education are increasingly popular in Europe, although again English has the command. Therefore, the need for fostering the cross-linguistic dialogue in the field of CLIL and the study and development of CLIL through languages other than English (CLIL- LOTE) have become key development areas for language education across the continent. The potential of CLIL concerning the goals of plurilingual education has clearly been taken into account in recent developments in European language education policies.

Under the ECML (Council of Europe) activities, thematic area "Content and language education", two projects on this subject have been developed: CLIL-LOTE-START - Integriertes Sprach- und Fachlernen in anderen Sprachen als Englisch - für Einsteiger, which focuses on CLIL in German as a foreign language in complementarity with CLIL-LOTE-GO - Bonnes pratiques d'enseignement d'une matière par l'intégration d'une langue étrangère autre que l'anglais, which focuses on CLIL in French and will work on the development of a training kit for CLIL teachers.

As both, a university teacher and a member of the CLIL-LOTE-START project, is my intention to report on it, stating its aims, the work developed and to discuss if its implementation could indeed be a factor of development of plurilingual individuals and multilingual institutions.

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Bionote: Claudia Martínez Cabrera.

- Graduated in Primary Education specialised in English teaching at the University of Granada.
- Currently studying a master's in Teaching Spanish as a foreign language at the University of Granada.
- My research is about the use of virtual reality as a powerful resource to learn sociocultural aspects of a language and it is framed within the field of the Information and Communication Technologies, as well as teaching and learning foreign languages.

Title: SOCIOCULTURAL ERROR ANALYSIS AND TREATMENT THROUGH VIRTUAL WORLDS

#### Abstract:

Considering the development of new technologies applied to education and the growing demand of learning Spanish in a variety of locations all over the world, the increase in the importance of e-learning is imminent. Nevertheless, the awareness of the sociocultural aspects of a country is produced, to a large extent, when being physically present in it. For these reasons,

this work describes a research into how the use of attractive and motivating resources which are adapted to the new generations of learners, such as virtual worlds, can have a positive impact on sociocultural error reduction in everyday situations without being in the Spanish-speaking country itself. To achieve this goal, interaction in different communicative events has been proposed to the learner both through role-playing in the classroom and linguistic immersion as a methodology to implement her knowledge of the language in a three-dimensional virtual environment that resembles real life. This has been developed by involving the student in simulations through a metaverse, virtual reality goggles and the use of multiple sensory pathways to accomplish the experience.

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Bionote: Cristina Gonzalez Ruiz is a Senior Lecturer in the Centre for Modern Languages at Nanyang Technological University, in Singapore. She was instrumental in the formation of the Spanish Language Programme, which she has led since its beginnings in 2002. She is also an accredited examiner for the DELE (Diploma of Spanish as a Foreign Language), administered by the *Instituto Cervantes*. Her research interests include Cognitive Grammar and the role of Pragmatics in Grammar, Oral Communication Strategies and Technology Enhanced Language Learning (TELL).

Title: EFFECTIVENESS OF A FLIPPED SPANISH FOREIGN LANGUAGE CLASSROOM IN HIGHER EDUCATION: A CASE STUDY FROM SINGAPORE

Abstract:

This paper reports on the effectiveness of implementing the flipped classroom model in a Spanish as a foreign language course at the tertiary level. This face-to-face course was fully transformed into a blended course that included structured flipped lessons in the form of instructional videos. The instructor used the in-class time for guided engagement of students in active learning exercises. Quantitative and qualitative data on students' perceptions and attitudes of their flipped classroom experience was collected through a questionnaire at the end of a 13-week course. The responses on their learning experience were related to three areas: 1) satisfaction with the quality and effectiveness of the instructional video lessons, quizzes and the in-class activities; 2) level of engagement using the flipped classroom model; and 3) perceptions and attitudes towards the flipped classroom model as a whole. The results indicate that students are supportive of using the flipped classroom model to learn Spanish as a foreign language and justify continuing using this blended learning strategy at this university. This study aims to contribute to the limited existing research in the field of foreign language teaching adopting the flipped classroom model in higher education.

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Title: IMPROVEMENT OR WORSENING? THE AFTERMATH OF ICT IN CULTURE OF ENGLISH-SPEAKING COUNTRIES WRITING ACTIVITIES

Abstract:

The use of information and communication technologies (ICT) has changed the way of teaching in the university. In the first decade of the 21st century some authors evaluated the positive aspects of the integration of ICTs in the classrooms. However, after its partial/total integration, other authors have discussed the negative effects in classrooms from the different branches –Social and Legal Sciences; Natural Sciences; Engineering; and Arts and Humanities. For example, some negative consequences are the lack of attention in the classroom, the lack of documentation and the little importance of the revision of the activities.

Nevertheless, little attention has been paid to writing tasks in English culture subjects. In the present study we evaluated the execution of two writing tasks in the English culture classroom. The participants are 66 students from the first year of the Degree in English Studies at the University of Murcia. The participants have to describe features of the British culture using different digital resources – in the first exercise they use different websites; and in the second, a YouTube video. These exercises have been done in a one-month interval so that we can see the mistakes and the improvements in the written production. At the end of this interval we collected 132 writing exercises. This number is relevant for our research as we can identify more details of the mistakes and improvements.

After the compilation of the data we reasoned that students have improved in vocabulary while they have declined in grammar, style and organization. We can see that some mistakes that the participants have made can be avoided and that more mistakes have been collected in the second tasks. As the students are in the first year of the degree, they give little importance to the review, causing more mistakes.

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Title: IMPLEMENTING COOPERATIVE LEARNING IN A MAINSTREAM EFL CLASSROOM INCLUDING STUDENTS WITH MILD INTELLECTUAL DISABILITY: A CASE STUDY

Abstract:

This study investigates the effects of the implementation of a methodology based on cooperative learning in a mainstream secondary EFL classroom in which there are four students with mild intellectual disability. The main purpose is to describe the methodology, classroom dynamics, and teaching material employed for the EFL learning of students with mild intellectual disability, as well as to elicit the appraisal and judgment of the students' working conditions on the part of their English teachers. To this end, we have conducted a case study in a state school during two academic years. The research instruments have been documentary analysis, in-depth interviews, and participant observation. The data gathered give evidence of the benefits of the cooperative methodology implemented. Furthermore, the study elicits the most important challenges that teachers must face in order to meet the educational needs of students with mild intellectual disability. In this sense, the discourse of the teachers involved in the study reveals the following needs: the urgency for smaller classes, an increase of human and infrastructural resources, improving the quality and the quantity of teaching materials, promoting a close collaboration among the school's professionals, and strengthening relationships with the students' families.

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Title: A MULTIMODAL / MULTIMEDIA APPROACH TO FICTIONALITY AND CREATIVE WRITING IN THE EFL CLASSROOM

Abstract:

Discourse-based approaches rest on the notion that language is more than a sentence-based phenomenon. In order to be competent in the foreign language, students must be able to connect related sentences and form a meaningful whole out of the utterances composing a particular piece of discourse. In such a context, we present here a model for the teaching of writing oriented to engaging students in the creation of texts, involving both cognitive and emotional abilities. We will start by theorising on the role of fictionality and creative writing in the FL classroom, as well as on the concept of multimodality in education (Pérez Valverde, 2016). From here, we will refer to the design of a course oriented to train pre-service FL teachers in the use of fictional and creative-writing resources, and will go on next to present a virtual platform for the practice of creative writing. Designed to motivate students into expressing their own stories and poems and using language in artistic ways, the digital tool can be adapted to different levels and teaching / learning needs.

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Title: CREATING INTERACTIVE DIGITAL MATERIALS WITH H5P

Abstract:

Increasing numbers of teachers use digital materials for their language classrooms, be it for online classes or to supplement their face-to-face lessons. This session introduces a free tool for creating materials that not only present information but offer the learner additional opportunities to actively engage with the material.

Interactivity has been found to have a positive impact on learning outcomes and student motivation in a variety of subjects (Mayer, 2009; Robertson, 1998; Rusmanto, 2012; Teo, Oh, Liu, & Wei, 2003; Yacci, 2000); this is especially important in the acquisition of a complex skill such as a foreign language, where progress depends on repeated practice. In this context, interactivity means the ability to answer questions and receive immediate feedback (for example quizzes, thought-provoking prompts, fill-in-the-blank, matching items), access additional relevant information (such as links, text, or pictures), or customize the viewing sequence based on existing knowledge or interests (in the case of videos).

H5P is an open-source platform that allows anyone to make a variety of interactive activities on their Wordpress, Drupal or Moodle website, or simply create them on the H5P website and use or embed them from there. This presentation will give an overview of the platform and show examples of language learning materials created with H5P.

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Title: HOW TO EXPLOIT TRAVEL BLOGS IN THE EFL CLASSROOM FROM A GENRE-BASED APPROACH

Abstract:

As digital natives, Secondary Education students should be provided with enough opportunities in the English as a Foreign Language classroom to properly enhance their digital competence. To trigger this improvement lessons can include up-to-date widely-used digital genres which may encapsulate real and meaningful interactions with other native or non-native English speakers. This presentation aims to show a proposal to foster Secondary Education students' digital and communicative competence through the use of travel blogs from a genre-based approach (Bhatia 2004; Swales 2004). To do so, a logical sequence of lessons and tasks will be planned from the compilation of a corpus and the identification of the prominent discursive and linguistic features in travel blogs to their exploitation in the classroom to enhance students' communication skills and thinking strategies. This procedure will prove to be enriching for the students' learning of English and development of key competences, as they are exposed to authentic materials and can work on communicative activities with a real purpose and audience. They further allow for the integration of the skills, since students can jointly practice different reading micro-skills, like scanning or skimming a post, writing strategies when publishing their comments taking a process-oriented approach (Hedge 2003; Tribble 1996), or speaking/interacting skills when working in pairs or groups. Precisely because communication in travel blogs is indeed realistic, students have to be respectful, open-minded and accountable for their productions when addressing this digital world. Hence, students can also develop their pragmatic competence, both by using the appropriate linguistic and discursive features and by raising their cultural awareness and social and civic competences. In short, this presentation will exemplify and analyse a communicative functional proposal to work on a digital genre like the travel blog, which can be of students' interest and can greatly contribute to their learning of English.

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Bionote: Drawing examples from the works of William Shakespeare, Fernando Pessoa, Walt Whitman and Nuno Júdice, David's current research draws attention to the inner statehood of authorship itself and the fluid overlapping of inter-subjective relationships that it involves. Originally from Toronto, Canada, David has resided in Lisbon, Portugal since 2013, where he teaches English at the Universidade Nova de Lisboa. David is writing a PhD thesis at NOVA on William Shakespeare's *Sonnets* entitled: "Shakespeare's Tenth Muse: The Poet's Hands' Self-Reflection". He obtained a Masters Degree in Painting from the Faculdade de Belas Artes of the Universidade de Lisboa in 2015, a Masters Degree in Comparative Literature from the University of Toronto in 2006, and a B.A. in Philosophy from Concordia University in 1997. Some of his recent publications and translations include "A Critique of Doubt: Questioning the Questioning Method as a Means of Obtaining Knowledge" (The Journal of Aesthetic Education, vol. 51, 2017), Nuno Júdice's "An essay on inspiration / Ensaio sobre a inspiração" (Berkeley Poetry Review, Issue 46, 2016), "And Painting: Questioning Contemporary Painting / A Pintura contemporânea em questão" (English Translations of 21 Essays in Portuguese and Spanish, CIEBA-FBAUL, 2016), and "Matteo Lost His Job / Matteo Perdeu o Emprego" by Gonçalo M. Tavares (Absinthe 21: 2015). He has recently completed a translation of Nuno Júdice's novel *A Manta Religiosa* (1982) and is preparing a new translation of *Orpheu - Revista Trimestral de Literatura, volumes 1 and 2* (1915).

Title: RE-INVENT THE WHEEL! A RADICAL RE-EVALUATION OF TEACHING AND LEARNING ROLES IN CONTENT-BASED LANGUAGE LEARNING ENVIRONMENTS AT THE HIGH-SCHOOL AND UNIVERSITY LEVELS

Abstract:

What if instead of providing predetermined content for language courses taught at the high-school and university levels, and instead of framing the questions and discourse we ask students to respond to, students themselves were required to bring in their own content, initiate and respond to their own questions, and ultimately, to assess and evaluate their own work?

My paper outlines an alternative approach to content-based language learning wherein students not only share their work with their classmates, are made responsible for assessing, editing and evaluating each other's work, but also, for providing the contents of the course's curriculum itself. It is suggested that the teacher's role in this approach to language learning would be to facilitate student presentations, explore available resources, initiate collaborative exercises, introduce grammatical usages and vocabulary, help students understand how to ask their own questions, discuss assessment criteria, and finally, to moderate their students' critical evaluations of each other's projects.

While teachers' horizons are being broadened by the courageous efforts of their students' original research, students themselves, having pinned their hopes for a good reception on the biased judgements of their individual teachers, are apt to disregard the original content being produced by their own classmates. It is time to truly democratize education, to re-evaluate the teacher's role in the classroom from the standpoint of presumed ignorance rather than assumed knowledge, and ultimately, to prepare for a classroom in which every student benefits from the presence and involvement of every other student.

In this essay, I offer us a chance to look closer into this subject: first, to become conscious of the shortcomings of the traditional content-based language learning scenario, and secondly, to bring radical change to the classroom: to re-invent the wheel!

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Bionote: Davide Capperucci is Professor of Experimental Pedagogy at the Department of Education and Psychology of the University of Florence (Italy). He earned his Doctorate in Quality of Education at the University of Florence where he teaches Experimental Pedagogy and Theories of school planning and assessment methods.

His research focuses on quantitative and qualitative methods of educational research, instructional design, school curriculum, foreign language teaching, testing and alternative assessment, school self-evaluation.

He has participated in several local, national and international research projects funded by the Italian Ministry of Education, Unesco and EU. He is author, co-author and editor of several books.

Title: DEVELOPING PRIMARY SCHOOL EFL-TEACHER CURRICULUM-DESIGN COMPETENCES

Abstract:

Teaching English as a foreign language (EFL) in Primary School is an important topic which, in recent decades, has engaged many language professionals in EU countries. Parallel to the development of European and national policies on foreign language learning and teaching, the pedagogical reflection on these themes has devoted increasing attention to curricular issues and how to teach a second language or more foreign languages effectively. This requires specific teacher expertise in the area of curriculum design, which must be treated carefully and with methodological rigour both in initial trainee-teacher education as well as in in-service training.

This paper focuses specifically on the development of design competences for EFL teachers in primary school which is considered as an essential aspect of the professionalism of teachers. Indeed, good educational design, even before being implemented needs to be thought out and carefully planned by reviewing the many variables (contextual, educational, organizational, emotional, relational, etc.) that accompany the teaching-learning process and the teacher-learner educational relationship.

Following the presentation of an outline for a possible profile of teacher design competences based on the international literature, the present paper addresses some epistemological and methodological aspects of curriculum design competence with particular reference to how this is dealt with in the Italian school system, even though most of the reflections and methodological proposals that are here presented may be useful for any school system.

A competence design model based on the "competence unit", called the CUD-Mod, is proposed. This CUD-Mod has been experimented in a variety of action-research projects conducted in Tuscan first-cycle schools, and is presented here as a functional model to: 1) operationally design the EFL curriculum in Primary School; 2) develop EFL teacher design competences, based on a model which can be applied to initial and in-service training, both in Italy and other European countries.

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CARMEN M. BRETONES CALLEJAS, [cbreton@ual.es](mailto:cbreton@ual.es), University of Almería (Spain)

Title: THE IMPACT OF SOCIOECONOMIC STATUS ON LEARNING IN SOME CLIL SCHOOLS OF GRANADA AND ALMERÍA

Abstract:

Do students in CLIL schools (or streams) obtain different results in FL, L1 and subject content attainment depending on the educational level of their parents? And what about those in traditional EFL schools (or streams)? We will try to answer these questions thanks to a study carried out in the provinces of Granada and Almería under the MON-CLIL project (*The effects of Content and Language Integrated Learning in monolingual communities: A large-scale evaluation*). This crucial variable of socioeconomic status was measured via parents' educational level (high, medium or low). The results obtained from 129 bilingual learners in Primary Education and Compulsory Secondary Education, on the one hand, and from 219 students in traditional EFL streams of these two stages, on the other hand, will be compared. Six state and two charter schools participated.

Moreover, differences in the motivation, verbal intelligence and extramural exposure of these students will also be examined, together with their evolution from Primary to Compulsory Secondary Education. Finally, this presentation will show the outcomes of subjecting all the variables considered to discriminant analyses in order to determine which of them explains the greatest variance in language attainment and content achievement results.

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Bionote: Dr. Lage-Otero teaches language and culture courses in the Hispanic Studies Program at Yale-NUS College, a small Liberal Arts College in Singapore. He received his PhD from New York University's Program in Educational Communication

and Technology and has taught and run Language Centers at Washington University in Saint Louis and Trinity College (Hartford, USA). His research interests are in the fields of second language acquisition, technology-enhanced language learning, and cognitive science. He has focused on the mediating role that educational technology plays in how learners access and process information as they build their knowledge base in a foreign language. He has conducted numerous workshops on the integration of technology in the language classroom and is currently interested in motivation and retention issues in the language classroom.

Title: WHEN EAST MEETS WEST - LANGUAGE LEARNING AT A DISTANCE IN SINGAPORE

Abstract:

In this presentation I will discuss a collaboration between Yale-NUS and Yale University to increase the number of languages available to students on the Yale-NUS campus in Singapore. The question of what languages a College or University should offer to their students is central to the academic planning of any institution of higher education. In the case of Yale-NUS, a small Liberal Arts College, it challenged us to be creative in our thinking and how we used our resources and institutional partnerships. This presentation will outline the advantages of partnering with an established Language Center to develop and deliver innovative language courses while remaining within budgetary constraints. At the same time, it will analyze the challenges this delivery method and pedagogical approach has posed for students, instructors, and the institutions involved. The language courses offered so far have relied on videoconferencing technology and several complementary hardware and software tools to connect students and instructors in synchronous and asynchronous ways. I will discuss how this model fits into the College's language curriculum and stated goal of teaching students what they need to know to be responsible citizens in the 21<sup>st</sup> century.

EIRINI PALAIOLOGOU, [eirpalaiologou@gmail.com](mailto:eirpalaiologou@gmail.com), German teacher, Freelance

Bionote: Nacida en Atenas en 1991 fue licenciada en la Facultad de Lengua y Filología Alemana de la Universidad Nacional de Atenas. En 2009 empezó a dar clases particulares de alemán. En 2013 se mudó a Alemania para seguir su formación sobre la didáctica moderna y la fonética y se dedicó a las clases a distancia por Skype y otros medios. Enseña alemán como lengua extranjera a adultos y como segunda lengua a niños, preparándoles también para los exámenes del Instituto Goethe y de telc (Certificados de Idiomas Europeos), en el cual es examinadora oficial. Además, organiza ciclos o talleres temáticos sobre el cine, la literatura y la fonética, cuyo objetivo es desarrollar la creatividad de los alumnos y ampliar sus conocimientos. Se dedica también a la preparación de candidatos para entrevistas de trabajo en alemán, inglés y griego. Le interesa el teatro y la escritura

Title: LA GRABACIÓN DE PRODUCCIONES PROPIAS COMO MEDIO DE REFLEXIÓN Y AUTOEVALUACIÓN EN LA PREPARACIÓN DE LAS PRUEBAS ORALES

Abstract:

La sociedad actual se caracteriza por un afán de auto-proyección a través de imágenes y vídeos en las redes sociales. El hecho de tener a nuestra disposición todo este material, nos puede servir para darle la vuelta a este uso narcisista de la tecnología y activar la autoreflexión durante el proceso educativo y el aprendizaje de una L2. El propósito de este taller es informar y familiarizar a los participantes con el método de la grabación de producciones propias de los alumnos, como una herramienta de aprendizaje, aplicándola en la preparación de los exámenes orales de niveles a partir de B1. Dentro del marco de la enseñanza audiovisual, la lengua meta sirve sobre todo como un modelo para imitar. Sin embargo, el objetivo ideal sería que el alumno estuviera involucrado en un proceso de aprendizaje activo, donde, además de construir significados, pudiera juzgarlos y evaluarlos en retrospectiva. A través de la grabación, el alumno se pone en el centro de un proceso de autoobservación, de autocorrección y de autoevaluación y está dispuesto a recibir comentarios y propuestas mediante el diálogo, para mejorar, según criterios concretos, su expresión e interacción orales. Durante el taller los participantes van a intercambiar puntos de vista sobre las dificultades de la preparación de la prueba oral, se les dará la oportunidad de ver material original de clases reales (en alemán e inglés) y, finalmente, tendrán tiempo para practicar este método y registrar sus propios resultados en fichas de trabajo.

ERNESTO MACARO, [ernesto.macaro@education.ox.ac.uk](mailto:ernesto.macaro@education.ox.ac.uk), University of Oxford (UK)

Bionote: Ernesto Macaro is Emeritus Professor of Applied Linguistics and a Senior Research Fellow at Worcester College, University of Oxford. He is the founding Director of *EMI Oxford*, a Centre for Research and Development in English Medium Instruction in the Department of Education. He was also the Director of the Department of Education from 2013 to 2016.

Ernesto's current research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms and in those where English is the medium of instruction. He has published widely in these areas.

Plenary session: ENGLISH MEDIUM INSTRUCTION RESEARCH: WHAT DO WE KNOW SO FAR AND WHAT DO WE STILL NEED TO FIND OUT?

The exponential growth of English Medium Instruction (EMI) both in Higher and Secondary Education globally has resulted in a similar growth of empirical research on the subject. Of necessity this research to date has been exploratory, single institution-oriented and lacking a clear research agenda that a more established community of practice might have ensured. In this talk I will present some findings from a systematic review of EMI that we have carried out in the *EMI Oxford* Centre as well as some of our own research. I will conclude with recommendations of what research still needs to be done in order to ensure that decision makers in education are fully informed of its potential dangers as well as its possible benefits.

Recent and Relevant Publications

Macaro, E. (2018) *English Medium Instruction: Language and content in policy and practice*. Oxford: Oxford University Press.

Macaro, E., Curle, S. Pun, J. An, J., & Dearden, J. (2017). A systematic review of English Medium Instruction in Higher Education. *Language Teaching*, 51/1, 36-76.

Macaro, E, Akincioglu, M (2017) "Turkish university students' perceptions about English Medium Instruction: exploring year group, gender and university type as variables", *Journal of Multilingual and Multicultural Development*. 1-15.

ESTHER ALABAU RIVAS, [Esther.Alabau@uv.es](mailto:Esther.Alabau@uv.es), University of València (Spain)

Title: EMOTIONAL AND AESTHETIC LEARNING THROUGH PICTURE BOOKS: ENGAGING PRIMARY STUDENTS IN THE STORIES



## WE READ IN THE ENGLISH CLASS

### Abstract:

This workshop stems from a research project done with Primary students in 5<sup>th</sup> grade in the class of English as a foreign language in a public school in Valencia. The goal is to present a series of practical activities based on the picture books *Amazing Grace* (Year) by Mary Hoffman and *The Magic Paintbrush* (year) by Julia Donaldson. The answers, interpretations, associations and connections generated by the students lead us to present a significant progress regarding their development of the five emotional competences and the five basic skills (reading, writing, listening, speaking and thinking).

Following a literacy-based approach and looking for educational innovation, we have designed a triangular sequence and we have implemented a series of inferential activities with the purpose of joining language and literature in the English classroom. To this aim, during the implementation of these tasks, we provide opportunities for the creation of meaning, for reflection, as well as for the generation and expression of the so-called aesthetic emotions. The analysis of the emotional structure of the chosen literary texts allows us to determine the intra and interpersonal conflicts of the main characters, and most importantly, how the learners relate to them by engaging in such an aesthetic and literary experience. Imagine that everything you are capable of fantasizing about with your mind came true. Have you ever dreamed of being the protagonist of your favourite story? Perhaps you have imagined what it would be like to live adventures, what you would do if you had that magical object that transforms everything and makes everything possible. These are the stories of Grace and Shen, the protagonists of *Amazing Grace* and *The Magic Paintbrush*.

EUGENIA DÍAZ-CANEIRO, [eugenia.diaz.caneiro@udc.es](mailto:eugenia.diaz.caneiro@udc.es), University of A Coruña (Spain)

PILAR COUTO-CANTERO, University of A Coruña (Spain)

MARÍA BOBADILLA-PÉREZ, University of A Coruña (Spain)

Bionote: PhD. Pilar Couto-Cantero, PhD. María Bobadilla-Pérez and Ms. Eugenia Diaz-Caneiro are professors at the University of A Coruña. They teach English as Foreign Language in the Teaching and Learning Modern Languages Department. They are authors of several peer-reviewed journal articles, abstracts, book chapters and some invited papers. Their main research field is teaching and learning foreign languages and cultures and they are involved in some Erasmus+ projects about this topic.

Title: MULTICULTURAL EDUCATION IN HIGHER EDUCATION

### Abstract:

Multicultural education promotes the understanding of different people and cultures as well as the respect for diversity in all areas of life. It makes efforts to sensitise learners to the notion that we have naturally developed in different ways and it promotes equal opportunities for all. Thus, multicultural education works to transform not only the students but the institution as a metaphor and mechanism for the transformation of society. The aim of our study is to highlight the importance of promoting multicultural education in higher education as we are preparing students to enter international communities of practice and to work with others globally. Therefore, we will first analyse the multicultural awareness which is crucial to engage in multicultural communication successfully. Not only the self-awareness will be considered but also the awareness of others will be taken into consideration. Furthermore, we will suggest some considerations when teaching multicultural groups, such as different learning processes, orientations to collaborative or individual learning, group learning participation, responses to teacher presence, cultural and linguistic nuances or class seating preferences. Finally, we do believe higher education institutions should reflect on the positive effects of promoting multicultural education so we will suggest some of those benefits, like increasing student participation, the accessibility of content, deep learning approaches and, of course, cultural awareness. To conclude, we cannot deny the society is more and more global and so cultures are experiencing the richness of mixture. Education must reflect on this phenomenon and, therefore, multicultural education must be implemented to prepare students for future life.

EUGENIA ESPERANZA NÚÑEZ NOGUEROLES, [eugenia@ugr.es](mailto:eugenia@ugr.es), University of Granada (Spain)

Bionote: Eugenia Esperanza Núñez Nogueroles es Doctora por la Universidad de Granada. Tras finalizar las Licenciaturas en Filología Inglesa y Filología Hispánica, así como el Máster oficial en Literatura y Lingüística Inglesas, realizó unas prácticas de 6 meses en el Centro de Lenguas Modernas de la Universidad de Granada, donde adquirió experiencia docente en enseñanza de ELE. Poco tiempo después volvió al mismo centro para cubrir una sustitución. Como miembro de ASELE presentó una comunicación en el Congreso anual de dicha asociación correspondiente al año 2012. Más adelante, en 2016, tuvo la oportunidad de impartir clases de español en University College Ghent en el marco de las estancias de movilidad docente Erasmus+. En la actualidad se encuentra cursando el Máster oficial en Enseñanza de Español como Lengua Extranjera: lengua, cultura y metodología de la Universidad de Granada.

Title: ANÁLISIS DE ERRORES EN LA INTERLENGUA DE ANGLÓFONOS APRENDIENTES DE ELE

### Abstract:

La interferencia de la lengua materna constituye una de las causas de determinados errores cometidos por los estudiantes de un idioma extranjero. Este hecho propicia que el grado de predictibilidad de los errores de esta naturaleza sea muy alto, lo cual garantiza la rentabilidad de abordarlos en el aula, especialmente cuando nuestro alumnado comparte la misma L1 y podemos, por tanto, centrarnos en la interferencia provocada por una única lengua materna. En este trabajo se examina la interlengua de aprendientes de ELE cuyo idioma nativo es el inglés, llevando a cabo un análisis de errores producidos en el ámbito de la expresión escrita. Para ello, se desarrolla un estudio basado en corpus; en concreto, el *Corpus Escrito del Español como L2 – CEDEL2–* (Lozano Pozo et al., 2009) constituye la fuente de textos de la que se nutre la presente investigación. Estas producciones son analizadas en el programa de concordancias AntConc (Anthony, 2017) con el propósito de obtener ejemplos reales de errores cometidos por estudiantes anglófonos de español como lengua extranjera. Los resultados ofrecidos por este estudio poseen una clara aplicación didáctica, ya que enfatizan la necesidad de trabajar en clase estas construcciones previsiblemente problemáticas para evitar su fosilización.

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Bionote: Master of Education and English Language Studies Abu Bakr Belkaid. University-Algeria; Degree Awarded July 2014

Bachelor of English Language Studies, Abu Bakr Belkaid University-Algeria. Degree Awarded June 2012

Title: CALLING ATTENTION TO TEACHERS' PERFORMANCE IN A TBLT LESSON: A STUDY WITH PRE-SERVICE EFL PRIMARY TEACHERS AT THE UNIVERSITY OF GRANADA

Abstract:

Foreign/second language teachers constantly search for more adequate ways to support their students in learning second/foreign language. In Spain, teachers in general, novice and pre-service teachers in particular often face difficulties teaching English due to various factors, like students' negative attitudes towards English learning, teachers' performance in the classroom and others. Given these obstacles, teachers and educational policymakers in Spain have sought to effectively implement more innovative and active teaching approaches to improve the EFL curriculum and help teachers acquire a solid teaching capacity. Thus, recently much focus has been done on the different teaching methodologies like "task-based language teaching methodology". TBLT as an active communicative approach is investigated in this research to explore both the Spanish primary EFL pre/in-service teachers' perceptions and knowledge of TBLT. The research aims to dig deeply in educational psychology relation to TBLT and discover to what extent can a TBLT training improve and raise teachers' self-efficacy and performance since research about TBLT and its psychological affect on teachers is not searched. A mixed method approach was used to collect data using various instruments (classroom observation, questionnaires and checklists) that were used with both the pre-service and in-service primary EFL teachers in Granada. The preliminary results show that even though the participants know what TBLT is and are aware of the need of this approach in enhancing EFL learners' communicative skills but still are not able to apply this approach in their classes because they have no ideas on how to plan and prepare a TBLT lesson. This ignorance revealed teachers' low self-efficacy and performance in conducting a TBLT lesson.

FRANCISCO GARRIDO MOLINA, [fgarridomolina@correo.ugr.es](mailto:fgarridomolina@correo.ugr.es), University of Granada (Spain)

Bionote: English Studies and Hispanic Philology graduate by the University of Cádiz. Currently pursuing a Master's degree in Spanish as a Foreign / Second Language at the University of Granada.

My research about a computer tool that relies on the usage of music in the classroom is framed within the field of ICT and computer/mobile assisted language teaching and the usage of music in language teaching.

Title: EXPLOTACIÓN DIDÁCTICA DE CANCIONES EN EL AULA DE E/LE. CORPUS INTERACTIVO PARA EL TRATAMIENTO INTEGRADO DE LETRAS MUSICALES EN SÍLABOS GRAMATICALES, LÉXICOS Y NOCIO-FUNCIONALES

Abstract:

En la presente comunicación pretendemos dar cuenta del desarrollo de una herramienta que, a partir de un corpus amplio analizado y etiquetado, facilite el uso selectivo de canciones para el tratamiento en la clase de ELE de recursos léxicos, gramaticales y nocio-funcionales distintos. Pretendemos configurar una base de datos que proporcione información sobre las opciones disponibles para la práctica de los diferentes recursos lingüísticos que interesen al profesor. Con un corpus interactivo como el que pretendemos confeccionar, en el que las canciones serán descritas en relación a variables lingüísticas pero también a otras de carácter sociolingüístico, dialectal, temático y otras, el profesor de ELE podrá aprovechar el potencial didáctico de la música de forma sistemática y adecuada eligiendo para cada ocasión entre una gama variada según gustos, intereses o necesidades. La base de datos que se desarrollará podrá servir de punto de partida para posibles aplicaciones desarrollables para ordenadores o dispositivos móviles como "smartphones" y tableta, los cuales podrán ser usadas a discreción tanto por profesores como por alumnos.

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MICHELE PLOOF, [miploof@gmail.com](mailto:miploof@gmail.com), Spanish Language Teacher & ESL Specialist Northeast High School, Pasadena (USA)

Title: USING TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING TO SUPPORT L2 LEARNING AND WORKING MEMORY CAPACITY

Abstract:

The development of oral communication has traditionally been the main goal of the L2 classroom. However, communicative classrooms are known to put a high cognitive load on working memory resources (Hummel & French, 2010; Olivares-Cuhat & Ploof, 2016). To mitigate this limitation, we first propose to use a "merger" between technology and task-based language teaching (TBLT) in the classroom – or technology-mediated TBLT – as suggested by González-Lloret (2016), and secondly to include working memory principles into the design of instructional activities. According to this approach, teachers can help students better cope with processing demands posed by communicative practices by providing comprehensible input in terms of oral-aural, written and/or visual support. In addition, learning an L2 through real-life tasks will stimulate various language skills by placing students in an authentic environment. Thus, the purpose of this workshop is to illustrate how technology-mediated TBLT may be used in conjunction with methods to alleviate working memory load in order to foster L2 acquisition in the communicative classroom. First, the session will review cognitive theories of multimedia (Mayer, 2009), the working memory model (Baddeley, 2012), and the accrued benefits of technology-enhanced learning for L2 students with low working memory (Gathercole & Alloway, 2008). The main part of the workshop will then be dedicated to demonstrating the use of technology-enhanced activities to develop L2 acquisition and support working memory capacity. At the end of the session, participants will be familiar with the theoretical background and implementation of technology-mediated TBLT tools.

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JAN HARDIE, [jan.hardie@supsi.ch](mailto:jan.hardie@supsi.ch), Scuola universitaria professionale della Svizzera italiana (SUPSI) (Switzerland)

Title: CLIL IN DIFFERENT PROFESSIONAL EDUCATIONAL CONTEXTS

Abstract: What challenges arise when CLIL methodology is applied not just at primary and middle-school level, but in contexts involving older students, learning more complex subjects and using higher language levels? How can these challenges be overcome?

Our interest in this topic arose during participation in an EU LLP project, CLIL4U, aimed at developing CLIL-type materials for all scholastic levels. The other team members worked with lower age groups, and it soon became evident that CLIL implementation in a tertiary-education context differs fundamentally from CLIL implementation in a scholastic context, where the focus seems mainly on younger age groups, who can learn simplified "content" together with simple "language"

(e.g. parts of the human body). When working with older students, however, there is often a gap between the more complex “content” required and the “language” competences of the students – and sometimes also the teachers.

Following the CLIL4U project, we continued our work on the topic of CLIL at university, and have developed an extensive range of didactic materials in tandem with subject teachers. Language teachers and a Marketing lecturer collaborated to create CLIL-type lessons for university business administration students. Moreover, language teachers working with SUPSI students from other Departments have been encouraged to incorporate CLIL-type methodology into their lessons, and have received support for this process. Students appear to appreciate these efforts to integrate language-learning into their study programmes, and seem more motivated to improve their linguistic competences. Work in this area is ongoing.

In conclusion, a successful CLIL approach must adapt to the age and educational level of the learners. CLIL at university is possible, and can be successful, but requires a structured approach, solid scaffolding and close collaboration between content and language teachers.

GUADALUPE DORADO ESCRIBANO, [gdoradoescribano@gmail.com](mailto:gdoradoescribano@gmail.com), University of Camilo José Cela (Spain)

Title: ESCAPE ROOMS IN FOREIGN LANGUAGE TEACHING

Abstract:

Nowadays, students must face at different and challenging situations due to the society in which they are living in and they seek practical solutions for their needs. Therefore, teachers and professors should “escape” from the outdated teaching methods, rethink their strategies and adapt their classes to this circumstance. That is the reason why new trends in education are to be experienced and evaluated.

Following that, an important aspect of education that should not be underestimated is the emotional content. Following authors such as Gardner and Lambert 1972; Pavlenko 2002, 2007 or Gardner 2007, we consider that attitude, motivation and other emotive factors are present somehow in language learning.

In 2007, Paradis declared that a positive emotional attitude will enable a better acquisition of the second language so it is our firm belief that games, which were long ago considered not to be an accepted tool for classes, should be included in educational programs.

Among the broad array of games that can be carried out in classes, escape rooms seem to be a valuable tool. Its innovative inclusion in our century makes them attractive to our students as they will help to understand better the knowledge at the same time that they entail a wide range of factors needed for foreign language teaching. Creativity, critical thinking, collaboration or problem solving are some of these aspects to be worked while the establishment and successful launch of these escape rooms, not forgetting that students must use the foreign language as the language used for communication throughout the entire game.

The project presented here consists on an educational experience in High School Education that aims at continuous improvement in Teaching Methodology by using a really recent, innovative and creative trend, that is, escape rooms.

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Title: THE DEVELOPMENT OF LANGUAGE COMPETENCIES AND LEARNING SKILLS OF STUDENTS THROUGH RESEARCH WORK

Abstract:

Globalization gives huge opportunities for young people to receive education, work worldwide. It can be achieved with the help of second language acquisition and what is more "scaring" with the help of second culture acquisition.

Nowadays English is considered to be a lingua franca, an international means of communication for non-native speakers of English. SCIENCE WRITING helps students not only to develop research competencies or indicators of high-quality research culture, but also to develop an enhanced understanding of English written pattern, and English as a system in general.

Scientific discourse contains several elements such as academic skills, language skills, intercultural sensitivity and understanding, interpersonal skills and audience. All these skills necessary for a good scientific discourse develop over time. And what is more important, they can be helpful in all the spheres of one's life.

In this paper we have tried to demonstrate the development of research culture, language competences from an undergraduate study till the doctoral research of language and culture acquisition.

The results of the analysis of the success model demonstrate the gradual development of the topic, learning and cognitive capacities, personal qualities. During the first stage of her research work, the student acquires receptive (passive) knowledge and learns to express the acquired knowledge. Later she learns to analyze, systematize that knowledge. Afterward, on the basis of the analysis, she puts forward a new hypothesis, finds application to that new knowledge and successfully defends her dissertation.

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Title: ENHANCING LEARNER-CENTEREDNESS AND RAISING LEARNERS' METACOGNITIVE AWARENESS IN EFL TEACHING/LEARNING: THE INCLUSION OF ELP

Abstract:

Student-centred learning has been a predominant paradigm at compulsory levels of education for several decades and has naturally progressed into University training. In this sense, the Algerian higher education system has undergone a number of reforms since 2004. However, the shift from a teaching-centred to learner-centred approach does not seem to have attained its objectives in a number of areas, including its ability to enhance learner autonomy. The present study aims to shed light on the main principles and objectives of the European Language Portfolio (ELP) that are shared by the learner-centred approach. Essentially, the study addresses the question as to whether the implementation of the ELP affects student ownership of learning and levels of metacognitive awareness. A total of 80 English Language students from Tlemcen University participated in this study, which involved training in the ELP with an experimental group (n=40) and a control group (n=40). After random assignment of the treatment group, two research instruments were used respectively as pre/post-tests: the Learner Autonomy Questionnaire (Zhong & Li, 2004) and the Metacognitive Awareness Inventory (Scraw & Dennison, 1994). This study will provide initial results which suggest possible pedagogical considerations for the inclusion of ELP with adult learners in similar contexts.

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Title: LA LITERATURA EN EL AULA DE ELE: UN ENFOQUE DUAL. LEER, ANALIZAR, COMPARTIR

Abstract:

Leer, analizar, compartir no es tarea fácil. Más aun si todo debe producirse en un contexto de ELE. De alguna manera, lo que voy a tratar de hacer en esta presentación es compartir lo que desde hace veinte años "he leído" y analizado como docente en el aula de literatura hispanoamericana para estudiantes de los cursos de Estudios Hispánicos en el Centro de Lenguas Modernas de la Universidad de Granada. En definitiva, voy a tratar de exponer los criterios por los que me rijo a la hora de impartir la clase de literatura en el aula de ELE. No se trata de utilizar los textos literarios como herramienta para el aprendizaje de una segunda lengua (aunque este sea un objetivo simultáneo o resultado complementario, dependiendo del enfoque), sino de estudiar autores, textos, contextos..., una vez más, leer, analizar, compartir y crear conocimiento (conocimiento compartido). Lo que denominamos coconstrucción del conocimiento. ¿Cómo? Además de usar propuestas didácticas similares a las que se hacen en clase de lengua (rentabilización del conocimiento previo, involucrar al estudiante en su propio proceso de aprendizaje, promover la interacción entre los estudiantes, énfasis en el carácter comunicativo, una buena secuenciación de la propuesta...); además, decía, como docentes debemos genera<sup>o</sup>r una dinámica en el grupo de respeto a la diversidad tanto de intereses como de niveles de lengua. Solo así lograremos el intercambio de interpretaciones y la capacidad de crear conocimiento a partir de ellas.

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Bionote: Isabel María Balsas Ureña es licenciada en Traducción e Interpretación por la Universidad de Granada. Ha trabajado como profesora en la Universidad de Lengua y Cultura de Pekín y en el Instituto Cervantes de Pekín, donde también colaboró como asesora en el departamento de cultura, y ha sido lectora AECID en la Universidad de Estudios Internacionales de Sichuan (Chongqing, China). Ha colaborado como traductora, editora y revisora de chino-español en diversos proyectos institucionales. En la actualidad es profesora de lengua y cultura chinas en la Universidad de Granada. Su área de especialización es la didáctica de chino como lengua extranjera.

Title: RETOS PARA EL ENFOQUE LÉXICO EN LA ENSEÑANZA DE CHINO PARA ALUMNOS DE NIVEL INICIAL

Abstract:

El enfoque léxico, perteneciente a la segunda etapa de los enfoques comunicativos, ha llegado con casi dos décadas de retraso a la enseñanza de chino lengua extranjera, donde la acogida ha sido positiva desde la perspectiva teórica. Las investigaciones que se ocupan de su integración práctica, sin embargo, son bastante escasas y en su mayoría se centran únicamente en la enseñanza de *chunks*; no se han encontrado evidencias de que, fuera de China, las posibilidades del enfoque léxico para la enseñanza de chino hayan sido analizadas aún, y es prácticamente posible afirmar no existen investigaciones en las que se analice su viabilidad para estudiantes hispanohablantes.

Durante los cursos 2016/17 y 2017/18, en las clases de lengua china de la Universidad de Granada se ha seguido una adaptación del enfoque léxico que ha sido sometida a investigación mediante un análisis cualitativo y cuantitativo. En la primera fase, realizada con alumnos de nivel intermedio (en torno al HSK 3 y 4), se midió la utilidad relativa para el estudiante de determinados elementos de aula propuestos desde el diseño contemporáneo del enfoque léxico (ejemplificación, uso de la traducción, uso de la terminología, entre otros). Los resultados obtenidos fueron mayoritariamente positivos, lo que motivó la continuidad de la investigación, con alumnos de nivel cero y sistemas de medición similares.

Una primera valoración de esta segunda fase, cuya recogida de datos acaba de terminar, sugiere que la adaptación realizada para alumnos principiantes ha sido igualmente positiva. Las conclusiones extraídas del análisis de dichos datos, objeto de la comunicación que aquí se propone, permitirán tanto la optimización de los elementos analizados de manera específica para la enseñanza de chino como, en sentido más amplio, contribuir al desarrollo de este enfoque de enseñanza.

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Bionote: At the moment Isabel M<sup>a</sup> Pérez Diaz teaches History and Civics in Spanish in the International Spanish Academy of Okeehel Middle School in Palm Beach county, Florida, USA. She studied History in Granada University and bilingualism in Pablo Olavide University in Seville. He has worked as bilingual teacher of Geography and History in bilingual School in Spain. She is interested in how students learn contents through a second language and she is focused on new methodologies to implement bilingual programmes and facilitate students the skills to learn.

Title: ¿QUÉ SE ESCONDE DETRÁS DE LAS SIGLAS CLIL? ¿DETRÁS DE SU AUGE ACTUAL EXISTE UNA VERDADERA ENSEÑANZA DE LA LENGUA Y DE LOS CONTENIDOS?

Abstract:

El siguiente trabajo intenta exponer el estudio de las metodologías, recursos y enfoques que se deben trabajar en una Asignatura No Lingüística de todo programa bilingüe, ya sea en España o en Florida donde la autora se encuentra desarrollando su práctica docente.

Intentado acallar aquellas voces que critican el sistema diciendo que el alumnado no aprende contenidos ni la lengua L2, pero sin ninguna prueba concreta.

El alumnado del siglo XXI es capaz de aprender contenidos a través de otra lengua diferente a su L1, solo es necesario que se utilicen diferentes metodologías, agrupamientos, que se transforme el currículo. Clil parece dar respuesta con su doble enfoque contenido-lengua, como señalan Coyle, Hood and Marsh (2010, p.3)

Clil is an educational approach in which various language-supportive methodologies are used which lead to a dual focused form of instruction where attention is given to both language and content.

Los objetivos específicos son:

- Conocer las metodologías que se podrían aplicar en las aulas bilingües.
- Diseñar y planificar la metodología y recursos necesarios para impartir una asignatura no lingüística como la Historia.
- Analizar sistemas, herramientas y recursos de evaluación en el aula bilingüe.

Durante la ponencia se darán ejemplos de como funciona una clase de Aprendizaje de Contenidos a través de una lengua (L2), pues no hay ningún contenido más transversal que la propia lengua (Bill,2016). Se hará un estudio de las metodologías que se agrupan bajo el enfoque CLIL y que fundan sus postulados en las teorías de autores como Vygostky, Piaget, los hermanos Johnson, Ausubel, Gardner y Coyle, entre otros.

Llegaremos a la conclusión de que se consigue que el alumnado aprenda a través de una segunda lengua porque se le involucra en su propio proceso de enseñanza-aprendizaje.

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Title: LEARNING ENGLISH FOR MEDICAL PURPOSES IN DISTANCE EDUCATION: A CONCEPTUAL APPROACH

Abstract:

Learning English for Specific Purposes (ESP) has become widely available through a variety of online tools and e-learning platforms. In many cases the e-learning courses provide an electronic replication of in-presence courses focusing largely and only on developing lexical and grammatical knowledge, as well as receptive skills. Research shows the importance of Virtual Teams (VT) for fostering deeper learning and developing critical thinking, yet insufficient number of studies has researched the implementation of VT in learning English for Specific Purposes in the field of Medicine. The current study aims at developing a conceptual approach for enhancing English for Medical Purposes (EMP) e-learning programmes focused on the development of communicative skills, critical thinking, intercultural cooperation, lifelong learning and motivation through the use of Virtual Teams. An extensive literature search using the online databases ScienceDirect, Web of Science, Scopus and Google Scholar was performed. Keywords, “e-learning”, “english for medical purposes”, “communication”, “virtual teams”, “critical thinking” were used. The conceptual approach includes a set of problem solving tasks associated with actual medical cases organised entirely in a technology-mediated environment. Through problem-based learning, participants and tutors organized in Virtual Teams will be expected to reach solutions to outlined medical cases and problems. The proposed conceptual approach develops foreign language proficiency for medical purposes, team working skills and critical thinking in recurring social interactions and collaboration in an online setting.

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Title: INVESTIGATING THE PROMOTION OF SUSTAINABILITY IN HOTEL WEBSITES: APPLICATIONS IN THE ESP CLASSROOM

Abstract:

Society’s concern with the protection of the environment has led businesses, including the tourism sector, to respond to consumer demands for sustainability (Hansen, 2010; Baker *et al.*, 2014). Hotels, particularly, are using a specific discourse in their environmental reports and programs to present their views on and actions regarding green practices (Gössling and Peeters, 2007; Qui, 2013; Ruffolo, 2015). Understanding how these documents are perceived and whether they influence customers’ choices may provide practical implications for hoteliers. Hence, it becomes essential for current and future operators of the field to be familiar with language which appeals to the increasing number of ‘green’ tourists.

In the classroom, the use of corpus-driven materials can be a useful way to introduce students to genres related to their academic and/or professional contexts and provide them with a critical approach to reading texts. This presentation will illustrate the didactic activity carried out by Business and Tourism students attending ESP courses and show how it can be adapted to other ESP contexts. Specifically, students used corpus tools to analyze the discourse adopted by hotels when communicating their green practices. The aim was to help them understand the link between language and content and gain awareness of the ideology behind a text. Moreover, it was also important to examine to what extent the intended message is perceived in the same way by readers with different academic backgrounds and/or different interests to pinpoint discrepancies between the underlying message and its linguistic representation.

The corpus used for this didactic activity included webpages from hotels which have received awards for their sustainable practices. Through the use of a concordancing program, the students analysed the texts quantitatively and qualitatively in order to investigate the promotion of sustainability in hotel websites and decide whether potential tourists might consider the message conveyed reliable.

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Title: A CASE STUDY IN TEACHING INTERNATIONAL PROFESSIONAL COMMUNICATION FOR ENGINEERS

Abstract:

The purpose of this paper is to describe our experience in the teaching of Professional Communication for Engineers built around the various simulations carried out from 2002 to date. Our professional activity is developed in the environment of the Applied Linguistics Department of the UPM.

Based on the principles of Learning by Doing (John Dewey, Roger Schank et al), the practice has been taking place year after year between, on the one side –for the English professional correspondence–, the ETSIAE UPM and the Colorado Boulder University and, on the other –for the Spanish one–, the ETSISI UPM and the Goethe Universität in Frankfurt am Main.

The practice between Colorado Boulder and the ETSIAE consists of the development of a written commercial relationship between two simulated companies (one per student) aiming at the successful signature of a contract. Each student plays the role of either a retailer/manufacturer or a customer, engaging into an email communication for this purpose, thus putting into practice their writing skills.

As for the Spanish practice, alongside the testing of the aforementioned writing skills, a competitive factor is added. The retailers –just as it happens in real life– compete to obtain the largest number of customers. Together with the correspondence practice, they also have to attract their clients’ attention by means of a recorded multimedia presentation. This way, both writing and oral skills are put to the test.

In an Engineering Environment as the one we are dealing with, it is crucial that our students appreciate –in the very same way they do in their labs– the immediate practical applications of the theoretical content they have acquired. As a result, we get motivated, self-assertive, enthusiastic students.

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Bionote: José Luis Moreno Vega has taught English as a foreign language in Mexico for ten years at secondary and university level. He is currently studying a Ph.D. in Applied Linguistics at Lancaster University in the United Kingdom. He holds a M.Ed. in Bilingual-Bicultural Education from the University of Arizona. His research focuses on the implicit-explicit interface, specifically investigating the relationship between explicit and implicit L2 knowledge and the short-term and long-term effects of different types of form-focused instruction in second language acquisition.

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Title: FORM-FOCUSED INSTRUCTION THROUGH COMPUTER ASSISTED LANGUAGE LEARNING: A STUDY OF ENGLISH AS A FOREIGN LANGUAGE IN MEXICO

Abstract:

Research has shown that input is essential to second language (L2) learning, yet input alone may not always be enough for learning to occur. Specifically, adult learners need a pedagogical intervention such as form-focused instruction in order to gain proficiency in the L2. Form-focused instruction varies in its levels of explicitness as it comprises implicit training such as input enhancement and explicit interventions like processing instruction. The effectiveness of implicit and explicit form-focused instruction has not been conclusive. Namely, there is contradicting evidence about whether implicit and explicit form-focused instruction promote implicit or explicit knowledge respectively or whether each promotes both types of knowledge. There is also no certainty about the characteristics that target forms must have in order for them to be more likely to be learned through implicit instruction or through explicit instruction.

The present study reports the main findings of a lab experiment conducted with university students learning English as a foreign language in Mexico. Prepositions were taught implicitly and explicitly through a computer interface. This experiment addresses important shortcomings with regard to the type of knowledge that both implicit and explicit form-focused instruction promote. In addition, it provides evidence of the delayed effects of each training condition. The findings are discussed in terms of the theoretical and pedagogical implications. Specifically, the results shed some light on what teachers can expect when implementing form-focused instruction through computer assisted language learning.

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Bionote: As the language coordinator at the Spanish and Latin American Studies programme at the University of Stirling, Scotland, UK, Jose teaches to all levels both undergraduate and postgraduate in several subjects: Spanish language and grammar, Instrumental Spanish, Translation: Theory and Practice; and Language Teaching Pedagogy.

Due to his interest in reflective teaching he has been recently awarded Senior Fellow status by the Higher Education Academy in the UK.

His areas of interest are: Reflective Language Teaching, Blended Learning, Post-method Pedagogies and Affective factors in Foreign Language Learning.

Title: MAXIMISING STUDENTS' EXPOSURE TO THE FOREIGN LANGUAGE: A POST-MODERNIST APPROACH TO THE TEACHING OF SPANISH AT UK UNIVERSITY LEVEL

Abstract:

The post-method pedagogy offers, not without its constraints, an alternative for those practitioners who feel frustrated by the application of a method in their language classes. Indeed, considerable amount of research has been directed to present new trends and ideas to be implemented in our daily classes. However, not much has been published on the application of this post-method pedagogy holistically rather than to individual sessions. In this presentation I intend to give an insight into how post-method pedagogy has helped me and my colleagues at Spanish and Latin American Studies at the University of Stirling shaping a programme that maximises students' exposure to the target language and therefore increases their learning opportunities and their chances for learning success. This case study was part of my recent successful application to the Higher Education Academy UK to which I now belong as a Senior Fellow. Overall, this presentation could be the starting point to a stimulating pedagogical and critical comparison on current approaches to language teaching and the role of innovation and creativity in the post-method era.

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Bionote: José Peixoto Coelho de Souza teaches Portuguese at the University of Manchester, in England. He has a PhD in Applied Linguistics and a diploma in English and English language literature from the Federal University of Rio Grande do Sul, in Brazil. He has been teaching languages for over 20 years and his research interests include language teaching materials development, the use of songs in language teaching, Portuguese as an Additional Language teaching, and literomusical literacy. He has presented papers and taught workshops and short courses on those subjects to pre-service and in-service teachers in Brazil, Colombia, Portugal, Spain and in the United Kingdom.

Title: SONGS: LYRICS AND MUSIC IN FOREIGN LANGUAGE TEACHING

The use of songs in foreign language teaching is a common practice as songs are authentic materials easily at hand for both teachers and students, which creates a pleasant learning environment and generates expectations and motivation in the language classroom. Nonetheless, both published and own materials tend to focus on the lyrics only, disregarding the music and the meaning effects produced by its association with the verbal component for meaning making. In this context, this workshop aims to discuss how to develop materials based on songs for language teaching which seek to foster students' literomusical literacy, that is, "the state or condition of those who participate in social practices mediated by songs and discourses that emerge from songs and take a critical stand on them because they are able to understand and reflect upon their verbal and musical components and on how they relate to their musical community" (COELHO DE SOUZA, 2015). Thus, based on the assumption that the meaning of a song derives from the articulation between both languages and that therefore meaning-making in songs involves a triple competence, this presentation aims to raise awareness of the particularities of creating materials based on songs for language teaching by suggesting pedagogical objectives which seek to take both the verbal and musical languages and the cultural elements present in both lyrics and music into account.

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Title: ICTS IN L2 LEARNING. PRE-SERVICE TEACHERS' DIGITAL COMPETENCE AND SELF-ASSESSMENT

ABSTRACT:

Several works have been published about the differences between digital natives and digital immigrants in Education over the

last two decades (Prensky 2001, VanSlyke 2003, Guo et al 2008, Margayan et al 2011). Most of them focused on the need to integrate more effectively ICTs and digital students in the classroom. But little research has come out to light about the digital literacy and skills of these students as pre-service teachers, so this research looks into the ICT competence and performance of prospective teachers in the L2 classroom. A total of 188 undergraduate students of Education at the University of Alicante attending the subject *Integrating Communication skills in English* participated in this two-month project. First, all students were administered an on-line questionnaire to measure their degree of technological affinity based on Dahlstrom (2013) including items about the use of educational software in different formats (web-based programs, video games, apps, etc). Then, students were randomly assigned into groups in order to design and implement a lesson plan that incorporated several ICT tools aimed at different educational stages (pre-school, primary and secondary). Finally, students debated in class and completed a questionnaire on their self-perception and assessment regarding the integration of technology in their L2 lessons. The research findings revealed pre-service students are self-confident about their digital competence as users but they require more formal training for a meaningful integration of ICTS in L2 teaching. As prospective teachers, students support the use of technology in the classroom but demand better pre-service training to help them transition from digital native students to digital native teachers.

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Bionote: Juan Carlos Manzanares Triquet (Melilla, 1988) es Licenciado en Traducción e Interpretación por la Universidad de Málaga (2012). Ha realizado el Máster en Formación de Profesorado (2013) y el Máster en Estudios Superiores de Lengua Española (2014) en la Universidad de Granada.

Desde 2014 trabaja como lector de español en el Departamento de Filología Hispánica y Portuguesa de la Universidad de Pekín. También ha colaborado como profesor en el Instituto Cervantes de Pekín así como examinador DELE en distintas convocatorias. A lo largo de esta etapa, ha completado su formación cursando el Máster en Lingüística Aplicada a la Enseñanza de Español como Lengua Extranjera en la Universidad de Jaén (2016).

En la actualidad compagina su actividad docente con la elaboración de su tesis doctoral en el programa de Doctorado de Educación de la Universidad de Granada.

Title: EL CÓMIC COMO HERRAMIENTA INTERCULTURAL EN LA CLASE DE ELE: EXPLOTACIONES Y APLICACIONES. EL CASO DE "GAZPACHO AGRIDULCE"

Abstract:

La enseñanza de ELE, por la pluralidad y diversidad de sus contextos de aprendizaje, las distintas necesidades y peculiaridades de su alumnado y, como no, por la revolución que ha supuesto la integración de las TIC en el paradigma socioeducativo, se enfrenta en la cotidianidad de su práctica a constantes desafíos en los que el docente ve redimensionada su figura tradicional.

El contexto de aplicación en el que se inserta la explotación didáctica propuesta es China, en el marco universitario de los estudios de Grado en el área de Filología Hispánica. La propuesta que se remite forma parte de la materia "Expresión Oral" de segundo curso y trata de acercar al alumnado el cómic como recurso didáctico para tratar de potenciar la capacidad de expresión, la improvisación o la creatividad mediante actividades en las que la cultura y las TIC se yuxtaponen bajo un mismo eje.

El cómic seleccionado "Gaspacho Agridulce" es una obra realizada por la diseñadora gráfica de origen chino Quan Zhou quien, desde una perspectiva humorística, aborda y trata cuáles son los distintos estereotipos que vive una adolescente que nace y crece en España en el seno de una familia tradicional china bajo la influencia externa de una sociedad que se aleja totalmente de los principios fundamentales que rigen la ética china. Este conflicto de identidad nos permite, además de conocer la obra, enseñar cultura desde su cultura, al tiempo que se genera un espacio abierto para el debate, el intercambio de ideas y el desarrollo del pensamiento crítico del alumnado.

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Title: MAKING CONNECTIONS: GUIDED SYNTHESIS WRITING FOR COLLEGE-BOUND STUDENTS

Abstract:

Discourse synthesis is a demanding task, requiring students to select, organize, and connect ideas from several sources to create a new conceptual structure (Segev-Miller, 2007). A thesis-driven synthesis should be a dialogue between the student and the sources; it is not a "summary of summaries" but the product of a personal and creative perspective on the part of the student (Schumacher & Gradwohl, 1991). Although the language of a thesis synthesis essay does not differ fundamentally from that of other types of essays, the conceptualization required and the critical stance make it difficult for L2 students preparing for mainstream college courses.

This workshop will present a synthesis lesson for intermediate students, with high-interest source material in psychology, including guidance for selecting and organizing information, generating a thesis, and organizing paragraphs. Evaluation of student writing follows.

Participants will then work together to develop ideas for a synthesis writing lesson based on another topic, with sources for elementary-level proficiency. We will share our insights. The presenter will offer suggestions for advanced-level synthesis writing.

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LJILJANA BAJIĆ, [ica.bajic@gmail.com](mailto:ica.bajic@gmail.com), University of Belgrade (Serbia)

Title: MIGRANT CRISIS AND LANGUAGE EDUCATION: SERBIAN EXPERIENCES

**Abstract:**

Countries on the so-called "migrant route" have found themselves facing new challenges in recent years, related to language education policies in formal education. Ways and means for teaching and learning languages of education while at the same time recognizing and valuing migrants' languages, cultures and identities have (re)awakened interest in formal education for marginalized, socially challenged groups in Serbia. Some of the issues that Serbia has been facing for decades now regarding the role of languages in the education of socially deprived ethnolinguistic minorities such as the Roma, have been again placed on the front burner of academic debates and national educational authorities.

The Faculty of Philology of the University of Belgrade has been actively engaged in researching adequate solutions in response to the appeals from the Ministry of Education, Science and Technological Development of the Republic of Serbia and the NGO sector (UNICEF and Danish Refugee Council). In this paper, socio-cultural, educational and applied linguistic aspects relevant to the preparation of a Teachers' Manual for Teaching Serbian as a Language of Education for Migrant Children (completed at the end of 2017) are presented in order to draw an international academic audience's attention to a number of challenges and new perspectives in this area of language education policy and planning.

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Title: DIGITAL STORYTELLING IN THE FL CLASSROOM

Digital storytelling is considered a relatively new type of task in the field of foreign language instruction. The implementation of this kind of tasks in the FL classroom appears to be effective for learning languages as well as being avant-garde and motivating for both teachers and students. By using digital stories, students are involved in the use of computer-based tools to tell stories on a broad range of topics. In the process of digital storytelling, learners can work individually, in pairs, or in small groups on a certain topic, perhaps drawing from personal experiences, while they sharpen their speaking, listening, reading, and writing skills in a foreign language, as well as their technology skills. In this presentation, I will introduce the genre of digital storytelling, relevant research findings, its main advantages and some practical examples along with some tips for teachers to design and implement these digital projects in their classrooms.

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Title: CONCEPTUAL METAPHORS AS A DIDACTIC TOOL

**Abstract:**

The aim of the presentation is to show different applications of conceptual metaphors (CM) in the context of language learning and teaching. Metaphors prove to be useful tools enhancing the didactic process. The poster presents the concept of CM and its domains and mappings in the areas of second language classroom that is as a tool for better comprehension and production of a foreign language. CM proves essential in the teaching processes involved in the development of perceptive skills of reading and listening. Their potential is visible not only when raising intercultural awareness of the students but also in teaching integrated skills. Additionally, metaphors have a positive impact on language of argumentation, stating, defending and making hypothesis. What is more metaphors are an effective tool for assessment of progress students make. The author focuses on idioms, phrasal verbs, polysemous expressions and vocabulary teaching and learning as the areas where CM can enhance production and reception of new lexical items in particular.

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Title: ESTADO ACTUAL Y DESAFÍO DEL USO DE TIC EN LA ENSEÑANZA DE JAPONÉS COMO LENGUA EXTRANJERA

**Abstract:**

El desarrollo de las herramientas TIC facilita el acceso a la información y materiales necesarios a los usuarios de TIC. Los estudiantes interesados en el aprendizaje de una nueva lengua pueden acercarse tanto a la lengua como a la cultura, por simple acción de, por ejemplo, clicar los videos de YouTube, visitar páginas webs, tomar cursos gratuitos online, etc.

El profesorado de lenguas pueden estar satisfecho al tener estudiantes muy motivados con los conocimientos previos facilitados por el uso de TIC. Al mismo tiempo, pueden estar confusos por la múltiple variedad de información. Los estudiantes también puede que se encuentren que lo que han aprendido por su cuenta con la ayuda de TIC, no está del todo de acuerdo con lo que se enseña en clase.

Este es el caso frecuentemente observado en las clases de japonés como lengua extranjera. Gracias al *boom* del manga y el anime, el número de estudiantes que desean aprender japonés en las universidades españolas está gradualmente creciendo cada año. No obstante, el japonés, especialmente para los alumnos occidentales, es una de las lenguas más complejas y difíciles de aprender, debido a su carácter ideográfico, su gramática, la variedad de expresiones verbales y no verbales de cortesía, etc. De hecho, los tonos y formas de expresar cortesía se estructuran dentro de la cultura comunitarista o grupista, y se enseñan diferentemente o a veces incorrectamente en los materiales ofrecidos por TIC. Además, los manuales utilizados en aulas simplifican o ignoran este asunto.

¿Cómo se puede solventar este vacío entre estos materiales para enseñar japonés correctamente en su uso y cortesía adecuados? Esta presentación tiene como principal propósito analizar diversos materiales TIC y de manuales de enseñanza, así como buscar las posibles herramientas para aplicar en las clases de japonés y mejorar su adquisición.

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Bionote: Officer at Brazilian Navy, English language teacher and translator. Graduated in Portuguese and English Languages Teaching by the Fundação Educacional da Região dos Lagos (2010) and Specialization in English Language Teaching and the Use of New Technologies at Universidade Gama Filho (2013). Master in Education from the Universidade Federal Fluminense and Doctoral student at the same university. Part of a research group called Nucleus of Translation, Interpretation and Study in the works of representatives in the historical-cultural theory. Interested in multilingual education and childhood multilingualism. She develops researches not only in English as a Foreign Language (EFL), but also in Portuguese as a Foreign Language (PLE).

Title: MULTILINGUAL EDUCATION: REFLECTIONS ON LANGUAGE TEACHING AND CHILD DEVELOPMENT

**Abstract:**

Multilingual education must be attentive to the dynamics of multilingualism, and especially to its relation to child development. The guiding role of schools requires that the languages taught might be seen as a knowledge that transforms and shapes itself according to the students' needs and practices. In order to problematize the pedagogical processes developed



in schools, we made use of the study presented by Lev Semionovitch Vygotsky on his text called *The question of multilingual children*. Although it was written in 1929, the text illustrates the current relevance of Vygotsky's work in seeking to serve as a material for the presentation of the issue of multilingualism and to indicate, persistently, the need to address this problem in future researches. Based on the criticisms presented in his text and on the methodological and theoretical inconsistency of the researches he analyzed, Vygotsky suggested three procedures to be followed by the researchers of childhood multilingualism: a) to analyze multilingualism and its influences, all the conditions of the group should be equalized, or analyzed in a deeply psychological way; b) the research must be observed in all the diversity of its qualitative changes in the development process of the child and not in a static way; and c) the accomplishment of the research should take into account the internal structure of the processes that are involved in the development of the child's speech. The work of the Belarusian author demonstrates that the knowledge made possible by the instruction of multiple languages should be studied as an issue that impels children's development, and not just as a linguistic acquisition. Therefore, from the study of Vygotsky, we hope to promote reflections and discussions on the theme of childhood multilingualism in several areas.

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Bionote: Leticia Quesada Vázquez graduated in English Studies (BA) and Teaching Training: Secondary and Upper Education, Vocational Training and Language Teaching (MA) from Rovira i Virgili University (Tarragona, Spain). Currently, she is conducting her PhD studies on phonetics and English as a second language teaching, investigating rhythm instruction as a tool to improve EFL Spanish/Catalan learners' intelligibility, comprehensibility and fluency.

She has taught English for specific purposes (ESP) for six years at Rovira i Virgili University and she participated at a Fulbright program in 2013/14 as a teaching assistant, teaching Spanish at Lincoln University (Pennsylvania, USA).

She is interested in second/foreign language teaching, phonetics and phonology, and ESP

Title: ESP WITHIN ESP: THE DESIGN AND IMPLEMENTATION OF A PRONUNCIATION MODULE WITHIN AN EXISTING TECHNICAL ENGLISH COURSE

Abstract:

Pronunciation teaching is often neglected in the EFL classroom (Derwing & Munro, 2015). Frequently, teachers are not trained to teach pronunciation properly, resources are scarce and do not suit the learners' needs, and the lack of time results in the prioritization of other skills. These issues aggravate within ESP, since the content scope narrows. Very few studies have investigated the effectiveness of pronunciation training within ESP courses. However, some have proved that a conscious planning of objectives and students' necessities, together with the design of appropriate materials and training sessions, can lead to positive results (Chela-Flores, 1993).

This study investigates the efficacy of explicit rhythm instruction to improve engineering students' prosody in English. For this purpose, a pronunciation module was added to an existing technical English course. The module consisted of ten weekly sessions of thirty minutes held within the class schedule, and the participants were 298 Spanish/Catalan first-year undergraduate engineering students divided into three experimental groups and three control groups. Sessions were designed according to the course contents so as to encourage students' motivation and guarantee some notional foundations (Anderson-Hsieh, 1990:201). Also, each session was outlined following Celce-Murcia's steps to teach communicatively (1996:36). The experimental groups received explicit rhythm instruction while the control groups did not. They all were recorded before and after the training; the data were analyzed acoustically and measures of rhythm (Varco-V) were obtained. Preliminary results reveal that students who took rhythm instruction show an increase in Varco-V, approaching English rhythm. This suggests that rhythm instruction is a beneficial aspect to teach within the EFL classroom in general, and the ESP classroom in particular, to enhance students' communication skills in English.

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Bionote: Liana Vella nace en Turín y reside, desde hace más de diez años, entre Santiago de Compostela y Turín. Desde el año 2017 un año imparte clases de "Educación Artística" en la escuela pública italiana. Es co-autora de "Ricette grammatetrali" a la vez que imparte cursos entre Italia y España que integran la Pedagogía creativa para el Aprendizaje de Idiomas, la Expresión artística y la Comunicación eficaz para el self-empowerment.

Doctora (mención europea) en CIENCIAS DE LA EDUCACIÓN y en SCIENZE DELLA FORMAZIONE, por la Universidad de A Coruña en co-tutela con la Università degli Studi di Torino en el Programa doctoral: "Teatro, Expresión corporal y sociedad: la investigación didáctica". Licenciada en SCIENZE DE LA FORMAZIONE, en la Facultad de Discipline de *Arte, Música e Spettacolo per la Università degli Studi di Torino*, en la especialidad "Teatro de Animación". Por la misma obtiene en el 2011, el Máster en *Teatro Sociale e di Comunità*. En España homologa su Laurea con la Licenciatura en Humanidades. En el 2015, en la Universidad de Compostela recibe el DIPLOMA de EXPERTA en "COACHING EDUCATIVO. Función Docente".

Title: RECETAS GRAMATEATRALES: METODOLOGÍA CREATIVA Y DIDÁCTICA ACTIVA PARA SABOREAR, APRENDER Y ENAMORARSE DE NUEVOS IDIOMAS

Abstract :

Las Recetas gramateatrales son una realidad proyectual bajo formato de libros, editados en Italia (Turín), por la Casa Editorial "Didattica Attiva" que experimentan ideas de pedagogía /andragogía creativa, escritas por Liana Vella y Giovanna Corni.

Se trata de una metodología activa que trabajamos desde el 2009, sobre todo en las Escuelas Oficiales de Idioma de España. Se basan en la Antropología del teatro, en el Teatro de Inclusión y en la Psicopedagogía. El método grammateatral cruza el formato de laboratorio de lengua, de cocina y un juego teatral: una ocasión para construir relaciones positivas dentro de un grupo que comparte un viaje: el aprendizaje de nuevos contenidos, la investigación de nuevas lenguas, la memorización de nuevas palabras de un idioma y la experiencia cultural que lo representa.

Los alumnos y alumnas del curso se transforman en vivos ingredientes teatrales y gracias al expediente de la receta-guion elegida, viven una sabrosa experiencia gramatical, en un campo de fuerzas relacionales interculturales. El proceso experiencial finaliza con una "performance-producto" sea un plato de comer, detrás del cual se construye un interesante proceso de "team building" y de "self-empowerment".

El objetivo principal se basa en la experiencia del proceso, sin limitarse al resultado del producto. Aunque se acabe creando y

compartiendo realmente un tiramisù -al tratarse del idioma italiano-, o de una sangría -en el caso del castellano-, de un sándwich -para el inglés - de una niçoise para el francés - del Pan grammateatrale o del Vino a través de “PAnDiVini” con el propósito de tocar lo universal de manera convivial, explorando todos lenguajes expresivos y artísticos.

“El descubrimiento de un nuevo plato es de más provecho para la humanidad que el descubrimiento de una estrella”  
(Brillant- Savarin)

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Bionote: Licia Masoni (PhD) - University of Bologna – Italy

Licia Masoni is Researcher and Senior Assistant Professor in English Language and Translation at the Department of Education Studies of the University of Bologna.

Title: USE OF TASK-BASED NARRATIVE APPROACHES TO FOSTER TRAINEE NNESTs’ SENSE OF EFFICACY AND CLASSROOM COMMUNICATIVE SKILLS

Abstract:

There has been a surge of interest on non-native English speaking teachers’ (NNESTs) self-esteem and sense of efficacy over the past years. This paper focusses on one particular source of anxiety trainee teachers voiced during a series of university seminars on the use of storytelling in the primary EFL classroom, namely the fear of being linguistically unequipped to manage classroom interaction in between and during activities, through a language they do not master as well as their first. A total of around 80 NNS trainee primary school teachers (who will be called to teach English as a foreign language as part of the Italian national curriculum) were enrolled in a creative narrative project on classroom language. Students’ levels of anxiety were measured before and after the project, and so was their ability to interact with children in simulated instances of classroom interactions.

As part of the project, trainee teachers were given a number of authentic modern classics in picture book format (written for young native speakers), so as to familiarise themselves with the language that appeals to children. Subsequently, they were asked to:

- 1) analyse the texts (focusing on dialogues in particular) through a lexical approach, and highlight lexical phrases, formulas and chunks which appeared to be useful for daily classroom communication;
- 2) select specific phrases and insert them in hypothetical examples of classroom interaction (which they were asked to envisage themselves), by adapting them to the classroom context;
- 3) implement the exercise with other instances of teacher-pupil interaction through a partially guided web-search, with the aim of helping them expand their vocabulary through contextualized instances of authentic communication.

Finally, the students shared findings during a series of group sessions, and produced a short piece of reflective writing on their experience during the project.

This paper reports on the effects of this series of activities on the students’ self-esteem and sense of efficacy as prospective teachers, as well as on their communicative skills.

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Title: EL ORDEN DE LOS FACTORES SÍ ALTERA EL PRODUCTO: TERMINOLOGÍA Y ORDEN DE ADQUISICIÓN MORFEMÁTICA EN MANUALES DE ESPAÑOL EN EE.UU. Y ESPAÑA

Abstract:

Cuando se comparan los manuales para la enseñanza de español como lengua extranjera editados en España y Estados Unidos se observan diferencias en el metalenguaje y, de un modo menos evidente, en el orden de adquisición morfológico. Un claro ejemplo relacionado con la diferencia terminológica es la distinta denominación que los tiempos del pasado reciben en manuales de ELE publicados a ambos lados del Atlántico, a saber, indefinido y pretérito. Por otro lado, en cuanto al orden de la presentación de contenidos gramaticales, puede citarse como ejemplo la introducción del imperfecto de subjuntivo en un nivel A2 en un texto estadounidense frente a su aparición en un nivel B2 en contexto europeo.

El objetivo de esta presentación es, partiendo de ejemplos concretos extraídos de los manuales más utilizados en España y Norteamérica, mostrar esta diversidad terminológica y de ordenación, indagar sus causas (esto es, las propuestas de la ACTFL y el PCIC, y el impacto de los textos de enseñanza de lengua materna en el ordenamiento del aprendizaje de una segunda lengua) y reflexionar sobre sus consecuencias para el proceso de adquisición-aprendizaje con el fin último de poder comprender así las propuestas que subyacen a los manuales y poder guiar mejor a nuestros alumnos en su aprendizaje del español como lengua extranjera.

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Title: DEL CURRÍCULO UNIDIRECCIONAL AL INTEGRADO: DISEÑO DE DOS CURSOS DE NIVEL AVANZADO

Abstract:

Cualquier Departamento de Lenguas universitario busca promover un mejor entendimiento de la cultura meta a través de su manifestación primaria: la lengua. Sin embargo, esta no siempre recibe la importancia que merece, pues se entiende como una simple herramienta con la que conseguir que el alumno se matricule en cursos de literatura, arte, cultura, historia...

Por otro lado, uno de los principios básicos para un proceso de enseñanza/aprendizaje efectivo es facilitar la enseñanza centrada en el estudiante que, en contexto universitario, suele tener un perfil académico que reclama no solo aprender la lengua, sino beneficiarse de ella en la vida real. Por tanto, motivar a este tipo de estudiantes con libros de texto resulta ardua tarea, pues la mayoría de los temas y actividades propuestos no responden a sus necesidades o intereses. Si a esto se le añade que la mayoría de Departamentos hayan diseñado su currículo de forma unidireccional, mantenerlos motivados para que sigan tomando cursos de literatura es casi imposible.

El objetivo de esta presentación es mostrar los beneficios que aporta el currículo integrado a la clase de Lenguas Extranjeras a través de dos cursos basados en contenidos de nivel avanzado.

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Bionote: Lúcia Tardão, BA in Portuguese and English Teaching by the University of Évora. Since 1994, she teaches both

English and Portuguese to students of the 3<sup>rd</sup> cycle of basic education (ages 12/16) and CEF (Educational and Vocational training Courses). She coordinated the Educational and Vocational Training courses, the Alternative Curricula Courses and ORE (Other Educational Responses). She was the school's Vice- President (1998/1999 and 2002-2005) and for the last few years she has coordinated part of the Language Department at her school. She has worked with the University of the Algarve and with "Escola Superior de Educação do Algarve" as an ESL teacher trainer, as partner in the Comenius projects ETALAGE and PETALL (2016 European Language Label Award). She participated in several Etwinning Projects.

Title: PROFILE OF STUDENTS EXITING COMPULSORY SCHOOLING AND TBLT

Abstract:

In 2017 the Portuguese government launched the *Profile of Students Exiting Compulsory Schooling (Perfil dos alunos à saída da Escolaridade Obrigatória; 2017)*, a document that meets the requirements and vision of UNESCOS number 4 Sustainable Development Goal – Quality Education - and the European Union Recommendation key competences for lifelong learning (2006/962/EC), and aims to prepare citizens for a changing challenging world, following a humanistic conception of the development process, after a 12 year path at school.

On the 15<sup>th</sup> January 2018 every school in Portugal had a reflection day to analyze, discuss and suggest methodologies and teaching/learning strategies to achieve the principles, vision, values and competences aimed by this profile. In "Agrupamento de Escolas Dr. Alberto Iria" the discussion involved administration, teachers, students, technical and pedagogical staff and families. This paper presents the conclusions of this reflection day and how TBLT (Task Based Language Learning) can play a decisive role in the implementation and achievement of the goals recommended by the Profile, a reference document in the Portuguese educational system.

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Title: YOUTUBE VIDEOS AS PEDAGOGICAL TOOLS TO IMPROVE EFL STUDENTS' ORAL FLUENCY

Abstract:

Development in English foreign language teaching and learning depends on the use of effective methods and strategies. As a matter of fact, enhancing the micro skills in the Algerian universities is of paramount importance. In light of this, the aim of the study is to probe the effect of using YouTube non-fiction videos as pedagogical tools to improve English foreign language students' oral fluency. Our population consists of third year Literature and Civilization students who are divided into control and experimental group, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia. Our research is based on an experimental approach followed by four tools of data collection which are composed of: teachers and students' questionnaire, students' evaluation checklist, interview as well as classroom observation. The results revealed students and teachers' positive attitudes towards YouTube non-fiction videos in oral expression. Some practical implications and insightful suggestions have been provided for future researchers.

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Title: LA LITERATURA EN CLASE DE ELE: DE LA TRADICIÓN AL 2.0

Abstract:

Esta comunicación tiene el objetivo de presentar cómo se pueden integrar las TIC en una clase de literatura con estudiantes de ELE. Para ello nos basaremos en los siguientes principios:

-Las competencias clave del profesorado de lenguas segundas y extranjeras (Instituto Cervantes, 2012)

-La literatura en clase de ELE (Acquaroni, 2007 y Biedma, 2017)

-Uso en clase de herramientas TIC para dinamizar el aula (Trujillo y Conecta 13, 2014)

A partir de estas bases vamos a presentar una serie de prácticas que llevamos a cabo en nuestra aula de "Literatura española desde el siglo XIX hasta la actualidad" que la autora imparte dentro del *Curso de Lengua y Cultura Españolas* en el Centro de Lenguas Modernas de la Universidad de Granada. Este curso está dirigido a estudiantes de nivel B1/B2 de español.

El objetivo de esta asignatura, además de contribuir a implementar la competencia comunicativa de los estudiantes, es ayudarles a desarrollar su *Competencia metafórica*. Creemos que dicha competencia es importante más allá de la comprensión y producción de textos literarios pues las metáforas forman parte de la comunicación diaria.

Por tanto, traeremos ejemplos de cómo los estudiantes, además de acercarse a los textos con mayor motivación, son capaces de desarrollar habilidades creativas con una L2.

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Title: A CHOREOLOGY OF EMBODIED COGNITION FOR YOUNG LEARNERS OF SPOKEN FRENCH

Abstract:

Usage-based linguistics describes the process of language learning as the mapping of language onto experienced events initially, at least, in its spoken, audio form. With CLIL, however, the written form is commonly used alongside, or even in place of, the spoken audio form. Underlying assumptions of such practice, summarised below, call for an alternative notated modality for young school language learners.

Firstly, where L1 and L+ employ the same code, such as the alphabet, L1 phonics rules may interfere, and are never unlearned (Frith and Blakemore 2005). Furthermore, L+ phonics rules do not reproduce the actual sounds of the language.

Secondly, the accessibility of the visual and non-synchronous written form makes it particularly convenient in school, where teacher/pupil ratios tend to be disadvantageous for spoken interaction. But its predominance over less used spoken forms cause synaptic pruning of the latter's brain pathways. Differently associated language representations are required, at least until the spoken form is secure.

Any habit which slows down processing is questionable. Pre-verbal concepts are processed faster than verbal (ie written) ones but accessing meaning through reference to the L1 is standard in secondary school and adult vocabulary lists. Due to brain plasticity, the strengthening of pathways used in bad habits may actually set pupils' learning back, raising ethical concerns

about such practice.

Some other form of language representation is required, so that pupils can manipulate meanings, and in so doing, recall and record sound. Drawing upon a relatively brief heritage of choreology, a notation of human movement actively executed while learning functional French phrases is notated to enable the successful learning of language phonology, as a form of embodied cognition. This supports the teacher as well as the pupils.

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Bionote: Małgorzata Szupica-Pyrzanowska, PhD, is an Assistant Professor at the Institute of Applied Linguistics, University of Warsaw. She graduated from The City University of New York where she obtained both her M.A and PhD degrees. She taught at Queens College (CUNY), St. John's University and La Guardia Community College. The scope of her research includes language learning and teaching, eye tracking studies as well as neurolinguistics of language acquisition. Currently, she works with prospective translators and teachers of English pursuing their master's degree. Also, she teaches courses in psycholinguistics and second language acquisition and supervises the pedagogical internship for undergraduate teaching.

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Bionote: Katarzyna Malesa, PhD, is a senior lecturer at the Institute of Applied Linguistics, University of Warsaw. She graduated from the Institute of Applied Linguistics, where she studied two languages: German and English. She has been teaching at the Institute for nearly 20 years, her teaching experience includes the following courses: Methodology and Didactics of Foreign Languages (German and English), practical classes in German and English. She also worked for 10 years as an English teacher at a language school. The scope of her research is related to the field of foreign language teaching.

Title: THE IMPORTANCE OF LANGUAGE LOSS PREVENTION PROGRAMS IN PROFESSIONAL AND LINGUISTIC DEVELOPMENT OF FOREIGN LANGUAGE TEACHERS

Abstract:

Language loss (also known as language attrition) in non-native foreign language (FL) teachers is an understudied area. Previous research shows that non-native FL teachers fail to relate language attrition to their own language skills. Instead, they are more likely to associate language loss with their students' abilities. Further, they connect professional development initiatives solely with workshops, methodological conferences, webinars, seminars, round tables, and not with language enhancement and maintenance. Consequently, they accelerate as language teaching professionals rather than language users (Szupica-Pyrzanowska & Malesa, 2017). In the present study, following Cook (2015) we relate to foreign language teachers as language learners and, thus, we stress the importance of promoting teacher rather than learner autonomy by raising teachers' awareness of language loss and advocating foreign language maintenance. Therefore, we propose that the topic of language attrition be included in professional enhancement programs addressed to non-native foreign language teachers. It is imperative to target both prospective as well as present non-native foreign language instructors and to discuss FL attrition during teacher training at universities as well as during professional development sessions. Finally, we discuss practical implications of our approach and present a sample FL attrition prevention program.

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Title: WHICH FACTORS SHAPE PRE-SERVICE LANGUAGE TEACHERS' WELLBEING? A QUANTITATIVE APPROACH

Abstract:

After delving into the literature about wellbeing and understanding the core of pre-service teachers' emotions and human flourishing, we developed a casual-comparative study with students at the Faculty of Educational Sciences (University of Granada). Our research aims to identify the senior students' beliefs about their teacher training programme in Foreign Languages (English) with reference to the following factors: *teacher distress*; *emotional intelligence*; *teacher burnout*; *educational success* and; *perceived support from family, friends and society*. Additionally, our purpose is to comprehend whether the attributes variables (independent variables) –such as gender, birthplace, parents' profession...– indicate statistically significant or not when crossed with the dependent variables (previously mentioned). Significant results pointed out that students who decided to join the teaching career with a vocational orientation perceived total support from their close social network. On the contrary, those with an instrumental justification and also those with a functional reason do not observe any assistance and hence, they are willing to leave the profession sooner. Annexing these replies with other ones like how pre-service teachers deal with different students in different contexts, we might shed light on improving the teaching experience –for students with similar variables– based on our research findings.

MARCELO DE MIRANDA LACERDA, [mmlacerda2@hotmail.com](mailto:mmlacerda2@hotmail.com), UNISINOS University (Brazil)

Title: ALFABETISMO DIGITAL, LENGUA Y LITERATURA EN LA CIBERCULTURA: FANFICS COMO RECURSO DIDÁCTICO

Abstract:

Nuevas habilidades y conductas surgieron a partir del cambio de soporte del papel a la pantalla en la lectura y la escritura. Con ello, surgió también la necesidad de alfabetizar digitalmente, teniendo en cuenta las tecnologías y sus contribuciones a la comunicación. La inserción de tecnologías digitales en las prácticas sociales y en la Educación Básica (Brasil) nos remite a repensar la enseñanza de lengua y literatura, a fin de hacerla más cercana y atractiva a los jóvenes lectores. Los fanfics son una alternativa didáctica para una aproximación y enseñanza de lengua y literatura hispánica asociada a la enseñanza de E / LE y al alfabetismo digital. Este estudio busca discutir y analizar, cualitativamente, la articulación de los fanfics como recurso didáctico para la enseñanza de lengua y literatura hispánica y sus implicaciones en el alfabetismo digital de los lectores. Se utiliza como marco teórico: Lemos (2009 e 2015), Rojo (2015), Alves (2015), Buzato (2009, 2013 e 2015), Marcuschi (2012), Coscarelli (2006, 2009), Ribeiro (2007, 2013, 2015 e 2016), Vargas (2005), Neves (2011, 2014), Kersch y Rabelo (2016), Azzari y Custodio (2013), Almeida (2013), Cope y Kalantzis (2006) y Schlemmer (2016). Se concluye que la enseñanza de lengua y literatura, en soporte digital, contribuye al alfabetismo digital; la escuela necesita apropiarse de nuevas actitudes para acompañar los cambios culturales en las prácticas sociales pertinentes a la inserción e inmersión de nuevas tecnologías, además de promover momentos de interacción, reflexión y discusión sobre literatura, lectura y autoría. Este género (fanfics), cuando se utiliza de forma dinámica, funciona como un objeto fronterizo entre dos mundos o mentalidades y además del más lleva al interior del aula la vivencia y práctica social de los jóvenes.

MARÍA ADSUARA MARTÍNEZ, [maria.adsuara@esne.es](mailto:maria.adsuara@esne.es), ESNE (Spain)

Title: AND THE GOYA AWARD GOES TO... CONTENT AND LANGUAGE INTEGRATION IN THE ESP CLASSROOM

Abstract:

The Goya Awards recognize the work of many directors, actors, and important figures of the Spanish film industry; however, one cannot deny that during the last years the event has also become a fashion show, which exhibits both national and international designers. Although the language of fashion contains rich and varied terminology, it has received, for no obvious reason, little attention in the study of ESP. Being a highly demanding business, professionals of the fashion industry are expected to successfully manage in their field of expertise, being able to deal with "contents and linguistic issues related to trends, styles, clothing and appearance" (Balteiro, 2011). With the aim of integrating content -cinema- and language -English for Fashion- in the ESP classroom, 2nd year students of the Degree in Fashion Design at ESNE -Escuela Universitaria de Diseño, Innovación y Tecnología- are engaged in an innovative alternative to traditional practices in class. In this regard, students are required to produce as much as technical or specialized vocabulary as possible. In order to do so, students are asked to analyse different outfits, considering aspects such as description of garments and textiles, and appropriateness to the event. The task presents a twofold objective; on the one hand, it helps to improve traditional skills development, mainly speaking, along with researching, ideas and concepts organization, and teamwork; on the other hand, it fosters specialized vocabulary production, extremely important in an ESP setting. Examples and results will be discussed, and suggestions for further research in the English for Fashion classroom -or any ESP context- will be given.

MARÍA AUXILIADORA CASTILLO SOTO, [auxi1264@hotmail.com](mailto:auxi1264@hotmail.com), University of Granada (Spain)

Bionote: She has seven years of experience in the field of teaching English and Spanish. She holds a B.A. in English Teaching from the University of Costa Rica and a M.A. in World Languages, Literature and Linguistics from West Virginia University, USA. She is currently a student at the University of Granada pursuing a M.A. in Women's and Gender Studies.

Title: SECOND LANGUAGE LEARNING AND THE (RE)CONSTRUCTION OF THE IDENTITY

Abstract:

Identity is a growing topic in multicultural education and language teaching since research exposed the important changes that learners may undergo when learning a second language. The aim of this presentation is to encapsulate the different ways a second language molds learners' identity and useful tips for teachers to deal with these changes. To talk about identity is a personal quest that needs the input from the learners. The results provided by empirical research show that different contexts and types of learners have some similar changes on identity. For instance, regardless of the context, if students are accepted and validated by their community of practice, they will have the opportunity to improve the language. On the contrary, if they are somehow rejected, they will not benefit from the relationship with native speakers. Also, some identities might be imposed by the community of practice. It has been seen that learners can either reject or adopt this new identity and it might benefit them, depending on their attitude towards the community and their new role. Finally, studies show that identity will impact what and how learners learn. Even though this topic is useful in and outside of the classroom, teachers are not trained to deal with these changes. The lack of training and knowledge about the topic can interfere with students' learning and personal development. Therefore, this topic needs to be further researched to provide students with the best tools to undergo identity (re)construction and to take advantage of these situations in and outside the language classroom.

MARÍA BOTELLA MARTÍNEZ, [mabomar3@alumni.uv.es](mailto:mabomar3@alumni.uv.es), University of València (Spain)

Title: CIUDADANÍA GLOBAL E INTERCULTURAL LA APLICACIÓN PRÁCTICA DE LOS ODS

Abstract:

Los Objetivos de Desarrollo Sostenible (ODS) constituyen un conjunto de objetivos, metas e indicadores universales que los países miembros de la ONU emplearán para enmarcar sus políticas de los próximos quince años. Entre las metas del ODS 4 "educación de calidad" encontramos: "asegurar que todos los alumnos adquieran los conocimientos teóricos y prácticos necesarios para promover el desarrollo sostenible, entre otras cosas mediante la educación para el desarrollo sostenible y los estilos de vida sostenibles, los derechos humanos, la igualdad de género, la promoción de una cultura de paz y no violencia, la ciudadanía mundial y la valoración de la diversidad cultural y la contribución de la cultura al desarrollo sostenible". El objetivo del presente estudio se centra en fomentar la educación intercultural informando, divulgando y sensibilizando sobre los ODS de la Agenda de las Naciones Unidas 2030. Para ello, en primer lugar, se ha realizado un diagnóstico participativo sobre el conocimiento y las actitudes generadas ante los ODS en diferentes grupos de edad. Tras el análisis de la información, se han elaborado píldoras educativas con el objetivo de sensibilizar e incrementar el grado de conocimiento de los ODS para conseguir ciudadanos globales educados en competencias interculturales.

MARÍA DOLORES GARCÍA-PASTOR, [María.D.Garcia@uv.es](mailto:María.D.Garcia@uv.es), University of València (Spain)

Bionote: María D. García-Pastor is associate professor in the Department of teaching language and literature at the Faculty of Education of the University of Valencia. Her research interests are within EFL teaching and learning with a focus on linguistic and pragmatic aspects of the second/foreign language, learner identity, foreign language anxiety, and stuttering along with linguistic im/politeness, especially in political discourse. Her publications include articles in national and international language education and linguistic journals (*Digital Education Review*, *Signos*, *Porta Linguarum*, etc.), and chapters and books by national and international publishers (*Mouton de Gruyter*, *Peter Lang*, etc.). She has directed and participated in several funded research and innovation in education projects, and has a PhD and M.A. in English linguistics (University of Valencia), and an M.A. in Communication studies (University of Iowa, USA). She is actually the course supervisor in the Foreign Language Teaching major within the Teacher in Secondary Education M.A. at the University of Valencia.

Title: THE USE OF TECHNOLOGY-MEDIATED TASKS TO RESEARCH LEARNER IDENTITY IN EFL LEARNING

Abstract:

Technology-mediated language learning tasks can help learners construct different learner identities that allow them to connect their learning experiences across time and settings, and assert themselves as legitimate speakers in a variety of online and offline spaces (Darvin, 2016, 2017; Darvin & Norton, 2015; García-Pastor, 2017, 2018, in press; González-Lloret & Ortega, 2014; Thorne & Black, 2011). In this paper, two technology-mediated tasks, namely, producing a digital linguistic autobiography and a profile within a blog were devised for students to generate digital texts of identity in EFL, that is, language artefacts that learners create as a result of having invested their identities in them (Cummins & Early 2011). The tasks were part of a course within the degree of Teacher in Primary Education at a Spanish university, and ultimately aimed

to afford learners an opportunity to foreground their agency, and develop their multiliteracies. Thus, almost 100 digital texts of identity were collected and analysed following some scholars' work on learner identity (Coll & Falsafi, 2010; Wortham, 2006), critical discourse analysis (Van Dijk, 1993; Wodak & Meyer, 2004), and "thematic" and "dialogic/performative" analysis (Block, 2010). Learners mostly bid for power in their texts by identifying with an intercultural speaker, using authority claims, and enhancing the "self as author" aspect of their identities versus rejecting identities that did not allow them to express themselves freely in English. Such information might be useful for teachers to implement technologically-mediated tasks that contribute to reinforce their students' identities, and create more equitable learning spaces.

MARÍA ESTÉVEZ FUNES, [mariaef@ugr.es](mailto:mariaef@ugr.es), Centro de Lenguas Modernas, University of Granada (Spain)

Bionote: María holds a BA degree in English Philology from the Granada University and has a Masters Degree (MEELE) in the Teaching of Spanish as a Foreign Language from the Antonio de Nebrija University. She started working as a teacher of Spanish for foreigners (ELE) in 1998.

She works as a teacher at the The University of Granada Modern Language Centre. Ms. Estévez has been a teacher there since 2003 where she lectures different courses such as: Spanish Language and Culture, Intensive Spanish Courses, Spanish Literature (in English), Spanish Art History (in English) as well as tailor-made courses for different groups.

She also takes part in the Foreign-Teacher Training Courses, a course that is specially designed for teachers of Spanish as a foreign language, teachers of bilingual programs, immersion programs and Spanish to Spanish speakers where the focus is on aspects like: to reflect on methodological aspects applied to teaching and update learning proposals and teaching styles; to widen participants' knowledge of current Hispanic culture in its European and American forms; to improve linguistic competence in Spanish, especially in oral expression.

Finally, she is also part of the Master's Degree in the Teaching/Learning of the Spanish Language and its Culture (Specific Degree to the University of Granada) where teachers are provided with theoretical and practical resources fundamental to improving a teacher's classroom performance in Spanish language teaching.

Throughout her career, María Estévez has also participated in various Seminars and Congresses as a lecturer in the Teaching of Spanish as a second/foreign language.

Title: 10+ COOL TOOLS AND RESOURCES FOR YOUR CLASS

Abstract:

Are you an innovative teacher? Are you eager to implement new tools and resources in your class but you do not know how? Are you tired of lecturing the same class over and over? If this is the case, we suggest that you come to this workshop where we will take a look at some of the most interesting and interactive tools to use in your class such as Kahoot, Padlet or WordArt amongst others.

Times are changing, and we need to try and keep up with them. Blended learning is becoming more common with each passing day. With these new resources you will be able to adapt your lessons to keep pace with this new era in education and to make them more dynamic and interesting for your students. We will see how these resources work but, most importantly, how to incorporate them into your classes. These apps and web tools will help you to transform your lessons so that they become livelier, more personalised and to start working on Gamification (if you are willing to). The only equipment you will need is your mobile and/or your computer/laptop.

However, it is not always possible to have access to web resources in our classes. Because of that, we will also provide all assistants with a *Bonus Track* where we will offer more ideas for those teachers that find it hard to implement technology in their classes.

All in all, a set of different tools, apps and cool resources to make your class more attractive, dynamic and interesting, not only for yourself but ultimately for your students. Are you up for it? We will be waiting for you!!

MARIA ISABEL OREGA, [miorega@ualg.pt](mailto:miorega@ualg.pt), University of Algarve and CETAPS (Portugal)

Bionote: Maria Isabel Mendonça Orega, BA in English and German Languages and Literatures by the University of Lisbon, MA in Teaching English as a Foreign Language by the University of Reading, UK, and PhD in Didactics of English by the University of Aveiro.

Professor at the School of Education and Communication of the University of Algarve, department of languages literatures and cultures. She has been an English Language Teacher and Teacher Trainer involved in the initial and postgraduation degrees in the area of English and Portuguese Language Teachers Education since 1986.

She is the Director of the Master's degree in Teaching English in Primary Education. She has participated in the Comenius project ECNTLT and in the project PETALL – the Pan-European Task Activities for Language Learning that was coordinated by the University of Algarve. Both projects apply ICT to Language Learning.

Areas of interest: ICT and Language Learning, Teaching English to Young Learners, Reading Comprehension, Learning Styles.

Title: IMPLEMENTING TASKS IN PRIMARY ENGLISH EDUCATION IN PORTUGAL

Abstract:

This presentation refers to the work of the students doing the Master's in Teaching English in Primary Education, offered at the University of Algarve. The study plan of the degree will be presented focusing on the components regarding observation in schools and the teaching practice, namely the courses Introduction to the Professional Practice, in the first year of the degree, and the Practicum in the first semester of the second year. A task-based approach is recommended in the main guiding documents, on both the teaching of English in general, and the Primary Education context, (Common European Framework of Reference for Languages, 2001; Cameron, 2001; Thomas & Reinders, (eds.), 2010; Richards & Rodgers, (3rd. ed.), 2014; González-Lloret, M., 2016). Nevertheless, most of the textbooks used in the schools offer few suggestions of tasks and focus on more traditional language activities. As a result, the teachers have a very important role in the implementation of a task-based approach. They are responsible for deciding on how to plan the lessons and how to think of the necessary changes and adaptations, in order to be able to work from a task-based perspective.

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Title: EL CINE Y SU IMPORTANCIA EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE EN ELE

Abstract:

Uno de los recursos que se utiliza en las aulas es el cine porque resulta muy útil tanto para acercar al alumno extranjero a la cultura del país, como para presentar contenidos y trabajar aspectos lingüísticos. Se trata de un elemento didáctico y alternativo que escapa de los manuales, ya que se proponen actividades a través de películas que se proyectan en clase o que ven de manera autónoma. Además, se trata de un recurso con una oferta muy amplia, por tanto nos aporta una gran flexibilidad, por lo que es fácilmente adaptable al nivel y a las necesidades del alumno.

Sin embargo, a pesar de todas las posibilidades que nos ofrece el cine como recurso de ELE, pocas veces se tiene en cuenta la opinión del alumno sobre la repercusión que tiene el uso de este arte en su aprendizaje. Consideramos que gracias a la proyección de una película los conocimientos le llegan al alumno de manera atractiva y novedosa pero no sabemos hasta qué punto les resulta útil o aplicable a sus necesidades.

El estudio que proponemos tiene como principal objetivo fijar la atención en el alumno y en sus necesidades. Tendremos en cuenta la importancia que tiene el cine para ellos y cómo les gustaría trabajarlo en clase para obtener el máximo beneficio tras realizar la actividad.

Para conseguir que este estudio sea lo más verídico posible comenzaremos llevando a cabo una encuesta basada en el iceberg cultural y en las capas de la cebolla. A continuación pediremos a los alumnos del Centro de Lenguas Modernas de Granada que lo contesten. Una vez recogidos los datos comenzaremos con la investigación y centraremos nuestra atención en cómo obtener el mayor beneficio en el aprendizaje de E/LE a través del cine basándonos en la opinión de los alumnos.

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Bionote: B.A in Spanish Studies (Universidad de Granada, 1998) and Literary Theory (2000); PhD candidate (Applied Linguistics to the Teaching of Spanish as a Foreign Language); Full-time instructor of Spanish Language, Literature, and Culture at *Centro de Lenguas Modernas* (Universidad de Granada). María José teaches courses and workshops (on the teaching of grammar, culture, literature, and cinema) for instructors of Spanish offered by the Spanish Ministry of Education; she also supervises Master's students' thesis.

Title: LA GRAMÁTICA ME HABLA Y YO LA ESCUCHO ATENTAMENTE

Abstract:

En todas las lenguas existen siempre aspectos de gran complejidad para los estudiantes que son los que dificultan más el aprendizaje; normalmente esto suele venir por el hecho de que en la lengua meta hay dos o tres formas diferentes y en la lengua materna menos. Son casos de pares gramaticales como el de "ser y estar", "por y para" o de incluso más formas como en el caso de "Los tiempos del pasado" en español.

La abstracción de la gramática en esos casos hace difícil el entendimiento ya que los usos plantean un cambio en la mente del alumno acostumbrado a una única forma.

En este taller plantearé una nueva forma de clarificar esos usos con la gramática contada y no explicada. A través de la idea de personificar la gramática y convertir los elementos de gramática en personajes que cuentan historias, se abrirá una nueva forma de enfocar estos aspectos, de manera que el alumno reflexione de forma metafórica y conceptual sobre casos concretos como pares gramaticales que son difíciles a veces de comprender.

El romance de "Por y para" en los que ellos se convierten en una pareja que se ama y se odia a partes iguales, "La familia del pasado" cuyos miembros actúan cada uno de forma diferente según su personalidad o los amigos "Ser y estar" que son muy diferentes pero siempre van juntos.

La gramática así nos empieza a hablar para contar historias que nos revelarán los diversos usos pues la abstracción se convertirá en algo concreto y tangible como si de personas reales se tratase.

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Title: Comunicación efectiva del conocimiento en una lengua extranjera: lecciones a partir de una intervención pedagógica en ingeniería

Abstract:

La presente propuesta de investigación se enmarcó en los campos de la Psicolingüística y la Didáctica en Lengua Extranjera. Su objetivo general fue evaluar el impacto y la efectividad que una intervención pedagógica puede tener en los procesos de escritura de las memorias de estudiantes de pregrado de Ingeniería Civil Informática o ICI. Las hipótesis fueron:

1. Un entrenamiento explícito en escritura basado en los arquetipos del género discursivo memoria ICI mejora las competencias de escritura en general y en particular en el género memoria ICI de los y las estudiantes.
2. Las competencias de escritura en general, y en particular en el género discursivo memoria ICI de los y las estudiantes que siguen el entrenamiento, serán más efectivas que las competencias de estudiantes que no lo siguen.
3. Los y las estudiantes que siguen el entrenamiento ocupan menos tiempo en el proceso de escribir y corregir sus memorias que aquellos y aquellas estudiantes que no tomen el taller.

La investigación contempló dos momentos: un estudio exploratorio-descriptivo y una intervención pedagógica del tipo investigación-acción. El objetivo específico del estudio exploratorio-descriptivo fue identificar los arquetipos del género discursivo memoria ICI, los cuales sirvieron de insumo para el diseño informado de la intervención. El objetivo específico de la investigación-acción fue promover mejoras en las habilidades de redacción de las memorias a través de una intervención pedagógica de tipo taller para los y las memoristas ICI.

Durante esta presentación se compartirán detalles de la implementación pedagógica y un marco preliminar de recomendaciones emanadas de la ejecución de los talleres de escritura de memorias ICI, los cuales permitieron a sus participantes exponerse de manera explícita a técnicas y estrategias de redacción efectiva de una memoria ICI, favoreciendo, además, el desarrollo de competencias de escritura académica que puedan ser transferibles a otras disciplinas y saberes.

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EDUARDO ASTUDILLO, [eduardo.astudillo@usm.cl](mailto:eduardo.astudillo@usm.cl), Technical University of Federico Santa María Valparaíso (Chile)

Title: EFL TEACHERS' IMPLICIT THEORIES, BLENDED LEARNING ENVIRONMENTS, AND ENGINEERING CONTEXTS: CHALLENGES FOR THE 21-CENTURY WORLD

Abstract:

This piece of research contributes to the understanding of the perceptions that EFL teachers have of the inclusion of technology in their classrooms. It also gives light to the causes and effects of such mental images for the learning process and their learners, providing a useful framework for EFL practitioners and stakeholders. The study was conducted in 2017 in a recognized tertiary institution in Valparaíso, Chile. Data was gathered from 30 EFL teachers of different ages, both male and female, and from diverse academic backgrounds: from novice to experienced in-service EFL teachers holding bachelor's, master's, and/or doctorate degrees. EFL learners and stakeholders were also asked to give their opinions on the matter.

One of the most important findings is the positive correlation of teacher motivation and teacher use of technology which is perceived by learners as more effective and more engaging than a "traditional" language classroom. In this presentation, a full description of the context, participants, materials and procedures for data collection will serve as research background. Then, the focus will be on the analysis and account of the qualitative aspects of the results. Finally, some reflections and teaching implications will be shared, along with new avenues for future research.

MARILIA CENTENO DE GUIROTANE, [mariliag2002@gmail.com](mailto:mariliag2002@gmail.com), University of Minho, (Portugal)

Bionote: Marilia Centeno de Guirotane ha cursado filología hispánica en la Universidad de Cádiz. En la actualidad está finalizando el Máster en Enseñanza del Español Lengua Extranjera en la Universidade do Minho. Ha presentado comunicaciones en el área de Literatura y de Español como lengua extranjera en congresos como el III Congreso Internacional Miguel Hernández, el XIII y el XIV Congreso de SEDLL. Ha colaborado en el proyecto *Diccionario de Gestos Españoles* y es coautora del blog literario *Cuaderno de Cádiz*. Actualmente participa en el comité científico de la revista *Social Sciences and Health Research Journal*, editada por la Universidad de Cádiz, además de prestar servicios de asesoramiento lingüístico, corrección ortográfica y traducción español-portugués a diversas empresas.

Title: LA COMPETENCIA INTERCULTURAL EN LA ENSEÑANZA-APRENDIZAJE DEL ESPAÑOL A TRAVÉS DE LA NOVELA GRÁFICA ESPAÑOLA

Abstract:

Esta comunicación surge a partir de un trabajo de Fin de Máster sobre la novela gráfica en la enseñanza de ELE. Nuestro objetivo principal es presentar la novela gráfica española como una herramienta actual, dinámica y con un fuerte elemento motivacional para activar y desarrollar la competencia intercultural en estudiantes de español lengua extranjera.

Nos hemos decantado por la interculturalidad debido a su creciente interés en la enseñanza y por la necesidad de percibir y entender la cultura del otro desde un punto de vista neutral, con una postura receptiva que facilite el entendimiento y la comunicación.

En ese sentido, creemos que la novela gráfica española es una excelente herramienta para desarrollar esa competencia, al enseñar situaciones de la cultura española con un formato dinámico, actual y que está asociado a sentimientos positivos, reduciendo así el filtro afectivo y facilitando el aprendizaje.

Partiendo de la importancia que en la enseñanza del español como LE/L2 se está concediendo a los aspectos culturales, proponemos la utilización de la novela gráfica en el aula, un medio de expresión y comunicación que amplía a cada día su abanico de propuestas literarias, culturales y sociales, y que además mantiene una compleja y fluida relación con otros *media*.

Hemos pensado en este recurso porque presenta un lenguaje de alta eficacia comunicativa y cultural que transmiten una visión del mundo y la idiosincrasia propia de nuestra sociedad.

El tema es abordado mediante un enfoque que aúna una reflexión teórica sobre la novela gráfica y su utilización en la clase de ELE, también condiciones y criterios a la hora de seleccionar los textos o fragmentos con el objetivo de desarrollar la interculturalidad. Concluimos con una muestra de las posibilidades de explotación didáctica de la novela gráfica en el aula de español lengua extranjera.

Medios técnicos para la presentación: ordenador con conexión a Internet y cañón o proyector multimedia.

MARTIN ISLEEM, [mi006@bucknell.edu](mailto:mi006@bucknell.edu), Bucknell University (USA)

Title: TEACHING NON-STANDARDIZED SPOKEN VARIETY IN FOREIGN CLASSROOM: THE CASE OF ARABIC LANGUAGE

Abstract:

Instructors of the Arabic language in American higher education schools face fundamental challenges when teaching the non-standardized Arabic Spoken variety alongside Modern Standard Arabic (MSA). One of the challenges is that the prevailing ideology and practice prioritizing (MSA)—the more prestigious variety—over Spoken Arabic varieties (Ryding, 1995: 226). Another challenge is the lack of resources and methodological support for teaching Spoken varieties. A small number of American universities have begun to recognize the importance of integrating multiple registers in the classroom but these universities are the exception rather than the norm (Wahba, 2006; Younes, 2010, 2006, 1995). One of the consequences of the prevailing ideology is that it fails to consider the students' learning needs who seek in first place to communicate in the target language with native speakers.

In this workshop, I aim to layout the challenges in teaching the non-standardized Spoken register, as well as offer a teaching model that fully incorporates the Spoken variety in the foreign classroom, where Arabic serves as a case study for this workshop. The model is a communicative approach focusing on activating vocabulary and vocabulary retention to build proficiency in Spoken Arabic using various digital learning and evaluation tools in an integrated and rotated manner. In other words, in the first two beginning courses, the focus will be on Spoken Arabic,



then during the third semester there will be an integration of both MSA and Spoken Arabic and then a focus on MSA in the fourth semester. This model targets only vocabulary and grammatical topics that enhance fluency and communicative skills, particularly grammatical topics that correlate in both registers. The outcomes of applying this model prove to meet the needs and objectives of students learning Arabic as a foreign language.

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Title: DESAFÍO EN LA ENSEÑANZA DE ESPAÑOL/L2 EN COMUNIDADES QUECHUA

Abstract:

En la actualidad, asistimos a un período en el que el uso de las TIC ha suscitado un gran cambio en la educación, convirtiéndose en uno de los ejes centrales en el proceso de enseñanza-aprendizaje. Las denominadas TIC son un instrumento con gran potencial didáctico, las cuales ofrecen una amplia gama de recursos que fomentan la motivación y el aprendizaje. Sin embargo, nos encontramos con entornos educativos en los que, por diferentes causas, resulta inviable el uso de nuevas tecnologías. En el contexto que nos ocupa –comunidades indígenas del distrito de Huancarani en Perú– la posibilidad de emplear cualquier herramienta tecnológica es prácticamente inexistente. Tras la investigación llevada a cabo en dichas comunidades con el objetivo de favorecer la adquisición de la L2 mediante el análisis del entorno en el que se produce el proceso de enseñanza-aprendizaje y la metodología y los materiales didácticos empleados en la enseñanza de la lengua, en educación infantil y primaria, surge la necesidad de ofrecer un método adecuado que garantice la calidad educativa. Los resultados obtenidos nos llevan a concluir que la inadecuación de los recursos didácticos, entre otros, dificultan la adquisición de la L2. Por ello, se ha creado un manual que posibilite la adquisición de la segunda lengua, adaptándose al contexto, sin hacer uso de nuevas tecnologías para que sea factible llevarlo al aula; teniendo en cuenta, asimismo, los factores relacionados con las características del alumno y la difícil situación socio-económica del entorno de las comunidades. La propuesta didáctica –*Derecho a comunicar*– pretende: fomentar el desarrollo de destrezas en el plano lingüístico, cognitivo y emocional, entre otros; introducir conceptos específicos de diferentes disciplinas mediante la L2 y potenciar los derechos del niño y la educación en valores a través de la enseñanza de la lengua, con actividades que cuentan con un fuerte componente lúdico que fomenta la motivación en el aprendizaje.

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Title: A BLENDED FRAMEWORK FOR TASK DESIGN. EXAMPLES FROM A BLENDED COURSE TO LEARN PERSIAN (FARSI) AS FOREIGN LANGUAGE

Abstract:

This paper describes the process applied for designing tasks proposed within the blended language course for learning Persian as Foreign Language at the intermediate level of the ACTFL (American Council for the Teaching of Foreign Languages) proficiency scale. Two main considerations drive the overall design process:

- a) the specificity of a teaching approach that is task-based as well as based on a university-level foreign language content-based instruction Content-based Instruction - CBI (Krueger & Ryan, 1993b; Straight, 1994; Wesche, 1993);
- b) the flexibility of a blended learning (BL) environment, that consists of two main components: the in-class face-to-face component, taking place in a teacher-led physical classroom, and the out-of-class online component, in which activities are monitored by the instructor at distance.

Based on the specific approach of CBI, the paper illustrates the organization of each unit of the course and lays out the instructional planning and design stages leading to the activities proposed in each lesson, suitable for a blended environment, with the integration of specific technology tools.

For each task, the authors provide methodological justification drawing on research regarded as central to Second Language Acquisition (SLA) and BL, along with recommendations for which technology to select with a step-by-step explanation to guide its use and enhance the activity's pedagogical effectiveness.

Ultimately, the paper aims at disseminating effective teaching and learning practices applicable when designing tasks for blended language courses, in order to maximize the benefits of both F2F and online components, that has been proven challenging for language teachers.

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Title: INTEGRATING CAPT IN THE TEACHING OF PRONUNCIATION

Abstract:

The study explores students' progress in English pronunciation as far as stress is concerned, by creating online materials to develop their pronunciation skills. The study was carried out with two groups of first year university students. The control group received instruction on English stress in a conventional manner, while the experimental group made use of an online tool for learning pronunciation. The activities were divided into four sections: overview, background, perception and production. The activities used for both groups were exactly the same. However, the control group listened to a native speaker and repeated the words afterwards, the experimental group recorded themselves using an integrated recording tool in the website, listened to the native speaker and then reflected on the differences between their production and the native speaker production. Thus, it was hoped that comparing their production to a native speaker production would result in higher awareness about their mistakes and an improvement in their pronunciation. Both groups took a level test, to test their initial level of English, and a pre-test, in which they recorded themselves reading some words, phrases, sentences, a short text and then described a picture. After finishing the training, they answered a qualitative questionnaire, and did a post test, in which they read the same activities again. Their recordings were evaluated using acoustic analysis with the Praat speech analysis software (Boersma & Weenink, 2017). Each syllable in the words and phrases was identified in the acoustic signal and a

reading of the intensity peak was obtained. These values were then processed in order to obtain the difference in amplitude between the stressed and the unstressed syllables. Preliminary results show that, while both the control group and the experimental group showed improvement in their pronunciation of stress, the improvement was more obvious in the experimental group.

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Bionote: Natalia Pelufo Martí is a Primary Education teacher who is currently studying a Master in Teaching Methodology and Research in the University of Valencia.

She is now centring her final project's investigation in the development of a literacy-based approach in the English class through aesthetic reading experiences. To that aim picture books are the vertebral axis for this study.

She is also a member of the Innovation Project of the Teaching Faculty at University of Valencia

Title: "ANYTHING CAN BE PAINTED IN ANY COLOUR": LITERACY DEVELOPMENT AND AESTHETIC READING WITH STUDENTS IN THE 3RD YEAR OF PRIMARY EDUCATION IN THE ENGLISH CLASS

Based on the picture book *The Day the Crayons Quit* (2014) by Drew Daywalt, this workshop presents how to stimulate children's imagination and promote their literacy skills through practical activities that have been implemented with 3<sup>rd</sup> year students in the English class in a Primary school in Valencia. The design of lessons follow a literacy-based approach that aims to provide students with an aesthetic experience through reading that offers students a meaningful use of the English language as a tool to play, communicate, think and construct meaning on their own. In *The Day the Crayons Quit* a crayon revolution takes place in Duncan's pencil case when the complaints and general opinions of each colour are revealed through the letters they have decided to write. Students' reactions and learning progress have been very significant: "We are not what you think we are, we are crayons!" some of the children said revealing thus some of the conclusions they had reached. It is indeed uncommon to overhear such an exclamation when entering a Primary classroom. But what if that "we are crayons" hides the critical and most personal thoughts of the young readers? Based on this type of responses, each lesson has been designed to engage them in the story, discuss their interpretations and combine literature and English with fun and thought-provoking learning experiences. Among the different activities that will be presented, we find "What can we paint with this crayon?" –a task to guide students to think outside the box and express new uses of the selected colour crayon–, and "#EveryCrayonCounts" – a dynamic assignment that consists of using Twitter as a tool for their crayons' hunt. The workshop will end with a commentary on the results obtained after three months of in-class research.

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Main courses taught: English as a Foreign Language (EFL); Phonetics; Narratives and the construction of identities (postgraduate); Children's Literature: anthropological and cultural issues (postgraduate)

His current fields of research are: EFL Teacher training; Reading in a Foreign Language; Multicultural Literature; Teaching and Learning Foreign Languages; Gender studies.

Title: THE INFLUENCE OF USING ONLINE COMPUTER GAMES ON THE LEARNING OF ENGLISH VOCABULARY FOR PALESTINIAN ELEMENTARY STUDENTS

Abstract:

This study investigated the effect of using online computers games on the learning of English vocabulary for elementary student Palestine. To achieve this purpose the researcher used pre-/ post-test experimental design. The participants of this study consist of two third grade male students' classroom sections (53 students) and two third grade female classroom sections (40 students). male and female class was the control group and the other male and female class was the experimental group. Each group had 25 students. They are from Salfit state-run schools in Salfit district. The researcher distributed pre-tests for both groups and teaching the experimental group with online computer games, post-tests distributed among both groups. In addition, the researcher distributed questionnaire among male and female EFL teachers who teach elementary classes in private and state-run schools in Palestine. The results showed that Palestinian teachers do believe in the importance of using online computer games as a new way in teaching English. The study found that there are significant differences in the achievement level between the students who learn English language through online computer games (experimental groups) and those who learn English language through traditional method (control groups), in favor of the experimental group. Also, this study revealed that there are statistically significant differences in the achievement level between the experimental group and the control one due to gender, in favor of females.

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Bionote: Nerina Piedra Molina, actual alumna del Máster de Estudios en Asia Oriental por la Universidad de Granada. Realizó el Grado en Lenguas Modernas y sus Literaturas con mención especial de lenguas asiáticas por especializarme en lengua china y japonesa, también en la Universidad de Granada. He realizado también el Máster de Enseñanza Secundaria con especialidad en lengua china en la Universidad de Granada. He realizado dos estancias en el extranjero, una en la Universidad de Pekín aprendiendo sobre lengua y cultura china y otra en la Universidad de Tohoku para aprender lengua japonesa.

Title: LA ENSEÑANZA DE CHENGYU EN UN NIVEL A2 DE CHINO, ¿POSIBLE O IMPOSIBLE?

Abstract:

Los *chengyu* son modismos o fraseologismos de la lengua china que se caracterizan por contener normalmente cuatro caracteres. Su significado no puede deducirse de la traducción individual de sus componentes y están basados en narraciones cuya enseñanza que pretenden transmitir se resume en estos *chengyu*.

He podido comprobar que en algunos manuales (*Boya Hanyu*, *Kuaile Hanyu* y *Chino para hispanohablantes*) no aparece la enseñanza de estos *chengyu* hasta niveles avanzados (un B2 según el MCER). A pesar de esto, he considerado que tenían la

suficiente importancia en la lengua china como para valorar su introducción en niveles más iniciales (un A2 según el MCER). Así pues, me he respaldado en diversos artículos y programaciones (como el *Programa General de Enseñanza del Idioma Chino para Extranjeros*) que defendían la enseñanza de los fraseologismos como un ineludible elemento cultural para justificar la enseñanza de los *chengyu* en un estadio más inicial del aprendizaje de la lengua china en alumnos hispanohablantes.

Un sondeo realizado en un centro de Granada a estudiantes entre 2º de la ESO y 2º de Bachillerato acerca de los aspectos que les gustaría trabajar más en clase de la lengua china reveló el interés de estos por trabajar más el contenido cultural. Este alumnado trabajaba con los manuales *Kuaitle Hanyu* durante la ESO y *Boya Hanyu* durante Bachillerato y efectivamente he podido comprobar que no se incide apenas en el contenido cultural, quedando este en un segundo plano.

Los *chengyu* tienen normalmente una historia que los respalda y que les da origen, por lo que se crea un componente narrativo muy potente y se introduce una variable muy flexible y manejable para realizar actividades, pudiendo poner vídeos, imágenes, actividades de reordenación, etc. Esto ayudaría a afianzar los *chengyu*, tanto su significado como el vocabulario del que están compuestos.

En definitiva, la enseñanza de *chengyu* en niveles básicos pretende no solo suplir la carencia de contenido cultural en algunos manuales de lengua china para hispanohablantes, sino que también pretende servir como ayuda para el alumnado de chino para aprender nuevos conceptos y palabras a través de estos fraseologismos y afianzarlos.

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Title: SMART PHONES IN ESP CLASSES: REDEFINING THE POWERS OF 'HUMANWARE'

Abstract:

Most teachers and professors are fed up banning the use of smart phones in the English language classroom. Therefore, serious efforts should be made to disengage from this useless battle by engaging students in classroom tasks that integrate these powerful tools for a better digitalization of class content and an optimization of learning outcomes. But the rapid changes in the nature and structure of these technologies as well as the claims and counter claims about their impact on students' English language learning have recently triggered substantial controversies. More research is then needed to show how these new technologies can be used to support conventional teaching processes and broaden learning opportunities. Since it is impossible within the scope of a single study to shed light upon all the aspects related to the use of smart phones in the language classroom, specific and relevant issues were targeted. A post-course questionnaire was used with a sample of ESP learners at the National School of Business and Management, Cadi Ayyad University in Marrakesh to investigate students' smart phone aided-class practices, assess the benefits as well as the encountered challenges. To ensure more research validity and credibility, different statistical methods were used for the presentation and discussion of findings. Observed patterns of participant students' answers and investigation of different classroom practices show that a big majority of students reportedly believe that the use of smart phones helps create learning opportunities, and that learners benefit more in the classroom when smart phones' use is monitored and regulated by teachers. However, research findings also show that allowing the use of smart phones in the classroom for learning purposes may also bring about unexpected negative outcomes.

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Title: "NO SEX, NO FUTURE": LA ADQUISICIÓN DEL GÉNERO GRAMATICAL EN ESPAÑOL POR ALUMNOS ESTONIOS

Abstract:

Mi comunicación consiste en un análisis de las dificultades que presentan los alumnos estonios de español como lengua extranjera, especialmente, a la hora de aprender y adquirir el género gramatical. Este trabajo tiene tres objetivos: 1) hacer un análisis que ayude a sistematizar cuáles son los errores más recurrentes en relación al género en alumnos cuya lengua materna carece de marca de género, como es el caso de los alumnos estonios; 2) poder diagnosticar por qué los cometen; y 3) extraer, finalmente, un patrón que nos ayude a proponer soluciones didácticas para mejorar la adquisición y asimilación del género desde los niveles iniciales.

Mi propuesta consiste en cuatro apartados: en el primer apartado, se resumen las principales nociones del género gramatical en español y se presentan algunos cambios producidos en la evolución del latín al español. En el segundo apartado, se presentan las principales características del estonio haciendo especial hincapié en la ausencia de marca de género. En el tercer apartado se presenta el análisis, la clasificación y la interpretación de los errores de alumnos estonios de niveles A1, A2 y B1. A la hora de analizar estos errores hemos seguido una clasificación basándonos en criterios morfológicos, léxicos y semánticos. En estas clasificaciones se comentará el origen de estos errores, se verá cómo los alumnos crean sus propias reglas de formación del género y se destacará la coincidencia de errores en los diferentes niveles. En el cuarto apartado se presentará una batería de actividades didácticas sobre el género para reforzar y afianzar su aprendizaje especialmente en los niveles iniciales.

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Title: THE USE OF DISCOURSE MARKERS IN EFL CLASSROOM BY PRE-SERVICE PRIMARY SCHOOL TEACHERS

Abstract:

This conference presentation will involve a case study of the use of discourse markers (further referred to as 'DMs') by pre-service primary school teachers of English as a Foreign Language (EFL). The aim of the case study is to explore the use of DMs by pre-service primary school teachers in EFL classroom settings. In the case study, DMs are regarded as expressions

that signal pragma-semantic relationships between two adjacent sentences. Following Fraser (2015), English DMs can be exemplified by 'also', 'and', 'as', 'as a consequence', 'but', 'if', 'instead of', 'however', 'or', 'since', 'still', etc.

Currently, there is insufficient research on how English DMs are used by pre-service primary school teachers of English. The study addresses this issue by examining a group of pre-service primary school teachers, who are enrolled in an EFL course at a large university in Western Norway. In total, six pre-service primary school teachers of English (further – 'participants') took part in the case study. The participants were asked to reflect on their use of DMs after their practice sessions at primary schools in Western Norway in order to identify and analyse DMs that were used by the participants. The results of the qualitative analysis revealed that whilst the participants exhibited awareness of the use of DMs in their classroom interactions, they, nevertheless, tended to use a limited repertoire of DMs. Further examples and didactic implications of these findings will be provided at the conference.

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Title: NEW APPROACH IN TEACHING FOREIGN LANGUAGE USING VIDEOHOSTING AND SOCIAL NETWORKS

Abstract:

New generation of technologies brings to the world not only the appearance of new equipment on bookshelves in stores, first of all it means global changes in the perception of the world by youth. Education used to be based on paper books mainly. In the modern world it is necessary to displace the accent to the technological innovations which are interesting to students and thus they encourage the audience to study.

The goal of the research is to find a new approach to teaching students a foreign language by using videohosting and networks contents.

It is always important for any teacher to present the material in the best possible way in order to awake the interest of the audience to their subject. That is why first of all it is necessary to understand what might attract the interest of language learners. It has been noticed that during the breaks between classes students mainly watch different videos which are emotionally or thematically close and understandable for them. Basically they are about the life of other people. After implementing exercises based on this interest, the audience was successfully directed into a motivated working course. It has been concluded that if this method is applied in language teaching, students' audience achieve their goals easier by using a language as a tool of learning the new material.

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Bionote: Óscar Alonso Álvarez has a degree in English from the University of León and has been an Adjunct Professor in the Department of English Philology at the University of Oviedo since 2011. He specializes in teaching English as a second language and English for specific purposes, and he has also worked teaching Spanish as a second language. He took part in the Visiting Scholars Program in the USA and Canada sponsored by the Spanish Ministry of Education, for three academic years, where he specialized in Bilingual Teaching in the public schools in Chicago, Illinois. He has extensively participated in courses and workshops in teacher training, and his contributions as a speaker include teacher training workshops and conferences as an ELL specialist. He is a member of the officially recognised Research Group Intersections (GR-2014-0009) at the University of Oviedo where he is currently completing a PhD in Gender and Diversity at the University of Oviedo. His research interests focus on gender, diversity and multiculturalism in English language teaching.

Title: GENDER AND DIVERSITY IN THE ENGLISH LANGUAGE CLASSROOM

Abstract:

The textbooks used for teaching English as a second language are designed with materials adapted to the language level of each course. The selection of materials is usually done around thematic units of general interest which rarely address issues such as cultural or ethnic diversity, integration, and discrimination based on gender, geographical or social origin and sexual orientation, among others. The Organic Law on the Improvement of Education (or LOMCE) passed by the Spanish Government in 2013 fosters the teaching of values through the cross-curricular competences and so do the competences and objectives gathered in the Common European Framework of Reference for Language (Council of Europe, 2001). However, Cross-curricular education finds little or no representation in English language textbooks and so happens to aspects about diversity and otherness (Gijarro, 2005). Thus, the English Language classroom is the perfect setting for the implementation and use of educational materials which address gender and diversity issues and prompt intercultural competence acquisition as an essential part of the learning process of a language. Teaching English from a gender and diversity perspective can contribute to create a more plural and egalitarian society, and to raise the students' awareness on the diversity of reality.

This paper investigates the perception of student-teachers about addressing gender and diversity in the English language classrooms of Primary Education. The students delivered a project on gender and diversity to train them on how to approach these topics in Primary Education. Data were gathered through questionnaires, focus groups and semi-structured interviews with the participants. The main finding of the research is that, although student-teachers show positive attitudes towards working with gender and diversity in the classroom, there is a contradiction in the current educational system, as these key issues are being neglected in the teaching of English as a foreign language.

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Title: IT TAKES TWO TO TANGO: BOOSTING STUDENTS' MOTIVATION THROUGH LANGUAGE LEARNING WITH PARTNERED ACADEMIC DISCIPLINES

Abstract:

Research has shown that content-based instruction (CBI) is a great ally in L2 learning and a great way to hold our students' interest, especially if learners are exposed to academic content that is relevant to their professional interests and needs. In this presentation, we will be describing the way we address programmatic and organizational synergies between language studies and partnered academic disciplines. We will be focusing on the benefits of a content-based approach to maximize learners' language experience and learner agency in different contexts (e.g., human rights, international education, business, terrorism, public administration, interpretation and localization). We will also describe our work with different stakeholders (administration, faculty and chair departments, community) to ensure the success of the program. -We will be focusing on the criteria for selecting authentic materials, the scaffolding of language, and the attention to grammar used in our CBI

classes (examples will be given from Spanish classes). - We will also describe an approach to integrating content and language where the language is the medium used to grapple with the content and content is used as the resource to motivate language learning. -Our presentation will also highlight innovative ways to assess language and content in our classes. This presentation is targeted to higher learning educators and will be offered in English (with examples in Spanish).

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Bionote: Translator and English teacher in bilingual secondary education schools in the region of Madrid. Former Language Assistant in Dublin, Ireland, and Visiting Teacher in Florida, United States of America. Degree in Translation and Interpretation at Pontificia Comillas University. Official Master's Degree in Teaching Spanish as a Foreign Language at the University of Alcalá and currently attending the Official Master's Degree in Teaching Through English in Bilingual Schools at the University of Alcalá. Action Research Project on the literacy approach in bilingual education.

Title: CREATIVE WRITING IN TEFL

Abstract:

I have been working as an English and Spanish language teacher for more than six years in different countries and in a wide range of educational contexts, and during all these years I have had the impression that creativity was not playing a leading role in my lessons, but it was simply the sweetener to the main dishes of grammar and vocabulary. Unfortunately, this is usually the prevailing trend in the teaching of foreign languages; maybe because of fear, perhaps because we think creativity is secondary, or maybe because we unconsciously underestimate our students considering they will not be able to do creative tasks in a foreign language.

However, experience has showed me that creativity can and must be integrated in the teaching of foreign languages. There is a wide variety of activities that can be done in class, not only to promote creativity and boost imagination, but also to work on linguistic features and improve our students' command of the foreign language, developing the four linguistic skills of reading, writing, speaking and listening. I have created two brief units of work based on the use of creative writing in the classroom, including different tasks and scaffolding steps. The first unit is aimed at students of 2ESO and it is built around poetry, rhyme and visual arts. The second unit is aimed at students of 4ESO and it embraces the use of music as inspiration for writing a short story in a foreign language, as well as the use of new technologies.

Creativity and imagination are two necessary skills we all humans should develop throughout our lives, and we should also remember that we do not know what we are capable of until we actually try.

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Title: WORKING ON LANGUAGE AWARENESS WITH RUBRICS

Abstract:

The development of written and oral skills in higher education requires instruments so that students can accomplish those skills. In the primary Teacher Training Degree that demand has been approached by the design and implementation of some specific rubrics. This poster presents the evaluation instruments for an English language teaching project that was implemented at the Faculty of Education and Sports. The rubrics were designed to inform about the progress of students' collaborative work, their final written report and the oral presentation. The main goal was that teachers-to-be gained insight into how writing and oral skills can be improved and increased. The results highlight the importance of knowing in advance what the evaluation parameters are to tackle the possible difficulties that arise during the project. Students also acknowledge the guidance and the discussions in groups during the process, as they received specific tutorials to train in the use of strategies.

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Title: SELF: REFLEXIONES EN TORNO A LA CONCEPCIÓN DE UN TEST DE POSICIONAMIENTO EN UN ENTORNO DIGITAL. EXPERIENCIA DEL EQUIPO DE ESPAÑOL

Abstract:

En el marco del proyecto Innovalangues se inscribe el test de posicionamiento SELF, formado por un conjunto de tareas. SELF propone una metodología basada en la evaluación de tres macro-competencias lingüísticas: la comprensión oral, la comprensión escrita y la expresión escrita corta. Entre las características del test hay dos rasgos que en los que nos gustaría poner el acento: la elección de material auténtico y la representación de la variedad lingüística:

El test self persigue evaluar las competencias del estudiante con un fin diagnóstico. De este modo ofrecerá tanto al estudiante como al profesor una información sobre sus competencias. Para ello se trata de confrontar al estudiante con situaciones lo más próximas a la realidad, a través de recursos auténticos y contextos accionales.

Actualmente el idioma español ostenta una posición de prestigio en muchas instituciones y países. La creciente demanda se ve influida entre otros motivos porque los aprendientes han tomado conciencia de su expansión geográfica. Es decir, el estudiante sabe que aprendiendo esta lengua podrá comunicarse con más de 500 millones de hablantes nativos (instituto cervantes, 2006) con todo lo que esto implica a nivel social y económico. Ante esta realidad es preciso que los profesores, formadores, evaluadores, etc. muestren especial sensibilidad hacia esta diversidad, por eso la inclusión de las variedades en la enseñanza del español ha dejado de ser una opción para convertirse en una necesidad.

En ese marco nos gustaría compartir nuestras reflexiones, interrogantes, decisiones y conclusiones surgidas durante el año y

medio previo al lanzamiento del test en los establecimientos universitarios de Francia.

PAULA BONILLA TRAMOYERES, [paubotra@alumni.uv.es](mailto:paubotra@alumni.uv.es), University of València (Spain)

Title: I LEARN TO BE MYSELF: THE DEVELOPMENT OF STUDENTS' LITERACY AND SELF-IDENTITY THROUGH THE PICTURE BOOK *STAND TALL, MOLLY LOU MELON*

Abstract:

Molly Lou Melon is short and clumsy, she has buckteeth and a voice that sounds like a bullfrog being squeezed by a boa constrictor. But armed with the encouraging words of her grandmother, Molly Lou confidently confronts the class bully at her new school. This is the beautiful story that I have used to prepare this workshop. The goal is to present a series of practical activities that I have implemented in a real English classroom context with 4<sup>th</sup> year Primary students as a part of my research to promote the learning of EFL by fostering children's literary competence and the five skills: listening, speaking, reading, writing and thinking.

One of the key points of this research is the importance given to students as active learners and meaning-makers. Using the literacy-based approach as the central methodology, I have designed a didactic sequence that aims to transform the English classroom into an environment for students' critical thinking and self-reflection, using a picture book as the main resource and the guiding thread. As I will show, *Stand Tall, Molly Lou Melon* (2001) by Patty Lovel, has proved to be an excellent story to create lessons to develop children's self-identity. Students have loved both the book and the character, and the most valuable results from the activities that I will also discuss are the ideas, inferences and observations provided by them. Additionally, I will show different multimodal resources that I have introduced in the lessons to use the English language to construct meaning about diversity, self-esteem and personality. Therefore, the project assesses all cognitive, cultural and social aspects.

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JERÓNIMO MORALES-CABEZAS, [moralesc@ugr.es](mailto:moralesc@ugr.es), University of Granada (Spain)

Title: TENDENCIAS EN LA INVESTIGACIÓN DE ALUMNOS DE POSGRADO EN ELE FUNDAMENTADA EN NECESIDADES Y COMPETENCIAS

Abstract:

Los gestores académicos debemos hacer continuas reflexiones sobre las necesidades de los alumnos en formación para diseñar programas didácticos acordes con las nuevas tendencias en la enseñanza de lenguas. Los futuros profesores de español como lengua extranjera (ELE) y/o segunda lengua (L2) que están en proceso de formación se crean -como cualquier individuo que se desenvuelve en un ámbito formativo- diversas expectativas personales cuando acceden a un posgrado específico.

En esta investigación partimos de estudios previos sobre necesidades formativas de los futuros docentes de ELE -alumnos de posgrado- y la posterior investigación desarrollada al finalizar el máster.

Los principales objetivos de este trabajo consisten, en primer lugar, en analizar un conjunto de necesidades expresadas por este tipo de alumnado y relacionarlas con las competencias docentes descritas en este amplio ámbito. En segundo lugar, estudiaremos una muestra de trabajos fin de máster (TFM) derivados de las investigaciones hechas por los alumnos. Nuestro propósito es ver qué tipo de tendencias o líneas de investigación son predominantes en los diferentes cursos académicos y si se adecúan o no al perfil competencial de ELE, con el fin de distinguir qué actividad formativa en este ámbito es más adecuada en función de las necesidades profesionales de estos futuros docentes.

RAÚL LLORENTE, [rllorente@gsu.edu](mailto:rllorente@gsu.edu), Georgia State University (USA)

Bionote: Dr. Llorente has worked as a Lecturer of Spanish at Georgia State University for the past six years. He teaches undergraduate courses in Spanish, including lower level as well as conversational courses, and graduate courses on second language pedagogy. Aside from his teaching, he is also involved in the coordination of Lower-Level Spanish courses and serves as a mentor for the Graduate Teaching Assistants. He earned his Ph.D. in Applied Linguistics from the University of Valladolid in Valladolid, Spain. He has a history of 11 years of professional experience in teaching as a high school educator, which involved teaching both Spanish as well as English as a Second Language (ESL) courses.

His Ph.D. dissertation was titled *Implications of the "Natural Order of Acquisition" Theory in a Classroom setting: Spanish Speakers Learning English as a Second Language in a Host Environment*. Dr. Llorente's current research interests include second language development, second language pedagogy, online and digital tools for second language teaching, and heritage students.

Title: SPEAKING IN SPANISH: THE EFFECTS OF AN ONLINE LANGUAGE-COACH PROGRAM IN AN INTERMEDIATE SPANISH COURSE

Abstract:

At Georgia State University, a research institution with a highly diverse population, enrollment in Spanish courses has decreased in recent years with a drop in the number of majors declared in this field. In lower-level Spanish courses, this reduction has mostly had an effect on the number of students enrolled in Intermediate courses. This occurrence has been directly impacted by the decision of other academic departments to reduce the second language requirement of their curriculum. However, other "internal" factors are likely to also have contributed to this trend. Students at this level typically report having difficulties grasping the higher complex grammar included in such a relatively short period of time. In addition, instructors often experience difficulties working with students with a larger disparity of linguistic skills due to different educational backgrounds, different level of exposure to the target language, etc. As a result, the overall student experience is sometimes regarded as stressful or unsatisfactory.

In this presentation, I will report on the use of the *En Vivo* online language-coach program that my Spanish 2001 (first semester of intermediate Spanish) students had to complete in addition to the other course requirements during the Summer semester of 2016. Apart from the impact that this program may have on academic performance, my primary goal was focused on evaluating the comfort level that my students could attain by the end of the semester in the areas of speaking and listening. I consider that enhancing the students' comfort level in a second language class can potentially have a large impact on class participation, retention and, ultimately, motivating students to pursue a degree in the language, thus reversing the aforementioned negative trends. Overall, my presentation explores the role that frequent communicative exchanges with

native speakers conducted online can have on increasing interest in acquiring a second language.

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Bionote: Dr. Llorente has worked as a Lecturer of Spanish at Georgia State University for the past six years. He teaches undergraduate courses in Spanish, including lower level as well as conversational courses, and graduate courses on second language pedagogy. Aside from his teaching, he is also involved in the coordination of Lower-Level Spanish courses and serves as a mentor for the Graduate Teaching Assistants. He earned his Ph.D. in Applied Linguistics from the University of Valladolid in Valladolid, Spain. He has a history of 11 years of professional experience in teaching as a high school educator, which involved teaching both Spanish as well as English as a Second Language (ESL) courses.

His Ph.D. dissertation was titled *Implications of the "Natural Order of Acquisition" Theory in a Classroom setting: Spanish Speakers Learning English as a Second Language in a Host Environment*. Dr. Llorente's current research interests include second language development, second language pedagogy, online and digital tools for second language teaching, and heritage students.

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MARÍA ELENA BERMÚDEZ, [mbermudez@gsu.edu](mailto:mbermudez@gsu.edu), Georgia University (USA)

Title: DIGITAL TOOLS AS COMPENSATORY DEVICES IN SPANISH INSTRUCTION IN COLLEGE

Abstract:

In college, Intermediate Spanish, as compared with Elementary Spanish, often focuses more on output and increasingly complex grammar. At the same time, input tends to be limited to vocabulary that is both specific thematically and largely used to contextualize that grammar. This presentation reports on how increased attention to structure in Intermediate Spanish, across course offering format, and with assistance from digital tools, can affect students' performance on four areas of language proficiency (listening, vocabulary use, grammar use, and reading comprehension).

In this case study, data were first obtained when the subjects were in their second semester of Elementary Spanish –Spanish 1002— in two different course formats –face to face and hybrid – and again at the end of their first intermediate (Spanish 2001) course. Face-to-face classes meet two or three times a week for a total of two hours and thirty minutes. Hybrid courses meet in class once a week for exactly half that time and work then online. As a result of more limited class time, hybrid courses rely more heavily on digital tools as a source of linguistic input, and class time is mostly dedicated to communicative tasks. Intermediate Spanish is offered in face-to face classes only.

The purpose of this study is then to record language proficiency measures longitudinally and then relate language proficiency results to increased focus on structure, course format, and work online in an attempt to determine whether course format differences are, as usually claimed, properly or equivalently compensated for by online work.

REBECA MUÑOZ VALERO, [rebeca.munoz@um.es](mailto:rebeca.munoz@um.es), University of Murcia (Spain)

Bionote: Rebeca Muñoz-Valero moved to the UK in 2016, where she has taught MFL (Spanish) as a lecturer in Spanish at the BISC (Queen's University, Canada) and worked as a field studies assistant at the Experiential Learning Department. Before, she had taught Spanish in Alicante while doing postgraduate courses as well as edition courses and also got some professional Spanish teaching training by the Instituto Cervantes & the University of Cantabria, Spain. In 2014 she was the treasurer, co-editor and co-organizer of the 29<sup>th</sup> International AJL (Association of Young Linguists) Conference at the University of Murcia (UMU). She has a Spanish language & Hispanic literature BA by the University of Granada (Spain), a master's degree in Spanish language & literature teaching by the UCAM University (Spain), and a master's degree in advanced linguistic studies by the UMU, Spain. Moreover, she is currently nearly completion a PhD in arts & humanities at the UMU. Her main interests regarding research are teaching/learning and variational linguistics.

Title: EL PROFESOR ANALÓGICO Y EL INMIGRANTE DIGITAL

Abstract:

Las nuevas tecnologías no solo han cambiado el mundo que nos rodea sino también a las personas que crecen en él. En este estudio recabamos información acerca de la relevancia de las TIC y sus causas, así como los pros y los contras de las nuevas tecnologías en la clase de lengua y el nivel de satisfacción que muestran los estudiantes españoles de secundaria en cuanto al uso de las TIC. Esto es particularmente relevante en la clase de lengua y literatura debido a que trabaja las competencias comunicativas.

Veremos las diferencias entre los inmigrantes y los nativos digitales y hasta qué punto un nativo digital aprende y piensa de un modo diferente al inmigrante digital. Cuestión que ha creado no pocos prejuicios tanto en padres como en profesores.

RENÁTA KOVÁCS, [kovacs@lang.osaka-u.ac.jp](mailto:kovacs@lang.osaka-u.ac.jp), University of Osaka (Japan)

Bionote:

Education:

2010 – onward Phd-studies in Applied Linguistics, University of Pécs, Hungary

2012-2013 Spanish as a foreign language, Pontifical University of Salamanca, Spain

2004-2008 Hungarian as a foreign language, University of Pécs, Hungary

2000-2004 Spanish studies, University of Pécs, Hungary

Professional profile:

2017 – onward specially appointed professor (Hungarian as a foreign language), Osaka University, Japan

2015-2017 cultural counsellor of the Embassy of Hungary in Egypt

2007 – 2015 Hungarian as a foreign language teacher, Ain Shams University, Faculty of Al Alsun, Cairo, Egypt

2004 – 2012 Hungarian as a foreign language teacher, University of Pécs, Hungary (summer courses)

2004 – 2009 Spanish Teacher, Spanish-Hungarian Bilingual Section, Kodály Zoltán Secondary Grammar School, 35-37 Dobó István str, 7629, Pécs, Hungary

Research areas:

Acquisition of conceptual fluency in second language learning, and its observation by means of error analysis. Development of materials to bolster acquisition of conceptual fluency. Literature and (conceptual) metaphors in second language classroom.

Publications (related to foreign language teaching):

*Culture in the Hungarian as a foreign language class: how to use literature in foreign language teaching* In: [http://epa.oszk.hu/02200/02287/00015/pdf/EPA02287\\_hungarologiai\\_evkonyv\\_2014\\_15\\_070-083.pdf](http://epa.oszk.hu/02200/02287/00015/pdf/EPA02287_hungarologiai_evkonyv_2014_15_070-083.pdf)

*Observations on Egyptian Arabic speakers' interlanguage of Hungarian* In: [http://www.nytud.hu/alknyelvdok14/proceedings14/Hungarian OK. Variations for 4 topics. \(Magyar OK. Variációk négy témára\)](http://www.nytud.hu/alknyelvdok14/proceedings14/Hungarian%20OK.Variations%20for%204%20topics.%20(Magyar%20OK.Variációk%20négy%20témára)) (Hungarian as a foreign language for level C1) (co-author: Walsch Mester Ágnes) University of Pécs, 2013. ISBN: 978-963-717-869-6

*Success or failure? Results of the Spanish – Hungarian bilingual education in Hungary* In: Újlatin nyelvek és kultúrák. Újlatin filológia 3. Ed: Oszetzky Éva-Bene Krisztián, MTA Pécsi Területi Bizottsága Romanisztikai Munkacsoport-University of Pécs, Department of French studies, Pécs, 2011. (ISSN 2062-1116) pp. 161-172

*Combining Task-based Language Teaching and Cooperative Learning: A Fortunate Blend to Teach Communicative Skills and Social Values?*

In: Current Issues in Language Teaching: Developing and Innovating Approaches in the Language Classroom (szerk) Raúl Ruiz-Cecilia, António Lopes. Editorial Académica Española, Riga 2017

*Conceptual fluency and metaphoric competence in Japanese Hungarian as second language learners' interlanguage – focuses, methods and results.*

In: Nádor Orsolya – Szűcs Tibor (ed) *Hungarológiai Évkönyv* 18 (2017). University of Pécs, School of Philosophy and Literature

[http://epa.oszk.hu/02200/02287/00018/pdf/EPA02287\\_hungarologiai\\_evkonyv\\_2017\\_01\\_070-080.pdf](http://epa.oszk.hu/02200/02287/00018/pdf/EPA02287_hungarologiai_evkonyv_2017_01_070-080.pdf)

Title: ANÁLISIS DE ERRORES AL SERVICIO DE LA ENSEÑANZA DE METÁFORAS CONCEPTUALES

Abstract:

Con la publicación de *Metaphors we live by* de George Lakoff y Mark Johnson en 1980 la metáfora dejó de ser pura herramienta poética y se ha convertido en un pilar de la comunicación cotidiana: el concepto de la metáfora conceptual ha sido acuñado. Seis años después Marco Danesi en su artículo *The Role of Metaphor in Second Language Pedagogy* subrayó que sin la adquisición de fluidez conceptual, es decir sin el uso e interpretación correcta de metáforas conceptuales, no es posible alcanzar un nivel realmente avanzado en segundas lenguas. La competencia de la fluidez conceptual no sólo potencia la formulación de enunciados más próximos a los de un hablante nativo sino que también atribuye a la competencia intercultural. La fluidez conceptual se adquiere de la misma manera que cualquier otra competencia lingüística, es decir durante su adquisición el aprendiente crea su propio hipótesis sobre el sistema conceptual de la lengua meta y como resultado produce enunciados conceptualmente erróneos.

El objetivo de la comunicación es, basándose en los principios de análisis de errores, ofrecer una clasificación de errores conceptuales cometidos por aprendientes de húngaro como lengua extranjera en niveles B2 y C1 en textos de producción escrita del examen ECL (*European Consortium for the Certificate of Attainment in Modern Languages*), reconstruyendo sus enunciados erróneos con ayuda de hablantes nativos.

Los resultados de análisis de errores permiten hacer conclusiones referentes (1) al proceso de la adquisición de metáforas conceptuales en segundas lenguas; (2) a las hipótesis creadas por los aprendientes acerca de las metáforas dentro del sistema conceptual de la lengua meta; (3) a una metodología más adecuada para la enseñanza de metáforas conceptuales.

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GREG THOMPSON, Brigham Young University (USA)

Title: VIRTUAL CONVERSATIONS: RESEARCH AND PRACTICE IN ONLINE LANGUAGE EXCHANGES

Abstract:

The worldwide explosion of digital technology has revolutionized myriad aspects of life with language learning being no exception. Language learners and instructors now have an enormous variety of online tools and services, both free and paid, to help them interact with native speakers. For language teachers and learners who are interested in pairing their students with native speakers of the target language, the greatest dilemma may be navigating the sea of options that are available to them. There are many online services and platforms that foster interaction in second languages with native speakers. The proposed presentation will first provide a taxonomy of many of the currently existing online services according to the features that are most relevant to the teaching of language and culture. Then the presenters will demonstrate, based on their original research, how each of these services impacts students' language and culture learning. This will lead to a discussion of how to select an online service based on a series of important questions that relate to users' learning goals in light of a teachers' TPACK, (Technological, Pedagogical, Content Knowledge). For example, teachers might wonder, "Is a speaking partner with some pedagogical preparation preferable to a partner who is completely untrained?" "Is a paid service worth the use of scarce financial resources?" "What services might be appropriate for particular age groups?" The goal of this presentation is to help participants learn how to effectively implement a variety of online exchange programs in their classes as well as providing them with empirical results of how beginning and intermediate students benefit from online interactions with native speakers.

ROBERTA GIORDANO, [roberta.giordano@unitus.it](mailto:roberta.giordano@unitus.it), University of Tuscia (Italy)

Title: LA COMPETENCIA COMUNICATIVA INTERCULTURAL: EL NUEVO DESAFÍO EDUCATIVO

Abstract:

La importancia de la competencia comunicativa intercultural (ICC) ha aumentado en los últimos cuarenta años a medida que aumentaba tanto el número de las empresas multinacionales como el comercio mundial, y esto debido al desarrollo del sector manufacturero, los sistemas de transporte y las tecnologías aplicadas a la comunicación. La implementación de estrategias de apoyo institucional, basadas en instrumentos tales como el Tratado de Maastricht y el North American Free Trade Agreement, junto con la explosión de la competición global, han incrementado esta tendencia.

A todos estos factores de naturaleza económica, además, hay que añadir la intensificación del fenómeno migratorio. La combinación entre las exigencias impuestas por la globalización, sea de tipo económico sea sociocultural, requieren interacciones -interculturales- adecuadas para este nuevo escenario, con las que limitar los conflictos, promover procesos de comunicación fluidos y relaciones pacíficas con las demás culturas.

A partir de la idea que: «ICC is not something innate within us, nor does it occur accidentally» but is an acquired quality. However it has also been suggested that ICC is not universally attainable since some individuals might lack the mental capacities, physical capabilities and motivational predispositions to acquire the necessary knowledge, skills and motivation in order to be perceived as appropriate and act effectively. The contextual constraints of their upbringing or situational



circumstances might prevent those individuals from becoming interculturally competent communicators», trataremos de entender si y cómo el profesor de E/LE pueda adiestrar a sus estudiantes a un aprendizaje de corte intercultural, estimulando y potenciando, así, la competencia comunicativa intercultural en el aula.

ROCÍO DOMENE BENITO, [rodobe@alumni.uv.es](mailto:rodobe@alumni.uv.es), University of València (Spain)

Title: GENDER POLITICS, MULTICULTURAL EDUCATION AND LANGUAGE TEACHING IN THE ENGLISH CLASSROOM THROUGH CANDY PINK, GRACE FOR PRESIDENT AND THE OTHER SIDE

Abstract:

The aim of this workshop is to show the practical activities that have been carried out as a part of a research study in a primary school in Valencia with 6<sup>th</sup> year students in the English class. Following a literacy-based approach and based on the reading of *Candy Pink* (2016), *Grace for President* (2010) and *The Other Side* (2001), a didactic sequence was designed to develop children's critical thinking skills by addressing topics such as the roles of men and women, the assumptions underlying expectations regarding gender difference in society and the rights/treatment of minorities.

The session will be dedicated to illustrate the integration of language and literary resources in order to have students reflect and construct their ideas over the importance of the current and relevant issues conveyed in these picture books. *Candy Pink* tells the story of a female elephant who rebels against gender inequality. To introduce the topic, we use a provocative image about men and women's roles in a family. In *Grace for President*, we read about a girl's dream to become the first female president of the USA and we engage students in a political campaign through the elaboration of an electoral programme. Lastly, with *The Other Side*, we aim to get students involved in the plot by performing a role-play activity related to meaningful passages of a story which portrays the racial concerns and perspectives of a black and a white girl who want to become friends, but their houses are separated by a fence. To conclude, we will discuss the connection among the three picture books in which the protagonists are all female characters who fight for their dreams and rights.

ROSA VOZZO, [rvozzo@cml.msstate.edu](mailto:rvozzo@cml.msstate.edu), Mississippi State University (USA)

Bionote: Rosa Vozzo, a native from the Dominican Republic, holds a PhD in Curriculum and Instruction from Mississippi State University and a Masters in Foreign Languages - Spanish from the same University. Her interests are teaching language for special purposes, language and culture, and using photojournalism in the FL classroom. She developed courses in Spanish for the green industry, business Spanish, intermediate Spanish online, and a Freshman Seminar entitled "Viva Latinoamérica: An uncensored sample of the world most vibrant culture." She teaches intermediate Spanish (face to face and online), Advanced Spanish Conversation, and two courses of business Spanish at Mississippi State University.

ARLEANA MOYA, [adm201@cml.msstate.edu](mailto:adm201@cml.msstate.edu), Mississippi State University (USA)

Bionote: Arleana Moya is a Spanish Instructor in the Department of Classical and Modern Languages & Literatures (CMLL) at Mississippi State University (MSU). Currently, Arleana teaches Spanish I, II, and III face to face and online. She has been the MSU Spanish Club faculty advisor for five years. Arleana is always looking for innovative ways to teach and share with the students her passion for the Spanish language and culture, and encourages them to see learning Spanish as an opportunity rather than a requirement. She is always encouraging her students to travel to Spanish speaking countries to become more fluent and to add a secondary major or a minor in Spanish if they are pursuing a different degree. Arleana's goals are to continue to motivate her students and give them a new perspective on learning the Spanish language, as well as continue helping her department to move to the next level.

JULIA KRAKER, [jckraker@cml.msstate.edu](mailto:jckraker@cml.msstate.edu), Mississippi State University (USA)

Bionote: Julia Kraker, a native Mississippian, is a lecturer at Mississippi State University where she has been teaching beginner level Spanish classes for the past 11 years. Prior to teaching, she spent two years serving as the coordinator of the Migrant Education Program of North Mississippi federal grant. Through this program, she worked to provide educational support to children of migrant workers in rural areas of Mississippi. In the past few years, she has developed online courses for Spanish I and II in an effort to attract the growing number of students in her region desiring to complete language requirements but are unable to do so in a traditional setting. Her interests include cultural and contextual learning and encouraging students to study abroad.

Title: ADAPTING NEW TEACHINGS IDEAS IN A CHANGING ENVIRONMENT IN THE SOUTHEAST OF THE UNITED STATES

Abstract:

Our nation is currently undergoing critical changes. These changes in the social structure and political environment demand new strategies to prepare students for this reality. In this presentation, three Spanish foreign language instructors from three different teaching backgrounds at Mississippi State University, discuss the approach that they use to overcome this new challenge. Background information and practical strategies will be discussed in this presentation.

ROSANA CORGA FERNANDES DURÃO, [rosfer@ualg.pt](mailto:rosfer@ualg.pt) www.juridocs.pt, University of Algarve (Portugal)

Title: JURIDOCS: HERRAMIENTA PARA LA ENSEÑANZA DEL ESPAÑOL JURÍDICO

Abstract:

Este texto fue realizado a partir de un estudio de doctorado, sobre la dirección de la profesora Dominique Bonnet y la Profesora María Victoria Galloso Camacho, Profesoras del Departamento de Filología de la Facultad de Humanidades de la Universidad de Huelva, que se encuentra en curso y casi finalizado, dónde se muestra la estructura de una base de datos jurídica – Juridocs – como herramienta para la enseñanza del español jurídico.

A pesar de la evolución de los lenguajes especializados y el número creciente de documentos que han surgido a lo largo de los últimos años con el fenómeno de la globalización y del mercado abierto, en particular, en el espacio europeo, en lengua española en el ámbito jurídico, los trabajos sistemáticos y sistematizados relacionados con el estudio del lenguaje jurídico son pocos o escasos.

Lo que se pretende aquí presentar es como está organizada y como se podrá utilizar la base de datos textual jurídica JURIDOCS (Legal Textual Database) para que pueda ser utilizada como un recurso/herramienta para la enseñanza del Español jurídico. La misma ha sido experimentada en el ámbito del Proyecto PETALL – Pan European Task Activities for Language Learning, en el Exploitation and Dissemination Plan (Acción 30, anexo 7), permitiendo la extracción terminológica, análisis de la caracterización del texto jurídico, diferenciación de los textos normativos de los demás tipos de textos en el ámbito legal, sirviendo ésta como un recurso que podrá ser utilizado en el ámbito del aprendizaje por tareas.

La finalidad de esta herramienta es la de permitir una relación sistemática entre los sistemas conceptuales, las terminologías y la tipología de textos que tanto servirá a los profesores de lengua para fines específicos en el ámbito del aprendizaje por tareas, pero también a traductores, a juristas, a estudiantes e investigadores, y otros profesionales, ya que la base de datos concentra una serie de funcionalidades.

SAKAE ONODA, [sakaeonoda@gmail.com](mailto:sakaeonoda@gmail.com), Juntendo University (Japan)

Title: EFFECTS OF CLIL-BASED APPROACHES ON PRESERVICE TEACHERS' LEARNING IN TEACHER EDUCATION PROGRAMS

Abstract:

This paper presents the results of an investigation into the effects of the Content and Language Integrated Learning (CLIL) approach in undergraduate teacher education programs on practical teaching knowledge and English interactional skills development in Japan. The English teacher education literature indicates that such core courses have not been effectively conducted such that preservice teachers would use teaching approaches with confidence and ease when they begin teaching, for a number of reasons: they lack English skills, especially interactional skills, the lectures are more theoretically focused, and instruction is delivered mainly in the L1.

To encourage preservice teachers to autonomously apply, analyze, and evaluate teaching approaches demonstrated by the instructor, the presenter introduced the CLIL approach with a primary focus on the use of real-life problem-solving group projects in English teaching methodology courses.

Participants were third- and fourth-year English majors with post-intermediate English proficiency enrolled in English teacher education programs at a Japanese university. The problem-solving tasks were implemented in classes that met twice a week over a four-month term. Their English-speaking skills were measured by a speaking test that assessed fluency, lexis, grammar use, and interactional effectiveness at the beginning and end of the 4 months. In addition, interviews and questionnaires were conducted with students to measure changes in their self-efficacy, autonomy, and critical thinking skills (i.e., application, analysis, and evaluation of the knowledge) in the teaching approaches they learned.

Results showed that L2 fluency and interactional skills improved significantly and that self-efficacy, autonomy, and critical thinking skills were also enhanced, lending support to the effects of a CLIL-based approach on students' knowledge and practical skills development in English teacher education programs.

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Title: EXAMINING EFFECTS OF THE COMBINED USE OF NARROW READING AND LISTENING ON L2 READING, LISTENING, VOCABULARY SKILLS, AND SELF-EFFICACY

Abstract:

This paper reports research on the effects of an approach combining narrow reading and listening on learners' reading, listening, and vocabulary skills and their perceptions of self-efficacy in these skills.

In narrow reading and listening, learners self-select a topic and continue reading or listening to materials on the same topic for an extended period of time. This draws on learners' intrinsic motivation, encourages them to enhance schemas and related vocabulary on the particular topic through repeated exposure, increases their perception of pleasure and self-efficacy, and potentially helps improve L2 reading and listening skills. However, research on this new approach remains limited, the results regarding reading and listening skills improvement are not consistent, and affective changes have not been explored.

To overcome these weaknesses, this study incorporated narrow reading and listening in third-year content-based courses for English majors at a Japanese university. Learners self-selected a topic, looked for reading material on social media, and read this until they reached a good understanding. Then they looked for listening material covering the same topic and listened to it until they understood it. Finally, they formed pairs and presented and discussed their story with their partner. This cycle of teaching continued in every class for four months.

To measure improvements in reading, listening, and vocabulary skills, standardized multiple-choice reading and listening tests and Nation's Vocabulary Size Test were given at the beginning and end of the four months. Their perceptions of affective changes (e.g., self-efficacy) were monitored by conducting interviews and questionnaires three times during the research period.

Results revealed that reading and listening skills improved but that vocabulary skills did not show significant gains. Regarding affect, intrinsic motivation and self-efficacy increased. Thus, the combination of narrow reading and listening offers a potentially effective teaching approach.

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Bionote: Translation and Interpreting graduate by the university of Granada with English as first working language in 2017. From that time on, translator of videogames as "The Journey of Elisa" or "Las pesadillas de Allan Poe". Currently, a master degree student of teaching of Spanish as second language. My research about the coding of motion events is framed within Cognitive Linguistics and the teaching of Spanish.

Title: THE CODING OF MOTION EVENTS BY ANGLOPHONE SPANISH STUDENTS: ERROR ANALYSIS AND DIDACTIC APPROACH

Abstract:

The description of motion events can be an important obstacle in foreign language learning when the mother tongue and the target language belong to different types of languages when coding the manner and the path of movement. As a result of these differences in typological patterns, we observe sentences such as "He ran into the school" with its corresponding translation "*Entró corriendo en la escuela*" (versus \**Corrió adentro de la escuela*).

It is a source of errors in which lexical and grammatical issues are mixed. In this study, we will be developed a test with pedagogical translation activities to carry out an exhaustive analysis of errors based on the results obtained. The final objective is a didactic proposal in which we will try to make the English-speaking student aware of the difference between their language and Spanish when it comes to coding motion events.

SILVIA CORRAL ROBLES, [silviarc@ugr.es](mailto:silviarc@ugr.es), University of Granada (Spain)

Title: NEW INSIGHTS INTO WRITTEN COMPETENCE IN CLIL AND NON-CLIL PROGRAMMES: PEDAGOGICAL IMPLICATIONS

Abstract:

The European Union has largely promoted multilingualism through the implementation of a widespread educational approach that is gaining ground not only in Spain, but also in several other European countries. An approach that is known as

Content and Language Integrated Learning (CLIL). Research on writing development in content and language integrated learning settings is still inconclusive. Thus, the study focuses on the research conducted in order to investigate the development of students' written competence in CLIL and non-CLIL (English as a foreign language) programmes scrutinizing the linguistic, discourse and strategic competence. The results of the analysis of the English written competence of 112 fourth year CLIL and non-CLIL secondary education students reveal that in relation to the *linguistic competence*, the Non-CLIL group resort to their L1 prior knowledge more frequently than the CLIL group, being L1 interferences their major source of error due to their lack of adequate linguistic knowledge in L2. As regards the strategic competence, it must be stressed that the 'literal translation' strategy was the most recurrent strategy in the case of the Non-CLIL group. However, no great differences were found with regard to the code-switching strategy and the transference strategy between the two groups. Regarding the discourse competence, CLIL group significantly outperformed their peers in written accuracy. Nevertheless, in relation to coherence and cohesion, it has to be said that both groups presented a similar number of deviations. Thus, this paper aims at describing the pedagogical implications derived from the abovementioned results in order to support writing development in secondary school and therefore, CLIL and Non-CLIL practice. These pedagogical implications will help CLIL teachers raise learners' language awareness improving this way their written performance.

SOFIA MARTINHO, [s.martinho@leeds.ac.uk](mailto:s.martinho@leeds.ac.uk), University of Leeds (United Kingdom)

Title: GETTING STUDENTS TALKING OUTSIDE THE CLASSROOM: USING E-TOOLS TO DEVELOP SPEAKING SKILLS AND ENHANCE LANGUAGE LEARNING AND TEACHING

Abstract:

Speaking is a crucial part of second language learning and teaching and it is frequently seen by many learners as a priority. In non-immersion contexts, due to minimal exposure to the target language and limited contact with proficient speakers, the classroom is often perceived as the only place where students have the opportunity to develop their MFL/ EFL speaking skills.

However, in recent years, extensive research has been conducted about the benefits of web-based pedagogically driven activities for language learning and about the advantages of blended-learning, which combines face to face teaching with online activities. Then, what are the benefits of using e-tools in language learning and teaching? How can e-tools support students' autonomous learning of speaking skills? How can technology assist students in improving fluency outside of the classroom? What open access e-tools are available to use in the classroom, at home and on the move to improve speaking skills? How can these be used by language learners and practitioners? In this workshop we will address these questions and present some of the most effective free e-tools that can be used to learn and practice MFL/ EFL speaking skills.

TERESA FLETA, [tfleta@perlaunion.es](mailto:tfleta@perlaunion.es), Complutense University of Madrid (Spain)

Bionote: Dr. Teresa Fleta is a teacher, teacher trainer and researcher. Her main specialization is in early years language teaching and has published extensively in the field of teaching English to children. Teresa is currently Honorary Collaborator at the School of Education of Madrid Complutense University.

M. LUISA GARCÍA BERMEJO, [mlgarber@ucm.es](mailto:mlgarber@ucm.es), Complutense University of Madrid (Spain)

Bionote: Dr. M. Luisa García Bermejo is an Associate Professor at the School of Education, Complutense University of Madrid, Spain. She holds a PhD in English, an MA and M.Ed. in Teaching English to Speakers of Other Languages (TESOL) and an MA in Spanish. She conducts seminars in English, didactics and the teaching of literature. Her research focuses on Second language Acquisition (SLA), Information and Communication Technology (ICT) and language and literature teaching.

Title: DESIGNING AN ELT TASK-BASED PROJECT AROUND SHORT FILMS

Abstract:

Like no time before in history the usage of the Information and Communication Technologies (ICT) had been used as much as a vehicle of expression. ELT teachers can take advantage of their multilingual, multicultural and multilevel learning contexts to open up new teaching avenues to prepare students to succeed in the 21st century using ICT. Moreover, student teachers must be prepared to experiment with creative experiences and feel what is like to go through the creative process with digital media.

The aim of this presentation is to explore the effectiveness of ICT to create multimodal texts for ELT teaching/learning. We will describe a task-based project conducted with student teachers at the School of Education, from Madrid Complutense University, on the creation of multimodal texts with digital media. The three pillars underpinning these teaching methodologies were stories, ICT and creative learning process. The ultimate goal of the project was the creation of short films/digital stories to be used with young learners at Preschool and Primary levels. These digital stories combine both, the traditional mode of oral storytelling and the new technologies, such as image, movement and sound. Following a multistaged task-based project, student teachers were able to work in collaboration, develop creative thinking skills, create their own ICT teaching materials and adapt them to their needs.

The creation of multimodal texts in the form of short films helped students to develop the four skills and to increase among others the following skills: research, organizational, ICT, presentation, interaction, interpersonal, problem-solving and assessment skills.

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MARTA FORTUNATO, [mars.fortunato@gmail.com](mailto:mars.fortunato@gmail.com), Colégio Anjos do Saber, Porto (Portugal)

Bionote: Marta Fortunato holds a degree in Modern Languages and Literatures (Portuguese and English) from FLUP. She also holds a Master's degree in Teaching English at Primary School at Politécnico do Porto (ESE). She teaches English in both pre-primary and primary schools since 2004 and at a Language school.

Title: INTEGRATING KNOWLEDGE BY COMBINING METHODOLOGIES IN PRIMARY ENGLISH CLASSES

Abstract:

Being defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (EuroCLIC, 1994), CLIL offers a new approach in education. While in traditional content classes teachers use children's mother language to teach and explore the main topics and in traditional language classes children learn grammar structures associated with particular semantic fields, in CLIL classes there is the need to provide students an

integrated and holistic learning process. Therefore, language and content are taught together in the foreign language, developing social, intercultural, cognitive and linguistic skills (Mehisto, 2008). Nevertheless, combining CLIL with Gamified Pedagogy, can provide new experiences by using game elements in “non-game contexts” (Deterding et al., 2011). This can be a strong ally in English Teaching for reconciling elements with whom the twenty-first century learner is familiar with in the learning process, making it motivating, meaningful and experiential (Fernández- Corbacho, 2014). Besides that, it can also be a very helpful tool for teachers, providing effective and immediate assessment. Bearing this in mind, we propose to present a group of activities that were carried out in primary classes in Estudo do Meio. The main purpose of this workshop is to provide a set of strategies used when planning the Units of work, in order to engage pupils and support their participation in CLIL classes. Within the audience, we will demonstrate and do some of the activities acted out in our classrooms, as well as show some examples of self-assessment worksheets in order to know not only pupils’ opinions about the learning process but also the acquired knowledge.

UMIT BOZ, [umit.boz@ucalgary.ca](mailto:umit.boz@ucalgary.ca), University of Calgary (Canada)

Title: A GENRE-BASED APPROACH TO TEACHING CONTENT-BASED ACADEMIC WRITING IN ENGINEERING

Abstract:

Common Content-Based Instruction (CBI) models can be challenging to apply in higher education settings due to the peripheral nature of intensive language programs, course credit requirements, and the potential disconnect between the language teaching curriculum and discipline-specific academic subjects. This presentation reports on the design and delivery of a content-based academic language curriculum delivered through a post-enrolment pathways model. Through this model, students who are academically-admissible, but who did not achieve the institutional benchmark for English Language Proficiency, are able to take first-year undergraduate courses within their engineering program concurrently with content-based English language courses. Focusing particularly on the academic writing component of the program, this presentation discusses the implications of genre-based pedagogies and sociocultural theory for content-based academic writing instruction. Implemented using Gibbon’s (2002) teaching-learning cycle (i.e., noticing/deconstruction, scaffolding/joint construction, and production/independent construction), the academic writing curriculum is designed to promote language awareness and critical thinking skills by engaging students in short text analysis and academic writing tasks. The presentation will showcase how to use this pedagogical strategy specifically for the textual analysis and writing of abstracts and executive summaries in engineering. Metafunctions such as interpersonal and textual functions will also be explored as they apply to the use of modality, theme/rheme, and connectors in engineering research papers and lab reports. The final part of the presentation will focus on a number of formative assessment and corrective feedback strategies applied in the writing course.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

VICKY GIL, [vickygil@unizar.es](mailto:vickygil@unizar.es), University of Zaragoza (Spain)

Title: THE LEAGUE OF EXTRAORDINARY TEACHERS: GAMIFYING PROFESSIONAL DEVELOPMENT FOR CLIL AND EFL

Abstract:

It is my aim to share a proposal for post-graduate ongoing professional development for EFL and CLIL teachers of Primary that has been carried out for the past two years at the Universidad de Zaragoza as part of the certification of EXPERTO UNIVERSITARIO EN CLIL E INNOVACIÓN EN EL AULA DE INGLÉS DE EDUCACIÓN PRIMARIA.

Having detected a strong need for training and resources for CLIL teachers in Primary Education, a team of professors from the English Philology Department at the School of Education in Universidad de Zaragoza set out to plan and implement an 18 credit certification that would scaffold effective learning in a bilingual English-Spanish setting. This presentation will describe the active and engaging methodology employed in this course to promote effective learning in CLIL Primary Classrooms with examples of the gamification of a whole module on Innovation and Excellence, the League of Extraordinary Teachers. Learning is sequenced and divided into levels at which the candidates are challenged to create a series of resources and activities based on innovative proposals such as PBL, Visible Thinking, CLIL, and Lane Clark’s Deep Thinking within a unique project design structure. As each level is mastered, candidates receive badges and points which will determine their induction into the league.

In this presentation I will look at specific learning outcomes, samples of resources used and created by candidates, assessment tools and overall evaluation of this teaching and learning process. It is my hope that the sharing of the details of the League of Extraordinary Teachers enables reflection on the possible implications and applications to promote effective learning in different teaching contexts.

VICTORIA RODRIGO, [vrodriago@gsu.edu](mailto:vrodriago@gsu.edu), Georgia State University, Atlanta, GA (USA)

Title: SERIE LEAMOS: PROYECTO PEDAGÓGICO PARA PROMOVER LA LECTURA

Bionote:

Victoria Rodrigo is Professor of Spanish Applied Linguistics in the World Languages and Cultures department at Georgia State University, USA, where she teaches at graduate and undergraduate level. Her area of research is receptive skills – reading and listening– as means to enhance language acquisition, topics in which she has published widely. She has also authored teaching material —*Infórmate con CNN* and *Spanish Audio Library*— and is a co-author of an intermediate Spanish textbook —*Opiniones*— based on her research on Narrow Listening, an alternative approach to developing listening skills. Her last academic book *La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica* will be published this year by Routledge. Rodrigo is teacher trainer in the States and in Spain, where she collaborates with the Instituto Cervantes and University of Granada. She is also the editor of the *Serie Leamos*, an innovative reading project she created for novice readers in which students are the authors and the illustrators of the books.

Abstract:

La lectura es una de las herramientas más efectivas para mejorar las habilidades lingüísticas en una segunda lengua (Day y Bamford, 1998; Grabe y Stoller, 2013; Krashen, 2010). Para que la lectura tenga éxito, dos condiciones son necesarias: motivación y comprensión. De la misma manera, para que estas dos condiciones se cumplan el lector debe disponer de material apropiado a su nivel lingüístico con la finalidad de que se cumpla el círculo virtuoso (Nuttall, 2005). En este círculo virtuoso la comprensión, el disfrute y la motivación se unen para beneficiar al alumno: si el lector comprende, disfrutará y si disfruta

querrá leer más, si lee más comprenderá también más y cuanto más comprenda, mejor será su dominio de la segunda lengua. El alumno que está empezando estudiar una lengua extranjera, o el lector inexperto, no dispone de material comprensible e interesante para que pueda iniciar el círculo virtuoso a través de la lectura extensiva. La creación de cuentos cortos escritos por estudiantes de español para estudiantes de español, es un proyecto didáctico e innovador que da cuenta de esta situación. En él el alumno-escritor colabora con el alumno-ilustrador (estudiante de arte y diseño) para contextualizar visualmente la historia. El presente trabajo analiza si la lectura de este tipo de material desencadena el círculo vicioso en los 60 lectores inexpertos, nivel inicial, que participan en el estudio (primer semestre de español en una universidad americana). Los materiales analizados provienen de un cuestionario donde el alumno indica el grado de disfrute y motivación que ha percibido con cada libro, y sus razones. El objetivo de esta presentación es:

1. analizar el grado de disfrute y motivación que los cuentos despiertan en estudiantes iniciales de español como lengua extranjera que nunca han leído un cuento.
2. analizar las razones de por qué este tipo de cuentos promueve el gusto por la lectura.

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SILVIA PELLICER ORTÍN, [spellice@unizar.es](mailto:spellice@unizar.es), University of Zaragoza (Spain)

Title: ACTIVE METHODOLOGIES AND MEANINGFUL LEARNING FOR EFL STUDENTS IN THE DEGREE OF PRIMARY EDUCATION

Abstract

It is our aim to share our proposal for a new syllabus model and learner-centred methodology for EFL students in the Degree of Primary Education at the Universidad de Zaragoza, presenting and analysing some samples of resources and materials that have been created.

In a context of great diversity of levels and learning profiles in the abovementioned educational context, it is no longer valid to conceive this part of teacher training primarily in terms of language proficiency only, but to equip students with learning to learn tools and metacognitive strategies as well as materials and resources specially designed bearing in mind their context, professional interests and linguistic needs. As a result, throughout the three 6 ECTS courses in the degree (English in Primary Education I, II and III for 1st, 2nd and 4th year respectively) we seek to implement active methodologies such as the following: (i) visible learning (Clark 2009; Project Zero – Visible Thinking from Harvard University), focusing on the learning process and making use of think charts and organisers, learning and immersion centres, and thinking routines, (ii) cooperative learning (Kagan and Kagan 2009), which allows for tasks to be completed in teams, creating optimal challenges, (iii) ICTs to foster motivation and autonomy outside the classroom, (iv) reflective learning, promoting self-assessment and peer-assessment through rubrics, checklists, exit tickets and one-minute papers, and (v) project based learning (BIE 2003) to “make a change in the life of others” (Clark 2009). Overall, our collective endeavor working as a teaching team following these methodologies enables us to partially respond to the heterogeneity in our large classes and make our students’ learning of a language relevant and meaningful.

Conference participants attending this workshop will get a practical understanding of these methodologies and will be led to reflect on how and to what extent these could be implemented in their own EFL classroom educational context.

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Kagan, Spence and Miguel Kagan. 2009. *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

Project Zero from Harvard Graduate School of Education. <http://www.pz.harvard.edu/projects/visible-thinking>

WILLIAM JUSTIN MORGAN, [wmorgan@crimson.ua.edu](mailto:wmorgan@crimson.ua.edu), The University of Alabama (USA)

Title: ENHANCING LEARNERS' SELF-EFFICACY VIA MINDFULNESS MEDITATION IN THE FOREIGN LANGUAGE CLASSROOM: A MIXED METHODS STUDY

Abstract:

The present study takes a cognitive approach to measuring the effects of mindfulness meditation on L2 learners' general self-efficacy in an instructed foreign language context. Mindfulness meditation is commonly defined as a state of focusing on the moment-by-moment experience without judgment and focusing on the breath. Mindfulness meditation was recently found to improve coping self-efficacy in Iranian EFL learners (Fallah, 2016), but it requires further exploration to determine the potential influences of mindfulness meditations on language acquisition.

For the present study, university students (N~250) enrolled in beginning Spanish courses are recruited and evenly divided into control and experimental groups. The experimental group completed a semester's worth of mindfulness meditations (17 weeks; five minutes per class; three classes per week). The control group had class as regularly scheduled. The *Freiburg Mindfulness Inventory* (Walach, Buchheld, Buttenmüller, Kleinecht, & Schmidt, 2006) and *Mindful Attention Awareness Survey* is used to measure mindful states at the beginning and end of the study. An adapted version of the *Questionnaire for English Self-Efficacy* (Wang, Schwab, Fenn, & Chang, 2013) is used to measure a change in reported self-efficacy between the beginning and end of the study. Finally, opinions towards the mindfulness meditation are reported qualitatively to provide a holistic representation of the effects of mindfulness meditation in an instructed foreign language context.

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YIYI LÓPEZ GÁNDARA, [yiyi@us.es](mailto:yiyi@us.es), University of Sevilla (Spain)

Title: LEARNING ENGLISH TO BE WOKE: NEW INSIGHTS INTO THE DETERMINANTS OF LEARNER EMPOWERMENT

Abstract:

It is widely acknowledged that the expansion of English across the world has had a democratising effect: knowledge –in the form of cultural products, intercultural exchanges, scientific discoveries and technological advancements– is now accessible to a larger number of people worldwide. However, it is also contended that the uncritical and unreflective teaching of English is contributing to reproducing power structures: instead of making speakers more culturally and socially sensitive, more understanding of economic and political processes, and more empathic towards others, all of which are necessary for a truly democratic society, English has become a tool for exercising power that further accentuates inequalities among its speakers (Appleby 2010; Deneire 1993; Macedo, Dendrinos and Gounari 2003; Phillipson 1992; Weydt 2003). As a teacher trainer, I contemplate with a mixture of dismay and astonishment that I am the first person to ask my students –mostly women who have been learning English for most of their lives– how they want to be addressed in English; to tell them about “Ms.” as a form of address; and to make them reflect on this as a linguistic issue that both shapes and is shaped by social inequality, and that affects the process by which they build their own identities as English speakers. This is one of the many examples that reveal that the way they have been taught English, and presumably the way they will teach it too, does not contribute to distributing power more equally but to perpetuating its structures.

The aim of this paper is to present the results of a study carried out with 85 final-year students in the BA Primary Education (English) at Universidad de Sevilla. Working within the framework of critical research, and combining both quantitative and qualitative methods, this study analyses students’ perceptions and beliefs regarding:

- Themselves and others as English speakers.
- Themselves and others’ competence in English.
- Their capacity to identify and understand power relations at three levels: communicative exchanges between individuals; power relations between languages; and power relations between cultures.

Results shed light on the social, economic, cultural and emotional determinants that affect learner empowerment, and demonstrate that these factors ought to enter the English language classroom if we want the redistribution of power that is presented as the natural outcome of English language learning to be a more realistic prospect.

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Title: STRATEGY INSTRUCTION FOR SUCCESSFUL LEARNING

Abstract:

Success and failure in foreign language learning have long been major subjects under discussion and investigation in order to trigger for the factors that lead to each of them. In fact, studies have demonstrated that success relates to the use of adequate learning strategies and failure pertains to the wrong use of the adequate strategy. (Oxford, 1990 & 2005). The present paper, then is an attempt to shed light on a major issue that pertains to learners’ awareness of the appropriate use of learning strategies. The findings show that it is of paramount importance that our language learners be acquainted and trained to regular use of the appropriate learning strategies (direct & indirect) that allow them solve tasks successfully and achieve effective learning. Accordingly, strategy instruction has become a major step for making language learners get accustomed to the suitable learning strategies that lead to successful learning.