



# II Congreso Internacional Nebrija en Lingüística Aplicada a la Enseñanza de Lenguas

## En camino hacia el plurilingüismo

BOOK OF ABSTRACTS  
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LA INFORMACIÓN SOBRE FECHAS, HORARIOS Y AULAS DE LAS INTERVENCIONES LA PODRÁN ENCONTRAR EN EL PROGRAMA CORRESPONDIENTE

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**AGUSTÍN LLACH, MARIA PILAR. Universidad de La Rioja, España**  
**L1 use in L2 writing: the case of Spanish and German young EFL learners**

This present paper explores L1 influence in vocabulary acquisition of Spanish and German young EFL learners. Lexical transfer is a frequent phenomenon in foreign language acquisition and has been found to be pervasive in all age groups. The role of the L1 background, is however, not so clear. Thus, psychotypology, perceptions of transferability, or contrastive relationship between L1 and L2 are factors that put forward differences in lexical transfer. Here, we wanted to look into how different L1s influence lexical transfer in L2 writing in different ways. With this purpose in mind, we collected the writings of 71 Spanish and 38 German 4th graders who are learning EFL in the school context. Learners had to write an introduction letter to a prospect host family in the UK. Their letters were examined and instances of lexical transfer identified and tallied. In particular, we looked for borrowing or complete language shift, literal translation or calque, transfer of semantic features from L1 to L2 words, and relexification or foreignizing. Results obtained helped us confirm the hypothesis, based on linguistic and psychotypological reasons, that German learners would transfer more, due to the higher perceived similarity between German and English. However, this holds true only for borrowings, mainly originated in the great formal similarity between many German words and their English equivalents. On the contrary, more semantically motivated transfer instances, such as literal translations and transfer of semantic features are rarer in our data of young, low proficient L2 learners and more difficult to relate to L1 background.

**ÁLVAREZ, INMA. The Open University, Reino Unido**  
**MAGICC: A DIGITAL PLATFORM FOR MULTILINGUAL AND MULTICULTURAL ACADEMIC COMMUNICATION COMPETENCE**

This paper will present the work of the MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence) project. The project is a collaboration between eight European universities: University of Jyväskylä, The Open University, Rijksuniversiteit Groningen, Universidade do Algarve, Politechnika Poznanska, Université de Fribourg, Universität Bremen, Freire Universität Berlin, and has been funded by the Erasmus Lifelong Learning Programme (2011-2014).

Project partners have produced a conceptual framework on multilingual, multicultural, academic and professional competence skills and strategies based on existing practices, initiatives, tools, projects and elements already in the CEFR and in relation to multilingual and multicultural academic communication competence, an area much less developed. This thorough framework has been an informed basis for the design of an ePortfolio platform and a collection of multilingual and multicultural professional scenarios for BA and MA level. Special attention has been paid to the

exploration of new learning outcomes and assessment criteria for the presently under-conceptualised domain of communication in multilingual and multicultural settings (as opposed to monolingual regimes). Ten professional scenarios have been created and piloted in various Higher Education institutions across Europe.

This presentation will offer an overview of the project with a particular focus on the results from the pilot study testing the applicability of the scenario tasks and new assessment criteria designed. Volunteer students completed a series of multilingual tasks which were assessed using complex criteria. We will provide an analysis of the data gathered from teachers and students about their experience completing those tasks in an online survey and in individual interviews. Findings of the pilot study informed the final development of the scenarios which will be freely available for the next academic year within the ePortfolio platform.

**ALVES LÓPEZ, RUBÉN DARÍO Y DE LA PEÑA PORTERO, ALICIA. Universidad Antonio de Nebrija, España**  
**ICT Tools Applied to Second Language Teaching/Learning**

Today, the implementation of information and communication technology (ICT) in educational environments is transforming learning and teaching practices in meaningful ways. For instance, the integration of computer-mediated communication with multimedia software, electronic corpora and databases, among others, has fostered the emergence of a whole new kind of educational experiences, namely e-learning or networked learning (Rosenberg, 2001; Steeples and Jones, 2002).

These growing opportunities provided by ICT are therefore triggering educators and educational providers to remodel and restructure the nature of their educational practices (Gibson, 1977; Turvey, 1992). There is substantial evidence that, if used properly for specific goals in particular contexts, ICT can become an excellent supportive tool to be used in the teaching/learning process as it encourages collaborative learning and social as well as linguistic skills. And 21st century teachers and professors need to be aware of the new paths opened by this methodological revolution in the teaching/learning process.

Do to their flexibility and variety, one of the main advantages of ICT tools is their ability to fit several learning styles and methods. According to the VAK Theory and its Learning Styles Model (Fernald et al., 1920), people learn in different ways: visually, audibly and kinaesthetically. As ICT tools can provide adaptable, authentic and contextualised materials that will help learners reach meaningful learning experiences, we want to present, in this paper, a series of applications categorized according to the VAK model and discuss their prospective didactic exploitations within the classroom.

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**ANDREU GONZÁLEZ, MARÍA DEL MAR. Universidad Católica San Vicente Mártir,  
Godella, Valencia, España**  
**Common Errors and Mistakes while Teaching English in a Spanish Setting. Origin and  
Possible Solutions**

One of the most outstanding issues in teaching English as a second language in our country is that its idiosyncrasies should be taken into account if our aim is to establish realistic teaching methodologies. It is inevitable for students learning a foreign language to encounter many kinds of problems. When I started to teach English to Spaniards, I realized that most people, regardless of their age or their English command, made the same errors or mistakes. Then, I asked myself why they went on making the same mistakes even when the grammar rules have been constantly pointed out to them. Therefore, I came to realize that the errors people made in the process of constructing a new system of language needed to be analysed carefully, as these errors could be the key for understanding second language acquisition.

With this in mind, the aim of this research project is to find out the origin of the most common errors and a possible solution to them basing my ideas on the application of the Presentation Practice and Production and Task-based approaches, on examples taken from books published by important publishing houses such as Cambridge and Wiley Publishing Inc., and on personal experience in order to avoid or at least diminish this shared problem that most teachers have to face in their career as English teachers.

Linguists have tried to find out the causes of this error making problem in order to be able to apply teaching solutions. For that, they propose Contrastive Analysis, Error Analysis, Interference and Interlanguage Theory. Consequently, those theories will be presented for a better understanding of the causes of common errors both in morphology and syntax.

It is expected that the results of this research will help English teachers to know which kind of teaching activities or methodologies they could use when teaching English.

**BASSE, RACHEL. Universidad Autónoma Madrid, España**

**The effects of assessment for learning on the L2 motivation of lower achieving learners**

This paper presents research carried out on the methodological practice of Assessment for Learning (AfL) and student motivation in primary bilingual classrooms. Assessment for Learning is an alternative approach to traditional summative assessment in which teachers establish clear learning objectives, use effective questioning methods, provide feedback, and encourage pupils to use peer and self-correction (Sutton, 1995) for students to fill learning gaps (Black and Wiliam, 1998). AfL developed out of a push for assessment reform implemented by groups such as the Assessment Reform Group in Great Britain and the Pearson Assessment Training institute in the United States.

The consensus of these groups was that schools and governmental programs must move away from standardized testing, which may be emotionally damaging to students (Shohamy, 2001) and instead use assessment as a tool to empower and motivate students (Stiggins, 2007). This study seeks to determine the effects of AfL on the motivation of lower achieving learners in primary school

Participants for this study came from bilingual primary schools located in Madrid, Spain. The two groups of students were from Year 5 (10-11 years old) citizenship classes. One teacher had undergone training in AfL techniques, while the other teacher used traditional assessment. Three lower achieving students from each group were selected at the discretion of the teacher to participate in a 5-7 minute interview in order to determine their motivation in learning a second language.

The interviews were based on an adaptation of the Student Motivational State Questionnaire (Guilloteaux and Dörnyei, 2008) and contains three categories of questions: Attitudes Toward the Course (ex. I like Citizenship lessons this semester), Linguistic self-confidence (ex. I am sure one day I will be able to speak excellent English) and Classroom Anxiety (ex. I get very worried when I make mistakes in English). A fourth category, Test Anxiety, was added to get an idea of the students' attitudes toward evaluation in general (ex. I get more nervous when taking an exam in English than in Spanish) (Guilloteaux and Dörnyei, 2008).

The interviews were video recorded, transcribed, and analyzed qualitatively in order to determine the motivation level of each group of students. The aim is to determine the impact of AfL on the L2 motivation of these lower learners, and if teacher training in this assessment method would be beneficial.

**BOMAN, ANA Y CONAWAY, LISA. Trine University, Angola IN USA; Universidad de Guanajuato, México**

**Impact of technology on intercultural communication in second language acquisition (english/spanish)**

This is a pilot research project with two international universities to analyze the impact of technology and social media on intercultural communication and language acquisition. The purpose of the research project is to establish a partnership between two international universities to analyze the impact of technology and social media in language acquisition and intercultural communication. The

study aims at exploring intercultural competence and motivation in language learning through technology.

The project involves a group of beginner students of Spanish as a Foreign Language (SFL) at a university in Northern Indiana in the United States and a group of beginner students of English as a Foreign Language (EFL) at a university in Central Mexico. The pilot project incorporates task-based activities as part of the students' listening, speaking, reading and writing requirements in their academic curriculum during six weeks in the spring semester in 2014. The participants in the study employed resources in and outside the language classroom such as technology and social media which include teleconferencing and blogging. The study incorporates the use of technology with videoconferencing capabilities like Google Plus Video and Skype to access a virtual room. The students participated in the interaction between L2 learners to exchange information and explore cultural representations during their face-to-face (f2f) communication with international students (e-partners). These high-tech tools were utilized to enable students develop intercultural awareness through the reflection of their own experiences and communication with their e-partners in the other country. In addition, the use of reading materials such as international newspapers, magazines and other media sources such as television, music and radio were utilized to explore local and international cultures to allow English language speakers communicate in global settings successfully.

Two kinds of data were collected and analyzed for the study: responses from the participants from written questionnaires and oral interviews, and observation from the participants' interaction with their e-partners. Journals were used to record observation on the students' participation during teleconferences. Data collection was evaluated to assess intercultural competence and motivation in language learning. The results of the study showed an increase in students' intercultural communication and motivation to improve their L2 academic skills such as speaking, writing, reading, and listening.

Key Words: Intercultural Communication, Second Language Acquisition, Spanish as a Foreign Language, English as a Foreign Language, Technology, Teleconferencing, Blogging.

**CELAYETA GIL, NEKANE. Universidad de Navarra, España**

**Teaching complex grammatical features in English and Spanish: the constructions with non-personal verb forms**

This paper establishes a comparison between the teaching methods and materials that have been used to deal with non-personal verb forms in two grammatical features, Verbal Periphrasis in Spanish and Verb Complementation in English. Both of them are complex linguistic contents that foreign and native students have to face when learning the languages and that will remain present during the whole process of teaching and learning those languages. As a result of that, understanding and mastering their use will become a testimony of the level of communicative competence developed by the students.

In order to compare the teaching-learning processes of these complex grammatical features, it is necessary to revise the evolution in the different theories of Applied Linguistics and study the approaches, methods and techniques that can be implemented in class. Besides, this paper will analyse



different materials that have been used throughout the last decades to consider if this linguistics theories and the advances in Applied linguistics have been captured by the materials.

Firstly, I will analyse the form and use of these two complex grammatical features that generate problems for both teachers and learners of English as a FL and Spanish as a L1 and FL. I will focus my attention on levels B1-B2 and C1-C2 (CEFR) of the teaching-learning process as the nuances in use become more evident and necessary. Then I will revise the didactic evolution in language teaching in Europe, specially regarding grammatical competence. After that, I will analyse the didactic materials that have been used for the language teaching-learning processes according to the theoretical background previously established. Finally, I will draw some conclusions about the need of using an eclectic methodology that focuses on form and on use, metalinguistic conscience and the consideration of pragmatic implications in context. I will also remark the importance of scaffolding the learning process on a solid grammatical base. And, lastly, I will show the conclusions of the materials' revision after which I think that there is nowadays a balance between the focus on form and the focus on use in the case of the Spanish L2 and FL materials that has not been yet reached in the case of the resources for Spanish L1 and English FL.

**DAVID OPAZO, VIVIANA PATRICIA. Universitat Pompeu Fabra, Barcelona, España**  
**A Genre-Based Model to Teaching Narrative Writing: Developing Writers' Genre**  
**Awareness and Author Stance**

This action research was developed two years ago as a Master's degree final project (Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera, Pontificia Universidad Católica de Chile). Its aim is to improve the teaching of narratives at a private school in Santiago de Chile to ensure development of the students' narrative competence. The research focuses on an analysis of two samples of writing, before and after the pedagogical intervention, with the aim of discovering the students' progress in the handling of the canonical form of the narrative pattern and its linguistic resources. The analysis was based on both, genre theory as proposed by Martin and Rose (2008), and appraisal theory offered by Martin and White (2005), Martin and Rose (2003) and Hunston and Thompson (1999). The results reveal that a pedagogical intervention that includes the explicit teaching of the narrative genre, a task-based methodology and elements of metacognition is necessary to improve narrative competence with school children.

**ENJUTO QUINN, M. PATRICIA. Universidad Antonio de Nebrija, Madrid, España**  
**Lexical Transfer in the oral speech of USA L1-English speakers-learners of L2-Spanish**

Linguistic transfer is a field that has been broadly studied and yet, there are few studies that focus on transfer in the oral speech. One of the major obstacles in learning a second language (L2) is acquiring new words, and therefore, learners turn to their mother tongue (L1) and its lexical items to express

their thoughts in their L2. Students make use of the words of their L1 in an array of ways, which result in either proper expression or error. This analysis presents examples of lexical transfers identified in the speech of USA L1-English speakers-learners of L2-Spanish in an attempt to shed light on the lexical strategies that learners use and thus contribute to our understanding of the positive effect of lexical transfer as a means to succeed in communication.

**ESPAÑA PÉREZ, CRISTINA. Universidad de Jaén, España**  
**CLIL approach: The end of the Foreign Language Class and Teacher?**

Some voices in current CLIL (Content Language Integrated Learning) research suggest that the FL (Foreign Language) teacher will eventually no longer be needed in compulsory education due to the alleged success of CLIL programs. This would imply, therefore, the end of FL classes and teachers as we currently know them in primary and secondary education. In the particular case of the Spanish educational system, this would involve a new educational reform.

In this paper, we aim to discuss the arguments underlying those voices' opinions; highlighting the implications of this measure should these views be followed by budget-cutting educational administrations.

We argue that highly qualified, motivated, supported FL instructors and a well planned FL instruction are pivotal to ensure effective FL acquisition. Furthermore, we envision content language integrated models within the Spanish educational system as valid enrichment programs to extend language instruction at any educational level, not just beyond the FL classroom, but also within it.

Finally, we believe CLIL lessons can be delivered by content and language instructors, likewise.

**GONZÁLEZ BARCENILLA, CARLOS. Escuela Oficial de Idiomas de Tres Cantos**  
**What's in a student's mind when listening? Inferences in processing spoken information.**

Topic

Which are the mental processes carried out by our students in listening comprehension? An interesting study which aimed to uncover such processes was completed, being inferences the main focus. The presentation gives an account of this study, whose main objective was to investigate whether adult beginners and "false beginners" could use inferences in listening comprehension and, if they could, how they used them.

The presentation explains the whole process of this experiment, from its creation to the conclusions that were drawn. In short, the experiment consisted in a group of first year students in a language school for adults ("Escuelas Oficiales de Idiomas") who reported their inferencing processes when listening. For such purpose three valuable instruments were designed: a typology of inferences, an

activity sheet and a retrospective protocol sheet. Such evidence enabled us to analyse these processes and also to make some relevant conclusions.

#### Objectives

This experiment provides an insight in the students' minds when they are listening to English as a foreign language. This presentation, which gives an account of such insight, aims to the following:

- To be sympathetic with our students' difficulties in listening comprehension, as this skill usually poses their greatest challenge. Making explicit the details of such challenge help us to understand accurately how they experience listening.
- To improve our teaching practice. Understanding their individual processes helps us to adapt our methodology to their difficulties. Listening tasks can be adapted to their characteristics, while aiming to increase their communicative competence in speech processing.
- To consider the implementation of a teaching programme consisting in strategy instruction. Although many syllabi include strategic contents, some authors have claimed for the necessity of a programme consisting in the systematic and explicit instruction on strategies for listening comprehension.

#### Conclusions

The following conclusions were drawn from the experiment:

- Adult beginners and false beginners have the capacity to make inferences. Besides, they can base on both linguistic and non-linguistic cues in order to make these inferences, despite their low language competence, previous instruction and individual factors.
- Inferences do not operate separately; they are interdependent processes which support one another according to the requirements of the task.
- The learners with low language competence tend to focus on form, because the lexical inferences have registered the highest performance. But we also must take into account that many of the other bottom-up inferences show the tendency to have scored poorly.
- Finally, the data shows that most of the top-down processes predominate over the bottom-up processes.

**JORDANO DE LA TORRE, MARÍA. Universidad Nacional de Educación a Distancia,  
Madrid, España**

**This communication invites to the reflexion towards the actual role of the average  
Foreign Language Assistants in the private and semi-private sectors.**

The aim of this communication is drawing a portrait of the average language assistants who come to Spain to assist Non-Native students and/or teachers of the L2 in different projects of bilingual and multilingual programs.

Despite the fact that literature on this topic barely exists at this starting point, the previous step to this study has been a thorough revision of those articles and communications available along with the educational laws, which have allowed the foreign language assistants to take part in the teaching/learning process inside the Spanish educational system.

Most of the data obtained in this study are based on a group of Foreign Language Assistants working on the private and semi-private sectors all around the Spanish territory. Those data rely upon their experience and point of view both, as “students” who have been following an Expert Course on Bilingual Education, and at the same time, as “teachers” who works for the Spanish Ministry of Education during their stay in Spain.

The results of the questionnaires delivered during to reflect their experience have lead us to wonder about the real role and value of a language assistant in our foreign language classrooms. The outcomes have been triangulated with the opinion of teachers, parents and students. The value of this approach lies on the advantages it can provide the Spanish bilingual and plurilingual education with in general.

**MANZANO VÁZQUEZ, BORJA. Universidad de Granada, España**  
**L1 transfer in the written production of CLIL and non-CLIL learners**

Research in the field of SLA is currently experiencing a renewed interest in lexical transfer due to the increasing implementation of CLIL (Content and Language Integrated Learning) programmes in educational contexts. Thus, previous studies on the difference in terms of lexical transfer between CLIL and non-CLIL students have revealed that CLIL students produce fewer lexical transfer errors than their non-CLIL counterparts (see Agustín Llach, 2009; Celaya, 2008; Celaya and Ruiz de Zarobe, 2010).

The main purpose of the present study was to investigate the differences between CLIL and non-CLIL students in terms of lexical transfer production (i.e. borrowings, lexical inventions and calques) and to determine whether language proficiency was a key factor when predicting differences in L1-influenced lexical errors between both groups of students. The total sample for the research consisted of 36 students in grade 7 (1st year of Compulsory Secondary Education). Subjects’ language proficiency was assessed through the English Unlimited Placement Test, whereas their lexical transfer production was tested through a written composition in English.

The aim of this presentation is to show how our findings have reported significant implications for CLIL research regarding language proficiency and lexical transfer production. On the one hand, the results indicated that CLIL methodology had not made a significant difference in level of proficiency in the target language between CLIL and non-CLIL students ( $p < 0.158$ ). As far as lexical transfer production is concerned, non-CLIL students produced more lexical transfer errors than their CLIL counterparts, being this difference statistically significant ( $p < 0.0045$ ) and in agreement with previous studies on the topic (Agustín Llach, 2009; Celaya, 2008; Celaya and Ruiz de Zarobe, 2010). However, an analysis on the production of lexical transfer errors by individual participants revealed that whereas the CLIL group was fairly homogeneous concerning the number of lexical transfer errors produced by each student, in the non-CLIL group there were three students who stood out as presenting a higher number of lexical transfer errors than the rest of their peers. By excluding the data of these three non-CLIL students, the difference in lexical transfer between both groups went from being significant to non-significant ( $p < 0.4896$ ), suggesting that the difference in lexical transfer production between bilingual and monolingual students was the direct consequence of the influence exerted by a few participants on the results.

**MANZANO VÁZQUEZ, BORJA. Universidad de Granada, España**  
**Pedagogy for autonomy: A common approach in the context of FLT?**

The concept of learner autonomy is widely acknowledged as one of the most important educational goals in modern languages education (see Benson, 2011; Jiménez Raya, 2008; Jiménez Raya, Lamb and Vieira, 2007; Little, 2007; Vieira, 2009). The constant changes our present-day society undergoes (i.e. the progressive globalisation, the unstoppable growth of knowledge, the omnipresence of information and communications technology, or the increased need for plurilinguistic competences) have made this notion indispensable in educational rhetoric. For that reason, a pedagogy for autonomy aims at providing learners with the knowledge and skills needed for permanent education and self-directed learning, whereby they can take control over their language learning and be fully responsible for making informed decisions concerning the management of their own learning process.

Through the analysis of different case studies, the present study aims at exploring the educational context to determine whether learner autonomy is a relevant educational goal in the practice of FLT, to analyse how the concept of pedagogy for autonomy is implemented regarding the pedagogical principles proposed by Jiménez Raya et al. (2007) and to investigate what possible obstacles stand in the way when fostering learner autonomy in the classroom. For this purpose, six foreign language teachers (four secondary school teachers and two teachers at an Official Language School) were observed during several regular classes and later interviewed individually.

The main conclusion to be drawn from this research is that there is a distinctive lack of learner autonomy in the context of FLT, finding out a gap between what the national curriculum says it should be done and what is actually done in the classroom. On the whole, the pedagogical principles for the development of a pedagogy for autonomy are marginally implemented as in most cases classroom practice is still dominated by a traditional, teacher-centred approach to language learning. Teachers hold all the responsibility for learning and, consequently, learners are unable to develop any capacity to learn autonomously. Finally, the teachers identify different obstacles as constraining the development of a pedagogy for autonomy in the foreign language classroom such as learners' poor commitment to education, the lack of a collaborative culture among teachers, or teacher education, among others.

The major aim of this presentation will be to discuss these findings and consider the pedagogical implications they have for the enactment of learner autonomy as a relevant educational goal in FLT.

**MARTÍN DE LAMA, M<sup>a</sup> TERESA. Universidad Antonio de Nebrija, Madrid, España**  
**Learning to CLIL by CLILing in Higher Education**

CLIL has emerged as a successful trend in primary and secondary education for increasing students' meaningful content and foreign language learning (Marsh & Wolff, 2007; Lasagabaster & Ruiz de

Zarobe, 2010; Llinares, Morton & Whittaker, 2012). In the last years, this approach is also starting to reach higher education as the Bologna process urges universities to take important decisions on linguistic policies (Halbach & Lázaro, 2011; Smit & Dafouz, 2012; Doiz, Lasagabaster & Sierra, 2013; Fortanet-Gómez, 2013). Given the great success of this methodology reported at compulsory education stages, the questions which arise are: How could this method be applied in the university context? What can it offer to students?

This presentation will show the results of a research carried out at the Master's Degree in Bilingual Education at Nebrija University at the end of the first term of the academic year 2013/2014. The main objectives of the programme are 1) to train future teachers in CLIL methodology; and 2) to improve their English communicative skills.

In this investigation we surveyed the students' opinion on CLIL methodology being applied in two of its subjects, namely in CLIL Courses Planning and Design with the attention on the subject content, and in Communicative Skills in English 1 which focused on the foreign language.

We designed and applied a semi-integrated syllabus following CLIL principles and guidelines (Mehisto, Marsh & Frigols, 2008; Coyle, Hood & Marsh, 2010), and making use of a hands-on approach through which students could learn about CLIL by undergoing this methodology themselves as learners.

The results of the survey will illustrate that students were highly satisfied with the effectiveness of the application of the CLIL method in both the lesson development and the assessment practices, and in order to achieve the integrated learning of the subject content and the foreign language.

**MARTÍN MONJE, ELENA Y CASTRILLO DE LARRETA-AZELAIN, M<sup>a</sup> DOLORES. Universidad Nacional de Educación a Distancia, UNED, Madrid, España**  
**Mejora de la competencia lingüística en lenguas extranjeras a través de mini-videos educativos**

La presente investigación se enmarca dentro de una red de innovación docente llevada a cabo por un equipo multidisciplinar en la Universidad Nacional de Educación a Distancia (UNED), cuyo objetivo era la mejora de la competencia lingüística en lenguas extranjeras a través de la integración de mini-videos didácticos en varios cursos (inglés, francés, italiano, alemán y griego moderno), en los Grados de Estudios Ingleses, Lengua y Literatura Españolas y Turismo.

La hipótesis de investigación, basada en enfoques metodológicos audio-linguales/audiovisuales y de gramática y traducción y siguiendo un método de investigación cuasi-experimental (Grotijan, 1987) pretendía probar la adecuación de la inclusión de grabaciones breves, diseñadas, elaboradas e implantadas por los propios equipos docentes para la mejora de la competencia comunicativa de los estudiantes de lenguas extranjeras en esta universidad. El objetivo principal puede desglosarse en dos: 1) por un lado medir la percepción del alumnado en cuanto la eficacia de esta intervención educativa en su progreso lingüístico; 2) por otro evaluar la aceptación por parte de los estudiantes de las diferentes herramientas de web-conferencia utilizadas en la grabación de estas sesiones didácticas (AVIP –herramienta propia de la UNED), Adobe Presenter, YouTube, etc.); todo ello bajo el prisma de

dos objetivos prioritarios del Espacio Europeo de Educación Superior (EEES): la promoción de la autonomía del aprendizaje y la mejora de la competencia en una lengua extranjera.

Los resultados obtenidos apuntan a la heterogeneidad en las distintas lenguas, tanto en el número de vídeos considerados necesarios para el curso como en la/-s herramienta/-s considerada/-s más idónea/-s para la preparación del material audiovisual. En cuanto a la percepción del alumnado relativa a su mejora en competencia lingüística, la gran mayoría considera que estos mini-vídeos han incidido muy positivamente en su comprensión oral y escrita y en su producción oral, aunque no tanto en la producción escrita. También han tenido un impacto positivo en su conocimiento léxico y gramatical. La hipótesis de investigación, pues, ha quedado confirmada ampliamente y es digna de reseñar la excelente acogida de esta iniciativa por parte del alumnado, que admite que ha aumentado su motivación para aprender la lengua extranjera y ha hecho que dedicaran más tiempo del inicialmente previsto, factores decisivos ambos a la hora de mejorar la competencia lingüística en el contexto de la educación a distancia.

**NABOR LÓPEZ, MARLEN Y FIERRO LÓPEZ, LAURA EMILIA. Universidad Autónoma de Baja California, Facultad de Idiomas, Campus Mexicali**  
**Needs Analysis: Designing an ESP course for the Bachelor in Nursing at the Universidad Autónoma de Baja California. Mexicali, México.**

This Terminal Work focused on the ESP approach to language teaching (English for Specific Purposes), which its main function is to enhance the learner communication in a specific area. According to Dudley-Evans and St. John (1998), this approach has become a promising field for the language teaching; which has been guided by the relationship between the development of education, business and technology in the world today.

Hutchinson and Waters (1987) point out that this approach is centered in the consciousness of knowing that there is a need which motivates the individual to learn. That is why the design of an ESP course begins with the notion of identifying the students' needs as well as the suitable content to promote their learning.

Nowadays English language learning has become an essential tool to compete in the working field full of opportunities. That's why, Universidad Autónoma de Baja California offers a professional development that enables graduate students to be more competent and capable of communicating by themselves in their working areas.

As a result, a needs analysis was implemented for students participating in the terminal stage of the Bachelor in Nursing-UABC. Also two academic coordinators of this faculty were interviewed during the period 2014-1. This research was conducted using a mixed methodology, which included qualitative and quantitative instruments; same that were used to collect relevant information that was analyzed and interpreted subsequently. Among the findings, it was identified that 95% of the students consider important to have an ESP course that complements their English language learning specialized on the nursing area which will give them better job opportunities to work in foreign institutions and the ability

to establish communication with English-speaking patients who are received at different medical institutions of this region.

These results served as theoretical and attitudinal foundation to develop a curriculum proposal for an ESP course in the nursing area.

**ORTIZ JIMÉNEZ, MARÍA. Universidad Antonio de Nebrija, Madrid, España**  
**Reverse translation in esp teaching: a new approach for a rejected methodology**

Traditionally, both in the literary and the language teaching fields, translation has been considered as a minor and gregarious craft, sometimes undervalued or just rejected, especially after the generalization of the communicative approach in every aspect of FL teaching, approach always in favour of the complete immersion of learners in a L2 environment during their learning process, and the consequent exclusion of every trace of their mother tongue throughout that very same process. Nevertheless, today there are voices rising in favour of a potential reincorporation of translation to FL teaching from different and innovative points of view, all of them opposed to that generalized negative opinion that considered translation too close to the traditional grammar-based approaches.

Moreover, it is convenient to distinguish between direct and reverse translation, their respective functions in teaching and the potential types of activities they enable, depending on the position the mother tongue occupies in each of them. These activities would be aimed not only to the practice of writing skills in different textual levels, but also to oral interaction. This work will try to show the validity of the so-called reverse or back translation within the context of English for Specific Purposes teaching in order to improve not only written expression, but also to start setting the characteristics of a specialized discourse as a previous step to free and individual textual production, while practising cohesion mechanisms and learnt vocabulary and grammar patterns.

Personal experience with reverse translation as an introduction to specialized text writing has shown so far that it not only eliminates the influence of the mother tongue in the students' production, but encourages them to think and write in a more confident L2 environment.

KEYWORDS: FL teaching, ESP, reverse translation, writing, discourse analysis, communicative approach

**OTTO, ANA. Universidad Europea de Madrid, Universidad Nacional de Educación a Distancia, España**  
**Guidelines for Inclusion and Diversity in Bilingual Schools: Lessons from Experience at UEM**

This workshop aims to provide teachers with a practical framework and examples of best practice on the challenges of inclusive school and diversity in Bilingual education in Spain. The teachers taking part in the research are graduate students from the Masters Degree on Bilingual Education at Universidad Europea de Madrid (UEM). The Masters was implemented in 2013, and in its first edition 14 students



enrolled the program. The limited number of students allowed us teachers to offer a very practical approach where everyone participated in class debate which undoubtedly, proved beneficial for both students' progress and formative assessment. From October to June, students received theoretical and practical instruction about several subjects dealing with Bilingual Education. Module VI: "Managing Bilingual Centers and Diversity" was offered at the end of the Program when students had already received lots of information about CLIL, Didactics and Language Culture and Identity among others; it aimed to offer students a general but practical view about how Bilingual Schools are managed, and what really happens in a Bilingual class. In this context, one of the most interesting and controversial topics from the very beginning was that of inclusive school or how to deal with diversity in the Spanish scenario. In fact, some of our teachers expressed their concern about how difficult daily practice can be when they need to deal with diversity as well as they asked for a practical session where they could discuss their views on the topic so as to create a bank of resources and support each other. Taking Cummin's theoretical framework for minority students as a starting point, the teachers' perception and proposed improvements will be presented in order to reflect on how to implement multiple intelligences and creative intelligence theory in the bilingual class, deal with ACNEE or special educational needs and to suggest what we consider good practice in 21st century Bilingual Schools.

**POTAPEIKO, JELENA. Universidad Complutense de Madrid y Brains School, España**  
**Affective plateau and ultimate attainment in interlanguage development. A**  
**longitudinal study of EFL students in spanish secondary education**

This paper focuses on the possible reasons that might motivate the phenomenon of stabilization in the process of interlanguage development in the particular case of 22 seventeen year old EFL students in Spain. Moreover, the author of the study claims that the reasons may possibly dwell in the affective state of language learners and the nature of their personal attitude towards both the learning process and the final product.

The study has been inspired by such leading theories in the field of foreign language acquisition and motivation, as Dornyei's framework on Motivational Self System (2009) and Direct Motivational Current(2013), as well as Ushioda's (2013) theory on metalinguistic discourse and learner's autonomy. This research also refers to the official EU policies on learning languages, which have a direct influence on the values dictated by the labor market in Spain and thus, pursued by the educational system of the country and by language learners themselves.

The aims of the present study are focused on learner's identity and the personal self-image that each learner tends to construct in the process of foreign language acquisition. The author seeks to identify the most important factors that shape students' attitude towards English as international language and the relationship between these factors and students' self-perception as individuals, their cultural identity and their future images of themselves as users of English. It is the belief of the author of the study that exactly these affective factors might determine the nature and intensity of stabilization in the process of interlanguage development experienced by learners on the advanced stages of foreign language acquisition.

In order to achieve the aims of the study, an extensive questionnaire followed by a debate with the subjects was adopted as a research method. The results of the study show that the affective stabilization in interlanguage development can indeed be closely linked to the processes that shape students' self-image as a user of English and the function each student allots to English within the concept of their ideal future selves as successful professionals on the labour market. In other words, the stage of affective stabilization could actually represent a pre-conceived (on an individual level) end-state of learner language development if it meets the expectations of each individual learner as to his/her self-image. Needless to say, as a conclusion, the study draws on the general traits of a possible self-image a modern Spanish teenage English language learner might harbour, as well as gives a detailed description of the factors that seem to shape it.

**QUEROL JULIÁN, MERCEDES; ALDA GARCÍA, MARTA Y VILAVERDE LÓPEZ, ELENA.**  
**Universidad Internacional de la Rioja, España**  
**Interlanguage reconstruction and linguistic growth in CLIL students: multimodal scaffolding strategies**

Content and Language Integrated Learning (CLIL) is one of the most common European methodological approaches to introduce bilingual and multilingual education nowadays. Difficulties about its structural implementation have been widely acknowledged; however, recently central CLIL claims are also questioned on the grounds of empirical evidence (Bruton, 2013; Harrop, 2012). Among them, pro-CLIL arguments and counterarguments are put forward concerning language competence improvements, showing the tension between language and content. Research on CLIL classroom discourse (Dalton-Puffer, 2007) and language (Dalton-Puffer, Tarja & Smit, 2010; Llinares, Morton & Whittaker, 2012; Lyster, 2007; Nikula, 2005) provides a picture of the teachers strategies to make academic content understandable. Conversely, in the low negotiation of meaning scenario found in CLIL classrooms (Dalton-Puffer & Nikula, 2006; Serra, 2007), language awareness is seen as a need for an effectively integration of the two sides of CLIL, content and language. Accordingly, we design a theoretical framework, on the scaffolding strategies (Gibbon, 2002, 2006), to consider a broader perspective beyond the teacher linguistic discourse. We open discussion on multimodal scaffolding strategies to set the basis for the reconstruct of students' interlanguage and their improvement in CLIL vehicular language proficiency.

**RAMÓN FERNÁNDEZ, JENNIFER. Colegio de la Asunción Vallecas**  
**Integrating Science and Arts & Crafts in the First Cycle of Primary Education**

In this workshop different activities and teaching experiences aimed to integrate Science and Arts subjects, will be presented. This activities and teaching experiences will be focused on First Cycle of Primary Education, but can be made extensible to other grades. Some basic steps to start with the

integration of both subjects, planning and curricular issues will be addressed focusing on daily practice in the classroom.

- Dar a conocer actividades de Educación Plástica que apoyarán el aprendizaje de los contenidos del área de Conocimiento del Medio.

The aims of the workshop are:

- To present activities, ideas and resources to integrate Science and Arts subjects.

- To explore materials and methodology needed to integrate Science and Arts subjects in a practical way.

- To address curricular and planning issues in the integration of Science and Arts subjects.

**SCHMIDT, THOMAS H.; GALIÁN SABATER, RAQUEL; ALCARAZ MÁRMOL, GEMA Y SEVILLA PAVÓN, ANA. UCAM - Universidad Católica San Antonio de Murcia, España**  
**Animaciones multimedia para fomentar la comprensión y adquisición de dos tiempos verbales en lengua inglesa desde una perspectiva lingüística cognitiva: el caso del pasado simple y presente perfecto.**

La presente propuesta se centra en el proceso de creación, desde una perspectiva cognitiva, de un ambiente de aprendizaje multimedial destinado al fomento de la comprensión y adquisición (Röche, 2013; Scheller, 2009) del pasado simple y presente perfecto en lengua inglesa.

Diferentes estudios identificaron una serie de dificultades del alumnado de la UCAM en relación al aprendizaje y adquisición de la gramática. Esto determinó la conveniencia de explorar las posibilidades, adoptando una perspectiva inminentemente cognitiva y aplicada, de llevar al aula de inglés una serie de animaciones multimedia destinadas a contribuir positivamente en el proceso de adquisición del sistema temporal en lengua inglesa (Bielak y Pawlak, 2011). Para lograr este objetivo, se optó por ilustrar el funcionamiento de este evento gramatical de una forma clara y concisa, basándose en las aportaciones de Radden y Dirven (2007), utilizando como soporte una serie de animaciones multimedia. A la hora de diseñar las animaciones, se tuvieron en cuenta las teorías en relación a los procesos cognitivos de adquisición de segundas lenguas y, más específicamente, los esquemas cognitivos de construcción en relación a los diferentes elementos que concurren en su formación (Langacker, 2008; Radden, 2008 y 2011; Talmy, 2000). El carácter aplicado de la propuesta se debe a la concepción de los tiempos verbales del pasado simple y presente perfecto en lengua inglesa como eminentemente práctico, lo cual intenta facilitar el entendimiento en el aula de una forma más aplicada, en aras de favorecer la adquisición (Suñer, 2013). Esta nueva concepción favorece nuevos enfoques frente a metodologías más tradicionales, basadas en explicaciones metalingüísticas de reglas y estructuras en que la aplicación práctica quedaba relegada a un segundo plano (Boers, 2010).

**VENTURA EXPÓSITO, PATRICIA. UNED, Madrid, España**  
**The role of motivation and engagement in English language learning through Facebook and MOOCs**

This paper explores how the incorporation of a social network such as Facebook can impact on students' motivation and engagement in English language learning through Massive Open Online Courses (henceforth MOOCs). Such initiative took place in the second edition of the MOOC "Professional English", the first ever ESP (English for Specific Purposes) MOOC to be launched in Spain, as one of the courses offered by Aprendo, the UNED online platform. The main aim of the experiment was to determine how this social network, which has already proved to foster motivation and engagement in language learning context (Blattner & Lomicka, 2012; Zourou, 2012), could enhance the students' learning experience in an ESP MOOC context. Following an action-research methodology (Lewin, 1946) a Facebook group was created by the MOOC curator, as a supplement to the course, and ran for eight weeks out of the twelve that the course comprised (11 November 2013-31 January 2014). The objective of the Facebook group was the acquisition of specialised vocabulary in Professional English. It was designed combining elements of formal learning, such as teacher orientation and feedback provision, and non-formal learning, such as voluntary participation and collective learning. The group administrator (MOOC curator) facilitated the group dynamics and encouraged students' participation, eliciting responses and comments. "Professional English" MOOC students who voluntarily joined the Facebook group could comment on the group administrator's posts and interact with course mates, raising thus group cohesion and learning motivation. A mixed-method approach was adopted for the data collection, using both quantitative techniques, such as student tracking in the MOOC, and also qualitative ones (e.g. questionnaires and samples of participants' contributions). The results point towards a positive impact of the Facebook network on the motivation of students to learn specialised vocabulary and a higher level of commitment to the MOOC, likewise fighting the main two problems that MOOCs currently are said to have: high drop-out rates and lack of student engagement.

**VICENTE-RASOAMALALA, LETICIA. The Chinese University of Hong Kong, China**  
**Focus on form in Spanish for business writing tasks: a Hong Kong case study**

This study seeks further empirical data on Focus on Form (Doughty & 1998) applied to Spanish for business writing tasks. Over the past few decades, one dilemma arises in the pedagogical ways teachers might deal with L2 learner inaccuracies in SLA research. Focus on Form (FoF) (Long, 1991) refers to one didactic approach that incidentally draws learner attention to certain non-target language forms in a meaningful foreign language classroom interaction setting. The notion of 'form' refers to verbal and nominal morphology and functional items such as prepositions, articles and pronouns. According to Schmidt (1990), 'noticing' is necessary for learner interlanguage development to take place. In particular, FoF strategy traditionally consists of 'teacher

oral feedback forms' covering i) elicitation, ii) metalinguistic feedback, iii) clarification request and iv) repetition of error with emphasis (Lyster, 1999).

FoF in SLA classroom interaction has received both theoretical and empirical support as well as criticism. Nevertheless, very little research has been conducted for language for specific purposes (LSP) and Spanish as a Foreign Language (ELE) classrooms and written forms in SLA research.

In an attempt to contribute to this research area, the general objective of the pilot study is to give more insight into one recurrent teacher practice in tertiary education foreign language classrooms: how teachers adopt FoF procedures to enhance feedback on some types of foreign language learner written assignments in a pre-intermediate Business Spanish course at a university in Hong Kong with L3 Spanish.

In the FoF approach comprehensibility is not the focus since the goal in this LSP course is promoting reasonable language accuracy in the target language, covering basic Spanish business communications. To this end, the specific formal features and phenomena involved in FoF in this context are addressed. Current SLA research shows that all forms of 'negative evidence' can potentially facilitate foreign language learning. It is, therefore, important to ascertain the nature and frequency of the use of FoF procedures. The underlying aim of this study is to highlight certain teaching features that seem to potentially 'facilitate' subsequent learner self-repair, where the teacher provides written feedback for deviant target language learner written productions.

Three research questions emanate from this study:

- ▶ RQ 1. What are the types of FoF strategies to learners' target language productions for business written assignments?
- ▶ RQ 2. What types of FoF procedures may generate learner responses in the forms of repair or uptake (Lyster & Ranta, 1997) in subsequent written tasks in this LSP context?
- ▶ RQ 3. What status and role may learners' responses to teacher written feedback in their interlanguage development?

Through corpus-based evidence an attempt is made to discover conditions and felicitous FoF procedures vis-a-vis linguistic gains in subsequent learners' L3 productions. Special emphasis is given to the episodes which might encourage teachers to coach learners about the importance of feedback while learning a foreign language.

In particular, learners receiving metalinguistic feedback appear to generate more uptake than those receiving explicit corrections in subsequent productions.

(490 words)

Key terms: SLA, Foreign language learner, focus on form, ELE, LSP, transfer, noticing, collocations, formulaic sequences.

Thematic line: Didactics on Foreign Language/ New methodological and didactic approaches in FL teaching