

Álvarez-Cofiño Martínez, Ángela

C.P. Bilingüe Ventanielles (Oviedo) y Universidad Nebrija (Facultad de Lenguas y Educación)

### Reading Skills applied to Bilingual Education

The fundamental objective of this workshop is to carry out practical activities where we experiment with various phases and reading strategies for different Primary Education grades (particularly for 1º and for 3º-4º grade), in order to see the progression in reading skills of the smallest pupils up to approximately mid-Primary school.

Our students in Primary education have to face readings from Science and Social Sciences books in English as of 1st grade, so we need to provide them with appropriate scaffolding to enable them to read and understand the words, sentences, notes or texts presented to them. Through practical activities, we will see different strategies that will allow our students to approach the texts in a comprehensive way.

#### Bibliography:

Lauder, N. (2014). *Think, Do, Learn Natural Sciences 1, Stories*. Madrid: OUP Spain.

Cadwallader, J. et al. (2017). *New Think, Do, Learn Social Sciences 3*. Madrid: OUP Spain.

Aranda Quesada, Alicia & Escobar Artola, Lilly

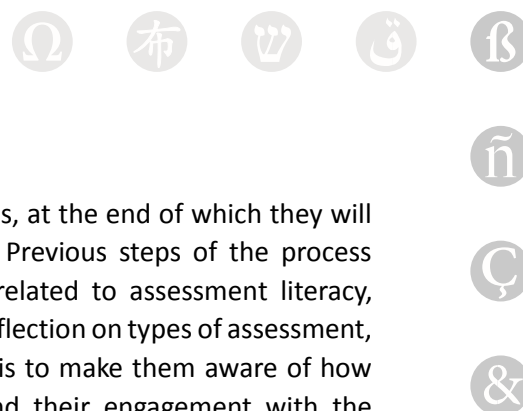
Universidad CEU Cardenal Herrera

### Tackling Assessment: A hands-on approach to teaching pre-service teachers assessment skills

Learning to assess is a skill difficult to acquire in pre-service teacher education courses. When we include this topic in our coursework, we tend to focus more on testing aspects often overlooking assessment skills. In this workshop we will focus on formative assessment as an integral part of teacher training by sharing strategies we put into practice in our undergraduate and graduate degrees. We will focus on student and teacher assessment techniques which incorporate critical thinking and self-reflection, both fundamental qualities of successful teachers.

#### Student Assessment

Within the context of bilingual education, decisions on the methods and techniques to be used when assessing language skills are not always easy to define. Our proposal is addressed to teaching students who are expected to work in contexts where the dual focus on content and language often complicates matters in this field, as happens with the prevalent CLIL programs being implemented in our midst.



In our proposal, our teaching students are required to follow a process, at the end of which they will have the opportunity of creating their own assessment procedure. Previous steps of the process include a discussion of basic theoretical content and terminology related to assessment literacy, followed by some inductive tasks, with the aim of fostering students' reflection on types of assessment, tools for assessment and general feedback. The aim of this process is to make them aware of how assessment can have a profound influence on student learning and their engagement with the teachers' work.

#### *Teacher Assessment*

Formative assessment can help future teachers to improve their lack of fluency and strengthen their teaching skills. Provided with specific guidelines and a semi-structured script, future teachers can increase their confidence in their teaching performance early on in their foundation courses. Specific classroom language expressions and body language skills are reviewed and then put into practice in structured microteaching exercises. This is followed by a self-evaluation process which makes students learn to acquire some critical thinking regarding their teaching skills. Assessment in this way becomes a meaningful process and instils the value of reflective teaching as a tool to be used in improving and/or refining teacher personalities.

#### OBJECTIVES

- Show practical ways in which we include student and teacher assessment in our teacher training programs.
- Describe pre-service teachers' difficulties in learning to assess students and themselves.
- Raise awareness of how formative assessment influences students' motivation.
- Review the concept of "reflective teaching" as a tool of assessment.

#### CONCLUSIONS

- Assessment is a complex and arduous process in teacher training.
- The choice of a particular assessment tool can increase students' engagement in their learning process.
- Assessment is categorized according to its purpose or implications.

#### Bibliography:

- Gottlieb, M. (2006). *Assessing English language learners*. Thousand Oaks, CA: Corwin Press.
- Murphy, J. (2014). Reflective teaching: Principles and practices. In M. Celce-Murcia, D. Brinton, & M.A. Snow (Eds.) *Teaching English as a Second or Foreign Language* (4<sup>th</sup> ed.), 613- 629. Boston, MA: National Geographic Learning.
- Pérez Cañado, M.L.: (2018) Innovations and challenges in CLIL teacher training. *Theory into Practice* 57(3), 1-10.

Besora de Miguel, Ígor  
*Universitat Rovira i Virgili*

### **Authentic materials in the EFL classroom**

This paper deals with the use of authentic materials in the English as a Foreign Language classroom and their impact not only on the linguistic competence of the students (listening, speaking, reading and writing) but also on their pragmatic competence in the target language. In this way, this paper highlights the importance of applying the most accurate methodologies in order to bring authentic materials into the classroom: task-based learning and content and language integrated learning. Two activities will be presented and, moreover, the result of the application of such activities in the classroom will be analysed in depth. The target groups of these activities are undergraduate students in the public education system and high school students in extracurricular lessons; however, results can be extrapolated to other possible target groups. In addition, the impact on the pragmatic competence of the student will be explained throughout the paper after the explanation and analysis of the two proposed activities.

Thus, the paper can be divided into three main parts:

1. Basic notions regarding authentic materials, their use in the EFL classroom and the most appropriate approaches to include such materials in the lesson (task-based language teaching and content and language integrated learning).
2. Practical activities that have been applied in the classroom including authentic materials and the result of the application of such materials in the lesson (pros and cons).
3. The impact of the application of such activities on the target group, not only on their linguistic competence but also on their pragmatic competence in English.

#### **Bibliography:**

- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97-118.
- Kilickaya, F. (2004). Authentic materials and cultural content in the EFL classrooms. *The Internet TESL Journal*, 10 (7). Retrieved from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- Lasagabaster, D. & Sierra, J.M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT Journal*, 64(4), 367-375.
- Meyer, O. (2010). Towards quality CLIL: successful planning and teaching strategies. *Puls*, 33, 11-29.
- Nunan, D. (1999). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.
- Pinner, R. (2013). Authenticity and CLIL: Examining Authenticity from an International CLIL Perspective. *International CLIL Research Journal*, 2(1), 44-54.

Bozinovic, Nikolina  
*RIT Croatia*

### **The use of grammar learning strategies in relation to the foreign language being learned and language learning level**

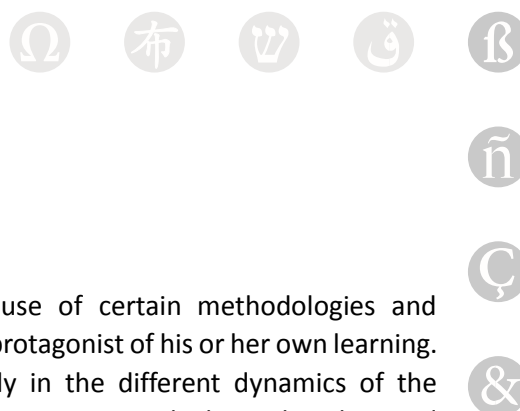
Although numerous studies have investigated the use of language strategies and their effect on language learning, research dealing with the systematic examination of grammar learning strategies is scarce. Studies on grammar learning strategies have usually been conducted within the field of general language learning strategies. On the basis of some examples of grammar learning strategies, which primarily include conscious repetition of grammatical structure, imitation of language forms and rote learning, Cohen and Pinilla-Herrera (2010) define grammar learning strategies as deliberate thoughts and actions students consciously employ to facilitate learning and gain better control over the use of grammar structures. This implies that appropriate use of grammar learning strategies enhances efficiency and contributes to effective learning. It also allows learners to control their own learning and, by consciously choosing their strategies, to develop their grammatical competence. The first part of the paper contains the key definitions of grammar learning strategies, while the second part presents the results of quantitative survey that was conducted in Croatian educational context. Data were gathered from 150 students learning German and Spanish as a foreign language at two language learning levels: beginning and intermediate. The use of grammar learning strategies was measured by the Grammar Learning Strategies Questionnaire (Božinović, 2012). The survey aimed at determining difference in the use of grammar learning strategies in relation to foreign language being learned, and the language learning level. Compared to the foreign language being learned the results have shown that there are statistically significant differences in the use of active and visual grammar learning strategies in the direction of greater strategy use among the students learning Spanish. Students at the beginning language level use more frequently memory and social grammar strategies. The final part of the paper specifies the implications for teaching practice and provides guidelines for future research.

Key words: grammar learning strategies, grammatical competence, language learning level

Chaves Yuste, Beatriz  
*Colegio Jesús María / Universidad Antonio de Nebrija*

### **Alternative Methodologies that Alleviate the Communication Problems in the English as a Foreign Language Classroom.**

EFL Secondary Education students on occasion show worry, anxiety and nervousness when they need to participate in oral comprehension and expression tasks. The aim of this paper is to show how these

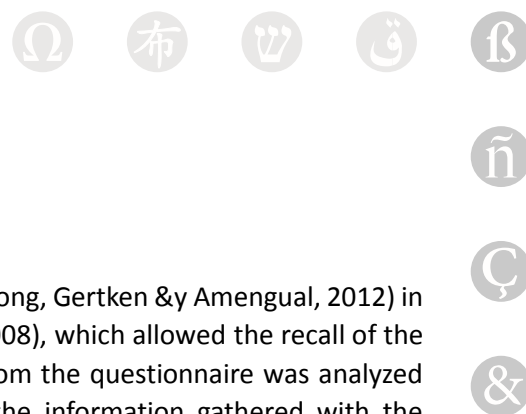


communication problems can be diminished thanks to the use of certain methodologies and approaches that enhance the role of the student, who is the real protagonist of his or her own learning. This approach helps learners feel at ease participating actively in the different dynamics of the classroom. To do so, an innovative general classroom programming was created. The author designed her own digital and analogical material in order to implement the aforementioned methods and approaches, specifically Cooperative Language Learning, Content-Based Instruction, Mobile-Assisted Language Learning, Computer-Assisted Language Learning, Task-Based Learning, Flipped Learning and Gamification Learning. In all the didactic units, several methods were used simultaneously, taking advantage of the benefits each of them provide. With the aim of checking how effective these methodologies and approaches are, a questionnaire was handed out to a group of 4th Secondary Education students that were taught English with this eclectic methodology. This questionnaire, based on the Attitude and Motivation Battery Test by Gardner (2004), was filled in at the beginning and at the end of the school year, and it measured the students' attitude and motivation. This questionnaire was one of the instruments used in an action research that tried to evaluate how efficient the proposed methodological approach was. Students answered the beginning of the year questionnaire taking into account their previous learning experiences, to be compared with the present experience. At the end of the year, students answered the same questionnaire again but focusing on the experiences lived throughout that school year, in which the aforementioned methodologies were used. After analyzing the data of these two questionnaires, it has been found that the anxiety, nervousness and stress that affect students when they need to participate in the EFL class diminished considerably after being taught with these alternative methods and approaches which are not exclusively used when teaching a foreign language.

*Domínguez Gaona, María del Rocío & Crhová, Jitka  
Universidad Autónoma de Baja California*

### **Bilingual practices in pre-service language teachers in Mexico**

The development of L2 literacy in pre-service language teachers is an important endeavor, particularly when this is the language they are going to teach and they still need to improve their proficiency. Language teaching education programs approach this situation through different strategies, such as including language courses in the curriculum, using a content based approach in their methodology courses, or providing students with a self-access language center in which they can study the language independently. In this paper, we present the results of a study that was conducted in a BA in Language Teaching program in Mexico, in which students' biliteracy practices were explored by defining their bilingual profile and describing the way they have used English and Spanish during their BA studies, using a mixed-method approach. The participants were the BA in Language Teaching students who were in the last two semesters of the program. Field data was collected through a bilingual profile



questionnaire (Bilingual Language Profile: Spanish-English by Birdsong, Gertken & Amengual, 2012) in its printed version; and a narrative frame (Barkhuizen & Wette, 2008), which allowed the recall of the participant's experiences by using incomplete sentences. Data from the questionnaire was analyzed with descriptive statistics and reported in percentages; while the information gathered with the narrative frames was analyzed with the content analysis technique (Mayring, 2000) in which responses were categorized and coded, and, then, be interpreted and reported. It was found that most of the students perceive that they have a higher command of Spanish and only 7 out of 65 students claimed to have a similar level of proficiency in both languages. About the biliteracy practices of these BA students, it was concluded that they are characterized by the use English and Spanish in both oral and written communications, which are situated and shaped (Barton & Hamilton, 2000) by a BA program in Language Teaching with a specific structure. This program is not always supportive in the development of the L2, even though students are requested to write essays, summaries and reflections and read language methodology books and articles in both languages.

#### Bibliography:

- Baker, (2001). *Foundations of Bilingual Education and Bilingualism* (3rd ed.) Clevedon, U.K: Multilingual Matters.
- Barton, D., & Hamilton, M. (2000). Literacy practice. In D. Barton, M. Hamilton, & R. Ivanic, (Eds.) *Situated literacies: Reading and writing in context*. Nueva York: Routledge.
- Birdsong, D., Gertken, L.M., & Amengual, M. (2012). Bilingual Language Profile: An Easy-to-Use Instrument to Assess Bilingualism. COERLL, University of Texas at Austin. Retrieved from <<https://sites.la.utexas.edu/bilingual/>>.
- Barkhuizen, G. y Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, 1 (36), 372–376.
- Kamhi-Stein, L. D. (2009) Teacher preparation and nonnative English-speaking educators. In J.C. Richards, & A. Burns (Eds.), *Second language teacher education*, 91-101. New York: Cambridge University Press.
- Mayring, P. (2000, June). Qualitative content analysis. *Forum Qualitative Social Research* (On line Journal), 1 (2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385%3>
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 41, 101-12.



En camino hacia el **plurilingüismo**

Fernández Álvarez, Miguel & Montes, Amanda

*Universidad Politécnica de Madrid y Northeastern Illinois University (Chicago, USA)*



### **Pre-service bilingual teachers' perceptions of translanguaging. A comparative study**

The concept of translanguaging, an action undertaken by plurilingual people, where more than one language may be involved in the social act of communication, is a component that should be vital of any bilingual education program. While developing a second or even third language, users strategically make connections between their mother tongue and the target language(s), "accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García, 2009, p. 140).

However, this concept needs to receive more attention in teacher preparation programs with the aim of making prospective teachers familiar with the implications of adopting a pedagogy based on translanguaging, such as students' identity, language acquisition and development, and policies.

A few studies in the field have focused on examining attitudes and/or uses of translanguaging in English as a foreign language (McMillan & Rivers, 2011), and in English as a second language (Nambisan, 2014) contexts. In this presentation, the authors will present some preliminary data of a comparative study where pre-service bilingual Spanish- English teachers in an English-speaking context (United States) and a Spanish-speaking context (Spain) are surveyed to find out their perceptions of translanguaging. The objective of this study is to determine if there are attitudinal differences in pre-service bilingual teachers' confidence and perceived preparedness to implement translanguaging practices in their future classrooms. Furthermore, in determining this consideration we will be able to ascertain or simply just speculate whether the attitudes displayed by the participants are due to national and cultural identity, language proficiency in one or both language(s), unfamiliarity with the topic of translanguaging pedagogy, or disagreement with its tenets and/or philosophical underpinnings.

Some preliminary conclusions suggest that translanguaging has pedagogical benefits in the preparation of prospective teachers and that our participants generally understand the benefits of allowing students to access their full linguistic repertoire in their learning. Moreover, there is also evidence that many of these prospective teachers are still learning what translanguaging is, and will benefit from further training in effectively utilizing it in a classroom setting. Specifically, preservice teachers in the US context felt they would benefit from strengthening their academic Spanish as a means of promoting translanguaging with more ease and confidence, in the same way that preservice teachers in the Spanish context felt they would benefit from strengthening their academic English for the same reasons. Finally, it is also important to note that "students should be provided with opportunities to reflect on their everyday use of translanguaging, and to use this as the springboard for encouraging them to experiment creatively with written translanguaging" (al-Bataineh and Gallagher, 2018, p. 12) as a means of building empowered self-perceptions as bilingual people in general, to spark their imaginations, and to solidify their facility in using translanguaging in their future classrooms.



UNIVERSIDAD  
NEBRIJA



González Martín, Ana María  
Universidad Francisco de Vitoria



### What EEG studies can tell us about the teaching of second languages

The intelligibility of the speech in multilingual contexts seems to be highly dependent on the language background of both speakers and listeners (e.g., Cafarra & Martín, 2018). Native listeners usually understand native speakers better (e.g., Smith, Bradlow, & Bent, 2003) as non-native speech productions often contain phonological, lexical and grammatical terms that deviate from the target language (Crowther et alii, 2014). Most of these deviations are shared by non-native speakers with the same L1 (some L1 features are preserved) and a few of them are shared by non-native speakers in general (mostly overgeneralization of the rules). This non-native system of a target language is called interlanguage (Selinker, 1972) and seems to enhance understanding between L2 speakers.

Neurologically, Event Related Potential studies have shown that non-native late learners are more sensible to L2 errors (i.e. higher P600 effects) uttered by non-native speakers with whom they share L1. These results seem to indicate a facilitation in language processing that would improve not only the metalinguistic awareness but also the general understanding of L2 by non-native listeners (e.g. Hahne & Friederici, 1999).

Although neuroscience has proved the communicative advantages of the interlanguage system, most members of the educational community consider that learning from a native speaker is always better. This broad generalization, however, does not consider the impact that other variables, such as students' age and L2 proficiency, have in the cognitive processes of L2 learning (Pérez, 2004). Moreover, the preference for native teachers could be an evidence of the failure of communicative language teaching in Spain, as accuracy seems to be prioritized over communication.

In this talk, we aim at creating a bridge between neuroscience and education by revising the results of EEG studies showing an interlanguage advantage and discussing their implications for bilingual education.

#### Bibliography:

- Caffarra, S., & Martin, C. D. (2018). Not all errors are the same: ERP sensitivity to error typicality in foreign accented speech perception. *Cortex*, 308-320.
- Crowther, D., Trofimovich, P., Saito, K., & Isaacs, T. (2015). Second language comprehensibility revisited: Investigating the effects of learner background. *TESOL Quarterly*, 49(4), 814-837.
- Hahne, A., & Friederici, A. D. (1999). Electrophysiological evidence for two steps in syntactic analysis: Early automatic and late controlled processes. *Journal of cognitive neuroscience*, 11(2), 194-205.
- Pérez Cañado, María & Madrid, Daniel. (2004). Teacher and student preferences of native and nonnative foreign language teachers. *Porta Linguarum*, 2, 125-138.







En camino hacia el **plurilingüismo**

- Selinker, L. (1972). Interlanguage. *IRAL-International Review of Applied Linguistics in Language Teaching*, 10(1-4), 209-232.
- Smith, B., Bradlow, A. R., Bent, T., Solé, M. J., Recasens, D., & Romero, J. (2003). Production and perception of temporal contrasts in foreign-accented English. In *Proceedings of the XVth international congress of phonetic sciences*, 519-522. Barcelona, Spain.

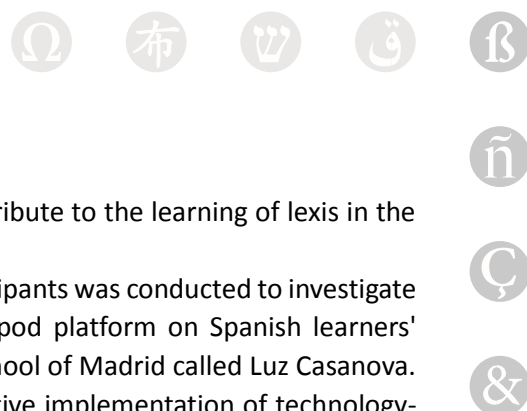
Gritsenko, Svetlana & Hryckiewicz, Olga  
*Universitat Rovira i Virgili*

### Let's nearpod

The widespread usage of technology has triggered off countless studies in the field of ESL to reveal the effectiveness of using technology in the learning. Sharples, Taylor and Vavoula (2005) state that “there is a need to re-conceptualize learning for the mobile age and to recognize the essential role of mobility and communication in the process of learning”. Considering the most cited authors in the field of mobile learning, it can be concluded that the use of technology improves students learning achievements, increases their motivation, optimizes learners’ interactions, provides environment that challenge and support students’ learning (Cavus and Ibrahim ,2009; Huang, 2012; Chang (2009); Liu and Chu, 2010). Mehta (2018), the specialist in Digital Transformation in Education, states that digital technologies provide access to information and content, enable the connection of the digital world with the real world, fosters the collaborative learning and gives possibility of task personalization.

Nearpod is a mobile learning platform that helps teachers create their own interactive lessons. The content of the lessons can be enriched by slides where teacher adds videos, gif-images, PDF, Field Trip Live, Twitter Stream and web pages. It should be mentioned that tools like Educreations, Cleverize, gFlash, Mnemosyne Project, Anki provide similar features, however, Nearpod offers more since designing lessons is one of its features. Once the interactive slides are created, the educator can insert the following assessment activities: draw it activities, quizzes, polls, collaborate charts, fill in the blanks, memory tests, matching pairs and open-ended questions. Another characteristic which makes it different from the above mentioned learning tools is the immediately generated reports of student’s performances on all the interactive tasks. One could possibly argue that the assessment tool like Socrative has the same functions, however the important thing to mention is that creators of Nearpod platform successfully combined all the stages of the traditional language lessons - from presentation to assessment.

In this workshop we will be exploring the role of the educational web-based multiplatform called Nearpod. Focusing on areas such as active learning, immediate feedback, collaborative learning, diversity of the learners, formative assessment and authenticity of materials, we will take a look at



specific activities and different ways in which Nearpod might contribute to the learning of lexis in the ESL classroom.

In February 2019 the empirical research with the total of 166 participants was conducted to investigate the effectiveness of a technology-enhanced instruction via Nearpod platform on Spanish learners' vocabulary acquisition. The study took place in the semiprivate school of Madrid called Luz Casanova. Based on the findings of the study, it can be concluded that effective implementation of technology-enhanced instruction could facilitate vocabulary acquisition.

Guadamillas Gómez, M<sup>a</sup> Victoria

Facultad de Educación de Toledo. Universidad de Castilla-La Mancha

### **Does the School Setting Have an Influence on CLIL Teachers' Preparation, Methodology and Perceptions?**

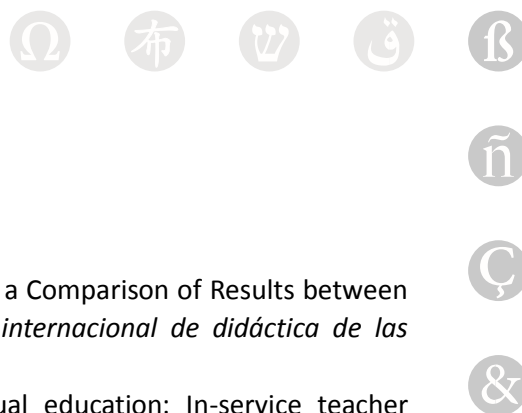
Some authors have previously dealt with the students' performance in CLIL rural and urban settings (Alejo and Piquer Píriz; Pavón, 2018). Furthermore, authors such as Pérez Cañado (2016) and Halbach (2010) have explored teachers training needs for bilingual education, and Relaño Pastor and Fernández Barrera (2018) have studied teachers' responses within bilingual programmes in the region of La Mancha. This comparative case study analyses CLIL Teachers' Preparation, Methods and Perception of Bilingualism and Bilingual programmes in three school settings: a rural school, a semi-private school and a public school in the area of La Mancha. The first part of this study looks at the preparation in terms of teachers' language certification; then, it moves on subjects, methodology and assessment, focusing particularly on the L2 use during the sessions. Finally, it analyses the perceptions of teachers regarding parents' views and students' motivation. The results show that there are not significant differences in the areas studied. Nevertheless, some distinctions are observed in teachers' L2 levels and previous CLIL methodological training as well as in their perceptions regarding students' motivation and parents' views on bilingual education. Combining open-ended and close-ended questions results, the contribution elaborates on whether, and how the school setting and its characteristics can have a positive or a negative influence on teachers' perceptions and preparation.

#### **Bibliography:**

- Alejo, R. and Piquer Píriz, A. (2016). Urban vs. rural CLIL: An analysis of input-related variables, motivation and language attainment. *Language, Culture and Curriculum*, 29(3), 245-262.
- Halbach, A. (2010). From the Classroom to University and Back: Teacher Training for CLIL in Spain at the Universidad de Alcalá. In *CLIL in Spain: Implementation, Results and Teacher Training*, D. Lasagabaster & Y. Ruiz de Zarobe (eds.), 243-256. Newcastle upon Tyne: Cambridge Scholars Publishing.



En camino hacia el **plurilingüismo**



- Pavón Vázquez, V. (2018). Learning Outcomes in CLIL Programmes: a Comparison of Results between Urban and Rural Environments. *Porta Linguarum: Revista internacional de didáctica de las lenguas extranjeras*, 29, 9-28.
- Pérez Cañado, M. L. (2016). Teacher training needs for bilingual education: In-service teacher perceptions. *International Journal of Bilingual Education and Bilingualism*, 19(3), 266-295.
- Relaño Pastor, A. M., and Fernández Barrera, A. (2018). Competing Bilingual Schools in La Mancha City: Teachers' Responses to Neoliberal Language Policy and CLIL Practices. *Foro de Educación*, 16(25), 283-309.

Guerrini, Michele C.  
*Universidad de Alcalá de Henares*

### **A framework for developing the Culture “C” in Social Science and Natural Science**

*Theme:*

Culture is one of the four Cs in the content and language integrated approach. However, in subjects like Social Science or Natural Science, culture rarely receives the same attention as content, communication or cognition. When EFL teachers move into CLIL, this oversight appears understandable. In the EFL classroom, especially at primary level, culture is usually synonymous with holidays and traditional songs like Halloween and “We wish you a Merry Christmas. For this reason, culture in CLIL contexts may go unnoticed.

In CLIL contexts, culture may need to be explored differently. One exploration framework that may prove helpful is the 3Ps: practices, products and perspective. The 3Ps are used in foreign language classes, but they can also be applied to content area subjects. Practices refers to ways people behave or interact. Behaviour and interaction may involve the use of products. These can be intangible like rituals or tangible like buildings. Perspective refers to meanings, beliefs and attitudes. They underpin social practices and products. In a sense, perspective could also be described as a society's world view.

*Workshop objectives:*

- Workshop participants will develop awareness of the 3 Ps of culture by taking part in activities based on content drawn from Social Science and Natural Science which is presented through content area texts and documentaries similar to might be used in CLIL classrooms.
- Participants will be able to identify cultural practices and products in several CLIL contexts.
- Participants, working in groups, will express the cultural perspective that underpins the products and practices they have identified.



IV Congreso Internacional Nebrija en  
Lingüística Aplicada a la Enseñanza de Lenguas

En camino hacia el **plurilingüismo**

- Participants will express cultural perspectives using the language of values and ideas, not the concrete language used to describe cultural practices or products.
- Participants will suggest ways to apply the 3Ps framework in order to enable learners to perceive the cultural dimension in content area studies.

#### Conclusions:

The 3Ps framework may enable teachers to explore the cultural dimension in Social and Natural Science. Learners who are aware of the 3 Ps may achieve broader insights into the cultural dimension of the content area. These insights may help students to better understand what historians, social scientists and natural scientists study, how they work and the values that they share. Finally, cultural awareness may also facilitate the achievement of key competences.

#### Brief bibliography:

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, Multilingual Matters.

Coyle, D. (2009). Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. In M. L. Carrió-Pastor (ed.) *Content and Language Integrated Learning: Cultural Diversity*, 105-122. Bern: Peter Lang.

Education and Culture DG. Key competences for lifelong learning. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:c11090&from=EN>

National Standards for Foreign Language Education Project. Cultural Practices, Products and Perspectives (1999). Retrieved from [http://www.carla.umn.edu/cobalitt/modules/curriculum/textanalysis/Practices\\_Products\\_Perspectives\\_Examples.pdf](http://www.carla.umn.edu/cobalitt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Herczeg, Claudia & Beunza, Daniela

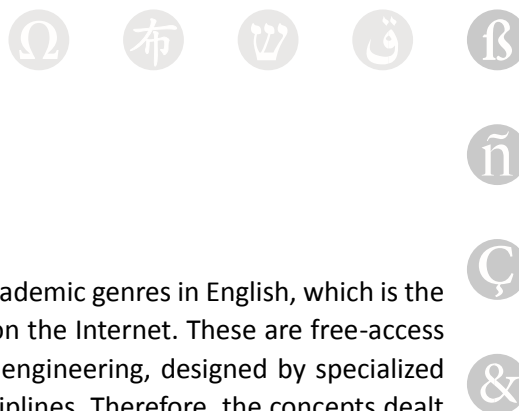
*Departamento de Idiomas Extranjeros con Propósitos Específicos, Facultad de Lenguas, Universidad Nacional del Comahue*

#### **Characterization of the pedagogic video genre: A contribution to the teaching of English for Academic Purposes in the technical field**

In recent years there has been a growing interest in studying academic spoken genres, which have largely been ignored, unlike the broadly described written genres, particularly the academic research article. Thus, our research project aims at analyzing both spoken and written academic genres in French and in English from a descriptive and contrastive point of view. Our goal is to achieve meaningful conclusions that will result in the improvement of French and English teaching to Spanish-speaking university students.



UNIVERSIDAD  
NEBRIJA



In this presentation we will examine one variety of the spoken academic genres in English, which is the pedagogic video, using a corpus made up of samples collected on the Internet. These are free-access videos related to the fields of the environmental sciences and engineering, designed by specialized teachers and intended for undergraduate students of these disciplines. Therefore, the concepts dealt with in the videos are directly linked to specific topics in curricular subject syllabi.

Our presentation will cover a characterization of the genre that results from a quantitative, and especially, qualitative analysis of certain linguistic and discourse elements, in the light of previous research carried out by various authors. In particular, we will examine the use of lexical bundles (Biber, Conrad & Cortes, 2004; Hyland, 2008), the presence of those specific syntactic structures that have an impact on information packaging (Carter-Thomas & Rowley-Jolivet, 2001), as well as the predominant discourse strategies (Vásquez, 2001; Ciapuscio, 2009). Our work is based on Ciapuscio & Kuguel's multilevel model of text typology which the researchers put forth for the analysis of specialized texts (Ciapuscio & Kuguel, 2002). Essentially, this model tries to fully capture the complex factors that are involved in the description of discourse genres.

Our objective is to establish some contrastive parameters between the spoken genre studied here and written pedagogic genres used in academic contexts, in order to provide a basis for the incorporation of pedagogic videos into our English for Academic Purposes courses.

#### Bibliography:

- Biber, D., Conrad, S. & Cortes, V. (2004). If you look at...: Lexical bundles in university teaching and textbooks. *Applied Linguistics*, 25(3), 371-405.
- Carter-Thomas, S. & Rowley-Jolivet, E. (2001). Syntactic differences in oral and written scientific discourse: the role of information structure. *ASp. La revue du GERAS*, 31-33, 19-37.
- Ciapuscio, G. (2009) Modalidad y géneros académicos. En G.Ciapuscio (Ed.). *De la palabra al texto*, 69-94. Buenos Aires: Eudeba.
- Ciapuscio, G. & Kuguel, I. (2002) Hacia una tipología del discurso especializado: Aspectos teóricos y aplicados, En M. T. Fuentes Morán y J. García Palacios (Eds.). *Texto, terminología y traducción*, 37-73. Salamanca: Almar.
- Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes*, 27 (1), 4-21.
- Vásquez, G. (2001) *El discurso académico oral. Guía didáctica*. Madrid: Edinumen.

Iglesias, Montserrat

*School of Tourism, Hospitality and Gastronomy CETT-UB, University of Barcelona*

### **Constructivist Assessment and EFL Acquisition in a Higher Education Environment**

This paper explores the nature of formative feedback embedded in a pedagogical proposal for higher education students of English as a Foreign Language. A learning unit related to the topic of applying for a job was designed and implemented in the academic year 2018-19 following a constructivist approach. The participants were a group of 12 first year students of the Bachelor's degree in Tourism at the School of Tourism, Hospitality and Gastronomy CETT-UB, from the University of Barcelona (Spain). The participants produced oral elevator pitches (EP) and performed job interview (JI) simulations. The students' oral productions were video recorded, and self, peer and teacher feedback was provided through a class blog. The data corpus included four different sets of posts, comprising peer feedback on EP, peer feedback on JI, teacher feedback on EP, and self assessment on JI. The comments were broken down into content units, and strengths and weaknesses were identified. The content units were subsequently classified into six categories, and subcategories were structured in up to three levels. Categories were put in relation to syllabus-related assessment criteria, namely linguistic use, task achievement, fluency and pronunciation, and communicative resources. Finally, a triangulation of relative frequencies among the different data sets was carried out.

The results show that the students tended to provide more positive than negative feedback, whereas a more negative perspective was taken in self-assessment, and teacher feedback was quite balanced. As for peer feedback, in relation to EP positive comments mainly referred to textual, phonetic and paralinguistic aspects, while grammar and vocabulary aspects, language register and fluency were reported from a more predominantly negative angle. Concerning JI, positive comments were also clearly linked to textual aspects, and negative comments were aimed at phonetic features. In contrast, the most noticeable characteristic of teacher feedback was the overwhelming abundance of references to grammar and vocabulary mistakes, with associated improvement suggestions. As opposed to this focus on language accuracy, paralinguistic and phonetic elements were highlighted as strengths. Self assessment comments were scarce and concerned paralinguistic and textual aspects, mostly in relation to the task itself, while focus on form was almost ignored. These outcomes suggest that syllabus-related assessment criteria were used accordingly by the participants in holistic as well as in analytic terms regarding both strengths and weaknesses, which denotes that they had been effectively explained, understood and practiced previously in the classroom. This indicates that students can be effectively trained to spot their weaknesses in areas that need further reinforcement, and make well-informed contributions if critical thinking and analytical skills are fostered as part of an integrated teaching-learning-assessment process. Thus, this study aligns with previous research and highlights the value of alternating different assessment options.

#### Bibliography:

Cheng, W. and Warren, M. (2005). Peer assessment of language proficiency. *Language Testing*, 22(1), 93-121.

Iglesias-Xamani, M. (2014). Digital technologies and foreign language learning in tourism studies. *eLearn Center Research Paper Series*, 15-26.

Ware, P. and O'Dowd, R. (2008). Peer feedback on language form in telecollaboration. *Language Learning & Technology*, 12(1), 43-63.

Manzano Vázquez, Borja  
*Universidad de Granada*

#### **Is learner autonomy a prominent educational goal in student teachers' vision of FL education?**

Research into teacher professional development has acquired a new dimension over the last decades. The emphasis has shifted from focusing on teacher behaviour to analysing teacher cognition. Beliefs are an essential part of teacher cognition. Previous research has concluded that they exert a significant influence on teachers' classroom practices (Borg, 1999, 2006; Kalaja and Barcelos, 2003; Sercu and St. John, 2007) and their professional development (Anderson and Bird, 1995; Cabaroglu and Roberts, 2000), determining how they learn to teach and the professional identity they develop. In this respect, analyzing pre-service teachers' beliefs is essential to understand how they may approach their future teaching practice, the kind of teacher they may become, and how this may influence their learners' learning. The main objective of this paper was to examine the initial beliefs that a group of student teachers had regarding their vision of FL education in order to determine whether learner autonomy (LA) was a relevant educational goal in this vision. The participants were 20 pre-service language teachers enrolled on a 1-year postgraduate teacher education programme at the University of Granada (Spain). To analyse their pedagogical beliefs, they were asked to plan and write their own ideal lesson plan for the teaching of English as a FL. Using Tudor's (2001) visions of the language classroom, the lesson plans were analysed as regards three categories: 1) image of the teacher role, 2) image of the learner role, and 3) image of the teaching-learning process. Data analysis revealed that LA was not a prominent goal in the participants' lesson plans. Their vision of FL education was permeated by a communicative approach and a traditional, teacher-centred approach. The role of the teacher was to provide the learners with opportunities for communication, transmit knowledge, and direct and control the teaching-learning process. In this sense, the learners were conceived of as having little voice in making decisions about the learning programme. They had very few opportunities to show personal initiative, being depicted as passive participants and containers to be filled with the information provided by the teacher. These findings underline the importance of designing teacher education initiatives that equip prospective teachers with the professional knowledge, skills and competences to promote LA in their classroom.



#### Bibliography:

- Anderson, L. M., & Bird, T. (1995). How three prospective teachers construed three cases of teaching. *Teaching and Teacher Education*, 11(5), 479-499.
- Borg, S. (1999). Studying teacher cognition in second language grammar teaching. *System*, 27(1), 19-31.
- Borg, S. (2006). *Teacher cognition and language education*. London: Continuum.
- Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System*, 28(3), 387-402.
- Kalaja, P. and Barcelos, A. M. F. (2003). Introduction. In P. Kalaja and A. M. F. Barcelos (Eds.), *Beliefs about SLA: New research approaches*, 1-4. Dordrecht: Kluwer Academic.
- Sercu, L. and St. John, O. (2007). Teacher beliefs and their impact on teaching practice: A literature review. In M. Jiménez Raya and L. Sercu (Ed.), *Challenges in teacher development: Learner autonomy and intercultural competence*, 41-64. Frankfurt: Peter Lang.
- Tudor, I. (2001). *The dynamics of the language classroom*. Cambridge: Cambridge University Press.

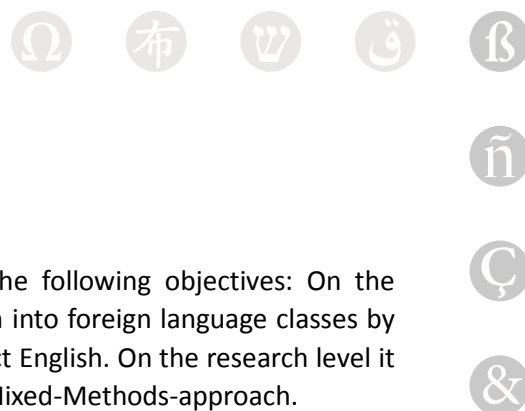
Mehlmann, Nelli  
*University of Bremen*

#### **Learners' perspectives on the incorporation of plurilingualism into foreign language classes**

Empirical studies indicate that a third of all children and adolescents in European metropolises grow up with a heritage language other than the majority language of the respective country (e.g. Brizić & Hufnagl 2011). Against this backdrop it becomes clear that European classrooms are a linguistically diverse place with plurilingualism being a precondition for institutional foreign language teaching and learning. To make language learning more effective, the European language policy suggests to incorporate the learners' plurilingualism into foreign language classes (Council of Europe 2001: 4-5). By drawing on linguistic knowledge from other foreign and heritage languages, learners can not only use synergies between language systems, but also develop language learning strategies. Moreover, the integration of the linguistic repertoires is seen as a tool to foster language learning motivation and empower the learners (Cummins 1986).

Despite all these potentials, current foreign language teaching at school – at least in German speaking states – only scarcely uses the learners' plurilingualism as a resource. This has been shown by studies which reveal teachers find it challenging to integrate plurilingualism into class due to a lack of cross-linguistic teaching materials and proficiency in the heritage languages of their learners (e.g. Schmid & Schmidt 2017; Méron-Minuth 2016). As a consequence, there is only little empirical research on how learners actually perceive the incorporation of their plurilingualism and if the described potentials can be fulfilled or not.





This desideratum is covered by a dissertation project that has the following objectives: On the classroom level it aims at incorporating the learners' plurilingualism into foreign language classes by designing and using cross-linguistic teaching materials for the subject English. On the research level it investigates the learners' perspective on this incorporation using a Mixed-Methods-approach.

In the presentation empirical results are demonstrated that could be gained by a pilot study in which cross-linguistic teaching materials were used with a group of 7th graders in a laboratory setting. To investigate their perspective on the incorporation of their plurilingualism, interactions while working with the materials were recorded and a focus group discussion was conducted. The findings indicate that the learners were open-minded for the incorporation of other languages through the materials, yet they expressed a heterogeneous use in terms of their own linguistic repertoire.

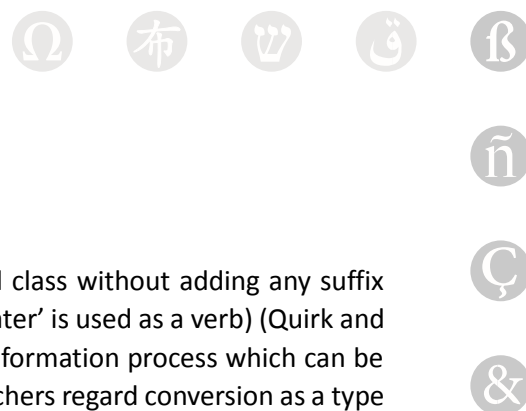
#### Bibliography:

- Brizić, Katharina & Hufnagl, Claudia Lo (2011). „Multilingual Cities” Wien. Bericht zur Sprachenerhebung in den 3. und 4. Volksschulklassen. Teil 1 (quantitativ) zum wissenschaftlichen Projekt „Sprache und Bildungserfolg”. Wien: Österreichische Akademie der Wissenschaften.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: University Press.
- Cummins, Jim (1986). Empowering Minority Students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-37.
- Méron-Minuth, Sylvie (2016): Fremdsprachenlehrkräfte und ihre Einstellungen zu der Frage der Mehrsprachigkeit im Unterricht. *Französisch heute*, 47(3), 36-41.
- Schmid, Euline Cutrim & Schmidt, Torben (2017). Migration-Based Multilingualism in the English as a Foreign Language Classroom: Learners' and Teachers' Perspectives. *Zeitschrift für Fremdsprachenforschung*, 28(1), 29-52.

Peña Cervel, M<sup>a</sup> Sandra  
University of La Rioja

#### **Increasing learners' receptive and productive vocabulary through emotionally-loaded lexical items**

The creation of new words responds to the necessity to name new inventions, events or ideas and/or to the desire to be creative in language. English and Spanish make use of the same word formation processes (e.g. derivation, compounding, blending, reduplication) but each language has its particular favourites. For instance, blending and conversion are especially productive in English if compared to Spanish. Blending is a process whereby a new lexical item results from the combination of parts of more than one lexical unit (e.g. the lexical items 'spoon' and 'fork' combine into 'spork') or of a whole lexeme and part(s) of other(s) (e.g. the lexical units 'fan' and 'magazine' lie at the basis of the creation



of ‘fanzine’) (Algeo 1977: 48). Conversion involves a change of word class without adding any suffix (e.g. ‘water’ in Don’t forget to water the flowers!, where the noun ‘water’ is used as a verb) (Quirk and Greenbaum 1987: 441). The status of conversion as a separate word formation process which can be ranked on a par with others like blending is doubtful and some researchers regard conversion as a type of derivation (Bauer 1983: 32). Be that as it may, it is a fact that in the lexicology of English both blending and conversion are becoming more and more popular – especially in the world of advertising and journalism – as catchy devices which draw the target audience’s attention. In contrast, while Spanish is little by little introducing blending as a useful device for the creation of witty and/or appealing new words, conversion is not a fruitful word formation process. This emergent – but not yet widespread – use of blending and the scarce use of conversion in the learners’ native language are potential sources of difficulty for Spanish learners of English trying to acquire and create new vocabulary. This proposal offers some strategies for the design of a series of activities meant to teach B2 and C1 students of English who are native speakers of Spanish (i) to identify different instances of blending and conversion; (ii) to analyze blends in order to distinguish the different lexical items which make them up and to know how these parts contribute to the overall meaning of the new lexeme; (iii) to become acquainted with forms, meanings, and contexts of use of cases of blending and conversion; (iv) to identify the main reason(s) why a sample of blends and examples of conversion are catchy by focusing on their expression of a great amount of information through a single lexeme which arouses the audience’s interest and feelings; (v) to make up their own blends and instances of conversion in order to increase their English vocabulary. In order to foster learners’ motivation and achievement, the lexical items chosen for analysis belong to the world of advertising, an area regarded as especially fruitful in its use of cases of blending and conversion.

#### Bibliography:

- Algeo, J. (1977). Blends, a structural and systemic view. *American Speech*, 52, 47–64.  
Bauer, L. (1983). *English Word Formation*. Cambridge: Cambridge University Press.  
Quirk, R. & Greenbaum, S. (1987). *A University Grammar of English*. London: Longman.

M<sup>a</sup> Sandra Peña Cervel, Francisco J. Ruiz de Mendoza Ibáñez, and Francisco González García  
*University of La Rioja*

#### Teaching emotional meaning in English by means of multimedia resources

This proposal studies implicational constructions in terms of cognitive modeling and provides some guidelines for the design of activities meant to teach C1 students of English whose native language is Spanish the form, meaning, and context of use of these emotionally-loaded constructions. Implicational constructions capture low-level inferential aspects of linguistic communication and are the result of adding some emotional or attitudinal component to argument structure configurations

(Ruiz de Mendoza 2015). Such inferential aspects were traditionally addressed in terms of communicative principles like Grice's (1975) Cooperative Principle. Cognitive modeling can provide a complementary analysis of implicational constructions (Ruiz de Mendoza and Galera 2014). The speakers' emotional reactions or assessment to given states of affairs of these patterns are built into argument structure configurations through entrenchment or frequent use (Langacker 1999) and result from the combination of expansion and reduction operations.

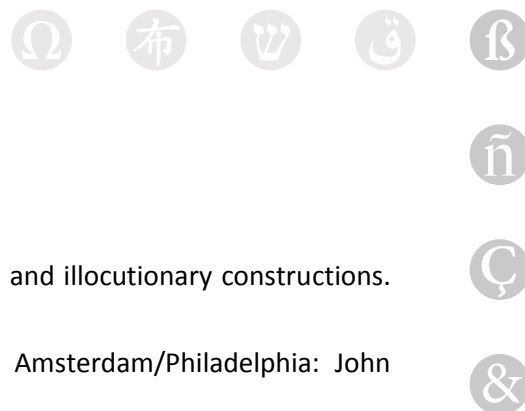
Our analysis of 500 instantiations of various implicational constructions taken for the Corpus of Contemporary American English and some online dictionaries (Macmillan, Cambridge, and Wordreference) has revealed that

- (i) implicational constructions display different degrees of complexity. A cline of complexity can be postulated with extremes represented by syntactically fixed patterns like You don't say! to structures which are to be parameterized according to context such as What's X Doing Y?;
- (ii) implicational constructions can convey a wide range of emotional meanings and attitudes (surprise, disbelief, irritation, bewilderment, indifference, resignation, etc.), many of which are related to the expression of mirativity;
- (iii) most implicational constructions are negatively loaded from an axiological point of view;
- (iv) the same pattern can trigger different (and even opposite) meanings in different contexts (e.g. You don't say, which can express both the speaker's surprise or lack of surprise at some state of affairs);
- (v) several implicational constructions can be used to convey the same emotion or attitude (e.g. Are you kidding?, What?, What do you know? Are you seriously X-ing? are conventionally associated with the expression of surprise,); and
- (vi) a single construction can communicate several emotions at the same time (e.g. For goodness' sake is used for showing that the speaker is frustrated, impatient, worried, and surprised).

Teaching the emotional component of English, a largely neglected area in textbooks and teaching materials in general, contributes to enhancing learners' competence development. The present proposal fills this gap by putting forward a series of strategies and activities which integrate the implicational level of linguistic description into the general panorama of teaching English as a foreign language. In order to motivate students, multimedia resources will be employed.

#### Bibliography:

- Grice, H. P. (1975). Logic and conversation. In P. Cole and J. Morgan (Eds.), *Studies in Syntax and Semantics III*, 183-98. New York: Academic Press.
- Langacker, R.W. (1999). *Grammar and Conceptualization*. Berlin/New York: Mouton de Gruyter.



Ruiz de Mendoza, F. (2015). Entrenching inferences in implicational and illocutionary constructions. *Journal of Social Sciences* 11(3), 258-274.

Ruiz de Mendoza, F.J. & Galera, A. (2014). *Cognitive Modeling*. Amsterdam/Philadelphia: John Benjamins.

Peña Martínez, Juan & Muñoz Muñoz, Alberto  
*Facultad de Educación - Centro de Formación del Profesorado*

### **CLIL+STEM: A teaching experience with the bilingual group of the Faculty of Education of the UCM**

#### *Introduction*

The STEM (Science-Technology-Engineering-Mathematics) interdisciplinary teaching model allows students to develop competencies to understand and analyze real-world problems through contextualized activities with a high experimental content (Duschl & Bismack, 2016). Therefore, future teachers should acquire adequate training so that they can apply this approach in their classes and prepare their students to prosper in a highly sophisticated society in technological and scientific terms. Thanks to previous works (Peña et al., 2018), the students of the Bilingual Group of the Faculty of Education of the UCM carry out experimental practices of Physics where the Raspberry Pi and Arduino technological platforms are progressively introduced. However, in addition to preparing them to face their teaching in an increasingly technological environment, teacher trainees must develop social and communication skills, including competence in foreign languages for the development of bilingual school programs. The use of Content and Foreign Language Integrated Learning (CLIL) is suggested, a method that is highly advantageous both for foreign language learning and for subjects taught in foreign languages because students tend to be more motivated to learn by emphasizing this methodology in problem solving and know-how (Navés & Munoz, 2000).

#### *Objectives*

To introduce the STEM and CLIL approaches seamlessly into the initial physics training of future primary school teachers. To this end, in the current academic year (2018/19), the “traditional” teaching approach (based on laboratory experiences in relation to specific Physics contents) has been modified, requiring students to make a proposal for improving learning using an integrated STEM+CLIL approach.

#### *Conclusions*

The implementation of the proposals has promoted interest in Physics, independence, autonomy, improved didactic, scientific and technological performance, as well as social and communicative skills (in English). Future teachers use new technologies in the design of their future teaching units while consolidating one of the prevailing methodologies for learning foreign languages. In the long term, this new methodology will have a direct impact on the new generations of Primary Education students, while in the short term, the students of the bilingual group will be able to transfer the importance of STEM+CLIL education to adapt the Spanish education system to the needs of the 21st century.

#### Bibliography:

- Duschl, R.A. and Bismack. A.S. (Eds.) (2016). *Reconceptualizing STEM Education*. Routledge Taylor & Francis Group. 2016, NY.
- Navés, T & Muñoz, C. (2000). Usar las lenguas para aprender y aprender a usar las lenguas extranjeras. Una introducción a AICLE para madres, padres y jóvenes. In Marsh, D., & Langé, G. (Eds.). *Using Languages to Learn and Learning to Use Languages*. Jyväskylä, Finland: UniCOM, University of Jyväskylä on behalf of TIE-CLIL.
- Peña Martínez, J., Martínez Aznar, M.M., Rosales Conrado, N., Sánchez Gómez, P., Rosa Novalbos, D., García Núñez, I., Sánchez Martín, L., Rodríguez Arteché, I. (2018). El enfoque STEM en la Formación Inicial de Maestros: pilas de combustible microbióticas. <https://eprints.ucm.es/48120/>

Peric, Barbara  
RIT Croatia

#### **The role of L2 proficiency in the acquisition of third language (Spanish)**

This research is focused on cross-linguistic influences in L3 acquisition with participants with Croatian L1 and English L2. Third language acquisition is a field of study focused on the learners who have previously acquired two languages and who are in a process of acquiring a new one. A number of authors state that language proficiency in previously acquired languages (Ringbom, 1987; Williams & Hammarberg, 1998) has a significant role in cross-linguistic transfer. If the learners are proficient in L2, that language can play a different role than L1 in acquiring a new language. Ringbom (1987) claims that proficiency in the source language determines the type of transfer that is likely to occur in the target language. He believes that transfer of form is a relatively superficial type of transfer which can equally concern the L1 or the L2 since proficiency in the non-native language does not need to be very high for this type of transfer to occur. In contrast, he maintains transfer of meaning can only take place from languages the speaker knows well, therefore from the L1 or from an L2 in which the speaker is highly fluent. This issue is addressed in our study. We also claim that L2 has a greater influence on L3 when learners have achieved a high level of L2 proficiency than when they have achieved a low level of L2 proficiency.

There were 40 participants in this research, 20 of them were Croatian university students and 20 of them students of the Rochester Institute of Technology, all aged between 19 and 26. All participants were speakers of Croatian as L1, and for all of them L2 was English and L3 was Spanish in respect to order of acquisition. The results of the study investigating the effect of L2 proficiency on cross-linguistic influence from L1 Croatian and L2 English on L3 Spanish are reported in this paper. Rates of lexical inventions and language shifts were compared for two groups of L3 learners with different levels of L2

proficiency. Our hypotheses were confirmed on the basis of the error analysis in the compositions of the participants. The results also suggest that, unless a high level of L2 proficiency is achieved, cross-linguistic influence from L2 on L3 is very marginal.

Key words: L2 proficiency; cross-linguistic influences; transfer of form; transfer of meaning

#### Bibliography:

- Bayona, P. (2009). *Crosslinguistic influences in the acquisition of Spanish L3*. UMI Dissertations Publishing.
- De Angelis, G. (2007). *Third or additional language acquisition*. Clevedon, UK: Multilingual Matters.
- De Angelis, G. & Selinker, L. (2001). Interlanguage transfer and competing linguistic systems in the multilingual mind. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *Cross-linguistic Influence in Third language Acquisition: Psycholinguistic Perspectives*, 42-58. Clevedon, UK: Multilingual Matters.
- Hammarberg, B. (2009). *Processes in Third Language Acquisition*. Edinburgh: Edinburgh University Press.
- Ringbom, H. (1987). *The role of the first language in foreign language learning*. Clevedon: Multilingual Matters.
- Rothman, J., & Cabrelli Amaro, J. (2010). What variables condition syntactic transfer? A look at the L3 initial state. *Second Language Research*, 26, 189-218.
- Williams, S. & B. Hammarberg. (1998). Language switches in L3 production: Implications for a polyglot speaking model. *Applied Linguistics* 19(3), 259-333.

Porcar Saravia, Carlos

CEIP "Luis de Morales" Convenio British Council - MECD Badajoz Consejería de Educación y Empleo  
Junta de Extremadura

#### Genres in CLIL Primary Education. Information reports in Social Science textbooks

The purpose of the current study focuses on information reports as the most frequent type of text or genre found in Social Science textbooks in bilingual Primary Education in Spain. It firstly provides a theoretical framework with some general information about genres and a possible general classification for this school subject and educational stage. Secondly, it focuses on information reports and their three different subtypes: aspects, components and classifications and provides relevant grammatical and lexical features commonly used in them. Additionally, the research also refers to macro-genres and more specifically to macro information reports as a relevant and extensive type of text that may include the three subtypes of information reports. In this vein, it points out some other collaborative genres of information reports often found in bilingual Social Science textbooks such as recounts and their different subtypes, mainly biographical recounts, autobiographical recounts and

historical accounts. Finally, some possible methodological guidelines with which both students and teachers can break the “genre code” and find it easier to access subject content are explored.

Ramos Álvarez, Antonio  
*IES Gregorio Marañón*

### **English in a day: a collaborative video project by EFL students**

Based on the excellent results of Spanish in a day (SID), the first online video competition ever intended for Spanish language students worldwide, English in a day is built upon two successful editions of SID to prove the scalability of collaborative video projects in foreign language education.

#### *Objectives*

In our workshop we will learn how to:

- i. choose stimulating video input for the creative use of English in — and outside — our classrooms (from Life in a day to Spain in a day);
- ii. set up a pedagogical framework that increases the learners’ motivation through targeted observations of meaningful social practices;
- iii. engage all the educational community in the prosumption of video content, thus fostering mutual recognition of both students and teachers for their involvement in this collaborative project.
- iv. encourage students and teachers in non-immersion language contexts to set up similar good practices, based on the results and video testimonials from participants in Spanish in a day and English in a day.

#### *Results*

A group of 60 secondary school EFL students at IES Gregorio Marañón, Madrid, were stimulated by a careful selection of video excerpts taken from three documentary films: Life in a day (K. MacDonald, 2010), Britain in a day (M. Matthews, 2011) and Spain in a day (I. Coixet, 2016). These video inputs set a highly motivating pedagogical framework, by means of which our students were encouraged to produce videos in English about their own school life in a more meaningful way. In this regard, they watched some selected video samples shot in Spanish by US high-school students competing in Spanish in a day (Junior ed. 2017).

As a result of these targeted observations, we succeeded in bridging the gap between social practices in and outside the classroom, as well as in raising the students’ interest in a collaborative video project, which got involved students, teachers and the educational community at large.

Furthermore, the use of English at IESGM was perceived by our students as a meaningful means of communication outside the classroom, rather than just a medium of instruction. All in all, English in a day contributed to a great extent in the transitioning towards a bilingual programme in English as of next school year.

#### Bibliography:

- Altman, R. (1989). Video and Language Acquisition Theory. In *The Video Connection: integrating video into language teaching*. Boston: Houghton Mifflin Company.
- Cope, B. & M. Kalantzis (2009). Multiliteracies: new literacies, new learning. In *Pedagogies: An International Journal*, 4, 164-195. Retrieved from <http://newlearningonline.com> on 23 February 2019.
- Council of Europe (2010). *Framework of Reference for Pluralistic Approaches to Languages and Cultures*. Graz: European Centre for Modern Languages. Retrieved from <https://carap.ecml.at> on 23 February 2019.
- Escandell-Vidal, V. (2009). Social Cognition and Intercultural Communication. In Guillén-Nieto, V. et al. (eds.). *Intercultural Business Communication and Simulations and Gaming Methodology*. Bern: Peter Lang AG.
- Galloway, N. (2018). How effective is English as a medium of instruction?. In *Voices Magazine*. British Council. Retrieved from <https://www.britishcouncil.org> on 23 February 2019.
- González P., Y. (2016). Life in a day: Cómo trabajar la competencia intercultural en E/LE con el mundo como estímulo. In *Foro de Profesores de E/LE*, 12. Valencia: Universitat de València. Retrieved from <https://ojs.uv.es/index.php/foroele> on 23 February 2019.
- Szende, T. (2014). *Second Culture Teaching and Learning: An Introduction*. Bern: Peter Lang AG.

#### Video resources:

- Life in a day (1): Mamihlapinatapai with English subtitles (a metalinguistic reflection on a Yaghan word)
- Life in a day (2): Mamihlapinatapai with Spanish subtitles (a metalinguistic reflection on a Yaghan word)
- Life in a day (3): An unexpected proposal? (a traditional greeting in Uganda)
- Britain in a day: An unexpected proposal (a marriage proposal in the UK)
- Spain in a day: Spanish migrants living in Europe (an interactive quiz in Spanish/English)
- Spanish in a day, la peli: <http://spanishinaday.com/la-peli/spanish-in-a-day-la-peli>



Ramos Ordóñez, María del Carmen  
*Universidad de Córdoba*

### Investigating CLIL classroom interaction in Primary Education: a description of L1 and L2 use

In recent years there has been a sprout of studies about Content and Language Integrated Learning (CLIL). However, the study of group interaction and the actual use of language in CLIL settings remain underexplored. The role of the L1 in bilingual education is a matter of discussion (Cook, 2001; Cummins, 2007), as it has always been in the EFL class (Cole, 1998; Tang, 2002). In CLIL the use of the L1 is also controversial on the assumption that the use of the L1 diminishes the time of exposure to the L2 and, therefore, it reduces its growth. Contrary to this assumption, the use of the L1 is reported in bilingual environments as a pedagogical instrument (Van der Walt, Mabule and De Beer, 2001; Lasagabaster and García, 2014) and it has an evident and potential use to help scaffold the content (Creese and Blackledge, 2010; Gort and Sembiante, 2015). This paper presents preliminary results from a micro-longitudinal study carried out in a bilingual primary school in Andalusia in 2017. The main objective of this research is to study CLIL classroom discourse to identify and analyse the discursive strategies used by students in the L1 and in the L2. The second objective is to discern the purpose for which these discursive strategies are used. The transcriptions of video recorded CLIL lessons reveal a lack of proficiency in the L2, and that students exhibit a frequent, intuitive, non-systematic use of the L1 to stay connected with the learning of content. Despite the limitations of this study, it can be inferred that one of the most fundamental pedagogical recommendations would be to use the L1 to help construct meaning by teachers and students, but teachers should be cautious so as not to reduce the exposure to the L2.

#### Bibliography:

- Cole, S. (1998). The use of L1 in communicative English classrooms. *The Language Teacher*, 22, 11-13.
- Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3), 402-423.
- Creese, A., Blackledge, A. (2010). Translanguaging in the bilingual classroom: a pedagogy for learning and teaching? *The Modern Language Journal*, 94(i), 103-115.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221-40.
- Gort, M., Sembiante, S.F. (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse. *International Multilingual Research Journal*, 9, 7-25
- Lasagabaster, D., García, O. (2014). Translanguaging: towards a dynamic model of bilingualism at school / Translanguaging: hacia un modelo dinámico de bilingüismo en la escuela. *Culture and Education / Cultura y Educación*, 26(3), 557-572.

Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36-43.

Van der Walt, C, Mabule, D.R., de Beer, J.J. (2011). Letting the L1 in by the back door: Codeswitching and translation in science, mathematics and biology classes. *SAALT Journal*, 35(2 & 3), 170-184.

Rivera Cuayahuitl, Eliphelet & Tapia Carlín, Rebeca Elena  
*Benemerita Universidad Autonoma de Puebla, Mexico*

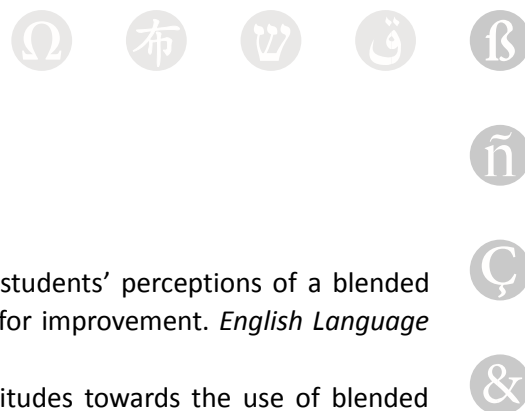
### **Moodle Platform: On the way to university students' autonomy or students' isolation?**

Moodle Platform: On the way to BA ELT university students' autonomy or students' isolation?

While abundant research has explored the field of distance education (Cepik, Gönen and Sazak, 2016; Tomlinson and Whitaker, 2013) highlighting their benefits and advantages, particularly in the development of learners' autonomy, students' self-regulation and students' self-learning, little research has investigated students' actual experiences and viewpoints about the advantages and disadvantages of open and blended learning in English language BA programs (Al Zumor, Al Refaai, and Al Rahaman, 2013). This investigation therefore explores the opinions of a group of student-teachers enrolled in a BA ELT blended program at a public university in Southern Mexico. The study explores students' views about the Moodle platform, used as the main resource to interact with their teachers. The study also shows the opinions of a group of teachers in charge of the modules of the same program. Drawing on a questionnaire administered to students and teachers of the BA program and semi-structured interviews administered to a small group of learners, the study shows that the students using the Moodle platform, thought the platform was a useful pedagogical resource, to deliver homework and to sort out doubts, and was useful for teachers to upload materials, such as: research articles, videos, and course contents. Although very few teachers used the platform for purposes, such as, discussion forums or students' chats. On the other hand, some students asserted that at times, the platform was used by teachers to allocate last minute assignments, not included in the syllabus, or to let students know the final results of courses without a face-to-face explanation. In this vein, the study also shows that the students felt little or no influence of the platform on their autonomy or self-learning skills development, but the platform created in some of them, a feeling of isolation, and abandonment, especially in those not used to using blended learning. The study therefore shows that in the view of the students, the teachers' follow up on the students' progress in the platform, to a large extent determines their performance.

As for the teachers' opinions, most of them firmly believed that the use of the Moodle platform definitely helped them get closer to their learners and highly promoted their learners' autonomy and self-learning.

Bibliography:



Al Zumor, A.W.Q., Al Refaai, I.K., Al Rahaman F.H. A.(2013) EFL students' perceptions of a blended learning environment: Advantages, limitations and suggestions for improvement. *English Language Teaching*, 6(10), 95-110.

Çepik, S., Gönen, K., and Sazak, M.K. (2016) ELT instructors attitudes towards the use of blended learning in tertiary level English language programs. *International Journal of Human Sciences*, 13(1), 1715-1730.

Tomlinson, B. and Whitakker, C. (2013) *Blended Learning in English Language Teaching: Course Design and Implementation*. Ed. British Council.

Skoglund, Grant  
*Humboldt State University, California*

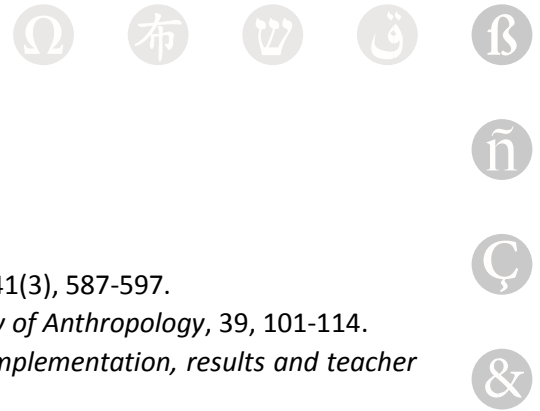
### **“Nivel Medio, Nivel Básico”: Bilingual Education and the English Imperative in Public Spanish High Schools**

This research presents an ethnographic account of English bilingual programs in public Spanish high schools and the meaning attached to English acquisition. It explores the significance of bilingualism in the context of what is referred to here as the English Imperative view, which sees English in contemporary Spanish society as a practical necessity for success. The objective of this research is to elucidate the attitudes of key policy stakeholders – students and teachers – as constructive in the meaning of bilingual education and the taking up of English. Research methods included interviews with bilingual content instructors and student focus groups conducted in Andalusia and Extremadura, respectively. Data analysis revealed key themes regarding the terms in which participants interpret and understand the importance of English learning. Central to such terms is the notion of nivel, the principal metric by which students communicate the value and importance of English, and implicitly understood as being represented by competency certification titles such B1 or B2. The utility and application of nivel is related to three principal domains that emerged through data analysis: English-for-work, English-for-mobility and mobility-for-work. These categories reveal the English Imperative to be an explicitly pragmatic stance which situates the language as a practical and economic linguistic resource. Furthermore, public bilingualism is seen favorably by research participants primarily for those practical implications aligning with their utilitarian perspectives. Considering these perspectives in a wider social and economic context can allow for a more holistic and integral understanding of bilingual education in Spain and its co-constructive role in the meaning of English uptake more generally. Only then can future program design and implementation be most closely aligned with the views and objectives of policy stakeholders.

Bibliography:



En camino hacia el **plurilingüismo**



- Bruton, A. (2013). CLIL: Some reasons why...and why not. *System*, 41(3), 587-597.
- Heller, M. (2010). The commodification of language. *Annual Review of Anthropology*, 39, 101-114.
- Lasagabaster, D. & Ruiz de Zarobe, Y. (Eds) (2010). *CLIL in Spain: Implementation, results and teacher training*. London: Cambridge Scholars Publishing.
- Luján-García, C. (2012). The impact of English on Spanish daily life and some pedagogical implications. *Nordic Journal of English Studies*, 11(1), 1-21.
- Relaño Pastor, A.M. (2015). The commodification of English in 'Madrid, comunidad bilingüe': Insights from the CLIL classroom. *Language Policy*, 14(2), 131-152.

Taylor, Lucia  
Dixie State University

### **Dual Language Immersion - the Utah Model, pioneering around the US**

Dual Language Immersion is a reality with many forms across the world. This type of education has been gaining traction through the years as we live in a more globalized world, in which people travel, move, and work without a set of frontiers. However, the bilingual education has not been as successful as expected because of different factors, under-qualification of teachers, limited language proficiency, or simple translation of the content subjects into a foreign language. Bilingual Education is something more than that (Fortune & Tedick, 2008). It is providing subject and language education; it is teaching content knowledge through language. But both areas, content and language, have to be equal partners in the program (Met, 2008).

Utah is leading the change in the US with what is known as "The Utah Model" (Roberts and Wade, 2012). The dual language immersion program (DLI) in Utah is a public program that allows any child in the state to become bilingual and bicultural through their studies. What is exceptional about Utah is not only its 50/50 model, but the fact that it is the only program in the US where students can study in a second language (L2) from kindergarten to 12th grade (<http://www.utahdli.org/utahmodel.html>). A child who has been in DLI until 12th grade is only 2 courses short from getting a minor in the L2 and all the courses that are taken in High School work towards this minor in any public higher education institution in the state (<https://l2rec.utah.edu/bridge-program/index.php>).

In this presentation, attendees will differentiate models of DLI that can be found around the world, and they will gain an understanding of what is making of Utah's model the most successful one (Rubio & Taylor, in progress). This presentation will depict the future of DLI in the US, and lay the specifics for building a successful DLI program that goes beyond just learning the language.

Villarreal, Izaskun & Lázaro-Ibarrola, Amparo  
*Universidad Pública de Navarra*

### **Models in collaborative writing among CLIL learners in Primary School: Motivation matters and linguistic outcomes**

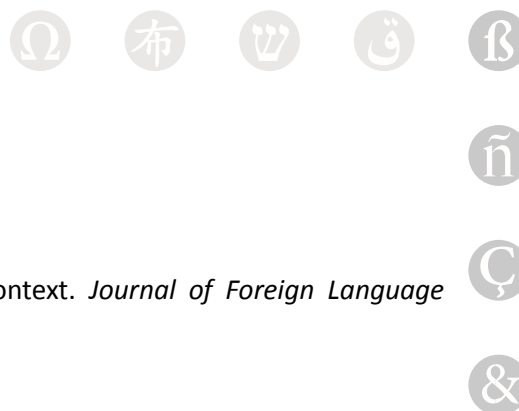
Providing written corrective feedback via model texts has been shown to be effective for adults (Hanaoka & Izumi, 2012) and children (Cánovas Guirao, Roca de Larios & Coyle, 2015). Students are able to notice and incorporate features from the models into their subsequent writings, and even more so when writing collaboratively (Martínez Esteban & Roca de Larios, 2010). However, research is still scarce and little is known about how models affect the quality of students' drafts or about how models affect motivation, a crucial variable in the quality of writing performance and one which has been often deemed as boring (Hayes, 1996; Murtiningsih, 2016).

Against this backdrop, the current study compares the written texts and motivation levels of 16 pairs CLIL of children (age 9-10) learning English in a Primary school in Spain. The students were divided into a model (n=7) and a control group (n=9). The pairs in the model group wrote a story based on a picture prompt (Draft 1), compared it to two models and, finally, wrote the story again (Draft 2). The control group simply wrote the story twice without receiving any form of feedback between the first and second draft. In both groups motivation thermometers (Al Khalil, 2016) were also administered before and after the tasks.

The analysis of the students' drafts revealed very few in and between-group differences: significant lexical advantages were observed for the model group in both drafts and a larger number of dependent clauses in the second draft. On the contrary, the analysis of the motivation ratings disclosed important differences in and between groups. In light of these results, the validity of models for children and their possible effect on motivation are discussed.

#### **Bibliography:**

- Al Khalil, M.K. (2016). Insights from measurement of task-related motivation. In A. Mackey and E. Marsden (Eds). *Advancing Methodology and Practice: The IRIS Repository of Instruments for Research into Second Languages*, 243-262. New York: Routledge.
- Cánovas Guirao, J., Roca de Larios, J., & Coyle, Y. (2015). The use of models as a written feedback technique with young EFL learners. *System*, 52(1), 63–77.
- Hanaoka, O. & Izumi, S. (2012). Noticing and uptake: Addressing pre-articulated covert problems in L2 writing. *Journal of Second Language Writing*, 21(4), 332-347.
- Hayes, J. (1996). A new framework for understanding cognition and affect in writing. In M. Levy & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications*, 1–27. Mahwah, NJ: Erlbaum.
- Martínez, F., & Roca de Larios, J. (2010). The use of models as a form of written feedback to secondary school pupils of English. *International Journal of English Studies*, 2, 143 – 170 .



Murtiningsih, .S R. (2016). Collaborative Writing in an EFL Context. *Journal of Foreign Language Teaching and Learning*, 1 (1), 82–90.

Wlosowicz, Teresa Maria  
WSB University. Dabrowa Gornicza, Poland

### **Polish (L1) Students' Lexical Associations with French (L2) and English (L3) Words Presented Orally and in Writing**

The study investigates Polish (L1) students' lexical associations with French (L2) and English (L3) words presented orally and in writing. It attempts to reveal the similarities and differences between the lexical associations in both modalities. It is assumed, following Gabryś (2001), that lexical associations can reveal important information about the organization and functioning of the multilingual mental lexicon. However, most association studies so far have used visual rather than auditory stimuli. In the multilingual lexicon, the lexicons of the different languages are interconnected at various levels (semantic, morphological, phonological, etc.) and are stored in a distributed form (Herwig 2001). Comprehension starts with word form recognition, followed the activation of the word's meaning and of the underlying concept (De Bot, Paribakht and Wesche 1997). Here access to the meanings was via the phonological form in Task 1 and the orthographic form in Task 2. Each task involved 15 French and 15 English words to which the participants were asked to provide free associations. The results reveal a great variety of associations, both interlingual and intralingual, often based on a complex spread of activation. The responses include Polish translation, English translations of French stimuli, French translations of English stimuli, related words in Polish (e.g. queue – sklep (shop)), English and French synonyms and collocations, related words in English and in French (some kind of meaning relationship, e.g. bark – dog; tension – nerfs), 'clang associations' (Meara's (1978) term, e.g. émoussé (blunt) – mus (mousse), Polish, English and French words related to the activated meanings of false friends and to clang associations (e.g. cloque – zegar (clock) – czas (time) - time), 'other' (associations difficult to classify, e.g. taper – przesiewać (to sift), possibly due to the co-activation of 'tamiser' in French) and 'no answer'.

Responses in Polish were the most frequent, but they belonged to three categories (Polish translation, related words in Polish and Polish words related to false friends/clang associations), and given the variety of associations, they were not as frequent as it might have been supposed. For example, in the French oral presentation modality, responses in L1 accounted for 59.09% of all the responses, with Polish translations accounting for 22.4%, Polish related words – for 22.08%, and Polish associations based on false friends/clang associations – for 14.61%. The distribution of the responses in the different categories was actually similar in both modalities, but their variety reveals the complexity of the multilingual mental lexicon and of activation spreading across the different levels (for example,

phonological similarity can activate the Polish equivalent of the English false friend and further activate semantically related Polish words, e.g. heurter (hit) – zraniony (hurt) – rana (wound)). In general, the results confirm that the subsystems of the mental lexicon (cf. Herwig 2001) are indeed interconnected and prone to cross-linguistic interaction (Herdina and Jessner's (2002) term) at various levels (phonological, orthographic, semantic, etc.), and that activation spreading can lead to relatively unpredictable associations. However, certain cross-linguistic similarities (e.g. heurter – hurt) provoked similar associations in a number of participants.

## FINAL DEGREE PROJECT

Dorra Chaabane

### **Language transfer directivity: forward vs lateral transfer in the Tunisian context (L1: Arabic, L2: French and L3: English)**

This study offers an account of the relation between language proficiency and forward and lateral transfer in the Tunisian context. The central aim is to explore the relevance of language proficiency as a major factor for transfer directivity. The research design consists of a triangulation of methods of analysis (quantitative and qualitative) and four methods of data collection (observation, written essays, proficiency tests and questionnaires for both students and teachers). This study employs statistical comparisons of transfer errors and proficiency levels of two geographically distinct groups in order to better represent the Tunisian context. As a result, positive and negative correlations are drawn between proficiency levels and frequency of L1 and L2 transfer errors, revealing the importance of proficiency as a factor affecting transfer and its directivity. This study also examines data collected from questionnaires to determine other factors (than proficiency) affecting transfer directivity; namely the degree of markedness, psychotypology and language closeness which are shown to be closely interrelated. This study classifies categories of lateral transfer (morphological, syntactic, orthographic and lexical) from the most frequent to the least frequent. It also consolidates the significance of lateral transfer in the Tunisian context as well as the importance of the role of language proficiency and the degree of markedness in the directivity of transfer.

Andrea González García

### **Neurodidactics. Education through the Eyes of Science. Implementing Neurodidactics to the Foreign Language Learning Field in Primary Education**

All learning involves the brain even though “teachers have taught for centuries without knowing much, if anything, about how the brain works.” (Sousa, 2010, p.2). Nowadays, thanks to technology (fMRI, a

non-invasive scan), it is possible to see what happens inside a living brain without harming it. This has had a significant impact on Education leading to the development of a relatively new discipline seeking to combine Neuroscience, Psychology and Pedagogy. This recent discipline, known as MBE science, has completely shifted education. These findings and intersections amongst disciplines have made educators see themselves as mind-shapers and mind-developers. They are now aware of their impact on a potential student's brain. This mindset has driven the emergence of Neurodidactics. According to Del Pozo, "Neurodidactics aims to optimize teaching-learning processes based on recent discoveries on how the brain works" (Deleurme et al, 2017, 15"). This type of brain-based learning focuses on "how" an individual learns rather than "what" someone actually knows (Ibarrola, 2013). Therefore, understanding the different learning processes in regards to brain activity will potentially enhance learning.

The present final degree project will pursue the implementation of Neurodidactics to the Foreign Language learning field. In order to do so, a guidebook has been created for teachers to use freely in their language classes. This guidebook, both in printed and digital formats, presents activities for 6-year-old students. In each activity, the brain areas that are likely to activate in the students are portrayed in an easy and comprehensible way. Thanks to this tool, teachers will know what brain areas are activated in their students' brain during the performance of a given task.

It is possible to conclude that technological development has had a significant impact on Education. This has provided educators with knowledge on how the brain works. The general idea of brain science applied to Education will potentially improve teaching practices. In addition, the avoidance of inaccurate beliefs about learning will also help improve teachers' performance. Finally, it is possible that not far from now, future planning will be based on brain activation.

## **PUBLISHERS PRESENTATIONS AND WORKSHOPS ON DIDACTIC MATERIAL**

*OXFORD UNIVERSITY PRESS*

Donna Lee Fields

### **Including mediation strategies in your classroom**

The CEFR (The Common European Framework of Reference) defines mediation as using written or oral means to make communication possible between people who are unable, for whatever reason, to communicate with each other directly. This workshop will present activities that will help students to develop the skills necessary to master cognitive and relational mediation in both spoken and written production; including facilitating relationships, conveying received meaning, establishing connections, interpreting, managing interactions, and other key elements of mediation. Participants will leave with resources they can include in their lessons immediately.



VEITH

Daniel Veith

### **Didactic aggression and logical-systematic approach in the teaching of languages. Introduction to the VEITH Method and its contribution to enhance the effectiveness of learning**

The VEITH Method is an innovative model of fast, logical-systematic and highly effective learning allowing students to learn a language from zero to intermediate level B1 in just three months. It was created in its entirety by the German linguist, researcher, thinker and educational visionary Dr. Daniel Veith and has been proven to be successful for 20 years in universities and language schools in Europe and America. It has been present in Spain since 2012 with over 5,000 students in the first VEITH Institute in Madrid. In this workshop, given by Dr. Daniel Veith himself, the introduced to the concept and the methodological tools of stimulating and provocative learning based on "didactic aggressiveness" and an extreme and ultra-progressive systematization of the teaching program, starting from the introduction of some phonemes and phonetic-articulatory phenomena with special pronunciation difficulty for Spanish speakers: Umlaute, glottal occlusion and aspiration of deaf occlusive consonants. The Madrid publishing house Litamorphosis has exclusive rights to publish and distribute the VEITH Method and its teaching material worldwide.

## ÁRABE

Familiar, Laila

*New York University Abu Dhabi*

### **Teaching Arabic through opening window to Arab culture(s)**

This paper will showcase a pioneering project called Khallina ([www.khallina.org](http://www.khallina.org)), which is an open source tool that helps teachers and independent learners of Arabic explore Arab culture while learning the language in its diglossic form (Modern Standard Arabic & Dialects). The website contains Cultural modules suitable for learners at A1-C1 levels on a variety of subject matters. The paper will outline why and how the website was created, how cultural modules are developed, and its impact in the field of Teaching Arabic as a Foreign Language at large.

KhirAllah, Ghufraan

*Universidad Nebrija, Facultad de Estudios Sociales*

### Love Metaphors in Arabic and English Songs

At the beginning of the 20th century, an entirely new theory was established by I.A. Richard. He was the first who described metaphor as an “omnipresent principle of language” which we inevitably use in our everyday speech. He asserted that metaphor is more significant than a mere rhetorical flourish (Richard, 1936). In the last 30 years, metaphor has become an important object of interest in linguistic studies (Allan, 2009). The work of Lakoff and Johnson, *Metaphor We Live By* (1980) is classified as the one with the most significant influence on the field of cognitive linguistics because it introduced the Conceptual Metaphor and established the connection between metaphors and thoughts.

In cognitive linguistics, there has been little attention paid to the diversity of metaphorical conceptualization across cultures (Kovecses, 2006: 155). This paper aims, as an Arabic native speaker, at presenting a comparative study on love metaphors in popular songs across two languages and cultures; the Arabic language (stands for the Middle East framing of love) and the English languages (represent the Occidental framing of love). I argue that “love” conceptual metaphors in popular songs have the capacity to reveal the cultural understanding of this abstract concept, as much as, these metaphors can reveal the cultural norms in love relationships.

In order to carry out this analysis, I chose ten songs from each contexts. The collection of the song was random from the national (Spanish and Syrian radio stations) at the time of doing this study for the first time in 2010. The understanding of abstract concepts, love in this case, depends on the individual experience within its cultural and social context. The cross cultural variation of love understanding detected in this study is due to the different cognitive processes that domain the social interaction in each context (Kovecses, 2006: 178).

The analysis of popular songs in both languages/cultures, demonstrates considerable differences in linguistic patterns used in the process of understanding the same conceptual metaphor. Moreover, it has been sustained that culture-social background has a deep influence in structuring metaphors of love in both languages. Additionally, religion and social traditions might lead to creation of unique metaphors in these languages. This analysis reveals the important role of popular songs in transferring social ideologies to the youth who is listening to it.

#### Bibliografía:

- Allan, K. (2009). *Metaphor and Metonymy a Diachronic Approach*. Chichester, West Sussex, U.K. ; Malden, MA : Wiley-Blackwell
- Kovecses, Z (2000). *Metaphor and Emotion: Language, Culture and Body in Human Feeling*. USA: Cambridge University Press.
- Kovecses, Z. (2003). The scope of metaphor. In A. Barcelona (ed.) *Metaphor and Metonymy at the Crossroad*, 79-92. Berlin: Walter de Gruyter.



En camino hacia el **plurilingüismo**

Kovecses, Z. (2005). *Metaphor in Culture: Universality and Variation*. Cambridge, UK: Cambridge University Press.

Kovecses, Z. (2006). *Language, Mind and Culture*. Oxford, UK: Oxford University Press.

Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (ed.), *Metaphor and Thought*, 2nd edition, 202-251. Cambridge: Cambridge University Press.

Lakoff G. and M. Johnson (1980). *Metaphors We Live By*. Chicago: Chicago University Press.

Lakoff, G. and M. Johnson (1999). *Philosophy in the Flesh*. New York: Basic Books

Suisse, Abdelilah

*Centro de trabajo o estudios: Universidad de Aveiro – Centro de Línguas, Literaturas e Culturas*

### **El papel de la lengua materna y de otras lenguas extranjeras en el aprendizaje del árabe estándar por estudiantes portugueses.**

En Portugal, el aprendizaje del árabe estándar se ofrece como unidad curricular principalmente en la enseñanza superior, por lo que este idioma se enseña como tercer o cuarta idioma, como es el caso de los estudiantes portugueses de la carrera de Lenguas y Estudios Empresariales, en la universidad de Aveiro.

Este contexto educativo, que ofrece una amplia gama de idiomas, nos ha permitido de recopilar datos adecuados para realizar un estudio sobre la transferencia lingüística en el proceso de aprendizaje de la escritura en el árabe estándar.

Así, el objetivo de la comunicación es i) analizar el papel del portugués (L1) y de las otras lenguas extranjeras, el inglés (L2) y el español (L3), en el proceso del aprendizaje del árabe (L4), ii) los factores que causan las transferencias lingüísticas y iii) cómo estas se manifiestan en las estructuras morfosintácticas de la lengua-meta.

En este estudio empírico han participado 35 estudiantes que estaban estudiando la asignatura de árabe II, durante el año 2017/2018. El repertorio lingüístico de los estudiantes engloba, por orden del aprendizaje, el portugués (L1), el inglés (L2), el español (L3) y el árabe estándar (L4). En el momento de la recopilación de datos, los estudiantes estaban frecuentando, también, las clases de estas lenguas en la universidad.

Los resultados muestran que el 56% de los errores en la interlengua de los estudiantes portugueses se deben a la influencia del portugués (L1), mientras que el 27% está relacionado con la influencia del inglés (L2). Estos errores de transferencia del portugués (L1) y del inglés (L2) al árabe estándar (L4) ocurren porque, según la biografía lingüística de los estudiantes, son las lenguas más utilizadas en la vida cotidiana y en las que los estudiantes dicen tener mayor competencia.



En camino hacia el **plurilingüismo**

El análisis muestra que la apropiación del árabe estándar (L4) depende mucho de los idiomas que integran los repertorios lingüísticos de los estudiantes, incluso cuando estos idiomas en contacto no pertenecen al mismo origen lingüístico. Sin embargo, los estudiantes han demostrado ser selectivos en la activación (o no) de las lenguas que pertenecen al repertorio lingüístico en la apropiación del árabe estándar (FL3). Estos estudiantes muestran una tendencia a la transferencia, en particular, de las estructuras morfosintácticas específicas del portugués (L1) al árabe estándar (L4). Se concluye que los factores (psico) lingüísticos y sociolingüísticos, que proporcionan estas transferencias, varían y dependen esencialmente de la biografía lingüística de cada estudiante.

Por eso, los profesores de las lenguas extranjeras deben conocer la biografía lingüística de sus estudiantes, ya que este conocimiento puede ayudarles a aplicar la didáctica integrada en sus clases, de acuerdo con su perfil lingüístico y su contexto educativo.

#### Bibliografía:

Cenoz, J., Hufeisen, B., & Jessner, U. (Eds.). (2001). *Cross-linguistic influence in third language acquisition: psycholinguistic perspectives*. Clevedon: Multilingual Matters.

Rothman, J. (2011). *L3 syntactic transfer selectivity and typological determinacy: The typological primacy model*. *Second Language Research*, 27(1), 107–127.

Suisse, A. & Andade, I. (2018). Fatores relevantes na apropriação de uma terceira língua: importância para o conhecimento do professor de língua estrangeira. As línguas estrangeiras no ensino superior: balanço, estratégias e desafios futuros. *Aprolínguas*, 9-30. Flup eDITA.

**Torlakova, Ludmila Ivanova**

*Department of Foreign Languages, Faculty of Humanities, University of Bergen, Norway*

#### Teaching Figurative Expressions to Learners of Arabic

Most texts are largely composed of multi-word expressions (MWE) that ‘constitute single choices’ in the mental lexicon (Sinclair 1991). MWEs are called ‘prefabricated’ ‘formulaic sequences’ (Wray 2002). They are “stored, retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar” (Wray 2002: 9).

Figurative expressions (FE) constitute a significant part of the MWEs. What distinguishes the meanings of figurative units from other types of MWE, is their conceptual structure “based on mental imagery” (Dobrovolskij & Piirainen 2005: 5). This characteristic makes them at times easier to learn and teach, and other times problematic.

Vocabulary learning, in addition to learning fixed expressions, constitutes a time-consuming challenge for students of Arabic as well as a pedagogical trial for teachers. However, teaching students prefabricated and figurative expressions should improve their learning strategies and make them use Arabic in a more nativelike idiomatic way. Moreover, they will be able to appreciate the figurative system of Arabic and broaden their lingua-cultural competence.

In my presentation, I would first like to look at the difficulties students meet when they encounter various types of fixed expressions.

Secondly, I would like to discuss the challenges we, teachers, face when trying to teach Arabic MWEs, and especially figurative expressions, to students learning Arabic as L2. Many of the available textbooks and instruction resources for Arabic pay attention to MWEs but not to FEs. I argue that teaching materials could and should be even better adapted to “better represent and highlight this nativelike use of language” (Erman & Warren: 52)

Finally, I will discuss some approaches for teaching vocabulary and fixed expressions, such as the lexical approach, communicative approach and cognitive linguistic approaches. A vast range of methods related to the different approaches will be examined and compared. To mention a few: translation and explanation (including etymological information), use of many example-sentences or short texts representing different meanings and connotations. In addition, tasks for guessing the meaning of fixed expressions from wider context and explanation of cognitive structure can be used. Since the presentation is based on a long experience of teaching Arabic at the University of Bergen, I shall discuss the value of comparison of Arabic and Norwegian/English expressions on different levels.

Furthermore, an important issue to explore is which figurative expressions should be considered ‘useful and necessary’ in order to be included in lists as an addition to phrases occurring in texts.

In the conclusions I shall link choice of methodology to students’ level of competence in Arabic and their objectives for learning Arabic.

#### References:

- Dobrovol’skij, D. & Piirainen, E. (2005). *Figurative Language: Cross-cultural and Cross-linguistic Perspectives*. Amsterdam: Elsevier.
- Erman, B. & Warren, B. (2000). The Idiom Principle and the Open Choice Principle. In *Text*, 20(1), 29-62.
- Sinclair, J. 1991. *Corpus, Concordance and Collocation*. Oxford: Oxford University Press.
- Wray, A. 2002. *Formulaic Language and the Lexicon*. Cambridge: Cambridge University Press.

Vidal-Luengo, Ana Ruth; Alfonso de Tovar, Isabel Cristina  
*IATEX, Universidad de Las Palmas de Gran Canaria*

**Sostenibilidad lingüístico-cultural e interferencia léxica: el árabe y el español en un contexto científico-tecnológico multilingüe**

En este estudio se analiza el efecto de la interferencia léxica en el español y el árabe en un ambiente multilingüe y multidisciplinar como el proyecto MACbioIDI (2017-2019), y sus consecuencias para la sostenibilidad lingüístico-cultural del mismo. Este proyecto, dedicado al desarrollo y transferencia de tecnología médica punta para el desarrollo sostenible, incluye programas formativos dirigidos a médicos e ingenieros de 8 países de África, Europa y América, entre los que se encuentran Mauritania y España. La acción formativa elegida se desarrolla sobre la plataforma 3D Slicer en inglés, español, árabe y francés, y durante el proceso de creación de sus módulos se ha percibido una gran interferencia léxica, propia de un contexto multilingüe. El objetivo de la investigación es conocer el grado de interferencia interlingüística en el español y el árabe en este contexto, en el que se prevé una influencia preponderante del inglés como lengua de comunicación científica global. Para ello, se ha elaborado un corpus de voces frecuentes en los módulos formativos de 3D Slicer, y encuestas dirigidas a participantes de habla hispana y árabe, de perfil clínico y técnico. Obtenidos los resultados de ambos grupos, se determina el grado de interferencia de las lenguas de uso científico en el léxico especializado español y árabe, y se comparan ambas situaciones. Finalmente, se indaga sobre los posibles fenómenos lingüísticos desarrollados en esta situación de contacto y conflicto, analizándose las consecuencias de esta interferencia en la sostenibilidad lingüístico-cultural del proyecto desde una perspectiva ecolingüística.

#### Bibliografía:

- Arroyo, B. & Luis, J. (1991). Problemas teóricos en el estudio de la interferencia lingüística. *Revista Española de Lingüística* 2(1), 265-289.
- Bartolotta, S. & Vozmediano, I. H. (2005). La interferencia: fenomenología y situación actual. *Interlingüística* 16, 179-187.
- Bastardas-Boada, A., 2013. Sociolinguistics: towards a complex ecological view. In Massip-Bonet, A. & Bastardas-Boada, A. (Eds.), *Complexity Perspectives on Language, Communication and Society*, 15–34. Berlin: Springer, Berlin.
- Bernikova, O. & Redkin, O. (2016). Globalization and the Arabic language acquisition. In *Proceedings of WMSCI 2016- 20th World Multi-Conference on Systemics, Cybernetics and Informatics 2*, 196 – 199.
- Daoudi, A. (2011). Globalization, Computer-mediated Communications and the Rise of e-Arabic. *Middle East Journal of Culture and Communication*, 4, 146–163.
- Ess, C. (2007). From Computer-Mediated Colonization to Culturally Aware ICT Usage and Design. In S. Hastuti Kurniawan & P. Zaphiris (2006). *Advances in Universal Web Design and Evaluation: Research, Trends and Opportunities*, 178-197. Hershey: IGI Publishing.



IV Congreso Internacional Nebrija en  
Lingüística Aplicada a la Enseñanza de Lenguas

En camino hacia el **plurilingüismo**

Hafiz, A. & Altaher, A. (2015). *Lexical Borrowing (Ta'rib) in Arabic Computing Terminology: Issues and Strategies*. Doctoral Dissertation. Durham, UK: Durham University. <http://etheses.dur.ac.uk/11195/>

Santos Martín, O. (2016). *El lenguaje médico francés y su traducción al español: estudio del léxico de los abstracts en neurocirugía*. Trabajo de grado. Valladolid: Universidad de Valladolid.

Warschauer, M., Said, G. R. E. & Zohry, A. G. (2002). Language choice online: Globalization and identity in Egypt. *Journal of Computer-Mediated Communication* 7(4). <https://doi.org/10.1111/j.1083-6101.2002.tb00157.x>



UNIVERSIDAD  
NEBRIJA