3rd INTERNATIONAL ONLINE CONFERENCE
"NEW TRENDS IN FOREIGN LANGUAGE TEACHING"

University of Granada
May 19-21, 2021
Spain

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HUM-457

3rd NEW TRENDS IN FOREIGN LANGUAGE TEACHING. ONLINE CONFERENCE

This conference aims to promote a reflection on the latest developments in language teaching and learning, in terms of both research and practice. Current proposals range, amongst others, from Communicative Language Teaching to Content and Language Integrated Learning, from Cooperative Language Learning to Task-based Language Teaching, and from Multicultural Approaches to Teaching World Languages for Social Justice. To this broad array of approaches, we must add the potential that ICT has to offer in terms of increasing the learners' motivation and enhancing the teaching and learning process.

(Accepted abstracts are indexed at the end of this document)

All times are GMT +2 (Spain Mainland, Madrid) https://greenwichmeantime.com/time/spain/
Wednesday 19 May 2021

9:00-10:00
Room: Zoom https://oficinavirtual.ugr.es/redes/SOR/SALVEUGR/accesosala.jsp?IDSALA=22961401; Password: 196288
Presentation
ISABEL OREGA (University of Algarve), RAÚL RUIZ CECILIA (University of Granada), JAVIER VILLORIA PRIETO (Dean of the Faculty of Education)

Tribute to António Lopes (in memoriam)
ISABEL OREGA (University of Algarve), RAÚL RUIZ CECILIA (University of Granada), CRISTINA PÉREZ VALVERDE (University of Granada)

10:00 – 11:00 Link: meet.google.com/zdc-kdzr-fjc *20-minute live-streamed presentation* **Delivered in Spanish**	10:00 – 11:00 Link: meet.google.com/fbn-urso-awc *20-minute live-streamed presentation*	10:00 – 11:00 Link: https://meet.google.com/qkb-fooi-uck *20-minute live-streamed presentation*
Chair: Carmen Aguilera Carnerero (University of Granada)	Chair: Lúcia Tardão Agrupamento de Escolas Dr. Alberto Iria (Portugal)	Chair: Antonio Garcés Rodríguez (University of Granada)
La enseñanza de la cultura española mediante el enfoque AICLE MARTA PACHECO FRANCO martapacheco@uma.es Uniersity of Málaga (Spain)	*TBLT and Curricular Autonomy and Flexibility in Portugal* LÚCIA TARDÃO lucia.tardao@gmail.com Agrupamento de Escolas Dr. Alberto Iria – Olhão (Portugal)	*L2 learners' awareness and emergent identity: investigating L2 postgraduate students' reading and writing for academic purposes* TAKESHI KAMIJO tkamijo@fc.ritsumei.ac.jp Ritsumeikan University (Japan)
El graffiti como motor del pensamiento crítico en Lengua Extranjera CARMEN AGUILERA CARNERERO carmacar@ugr.es University of Granada (Spain)	*The Grammar of Creativity in Foreign Languages* PAULA AMBROSSI p.ambrossi@ucl.ac.uk Institute of Education, University College London (UK)	*Current and Future Trends in Digital Language Classroom: Perspectives from teachers and students* SARAH MENGSHAN XU Mengshan.Xu@uon.edu.au University of Newcastle (Australia)

Virtual Coffee Break 11:00-11:30
https://www.wonder.me/r?id=73b90735-d218-4f9d-a920-47675247fbb4 **[NOT SUPPORTED IN SAFARI]**

11:30 – 13:00 Link: https://meet.google.com/ubt-exes-zhm *20-minute live-streamed presentation* **Delivered in Spanish**	11:30 – 13:00 Link: meet.google.com/cak-jyqs-ffq *20-minute live-streamed presentation* **Delivered in Spanish**	11:30 – 13:00 Link: https://videoconf-colibri.zoom.us/j/81154938132?pwd=cFpNQTRRdkJiTS9kUEdidnprUUFEZz09 *20-minute live-streamed presentation*	11:30 – 13:00 Link: https://meet.google.com/qkb-fooi-uck *20-minute live-streamed presentation*
Chair: Leopoldo Medina Sánchez (Unversity of Granada)	Chair: Cristina Pérez Valverde (University of Granada)	Chair: Isabel Orega University of Algarve (Portugal)	Chair: Antonio Garcés Rodríguez (University of Granada)
Tout moun se moun, proyecto de Educación para la Ciudadanía Global en la enseñanza de lenguas extranjeras GUADALUPE DORADO ESCRIBANO gdoradoescribano@gmail.com University of Camilo José Cela (Spain)	*Hacia una conceptualización de la formación inicial CLIL: Las perspectivas de los futuros docentes en un contexto universitario* ANA OTTO anaisabel.otto@udima.es MARÍA ELENA SERRANO MOYA mariaelena.serrano@udima.es Universidad a Distancia de Madrid (Spain)	*Subtitles – hindrance or help? The impact of watching subtitled videos on comprehension, vocabulary acquisition, and cognitive load* BARANOWSKA KAROLINA karbar@amu.edu.pl Adam Mickiewicz University, Poznań (Poland)	*Digital literacy among Bachelor students at the Faculty of Philology, University of Belgrade, as a prerequisite for information, media and communication literacy* DANIJELLA VRANJES danijella95@gmail.com Faculty of Philology, University of Belgrade (Serbia)
La formación del profesorado en diversidad familiar. Recursos para trabajar en didáctica de la Literatura ANTXON ÁLVAREZ BAZ antxon@ugr.es CLM-University of Granada (Spain) PILAR LÓPEZ-GARCÍA	*La poco explorada relación entre el MECR y el neoliberalismo* PAU BORI SANZ pau.bori.sanz@fil.bg.ac.rs University of Belgrade (Serbia)	*Diaries in Language Learning: Reflecting Language Awareness* ARGYRO KANAKI a.kanaki@dundee.ac.uk University of Dundee (UK)	*Lecturers' accounts in ICLHE programs* NATALIA MARTÍNEZ LEÓN nataliaml@ugr.es University of Granada (Spain)

pilarlg@ugr.es University of Granada (Spain)			
El papel de la influencia interlingüística en el desarrollo de la competencia metafórica JULIO TORRES SOLER julio.torres@ua.es University of Alicante (España)	**Elaboración de contenido para una programación de EFE de la Diplomacia y las Relaciones Internacionales** MARGARITA ROBLES-GOMEZ mrgrtrg@gmail.com Instituto Europeo (España)	**Classroom Action Research for Teacher Development** PINAR GUNDUZ p.gunduz@sabanciuniv.edu MUTLU BOSSON mutlu.bosson@sabanciuniv.edu Sabancı University (Turkey)	**Why are English as a Lingua Franca and Variation important tools within the EFL class?** VIVIANA GALLO viviana.gallo@phd.unipd.it Dipartimento di Studi Linguistici e Letterari Università degli Studi di Padova (Italy)

Lunch 13:00 – 15:30

15:30 – 17:00 Link: https://meet.google.com/ubt-exes-zhm *20-minute live-streamed presentation* **Delivered in Spanish**	15:30 – 17:00 Link: https://videoconf-colibri.zoom.us/j/81154938132?pwd=cFpNQTRRdkJiTS9kUEdidnprUUFEZz09 *20-minute live-streamed presentation*	15:30 – 17:00 Link: https://meet.google.com/qkb-fooi-uck *20-minute live-streamed presentation*
Chair: Leopoldo Medina Sánchez (University of Granada)	Chair: Isabel Orega University of Algarve (Portugal)	Chair: Antonio Garcés Rodríguez (University of Granada)
La importancia de una aproximación contrastiva en la enseñanza de lenguas afines: una perspectiva neurolingüística FABIO LOPORCARO floporcaro@correo.ugr.es University of Granada (Spain)	**Why should I care? Building on Empathy and Social Justice in the Language Classroom through Authentic Material** ELENA CARRIÓN-GUERRERO elenacg@bu.edu Boston University (USA)	**A rapid instructional design methodology to virtualize English courses using PPP sequence and open resources** ROXANA REBOLLEDO FONT DE LA VALL roxana.rebolledo@upla.cl Universidad de Playa Ancha (Chile)
Preferencias y creencias de aprendientes adultos de ELE sobre feedback correctivo oral, en relación a su nivel de competencia, de ansiedad lingüística y a su género MARÍA ROMERO BONED maria.romero@duke.edu Duke University, NC (USA)	**The obstacles for inclusion in EFL teachers' discourse** CANDY ANDREA VEAS FAÚNDEZ cveas@upla.cl University of Playa Ancha (Chile)	**Integrating the UN's sustainable development goals in language teacher education** RAMSÉS ORTÍN ramses.ortin@utrgv.edu The University of Texas Rio Grande Valley (USA)
Multiplicidad de voces en la enseñanza del español a través de la justicia social EVA GÓMEZ GARCÍA eva_gomez_garcia@brown.edu Brown University (USA)	**Developing Reading in a Technology – Mediated TBLT Context** ISABEL OREGA miorega@ualg.pt University of Algarve (Portugal)	**Learning without Borders: Virtual Study Abroad as an Emergent New Practice in Higher Education** MARIANA STOYANOVA mariana.stoyanova@gcsu.edu JUAN A. ALCARRIA tony.alcarria@gcsu.edu Georgia College & State University (USA)

Virtual Coffee Break 17:00 – 17:30
https://www.wonder.me/r?id=73b90735-d218-4f9d-a920-47675247fbb4 [NOT SUPPORTED IN SAFARI]

Opening plenary 17:30 – 18:30
Room: Zoom https://oficinavirtual.ugr.es/redes/SOR/SALVEUGR/accesosala.jsp?IDSALA=22961543 Password: 361691

LANGUAGE AS SYMBOLIC POWER IN INTERCULTURAL EDUCATION
CLAIRE KRAMSCH
University of Berkeley (USA)
Chair: Juan Ramón Guijarro Ojeda (University of Granada)

Thursday 20 May 2021

9:30 – 11:00 Link: https://meet.google.com/fsa-sjjh-etz **20-minute live-streamed presentation** **Delivered in Spanish**	9:30 – 11:00 Link: meet.google.com/cak-jyqs-ffq **20-minute live-streamed presentation**	9:30 – 11:00 Link: https://videoconf-colibri.zoom.us/j/86906232257?pwd=ODRvTy9mSzZuM01YZmFndFA3R0dzUT09 [password 662165] **20-minute live-streamed presentation**
Chair: Ana María Ramos García (University of Granada)	Chair: Cristina Pérez Valverde University of Granada (Spain)	Chair: Rosana Corga Fernandes Durão (University of Algarve)
Competencia lingüística del estudiantado de Ciencias de la Educación JAVIER VILLORIA-PRIETO villoria@ugr.es ANA MARÍA RAMOS GARCÍA anamariaramos@ugr.es University of Granada (Spain)	**A first approach to iconic female figures in Infant Education through literature** ROCÍO DOMENE-BENITO rocio.domene@uva.es Universidad de Valladolid (Spain)	**MILAGE LEARN+: A Tool for Teaching Languages with CLIL in Higher Education** MAURO FIGUEIREDO mfiguei@ualg.pt Instituto Superior de Engenharia, University of Algarve (Portugal) ROSANA CORGA FERNANDES DURÃO, rosfer@ualg.pt University of Algarve (Portugal)
El uso de canciones con alumnado de 7/8 años en el norte de Londres en la Agrupación de Lengua y Cultura Españolas, un programa de la Acción Educativa Española en el Exterior RAFAEL MUÑOZ SOTELO rafaelmunoz@correo.ugr.es University of Granada (Spain)	**The use of ICT in the Foreign Language Teacher Training Course: Evidence from Cyprus** SVIATLANA KARPAVA karpava.sviatlana@ucy.ac.cy University of Cyprus (Cyprus)	**Reexamination of Learners' L2 Speech Fluency: A Study Based on the Multimodal Learner Corpus Module** SHIN ISHIKAWA iskwshin@gmail.com Kobe University (Japan)
La lectura estética de los álbumes ilustrados: inmersión emocional y literaria en la enseñanza y el aprendizaje del inglés como lengua extranjera ESTHER ALABAU RIVAS Esther.Alabau@uv.es AGUSTÍN REYES TORRES Agustin.Reyes@uv.es Universitat de València (Spain)	**Foreign Language Speaking Anxiety among Roma students in Albania** FJORJANA GJONI gjonifjorjana@gmail.com Ptoleme Xhuvani School (Albania) MERITA HOXHA merita.hoxha@uniel.edu.al Aleksandër Xhuvani University (Albania)	**Testing an idea: from conceptualisation to implementation** KIZZI EDENSOR COSTILLE kizzi.edensor-costille@unicaen.fr CRISCO, University of Caen Normandie (France)

Virtual Coffee Break 11:00-11:30
https://www.wonder.me/r?id=73b90735-d218-4f9d-a920-47675247fbb4 [NOT SUPPORTED IN SAFARI]

11:30 – 12:30 Link: https://meet.google.com/ogg-jgzp-bng **20-minute live-streamed presentation**	11:30 – 12:30 Link: https://videoconf-colibri.zoom.us/j/81154938132?pwd=cFpNQTRRdkJiTS9kUEdidnprUUFEZz09 **20-minute live-streamed presentation**
Chair: Manuel Jesús Cardoso Pulido (University of Granada)	Chair: Isabel Orega University of Algarve (Portugal)
Mixed Method Needs Analysis in Foreign Language Education EUNJEONG PARK parkej@scnu.ac.kr Sunchon National University (South Korea)	**User engagement patterns in LMOOCs or how to foster distance language learning through MOOCs** RAYMOND ECHITCHI sechitch@flog.uned.es RUBÉN CHACÓN-BELTRÁN rchacon@flog.uned.es UNED (Spain)
Off-campus learning environments in pandemic times: ESP methodologies to overcome disaster ÁNGELA SÁENZ HERRERO asaenz@uemc.es M.ª ISABEL MANSILLA mimansilla@uemc.es Universidad Europea Miguel de Cervantes (UEMC) (Spain)	**Adopting Issue Logs to Improve English and Critical Thinking Skills in a University Content-Based Course** SAKAE ONODA sakaeonoda@gmail.com Juntendo University (Japan)

Plenary 12:30-13:30

Room: Zoom https://oficinavirtual.ugr.es/redes/SOR/SALVEUGR/accesosala.jsp?IDSALA=22961400 Password: 241423

CRITICAL APPROACHES TO LANGUAGE EDUCATION: TEFL AT THE INTERSECTION OF POWER STRUGGLE AND IDENTITY BUILDING
YIYI LÓPEZ GÁNDARA
University of Seville (Spain)
Chair: Antonio Garcés Rodríguez (University of Granada)

Lunch 13:30 – 15:30

15:30 – 17:00 Link: https://meet.google.com/oqg-jgzp-bng **20-minute live-streamed presentation**	15:30 – 17:00 Link: meet.google.com/mgb-qxbg-cvf **20-minute live-streamed presentation**	15:30 – 17:00 Link: meet.google.com/zdc-kdzr-fjc **20-minute live-streamed presentation**
Chair: Manuel Jesús Cardoso Pulido (University of Granada)	Chair: Juan Ramón Guijarro Ojeda (University of Granada)	Chair: Carmen Aguilera Carnerero University of Granada (Spain)
Learning English vocabulary through AR (Augmented Reality) in Secondary Education **VÍCTOR MARRAHÍ-GÓMEZ** vmg35@alu.ua.es University of Alicante (Spain)	**Main Challenges in Implementing Bilingual Education in Infant Schools** **ANA OTTO** anaisabel.otto@udima.es Madrid Open University (UDIMA) (Spain)	**Tackling language awareness: data-driven learning for mother tongue speakers in an LSP context** **ELISA CORINO** elisa.corino@unito.it University of Turin (Italy)
Implementing Elevator Pitch presentations in ESP classrooms to enhance students' multimodal communicative competence **VICENT BELTRAN-PALANQUES** vbeltran@uji.es Universitat Jaume I (Spain)	**Implementation and Assessment of the Pedagogy of Multiliteracies in EFL through Multimodal Resources: A study case in Primary Education** **ALEXIS NAOMI MOYA JESSOP** alexisnaomimoya@gmail.com University of València (Spain) **AGUSTÍN REYES TORRES** Agustin.Reyes@uv.es University of València (Spain)	**The Impact of Co-Created Story Writing and Storytelling on Language Learning** **AHMET SAHBAZ** asahbaz@correo.ugr.es **CRISTINA PEREZ VALVERDE** mcperez@ugr.es University of Granada (Spain) **BEGÜM İHTIYARYER** bihtiyaryer@fsm.edu.tr Fatih Sultan Mehmet Vakif University (Turkey)
Breakout Rooms: The New Allies of the Language Teacher **ELENA LANZA** e-lanza@northwestern.edu **REYES MORÁN** mr-moran@northwestern.edu Northwestern University (USA)	**Picturebooks for a reworking of CLIL: Citizenship through Language for Intercultural Learning** **SANDIE MOURÃO** sandramourao@fcsh.unl.pt Nova University of Lisboa (Portugal)	**Interaction patterns and support for language learning in primary and lower secondary foreign language classrooms** **CAROLYN E. LESLIE** cleslie@fcsh.unl.pt Nova University of Lisboa, CETAPS (Portugal)

Virtual Coffee Break 17:00 – 17:30
https://www.wonder.me/r?id=73b90735-d218-4f9d-a920-47675247fbb4 [NOT SUPPORTED IN SAFARI]

17:30 – 19:00 Link: meet.google.com/cak-jyqs-ffq **20-minute live-streamed presentation**	17:30 – 19:00 Link: https://meet.google.com/oqg-jgzp-bng **20-minute live-streamed presentation**	17:30 – 19:00 Link: https://videoconf-colibri.zoom.us/j/81154938132?pwd=cFpNQTRRdkJiTS9kUEdidnprUUFEZz09 **20-minute live-streamed presentation**	17:30 – 19:00 Link: https://meet.google.com/fsa-sjjh-etz **20-minute live-streamed presentation** **Delivered in Spanish**
Chair: Cristina Pérez Valverde University of Granada (Spain)	Chair: Manuel Jesús Cardoso Pulido (University of Granada)	Chair: Isabel Orega University of Algarve (Portugal)	Chair: Ana María Ramos García (University of Granada)
Internationalizing Social Justice through Content-based instruction **PABLO M. OLIVA PARERA** poliva@miis.edu **SABINO MORERA GUTIÉRREZ** smorera@middlebury.edu	**Self-Assessment of Upper Secondary School Teachers' Competences and Teaching Non-Linguistic Subject through a CLIL Approach** **ILARIA SALVADORI** ilaria.salvadori@unifi.it	**Adapting TBLT to different educational contexts** **ANNA DI BENEDETTO** anna.dibenedetto@gmail.com **DONATELLA DI FABIO** favallybus@gmail.com **SILVANA MOSCA**	**La formación en AICLE de los futuros docentes de Educación Primaria** **ANA MARÍA RAMOS GARCÍA** anamariaramos@ugr.es University of Granada (Spain) **ANA FERNÁNDEZ VICIANA**

Middlebury Institute of International Studies Monterey (USA)	**DAVIDE CAPPERUCCI** davide.capperucci@unifi.it University of Florence (Italy)	silvana.mosca2@gmail.com **MASSIMO PEROTTI** massimo.perotti1952@tiscali.it A.V.I.M.E.S. School Network - Torino (Italy) **CRISTINA ONESTI** cristina.onesti@unito.it Università degli Studi di Torino (Italy)	anafervic@facultadpadreosso.es University of Oviedo (Spain)
When they become one: Awareness of and alternatives to the gender binary system in English **STEF BAROZZI** stefb@ugr.es University of Granada (Spain)	**Investigation into the Correlation between Perception and Production of English Sentence Stress by Chinese EFL Learners** **XIAODAN ZHANG** xiaodan.zhang@estudiants.urv.cat University Rovira i Vergili (Spain)	**Ritual behaviours in the vocabulary input of EFL materials through cultural schemas: a content analysis of a nationally-produced textbook series** **MARÍA DANIELA CIFONE PONTE** m-daniela.cifone@unirioja.es University of La Rioja (Spain)	**Innovación y creatividad para motivar a leer en niveles iniciales** **VICTORIA RODRIGO MARHUENDA** vrodrigo@gsu.edu, Georgia State University, Atlanta (USA)
M@r Nostrum: a Portuguese Blue School Project **MANUELA TEIXEIRA** manuela.teixeira@agrupalbertoiria.edu.pt Agrupamento de Escolas Dr. Alberto Iria (Portugal)	**Flipping the classroom to teach English grammar** **ENCARNACIÓN ALMAZÁN RUIZ** ealmazan@ujaen.es University of Jaén (Spain)**	**Children of the World: Cultural Awareness and Expression in Initial Teacher Training for CLIL** **SANTIAGO BAUTISTA MARTÍN** sabautis@ucm.es Complutense University of Madrid (Spain)	**El desarrollo de la literacidad en contextos plurilingües de Educación Infantil a través del álbum ilustrado** **MARINA FERRI REIG** marinafere88@hotmail.com Parque-colegio Santa Ana, Valencia (Spain)

Plenary 19:00-20:00
Room: Zoom https://oficinavirtual.ugr.es/redes/SOR/SALVEUGR/accesosala.jsp?IDSALA=22961400 Password: 241423

AN AUTOETHNOGRAPHIC APPROACH TO TEACHER WELLBEING: SEXUAL POLITICS IN FOREIGN LANGUAGE TEACHING
JUAN RAMÓN GUIJARRO OJEDA
University of Granada (Spain)
Chair: María Isabel Orega
(University of Algarve)

Friday 21 May 2021

9:30 – 11:00 Link: meet.google.com/cak-jyqs-ffq *20-minute live-streamed presentation*	9:30 – 11:00 Link: https://videoconf-colibri.zoom.us/j/86906232257?pwd=ODRvTy9mSzZuM01YZmFndFA3R0dzUT09 [password 662165] *20-minute live-streamed presentation*	9:30 – 11:00 Link: meet.google.com/mgb-qxbg-cvf *20-minute live-streamed presentation*	9:30 – 11:00 Link: https://videoconf-colibri.zoom.us/j/81154938132?pwd=cFpNQTRRdkJiTS9kUEdidnprUUFEZz09 *20-minute live-streamed presentation*
Chair: Cristina Pérez Valverde University of Granada (Spain)	Chair: Rosana Corga Fernandes Durão (University of Algarve)	Chair: Juan Ramón Guijarro Ojeda (University of Granada)	Chair: María Isabel Orega (University of Algarve)
Picturebooks and transmedia narratives in language teaching **CRISTINA PÉREZ VALVERDE** mcperez@ugr.es **RIPOLL PÉREZ, INMACULADA** inmaripoll@correo.ugr.es University of Granada (Spain)	*A Study of Accuracy in English Questions Formation for Chinese Learners of English* **QIAOLING HE** qiaoling.he@estudiants.urv.cat Sichuan International Studies University (China) Universitat Rovira I Virgile (Spain) **ISABEL OLTRA-MASSUET** isabel.oltra@urv.cat Universitat Rovira I Virgile (Spain)	*Learner engagement in an LMOOC during the Covid-19 pandemic: Challenges and opportunities* **BLANCA CRISTÒFOL GARCIA** bcristofolg@uoc.edu **CHRISTINE APPEL** mappel@uoc.edu Universitat Oberta de Catalunya (Spain)	*Lexical based-methodological approaches applied to foreign language for specific purposes teaching and learning* **SUSANA DUARTE MARTINS** susanaduartemartins@fcsh.unl.pt NOVA CLUNL - Linguistics Research Centre of NOVA University Lisbon (Portugal)
Virtual Learning and Student Engagement **FATMA Z. ZEMOUCHI** f.zohra.zemouchi@univ-alger2.dz University of Algiers 2 (Algeria)	*Fostering creativity and inclusiveness through Digital Storytelling (DST) in the ESL classroom* **MAX GODDARD** mbg82@alu.ua.es Universidad de Alicante (Spain)	*Linguistic and Intercultural Communication Barriers for Humanitarian Aid Personnel in Disaster Response in the context of Gyumri 1988 earthquake* **TATEVIK S. HAMBARYAN** a2019103392@campus.fcsh.unl.pt Universidade Nova de Lisboa (Portugal)	*Intentional Vocabulary Learning. Teaching English through digital flashcards and mind maps* **JOSÉ BELDA-MEDINA** jr.belda@ua.es, University of Alicante (Spain)
Learner Experience and Usability: how to improve and evaluate learners' experience in an Italian L2 digital environment **ALICE GASPARINI** alice29682@gmail.com Università G. d'Annunzio, Pescara (Italy)	*Does CLIL teaching have beneficial effects for the acquisition of anaphora resolution in L2 English?* **TERESA QUESADA** teresaquesada@ugr.es **CRISTÓBAL LOZANO** teresaquesada@ugr.es University of Granada (Spain)	*Use of the video game in the development of L2 acquisition* **VÍCTOR DÍAZ MURO** victordm@correo.ugr.es University of Granada (Spain)	*Exploring the Perceived Impact of Strategy Training on Reading Achievement among Moroccan EFL University Learners: FLHS in Rabat as a Case Study* **MOHAMMED MSADDEK** msadek60@gmail.com Hassan II University- Casablanca (Morocco)

Virtual Coffee Break 11:00-11:15
https://www.wonder.me/r?id=73b90735-d218-4f9d-a920-47675247fbb4 [NOT SUPPORTED IN SAFARI]

11:30 – 12:30 Link: meet.google.com/fbn-urso-awc **Live-streamed panels (45 minutes + Q&A)**		11:30 – 12:30 Link: https://meet.google.com/ubt-exes-zhm **Live Workshop (45 minutes + Q&A)** **Delivered in Spanish**
Chair: Lúcia Tardão Agrupamento de Escolas Dr. Alberto Iria (Portugal)		Chair: Leopoldo Medina Sánchez (University of Granada)
ARE EFL TEACHERS PREPARED TO FACE PRE-PRIMARY EDUCATION? *Naturing FLs at pre-primary education. Are EFL teachers prepared?* **BEATRIZ CORTINA-PÉREZ** bcortina@ugr.es University of Granada (Spain) **ANA ANDÚGAR** ana.andugar@gcloud.ua.es University of Alicante (Spain)		*Aprendizaje integrado de contenidos lingüísticos y no lingüísticos: enfoque AICLE* **CRISTINA VARA OCÓN** cvara@ugr.es **INÉS GUERRERO ESPEJO** minesg@ugr.es **AURELIO RÍOS ROJAS** aurelior@ugr.es **Equipo AICLE** clm.aicle@gmail.com

Silvia Corral Robles
silviarc@ugr.es
University of Granada (Spain)

'I was not prepared to work with 3-year-olds'. EFL teachers' voices when facing the pre-primary classroom.
Beatriz Cortina-Pérez
bcortina@ugr.es
University of Granada (Spain)

Training EFL pre-service teachers to address the pre-primary classroom. The case study of Andalusian Universities
Ana Andúgar
ana.andugar@gcloud.ua.es
University of Alicante (Spain)
Silvia Corral Robles
silviarc@ugr.es
University of Granada (Spain)

Closing plenary 12:30-13:30
Room: Zoom https://oficinavirtual.ugr.es/redes/SOR/SALVEUGR/accesosala.jsp?IDSALA=22961399 Password: 554578

Not Just An English Class!: TESOL as a site for linguistic exploration and communicative
curiosity
Fiona English
UCL Institute of Education (UK)
Chair: Cristina Pérez Valverde (University of Granada)

PRE-RECORDED PRESENTATIONS

Métodos y enfoques en la enseñanza de español/LE: perspectiva histórica y realidad virtual **Matilde Perez Descalzo** mperedes@uax.es Universidad Alfonso X el Sabio (España) **LINK:** https://www.youtube.com/watch?v=tPlmwBWKmoo	*Nuevas masculinidades en clase de lengua extranjera: transgrediendo estereotipos a través de la literatura visual* **Manuel Jesús Cardoso Pulido** manueljcp@ugr.es **Leopoldo Medina Sánchez** leoms@ugr.es Universidad de Granada (España) **LINK:** https://www.youtube.com/watch?v=U8zld2LA3iE
An Exploratory Study of Algerians' Readiness for the Introduction of E-Assessment into the EFL Classroom **Kamila Ghouali** kamila.ghouali@student.univ-tlemcen.dz *University of Abou Bekr Belkaid* (Algeria) **Raúl Ruiz-Cecilia** raulruiz@ugr.es University of Granada (Spain) **LINK:** https://youtu.be/xsN3gcpixdw	*Enseñanza de la cultura francófona en clase de francés lengua extranjera en la etapa de primaria. Revisión bibliográfica* **Concepción Porras Pérez** conceporras@ugr.es Universidad de Granada (España) **LINK:** https://www.youtube.com/watch?v=7lA7cT7NkCw
Estudio de caso sobre autocompetitividad en la clase de lengua extranjera **Kyoko Ito-Morales** kyoko@ugr.es **Jerónimo Morales-Cabezas** moralesc@ugr.es Universidad de Granada (España) **LINK:** https://youtu.be/-xCLXpwwhAo	*La tipología textual como metodología para la enseñanza de la escritura en E/LE* **Belén Reyes Morente** beleenreyes@correo.ugr.es Universidad de Granada (España) **LINK:** https://youtu.be/42kS76seC-E
Explorando el efecto del sexo y del género en la enseñanza de lengua y literatura inglesas en instituciones de educación superior	*Transforming non-educational materials for the Preschool English language class: ¨Magic Box¨* **Xisca Prats Parron**

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La enseñanza de la concordancia sujeto-verbo en español a estudiantes sinohablantes
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Online evaluation of logographic languages
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Análisis de la enseñanza de FLE dirigida a alumnado hispanohablante en cuanto a términos de género. Revisión bibliográfica
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Teaching English to Translation and Interpreting freshman students through metaphors
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The international classroom in a CLIL setting: The case of Tourism
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Google Slides as an accessible online whiteboard
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A Proposal for Working on Short Stories in the EFL Class: Developing Communicative Competence and Addressing Social Justice Issues
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Basic Interpersonal Communicative Skills and Infant teaching practice in bilingual projects and multilingual contexts. Basic tips to be considered
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Innovation and Gamification in English language teaching/ learning. THINKING OUTSIDE THE BOX- Workshop for ESL learning
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La formación internacional de docentes y cualidades de su perfil intercultural
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LINK: https://www.youtube.com/watch?v=0y1K_-2OU80

(Lack of) Awareness in today's teenage learning
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Augmented reality and teaching foreign languages to adult people in multicultural environments. A practical example
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Teaching CLILiG in Italian Swiss undergraduate program: Integrating language learning and intercultural awareness using movies and videos
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La didáctica de E/LE y el papel de la traducción como mediadora intercultural
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Experiencias de innovación docente en la asignatura de Didáctica de la Literatura Juvenil e Infantil en el Grado de Educación Primaria
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El COVID para entender y proponer metáforas
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Autorretratos multimodales en el aula de ELE
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Language Through Creation: Something from Nothing
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Developing intercultural competence through Task-Based Language Teaching
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Booktubers: un proyecto digital para mejorar la competencia lectora, comunicativa e intercultural del alumnado de la clase de ELE
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LINK: Digital Poster https://www.youtube.com/watch?v=mYo4pi7tBlg

La enseñanza de chino como lengua extranjera a alumnado ciego: estudio comparativo entre estudiantes bilingües y de lengua extranjera
Blind people learning Chinese: A comparative study between foreign and bilingual students
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El nuevo concepto de tutela en el aprendizaje y orientación de idiomas extranjeros: tutores PARKUR
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3rd NEW TRENDS IN FOREIGN LANGUAGE TEACHING

Implementation and Assessment of the Pedagogy of Multiliteracies in EFL through Multimodal Resources: A study case in Primary Education

The following paper is part of the Innovation project "Multimodal resources and Literacy" carried out at the Universitat de València. The actual research was carried out in a public-school in Valencia with 6th-grade students for a period of 2 months. The objective was twofold. First, to assess the pedagogy of multiliteracies as an organizing methodology to engage primary students in the use of English language to create meaning and, secondly, to implement a didactic sequence that consists of a series of multimodal resources such as picture books, videos and advertisements. To this aim, a series of rubrics were created in connection with the tasks performed. Likewise, to conduct this qualitative investigation other research instruments were used such as questionnaires, interviews, recordings and the researcher diary.
Keywords: multimodality, multiliteracies, rubrics, meaning making

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My name is Alexis Moya Jessop. I come from a mixed nationality family Spanish-British, and I studied in English from preschool to graduation at the American School of Valencia in Puzol. My passion for education stems from my mother's side of the family where my grandmother, mother and aunt are all teachers.

I am a graduate in Primary Education from the University of Valencia, specialized in the teaching of English as a foreign language. When I studied at the University of Wilmington North Carolina, part of our course work included the study of literacy. In addition, I currently completed a master's degree in Research in Specific Didactics of Language and Literature. Professor Agustín Reyes-Torres and I have been working for two years on how to improve learning English as a foreign language. I was invited to speak at the University of Valencia about my intervention in the public-school system on how Picture Books can motivate and engage students in meaning making and critical thinking skills. Currently I am working as a Co-

teacher/assistant at Imagine Montessori with students aged between 6-9.

I am a very hard-working person; I have been a substitute teacher at the American School of Valencia for three years and have wide experience there having taught all the way from preschool to 12th Grade. Consequently, I have been able to learn more about different methodologies and also gain experience in different areas as well as English language acquisition. I also completed the Summer School Program 2018 at the Colegio Internacional de Levante SEK as a first-year Primary English teacher. I consider myself to be a responsible, dynamic and independent teacher. Furthermore, I have studied my degree course abroad for one semester (University of North Carolina in Wilmington, USA). I think I am a person who knows how to listen to others and work well cooperatively in a team.

Learner Experience and Usability: how to improve and evaluate learners' experience in an Italian L2 digital environment

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The 2020 pandemic situation brought distance education to everybody's attention. Multiple questions were raised: how can teachers and students get the best from it? Which tools can be used? How can the teachers improve learners' experience?

This contribution aims to offer a point of view on the learner's experience of students of Italian as L2 and presents some conclusions about how to improve a digital environment for SLA. The study is part of a Ph.D. project carried out at the University G.D'Annunzio of Chieti and Pescara and University for foreigners of Siena. The research focused on usability and learners' experiences of digital environments in an L2 Italian context. It aimed to compare the learner's experience and usability of students within two different digital environments where Italian as L2 learning path was allocated. The learning environments taken into consideration were WordPress and Moodle, the first one is CMS, and the second an LMS. These two have different characteristics and therefore offer different experiences. The comparison of two different types of learning spaces helped to have a more complete and broader description/idea of learners' experience.

A learner's experience is everything related to the experience of the students during the learning process, for example within a digital environment. The concept is based on Donald's Norman definition of User Experience (UX): "User Experience is everything that touches the experience with the product" (Norman, 1988). Learner experience is a broad umbrella term that includes usability: "it is a quality attribute of the UX, covering whether the system is easy to learn, efficient to use, pleasant" (Nielsen,1994).

The Italian as L2 resources were created for self-study but they can easily be used online and in the classroom as learning inputs. The level of knowledge of Italian is A2-B1. The linguistic materials of Italian as L2 were organized as follows: 5 main units with a specific focus, communication,

lexis, grammar, culture. They represent 5 linguistic areas/contexts, important to foreign students: Bar, Casa, Lavoro, Università, Dottore. There is an extra unit, Canzoni, and it aims to review grammar context, mainly verbs and it gives the students information about Italian culture and society. The units contain linguistic activities developed with authoring software, which can be easily added to the website: the plugin H5P. It allows the creation of a great variety of activities: enriched media, drag and drop, interactive slides, fill the blank, and others.

The environments were associated to tracking software to observe students' behavior from an external point of view. The collection of quantitative data from the tracking software was associated, with more qualitative data obtained by observation and interviews with learners. The experiment with students was carried out both online and live.

This allowed to better comprehend a learner's experience within the system,and helped to understand their behavior.

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Google Slides as an accessible online whiteboard

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Technology has become a fundamental part of teaching, not least English-language teaching and learning. Over the last two decades, there has been a growing body of literature and research whose main focus of study has been placed on the role of technologies as a support to face-to-face learning. Notwithstanding, the Covid-19 pandemic forced all lessons to an online environment, which lead teachers to react quickly – albeit efficiently – before the unexpected situation. In light of the urgency to provide teachers with familiar tools to implement in their everyday teaching routine, this paper proposes an inescapably visual and flexible tool, this is, Google Slides. This paper tries to expose the versatility of Google Slides® as an interactive whiteboard for online, face-to-face and hybrid teaching methodologies in a higher education context. In this instance, Google Slides® functions as a shared-information screen-space in which both students and teachers can write annotations (Forster & Wartig, 2009). Not only does a shared whiteboard boost creativity and interaction (McGrath et al., 2016), but it also promotes Universal Design. UD aims to widen participation across the diverse body of students in a classroom by providing equal opportunities and accessible content (Council of Europe, 2016). These, namely equal opportunities and accessibility, are two social-justice principles enshrined in provisions, legislations, and guidelines by international bodies such as the United Nations or the Council of Europe and national ones. Thus, UD is crucial at a university level in order to reach inclusion and lead social change as Higher Education institutions should champion social justice polices (Lipka, Forkosh- Baruch, & Meer, 2019 in Moriña et al., 2020; Martínez-Hernández & Bellés-Fortuño, forthcoming). This paper hopes to contribute to English-language teaching in

synchronous modalities, be that online or face-to-face, at university levels using Google Slides® as an example of inclusive teaching to promote social justice.

Keywords: social justice, Universal Design, online whiteboard, participation, equal opportunities

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Basic Interpersonal Communicative Skills and Infant teaching practice in bilingual projects and multilingual contexts. Basic tips to be considered

The starting point of this proposal goes back to the CLIL Teacher's Competences Grid (Bertaux, Coonan, Frigols-Martín, et al., 2010), which is a tool built upon the competences that CLIL teachers should master in order to work efficiently within bilingual projects based on CLIL methodology. Thus, the grid has been designed to foster "the construction of rich CLIL learning environments" (ibid., 1) by means of the array of areas of competence, competences and indicators, that it comprises. Some of its indicators are directly related to BICS –that is, Basic Interpersonal Communicative Skills (Cummins, 1979)–, which have mainly to do with conversational fluency.

The main point here is that BICS must be considered as the foundation of bilingual projects developed within Infant Education stages, where a natural approach towards the additional language is recommended so that Young learners acquire the language through methodologies which are compatible with their own maturative development process and learning needs (Edelenbos Johnstone Kubanek, 2006; Cortina-Pérez and Andúgar, 2020). These indicators of competence linked to BICS should guide teachers' practice within bilingual projects and multilingual contexts in Infant stages, as they can play a major role in fostering Young learners' comprehension and production in the L2. Mothers's talk, teachers' talk and speech therapists' strategies can contribute to that and this is precisely what this chapter is trying to set out by resorting to practical examples which can be useful to teachers-to-be and teachers in practice.

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La formación en AICLE de los futuros docentes de Educación Primaria

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En este trabajo se pretende analizar la formación específica en el aprendizaje integrado de contenidos y lengua extranjera (AICLE) de los futuros docentes de educación primaria en el territorio nacional. En el contexto español han surgido, en los últimos diez años, numerosos programas cuya finalidad es garantizar la educación plurilingüe en cada comunidad autónoma. Por lo tanto, las necesidades de los profesionales en lo relativo a su competencia lingüística y su formación metodológica son aspectos esenciales en todos los niveles educativos. Este estudio preliminar se circunscribe a todos los grados en Educación Primaria en todas las universidades españolas, con el fin de determinar si se forma específicamente a los futuros docentes para enseñar a través de una lengua extranjera. Para ello se han analizado tanto los planes de estudio como las distintas guías docentes de las asignaturas, especialmente, las de las menciones de lengua extranjera del grado mencionado anteriormente.

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Main Challenges in Implementing Bilingual Education in Infant Schools

Bilingual education has become a revolution over the last decades. In Spain, CLIL programs have also become widespread since the implementation of the MEC-British Council Bilingual and Bicultural Project, which paved the way for other models such as the Plan de Fomento del Plurilingüismo in Andalusia and the CAM Bilingual Project in Madrid, to name just a few.
Conscious of the benefits that an early exposure to foreign languages can have in very young learners (ages 3 to 6) (Cummins, 2001; Halbach, 2010; Ferjan Ramírez & Kuhl, 2017), efforts are being increasingly made in some Spanish regions in order to raise the exposure to the English language in infant education. Consequently, bilingual programs in Madrid were extended to the early stages of schooling in the academic year 2018-2019 in the form of soft CLIL through "language showers" or regular short periods of language exposure during a limited time ranging from 15 to 30 minutes several times a week.

One of the main benefits that this early exposure to foreign language promotes is the opportunity to focus on literacy in English from a very early stage. The emphasis on literacy is considered to help children with the acquisition and recognition of sounds, and thus to promote reading skills (Halbach, 2012; Johnston & Watson, 2005; Coyle et al.,2014).

However, the implementation of bilingual education in infant schools requires a conceptual framework for content and language integration which, in turn, needs to go hand in hand with the adoption of new educational approaches and methodologies. The aim of this paper is to highlight the main challenges of CLIL in infant education regarding (I) the organisation of this educational stage where contents are integrated in three main areas and not subjects as is the case of primary and secondary levels; (ii) the psychological characteristics of very young learners (García, 2015); (iii) teachers' profiles and training needs; and (iv) the lack of shared guidelines for FL teaching and learning in the Spanish territory (Andúgar, Cortina-Pérez & Tornel, 2019).

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Hacia una conceptualización de la formación inicial CLIL: Las perspectivas de los futuros docentes en un contexto universitario

La implantación de la educación bilingüe en España ha supuesto un cambio radical en la forma en que la sociedad, familias, profesores y estudiantes contemplaban el aprendizaje de lenguas extranjeras. Este giro en la educación se ha debido, en gran medida, a los cambios pedagógicos en la educación y al énfasis en la adquisición de competencias diversas que aúnen el dominio lingüístico y las diferentes áreas curriculares.
En este contexto, CLIL surge como un enfoque integrador que promueve y favorece la mejora de las habilidades lingüísticas y competencias de nuestros alumnos de manera interdisciplinar. Sin embargo, para que este nuevo enfoque alcance los resultados esperados debe basarse en una sólida planificación, y contar con el espacio y tiempo adecuados para adoptar y adaptar los cambios producidos a nivel administrativo. Este laborioso proceso de integración curricular y sus resultados académicos se han puesto en cuestión en demasiadas ocasiones por una supuesta falta de formación del profesorado. Así, a menudo somos testigos de cambios normativos y curriculares que no tienen en cuenta la opinión del profesorado, y que no siempre van acompañados de la formación y actualización docentes que aseguren el éxito del programa bilingüe (Pérez-Cañado, 2018b).

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En este sentido, las diferentes facultades de educación, centros de formación de profesorado y diversas instituciones educativas se han visto inmersos en una vorágine de cambios en planes de estudio y ofertas pedagógicas para adecuarse a las demandas de la sociedad y de los estamentos gubernamentales. Pero ¿se ha tomado en cuenta la opinión y la visión de los futuros docentes sobre la educación bilingüe y el enfoque CLIL? (Custodio-Espinar & García Ramos, 2020) ¿Conocen qué rol deben asumir en cada momento dentro del aula bilingüe? (Lo, 2019; Otto & San Isidro, 2019; Zhao, Zhou & Zou, 2021) ¿Qué competencias deben adquirir para que el proceso de enseñanza y aprendizaje sea más efectivo? (Bertaux, Coonan, Frigols Martin & Mehisto, 2012; Morton, 2016) ¿Cambia su visión una vez han recibido la formación adecuada? ¿Se pueden detectar necesidades formativas y pedagógicas previas para adaptar los conocimientos a adquirir a la realidad del aula?

Este estudio pretende, en primer lugar, resaltar el papel primordial que tienen los docentes en el éxito de los programas bilingües. En segundo lugar, a través de un cuestionario adaptado (Cortina-Pérez & Pino Rodríguez, 2021; Pérez Cañado, 2018b), comparar la visión de los futuros docentes de una universidad española en cuanto a su papel dentro de los programas bilingües antes y después de recibir formación. Por último, investigar e identificar las necesidades formativas del docente para adaptar la formación recibida.

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Off-campus learning environments in pandemic times: ESP methodologies to overcome disaster

Contemporary society has been defined as the information society, or more precisely, "a media global village" (Alberici 2002: 5). In spite of this, the current pandemic, and more specifically the lockdown in place from March to June 2020, has demonstrated the limitations of on-campus learning for students and academia to develop and deliver effective methods for off campus teaching. In this presentation we analyze the transformation we had to face in order to offer activities to our on-campus students in an off-campus teaching scenario.

The subjects taught, within the framework of English for Specific Purposes (ESP) as applied to Health Sciences and Engineering, at Miguel de Cervantes University (UEMC), are based on face-to-face interaction. Achieving the learning outcomes with on-campus students who are attending

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classes online through the TEAMS platform and who are being deprived of live interaction, resulted in huge issues for students and teachers alike. We will analyze the various on-line activities and the students' assessment of them, as well as the difficulties and failures we had to overcome during the process. These difficulties range from the reluctance that our on-campus students felt towards adapting to an off-campus learning environment as well as the challenge of transforming teaching materials from live classes into on-line teaching. Needless to say, technical issues were included in the courses by necessity as well but the outcomes enriched the experience of all stakeholders involved.

Translation. Her academic pursuits and qualification include a B.A. (Bachelor of Arts) in English Philology and an M.A.E. (Master of Advanced Studies) in Translating and Interpreting English Language at the University of Valladolid. S holds a PhD in English Linguistics from the Complutense University of Madrid and a Diploma of Advanced Studies in Translating and Interpreting English Language from the University of Valladolid. She has been lecturing for more than 15 years at a variety of universities (UEMC, European University of Madrid, UNED, UCJC, CEU San Pablo, St. Bonaventure University). She currently lectures at the UEMC (Universidad Europea Miguel de Cervantes).

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Adapting TBLT to different educational contexts

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The present contribution aims at presenting TBLT activities promoted in Italy as follow-up activities of the PETALL project (Pan-European Task-based Activities for Language Learning), promoting in particular a "collaborative work between teachers and teacher trainers, by launching regional networks for the design and implementation of ICT-based tasks", as already suggested in Lopes (2015: 8). The close cooperation among schools and the University aimed at realizing learning tasks "that "travel well", i.e. tasks that can be easily applied regardless of the educational context or of the cultural and geographic divides" (ibidem).

In this direction learning tasks were designed not only for primary and lower secondary schools, but also for two educational contexts that were until now less investigated:
- foreign language teaching to preschoolers (3-5 years);
- foreign language teaching through online remote learning.

For the first context the main focus is on ICT-based tasks adjusted to young learners' peculiarities: multisensory techniques, physical movement, games, prioritizing listening and speaking, etc.

As concerns the second point and its present-day importance due to the COVID-19 pandemic, we explored game-like activities inspired by Map Tasks (Anderson et al., 1991), taking advantage of their inherent constraint on distance. In fact, subjects who took part in the original map tasks made no eye-contact with their interlocutors. This means that – lacking the visual channel for communication – learners are forced to use only their linguistic resources to complete their task. Such kind of constraint proves to be highly stimulating in terms of effectiveness in language learning.

In-service teacher training courses were organized for both projects and experimentation in 5 Italian schools is still in progress.

The different stages of teacher training and tasks' designing will be described, as well as the experimental phase, supervised by a team of experts. A selection of tasks for different targets and different educational contexts will be provided. In the end, some closing remarks based on the outcomes of the projects are given.

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(Lack of) Awareness in today's teenage learning

Having been an English teacher for 30 years, I have realised that students nowadays are not what or how they used to be years ago. One of the most outstanding changes is the diminishing degree of awareness in today's learning.

My students remember only 10% of what they study after one week after taking a test, and there is a major reason for it: they study to pass the tests, not to learn.

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As a consequence of this, they study in a mechanical way: They will not ask themselves any question about, for example, how things work, why they are that way and not another. This is what I call "lack of awareness".

Two questions can be brought up about all this.

1) What / who is to blame?

      External factors that we can't control:

      Syllabuses.

      Social factors, which are given by the kind of society we live in.

2) What can we do?

My proposal is to change the test model in such a way that it includes a section where students have to prove that they have had to ask themselves -and solve- the questions: what, how and why.

In my tests, they have to comment on a sentence and tell me what is relevant.

We need to change our teaching accordingly, so I do this:

- Show pupils what I mean by "relevant".
- Put examples on the board, commenting on them.
- Reject irrelevant information.
- Warn them this will be included in the test.
- Practice in class.
- Give extra points to students with good answers.
- Do this in a consistent way. Every week: settle a fixed day.

- Suggested answer is included here, presented as a slide.

Another example for those teaching History is included here, presented as a slide.

This way, I oblige my pupils to study reflectively, connecting information instead of simply memorising it, encouraging them to raise the level of awareness of their learning process.

La formación del profesorado en diversidad familiar. Recursos para trabajar en didáctica de la Literatura

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En esta aportación se pretende realizar una breve revisión de la perspectiva histórica sobre la evolución que en los últimos años ha sufrido el modelo de familia con la finalidad de que, una vez situados en la realidad familiar actual, seleccionemos los recursos didácticos necesarios para tratarlo en el aula.

En la actualidad, existen abundantes materiales para trabajar la diversidad familiar en la clase. De entre todos, nosotros hemos realizado una selección de aquellos que mejor se adaptan a las clases de Literatura en Educación Primaria. Estos materiales han sido analizados y puestos en práctica en el Grado dentro de la asignatura de Didáctica de la Literatura Infantil y Juvenil con la intención de sensibilizar a nuestro alumnado sobre las unidades familiares existentes hoy día.

Los nuevos modelos de familia vienen de la mano de un progresivo cambio de valores en la educación para integrarlos en nuestra sociedad. El objetivo que perseguimos en este trabajo es concienciar a los futuros educadores y educadoras para que promuevan desde sus aulas la

normalización y legitimación de las diferentes estructuras familiares existentes; de este modo, cada menor verá su estructura familiar reflejada en la clase a través de la narrativa literaria.

Diaries in Language Learning: Reflecting Language Awareness

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This paper presents the results of an ethnographic, longitudinal research project with P6 and P7 pupils in a Scottish primary school. The research aimed to explore manifestations of Language Awareness in primary school pupils who were learning French. 53 pupil participants took part and were engaged with writing a diary after each of their French lessons during an academic year. In these diaries, they were asked to verbalise their thoughts on language and their learning experiences after each language input. The research showed that pupils consciously demonstrated Language Awareness, expressing detailed reflections on language analysis, and that they compared French with English, demonstrating multilingual behaviour. This recorded coexistence of first and second languages in the diary allowed students to use their available resources cross linguistically in the efforts to be more efficient in their language learning (Cenoz and Gorter, 2015).

The implementation of diaries as a tactic for retrospection in foreign language learning has shown that the reinforcement of language learning (Gabryś-Barker, 2019), in a diary narrative, can offer a more individualised understanding of language teaching and learning procedures.

The paper concludes with some recommendations promoting the improvement of both teaching materials and teaching methods at the primary school language classroom.

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Subtitles – hindrance or help? The impact of watching subtitled videos on comprehension, vocabulary acquisition, and cognitive load.

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As exposure to foreign language (FL) media has been found to be beneficial for developing foreign language proficiency in the case of both younger and older learners (e.g. Enever 2011, d'Ydewalle 2002), foreign language videos are frequently used in contemporary EFL classrooms. In order to determine how FL films should be viewed to bring most benefits to learners, much experimental research has been done on the impact of subtitling on FL language development. While there is a bulk of quantitative and qualitative research that is a testament to the usefulness of subtitles, the results are somewhat inconclusive, as there is no consensus on which subtitling condition is most effective for learners at a particular level of proficiency. For example, some found intralingual (L2) subtitles to be more beneficial in terms of vocabulary acquisition (Frumuselu et al. 2015), others argue that it is interlingual (L1) subtitles that help learners more in incidental vocabulary learning (e.g. Koolstra and de Beentjes 1999, Gorijan 2014). Moreover, little is known about the interaction between vocabulary learning and comprehension while watching FL movies, and the actual level of cognitive load experienced by students. What seems to be a neglected aspect in studies on the impact of movies on FL learning is also comprehension and the role of non-verbal cues. Although the question of how much students understand from a movie is frequently addressed in research (e.g. Lavaur and Bairstow 2011, Wang 2019), researchers fail to acknowledge that comprehension is a multifaceted concept which can be investigated at different levels.

The major aim of my project was to investigate the impact of different subtitling conditions (L1, L2, no subtitles), on comprehension, vocabulary learning, and cognitive load. The participants of the study were 196 Polish upper-intermediate (B1+/B2) learners of English. The participants completed an online test of proficiency, and a pre-test on vocabulary from the movie clip to be watched. Then, each participant watched the video clip, and simultaneously their reaction time to each sound stimulus occurring throughout the video was measured as a direct measurement of cognitive load (dual task methodology). After the viewing session, each participant completed a post-test on comprehension, which also included

a post-test on vocabulary, and a self-report on cognitive load experienced. A month later, I administered a delayed post-test on vocabulary. The results demonstrate, inter alia, that in the case of upper-intermediate learners of English, L1 subtitles bolster comprehension, while L2 subtitles aid incidental vocabulary learning.

ARE EFL TEACHERS PREPARED TO FACE PRE-PRIMARY EDUCATION?

Naturing FLs at pre-primary education. Are EFL teachers prepared?

With the promotion of Early Childhood Education in the last few decades as a key factor for the integral development of the individual, together with the promotion of multilingualism in social and educational policies (European Commission, 2002, 2003), the advancement of foreign languages at the Pre-primary education stage has been consolidated as a necessary and enriching practice in most monolingual scenarios. For this early introduction to be successful, a series of conditions (Dolean, 2015) must be met in order to promote a natural process that respects the development and well-being of children from 3 to 6 years of age, thus taking into account the idiosyncrasies of this educational and developmental stage. The aim of this paper is to analyse which characteristics of early childhood education should be taken into consideration in order to promote the development of the foreign languages at this stage. We will then examine the role of FL teacher training as a guarantor of the quality of this process and conclude with an introduction to the project "Towards a LExEI teacher (FL teacher at Pre-primary Education)".

'I was not prepared to work with 3-year-olds'. EFL teachers' voices when facing the pre-primary classroom

Teachers are a key element in the implementation of any education programme (González-Davies, 2007). Framed within the LExEI project, this paper gives voice to the in-service EFL teachers' training needs and demands when facing the pre-primary classroom. We describe results obtained from the questionnaire administered to 74 in-service EFL teachers within the Andalusian region with experience in pre-primary education. The questionnaire was based on Andúgar (2017) and Andúgar, Cortina-Pérez, & Tornel (2020) dimensions for the early FL teacher competences and skills. Results will reflect upon the following issues: the necessity of specific training to cope with EFL pre-primary lessons, the teachers' linguistic requirements, and the ideal psycholinguistic and didactic skills to be promoted.

Training EFL pre-service teachers to address the pre-primary classroom. The case study of Andalusian Universities

Being our initial hypothesis that current pre-service Early Childhood Education (ECE) programmes are not responding to the growing need for quality practices in the teaching of FLs at pre-primary level (Comisión Europea, 2003, 2005, 2011, 2012a, 2012b, 2013; Edelenbos, Johnstone, & Kubanek, 2006; Enever, 2011, 2014), we undertook a research to test the possible mismatch between classroom reality and Higher Education teacher training programmes. Our main goal was to evaluate how (1) the EFL teacher is trained in the Andalusian Higher Education Area (HEA) to face English lessons with pre-primary children, and (2) how the ECE teacher is trained to introduce the foreign language in their future classroom. In order to do so, we designed an analysis matrix based on the teachers' needs response from the "LExEI project". We analysed 29 Education degrees from the 10 universities along the Andalusian region (Spain). Conclusions are drawn from the results obtained.

La tipología textual como metodología para la enseñanza de la escritura en E/LE

Dentro de las cuatro destrezas que se deben trabajar para la adquisición de una segunda lengua la escritura es una de las grandes olvidadas. Existen varios motivos por los que esta no se ha atendido, uno de ellos es la predominancia del enfoque comunicativo que, aunque ha beneficiado en

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muchos aspectos, ha descuidado otros como por ejemplo la práctica de la expresión escrita en el aula. La principal consecuencia de esto es el vacío de materiales y didácticas para poder trabajar esta destreza en clase.

Este estudio tiene como objetivo la enseñanza de la escritura en el aula de E/LE siguiendo el enfoque de la tipología textual, una metodología que pone su foco en el aprendizaje mediante el texto. El modo de trabajo de la clase consistía en la presentación semanal de una tipología textual, la explicación de las características principales y sus contextos de uso. Como tarea los alumnos creaban su propio texto siguiendo las características presentadas sobre un tema en específico. Los resultados obtenidos gracias a esta metodología fueron una mejora considerable tanto en el nivel lingüístico como en la creatividad de las tareas.

Learner engagement in an LMOOC during the Covid-19 pandemic: Challenges and opportunities

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Language Massive Open Online Courses (LMOOCs) contribute positively to foreign language (FL) learners' skills (Martín-Monje et al., 2014). However, despite the fact that they have grown exponentially within the last decade (Beirne et al., 2018), they still face low learner engagement rates (Deng et al., 2020). In the present study, we aim to analyze learner engagement in a special edition of TandemMOOC, an English-Spanish LMOOC based on speaking activities offered by the Universitat Oberta de Catalunya (Spain). The aforementioned special edition was released between April and May 2021, in the midst of the Covid-19 global emergency period, and it counted with several speaking tasks related to the pandemic. The study follows a mixed methods approach, and data is collected in three phases. First, a socio-demographic questionnaire is completed as learners enrol in the course. Second, data from learners' participation is gathered from the course system. Finally, a post-course questionnaire is administered with closed and open-ended questions, containing items on learner engagement and self-reported emotions. Results from learners' participation data reveal that learner's participation in the special edition of TandemMOOC was slightly higher in comparison to the previous one, released between October and November 2019. Moreover, results on the post-course questionnaire show that the social aspects of the course were those that exercised stronger influence on learner engagement during the global emergency period. Furthermore, the affective aspects were also reported to favor learner engagement, followed by the cognitive ones. Conclusion and pedagogical implications are discussed.

Explorando el efecto del sexo y del género en la enseñanza de lengua y literatura inglesas en instituciones de educación superior

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Esta investigación destaca el impacto que produce el género en la enseñanza de la lengua y literatura inglesas. A su vez, explora el proceso de aprendizaje teniendo en cuenta los diferentes enfoques que pueden tener los estudiantes relacionados con su sexo y género. Simultáneamente examina las diferencias en la comunicación que ambos sexos biológicos presentan. En este artículo se han usado métodos actualmente disponibles para evaluar el progreso en la igualdad de género, utilizando indicadores sensibles al género y medidas de cambio. La intención de este estudio es revelar las actitudes del alumnado a la hora de comunicarse con el sexo y/o género/s opuesto/s. Con esto, se acentúa la expresión libre de opiniones, la actividad opuesta a la pasividad, el trabajo en grupo y las herramientas lingüísticas al tratar las diferencias de sexo y género. Finalmente, la comunicación entre los sexos y los géneros se traduce en posibilidades y preferencias de expresarse. Las cismujeres tienen tendencia a trabajar en grupos entre su mismo sexo, aceptando personas con diferentes orientaciones sexuales e identificación de género. Los cishombres son lo contrario.

The obstacles for inclusion in EFL teachers' discourse

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The inclusion of students with special needs in the regular classrooms is a reality for most teachers in the educational system in Chile. The main aim of this investigation was to find out the attitudes towards inclusion of English teachers who work in public and subsidized schools in the Valparaíso region. A mixed method exploratory-descriptive design was used, including a quantitative survey and qualitative data obtained with an Candy Veas Faúndez is a senior member of the Faculty in the English Language Teacher Program at

open ended question and interviews. Quantitative analysis included descriptive statistics in four dimensions of the main variable studied. In the analysis of qualitative data, a socio critical approach was adopted using analytical tools from the field of Critical Discourse Analysis (CDA).

The results obtained with the survey indicate that the attitudes of English teachers in this region are more favorable towards the general principles of inclusion and their own pedagogical practices for inclusion in the English class. They hold less favorable attitudes about the curricular and organizational factors related to inclusion and their professional development for inclusive education. However, the discursive analysis revealed that the interpretative repertoire corresponding to integration is fixed in the language used by the participating teachers. Moreover, these teachers demonstrate lack of critical reflection about the discriminatory procedures inherent to the implementation of the integration programs in the schools. By critically analyzing their discourse, it is also observed that Special Education teachers are characterized as incompetent to provide meaningful help in the English class. This is related to EFL teachers' own social representation as experts in the language, and not in Especial Education. The results of this investigation indicate that there are little to no opportunities for English teachers to collaborate with other professionals in the schools. These EFL teachers' discourse also reveals their feelings of frustration because of the many requirements and little help they receive from the authorities in the educational system, which may explain their unfavorable attitudes about the curricular and organizational factors that impact inclusive education in this context.

Universidad de Playa Ancha, holding the position of Academic Coordinator for the past three years. She has taught EFL methodology and reflective practice courses for more than ten years, at the undergraduate and graduate levels, in the Valparaíso region in Chile. Professor Veas Faúndez obtained her Master of Arts degree in TESL from the University of Minnesota (US), and her Doctoral degree in Education from Universidad de Almería (Spain). Her main research interests are second language writing and EFL teacher training for inclusion.

El graffiti como motor del pensamiento crítico en Lengua Extranjera

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Esta comunicación plantea una propuesta educativa que reivindica la inclusión del graffiti- mensajes escritos de manera clandestina haciendo un uso ilícito del espacio público- como objeto de estudio de una asignatura de español para extranjeros ya que se ajusta perfectamente a la competencia comunicativa y las subcompetencias (lingüística, sociolingüística y pragmática) contempladas por el Marco Común Europeo de Referencia para la Enseñanza de las Lenguas (Instituto Cervantes, 2002). Además de su infravalorado potencial desde una perspectiva meramente lingüística (como texto escrito), el graffiti puede resultar, sobre todo, una magnífica herramienta pedagógica que promueva el pensamiento crítico y la formación de ciudadanos intelectualmente activos (Halpern 2003). La incorporación del graffiti al currículo académico se justifica por la existencia de un marco educativo que prima la transversalidad como eje central para superar la mera concepción de la enseñanza como transmisión de conocimientos (Munévar y Villaseñor 2005), así como alienta el desarrollo de alumnos capaces de aplicar los mismos para adquirir un compromiso social siguiendo la noción de educación social formulada por Freire (1971, 1994).

Interaction patterns and support for language learning in primary and lower secondary foreign language classrooms

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Presently, children and teenagers make up the largest group of language learners worldwide, many of whom learn English in foreign language (EFL) settings. In such settings there are few opportunities to use the language outside the classroom, and time spent in the classroom can be limited to 2 hours per week or less. Consequently, it is imperative that the activities used during lessons are those which optimize learning.

Studies from a cognitive perspective on the use of peer oral interaction activities with children (Oliver, 2009) have shown how learners are able to cooperatively engage in conversational interaction, and benefit from their own output and the input and feedback they receive. Similarly, studies from a sociocultural perspective, where development is viewed as taking part in social activity, have shown how young learners can support each other's language production using a variety of strategies (Pinter, 2007). From such a theoretical perspective, the social nature of learning is emphasized, and it is believed that some interaction patterns are more conducive to learning than others (Storch, 2009). However, little research has focused on how low proficiency young learners in an EFL context mutually support language learning during peer interaction from cognitive and sociocultural perspectives, or how interaction patterns influence this support.

The study described here was carried out to compare how primary and lower secondary EFL learners support their partners' language production during oral interaction, and the influence of interaction patterns on this support. Learners in two 4th and two 7th grade classes worked in pairs to

complete 3 spot-the-difference tasks. A total of 36 pairs were recorded, and recordings were subsequently transcribed. Storch's model of interaction patterns (2002) was used to classify learner interaction and data were then analysed qualitatively and quantitatively in an effort to answer both research questions. This paper presents and discusses results obtained to date.

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Developing intercultural competence through Task-Based Language Teaching

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Intercultural awareness-raising and intercultural communication training should be systematically integrated in the language teaching process. Nevertheless, second language instruction has traditionally paid little attention to developing those knowledge, skills and attitudes that are necessary for learners to appropriately use the target language in a linguistically, socially, and culturally diverse society. And even though there seems to be an increase in attempts to include intercultural activities in language coursebooks, the goal of culture teaching is usually subordinated to other goals. Language was, and in many cases still is, simply understood as a system made up of words and grammar rules the knowledge and mastery of which presumably are the necessary and sufficient condition to achieve language proficiency. Based on the clear psycholinguistic rational for Task-based Language Teaching as well as several empirical evidence supporting the choice of tasks as the basis for second language teaching and learning, the aim of this paper is to give some examples of tasks with an intercultural focus, designed for adult students of English as a Second Language, that help teachers to integrate intercultural education without compromising the ultimate objectives of developing an appropriate and effective language proficiency as well as a solid intercultural awareness.

Online evaluation of logographic languages

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This paper aims to describe writing evaluation techniques for (fully and partially) logographic languages like Modern Standard Chinese or Japanese. For this type of languages, cognitive abilities for hanzi/kanji recognition and being able to handwrite them afresh are significant and require specific training. Hanzi/kanji memorization, handwriting and writing accuracy are fundamental for logographic languages learners in order to transmit the correct message. These abilities do not only include passive recognition of new structures, but also active production of strokes, components and forms. On the other hand, handwriting has been proven to be a fundamental procedure to enhance effective and long term learning and it is related, among others abilities, to the working memory, language comprehension, visual recognition, visual-motor memory skills, etc. Thus effective evaluation of the completed learning of these abilities is also essential to both language instructors and learners, but with the shift to online teaching and testing, instructors have been struggling to find the appropriate techniques to evaluate these abilities accurately. This paper wishes to offer some solutions to this gap.

The methodology for this study is exploratory and descriptive for the first part of bibliographic research on language learning studies and hanzi/kanji written recognition and production evaluation, while the second part of this study offers the description, applicability and results of the techniques of logographic languages evaluation based on the theoretical foundations discussed; these techniques have been used by the authors during online classes and tests.

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Language as symbolic power in intercultural education

Taking its clues from the field of intercultural communication, the teaching of foreign languages has viewed intercultural education as a way of making learners not only proficient in the linguistic and pragmatic aspects of a foreign language, but also aware of cultural differences in the use of that language for communicative purposes. But it has tended to consider these cultural differences as simply the result of national or regional, ethnic or social diversity. Now that globalization has levelled the playing field, and the spread of English as a global language has to a large extent muted national differences, another aspect of intercultural education is increasingly coming to the fore, namely, symbolic power and symbolic inequality. The recent study by Kramsch and Zhang (OUP, 2018) shows that issues of legitimacy, historical continuity, and ethical responsibility are some of the main concerns of foreign language teachers today. I will report on some of the findings of that study and reflect on the current uses and misuses of language as symbolic power, and how we can educate foreign language students for the "real-world" of intercultural communication in a global age.

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Augmented reality and teaching foreign languages to adult people in multicultural environments. A practical example

AR (Augmented Reality) is a new professional challenge in language teaching, including Italian. The Augmented Books is reality. The paper book is relaunched as an interface for Ar.

We are Claudia Renda e Maria Aiello, tenured teachers of Italian language by the CPIA1 school of Varese (Italy). From many years we teach with dedication and professionalism, but also prepare, submit and evaluate the official Italian language Test A2 established by the Ministry of Education. The experience on the field brought them to design unpublished examination test and challenge themselves with Augmented Reality, experimenting innovative teaching and evaluating techniques.

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We wrote, built and experimented Passaporto Europa like a practical handbook, as well as an innovative and interactive tool. It aims to facilitate the training in order to pass the Italian Language Test A2 to obtain the long-term residence permit in the European Union. The handbook is immersive and easy to use both by self- taught students who intend to practice for the Italian Language Test, and by teachers, volunteers, experts of Italian language who teach to foreigners and need to assess their learning.

The handbook has 10 units that follow a delivery model. In each unit there are also listening tests marked by an icon that redirects to the app to practice in a completely different way.

Learning becomes active, rewarding and with immediate feedback; repeating the experience one becomes protagonist of the learning process and more aware of its own skills and difficulties. The app is very practical and can be downloaded on computers, smartphone and tablet.

This new study approach is called "increased learning". The paper book is able to engage with the Augmented Reality and yet remain the main tool. The handbook has a multi-user system that allows to enjoy experiential, engrossing and involving teaching. Through Augmented Reality some teaching goals can be reached more easily: memorizing a linguistic content, for example, or comprehend texts about everyday life. For foreign people eager to practice and obtain positive results, it is worth using this method which represents a middle ground between a handbook and a digital media.

many years she has taught with dedication and professionalism, preparing, submitting and evaluating the official Italian Language Test A2 (established by the Ministry of Education) and other language certification. Her expertise in the field led to design new ways to test and challenge themselves with AR, experimenting with innovative teaching and evaluation technique.

Enseñanza de la cultura francófona en clase de francés lengua extranjera en la etapa de primaria. Revisión bibliográfica

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En la actualidad, resulta inconcebible el aprendizaje de una lengua extranjera sin el estudio de su cultura. Por ello, es esencial que el docente incluya en sus clases los aspectos socioculturales más importantes del país o países donde se habla la lengua que enseña, nos centraremos en el estudio del francés como lengua extranjera y en la cultura de los países francófonos.

La motivación en el aula, la importancia de una clase lúdica y de las actividades culturales y artísticas adecuadas, desde la educación primaria, transmitirán a nuestro alumnado unos valores básicos para la vida en sociedad, el respeto, la tolerancia, los derechos y obligaciones fundamentales, aceptando no solo la cultura y costumbres de otros, sino también favoreciendo la construcción de su propia identidad como ciudadanos del mundo.

Análisis de la enseñanza de FLE dirigida a alumnado hispanohablante en cuanto a términos de género. Revisión bibliográfica

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Hoy en día, en la enseñanza de una lengua extranjera, el docente se sirve del gran abanico de materiales que tiene a su disposición, pero ciertamente, los manuales escolares siguen resultando un pilar bastante importante para transmitir conocimiento, para enseñar gramática o léxico, y además para llevar la cultura hasta nuestro alumnado a través de los textos y de las imágenes, y de esta forma, transmitir también unos valores (Cerezal Sierra, 1999), pudiendo resultar éstos un reflejo positivo o negativo en nuestro estudiantado, como puede ser el caso de la influencia de los estereotipos. Con este estudio, analizaremos los estereotipos que se atribuyen a la mujer y los diferentes roles que le adjudica la sociedad y que se transmiten en los libros escolares y, que en ocasiones, el profesorado pasa desapercibidos, contribuyendo así a la transmisión de ideales arcaicos y machistas.

Es por ello, que analizaremos las investigaciones y los estudios existentes sobre feminismo en relación a los manuales escolares utilizados en la enseñanza de FLE, evidenciando los contenidos esenciales de nuestro análisis. Así, podemos afirmar que los manuales escolares se convierten en un aspecto bastante importante para lograr la igualdad entre los hombres y mujeres, ya que las imágenes, textos e ideales que les inculcan durante la niñez y adolescencia marcarán de una manera u otra su pensamiento adulto.

Picturebooks and transmedia narratives in language teaching

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Recently, the traditional view of literacy has been reconceptualized to cater to the current needs of students in the knowledge society, giving birth to the multiliteracies approach as formulated by the New London Group. The development of multiliteracies involves enabling learners to construct meanings in the interaction among a plurality of communication modes, such as written text, audiovisual language, music, gestures, and still and moving images. In this framework, multimodal literary texts are an invaluable resource in the Primary English class. This is particularly the case with the picturebook genre, as we will illustrate in this paper. As well as analyzing the possibilities offered by picturebooks as both instances of authentic material and sophisticated literary works, we will also consider the phenomena of digital picturebooks and transmedia narratives, with a view to highlighting their pedagogical implications.

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Aprendizaje integrado de contenidos lingüísticos y no lingüísticos: enfoque AICLE

¿Por qué y cómo integrar la lengua en asignaturas de contenido no lingüístico en contextos de inmersión? El hilo conductor de nuestra propuesta de integración de contenidos lingüísticos y no lingüísticos parte de la necesidad implícita que lleva consigo la enseñanza de contenidos en una L2 y del convencimiento de que el aula es el espacio idóneo para desarrollar las destrezas lingüísticas así como la reflexión sobre el uso de la lengua aplicada a diversos conocimientos.
De este modo, tendremos la oportunidad de experimentar y valorar de primera mano, la posibilidades que brinda el enfoque AICLE para todo el profesorado E/LE motivado en desarrollar su competencia docente, los conocimientos, actitudes y creencias que la sustenta y, no menos importante, las estrategias que la posibilitan.
En definitiva, el taller busca desgranar unas directrices prácticas con las que los alumnos puedan usar el español aprendiendo otros contenidos, para comunicar el conocimiento y analizarlo de forma crítica en tres niveles: cultural, lingüístico y discursivo.

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Digital literacy among Bachelor students at the Faculty of Philology, University of Belgrade, as a prerequisite for information, media and communication literacy

The world pandemic of the coronavirus lead to every aspect of our lives – not only our personal contact with dear people, but also our professional relations as well as studies – depending almost exclusively upon digital devices. This has especially affected the education system, which has worldwide been displaced into a virtual space since almost a year now. It is in the light of these events that the digital literacy of our students comes to the fore and becomes an essential prerequisite for taking part in any activities related to their studies.
For this reason, the purpose of this research is to investigate the level of digital competence among students at the Faculty of Philology, University of Belgrade, first and foremost regarding programs, platforms and apps necessary for an undisturbed participation in online lessons, as well as the ones needed for conducting student tasks (such as homework, writing papers, creating presentations or the like) under normal conditions. Assuming that digital devices are being used more than ever during the global pandemic, the aim of this research is also to examine if or how students have improved their digital skills during the time of the pandemic, as well as if they deem their digital competence sufficient for the requirements of their studies.
It should be noted that the research is based on the self-evaluation of the students regarding their digital skills. For this purpose, a specially designed questionnaire was used, that covers those areas of the digital competence most often required at the Faculty of Philology. In my proposed presentation I will discuss the results obtained from the analysis of the student answers, as well as their potential impact on communication, media and communication literacy.
Keywords: digital literacy, digital competence, digital skills, information literacy, online education

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Language Through Creation: Something from Nothing

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There is no such thing as language acquisition - only creative language application, which can be generated by recognizing the source and subject of language development as the learner´s hands´ self-reflective initiative in action. In the kind of educational environment, I am proposing, rather than responding to sets of readings and questions prepared beforehand by instructors, students themselves will initiate content by bringing to life their own questions and creations out of nothing. To implement this strategy, I present a number of possible collaborative writing and editing projects, while emphasizing ways to discuss and actualize creation out of nothing by reimagining creation myths, dream interpretations, poetry about poetry, self-reflective painting and sculptural experiments and methodologies, as well as scientific ideas about creation and evolution. These discussions and projects are realized through ongoing writing and editing projects in which students are encouraged to create, recreate and/or invent their own cosmic myths of creation and to actualize these myths in their work both as theoretical foundations and practical exercises.

El nuevo concepto de tutela en el aprendizaje y orientación de idiomas extranjeros: tutores PARKUR

El nuevo concepto de tutela en el aprendizaje y orientación de idiomas extranjeros: tutores PARKUR
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In a globalised world where work and study mobility are reachable by so many young learners, the principle of the so-called 1+2 principle, included in the EU's White Paper on Education and Training of 1995, is no longer valid or applicable enough. In fact, current recommendations now advocate for a 2+2 principle, as per the last Council Recommendations on a comprehensive approach to the teaching and learning of languages (May 2019). There have been many changes over the last decades in the field of foreign language education and learning that are asking for new, innovative approaches and trends. The study presented here analyses three main fields of change that merge into a call for such an innovative method. To be more specific, there have been three main changes: (1) the way learners can access knowledge and content, which has enormously evolved mainly thanks to the evolution of IT (Nagy 2005, Brian 2006, Siemens & Tittenberger 2009, Pop 2010, among many others), which enables them to access a class anywhere and at any time they desire or need; (2) the type of relationship between the figure of the teacher and that of the learner, which has become a more egalitarian one in which the former acts (desirably) as a facilitator of knowledge who negotiates the purposes, goals and methods with the latter, who has acquired a much more active role in this process, being its main focus and responding to what is referred to as the non-directive learning (Rogers 1980, Joyce 1996, Seifert & Sutton 2004, Joseph 2014); and (3) the learning objectives per se, which used to be of a mere linguistic nature, when learners just started learning a new language for academic reasons, but is now aimed at improving the intercultural and practical competences, focusing mainly on communication and applicability. Observing these changes, it seems there is a need for a new approach to foreign language learning in general and foreign language e-learning in particular, as this study does. Within the European project of DELCYME ('Developing E-Learning Capacities for Youth Mobility in Europe'), which aims to develop a multilingual e-learning preparation program for the mobility of young adults (offering both linguistic and intercultural preparation), the platform PARKUR has been born. Thanks to this multilingual platform (it covers French, German, Spanish, Italian and Polish), learners enter a learning path personally tailored and are at all times guided by their coaches. It is precisely the figure of multiple coaches that is new to this project. Each learner can have a Tutor Coach (as the project has defined it), who acts as a guide and company from the beginning, negotiating the reasons and purposes of the learner and designing the learning path, and one or several Tutor Islands, who are the facilitators who deepen on the linguistic components of each Content Island, which is different to one another. The final purpose of this project is thus to introduce a new approach to foreign language e-learning that offers a practical and applicable platform that any young learner who looks for a tailored, realistic, learner-centered and non-directive like course can access. Furthermore, the project as a whole is also constantly forming future tutors and coaching and teaching learners, providing with constant and updated results that are used to expand its scope with the European community. It is also shedding more light on this new approach to being a language tutor nowadays, which is, to the best of our knowledge, part of these current trends on foreign language learning.

Why should I care? Building on Empathy and Social Justice in the Language Classroom through Authentic Material

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The fierce individualism our societies have normalized in the last decades has been rendered even more prevalent with recent electoral choices seen around the planet. Harsh policies regarding immigration, or carelessness about the environment, are examples of how the 'other' is made

dispensable. The language classroom, by nature, places the learner in other people's shoes, by teaching them to see the world through different lenses, and thus, a different culture. Recent movements such as Black Lives Matter, and the effects of the pandemic, have forced educators to stop and reflect on how they can better design a curriculum that approaches and engages the learner in meaningful discussion as they move forward into the next proficiency level.

This session will emphasize the importance of fostering the development of empathy in language learners, and will show how empathy can be built into the language classroom based on our own individual differences, backgrounds, and experiences. The presenter will share strategies and activities to promote discussion and understanding, and present projects for the language classroom that enhance empathy. This sensitivity framework allows for authentic materials while ensuring the learner focuses not just on the language and culture, but on experiencing and considering different perspectives through authentic materials.

Breakout Rooms: The New Allies of the Language Teacher

Due to the Covid-19 pandemic, language teaching through Zoom has become the new reality in higher education. In this context, the use of breakout rooms has become an ideal tool to facilitate the pair/ group work, which is so frequent and necessary in the in-person classroom. However, instructor's access to and supervision of these breakout rooms is indeed limited, creating a sense of lack of control over what is happening while class is in session. At the same time, in this new online format, the instructor's role should be reconsidered given these restrains.

That said, we believe that breakout rooms can become the perfect ally to help position the student at the center of the learning process, allowing them to gain more autonomy and ownership of their language acquisition. A content-based course focused on topics and issues of contemporary Spain (offered at the intermediate-high level (B2) by the Department of Spanish and Portuguese at Northwestern University) is the framework that will allow us to present different tasks and activities to be implemented in breakout rooms. These activities will help students to achieve course goals while solidifying the instructor in her role as facilitator in this online setting, and could also be easily adapted to other proficiency levels.

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Elena Lanza es profesora asociada y coordinadora en el Departamento de Español y Portugués en la Universidad de Northwestern (EEUU). Elena es licenciada en Filología Inglesa por la Universidad de Salamanca (España), donde descubrió su vocación como profesora de español. En 2001 obtuvo un Máster en Estudios Hispánicos en la Universidad de Ilinois en Chicago (EEUU), donde

vive desde entonces. Sus intereses profesionales incluyen también la dirección y gestión de programas académicos, la revisión curricular, la evaluación, la formación del profesorado, la enseñanza basada en contenidos y por tareas, y el uso de la tecnología en la enseñanza y el aprendizaje de segundas lenguas.

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de esta, en particular, el desarrollo de la competencia oral.

Tackling language awareness: data-driven learning for mother tongue speakers in an LSP context

Data-driven learning (DDL) is a well established approach within the foreign language (FL) teaching context. Yet, while it has been the focus of a vast body of discussion and research dealing with DDL in different contexts related to FLs, much less attention has been given to its use in L1 subject classes.

What is more, teachers tend to forget that language education is a task that belongs to the training curriculum as a whole and that mastering a discipline means not only developing content knowledge, but also being aware of the linguistic means a language requires to express it, i.e. lexicogrammatical characteristics, textualization models, as well as the adequacy and acceptability of some elements in relation to the context. In fact, teachers of non-linguistic subjects tend to focus on the content, sometimes unaware of the properties of the language they speak to their learners, assuming that the latter are able to understand and decode the subcode and that the LSP 'flows' without need for linguistic explanations and insights.

This paper will present a project where the DDL approach, procedures, and tools were used by Italian high school students to analyse and better understand some aspects of an LSP, with particular reference to the Italian legal language.

The action-research activities proved this approach to be effective, as it forced the focus on form for a language whose specialized features often go unnoticed in subject contexts: students had the possibility to develop LSP competences and awareness, and a definite perception of how their language actually works beyond the notions of descriptive and prescriptive grammar learned in grammar classes.

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Flipping the classroom to teach English grammar

When learning English, studying grammar is undoubtedly one of the most tedious tasks that students have to do. According to them, grammar is not crucial to communicate. Nevertheless, teachers consider that this linguistic component must be taught to get a proficient domain in any language. This discrepancy makes it clear that a change in the teaching model must be undertaken. The current tendency in the language classroom tries to avoid the traditional method in which the teacher is the main source of knowledge. As it is well-known, student-centred approaches engage students in their own learning process because they become the main protagonists in the classroom. The teacher, on the other hand, has to assume different roles. In fact, teachers who implement a student-centred approach should promote a communicative atmosphere in which students are required to talk to others and learn from them. The aim of this paper is to present the flipped classroom approach as an effective and motivating teaching alternative in the English classroom. The methodology consists of providing students with lecture materials in advance so that the class time is devoted to working on activities that require students to work collaborative to accomplish the different tasks. Working collaboratively, students are forced to talk to others and, consequently, to learn from each other. On the other hand, the teacher's role changes since they do not spend so much time giving long explanations in front of the class, but guiding and monitoring the groups. After experiencing with this teaching model in higher education, the paper is also aimed at presenting the results of a survey with encouraging viewpoints.

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La lectura estética de los álbumes ilustrados: inmersión emocional y literaria en la enseñanza y el aprendizaje del inglés como lengua extranjera

Esta propuesta está basada en una investigación que surge de un proyecto de innovación realizado con estudiantes de primaria de 5º grado en la clase de inglés en una escuela pública de Valencia. El objetivo es mostrar cómo la integración del lenguaje visual y escrito en la narración de los álbumes seleccionados —Amazing Grace (2007) de Mary Hoffman y The Magic Paintbrush (2003) de Julia Donaldson— activa la resonancia emocional y literaria del lector, permitiéndole llevar a cabo un diálogo con el texto. Asimismo, se pretende la construcción de una lectura colaborativa mediante la participación del alumnado en actividades educativas para el desarrollo de sus competencias emocionales. Estas actividades, ordenadas progresivamente según su complejidad cognitiva, forman parte de una secuencia didáctica cuyo objetivo es propiciar, en primer lugar, la reflexión y, en segundo lugar, una experiencia evocadora que involucra al lector en la construcción de emociones estéticas que guían, a su vez, a la generación inferencial de significados y el disfrute de la literatura.

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Mixed Method Needs Analysis in Foreign Language Education

This study discusses arguments on necessitating needs analysis with mixed methods in foreign language education. Language educators and researchers argue that a lack of identifying students' needs hinders effective language education in schools. This would be because teachers may not be well-prepared regarding the use of needs analysis in the educational context. The purpose of this presentation is to examine the definition of needs, potentials and challenges of using mixed methods to develop needs analyses and concludes with the considerations of needs analysis with mixed methods in research on foreign language education.

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Multiplicidad de voces en la enseñanza del español a través de la justicia social

La enseñanza del español como L2 y lengua de herencia a través de contenido centrado en la justicia social tiene una influencia positiva en los estudiantes. Por una parte, al permitir dar voz a identidades silenciadas, oprimidas, ignoradas, reducidas a estereotipos y deshumanizadas, se potencia que los propios estudiantes se sientan representados y reflejados en alguna de estas identidades culturales tradicionalmente marginalizadas. Además, los diferentes temas que se pueden abordar desde esta óptica (como el racismo, el sexismo, ideologías lingüísticas, sostenibilidad ambiental, etc.) promueven la interacción de los estudiantes con la complejidad que caracteriza el mundo hispanohablante con el fin de entenderlo en el contexto de la justicia social.

El objetivo de esta comunicación es compartir cómo llevar a la práctica la integración de lengua y contenido crítico de justicia social. Para ello, se examinarán los principios de la educación para la justicia social con el fin de identificar cómo estos principios pueden contribuir a lograr los objetivos de aprendizaje del español como L2 y lengua de herencia. Asimismo, el diseño del contenido y actividades didácticas estará basado en la pedagogía de la multiliteracidad, introducida por el New London Group (1996) y desarrollada por Cope y Kalantzis (2009, 2015, 2016), un enfoque que contribuye a mejorar la competencia lingüística de los estudiantes a través de su participación crítica con diversos textos de la lengua meta.

Por último, se compartirán los resultados obtenidos de la aplicación de la pedagogía basada en la multiliteracidad y contenido de justicia social a la clase de español. La enseñanza del español comprometida con temas de justicia social no solo promueve el avance de los estudiantes en su uso del español y su adquisición, sino que fomenta el compromiso con la diversidad, el pensamiento crítico, la comprensión intercultural compleja y el aprendizaje transformacional.

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La importancia de una aproximación contrastiva en la enseñanza de lenguas afines: una perspectiva neurolingüística

El presente estudio describe a través de una perspectiva neurolingüística el proceso adquisitivo de lenguas afines y propone una aproximación didáctica basada en la contrastividad. Los estudios sobre la actividad cerebral han comprobado que, durante el procesamiento de la lengua extranjera, se produce una activación paralela de la lengua materna de forma proporcional a la cercanía entre LM y LE. Esta activación simultánea puede resultar en una influencia positiva o negativa de la LM, que, por lo tanto, ha de ser modulada a través de procesos inhibitorios conscientes que se reflejan en una mayor actividad de las zonas prefrontales del hemisferio izquierdo. Por otra parte, la alta similitud entre lenguas afines incrementa la confianza del aprendiz que, consecuentemente, se apoya de manera poco controlada en su propia LM. Esta tendencia desfavorece el control inhibitorio y resulta en una excesiva cantidad de transferencia lingüística, tanto positiva como negativa. En vista de ello, se argumenta sobre la necesidad de crear una conciencia lingüística contrastiva en el discente, de forma que se le brinden las herramientas necesarias para ejercer control consciente sobre la LM, sacando provecho de las semejanzas y limitando las consecuencias de las diferencias. Para ello, en este artículo se propone compaginar intercomprensión y reflexión metalingüística contrastiva. La primera es un proceso holístico e implica el sentir los significados de la LE a través de la LM, mientras que la segunda es un proceso consciente e implica la comparación analítica de las dos lenguas. La sinergia que une estos dos procesos respeta el principio de la direccionalidad, que prevé que el aprendizaje se mueva de lo global a lo analítico, es decir del hemisferio derecho al izquierdo. El artículo propone, finalmente, dos ideas innovadoras para diseñar varias técnicas aplicables en el aula, a saber, el cambio de código y el uso de la interlengua de los discentes como aducto a partir del cual estimular la RMC.

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La didáctica de E/LE y el papel de la traducción como mediadora intercultural

Con la aparición de los enfoques comunicativos en la didáctica de las lenguas extranjeras (LE) o lenguas segundas (L2), se dio la necesidad de integrar, enseñar e introducir el componente cultural por ser evidente que la presencia sociocultural en la interacción entre los alumnos en el aula, implica su inserción, lo que aclara la idea de que la lengua no se enseña como un conjunto de reglas y palabras, sino que se debe considerarla en su uso, o sea, en su dimensión social y cultural.

Y con la necesidad de integrar diferentes culturas en la práctica del aula, surge el término "interculturalidad", que es una nueva propuesta en el campo de la enseñanza/aprendizaje que prepara a los dicentes para la integración a la sociedad y la interacción en ella gracias a la aplicación de las competencias comunicativas ya adquiridas y al desarrollo de la competencia intercultural.

Y en cuanto a la traducción, los textos traducidos llevan diferentes culturas, eras históricas y generaciones humanas distintas, lo que nos explica que se descubre el otro, a través la realización de la tarea traslaticia de textos provenientes de otras culturas y civilizaciones llevando contextos de una orilla cultural hasta otra y pasando por lo propio a lo extranjero y así, el traductor desempeña el papel del transmisor a la hora de transferir los elementos culturales, ideas y emociones que son diferentes de los nuestros.

Entonces, queremos destacar en este tema que, la traducción cultural es un soporte fuerte, esencial y útil que sirve de apoyo sólido para el intercambio comunicativo y cultural entre los pueblos, a través de las siguientes interrogaciones:
¿Qué rol juega la traducción en la integración del componente cultural en el aula de E/LE?
¿Qué contenidos relativos a los aspectos socioculturales interesan y motivan a los aprendices de E/LE?
Palabras claves: Aula de E/LE, didáctica, cultura, interculturalidad, actividad traductora, estudiante, comunicación.

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Participación en los coloquios nacionales e internacionales: En Traducción/ Didáctica de ELE/ El español con fines específicos: - Conferencia internacional en "Education and New learning Technologies, en Palma de Mallorca, Julio de 2018, título de la ponencia: "El desarrollo de la competencia intercultural en la enseñanza de las lenguas extranjeras".

- Conferencia nacional e internacional en Árgel en Febrero y Marzo de 2019 sobre el bilingüismo y el multilingüismo en la sociedad argelina.

Virtual Learning and Student Engagement

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Due to the current COVID19 situation, virtual education has been gaining ground in language teaching and learning in Algeria. As a result, many educational institutions, universities and school (both private and public) around the country have started adopting distance learning using a variety of online tools such as sharing coursework via email, suggesting websites for self-paced learning, or conducting face-to-face classes on online meeting platforms like Zoom or Google classroom. However, the abrupt shift from the traditional physical classroom to the modern virtual one has made it quite challenging for both teachers and their students, and made teachers question their own ability to keep their students engaged throughout the course. Although, the literature provides a good number of case studies and research work on virtual learning (Laurillard, 2002) and student engagement (Kuh, 2009), it is still quite complex to define this latter in the field of educational technology and online learning. Therefore, this proposal will mainly focus on the three perspectives of student engagement (Moore, 1989) in online learning environments: engagement with the instructor (learner-instructor interaction), engagement with the other students (learner-learner interaction) and engagement with course content (learner-content interaction), and will also provide teachers with some advice - based on the findings of my own action research work with first year students at the university of Algiers 2 - that might help them to promote student engagement in online learning in general.

Not Just An English Class!: TESOL as a site for linguistic exploration and communicative curiosity
(Keynote speaker)

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Metropolitan University, becoming course leader for the MA in TESOL and Applied Linguistics. She has published articles, chapters and books on the different areas of her expertise (genre, academic literacies and even forensic linguistics) as well as her work in TESOL. She is the author of *Student Writing and Genre* (2011) and, with Tim Marr, *Why Do Linguistics?* (2015) and *Rethinking TESOL in Diverse Global Settings* (2019).

Foreign Language Speaking Anxiety among Roma students in Albania

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Anxiety is considered an affective variable in foreign language learning as part of the Affective Filter Hypothesis introduced by Krashen in 1982. Higher levels of anxiety in a foreign language learning class generally suggest poorer results in language leaning. There might be a large number of internal and external factors which determine the level of learner's anxiety in a foreign language class and also various forms of Foreign Language Learning Anxiety (FLLA). This paper tries to investigate the main reasons contributing to the levels of Foreign Language Speaking Anxiety (FLSA) as a subdivision of FLLA, among Roma students in Elbasan, Albania. It focuses mainly on two types of performance anxieties: communication and evaluation. The two research questions are: What are the main reasons contributing to Roma students level of FLSA? Do levels of FLSA vary across the gender of Roma students? This study examines the responses of 29 Roma students grade 6 to 9 who study English as a foreign language from grade 3, another foreign language such as French or Italian from grade 6, Albanian as the official language and use Roma as their heritage language. The study is based on the study of He (2018) "Foreign Language Learning Anxiety in China" and data was gathered by using the same FLSA students' questionnaire. The results of the study indicate that the most common reasons which lead to higher levels of FLSA among Roma students in Elbasan are: fear of negative evaluation, fear of losing face and fear of making mistakes. The statements to which a high number of students strongly agreed related to their FLSA are: 1) I tremble when I know that I am going to be called on in language class (44%). 2) It frightens me when I do not understand what the teacher is saying in the FL (44%). 3) I worry about the consequences of failing my FL class (48%). Another result of this study suggests that girls and students of grade 7 and 8 have a higher tendency to suffer more from FLSA.
Key words: foreign language learning anxiety, speaking anxiety, Roma students

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La formación internacional de docentes y cualidades de su perfil intercultural

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El contenido de esta comunicación está motivado ante las expectativas de calidad que se plantean en la gestión del proceso de internacionalización de la Educación Superior, en cuyo seno se desarrollan programas que –conforme a las políticas lingüísticas y educativas europeas– aportan un valor añadido al itinerario formativo de sus destinatarios, provenientes de otros contextos. Como formadores universitarios adscritos al área de Didáctica de la Lengua y la Literatura, en su vertiente disciplinar de didáctica profesional, asumimos el reto de contribuir a una formación complementaria e internacional de futuros docentes, que se centra en la dimensión intercultural del aprendizaje de lenguas desde una perspectiva competencial.
Con el objetivo de indagar en las cualidades del propio perfil intercultural de estos futuros docentes y enriquecer la calidad de su formación internacional, se procede a –modelizar un escenario metodológico según una secuencia de fases de intervención, y a –analizar, desde sus perspectivas académico-profesionales diversas, la puesta en palabra de sus representaciones en torno a acciones relativas a ámbitos formales, no formales e informales. Es lo que, empíricamente, permite adoptar las opciones de la investigación cualitativa y los incidentes críticos como técnica operativa para el análisis de un corpus de datos. Corpus que se obtiene de un sector de informantes estimado significativo y productivo. Conforme a un sistema categorial de referencia se desprenden resultados que interpretamos en términos de orden contextual, (socio)institucional,

(socio)personal y (socio)académico-profesional. Se concluye con una aproximación a las cualidades comunes compartidas que dibujan el perfil intercultural de este colectivo de futuros docentes, y con un balance de sus potencialidades para las estrategias de internacionalización en casa.

Teaching CLILiG in Italian Swiss undergraduate program: Integrating language learning and intercultural awareness using movies and videos

In this paper we discuss a CLILiG teaching unit on "non verbal communication and stereotypes between Germany and Italy", created for the class "tedesco settoriale" in the Bachelor of Communication Sciences of the Università della Svizzera italiana. The students attend the 3rd year and master the German language at level B2 (according to the CEFR).

Concerning the content, the topic is of high interest for the students, firstly because the knowledge of non-verbal signals helps a lot to understand a culture, secondly, because the reflection on stereotypes that Italians yet have about Germany and Germans about Italy can support the intercultural dialogue. Finally, a dialogue without intercultural misunderstandings may positively support language learning.

As also confirmed by neuroscientific studies (Grein 2013), a negative attitude prevents proper learning, while knowledge of the foreign culture stimulates interest and motivation to learn the language. In this way, one learns to understand a foreign culture and at the same time to reflect on one's own culture, avoiding intercultural interferences (prejudices) and elaborating commonplaces and stereotypes. Furthermore, concepts such as verbal and non-verbal are not new to the students, as such concepts have been previously studied in other subjects. Working on this topic gives them the possibility to apply the principles of the 4 C framework developed by Do Coyle (2007): content, cognition, communication, culture.

Concerning the design of the teaching unit, we use authentic materials adapted to the linguistic level of the students. Audiovisual tools, especially videos and movies, are stimulating and motivating because they transmit a message multimodally (visual, oral, verbal and non verbal), thus allowing for a holistic decoding strategy. Moreover, texts to be read individually and discussed in small groups and further German language tasks are also provided in order to stimulate communicative language competence, enabling the students to memorize contextualized vocabulary and to get awareness of the relevance of prejudices and stereotypes in different social and cultural contexts.

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Tout moun se moun, proyecto de Educación para la Ciudadanía Global en la enseñanza de lenguas extranjeras

El contexto mundial en el que vivimos nos insta como educadores a la necesidad de fomentar en nuestros alumnos una educación para la ciudadanía global. Necesitamos alumnos con visión autocrítica y constructiva no sólo a nivel local sino también de una manera global. De Paz (2007:39) señalaba que "el reto como enseñantes es poder reinventar la solidaridad a partir de las propias experiencias educativas en nuestras escuelas, a partir de la propia vida que seamos capaces de favorecer y desarrollar en los centros educativos". (de Paz, 2007:39). Desde la asignatura de francés y siguiendo un proyecto de Educación para la Ciudadanía Global de la ONG Jóvenes y Desarrollo se ofreció a los alumnos una propuesta educativa relacionada con la Agenda 2030 (Objetivos de Desarrollo Sostenible) y Haití. Dicha propuesta estaba formada por 6 sesiones en las que los alumnos contaban con espacios y tiempo para reflexionar y crear un mundo más justo. El proyecto llamado "Tout moun se moun" (toda persona es persona en creole haitiano) contó con una plataforma moodle destinada a educadores y con un blog para los jóvenes. El objetivo era que tanto los profesores como los jóvenes (españoles y haitianos) fueran compartiendo sus experiencias sobre lo que iban haciendo en clase. De esta manera, este proyecto conectó a jóvenes y educadores de diferentes países para hablar sobre realidades globales, para pensar y crear un mundo más justo trabajando

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entorno a los Objetivos de Desarrollo Sostenible (ODS) y a la ciudadanía global. Sirvió por lo tanto para crear redes de solidaridad y espacios al crear sinergias entre educadores y jóvenes de Haití y España que compartieron experiencias educativas y supusieron un aprendizaje significativo.

Self-Assessment of Upper Secondary School Teachers' Competences and Teaching Non-Linguistic Subject through a CLIL Approach

In the Italian school system, the compulsory teaching of at least one curriculum discipline in a foreign language through Content and Language Integrated Learning mode (CLIL) (Coyle, Hood, Marsh, 2010) was introduced with the reorganization of the upper secondary school (Decrees No 87, 88, 89/2010). Teachers of the non-linguistic disciplines concerned are required to take part in specific training courses carried out by the universities, aimed at acquiring the CLIL methodology. For the academic year 2018/2019, the Department of Languages, Literatures, Intercultural Studies, Education and Psychology (SCIFOPSI) at the University of Florence was entrusted with the realization of three courses in which about 100 upper secondary school teachers in service at high schools, technical and professional institutes participated.
The paper presents an empirical survey carried out with a sample. The aim is to bring out self-assessment competences on non-linguistic curricular disciplines teaching (the Italian acronym is DNL) using the CLIL methodology (Danielson, McGreal, 2000). The survey uses a research design with pre and and post-test by means of a structured questionnaire (Beraux, Coonan, Frigols-Martin, Mehisto, 2010) administered to teachers at the beginning and at the end of the CLIL methodological courses. The preliminary results refer exclusively to the initial phase of the pre-test. They will be later correlated with the results in order to highlight the improvement to be persued using the CLIL methodology, both on disciplinary content and L2 linguistic skills development (Herrarte, Beloqui, 2015; Sercu, 2006). The research has stated the area of competence where teachers' perception is lower and has indicated the need to inform training paths in order to strengthen the theoretical methodological principles and teaching practices of the CLIL approach.

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Autorretratos multimodales en el aula de ELE

En la siguiente propuesta para la clase de ELE, se parte de la lectura y el visionado de diferentes autorretratos (escritos, audiovisuales y fotográficos) – tanto de artistas o escritores consagrados como de otros menores o desconocidos – con el objeto de fomentar la apertura a la creatividad en el alumno para realizar el suyo propio y compartirlo en el contexto de la clase de ELE.
Se trata de una secuencia que destaca por la reflexión sobre la propia identidad y que puede resultar provechosa para establecer un mayor grado de conocimiento entre los estudiantes de clase. Precisamente por poner el foco en el contenido creativo y apoyarse en textos con variado grado de complejidad, resulta adaptable a todos los niveles de competencia comunicativa.
En el plano creativo, se invita a los alumnos a indagar sobre la voz de los autores y a identificar la originalidad de sus retratos. En un plano lingüístico, y según el nivel y el texto, se plantean actividades tales como la revisión del contraste del pretérito e indefinido, el verbo gustar y el léxico asociado a distintos campos semánticos.
Para terminar, se mostrarán algunos autorretratos realizados por alumnos de distinto nivel de competencia en español en los que se aprecia un desarrollo de la creatividad en ELE muy notable, confirmando así las posibilidades de realización de este tipo de actividades tanto en cursos iniciales como avanzados.

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El COVID para entender y proponer metáforas

En la siguiente propuesta para clases de ELE adaptable a distintos niveles, se persigue la reflexión sobre el concepto y funcionamiento de las metáforas cotidianas partiendo de la realidad del momento de pandemia global actual. Recogiendo las muestras más significativas de la cantidad de exponentes empleados para designar distintos elementos del universo COVID, se trabaja una secuencia con los alumnos para que observen – de manera crítica - las bases de esas creaciones.

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Tomando la propia experiencia del estudiante en su lugar de origen como punto de partida, y aprovechando un contexto multicultural en inmersión en Navarra durante el curso 2020/2021, se comparten y contrastan interculturalmente la multitud de símbolos y metáforas generados en sus países.

Progresivamente, se profundiza en la estructura conceptual de las metáforas y se propone el trabajo de identificación de expresiones metafóricas, el análisis crítico y la creación de nuevas metáforas para expresar sus propias experiencias personales.

Developing Reading in a Technology – Mediated TBLT Context

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The model of reading and of the reading process based on New Literacy Studies and on a social semiotic approach to multimodality are viewed as an adequate framework to reflect about reading in the present time (Rowsell, Kress, Pahl & Street, 2013; Leu et ali., 2013). Technology –mediated TBLT is a new concept integrating technology and a Task-based approach to language learning and teaching (Thomas & Reinders (eds.), 2010; González-Lloret & Ortega, 2014; González-Lloret,2016). It suggests a way to combine digital, multimedia literacies with language learning, that wouldn't be possible with more traditional media. It also takes advantage of the competences of the learners who are nowadays familiar and quite comfortable with digital devices ever more accessible on a general scale. These digital devices include, for example, sound, photography and video recording facilities and allow accessing the internet, to name only a few examples of the resources that may be used for educational purposes. This paper presents a reflection on the implications of this approach to teaching reading in the context of teaching English as a foreign language to undergraduate students at the University of Algarve. This approach to teaching reading derives from the views on the reading model and the reading process mentioned above. Examples of technology mediated tasks are presented, taking into account that, in a language course, the final aim is to develop students´ plurilingual and pluricultural competence (Byram, 2009; Zarate, Lévy & Kramsch, 2008). We also consider that the development of digital literacies increases the role of reading as a crucial way of learning.

Competencia lingüística del estudiantado de Ciencias de la Educación

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En este trabajo se pretende reflejar si la competencia lingüística de los estudiantes de las Facultades de educación reúne los requisitos necesarios para poder llevar a cabo su desempeño profesional dentro del Sistema de educación bilingüe que las comunidades autónomas llevan desarrollando desde 1998 año en que se iniciaron los primeros programas bilingües. Para ello presentamos un análisis comparativo de las acreditaciones lingüísticas obtenidas por los estudiantes de los grados de educación primaria en los últimos tres años en la Facultad de Ciencias de la Educación de la Universidad de Granada.

Innovation and Gamification in English language teaching/ learning. THINKING OUTSIDE THE BOX- Workshop for ESL learning

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Even though teachers and theorists dedicate a lot of time searching for the most appropriate teaching methodology, materials, and way of interactions between them and the students, Spain has been highly criticized as the country whose Foreign language teachers do not use the right methods when it comes to learning a new language, because the traditional teaching system is still widely used in schools over the country (Marsh, 2018.). What innovation in Foreign language learning classroom (both with and without ICTs) does is- it changes the dynamics in the class. Monotonous Master classes where only professors speak, and students listen, are being switched to constant conversations, interactions and activities which motivate students' receptive skills and prepare them for the real life and social interactions. Learners become more involved and it is more likely that great language retention will be produced. Moreover, in order to succeed in carrying out innovative techniques in the classroom, it is necessary for teachers to participate and understand the effectiveness of this system. As a consequence, teachers should be educated on the topic, and should strongly believe that what they are doing is worth the effort and that this "potential reform" is not a waste of time. Furthermore, it is advisable that the activities are adapted to the age of the students since this will provoke emotional connection with them and the memory retention will not only be longer, but also enable them to create an argument and a faster response. Nevertheless, innovation in

Foreign language teaching throughout ICTs and non-ICT (but equally innovative) approaches, require teachers who feel comfortable lecturing their subject in this way and because of that the importance of the adaptation process should be pointed out. As the world changes drastically and constantly together with the youngsters´ needs there ought to be a new teaching approaches to the Foreign language teaching which would pave the way to the acquaintance of this important skill of the today´s professional and personal lifestyle.

Unlike what many people think, innovation and gamification do not always require a large investment, since new uses can be given to existing elements and minimal modification could be considered as a great innovation by students. In other words, in order to progress, we should move away from the myth claiming that all innovative changes are related to ICT. On the other hand, many things are still being done as a matter of habit, but it does not mean that it is the best way to do it. Moreover, on many occasions teachers prefer to keep to tradition and their "comfort zone" and wait for the government´s decisions to guide them towards what they will do, however, if the innovation in education is the aim, they should not teach at face value as the educational curricula established, or the editorials themselves, direct them to.

In order to illustrate some examples, the teachers should try to implement cooperative work and techniques in their classrooms starting from base groups formed by students of different levels and with different strengths and weaknesses (which form a part of the undoubtable need for the attention to diversity).

It is well known that the inclusion of physical and digital interactive resources can be an excellent way to attract attention and induce participation among students. The new, innovative techniques would not only encompass elements that are tactile but also authentic materials which, especially in FLT, can be extremely useful, rewarding and interesting since they are proof that the language is used "for real-life purpose by real people" (Al Azri, 2014).

Furthermore, it is essential that students learn how to function in a team environment and develop their interpersonal skills so that they are ready for their future careers.

What is more, the importance of critical thinking and decision-making skills is an inevitable element when it comes to education since it guarantees the formation of future leaders and creative citizens willing to develop themselves creatively and independently. And even though the "excessive usage" of the ICTs and other non-ICT, but innovative, teaching resources (which do not include the school books) in language teaching sometimes may be criticized, there should be the struggle which aims to normalize this type of learning as it represents a great way to ensure that the students practice their problem-solving skills in an environment where they can confidently accept challenges by receiving support and feedback from their teachers and peers in a fun way. This is especially significant when done in a "team context" which could help them with the possible fear of failure or getting stuck and which also ensure their learning through the process of getting 'unstuck' (Mills, 2017).

La enseñanza de la concordancia sujeto-verbo en español a estudiantes sinohablantes

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El objetivo de este trabajo es investigar cuáles son las principales dificultades que supone la concordancia sujeto-verbo para estudiantes sinohablantes e indagar cómo se enseña y cómo se aprende habitualmente, a fin de buscar soluciones posibles para mejorar la eficiencia del aprendizaje de este aspecto de la gramática del español, especialmente complejo para los aprendices sinohablantes puesto que en chino no existe ni variación morfológica ni, por tanto, concordancia.

En primer lugar, revisamos el problema de la concordancia sujeto-verbo del español desde un punto de vista descriptivo para identificar los factores que pueden explicar la dificultad de las diferentes variables (persona, tiempo, tipo de construcción, la frecuencia del verbo, etc.) En segundo lugar, llevamos a cabo un estudio con estudiantes chinos para reconocer en qué aspectos cometen más errores y qué factores pueden explicar la dificultad de una estructura u otras. En tercer lugar, damos cuenta de cómo se enseña este mecanismo en las clases de ELE en China. Por último, presentamos una propuesta didáctica que tiene en cuenta los hechos constatados en las otras partes del estudio y planteamos algunas sugerencias sobre posibles modificaciones de los manuales utilizados actualmente en China y sobre el modo de abordar didácticamente esta cuestión.

Intentional Vocabulary Learning. Teaching English through digital flashcards and mind maps

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Traditionally flashcards and mind maps have been used in vocabulary learning through different techniques but the recent emergence of new web-based programs and mobile apps has promoted the adoption of digital tools designed to teach vocabulary in the ESL classroom (Hung, 2015; Byrd et al., 2016). In this presentation we will analyse intentional vocabulary learning through the meaningful integration of on-line flash cards and mind maps from a project-based approach (PBL). A total of 147 Education students participated in this experiment by creating a gamified project aimed at teaching English vocabulary through digital flash cards and mind maps to young learners. Different quantitative and qualitative instruments were used to gather data, participants completed a pre-test and post-test partly based on Wissman et al. (2012) to measure their technological affinity and experience and their self-perceived learning outcomes. After presenting the collaborative projects in class pre-service teachers discussed about different aspects such as usefulness, motivation, easiness, playability, engagement and retention. In line with previous research (Kaplan-Rakowski et al, 2017), the results indicate teacher candidates positively assess the benefits of embedding digital flashcards in collaborative learning tasks in classroom settings and are aware of its impact on word memorization and organization but they also expressed some concerns about the distracting and isolating factors these tools may have.

KEYWORDS: flash cards, mind maps, digital, vocabulary learning, PBL.

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Teaching English to Translation and Interpreting freshman students through metaphors

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In second language learning, metaphoric competence is regarded as important as grammatical, strategic, textual, illocutionary and communicative competence (Littlemore and Low 2006). Moreover, it has been shown that the production and interpretation of metaphorical expressions is often more challenging in an L2 than an L1 (Nacey 2010: 32). For this reason, this paper offers a set of in-class metaphor-oriented exercises to be completed by the freshmen of the subject Lengua B1 Inglés in the Degree in Translation and Interpreting at the University of Granada. Set up by the instructor of this subject (José Manuel Ureña Gómez-Moreno) and a university-level EFL teaching expert (Pedro Ureña Gómez-Moreno), these tasks will be implemented in a real-life practical English usage classroom environment next academic year 2021-2022. Importantly, our activities have been designed to be thematically related to and synchronically done with those included in the subject's textbook Straightforward (MacMillan). As a first goal, our tasks are expected to prove as one effective strategy to improve the learners' competence in EFL (often by expanding their lexicon). Specifically, the activities are meant to help our students attain a B2 level of English at the end of the course. Secondly, the tasks are intended to provide our learners with methodological translation tools in order to successfully re-conceptualise or re-map conceptual metaphors from Spanish into English and vice versa. This study thus seeks to narrow the gap between EFL and (metaphor) translation learning methods in tertiary education.

One of the devised tasks focuses on the metaphorical noun phrase Tornado Alley, which appears in the illustrated text of an oral discussion exercise from the textbook (cf. Figure 1). The students are firstly assigned to read the full text, and next, are asked about the meaning of alley, which is not a common word to occur in everyday communication. To have the students knowing the meaning of alley put their oral skills into practice, the instructor will encourage them to define alley to their classmates. At a later stage, the lecturer introduces the concept of conceptual metaphor, describing its rationale (understanding one entity in terms of another) and basic aspects (metaphor types, degree of entrenchment, metaphorical motivation types, source and target domains) (Lakoff and Johnson 1980). Arranged in pairs and monitored by their instructor, the students are then required to search the text for one metaphor — and once detected — to brainstorm about its metaphorical grounding (i.e., its figurative sense) as contextualised in the textbook exercise. After spotting alley as a metaphor, they should identify its source (alley) and its target (strip of land) and conclude that this is a resemblance metaphor motivated by a comparison in shape (visual configuration) between the source and the target. For an explanation of this comparison, see Figure 2 and its caption, which are also to be shown to the students in class.
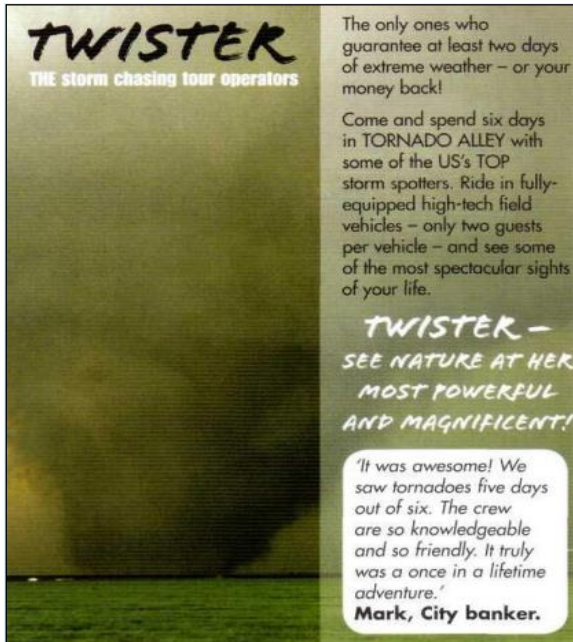
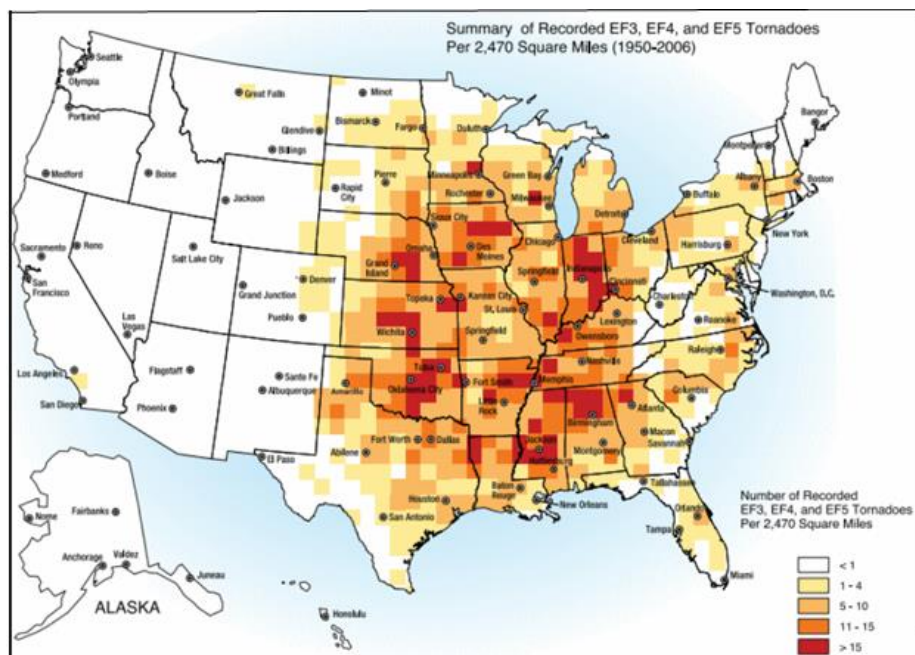Figure 1. Textbook exercise picture including the metaphor tornado alley

Figure 2. USA tornado activity map, where the parallel darkest reddish areas make up a virtual vertically running passage motivating the metaphor Tornado Alley

The next step is for the students to google the phrase Tornado Alley with a view to checking whether it is a well-entrenched metaphor or a spontaneous, novel metaphor thought up by the author of the text. Guided by their instructor during the Internet surfing process, the students will conclude that this is an entrenched, informal metaphorical phrase, coined and conventionalised by USA media to refer to the strip of land vertically extending over a number of States between the Rockies and the Appalachians. The students will learn that this fact has a direct bearing on the translation choice since the translator — rather than impulsively translating the phrase literally into Spanish — had better do research (e.g. consulting encyclopaedical dictionaries, translation databanks and native speakers of English as well as doing Internet searches) to ensure that there is (not) a conventional equivalent phrase in Spanish. Our students will be likely to find the metaphorical phrase Corredor de los Tornados, which is the natural interlinguistic equivalent of Tornado Alley. As the Diccionario de la Real Academia Española shows, corredor is a synonym of pasillo (corridor in English, a coincidence which is far from being accidental).

Finally, the students will compare the two metaphors to find out that the two languages use similar though different conceptual metaphors to designate the same entity. Conceptual metaphor asymmetry between the source and target languages is not a rare sight. In fact, a body of studies suggests that re-mapping to a source-language target domain in translation may create more uncertainty than generic-level re-mapping (Massey and Ehrensberger-Dow 2017: 173) or than mapping to a closely related metaphor under the same generic conceptual metaphor, as is the case here. As a matter of fact, alley and corridor are two types of a single, abstracted entity: a narrow, elongated three-dimensional space, which allows the English and Spanish metaphors to arise.

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Booktubers: un proyecto digital para mejorar la competencia lectora, comunicativa e intercultural del alumnado de la clase de ELE

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El presente trabajo contextualiza y expone el proceso didáctico llevado a cabo para materializar en el aula de ELE un proyecto de carácter audiovisual en el que se conjugan diferentes elementos: por un lado, el empleo de las nuevas tecnologías como espacio de comunicación e interacción virtual a través de la herramienta Flipgrid, por otro, la presentación y explotación de lecturas de carácter intercultural afín al alumnado meta por medio de novelas gráficas actuales y, finalmente, la culminación del proyecto por medio de diferentes muestras representativas que, a modo de ejemplo, recapitularán el resultado global de la experiencia.

A lo largo de la comunicación, enmarcaremos el perfil del alumnado que encabeza la experiencia, y describiremos algunas de sus características definitorias como centennials. Pondremos en liza la relación que dicha condición juega en relación con el hábito lector en pos de hallar posibles soluciones motivacionales para invertir una tendencia en sostenido descenso. En este sentido, señalaremos el potencial que la novela gráfica y el impulso de proyectos de esta naturaleza pueden suponer en el alumnado para contribuir a la mejora de las competencias que dan título a la propuesta recién referida.

El papel de la influencia interlingüística en el desarrollo de la competencia metafórica

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Danesi (1998) detectó que los hablantes de segundas lenguas utilizan un lenguaje mucho más literal que los hablantes nativos, hasta el punto de resultar "antinatural". Desde entonces, muchos han reivindicado la necesidad de dedicar una mayor atención al lenguaje metafórico en la enseñanza de lenguas extranjeras. Entre estos autores, destacan Jeannette Littlemore y Graham Low (2006a, 2006b), quienes han desarrollado el concepto de competencia metafórica y han demostrado que esta influye de forma significativa en todas las áreas de la competencia comunicativa. En los últimos años, se han publicado varios estudios que demuestran que en el desarrollo de la competencia metafórica en una L2 entra en juego, entre otros factores, la lengua materna del aprendiente, facilitando o dificultando, en algunos casos, la comprensión y utilización de metáforas (Charteris-Black, 2002; Chen y Lai, 2014; Türker, 2015). Ante esta evidencia, en el presente trabajo nos proponemos llevar a cabo una reflexión sobre el papel que debe desempeñar la lengua materna en el proceso de enseñanza-aprendizaje de las metáforas de una segunda lengua. En primer lugar, revisamos algunos trabajos previos que abordan el papel de la influencia interlingüística en el desarrollo de la competencia metafórica, prestando especial atención a las metodologías didácticas que se han propuesto. En segundo lugar, reivindicamos la incorporación una metodología didáctica que explote los beneficios de dedicar una atención explícita a las diferencias del lenguaje metafórico en la lengua materna y en la lengua meta. Para ello, nos centramos en el caso de la metáfora conceptual poco estudiada las emociones son sabores. Concretamente, basándonos en un reciente estudio en el que se explora la variación interlingüística de esta metáfora en español y en inglés (Torres Soler, 2021), ofrecemos una propuesta didáctica original para estudiantes angloparlantes de español en la que se aborda el lenguaje metafórico de los sabores.

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An Exploratory Study of Algerians' Readiness for the Introduction of E-Assessment into the EFL Classroom

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To examine the attitude and willingness of Algerians to shift from a traditional paper-based assessment for evaluating learners' writing performances in the writing module to a computer-based one, 7 first-year writing teachers and 35 first-year English as a Foreign Language (EFL) students at the English Department at Tlemcen University (Algeria) took part in this study. For this sake, the present research work depended on an instrumental exploratory case study. The data were gathered by means of a structured interview and a questionnaire that were administered to teachers and students, respectively, and were then analysed quantitatively and qualitatively. The findings revealed that the majority of teachers were reluctant to change due to their preference for the traditional assessment and scepticism about the usefulness and feasibility of e-assessment at the department. Moreover, they had a biased assumption and a negative image of this form of evaluation which they tended to relate with laziness and cheating. Regarding students, the majority of the informants were in favour of the inception of ICT in their evaluation. They did not like the state of the current assessment, and wanted to be introduced to innovation in the writing module through technology as they associated it with fun and motivation to learn. The rest of the participants preferred the old habits and their teacher's way of correction. Indeed, they considered it to be appropriate and did not necessitate any modifications.

Testing an idea: from conceptualisation to implementation

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According to Brumberg et al. (2018) "Linguistic prosody conveys many important aspects of speech including stress, rhythm, intonation, and phrase structure, as speakers alter fundamental frequency, pause length, word duration, and speech intensity." Several studies have shown that prosody plays an important role in the intelligibility and comprehensibility of non-native discourse (Munro and Derwing, 1995, 1998). But prosody appears to be difficult to teach (Setter et al., 2010). When asked about prosody in France, both teachers and L2 learners say that a mixture of a lack of knowledge/confidence and a lack of suitable resources explain their reluctancy to undertake the task. It seems L2 learners find it difficult to perceive pitch and those who do, struggle to map it out onto their own speech. Even for native teachers, who use intonation naturally in everyday speech, shy away from teaching intonation. Something that should be intuitive (at least for native teachers), seems to leave most questioning themselves, unable to decide if what they just said (or perceived) corresponds to a "fall" or "rise"!

From this premise arose the desire to try to find a solution. Is it possible to facilitate these processes and increase teachability? Some previous studies have used software such as PRAAT (Olson, 2014, Imber et al., 2017, Setter et al., 2010) but they seem too complicated for L2 learners to use them (Setter, J.; Jenkins, J. 2005). Thus, began the search for a more suitable user-friendly tool. The activities, freely available on-line at Chrome Music Lab (see bibliography) are bright, colourful and noisy. This site, originally created to visualize musical sounds, waves and notes, has a feature where it is possible to see 3D "spectrograms" in real time. The spectrogram is displayed in different colours ranging from blue (low intensity) to red (high intensity) therefore it is possible, for example, to visualise where the lexical stress is and the melodic pattern of an utterance. But is it too

simple? Could it really help L2 learners improve their oral production? Can a concept that began with an idea on helping L2 learners be used for research?

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Estudio de caso sobre autocompetitividad en la clase de lengua extranjera

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La competitividad es una de las estrategias que se puede aprovechar para mantener y estimular la motivación del alumnado de las lenguas extranjeras (Dörnyei, 2001). Normalmente, la competitividad se aplica entre los estudiantes para incentivar las ganas de aprender, puesto que el motivo del logro en relación con otros es el deseo de superar un obstáculo (Smither & Mouston, 1992); en este caso aprender una lengua nueva. Sin embargo, la tendencia actual de la didáctica en general –incluyendo la enseñanza de las lenguas extranjeras–, está dirigida más bien a la cooperación más que a la competitividad (Orozs, 2018). No obstante, el estímulo del logro no es únicamente superar a otras personas, sino también puede ser dominar un reto o mejorarse a sí mismo (Smither & Mouston, 1992). En este sentido, la competitividad puede producir una motivación sana para la mejora del aprendizaje, y unas actividades apuntadas a esta línea servirán para la mejora del ánimo y el aprendizaje de las lenguas extranjeras.

Basándonos en estudios previos, este trabajo presenta un resultado empírico de la ejecución de tareas competitivas no en el nivel grupal sino en el individual –autocompetitividad– para motivar el aprendizaje del japonés como lengua extranjera en al ámbito universitario.

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The international classroom in a CLIL setting: The case of Tourism

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Mastering an additional language is positively valued in the academic world and in the labour market (European Commission, 2020; Engwall, 2016). Thus, the education field has been influenced by language policies that have generated diverse programmes and approaches that promote bilingual and multilingual interactions in the learning environment. In this regard, the implementation of practices following a Content and Language Integrated Learning (CLIL) approach has encouraged the creation of meaningful learning opportunities of both disciplinary content and a foreign language (Coyle, Hood & Marsh, 2010, Carrió-Pastor & Bellés-Fortuño, 2021). Internationalisation of universities in now a reality. Mobility programmes have shaped multicultural and multilingual communities, and the flow of migration around the world has depicted a varied audience in universities worldwide. Previous research conducted in tertiary education has examined the success of these pedagogical practices based on teacher-student written and spoken outcomes (Bellés-Calvera & Bellés-Fortuño, 2018; Nikula, Dalton-Puffer & García, 2013; Ruiz de Zarobe, Sierra & Gallardo del Puerto, 2011; Whittaker & Llinares, 2009). Given the role communication plays in our contemporary tourism sector, a number of tourism-specific initiatives is provided in higher education through mobility and training programmes, such as the Erasmus+ programme and student exchange programmes (European Commission, 2020). This study aims at exploring the bilingual and multilingual language strategies employed by fourth-year undergraduate coming from different linguistic backgrounds, including Spanish, French, German, Dutch, Turkish and Korean, among others. Some of the students participating in this study are international students and some others are migrants resident in Spain. Samples of data were collected in a CLIL module delivered in the degree of Tourism at a Spanish university by means of questionnaires and the creation of a small corpus. Results suggest that foreign language skills enhance the access to our global competitive labour market. However, differences between both national and international students could be observed in terms of spoken outcomes, with the command of the target language being a key factor. Thus, whereas local students opted for the use of Spanish in the classroom setting, most international students were eager to participate in English. These findings may benefit educators as well as policymakers who seek to develop excellent pedagogical practices following a CLIL approach in multicultural contexts.

Keywords: CLIL, Tourism, higher education, multiculturalism, multilingualism

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TBLT and Curricular Autonomy and Flexibility in Portugal

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

Following this Profile, the Portuguese government launched Order no. 5908/2017 about "'Curricular autonomy and flexibility'. This Order by the government offers schools the possibility to manage the education curriculum and the organization of the basic curricular matrices, at the level of the disciplines and their workload, based on the possibility of enriching the curriculum with knowledge, capacities and attitudes that contribute to achieving the competencies foreseen in the « Profile of Students Exiting Compulsory Schooling ». Schools are given the opportunity to participate in the development of curriculum, establishing priorities in the contextualized appropriation of the curriculum and assuming diversity by finding the options that best meet the challenges of each educational project. Autonomy, trust and responsibility are the pillars according to which each school is to implement its educational project. (Despacho no 5908/2017,5th July 2017).

Teachers are asked to aim for Civic Education and work in interdisciplinarity. Notions such as DAC (Domains of Curricular Autonomy) and Essential Learnings are part of the new school jargon.

To what extent is that important for Language Teachers? How can language teachers contribute for the implementation of the Curricular Flexibility? What tools and strategies should a teacher master to enable flexibility? How can Task Based Language Learning (TBLT) contribute for the effective implementation of this Educational Vision.

This presentation aims to explore some practical examples of projects used by English Teachers at Dr. Alberto Iria's Basic School that meet the principles of the Portuguese Government for Education.

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Lúcia Tardão, graduated in Portuguese and English Teaching from the University of Évora. Since 1994, she teaches English and Portuguese in the 3rd cycle of basic education and CEF (Educational and Professional Training Courses). She coordinated the Education and Training Courses, Alternative Curriculum and ORE (Other Educational Responses). She was secretary and vice president of the School Administration Board (1998/1999 and 2002- 2005) and, in recent years, coordinates the English group of the 3rd cycle, in the Department of Languages. She worked with the University of the Algarve and the School of Education of the Algarve as an internship advisor and as a partner of the Comenius ETALAGE and PETALL projects and winner of the Erasmus award, European Language Stamp 2016, for this last project.

She has participated in several Etwinning Projects.

She was an Examiner and General Marker for Cambridge Key for Schools and PET for Schools.

She is a teacher trainer in the specific didactics of teaching Portuguese and English with the use of ICT and TBLT.

Nuevas masculinidades en clase de lengua extranjera: transgrediendo estereotipos a través de la literatura visual

La literatura ha sido un área casi impermeable en materia de igualdad, teniendo en cuenta la escasa representación de mujeres y/o vidas LGTBQ+, perpetuando incuestionables modos de ser y actuar basados en la quintaesencia de "hombre" o "mujer". Sin embargo, el movimiento feminista a dado lugar e inspirado nuevas tendencias, tales como las obras literarias de Annie Proulx, Alice Munro o Ang Lee. Podemos afirmar que la educación es la piedra angular del futuro, pues fundamenta una base sólida hacia la igualdad y la inclusión del ser humano. En este sentido, las escuelas deben trabajar y desarrollar contenido transversal, como la tolerancia, entre otros, con el objetivo de promover la aceptación y el respeto, hacia la otra persona y una/o misma/o, fomentando la cooperación y el entendimiento. Nuestra presentación se centra en el papel de la LE en Educación Primaria como medio para romper estereotipos y transcender el patriarcado con especial hincapié en la representación de las nuevas masculinidades a través de la literatura infantil y juvenil (corresponsabilidad; empatía; habilidades emocionales; comunicación; autocuidados; autonomía; superación de la homofobia; no violencia; conflicto positivo; etc.). Para ello, presentamos un marco teórico basado en estos aspectos, así como propuestas educativas.

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"M@r Nostrum" a Portuguese Blue School Project

This paper presents an example of a Portuguese Blue School Project that is an educational programme of the Portuguese Ministry of the Sea, developed at the Directorate-General for Maritime Policy. Its main goal is to improve the level of Ocean Literacy in schools, creating responsible and active generations that contribute for the Ocean's sustainability.
This programme distinguishes and guides the schools that work on Ocean Literacy, creating a community that brings together schools, the sea sector, municipalities, industry, NGO's and other entities with an active role in Ocean Literacy.
Blue School encourages school communities to understand the Ocean's influence on us and our influence on the Ocean, engaging them to explore Ocean issues through structured and interdisciplinary strategies that aim for a social impact both with the participation of the students and through the involvement of local communities.
Through transversal, innovative and creative learning, as a Blue School we promote the development of critical thinking and initiative in our students and encourages them to transform their knowledge into effective attitude changes in their relationship with the Ocean.
The Ocean Literacy framework adopted in Blue School combines the IOC-UNESCO Ocean Literacy Multiperspective Approach and the seven Ocean Literacy principles, thus assuming an inclusive and holistic approach, more readily adaptable and adoptable in different geographic, historic and cultural settings. Ocean Literacy can, thus, be understood through different perspectives and not only from an exclusively scientific point-of-view. Ocean Literacy means to understand the Ocean's influence on us and our influence on the Ocean. More than just raising awareness, it is also to encourage all citizens and stakeholders to have a more informed and responsible behaviour towards the Ocean and its resources.
The Project aims to promote Ocean Literacy and strengthen the link between the sea and the school. In this Project the students decided to adress the issue of Ria Formosa Preservation; The importance of water in maintaining life; Climate Change and the Importance of the SDGs (particular Goal 14).
The paper presentation introduces some of the tasks that have been asked to be done by 8th grade students at Agrupamento de Escola Alberto Iria in Olhão, in the south of Portugal, that are accessible for everyone in a Website also created by the students.

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She is an eTwinning Mentor and has participated in several Etwinning Projects. She is also an MIE Expert and a Global Learning Mentor since 2016. She was an Examiner and General Marker for Cambridge Key for Schools and PET for Schools. She is a teacher trainer in the specific didactics of teaching Portuguese and English with the use of ICT and TBLT.

Elaboración de contenido para una programación de EFE de la Diplomacia y las Relaciones Internacionales

El objetivo principal y final de esta comunicación es la propuesta de contenido para la creación de una programación para un manual español para fines específicos (EFE) de la Diplomacia y las Relaciones Internacionales.

Para alcanzar esta meta se empleó una metodología analítica basada en la revisión de manuales, bibliografías especializadas y la multiliteracidad. Además, también se ha empleado una metodología cuantitativa realizada a partir de un análisis de necesidades de creación propia. Este análisis fue completado por profesionales de la diplomacia de habla no hispana y por estudiantes de Relaciones Internacionales de la Universidad de Brown que estudian español como lengua extranjera. Por lo tanto, el contenido escogido para la creación de una programación de estas características ha sido seleccionado a partir de:

- información aportada por el propio análisis de necesidades,
- bibliografía especializada, como por ejemplo, el libro Contenidos culturales en el aula de enseñanza de español como 2/L de Soler-Espiauba, 2015, o el estudio de manuales de EFE de otros ámbitos de trabajo.
- temas que aparecen en el plan de estudios del Máster Interuniversitario en Relaciones Internacionales y Diplomacia impartido en la Escuela Diplomática de Madrid.

En segundo lugar, se ha realizado un análisis del discurso diplomático para extraer las estrategias lingüísticas y léxicas más empleadas por estos profesionales tanto en la correspondencia escrita como en la comunicación oral. De esta manera, se ha comprobado que es necesario crear un manual de estas características, ya que hay recursos lingüísticos, léxico y estrategias de cortesía que no suelen aparecer en los manuales de ELE general.

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Margarita Robles Gómez, actualmente, es estudiante de un máster sobre la Unión Europea en el Instituto Europeo. Tras licenciarse en Filología Inglesa, realizó el Máster Oficial sobre la Enseñanza de Español como Lengua Extranjera de la Universidad de Salamanca. Recientemente, se ha doctorado en el programa "Español: Investigación avanzada en Lengua y Literatura" de esta misma universidad con la tesis titulada "Enseñanza del español para fines específicos dirigido a la Diplomacia y las Relaciones Internacionales". Como profesora de español ha trabajado tanto a nivel nacional como internacional. También ha participado en el proceso de corrección de las pruebas EIE de los exámenes DELE.

Ritual behaviours in the vocabulary input of EFL materials through cultural schemas: a content analysis of a nationally-produced textbook series

The use of Cultural Linguistics in the investigation of cultural perspectives in EFL materials and curriculum allows a deep analysis of cultural connotations in EFL textbooks content and hidden curriculum (Sharifian, 2017). Within this field, cultural schemas are 'patterns of distributed knowledge across a cultural group' (Sharifian, 2011, p. 5), while sub-schemas describe the schema and boost its cultural meaning (Sharifian, 2003). Thus, the description of cultural schemas and their sub-schemas can shed light on how cultural events and experiences are encoded and described in EFL materials. Although numerous studies have been published on the role of intercultural competence in EFL materials (Wu, 2010; Yuen, 2011; Canga Alonso & Cifone Ponte, 2015; Amerian & Tajabadi, 2020), to our knowledge, no such research has been conducted on the analysis of cultural schemas and sub-schemas in the vocabulary input of EFL textbooks to describe and compare the degree of cultural complexity and richness this vocabulary has at different levels of Secondary Education.

This study employs Cultural Linguistics, more specifically the concept of cultural schemas and sub-schemas to describe their role in the deepening of cultural representations of the CEFR's category of ritual behaviours (Council of Europe, 2001). The sample consists of the selection of two textbooks from a nationally published textbook series designed to be used by 1st of ESO and 4th of ESO students respectively. These materials are currently being used in several high schools in La Rioja, Spain. The analysis will be focused on the cultural section of both textbooks. This study attempts to examine whether: (i) cultural schemas related to ritual behaviours are present in the vocabulary input of EFL materials, (ii) to what extent cultural schemas are described by the inclusion of sub-schemas and, (iii) if the degree of complexity and quantity of sub-schemas increase with the level of the textbook. The results indicate that (i) cultural schemas and sub-schemas are evidenced through the vocabulary input of EFL materials, (ii) the cultural meaning of schemas are boosted by sub-schemas and, generally speaking, sub-schemas provide the cultural focus (i.e., target, source, international) by describing the schema's characteristics, (iii) despite being designed for different levels of education, both textbooks reported a similar quantity of schemas and sub-schemas; most words refer to the target culture what evidences a predominant monocultural view in this textbook series.

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Los factores individuales y su impacto en las creencias sobre feedback correctivo oral: contrastes entre profesores y aprendientes

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Los resultados empíricos de la investigación reciente sobre la retroalimentación correctiva oral apoyan su uso como herramienta didáctica desde el marco teórico de adquisición de segundas lenguas (teoría sociocultural y cognitivo-interaccionista). Asimismo, este aspecto de la interacción profesor-aprendiente en el contexto del aula de segundas lenguas, se ha descrito y clasificado de manera consistente desde Lyster y Ranta (1997), cuyos resultados todavía se reflejan en estudios actuales. Sin embargo, sus demostrados beneficios para el desarrollo del aprendizaje y adquisición del idioma varían si prestamos atención a las diferencias individuales de los aprendices, y, especialmente, al plano afectivo. La ansiedad lingüística, en concreto, es uno de los que más intensamente puede bloquear todo el proceso cognitivo de recepción o captación del feedback (input), su procesamiento (intake), y su intento de reparación o autocorrección (output) del error.

Por estas razones y con el fin de investigar el impacto mediador de la ansiedad lingüística, así como otros factores individuales en el proceso de recepción de la retroalimentación oral, se exploraron las actitudes de un grupo de aprendices de español como lengua extranjera en el ámbito universitario (n=100), en relación a sus preferencias y sus creencias sobre su captación (noticing) del feedback. Por otro lado, se analizaron los resultados de la escala FLCAS (Foreign Language Classroom Anxiety Scale) (Horwitz, E. K., Horwitz, M. B., y Cope, J., 1986), instrumento que se usó para medir el nivel de ansiedad, para explorar los factores y experiencias que reporta este grupo de estudiantes.

Los resultados señalan que el grado de ansiedad lingüística, entre otros factores, es un indicador, en algunos casos, de diferentes perspectivas. Un ejemplo es el contraste de opiniones sobre qué estrategias de feedback se perciben con mayor o menor dificultad. En definitiva, los resultados de este estudio pretenden contribuir mediante sus implicaciones pedagógicas al acercamiento del docente hacia la perspectiva de su estudiante, con el fin de disminuir los posibles efectos negativos de su provisión de feedback. Además de los resultados de este estudio, se aportará una serie de herramientas que el profesor puede utilizar para explorar las creencias de sus estudiantes, junto con algunas sugerencias sobre prácticas docentes que apoyan la reducción de la ansiedad en el aula de idiomas.

Learning without Borders: Virtual Study Abroad as an Emergent New Practice in Higher Education

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The current presentation focuses on the benefits of incorporating a Virtual Study Abroad in beginner and intermediate level face-to-face classes of Spanish and Italian in a small Liberal Arts College. The COVID-19 pandemic impacted all aspects of academic life, from classes to social events. Study abroad programs were not spared from it either and many were canceled with their futures uncertain, taking away the opportunity for students to experience another culture first-hand by immersing in it. In light of such circumstances, the Virtual Study Abroad component provides students

with a unique cost-efficient opportunity to improve their intercultural competence through various task- and project-based activities, optimize equity among students who are otherwise unable to afford to study abroad, as well as improve motivation and enhance their L2 skills in the Foreign Language classroom. Throughout the semester students are tasked to complete various activities incorporating technology, such as the use VR goggles to take virtual tours of cities and places and complete relevant assignments to improve their intercultural knowledge, complete conversations with native speakers in the target language and compare and contrast cultural (dis)similarities to improve critical thinking skills, in addition to practicing the target language. While the Virtual Study Abroad component cannot replace the experience gained through a traditional study abroad program, it offers a unique opportunity for the students to gain a better understanding of another culture in an equitable way.

El desarrollo de la literacidad en contextos plurilingües de Educación Infantil a través del álbum ilustrado

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Los retos de la sociedad digital y multimodal del siglo XXI requieren un planteamiento de la enseñanza de la lectura, la escritura y la integración de varias lenguas en el sistema educativo. Con esta finalidad, proponemos el fomento de la literacidad en las aulas de Educación Infantil desde las tres lenguas curriculares de la Comunidad Valenciana: el valenciano, el castellano y el inglés. Para ello, utilizaremos como herramienta el álbum ilustrado puesto que es una herramienta multimodal que presenta unas características idóneas para trabajar con nuestros alumnos. A través de los álbumes, crearemos los eventos letrados con los que desarrollaremos las tres dimensiones de la literacidad: personal, conceptual y sociocultural. El estudio que presentamos se trata de una investigación en curso que recoge 30 eventos letrados: 10 en castellano, 10 en valenciano y 10 en inglés realizados a lo largo del curso escolar 2018-2019. Todos ellos presentan la misma estructura con el objetivo de sistematizar un proceso que guie a los alumnos en la lectura y la interpretación de los álbumes de una forma crítica.

La enseñanza de la cultura española mediante el enfoque AICLE

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El término «competencia comunicativa» hace referencia al conjunto de conocimientos que capacitan a una persona para comunicarse de forma eficaz en una comunidad de habla concreta. Esto supone que no solo se abarcan los conocimientos lingüísticos bajo esta etiqueta, sino que otros de índole pragmática, estratégica o intercultural también se encuentran comprendidos por ella. Pese a su relevancia, estos contenidos suelen ser ignorados en la didáctica de lenguas incluso en la actualidad; especialmente, en el caso de lo intercultural. Un breve análisis a varios manuales de español como lengua extranjera (o ELE) deja entrever esta problemática, la cual se caracteriza por no incluir una cultura significativa para la comunicación y por no integrar la cultura –sea cual sea– de forma adecuada. Al contrario, esta suele venir determinada por la lengua y por los objetivos lingüísticos. Ante tal situación, el presente trabajo presenta una propuesta de mejora de la enseñanza de la cultura en el ELE. Para ello, se ha considerado esencial que la cultura tenga un papel principal, que sea el hilo conductor; y que la lengua desempeñe un rol casi accidental. Una propuesta de estas características puede llevarse a la práctica mediante un aprendizaje integrado de contenido y lenguas extranjeras (es decir, el enfoque AICLE) en el que el contenido sea la cultura «con minúsculas» y la lengua vehicular, el español. Con el fin de desarrollar este proyecto, se han empleado el modelo de Miquel y sus cinco ingredientes culturales (2004) para determinar el contenido, y el kit de herramientas facilitado por Coyle, Hood y Marsh para implementar el enfoque AICLE (2010). El resultado final ha sido la producción de una unidad didáctica, titulada «Planes con amigos», en la que este ámbito de la vida pública determina los contenidos culturales y las funciones comunicativas. Aunque esta aún no ha sido implementada, su participación de los enfoques comunicativos propicia su funcionamiento.

Marta Pacheco-Franco es personal investigador en formación en el departamento de Filología Inglesa, Francesa y Alemana de la Universidad de Málaga, donde está realizando el doctorado de Lingüística, Literatura y Traducción. Posee dos másteres: uno en la Enseñanza del español para extranjeros, y otro en Estudios ingleses y comunicación multilingüe, los cuales dejan entrever sus intereses académicos: la enseñanza de lenguas, las variedades del inglés y la lingüística histórica. Recientemente ha encontrado un nuevo interés en la innovación educativa y sus aplicaciones en la educación universitaria.

Marta Pacheco-Franco is an early career researcher in the department of English, French and German at the University of Málaga, where she is completing her PhD on Linguistics, Literature and Translation. She holds two MAs: one on

Spanish language teaching, and one on English studies and multilingual communication, which shed some light into her academic interests: language teaching, world Englishes and historical linguistics. She has recently taken an interest in innovative learning and their applications in higher education.

Métodos y enfoques en la enseñanza de español/LE: perspectiva histórica y realidad virtual

A lo largo de los siglos, la historia de la didáctica de lenguas extranjeras se ha caracterizado por una incesante búsqueda del método ideal. La enseñanza de lenguas ha estado sometida a numerosas transformaciones y determinada por una gran proliferación de métodos y enfoques surgidos bajo las corrientes imperantes de la época. De esta forma, desde métodos tradicionales de corte estructuralista hasta enfoques de carácter comunicativo, paradigma dominante en la didáctica de los últimos años, han jugado un papel fundamental a través de los tiempos.

Hasta el momento, cada nuevo movimiento ha rechazado al anterior, sin tomar en consideración la posibilidad de adoptar ideas o conceptos precedentes. Por tanto, se ha producido una sucesión de tendencias que imponen ciertas novedades respecto a las anteriores, presentando, inevitablemente, limitaciones similares.

En el presente artículo se revisarán los principios fundamentales de los métodos de enseñanza, de mayor repercusión, con el objetivo de analizar el legado de estos en la didáctica de español/LE y su aplicabilidad en el escenario educativo actual: la enseñanza virtual. A pesar de los innumerables esfuerzos por alcanzar un método universal, aún no se ha hallado un modelo capaz de dar respuesta a las necesidades específicas de cada grupo y adaptarse a los diferentes entornos en los que se lleva a cabo el proceso de enseñanza-aprendizaje.

Por ello, en conclusión, sería conveniente adaptar los métodos, sin reducir la práctica educativa a la adopción de uno solo como verdad absoluta.

Palabras clave: métodos y enfoques español/LE; enseñanza virtual; didáctica lengua extranjera

ABSTRACT

For centuries, the experience of foreign language teaching has been characterized by an unceasing search for the ideal method. Language instruction has been transformed by a great proliferation of methods and approaches that have emerged under the prevailing currents of the time, from the traditional structuralist methods of yesteryear, to the more communicative approaches which have dominated didactics in recent times. So far, each new movement has rejected the previous one outright, without considering the adoption of any previous ideas or concepts. We've seen a succession of trends that sweep out the old to make space for the new, inevitably also bringing with them their own limitations. So countless efforts to create a universal method capable of responding to the specific needs of each group and adapted to the different environments in which the teaching-learning process takes place have been unsuccessful.

This article will review the fundamental principles of those teaching methods which have had the greatest impact in order to analyze their legacy in Spanish / LE didactics and their potential applicability to the current educational scenario: virtual teaching. It will be suggested that the key to unlocking the ideal method might be to reject the idea of absolute truths and rather focus on the adopting and adapting the best of what has gone before.

Keywords: Spanish / LE methods and approaches; virtual teaching; foreign language didactics

MILAGE LEARN+: A Tool for Teaching Languages with CLIL in Higher Education

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The use of information technology has made many changes in the path of teaching and learning foreign languages. The use of mobile devices that are widely available is also giving the opportunity to students and teachers to change the teaching/learning process.

With these main concerns considered, this paper explores the MILAGE LEARN+ App, used as an educational tool in higher education under the ERAMUS+ project INCOLLAB – Interdisciplinary collaborative approaches to learning and teaching. This app is a tool to support students in the autonomous solving of problems implementing a pedagogical model that includes gamification, self and peer assessment.

In order to motivate and include all students, the MILAGE LEARN+ App incorporates gamification features with different levels of complexity of activities to support students with greater difficulties in learning and include more advanced students. The MILAGE LEARN+ App also includes a self and peer assessment that aims to stimulate the student's autonomous work, to revise content for the storage of knowledge in long-term memory and to identify key steps in problem solving. A free MILAGE LEARN+ TEACHERS application is also available for teachers to create content for students and follow the students' work.

The close connection of foreign language and content-based learning and teaching reinforced by electronic learning (e-learning), mobile learning (m-learning) and blended learning in the project will meet the increasing demands for fostering 21st century transversal skills such as learning to learn, intercultural communicative competence (ICC), problem solving, teamwork, creative and critical thinking, and digital literacy.

This is a two year project that establishes a pool of 24 experts in the area of languages, skill and content teaching and training who will work together to develop innovative curricular design for blended, e- and m- learning modules based on a foreign language (English, Spanish and German). The aim is to create online modules, (offered as an Open Educational Resources (OERs)) that combine language and skill/content-based training and enable students to individualize and internationalize learning pathways through the promotion of collaborative digital practices using a digital-learning platform as a tool.

Keywords: CLIL in Higher Education, e-learning, b-learning, Open Educational Resources

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Fostering creativity and inclusiveness through Digital Storytelling (DST) in the ESL classroom

DST (Digital Storytelling) has been used in ESL classrooms over the years to both improve students' level as well as to incorporate ICT in the English classroom (Lisenbee and Ford 2018). However, DST can also be used to promote inclusiveness and diversity (Angay-Crowder et al 2013). The following paper aims to look into the use of DST in the ESL classroom with a focus on inclusiveness and diversity with the training of teacher candidates. In order to assess the effectiveness of DST, pre-service teachers took part in an experiment. The participants were asked to carry out three activities in the different stages of the process. Firstly, they were required to look through already existing inclusive stories in English. They had to examine them critically while paying attention to the inclusiveness and diversity in each story. Then, they had to learn how to create their own digital stories through several authoring tools. Finally, they needed to analyse and discuss the DSTs in the classroom, following a previously established rubric based on project-based learning (PBL). Despite some linguistic and technical challenges, the research findings showed significant differences regarding participants' attitudes towards inclusiveness and diversity, which demonstrated the effectiveness of using DST in the ESL classroom.

Keywords: Digital Storytelling, ESL, inclusiveness, diversity

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Exploring the Perceived Impact of Strategy Training on Reading Achievement among Moroccan EFL University Learners: FLHS in Rabat as a Case Study

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This study is intended to explore the perceived effect of reading strategy instruction on reading achievement among Moroccan English department university students. It seeks to substantiate the view that learners can be autonomous, critical readers via being exposed to a broad range of (meta) cognitive reading strategies. For this purpose, two EFL groups were targeted, the control (N=60) and the experimental group (N=63). This was effected through the usage of such research instruments as reading comprehension texts, 'self-report questionnaire' and reading tests. The results indicate that both the internalization of (meta) cognitive reading strategies and the enhancement of the learners' reading potential are predicated on the reading strategy training as a pedagogical medium that should be integrated in the reading comprehension course at the university level.
Keywords: Cognition, metacognition, reading strategies, strategy training

Lecturers' accounts in ICLHE programs

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Due to the expansion of EMI/ICLHE programs, institutions require additional research into the key additional teaching skills needed to deliver high quality instruction, specific teacher training based on needs and appreciations of teachers and students. This paper wants to report the state of the art of ICLHE practices and it´s evolution in the last years. Especially from the perspective of perceptions of professionals immersed in these practices. This paper will report results of a second set of semi-guided interviews planned to be done to teachers at different international institutions (April 2020) and will be contrasted to those carried out previously at German, Czech and Swedish Institutions. In reviewing, what lecturers found valuable for their professional development worth mentioning: preparation is time demanding, they feel committed to the program and they realize about their needs. Their methodologies have changed and now they use different methodologies: scaffolding, problem solving project-based learning and collaborative learning (Coyle, Hood & Marsh, 2010). As Mehisto, Marsh & Frigols (2008:105-109), Pavón & Gaustad (2013:87) state, not only linguistic strategies are required but also many methodological issues: Bilingual training courses must address methodological issues relevant to this type of teaching such as task-based learning, class management (…), assessment criteria and tools, collaborative learning, techniques to enhance teacher-student and student-student interaction, criteria for selecting academic content, structuring bilingual lessons… As to content teaching, many report feeling they are dumbing down content, oversimplification of content and finding strategies to guarantee comprehension. About the use of the FL some mention not feeling so comfortable in English in terms of using humour, play on words, feeling natural but they feel in a way they are supporters of their students' language and promoters of the use of the L2 in class interaction, also facilitating the understanding of the "jargon" of the topic they teach (Basturkmen, 2018). Further research has been conducted lately and we will try to deepen into this field. The aim will be to contribute to the preparation of future teachers for potential integration in bilingual programs and contribute towards mobility in Europe. REFERENCES Basturkmen, H. (2018). Conference, non-published. Strategies for dealing with language issues during classroom interaction in disciplinary teaching: The perspectives of two Accounting lecturers. ICLHE "Plurality and singularity: Multilingual policies and specific situated academic actions". Mehisto, P., Marsh, D., Frigols, M.J. (2008). Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan Publishers Ltd. Pavón, V. & Gaustad, M. (2013). Designing Bilingual Programmes for Higher Education in Spain: Organisational, Curricular and Methodological Decisions. International CLIL Research Journal, 2(1), 82-94.

Internationalizing Social Justice through Content-based instruction

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In today's globalized world, social and political transnational issues challenge the educational system. There is a higher demand from our students to leave the universities furnished with skills and knowledge to grapple with these changes to become leaders and agents of social change. Critical multilingual Content-based instruction has demonstrated to be an effective tool to bring down the walls in the L2 classroom to help learners reflect on relevant issues from a critical, multicultural, and multilingual perspective. In this presentation, we will first attempt to describe how we motivate, raise awareness, and promote possible solutions to such challenges from a multidisciplinary perspective through various Content-based instruction courses that revolve around the topic of social justice. Secondly, we will showcase the way we cater to students' professional and personal interests as well as the way we integrate synergies through our signature model -that aims at integrating careers and languages- called Monterey Model. Finally, we will share a lesson plan on a topic related to social justice using the backward
design (Wiggins y McTighe, 2005)

Keywords: Content-based Instruction, Social Justice, Multilingual, L2 classroom, Planning

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La poco explorada relación entre el MECR y el neoliberalismo

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El Marco Común Europeo de Referencia para las Lenguas (MCER) del Consejo de Europa se ha convertido desde su publicación en 2001 en un referente para todas las personas implicadas en la enseñanza y aprendizaje de idiomas extranjeros en Europa y más allá de este continente. En esta presentación señalaremos la relación poco explorada entre el MECR y el neoliberalismo, la última encarnación del capitalismo. Argumentaremos que el MECR está íntimamente vinculado a la teoría del capital humano, uno de los puntales ideológicos del neoliberalismo. Los principios del capital humano son visibles en el MECR al ser un documento que tiene como objetivos promover la empleabilidad, la movilidad y la competitividad de los individuos en una economía de libre mercado. Además, desde un punto de vista foucauldiano, el MECR debería ser considerado como una tecnología de poder que lleva a los individuos a concebirse como agentes económicos. Finalmente, el MECR actúa como una marca para la comercialización de productos de educación de idiomas extranjeros. Estas conexiones entre el MECR y el neoliberalismo indican la necesidad de adoptar una visión crítica respeto a este documento para evitar ser cómplices de la expansión del proyecto neoliberal.

The Grammar of Creativity in Foreign Languages

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Can creativity be seen? Where is the balance between teaching creatively and learning creatively in Foreign Language learning? Does the thought that 'creativity is fun' help or hinder this process? Using Sternberg's theory of convergence of characteristics in creativity, the talk addresses this complex concept in terms of motivation and action in the classroom. Within the context of Spanish and English as a FL, it examines the role of intercultural understanding and grammar to promote a different kind of thinking about the world and a different way of seeing ourselves in it, considering teacher engagement and motivation as the first step towards that of their pupils'.
This presentation takes up aspects of a book published in 2018 by P Ambrossi and D Constant-Shepherd, called Mastering Primary Languages
https://www.amazon.co.uk/Mastering-Primary-Languages

Paula Ambrossi lectures in education and languages at the Institute of Education, UCL, London. She initially taught MFL in a Secondary school (Spanish and French) but for the last 15 years she has been involved in training Primary student teachers to deliver foreign languages. She co-authored the book, Mastering Primary Languages (2018), where some of the concepts and ideas in the present talk

are further explored in the practice. She is currently a PhD candidate at UCL in the field of Philosophy of Education.

Classroom Action Research for Teacher Development

The pandemic has been an unprecedented time for teachers, forcing us to question our beliefs about teaching and learning, our methodologies and the way we interact with learners, even for the most experienced among us. Thus, a systematic approach to receiving formative feedback from learners has become even more important to ensure effective teaching and learning. According to Smith (2001), formative feedback comprises "… the actions and activities initiated by the individual teacher with the intent to collect information to inform decisions about how to improve" (p. 52). As teachers who value lifelong learning principles, we view formative feedback as an integral part of teacher development. Formative feedback can consist of various tools that focus on the developing teaching methodologies for continuous professional development (Weimer, 2013). During online education, we have continued to combine action research with formative feedback and utilised formative feedback tools to make informed decisions regarding our lesson content, styles, and activities, and while addressing gaps in learners' knowledge. In the presentation, we will introduce how we adapted some of our favourite tools to collect formative feedback to online education, which proved to be highly effective during this period. These tools are:
Start-stop-continue
Letter to the teacher
Pulse surveys
Feedback walls
Student observer
As we share each of these tools, we will describe what purpose they serve, possible shortcomings and how these can be overcome, and the impact using these tools has had on learners, the learning environment, and our development as teachers.

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Pınar Gündüz has been working in ELT at tertiary level for over 20 years. She has been working at Sabancı University in Istanbul, Turkey since 2006, and she is currently working as the Program Coordinator. She is mainly interested in assessment for learning, material development, and lifelong learning.

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A Study of Accuracy in English Questions Formation for Chinese Learners of English

Despite many previous studies (Ma, 2011; Zhu & Wu, 2011), the problem why Chinese learners of English keep making certain typical grammatical mistakes in English questions and the factors underlying them remain to be solved. The present study explores how accurately young Chinese learners of English perform in written production in the domain of question formation, in order to determine the factors affecting their degree of grammatical accuracy.
Different from previous studies (Eskildsen, 2015, Ma, 2011; Zhu & Wu, 2011, McDonough, 2009), this research focuses on a typological analysis of learners' basic mistakes in the 4 most typical types of English questions, i.e. Yes/No questions, WH-questions, tag questions and embedded questions. We conducted 4 teacher interviews and designed and administered a learner questionnaire - to obtain data from participants' learning background - and a written test to two groups of 83 Grade Nine secondary school Chinese learners of English from Southwest China (aged at 14 to

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15): a high proficient (HP) group from a foreign language specialized secondary school and a low proficient (LP) group from a rural public secondary school. Both groups are preparing for the same provincial high-school entrance examination, using the same curriculum syllabus.

A first finding of the study is that despite the huge difference in accuracy rate between the HP and LP group, both groups exhibit an identical cluster of mistakes in the domain of the grammar of auxiliaries: choice of auxiliary, morphological variation on auxiliaries, and placement of auxiliaries. We hypothesize that difficulties in question formation must be related to L1 negative transfer, which partly confirms recent research in this area (Lee, 2016; Pozzan, 2014). A second important finding is that despite the sharp difference between their accuracy rate, both groups show the same gradient of difficulty when considering the type of questions as a variable: Y/N questions>Tag questions>WH-questions>Embedded questions. We suggest that the homogeneous nature of the complexity in building questions for both groups of learners, irrespective of proficiency level, lies in the learners' inability to apply the same grammatical knowledge of auxiliary (choice of vocabulary, morphological variation, & placement) in building different questions. The learners' incapability of generative production and self-monitoring ultimately comes down to the interface issue (Ellis, N. 2005, 2008; Ellis, R. 2013) on the role that consciousness of explicit grammar knowledge plays on learners' implicit acquisition. We suggest that even though explicit knowledge may not be directly transferred to implicit knowledge (Ellis, N. 2008; Ellis, R. 1984), the facilitation it imposes on learners' implicit acquisition, especially in an EFL context, should be fully recognized. Further discussion is made on how class instruction can facilitate learners' acquisition of English question formation in the EFL context. We conclude with some pedagogical implications for teaching English questions in the EFL context.

Keywords: English question building; mistakes; L1 transfer;

El uso de canciones con alumnado de 7/8 años en el norte de Londres en la Agrupación de Lengua y Cultura Españolas, un programa de la Acción Educativa Española en el Exterior

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En esta sesión se presenta una investigación realizada en las Agrupaciones de Lengua y Cultura Españolas (ALCE) de Londres sobre el uso de la música como medio de aprendizaje del idioma y la cultura españolas.

Las ALCE constituyen un programa de la Acción Educativa de España en el Exterior (AEEE) que se comenzó a implantar en los años 70 con el objetivo de atender a los hijos de la emigración española en Europa, escolarizados en sistemas educativos extranjeros, y cuyas familias deseaban continuar manteniendo contacto con la lengua y la cultura de la que provenían. Estos entornos educativos han existido desde entonces, evolucionando y adaptándose a los cambios sociohistóricos hasta el día de hoy. La ALCE de Londres es un ejemplo de esta evolución. Esta investigación trata, por un lado, de analizar el proceso de aprendizaje de los alumnos de nivel A1 en dos Aulas situadas al norte de Londres y en segundo lugar comprobar el efecto que produce en los estudiantes el uso de canciones relacionadas con el currículum. La propuesta consiste en aplicar el uso de la música como un elemento continuo, en el que el canto constituye una actividad cotidiana, a través de canciones tomadas de Internet, del cancionero infantil tradicional o creadas ad hoc.

En la investigación se constata que el uso de la música mejora el interés del alumnado más joven que participa en el programa. Por otro lado, a través de grupos focales realizados a profesores, se ofrecen datos relacionados con las luces y las sombras relacionadas con el programa de lengua y cultura españolas en el exterior. Al final se concluye que un uso de la música en vivo, así como actividades relacionadas con otras áreas artísticas (teatro, dibujo, origami, etc.) es beneficioso como forma de fomentar el interés del alumnado más joven, creando un ambiente lúdico en el que el aprendizaje de una lengua sea un proceso gratificante en el que el aprendizaje del idioma se pone en un contexto que permite, además, el conocimiento de la cultura española a través de la música y otras artes.

The main text, like the author names used Times New Roman font, 14 point for the Author names and 12 point for the remainder of the abstract. Type or paste your text into this file, but remember to keep the page margins the same as is set here which is 2.5 cm all round. Paragraphs are justified (straight-edged) on both left and right.

Use single-line spacing and leave a line gap between paragraphs. This helps your text to be read easily. If you would like to insert a figure you can do so. Use the insert picture command and paste special as an enhanced metafile for ease of handling. If you want, you can set the text to flow around the figure, but do remember to include a figure caption.

Integrating the UN's sustainable development goals in language teacher education

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The incorporation of education for global citizenship (EGC) in language teaching has gained prominence in recent years. This approach draws from a shift in general educational practice that aims engaging citizens in solving global issues in social, political, cultural, economic and environmental issues (UNESCO, 2014). At the theoretical level, the status of EGC is still not on solid ground. Despite being around for about three decades, there is still debate over what global citizenship means and, furthermore, there is no unified concept across countries/regions (see Rapoport, 2010 for a review; UNESCO, 2014). In practice, EGC has been rather fruitful, even in the field of language teaching. Many have addressed it under more concrete labels such as intercultural citizenship (Byram, 2008; Byram & Wagner, 2018, Porto, 2019), human rights education (Yulita & Porto, 2017), or sustainable development (Ali, 2017; Canning, 2010; Prádanos, 2015; Zygmunt, 2016). Overall, there are two key findings that support the implementation of EGC in language teaching. First, that it is possible to achieve EGC goals in the language classroom (Porto, 2018); and second, that it is possible to develop linguistic knowledge through EGC projects (Porto, 2019b). Thus, it appears that this partnership offers a promising impact for citizenship and language education.

The EGC agenda of the United Nations' (UNESCO, 2014) is reflected in their Sustainable Development Goals (SDGs) which lay down 17 global initiatives to achieve by 2030 (UNESCO, 2017b). These goals address different global challenges (social, economic, environmental) that are central to the future of humans. Many educational institutions subscribe to these SDGs and incorporate them as part of their mission. The question, then, is how these should be included in our educational programs. How can we align our curricula to these goals?

The proposed chapter targets this question from the perspective of an ESL teacher training undergraduate program. It presents a case study on the implementation of the UN's SDGs as a way to fulfill institutional goals as well as to introduce future ESL teachers to global citizenship. Students in the 'Introduction to ESL' class (a required course for the ESL minor) participated in three pedagogical phases: a presentation phase, a creation phase and a reflection phase. First, in the presentation phase, students were introduced (1) to the SDGs and (2) to one example citizenship project (Porto, 2018). Second, as a final course project, students were instructed to work in groups to design lesson plans that targeted a topic within one SDG of their choice. Third, they completed a reflection task in which they developed on their beliefs and thoughts about the usefulness of integrating relevant SDGs in their language teaching practice as well as their reservations about potential difficulties in the implementation of SDGs. The analysis of the themes that arise in the qualitative data obtained from 10 student reflections point towards a positive effect of this curricular innovation.

In sum, this talk will illustrate a feasible approach to introducing Global Citizenship education through the UN's SDGs in language teacher education. Moreover, the chapter will provide enough detail and references for practitioners to further implement the SDGs in language education in a way that is relevant to their teaching context.

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User engagement patterns in LMOOCs or how to foster distance language learning through MOOCs

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Since their advent, MOOCs have moved from being informal platforms where users could exchange ideas and build knowledge to tools that can be used to teach languages (Bárcena Madera & Martín-Monje, 2014). Nevertheless, more research on Language MOOCs (LMOOCs) should be conducted, as their design is an ever-challenging endeavour given the difficulties course instructors face when it comes to engaging students and keeping them motivated. The very nature of MOOCs, i.e., the fact that they are free, open and directed at everybody, leads to situations where there is a clear divide between the number of people who enrol in a course and those who actually take full advantage of it (Breslow et al., 2013; Jordan, 2014; Onah et al., 2014).

This work therefore aims at comparing and contrasting engagement patterns in an LMOOC whose purpose is to teach English at lower and upper intermediate (B1/B2) levels. The data presented in this paper were retrieved automatically through the OpenEDX feature known as "Analytics" and relate to two editions run in May and November 2019. Overall, results point to the fact that engagement was closely correlated with how much effort the completion of an activity required. In other words, passive activities like watching videos had higher engagement rates than forum discussion. In addition, our findings confirmed what other researchers had indicated, i.e., the sharp difference between the number of registered users and those who actually completed the course.

This research, which is part of a broader project that aims at finding out more about MOOC demographics, as well as user engagement and participation patterns with a view to guiding endeavours aimed at improving LMOOCs, has proved that to make the latter more effective, it might be a good idea to design activities that not only appeal to the target audience but also require little effort from them.

Keywords: LMOOCs, User engagement, ESL, teaching

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Innovation and Sustainable Autonomy in Foreign Language Teaching

While a major challenge to all stakeholders, the transition to digital teaching in 2020 has also afforded educators an unprecedented occasion to carefully examine their teaching under pressure. From issues of self-regulation to agency in and responsibility for learning, curriculum (re)design rang especially true for the CORALL Erasmus+ project on Coaching-oriented Online Resources for the Autonomous Learning of LSP (Erasmus+ Strategic Partnerships for Higher Education 2019-1-HU01-KA203-061070). The pandemic context has made this research on learner autonomy particularly relevant within the specific constraints of higher education (HE) and language for specific purposes (LSP) in English, German, and Spanish. Drawing on data from students, teachers, and employers, reflecting both pre-pandemic and pandemic conditions at the universities involved in this six-country consortium, best practices, educational tools, and needs have been identified, especially the dynamic roles that can be carried out on the teaching and learning spectrum. In addition to the development of materials, tips, and strategies for autonomous language learning, the areas we have covered include coaching and advising tools, portfolios, needs analysis and self-assessment, as well as learner's journals, learning plans, and projects. The poster aims to work with the partial results of this research, beginning with an early needs analysis of the international partners in Autumn 2019 which contrasts the varying perspectives on autonomy with further research findings on best practices and educational tools, which may be sustainable even in a post-Covid era where this innovation can offer learners the potential to control their learning processes.

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A first approach to iconic female figures in Infant Education through literature

Infant Education is an especially symbolic and crucial educational stage in the integral development of the human being. It involves a first contact with self-knowledge, the physical environment, culture, language or literature. In this sense, it is a stage with its own identity and where the child's primary thoughts and values begin to be forged. In this line of argument, the main objective of this research is to offer a first approach to the demand for the presence of women in early childhood education English classrooms through literature. In this sense, picturebooks are considered essential since they combine words and pictures in a magisterial way.

Regarding the structure of this investigation, as it has been commented before, the theoretical framework will have two main complementary parts: the idiosyncrasy of infant education and the teaching/learning of English as a foreign language in that academic stage and the importance of the introduction of women visibility from early childhood. Subsequently, the main resource to carry out the aims of the proposal will be examined

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in-depth. In this connection, Baby's Big World. Women who changed the world (2020), written by Alex Fabrizio and illustrated by Kat Uno, portrays in a very simple way, using repetitive structures, some major achievements of female figures such as Frida Kahlo, Ada Lovelace, Mae Jemison or Jane Austen, among others. To continue with, a didactic proposal designed to be developed in a BITS (Bilingual, Inclusive, Technological and Safe) school in the Community of Castilla y León in Infant Education (Year 1) will be described. In this respect, children are aware of the existence of important women and develop critical thinking, imagination and creativity through the different planned interdisciplinary tasks and activities where music and movement are incorporated as key elements in Infant Education.

In conclusion, this kind of proposals fosters children's feminist awareness for the first time and contributes to the development of the main linguistic, cultural and artistic competences and some of the 17 ODS (1, 4 and 5) established by the United Nations in the 2030 Agenda.

Keywords

Infant education, female figures, critical thinking, literature, teaching/learning of English as a foreign language

A rapid instructional design methodology to virtualize English courses using PPP sequence and open resources

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This study presents a step-by-step method to construct self-instructional resources and activities for English language teaching implemented in LMS (learning management system) Chamilo with tutor assistance. This was a methodological transfer and support for the virtualization of English courses levels B1-B2 to a team of university teachers without any experience in e-learning modality, helping them to transition from a repository file model to an active student-centered learning model with the use of PPP sequence and open resources.

EFL teachers in higher education were overloaded during the pandemic and with limited time to prepare material and activities for their virtual classes and the traditional way used was uploading file documents with grammar explanation and exercises which must be downloaded by students, then completed and resubmitted into the platform, without any interactivity and a tracking system to measure learner's participation and engagement.

An instructional transfer methodology using PPP sequence was suggested to teachers, promoting the transition from file-repository model to interactive multimedia with free open resources. Teachers 'role as SME (subject-matter expert) was to select and curate free videos, audios and some grammar and vocabulary explanations for the "presentation" stage, find open interactive activities for "practice" and participate in forum discussions for "production". Listening and reading practices were also designed by the teachers for integrated skills. As a final result this methodology helped to organize the teaching-learning process and track the students' performance.

Keywords: Rapid e-learning, PPP Sequence, instructional design for language teaching.

Adopting Issue Logs to Improve English and Critical Thinking Skills in a University Content-Based Course

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This presentation will show how the intensive use of issue logs engages learners in critically analyzing information and applying their knowledge to evaluate that information while improving their L2 speaking skills in a university content-based course. L2 literature shows that when finely tuned to learners' proficiency and intellectual and motivational levels, intensive use of issue logs helps achieve three important goals of L2 learning: linguistic, affective, and social. Issue logs enhance oral fluency in L2 production because they include essential fluency-enhancing elements such as formulaic sequences, automatization, repetition, message focus, deep processing, and practice. These tasks also include activities designed to encourage learners to analyze issues from different perspectives and reach different interpretations, thereby improving their critical thinking skills. Issue logs were used with English majors in a Japanese university. Learners individually selected a topic of interest, looked for a news article on that topic using social media, and prepared a summary, two discussion questions, and their opinion on the issues the article raises. In class, they formed pairs, took turns reporting their summary, elicited their partner's opinions on the two discussion questions, and wrote these up as an issue log. The process was repeated with three different partners.

This presentation will present the features of the task and then invite participants to experience the task, elicit their feedback, and explain the learners' own feedback. Finally, the presenter will show a DVD of learners' performance so that participants can closely experience how learners engaged with the task.

Picturebooks for a reworking of CLIL: Citizenship through Language for Intercultural Learning

Modern citizenship education no longer focuses on being able to convey knowledge about political institutions and processes, instead as a school subject it can contribute to developing competences related to 'effective and constructive interaction with others, thinking critically, acting in a socially responsible manner and acting democratically.' (European Commission/EACEA/Eurydice, 2017, p. 9).

Intercultural citizenship education combines the intercultural communicative competence of foreign language education and civic action in the community from citizenship education (Byram, Golubeva, Hui & Wagner, 2016) and results in relevant connections being established with a more global world (beyond the local community and/or country). This combination of foci implies that a learning sequence with the intention of promoting an education for intercultural citizenship will necessarily require three sets of interconnected learning objectives: linguistic, intercultural and citizenship. This presentation takes a critical look at a small corpus of picturebooks for use in the primary English classroom to support teachers of English in planning for an intercultural citizenship education. A set of criteria for selection and a checklist for planning activities will be presented, together with a reflection on some of the challenges teachers might encounter.

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Children of the World: Cultural Awareness and Expression in Initial Teacher Training for CLIL

This presentation puts forward a CLIL innovation project being carried out at the Faculty of Education from the Complutense University of Madrid during the academic year 2019-2020. The objectives of the project are three: 1) to promote an interdisciplinary approach across different academic disciplines through joint planning, decision-making and reaching collective goals; as well as to team up internationally with scholars from other Yokohama City University, YCU, in Japan to develop academic programme and collaborative research; 2) to familiarise prospective teachers with cross-curricular teaching from a CLIL perspective, so that they can obtain a global, multicultural, and bilingual perspective of education in these disciplines and 3) to build a basis enabling pre-service bilingual primary school teachers to collaborate in interdisciplinary tasks in order to develop cultural awareness and expression in their classrooms. The Project's design is based on four different stages: 1) Initial assessment of participants in order to test their knowledge on CLIL and interdisciplinary work, 2) Celebration of a two-day seminar titled "Cultural Awareness & Expression" trying to promote a closer cooperation between university and primary levels by joining primary education bilingual trainees and CLIL specialists currently working at bilingual primary schools. 3) Design and Implementation of the Teaching Intervention. The courses involved during the first term are Initial Teacher Education for CLIL and the YCU ELT Module, while in the second term the courses are Foundations of Art Education, Music in Primary Education and Educational Psychology. 4) Final Assessment that will be carried out through a questionnaire at the end of each term in the all the courses involved. The findings of this research are mostly based on both the pre-test and post-test and also on the observation and exchanges that have taken place during the implementation of the different teaching interventions carried out until now. These show that there is a positive attitude towards working in an interdisciplinary and international way, since both teachers and students claim that this teaching-learning dynamics is highly beneficial at various significant levels.

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Current and Future Trends in Digital Language Classroom: Perspectives from teachers and students

This is a case study of the Language Centre at the University of Newcastle that had transformed the English Language Intensive Courses for Overseas Students (ELICOS) from a traditional form to an online program under the COVID-19 pandemic. When the 'study from home ELICOS' program had been launched, the teachers delivered daily lessons through online platforms, including Zoom, Blackboard Collaborate and Microsoft 360 Teams, to students who intended to acquire a certain level of English proficiency. Attention had been specifically drawn to the different perspectives toward the virtual classrooms from both teachers and students in the English as a second language (ESL) context. The main sources of data for this study were in-depth interviews, to investigate how the online ELICOS was perceived. Interviews data were collected through Zoom platform over a month from 10 students who enrolled in the intermediate or upper-intermediate classroom, and 2 teachers who were taking charge of the classes. The findings gave us an understanding of how well the teachers and the students adapted to the online environment and indicated some difficulties may be encountered especially during the 'breakout room' session in the Zoom forum, as well as suggested ways of mitigating such challenges in language classrooms in a post COVID-19 educational landscape.

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Ms. Xu is a Master's student of Applied Linguistics at the University of Newcastle in Australia. Her latest research examines how language teaching methodologies can be used in virtual classroom and how do learners and teachers perceive the remote educational environment. She has participated in several research courses, including Research Preparation, Research Project and Research Methodology, and this study is part of her postgraduate coursework. Her research interests are currently in language teaching methodology, language testing and assessment, cultural variations in language learning and second language acquisition.

Reexamination of Learners' L2 Speech Fluency: A Study Based on the Multimodal Learner Corpus Module

Learners' L2 outputs are often evaluated in terms of complexity, accuracy, and fluency (Skehan, 1998). Among these three elements, fluency, especially speed fluency, plays a particularly important role in smooth oral interaction. Thus, many studies have discussed the fluency of learners with different L1 backgrounds and/or at different L2 proficiency levels (Ishikawa, 2020), but very few have paid due attention to another type of fluency, namely learners' effective use of body language.

Body language, which is also called "kinesic behavior" (Birdwhistell, 1952) or "non-verbal behavior" (Richmond et al., 1991), often conveys much information in communication. L2 English speakers, as well as L1 English speakers, can communicate not only with verbal means but also with non-verbal means such as gaze, posture, hand gestures, nodding, facial expressions, and varied body movements (Busa, 2015; Adolphs & Carter, 2013). As Kress (2011) suggests, the idea of the 'priority' of the linguistic modes is neutralized by the adoption of the concept of multimodality. However, in spite of its potential importance, L2 learners' body language use in speech communication has been understudied to date, mainly due to the lack of an appropriate dataset.

Using the data taken from the ICNALE Spoken Dialogue Module, a newly compiled multimodal learner interview corpus including the video data as well as transcripts (Ishikawa, 2019), this study examined the verbal fluency and non-verbal fluency of L1 Japanese, Chinese, and Korean learners of English. The analysis showed that learners' body language use often compensates for the lack of their speaking skills, and it suggested the risk in discussing learners' fluency only from a verbal perspective.

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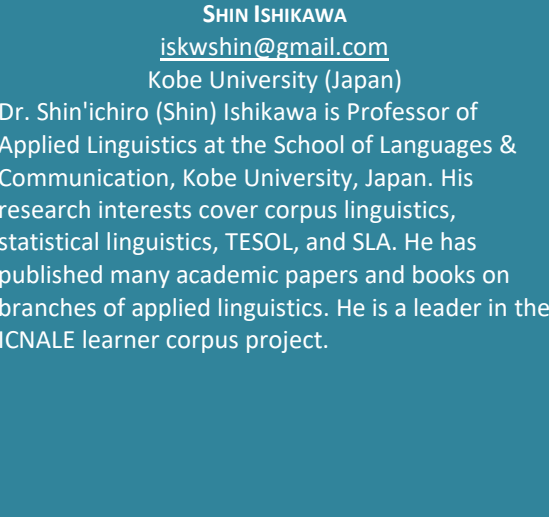
Experiencias de innovación docente en la asignatura de Didáctica de la Literatura Juvenil e Infantil en el Grado de Educación Primaria

El Espacio Europeo de Educación Superior (EEES) plantea que cualquier modelo formativo se centra en la adquisición de competencias, en lugar de centrarse en la adquisición de conocimientos. Desde este enfoque, el protagonista del proceso de aprendizaje es el propio aprendiz. En este sentido, el profesor va cediendo terreno a favor del estudiante que va logrando autonomía en su propio aprendizaje. Este cambio de planteamiento impone
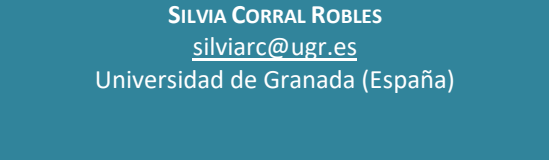
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un cambio en la metodología a seguir en cuanto al desarrollo de la labor docente. Por tanto, el objetivo principal de este trabajo es la descripción de diversas experiencias de innovación docente en la asignatura de Didáctica de la Literatura Juvenil e Infantil, del Grado de Educación Primaria en la Universidad de Granada, en el campus de Melilla. Dichas experiencias están ligadas a la renovación de las metodologías docentes tradicionalmente utilizadas por otras denominadas metodologías activas, entre ellas se pueden destacar la implementación de la metodología aprendizaje-servicio, así como la gamificación.

Palabras clave: innovación docente, metodologías activas, Didáctica de la Literatura Juvenil e Infantil, Educación Primaria

When they become one: Awareness of and alternatives to the gender binary system in English

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This research is based on a project about the use of gender nonbinary and inclusive language in English conducted at the University of Granada in Spain. The main hypothesis of this study aims to demonstrate that people who are exposed to inclusive language are more likely to show awareness of and to find alternatives to the gender binary system in English. This particular use of the language is not often contemplated in the English-language classroom (e.g., EFL), and is rarely discussed in terms of gender nonbinary identities. The implementation of inclusive and gender nonbinary language in education is important if we do not want to discriminate against women and other people who do not fall into the gender binary system (that is, female or male). This issue has been significantly discussed in recent years. For example, in 2018 the European Parliament suggested and urged all the European partners to employ inclusive language in English so as to change the mainstream (often sexist and chauvinist) usage of certain words and expressions, such as "mankind", "man-made", "chairman", into more inclusive ones (e.g., "humans", "artificial", "chairperson"). The data from this research study were gathered using an anonymous online test ("Google Form") with twenty questions, which required short answers, principally referred to the third person singular (she, he, they or other alternatives) and job terminology. The corpus under analysis for this paper was organised into three groups: a) 20 preservice preschool and primary school teachers, including students from an MA in ELT (English Language Teaching) from the University of Granada, who were exposed to this type of language in my classrooms (controlled group); b) 20 students with similar characteristics but without having received a specific input on inclusive language; and c) 20 native English-language speakers. Overall, the 60 participants, who took part in the study voluntarily, supported my hypothesis. However, further research is needed to corroborate my results.

Keywords: EFL education; inclusive language; gender nonbinary language; preservice preschool and primary school teachers.

Stef Barozzi es Doctorado en Ciencias de la Educación por la Universidad de Granada (España) en 2016 con una tesis doctoral en inglés sobre formación docente en identidades sexuales y de género. Desde 2017 es profesor de didáctica del inglés para educación infantil y primaria en la Universidad de Granada. Nacido en Italia y licenciado en lingüística y lenguas modernas (francés y castellano) por la *University of Westminster* de Londres (1996), donde vivió unos diez años. Desde 2011 ha ofrecido y coordinado numerosos cursos de formación en la Universidad de Granada relacionados con las identidades sexuales y de género, tanto para estudiantado universitario como para profesorado universitario y de educación primaria y secundaria. Ha publicado varios artículos y capítulos de libros, principalmente en revistas internacionales y en inglés, casi todos sobre la formación para estudiantes y docentes en la diversidad sexual y de género. Asimismo, ha participado como ponente (principalmente en inglés) en varios congresos internacionales, tanto en España como en Gran Bretaña, sobre temáticas esencialmente relacionadas con la formación en identidades sexuales y de género en el ámbito educativo. En 2020 presentó la conferencia inaugural en el I Congreso Internacional sobre la Atención a la Diversidad Afectivo-Sexual, Corporal y de Género, organizado por la Universidad de Granada.

Lexical based-methodological approaches applied to foreign language for specific purposes teaching and learning

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The corpus-based approach taken as a well-established methodology with a multiplicity of applications in different knowledge domains has been largely used in language teaching. It has proven successful in language for specific purposes (LSP) teaching and learning, considering that "the compilation, description, and analysis of domain-specific corpora is one of the widest areas of research in corpus linguistics, especially as regards academic and professional settings" (Campoy-Cubillo, Bellés-Fortuño & Gea-Valor 2010: 3). When it comes to the work with terminology and specialized vocabulary, corpus-approaches derived from the lexicon sciences have taken an increasingly prominent role, such as the corpus-based terminology (Cabré, Amor-Montané & Nazar 2012), also recognized as an approach in terminology acquisition (Gamper and Stock 1998), or the corpus-based terminography (Bowker 1996, Kast-Aigner 2010), an approach with great contributions to LSP corpora compilation (Bowker 1996). Language methodological approaches to language teaching with a focus on LSP can profit from the use of corpus-based approaches, namely the lexical approach and the data-driven learning.

Considering that "language is fundamentally lexical" (Lewis 2000: 149), lexical chunks or multi-word units are at the core of the lexical approach of Lewis, a learning strategy complementary to the communicative approach. Bearing in mind the technology developments, Lewis advocates the use of language corpora and corpora for specific purposes as tools to work with multi-word chunks, especially collocations.

On the other hand, the "application of computers to language-learning that has come to be known as 'classroom concordancing' or 'data-driven learning' (DDL)" (Johns & King 1991: iii), a term originally used by Johns (1991), also relies on corpora: "the use in the classroom of computer-generated concordances (…) and the development of activities and exercises based on concordance output" (ibidem). The DDL approach has been effective with writing and grammar skills teaching in foreign languages (Lin & Lee 2015), and according to recent studies, it can also contribute to the increasing of learners' vocabulary (Soruc & Tekin 2017).

Both these approaches boost students to take an active role as masters of their learning process. These learner-centered approaches to language teaching imply training in the use of corpus tools and the interpretation of the language data. Computer-mediated instruction and practices, specifically in the LSP classroom, promote the learning of specialized vocabulary in a motivating way and, ultimately, the acquisition of specialized knowledge.

Having in mind this close connection between corpus-based approaches and the lexical based-methodologies to language teaching as innovative methods for the LSP classroom, I will discuss in this presentation my experience with a course of "Specialty Language" for foreign students of European Portuguese, that took place in the NOVA University of Lisbon. Although it was a short course, attended by students with different interests in what concerns the knowledge domain, the corpus-based approach has helped to overcome these challenges and proved to be an important resource to deal with terminology and specialized vocabulary in a multicultural environment.

Keywords: corpus-based approach; computer-mediated teaching; terminology acquisition; language for specific purposes; foreign language teaching and learning.

The use of ICT in the Foreign Language Teacher Training Course: Evidence from Cyprus

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Digital technologies in higher education facilitate the learning/teaching process, creating a student-centred environment (Bates and Sangra, 2011; Guri-Rosenblit, 2009, 2010; Johnson et al., 2016). According Alexander et al. (2017) and Wineburg et al. (2016), teachers need to develop digital

literacy as e-learning cannot take place without e-teaching. Both teachers and students should have relevant training and support in order to use new technologies in an efficient and effective ways (Gradinarova, 2015; Guri-Rosenblit and Gros, 2011).

Young generation of students can be characterised as "digital natives", "millennial students" or "Homo Zappiens" (Dede, 2005; Oblinger, 2003; Ubachs et al., 2017), thus they can be easily trained to use digital tools at university (Pappas, 2017; Alexander et al., 2017; Johnson et al., 2016). Students can be autonomous learners, but educational institutions can help them to construct knowledge via guidance and assistance of the teachers and experts (Andrade, 2015; Benson and Brack, 2009; Service, 2009). The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning has been playing a significant role.

This study investigates the issues of student engagement in on-line environment, their attitudes towards Information and Communication Technology (ICT), the development of cognitive, social and self-directed learning skills of students, future EFL teaching, during a teaching methodology, teaching practicum course. The participants were 40 university students (3rd and 4th year). Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus.

We have analysed students' engagement and participation in on-line classes, oral and written mode. The on-line sessions via Microsoft teams were recorded and observed regarding the frequency, quantity and quality of students' participation in discussions, question-answer sessions and blogging via Blackboard. We also investigated the attitudes of the students (via questionnaires) towards e-learning and the use of digital tools such as chat, camera, video, blogs, comments, group work, channels and break out rooms and their perception of their value in terms of the learning/teaching process, development of their critical thinking, reflection and analysis skills, continuous professional development.

The analysis of the data showed that overall students have a positive attitude towards e-learning, but they prefer either blended learning or face-to-face learning, especially in a post-COVID time. The students tend to use written mode of communication (chats, blogging) rather than oral (audio, camera). They believe that blogs facilitate their development as teachers and practitioners via creating on-line community in a user-friendly way. The students have the opportunity to interact more with their peers and the tutor, express their views, exchange ideas, gain new knowledge and experience, increase the level of their digital competence, especially in the current COVID situation.

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L2 learners' awareness and emergent identity: investigating L2 postgraduate students' reading and writing for academic purposes

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The present exploratory study investigated L2 postgraduate students' learning through the three stages: (1) academic language learning in a pre-sessional EAP programme, (2) academic literacy awareness-raising at the beginning of an MA module (Language Learning Principles), and (3) critical reading of selected review articles for MA essay arguments at the end of the MA module. The two in-depth interviews were conducted with six L2 postgraduate students at the beginning and end of the MA module. Two successful L2 learners were selected for detail data analysis. Thematic analysis by Braun and Clarke (2006) was used, applying a sociocultural research perspective. Despite the difficulties in understanding the concept, 'critical reading and writing' in an academic context, the two L2 learners utilised academic literacy awareness-raising activities and sustained student agency throughout the MA module. Their perceived role of themselves as a language learner gradually changed to their emergent identity as an academic writer in the MA module. The two L2 learners both engaged in critical reading of their selected literature and constructed an appropriate task representation about reading for argumentative essays, as they used research review articles effectively. One learner carefully conducted critical literature review and evaluated relevant research studies from different viewpoints, strengthening her argument. The other learner critically evaluated researchers' debate and identified a gap in the research, developing a well-focused argument. Implications for EAP practitioners will be provided to facilitate L2 students' academic literacy awareness and develop their identity, as they actively engage in critical reading and argument building for their essay assignments.

Plurilingual and Intercultural Communicative Competences for Humanitarian Aid Personnel in Disaster Response

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I am Tatevik Hambaryan from Armenia, a second-year PHD researcher at Universidade Nova, Lisbon, Portugal. My educational background starts with linguistics, specializing in foreign languages, afterwards proceeding with a Master's degree in international relations and diplomacy with the main research area in regional conflicts. I have been teaching English for 11 years to a wide variety of students from various backgrounds and nationalities (Armenian, Russian, Chinese, Italian) concurrently owing 6 years of professional experience in interpreting/translating for diverse international organisations (UN, OSCE, Red Cross, etc .). Currently I am a second year student of the program ''Didactics of Languages: Multilingualism and Education for a Global citizenship'' at Nova

Regardless of their nature, all disasters are comprised of the main five stages: preparedness, mitigation, prevention, response and recovery (UNISDR). The disaster response phase is the one in the framework of which my research will be carried out, since the nature of disasters in the twenty-first century proves that it is an arena where language and cultural misunderstanding between the host population and responders may be generated. Humanitarian aid personnel are people for whom mastering more than one foreign language and displaying adequate level of Intercultural Communicative Competence (ICC) is an essential requirement, since the challenges risen due to those two competencies in emergency situations may be a matter of life and death.

Taking this into consideration this research highlights the importance of establishing a strong link between foreign language and intercultural communication training to empower personnel with plurilingual and intercultural communicative competences.

As one step to better understand and reveal this need I referred to Gyumri 1988 earthquake. The study adopts qualitative research method and aims to explore intercultural and language barriers humanitarian aid personnel and local population faced during disaster relief activities. The article is going to focus on findings distributed after the research and analysis following the semi-structured interviews carried out by me.

Disaster response provides a window into multiple contexts that allow researchers to raise language and intercultural communication problems. As global citizens, we should cooperate to prepare for the challenges and upcoming disasters and crises together, and respond to them with more meaningful and impactful efforts.

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University. The title of my research topic is ''Plurilingual and Intercultural Communicative Competences for Humanitarian Aid Personnel in Disaster Response'', through which I try to highlight the importance of empowering humanitarian aid personnel with advanced competences which could distinctly improve the probability of success in disaster response activities in the 21st century.

Does CLIL teaching have beneficial effects for the acquisition of anaphora resolution in L2 English?

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Anaphora Resolution (AR) refers to relationship between a referring expression (null pronoun, overt pronoun, or a noun phrase) and its antecedent in the discourse. AR has been shown to be problematic in L2 acquisition at the syntax-discourse interface as learners are overexplicit (i.e., they use fuller forms than is required) (Leclercq & Lenart, 2013; Lozano, 2016; Ryan, 2015).

An unexplored area is whether additional L2 exposure (classroom immersion) is beneficial for the acquisition of AR at the syntax-discourse interface. Recent studies in the Spanish educational context argue that Content and Language Integrated Learning (CLIL) immersion programmes are beneficial for L2 English acquisition (Lorenzo et al. 2010, 2011), but others warn against those supposed benefits (Bruton 2011a, 2011b). It has been argued that CLIL instruction is beneficial in terms of general L2 proficiency and vocabulary (Lasagabaster, 2008; Ruiz de Zarobe & Jiménez Catalán, 2009), though those benefits may not always extend to L2 morphology and syntax (García Mayo & Villarreal Olaizola, 2011; Gutiérrez-Mangado & Martínez-Adrián, 2018; Martínez-Adrián & Gutiérrez-Mangado, 2009, 2015). Crucially, it is not known yet whether CLIL immersion is beneficial for AR in L2 acquisition.

The main aim of this developmental study is to use real discourse production (corpus data) to determine whether additional exposure (CLIL) is beneficial for the L2 acquisition of AR at the syntax-discourse interface. We used the written Corpus of English as a Foreign Language (COREFL) (Lozano et al, 2020) and analysed samples from L1 Spanish-L2 English CLIL vs mainstream EFL learners at several proficiency levels (A1, A2, B1, B2) and an equivalent English native control corpus (N=119 texts). Data come from the classic 'frog story' previously used in L2 studies of AR (Kang, 2004). We created a linguistically-informed tagset in the UAM Corpus Tool software and tagged multiple factors that the aforementioned L2 studies have shown to affect the use of referring expressions, e.g., information status, referential expressions, syntactic environment, number of potential antecedents, amongst others).

Results show that in topic-continuity contexts (Fig. 1), even though CLIL learners initially outperform non-CLIL learners (who overuse noun phrases), non-CLIL learners eventually catch up and outperform CLIL learners, who are overexplicit (i.e. use fuller forms than required). Regarding topic-shift contexts (Fig. 2), both CLIL and non-CLIL produce more NPs than overt pronouns, as English natives do, but it is again the non-CLIL group that eventually attains native-like levels at B2. Additional analyses corroborate that CLIL learners do not outperform their non-CLIL counterparts. In short, the corpus data reveal that additional exposure through CLIL instruction does not enhance the acquisition process at the syntax-discourse interface.

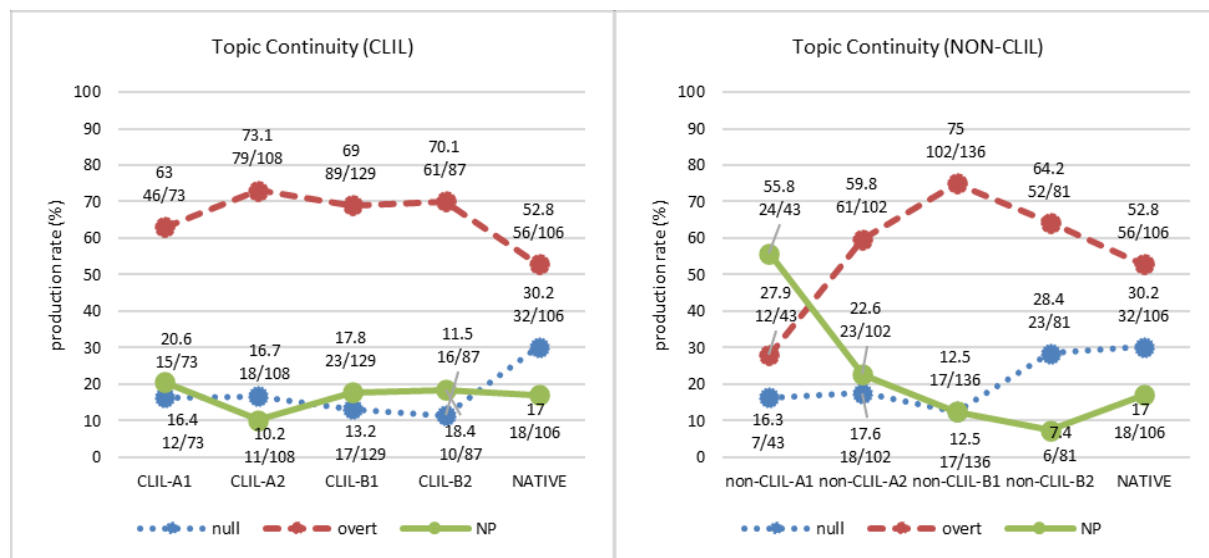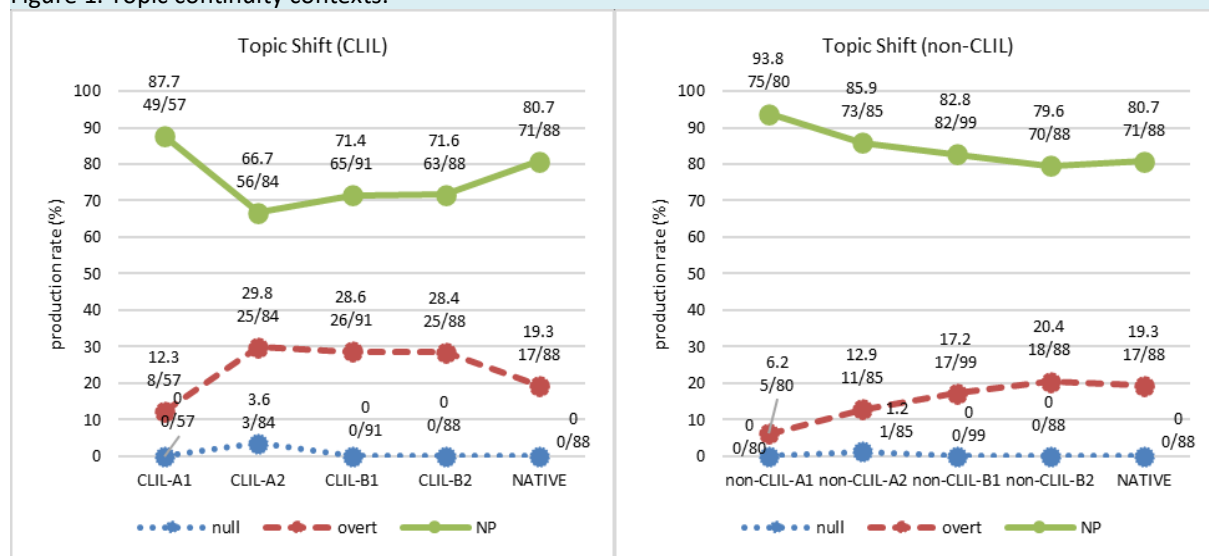Figure 1. Topic continuity contexts.

Figure 2. Topic shift contexts.

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The Impact of Co-Created Story Writing and Storytelling on Language Learning

This study aims at finding out the impact of co-created story writing on language learners' skills in English. 17 students aged between 17-22 studying at Prep School at Fatih Sultan Mehmet Vakıf University participated in this study. It was a five-week process when a story following The Hero's Journey template by Joseph Campbell was co-created by the students with the mentorship of a teacher. The students and the teacher gathered online on a weekly basis to create the story. The story was created by the sentences respectively produced by the students. The teacher acted as a reporter writing the story with the correct grammatical structures. At the end of the story writing process, the students told each other the story in pairs. A phenomenological research approach was followed in the study. Focus group interviews were conducted with the participants to obtain data after the implementation was completed. In order to analyse the data, categories and themes were created via the content analysis method.

A Proposal for Working on Short Stories in the EFL Class: Developing Communicative Competence and Addressing Social Justice Issues

This paper aims at presenting a proposal for dealing with short stories in the class of English as a foreign language in Secondary Education. Nevertheless, the ideas presented herein can be easily adapted to different contexts, such as that of Primary Schools. The core of this work is to

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create a learning environment where students can enhance their communicative skills in the foreign language while enjoying short stories, and, at the same time, these narratives will be the gateway to working towards social justice by fostering students' concern for issues such as cultural diversity and gender equality.

The key of this proposal is to carefully select engaging and motivating literary material in order to meet students' interests, needs and proficiency levels and enable them to read it aesthetically, following Rosenblatt's terminology (1982, p. 269). Furthermore, in this proposal, the narrative texts encourage learners to address the main cross-curricular contents mentioned above and they also leave the possibility of acting out some parts of the stories open. Following the distinctive features of Communicative Language Teaching and Task- Based Learning, ideas are developed as to help teachers organise the lessons into communicative tasks which seek to intrinsically motivate students while they are guided to the completion of a final multimodal task, in this particular case, a short-story trailer.

Keywords: short stories - social justice - multimodality - Communicative Language Teaching - Task-Based Learning

Implementing Elevator Pitch presentations in ESP classrooms to enhance students' multimodal communicative competence

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The outbreak of Covid-19 has caused disruptions in education, forcing many universities to make adaptations to fulfill teaching practices. This situation has given rise to various educational scenarios (e.g., online and blended learning) in which the use of technology and audiovisual resources has come to the fore. This study centers on the implementation of elevator pitch presentations in the ESP classroom and discusses the pedagogical adaptation made from face-to-face to blended learning. Broadly speaking, an elevator pitch consists of an innovative oral presentation (Daly & Davy, 2016) in which participants present a product or an idea in a concise and highly engaging way. Moreover, this spoken genre is characterized by its multimodal nature since participants make use of varied verbal and non-verbal communitive modes to effectively communicate and engage their audiences. A multimodal genre-based approach –adapted from (Querol-Julián & Fortanet-Gómez, 2019)– was adopted to instruct students and enhance their multimodal communicative competence (Royce, 2002). This genre-based approach, consisting of three stages (i.e., deconstruction, joint construction, and independent construction), was implemented with a group of students for the subject English for Video Games. In addition, peer-assessment was realized, focusing on what kind of message was expressed (ideational), how the message was conveyed (textual), and how engagement (interpersonal meaning) was constructed (Morell, 2015). The deconstruction and joint construction were carried out combining face-to-face and online sessions, whereas the independent construction and the peer-assessment were online. Thus, this study reports on how the multimodal genre-based approach was implemented, combining both face-to-face and online modes, and explains different challenges ESP teachers can be faced with when making this type of adaptations.

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Use of the video game in the development of L2 acquisition

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The pronounced growing trend of the use of video games in our society has led to a series of researches and projects based on the use of this tool related to education. One specific approach to consider is the acquisition of a second language (L2), especially English, using the video game. This paper offers an overview of a wide set of references and projects concerning the use of different video games as a tool for the acquisition of a second language. The objective of this document is to expose whether the video game is a valuable tool or not for L2 acquisition. This study will also consider different factors, such as attitude, motivation, and outcomes, to provide a more appropriate research and analysis.

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- Actualmente con ocupación de Docente en Colegio "La Presentación", en Linares.

Learning English vocabulary through AR (Augmented Reality) in Secondary Education

The emergence of innovative technological programs such as Augmented Reality (AR) have allowed the development of new teaching techniques in foreign language learning, as investigated in several articles (Hsu 2017; Forsythe & Raine 2019). The AR applications permit students to learn how to use mobiles phones and electronic tablets as their main device of knowledge acquisition. Nowadays, Secondary Education students have the possibility to learn in a more interactive way. A total of 103 of students participated in this experiment aimed at measuring the effectiveness of vocabulary learning through AR and the students' learning outcomes. For this purpose, students were divided into a control group (CG) and an experimental group (EG) and they had to complete several activities in class using paper-based materials (CG) and AR (EG). All participants completed a placement test, an on-line pre-test and a post-test including different items. Additionally, qualitative data was gathered through semi-structured interviews. The research findings revealed the learning progress and motivation was significantly higher among students in the EF as compared to the CG. Students showed a positive attitude towards integrating AR into the EFL classrooms but some problems were observed as regards in-service teachers' attitudes and preparation. Moreover, the objective has also been the observation and analysis of the motivation, concentration of students as well as the interest of the students on the subject, among other features. We have look at the positive or negative changes and traits that the use of new technologies can bring into the high school classrooms. REFERENCES Barroso, J., Cabero, J (2016). The educational possibilities of Augmented Reality. New approaches in educational research, 5 (1), 44-50. Forsythe, E., & Raine, P. (2019). Using AR to Teach Vocabulary. Language Teacher, 43, 32. Godwin-Jones, R. (2016). Augmented reality and language learning: From annotated vocabulary to place-based mobile games. Language Learning and Technology, 20 (3), 9-19. Hsu, T. C. (2017). Learning English with augmented reality: Do learning styles matter?. Computers & Education, 106, 137-149.

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Víctor Marrahí-Gómez is a Linguistics' PhD student at the University of Alicante (Spain). He has participated in various international conferences, such as the Nebrija International Congress in Applied Linguistics (Spain), International Spring Conference carried out by Higher Education in Israel Network of English Teachers (Israel), 32nd International Conference on Foreign/Second

Language Acquisition (Szczyrk, Poland) and 21st International CALL Research Conference (Tokyo). Its research area is the teaching of foreign languages through computers and APPs (CALL) and more precisely the use of Augmented Reality in the English as a Foreign Language classroom. In the present day, he works as an EFL teacher in a specialized centre.

Innovación y creatividad para motivar a leer en niveles iniciales

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La investigación ha mostrado que la lectura extensiva es uno de los medios más eficaces para acelerar el proceso de adquisición de una lengua. Para que la lectura extensiva sea una herramienta efectiva de adquisición, el aprendiz debe leer abundantemente y comprender lo que lee. Hasta la fecha, la lectura extensiva (leer por placer y contenido) es difícil implementarla desde la etapa inicial de aprendizaje, donde los primeros niveles de las lecturas graduadas aún presentan dificultad para los aprendices iniciales. Conscientes de esta realidad, se ha creado una herramienta digital y online que hace posible poner en marcha la lectura extensiva desde las primeras etapas de aprendizaje. Este es un proyecto innovativo y creativo donde escritores, lectores e ilustradores pertenecen a una misma comunidad: estudiantes de una lengua extranjera. Se presentará en qué consiste el proyecto, como acceder a él y los beneficios que está dando.

Why are English as a Lingua Franca and Variation important tools within the EFL class?

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This study stems from the fact that the panorama of the English language is no longer monolithic (Santipolo 2016), but shows a plurality of native and non-native varieties. Nowadays, the number of English speakers counts a large majority of non-natives, so interactions are the result of the encounter of different languages and cultures (Vettorel 2016 a), where communication is characterized by a multifaceted repertoire and English as a Lingua Franca (ELF) becomes the shared code (Seidlhofer 2011).

One of the best examples that mirrors such a situation is the learning context, within the EFL class, since a lot of learners come from different countries and speak different languages. This means it is a multilingual and a multicultural environment where students embody an ELF microcosm. This study wants to highlight the fact that it is fundamental to raise awareness of the real use of English among teachers in order to make them develop and promote the knowledge and the use of linguistic variation, within the EFL class, thanks to experience-based activities that lead learners to a spontaneous metalinguistic reflection. In fact, this work illustrates some activities, which were led with Secondary School learners, that show how ELF and variation can greatly improve reciprocal understanding and develop effective communication.

Since ELF contexts are characterized by the use of compensation and accommodation strategies (Jenkins 2014) it becomes fundamental to offer learners the possibility to discover and use them in order to be able to keep an oral interaction. Moreover, what this work observed is that the use of these strategies elicits the development of important life skills such as: problem-solving, empathy, collaboration and negotiation. This is peculiar because 2030 Agenda for Sustainable Development (O.N.U. 2015) strongly recommends that teachers promote and develop soft skills in class, which are useful in social and professional contexts.

Concerning linguistic variation this study aims at showing that it is an important way for learners to experience and live directly the culture and the identity of their interlocutors, by making them first discover that this phenomenon is strong and living in their own L1. This results as a crucial point to bridge learners' direct knowledge and experience to variation in English because it works as a catalyst that triggers a high level of motivation and interest. In addition, when learners are given the chance to develop and use variation, they can choose the most suitable one according to the social context. This means they can reflect the identity of their interlocutors so that the latter can identify with the words, the

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sounds and the metaphors used by learners. This behaviour, thus, enhances strong empathy by knocking down socio-cultural walls and by triggering extremely effective communication.

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Language, Linguistic Variation, Italian as a Second Language, Plurilingualism and Multilingualism.

Investigation into the Correlation between Perception and Production of English Sentence Stress by Chinese EFL Learners

Numerous studies have examined the correlation between perception and production of segmental contrasts in an L2. However, few have investigated the relationship between the two variables at the suprasegmental level, regarding sentence stress, especially for Chinese EFL learners. Therefore, the objective of the current research is to explore whether a correlation exists between Chinese learners' perception and production of English sentence stress. Thirty Chinese university students aged from 21 to 25 with a B2+level of English provided oral recordings in the formats of text-reading and free-talk, followed by an English sentence stress perception test. Subsequently, 6 native English speakers were asked to score the participants' recordings in terms of accentedness. Through a series of correlation tests, the performance of sentence stress perception and the scale of foreign accent were analyzed to investigate the link between perception and production of sentence stress. The statistical results indicated a significant positive correlation between the two variables (in text reading, r=0.84, p < 0.01; in free-talk, r=0.75, p < 0.01). This study has provided a new direction to study English suprasegmental features for EFL or ESL learners. Future research is suggested to develop effective classroom techniques that can help English learners to attain native-like prosody.
Key words: sentence stress; correlation; perception ability; production

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Transforming non-educational materials for the Preschool English language class: ¨Magic Box¨

The material presented below is an example of how to use non-educational materials for the English class. It is called the Magic Box and it is used to introduce the daily routine and the topic of the English language class while working with very young learners.
What I actually present is a box that will help us to guide the very first moments of the class but also the presentation of the contents that will be worked with. In the box, we will find a puppet who helps us with the greetings and the contents of the class which can be realia, flashcards, games… This material can be used from two to six years old and it must be adapted to the level of the students and to their interests. It is essential to promote active participation and to know how to use the ¨magic¨ factor. Real examples of each educational cycle will be exposed.

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La enseñanza de chino como lengua extranjera a alumnado ciego: estudio comparativo entre estudiantes bilingües y de lengua extranjera
Blind people learning Chinese: A comparative study between foreign and bilingual students

Abordamos aquí la necesidad actual de sentar las bases para la instauración y desarrollo de una línea de trabajo sólida en torno a la enseñanza de chino mandarín como lengua extranjera a alumnado ciego. Dicho estudio habrá de ir fundamentado, de una parte, en la investigación y enfoques metodológicos existentes en torno a la didáctica de lenguas, y de otra en los estudios sobre la enseñanza y aprendizaje lingüísticos de personas

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ciegas. Partiremos de la (escasa) literatura existente en torno a este tema, así como de las narrativas de sujetos ciegos que han aprendido dicha lengua, cuya experiencia constituye una riquísima fuente de información y un instrumento de investigación básico a partir del cual desarrollar modelos y propuestas.

Critical approaches to language education: TEFL at the intersection of power struggle and identity building
(Keynote speaker)

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