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En camino hacia el plurilingüismo

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BOOK OF ABSTRACTS

ENGLISH PANEL

Contents

AGUSTÍN LLACH, Mª PILAR. Universidad de La Rioja.
Describing a lexical profile of very young CLIL learners
SATURDAY 29TH, 9:30, ROOM 203

This paper presents a preliminary study in which we try to describe the lexical profile of young CLIL learners. CLIL classes use the foreign language as a vehicle for content transmission. Hence, learners in a CLIL approach tend to perceive the foreign language as a communication tool rather than as an object of study. We were interested in examining whether this tendency is reflected in young learners' vocabulary use. We measured frequency bands of words used, L1 influence in lexical production assumed to be not very frequent, and phonetic spelling, which was expected to be more common. A total of 72 learners participated in the study. They averaged 9-10 years old and attended 4th grade of Primary School in a CLIL class. Apart from the regular English classes, three hours a week, learners receive extra tuition in English in arts and environmental science for an additional 2 more hours a week. In total, it amounts to 700 hours of instruction in the FL at the moment of data collection. Learners were asked to write a letter to a prospective host family in England. These writings were scrutinized for lexical production. Specifically, we found a global lexical profile in which 80.77% of the words used belong to the most frequent thousand, 5.93% to the second most frequent thousand, 0.55% to the Academic Word List and the remaining 12.75% belong to an off-list (L1 borrowings, lexical errors, misspellings). In logical line with this result, of the onlist words produced, 80.86% are of Anglo-Saxon origin. Additionally, we found that learners show little L1 influence for both borrowings and relexifications (L1 adaptations). A total of 38 students produce an average of 1.1 borrowings, 49 borrowing types; and in 33 writings we find a total of 28 L1 adaptation types, with a mean of 1.08. On the contrary, phonetic renderings of L2 words are more frequent with a total of 90 types. Forty-nine learners use phonetic spelling in their writings 1.2 times on average. Results are interpreted in terms of the young age of the learners which imposes certain cognitive constraints on conceptual expression and metalinguistic awareness. Furthermore, the low L2 proficiency of learners may also play a significant role in the results obtained, together with their little CLIL experience. The communicative character of FL use in the CLIL class might contribute to explaining the results. Further researcher may encompass comparisons with learners in non-CLIL approaches and even with native children of the same age, as well as studies with older and more proficient learners. This research has been conducted under the auspices of research grant No. FFI 2010- 19334 by the Spanish Ministry of Science and Innovation.

ALCARAZ, GEMMA; SCHMIDT, THOMAS Y ARGETTI, ANEZZA. Universidad Católica de Murcia.
Attitudes towards bilingualism: University students of Primary Education Teaching
SATURDAY 29TH, 9:00, ROOM 203

According to the latest figures taken from the magazine "Escuela" (2009), Spain is underway in a much bigger awareness scale of the importance of learning a L2 in schools and universities. Bilingual education provide students with a huge boost, preparing them for a future where they will work, study and live in an increasingly multilingual and integrated Europe. The Bilingual Schools project has been running in Spain since February 1996 when the Ministry of Education and Culture signed an agreement with the British Council to introduce bilingualism. From that moment until present day the number of bilingual centers has been growing. The Bilingual School Project for the primary school centers is based on the CLIL (Content and Language Integrated Learning). This methodological approach seeks to promote the learning of a FL through the study of other subjects. CLIL involves teaching several subjects through an additional language.

The aim of the present study is twofold. On the one hand, we want to find out the opinion of university students of Primary Education (180) about bilingual teaching in Spain. On the other hand, these opinions are compared to their level of English in order to observe whether their negative or positive attitudes are reflected in their high or low L2 level. Accordingly, they were surveyed about different aspects related to bilingualism and CLIL. Then, their vocabulary size in English was tested. Preliminary results reflect a considerably positive attitude towards bilingual teaching and a desire to adopt this approach in the future. However, the participants' L2 vocabulary level seems to be far from expectations. As a conclusion, future Primary Education teachers are aware of the need to implement bilingual teaching and are willing to do it. Yet, their L2 level does not seem to be high enough. This fact shows a worrying mismatch between the intentions of future teachers – which are extensible to the intentions of educational institutions – and the qualifications that future teachers may need.

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ÁLVAREZ FERNANDEZ, LIDIA. IES Joan Miró (San Sebastián de los Reyes). UAM (Universidad Autónoma de Madrid).
Acquisition of oral narrative abilities by CLIL learners
SATURDAY 29TH, 9:00, ROOM 205

The main goal of this study is to analyse the language used by Spanish students within a CLIL methodology when they are telling a story in English as a foreign language. In order to achieve this goal I have made the students tell the story by Mercer Mayer: Frog, where are you?, a picture story used in many research projects all over the world.

This study has been compared with other similar ones, mainly the cross-linguistic study by Berman & Slobin (1994) and the more recent one by Hüttner & Rieder-Bunneman (2006), both of them used the frog story by Mayer and the latter was also done with CLIL students.

The method used has been creating a corpus with the stories of 27 students (4th, 5th, and 6th graders, that is, 9, 10 and 11 years old). They were told to tell the frog story by Mayer. They were video-recorded and their stories were transcribed. This corpus has been analysed from two different points of view: the macro-level or narrative aspect and micro-level or linguistic aspect.

All this work has tried to answer some research questions related to the process children follow in order to create a story, whether this is the same or similar to the one used for their L1, the type of errors they make, or whether their level of language achievement is related to their achievement in narrative abilities. The main conclusion is that the process followed in narrating a story in a foreign language is quite parallel to the one followed by a native speaker. From the narrative point of view the students in the corpus have acquired the narrating abilities proper of their age and they have used them when telling a story in English (L2), even though and in agreement with Hüttner & Rieder-Bunneman (2006) their level of development in narrative is probably diminished by their lack of proficiency in the L2. In relation to the micro-level of the language for which I based my analysis on the Systemic Functional Grammar by Halliday (2004) the conclusion was that despite the fact that their weak point has been the grammatical aspect of the verb tenses still making many mistakes, these students can make cohesive and coherent texts using connectors appropriately and joining sentences in order to create a story. Their phychological maturity helps them narratively and linguistically.

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BASSE, RACHEL. Universidad Autónoma de Madrid.
Assessment for Learning and Motivation in Primary Bilingual Content Classrooms
SATURDAY 29TH, 9:00, ROOM 206

This paper presents a pilot study carried out on the methodological practice of Assessment for Learning (AfL) and student motivation in primary bilingual classrooms. Assessment for Learning is an alternative approach to traditional summative assessment in which teachers establish clear learning objectives, use effective questioning methods, provide feedback, and encourage pupils to use peer and self-correction (Sutton, 1995) for students to fill learning gaps (Black and Wiliam, 1998). AfL developed out of a push for assessment reform implemented by groups such as the Assessment Reform Group (ARG, 1989) in Great Britain and the Pearson Assessment Training institute (ATI, 2010) in the United States. This is the first study to examine how Assessment for Learning influences second language (L2) motivation using empirical classroom data and discourse analysis.

Data from this study comes from eight recorded classroom hours from Year 5 (ages 10-11) Citizenship classes. Each class contained 22 students and was conducted in English, while the majority of students spoke Spanish as a first language. Both teachers recorded in the study work in bilingual English/ Spanish schools in the Comunidad de Madrid; one was an AfL specialist and the other teacher had no previous AfL experience.

The instrument used to measure motivation was the MOLT Classroom Observation Framework (Guilloteaux and Dornyei, 2008), which includes 25 motivational strategies for second language learning. After the recordings were completed, they were transcribed and coded according to the MOLT observation scheme using the UAM CorpusTool (O'Donnell, 2011). The datasets were then compared in order to discover the type and amount of motivational techniques used by each teacher. Significant differences between the AfL and non-AfL teacher were noted based on T-test and Chi-Square calculations. The results indicate that there were more motivational techniques coded in the AfL

classroom than the non-AfL classroom. Additionally, the AfL teacher used a more varied array of techniques.

This project aspires to determine whether AfL is an effective methodology in motivating students to learn a second language, and if implementation on a broad scale in bilingual classrooms would be beneficial.

BEECROFT, RAPHAELLE. Heidelberg University of Education.
Improvisational Theatre in ELT as a Means of Promoting Intercultural Speaker Pragmatic Competence
SATURDAY 29TH, 13:00, POSTER

The proposed poster will present the structure, theory and methodology of a PhD project (doctoral thesis) in ELT being carried out at Heidelberg University of Education. Based on an action-research methodology,the project, which is situated in the fields of applied linguistics (pragmatics), intercultural language teaching and drama pedagogy, aims to explore, together with teaching practitioners, the potential of improvisational theatre as a method of intitiating and eliciting oral communication in secondary language learners. It is proposed that improvisational theatre, in a didactisised form, can contribute to training intercultural speaker (Byram 1997: 37ff) and pragmatic competence (LoCastro 2012) in language learners, competencies which can be seen as the pillars of intercultural communicative language teaching, on both a methodological and a content-related level. The empirical, mixed-methods study will be carried out over a period of a school-year and will focus on preparing pupils for the dialogical component of their final English exam. The study be carried out in close cooperation with teaching practitioners, to ensure that the results can be sustainably integrated into future teaching and disseminated into various educational contexts.

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BEL, AURORA; ROSADO, ELISA; FERNÁNDEZ FUERTES, RAQUEL AND M. LICERAS, JUANA. Universitat Pompeu Fabra; Universitat de Barcelona; Universidad de Valladolid; University of Ottawa.
On the relationship between referring expressions and discourse functions in children: Evidence from English heritage
SATURDAY 29TH, 13:00, POSTER

The differences among bilingual speakers with respect to the use of a pronoun to refer to a prominent or salient discourse entity have been attributed to the instability of interfaces (Sorace et al. 2009). Since the integration of morphosyntactic forms with pragmatic information is a function of many factors (e.g. syntactic function, pragmatic role or mention of the antecedent), in this paper we investigate how these factors influence the referential properties of English 3rd person subject pronouns produced by native, heritage and non-native children to determine: (1) pronoun preferences for a specific type of antecedent; and (2) pronoun specialization in different discourse functions (referent introduction, reintroduction or maintenance).

We analyzed a total of 30 oral narratives in English produced by three groups of 7 to 9 year old children: 10 L1 English control children from the Hemphill corpus in CHILDES (MacWhinney 2000); 10 heritage speakers of English living in Spain; and 10 L2 English/L1 Spanish children attending an English immersion program in Spain. The importance of immersion programs as well as the increasing number of heritage speakers in Spain constitute the multilingual context in which our study takes place using one of the most common tools implemented in classroom settings, i.e. oral narratives. Third person elements in subject position were coded for category, syntactic function of the antecedent and discourse function. In addition to the category and the grammatical function of the antecedent, we coded a nominal expression as introduction (RI) the first time that a referent was mentioned in the narrative, as re-introduction (RR) in contexts where the topic referent was shifted between two adjacent utterances, and maintenance (RM) in contexts where the topic referent was the same as in the previous utterance.

A total of 1,006 referring expressions were analyzed (485 full nominals, 463 overt pronouns and 64 null pronouns). The results show that (i) the subject pronouns produced by all three groups of children tend to corefer with the preceding sentence's subject, a behaviour that reflects the same pattern of preference displayed by adults (Arnold et al. 2000) rather than by children (Arnold et al. 2007) in these comprehension studies; (ii) L2 speakers seem unable to master the pragmatic-discursive properties of overt pronouns, showing an overuse of these elements in detriment of full nominal expressions for reference reintroduction; and (iii) the scarce illicit null subjects produced by the L2 and the heritage speakers abide by Carminati's (2002) Position of Antecedent Hypothesis in that they always refer to the subject of the preceding clause, a fact that we attribute to the influence of Spanish. These findings point to two issues that could have a direct impact on classroom methodologies that try to ensure that heritage and L2 children achieve linguistic competence that is comparable to that of L1 speakers: (i) the consideration of pragmatic-discourse properties of pronouns in the context of oral narratives; and (ii) the comparative approach to the different status of English and Spanish pronouns. In this respect, English heritage children and L2 English children's discourse referential mechanisms, though different, can come to a relation in the English classroom.

GENÍS, MARTA. Universidad Antonio de Nebrija.
AECLIL Project at a glance
SATURDAY 29TH, 13:00, POSTER

D. Crystal, when talking about bilingualism, states (1997:51) that "in general terms, definitions of bilingualism reflect assumptions about the degree of proficiency people must achieve before they qualify as bilingual (whether comparable to a monolingual native-speaker, or something less than this, even to the extent of minimal knowledge of a second language)". In fact, the definition of bilingualism has been very controversial as there are many bilingual situations and many degrees of bilingualism. being a term that refers to situations in which the members of a specific community can speak two languages.

Many countries in Europe have been implementing bilingual educational systems because the ability to communicate in a foreign language is necessary in today's global society. In Europe, the mainstream methodology that uses a foreign language as language of instruction is CLIL methodology.

AECLIL (Assessment and Evaluation in CLIL, project number: 505313-LLP-1-2009-1-IT-KA2-KA2MP) is a European project the main aim of which is to examine the impact of the various applications of CLIL methodology in the educational system of the participant countries, from the early stage of primary education to tertiary education, with particular attention to the acquisition of general skills, disciplinary knowledge and competences. Moreover, this project aims at the evaluation of personal enhancement in creativity and the improvement of intercultural attitudes, as well as the development of plurilingualism in the professional field.

According to Do Coyle (2010) a CLIL lesson is a combination of different aspects in order to develop concepts and understanding by means of language. The advantages for teachers when adopting a CLIL approach include the use of innovative methods and materials away from the traditional classroom practices, individual and institutional networking opportunities along with professional mobility and job satisfaction due to successful learning, and the development of good practices through cooperation with teachers in other departments, schools and countries.

This presentation describes the details of this project in a visual way (poster) so as to disseminate its results and make the teaching community aware of the resources they can find in AECLIL's web page.

GENÍS, MARTA.Universidad Antonio de Nebrija.
LRE Project: main findings
SATURDAY 29TH, 13:00, POSTER

According to the Special Eurobarometer 386, 88% of Europeans think that "languages other than their mother tongue are useful for personal development", and 98% think that foreign languages are useful for children to learn for their future. In addition, 84% of Europeans think that everyone in the EU should be able to speak at least one foreign language, and 72% agree that people in the EU should be able to speak more than one language in addition to their mother tongue. Nevertheless, 44% of Europeans say they cannot hold a conversation in another language.

Having this conflicting panorama, the British Council, the UK's international organisation for educational opportunities and cultural relations, initiated Language Rich Europe, a networking project, co-financed by the European Commission under its Lifelong Learning programme, with the belief that competence in and use of several languages is an essential tool to ensure better understanding between European citizens and to increase job mobility as well as open doors to new business markets. The project was managed by the British Council, and supervised by a Steering Group made up of

representatives of over 30 partner organisations around Europe. The projects aims were the following: (1) to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning, (2) to promote European cooperation in developing language policies and practices across several education sectors and broader society, and (3) to raise awareness of the European Union and Council of Europe recommendations for promoting language learning and linguistic diversity across Europe.

The project was implemented in different phases, being the first one the creation of a questionnaire that was to be completed by research partners in each country. The questionnaire was developed by Professor Guus Extra and Kutlay Yagmur from University – Babylon Centre for Studies of Multicultural Society, and refined by the international Steering Group and stakeholders from relevant areas of expertise, seven strands having been defined according to seven domains of language use, from official documents on language diversity to language teaching in education to language use in public services and media. Once completed the questionnaire, the team at Tilburg University analysed the results in a cross-national basis, i.e. involving a comparison of the results in all the countries and regions taking part in the project.

The results will be presented in the Language Rich Europe Index - A European Index on Multilingual Policies and Practices, in the form of an innovative tool that will help visualise the role of multilingualism in the participating countries and highlight good practices.

BRUTON, LINDSEY Y WOZNIAK, MÓNIKA. Universidad San Jorge.
Scientific English for Physiotherapy, Physiotherapy for Scientific English: a synergistic approach
SATURDAY 29TH, 9:30, ROOM 205

The cooperation between subject and language teachers is a vital part of CLIL (Content and Language Integrated Learning) teaching. It is arguably even more vital at university level where content teachers may lack fluency in the foreign language used as a medium of instruction and/or a knowledge of methodology of teaching through a foreign language. Language teachers in turn may find it difficult both to access and indeed to understand relevant content. This paper focuses on the collaborative process from the perspective of English teachers and its implications for the design and development of a CLIL-oriented course of Scientific English for 1st year Physiotherapy students at San Jorge University in Spain. The university's language policy created by its Institute of Modern Languages (IML) promotes the integration of English into all of its degree programmes in 3 ways. Firstly, obligatory English courses in 1º and/or 2º year are especially designed for each degree programme and focus on the development of its specific competences. Secondly, a CLIL programme is implemented in content subjects where language teachers from the IML work closely with content teachers, wherever possible from the same degree programme, to integrate credits in English into their subjects. Finally, a series of courses and workshops are available to all of the university community encompassing different language and study skills.

We focus on the synergy between the first two of these methods of integration and describe how our on-going collaboration with subject teachers in the field of Physiotherapy has contributed to our course planning, to the selection of materials and the incorporation of particular tasks. We describe how this collaboration has gradually enabled us as English language teachers to acquire some, albeit limited, understanding of various Physiotherapy related subjects, their dynamics, content and, most importantly, the language required by students to be able to develop their academic skills as well as competences appropriate for their future professional activities as physiotherapists. This cooperation has at least partially bridged the gap between content and foreign language courses in that it also means that input and practice in a language class can be instantly applied by the students in a content class taught through English. We comment on participants' reactions and reflect on the effectiveness of the process.

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CANGA ALONSO, ANDRÉS. Universidad de La Rioja.
The receptive vocabulary of Spanish boys and girls in EFL
SATURDAY 29TH, 9:00, ROOM 212

This paper responds to the need of research on vocabulary knowledge in foreign language in secondary education in Spain and has been carried out under the auspices of the research project: "Factores individuales y contextuales en la adquisición y desarrollo de la competencia léxica en inglés como lengua extranjera" funded by the Spanish 'Ministerio de Ciencia e Innovación' (Grant Nº: FFI2010-19334/FILO). Thus, we aim at investigating (i) the receptive vocabulary knowledge of 50 girls and 43 boys, Spanish students learning English as a foreign language in a secondary school located in the north of Spain, and (ii) its pedagogical implications for students' understanding of written and spoken discourse in English (Adolphs & Schmitt 2004; Laufer 1992, 1997; Nation 2001). We used the 2,000 frequency band of the Vocabulary Level Test (VLT) (Schmitt, Schmitt & Clapham, 2001, version 2) as the instrument to measure students' receptive vocabulary knowledge. Our results reveal that the means of girls' receptive vocabulary size is below 1,000 words, which agrees with the estimates proposed by López-Mezquita (2005) for Spanish students of the same age and educational level. On the contrary, the means for boys is slightly above 1,000 words. Our data also indicate that most of the students analysed in the present study could have problems to understand written and spoken discourse due to their low scores in the receptive vocabulary level test.

Keywords: EFL, secondary education learners, boys, girls, receptive vocabulary size, VLT

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DE LA PEÑA, ALICIA Y ALVES,RUBÉN. Universidad Antonio de Nebrija.
Culture Shock: Adaptation Strategies
SATURDAY 29TH, 9:30, ROOM 206

We are not born with a culture, but with a capacity to learn it and use it. Once learned, our culture becomes a familiar, comfortable and automatic way to relate to our surroundings. But, what happens if we move from the safety of our culture to a new cultural context? Kalervo Oberg defined "culture shock" as a series of emotional reactions triggered by the anxiety provoked by the loss of the symbols that are familiar to us in social exchanges, and the adjustment we are forced to make to adapt ourselves to them.

Over our 12 years of experience with international students that come to Antonio de Nebrija University to learn Spanish, we've evidenced that this "culture shock" is real and affects all these people transferred temporarily to our culture. The symptoms our students show in different degrees are easily recognizable: confusion when trying to interpret new behaviors with the patterns of their own culture, fear to make mistakes or risk themselves, tiredness provoked by constant effort, hostility towards the new culture which they blame of their unease, sadness and loneliness because of being far form their friends and family in an unknown environment, frustration when they see that they don't received the expected reaction when applying their knowledge, or anxiety.

With our proposal we will try to prove that, although we cannot make "culture shock" disappear, we can relieve its negative effects on our students and, more important, we can make the expect "culture shock": you cannot ear what you know. With this objective in mind, we elaborated a small test students will have to make in the first days of their arrival in the new culture. They will have to make hypothesis about several cultural behaviors that statistically have been proved to be the most shocking for the kind of students we usually have at the Centro de Estudios Hispánicos. Thus, we are preparing the students for what they will be experiencing themselves. We cannot prevent them from feeling bad when things do not come out as they expect but we will try to make them open their eyes to other interpretations different from the ones they are used to in their culture. We also work with an exit survey; a small reflection test where students will confirm that the information they received at the beginning of the course has been useful when integrating into the new culture.

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DEL SAZ RUBIO, Mª MILAGROS; BELDA, ROSA M.; MONERRI, CONSUELO; FORNES, FERNANDO; NEBAUER, SERGIO G.; MACDONALD, PENNY AND WESTALL, DEBRA. Universitat Politècnica de València.

Designing collaborative learning activities for the subjects of English I and Cell Biology from the degree of Biotechnology at the Universitat Politècnica de València
SATURDAY 29TH, 13:00, POSTER

Lecturers in the Applied Linguistics and Crop Production Departments of the Universitat Politècnica de València joined together in an innovative education project for first and third year Biotechnology students. The project has as its long-term aims the design of different collaborative activities for Cell Biology and English I students and the proposal of a joint evaluation system to assess their performance. A more immediate aim of the project was to elaborate a wide range of materials which students from Cell Biology could use as a complement for the seminars they have to prepare as part of their subject, and which students of English I could use to practice their skills, as part of the requirements of English I. In this poster we present our experience with two activities which have been designed to carry out a preliminary study: i.e., a small presentation to classmates on a given Cell Biology topic and the writing of a small scientific article, resulting from an experiment which students have previously conducted. In order to carry out these activities, three two-hour coaching sessions have been scheduled in classrooms provided with internet connection (cf. Chan & Baskin, 1988) and both English I and Cell Biology lecturers will be present to provide support to students, both at a content and linguistic level, whenever necessary. The small presentation is to be given in groups of three and is not to last more than 20 minutes plus 10 minute devoted to questions. The second activity consists in the writing of a small scientific article based on the results of an experiment they have carried out in the lab. The written article should follow the typical organizational pattern of this academic genre (Swales & Feak, 2009), which students have extensively worked on as part of their subject. With these activities, lectures expect students to not only expand their knowledge of specific areas of Cell Biology but also to acquire skills for oral and written scientific presentations. The authentic material derived from the seminar topics will be used in the English I classes to improve the students' formal speech and writing abilities in the genre of the Research Article in an attempt to make them students aware of its rhetorical structure and objectives, and thus, to enhance their interest in the genre (Abbs, et. al., 1980; Melvin & Stout, 1987). Assessment of the seminar activity is accomplished by lecturers from both subjects thanks to a marking sheet which has been jointly designed and which includes relevant items to rate students' achievement in both subjects. With this preliminary experience we hope to help students in their collaborative learning process and to promote effective student interaction in groups.

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ESCOBAR, LILLY. Universidad Cardenal Herrera, CEU, Valencia.
Obstacle race for a Pluri-lingual Educational System in Spain
SATURDAY 29TH, 9:30, ROOM 212

At last it seems action is being taken to remedy the low achievements and results Spanish students have shown in acquiring foreign language proficiency during their schooling stages, all the way from early childhood education to university level. "Pluri-lingual", "multi-lingual", "bilingual" are terms being used by our national and local authorities, and we can find them in the new regulations and requirements many school teachers have to face this coming school year. Maybe it is an outcome of this crisis we are immersed in. Suddenly, we are being forced to catch up with our European partners and leave behind the lack of foreign language aspirations we have had so far. Our university students are experiencing an unprecedented freedom of mobility as a result of the Bologna Agreement. However, most frequently the only obstacle they face is their inability to meet the foreign-language skills required, English proficiency being the most common hurdle. Changes in the current foreign language teaching/learning scenarios, both regionally and state wide, are taking place abruptly. In this paper, we will look at some of the obstacles and stepping stones in the effort to achieve this "pluri-lingual operation" particularly from a teacher trainer perspective. Based on an ongoing university teaching experience the following points with respective conclusions will be addressed: 1)where is the A2 level? unmet standards upon finishing high school 2)new teaching certification requirements, who gets to decide? 3)safeguarding content and language standards 4)foreign language pedagogy and teacher training programs.

There is a window of opportunity for language specialists to get involved in this big project, small steps can lead the way.

FERRANDIS, ESTHER. Universidad Autónoma de Madrid.
Expletive subjects in L2 English: a corpus study.
SATURDAY 29TH, 12:30, ROOM 211

The ultimate goal of this study is to contribute to the debate about the nature of cross-linguistic interference by determining how much of the non-native grammar (L2) is determined by the learners' native language (L1). This is one of the most extensively discussed theoretical issues in second language acquisition (SLA) research (Towell & Hawkins, 2001). Besides being a difficult concept to define it has also been a controversial topic for years, tied in with the different theoretical approaches to SLA through history. With this purpose in mind, I have carried out a corpus study using the WriCLE corpus, a written corpus of 700.000 words written by L1 Spanish learners of L2 English compiled at the Universidad Autónoma de Madrid (Rollinson & Mendikoetxea, 2010). 75 texts from 75 different university students of English Studies and English Philology with different proficiency levels were randomly selected and manually annotated using the software UAM Corpus Tool (version 2.7.2) (O'Donnell, 2008). Using the Principles & Parameters (P&P) Approach as our broad theoretical framework, and focusing more precisely on the Null Subject Parameter (NSP), our main objective was to analyse the role the L1 (Spanish), a [+ pro-drop] language, has in the acquisition of overt expletives (it, there) in L2 English, a [-pro-drop] language. As the literature has shown, expletives perform a very important role in L1 acquisition, as they are the instruments English children use to reset their initial [+pro-drop] value into their final [-pro-drop] one (for a further discussion see Hyams et al. 1986, Hyams & Wexler, 1991, Ruiz de Zarobe, 1986). Three main research questions were proposed in this study:

(RQ1) Are overt expletives of English (it ,there) problematic for Spanish learners? If so, are they problematic at all proficiency levels? (RQ2) Do Spanish natives initially transfer their L1 parameter value (use of Ø expletive) when acquiring English as a second language? (RQ3) If they do so, are learners able to reset completely their L1 parameter [+ pro-drop] to the English one [-pro-drop]? In order to answer these research questions I designed an annotation scheme to account for the referentiality of the subject, the type of predicate it appeared with, the word order it appeared in and its grammaticality or ungrammaticality. A total of 681 expletive subjects were found in the texts selected for the study (expletives there, it and use of Ø expletive). The results found confirmed partially RQ1 and RQ2, as only expletive it was problematic in all levels, whereas expletive there was not. However, all groups used Ø expletive, which shows that Spanish learners tend to transfer their L1 parameter value. As for RQ3, we did not expect a full acquisition of this parameter and thus not a full resetting of their L1 setting. This hypothesis was confirmed by our results, which indicate that Spanish learners of L2 English never fully master the use of expletive subjects, not even in advanced stages of the learning process.

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GEBRIL, ATTA. The American University in Cairo.
Assessment conceptions among language teachers in Egypt
SATURDAY 29TH, 11:30, ROOM 203

Providing teachers with assessment knowledge and skills is a first step towards preparing them to be good assessors of student achievement, albeit insufficient. Research has shown that teachers' conceptions and beliefs of how content is assessed affect the way they teach and what students learn. However, many of the assessment literacy programs do not target how teachers conceive assessment but rather focus on providing relevant knowledge and skills. Consequently, there is an urgent need to integrate attitudes towards assessment in teacher training programs. A necessary step for this integration is to have basic understanding of the types of conceptions teachers hold about assessment. For this purpose, the current study investigates the assessment conceptions among pre-service and in-service English teachers in Egypt. To address these issues, a questionnaire for measuring conceptions of assessment was designed based on previous research in this area. The questionnaire was administered with 150 pre-service and in-service English teachers. Then, data were analyzed using both qualitative and quantitative techniques. Quantitative analysis, specifically analysis of variance, was used to compare the performance of both groups on the close-ended questionnaire questions. For the open-ended questions, thematic analysis was employed to identify the different patterns emerging from the

data. The results showed that Egyptian teachers generally tend to hold negative conceptions about assessment. In addition, there were significant differences pre-service and in-service teachers in terms of the way they perceive assessment. The study provides a number of implications for teacher education programs, teacher trainers, and policy makers. More emphasis should be placed on understanding and also changing the attitudes towards assessment in teacher training to insure better assessment practices in schools. In addition, there is a clear need for better assessment literacy programs in both pre-service and in-service teacher training.

GENÍS, MARTA. Universidad Antonio de Nebrija.
AECLIL Project at a glance
SATURDAY 29TH, 13:00, POSTER

D. Crystal, when talking about bilingualism, states (1997:51) that "in general terms, definitions of bilingualism reflect assumptions about the degree of proficiency people must achieve before they qualify as bilingual (whether comparable to a monolingual native-speaker, or something less than this, even to the extent of minimal knowledge of a second language)". In fact, the definition of bilingualism has been very controversial as there are many bilingual situations and many degrees of bilingualism. being a term that refers to situations in which the members of a specific community can speak two languages.

Many countries in Europe have been implementing bilingual educational systems because the ability to communicate in a foreign language is necessary in today's global society. In Europe, the mainstream methodology that uses a foreign language as language of instruction is CLIL methodology.

AECLIL (Assessment and Evaluation in CLIL, project number: 505313-LLP-1-2009-1-IT-KA2-KA2MP) is a European project the main aim of which is to examine the impact of the various applications of CLIL methodology in the educational system of the participant countries, from the early stage of primary education to tertiary education, with particular attention to the acquisition of general skills, disciplinary knowledge and competences. Moreover, this project aims at the evaluation of personal enhancement in creativity and the improvement of intercultural attitudes, as well as the development of plurilingualism in the professional field.

According to Do Coyle (2010) a CLIL lesson is a combination of different aspects in order to develop concepts and understanding by means of language. The advantages for teachers when adopting a CLIL approach include the use of innovative methods and materials away from the traditional classroom practices, individual and institutional networking opportunities along with professional mobility and job satisfaction due to successful learning, and the development of good practices through cooperation with teachers in other departments, schools and countries.

This presentation describes the details of this project in a visual way (poster) so as to disseminate its results and make the teaching community aware of the resources they can find in AECLIL's web page.

GENÍS, MARTA. Universidad Antonio de Nebrija.
LRE Project: main findings
SATURDAY 29TH, 13:00, POSTER

According to the Special Eurobarometer 386, 88% of Europeans think that "languages other than their mother tongue are useful for personal development", and 98% think that foreign languages are useful for children to learn for their future. In addition, 84% of Europeans think that everyone in the EU should be able to speak at least one foreign language, and 72% agree that people in the EU should be able to speak more than one language in addition to their mother tongue. Nevertheless, 44% of Europeans say they cannot hold a conversation in another language.

Having this conflicting panorama, the British Council, the UK's international organization for educational opportunities and cultural relations, initiated Language Rich Europe, a networking project, co-financed by the European Commission under its Lifelong Learning programme, with the belief that competence in and use of several languages is an essential tool to ensure better understanding between European citizens and to increase job mobility as well as open doors to new business markets. The project was managed by the British Council, and supervised by a Steering Group made up of representatives of over 30 partner organisations around Europe. The projects aims were the following: (1) to facilitate the exchange of good practice in promoting intercultural dialogue and social inclusion through language teaching and learning, (2) to promote European cooperation in developing language policies and practices across several education sectors and broader society, and (3) to raise awareness of the European Union and Council of Europe recommendations for promoting language learning and linguistic diversity across Europe.

The project was implemented in different phases, being the first one the creation of a questionnaire that was to be completed by research partners in each country. The questionnaire was developed by Professor Guus Extra and Kutlay Yagmur from University – Babylon Centre for Studies of Multicultural Society, and refined by the international Steering Group and stakeholders from relevant areas of expertise, seven strands having been defined according to seven domains of language use, from official documents on language diversity to language teaching in education to language use in public services and media. Once completed the questionnaire, the team at Tilburg University analysed the results in a cross-national basis, i.e. involving a comparison of the results in all the countries and regions taking part in the project.

The results will be presented in the Language Rich Europe Index - A European Index on Multilingual Policies and Practices, in the form of an innovative tool that will help visualise the role of multilingualism in the participating countries and highlight good practices.

GÓMEZ MACHO, CLAUDIA Mª. CEIP Buen Gobernador (Torrejón de Ardoz), UAM (Universidad Autónoma de Madrid).
Young learners' cognitive and metacognitive learning strategies in EFL
SATURDAY 29TH, 16:30, ROOM 211

The aim of this study is to investigate the relationship between the teaching of L2 learning strategies to young learners (aged 6 and 7) and the use of these strategies by pupils. The main hypotheses are that students who are taught and encouraged to use strategies improve their competence in the foreign language more than those who are not, and that strategies-based instruction is more profitable for those students who are less exposed to the target language. The method used in this study consists of an intervention based on the use of cognitive and metacognitive strategies, following a taxonomy adapted from several authors (Oxford (1992), O'Malley & Chamot (1985)). Two different groups in the same grade (1st Primary) were selected for the study. The intervention was

carried out in one of the groups while the other remained the control group. Each group was divided in two subgroups: students with and without extra-curricular lessons in English. The design of this study has three parts: Pre-test, Intervention and Post-test. During the intervention, in the experimental group, the teacher practised and made explicit some cognitive and metacognitive strategies, and encouraged the children to use them. In the control group, the teacher did not use these strategies in an explicit way. The results show that it is useful to teach learning strategies explicitly, as the marks in the immediate post-test are better in those students who were trained in the strategies. The second hypothesis is partly validated: Although the students without extra-curricular lessons particularly improved their marks in the post-test, the analysis of the use of strategies did not show that this improvement was due to the explicit use of learning strategies. In future studies, social and affective strategies should be studied along with cognitive and metacognitive strategies. Muñoz (2006) claims that in contexts of few hours of exposure to the L2, older students are better learners as they can apply more cognitive strategies in learning. This study claims the interest of instructing young learners on these kinds of strategies.

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GOSHKHETELIANI, IRINE Y MEGRELIDZE, DEA. **Batumi Shota Rustaveli State University.**
Linguo-cultural Approach to Teaching English Idioms to Georgian Students
SATURDAY 29TH, 12:00, ROOM 203

The question of communication of language with culture is one of those questions of linguistics which really has practical value in teaching English as a second language. Students learn English vocabulary, grammar, phonetics and develop their speaking, writing, reading and listening skills. But when they happen to be in an English environment they are confused and embarrassed as it is difficult for them to communicate. One of the obstacles for Georgian students is idiomatic nature of the English language; they are especially confused by the English phrasal verbs and idioms. The latter are considered to be the micro world of the national culture. They have become the common property of the nation; they reflect the historical development of the nation, their culture, traditions and beliefs. They bear deep information about the people, as they are fixed in the language and are transmitted from generation to generation. The aim of our work is to teach English idioms through communication to make learning easier. Lingvo-cultural approach to teaching idioms helps students to understand the culture, traditions and beliefs of the people. They compare Georgian idioms with English, and when they find similarity, they memorize them quicker, and use them in the communication. There are many idioms that are specific only to the English language, such as nonequivalent, culture-specific idioms. These phrases are given in the contexts which are close to English socio-cultural environment. So, knowing culture, literature and traditions of different nationalities will help the language learner to communicate with native speakers adequately. The idioms are the best examples of cross-cultural relations between the nations.

GUTIÉRREZ LANZA, CAMINO. Universidad de León.
English Pronunciation for Spanish Speakers: How to Improve Students' Performance
SATURDAY 29TH, 10:00, ROOM 211

Pronunciation plays a key role in the development of communicative competence in a second language, and pronunciation errors can lead to a problem of reception, or understanding of the meaning or function of an utterance. Inteligibility in oral communication implies a bidirectional dynamic process of negotiation between speaker and receiver: the establishment and maintenance of the necessary conditions for mutual understanding (Widdowson 1984: 115). Therefore, speakers adjust their pronunciation (Speech Accommodation Theory, SAT, Beebe & Giles 1984) and listeners make allowances for an interlocutor's accent (Jenkins 2000: 79). Since not all pronunciation difficulties get in the way of communication, teachers need to prioritise, and not correct everything. However, evidence from oral tests shows that Spanish University students lack basic skills in the pronunciation of those particular features of English which are essential in order to ensure successful communication and which constitute the so-called Phonological Nucleus of the English Language, "focusing pedagogic attention on those items which are essential in terms of intelligible pronunciation" (Jenkins 2000: 123).

The aim of this workshop is to explain the method we have been applying in our first year undergraduate English pronunciation course in order to improve our students' performance, and to show some of the tasks that are developed during the sessions and some of the assessment tests used in order to evaluate the results. This method follows an auditory-articulatory English-Spanish contrastive approach which makes Spanish students recognise the main pronunciation differences between both languages both at a segmental and suprasegmental level and realise that those differences constitute the main pronunciation problems for them. Once the problems have been spotted, articulatory description and pronunciation practice will be essential in order for the students to improve their English pronunciation up to an extent which will ensure both acceptable and efficient oral communication for future experts which will need to use the English language both for academic and professional purposes. The results show that although many students, for different reasons, do not reach the minimum standards of performance, those students who are both capable and interested have improved their pronunciation skills and are able to communicate in English in a more efficient, professional, and competent way. Finally, we will demonstrate that this method can be implemented in the classroom with Spanish students of all ages, from Infant Education to specialised courses for teachers or other professionals who use English for communication.

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HALBACH, ANNA PH. D. **Alcalá University.**
CLIL and the umbrella –why it is important to know what we are talking about
SATURDAY 29TH, 10:00, CONFERENCE HALL

CLIL has become one of the most widely accepted pedagogical innovations related to second or foreign language teaching in the past decades. There are almost as many ways of organizing a CLIL programme as there are different educational systems, and yet CLIL is not "everything", as the understanding of CLIL as an "umbrella term" would suggest. To be able to talk about Content and Language Integrated Learning, certain characteristics have to be met, so the first part of my talk is going to try to outline what is and what is not CLIL, always with reference to existing programmes.

Having sorted out the characteristics of CLIL as opposed to other kinds of "bilingual" teaching, we will turn our attention to the theoretical foundations upon which CLIL is developed, mainly Jim Cummins's theories. These theories were developed to provide answers to observations made in non-CLIL contexts and yet are rarely questioned in terms of their relevance to CLIL-type educational programmes. Preliminary findings from a research project into Jim Cummins's theories and their applicability to CLIL contexts will then be described, which will lead us on to drawing lines for further research in this area.

HERRERO, CARMEN. **Manchester Metropolitan University and Film in Language Teaching Association.**
Film Pedagogy: Toward a transnational and intercultural paradigm
SATURDAY 29TH, 10:00, ROOM 206

Communicative and intercultural competences have been promoted at European institutional level both in the training of students and in that of language teachers. However, the need to promote the intercultural dimension of language learning remains one of the areas that should be further developed, as noted by Michael Kelly (2011) in "Strategic issues for language teacher education in Europe", who points out how 'the intercultural dimension does not always sit well with the methodologies of language teaching, many of which are in fact monocultural'. This paper presents the first part of the qualitative and quantitative evaluation of a project based on a pedagogical model that uses film in foreign language classes to enhance multilingualism and intercultural learning. Its purpose was to explore whether film could be used as a language teaching tool to improve attitudes towards the languages being studied as well as developing intercultural understanding and community cohesion through activities relating to foreign language film.The first part of the project was partly funded through Routes into Languages Northwest, otherwise known as the Community and Lesser taught Languages Project (COLT) and partly through Film 21st Century. The project was developed with the intention of answering the following questions:

• How can we strengthen intercultural communicative competence and meet the language needs of multilingual students?

• How do we address the limitations of existing materials and support continuing education of teachers to facilitate intercultural education in foreign language learning?

• What is the role of traditional and new media in this task?

Given the context described above, the project had two main objectives: first, developing a methodology that would inspire students to study languages and foster the cognitive and affective dimensions; the second aspect of the project –which is being considered in this paper- sought to facilitate the training of language teachers and particularly facilitate the inclusion of those teachers of community or heritage languages, that illustrate the cultural and linguistic diversity of the North West of England (Arabic, Mandarin and Urdu). Following the transnational paradigm (Risager, 2007) applied to the teaching of foreign languages and theories about transnational cinema (Ezra and Rowden 2006, Shaw and Garza 2010), the planning of CPD and INSET days for language teachers teachers was based on a model of "pluriliteracies" (Garcia, Bartlett and Kleifgen, 2007) to develop the role of the classroom teacher as intercultural mediator. At the same time, the training was design to enhance teaching practices that foster new literacies and, in particular, multimodal literacy (Chan and Smith, 2010; Smith and Valbuena, 2011). The final part of this paper addresses the need to support the development and sustainability of this project through FILTA (Film in Language Teaching Association) [www.filta.org.uk]. This network of teachers and researchers supports the teaching of languages and cultures through a model of cooperation based on the "communities of practice" model (Wenger, McDermott and Snyder, 2002) and the framework of 'learning in a participatory culture' (Jenkins et al., 2006).

JAEKEL, NILS. **Ruhr-University Bochum, Germany.**
Language learning strategies and language proficiency - Do strategies really matter?
SATURDAY 29TH, 12:00, ROOM 212

Content and language integrated learning (CLIL) exceeds the demands of normal EFL classrooms with its dual focused approach. In theoretical frameworks proposed by Coyle (2007), Mehisto, Marsh, Frigolos (2008) and Järvinen (2007) the integration of language learning strategies (LLS) as an additional pillar has been put forth to support the learning process. Furthermore, students' intrinsic motivation and attitudes towards learning English are important factors in language learning particularly in conjunction with LLS (Dörnyei 2005). The aim of the present study is (1) to investigate which predictors explain LLS use in CLIL (n=203) and non-CLIL (n=175) students, and (2) to investigate if LLS use predicts language proficiency after controlling for age, gender, CLIL or non-CLIL, parents' SES, IQ, L1, and attitudes towards learning English. LLS use was measured using Oxfords' (1990) 50 item Strategy Inventory for Language Learning (SILL) while language proficiency was assessed with four C-Test texts (Zydatiß, 2005) and school grades in English and German. attitudes towards learning English were assessed through a 5 item scale (Cronbach's α=.725). Results showed that girls used more language learning strategies (p<0.001) and positive attitudes towards learning English predicted more strategy use (p<0.001), whereas age, CLIL or non-CLIL, parents' SES, IQ and L1 did not predict LLS use. Overall, 21.7% (R^2=.217) of the variance in the reported strategy use was explained. The second set of regressions revealed that LLS use did not predict higher C-Test scores or better grades in English. However, participation in CLIL (p<0.001), being female (p=0.003), higher IQ scores (p<0.001), and positive attitudes towards learning English (p<0.001) predicted higher C-Test scores (R^2=.459). Better English grades were positively associated with the students' age (p=0.007) and positive attitudes towards learning English (p<0.001; R^2=.441). These results suggest that if controlled for age, gender, CLIL or non-CLIL, parents' SES, IQ and L1, LLS use is not associated with language proficiency measured with C-Tests or school marks. However, results confirm that positive attitudes towards learning English and being female predict more LLS use as well as better language proficiency.

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KAKOYIANNI- DOA, FRYNI Y TZIAFA, ELENI. **University of Cyprus.**
Source: Building a Searchable Online French Greek Parallel Corpus for the University of Cyprus
SATURDAY 29TH, 11:30, ROOM 205

Electronic language corpora, and especially parallel corpora, are proving increasingly influential in language teaching as sources of language descriptions and pedagogical materials. Furthermore, according to Gabrielatos (2005), "changes in knowledge, skills and attitudes […] are needed for learners and teachers to take advantage of the opportunities offered by the availability of corpus resources.

The fact that students tend to rely more and more on machine translating, led us to take a different approach: every entry in the dictionary and every sentence displayed have been translated by humans, in order to help students finding or making the best possible translation, or understanding how the words are used in certain context. The composition, annotation, encoding and availability of the corpus are meant to serve the needs of students of French as a foreign language and also to facilitate future linguistic research. All translated texts are displayed in full sentences. Queries are based not only on words, but also on linguistic annotation. The project is led by Fryni Kakoyianni-Doa and is fully funded by the University of Cyprus.

Usually, parallel corpora are not register-diversified; nevertheless, our objective is to include at least five different registers (Biber, 1993), so that students may compare the results and the use of each word or phrase in different contexts (e.g., literature, scientific, official, technical and journalistic language). Therefore, without using focused crawlers such as de Groc (2011), we included commonly used parallel corpora like EUROPARL (Koehn, 2005), the JRC Acquis corpus (Steinberger et al., 2006), the European database of Technical Regulations Information System (TRIS) and other corpora from the Opus open parallel corpus (Tiedemann, 2012). The first release (comprising about 1,000,000 words for each language and scheduled before the end of 2012) will include also literary works available by Project Gutenberg. In general, the corpus comprises of a fiction and a non-fiction part.

Overall, we will describe the design principles and the properties of the French and Greek linguistically annotated corpus that we have created. Then, we will report on tools used for the collection, sentence and word alignment, dictionary extraction and POS tagging for the parallel corpus. Finally, we will outline its future perspectives and applications, including ongoing work on adverbs and their properties.

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MARISCAL RÍOS, ALICIA. **Departamento de Filología de la Facultad de Filosofía y Letras de Cádiz.**
Difficulties in spelling processing by bilingual teenagers in Gibraltar and their possible relation to bilingualism
SATURDAY 29TH, 13:00, POSTER

KEY WORDS
Lexical Processing, Bilingualism, Languages in contact, Gibraltar, Dyslexia and Disorthography.

ABSTRACT
Our proposal is related to the issue of bilingualism in Gibraltar within the frame of two of the disciplines of Linguistics: Psycholinguistics and Neurolinguistics. Our aim is a better understanding of the mechanisms involved in the lexical processing of Spanish and English by bilinguals from Gibraltar.

Not only does our research intend to provide new data about the lexical processing of "llanito" (or "yanito")- the linguistic variety spoken in the area, which has developed over the years due to the language contact between Spanish and English and is characterized by interferences in the different levels of linguistic analysis and other characteristic features such as code-switching-, but also study the incidence of cases of dyslexia and disorthography among bilinguals in Gibraltar so as to check if there is a direct relation between bilingualism and these language disorders.

During our previous research, we found a large number of spelling mistakes in English. The analysis of some of these mistakes shows that the subjects of our study write the English words according to their pronunciation, maybe due to the influence of Spanish -a "transparent" language with correspondences between sounds and letters- on an "opaque" language such as English. According to previous research on the relation between dyslexia and the transparency of languages (Brunswick, 2010), we will try to study the role of spelling interferences between languages with different level of transparency in dyslexia and disorthography among bilinguals in Gibraltar.

So far, Gibraltar has only been studied from a sociolinguistic point of view. With our study, we mean to analyze the differences in lexical processing between bilinguals with/without language disorders such as dyslexia and disorthography, as well as the design of a methodology -for learning to read and write- tailored to the specific needs of the population in the area.

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MARQUÉS, TERESA; SOLÍS, JUAN A. Y RODRÍGUEZ, LAURA. **Universidad de Murcia.**
An Analysis of Verb Tenses in English as Foreign Language textbooks for CSE
SATURDAY 29TH, 11:30, ROOM 206

Grammar in foreign language teaching, particularly in Compulsory Secondary Education (CSE) has traditionally enjoyed a predominant position, hence leading many teachers to view it as the cornerstone when teaching English as a foreign language. This tendency can be easily checked by browsing the organisation and the contents in many textbooks commonly used in CSE. In view of this, we have decided to focus our attention on a particular aspect, which is that of how verb tenses (e.g. the present simple) and verb forms (e.g. modal verbs) are catered for in two student's books currently used for the first and second years of CSE (published by Oxford University Press).

For the purpose, the activities included in these materials which develop students' ability to use verb tenses satisfactorily have been classified. The variables used are the type of activity (whether fill-in-the-gaps, write sentences or paragraphs, etc.), the verb tense or verb form practiced and the skill (reading, writing, listening and speaking) through which this content is dealt with. This taxonomy has allowed us to assess whether there is any overlap in these activities (in terms of their type or their content) between both levels, and whether this overlap can be traced back to the normative documents which are taken as reference for foreign language teaching in Spain, i.e. the Common European Framework of Reference for Languages (2002) and the curriculum (more specifically, that for the Region of Murcia). To do so, both documents have been surveyed and the main principles on the teaching of grammar for both levels in CSE have been analysed. With this classification in mind, a comparison of the type of activities in each textbook has been carried out by focusing on whether controlled or free production is encouraged. The paper closes with some final remarks on the main findings, as well as with a proposal for further research.

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MARTÍN DE LAMA, Mª TERESA. Universidad Antonio de Nebrija**.**
Perceptions on the Effectiveness of Blended Learning Methodology in Foreign Language Learning: A case Study in Spanish Higher Education
SATURDAY 29TH, 11:30, ROOM 212

In nowadays society, digital technologies are becoming an essential part of our daily lives. There is a growing need to provide solutions to allow everyone´s equal access to education, reduce costs of money, time and mobility, foster autonomous and life-long learning, and create more effective learning experiences through increasing and flexible access to knowledge.

Blended learning combines the best of the virtual and face-to-face learning. However, the integration of these two modes implies much more than the sheer addition of online resource to face-to-face tuition. Although there is not a standard way about how to blend, in what proportion and with which tools, blended learning design represents a reconceptualization and reorganization of the teaching and learning dynamic, in order to give solution to various specific contextual needs.

Blended learning is based on constructivist and cognitivist learning theories, which in nowadays digital era have evolved into connectivism (Siemens, 2004), where knowledge construction occurs within an ever-changing environment, from different connected information sources.

We can find foreign literature regarding the possible benefits and drawbacks of blended learning being applied to higher education contexts in general (Garrison & Kanuka, 2003; Bonk & Graham, 2006;). There are also some surveys carried out at foreign universities which start to show interest in evaluating programmes through teachers and students´ perceptions about using this methodology (Bonk et al., 2005; Albrecht, 2006). And many others focused on the benefits and drawbacks of using synchronous and asynchronous e-learning methods (Hrastinkski, 2008) or Computer-Assisted Learning tools for foreign language learning (Murphy, 1997; Hanson-Smith, 1999; Chapelle, 2001; Hubackova, 2010). However, little research shows neither the opinion of teachers and students nor the impact of using this methodology for English language learning in Spanish higher education institutions.

The proposed case study is the methodology employed at Master´s Degree in Bilingual Education at Nebrija University, launched in Spain in the academic year 2011/2012, which helps students improve their communicative competence in English; trains learners in CLIL methodology by integrating the Master´s contents and language learning within a bilingual syllabus; employs a blended-learning methodology, in the midway between distance and in-campus courses.

This research intends to evaluate the effectiveness of blended-learning methodology used in Spanish higher education for foreign language learning by surveying the students and teachers´ opinions about the tools used for synchronous and asynchronous learning; and analyzing the improvement of students´ proficiency in English and content learning, based on students´ grades. The main aims are to identify areas of blended learning good practice and those where improvements should be made in order to provide practical recommendations for blended-learning users and for foreign language teachers.

To conclude, the research will show that using blended learning for foreign language learning presents great advantages, as regards its effectiveness and access convenience, its authentic use of materials, the interaction and collaboration it fosters, the learning individualization it promotes, and the active role which students take. Notwithstanding, it presents certain drawbacks, mainly due the deficient or inappropriate use of its tools.

MARTÍN, LUISA Y MOLINA, CLARA. **Universidad Autónoma de Madrid.**
Sociolinguistic insights into languaging and language awareness
SATURDAY 29TH, 12:30, ROOM 206

Linguistic landscapes provide a route into a dialogical conception of teaching and learning that aims at promoting student agency throughout the symmetrical and transcultural process of problematizing issues rather than the mere transmission of knowledge. Within the field of foreign language learning/acquisition, it becomes an exciting tool for enhancing sociolinguistic awareness and helping students reach higher levels of reflexivity, in this case with regard to multilingualism and the many changes which are now taking place in the linguistic market of the place they live in – Madrid. Even at a city which has witnessed a most rapid growth in immigration over the last decades, making students familiar with multilingualism and language contact tends not to be part of the language-related curriculum. For this reason, a hands-on linguistic landscaping task was, to our mind, badly needed, and hence designed ad hoc… and most welcomed by students. We will present the way in which the activity was designed, as well as the results of it – including a photo exhibition at a cultural center downtown, from which a video has already been released and from which an e-book is about to see the light. The e-book, in which theoretical insights blend with an actual proposal on how to schedule a linguistic landscaping task, as well as all the materials used and/or created by students in order to depict the linguistic landscapes of Madrid today, is thought to be of help for those wanting to make languages emerge into the consciousness of language learners. To our mind, without such an insight, language learning will never go beyond the narrow limits of a curricular subject, when in fact it is part and parcel of everyone's daily life. After the project, our students voice a shift in their way of looking at the city, a shift in their way of seeing and listening to the city – in linguistic terms. This is why we want to share both the experience and the resources for replicating it within the scholarly community. The reason for introducing linguistic landscapes in language curricula seems rather uncontroversial. How to do it, however, remains largely unexplored, and we here present a proposal that has proved successful.

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MONTES, CONSUELO. **Facultad de Filologia. Universidad de Salamanca.**
Relevance of making explicit the contrast between politeness systems in the teaching of English as a foreign language.
SATURDAY 29TH, 16:30, ROOM 212

In my paper proposal, I argue that the teaching of intercultural competence as a pedagogical goal must include issues related to cross-cultural politeness. Politeness systems are studied within the scope of cross-cultural pragmatics. These are dynamic and complex systems, deeply rooted in interactional processes. They do not account only for politeness formulas, which pertain to the superficial level of discourse, but rather refer to many dimensions, to name just a few: cultural scripts which pervade different speech communities (for instance the simpatia script of Latino communities), or the degree of explicitness in the accomplishment of speech acts (there are communities in which the power axe prevails and many contents are implicit (Myers-Scotton, 2006). There are also great differences regarding the strategies used to mitigate the so called 'face threatening acts'. Using concepts from the pioneering model of linguistic politeness by Brown and Levinson (1987), I present the contrast between the British and the Spanish societies. The former follows an ontological view of the self as an individual entity, from this the prevalence of a politeness system based on deference and distance (every minor face threating act is mitigated, even towards an in-group). Contrariwise, the Spanish system is closer to Mediterranean cultures (Sifianou, 1992), which prefer a kind of politeness based on closeness and group membership and deference is reserved for those perceived as not belonging to the group. As we see, the consequence can be spotted in terms of discourse strategies and distinguishes one culture from the other. These differences in cross-cultural politeness must be explicitly taught (see Alcón Soler and Martínez-Flor (eds) 2008), because if it is not done, there is a risk that the student of English does not comprehend them in all its complexity and makes the mistake of pragmatic transfers from his or her first language when using the target language. Pragmatic errors of this type are not forgiven, because they are not perceived in the same way as grammatical or lexical mistakes, and they give rise to stereotypes or very negative interpretations. That is why to conclude, I argue the importance of including this type of teaching in the instruction of English as a foreign language for Spanish speakers.

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NASHAAT, NASHWA Y HARRIS, RACHEL. **Institute of Modern Languages – Universidad San Jorge.**
Are Our Tertiary Students Interculturally Competent ?
SATURDAY 29TH, 16:30, ROOM 206

Intercultural competence is one of the areas that less receives attention in bilingual programs especially where Academic English or English for Specific Purposes (ESP) is concerned. The reason for this may be due to the perceived notion that interculturality is the outcome of upbringing, life experiences, and hence is regarded as a personal intake that requires little or no interference. Also, it may be because intercultural competence is pertinent to fields other than language teaching that are more related to discourse analysis and identity studies that language teachers take it for granted. Byram´s Intercultural Competence Model (1997) explains the intertwining of motivation, political education, attitudes, knowledge, evaluation practices, interpretation skills, and interaction skills - all in no specific order - in the creation of a subsystem that we call intercultural competence, and that eventually is expressed in linguistic and sociolinguistic forms. Since pragmatics and discourse are two areas that are often more tackled in applied linguistics, and because intercultural competence can precede a linguistic utterance, it was chosen as the main topic for our study. To keep close to our language framework, the Common European Framework of Reference for Languages (CEF, 2000) breaks down intercultural competence into several constructs that align with Byram´s model among which are: the ability to overcome stereotyping; openness to people from other cultures; and cultural awareness and sensitivity. These three constructs are what the presenters propose to discuss in light of a small-scale study (30 participants) they conducted with first year students in the Faculty of Communication – San Jorge University (Zaragoza – Spain). Students in audiovisual communication were specifically targeted given that this career implicitly requires people interested in or motivated by interpersonal relations and language learning for different social and work purposes. During the session, the presenters will share with the audience a sample of the questionnaire that was used to collect data from the students with the purpose of profiling the intercultural competence of communication students after their first year at university, and the results of the study. The following questions will be answered:

1- Were culturally open students culturally sensitive?

2- Did culturally open students avoid stereotyping?

The presenters will also discuss what students mentioned regarding their motivation towards the use of English language in relation to their intercultural competence.

NASHAAT, NASHWA .**Institute of Modern Languages. Universidad San Jorge.**
Pragmatics in CLIL: Between Claims and Recent Findings
SATURDAY 29TH, 12:00, ROOM 205

Having come across reservations (Dalton-Puffer & Nikula, 2006) and claims (Lorenzo, Casal, & Moore, 2009) regarding the sociopragmatic and pragmalinguistic competences of students in bilingual programs as a result of Content and Language Integrated Learning (CLIL), the presenter collected data from 400 students in different bilingual schools and levels from the region of Aragon in Spain to see if students succeeded at coming across as polite when intending to do so. The data collection instrument was designed in conjunction with the outcomes of a previous pilot where 40 students were asked to react to problematic situations in English using a DCT (Discourse Completion Test). For the analysis of data in the pilot, the participants' utterances were analyzed using Watts' Relational Work Model (Watts,

2003) which showed the inability of the majority to produce polite, non-face threatening forms despite their intent to come across as friendly and polite. To establish further validity and improve the reliability of the instrument, eight language experts who are native speakers of English were involved in rating the statements incorporated into the new instrument and a typology of external and internal modifiers presented in the work of Alcón, Jordá and Martinez-Flor (2005) was used to improve the instrument where rater discrepancies were detected.

Besides discussing the data collection instrument used in this study, the presenter will give a brief introduction about the importance of pragmatics in CLIL contexts, and discuss preliminary findings from the data of 400 CLIL students in association with previous claims, and findings. Visuals and easy-to-read samples will be provided to further engage the audience.

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NEFF, JOANNE PH. D. **Complutense Universidad of Madrid.**
The Genre-based Foreign Language Curriculum: Communicative Competence across Cultures
FRIDAY 28TH, 18:30, CONFERENCE HALL

Over the last two decades, genre has become a "concept that has found its time" (Candlin 1993: ix), with extensions across myriad disciplines, i.e., well beyond those related to literary genres. From Hymes' 1974 concept of genre ("the kind of speech act or event") to Swales' condensation of the various definitions of term in his 1990 text, Genre Analysis, this term has offered linguistic and pragmatic insights into the conventional aspects of academic and professional texts.

This paper attempts to contribute to the comprehension of how language is used in diverse academic and professional contexts. In order to do so, I will present various studies in both academic and professional contexts and also suggest various ways in which these studies might be applied in Spain and elsewhere in higher education.

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NISHINA, YASUNORI. **Meiji Gakuin University.**

Corpus Linguistics and Disciplinary Discourse: From the viewpoint of Pattern Grammar
SATURDAY 29TH, 12:30, ROOM 203

In this presentation, I will provide a unique insight into the work currently being carried out at the university of Birmingham (hereafter, UoB). First, I will review some of the major past and on-going studies at the UoB. Then, I will explain how my own work fits into this picture. Finally, I will offer my opinions on the future of corpus research, disiciplinary discourse analysis and their marriage in the field of applied linguistics.

In particular, I will first summarize several historical and recent works by past and present researchers at the UoB, including John Sinclair, Susan Hunston, Wolfgang Teubert, Rosamund Moon, Paul Thompson, Maggie Charles (Oxford University), Nicholas Groom, and Caroline Tagg. Few of these researchers would call themselves corpus linguists. Rather, they would describe themselves as discourse analysts, lexicographers, or ESP practitioners, in view of the fact that they more commonly utilize corpus linguistic approaches in the identification and application of qualitative aspects of authentic language use. As such, I will explain how the purpose of their research is not always quantitative in nature. For example, Hunston has written about the "Corpus Approach to Evaluation," Teubert has examined "Lexicology and Critical Discourse Analysis," and Moon has focused on "Fixed Expressions and Idioms, and Monolingual Lexicography."

In the second half of the presentation, I will show my own work on the interface between corpus linguistics and academic discourse analysis. More specifically, my own research presented in this talk is to carry out a comparative, corpus-based study of the discourses of two academic disciplines: applied linguistics and business studies. The specific focus of the talk will be on the kinds of evaluative meanings that writers of research articles (hereafter, RAs) in these two disciplines typically make. How similar or different are the evaluative meanings expressed in RAs across two different disciplines, and what do these meanings tell us about the epistemological values of these two fields of study? These questions will be pursued by means of a large-scale corpus-based analysis of lexico-grammatical patterns in which an adjective is followed by a preposition and a noun phrase (hereafter, ADJ PREP N). This is largely because this pattern is often used to express writer's/speaker's emotion or attitude towards things; it is quite important to utilize such patterns when expressing subjective opinions in objective arguments (e.g. optimistic about something).

This analysis will be both quantitative and qualitative. Quantitatively, the thesis will employ a form of multivariate statistical analysis known as correspondence analysis. Qualitatively, the analysis will consist of a concordance-based study of adjective patterns in two large corpora of RAs from each discipline. This analysis will focus in particular on the semantic properties of the adjectives that occur in each pattern, and on collocations within and around each pattern. The result of the analysis presents features that indicate the epistemological characteristics of these two disciplinary discourses. Finally, I will suggest how such patterns can be applied for the improvement of students' writing and speaking skills.

ORDUNA, ELENA. **Universidad Antonio de Nebrija.**

Intercultural competence in foreign language courses: is there a clash between its theoretical role and the current teachers' practice?
SATURDAY 29TH, 9:00, ROOM 211

The growing trend towards globalisation and the need to communicate in a second language (L2) in professional contexts has lead to important changes regarding language policy and teaching methodologies in university programmes. Bologna graduates are expected to have the ability to communicate in at least two languages in order to incorporate to the European workforce. However, the most likely situation is that these graduates will be using foreign languages, particularly English, in international contexts where their peer workers will probably belong to different cultural backgrounds. As David Crystal has stated (2003:30), "English has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education", thus, our university students have to be trained to face this new global society and to handle the cultural factors that might hinder international communication. It is for this reason that, following the European Council's (2001) and the *CEFR's* recommendations, most language courses have included the intercultural competence as one of its main objectives, along with the linguistic, the communicative and the pragmatic one.

The present paper has a double fold objective. First, it aims at revising the different definitions for term "intercultural competence" form a theoretical perspective, from Byram's (1997) and the CEFR (2001), to the most recent ones (Jandt 2004, EDICC 2010, Lui 2011). Second, it aims at researching the level of teacher's awareness of the role of culture on communication in a foreign language. Different opinions and attitudes have been gathered among Nebrija language teachers in order to observe, first, the importance given to the intercultural dimension and, second, to what extent do changes have been made in syllabus so as to promote the acquisition of the intercultural competence. Our study reveals that these professional are aware of the role of culture in language teaching but still have not been able to incorporate the required strategies that would enable students to develop this intercultural competence.

Keywords: intercultural competence, culture and communication, international language, language policy, cultural awareness, language strategies and teaching methodologies.

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ORDUNA, ELENA. **Universidad Antonio de Nebrija.**
ACLES' MODEL FOR EXAMINATION ACCREDITATION
SATURDAY 29TH, 13:00, POSTER

The Spanish High Education Language Centres Association -ACLES (*Asociación de Centros de Lenguas en la Enseñanza Superior*)- born in 2001, currently represents 35 Spanish Universities at a national level. Internationally, ACLES also has a strong presence as it has been a member of the European Association **CercleS** (*Confederación Europenne des Centres de Langues de l'enseneigment Européenne*) since the year 2004. The Spanish ACLES association is mainly concerned with language education at a tertiary level and among its main objectives, this association is centred on promoting language learning and teaching methodologies at different centres ascribed to Spanish universities, as well as favouring the creation (or development) of new centres within the national borders. Furthermore, the association aims at promoting plurilingualism among Spanish citizens, following the guidelines established by the Council of Europe and the CEFR. However, due to the new social demands in university circles a need for language accreditation has aroused for different purposes such as Erasmus mobility, entrance to master programmes and requisites for Bologna graduates, etc. Moreover, accreditation has raised a concern regarding the quality standards used in language teaching at different schools in Spain. Most language centres used the labels and nomenclature suggested by the CEFR but there is still a need to standardise these language competence levels in the national territory. In fact, the present paper aims at describing the accreditation model for languages proposed by ACLES association that will enable to homogenise language levels and the corresponding evaluation systems in Spanish Universities.

Keywords: ACLES, language learning and teaching, high quality standards, CEFR levels, standardization and homogeneity, language policy, evaluation, accreditation system.

OTTO, ANA. University lecturer y tutora en UNED Y Profesora Auxiliar en UEM (Madrid).
Using Translation in Current Teaching Practice: Journalistic Texts as a Case Study
SATURDAY 29TH, 10:00, ROOM 203

This article tries to offer a deep look at how current teaching practice can benefit from the use of translation in the language classroom by providing a set of activities based on a journalistic article. In doing so, the article starts by looking at what we mean by the use of translation as an activity in the class. Translation has been a significant part of language instruction for a long time. It was a key element in the Grammar Translation Method until the arrival and total dominance of Communicative Methodologies focusing on the use of the target language in real situations and the subsequent abandon of L1. However, as Duff points out, despite the obvious criticism about it, teachers and learners today use translation to learn, rather than learning translation itself; this contemporary approach mainly differentiates itself from those methods in the past decades by the implementation of innovative strategies such as the use of collaborative learning, task-based learning, functional grammar and the role of lexical chunks in order to foster both students' self awareness of the language and autonomous learning. For that purpose, reading comprehension stands out as a significant element in the teaching procedure being the previous step for translation, and promoting a better understanding of the author's opinion, a vital aspect in analyzing mass media.

Apart from that, on the quest for implementing cultural materials in the language curriculum, many authors claim that a wide range of cultures should be shown to students as the most feasible way to approach Pluringualism; in this sense, journalistic texts play a dominant role in developing language and socio-cultural discursive competences, acquiring communicative and writing competences in the target language, and increasing knowledge and practice of writing techniques as an aid to the production of different text types; furthermore, the language of the press can be highly motivating for students in order to reflect on the language they use while focusing on current events such as our case study: the controversy on the abolition of bullfighting in Spain.

The activities in this unit are aimed to offer a global approach to language in order to show the participants in the workshop that students can improve as they analyze the following aspects of English through the practice of translation: use of the Passive Voice, abuse of the *-ing* forms for progressive use, word order, the importance of lexical chunks for cultural terminology, and the uses of the past simple to end with the analysis of transposition or how we work with language functions to express meaning in natural ways.

As in any other teaching sequence embodying the Communicative Approach and the four skills, activities have been designed as to make the most of students' autonomy while they proceed collaboratively through a final task. Firstly, before reading the text, students work in groups as to conduct a survey in which they deal with the cultural connotations around bullfighting and comment on the possible outcomes of a popular reality show (*Quiero ser torero,* currently broadcasted by Telemadrid). Then they have a first look at the text and by using reading comprehension techniques they try to figure out both the content and author's opinion. Later, students deal with some lexical chunks and problematic expressions, discussing them in groups and trying to suggest a translation which is both natural and accurate in Spanish. Finally, students are encouraged to proofread the final translation by considering the use of the passive voice and possessive adjectives, abuse of the –ing forms and word order.

A possible outcome could be a discussion as in a chat show in which students air their own views about the abolition of bullfighting in Spain, using the vocabulary they have learnt and of course, trying to justify their views and with the help of a host moderating the debate.

As we will see during the workshop, translation is no longer a solitary, time-consuming activity focused on literary texts but a highly communicative activity as students are encouraged to use the language in real situations which motivate them in order to negotiate meaning, and reflect on the uses of the English language throughout grammar and vocabulary.

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OTTO, ANA. **UNED y UEM.**
Vocabulary Assessment using EOI Rubrics or How to Assess Vocabulary in Context
SATURDAY 29TH, 16:30, ROOM 203

Traditionally, language teachers have been compelled to assess learners' awareness of vocabulary by a multiplicity of methods ranging from translation activities, cloze tests, and rephrasing exercises to writing whole sentences which were aimed at evaluating vocabulary mastery out of context- as Thornbury points out, vocabulary as a slot filler in grammar structures. However, from the advent of the lexical syllabus, corpus linguistics and the COBUILD project, which set the stage for a major rethink of the role of lexis and recognition of its meaningful potential, vocabulary is already considered a learning objective in its own right as well as communicative competence goes beyond applying specific words for the context in question.

The aim of this article is to offer a deep look at how language teachers can assess vocabulary in context by the use of rubrics for productive skills- writing and speaking; for that purpose, the rubrics currently used by EOI professionals for Certificate Exams in Comunidad de Madrid will be analyzed as a case study.

The article starts with a brief overview of the history of vocabulary teaching and then moves forward onto different aspects. Firstly, what we refer to by "knowing a word" and the relevance of assessing in qualitative rather than just quantitative terms; secondly, the importance of assessing vocabulary in context and most effective ways to attempt it along with the role of vocabulary according to the *Common European Framework,* and finally, the use of rubrics for productive skills will be also questioned.

Official schools of Languages in Madrid Regional Government have been using these rubrics in order to assess productive skills since 2008- when the new system of Certificate Exams was implemented- and have suffered some minor changes from that time. Rubrics are common for all the languages in EOI and are divided into three different grading sheets according to the three different levels we certificate, i.e, Nivel Básico, nivel intermedio and nivel avanzado. Speaking Tests (*Expresión oral*) consist of two different tasks: oral interaction and oral production which are subsequently divided into different descriptors the examiner must grade qualitatively. The same accounts for written tests, in which both written interaction and production are examined. Consequently, in both tests students are expected to produce texts using cohesive devices, vocabulary richness (lexical variation/density, weighed lexical variation and sophistication according to the level), syntactic complexity (dependent clauses per clause among other descriptors) and grammatical accuracy providing teachers with a description of language development that can be used for diagnosis and later curriculum planning

Throughout the analysis, the author aims to focus on a specific level: B2 and tries to show the way rubrics are efficiently assessing vocabulary holistically rather than in discrete areas taking into account all communicative competences: grammatical or linguistic, discourse and strategic.

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PASCUAL, IRENE Y LLINARES, ANA. **Universidad Autónoma de Madrid (Dpto. Filología Inglesa).**
Formative assessment discourse in CLIL classrooms: some practical examples

SATURDAY 29TH, 10:00, ROOM 205

This piece of research deals with formative assessment and its construction by teacher and students together through classroom discourse in CLIL classrooms. Formative assessment is defined as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and Wiliam 1998: 7-8). This means that assessment, teaching and learning are not separate entities but integral parts of the same process (Black and Wiliam 1998; Leung and Mohan in press). In spite of the abundant research that exists on formative assessment (Black and Wiliam 1998; Black et al. 2003; Bell and Cowie 2001; Wiliam et al. 2004), very few studies deal with its relationship to classroom discourse (exceptions being Leung and Mohan in press; Rea-Dickins 2001), and even fewer are framed in CLIL contexts (except for Llinares et al. 2012). This presentation attempts to show, in a qualitative way and through some extracts, how the teacher can align with a formative assessment pedagogy or separate away from it through discoursal techniques (types of questions, types of feedback). The data come from the Primary level (fifth and sixth year) and different schools in the subjects of science and citizenship. From the analysis of the extracts, one can conclude that certain types of questions, as well as certain types of feedback and not others, lead to a higher student engagement in discourse (which will be seen through the complexity of students' responses), favoring in this way students' understanding of the content and pushing their learning on.

PÉREZ SÁNCHEZ, ANA Mª. **Universidad Autónoma de Madrid.**
A Corpus-Based Analysis of Errors in Adult EFL Writings
SATURDAY 29TH, 12:00, ROOM 206

In the context of adult education in Spain, Official Schools of Languages set the standard of teaching and certification of the different levels described in the Common European Framework of Reference. It has been noticed by a number of teachers that writing has become one of the most problematic skills for the students, who often fail to achieve the results they expect in the different Certificate Exams, in particular at the advanced level. The main objective of this study was to analyse a computerized learner corpus of written texts in order to identify the most common errors made by students at the intermediate level. The participants were a group of students enrolled in one of the Official Schools of Languages. Two texts written by each of the students were digitized and incorporated into UAM Corpus-Tool, a state-of-the-art program designed for the linguistic analysis of corpora. Errors

were identified and assigned a category in order to find possible tendencies. A comparison of the errors made by students at different levels showed significant differences in the most common types of errors. In light of the findings of this study, specific measures are suggested to improve students' results in future writing tests. This project departs from traditional Error Analysis (Corder, 1974) in that its main focus is not to describe students' interlanguage, but rather to identify errors for the practical applications that the findings can have in language teaching and planning. More recent research concerning errors and learner corpora can be found in: Muehleisen, 2006; Meunier, 2007; O'Donnell et al. 2009 or Granger, 2009.

PINTO, JORGE. **Centre of Linguistic of the University of Lisbon.**
Cross-linguistic influence at lexical level: a study with Moroccan learners of Portuguese L3/Ln
SATURDAY 29TH, 12:30, ROOM 205

The last decade has witnessed an increasing interest in multilingualism and, consequently, a proliferation of studies about the acquisition of a third or additional language (L3/Ln) (e.g. Hammarberg, 2001; Safont Jordà, 2005; De Angelis, 2007; Jessner, 2008;). Some of these studies highlight the differences between the acquisition of an L2 and an L3 and bring about a new research area (e.g. Herdina & Jessner, 2000; Cenoz, 2001). In this context, it is our intention to present a study about the acquisition of Portuguese as an L3/Ln by Moroccan university students, who are already inserted in a multilingual context, in which we point out the importance of lexical transfer from a previously acquired second language to the new interlanguage and the factors that influence this transfer.

The participants in the present study correspond to 70% of the students majoring in Portuguese Studies at the Faculty of Arts of Mohammed V – Agdal University, in Rabat. The participants were given a sociolinguistic questionnaire that included questions about their linguistic profile. The results reveal that 94% of these students are already multilingual since they master other languages besides their mother tongue. Portuguese, thus, comes at a late stage of their schooling. The subjects were given also a production task. Several corpora of the written production were analyzed and all cases of cross-linguistic influence at the lexical level were identified.

The study investigated the following research questions:

Which factors affecting lexical cross-linguistic transfer?

Which languages are the sources of the lexical transfer?

What is the result of the lexical transfer in the L3/Ln productions?

The findings of this study show us that the L1 does not always have a preponderant role in the multilingual acquisition, especially in lexicon, due to some factors such as the linguistic typology, the proficiency in other languages, the 'foreign language effect' of L2 status… The foreign romance languages previously acquired (French and Spanish), related with Portuguese, have a more important role than the L1 of the students, Arabic, typologically distant. Two types of lexical transfer were found: transfer of form (hybrids) and transfer of meaning (calques and semantic extensions). Finally, the findings show us that instances of lexical errors decrease as proficiency in Portuguese increases.

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PLADEVALL, ELISABET. **Departament de Filologia Anglesa i Germanística. Facultat de Filosofia i Lletres. Universitat Autònoma de Barcelona** .
The implementation of CLIL in primary school: a study of students', teachers' head teachers' and parents' perceptions

SATURDAY 29TH, 9:30, ROOM 211

Within the context of the CLILSLA Project, a two-year longitudinal study on the implementation of CLIL and its effect on the students' foreign language proficiency and attitude in five primary schools, the present paper presents an overview of the students', CLIL teachers', head teachers' and parents' perceptions on the implementation of CLIL after the first year of the longitudinal study. CLIL implementation necessarily requires a joint effort of all the parts involved and particularly in a primary school context it affects not only students and CLIL teachers but head teachers and parents as well. Research on CLIL in primary school settings is so far scarce (Navés and Victori, 2010) and the analysis of the participants' perspectives on the way CLIL is implemented at an early age and the effects it has on them has often been neglected (Massler and Steiert, 2010, Massler, 2012, Dalton-Puffer and Smith, 2007, Pérez-Vidal, 2008) hence omitting valuable insights on how CLIL results might be interpreted.

Five schools first implementing CLIL for an hour a week in 2011-2012 in 5th grade of primary education took part in the study. Opinion questionnaires were given to children (N=196) and their parents (N=158) at the end of the school year, to the CLIL-trained teachers (N=5) at the beginning and at the end of the school year and to the schools' head teachers (N=5). In addition, a selection of children (N=10 in each school) and the CLIL teachers were orally interviewed.

Students report general satisfaction with their CLIL classes mainly because they perceive their use of English is "real" and the majority of them report having improved their level of English. They point out they have specially learnt content and some of them report having acquired English speaking and comprehension skills. Low achievers report having had serious difficulties in following the course and are not satisfied with the experience. Teachers point out a certain level of anxiety in their classes at the beginning of the course and a general reluctance to use the target language on the part of the children. Their main concerns included their students' low level of English, lack of materials, lack of institutional and peer support and not being competent in the content subject, as all of them are EFL teachers. All of them, except one, reported having implemented CLIL on their own with no institutional support and having no time for material preparation. Yet they are satisfied with the students' motivation, interest and learning outcomes both in terms of content and language skills. Head teachers and parents have a slightly different perception of what a CLIL course entails. Head teachers are

convinced their teachers receive adequate institutional support and claim that what the students learn in these classes is basically English. Parents are basically concerned the students' L1 and content knowledge might be seriously affected although they stress the importance of CLIL to get better future life opportunities.

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Pérez Vidal, C. (2008) The Need for Focus on Form in Content and Language Integrated Approaches: An Exploratory Study. En F. Lorenzo, S. Casal, V. de Alba and P. F. Moore (Eds.), *Content and language integrated learning: Methods and practice*.

PRIEGO BRINDIS, MARTA MARÍA **Universidad Juárez Autónoma de Tabasco, División Académica de Educación y Artes.**
Affixation process course...a multimedia program
SATURDAY 29TH, 16:30, ROOM 203

"Affixation es el proceso de añadir prefijos y sufijos a la palabra base de esta manera podemos modificar en/o significado de una parte del discurso a otra." (Gairns Ruth)"

Los afijos son unidades mínimas de significado que modifica a una raíz y cambia su significado yendo de una parte del discurso a otra- y se dividen en prefijos y sufijos.

OBJETIVO

Desarrollar un programa interactivo multimedia que permita a los estudiantes de inglés la comprensión del proceso de "**affixation"** que promueva la práctica de los mismos a través de ejercicios y estrategias de enseñanza de vocabulario que propicien el descubrimiento de nuevas palabras

METODO

El modelo ADDIE es uno de los cientos de modelos de diseño instruccional, de característica simple para desarrollar cualquier tipo de entrenamiento ya que dicha simplicidad permite a quienes no tienen una preparación en tecnología utilizarlo como guía para el desarrollo de un programa o curso,

Las etapas de este modelo son las siguientes: ***Análisis, Diseño, Desarrollo, Implementación y Evaluación.*** *En* la etapa **de** *análisis se* establecen los problemas de aprendizaje que justifican el proyecto, una vez finalizada esta etapa se procede a la etapa de *diseño,* en la cual, se determinan los contenidos y objetivos de aprendizaje, la etapa de desarrollo se comienza tomando en cuenta los resultados de las etapas anteriores .En la etapa de *implementación* se ejecuta el plan en acción, finalmente en la etapa de evaluación se aplican los instrumentos y se analizan los resultados. Cada etapa de este modelo conlleva a otra, de tal manera que se observa una secuencia lógica para avanzar a la siguiente.

 Los contenidos del curso multimedia que fue diseñado están divididos en tres unidades. Cada unidad consta de su propio objetivo y una sección llamada *Let's see* que pretende comprobar si el

alumno ha podido comprender conceptos básicos, así como la identificación de los significados de los afijos .*Let's practice* es la segunda sección de las unidades y está orientada a analizar los afijos por medio de prácticas más significativas utilizando palabras raíces y afijos perfectamente combinables elevando así el grado de dificultad de la practica.La primera unidad está diseñada para reconocer las palabras raíces de esta manera que el usuario podrá distinguir el proceso de *"afixation"* e identifique los afijos (prefijos y sufijos) sin llegar a una plena identificación de los significados. La segunda unidad está orientada a reconocer los prefijos más comunes en el idioma inglés por medio de listas con significados y ejemplos dados. Finalmente, la auto-.evaluación consta de treinta y cinco reactivos de opción múltiple.

CONCLUSIONES

*El método ADDIE proporciona los pasos para la realización de programas multimedia que propician el aprendizaje de los alumnos de manera autónoma.

La práctica de los afijos del idioma inglés es de mucha importancia, sin embargo, no se encuentra material novedoso y especifico para tal efecto.

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RIDDEL, Mª CARMEN Y RODRIGUEZ HALFFTER, CARMEN.
Reflective Teaching and Content Learning in the English Classroom
SATURDAY 29TH, 10:00, ROOM 212

Reflective teaching is based on a systematic process of collecting, recording, analyzing and evaluating what happens in the classroom. The results of this process enable the teacher to adjust instructional plans and activities. In content learning students acquire knowledge about a subject while using and learning a foreign language. The combination of these two activities, (reflective teaching and content learning) helps students develop and improve language competence and intercultural communication skills.

SOLER, BETLEM Y VILLACAÑAS, LUIS SEBASTIÁN. **Facultat de Magisteri, Universitat de València.**
Implementing a Didactic Sequence as a Pedagogical Tool to improve Expository Writing in English with 6th Grade Students
SATURDAY 29TH, 12:30, ROOM 212

In this paper we will present research conducted with 6th grade students from the public school "Jaume I El Conqueridor" in Catarroja, Valencia, in the area of English as a Foreign Language. This study aims at Improving expository texts in English. In order to meet this goal, a didactic sequence (DS) has been designed taking Dr. Joaquim Dolz' model as an example. After adapting the framework to our study, we developed a DS consisting of an initial production, four workshops, and a final production. These workshops were designed to correct the mistakes found in the initial production. In addition, we tried to facilitate an understanding of the characteristics of an expository text. In the first stage of our research (initial production and workshop design) we discovered that the methodology abovementioned allowed us to design activities that consistently responded to the inadequacies of expository texts created in the initial production. At this early stage, we highlighted the importance of the analytical suitability of the conceptual design employed. The second and final stage of our research (final production, and analysis and results) was completed in May 2012. The results have shown an improvement in the final production as a result of the implementation of workshops in specific areas in which a change was sought. By means of this proposal, therefore, we will try to, first, show how this empirical research has been performed, next provide a sample of one of the designed workshops, and finally, draw conclusions on the analysed aspects, especially on changes related to learning new vocabulary, and the use of the third person singular.

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SOLÍS, JUAN A.; MARQUÉS, TERESA Y GIMÉNEZ, ESTHER. **Universidad de Murcia.** *Websites for English language teaching: design, content and pedagogical implications*
SATURDAY 29TH, 11:30, ROOM 211

The use of Information and Communication Technologies (ICT) is widespread in the field of education nowadays. In the case of foreign language teaching, a high amount of digital resources can be found on the Internet, among which an increasing number of websites can be mentioned. However, the information that can be obtained from these sites is varied: activities, links to other websites, readings, multimedia resources, tools for interacting with other students or teachers, etc. For that reason, in this paper we aim to analyse the main characteristics underlying a corpus of representative websites. This corpus consists of webpages (general term used to refer to websites and blogs) created by English language teachers belonging to Compulsory Secondary Education (CSE) and Post-Compulsory Secondary Education (PCSE) in Spain.

The objective of the present study is to analyse the patterns which characterise websites for learning and teaching English in CSE and PCSE. Accordingly, the present research has been divided into two main blocks: the theoretical framework and the empirical study. In the theoretical framework the main concepts related to the use of ICT and corpora in language education are discussed. The empirical study, in turn, shows the main patterns identified in the websites analysed.

After analysing, comparing and contrasting the previous information some conclusions have been drawn. On the one hand, some advantages of using websites in learning environments are that students can benefit from using real texts and contexts, that there are lots of multimedia resources such as videos or podcasts which make learning more interesting, that it promotes the learners' autonomy both inside and outside the classroom, and that the use of blogs has increased due to the easiness to update the information, among others. But, on the other hand, several drawbacks have also been identified: most websites are considered mere containers of information, the lack of interaction –whose importance is high in the case of language teaching– noticeable, and, finally, activities related to productive skills are hardly ever found, while the most frequent kind of exercises is that of "fill in the gap".

Some of the references used for this study are:

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USUI, YOSHIKO. **Dokkyo University, Faculty of International Liberal Arts.**
Critical Analysis of Lower Secondary English Textbooks in Japan: Does it promote interaction?
SATURDAY 29TH, 12:00, ROOM 211

Background: The new course of study for lower secondary schools (7th – 9th grade) in Japan has been fully implemented this spring (academic year 2012). The overall objectives for foreign language (English) are threefold: "to deepen the understanding of language and culture, to develop a positive attitude toward communication, and to foster the foundation of communication competence", emphasizing the integration of 4 skills (speaking, listening, reading, writing) and output as a form of articulating and transforming one's thinking. In order to achieve the above objectives it is essential that learners are exposed to quality input (input flood), given ample and optimal interaction opportunities, asked optimal questions, and given optimal tasks and scaffolding, which stimulate learners' cognitive and linguistic skills. This paper critically analyzes the new Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) censored textbooks, which had been rewritten to actualize the new course of study. In the Japanese context, textbooks are central to teaching. In other words, many teachers rely on what's on the textbook including questions and tasks.

Methods: The top three textbooks used in lower secondary schools were chosen and analyzed using a multidimensional framework developed by the author consisting of the following seven key elements. ① topics in order of familiarity ② questions in order of necessary thinking skills ③ tasks in order of necessary thinking skills ④ types of scaffolding provided to move learners from their existing levels of performance to higher levels of independent performance ⑤ interaction opportunities ⑥ amount of input (reading and listening) ⑦ vocabulary

Major Findings: 1) The majority of the questions were display questions. 2) The tasks were often inconsistent with the input (readings). 3) There were mainly two types of scaffolding: use of Japanese and modeling. 4) Use of the reading and listening input is minimal. 5) Much of the interaction is limited to communication drills or one-way speech and short presentations. 6) The sequence of the tasks is not consistent. 7) On average, more than half of the reading text is in a dialog format. 8) Topics are diverse from everyday topics to global topics.

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Index des contenus

ÁLVAREZ BADILLO M. Carmen, EOI Madrid Embajadores.
Les wikitaires de l'E.O.I.

SAMEDI 29, 10:00, SALLE 304

Depuis que je travaille dans l'enseignement, les changements ont été nombreux, mais le plus spectaculaire auquel j'aie assisté, c'est l'intégration des nouvelles technologies - notamment l'accès à internet - qui nous a permis d'avoir à notre portée, n'importe où et n'importe quand, tout un ensemble de ressources (ré)utilisables en toute liberté, plus ou moins simples à manier et d'une plasticité surprenante. L'une de ces ressources est le wiki, un outil imprégné, comme aucun autre, de philosophie collaborative, d'une souplesse extraordinaire et simple comme bonjour, car il suffit d'avoir une adresse électronique. Puis, il faut se décider à faire le pas suivant: s'en servir. Et pour cela, il faut y mettre un certain sens de la responsabilité et travailler selon notre disponibilité, notre état d'esprit et nos connaissances, sans jamais dépasser ce que chacun de nous est capable de faire et de gérer.

LES OBJECTIFS DE MES WIKIS. Mes cahiers virtuels, naissent comme de simples ébauches pour que le groupe les adopte et les adapte. J'y ai toujours cherché à favoriser la collaboration et la communication entre les membres; à animer les moins experts à se lancer sans filet au trapèze des TICs; à acheminer les recherches à bon port; à fournir des outils pour l'apprentissage autonome ou pour renforcer les acquis; à recréer des situations réelles ou vraisemblables de l'emploi de la langue française; à permettre aux membres d'y exposer leurs inquiétudes et leurs dadas ... Ah! et à économiser le nombre de photocopies!!!

OBJECTIFS DE L'ATELIER

- Observer des wikis de professeurs : banques de tâches; échange d'idées, point de départ d'activités, forum, annuaires de liens ...

- Observer quelques wikis pour les élèves: la page d'accueil, le sommaire, le courrier interne, les tags, quelques exemples de collaborations ... Inviter à un wiki : forum et édition.

CONCLUSIONS. Créer, organiser et animer un wiki demande du temps et un gros effort. Le jeu n'en vaut la chandelle que si celui qui s'y met a l'intention de l'entretenir et si les destinataires le trouvent utile. Mettre sur orbite cet outil collaboratif entraîne certains risques. Il faut veiller de près aux contenus : quelle est l'information, où et comment elle est présente sur la Toile. Si on décide d'entreprendre cette aventure, on doit, tout d'abord, esquisser notre « cahier » ; en deuxième lieu, il faut avoir les idées très claires quant à ce que nous ne voulons pas qu'il devienne et   le communiquer ferme et clairement à nos « invités » ou à nos « visiteurs » ; en troisième lieu, nous ne pouvons pas oublier qu'il s'agit d'un outil complémentaire et qu'il faudra donc accepter que chaque collaborateur s'en serve à sa manière. Il faudra donc accueillir leurs initiatives, sans toutefois oublier que c'est nous les directeurs de ce petit orchestre où tout le monde peut être compositeur et interprète. Enfin, Internet est inondé de pages, blogs et wikis inachevés ou abandonnés et on ne devrait pas contribuer à augmenter les déchets virtuels, même si ça ne nous coûte rien. Ainsi, si on n'en a plus besoin, il faut le recycler ou tout simplement le supprimer.

CANON CECILE ET CALENDINI CORYSE, Ed. Difusión.
Évaluer en action: des tâches au service de l´évaluation formative

VENDREDI 28, 11:30, SALLE 304

Après avoir échangé sur nos pratiques d'enseignants-évaluateurs, nous définirons les types d'évaluation possibles, leur fonction et les acteurs impliqués dans ce processus. Nous mettrons alors l'accent sur les pratiques d'évaluation formatives qui donnent une part active à l'apprenant en tant qu'acteur social ayant à accomplir des tâches. Nous verrons comment intégrer de telles tâches évaluatives dans le parcours d'apprentissage. Dans cet atelier, vous analyserez des activités d'évaluation en compréhensions orale et écrite et en productions orale et écrite, ce qui vous amènera à définir ce qui est attendu d'un support, d'une consigne et d'un questionnaire d'évaluation.

MONICA ECHEVERRY, Institut Cervantes.
La web 2.0 : un outil pour travailler les stéréotypes dans les classes d´ENE

SAMEDI 29, 13:00, POSTER

L'existence de différences entre les langues à l'égard des normes socioculturelles utilisées pour exprimer une fonction spécifique, incite souvent l'apprenant d'une langue étrangère à construire des évaluations sur la culture de la nouvelle langue et à se faire des préjugés, des stéréotypes et même, parfois, des malentendus dans la communication, tant sur le plan général que sur le domaine des affaires. Dans le monde des consultants d'affaires et des médiateurs interculturels, il est connu qu'il y a une méconnaissance vis à vis de la C2, ainsi qu'une déficience dans la compétence linguistique, qui sont l'une des causes des malentendus.

La télécollaboration est un outil du web 2.0 que l'on utilise pour réaliser des travaux collaboratifs et des projets, à travers la communication en ligne. Dans l'enseignement des langues étrangères, elle s'utilise pour que les apprenants des différentes cultures, avec langues maternelles et pays différents, utilisent des outils de communication en ligne (le modèle tandem, des e-e-mails, des chats, des forums, etc.) pour réaliser des projets et d'autres activités didactiques, comme le débat et l'échange culturel. L'échange asynchrone via l'e-mail, les blogs et autres, permet aux élèves d'interagir, d'enrichir son bagage culturel et de bénéficier de la rapidité du retour de l'information.

Ce qui est exposé ici nous a conduits à réaliser une étude qu'il avait pour l'un de ses objectifs, à vérifier si l'usage d'un web 2.0 promouvait le développement de la compétence interculturelle et si c'était effectif pour détecter l'existence de préjugés et pour travailler dans le changement d'attitudes à leur égard.

Des informateurs : un groupe d'Espagnols et de Marocains qui maintiennent des relations professionnelles avec des personnes de la C2.

Des outils pour la collecte de données : un entretien (pré test), un blog créé pour telle fin, un échange d'e-mails qui a duré sept semaines et dans lequel ont été traités cinq sujets, l'écriture d'un texte après avoir terminé l'échange d'e-mails et un questionnaire final.

L'information qui a été recueillie a été classée en cinq catégories, dont l'une été : "Des stéréotypes, des préjugés, des valeurs et des perceptions".

Dans tous les outils collectés, il y a eu des entrées référant aux stéréotypes et aux préjugés, et après avoir terminé l'échange, on a obtenu des réponses qui affirment qu'effectivement, ils avaient changé leur opinion initiale. D'autres informateurs disent que le fait d'être en contact au cours de cette période, a fait surgir une réalité différente de celle qu'ils avaient.

En conclusion, les résultats montrent à que l'usage de l'un des outils de télécollaboration 2.0, permet de détecter la présence de préjugés et de stéréotypes dans les relations professionnelles et de changer l'attitude à leur égard.

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KARAMAGKIOLA STELLA, Sciences du Langage/ CeRes.
De la recherche sociolinguistique à la compétence interculturelle

SAMEDI 29, 12:30, SALLE 304

La mondialisation[1] des marchés économiques et le flux croissant de populations qu'elle engendre font de l'interculturel un sujet à la mode. Ces problématiques sont analysées depuis bien longtemps par ceux qui tentent de comprendre les mécanismes culturels qui conditionnent les échanges, y compris en situation d'apprentissage dans tout le public. Cependant, dans le cas lingua phones dialectaux la « prise de conscience interculturelle » exige une approche particulière et elle mérite une autre perspective aussi. Souvent nous entendons : le défi interculturel que doit révéler l'enseignant de langue étrangère n'est plus seulement d'enseigner la langue et la culture mais aussi de montrer comment la culture maternelle du public entre en interaction avec la culture de l'autre. Mais avant l'examination de cette interaction avec la culture de l'autre, est ce qu'il fallait d'abord poser l'interculturalité au niveau linguistique comme une problématique de sa propre origine ? À travers la recherche sociolinguistique[1] en terrain que nous avons effectué, nous voulons montrer que ses résultats peuvent s'utiliser comme la méthode principale pour la communication interculturelle[1]. La question se développe et se pose pour un cas de dialecte/idiome. Dans notre communication, l'accent sera mis sur deux problématiques. Cas étudié : l'île grecque, Zakynthos dans la mer Ionienne. Grâce à sa position géographique l'île était un pont « interculturel » entre l'Orient et l'Occident ; La particularité en

consiste sur son dialecte et ses emprunts latins; Reconnaissant que ces traces, emprunts, signes linguistiques représentent aujourd'hui au total un sociolecte de la région et en nous fondant sur la thèse de Sapir- Whorf que « l'idéologie de mots révèle l'identité de la culture »[1], nous tenterons de prouver que ce dialecte participe à l'identité interculturelle de l'île et qui finalement pose des questions sur la compétence interculturelle. Nous allons focaliser sur les lexèmes/ emprunts français qui étaient aussi le but de notre recherche. Des exemples de notre thèse seront utilisés aussi. Il y a quelques années qu'une pléthore de différentes épistémès sur l'interculturalité[1] sont apparues ; D'après le livre LAL, au début des années soixante mais aussi bien après, les linguistes ont rattaché la sociolinguistique, la sociologie du langage, l'ethnographie de communication etc. avec une politique sociale visant à l'intégration scolaire des minorités linguistiques. L'analyse de la recherche en terrain nous aide à mieux analyser les vrais problèmes linguistiques ; des problèmes de psycholinguistique aussi que nous confronterons pendant la recherche nous aide à voir comment le public conceptualise leur particularité. Cela est un facteur catalytique sur lequel nous pourrons appuyer et proposer un autre modèle interdisciplinaire pour ces cas là ; à poser cette problématique dans un autre axiome : au développement des valeurs à travers les savoirs être/événements culturels, qui reflète dans une base linguistique globale sur laquelle la dimension interculturelle prend sa vraie dimension. Donc, nous allons examiner si ces événements sociohistoriques - valeurs[1] qui en résultent, impliquées toujours dans un cadre éducatif, peuvent être considérés eux mêmes comme les « contenus socioculturels ». Et, si c'est le cas dans quel cadre : scolaire, régional, familial etc. Est ce que ça serait mieux que nous donnons plus d'importance à la politique éducative en classe ou avant tout, à une politique régionale de renforcement des valeurs et des événements socioculturels ? Finalement, notre communication présentera les problématiques de la sociolinguistique et des sous jacentes épistémès qui sont des méthodes principales pour l'analyse d'un modèle d'enseignement et de son contenu socioculturel. Notre cas consistera un paradigme pour d'autres cas dialectaux en Europe.

[1] Congrés International 2008, Année Européenne du dialogue intercultural: communiquer avec les langues – cultures, Thessalonique 2008
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LAMOUROUX THOMAS, Uned / Institut Français.
Ressources audiovisuelles sur internet et enseignement-apprentissage du FLE.

SAMEDI 29, 9:30, SALLE 304

Tema : Analyse de ressources vidéo sur Internet de français langue étrangère (FLE) pour un public adulte

Objectifs:
Souligner le fait, qu'entre les différentes ressources Internet que l'on peut utiliser pour l'enseignement-apprentissage du FLE, les ressources vidéo sur Internet peuvent mériter une attention particulière.
Établir une sélection et une analyse pertinente de ces ressources pour aider l'apprenant, l'enseignant, le chercheur de FLE ou toute personne intéressée par ce thème, à mieux les connaître et les utiliser.
Élaborer une série de propositions didactiques à partir des ressources analysées en fonction du type d'enseignement ou d'apprentissage.

Plan / Conclusions :
Fondements théoriques / Etat de la question selon divers auteurs
Sélection du matériel didactique :
- Sites vidéo FLE des télévisions
- Autres Sites vidéo FLE pour l'enseignant
- Autres sites vidéo FLE pour l'apprenant
- Nouvelles tendances

Utilisations possibles / Propositions didactiques :
- En classe, avec un enseignant, grâce à une connexion à Internet ou un support numérique (contenus vidéo sur Internet et activités de compréhension vidéo)
- À la maison, avec un ordinateur et une connexion Internet comme complément des activités de classe
- Dans un enseignement à distance, en autonomie totale, son utilisation résulte presque indispensable pour être en contact avec la langue de la manière la plus réaliste posible.

Sélection bibliographique : Travaux de F. Mangenot, T. Lancien, A. Alvarez, M. Tomé, **…** / Sélection de sites Internet

BEATRIZ MARTINEZ, Institut Français et CSIM.
Les proverbes en classe de FLE

SAMEDI 29, 16:30, SALLE 304

Il s'agit d'une communication qui va indiquer comment aborder la spécificité des proverbes français en classe de FLE.

Reflets du mode de pensée d'un peuple ou d'une communauté, les proverbes et les expressions idiomatiques posent souvent problème aux apprenants d'une langue étrangère. Aussi l'enseignant de français aura tout intérêt à enrichir le vocabulaire de ses étudiants avec quelques-unes de ces expressions.

Dans l'enseignement/apprentissage de toute langue étrangère, la connaissance approfondie de sa culture s'avère une question indéniable. L'apprenant entre, dès le début de son apprentissage, dans un autre univers dont les valeurs sont en général différentes avec celles de sa propre culture. Pour pouvoir communiquer dans cette langue, il doit adopter les attitudes adéquates selon la nouvelle culture. Dans ce cadre, on pourrait à juste titre évoquer, entre autres, les mimiques du visage, les mouvements du corps, les stratégies du discours, etc. Parmi les aspects culturels auxquels l'apprenant doit accorder une importance toute particulière figure la maîtrise des expressions et des proverbes de la langue étrangère, ce qui l'aidera à communiquer sans possibles malentendus. Le présent article se penche sur le rôle et l'importance de cet aspect du langage, en s'attardant sur la nécessité et la technique de son enseignement/apprentissage en tant qu'une question de taille pour les étudiants en langue française.

SURGULADZE NATALIA ET SURGULADZE MIKHEI. Shota Rustaveli State University of Batumi, Caucasus University of Tbilisi
L´utilisation des moyens informatiques au cours de l´apprentissage de la langue française

SAMEDI 29, 9:00, SALLE 304

Dans les conditions modernes du développement de la société humaine la formation acquiert le rôle définissant. Une des directions prioritaires du développement de la société est l'informatisation de la formation.

Le procès de l'informatisation de la formation demande non seulement les nouveaux équipements, mais aussi les nouvelles formes et les méthodes de l'enseignement, la nouvelle approche du procès de l'enseignement.

À la comparaison des matériels informatiques d'apprentissage, les manuels typographiques et les audio-vidéo cours, il faut marquer en premier lieu l'avantage méthodologique et technologique présentés par l'ordinateur. Les principaux parmi eux sont les suivants :

• l'individualisation de l'enseignement;

• opérer par de grands volumes de l'information;

• l'influence complexe multi sensorielle sur de divers canaux de la perception par la voie de l'utilisation du texte, du son, de l'animation, de la vidéo;

• la quantité non limitée de devoirs;

• l'octroi immédiat de la liaison inverse etc.

VANDERSCHELDEN ISABELLE, Manchester Metropolitan University and FILTA (Film in Teaching Association).
L´utilisation des films en classe de langue pour promouvoir le dialogue interculturel

SAMEDI 29, 17:00, SALLE 304

This paper looks at different strategies used to promote intercultural dialogue as part of learning a language and its culture. Some of these strategies have been explored since 2000 in EC reports and directives. Language students are encouraged to acquire intercultural competence in the language class by promoting active intercultural dialogue rather than being restricted to more passive language learning activities and the acknowledgement of cultural differences. "Developing the intercultural dimension in language teaching involves recognizing that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience." (Byram, M., B. Gribkova and H. Starkey 2002: 6).

French films like *Le Grand voyage* (Ferroukhi 2004) Welcome (Lioret 2008) and *Entre les murs* (Cantet 2009) address a number of relevant intercultural themes and motifs - immigration, multicultural background of characters or directors, multilingual dialogue, discussion of different registers of language. The paper introduces some pedagogical activities around these films which can encourage the development of students' awareness of intercultural issues as part of learning French. They also are designed to foster intercultural dialogue and incorporate into language teaching specific communication skills suitable for different social or professional contexts in the 21st century.

The paper also reports briefly on related teacher training initiatives using French films organized by FILTA and Manchester Metropolitan University for A'level teachers and students.

Reference: Byram, M., B. Gribkova and H. Starkey 'Developing the intercultural dimension in language teaching: A practical introduction for teachers' EC report 2002 http://lrc.cornell.edu/rs/roms/507sp/ExtraReadings/Section0/uploads/File1235272745204/InterculturalDimension Byram.pdf