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Principios básicos de la evaluación, anclaje al MCER y elaboración de tareas de interacción y expresión oral

El proceso de elaboración de tareas de interacción y expresión oral conlleva no sólo la consideración de las características del proceso desde el punto de vista de la lingüística aplicada, sino también la consideración de los principios básicos de la evaluación lingüística y la adhesión a un modelo de competencia lingüística.

Este trabajo presenta los distintos puntos a tener en cuenta en la elaboración de tareas de interacción y expresión oral. Comenzando por el proceso de familiarización con el marco, pasando por la descripción de las características de la interacción y expresión oral y la diferencia entre la expresión escrita y oral y terminando con la aplicación de los principios básicos de evaluación para la elaboración y desarrollo de las tareas de examen.

La aplicación de los principios de validez, fiabilidad, practicidad, autenticidad e impacto, determinan la utilidad de la tarea para su propósito, asegurando la consistencia interna de la medición de esta destreza, respetando sus peculiaridades y adaptándose a las necesidades específicas de las mismas.

Como conclusión, presentaremos recomendaciones para incrementar la validez y la fiabilidad de la corrección, pilar importante en la evaluación de una destreza productiva como la interacción y expresión oral.

MARTA GENIS Y LUISA SÁNCHEZ

Universidad Nebrija

Turner's concept of liminality applied to Language teaching

Based on Arnold van Gennep's structure of the rites of passage, Victor Turner (1968) developed the concept of liminality, defined as a state experienced by the individual during a rite of passage in which he feels himself as being between two phases. This concept refers to the condition of not being fully member of any status: no longer being how one was before but not having achieved the new status yet. Liminality develops, according to Turner, as the people involved in the rite of passage create a *communitas*, defined as an unstructured and temporary set of relationships based on the shared ritual experience, in which all the participants enjoy an equality not present before. This state known as *communitas* is characterized by intense feelings of companionship and group belonging, people standing together provisionally "outside" society.

The concept of liminality can also be viewed as essential for language teaching and learning because language learning is, by itself, a liminal space in which the students want to acquire the use of new forms of discourse in a new language and culture, finding themselves in a state of uncertainty that is crucial for their progress (Walker, 2013). Liminality has also been associated with disinhibitory effects in online education (Suler, 2004; Cunningham, 2011), as the online learners inhabit a "space" which is not their reality and conform a learning "*communitas*" that will help them to return to their daily life with a new status.

Meyer & Land (2005) introduced the idea that there are critical points in learning (transitions across conceptual thresholds, that can be considered similar to liminal states, i.e. concepts that, once understood, have a transformational force on learning despite the fact of being difficult. After identifying these threshold concepts teachers can benefit student learning by designing curricula that minimize their difficulties.

This paper discusses the theoretical concept of liminality and its importance in teaching and learning. Liminality is explored along with its potential positive effects in learning in general and specifically in language learning.

LAURA EMILIA FIERRO

Universidad Autónoma de Baja California

Didactic Planning for Learning English as Foreign Language (EFL): From Teachers' Perspective

In Mexico, the Integral Basic Education Reform (2009) considers a subject for learning a second language in public preschool and primary education. Students have access to learning English as a foreign language. This strengthens the overall development, expands the vision of the world and tolerance for diversity; it promotes multiculturalism, openness and knowledge of other cultures, and reinforces the knowledge of the language itself and its environment.

The incorporation of the course to teach English as a foreign language in the curricula requires the conceptual basis for this purpose, both psycholinguistic and pedagogical; hence the analysis of teaching and learning theories in this area are preponderant. In didactic planning, the knowledge teachers have on these aspects becomes evident as well as the approach and methods described in the curriculum program. This provides the methodological foundations of teaching and learning languages.

The purpose of this paper is to analyze the educational perspective of lesson planning that is being made for learning English at primary level. In this qualitative research, we interviewed English teachers in public primary schools in Ensenada, Baja California, for the purpose of analyzing the implementation of the National English Program in Basic Education (SEP, 2010). Through the interviews we could identify the problems that teachers face at this process. Among the obtained results it was found a lack of use of the target language as a mean to highlight linguistic aspects of the mother tongue. In addition, it is noticeable a lack to address issues where intercultural differences are appreciated, and a deficiency in the usage of technology for learning, even when considered in the educational part of the program. Teachers' performance on lesson planning organization stands according to their professional training.

ALEXANDRA MARTIN

Georgetown University

Developments in Spanish for Specific Purposes: A Task-Based Approach

The growing demand for Spanish for Specific Purposes (SSP) university courses in the last two decades (Klee, 2015) has brought to light the need for more theoretically driven research in this field, which can inform pedagogical decisions and materials design. The present study, adopting a Task-Based Language Teaching (TBLT) approach to instructional design, aims to contribute to the under-researched field of SSP a) by performing a needs analysis (NA) of a university business Spanish course, and b) by creating a year-long syllabus, which better equips nonexpert instructors to teach their business Spanish courses. TBLT, supporting the value of learning by doing, or 'experiential learning' (Dewey, 1933), seems the ideal approach for SSP, as students in these courses are concerned with learning to 'do' specific tasks in the target language within a professional environment (i.e. interview, write a business report, make a phone call to place an order, etc). Furthermore, tasks offer learners a reason for communicating, they bring real communication into the classroom and they enable learners to see tangible results by achieving the goal of the task (Norris, 2009).

The current multi-phase NA aimed at improving previous NAs by including a true interaction of methods x sources, following the recommendations of task-based NAs experts (Long, 2005). As for sources, a total of 105 participants took part in the study, including both business insiders (35 business experts and 2 business instructors) and business outsiders (44 Business Spanish students, 22 Business Spanish alumni and 2 Business Spanish instructors). As for methods, both qualitative and quantitative ones were used, and they were sequenced from the more open, qualitative, ones –semi-structured interviews and surveys– to the more closed, quantitative, ones –questionnaires–.

In a first phase of the NA, through the interviews and open-ended surveys, the domain experts and business graduates suggested a total of 40 target tasks. In a second phase, all 105 participants completed a likert-scale questionnaire, which gauged the frequency and difficulty perceptions of the 40 tasks. Of the total 40 target tasks, 21 were reported to be very commonly performed by the majority of respondents. Regarding the difficulty of these tasks, 13 were rated as moderately difficulty, 7 were rated as not very difficult, and 1 as not difficulty at all. In a third and final phase, the most-commonly reported 21 tasks were regrouped and categorized into more abstract, super-ordinate target task types that formed the task-based objectives for the Business Spanish course syllabus.

Keywords: Needs Analysis (NA), Spanish for Specific Purposes (SSP), Business Spanish, Task-Based Language Teaching (TBLT), syllabus design

LUISA SÁNCHEZ Y MARTA GENIS

Universidad Nebrija

Liminality, hybridity and multiculturalism in American Latino Literature

Lauro Zavala (1993) developed the concept of liminality as a theoretical tool for understanding the Latin American multicultural hybridity. For him liminality defines the paradoxical and potentially productive condition of cultural events located between two or more spheres, ignoring separations and hierarchies. That seems the context of thought that understands multiculturalism as an hybrid formation of postmodernity. He argues how the concern about identity and the consequent and frequent debates about it in contemporary cultures is a symptom of a growing tendency towards different types of cultural liminality. (Zavala, 1997:10)

Zavala focuses on Chicano literature as an example of liminal writing, but states that the same features can be found in other liminal communities all over the world, especially in Europe with “its increasingly multicultural profile”. (Zavala, 1997:11)

As prototypical of this liminal writing, he points out two figures of speech: metaparody and metafiction, and considers its dominant presence, not only in the literature produced in these Mexican borderland communities, but in many other hybrid communities worldwide, as a literary device characteristic of contemporary culture. Because “the marginal, the exiles and the multipolar are multiplying.” (Zavala, 1997: 21).

Besides metafiction and parody, Zavala and other scholars such as Pérez Firmat (1986), include the use of code-switching as another figure of the speech, a linguistic reflection of that socio-cultural manifestation that is liminality.

Pérez Firmat has expressed his admiration for the suggestiveness of the concept and declares liminality as a “place of habitation” from where these hybrid, transitional identities write their stories (1986)

This paper examines multiculturalism as related to the theoretical concept of liminality in Latin-American literature and proposes a journey through the history of liminal literature written in Spanglish, from the early 80’s to nowadays, through the work of four authors, Ana Lydia Vega, Sandra Cisneros, Junot Díaz, and Ernesto Quiñonez.

As Doris Sommer reflects in her book *Bilingual Aesthetics: A New Sentimental Education* (2004), new languages, new ways of story-telling, open up new doors and windows of possibility: living in between two worlds brings thinking and creative minds.



DAMARIS CASTRO-GARCÍA

Universidad de Salamanca

Receptive Vocabulary Measures in CLIL and non-CLIL Costa Rican Students

This paper presents an overview of the current situation of Bilingualism in the Costa Rican context based on the level of vocabulary acquisition that takes place in two different secondary schools that follow different educational practices: Content and Language Integrated Learning (CLIL) and foreign language teaching. The paper shows a comparative study of the level of vocabulary, specifically receptive vocabulary, that students of each school have. These levels were measured applying two different instruments. First, it was done following the idea originally presented on Paul Nation's Vocabulary Levels Test (1983) in this particular case Schmitt, Schmitt & Clapham's (2001) version to analyze the level of vocabulary out of context. Second, it was measured using a reading comprehension test: Entry 3 of Cambridge, ESOL SKILLS for LIFE, (2011), which measures vocabulary knowledge in context. Finally, these results will be compared to results found in Spain for similar groups of student population.

DANIELA CIFONE PONTE

Universidad de La Rioja

Cultural activities in ESL textbooks

As a professor of Italian in an American university, in the past few years I have been realizing that one thing that is still difficult to control is the use of Machine Translation by students. The main problem with students, in my case English-speakers, resorting to MT is that the easiness and speed with which they can obtain a L2 output leads them to use it not just for lexical units or phrases but for their entire text without even post-editing it. To date, there have been several articles and scholarly research projects on the effects of the use of MT in FL classes. Researchers such as Niño, Anderson, Somers, Kliffer, or LaTorre have looked at the different approaches and uses of MT. In her previous investigations published in 2009, Ana Niño has concluded that MT has four major roles to play in the FL classroom. We are carrying out a study that involves students of Italian in an American University. The study is divided into 3 phases that will involve both students and professors. Phase 2 and Phase 3, in particular, are designed around the following questions: 1. does a MT create a text that is of better quality compared to those written by students directly in L2? 2. What kind of mistakes do students who write directly in L2 make compared to those mistakes made by a MT? 3. What is the students' perception in terms of mistakes and, in general, overall quality of the composition? 4. Which segments, sentences, single words do they try to fix? What is the students' perception of mistakes in compositions done with MT and in those translated by them? The part B of the study is dedicated to the perception of professors about the use of MT in students' compositions. We wonder if professors can always notice when MT has been used and what are the elements that make them convinced of that reality. In order to answer those questions, as we keep collecting data, we are going to ask some professors to collaborate with us in the evaluation of the compositions. Deception will be used: professors will know that among the compositions there are some that are done with a MT, although they won't know which ones. The starting hypothesis is that with a trained eye "MT's footprints" can be easily detected. Nevertheless, this assumption leaves room for some doubts. In fact, although it can be fairly easy for professors to detect the use of MT among the compositions of a class with varied linguistic ability levels, it might become more difficult to see the MT's footprints in the compositions of a group of students that is homogeneous in terms of foreign language abilities. Our goal is also to see how perception related to the use of MT changes or is invariable among different professors.

DIANA CARRASCAL TRIS

Universidad de Valladolid

Null objects in the English production of bilingual children: a comparison between Chinese-English and French-English children.

Keywords

Interlinguistic influence, bilingual language acquisition, null objects, Chinese, English, French.

Abstract

The omission of categories that characterizes the initial stages of language acquisition also affects the object category (Pinker 1990, Huang 1991, Wang et al. 1992, Pérez-Leroux et al. 2008). The present study discusses whether, in the case of the acquisition of two first languages (2L1), one of the L1's grammatical properties will negatively affect those of the other L1 (White 1985, Müller 1998, Licerias 1989, Licerias et al. 2011; Yip and Matthews 2000) with a special focus on null objects.

In the case of Chinese, English and French, while object omission is permitted in Mandarin Chinese, as in (1), it is highly restricted in English and French, as in (2) and (3) respectively.

- | | | |
|------------------------------|-------------|-------------|
| (1)a. wo3 yao1 e(Chinese) | [+generic] | |
| b. [TOPIC]i chi1 ei(Chinese) | [+specific] | |
| (2)a. I eat e | (English) | [+generic] |
| b. *I want e | (English) | [+specific] |
| (3)a. Je mange e (French) | [+generic] | |
| b. * Je veux e | (French) | [+specific] |

As in Huang's (1984) analysis, the English and French null objects in (2) and (3) are only possible if interpreted semantically as [+generic] while in Chinese null objects can be either [+specific] or [+generic] as in (1). Taking into account these crosslinguistic differences, the English null objects produced by French-English bilingual children, as in (4), require a [+generic] semantic feature.

- (4) I'm come back after [?] you eat e. (Gene, 3;7.09)

(Genesee 1993)

Yip and Matthews (2005, 2006) the spontaneous production of Chinese-English bilingual children and they find that these children's English has a higher rate of null objects than monolingual children, a fact the authors attribute to the influence from Chinese. Indeed, they argue that cases like those in (5) could be represented as in (6), that is Chinese-like, which supports the existence of interlinguistic transfer from Chinese to English.

- (5) You get e, I eat e [father takes chocolates off shelf] (Timmy, 2;02.03)

- (6) [TOPIC]i you get [ei], I eat [ei]

(Yip and Matthews 2006)

Taking as a point of departure Yip and Matthews' (2000, 2005, 2006, , 2011) studies as well as Genesee's data available in CHILDES (MacWhinney 2000), the main goal of the present study is to explore whether the negative transfer found by Yip and Matthews is caused by the influence from Chinese or rather an



effect of the simultaneous acquisition of two languages. In order to do so, the English data in the Genesee corpus from five French-English bilingual children are analyzed and compared to those of four Chinese-English bilingual children in Yip and Matthews' (2000, 2005, 2006, 2011) work. The English production of overt and null objects is analyzed from the age of 1;6 to 3;6. The English data analysis reveals that the rate of object omission found in French-English bilingual children corpus is similar to that of English monolinguals (Brown 1973), but much lower than the one produced by Chinese-English bilinguals. This suggests that object omission is related to language properties and not to the so-called bilingual effect.

DR. NATHALIE GETTLIFFE, PH.D. AND PR. OMAR ERKAT, M.D., PH.D.

Université de Strasbourg

Matching students' personality and learning strategies with appropriate second language modes of teaching at the university level.

In France, second language studies are mandatory for all students with an average of 100 hours required over the course of a Bachelor degree and about 50 hours obligatory at the graduate level. Various teaching programs are proposed to the students from autonomous learning, to hybrid (on-line/face-to-face) language centers to traditional in-class teaching. Choices are often imposed by the student main area of studies or targets in language learning. For example, science students will have to study autonomously in language centers; students from abroad will be offered French for academic purposes classes.

Our study will focus on the relationship between personality, learning strategies and second language acquisition to propose modes of second language teaching that would better match the individual differences of students.

Since the 1970's various studies have tried to establish a clear link between various personality factors and second language learning (Neufeld, 1973; Swain and Burnaby, 1976; Hamayan and al., 1977; Naiman, 1978; Thiele and Scheibner, 1978; Busch, 1982; Strong, 1983; Ehrman, 1989; Dewaele and Furnham, 2000; Gholami and al., 2011; Arispe and Blake, 2012; Mall-Amiri and Nakhaie, 2013). Applied linguists have traditionally thought that extraversion would be an asset for language learning as more spontaneous oral interaction should foster second language acquisition even though psychologists have classically pointed out that introverts succeed better in academic learning in general (Eysenck and Eysenck, 1985; Brown, 1993; Furnham and al., 2003). Many studies linking personality traits and learning strategies have also showed that extroverts and introverts rely on different strategies to learn a second language (Ehrman and Oxford, 1990; Wakamoto, 2009; Kayaoglu, 2013; Szymankiewicz, 2012). Clearly, language teaching at the university level should take into considerations the various research results when counselling students to follow second language classes relying on different teaching modes (autonomous, hybrid, face-to-face).

In order to better counsel students, we conducted a survey by applying the Eysenck Personality Questionnaire Revised to a group of graduate students registered in a first year applied linguistic program (n= 45) and we compared their language results according to the modes of teaching proposed (hybrid learning and in-class teaching).

We will discuss our research results by confirming that introvert students tend to succeed in any second language learning environment but that extrovert students need to be directed towards classroom activity that would give them the opportunity to rely on affective language learning strategies as well as social scaffolding. Recommendations will also be made to support the learning of introvert students.

EDUARDO GÓMEZ GARZARÁN

Colegio Ave María (work) / Universidad de Valladolid (study)

What underlies 'police dog' and 'brown dog' for Spanish children learning English as an L2 in a formal educational context?

The possible cross-linguistic influence regarding the relative order of the adjective in DPs in language pairs that present a structural overlap has already been studied in simultaneous bilinguals (e.g. Kupisch 2014, German-Italian; Nicoladis 2006, French-English). This overlap affects the adjective-noun (A-N) order in Germanic languages and the N-A one in Romance.

Studies concerning possible cross-linguistic influence in noun-noun compounds (NN) related to, among other issues, the order of their constituents have also been carried out in simultaneous bilinguals (e.g. Nicoladis 2002, French-English) and in sequential bilinguals (e.g. Fernández Fuertes et al. 2008, Spanish-English).

DPs and NN compounds share the same underlying word order in the respective Romance and Germanic languages in that, for example in English, the modifier always precedes the head regardless of whether it is a DP or an NN compound.

The differences between Spanish and English are that the unmarked order in Spanish DPs with adjective is that of the head followed by the adjective (1a) whereas in English the adjective is placed before the head (1b); the same happens with NN compounds: Spanish is a left-headed compound language (2a), and English is right-headed (2b).

(1) a. perro marrón (N-A)

b. brown dog (A-N)

(2) a. perro policía (head N-mod. N)

b. police dog (mod. N-head N)

Considering all this, the purpose of my study is to assess how L1 Spanish children learning L2 English in a formal educative context deal with this word order difference when using English regarding the two mentioned structures.

Also, since we are dealing with a formal educative context, not only the two languages in contact may play a role but also the specific instruction participants receive in each of these structures under analysis. In particular, while there is explicit instruction for the relative order of the adjective in DPs, this is not so for the order of the two elements in NN compounds.

For this purpose, data have been elicited from 50 Spanish-English sequential bilinguals from two age groups (6-7/8-9 years old) in three tasks that have been designed containing both NN compounds and DPs: a grammaticality judgment, an interpretation, and a production task.

Results show that there is cross-linguistic influence from Spanish word order into English and that other factors also influence the participants' performance. Among these factors, three stand out: differences in performance across tasks, the relevance of the instruction factor for the two types of structures, and the effect of the appearance or not of the structures in the textbooks used in the participants' particular educative context.

ELENA DEL POZO

Universidad Autónoma de Madrid

Learning History and English through drama: the CLIL Approach

This paper investigated that studying historical content through an innovative approach may show better results than traditional methods in terms of learning history. Hence, introducing a different methodology in the teaching-learning process might result in a positive conclusion. In this case study, the researcher tried to convey the differences in learning about the Industrial Revolution using a traditionally textbook-based methodology versus a CLIL approach that included drama and music. The target students assessed were two Y4 (Grade 10) groups of Spanish students in a public bilingual setting learnt the topic through English language during the first term of the course starting in September 2010. The students were assessed using a true/false test to determine the effect of pre and post implementation tests. All data was collected and analysed following a quantitative methodology. The researcher's null hypothesis was that there would not be difference between the two methodologies. The results of the study reject the null hypothesis. Thus, it suggests that teaching history using drama and music could be in this one setting, more effective than the textbook-based methodology.

STEFANIE BLOM

Academic Language Centre VUB

CLIL at tertiary level: a case study of the Vrije Universiteit Brussel

CLIL at tertiary level: a case study of the Vrije Universiteit Brussel

This case study will examine the implementation of Content and Language Integrated Learning (CLIL) at the Brussels faculty of Economics and Social Science, which offers a fully English-taught Master's program Management, alongside the Dutch variant. The fact that these courses are being taught in English does not, however, guarantee that they are in fact CLIL courses (see Wilkinson & Zegers, 2008). Recently, the application of the term CLIL for programs which are not representative of CLIL practice has led to criticism with regards to the efficacy of CLIL as a pedagogical practice. The lack of consensus regarding a definition of CLIL only adds to the point at issue/problem (see Mehisto, Frigols & Marsh, 2008; Dalton-Puffer, 2011; Gierlinger, 2012; Dafouz & Smit, 2014). The purpose of this research, therefore, is twofold: first, a clear definition of CLIL will be provided in order to assess the program. Secondly, the study will focus on the influence of instruction in English on student performance and has a specific interest in the linguistic proficiency of learners and their development throughout the CLIL program. A quantitative method will be used to acquire whole-group results whilst several students will be chosen for further qualitative research based on the initial language test outcomes. These results will be complemented by a quantitative analysis of learners' academic outcomes in order to investigate whether foreign language teaching affects student content knowledge. If possible, further recommendations for future improved implementation will be provided.

Key words: CLIL, EMI, higher education, learners' outcomes, case study, English-taught programs, foreign language learning.

GEETA GOBINDRAM BHAVNANI

Hong Kong Polytechnic University

Hong Kong Students' Attitudes towards Teachers Code Switching in the University Context

This paper investigates by means of questionnaires and personal interviews, a Hong Kong university's students' attitudes towards teachers code-switching. Some previous research on Hong Kong students' attitudes towards English and Chinese seems to indicate strong support for using English as medium of instruction along with a strong desire to learn English. (Pennington & Yue, 1994; Pierson, 1987; Pierson, Fu, & Lee, 1980). Conversely, Johnson and Lee (1987) conducted a study on Hong Kong secondary students and reported that they preferred being taught in a dual-language mode.

Unlike secondary schools where the medium of instruction in some schools is Chinese/Cantonese and in a few elite schools, they are allowed to conduct their teaching in English, nearly all universities in Hong Kong adopt English as a medium of instruction. Any Cantonese or Chinese use in the content class or English Language class is strongly discouraged. However, it is a common practise that after the class, conversations between teacher and student are generally in mixed code.

In order to test the effectiveness of this, as part of their English business writing course at university, students attended two lessons on report writing where one lesson was conducted in 50% English and 50% Cantonese and the next lesson was conducted in 100% English. Data collected indicates that some students prefer that their teachers' only used English in the classroom because they could focus better and that this mode of learning was best. However, most students explained that they preferred that their teachers' code switched as it was easier to understand content. Cook (2001) in her article called "Using the First Language in the Classroom" suggests a systematic use of the L1 to help teachers and students and gives the reader a good sense of what methods can be used to improve English teaching. When we accept code switching as a natural part of discourse, we can enhance the instructional effects when teaching. Chinese need not only be used as a last resort for explanation purposes but could also be incorporated systematically into the course, be it a content course or even an English language course.



BEATRIZ LÓPEZ MEDINA, MARÍA VAILLO RODRÍGUEZ, ESTHER MORALES MUÑOZ

Universidad Antonio de Nebrija

Bilingualism and executive functions

In the current academic year, at University Antonio de Nebrija and within the Chair on Executive Intelligence (Cátedra en Inteligencia Ejecutiva) financed by Banco Santander, we have carried out a research project in order to find out the possible connections between the executive functions "inhibition control" and "attention", and the level of L2. The sample is composed by 1st year students of all Bachelor Degrees offered at Universidad Nebrija (n=120). In order to evaluate attention and inhibition control, the test TPR (Toulouse Pierón Reviewed) was administered. The level of L2 was provided by the students.

In our presentation, we will provide the findings obtained in the study and the didactic implications for future interventions at university.

DIANA GINER AND DESIRÉE ACEBES

Universidad San Jorge

It takes a player to shoot a shot, but it takes a team to win the game: collaborative games to improve the learner group experience

This study aims at exploring the use of collaborative games as a motivational learning strategy intended to improve the L2 learning experience (Dörnyei, 2005, 2009) in the foreign language classroom. The popularity of game-based learning (GBL) as a tool in education has increased considerably in recent years. However, this research has been predominantly focused on digital games (Prensky, 2001).

Our research wants to take a look at game based learning from the perspectives of physical collaborative games that allow the development of the learner group experience (Dörnyei, 2009) through ludic activities and, therefore, promote successful collaborative learning.

Collaborative gaming is not only characterised by shared goals and interaction among members of the group to achieve those goals. It also demands the presence of a set of rules and safety principles (Whitton, 2010) that help to construct a positive L2 learning environment.

The learning environment is closely related to Dörnyei's (2009) L2 motivational self-system, which recognises the presence of emotion and cognition in a conglomerate together with motivation. Accordingly, he identifies strategies that contribute to the improvement of the L2 learning experience distinguishing between the individual learner experience and the learner group experience. As Dörnyei states, the L2 learning experience is related to the environment where learning takes place, including "the enjoyable quality of a language course" (Dörnyei, 2009: 9). The learning environment is also related to the notion of intrinsic motivation within the self-determination theory (SDT) (Deci and Ryan, 1985). This implies that positive attitudes as well as interesting activities and teaching materials may result into an increase of the students' engagement as well as a positive impact on the individual L2 learning success. Likewise, a motivational learning environment can notably improve thanks to a cohesive classroom that respects a set of group norms established through a game.

Thus, the present work aims at examining collaborative gaming to find benefits for the learner group experience that may have a positive influence on the learner's self-image as well.

Collaborative gaming, as part of group dynamics, will contribute to the learner group cohesiveness increasing classroom communication by having a common goal. Collaborative gaming will not only constitute an invaluable resource for a classroom with behavioural problems but it will also have a strong effect on the individual learner, boosting his or her sociability and self-confidence.



MIGUEL FERNANDEZ

Chicago State University

Bridging between languages: Principles and implications.

This presentation offers strategies to help students create a 'BRIDGE' between their first language and their second language. The aim of 'bridging' two languages is to help students develop and strengthen both languages by using what they know in L1 to learn L2. Learning the process of bridging two languages is fundamental for any educator who works with second language learners. The main benefit of bridging is its additive effect. Students do not drift away from their first language, forgetting about how to read and write their L1. When creating a bridge between two languages, we are not trying to have students becoming more linguistically dominant of their second language than of their first language. On the contrary, the aim is to have students learning and strengthening both languages simultaneously; this way creating true bilinguals.

Starting with the ideas presented by Karen Beeman and Sheryl Urow in their book Teaching for Biliteracy, we offer a clear description of what it means to bridge two languages. Next, we move onto teaching successful practical strategies that we have created and used in the classroom where a second language was being taught.

LUCIA TAYLOR

Dixie State University

Gramática, enseñarla o no, esa es la cuestión

Throughout the years there has been extensive discussion about the importance and necessity of teaching grammar in our L2 classrooms. Analyzing two of the main frameworks for rating L2 speakers, ACTFL oral proficiency guidelines and Common European Framework of Reference for Languages, we see that in the US there is no mention to grammatical correctness in opposition to what happens in Europe. After a quantitative analysis of oral interviews following both frameworks, we have found out if there is really a difference in the outcomes of our students when exposed to grammar teaching or not. 1- Content of the presentation: quantitative analysis of Oral interviews focusing on different fluency markers. One of these fluency markers was percentage of error free clauses. A level according to ACTFL proficiency guidelines and according to the CEFR (Common European Framework of Reference for the Languages) was given to each of the interviews. Using the Childe project, we analyzed these markers and compare the result from both frameworks. In our results we can see that a more emphatic use of the grammatical correctness doesn't affect the results in terms of fluency. 2- I'll present my paper using a PowerPoint, showing the results and explaining my conclusions, opening for discussion and input from the attendees. 3- All attendees will benefit from the conclusions of my analysis, since all of us, teachers and administrators are always concerned about correctness in our classrooms.

NÚRIA BENAVENT ESTEVE

Universitat de València

Reaching out to Roma students in the English classroom

The globalization that characterizes today's society will make Europe more pluricultural in the future. Thereupon, the XXI century requires critical thinkers and people who are capable to cope with the complexities that cultural differences involve (Hanley, 1999). The case of Spain is of especial interest because since the 1990's we have been experiencing an increase in the arrival of school-age immigrants and in the schooling Roma children and teenagers. Thus, it is necessary that young people learn to coexist in diversity (Calvo Buezas, 2003).

This necessity has transformed educational centres in pluricultural institutions which pay attention to diversity and its special needs, as well as to the schooling of all the population regardless of their origin or culture. However, this is not enough to achieve the complete integration and academic success of students from ethnic minorities. The Educational System must adopt an intercultural perspective that takes into account the values and principles of the minorities it is trying to integrate, while respecting the right to individual cultural identity (Arnaiz and Martínez, 2000).

The present contribution is based on a study conducted at a high school in a deprived neighbourhood of Torrent (Valencia). It revolves around how the introduction of Intercultural Education (IE) affects Roma students with low motivation during the English class. It is based on the assumption that IE is especially beneficial for students from marginalised ethnic minorities to learn second languages.

Introducing IE in the foreign language lessons allows acquiring the linguistic knowledge and the intercultural abilities needed for achieving effective and meaningful communication, and a good command of the language. Besides, it does so through more practical and flexible techniques mainly based in interaction, which are especially advantageous for those students who need different strategies to reach the established objectives (as was the case of the majority of Roma students in this Secondary Education institution).

Moreover, they are also very helpful for achieving the integration and academic success of these students, since they promote an increase of sensitivity on the part of the educational community and the understanding of diversity as natural, healthy, and enriching. This allows to establish a context that ensures equality of opportunity and rights, while dismissing rejection, segregation and racism against ethnic minorities (Arnaiz and Martínez, 2009).

After conducting this study, the following conclusions about introducing IE were drawn:

- It helps lower the cultural and linguistic barriers.
- It promotes overcoming stereotypes and cultural prejudices.
- It improves the motivation of Roma students.
- It promotes a classroom atmosphere of confidence and respect which improves the integration of Roma students, as well as their relationship with their classmates and teacher.

SILVIA CORRAL ROBLES (POSTER)

Análisis de errores de la producción escrita en lengua inglesa de estudiantes españoles de 4º de ESO:
Diferencias entre un grupo de AICLE y un grupo de ILE.

El siguiente trabajo pretende, en primer lugar, dar a conocer la importancia de la lingüística contrastiva a través del análisis de errores en la competencia escrita en lengua inglesa, con la peculiaridad de trabajar sobre un análisis comparativo entre estudiantes, cuya metodología es conocida como AICLE (aprendizaje e integración de contenidos y lenguas extranjeras) y estudiantes que estudian a través de una metodología más tradicional, ILE (inglés como lengua extranjera). Trabajando sobre una muestra de 55 estudiantes de 4ºESO, y bajo la hipótesis basada en que los errores de los estudiantes de una segunda lengua no son arbitrarios ni fruto de la inconsistencia, este estudio tiene, por tanto, como segundo objetivo presentar las observaciones de carácter analítico más significativas extraídas de dicho análisis. Nuestra intención, así mismo, es la de comprobar si la competencia lingüística es un factor determinante para predecir diferencias contrastivas entre ambos grupos. Los resultados tienden a confirmar la hipótesis anteriormente mencionada, pues se ha podido observar visiblemente las interferencias entre la lengua de origen y la lengua meta, no sólo a nivel lingüístico, sino también a nivel cultural evocando los procesos cognitivos que los estudiantes llevan a cabo cuando escriben en una segunda lengua. Se puede apreciar del mismo modo, que las interferencias son más notables en el grupo de ILE, sobre todo en las interferencias de carácter interlingüístico debido a su menor competencia lingüística en inglés. En base a dichos resultados podemos confirmar la importancia del análisis de errores como un método eficaz para predecir o identificar las posibles dificultades que los estudiantes de una segunda lengua puedan encontrar en el proceso de escritura.

BEATRIZ MARTÍN MARCHANTE (POSTER)

Universitat de València

Concurrent validity of a second/foreign language proficiency computer-adaptive test.

La necesidad de certificar resultados y los efectos negativos inesperados de los usos de alto impacto, son frecuentes en las pruebas estandarizadas (Linn, 2000; Shepard, 2006, Martínez Rizo, 2009). A pesar de ello, algunas de estas pruebas, como los tests adaptativos informatizados (TAI) ofrecen a los docentes ventajas tecnológicas evidentes y beneficiosas a priori, pero ¿miden estas pruebas lo mismo y de la misma forma que las pruebas tradicionales?

Como ejemplo de este tipo de TAI de inglés como lengua extranjera (EFL), tenemos el Oxford Online Placement Test (OOPT). En el presente estudio mostramos los resultados obtenidos por 43 estudiantes de primer curso de grado de Magisterio (Universitat de València) tras la realización de la prueba OOPT y su versión tradicional en papel, Oxford Quick Placement Test(OQPT).

El resultado obtenido se interpreta como una concordancia moderada. Por tanto, las asignaciones de uno y otro test son solo moderadamente comparables.

MATTHEW JOHNSON / SANDRA HERNÁNDEZ GARCÍA
Centro Universitario Cardenal Cisneros / Franklin Institute
Assessment for Learning in CLIL

In this practical session we will look at ways in which we can make assessment something that learners are actively involved in, rather than something which is done to them at the end of the learning process. Various techniques to ensure we create the optimum conditions for learners to demonstrate what they know and what they can do will be examined.

SZILVIA MAGYAR (POSTER)
Hungary
A multicolour and multilingual game for language teaching and developing

The following research is a smaller part of my full PhD thesis. My theme is about researching the negative transfer in cases if the second language is related nearly to the native, related distantly to the native, or not related to the native language. A mixed method of observation, interviews and questionnaires was used.

Interviews made in different language schools about 3 questions: useful teaching methods, usual frequent mistakes (by the students) that could base on the negative transfer and the reasons why they think English is not (well) spoken in Spain. The work with the questionnaires based on observation of the written and spoken English of some Spanish companies and the students of UJI. The questionnaire was built up from indirect questions

ANDRIANA MYLCHEK
Pädagogische Hochschule Kärnten - Viktor Frankl Hochschule (PHK)
Language Bridges Between Cultures

This lecture is dedicated to the importance of language learning / using in the intercultural context. It includes many examples and facts about different languages and cultures within idioms, concept of time, meaning of colors etc. Some theories about how culture and language are bound together will be presented as well. This workshop will give the participants an opportunity to “build language bridges between different cultures”



LAURA CURE,
Editorial Santillana-Richmond
Digital resources for English class

The purpose of the workshop is the presentation of a digital method for the planning and development of English classes.

The workshop is extremely practical in nature, and involves the demonstration of various tools to support the teacher in the areas such as:

- planning
- sequencing
- change of pace in the classroom
- maintaining students' focus
- developing students' ability to work autonomously

The session will also focus on utilising the digital model to present various linguistic concepts and strengthening key skills.

We will use our own books as teaching material

M^a DEL CARMEN GALVÁN MALAGÓN / MAGDALENA LÓPEZ PÉREZ

Facultad de Educación. Universidad de Extremadura

How can parents support foreign language learning and non-linguistic subjects taught in a foreign language in bilingual education, both in and outside school

One of the pillars of the Organic Law 8/2013 on the improvement of the Quality of Education (LOMCE) is the importance of families, teaching staff, educational centers, educational authorities and even society as a whole as being responsible for the academic success of all the students as well as for the quality of the educational system. Families have the main responsibility for the education of children and the educational system has to rely on them and trust their decisions. According to this Organic Law, families will have to collaborate closely and commit themselves to participate in the daily work of their children and schools. The role of teachers is also essential as it would be impossible to make students develop their capacities to the maximum extent or get parents involved in their children's education without the commitment of teachers. Although the LOMCE takes into account the role of parents and the family, the fact is that parents often entrust this teaching role exclusively to the schools, principally because in some cases they do not consider themselves as being adequately prepared to be able to help their children in the learning of foreign languages.

The most recent regulation of the bilingual sections in Extremadura appears in the Law 4/2011 of 7th March and the order of 17th April 2015. Both reiterate the importance of promoting the qualitative and quantitative improvement of knowledge of the languages of the European Union and also treat aspects relating to the evaluation of the linguistic and non-linguistic areas. In the light of official documents, education providers have the obligation to encourage cooperation but parents are not obliged to participate in this initiative.

Parents are eager to send their children to schools offering bilingual education as they rightly consider that the benefits which are derived from this form of teaching will offer great advantages to their children both socially and in terms of future employability. But according to recent research, using a different language of instruction in non-linguistic subjects might have a negative effect on the academic progress of students. We think the role of parents in the education of their children is of vital relevance for the academic development of students, especially in the learning of foreign languages, which are so important nowadays. For that reason, the aim of this paper is to ascertain through a quantitative pilot study to what extent parents from Extremadura are involved in their child's foreign language education and how they can support foreign language learning and other school subjects taught in a foreign language, both in and outside school.

Key words

Parents, Bilingual programmes, non-linguistic subjects, foreign languages.

MAARIT MUTTA, PEKKA LINTUNEN & SANNA PELTTARI

Department of ILPGA (Paris 3); School of Languages and Translation Studies (University of Turku)

Digital and natural language learning in different learning contexts: multilingual learners' perspectives

This presentation discusses beginning university students' reflections of extramural foreign language learning before university level.

Foreign language learners acquire the target language from many sources. Languages are understood as dynamic means of communication, and the learning process is strengthened by naturalistic exposure and communicative situations requiring creative language use with emerging skills. Language learners' digital competence is a part of their everyday lives, but its relationship to learning in and outside educational settings is still relatively seldom studied. Language acquisition takes place in hybrid environments, i.e., formal and informal contexts. Moreover, digital technologies and learning environments, as mentioned above, are part of the everyday life of the language learners of today. This has affected the contexts of foreign language learning fairly recently. Studying learning in hybrid environments, i.e., formal and informal contexts, enables researchers to recreate learners' digital or e-learning paths through different educational levels. The presentation also discusses the paths learners have followed from primary to tertiary education. A digital path refers to a learner's own personalized path in acquiring language competence by creating affordances in personalized digital or mobile learning environments. The communication presents results from an online survey sent to all first-year students majoring in languages at a Finnish university (N= 87/192). The results suggest that the use of new technologies seems to differ between extramural and in-school language learning. The learners were aware of various possibilities to create affordances for learning, and their own involvement increased with age. Most participants had positive attitudes towards the use of new technologies to enhance language learning, but also critical views were raised to emphasize the importance of inspiring contact teaching. Three different digital paths were identified among the learners.

VIOLETTA DMITRENKO

Universidad de Navarra

Activating languages for transfer in L3 learning

The aim of this paper is to present the findings concerning the strategic use of transfer which were detected in my research (Dmitrenko, 2016) on language learning strategies of multilingual adults.

The design of the empirical study was partially based on the study carried out by Gibson and Hufeisen (2003). The participants were 18 Spanish-speaking adult learners (12 males, 6 females; aged 21-48, $M=30.22$, $SD=7.03$) enrolled in an intensive German course for beginners. The test used as a consciousness-raising task consisted in intercomprehensive translation (Meissner, 2004) of a text from the unknown language German (Lx) into learners' native language Spanish (L1 or L2 for bilinguals). The post-test questionnaire and the semi-structured interviews provided data on languages identified by the participants as suppliers of transfer bases, i.e. transfer or bridge-languages (Meissner, 2004).

The analysis of the language activation matrix suggested that prior language knowledge was activated during the task in a certain hierarchy: (1) the nearest and better known language(s) for the learners (L1); (2) better known foreign language(s); (3) language(s) mastered at a lower proficiency level but typologically closer to the target language; (4) language(s) mastered at a lower proficiency level but studied relatively recently (recency effect); and finally (5) typologically unrelated language(s).

As almost all the "non-activated" languages were mastered by the participants at proficiency levels below B1, it was hypothesised that there could be a threshold level of proficiency below which the languages were discarded as possible suppliers of transfer bases. These results suggest that the strategic use of transfer depends on the level of proficiency not only in the target language (cf. Cenoz, 2003; De Angelis & Selinker, 2001) but also in the "source" or "bridge" languages. However, more research is needed with a larger sample in order to verify these findings.

MACARENA MURADÁS SANROMÁN

Universidad de Vigo

Use of language learning strategies by C1 students of English as a second language: a study case

El objetivo de la comunicación que presentamos es dar a conocer los resultados de un estudio sobre la frecuencia de uso de estrategias de aprendizaje por parte de un grupo de alumnos de inglés como L2 (nivel C1) de una EOI española.

Para ello, se toma como punto de partida el propio proceso de aprendizaje, que en los últimos tiempos ha adquirido el papel relevante que hasta hace unos años parecía reservado únicamente a la elección de un método adecuado como garantía de éxito en el aprendizaje de L2. Este nuevo enfoque promueve un aprendizaje más autónomo, en el que el alumno es protagonista y el profesor, un orientador. Es aquí donde entran en juego todo tipo de factores: lingüísticos, educativos, sociales... y, muy especialmente, los individuales.

Partimos de esta base para la realización del presente estudio de caso, en el que se administró a los alumnos seleccionados una versión adaptada del SILL (Strategy Inventory for Language Learning) diseñado por R. Oxford y se procedió a comparar sus respuestas con el fin de descubrir sus preferencias en cuanto al uso de las distintas estrategias.

Los resultados revelan que la frecuencia de uso de estrategias de aprendizaje por parte de los alumnos seleccionados es moderada. Por otra parte, de los seis grupos de estrategias señalados por Oxford, los más utilizados por los informantes son los de las estrategias sociales y metacognitivas, mientras que las estrategias empleadas con menos frecuencia son las memorísticas y las afectivas, si bien un análisis detallado de cada una de las estrategias estudiadas demuestra que existen importantes diferencias en la frecuencia de uso de estas a nivel individual.

Palabras clave: aprendizaje de segundas lenguas, diferencias individuales, estrategias de aprendizaje, aprendizaje autónomo, aprender a aprender.

MARTÍN AOIZ PINILLOS

Instituto de Idiomas - Universidad de Navarra

Adapting a vocabulary levels test to L1 Spanish speakers: preliminary results of an action-research project

The impact of the breadth and depth of the learner's vocabulary on their ability to perform communicatively in a foreign language has been thoroughly discussed in recent years (Miao & Kirby, 2014; Staehr, 2009; Nation, 2001; Milton, 2013). Several tests are available to assess those two aspects. However, those tests are usually meant for the entire community of learners, without discriminating the possible influence of their L1.

In 2007 Nation and Beglar developed a vocabulary levels test based on the British National Corpus (BNC). The test assesses the ability to recognize the written form of words ranging from the most frequent to the least commonly used in the corpus (1-14K).

An action-research project began in 2015 with the aim to adapt this levels test to the needs of specific groups of students at a higher education centre in Spain. A preliminary analysis of the items present in the test showed that more than 50% of the words might be considered cognates or easy-to-recognize words for students whose L1 is Spanish. Consequently, its reliability for Spanish-speaking students was considered to be affected. The administration of the test to a group of upper-intermediate students confirmed this, as their scores indicated an average vocabulary size of about 8,000 words.

This action-research project aims to develop a vocabulary levels test which might assess in a more reliable manner not only the breadth, but also the depth of vocabulary in students whose L1 is Spanish, and to offer them helpful strategies and opportunities to consolidate and enlarge their familiarity with the English vocabulary.

The first stage of the project involved the modification of the original levels test. In its previous format students were only exposed to the written form of words. Now it is supplemented with a similar test where students have to recognize the aural form of the items. Results from both tests are then jointly analysed to produce a combined score.

In the second phase, students will be administered a test where they have to recognize words in their written or aural form, as well as produce the correct form of words from a base, or produce the correct word for a given context. In its final version, the test will assess the students' vocabulary breadth and depth through a word recognition exercise (written and aural form), a word-building exercise, and a C-test. Results will be again jointly analysed to create a combined score.

In the final phase of the project, students will be referred to a series of exercises and activities which might help them learn vocabulary in a systematic way. Referral will be based on the students' actual scores in the test. This last stage of the project also involves implementing a website from which the final version of the test will be administered and the subsequent referral for students will be provided. This presentation shows a brief description of the results obtained in the first stage of the project, as well as the additions meant for the second and third stages.



MEGI MCHEDLISHVILI, TSIURI AKHVLEDIANI AND IVANE JAVAKHISHVILI

Ivane Javakhishvili Tbilisi state university

Stylistic features of 21st century political discourse/On the material of French, English, Spanish and Georgian languages/

Political discourse is an important thing of our modern life. Oratory mastership of politicians is the main manner to reach a goal –to gain the power. The political discourse is the main aspect of linguistics and the specificity of using stylistic tropes and figures is essential; We will discuss this interesting issue based on the text material of the 21st century French, English, Spanish and Georgian political figures. The general character of the nation influences even on the expression of politicians' texts, which makes a living dialogue between the electorate and representatives of political power. In the beginning of the 21st century, French, English, Spanish and Georgian political discourse widely uses figures and tropes, which enables to express ideas clearly, to use principal regulations and to present the emotional state of speaker and to draw the listener's attention to the topic of speech.

In the texts of French, Spanish, English and Georgian political discourse of the 21st century, it is noticed some special expressivity and intonation (interrogation, exclamation, incitement); It is used stylistic manners, such as: metaphor, expressive epithet, comparisons, hyperbole, phraseological expressions. French, English, Spanish and Georgian politicians are distinguished for their free and liberal narration style; they use expressive epithets and even offensive slangs as it is admitted in official speeches.

QIANTING YUAN

Universidad de Valladolid

An Analysis of Interlinguistic Influence from Chinese into English in Object Realization in Chinese-English Bilingual Children

While null objects are possible and pervasive in the Chinese language, their occurrence in languages like English and Spanish is rather restricted. In the case of developing grammars, the omission of categories that characterizes the initial stages of acquisition also affects the object category, together with inflection, subjects, etc. The main goal of this study is to investigate the nature of interlinguistic influence from Chinese into English in a set of Chinese-English bilingual children with a focus on bilingual children's early object realization in English and to provide new empirical evidence for the postulation that the development of the two languages is interdependent. In order to do so, a comparative study has been carried out. The English production of Chinese-English bilinguals is analyzed with regards to objects and, in order to determine whether the possible overproduction of null objects is due to influence from the other first language (i.e. Chinese) or is rather part of the developmental process, a double comparison is established with English monolinguals and with Spanish-English bilinguals. The results show that Chinese-English bilinguals' performance in terms of object realization in English is significantly different from that of both English monolinguals and Spanish-English bilinguals and that the latter two groups behave similarly. This finding supports the conclusion that, although null objects occur in the initial stages of child language acquisition regardless of whether the adult grammar allows them (Chinese) or not (English and Spanish), in the case of Chinese-English bilinguals' English development, interlinguistic influence from Chinese into English has a negative effect as reflected in null objects being produced at a higher rate and until later.

RAMIRO DURÁN MARTÍNEZ

Universidad de Salamanca

The Age Factor in Teachers' Perception of Bilingual Programs in Primary and Secondary Education

Language teaching in Europe today needs to be regarded within the context of supranational, national and regional directives which may help to situate the role of CLIL in mainstream primary and secondary education in Spain. Bilingual programs have been progressively introduced in schools parallel to a steady introduction of the CLIL approach. They have been the subject of research studies in diverse autonomous communities such as Andalusia (Lorenzo, Casal and Moore, 2009), Catalonia, the Basque Country, Galicia, La Rioja (Lasagabaster and Ruiz de Zarobe, 2010), Murcia (Lova, Bolarín and Porto, 2013) and Madrid (Fernández and Halbach, 2011).

This article aims at reporting on a contrastive analysis between the perceptions of novice and expert teachers on four key dimensions of CLIL implementation in primary and secondary schools in Spain, namely, the competences required to teach within the bilingual program, the level of satisfaction with published course materials, the overall assessment of the project and the awareness of the school organizational changes brought about by the CLIL approach. To this end, we applied a non-experimental research design with ex-post-facto methodology using questionnaire studies. The instrument employed was an adaptation of a previous questionnaire designed by Fernández and Halbach (2011), which was completed by 151 in-service teachers with at least one year of teaching experience in bilingual programs in Castile and León. From the implemented data analysis, including descriptive, correlational and inferential techniques, statistically significant differences were obtained in the criteria variables when they concerned the teaching experience in CLIL projects. Our data confirm that CLIL expert teachers prioritize methodological competences and the ability to integrate language and content over subject knowledge and language proficiency; they exhibit a more critical view over published course materials; they value more highly than novice teachers cooperation and innovation as integral components of CLIL teaching; and they are more aware of the benefits of bilingual programs for pupils, teachers, and the school. It can be concluded that teachers generally exhibit a remarkably positive view of the CLIL approach, yet importantly, their appreciation reaches even higher value when they develop a longer teaching itinerary, which eventually shifts their perception as their novel CLIL experience is transformed into sound and professional expertise.

BORJA MANZANO VÁZQUEZ

Universidad de Granada (España)

Foreign language education in Spain: A truly multilingual scenario?

Attending to the growing need for globalization and Europeanization, the European Union has adopted several measures to foster a multilingual society in Europe such as the White Paper on Education and Training (European Commission, 1995) stating the well-known 1+2 principle; the Action Plan “Promoting Language Learning and Linguistic Diversity” (European Commission, 2004), and “A New Framework Strategy for Multilingualism” (European Commission, 2005). These strategies have prompted the systematic search for new teaching methods that encourage the learning of foreign languages and their culture in the school context, and one of these approaches is CLIL (Content and Language Integrated Learning) instruction, that is, the teaching of content subjects, or parts of content subjects, through the medium of a foreign language. Nowadays, CLIL methodology is gaining more and more ground in European educational systems like Spain where CLIL is increasingly becoming a widespread teaching method in both primary and secondary education (see, for example, Fernández Fontecha, 2009; Ruiz de Zarobe and Lasagabaster, 2010).

The major aim of this paper is to discuss the implementation of CLIL methodology in three Spanish monolingual communities: Extremadura, Madrid, and La Rioja. First, I present an overview of the rationale for, and immediate situation of, CLIL in Spain. Next, I describe and discuss the language policy, putting special emphasis on the similar and distinctive traits of CLIL implementation initiatives, in the three Spanish monolingual communities. In doing so, I also focus on what CLIL research has concluded in the Extremadura, Madrid, and La Rioja area to date. Finally, I conclude by considering what actions need to be taken in future to improve foreign language education and CLIL implementation.

M^a SANDRA PEÑA CERVEL

University of La Rioja

Learning English constructions: a case study

The song as a didactic resource dates back to the 1950s (Strachey, 1950; Jolly, 1975; Martin, 1983; Mc Carthey, 1985) and it has been shown to motivate and foster language learning. This resource has been mainly used in preschool, primary and secondary education but rarely at university level. Moreover, songs are used primarily to teach lexical items but the teaching of the grammatical aspect of language has been largely disregarded. More specifically, there exist some grammatical constructions in the English language which do not have an exact grammatical counterpart in Spanish. Thus Spanish students might have some learning difficulties when it comes to acquiring them. This proposal focuses on the use of songs as didactic resources for teaching the English way construction to university Spanish students at levels B2 and C1 of the Common European Framework of Reference for Languages. Constructions are understood as form and meaning or function pairings (Goldberg 1995). Among them, the caused-motion pattern (e.g. He sneezed the tissue off the table), the resultative configuration (e.g. Frank hammered the metal flat), and the way construction (e.g. He elbowed his way through the crowd) figure prominently. The activities and the guidelines for the design of similar activities which we propose here in order to teach the way construction are divided into three main slots: preliminary exercises (some exercises and suggestions for exercises which should be done before listening to songs – and watching the corresponding videos – which include examples of the way construction – like Fake your way to the top or Working my way back to you – ; these activities are meant to make our students aware of the existence of this construction and of its main characteristics – for example, the fact that this pattern is even compatible with intransitive verbs), exercises to be done while students are listening to the songs and watching the videos (for instance, identifying examples of the way construction), and activities designed to be carried out after listening to the songs and watching the videos (for example, looking for different Spanish translations of examples of the way construction identified in the songs object of study on the Internet and deciding whether they are right or wrong; if wrong or likely to be improved, students have to provide their own translations). These activities and guidelines for the design of further exercises are meant to motivate university students to learn English through the use of songs and videos, to help them acquire a grammatical aspect like the way construction which is likely to pose some problems for Spanish speakers, and to contribute to the development of the four skills: listening, speaking, reading and writing.

MIGUEL A. ZEPEDA TORRES

University of California, Davis

Tandem learning three through CALL media

Following Vygotsky's Zone of Proximal Development theory or ZPD (1978), socioculturalists consider that interaction with other learners is learning in itself (Swain and Lapkin, 1998). Interaction between non-native speakers (NNS) with native speakers (NN) has been found to be advantageous for NNS language development (Gass and Varonis, 1994). However, the number of students studying abroad is miniscule for various reasons (e.g. less than 3% from the United States). The rise of Internet has opened countless venues for foreign language instruction (O'Dowd, 2007) and Computer-Mediated Communication (CMC) offers alternatives for interaction between people from around the world. CALL, Computer-Assisted Language Learning, has integrated CMC technology (e.g. video conferencing) that allows users to communicate and learn at the same time. Thus, the most feasible solution for most language learners to receive authentic input and cultural references is an e-tandem interaction, which is based on two principles, reciprocity and autonomy. In e-tandems students mutually contribute to their mate's language learning process through tasks that promote interaction and exchanges. Methodology and task design (Blake, 2000) are key in e-tandems, as many studies show that those projects that do not pay close attention to such principles end with not very satisfactory results. Nonetheless, the CALL environment selected may set many limits on students' preferences and needs.

Research questions, (1) what are the advantages and disadvantages of the e-tandem environments: synchronous text-only, video calls, and video calls with the possibility of chat (text interface)? (2) Which e-tandem medium/a is most suitable to most language learners? That is, which CALL environment will bring the best results in terms of SLA and will make students feel they are able to learn taking into consideration their and their partner's style and possible limitations?

This work proposes a pilot study in which, Spanish learners in an American university interact with English learners in a Spanish speaking country's university. Students would be paired in divided in the three different e-tandem environments. Qualitative and quantitative data would be collected to qualify students' perception and performance.

MÓNICA MORENO MARTÍN

Academia De Idiomas CI (GRANADA) España

The Receptive Vocabulary Size And Productive Lexical Richness Of Secondary Bilingual And Non-Bilingual Learners

Recent studies have proved the renewed interest in studying the vocabulary size that students have due to the implementation of bilingual education programmes in school settings. This revival is mainly caused by the different studies on vocabulary size following the Andalusia Decree 106/92 on foreign language learning in which the vocabulary range of 10th grade secondary school students is established. Research findings have proved that the low vocabulary size obtained by EFL secondary school students in Vocabulary Levels Test (see López-Mezquita Molina, 2005; Terrazas Gallego and Agustín Llach, 2009) affects the lexical richness employed by these learners in their written production. The main purpose of this study is to contribute to previous research on vocabulary size and lexical richness by comparing the results in the Vocabulary Levels Test and the written production of a bilingual and non-bilingual group of students in the region Andalusia (Spain), where the bilingual education programme has been implemented for several years. It further attempts to identify the amount and the quality of the vocabulary used by the students in their written compositions.

The aim of this paper is to show how our findings have reported considerable differences in the vocabulary size obtained by both groups in favour of the bilingual group. Regarding lexical richness, the results do not show a significant difference in lexical use proficiency between both groups. The average of words for most non-bilingual students was 1146 within the 2,000 frequent words band, being slightly above the figures pointed out by López-Mezquita (2005) for Spanish learners in the same educational level (10th grade) (i.e. 941 words). In the same way, bilingual learners' results show that the vocabulary size obtained in the 2,000 most frequency level is considerably higher not only than the non-bilingual group, but also than the vocabulary size in López-Mezquita's study. As far as lexical richness is concerned, the results obtained in the top scores of both groups suggested that they went in opposition to the concept of language proficiency which assumes that vocabulary is a characteristic of better language knowledge (Laufer and Nation, 1995). On the whole, bilingual learners show better performance in the Vocabulary Levels Test than non-bilingual ones, but when the results are compared with the written production of both groups they seem not to correlate.

LILLY ESCOBAR ARTOLA

Universidad CEU Cardenal Herrera

Tools for a Reflective Teaching Practice: Using Microteaching and Videorecording in EFL teacher training

TOPIC

Through this workshop we will show how to implement video recordings of micro teaching exercises in an EFL Didactics or Methodology class, and in this way improve prospective and experienced teachers' performance through a self-reflective process, all within the framework of the recent theory regarding reflective teaching.

OBJECTIVES :The main objective of the presentation is to enhance communication skills, decision making, classroom environment, and to link theoretical knowledge in TEFL with a practical experience. The presenter will share practical experiences and results of this video recording technique used with university Education students. The technique serves students and professors to measure the level of attainment of the desired outcomes through the use of rubric charts to evaluate different aspects of the micro teaching exercise.

Conclusions:

Self and peer evaluation can complement and support teacher evaluation and have a serious impact in students and teachers' professional development. Likewise, improving communication skills, body language, and classroom dynamics can help the English teacher increase student motivation in the foreign language classroom. All in all, it's a way of enhancing teaching performance and promoting professional growth in the TEFL profession.



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An Investigation about English language representations in the context of Integrated Middle Level Technical Education

In this work we intend to present a research that focuses the English language teaching and learning in Integrated Middle Level Technical Education at Federal Institute of Education, Science and Technology of Goiás. The research aimed to identify the students' representations about English language in order to know their expectations about English language teaching in technical education. As theoretical references, we used concepts from French Discourse Analysis such as discourse, interdiscourse, memory (PÊCHEUX, 1995; ORLANDI, 2003), representation and imaginary (MALDIDIER; NORMAND and ROBIN, 1997; LEITE, 2010). The research is characterized as qualitative research and we opted by semi-structured interview. Fifteen first and second year students of the Building and Electronics courses were interviewed. From the interviews analysis, we verified that, in general, students expect that English language can contribute to help them to understand texts or concepts about technical curriculum components; they believe English can help them in possible trips abroad or in any situation in which they need to talk to foreigners; in addition, many students believe that, in order to learn English, they would have to attend a specific language course. We perceive that these results can contribute to help in the development of an English language teaching and learning approach that it can be more suited to Integrated Middle Level Technical Education.

SERAFINA FILICE & ROSALBA RIZZO

Università della Calabria; Università di Messina

Social Media at the heart of language learning

The rapid development of ICT has introduced a new dimension in education. Over the last decades, the role and function of ICT applied to foreign language learning has been widely discussed (Rozgiene et al. 2008). Technology is one of the most significant drivers of both social and linguistic change. Graddol (1997:16) states: “technology lies at the heart of the globalization process; affecting education work and culture.” Currently, “the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education” (Patel, 2013: 116). More importantly, the use of technology has been reported as having a positive impact on students’ motivation and engagement (Beauvois, 1998, Warschauer, 1996).

In fact, interactive technologies are expanding and have become an integral part of our students’ daily life experiences. Contrary to teachers, who usually think of technology as a tool, these teenagers think of technology as a foundation, a basis of everything they do (Prensky, 2008). Social media, in particular, has inundated the world of our teenagers. Social media refers to “a group of Internet-based applications that build on the ideological and technological foundations of web 2.0, and that allow the creation and exchange of User Generated Content” (Kaplan & Haenli, 2010:61). Social media are interactive platforms where content is created, distributed and shared by individuals on the web; one of the most powerful sources for news updates, online collaboration and networking.

In view of the above, the authors have undertaken a study with a twofold aim: first, data was gathered from a survey questionnaire to discover which social media are more popular among the students, why and for what purpose; secondly, social media implemented with ESL University students attempted to answer the following research questions:

- A. Does social media facilitate English acquisition? (spoken and written production)
- B. How can Social media (Instagram, Facebook, Twitter, etc.) nurture students’ creativity and motivation?
- C. Can the use of Social media promote cooperative learning?
- D. To what extent can Social media be interactive in L2?

In conclusion, the positive results obtained helped a) delineate implications for language didactics and b) suggest how to incorporate social media in teaching English as a Second Language.

SONJA MUJGINOVIC

UVALAL University of Valladolid Language Acquisition Lab

Language typology: sentential subjects in L2 English written data

The nature of sentential subjects across languages as captured in the null subject parameter (Perlmutter 1971, Rizzi 1986, Jaeggli & Safir 1989) has been extensively discussed in studies dealing with both primary and non-primary languages. The focus in the case of the non-primary languages has been on whether, and if so how, the grammatical properties of the L1 shape those of the L2 and, in particular, whether negative transfer occurs (e.g. White 1985, Licerias 1989, Bini 1993, Montrul & Rodríguez Louro 2006, García Alcaráz & Bel 2010). Thus, it has been shown how English L1 speakers overproduce overt subjects in their L2 Spanish as an influence from English (1):

Context: Mis amigos vienen a cenar esta noche // My friends are coming to dinner tonight

(1) ? Ellos llegarán a las 9

(2) * __ will arrive at 9

Also, Spanish speakers have often been reported to produce L2 English subjects as in (2). However, while (1) is pragmatically inadequate in Spanish (as a language allowing null subjects), (2) is ungrammatical in English (as it is a [-null subject] language). These examples illustrate the contact between two languages (English and Spanish) that have a different parametric option. However, when the same option appears both in the L1 and in the L2, little has been said although some works on the acquisition of two L1s (de Prada 2009) point to the necessity of studying typologically similar languages as a way to enhance our knowledge of (L1/L2) bilingual acquisition. If language typology plays a role, in the specific case of sentential subjects, L2 speakers whose L1 parametric option coincides with the L2 will show no negative influence in their L2 production.

The present study addresses the contact between English as an L2 of speakers that have either a language with the same subject-type as English (Danish) or a language with the other option of the parameter (Spanish or Bosnian). Our purpose is to address the nature of interlinguistic influence and the role played by language typology as well as to include in the analysis other languages that have not been so much studied in this respect (i.e. Danish and Bosnia).

To that end we have elicited production data through a picture description task based on the Edmonton Narrative Norms Instrument (Schneider, Dubé & Hayward 2005) to three groups of participants and a control native one: L1 Spanish/L2 English, L1 Danish/L2 English, L1 Bosnian/L2 English, and L1 English. In the three experimental groups, two subgroups have been established depending on the years of exposure to English (2 and 4 years).

The results show a significant difference between these groups of L2 English learners. The English subjects produced by the L1 Danish speakers are both grammatically correct and mostly pragmatically adequate; whereas the L1 Bosnian and L1 Spanish speakers produce both grammatically incorrect subjects (i.e. null instead of overt) and pragmatically inadequate subjects (i.e. DPs instead of pronouns). These results point to language typology as one of the primary sources for transfer.

M^a SANDRA PEÑA CERVEL, FRANCISCO J. RUIZ DE MENDOZA, AND FRANCISCO GONZÁLVEZ GARCÍA
University of La Rioja (M^a Sandra Peña Cervel and Francisco J. Ruiz de Mendoza); University of
Almería (Francisco González García)
Songs and the teaching of metaphorical meanings and grammatical aspects at university

The use of songs as a didactic resource for the teaching of English as a foreign language fosters learning and motivates students. Songs frequently convey metaphorical meanings. Metaphor, which is pervasive in language, is highly relevant to second language learning (Littlemore and Low 2006). If we teach our students how to construe those metaphors, they will be able to grasp the meaning of the song. Metaphor has been defined as a mapping across domains within Cognitive Linguistics (Lakoff 1987). By means of metaphor one domain of experience, which is usually more abstract, is understood in terms of another domain which tends to be more concrete. In this proposal, we will offer some guidelines for the identification of metaphor following the metaphor identification procedure (MIP) designed by the Pragglejaz Group (2007). Then, we will make use of songs like *Rolling in the deep* by Adele to teach university students at levels B2 and C1 of the Common European Framework for Languages (i) vocabulary related to emotions by means of metaphors like *ANGER IS FIRE* (e.g. There is a fire starting in my heart/reaching a fever pitch), *LOVE IS A DISEASE* (e.g. He is lovesick), *LOVE IS PAIN* (e.g. The scars of your love remind me of us/The scars of your love, they leave me breathless), or *EMOTIONS ARE CONTAINERS* (e.g. Think of me in the depths of your despair) and (ii) grammatical aspects like the use of future tenses (e.g. Don't underestimate the things that I will do) and the contrast with past tenses (e.g. We could have had it all) or the use of past tenses after 'wish' (e.g. You're gonna wish you never had met me). In sum, we will provide a set of exercises and guidelines for activities whose main aims are to improve students' metaphoric competence and to make them learn some vocabulary about emotions and some grammatical aspects in a motivated way. For instance, the metaphorical odd man out consists in identifying the linguistic metaphorical expression which is not an instance of a given conceptual metaphor within a set of several linguistic metaphorical examples.

VIVIAN LEE

Hankuk University of Foreign Studies

Subject Positioning and Imagined Community in the Translation of Culture-specific Lexis

Subject Positioning and Imagined Community in the Translation of Culture-specific Lexis

Language users are social actors in multilingual settings, (Kramersch and Whiteside 2008). Demonstrating a symbolic competence (Kramersch and Whiteside 2008), they have an ability to play with various linguistic codes. One of the aspects of symbolic competence is subjectivity or subject-positioning. Different languages position their speakers in different symbolic spaces, and speakers take on subject positions regarding the symbolic power of one language versus another. This subject positioning is related to multilinguals' heightened awareness of the embodied nature of language and the sedimented emotions associated with the use of a given language (Kramersch and Whiteside 2008).

Ryan (2006) discusses the notion of an imagined identity and community in language learning. The L2 self is seen as a social being, as a "real member of an imagined community attempting to square hopes and aspirations with perceived responsibilities and obligations as members of that community" (Ryan 2006, 40). The learner is constantly creating and recreating an identity in response to the altering perceived demands of membership of the imagined community.

Translators are increasingly seen as cultural mediators who negotiate various signals, contexts, and stances for the target readers (Katan 2009). When a translator translates a text, they have an imagined or implied target reader for whom they are translating the text for. As mediators between source and target text culture, language users dealing with translation may also have a role in an imagined community – they have an imagined or implied target reader for whom they are translating for, and in this imagined community, they serve their roles as communicators between the imagined source and target communities, drawing upon their linguistic repertoires and background knowledge. As mediators, they make connections and connect the dots from gaps which may be found during the translation of a text from one language and culture into that of another.

Five Korean into English translation classes were offered to two groups of 10 undergraduate students at a university in Seoul, South Korea. Translation tasks included a translation brief which encouraged considerations of the imagined or implied target reader. Presenting qualitative excerpts from the data, this paper discusses the imagined community painted by the learners during their process of translation. Results show the possible potential of using culture-specific lexis (CSL) in such translation tasks to enable language users to draw on their linguistic and cultural resources and act as mediators between source and target cultures, in turn developing their plurilingual competence.

BORJA MANZANO VÁZQUEZ

Universidad de Granada (España)

Listening instruction within a metacognitive framework: One practical example

Listening is widely acknowledged as one of the most important language skills in FL learning since it enables learners to receive and interact with a large amount of language input, thus contributing significantly to the development of their FL competence. Despite its importance, listening is often overlooked in the classroom, becoming a Cinderella skill in FL teaching; and when it is practised, this tends to be done without any kind of reflection upon the listening process and any explicit focus on listening strategy use. The result is that learners hardly have the opportunity to fully develop their listening skills in the FL. The major aim of this practical workshop will be to address this situation by discussing how Vandergrift and Goh's (2012) metacognitive approach to listening (namely, individual/collective reflection, metacognitive awareness, and explicit strategy instruction) can be integrated into the teaching of this skill in the FL classroom. Thus, I will offer a three-session lesson proposal intended for students of English as a FL in their 1st year of post-compulsory secondary education. The proposal is based on a range of listening activities about a video which has been taken from one of the most popular American sitcoms: Friends. Participants in this workshop will have the opportunity to get a number of teaching ideas to take away and use with their own learners.

NATALIA FRITSLER

Ruhr Universität Bochum, Germany

The Intercultural Context of Business Presentations

The Intercultural Context of Business Presentations

Presenter – Dr Natalia Fritsler

Of all the stakeholders involved in higher education, teachers, students and potential employers definitely belong to the most important ones. Their vision of different professionally relevant competences may be different.

In this presentation an attempt will be made to analyze the expectations of the academic and job-oriented communities towards core communication skills competencies of university graduates'. One such skill to be considered is business presentations in a foreign language.

Presenting in public is one of the most important soft skills required in business environment nowadays. In highly volatile and complex conditions of today's diverse economic and commercial practices managers and specialists must be ready to make presentations in different markets across the globe. For this reason teaching business presentations at academic institutions must be performed with regard to the cultural features of local markets.

Based on research results, as well as the author's own experience these features can be classified according to culture-specific dimensions into three groups, the first one focusing on the Speaker, the second – on the Contents and the third one – on the Communication Strategies.

The Speaker-orientated cultural dimensions express, with reference to her/his national values, the presenter's key attitudes to the audience, such as, for example, task versus relationship approach, which would determine, among other things, the amount of personal background information. The Content-orientated cultural dimensions deal with the logic and structure of the presentation. The Communication Strategy-orientated cultural dimensions cover interactivity issues and respective tools appropriate in different audiences.

An important task for the language and communication trainer would be, on the one hand, to develop the students' awareness of these cultural differences and, on the other hand, to analyze language resources relevant for these dimensions. Some teaching techniques and suggestions will be discussed during the presentation.

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ALENA HOLÁ, TAMARA KOPŘIVOVÁ, KATJA KULHÁNKOVÁ

Department of Languages, Faculty of Medicine Pilsen

"Multifocal" didactic approach to ESP teaching at the Faculty of Medicine

As teachers of medical English at the Faculty of Medicine in Pilsen, Charles University in Prague, Czech Republic we face multiple challenges where the didactics of teaching and the design of teaching materials are concerned. In our workshop we would like to give you some practical examples of typical classroom activities focused on medical English and present our teaching materials specially designed for the needs of our students. Our main objectives are to present and illustrate our new "multifocal" didactic approach to language teaching and share and discuss our findings and experience with other language teachers. As 75% of medical terminology are of ancient Latin or Greek origin we cannot deal only with the English language, but also have to rely on the students knowledge of Latin gained in simultaneous courses of the latter, and explain the correct usage of this terminology in the English language. Apart from teaching the English language we also teach some medical content as most of our students are freshmen with little knowledge about anatomy or other medical topics. At the same time, we need to integrate the training of grammar and other language skills. It has been our goal to improve the general language skills of our students in such a way that enables them to reach B2 - C1 level of the Common European Framework of Languages at the end of the course. As future doctors our students need not only to be able to communicate on a worldwide scale, but they also need to develop good communication skills for doctor - patient interaction. Taking into consideration that the job market is becoming more and more international and that one day our students might want to work in some foreign country, we also try to integrate sociocultural information in our teaching and teaching materials to boost their intercultural competence. Based on our needs analysis and in order to integrate all above mentioned aspects and requirements we have prepared tailor-made textbooks and in addition we offer specially designed e-courses for studying and practising grammar skills in a medical context. We have also created a unique electronic medical dictionary which deals with medical terminology in 8 different languages and which can be used by the students as well as medical staff when reading or studying scientific medical texts. The electronic materials have been prepared as an integral part of a 3-year project MODIM (Modernization of educational methods through e-technologies) which involved all departments of the Faculty of Medicine. We hope to be able to attract your attention to our "multifocal" didactic approach and inspire teachers also from other academic fields. Among others we used the following references: Dudeney, G. – Hockly, N.: How to Teach English with Technology. Longman 2007; Harding, K.: English for Specific Purposes. OUP 2007; McCullagh, M. - Wright, R.: Good Practice. CUP 2008; A Vision of European Teaching and Learning: Perspectives on the New Role of the Teacher. Magnus Persson (ed.) 2006

PANEL DE PORTUGUÉS

ALBUQUERQUE, ALEXANDRA; QUERIDO, JOANA; FERNANDES, JOANA; MOUTINHO, PAULA.
CICE/ISCAP

Um francesinha e uma galão, por favor. O Português para estudantes estrangeiros em mobilidade no ISCAP

A mobilidade de estudantes pode constituir uma experiência inolvidável de interculturalidade, ao tornar-se uma oportunidade de imersão na cultura de acolhimento, mas poderá também, paradoxalmente, ficar reduzida a uma subcultura do ambiente académico, promovendo uma experiência padronizada e massificada, mediada pela comunicação em inglês e por um conjunto de vivências sociais e académicas desprovidas da especificidade e da identidade cultural do país escolhido. O Instituto Superior de Contabilidade e Administração do Porto (ISCAP-P.PORTO) tem acolhido vários estudantes estrangeiros no âmbito de diferentes programas de mobilidade internacional, dos quais se destaca o agora designado ERASMUS+. Da sua estratégia de internacionalização, faz parte oferecer, desde 2008, um Plano de Estudos Internacional (em inglês), mas também cursos de português como língua não materna (PLNM), essencialmente por se considerar que a aprendizagem da língua do país de acolhimento é fundamental para que a experiência de mobilidade possa promover o acesso à imersão na cultura de acolhimento. Desde 2007, o ISCAP.P.PORTO oferece cursos de PLNM, tendo essa prática começado, ocasionalmente, sob a forma de Erasmus Intensive Language Courses (EILC) e, atualmente, como parte integrante do Plano de Estudos Internacional, com 3 cursos semestrais oferecidos anualmente em ambos os semestres. O conjunto de experiências que os docentes de PLNM foram acumulando ao longo destes anos conduziu a uma série de atualizações, adaptações e reflexões sobre o modelo de ensino e aprendizagem centrado no perfil específico deste público. Neste estudo, defende-se assim que a aprendizagem da língua pode ter um contributo determinante para motivar os estudantes que escolhem Portugal a experimentar as múltiplas dimensões da Portugalidade durante a sua estadia e até a desejarem prolongar a sua permanência no nosso país. Serão pois apuradas as motivações, as dificuldades e fatores facilitadores da aprendizagem de português, por parte de estudantes estrangeiros em mobilidade no ISCAP-P.PORTO. Tal abordagem justifica-se pelo facto de este público ter contacto com a língua portuguesa no âmbito de uma experiência de internacionalização académica, para a qual não é exigida proficiência na língua materna do país de acolhimento. Este trabalho será desenvolvido com base numa metodologia mista, apoiada num estudo de caso e na recolha de dados por questionário, junto de estudantes e docentes de PLNM, tendo como objetivo identificar as principais motivações, dificuldades e fatores facilitadores na aprendizagem da língua portuguesa, avaliar o impacto nos estudantes das estratégias de ensino e aprendizagem e, principalmente, perceber de que forma fatores linguísticos e extralinguísticos podem influenciar ou condicionar o empenho e desempenho e o grau de interesse pela língua e cultura portuguesas. Palavras-Chave: Português-Língua não materna, mobilidade internacional, internacionalização académica.



ALMEIDA GUIMARÃES, MILEY ANTONIA.

Centro de Estudios Brasileños de la Universidad de Salamanca (USAL)

Os clícticos acusativos em materiais didáticos voltados ao ensino do português do Brasil para falantes de outras línguas

Os clícticos acusativos 'o, a, os, as' e as suas variantes morfológicas, apesar de possuírem baixa produtividade na fala de brasileiros cultos (Castilho, 2010; Bagno, 2001; Cyrino, 1996; Duarte, 1989), são geralmente apresentados em materiais didáticos voltados ao ensino do português do Brasil para estrangeiros como o principal, senão o único, recurso de retomada de objeto direto de 3ª pessoa. A forma nula – estratégia de retomada mais utilizada por falantes cultos – ora é apresentada como secundária ora é excluída desses materiais. Ademais, o uso do pronome reto 'ele' em função acusativa permanece negligenciado/estigmatizado. Nota-se, portanto, uma sobrevalorização da norma-padrão, fundamentalmente baseada no português europeu, em detrimento do vernáculo brasileiro.

Nesta comunicação, serão analisados alguns materiais didáticos de grande circulação no mercado editorial voltados ao ensino do português do Brasil para falantes de outras línguas: 1) 'Novo Avenida Brasil 1' (Lima et al., 2014), 2) 'Bem-Vindo!' (Ponce et al., 2007), 3) 'Fala Brasil' (Coudry & Fontão, 2001) e 4) 'Falar, Ler e Escrever Português' (Lima & Lunes, 1999). Será demonstrado como a abordagem dos autores, em especial a sua oscilação ao selecionar as variantes de retomada de objeto direto, pode exemplificar o embate entre pressão normativa e realidade linguística. Afinal, no que concerne ao ensino de determinadas estruturas gramaticais, a norma-padrão deve seguir prevalecendo sobre o uso?

No ensino de uma língua estrangeira para fins comunicativos, a falta de correspondência entre livro – ainda um dos principais protagonistas em um ambiente formal de aprendizagem – e realidade linguística é um ponto que permanece carecendo de um debate mais amplo, ainda mais em se tratando de línguas com alto grau de diglossia, como é o caso do português em sua variedade brasileira.

ARDIONS, ISABEL; FERNANDES, JOANA; QUERIDO, JOANA; GONÇALVES, PAULO; ROMERO, ZITA.
CICE/ISCAP

Ruídos semântico-pragmáticos na comunicação pedagógica luso-brasileira: um estudo exploratório

Este artigo pretende dar conta do início de um percurso de investigação que, por ora, se centrará na análise das vertentes linguística e pragmática. Acreditamos, posteriormente, que a multidisciplinaridade deste grupo de trabalho e a repetição das experiências formativas irá conduzir à exploração de outras vertentes. Tomaremos como ponto de partida a primeira edição internacional do Mestrado de Assessoria de Administração fruto da parceria do ISCAP com o Instituto Federal do Triângulo Mineiro (IFTM), MG-Brasil. Trata-se de um curso com várias especificidades, que advêm não só do facto de ser direccionado, em simultâneo, para um público de nacionalidades distintas - portuguesa e brasileira e falante de variantes diferentes do mesmo idioma, como também pela modalidade de ensino composta por sessões exclusivamente presenciais e por sessões mistas, ministradas num ambiente tecnológico de elevada complexidade, onde se cruzam também valores das culturas académicas europeia e brasileira. Por questões de delimitação, nesta primeira etapa, circunscrevemos o objeto de estudo a três unidades curriculares: Assessoria e Multimédia, Protocolo Empresarial e Institucional e Gestão Comercial, lecionadas por docentes que integram o núcleo desta investigação e cujos relatos atestam a experiencição de constrangimentos no processo comunicativo. Tais ruídos parecem manifestar-se sob a forma de incompreensão intralinguística devido à não-equivalência de significados e significantes e também à inadequação pragmática de enunciados reveladores de pressupostos culturais distintos no que respeita à percepção sociolinguística do contexto de uso. A aplicação de um inquérito assíncrono aos estudantes e docentes portugueses e brasileiros permitirá recolher perceções em relação ao curso, à sua dinâmica e às diferentes dificuldades sentidas pelos intervenientes no processo comunicativo de ensino e aprendizagem. A análise de dados terá como intuito verificar, numa primeira instância, se o ruído semântico-pragmático se deve ao diálogo entre duas variantes intralinguísticas ou se é justificado por outras especificidades de um ambiente plurissemiológico complexo, em que presença e distância convergem dentro de uma sala de aula, fazendo emergir um modelo de comunicação pedagógica merecedor de observação. Este artigo constituir-se-á como um primeiro contributo para o estudo e descrição sistemática de um novo cenário de oferta formativa que se enquadra no já referido contexto de diáspora da língua portuguesa pelo mundo e no seu potencial de angariação de novos públicos internacionais.

Palavras-chave: internacionalização, língua portuguesa, ruído, variação intralinguística.

BAPTISTA, ADRIANA; MORGADO CHOUPINA, CELDA.

Escola Superior de Educação do Politécnico do Porto

Questões de Linguística Comparada na formação de futuros professores de Inglês no 1.º Ciclo do EB:
o número e o género e suas implicações na morfossintaxe do Português e do Inglês

Compreender a relevância dos conhecimentos (meta)linguísticos sobre o Português e o Inglês no desenho de estratégias didáticas e na predição/análise das dificuldades do aluno de 1.º Ciclo do EB aprendente de Inglês é o objetivo estruturante desta comunicação.

Para cumprimentos deste objetivo, analisaremos duas das categorias nominais definidoras da morfossintaxe do Português Europeu (PE) – género e número – e ausentes da sintaxe do Inglês. Nesta perspetiva, faremos uma análise morfossintática contrastiva da categoria género em PE, mostrando a sua obrigatoriedade sintática, e da categoria biológica sexo, linguisticamente expressa no Inglês.

Em várias línguas do mundo, género linguístico e expressão do sexo dos seres vivos são informações correlatas, dependendo dos sistemas de género e das famílias em que as línguas se inserem (cf. Corbett, 1991; 2013). O PE é uma língua com um sistema de género linguístico decisivo na concordância sintática, quer no sintagma nominal quer na frase. Na senda de trabalhos anteriores, assumiremos que o traço de género é distinto da informação semântica de sexo dos referentes e da classe temática a que os nomes pertencem (cf. <casa> género feminino/ <planeta> género masculino; <copo> género masculino/<tribo> género feminino) (cf. Choupina et al., 2015), na linha da Morfologia Distribuída. Todos os nomes, no PE, apresentam um valor de género (inerente ou sintaticamente atribuído), independente da classe formal a que o nome pertence. O género não se integra na morfologia flexional, dado que não é sistemático e regular, contrariamente à categoria número, que é flexional e sistemática. Discutiremos a relação entre a morfologia flexional e derivacional e a sintaxe no que se refere à atribuição do valor de género linguístico e de número formal.

Em contraste, o Inglês não apresenta categoria formal de género linguístico, sendo uma língua que segue o critério semântico e não o formal (cf. Corbett, 1991). Assim, no Inglês há uma distinção entre nomes de seres sexuados e nomes de seres não-sexuados, sendo que nos primeiros ainda se distinguem seres humanos de seres animais, normalmente expressa por meio dos pronomes pessoais/ adjetivos possessivos ou radicais heterónimos. Em síntese, no Inglês o que pode ser considerado género natural ou semântico (Curzan, 2003) nada tem que ver com o género linguístico ou formal, não apresentando consequências morfossintáticas na concordância das palavras nos SN e nas Frases como no PE. O número, no Inglês, encontra-se ao serviço da quantidade.

Apresentaremos dados descritivos comparativos das duas línguas e atividades e/ou estratégias que promovam conhecimentos cientificamente enformados.

CORBACHO DÍAZ, ESTHER.

Escuela Oficial de Idiomas de Cáceres

As atividades lúdicas como elemento estimulador da Expressão Oral nas aulas com adultos

Ao longo dos anos de experiência como professora de duas línguas estrangeiras tão afastadas como o alemão e o português no contexto do ensino para adultos, vim a verificar a repercussão e o impacto positivos que as atividades lúdicas têm no processo de ensino-aprendizagem.

Costumo utilizar este tipo de propostas nalguns casos como elemento que permita aos alunos ativarem aqueles conteúdos gramaticais ou léxico-semânticos trabalhados nas últimas sessões ou, noutros, simplesmente como ferramenta de descontração (porém, sempre estando relacionada com os conteúdos trabalhados) no meio da sessão, antes de passarmos a outro tipo de tarefas mais complexas. O grau de acolhimento destas atividades por parte dos alunos é, regra geral, muito positivo, assim como o feedback recebido no final da sessão.

É por esse motivo que proponho este ateliê que pretende mostrar como as atividades lúdicas, isto é, os diversos tipos de jogos, tais como os jogos de mesa tradicionais ou outro tipo de jogos criados pelo professor com fins gramaticais ou de vocabulário específicos, vão contribuir para a ativação da interação oral na sala de aula. Para além deste objetivo principal, que é a estimulação da interação oral, este tipo de tarefas vai ajudar o aluno a interiorizar o vocabulário, as estruturas gramaticais e a fonética da língua alvo. No entanto, os benefícios são múltiplos e não se limitam só ao campo dos conteúdos gramaticais ou léxico-semânticos, desde que este tipo de atividades reverte também na criação de uma atmosfera descontraída na sala de aula que contribui significativamente para tornar o aluno mais empenhado, mais seguro de si próprio e confiante, envolvendo-se deste modo mais no processo de ensino-aprendizagem, facto que propicia a passagem de mero elemento passivo para ator autónomo neste processo.

Durante o ateliê serão apresentados para a sua posta em prática diversos jogos que irão servir como modelo ou inspiração para a posterior criação de novas propostas com a colaboração dos participantes. Na sequência do desenvolvimento deste ateliê habilitarei um espaço de índole teórico-prática para expor de maneira sucinta as bases pedagógicas para conduzir este tipo de propostas, que poderia acabar com um debate para recolher novas ideias e aporções dos participantes.

CORRÊA-CARDOSO, JOÃO.

Centro de Estudos de Linguística Geral e Aplicada

(Des)gostos alimentares na aquisição formal do português LE

(Des)gostos alimentares na aquisição formal do português LE

Análise sociolinguística de narrativas de estudantes universitários chineses

A reflexão metalinguística, a que o ensino formal de uma qualquer língua estrangeira convida no Nível C1, conduz-nos sistematicamente ao diálogo intercultural e às análises contrastivas entre os modos como se interpretam, de modo contínuo nas línguas em confronto, quer os cenários circundantes quer a interioridade dos sujeitos falantes.

Como tópico incontornável dos meus programas para os Cursos (Anuais e de Verão) de Língua e de Cultura Portuguesas para Estrangeiros, leccionados na Universidade de Coimbra, está a (História da) Alimentação em Portugal.

Partindo da análise sociolinguística da produção escrita de falantes nativos adultos de mandarim, procuro estabelecer o grau de tensão gerada entre a construção linguística da identidade primeira e a aquisição da sensibilidade cultural, expressa em português, a propósito da imersão total em novos conhecimentos gustativos, introduzidos pelo consumo quotidiano da gastronomia portuguesa na cidade universitária de Coimbra.

Com a análise de enunciados do tipo Ainda prefiro os legumes preparados de maneira chinesa, com mais tipo de sabores e maneiras de cozinhar, às saladas que são relativamente mais simples. Eu, pessoalmente, gosto dos sabores mais complexos e se for picante é melhor (F4, Gf, 20 anos), procurarei, em última instância, descobrir como se elabora, entre estes jovens adultos, o espaço intercultural e como nele se renovam as relações contratuais entre o tempo, o espaço e a identidade.

GROHS, GLAUCIA.

Casa Do Brasil (Madrid)

Oficina de conversação

Embora haja grande oferta de materiais e cursos de Língua Portuguesa para os níveis elementares, existe uma maior carência quanto a cursos e propostas para os níveis mais avançados, principalmente para os alunos que, já tendo concluído o curso, desejam manter e praticar o idioma.

Ainda que a internet proporcione ampla gama de possibilidades de aprendizagem através de sites especializados e cada vez surjam mais iniciativas de intercâmbios linguísticos com nativos - organizados por instituições ou por particulares - em ambos os casos, na maioria das vezes, não há um acompanhamento pedagógico focado nas carências ou dificuldades específicas de um aluno ou grupo nem a regularidade - e maior homogeneidade de nível entre os alunos - de um curso formal.

Com o objetivo de proporcionar um curso de manutenção, aperfeiçoamento e prática do idioma direcionado a alunos de nível C2 e, ao mesmo tempo, oferecer a possibilidade de intercâmbio linguístico com nativos, a Oficina de Conversação da Casa do Brasil, iniciada em 2008, propõe a cada ano um tema específico a ser desenvolvido ao longo do período letivo. Trata-se de um curso anual, com planejamento e acompanhamento pedagógicos, que visa ainda a aumentar a bagagem cultural lusófona do aluno de Língua Portuguesa.

A nossa proposta é partilhar o planejamento, as experiências e algumas das práticas e dos projetos desenvolvidos durante esses oito anos de vigência. Projetos como a edição de um jornal anual, a escrita do roteiro e gravação de uma novela de rádio, a escrita e apresentação de uma peça de teatro, a participação dos alunos no programa da Radio Exterior de España – Emissão em português, encontros e entrevistas com falantes nativos de diferentes áreas e países, viagens organizadas, entre outros.

Como se trata de um projeto anual, o curso possibilita um nível de aprofundamento em um tema difícil de ser obtido em uma aula ou mesmo na unidade temática de uma lição. Por não termos constância da existência de um curso dessas características na Espanha, oferecemos a oportunidade de apresentar o seu funcionamento e dividir com outros docentes a nossa experiência

MACHADO DOS SANTOS, LÍDIA.

Escola Superior de Educação de Bragança

Estilos de Aprendizagem e Estilos de Ensino

No âmbito da parceria que a Escola Superior de Educação do Instituto Politécnico de Bragança tem vindo a estabelecer com algumas universidades chinesas no sentido de proporcionar aos seus alunos um contacto direto com a cultura e língua portuguesas, bem como a enorme diversidade de estilos de aprendizagem que esse contacto poderá proporcionar não só a discentes como também a docentes, é nosso propósito, através deste trabalho, explorar uma experiência com alunos chineses no ensino da cultura e da língua portuguesas enquanto língua estrangeira (PLE).

No entender de Leiria (1999), a Língua Estrangeira (LE) pode ser “aprendida em espaços fisicamente muito distantes daqueles em que é falada e, conseqüentemente, com recurso, sobretudo, a ensino formal”. A autora acrescenta ainda que se aprende “uma língua para ler textos literários ou científicos, para visitar o país e poder contactar com os seus habitantes”. Ora, no caso do ensino da Língua Portuguesa (LP) com os alunos que mencionámos, a LE é aprendida sobretudo para desenvolver as capacidades da leitura, da escrita, da interpretação e da compreensão e, principalmente, da interação oral não só entre alunos e professores, mas entre alunos enquanto cidadãos/residentes temporários do nosso país.

Para alunos que se fixam ainda que temporariamente num determinado lugar, é fundamental aprender a comunicar para conseguir concretizar as necessidades mais básicas como ir às compras, ao restaurante, ao café, interetar alguém na rua para pedir informações, etc. Ao referirmo-nos a alunos estrangeiros e à sua necessidade premente de comunicar para a concretização das suas tarefas diárias, ocorre-nos a possibilidade de o fazerem em Inglês (LI), uma vez que se trata de uma língua cujos rudimentos serão certamente do conhecimento da maioria da população mundial. Contudo, maioria não significa a totalidade e, neste caso, há que acrescentar que uma fatia dos alunos em causa não dispunha de conhecimentos básicos de Inglês e o espaço no qual se movimentava, (Bragança, uma cidade do interior do país), para lá dos momentos letivos/académicos, não garantia a esses alunos uma comunicação promissora em (LI) mesmo que os alunos em causa fossem detentores de conhecimentos cimentados nessa língua.

Assim sendo, o presente trabalho tem como objetivos dar a conhecer todo o trabalho desenvolvido com um conjunto de 17 alunos oriundos de diferentes províncias da China não só no âmbito da LP enquanto língua estrangeira atendendo às competências acima referidas, mas também divulgar os estilos de aprendizagem fomentados de forma a permitir a inclusão e a aculturação desses alunos com recurso mínimo à (LI), uma vez que nem todos os alunos detinham o mesmo nível de Inglês e só uma minoria possuía nível B1 no que respeita ao Português.

Na conclusão daremos conta do desempenho dos alunos que integraram o estudo ao longo do estudo, bem como dos seus progressos, dos materiais produzidos e de como a língua esteve ao serviço da cultura e vice-versa de forma a conseguirmos uma melhor integração dos alunos na vida social e cultural da cidade de Bragança e do país e geral.

MARTÍN SALCEDO, JAVIER.

Universidade Estadual de São Paulo (UNESP)

El sol está caliente, quiero una cerveza bien heladita: buscando una sistematización de errores pragmáticos entre falantes brasileños e españoles como L2

O ensino de língua estrangeira, além de proporcionar as habilidades linguísticas básicas para compreensão e produção de sentidos, deve fomentar habilidades de cunho intercultural, principalmente relacionadas às questões pragmáticas, posto que os problemas relacionados à (in)adequação pragmática corroboram para o (in)sucesso da comunicação. Certamente, todos nós devemos ter escutado, como alunos de língua estrangeira, do professor, explicações, tais como: “é que não se diz assim, se diz de outra maneira”, ou, “se diz assim, mas você não pode usá-lo neste contexto”, ou ainda “não significa sempre o mesmo, depende do contexto”, ou “com esta expressão, você está dizendo tudo o contrário do que queria dizer”. Diante disso, objetivamos, neste trabalho, discutir, sob o foco da linguística contrastiva, algumas das mais frequentes interferências pragmáticas na enunciação/interação em espanhol e português entre brasileiros e espanhóis, bem como entender a sua natureza. Atentar para essas questões no ensino-aprendizagem do espanhol e do português em contexto como L2 possibilitará, ao falante, segurança nas suas ações linguísticas na interação. Para embasar esta investigação, lançamos mão, especialmente, dos estudos de transferência feitos por Escandel (1996) e por Thomas (1986), para quem há dois tipos de interferências pragmáticas: as interferências pragmatolinguísticas e as sociopragmáticas. Levando em consideração as contribuições dos supracitados teóricos, propomos, no presente artigo, uma classificação própria de erros pragmáticos ou de transferência negativa na aquisição de línguas estrangeiras, baseado, em geral, nos seguintes pontos: erros de cortesia linguística, de referente cultural, metafóricos, colocacionais, interacionais, gramaticais, lexicais, de registro, etc. O corpus desta investigação provém da observação e análise de interações orais, no gênero entrevista, na mídia televisiva entre brasileiros e espanhóis tanto em português quanto em espanhol, bem como da observação das diferenças culturais e dos aspectos pragmáticos da língua espanhola frente à portuguesa, dentro da enunciação dos emissores e coenunciadores. As entrevistas selecionadas são de domínio público, uma vez que estão na internet, na plataforma e rede social audiovisual Youtube. Metodologicamente, essa investigação ancora-se no método qualitativo e, no que diz respeito aos materiais, no método comparativo, pois fazemos uma relação de convergências e divergências, em especial estas últimas, em relação às questões pragmáticas do espanhol e português nas interações orais.

Palavras-chave: Inadequação pragmática. Interferências. Aquisição de L2. Interculturalidade.

MORGADO CHOUPINA, CELDA.

Escola Superior de Educação do Politécnico do Porto

Propriedades morfosintáticas de Nomes e Adjetivos no Português Europeu: abordagem científica e pedagógica

Na tradição gramatical luso-brasileira, o Nome e o Adjetivo são considerados classes nominais, com propriedades morfológicas similares, ainda que com funcionamento sintático distinto. Em Portugal, desde os primeiros anos de escolaridade que estas duas classes de palavras são pedagogicamente associadas, quer na identificação quer na descrição morfosintática. No entanto, Nomes e Adjetivos são distintos. Nesta comunicação analisaremos estas duas classes de palavras científica e pedagogicamente. Temos como objetivos fazer a análise descritiva das propriedades que as individualizam (número, género, grau) e refletir sobre a abordagem pedagógica nos 1.º e 2.º Ciclos do Ensino Básico (Buescu et al., 2015).

As propriedades número, género e grau não apresentam o mesmo estatuto e o mesmo funcionamento em nomes e adjetivos. Nomes e adjetivos fazem concordância de número e género, porém é o nome que a desencadeia e que determina os valores (Choupina et al., 2015). Todos os nomes têm um valor de género, independente da categoria biológica sexo (dos seres vivos), enquanto o adjetivo ganha o valor de género no sintagma nominal (1), por cópia de traços (Morfologia Distribuída).

(1)a) Esta tarefa é fácil. b) O problema é fácil.

Poderemos admitir que, ao nível mais formal da língua, apenas o nome possui género, dado que o adjetivo exige um contexto de sintagma. O género não é uma categoria do domínio da Morfologia Flexional (ainda que na tradição gramatical e nos documentos pedagógicos assim o seja considerado). O número é uma categoria que se realiza por flexão, com implicação na concordância, no sintagma e na frase. Faremos uma distinção entre número formal e quantidade, mostrando que a quantidade é comunicada regra geral pelo nome, excetuando os nomes de número inerente (calças, lápis p.e.), que apresentam formas morfológicas plurais independentemente da quantidade, e que precisam de outros elementos para a definir (2 e 3)). O adjetivo apenas apresenta número formal.

(2)a) O lápis branco é meu. (número plural, quantidade singular, concordância singular) b) Os lápis brancos são meus. (número plural, quantidade plural, concordância plural)

(3) a) Os óculos brancos são meus. b) O par de óculos brancos é meu.

No que se refere à categoria grau, esta não se realiza por flexão nem apresenta implicação na concordância (4).

(4)a) O dia está lindíssimo! b) Hoje, é o dia mais lindo da primavera. c) O João é o melhor aluno da turma. d) O João é mais inteligente do que o Manuel.

Neste sentido, tentaremos mostrar que o grau é uma propriedade definidora do adjetivo, contrariamente ao género (que é definidora do nome).

Em síntese, as três categorias têm estatuto diferente em Nomes e Adjetivos e implicações distintas no funcionamento da língua: número e género são categorias que desencadeiam concordância



morfossintática, enquanto o grau é uma categoria semântica. Apresentaremos os dados relativos à análise dos documentos pedagógicos no que se refere a esta problemática.

Choupina, C. et al. (2015) Conhecimentos e regras explícitos e implícitos sobre género linguístico nos alunos dos 1.º e 2.º Ciclos do Ensino Básico: a influência da classe formal do nome. In Textos seleccionados do XXX Encontro Nacional da Associação Portuguesa de Linguística. Org. A. Moreno, F. Silva & J. Veloso, Porto: APL, 153-174. ISBN: 978-989-97440-4-2.

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OLIVEIRA DIAS, SOFIA.

Universidad de Salamanca

Contacto entre o português e o espanhol: os falsos amigos nos manuais didáticos

O interesse pela investigação no âmbito do contacto linguístico entre o português e o espanhol, tanto na Europa como no Brasil, quer no que diz respeito à didática das línguas estrangeiras, quer no mundo da tradução e da lexicografia, é cada vez maior, sendo o léxico uma das áreas a destacar. Dentro desta, os, assim conhecidos, “falsos amigos” constituem um dos temas que mais estudos tem suscitado no âmbito da análise contrastiva entre ambas as línguas. Neste artigo é nosso objetivo analisar a presença e a apresentação dos falsos amigos nos manuais de língua estrangeira, nomeadamente, nos manuais de Português Língua Estrangeira (PLE), em geral, e nos de PLE para hispanofalantes, em particular. Terminaremos com algumas propostas didáticas para a apresentação dos falsos amigos na aula de Português Língua Estrangeira.

PAIVA DI FERREIRA, MILLA.

Colegio Mayor Universitario Caso de Brasil e Universidade Carlos III

A prática construtiva, colaborativa e reflexiva no planejamento de cursos e aulas de português língua estrangeira através de suporte on-line

Tema - Na era digital e globalizada em que vivemos, o uso das novas tecnologias em sala de aula nos permite criar enfoques metodológicos e didáticos diversos tanto no ensino como na aprendizagem de línguas estrangeiras. Neste sentido, e partindo do princípio de que ensinar bem é saber planejar, apresentaremos - como alternativa ao planejamento tradicional em papel ou suporte digital off-line - o trabalho que temos desenvolvido em suporte on-line, no âmbito do planejamento de cursos e aulas de português língua estrangeira (PLE), como prática reflexiva e construtiva, com a colaboração direta e indireta dos aprendentes.

Objetivos - O objetivo geral da presente oficina é expor a nossa experiência docente no planejamento de cursos, sequências didáticas e aulas de PLE mediante suporte on-line, bem como os resultados pedagógicos obtidos através deste recurso tecnológico. Com efeito, o uso de suporte on-line nas aulas de PLE tem nos proporcionado um “espaço vivo e mutante” de ensino e aprendizagem, em permanente construção e em constante evolução, que se adapta não só aos objetivos educacionais e ao projeto pedagógico como também às diferentes realidades das salas de aula e às distintas características e necessidades, gerais e específicas, de aprendizagem dos alunos. O nosso formato de suporte on-line de aulas de PLE é o resultado de um “processo inacabado” que se caracteriza por uma troca contínua de ideias entre docente e discentes, em que estes têm livre acesso a todos os níveis do curso de PLE e a todos os planos de aula, inclusive à própria dinâmica a ser promovida em sala, colaborando mutuamente (professor e aluno) para o seu incessante aprimoramento.

Resultados - Por um lado, o total acesso ao planejamento do curso e à própria construção do conteúdo do suporte on-line tem propiciado ao aluno de PLE os seguintes benefícios: a) visão global do curso de PLE; b) envolvimento e colaboração direta-indireta no planejamento do curso e das aulas; c) aprendizagem autônoma através do livre acesso a todo conteúdo disponibilizado no suporte on-line; e d) aprendizagem crítica e reflexiva sobre a língua portuguesa. Por outro lado, o planejamento dos cursos, das sequências didáticas e dos planos de aula num suporte on-line tem nos propiciado o seguinte: a) visão multidimensional do curso de PLE; b) dimensão conceitual (lingüística e cultural) de todos os níveis no mesmo espaço on-line; c) dimensão empírica (reflexiva e crítica) sobre os resultados da metodologia ou estratégias usadas, em contraste permanente com planejamentos de cursos e aulas anteriores; c) acesso imediato, dentro e fora da sala de aula, a todo o conteúdo programático; e d) total flexibilidade quanto a alteração, adaptação e aperfeiçoamento do planejamento em função da resposta, positiva ou negativa, ao nosso trabalho.



REBELO ARNOLD, IDA MARIA. MATHIAS, LEILA.

Universidad de Valladolid; PUC-Rio-Brasil

¿Río es como lo describe Jorge Amado? Brasileiros, argentinos e espanhóis em um exercício online de intercompreensão lingüística e de comunicação intercultural

Nosso trabalho, que apresenta amostras de interação entre brasileiros, argentinos e espanhóis, visa revelar a maneira como são geridos e solucionados os impasses lingüísticos e culturais, em eventos de chat numa plataforma virtual. Observamos processos de negociação de forma e sentido, usando cada um a sua língua, Português do Brasil e Espanhol. Nossa análise aponta para a eficácia de utilização das TICs aliadas à interface existente entre as duas línguas, reforçando a importância de servirmo-nos desses recursos no ensino-aprendizagem de Português para falantes de Espanhol e de Espanhol para falantes de Português. Os estudos relacionados à Intercompreensão entre as línguas românicas fornecem subsídios indispensáveis para o tratamento e recolha dos dados analisados. O restante arcabouço teórico é tributário dos estudos ligados à lingüística sociointeracional com avanços na sociopragmática e nos estudos interculturais. Destes últimos, as questões relacionadas aos estereótipos e às imagens das línguas constituem elementos recorrentes nos eventos de interação, atravessando e envolvendo as negociações de forma e conteúdo. Foi usada a abordagem Foco na Forma como paradigma para o tratamento das inadequações lingüísticas.