



UK Association for the Teaching of
Spanish in Higher and Adult Education

**Encuentro 2016:
Reflecting on **teaching** and
research practice**

**Resúmenes de ponencias y biografías
de ponentes**

(por orden alfabético)

Reading, 24 de junio, 2016

ARNOLD, Jane
Universidad de Sevilla

La dimensión afectiva: enseñando / investigando

En esta ponencia se informará sobre la dimensión afectiva en la enseñanza del español como lengua extranjera, en qué consiste y por qué influye tanto en la adquisición de la lengua. Se hablará de los factores individuales, como la motivación, la autoestima, los estilos de aprendizaje y la aportación de la Teoría de las Inteligencias Múltiples de Gardner a la enseñanza de lenguas. Se reflexionará también sobre la importancia de establecer una comunidad de aprendizaje en el aula que ayuda a facilitar una buena dinámica de grupos y así estimular la interacción necesaria para desarrollar la competencia comunicativa en la lengua. Se verá también investigación relevante sobre el tema.

Jane Arnold, es Catedrática jubilada de Metodología de la enseñanza de lenguas en la Universidad de Sevilla y Directora académica de Language and Cultural Encounters. Colabora a menudo con el Instituto Cervantes y ha impartido ponencias, talleres y módulos de Máster sobre la enseñanza de segundas lenguas en España y en numerosos países del mundo. Algunas de sus publicaciones son *La dimensión afectiva del aprendizaje de idiomas (CUP y Edinumen)*, *Meaningful Action. Earl Stevick's Influence on Language Teaching (CUP)*, *Imagínate...Imágenes Mentales en la Clase de Español (SGEL/Helbling)*, y *The Principled Communicative Approach (Helbling)*.

ALONSO PÉREZ, Rosa
Sheffield Hallam University
SÁNCHEZ REQUENA, Alicia
Manchester Metropolitan University

'Teaching foreign languages through audiovisual translation resources: a teachers' perspective'

In the past decade, techniques traditionally used in Audiovisual Translation (AVT) have been applied to teaching Foreign Languages (FL) with promising results. Both teachers and researchers have provided useful data on various AVT typologies (i.e. subtitling, dubbing and audio-description) in order to improve specific learning areas: vocabulary acquisition, listening comprehension, pronunciation, intercultural awareness, etc. (Talaván & Ávila Cabrera 2014; Danan, 2010). The following study aims to provide information on two research gaps identified in the field: (1) the experience of those teachers using AVT techniques in the classroom in recent years, and (2) future perspectives in the combination of FL and AVT. A total of 55 respondents from Europe, USA and Asia participated in the study. Amongst those, 17 participants teach Spanish as FL. The results obtained are applicable to different languages and useful to any professional interested in using more ICT in their classroom or carrying out further research. In addition, this research paper will be presented together with two examples of projects where subtitling and dubbing have been used to teach Spanish in the FL classroom.

Rosa Alonso Pérez is a lecturer in Spanish Studies at Sheffield Hallam University. Her research interests include audiovisual translation techniques in the foreign language classroom. She is currently doing a PhD on "Enhancing students' motivation and raising intercultural awareness through interlingual subtitling projects" at UNED (Universidad Nacional de Educación a Distancia).

Alicia Sánchez Requena is currently undertaking her PhD study on 'Audiovisual Translation in Teaching Foreign Languages: the use of Intralingual Dubbing to Improve Speed, Intonation and Pronunciation in Spontaneous Conversations' at Manchester Metropolitan University. During the last academic year, she has been working as a visiting lecturer at the University of Chester and a language tutor at MMU.

ACOSTA, Lidia
University of Strathclyde

La galaxia del subjuntivo, una recapitulación de su uso

Uno de los aspectos de la enseñanza de gramática española que, habitualmente, causa más problemas (para profesor y para alumno) es el subjuntivo. El estudiante se enfrenta, generalmente, a este mediante diferentes metodologías.

Puede haberlo aprendido mediante un enfoque tradicional (memorización de construcciones sintácticas, formulaciones o palabras clave que lo exigen), con la desventaja de que el alumno lo relaciona con una lista interminable de estructuras (esto, además, merma su motivación, e ignora que los estudiantes deben comprender el funcionamiento del modo verbal).

Muchos docentes eligen un enfoque cognitivo (Ruiz Campillo), donde la dualidad indicativo-subjuntivo se presenta con lógica interna (declaración-no declaración).

Sin embargo, en mi práctica profesional, mi impresión es que los estudiantes todavía lo perciben o como un ente abstracto, o como una lista interminable de reglas y estructuras.

Mi propuesta de taller es mostrar un formato visual que utilizo para hacer una clase de repaso de los usos principales del subjuntivo a estudiantes de tercer año (nivel B1+B2). Opino que este formato les permite tener una visión global mucho más clara y menos confusa.

Así, pienso que para usar el subjuntivo, tenemos que categorizarlo en diferentes tipos. Para ello, uso un formato visual: 'la galaxia del subjuntivo'.

Lidia Acosta is a Senior Teaching Fellow in the Department of Spanish at the University of Strathclyde. She teaches Spanish, Interpreting and Latin American history at UG. She also teaches courses in Latin America History, Mexican literature and Latin America Cinema. Her main research interests are Latin American history, politics and culture. She is also interested in the assessment and support of students on their year abroad and in language pedagogy.

ANADÓN PÉREZ, María José
Instituto Cervantes de Manchester

Antonio López: Pinceladas de un genio del arte contemporáneo en el aula de ELE

A veces se observa en el aula una falta de conocimiento del arte español contemporáneo. Todo parece terminar con Picasso y Dalí, que suelen ser los artistas más mencionados cuando se pregunta a los estudiantes de ELE y los que aparecen reiteradamente en los materiales que hay en el mercado. Pero España ha continuado siendo un país de grandes artistas, entre ellos Antonio López. Para aproximar su figura a los estudiantes, se presentan aquí una serie de actividades, basadas en su obra pictórica y escultórica, que incorporan todas las destrezas (Comprensión Lectora, Comprensión Auditiva, Expresión Escrita y Expresión Oral). Simultáneamente a la mejora de la lengua española, se busca fomentar la creación y la reflexión artística, sin necesidad de ser

experto, y, en la medida de lo posible, acercar las obras a la realidad de los estudiantes, de España y del mundo. Se combinan actividades de diferente dificultad, para que el profesor pueda elegir dependiendo de sus alumnos.

María José Anadón Pérez es Licenciada en Filología Hispánica y en Derecho por la Universidad de Zaragoza. DEA en Didáctica de la Lengua y la Literatura por la misma universidad. Máster en formación de profesores de ELE y Máster en gestión de instituciones y empresas culturales por la Universidad de Barcelona. Tras haber impartido clases en la Universidad de Zaragoza y en otras instituciones, desde el año 2000 desarrolla su labor como profesora titular en el Instituto Cervantes de Mánchester, donde participa en labores de formación de profesores y donde fue responsable de los exámenes DELE para el Reino Unido durante 3 años. Está interesada especialmente en el uso de los productos culturales en el aula de ELE.

BLANCO-HERMIDA María
University of Westminster

‘(Towards) research-informed principles for vocabulary teaching and learning’

Our students need to acquire a substantial amount of vocabulary for developing a good level of communicative competence. For example, according to leading vocabulary researcher Paul Nation (2006) learners need around 6,000 word families to read novels written for teenagers, to watch movies, and to participate in friendly conversation. Furthermore, as we know, using vocabulary proficiently requires various kinds of word knowledge e.g. meaning (s), collocations, register, grammar, spelling and pronunciation. Hence, the importance of researching and identifying effective ways of approaching the teaching and learning of vocabulary in Spanish Language courses.

In this communication I present a number of findings from research into vocabulary from the field of applied linguistics, as well as research from cognitive psychology and educational neuroscience. Based on those findings, I outline some principles that can help course designers and practitioners to develop research-informed vocabulary learning activities, and materials in both face-to-face and online foreign language courses.

María Blanco-Hermida is a Senior Lecturer in Spanish at the University of Westminster where she coordinates the Spanish Open Language Programme and conducts research into language learner strategies since 2002. She is also the Director of SMART-Learning for Spanish, and is currently working as a teacher trainer in the GCSLTA run by the Instituto Cervantes London. Before joining the University of Westminster she had worked extensively as a learning advisor, Spanish language teacher and examiner in British and Spanish educational institutions and business organisations. Her research interests lie in the field of language learning strategies on three interrelated areas: a) learning strategies used by good language learners, b) frameworks for language learning strategy training, and c) effects of learner strategy training. The research has a particular focus on learners’ voice i.e. learners’ perceptions regarding their own learning process and strategy use. Her current action research study in progress is on vocabulary learning strategies of good learners of Spanish as Foreign Language.

CODERCH, Marion
PLA, Kristina
POLO, Nuria
Durham University

Estrategias docentes para el desarrollo de la motivación y la autonomía en el aprendizaje

La enseñanza de ELE en el contexto universitario del Reino Unido se encuentra fuertemente condicionada por la presencia de la evaluación sumativa. Este tipo de diagnóstico, que determina la nota final que aparecerá en el expediente del alumno, suele adoptar la forma de exámenes que tienen lugar al final del curso. En este contexto, es imprescindible que, paralelamente a las clases, los estudiantes realicen actividades de manera autónoma para ampliar y consolidar los contenidos trabajados en las horas de contacto. Por eso necesitamos un sistema de evaluación continua que permita desarrollar no solo la competencia lingüística de los estudiantes, sino también competencias transversales, como el pensamiento crítico, la gestión del tiempo y, sobre todo, el aprendizaje independiente. Como las actividades de evaluación continua son de carácter formativo (es decir, que no cuentan de cara a la nota final), los docentes nos enfrentamos al reto de motivar a los estudiantes para que trabajen de manera autónoma en ausencia del estímulo externo que representa la evaluación sumativa. En esta comunicación presentaremos varias estrategias que hemos puesto en práctica para despertar la motivación intrínseca en los estudiantes, y las analizaremos a la luz de las teorías que exploran la relación entre motivación y aprendizaje independiente.

Marion Coderch is Spanish Language Programme Coordinator at the Centre for Foreign Language Study, Durham University. She has taught Spanish as a foreign language for 19 years in private institutions and at university level, in Spain and in the UK. Her concern for the improvement and renovation of language teaching in higher education has led her to engage in innovation projects that have resulted in conference papers and publications on the subject. Also a Catalan teacher, Marion has combined her love of languages with her passion for medieval literature, a subject that she has been teaching and publishing on for years.

Kristina Pla graduated in Hispanic Studies and is currently completing her PhD in Spanish literature at the University of Manchester. She works as an Assistant Teaching Fellow in Spanish at the University of Durham and during the past 8 years she has taught Spanish and Catalan in different institutions in the UK including the Instituto Cervantes, the University of Leeds and the University of Manchester. She is particularly interested in collaborative and project based learning as well as in the use of technology in language teaching.

Nuria Polo graduated in Translation and Interpreting Studies and completed a Master's Degree in Teaching Spanish as a Foreign Language. She has taught Spanish for the past six years in different institutions in the UK, including the Instituto Cervantes in Leeds, the University of Leeds and Durham University, where she works as an Assistant Teaching Fellow for the Centre for Foreign Language Study. She has also taught foreign language teaching training courses and participated in a number of conferences. She is particularly interested in the use of mediation and translation activities in the communicative and task-based language classroom, as well as in the role of foreign language speakers as intercultural mediators.

MELCHOR-COUTO, Sabela
University of Roehampton

Anonymity and anxiety in computer-mediated communication for language Learning

Computer-mediated communication is said to provide a “safe environment” for foreign language interaction. A number of studies have reached this conclusion using various tools - written chat (Roed, 2003; Tudini, 2007; Satar & Özdener, 2008), audio/videoconference (Hampel & Baber, 2003; Wu & Marek, 2009) or virtual worlds (Wehner et al., 2011, Jauregi & Canto, 2012). Users feel shielded behind their screens, which may decrease anxiety and create a more suitable environment for foreign language interaction (Hampel et al., 2005:11; Rosell-Aguilar, 2005). This paper presents the effects on Foreign Language Anxiety (FLA) experienced by a group of Spanish learners who interacted with English learners in a virtual world. Exchanges were held weekly and communication was established using the virtual world’s voice feature. The data gathered show that the students’ FLA levels decreased as weeks went by and that they were lower compared to those of a group of students who completed similar interaction activities in the traditional classroom. The anonymity afforded by the virtual world had a positive effect on some of the students, who reported increased self-confidence and decreased nervousness. However, some of the participants’ comments suggest that this anonymity may wear off once they feel they know their interlocutor.

***Dr Sabela Melchor-Couto** is Senior Lecturer in Spanish and Spanish Coordinator at University of Roehampton. Her research specialises on the use of virtual worlds for language learning and its impact on affective variables. She has extensive experience on telecollaborative exchanges involving the use of synchronous communication tools, both at secondary and higher education level. Sabela is one of the researchers involved in the TILA project (Telecollaboration for Intercultural Language Acquisition), funded by the European Commission. Her main role as Work Package leader involved coordinating all activities on teacher training for telecollaboration.*

ESCOBAR, Sol
University of Essex

Social media as a tool to engage foreign language students outside the classroom: A Spanish Facebook project

The proliferation of extracurricular language courses offered by Higher Education institutions (often on a not-for-credit basis) has made language learning widely accessible to large numbers of students of different disciplines. This positive increase in language tuition, however, can also bring about challenges for teachers in terms of engaging learners with their chosen language outside of the classroom. Oftentimes degree modules can be very demanding of students’ time to the detriment of optional or extracurricular language modules, leading to lack of out-of-classroom commitment and/or attrition. In an attempt to mitigate these issues, I have devised a project which transposes the sociality of language learning to a digital ‘portable’ platform (Facebook) to facilitate student interaction outside of the classroom, creating a community in the foreign language and making ‘homework’ more engaging. This workshop will showcase said project, originally conceived for a beginner level Spanish class, and will present practical tools for setting it up, adapting it to other course types/levels, teacher/student participation and outcomes, while addressing issues in student engagement and attrition in the foreign language classroom.

***Sol Escobar** is Director of Languages for All in the Language and Linguistics Department at the University of Essex, where she manages 30 teachers in a programme that offers free language tuition to over 1200 students across 3 campuses. She is also Lecturer in Spanish (and occasionally EFL) with extensive experience in teaching EAP, translation and Spanish at all levels. Her research interests are within the field of language acquisition, student motivation*

and engagement, as well as teacher training, curriculum development and language policy. An avid language learner herself, Sol is currently involved in writing a course book for advanced level Spanish courses in HEIs.

GÓMEZ-CASH, Olga
University of Lancaster

Clueless parrots on smartphones? - Finding ways to engage learners in the classroom

In this presentation I will discuss the ways in which I have worked with aspects of the modern student that we often find uncomfortable: focus on rote learning, obsession with their phones, and a lack of interest in culture and context, in order to productively engage that very student.

Reflecting on the tendency for students to learn presentations off by heart, it seemed that copying the works of the masters is a standard way that art students learn. I thus made the performance of parts of Spanish language films part of oral practice, which proved entertaining and effective in improving oral proficiency. I've also used an online tool which enabled students to share small pieces of text written via their phones. Thus I was able to highlight common mistakes onscreen in an anonymous way that everybody could benefit from.

My work based learning module supports students to explicitly develop transferable skills via work experience in a multi-lingual context. Allowing our students to understand the real world contexts modern languages exists in gives them practical insights into some of culturally-inflected processes studied in other parts of the degree.

***Olga Gomez-Cash** is a Senior Teaching Fellow in Spanish at Lancaster University where she has worked for 16 years. She has also worked at Bath, Edge Hill and Paris VII universities teaching French, Spanish and English language studies. She has been Director of Admissions and Communications in the Lancaster Department of European Languages and Cultures since 2007 and worked with the OCR and Pearson/Edexcel Examinations Boards on qualifications in languages.*

HERNÁNDEZ MARTÍN, Lourdes
SHI, Lijing
London School of Economics

A multimodal discourse analysis of visuals used in two foreign language degree courses

Visuals ranging from images to films are used as broadly as written texts in today's Modern Languages (ML) teaching. Understanding how these teaching resources shape learners' linguistic and socio-cultural competences requires us to fully comprehend their embedded meanings.

In this vein, through stimulated recalls and teachers' reflection notes, a multimodal discourse analysis (Hall 2012) was applied to the teaching materials used in two Degree courses -- *Spanish Language and Society (Intermediate)* and *Mandarin Language and Society (Mastery)* at the London School of Economics and Political Science (LSE).

The study looks at which types of visuals were used in both courses as well as why and how they were used. As expected, a wide range of visuals (e.g. maps, infographics, still images, films, documentary, news) was employed conveying a strong social science emphasis. However, the findings also show that, despite the teachers' expertise, the use of visuals was sometimes not informed by pedagogical motives. Furthermore, despite teachers' intention to develop students'

intercultural communication competence, some visuals could have reinforced students' cultural stereotypes.

This study concludes that being able to critically evaluate the contents, types, functions and effectiveness of the visual materials (Rose 2012) used in ML teaching could inform further pedagogy development.

Lourdes Hernandez Martin (MSc Human Rights, Degree in Philology with specialization in Arabic and Islam), is currently Language Coordinator (Arabic) and Coordinator for Spanish projects at the London School of Economics and Political Sciences (LSE) where she coordinates and teaches Spanish degree courses and leads the Arabic section. Her main research areas are currently focusing on visual research methods and their use in Modern languages teaching/learning and, on the impact of 'super-diversity' in Modern languages teaching practices.

Lijing Shi (Ph.D. in Technology Enhanced Language Learning, M.Ed. in Educational Technology & TESOL) is currently an assistant coordinator of Mandarin in the London School of Economics and Political Sciences where she teaches Mandarin Chinese degree and certificate courses. Her main research areas are: online language teaching / learning, and intercultural communicative competence.

HERRERO, Carmen

Manchester Metropolitan University

Retos lingüísticos y comunicativos de la virtualidad y movilidad en entornos laborales: el Proyecto CoMoVIWo

La globalización económica y la aplicación de nuevas tecnologías está cambiando la dinámica de trabajo en el mundo de la comunicación empresarial, particularmente con la proliferación y el abaratamiento de las redes y herramientas de telecomunicación. Dado el incremento del trabajo virtual, distributivo y colaborativo, la enseñanza superior europea debe estar a la altura de las necesidades del mercado. Esta ponencia presenta CoMoVIWo (Communication in Mobile and Virtual Work) [www.comoviwo.eu], un proyecto cofinanciado por la Unión Europea que tiene como objetivo facilitar a estudiantes y profesionales la adquisición de las competencias comunicativas en una segunda lengua (español e inglés como lenguas francas) y, al mismo tiempo, desarrollar las destrezas necesarias para afrontar los retos comunicativos del trabajo en la era digital. Esta ponencia presenta, en primer lugar, los resultados de la investigación realizada para identificar las necesidades de competencias de trabajadores de pymes a través de una encuesta realizada a 300 profesionales en Alemania, España, Finlandia, Polonia y Reino Unido, así como las entrevistas a profesionales con experiencia en trabajo virtual. En segundo lugar, se exponen los principios que han guiado el diseño de los módulos ideados para formar y preparar a estudiantes y profesionales.

Carmen Herrero es profesora de estudios hispánicos en la Manchester Metropolitan University (Reino Unido), donde dirige el Centro de Investigación 'Film, Languages and Media in Education' (FLAME <http://www.hssr.mmu.ac.uk/flameresearch/>). Es doctora en Filología Hispánica y Licenciada en Filología Hispánica e Inglesa. Es co-fundadora y directora de la Asociación Film in Language Teaching Association (FILTA <http://www.filta.org.uk/>). Colabora con otras instituciones educativas en el ámbito de la formación de profesores, en particular en el uso del cine y los medios audiovisuales para la enseñanza y el aprendizaje de segundas lenguas. Sus áreas de investigación incluyen, junto con cine español, el aprendizaje de segundas lenguas a través de los medios audiovisuales y la dimensión global e intercultural en

la formación de profesores; así como estrategias comunicativas avanzadas y multimodalidad en contextos virtuales para el aprendizaje de segundas lenguas dirigido al ámbito laboral, en el marco del proyecto europeo CoMoVIWO (www.comoviwo.eu).

KIELY, Richard
University of Southampton

Language Pedagogy: perspectives on exploration in the language classroom

This talk explores the ways language teachers work. It reviews the implications of communicative language teaching and reflective practice as frameworks which imply a major curriculum design role for the teacher. Drawing on the principles of exploratory practice, I examine the ways recent research in language pedagogy identifies curiosity and creativity as key contributors to effective language learning in classrooms. I draw on my own research to examine in detail two contexts of exploration which teachers use to make their classrooms more effective. First, I focus on the ways teachers build social relationships with students, through explorations of, and responses to needs, wants and preferences. Second, I show how teachers and students can use assessment activities to explore the unseen territory of learning achievements and learning goals. The notion of exploration takes the teacher from a largely transactional role, instructing and imparting information, to one of uncovering and understanding, such that the teaching is personalised, and the student's own capacity for curiosity and creativity is enhanced.

Richard Kiely works in the department of Modern Languages at the University of Southampton in the UK. He has also worked at the University of St Mark & St John and the University of Bristol, and has extensive experience as a teacher, teacher-trainer, researcher and curriculum developer in English as a second language contexts such as Poland, Hungary, Mexico, South Africa, Hong Kong, Malaysia, and Zambia.

He has a PhD in language programme evaluation from the University of Warwick; an MA in Applied Linguistics from the University of Essex; and a BA in French and English from the National University of Ireland at Cork. His research interests include language programme evaluation, language teaching and teacher development, and language learning explored from language socialisation and identity perspectives.

He supervises PhDs in programme evaluation, classroom interaction, and teacher learning research themes. He has published in a range of journals (Innovation in Education and Teaching International, TESOL Quarterly, Language Teacher Research, Modern Languages Journal, ELT Journal, Language Awareness, Innovation in Language Learning and Teaching, etc.) and is a member of the editorial Boards of AWEJ and ELT Journal. He is the author (with Pauline Rea-Dickins) of Programme Evaluation in Language Education.

LAGARES, Manuel
University of Nottingham

Uso del foro de Moodle para potenciar la motivación, la creatividad y el sentido crítico

En esta comunicación voy a mostrar dos proyectos que he introducido en el programa de Español en los últimos años y que han dado muy buenos resultados.

El primero es un proyecto de vídeo en el que los estudiantes tienen que resolver una tarea (por ejemplo, describir su habitación u organizar un viaje), grabarlo en vídeo y subirlo a Moodle, donde otros compañeros lo van a ver y puntuar.

El segundo es un proyecto de audio en el que los estudiantes eligen una noticia o artículo en la prensa escrita y comentan sus impresiones al respecto en un archivo de voz que luego suben a Moodle, donde otros compañeros van a contribuir con nuevos comentarios.

Manuel Lagares es coordinador adjunto de lengua española en la Universidad de Nottingham. En los últimos años se ha centrado en aspectos como el aprendizaje a distancia, el aprendizaje colaborativo, el aula invertida (*flipped classroom*), el aprendizaje híbrido (*blended learning*), el papel de la motivación y el uso de la tecnología en el aula.

LALLANA, Amparo

PASTOR-GONZÁLEZ, Victoria

Regent's University, London

Spanish for business: a journey into employability

As language lecturers we share the belief that we equip our graduates with a range of key skills that gives them an edge in the employment market. But, query any final year student of a Business and Languages degree on the value of language learning for employability, and they are likely to mention a small number of functional abilities such as CV writing and interview skills. This perception gap between lecturers and students inspired us to engage in a critical assessment of how employability is currently embedded in our language modules.

This presentation will show how we started by identifying the most sought-after skills amongst employers and then consulted with other members of the team to explore how these skills are integrated and developed through tasks and assessments. Finally, matching skills and tasks, we visually modelled the process by which students acquire more complex skills as they become increasingly competent in the target language.

Amparo Lallana is a Principal Lecturer in Spanish with long experience of teaching Spanish and Intercultural communication at both UG and PG level. She has published on the benefits of Study Abroad and on enhancing students' engagement with CMC (Computer Mediated Communication) and other digital tools for Foreign Language learning. Her current research revolves around intercultural tele-collaboration and employability through language learning. With ample experience in academic management, she currently coordinates the Spanish, Italian and Portuguese Subject Group at the Regent's Institute of Languages and Culture at Regent's University London. She has previously taught in Spain and worked for the New York Board of Education in the US; her industry experience includes professional translation in a variety of fields. She has a MA in Translation and is a Fellow of the Higher Education Academy.

Victoria Pastor-González is a Senior Lecturer in Spanish with extensive experience in Higher Education. A Fellow of the Higher Education Academy, she has taught Languages and Film for more than 10 years at four universities in the UK and she has also worked as a radio producer and broadcaster. She has written and published on European Art Film, the Polish director Krzysztof Kieślowski and is particularly interested in representations of religion and spirituality in European Cinema, and issues of cultural and national representations in the Spanish media. She is currently working on the Andalusian film director Benito Zambrano and on contemporary Spanish docudramas.

LECUMBERRI, Maria Esther
Regent's University

Integrating teaching and research: An Exploratory Practice example on the impact of mobile phones in language lessons

In my session I would like to share the findings of my teacher research project as a participant of a group of six lecturers following the principles of Exploratory Practice (EP). The topics researched included feedback, students' presentations, improvement of oral competence, and use of mobile devices in class. Following the principles of EP, I used Potentially Exploitable Pedagogic Activities (PEPAs) like brainstorming, in-class discussions and questionnaires in Spanish to explore and develop a better understanding on the students' reasons and perceptions of the use of mobile phones in the lessons and their positive or negative impact on the group dynamics and the quality of life in the classroom.

***Maria Esther Lecumberri** has worked as a lecturer in Spanish at Regent's University London since 1992 when she joined the European Business School. She has taught a variety of levels from beginners to advanced students.*

She is a Fellow of the Higher Education Academy. She has also worked as an External Examiner and Exam Setter for the Foreign and Commonwealth Office (FCO) in London since 2001. She studied Spanish Philology at the University of Salamanca where she also received a Teaching Certificate (CAP). She then spent 4 years in the USA where she taught Spanish at Rutgers University and completed a Master's degree in Spanish Studies. She has presented papers on Global Simulation and the use of Blogs and Wikis in language teaching. Her research interests are in Spanish and Latin American Area Studies, language assessment, use of short movies in language teaching and use of mobile devices in the classroom.

LÓPEZ-MORENO, Cristina
Sheffield Hallam University

Employability and the Spanish-speaking graduate: are your students selling themselves short?

The 2013 British Council 'Languages for the Future' report identified Spanish as the most important language to the UK for the next 20 years, particularly in terms of trade. It also highlighted the "alarming" shortage of people able to speak Spanish, or indeed, other languages and how this is likely to impact on the UK's ability to retain a leading position in the global economy. The ability to speak Spanish and in particular, the soft-skills associated to language-learning, are therefore key assets which greatly enhance graduate employability. These skills are further developed when they are coupled by an international study or working experience overseas, resulting in a highly-desirable global skill-set that many employers struggle to find in the UK. Spanish-speaking graduates, however - as well as Spanish teachers and academics to a great extent - fail to understand the importance of these strengths and the uniqueness of a Spanish-speaking profile in the British employment market.

This paper aims to address the employability value of Spanish language skills, particularly for the graduate who has undertaken a study or work experience period overseas. It will demonstrate the strength of this highly sought-after profile and will challenge widespread perceptions that Spanish language skills are mostly appreciated in the very specific fields of teaching, translation/ interpreting and cultural arenas.

Cristina López Moreno joined Sheffield Business School at Sheffield Hallam University in 1999 and has been a full-time member of the academic staff since then. Previous to that, she taught Spanish at the University of Liverpool and Cirencester College. She is currently the Languages Course Leader at Sheffield Business School and, in this capacity, she oversees all joint honours with a compulsory language element (International Business, Tourism or TESOL with one or two languages). She has also been the Spanish work placement officer in SBS for the last 16 years and has had a key role in developing the international placement provision for all SBS students, regardless of their course. Her research interests focus on graduate employability and on Spanish Area Studies. She is the author of 'España Contemporánea', a textbook on modern Spain which is widely used in higher and university education in many countries. She has also written a beginners Spanish language textbook, 'Un año en España', which uses the context of an Erasmus exchange in Spain as a vehicle for Spanish language learning.

SALA, José Manuel
International House London

Are teachers missing the shot? Digital spaces and the new journalism

From shining, intuitive Apps to online programs synchronized in different portable devices, technology is finally stepping into language lessons. Still, teachers sometimes seem to forget technology should ultimately help students to produce content, rather than just be used as a way to gaze them. If teachers conceive technology as a tool to create, produce and develop skills, maybe it is time to put into practice certain strategies that really follow this way of thinking.

In this presentation I will show different tools I have used in my lessons at International House London and different universities. From Kahoo to Wikis, I will also introduce different online magazines such as Nokton Magazine, Canino and El Blog del Escritor, platforms of a new type of journalism and creative writing that offer endless opportunities for students. I will present some activities that will be available for the participants of the workshop.

José Manuel Sala is a teacher trainer at International House London. PhD in Cultural and Media studies, He has a Master in Literature and Education at University of Leeds. He has worked in secondary schools and higher education in London for more than three years, as well as presenting workshops at conferences about creativity and cinema. He has delivered different seminars at University of Oxford and University of Murcia, including a course on creative writing. At the moment he is also in charge of different online courses for teacher training at IH. José Manuel is a freelance journalist and an awarded writer.

SANJULIÁN, Carmen
Dublin Business School and Trinity College, Dublin

Uso de las viñetas en la clase de ELE: emociones que generan aprendizaje

Dice Francisco Mora Teruel (2014) "que no puede haber aprendizaje sin emoción pues la emoción enciende la curiosidad que es la puerta del conocimiento".

Las viñetas son una herramienta magnífica para introducir la actualidad en el aula. Para entenderlas, necesitamos conocer la actualidad política, social y cultural del país al que se refieren. Las viñetas nos permiten enseñar la lengua meta siguiendo el modelo de Aprendizaje

Comunicativo Experiencial: los alumnos perciben la autenticidad de los materiales utilizados y pueden utilizar lo aprendido en situaciones comunicativas reales (Stevick, 2002).

Con las viñetas de Forges, de El Roto, de Erlich... podemos tener una primera aproximación rápida y desenfadada - pero no por ello menos cierta - de la situación laboral en España, de la economía, de la inmigración, del paro. La exageración que encontramos en una viñeta de Forges (2007) en la que aparece un empresario que le dice a un trabajador: "Le vamos a firmar un contrato de cinco minutos y luego ya veremos", puede ser más efectiva que cualquier otra información sobre la precariedad laboral y hace que los alumnos, no solo se acerquen al problema desde otra perspectiva, sino que generen sentimientos más intensos que ayudarán a optimizar el aprendizaje de la L2.

Carmen Sanjulián García es profesora de español para los Negocios en *Dublín Business School* y en *Trinity College Dublín*. Es también profesora colaboradora del *Instituto Cervantes de Dublín* en donde ha impartido clases de español general y diversos talleres de formación de profesores. Su investigación se centra en la relación entre lengua, cultura e identidad, y de manera especial en el tema de la interculturalidad en la clase de lengua extranjera: cómo se enseña, cómo se aprende, la relación que existe entre ésta y la economía, la política y la sociedad y la forma en la que interactúan y se influyen mutuamente.

SÁNCHEZ, Jordi

RABADÁN GÓMEZ, Marina

University of Liverpool

Through the Flipped Classroom Looking Glass

A flipped classroom is typically defined as a form of blended learning where the lecture happens outside the classroom – usually with the aid of technology - and those learning activities which are typically presented as homework are moved back inside the classroom.

We aim to present the results of a year-long project where the flipped classroom has been adapted and put into practice with two main objectives: on the one hand to explore how such an approach can be used to teach Spanish at the University of Liverpool. On the other hand, to determine if this would foster the development of students' academic skills (i.e.: research, analysis, presentation of topics) and soft skills (i.e.: teamwork, communication, time management) as well as the development of their language competence.

In our take of the approach, we provided students with targeted activities to develop all language skills whilst trying to maximise face-to-face classroom time.

Following the implementation of a twenty-four-week syllabus over two semesters and the analysis of a student and teacher questionnaire, we aim to present a list of suggestions to successfully implement the flipped classroom approach in a HEI context.

Marina Rabadán Gómez has a degree in English Studies from the *Universidad de Huelva* and a Master's degree in Applied Linguistics from the *Universitat de Barcelona*, Spain. She is a lecturer at the *University of Liverpool* and her research interests relate to the development of the pragmatic competence in students of Spanish as a Foreign Language (ELE) and the creation of language teaching materials. Marina has also trained future teachers of Spanish, she is an author for ELE materials and has contributed to research and teaching in Public Service Interpreting training.

Jordi Sánchez is currently a lecturer of Spanish at the *University of Liverpool* where he teaches undergraduate advanced students in their first year. He has extensive experience teaching

Spanish and Catalan as a foreign language at the Instituto Cervantes in Manchester and Manchester Metropolitan University. He has also taught proficiency courses on different topics related to Spain and Latin America. He is very interested in the use of technology as a means of blended learning and is currently researching on this field as well as the use of flipped classroom in HE.

SOLÁ SIMÓN, Elena
University of Strathclyde

La enseñanza de la gramática en el aula universitaria mediante la clase invertida

La enseñanza de la gramática de la L2 dentro del contexto universitario se ha visto influenciada por un enfoque tradicional, debido a la necesidad de cubrir un programa o al elevado número de estudiantes.

Este curso hemos realizado un cambio de metodología en la clase de gramática de segundo basado en el concepto de la clase invertida. Esta metodología ha producido resultados positivos en diversas disciplinas (Moravec et al., 2010).

El concepto de clase invertida implica que las actividades que tradicionalmente se realizan en el aula se desarrollan fuera de ella y viceversa (Lage et al., 2000: 32). Este concepto conlleva el uso de plataformas virtuales mediante las cuales los estudiantes tienen acceso a presentaciones de vídeo o auditivas, material escrito y/o pruebas de práctica fuera de clase.

Las clases de gramática este curso han consistido en talleres donde se realizan actividades comunicativas en grupo, empezando con una sesión de aclaración de dudas sobre las presentaciones que los estudiantes han visto previamente y que han sido realizadas con el software “screencast-o-matic”

(<http://www.screencast-o-matic.com>).

Durante el curso se han realizado dos encuestas a estudiantes para averiguar su opinión sobre este nuevo formato de clase. Estos resultados también serán incluidos en este taller.

Elena Solá Simón es licenciada en Filología Anglo-germánica por la Universidad de Valencia. Realizó un máster en Traductología en la Universidad de Strathclyde y desde entonces trabaja de ayudante de cátedra en esa universidad. También ha realizado múltiples cursos de formación de profesores de ELE. Lleva 15 años enseñando ELE y le interesan las nuevas metodologías y el uso de la tecnología en el aula. Hace tres años comenzó estudios de doctorado en Adquisición de Segundas Lenguas, en concreto, sus estudios se centran en la adquisición del subjuntivo español por estudiantes con el inglés como L1. Ha presentado en diversas conferencias y desde enero 2016 organiza en la Universidad de Strathclyde “mesas redondas” mensuales sobre lingüística aplicada y metodología en la clase de lengua extranjera, además de talleres y charlas de conferenciantes externos para (futuros) profesores de lengua. Es coordinadora y examinadora oficial de los exámenes DELE en la Universidad de Strathclyde, centro examinador desde 2008.

SOLER MONTES, Carlos
Universidad of Edinburgh

Aplicaciones de los corpus lingüísticos a la enseñanza de español como lengua extranjera

Con esta comunicación nos proponemos reflexionar sobre las diferentes aplicaciones y usos que los corpus lingüísticos, tanto de hablantes de español nativo como no nativo, pueden tener en el ámbito de la enseñanza de español.

Dentro de la lingüística, entendemos por *corpus* un conjunto, lo más extenso y ordenado posible, de datos o de textos, tanto orales como escritos, que han sido producidos en situaciones reales, espontáneas o dirigidas con determinados fines, y que se han seleccionado siguiendo una serie de criterios explícitos que garantizan que dicho corpus pueda ser usado como muestra representativa de la lengua que se quiere analizar.

De una manera eminentemente aplicada, combinando tanto nuestra experiencia docente en el ámbito universitario británico como de investigación sobre este tema, presentaremos algunos de los corpus lingüísticos de mayor interés para los profesores de español como lengua extranjera, entre ellos el *Corpus de aprendices de español* publicado recientemente por el Instituto Cervantes y la Universidad de Santiago de Compostela.

También ejemplificaremos, a través de actividades de análisis y casos prácticos, los beneficios que los datos y las muestras de lengua recogidos en los corpus pueden aportar a la hora de crear actividades para el aula, diseñar exámenes, corregir tareas, planificar clases o programar cursos.

Carlos Soler Montes es doctor en Lingüística Aplicada y está especializado en el ámbito de la enseñanza de español. Trabaja como profesor de Lingüística Hispánica y coordinador de programas de enseñanza en línea en el Departamento de Lenguas y Culturas Europeas de la Universidad de Edimburgo. Con anterioridad, ha sido profesor de español en varias universidades de los Estados Unidos y Canadá, así como en el Instituto Cervantes, donde también ha desempeñado funciones de técnico del área académica en la sede central de Madrid y coordinador docente de dos de sus centros del exterior. Colabora asiduamente con distintas instituciones educativas en los ámbitos de formación de profesores, dirección de trabajos de investigación, evaluación de centros de enseñanza y edición materiales didácticos.

PARDO GENDRE, Javier
Instituto Cervantes Londres

Palabras que lo dicen todo. Algunas implicaciones sobre la importancia del vocabulario.

En los últimos años se han multiplicado los estudios que nos hablan de la importancia del desarrollo de la competencia léxica en el aprendizaje de lenguas extranjeras. Sin embargo, y por lo general, ninguno de ellos alcanza a presentar propuestas que tomen en cuenta la necesidad de integrar el trabajo del léxico con el del resto de componentes de la lengua (gramatical, pragmático, cultural, etc.) dentro de secuencias didácticas coherentes. Es decir, a pesar de que cada vez existe una mayor sensibilidad hacia la importancia del tratamiento del léxico en la enseñanza, nos sigue faltando un modelo de aplicación claro y una reflexión de base que guíen nuestra práctica más allá del nivel de las intuiciones. En este taller propondremos una serie de reflexiones sobre las preguntas más básicas que afectan al aprendizaje del léxico (qué es el léxico, su importancia específica frente a otros componentes de la lengua, cómo se almacena en la memoria, cómo se aprende mejor, etc.) y mostraremos algunas actividades integradas en secuencias de enseñanza. Esperamos así, ayudar a los asistentes en el diseño de unidades didácticas para abordar la historia y/o la literatura y capacitar con ello a nuestros alumnos para la vida real más allá del aula de ELE, gracias al desarrollo de competencias transversales tan importantes como el manejo de fuentes de información, la creatividad, el pensamiento crítico y/o el trabajo en equipo.

Javier Pardo Gendre, licenciado en Filología Hispánica y Máster en Formación de Profesores por la Universidad de Barcelona, ha trabajado como profesor de español como Lengua

Extranjera en España, Holanda, Estados Unidos, Jordania y Reino Unido. Asimismo, a lo largo de su carrera profesional, ha impartido talleres y cursos de formación para profesores, tanto en el Instituto Cervantes como en diversas universidades; ha colaborado en la creación de materiales didácticos en Difusión; y ha participado en proyectos académicos sobre planificación curricular y evaluación. Tras 5 años en el Instituto Cervantes de Jordania, en la actualidad Javier reside y trabaja en Londres donde compagina su labor como profesor y formador de profesores en el Instituto Cervantes y en la University College London (UCL) con la de lector en Richmond upon Thames College.
