

Número 30
Junio 2018

Porta Linguarum

PORTA LINGUARUM es una revista interuniversitaria, de ámbito internacional, especializada en la didáctica de las lenguas extranjeras que se edita semestralmente, en enero y junio de cada año. Los trabajos publicados han seguido un proceso de revisión de “doble ciego”.

The refereeing process for the journal is ‘double blind’ and papers are assessed by the Scientific Committee against these criteria: degree of originality and interest, relevance concerning current research on the field, scientific rigour and depth of analysis, relevance of the theoretical implications of the work for future research, use of updated bibliography, organisation of the contents and correct use of the language, clarity, elegance and conciseness of style and suitability of the paper in relation to the field of Foreign Language Didactics.

Plazos para el envío de originales:

1^{er} semestre: antes del 15 de marzo

2^o Semestre: antes del 15 de septiembre

Envío de originales/submission of papers:

Revista PORTA LINGUARUM

Departamento de Didáctica de la Lengua y la Literatura

Facultad de CC. de la Educación de la Universidad de Granada

Campus Universitario de Cartuja, Granada 18071, ESPAÑA

Tel.: (34) 958 243965, Fax (34) 958 244187

Página web: <http://www.ugr.es/local/portalin>

E-mail: portalin@ugr.es

PORTA LINGUARUM, N° 30, junio 2018

Edita: Editorial GEU

Depósito Legal: GR-43-2004

ISSN: 1697-7467

Imprime: Lozano Impresores S.L.

Distribuye: Porta Linguarum

<http://www.ugr.es/local/portalin/>

© *Copyright:* Porta Linguarum

Dibujo de portada: Manuel Ruiz

Dibujo de contraportada: extraído de *Orbis Sensualium Pictus* (1659) de Comenius

No está permitida la reproducción total o parcial de esta obra, ni su tratamiento informático, ni la transmisión de ninguna forma o por ningún medio sin el permiso previo y por escrito de los titulares del copyright.

Indexed in Arts and Humanities Citation Index, The Linguist, MLA International Bibliography, the Spanish CINDOC of the CSIC and DIALNET (University of La Rioja)

Suscripciones/Subscriptions

Para suscribirse, rellénes el formulario correspondiente en
<http://www.ugr.es/local/portalin>

These prices include two issues:

Spain: 24 euros

Europe: 36 euros

USA (and other countries): 56 euros



Table of contents

	<u>Pág.</u>
Introduction	5
ARTÍCULOS/ARTICLES	
Relationships among Perceptual Learning Style, the Ideal L2 Self, and Motivated L2 Behavior in College Language Learners	7
<i>Tae-Young Kim and Miso Kim</i>	
Design of a Checklist for Evaluating Language Learning Websites	23
<i>Elena Moreno Fuentes and Jesús J. Risueño Martínez</i>	
Identifying Children’s Language Learning Strategies: Turkish Example	43
<i>Esim Gürsoy and Elif Eken</i>	
Los sonidos del español en ELE y su concreción en el plan curricular del instituto cervantes y en la nueva gramática de la lengua española	57
<i>Gonzalo Águila Escobar</i>	
Parental Views of Minority Language Instruction in a Spanish Enrichment Program and for English Language Learners	71
<i>Ani Shabazian and Francisco Ramos</i>	
L’utilisation des jeux autonomes dans un dispositif hybride pour développer l’apprentissage de la compréhension orale en français langue étrangère	89
<i>Rana Kandeel</i>	
Lingüística contrastiva y lenguas cognadas en el contexto del aula de ELE en Brasil	103
<i>José Rienda y Nuria María Nieto Núñez</i>	
Enseñanza de lenguas adicionales mediante indagación en colegios internacionales con el programa de escuela primaria	117
<i>Ángeles Bueno Villaverde, Verónica Steffen y Carol Van Vooren</i>	
Language Errors in an English-Medium Instruction University Setting: How do Language versus Content Teachers Tackle them?	131
<i>David Lasagabaster and Aintzane Doiz</i>	

	<u>Pág.</u>
The Instructional Simulation in the Business Environment and Attitude towards Entrepreneurship in Improving Oral Communication in English	149
<i>Eva Perea Muñoz, Vanesa Berlanga Silvente, and Joan Ripoll Alcón</i>	
Cross-Cultural Sensitivity and Intensity of Interaction in Study Abroad: A Developmental Approach	165
<i>Ariadna Sánchez Hernández and Emilia Alonso-Marks</i>	
Incidencia de la animación a la lectura en la mejora de la competencia escrita: una investigación con alumnado inmigrante	177
<i>Teresa Cervera Mata y María Pilar Núñez Delgado</i>	
The Role of Classroom Observation in Pre-Service English Teacher’s Understanding of the Teaching Profession	193
<i>Joana Salazar Noguera</i>	
Motivation in Physical Education and Foreign Language Learning in CLIL Teaching: Gender Differences and Implications for Future Studies	207
<i>Eliseo Fernandez Barrionuevo and Antonio Baena Extremera</i>	
 RECENSIONES / BOOK REVIEWS	
<i>La importancia del análisis crítico del discurso y la gramática visual para analizar textos. Propuesta de actividades enmarcadas en la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz</i>	221
<i>Ana María Ramos García</i>	

Introduction

In the recent history of language pedagogy in Europe and beyond, the advent of the Common European Framework has undoubtedly been one of the most important milestones; indeed, references to this fundamental document have been a staple of articles in this journal. This year, with the recent publication of the Companion Volume to the CEFR, we again find a number of new developments, which will surely have an effect not only on teaching and learning, but also, of course, on international L2 research and policy development. Welcome additions include the recognition of online and audiovisual communication, the mediation of texts, concepts and communication, the renewed focus on plurilingual and pluricultural competence as well as illustrative descriptions of communication strategies and the inclusion of new or updated indicators. At this early stage, major research directly based on this document is still forthcoming; yet recent scholarly language education publications have been focusing their attention on many of these issues since the appearance of the original Framework.

In this issue of *Porta Linguarum*, a number of these and other areas are treated. Our first contribution, by Tae-Young Kim and Miso Kim, examines the relationship between learning styles and motivation at college level and points once again to the need for awareness of learner preferences. At the other end of the educational spectrum, Gürsoy and Eken examine learning strategies among primary students and, in their sample, find significant differences in performance based on deliberately employed actions.

Very much linked to styles and strategies is the field of autonomous learning, and this area gains even greater traction in the case of online education. In this issue, Rana Kandeel examines possible effects of autonomous games on the learning of French and, while they find benefits, they also indicate the need for a judicious reflection on available applications and learner needs. A proposal which could potentially provide answers for teachers is provided by Moreno Fuentes and Risueño Martínez. This article discusses a number of major concerns in the use of language learning websites and offers a tentative checklist which could be of practical interest to teaching professionals.

The judicious selection of teaching materials and resources is just one important aspect of classroom management, and one which requires attention from the earliest stages of teacher development. In this issue, Salazar examines pre-service teacher development through observation in relation to a wide variety of variables, including materials and resources, and shows how this type of observation process can help critical thinking and improvement in classroom practices and management.

School and classroom management is a concern in language education, and this is particularly true in the more complex learning contexts of bilingual training or Content and Language Integrated Learning (CLIL). This issue includes a number of articles related to this matter which span across the different educational levels. The areas of class and whole school management in primary and secondary education, for example, are treated in Bueno, Steffen and Van Vooren's case study in two bilingual learning contexts. In addition, Shabazian and Ramos examine parents' views of bilingual education and point to the need to inform families of the nature and workings of this type of instruction.

At a more specific level of bilingual education, Fernández and Baena examine the use of English as a language of instruction in physical education at secondary level and point to important challenges and opportunities in terms of learners' willingness to communicate in the target language. In terms of Higher Education and bilingual learning, Perea, Berlanga and Ripoll's investigation points to the usefulness of instructional simulations combined with new technologies in Business Management modules. Furthermore, this issue includes an insightful investigation by Lasagabaster and Doiz into the treatment of errors in bilingual instructional settings in a university context and highlights the need for greater levels of awareness of this area on the part of content teachers.

The treatment of errors is also included in Rienda and Nieto's article, which in this case deals with the importance of contrastive analysis in the cognate languages of Spanish and Portuguese. Spanish as a foreign language is also focus of Águila's discussion of varieties of pronunciation and pedagogical implications. In terms of communicative language skills in the Spanish language, Cervera and Núñez's contribution examines the effect of encouragement strategies on the improvement of reading skills by immigrant students.

In addition to the previously mentioned areas of affect, styles and strategies, bilingual education and specific language and skills development, this issue also includes Sánchez and Alonso-Marks' examination of cross-cultural sensitivity and periods of study abroad. Again, this article touches on the issue of language education management and points to possible strategies to make the most of time spent in target language countries in order to maximise cultural enrichment.

Two reviews are included in this issue. The first is Mary Griffith's appraisal of Muñoz-Luna & Lidia Taillefer's *Integrating Information and Communication Technologies in English for Specific Purposes*; the second, by Ana María Ramos, examines Martínez Liriola's on discourse analysis and education for peace in the language class in *Propuesta de Actividades Enmarcadas en la Educación para el Desarrollo, la Educación con Perspectiva de Género y la Educación para la Paz*.

While the CEFR Companion Volume is not directly mentioned in this issue of *Porta Linguarum*, the collection of contributions touch upon many of the aspects treated in this recent publication. We hope that the reader will find these contributions useful and we would encourage prospective authors of future issues to take these new developments into account in their contributions to the knowledgebase of related language teaching and learning practices.

Stephen P. Hughes
Editor