

ONOMÁZEIN

Journal of linguistics, philology and translation



PONTIFICIA UNIVERSIDAD
CATÓLICA DE CHILE
FACULTAD DE LETRAS

Introduction

Borjan Grozdanoski

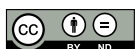
Guest Editor

**Special
Issue
– VI –**

Language
Teaching
Research
from a Global
Perspective

2020

ONOMÁZEIN | Special Issue VI – Language Teaching Research from a Global Perspective: 01-04
ISSN: 0718-5758



This special issue entitled *Language Teaching Research from a Global Perspective* tackles topics related to innovation and creativity in the field of foreign languages. It comprises examples of different models such as Integrating Content and Language, ICT Task Based Language Teaching, Multicultural Education, Social Justice and the betterment of the curriculum.

The first paper, authored by António Lopes from the University of Algarve (Portugal), discusses a framework for designing content-oriented tasks in order to bridge some of the methodological gaps between CLIL and TBLT. After a theoretical introduction to the principles of Task-based Learning and its integration with CLIL, the author provides a template to systematize and develop tasks.

López-Gandara's research analyses learners' perceptions on communicative competence, on the factors that bear upon successful communication, and their capacity to identify and understand power relations in communicative interactions. Results substantiate that communicative competence does not necessarily entail learner empowerment since learners are too worried about linguistic aspects and accuracy when they speak English, and they are not aware of power inequalities, their origin and how they transpire in communicative situations.

Professor Capperucci's study, titled "How to enhance primary school EFL-teacher curriculum-design competences: the Competence Unit Design Model (CUD Mod)", focuses on the development of curriculum design and methodological competences for pre-service and in-service EFL teachers in primary school, considered as essential aspects of the professionalism of teachers. The paper proposes a competence design model, called CUD Mod, based on the "competence unit" framework, experimented in a variety of action-research projects conducted in Italian schools at primary and lower secondary level.

Sánchez-Medina and Pérez-Valverde aim to provide a theoretical and practical framework focused on students with intellectual disability who learn a foreign language with the purpose of suggesting directions to language teachers to achieve a quality and fair inclusive education. They conclude that the teaching materials used with these students are not suitable for their learning styles, and this may hinder the development of their linguistic abilities.

The action research paper entitled "Training in gender and sexual identities in EFL teaching. Participants' contributions" places the emphasis on practical activities, including the production of original queer teaching materials, and class interactions based on queer theory and transformative pedagogy. Barozzi and Ruiz-Cecilia conclude that training pre-service teachers in LGBTIQ+ issues is necessary and that it should begin in early childhood education.

Delgado Crespo, Gil, Mur-Dueñas, Pellicer Ortín share a proposal for a new syllabus model and learner-centered methodology for English as a Foreign Language students in the Degree in Teaching in Primary Education at the Universidad de Zaragoza (Spain). They present the

theoretical tenets and analyse samples of resources and materials that have been designed to equip students with learning to learn tools and metacognitive strategies.

Oleksandr Kapranov depicts a case study to explore the use of discourse markers by Norwegian pre-service teachers in EFL classroom by means of analysing the participants' answers to the questionnaire that is designed to address the use of these devices in oral discourse in EFL after their school practice.

The research conducted by Navarro Rincón and Carrillo López examine the theoretical foundations of culture teaching from a plurilingual and intercultural perspective. The study was carried out with pre-service foreign language teachers in Melilla (Spain) who attended a course to tackle cultural issues in actual educational settings.

The study entitled “Perceptions of EFL trainee teachers about attention to diversity issues in their initial training as Secondary Education teachers”, conducted by Crisol Moya and Caurcel Cara, analyses the perceptions of 76 pre-service language teachers on the initial training received on attention to diversity in the Master's Degree which enables and qualifies them to be teachers for this education stage.

Aguilera-Carnerero puts forward an educational proposal that reclaims the role of graffiti as the object of study of the subject of Spanish as a Foreign Language. The inclusion of graffiti in the curriculum is backed up by an educational framework that gives priority to cross-curricular issues as the backbone that allows the improvement of pedagogy and fosters the development of students capable to apply them to become socially engaged.

The authors Quesada Vázquez and Romero address the design and implementation of a ten-week pronunciation module within a university technical English course as part of a broader study that investigates the efficacy of explicit rhythm instruction to improve engineering students' prosody in English. Their findings suggest that rhythm instruction can be beneficial to enhance EFL students' prosody and that pronunciation can be effectively introduced within an ESP course.

The next paper, published under the title “A causal-comparative study of the educational success with pre-service English foreign language teachers”, identifies and describes the construct “educational success” of senior pre-service English Foreign Language teachers in the degree of Primary Education at the University of Granada (Spain) while doing their school practices. Cardoso-Pulido and Guijarro-Ojeda zero in on the connections between the dependent variable “educational success” and the independent variables “gender, birthplace, parents' profession, area and kind of school and motivations towards the degree”.

Garcés-Rodríguez's study brings into focus the state of aesthetic reading in English as a foreign language in the primary classrooms of the Autonomous Community of Andalusia (Spain).

The results obtained in both quantitative and qualitative variables show very atomized data and reflect a situation of a great heterogeneity in the selection of aesthetic readings.

Molina-García inquires into the habits, strategies and linguistic characteristics used in the WhatsApp communication system, as a social network with a greater number of users, by university students of the University of Granada (Spain). The study exposes the use made of this communication channel and confirms that a specific multimodal language is used.

The last paper, authored by Villoria-Prieto and Ramos-García, scrutinizes the figure and work of John George Brown, a teacher of languages who pioneered the teaching of English language in Spain. We revise his grammar, focusing on pronunciation and how it was taught at that time.