

Ciclo seminari di aggiornamento disciplinare e metodologico per docenti di lingue / docenti CLIL

Empowering EFL Learners: Intercultural Competence, Learner Motivation, and Strategic Instruction

Lunedì 19 maggio 2025
Mercoledì 21 maggio 2025

Prof. Ignacio Miguel Palacios Martinez- Universidade de Santiago de Compostela

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Ore 15-17

Workshop 1: Enhancing intercultural skills through project work in the Secondary Education EFL class

Foreign language curricula and reference documents such as the Common European Framework of Reference (Council of Europe 2001, 2018) pay special attention to the importance of developing students' intercultural skills to the extent that the latter can be regarded now as one of the central components of the teaching of foreign languages at all educational levels.

Despite the foregoing, the truth is that textbooks and English language teaching materials do not dedicate the space to this they should apart from providing stereotyped views that contribute very little to the development of students' intercultural skills. Moreover, teachers themselves also find it difficult to introduce culture contents in the classroom and foster the intercultural skills of their students.

In light of this, this presentation will be divided into two main parts. Firstly, the concepts of intercultural contents and skills, and multiculturalism will be defined (Buttjes & Byram, 1991; Alred, Byram & Fleming, 2006). This will be followed by the description of a didactic proposal that seeks to raise students' intercultural awareness and the development of these skills in the English classroom by using an active and task-based teaching methodology (Ellis, 2003; Nunan, 2004; Willis & Willis 2007). Students will work in long-term projects organised around a final task (Ribé i Queralt, 1993; Fried Booth, 2002; Beckett & Slater 2020), becoming the real protagonists of their own learning and assuming full responsibility in their decisions while the teacher will mainly act the role of a guide.

Three main projects will be here closely described and discussed. These will focus not only on the target language culture and on the students' reflection on that of their own but will even try to go beyond and transcend other cultural spaces. The topic for the first project will be the English cemeteries in Galicia and in Spain, the second will revolve around the English Way to Santiago whilst the third project will be concerned with the visit to Galicia of well-known English-speaking writers such as Hemingway, Laurie Lee and Edith Wharton.

This didactic proposal will thus try to contribute to the enhancement of humanistic values intrinsic to the learning of a foreign language (Valett, 1977; Moskowitz, 1978; Stevick, 1990) namely, the appreciation of the individual in all its dimensions, the fostering of tolerance, respect for others, openness to other ideas, while promoting innovation and creativity (Argondizzo, 2013) and developing intercultural and language skills.

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Project Work

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<<https://ihworld.com/ih-journal/ih-journal-blog/all-about-pbl-how-to-learn-a-language-through-projects/>>

Workshop 2: Motivating Students to Learn English: Introducing Gamification in the English Classroom

Among all the factors that influence language learning, there is broad agreement that motivation is the most crucial (Ellis, 1985; Krashen 1988). We may have intelligent students with a high aptitude for learning foreign languages, but without motivation, it becomes difficult to teach them effectively and engage them in our lessons. Throughout our teaching careers, many of us have encountered groups of students who remain passive and show little interest in learning English. This is especially the case in those contexts where the study of a foreign language is a compulsory course in the curriculum. This may have consequences not only for individual students but also for all the members of the group these unmotivated students belong to.

In this talk, I will begin by defining what is meant by motivation in the context of language learning and will discuss its different components and orientations (integrative, instrumental, intrinsic, extrinsic, etc.) (Gardner, 1985; Dörnyei 1998, 2001). In most cases students may show different types of motivation at the same time so these motivation types should not be regarded as mutually exclusive. Understanding our students' interests and needs is essential for our teaching. I will then offer some practical guidelines on how to foster motivation, drawing on both relevant literature and my own classroom experience.

The second part of the workshop will focus on the concept of gamification in second language learning (Camilleri & Camilleri, 2019). I will present practical examples of how gamification can be applied, particularly in the teaching of grammar, vocabulary, and pronunciation. To this aim I will be using materials, resources and applications available on the web. The session will conclude with some reflections on the main ideas discussed.

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È necessario iscriversi anche qui per i **Workshop 1 e 2**
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Workshop 3: Training students to use language-learning strategies in the English classroom

As language teachers, we frequently express high degrees of concern about the content and quality of our teaching. However, despite this focus on what happens in the classroom, it is generally the case that little attention is paid to how our students learn, and even less to how they can improve the ways in which they learn (Oxford, 1990; Palacios, 1996).

The purpose of this presentation is to show ways in which we, as language teachers, can teach our students how to learn better (Ellis & Sinclair, 1989) and thus can become more autonomous learners (Holec, 1981; Wenden, 1991; Dam, 1995) and the real protagonists of their learning (Nunan, 1988).

The presentation will be organised into three main parts. First, the key factors that condition language learning will be reviewed briefly (motivation, age, personality, aptitude, cognitive style, etc.), followed by the definition of ‘learning strategies’ and its types (Malley & Chamot, 1990; Oxford, 1990): direct (memoristic, cognitive, compensatory) and indirect (metacognitive, affective, social). Attention will also be paid to the profile of so-called ‘good language learners’, since this affords interesting insights into the language learning process (Rubin, 1975; Naiman et al. 1978; Griffiths, 2009).

The second part will be more practical, providing some guidelines on how we can train our students in the process of learning to learn (Wenden & Rubin, 1987; Ellis & Sinclair, 1989). This will include the description of a programme conceived to promote a set of approaches to learning that encompasses issues of awareness and learner training, plus cognitive and metacognitive learning strategies. All these learning-to-learn strategies will be illustrated with specific examples of practical activities.

The presentation will close with some reflections on how language teachers can seek to maximize student autonomy by introducing a learning-to-learn component in their teaching plans so that learners take more responsibility for their learning. This in turn implies that a change in the teaching paradigm may be possible, although this should be a gradual process for both teachers and learners (Oxford, 1990).

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È necessario iscriversi anche qui per il **Workshop 3**

<https://docs.google.com/forms/d/e/1FAIpQLScw->

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Bionota

Ignacio M. Palacios Martínez currently lectures in the Department of English and German Philology at the University of Santiago de Compostela (USC). He graduated in English from this university in 1981, he next taught for a year in the Department of Modern Languages at the University of Lincoln, Nebraska (USA). In 1982 he obtained a position as teacher of English at the Secondary School level. In 1989, he completed a Master in TEFL (Teaching of English as a Foreign Language) at the University of Reading, UK. Three years later, he was awarded a Ph.D with distinction from the USC. He was Director of the USC Modern Language Centre from 2006 to 2010 and Secretary of AEDEAN (Spanish Association of Anglo-American Studies) from 2003 to 2009. He has been invited to lecture at several Spanish and foreign universities including Oviedo, Valencia, Zaragoza, Vigo, A Coruña, Alicante, Almería, Universidad Internacional Menéndez Pelayo, Universidad Complutense de Madrid, University College Dublin, University of Minnesota, University of Trier and University of the Balearic Islands. He conducts research in the fields of Second Language Teaching and Learning, Syntax (polarity system) and Sociolinguistics (the language of teenagers, Multicultural London English). He has published and edited several books and has contributed over 50 articles in various national and international specialized journals, such as *Journal of English Linguistics*, *Journal of Pragmatics*, *Text and Talk*, *Spanish in Context*, *Functions of Language*, *English World-Wide*, etc. He is member of the editorial board of *Atlantis*, *RESLA*, *VIAL*, *Miscelánea*, *Revista Alicantina de Estudios Ingleses*, *ELIA*, *ES Review*, *Spanish Journal of English Studies* and *ICAME Journal*. He has also supervised many doctoral and master dissertations. He was the director of the doctoral programme in English Studies run by the University of Santiago de Compostela, the University of A Coruña and the University of Vigo from 2012 to 2017. Main investigator of several autonomous, national and European research projects. Main investigator of SPERTUS (Spoken Research Team at the University of Santiago). He is also the compiler of two learner corpus: SULEC (Santiago University Learner of English Corpus) and CAES (Corpus de Aprendices de Español). He regularly collaborates with the Spanish Ministry of Education, local education authorities and institutions, such as the British Council and the Instituto Cervantes in teacher-training activities. In August 2020, he was promoted to Full Professor of English at the University of Santiago de Compostela.