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Teaching Spanish as an additional foreign language to experienced learners

Abstract: This chapter advocates the multilingual turn in language education and stems from the premise that multilingualism is a resource to exploit in the foreign language classroom. Drawing on the literature and on empirical knowledge, two Colombian language educators reflect upon their experiences teaching Spanish at a Polish and at a German university. The authors contend that lack of awareness and misconceptions about multilingualism may limit the opportunities for multicompetence development, affect classroom dynamics, and have a negative impact on student motivation, engagement, and autonomy. Overall, the discussion focuses on the need of adopting a multilingual approach for third/additional language instruction and pinpoints four major challenges in the Spanish L3/Ln class, suggesting they be regarded as possibilities for methodological innovation and professional growth. Ultimately, the authors invite language teachers to reflect upon their classroom practices from a multilingual stance, taking into account the linguistic profile, specific needs, and great potential of experienced learners.

Keywords: Third/additional language learning, Spanish L3/Ln instruction, multilingual language education, experienced language learners

1. Introduction

Overcoming the language barrier in order to expand one's personal and professional networks, to have more and better study and employment opportunities, as well as to gain access to and spread knowledge, is a need that increases as technological innovations and economic globalisation cause distances to dwindle. Research has shown that learning a foreign language (FL) enhances, for instance, communication

skills, cognitive strategies, cultural awareness, and career advancement. However, in a world in which being multilingual is the norm for most individuals, the ability to communicate in several languages is often expected to be part of one's skillset. This has led to "the multilingual turn in languages education" (Conteh and Meier 2014: 6), a concept that encapsulates both the advantages and tensions of an evolving and more inclusive linguistic reality which, nonetheless, requires significant changes in language policy, curricula, and classroom practices to be possible.

Drawing on Conteh and Meier's notion, this chapter examines the case of the Spanish language in the multilingual turn education is undertaking. In light of our learning and teaching experience, our reflections contribute to the current discussion on the benefits and challenges of multilingual pedagogy. The chapter is divided into six sections. The first one overviews how Spanish has gained popularity among language learners worldwide. Section 2 defines key terms and presents the main reasons to adopt a multilingual pedagogical approach focused on the role of motivation, engagement, and autonomy. Afterwards, Section 3 summarises the authors' Spanish teaching experiences in two university settings. This reflection on praxis provides the framework to highlight the challenges of teaching experienced FL learners in Section 4. Towards the end, the conclusion encapsulates key factors that may facilitate or hinder the adoption of a multilingual teaching approach. The chapter finishes with a few questions which invite Spanish as a third language (SL3) teachers to reflect upon their teaching practice from a multilingual stance.

2. The increasing popularity of *ELE*¹

By the number of users, Spanish has been ranked as the second most common mother tongue – after Mandarin – and as the second most widely spoken language – including both native and non-native speakers. There are more than 21 million people learning Spanish as a foreign language at present, three million of whom are doing it in Europe. These and other statistics on the current global status of this language are

¹ The Spanish acronym for 'Spanish as a Foreign Language.' This term is frequently used by teachers, researchers, material producers, and language specialists in Spanish. In this chapter we use *ELE* and its English equivalent, *SFL*, interchangeably.

presented in the 2016 annual report “*El español: una lengua viva*” (Spanish, a live language) of the Cervantes Institute, a worldwide non-profit organisation whose mission is to promote Spanish language teaching and foster knowledge of the cultures of Spanish-speaking countries.

The proliferation of Spanish in new sociocultural settings has enhanced the development of research on *ELE*. The more diverse the instructional contexts become, the greater the need to explore how the language is taught and learned under specific circumstances. In this chapter, we draw on examples taken from two Spanish language courses conducted at a Polish and at a German university to discuss the need of a multilingual approach for SFL instruction. Although there are no detailed records, it is estimated that only in Poland there are at present around 17,600 SFL learners in higher-education institutions (Instituto Cervantes 2016). In the case of Germany, Spanish has gained popularity in the last decade, and it is currently ranked as the most attractive foreign language to study after English (sz.online.de). For most Polish and German learners, however, Spanish is rarely their first foreign language.

Regardless of its popularity, much is yet to be learned about the teaching and learning of Spanish as an additional language (L3/Ln). This chapter contributes to this field by analysing some influential factors and major challenges that accompany the teaching of Spanish to experienced foreign language adult learners. The reflections on praxis stem from the authors’ teaching practices, their background as English as a foreign language (EFL) teachers and researchers, and their own experience as language learners. Despite focusing on tertiary education settings, some issues and ideas included here may apply to other levels of instruction, as well as to other L3/Ln classes in similar educational contexts.

3. Theoretical background

As one of the significant socio-political conditions that have transformed global society, multilingualism has been described as the world’s “new linguistic dispensation” (Aronin and Singleton 2008). Increased mobility has fostered cross-cultural encounters and language exchanges. As a result, people who use two or more languages on an everyday basis outnumber those who spend their entire lives using only one (Cruz-Ferreira 2010). Despite the ubiquity of this phenomenon, multilinguals are still often seen as “multiple monolinguals in one” and usually treated

as “incompetent speakers in each of their languages” (Jessner 2008: 15). In the FL classroom, specifically, such misconceptions may limit the opportunities for teachers and learners to benefit from their linguistic background and thus have a negative impact on classroom dynamics.

In order to debunk existing myths and promote a multilingual teaching approach, a broadened understanding of the nature and complexity of this linguistic phenomenon is needed. Although the field of foreign language instruction has been informed by research on third/additional language (L3/Ln) acquisition, both in formal and non-formal settings, moving from a monolingual speaker norm to a multilingual one continues to be a challenge. With the purpose of contributing to this shift in perspective, this section presents an overview of key concepts in L3/Ln instruction, placing special emphasis on the pedagogical and individual factors that contribute to the development of multicompetence. In general, our discussion endorses the adoption of the multilingual norm in today’s FL classrooms and provides the basis for the subsequent analysis of our L3 Spanish teaching practices.

3.1 Multilingualism and multicompetence in the L3 classroom

The term multilingualism encompasses a range of factors, contexts, and processes concomitant with the acquisition and use of three or more languages. In general, it is viewed as a systemic phenomenon with an evolving status that “embraces the current reality of language ideologies and policies, and language education in all its aspects” (Aronin 2015: 5). In the field of language instruction, the study of this phenomenon has gained importance because of the multilingual turn across societies and the resulting diversification of linguistic realities in the FL classroom. Given the diverse linguistic profiles teachers are likely to encounter in their classes, there is an overriding need for research on the specificities of teaching additional languages to experienced learners (that is, learners with prior FL knowledge).

In the European context, individual and societal forms of multilingualism are distinguished, the former being denoted as plurilingualism. According to the Common European Framework of Reference for Languages (CEFR; Council of Europe 2001), multilingualism is a societal phenomenon which stems from a diversified language offer in the curricula and from supportive foreign-language education policies. Plurilingualism, in contrast, refers to individual language learning experiences, and it is a concept that has modified the aim of language education profoundly. Rather than pursuing the mastery of one or more languages

studied in isolation, the framework states that language learning should favor the development of a linguistic repertory that enables learners not only to communicate in different situations, but also to act as mediators among speakers with no common language.

Beyond the conceptual difference established in the CEFR, it is the idea of language learning as a lifelong task and the coexistence of languages that we would like to highlight here. Although we use the term multilingualism in its broader sense to refer to both individual and societal phenomena, we adhere to the principles of FL teaching established in the CEFR. As Otwinowska (2015) asserts, being multilingual does not imply knowing several languages perfectly, but being able and trying to use this knowledge and competence in various communicative situations. Consequently, beyond the number of languages an individual may know, or the sequence in which those languages were acquired or learned, it is the ability and willingness to use them, not perfectly but appropriately, that makes someone multilingual.

The Spanish L3 – and any other additional foreign language – classroom is thus a multilingual learning milieu in which experienced learners should be given opportunities to become multicompetent. The term multicompetence, also referred to as multilingual competence, was first introduced by Cook in the early 1990s as “the compound state of a mind with two grammars” (1991: 112), but its original definition has been modified to “the overall system of a mind or a community that uses more than one language” (Cook 2016: 3). The evolution of this concept shows how the study of issues in multilingualism has broadened its scope to include linguistic, but also psychological, sociocultural, and pragmatic factors in the analysis of language acquisition. Moreover, this refined notion of multicompetence tallies with Aronin and Singleton’s (2008) idea that there is a close user-environment-language relationship whose analysis is essential to understand current linguistic realities.

Following that line of thought, Franceschini (2011: 351) argues that being multicompetent means “having developed a cultural sensitivity toward various different language situations,” and not simply using several languages fluently. She describes multicompetence as an individual capacity – the knowledge of more than one language in the mind – which is strongly embedded in the sociolinguistic context and develops through social interaction. Rindler-Schjerve and Vetter (2012) add to this definition by mentioning that multicompetent learners have and make appropriate use of an extended and integrated linguistic repertoire both in monolingual and multilingual situations. The authors concur on the influence of the social context in the development of a competence formerly thought to be solely rooted on individual cognitive factors.

Clearly, the objective of FL education proposed in the CEFR places great emphasis on learners becoming multicompetent. The language teacher plays a crucial role in this process, for he or she is the key facilitator of learners' multilingualism in the school setting (Haukås 2016: 1). As suggested by Chłopek (2009), teachers need to be aware that L3 learners know at least two (inter)language systems – and cultures – and that they have a vast language learning experience that L2 learners do not. These specific characteristics, she adds, have an impact on their acquisition, production, and reception of a new language and, therefore, teachers need to consider them in their teaching practice.

Despite the seemingly conspicuous differences between multilingual and bi/monolingual learners, research has shown that collaboration across languages does not happen in the L3 classroom (Haukås 2016) and that multilingual learners are often treated as if they were monolingual (LINEE Network 2010). There is a gap between teachers' beliefs about the benefits of multilingualism and their actual language teaching strategies (Haukås 2016), a discrepancy which has led multilingualism to become “a largely unexploited resource” in the FL classroom (LINEE Network 2010). In order to address this issue, FL teaching should be reoriented towards multilingual norms. The main implications of this shift are discussed in the following section.

3.2 The multilingual pedagogical approach

Third language teaching should diverge from traditional views grounded solely on second language acquisition (SLA) principles and become informed by new developments in the fields of multilingualism (Gutierrez-Eugenio 2014). Ideally, multilingual teachers would be experienced multilingual learners themselves, whose expertise in language teaching and specialised knowledge about L3 acquisition and didactics would entitle them to help their students become multilingual individuals (Jessner 2008; Gutierrez-Eugenio 2014). In reality, however, L3 pedagogies are incipient and many teachers still struggle to “move away from isolation towards cooperation between the languages in the learner” (Jessner 2008: 39).

One of the current challenges for teacher education programmes is to prepare “experts in multilingualism” (Jessner 2008), able to capitalise on their own and on their learners' prior linguistic knowledge. As Otwinowska (2014: 5) argues, “teachers' own plurilingual awareness must be developed first, so that they can help their students to take advantage of their previous learning experiences and the knowledge of

languages they already possess.” Comprehensive pedagogies of third language acquisition (TLA) need to thrive in order to change the norm of the separate teaching of foreign languages (Henry 2014) and establish the multilingual didactics that could be used for the teaching of additional languages (Gutierrez-Eugenio 2014).

The multilingual teaching approach is learner- rather than language-centered. It stems from the principle that multilinguals are “neither the sum of three or more monolinguals nor a bilingual with an additional language” (De Angelis and Selinker 2001: 44). In the same vein, it is rooted on the idea that all the languages of an individual are interrelated and cannot be isolated in the teaching/learning process. Adopting this approach entails redefining the roles of the L1/L2 in TLA to realise that their strategic use does not hinder successful language learning (Jessner 2008). Furthermore, it requires teachers to focus on whom they teach and adjust their practices to the specific needs and characteristics of their multilingual learners.

According to Henry (2014: 3), “the active role of non-native languages in TL development is the hallmark of multilingualism.” This principle carries a pedagogical implication of understanding cross-linguistic influence and teaching learners how to transfer language learning strategies as part of the L3 teacher’s job. The idea of training students in the use of different strategies to improve their learning effectiveness is well-established in the field of SLA and should also be embraced in TLA. Teaching learners, first, to identify the strategies they have used before (for instance, while studying their L2) and, then, to use those strategies to learn other languages is an essential component of the multilingual teaching approach.

If language learning is meant to be a lifelong task, learners need to develop the ability to improve their communication skills by themselves, once outside the classroom. Students’ learning styles and strategies, as well as their motivation and engagement in this process, are among the factors that determine their success in learning a second or foreign language (Dörnyei 1998; Furrer and Skinner 2003; Oxford 2003). Raising students’ awareness of the influence of these factors and training them to use them to their advantage is, on the other hand, a task that language teachers should be able to perform skillfully. Rather than starting from scratch, L3 teachers should build on the knowledge learners already have, exploit their strengths, and provide them with the tools to overcome their weaknesses.

The idea of a multilingual learning environment is not completely new, but its adoption continues to be a challenge. At the university level, multilingual pedagogical approaches are still incipient. Despite the

inclusion of new languages in the academic offer of tertiary education institutions, languages are usually studied in isolation, as if each of them were the learners' first and/or only FL. This is, in part, due to teachers' lack of multilingual awareness (García 2008), and it proves the need for teachers to be "better trained and informed in order to recognize and make use of their students' multilingualism [and for] curricula [to] be adapted accordingly" (LINEE Network 2010: 41). Teacher training and supportive policies are key for successful multilingual education. Besides the mastery of a particular language, pre- and in-service teachers should be qualified to implement strategies to know who their students are, what motivates them to learn new languages, how much they already know about language learning, and how they can be trained to exploit that knowledge independently. In what follows we conceptualise students' motivation, engagement, and autonomy as influential factors in language learning.

3.3 FL learners' internal factors and behaviour:

The driving forces behind learning

This section introduces the concepts of motivation, engagement, and autonomy, without which students are unable to benefit from learning opportunities, including learning a foreign language. Motivation is understood as any force that produces energy (strength, intensity, and persistence) and direction (purposes) (Reeve 2012). Thus, motivation refers to a private and non-observable process, which is the antecedent of the observable behaviour or engagement (Reeve 2012). L2 motivation research aims at "understanding the operation of motivational factors/processes in the learning of second languages as well as exploring ways to optimize student motivation" (Dörnyei and Ushioda 2011: 195).

Motivation has been investigated by determining motivational constructs, such as autonomy (e.g., Black and Deci 2000; Tsai et al. 2008), mastery goals (e.g., Urdan and Midgley 2003), self-regulation (e.g., Patrick et al. 2007), self-efficacy (e.g., Jalaluddin et al. 2013), and the balance between challenges and skills (e.g., Shernoff et al. 2003; Shernoff 2012). Researchers consider motivation "as one of the key factors that influences the rate and success of second/foreign language (L2) learning" (Dörnyei 1998: 117). According to Dörnyei (1998), L2 motivation research came from social psychology, highlighting the importance of the social dimension of learning. However, as the author points out, defining motivation in language learning contexts (for instance, as a process) requires particular care. The inherent problems in motivation

research may be summarised in three sentences: motivation is not directly observable, it is a multidimensional construct, and it is inconstant and dynamic (Dörnyei and Ushioda 2011). The starting point in any research is “the clarification of how L2 motivation will be conceptualized in the particular study” (Dörnyei and Ushioda 2011: 198).

One of the main distinctions regarding student motivation is between intrinsic and extrinsic motivation (Dörnyei 1994). Individuals are intrinsically motivated when they engage in an activity because they have interest and enjoy doing it, and they are extrinsically motivated if they are engaged in an activity for other reasons, such as receiving a reward (Eccles and Wigfield 2002). From this perspective, and situating this theory in relation to the process of learning a foreign language, learners can be driven by two main forms of motivation: there are those who enjoy the process (for instance, learning a foreign language for the joy gained from the activity itself), and those who perceive it as useful (for instance, learning a foreign language in order to improve their career prospects and chances). In this respect, the value of intrinsic motivation in the language classroom has been acknowledged (Dörnyei and Ushioda 2011). Research on both types of motivation has contributed to our understanding of what motivates people to behave and learn, for example, a language.

Self-Determination Theory (SDT) has contributed to our understanding of the concept of motivation for learning. It states that “intentional behaviors can be motivated by either autonomous or controlled forms of regulation” (Tsai et al. 2008: 462) and examines how behaviour can be transformed through autonomy and control (Black and Deci 2000). Researchers have applied various elements of this theory into the field of FL instruction. For example, Paiva and Braga (2008) examined how ESL learners displayed autonomous behaviour for learning. Their findings suggest that autonomous learners may try to take control of their learning and become aware of sources to improve their language skills even in controlling learning environments. Students can adopt, adapt, and develop self-regulation strategies in order to take control of their learning. Being aware of students’ previous learning experiences is crucial in order to promote autonomy and self-regulation.

Motivation and engagement can be considered as “the driving forces behind learning” (OECD 2013: 72). According to Reeve (2012), engagement makes learning possible, is malleable to external support, and is an indicator for teachers on their efforts to motivate their learners. In learning activities, engagement may increase through the reciprocal interaction between teachers and learners within a learning environment; for this reason, “teachers’ potency to engage students lies in their

ability to create, shape, and influence the whole learning environment” (Shernoff et al. 2016: 53). Effort, enjoyment, strategic thinking, and self-initiated contributions have been theorised as part of the literature on engagement (Montenegro 2017). Specifically, engagement has been investigated through what students do (behavioural engagement), how they feel (emotional engagement), what learning strategies they use (cognitive engagement), and how they contribute with their learning in interaction with their teachers (agentic engagement). For example, when L2 learners pay attention in class, face anxiety as L2 speakers, compare languages and learning strategies, and make contributions to improve the process of L2 learning and teaching, they are displaying student engagement for learning.

One key factor to promote motivation and engagement is by giving opportunities to experience autonomy and develop habits of autonomous behaviour. Autonomy refers to an “action that is chosen; action for which one is responsible” (Deci and Ryan 1987: 1025), as well as a “psychological condition to be reached at the beginning of adulthood” (Bekker and van Assen 2006: 51). Thus, an autonomous learner has the ability to set goals, implement strategies to attain goals, and identify relevant resources (Aliponga et al. 2011). Regarding this ability, “there is a growing body of evidence highlighting the importance of self-regulation in promoting learner autonomy” (Nakata 2014: 342). In a foreign language learning process, successful language learning may occur if “the learner as an active agent endeavors to take charge of his/her own foreign language learning throughout his/her life” (p. 348). However, as Manzano-Vásquez (2016: 102) argues, “[w]e cannot expect [students] to develop autonomous learning in their classrooms if they have not been previously trained to do so.” Our students need knowledge of and practice on self-regulation strategies in order to develop agency.

Nakata (2014: 347) affirms that “the development of learner autonomy inevitably involves the evolution of a learner’s agency.” For this reason, teachers should create opportunities to explore, identify, and test the effectiveness of learning strategies. Another way to promote autonomy in learning processes, included language learning, is to support students’ initiatives (for instance, the search for alternatives), which is “necessary for the cultivation of people with the initiative to teach themselves” (Zuckerman 2007: 9). A process of self-questioning may also be relevant. This self-questioning process can be related to goals and strategies, for instance: “Which learning strategies are connected with my short-time goals, and which ones with my long-term goals? Am I learning a foreign language to get a scholarship in the near future? Am I learning a foreign language to get a better job in the future?” However, autonomy does not

mean only self-reflection. Learner autonomy “cannot be exclusively developed in isolation” because “learning a language is a social activity in which interaction, communication and interdependence are essential for the learning process” (Manzano-Vásquez 2016: 94). Learning a foreign language and learning to become autonomous require self-reflection and sharing-reflection.

To sum up, motivation, engagement, and autonomy are key factors at the moment of learning and teaching a foreign language. These factors can be summarised in three questions that can guide our learning process: (1) What drives me to learn a new language? (for instance, friendships and travel orientations); (2) What helps me to stay engaged in this process? (for instance, my levels of concentration, my positive disposition toward the L2 group, my strategies to learn vocabulary, my interaction with my instructor and the way I perceive his or her teaching); and (3) What learning strategies are more useful than others taking into account my goals for learning? (for example, learning vocabulary only for a test or learning vocabulary to associate contexts). These questions are expected to be deeply explored in higher education. It is important to highlight that both students and language instructors should be trained to engage in the process of self-questioning.

The next section presents our reflection as teachers of Spanish as an additional language in a university context. This reflection aims to serve as a way to understand the complexity and challenges of teaching one’s mother tongue to learners who are already competent speakers of several languages. Nevertheless, we are aware of the specificities of each classroom, and thus we encourage teachers in a similar situation to find out the characteristics, needs, and expectations of their own setting. In our case, the inclusion of the students’ L1 and the use of English as the lingua franca in the SFL class challenged our prior beliefs and encouraged us to search for pedagogical strategies, as well as to be more aware of our role as L3 users in a multilingual learning context.

4. Spanish L3 courses in Poland and Germany: two teaching experiences

The theoretical background we have presented thus far stresses the principles and major implications of L3/Ln instruction, as well as some motivational factors for learning foreign languages. As mentioned, the learners’ specific characteristics (such as prior FL knowledge, cross-lin-

guistic awareness, and levels of autonomy and motivation), the teacher's professional and linguistic background, and the social context in which the classes take place need to be considered for multilingual education to be successful. Prior to discussing the challenges of this endeavor, in this section we offer an account of our experience as Spanish L3 instructors. We first include a description of our teaching and linguistic background, which has had a tremendous impact on our pedagogical practice. Afterwards, the narratives offer both a general profile of the learners and an insider's view of the ecology of our classes. Without neglecting the specificities of each context, these two accounts serve to illustrate some situations that teachers in similar educational contexts may encounter.

4.1 The teachers' profile

Following Otwinowska's (2015) definition, we see ourselves as multilingual speakers with different degrees of proficiency in each of our languages. As native speakers of Spanish, advanced users and certified teachers of English, and current learners of Polish/German, we have been able to look at the FL learning and teaching processes from different angles. We have received formal language instruction, but we have also learned languages independently and through immersion; thus, we understand what each approach entails. Furthermore, we have learned and experienced the value of English as a lingua franca, as well as the importance of mediation skills for successful communication inside and outside the classroom.

We believe that specialised teacher education is vital for adequate language instruction and that professional development needs to be continuous. Our qualifications have given us the opportunity to teach and conduct research in different educational settings, both in our home country and abroad. Our FL learning experience, on the other hand, has raised our interest in multilingualism and in the psycholinguistic aspects of TLA. Not only have we been learning languages, but we also studied the ways in which languages are taught and learned. This has given us a more comprehensive view of the FL classroom and the ability to transfer L2 teaching and learning strategies to our L3 classes, while staying aware of the differences between the two settings.

We hold the view of multilingualism as the rule, rather than the exception in today's global society; thus, we endorse cross-cultural understanding through our teaching practice. Becoming L3 learners and teachers has made us realise the need for an integrative approach

to language instruction. Using different linguistic resources, we have been able to identify our strengths and weaknesses as language learners, so we strive to help our students to do the same. Above all, we have learned that the teacher, whether a native or a non-native speaker of the target language, is fundamentally a more experienced, yet permanent language learner in the L3 classroom.

4.2 Spanish as a second FL in an undergraduate programme in Poland

The experience described here took place within the L3 Spanish courses offered as part of a three-year English-Polish-Spanish translation programme at a public Polish university. The practical Spanish module included grammar, translation, listening comprehension, reading, writing, and conversation courses designed to help students become independent users of the language, according to the CEFR. With the purpose of offering an overview of my classes, I will focus on a group of learners whom I taught for two consecutive semesters.

By the time I met my students, they had been learning Spanish as a second foreign language (after English) at the university for at least one year. The difference in their proficiency level became apparent after the first lessons, but at that point I did not know much about their linguistic background. From sporadic conversations, I learned that some people had taken private lessons, others had Spanish-speaking friends with whom they chatted regularly, and one person had been on Erasmus in Spain. However, occasional questions were insufficient to find out about their experience as language learners in detail.

In order to prepare the syllabi for my courses, I conducted a needs analysis in which the students were asked to write about their language learning preferences and their goals and expectations for our classes. The survey was helpful to make some crucial decisions regarding the methodology of the classes. It showed, for example, that most students preferred speaking activities in pairs to individual presentations – something they were often asked to do in their English conversation lessons – and that they were willing to join a closed group on Facebook to share Spanish learning materials and practice the language outside the class.

An interesting outcome of the survey was students' allusion to their EFL lessons in their answers. Although it was not explicitly requested, I noticed that several people used their L2 learning experience as a reference point to reflect upon that of their L3. They mentioned, among

other aspects, learning strategies they found effective (such as creating index cards and reading authentic materials for vocabulary learning), as well as “things” they were able to do in English and wanted to do in Spanish (such as understanding jokes and writing formal texts). In general, the survey results helped me choose some of the contents and materials to cover throughout the courses but, above all, it showed how much my students knew about their own language learning process.

After a few classes during the first semester and some informal conversations with colleagues who would ask how I felt teaching SFL and not EFL, and how different the classes were, I realised that there were many issues I had not yet pondered and many questions for which I did not have an answer. It was then that I decided to read about TLA and L3 pedagogies, a field that I had not explored as an L2 teacher. Gradually, I found myself reflecting upon the role of the L1 in FL classes, the impact of my experience as a beginner Polish learner on my ability to empathise with my L3 Spanish students, and the role of English as a lingua franca in instructional settings like my own.

I decided to inquire into my students’ prior language learning experience when I learned that linguistic biographies were “a unique means of gaining first person insights into the processes of language learning, attrition, and shift” (Pavlenko 2008: 321). As part of the writing and conversation class activities, I asked the class to write and share their “language biographies,” one of the activities suggested in the European Language Portfolio. For the students, this task was a meaningful way to practice some of the contents we had been studying, as well as an opportunity to both recall significant language learning experiences and position themselves as multilinguals. For me as an L3 teacher, the narratives opened a window into each learner’s linguistic background, which afforded me a glimpse of their beliefs about language acquisition and their strengths and weaknesses as language learners.

The first major finding was that, in order of acquisition, Spanish was not just the third, but the fourth or even the fifth language for some members of the class. In addition to English, they had been exposed to German, Russian, French, and/or Silesian (a Polish dialect) prior to learning Spanish. Their love for languages, trips, and cultures was a common learning motive, but better chances of employment and higher salaries were also listed as key reasons for their career choice. Interestingly, parental support emerged as an influential factor in their learning languages from a very early age. Likewise, I discovered that some people had jobs that required advanced FL skills and that a couple of students had some FL teaching experience.

Both the needs analysis and the language (or linguistic) biographies, along with my personal experience as a multilingual language teacher and learner, laid the foundation for the subsequent pedagogical decisions I made. The classes were planned to help students learn through and practice the target language, but Polish and English were also used strategically in the lessons (for instance, in role plays where the learners had to act as mediators among FL speakers). Translation was a pedagogical strategy that encouraged the learners to raise metalinguistic awareness across languages. By comparing equivalent idiomatic expressions, for instance, the students discussed similarities and differences between foreign cultures and their own.

Overall, there was a strong emphasis on cultural diversity as an attempt to expose students to different varieties of Spanish and acknowledge the polycentric character of this language. Similarly, the classes were oriented towards the purposeful use of multiple languages for successful communication, and I endeavored to follow a learner-centered approach. The challenges I encountered were as big as the effort I put to achieve my teaching goals. Some strategies were successful, while other had to be reformulated or completely changed as the course progressed. Nevertheless, every session taught me valuable lessons which have reshaped my beliefs and my actions as a language educator.

4.3 Spanish as a supplementary course in a German university

With the support of the International Office of a private university in Germany, I volunteered to teach a Spanish language course. To begin with, I sent a message asking students if they were interested in attending some Spanish lessons for free. A group of people replied via e-mail and completed a survey of preferences that aimed to determine their previous experiences and interests regarding Spanish learning. For example, sentences to be completed included “I want to learn Spanish because...” and “The topics that I would like to explore in these sessions are...” After some weeks, I received 16 surveys of preferences, which were initially grouped taking into account students’ time availability for attending these lessons.

My Spanish lessons were offered over the course of a semester. At the beginning, the group of students received a welcome message for the course and some information about our schedule and the purpose of the lessons. The participants were German students from different undergraduate programmes (for instance, business administration and pedagogy). This group consisted of female students aged 21 to 25 and

a woman who worked at the university. Among the reasons to learn Spanish, my participants mentioned the beauty of this language, an interest in talking with native speakers as well as developing language skills and culture knowledge, better academic opportunities (for instance, a semester abroad), and/or their interest in living in a Spanish speaking country. None of my students had received formal Spanish lessons but they had had previous contact with this language through some friends and short stays abroad (for example, in Spain and Cuba). The group's motivation was both intrinsic and extrinsic. Thus, they wanted to learn Spanish because they found it interesting and useful and, simultaneously, they perceived it as a possibility to expand their professional opportunities or to obtain scholarships/internships in Spanish speaking countries.

In general, my lessons were designed to explore a new methodology with an emphasis on listening exercises. After our first meeting, my students received an email with the first listening exercise as part of self-preparation. The audios were recorded by an Argentinian whom I contacted in order to ask for permission to use her blog for my lessons. She was very enthusiastic about this idea and offered to record some paragraphs. I selected her blog for three reasons: her narrative style (for example, clear description of events), her travelling experience (for instance, in Latin America and Europe), and her accent (different from mine). By listening to her voice, my students had the opportunity to use real material to learn vocabulary (for example, related to travelling), identify another accent, and learn more about cultural topics.

The idea of self-preparation through listening activities (with a transcription) was taken from a personal teaching experience I had in Colombia. For an intermediate course of English, I sent weekly an audio track before the lesson in order to give students time to listen and comprehend the content of the conversation. Thus, after a week, they could ask me questions about pronunciation, vocabulary, and sentences. I noticed that most of my Colombian students liked this experience and developed their listening and comprehension skills, as well as some self-study strategies. Based on this previous successful experience, I decided to include this methodology in my experience of teaching Spanish in Germany.

Using technology and real material was relevant for this teaching experience. We kept contact weekly sending and receiving the learning material, and we could also have real material in class, which, incidentally, my students could buy in any bookshop in Germany. For example, I used some images taken from magazines written for learners of Spanish, designed specifically for German speakers. The characteristics of this group and the purpose of the course allowed me to select this

methodology. Thus, we used neither a textbook nor a grammar book. In fact, I did not use many copies because I showed the material to the group, and then we interacted by talking about images and the listening exercises.

Teaching these lessons was challenging because the students had different Spanish proficiency levels. Even though they mentioned they had a low level in grammar, my explanations of selected issues seemed to be very easy for them. Thus, in the beginning, instead of explaining grammar, I focused on context and vocabulary. With regard to the listening exercises, some students shared the audio tracks with their friends and, in order to comprehend the content, asked some support from Spanish native speakers. These strategies allowed them to find ways to ask for help.

Overall, my group was engaged while learning Spanish. They attended the sessions punctually and paid attention to my explanations (behavioural engagement), expressed their feelings when something was (un)interesting for them (emotional engagement), related vocabulary and situations with their mother tongue (cognitive engagement), and let me know when they needed more explanation (agentic engagement). The group was well prepared to discuss the listening exercises as well as to answer questions about them. Working with German university students was a very valuable experience, not only in terms of exploring strategies for teaching Spanish, but also in terms of playing the role of a student. I refer here specifically to a situation when the group tried to explain to me some German rules in order to compare them with my previous explanation in Spanish. As a whole, this informal teaching experience was beneficial for all of us: the students learned some Spanish, I improved my German, and we all enjoyed sharing our roles as users/learners of foreign languages.

5. Discussion: turning teaching challenges into learning opportunities

Drawing on our teaching experiences, in this section we discuss some of the major challenges we encountered throughout the Spanish L3 courses and explain how we strived to turn them into learning opportunities. The aspects listed below combine elements taken from the literature with insights from our own classroom practices. Consequently, we use some anecdotes as examples to contextualise and enrich our arguments.

Although numerous situations could be considered as challenging, we focus here on those which had a pivotal role in our classes and which other language teachers in a similar instructional context could relate to.

5.1 Acknowledging the polycentric character of Spanish

In addition to its widespread distribution and the large number of native speakers, one of the salient features of the Spanish language is its polycentric character. Rather than a single norm, several varieties from different geographical locations have been recognised as valid and hold the same status in the linguistic normativity. The pan-hispanic norm prioritises the use of an educated norm over the misguided belief that a certain variety is more or less prestigious simply because of its place of origin, and, by the same token, it legitimises the existence of more than a single correct standard.

Awareness and knowledge of other varieties of Spanish is therefore essential both for the teachers and their learners. In Spanish L3 classes, it is common to have students who have had contact with speakers from different countries, whose accents and lexicon vary. As Colombian teachers in two European universities, for example, we had to become familiar with the peninsular variety of Spanish used in most textbooks and taught by fellow Spanish language teachers. Since it was the variety most students had been exposed to both inside and outside the class, we realised the importance of giving additional grammar explanations, providing the equivalents of certain words and phrases in different Spanish-speaking countries, pointing out phonetic differences (for instance, Argentinian, Colombian, and Spanish accents) and, in general, preparing a range of materials which helped our learners become familiar with several varieties of Spanish. For an example of a class activity aimed at promoting lexical diversity awareness, see Appendix A.

Considering our learners' profiles, it is possible to state that the university might be the first formal Spanish instruction setting for most people, but not necessarily the first place where they are exposed to the language. Knowledge of Spanish-speaking countries and their cultures might, however, be more limited than knowledge of the language itself. In order to bridge that gap, the teacher needs to act both as a language resource and as a culture broker. Adopting an intercultural teaching approach and choosing materials to help students appreciate the polycentric character of Spanish is thus one of the main tasks of the L3

Spanish teacher (Alcaraz Andreu 2012). Culture-oriented lessons should help students understand that no variety is more or less prestigious and that having a number of valid ways to name or say something in Spanish means more opportunities for self-expression and cross-cultural understanding.

As Andi3n and Gil (2013) argue, it is not enough to have a native or quasi-native domain of the language that is taught in order to have a reasonable and satisfactory professional performance. It is also necessary to receive specialised training and learn about language varieties because – as the authors highlight – there may be unexpected questions about expressions or words used by Spanish speakers from other dialect areas. That is why competent SFL teachers must develop the ability to acknowledge and expose students to the lexical and cultural richness of the target language (TL). Learners may well prefer a particular variety because of multiple reasons, but the key is for instructors to make their teaching culturally responsive.

5.2 Exploiting the students' linguistic repertoire

The role of the L1 in the FL classroom has been a topic of debate for many years. Recent research has made a call for “a more moderate position on the use of the L1, highlighting its usefulness as a language learning tool such as in translation” (Gkonou and Mercer 2017: 35). In the same vein, Biel (2013) argues that the use of the L1 is positive when it gives learners the chance to make linguistic connections between the structures they are familiar with and those they are learning in the TL. Clearly, the L1 can deliberately be exploited as a learning tool in the study of another language. In our case, the students' L1 was used, for instance, to compare grammar structures and functions (such as the use of reflective verbs in Polish/Spanish and the location of negation before the verb in German), to find equivalent idiomatic expressions and analyse their cultural connotations, to discuss the transfer of literacy strategies, and to pinpoint major orthographic or phonological similarities and differences between Polish/German and Spanish.

In addition to pondering over the strategies to purposefully employ the learners' L1, we had to give careful consideration to the role of English in the classes of ELE. B3guelin-Argim3n's (2012) metaphor of English as “the bridge language” serves to illustrate our point of view. The author contends that, other than being a lingua franca, English can also be employed as a bridge language or as a transfer language,

especially in cases when the TL belongs to the same linguistic family. Although the latter was not exactly the case in our classes, for Polish and German are not Romance languages like Spanish, English did allow us to bridge the communication gap we encountered at times where neither the L1 nor the L3 could do so. Needless to say, teacher-student interaction goes beyond talking about the language itself. When students had so-called off-topic comments and questions for which their lexicon in Spanish and ours in their L1 were insufficient, English became the means to understand each other and learn something new together.

As explained, we used both the L1 and the L2 to foster cross-linguistic awareness (CLA). As Henry (2014: 4) states, learners who develop CLA are “actively engaged in cross-referencing between the TL and other non-native languages activated as resources in learning.” In our classes, we took advantage of the students’ advanced metalinguistic awareness in English to encourage them to discover Spanish grammar rules, a strategy that tacitly increases their knowledge of the L3. The learners’ L1/L2 also played a key role in establishing a good teacher-student rapport, as highlighted in the feedback given by the learners at the end of the course. However, it is important to mention that understanding how we and our students could benefit from their linguistic repertoire developed gradually. Our language teaching beliefs and our stance on the use of languages other than the TL evolved as a result of our personal and professional experience in an L3 setting.

In general, embracing other languages in the Spanish L3 class was an “additional lesson to learn” both for our students and for us as teachers. We had to clarify that our using their L1 or their L2 in class did not mean that we, native speakers of Spanish, thought that their competence in the L3 was too low or that we were incapable of giving clear monolingual explanations in the TL. As L3 teachers, we had to make informed decisions about the purposeful use of the languages at our disposal to guarantee maximum exposure to the L3 without limiting our learners’ chances to benefit from their linguistic background. In achieving that balance, positioning ourselves as learners of their L1 was crucial. Once students understood that we could share roles, and that other languages were not banned, they were more willing to make use of their L1/L2 without feeling guilty. This freedom did not discourage them from trying their best to use Spanish, and it helped us to create an atmosphere of cooperation in which the use of other languages as L3 learning tools was legitimate and helpful to build our multilingual selves.

5.3 Helping learners build their multilingual selves to foster lifelong learning

Advanced language learners can be rather harsh on themselves when asked to self-assess their multilingual competence. From our experience, this attitude derives from a marked tendency to disregard the differences in the learning process and from the entrenched belief that being multilingual implies having the same advanced command of every language. On different occasions when our students had trouble with a task they knew they could easily complete in English, their comments revealed that they did not distinguish between their developing “Spanish self” and their more experienced “English self.” This led them to feel apprehensive about their chances to ever use their L2 and their L3 for the same purposes and, in some cases, to even perceive their L3 as a bummer. Needless to say, these feelings had a negative impact on their motivation and on their plans to continue learning Spanish in the future. Aware of this situation, we felt the need to discuss some issues in multilingual acquisition, to make explicit reference to the differences in the learning process of each language, and also to inquire about our students’ profile.

As mentioned in Section 3, the language/linguistic biography (LB) was one of the practical activities that turned out to be really helpful both for the learners to reflect upon their language learning experiences and for us as teachers to better understand their linguistic background. The anecdotal and introspective accounts they shared permitted us to identify their major strengths and weaknesses, to offer them some tools to tackle some of the challenges they pinpointed, as well as to help students set realistic goals for their Spanish learning process in our classes. Two different approaches were used to invite students to write their LB: group brainstorming and individual text outlining with the most advanced class, and sample-text reading (that is, reading a teacher’s LB) and guiding questions with the lower level group (see Appendix B). In both cases, the texts written by the students offered remarkable insights into aspects that would have likely remained unknown to us otherwise, such as preferred learning strategies, memorable experiences, and personal reasons to learn languages.

Another important factor was identifying students’ learning goals. Listening carefully to students’ spontaneous comments was fundamental to choose the contents and materials that could engage them more into learning Spanish. Once we discovered that students were highly interested in experiencing the culture of Spanish-speaking countries, we adjusted the learning tasks with the purpose of supporting both

motivation and learning. For example, we gave them the possibility to prepare themselves before coming to class through listening comprehension tasks, and we created a closed group on a social network, where everyone could share Spanish learning materials of their interest. Thus, instead of establishing a controlled learning environment, we provided our students with alternatives aimed at promoting autonomous learning. To us, fostering lifelong learning means cultivating students' eagerness to seize opportunities to continually practice the FL while exploring and shaping their new "selves" as users of the new linguistic code.

Our experience as Spanish L3 instructors in Poland and Germany has considerably contributed to the development of our intercultural competence. Learning a third language has been essential to understand our students' first language complexities and the challenges of being an L3 learner. Moreover, it has allowed us to improve our teaching practice and to better relate to the learners, who know that we also face difficulties as users of an additional foreign language. As SL3 teachers with an EFL professional background, we have been able to teach our native language while using English as a pedagogical tool, and the third language (Polish or German) to bridge the teacher-student gap. This mutual teaching-learning dynamic encouraged our students to appreciate their multilingual selves and to realise that language learning is a lifelong process in which we may play different roles at the same time.

5.4 Encouraging multilingual learners to become language mediators

Situations in which we find ourselves acting as mediators between people who cannot understand or communicate with each other due to their lack of cultural and/or linguistic resources are not uncommon in today's globalised world (Stathopoulou 2015: 7). Mediation is an essential communicative-functional competence both in current society and in the language classroom (Sánchez Castro 2012). Mediation competence, the author adds, has gained importance as instructional contexts become plurilingual, and it is now viewed as a complex and transversal activity that requires learners to demonstrate productive and receptive skills in order to facilitate communication between two parties which cannot understand each other on their own. Including mediation tasks in the L3/Ln class is thus crucial to prepare learners for real-life encounters in which their knowledge of languages can benefit others.

Exploring various pedagogical strategies to identify similarities and differences among the L1, L2, and L3 was an essential component of our Spanish L3 lessons. For example, in the German university context, students were given some tasks to compare different accents (such as Colombian and Argentinian) and then encouraged to talk about dialects in their own country. Regarding linguistic patterns, they also had the chance to compare grammar endings for participles in some regular verbs (for instance, -ido and -ado in Spanish, -ed in English, and -t in German). Even though there were no explicit grammar explanations, these discussions allowed them to understand the flexibility and particularities of each language. Teacher-student collaboration was fostered, for example, in activities where the analysis of specific linguistic items required working together as a team. In such cases, meaning was negotiated in order to build knowledge together – like in the case of *gerund* in Spanish and the use of *gerade* in German to express the same meaning.

The Spanish-English/English-Spanish translation course was one of the subjects in which the Polish SL3 learners had the opportunity to benefit and, at the same time, improve their multilingual competence. As the course progressed, however, it became apparent that beyond having them translate from one language into another, it was essential to provide them with tools to mediate in real communicative situations. As Sánchez Castro (2012) asserts, mediators, as compared to translators and interpreters, have a wider possibility to adapt and reformulate the message given in one language in order to respond to the conditions of the conversation and, more importantly, to the needs of the interlocutors. Taking into account the students' Spanish proficiency level at the moment they were required to take the translation course, it was important to establish challenging but achievable goals for each of the tasks given. Being able to act as mediators helped the learners understand that their developing competence in Spanish and their more advanced command of English could be put together to successfully convey a written or oral message.

Stathopoulou (2015: 3) describes the mediator as “a plurilingual social actor actively participating in the intercultural event, drawing on source language content and shaping new meanings in the target language.” In line with this idea, our SL3 lessons aimed at creating opportunities for the learners to sharpen their communicative skills and increase their intercultural understanding. Mediation tasks proved to be satisfactory for these purposes, for they can be adapted to suit students' proficiency level in various languages. They encourage language learners to employ different linguistic tools to adequately but more freely

interpret, transfer, and/or summarise a piece of information they have heard or read. In the L3 classroom, particularly, such activities foster the strategic use of the students' linguistic repertoire for the sake of genuine communication, which, in turn, raises multilingual awareness and competence.

6. Conclusion

Having learners who are able to use or understand two or more languages when they begin to study another one is not unusual in today's FL classes. Being prepared and willing to adapt one's methodology to the characteristics of those learners is, on the other hand, a persistent challenge for teacher training programmes and FL education at present. Aware of this issue, this chapter stresses that the need to strive for a multilingual pedagogical approach increases as classrooms become multilingual, even in so-called monolingual contexts. In order to contribute to this shift, we have drawn on the literature as well as on our empirical knowledge and professional expertise to discuss some of the major implications of adopting such an approach in L3/Ln classes. By sharing our informed pedagogical reflections, we have aligned with the principles of multilingual education and offered some insights into the actual possibilities to put them into practice.

Both the review of key theoretical concepts and the analysis of our teaching experiences entwine to emphasise the importance of discovering and acknowledging the profile, needs, motives, and expectations of L3/Ln learners, so as not to start teaching them from scratch (Jessner 2008). A challenge for language educators is thus to identify the students' context and their goals for learning in order to promote motivation and keep them actively engaged in learning throughout time. Considering that most, if not all, L3/Ln learners are experienced, the call is for teachers to value their linguistic background and ensure that their classroom provides fertile ground for them to thrive as multilinguals. This may require, as we have shown, changing one's teaching beliefs, employing innovative strategies, taking risks, sharing roles and, above all, focusing on the learners rather than on the target language.

The quality of teacher-student interaction and the quality of teaching are also crucial to generate an appropriate atmosphere of engagement along with opportunities to communicate adequately, not only at the

linguistic, but at the pragmatic level as well. Language teachers need to be trained on how to create spaces that enhance mastery goal structures, autonomy supportive learning environments, and opportunities of success for students (Urduan and Schoenfelder 2006), for it is really difficult to understand student motivation without understanding students' contexts (Eccles and Wigfield 2002). Although specialised teacher training in L3/Ln instruction is an asset, and should be treated as an essential skill to acquire, having a positive attitude towards multilingualism is also key. Language learning is not a one-way path and, therefore, being open to integrating other languages and our students' prior knowledge into our L3/Ln classes is as necessary as comprehensive subject matter knowledge.

Our discussion highlights four major teaching challenges that can turn into learning and professional improvement opportunities. In addition, being an acute observer, an attentive listener, and a reflective language practitioner, especially in tertiary education contexts in which there is, at the same time, a defined curriculum and academic freedom, is one of the first steps towards enhancing plurilingualism in the classroom. We strongly believe that creating a positive context for learning an additional foreign language requires at least (1) understanding basic linguistic differences among the students' native language(s), other languages they have been exposed to, and the new foreign language; (2) employing pedagogical strategies oriented towards intercultural awareness and multicompetence development; and (3) conducting student-centered activities that take into account their interests, goals, and previous language learning experiences.

We would like to finish this chapter by inviting other L3/Ln educators to consider the ideas expressed here in relation to their particular teaching context. For that purpose, we offer a few initial guiding questions aimed at promoting critical reflection and, eventually, FL teaching practices that embrace multilingualism. These are the sort of questions we pondered since we began teaching Spanish as an additional FL to experienced learners and the ones that, in our opinion, may help to bridge the gap between existing theories and classroom practices. The insights presented here are based on two specific instructional settings, but the lessons we have learned from those two teaching experiences may well be applicable to other language learning contexts.

The queries can be grouped into two main categories. The first one refers to "I as an L3/Ln learner" (Questions 1–2), whilst the second category alludes to "I as an L3/Ln educator" (Questions 3–5). The former promotes introspection and encourages teachers to reflect upon their own linguistic biography. The latter, on the other hand, invites us to

think about the design, analysis, and implementation of specific teaching strategies that foster learners' motivation, autonomy, and multicompetence both in and outside the classroom.

Reflective questions

Q1: What do you understand by multilingualism?

Q2: How do you perceive yourself as a language learner?

Practical tasks

T1: How much do you know about your students' linguistic background? Design a set of tasks to find out more about it.

T2: What kind of tasks have you implemented to foster learners' multicompetence in your classes? Please give examples.


T3: How can you engage students in learning foreign languages both in and outside the classroom? Design a set of assignments/tasks/projects for this purpose.

Appendix A

Class Activity on Lexical Variety in Spanish

«Ni para cotufas, estoy en la lona»

Saber cómo decir lo mismo de diferentes maneras puede ser muy útil en español. Pregúntale a tus compañeros por los equivalentes que te hacen falta y completa la tabla. ¡Prepárate también para responder sus preguntas!



España	Argentina	Chile	México	Venezuela
Tapa (de comida)		Picoteo	Botana, antojito	Pasapalo
Lavabo	Lavatorio	Lavatorio		Lavamanos
Perrito caliente		Hot dog	Hot dog	Perro caliente
Pijo	Concheto	Cuico		Sifrino
Tonto	Boludo	Huevón, gil	Pendejo	Gafo, pendejo, huevón
Judía verde	Chaucha	Poroto verde		Vainita
Bragas		Calzón	Chones, calzones, pantaleta	Pantaleta, blumer
¿Diga?	¿Holá?	¿Aló?		¿Aló?
Autobús		Micro, bus, liebre	Camión	Buseta, carrito
Estar sin blanca	Estar sin un mango	Estar pato		Estar en la lona
Trabajo temporal		Pololo, pololito	Tempora, trabajo transitorial	Rebusque, tigre
Colega	Compinche	Weon, broder		Pana
Manitas		Maestro chasquilla	Mil usos	Todero
Estupendo	Bárbaro	Regio		Chévere
Palomitas		Cabritas	Palomitas	Cotufas
Camarero	Mozo	Garzón		Mesonero
Ligar		Pololear	Ligar	Levantar, cuadrar

ILUSTRACIÓN

ES: I.F.F.M. (C) 2020

Class Activity on Lexical Variety in Spanish (Translated)

«Ni para cotufas, estoy en la lona»

Knowing different ways to say the same thing in Spanish may be very useful. Ask your classmates for the equivalents you're missing and write them in the boxes. Be ready to answer their questions too.

 España	 Argentina	 Chile	 México	 Venezuela
Tapa (de comida)		Picoteo	Botana, antojito	Pasapalo
Lavabo	Lavatorio	Lavatorio		Lavamanos
Perrito caliente		Hot dog	Hot dog	Perro caliente
Pijo	Concheto	Cuico		Sifrino
Tonto	Boludo	Huevón, gil	Pendejo	Gafo, pendejo, huevón
Judía verde	Chaucha	Poroto verde		Vainita
Bragas		Calzón	Chones, calzones, pantaleta	Pantaleta, blumer
¿Diga?	¿Holá?	¿Aló?		¿Aló?
Autobús		Micro, bus, liebre	Camión	Buseta, carrito
Estar sin blanca	Estar sin un mango	Estar pato		Estar en la lona
Trabajo temporal		Pololo, pololito	Tempora, trabajo transitorial	Rebusque, tigre
Colega	Compinche	Weon, broder		Pana
Manitas		Maestro chasquilla	Mil usos	Todero
Estupendo	Bárbaro	Regio		Chévere
Palomitas		Cabritas	Palomitas	Cotufas
Camarero	Mozo	Garzón		Mesonero
Ligar		Pololear	Ligar	Levantar, cuadrar

ILUSTRACION

ES: EDUMATE/PIEDRA

Appendix B

Linguistic Biography

1. Lee el texto, encierra las palabras o expresiones desconocidas y subraya la información que encuentres relevante e interesante. Prepárate para contarle esta biografía a tu compañero/a.

ESTUDIANTE A

Mi biografía lingüística

Me llamo Jorge, tengo veinticinco años y soy español, de Teruel, así que mi lengua materna es el castellano. Aparte del español, hablo inglés y un poco de turco.

Estudié inglés en el colegio, durante doce años, pero realmente lo aprendí en Londres, donde viví siete años. Hablo un poco de turco porque mi mujer es turca y vivo en Estambul, aunque nunca lo he estudiado en serio.

Siempre me ha atraído el inglés porque me encanta la música y mis grupos favoritos cantan en ese idioma. Creo que tengo un nivel bastante alto en inglés; no hablo como un nativo pero desde hace trece años solo uso el inglés en mi vida diaria.

Mi nivel de turco es muy bajo, y realmente solo soy capaz de tener conversaciones básicas sobre temas que conozco, hacer la compra y poco más. Debo tener un nivel A2 en turco y un nivel C1 en inglés.

He viajado mucho en mi vida, y el inglés siempre ha sido de gran ayuda, excepto cuando he viajado por Sudamérica donde obviamente hablar español me sirvió más. En inglés tengo un certificado para la enseñanza como lengua extranjera, el CELTA. En turco no tengo ningún certificado de momento.

Mis estrategias para aprender inglés estaban siempre conectadas con la música: memorizaba las letras de las canciones, buscaba el significado, cantaba en voz alta e incluso componía canciones para mi grupo de rock. Mi estrategia actual para aprender turco es escuchar a la gente y repetir lo que dicen.

Las clases de inglés en mi colegio no eran buenas. Los profesores hablaban solo en español y había demasiada gramática. No recuerdo nada que me gustara hacer en mi clases porque eran súper aburridas. Después de 12 años estudiando español en mi colegio fui a vivir a Londres y durante mi primer año no comprendía nada.

Entre inglés y turco, seguro que turco es más difícil. A mí me está costando mucho... El inglés es el idioma en el que me comunico el 85% del tiempo. En clase, hablo español y eso debe suponer un 10% más o menos. El resto, un 5% hablo en turco.

Si quieres realmente hablar español, tienes que estar atento en clase, practicar con tu profesor y tus compañeros y, sobretodo, ir a pasar un tiempo a España u otro país donde se habla español.

Tomado de <http://aciespanol.blogspot.com/2012/09/mi-biografia-linguistica.html>

2. Escribe tu biografía lingüística (250 – 300 palabras). El ejemplo anterior y las siguientes preguntas te servirán de guía para organizar tu propio texto.

- ¿Cuál es tu lengua materna? ¿Es esa la única lengua que usas con tu familia?
- ¿Cómo aprendiste a hablar, leer y escribir en tu primera lengua? ¿Qué recuerdas?
- ¿Cuál fue el primer idioma extranjero que estudiaste? ¿Cuándo y cómo empezaste a aprenderlo?
- ¿Qué otras lenguas extranjeras estudias o conoces? ¿Cuándo empezaste a estudiarlas?
- ¿Qué estrategias utilizas para aprender otros idiomas?
- ¿Qué te resulta más fácil y más difícil en los idiomas extranjeros que conoces?
- ¿Qué otras lenguas te gustaría aprender? ¿Conoces algunas palabras de esas lenguas?
- ¿Por qué te interesan los idiomas extranjeros? ¿Cuál es tu motivación y/o tu objetivo al aprenderlos?

Linguistic Biography (Translated)

1. Read the text, circle new words or expressions, and underline the most relevant and interesting information. Be ready to tell your partner about this teacher's linguistic biography.

STUDENT A

My linguistic biography

My name is Jorge, I'm 25, and I am from Teruel, Spain, so my mother tongue is Spanish. I also speak English and a bit of Turkish.

I studied English at school for over twelve years, but I really learned the language in London, where I lived for seven years. I speak some Turkish because my wife is from Turkey and we live in Istanbul, but I have never really studied it formally.

I have always been interested in the English language because I love music and my favorite bands sing in that language. I think that I have a pretty advanced command of English –I don't sound like a native speaker, but I have been using English in my everyday life for the last thirteen years.

My proficiency level in Turkish, on the other hand, is pretty low. I am only able to have basic conversation about familiar topics, do some shopping, and say a few more things. I must have an A2 level in Turkish and a C1 level in English.

I have travelled a lot my whole life and English has always been very useful – except when I travelled around South America, where speaking Spanish was obviously more helpful. I have the CELTA (Certificate in Teaching English to Speakers of Other Languages), but I do not have any Turkish proficiency certification yet.

My English learning strategies were always related to music: I would memorize the lyrics of my favorite songs, look up new words in the dictionary, sing aloud, and I even used to write some songs for my rock band. My current strategy to learn Turkish is listen to what people say and repeat it the way they say it.

The English lessons at my school were not good. The teachers would only use Spanish in class and there was too much grammar. I don't remember anything I liked about the classes because they were very boring. Sadly, although I had studied English for twelve years, when I moved to London I was not able to understand anything for the first year.

Turkish is more difficult compared to English, for sure. And it's giving me a hard time... English is the language I use to communicate 85% of the time. I use Spanish in my classes, which adds another 10%. And the rest of the time, only 5% of it, I speak Turkish.

If you really want to learn to speak Spanish, you need to pay attention in class, practice with your teacher and your classmates and, above all, spend some time in Spain or in another Spanish-speaking country.

Adapted from <http://aciespanol.blogspot.com/2012/09/mi-biografia-linguistica.html>

2. Write your own linguistic biography (between 250 and 300 words). Both the example above and the following questions will help you prepare your text.

- What is your mother tongue? Is that the only language you use with your family?
- How did you learn to speak, read and write in your first language? What do you remember about it?
- What was the first foreign language you studied? How and when did you start learning it?
- What any other foreign languages do you know? Have you studied them formally?
- What are your language learning strategies?
- What do you find easier and harder to learn in the languages you know?
- What any other languages would you like to learn? Do you know any words in those languages yet?
- Why are you interested in learning languages? What is your motivation and/or your main goal?

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