

R. Sergio BALCHES ARENAS

Introducción

Introduction

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 5-7

DOI: 10.12797/SI.12.2013.12.01

Joanna ALBIN

La calidad de la enseñanza de E/LE y de la traducción: un camino hacia la profesionalización

The Quality of Teaching Spanish and Translation Skills: towards Professionalization

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 12-27

DOI: 10.12797/SI.12.2013.12.02

Abstract:

The aim of this paper is to analyse affective and motivational factors during the didactic process within the bachelor studies of “Applied Spanish language”. According to the data collected, a motivational crisis can be observed when students reach the communicative level of Spanish. On the contrary, motivation does not drop in translation classes, while the main problem is low self-efficacy along with high anxiety then facing a translation task. My conclusions point at the renewal of quality conception by reformulating teaching curricula as vocational training. As for the recommended methodology, I propose simultaneous teaching of linguistic and translation skills, according to the principle of co-emergence of competencies, based on students’ autonomy, respect and taking advantage of students’ experience and personal goals.

Keywords: situated learning, motivation, vocational training, co-emergence of competencies, translator training.

R. Sergio BALCHES ARENAS

Situación de los docentes de español /LE en centros de enseñanza secundaria en Cracovia: aproximación a un análisis de expectativas y satisfacción profesional

The Situation of Secondary School Spanish Teachers in Cracow: an Analysis of Their Expectations and Their Job Satisfaction

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 29-74

DOI: 10.12797/SI.12.2013.12.03

Abstract:

The goal of this paper is to offer –from a synchronic perspective– an empirical analysis of the way Secondary School teachers within the Cracow metropolitan area perceive their teaching and the students they work with. Thanks to the conducted survey we will be able to observe the evaluation of aspects such as work environment and atmosphere, the teaching institution, salary, the strengths and weaknesses of educational centres, etc. This will be preceded by a brief study into the Polish education system which will provide an introductory reference to the context the research was carried out in.

Keywords: education system, evaluation, job satisfaction and expectations, teachers.

Joanna DRZAZGOWSKA

Construções perifrásticas portuguesas dever+ infinitivo e ter de/que + infinitivo – um problema didático

Portuguese Verbal Periphrasis with Dever as a Teaching Problem

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pp. 75-86

DOI: 10.12797/SI.12.2013.12.04

Abstract:

This article attempts to highlight the problems in teaching and learning of two Portuguese periphrastic modal constructions. The aforementioned problem is related to polysemy of periphrases with *dever* and supposed synonymy in specific contexts of those periphrases.

Keywords: modality, verbal periphrasis, synonymy, polysemy.

Antonio Daniel FUENTES GONZÁLEZ

Globalización y español intercultural

Globalisation and the Intercultural Spanish

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pp. 87-107

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Abstract:

The actual process of the electronic-financial globalisation requires a certain symbolic uniformity, which, in turn, needs languages, even in the most marginal way, although generally this globalised system tends to consider them as a ballast. From the perspective of this symbolic platform, we can talk about the Global Glasshouse, with thin and transparent sides, from/to which one can be expelled and/or admitted. Languages, thanks to their constitutive malleability, accommodate themselves to this big glasshouse. For that reason, we can say that the intercultural Spanish language as a communicative breath can cushion an unreal-speculative globalisation, which, however, is meant to have ability to (re)convert languages – despite all its initial restrictions – into a permanently exchangeable merchandise within the flow of the symbolic market.

Keywords: globalisation, financial economy, initiative, inhibition, intercultural Spanish.

Antonio María LÓPEZ GONZÁLEZ

La influencia de los modelos de enseñanza en el dominio del léxico fundamental de ELE: método intensivo frente a método extensivo

The Impact of the Educational Models on the Lexical Mastery in Spanish Language Students. The Extensive Versus the Intensive Method of Education

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 109-136

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Abstract:

Within the Program of Spanish Bilingual Sections of the Ministry of Education of Spain, the first stage develops and provides the basic Spanish language skills needed to undertake the study of subjects in the Bilingual High School Curriculum, at least on level B1 of the CEFR. In Poland, there are two forms of this first stage, with the same curriculum: An intensive, in a year, Lyceum Year Zero, and another extensive in three years of secondary education. This study examines, quantitatively and qualitatively, the lexical mastery of two samples of 120 students each from seven bilingual secondary schools, representative of both modalities. The technique used has been the test of lexical availability, covering 16 topics.

Keywords: bilingual education, intensive/extensive education, lexical availability, evaluation.

Aneta PAWLAK

Aportaciones de la Programación Neurolingüística a la enseñanza de lenguas extranjeras

Neuro-Linguistic Programming and its Contribution to Foreign Language Teaching

pp. 137-164

DOI: 10.12797/SI.12.2013.12.07

Abstract:

In the first place, the article presents an inquiry conducted among students of foreign languages to get to know how define the teacher who inspires confidence. In second place, it describes what is the Neuro-Linguistic Programming, what are its origins and what are its theories and methodological resources most beneficial to optimize the teaching and learning of foreign languages and to approach the profile of a perfect decent.

Keywords: Confidence in teaching, profile of a good teacher, Neuro-Linguistic Programming, presuppositions of NLP, representational systems.

Manuel Francisco ROMERO OLIVA

Rasgos competenciales en los (sub)procesos de escritura académica entre estudiantes de español como segunda lengua (E/LE)

Competence Features in the (Sub)process of Academic Writing Among the Students of Spanish as a Second Language

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 165-185

DOI: 10.12797/SI.12.2013.12.08

Abstract:

This article tries to elaborate a competence profile of Polish students in relation to the academic literacy in the second language (E/LE). The study of the different cognitive (sub) processes that appear in the development of writing has been realized across paragraphs of evaluation that will allow the elaboration of a qualitative analysis of the competence levels; whereas the findings obtained from the linguistic examined corpus will have to affect, both the teacher and the apprentices in the improvement of the teaching and learning processes of the target language.

Keywords: academic literacy, academic writing, E/LE, didactics of language, language teaching, linguistic and communicative competence.

Cecylia TATOJ

La política educativa en Polonia en el ámbito de enseñanza de lenguas extranjeras y su influencia en la situación y perspectivas del español en escuelas polacas

The Foreign Language Educational Policy of Poland and its Influence on the Situation of Spanish at Polish Schools

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 187-201

DOI: 10.12797/SI.12.2013.12.09

Abstract:

In the present article, I comment on the educational policy of Poland in the area of teaching foreign languages. One of the main focal points is to analyse that educational policy and its influence on the actual situation of teaching foreign languages, particularly concentrating on the position of Spanish language. The primary objective of this work is to present the perspectives of Spanish language in Poland. In order for the research to be complete, I presents data concerning Spanish being taught at all the levels of teaching in Poland.

Keywords: educational policy, teaching Spanish language, teaching foreign languages.

Olga ESTEVE RUESCAS

Los centros educativos como comunidades de práctica: la práctica reflexiva colectiva como modelo de formación

Mutual Reflective Practice as a Model of Professional Development in Educational Centres

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 205-219

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Abstract

It has been shown that among the different modalities of teacher training, those that take place within a group, with interaction among the teachers themselves and aimed at achieving a common objective are the most suitable for improving teaching practices. Nevertheless, this type of formative process is only effective if it is carried out systematically and if it is really participative. Therefore, efforts would be made to help organizations like schools to become communities of practice.

Keywords: reflective practice, common objective, constructive interaction, mutual enrichment, interactive professional development.

Ma.Vicenta GONZÁLEZ ARGÜELLO, Begoña MONTMANY MOLINA

La reflexión en el desarrollo profesional del profesor de ELE

Reflective Practice and Professional Development in Spanish as a Foreign Language Teaching

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 221-232

DOI: 10.12797/SI.12.2013.12.11

Abstract:

Class journals, portfolios and observing classes are tools that can help language teachers to systematize their reflection on their own practice. Teacher Trainers need to be conversant with these tools and their use in order to enable and enhance a teacher's professional development. Starting such reflective practice processes brings many advantages to the language teachers enhancing motivation, professional and personal interest.

Keywords: professional development, teacher training, Spanish foreign language.

Fernando LÓPEZ MURCIA

¿Me gusta lo que hago? La competencia emocional del profesor y el desarrollo cooperativo

Do I Like What I Do? Teacher's Emotional Competence and Cooperative Development

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 233-248

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Abstract:

The Institute Cervantes (2012) has described the eight key competences that his teachers have or are expected to develop along their career. In this article we focus on the competence described as "Managing feelings and emotions in the development of work" for three reasons: first, it seems to be a clear correlation between the development of Emotional intelligence and effective performance. Secondly, as demonstrated in another Cervantes Institute's research (2011), students give more importance to the emotional competence of teachers than the latter.

Finally, emotional competence is not part of training programs for teachers of Spanish. In this paper, we propose a method of teacher professional development, Cooperative Development (Edge, 2002) as a model that can contribute to the improvement of these emotional skills.

Keywords: Professional development, Teachers emotional competence, Cooperative development, Teachers key competences.

Ewa PALKA

Colectivos con necesidades específicas, una nueva realidad universitaria. Un modelo de apoyo al estudiante del español con discapacidad visual

Students with Special Educational Needs – A New Challenge for Universities. A Support Model for Spanish Language Learners with Visual Impairments

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pp. 249-264

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Abstract:

Special educational needs is an umbrella term for different groups of people including students with learning difficulties or disabilities. Over the last few decades the education solutions for the disabled have evolved towards the inclusive model, recommended in the UN Convention on the Rights of People with Disabilities, which was ratified by Poland in 2012. The Convention establishes a new reality which needs attention almost immediately by the Institute of Roman Philologies of the Jagiellonian University of Cracow, due to the matriculation of a student with visual disability. Having analysed different options, it has been decided to offer the necessary support under the form of a new academic subject entitled Assistance to the disabled in educational environments, organised and developed in co-operation with the Disability Support Service of the Jagiellonian University. The final evaluation has proved that the subject is a success and benefits all the people involved. The added value of the project is the training of the first group of Spanish teachers in Poland who know how to teach visually disabled learners. In this way the situation which, at first, was a problem has turned into an opportunity. Taking into consideration the results achieved the programme will continue during the following academic years.

Keywords: rights of people with disabilities, inclusive education, the disabled in the university environment, Spanish for learners with visual disability, adaptation of printed materials for visually disabled learners.

Izabela RYCHEL

El Portafolio Europeo de las Lenguas como herramienta de autoevaluación

The European Language Portfolio as a Self-Assessment Tool

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 265-280

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Abstract:

Evaluation is such a wide concept that it includes a lot of theories and definitions. Since its appearance in the fifteenth century it has been studied by many humanists and psychologists. Its connection with education cannot be underestimated. The development of evaluation over the years has brought its new form, self-assessment whose purpose was to make students more reflective and aware of their learning. The usage of The European Language Portfolio as the integral part of the foreign languages learning process promotes student's independence and responsibility. Nowadays, students make decisions themselves about their learning process and teachers become helpers, who guide them. Moreover, responsible and reflective students are more aware of the necessity and importance of learning and self-development.

Keywords: reflexion, self-assessment, learning, autonomy, Portfolio.

Malgorzata SPYCHAŁA, Leonor SAGERMANN BUSTINZA, Justyna HADAŚ

Hacia la equidad educativa. Experiencias en el marco del proyecto de las Olimpiadas de Español en Polonia 2010-2013

Towards Equality in Education. Experience Gained During the Spanish Language Olympiad Project in Poland 2010-2013

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 281-293

DOI: 10.12797/SI.12.2013.12.15

Abstract:

This article approaches the Spanish Language Olympiad project in the context of equality in education. It begins with a brief description of the Olympiads, role within the Polish educational system and in the frame of the latest tendency to focus on the most talented pupils. Subsequently, we seek to consider talent theoretically, from the perspective of "equal opportunities". Finally, in the third part, we present several solutions – as well of formal and

didactic nature – elaborated within the Spanish Language Olympiad project, that are worth being recommended as equitable ones.

Keywords: high capacities, task-based approach, equal opportunity, national competitions.

Elena VERDÍA

Las Competencias clave del profesorado y la Parrilla del perfil del profesor de Idiomas (EPG): dos documentos de referencia para el desarrollo profesional del docente de lenguas extranjeras

Las competencias clave del profesorado de lenguas segundas y extranjeras and European Profiling Grid (EPG): Two Reference Documents on the Professional Development for the Teachers of Foreign Languages

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 295-314

DOI: 10.12797/SI.12.2013.12.16

Abstract:

This article presents two reference documents on the professional development of practising language teachers: *Las competencias clave del profesorado de lenguas segundas y extranjeras* (Key competences of teachers of second and foreign languages) published by the Instituto Cervantes, and the European Profiling Grid (European EPG Project) for European teachers. This article focuses exclusively on the role of these documents in teachers' professional development, thus excluding all other ways in which other professionals might use them. As a starting point, a reflection on the meaning of professional development will be presented.

Keywords: professional development, teaching competence, language teachers, teacher's profile, self-assessment, reference document.

Agnieszka WILCZYŃSKA

Juego didáctico: una herramienta indispensable a la hora de enseñar la gramática Española
Language Games: a Prerequisite While Teaching Spanish Grammar

Studia Iberytyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 315-328

DOI: 10.12797/SI.12.2013.12.17

Abstract:

The purpose of this article is to focus on teaching and methodology of teaching Spanish as a foreign language, and especially why and how and we should incorporate game elements. A close connection between game and development of grammar skills will be presented, taking into account different factors. The article will present a selection of games based on Spanish grammar.

Keywords: Spanish as a foreign language, development of grammar skills, language games.

Maria FILIPOWICZ-RUDEK, Lucía RODRÍGUEZ CAEIRO

En armonía con el destinatario. A gaita galega – manual de gallego para estudiantes polacos

In Harmony with Receivers. A gaita galega – a Galician Textbook for Polish Students

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 331-341

DOI: 10.12797/SI.12.2013.12.18

Abstract:

The following paper presents the context of creation and aspirations of the Galician language textbook *A gaita galega* written in co-authorship by two Galician language teachers from two Polish universities. The specific perspective of the textbook derives from the peculiar condition of the Galician language as well as its user's profile: a philology student in Poland with prior knowledge of Spanish or/and Portuguese.

Keywords: foreign language teaching, minorized language, student's profile, multilingualism.

Ludmila FURMAN

Grandes mitos de América Latina e interculturalidad: un proyecto didáctico a través de la educación emocional

The Great Myths of Latin America and Cross-cultural Communication. A Value-oriented Didactic Project

Studia Iberystyczne (2013) 12: Nuevas perspectivas de la didáctica en Polonia

pp. 343-353

DOI: 10.12797/SI.12.2013.12.19

Abstract:

The article presents the possibility of using the great Latin American myths in a more engaged value-oriented teaching. Modern technological societies are impoverished as far as emotional life is concerned. Thanks to emotional education, which is about awakening emotions in the learners, we can make students more sensitive and invite them to take part in a discussion about values. The great personae of Latin America such as Simon Bolivar, Eva Peron or Che Guevara can be the subject of the didactic project.

Keywords: myths, Latin America, values, emotions, didactic project.