

## INTRODUCTION

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*Guest Editors*

In the preface to this monograph, the Deputy Director of the Academic Department of the Instituto Cervantes, Mr. Álvaro García Santa-Cecilia, introduces the idea of language teaching from the perspective of globalisation and the postmodern approach. He comments on the principles of modernity, “order”, “purity” and “stability”, allowing, as García Santa-Cecilia points out, “to open our eyes to a hybrid and heterogeneous real world”, in a space “in which mobility, adaptation and exchange are key factors”, as he himself points out. This prologue is a magnificent reflection that leaves no one indifferent. It reflects García Santa-Cecilia’s experience in the field of teaching and learning additional languages, as well as his professional career. Nuria Vaquero Ibarra, in her article “Align EL2 Programs for young migrants to international recommendations”, introduces *The international study Language Training for Adult Migrants* (OECD, 2021) brings together recommendations to facilitate the design and development of language programmes for the integration of adult migrants. The article evaluates the characteristics that this international study associates with effective language training in migrant contexts, and also presents a tool which can be used for self-evaluation and improvement of institutions with Spanish programmes for young migrants of working age. This study is followed by the work by Lourdes Díaz Rodríguez, Rosa M<sup>a</sup> Fucha and Yolanda Soler Onís in “L1/L2 Spanish writing: how to come to terms with discourse competence using corpora and discourse genres”. The paper shows the results of an empirical research on the development of discourse competence in L2 Spanish. Based on data from two textual genres, narrative, and expositive types at B1 and B2 levels of CEFR. A Corpus-based comparison of L1 and L2 production was made. Next article has been written by Susana Pastor Cesteros y Natalia Contreras de la Llave: “Audiovisual literacy in Spanish as L2 through cinema for immersive adolescent students”. The frame of this study is applied linguistics to Spanish Second Language acquisition in immigrational contexts, specifically by adolescents enrolled in linguistic immersion in secondary school. They are presenting many options for learning Spanish as a vehicular language and for the social and academic integration of these students through cinema tools. The paper by Natasha Leal Rivas, “Discursive acquisition and academic writing. Analysis of the logical progression and discursive markers in Spanish for Specific Purposes”. The study is framed within the theoretical-practical research on how to improve pragmatic acquisition processes in language learning contexts from a discursive and functional approach for different levels of L2/LE. The work is focusing on the contributions of Systemic-Functional Linguistics. On the other hand, María-Teresa del-Olmo-Ibáñez, Antonio López Vega and María Soledad Villarrubia Zúñiga present the study “Tratamiento de los contenidos de Historia y de la expresión escrita en textos para alumnos extranjeros en la enseñanza obligatoria en España” (Treatment of History content and written expression in texts for foreign students in compulsory education in Spain). The aim of this work is to investigate the state of the art in terms of research,

materials and needs in the teaching of written expression through the contents of Spanish History in Spain. The starting hypothesis is that there are no suitable materials for the academic and social inclusion of foreign students in our educational system. On this basis, a systematic review of the literature on the subject and of the materials offered by the main publishers in Spain has been carried out.

Margarita Isabel Asensio Pastor and María Fernanda Beltrán Medina have elaborated the work: “Review of the legislative framework for attention to the linguistic diversity of foreign students in the Spanish educational system”. This study is focused on migrant minors and the linguistic aspect of their social and educational inclusion in the host country (Spain). For that purpose, they offer an updated review of the Spanish legislative framework in educational matters from a qualitative approach and complemented with a review of the Web of Science database.

Macarena Ortiz Jiménez, Paula González García and Bettina Hermoso-Gómez are the authors of the “Emotional Competence in the School Curriculum of Spanish as an Additional Language in Australia and the United Kingdom”. The article investigates the development of students’ emotional intelligence as a priority in integral education since the beginning of this century. The authors reflect on the mental health problems of young students. In their point of view, these have been brought about by the pressures and challenges of a globalised society and exacerbated by the COVID-19 pandemic. All this would explain the need to promote emotional intelligence in education. They focus on Australia and the UK, two contexts where social and emotional learning (SEL) has been promoted via government directives and policy documents across the curriculum. The paper by José Rovira Collado, Mónica Ruiz Bañuls and Isabel María Gómez-Trigueros is entitled: “An Spanish Academic L-MOOC interdisciplinary analysis: validation from hybrid teaching”. It is a study on L-MOOCs. They focus on language learning, with different problems, such as adaptation to different types of learners or the fact that the language of communication itself is the object of learning. In this research they present the validation of the L-MOOC *Aprende español académico*, developed within the MOOC2move project (2018-2021) with the participation of the Open University and the universities of León and Alicante. Afterwards, the study by Francesca Leonetti and Pilar Soria “Inclusive Spanish Second Language Teaching from a practical experience” emphasis on two lines of research: on the one hand, it presents the phases and results of a didactic experience developed with university students in Spanish Language and Translation courses at the Università degli Studi Roma Tre, using theatrical practice as a pedagogical instrument to achieve and consolidate specific linguistic objectives and formative and transversal objectives; on the other hand, on the proposal of a practical work for the classrooms in the last year of the secondary education.

To conclude, this volume includes book reviews of three recent publications about additional languages learning, with a considerable variety of topics: *Retos en el sistema educativo ante la multiculturalidad y el plurilingüismo. Educación Primaria y Secundaria* by María Teresa del-Olmo-Ibáñez, María Fernanda Medina Beltrán and María Soledad Villarrubia Zúñiga (eds.) (Octaedro, 2023). The monographic also presents the book, *Formación del profesorado europeo de Educación Primaria en multiculturalidad y plurilingüismo:*

*España, Francia, Italia y Grecia*, by María Teresa del Olmo Ibáñez, Alejandro Cremades Montesinos y Raúl Gutiérrez Fresneda (eds.) (Peter Lang, 2022). The last review is of the book *Español académico como L2/LE: destrezas, competencia y movilidad universitaria* by Susana Pastor Cesteros (Routledge, 2022).

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