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colección general **lenguas extranjeras**

Investigación – Research – Recherche
En Lenguas Extranjeras y Lingüística Aplicada

Investigación – Research – Recherche En Lenguas Extranjeras y Lingüística Aplicada

Melba Libia Cárdenas

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Editoras

Grupos de Investigación LEXI y PROFILE
Departamento de Lenguas Extranjeras
Facultad de Ciencias Humanas



UNIVERSIDAD
NACIONAL
DE COLOMBIA



Las Lenguas Extranjeras
en el Sistema Educativo
Público en México



Universidad Veracruzana

2017

Investigación = Research = Recherche en lenguas extranjeras y lingüística aplicada / Melba Libia Cárdenas, Nora M. Basurto Santos, editoras. -- Primera edición. -- Bogotá : Universidad Nacional de Colombia. Facultad de Ciencias Humanas. Departamento de Lenguas Extranjeras, 2017.

414 páginas : ilustraciones, diagramas, fotografías -- (Biblioteca abierta. Serie Lenguas extranjeras ; 464)

Incluye referencias bibliográficas e índice

ISBN 978-958-783-282-2 (rústica)

1. Lenguas modernas -- Enseñanza superior
2. Lingüística -- Investigaciones
3. Lingüística aplicada -- Enseñanza
4. Lenguaje y educación -- Enseñanza
5. Español -- Enseñanza -- Estudiantes extranjeros
6. Inglés -- Enseñanza infantil
7. Traducción I. Cárdenas Beltrán, Melba Libia, 1958-, editor II. Basurto Santos, Nora Margarita, 1959-, editor III. Serie

CDD-23 418.0071 / 2017

Investigación - Research - Recherche en Lenguas Extranjeras y Lingüística Aplicada

© Biblioteca Abierta

Colección General, serie Lenguas Extranjeras

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Sede Bogotá, Facultad de Ciencias Humanas,
Departamento de Lenguas Extranjeras, 2017

Primera edición, diciembre de 2017

ISBN: 978-958-783-282-2

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Las Lenguas Extranjeras en el Sistema Educativo
Público en México

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www.humanas.unal.edu.co

Bogotá, 2017

Impreso en Colombia

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Agradecimientos

A los pares académicos evaluadores del libro

Irasema Mora Pablo, Universidad de Guanajuato, México

José Luis Ortega Martín, Universidad de Granada, España

A los pares evaluadores de los capítulos

Brasil

Ana María Ferreira Barcelos, Universidade Federal de Viçosa

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Agradecimientos

Estados Unidos

Mary Jane Curry, University of Rochester

Paula Golombek, University of Florida

México

Celia Cristina Contreras Asturias, Universidad Veracruzana

Fátima Encinas Prudencio, Benemérita Universidad Autónoma
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Reino Unido

Helen Donaghue, Sheffield Hallam University

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Preface

PERHAPS THERE HAS NEVER been a time when learning and using additional (foreign) languages has been more important than in the current era of globalization. The fundamental necessity for people from different locations and cultures to be able to communicate with one another signals the continuing imperative for teaching, and learning languages. Likewise, changes related to globalization (e.g., mobility, digital technologies) and advances in our understandings of language learning and teaching attest to the importance of research on the teaching and learning of languages, as well as on other topics connected to language use, often by multilingual speakers in multilingual contexts, both local and transnational. Moreover, in a global context, “foreign” languages such as Spanish, English, and French (the three languages used in this volume) do more than function as a means of communication among people; they can provide resources to be used for other purposes. These three “global” languages, both historically and currently, also carry colonial histories which perpetuate themselves in new ways, for example, as in the case of English as a medium of instruction in geolinguistic locations where it is considered a foreign or colonial language (e.g., Africa, Scandinavia) or as a medium for the global dissemination of academic knowledge (Curry & Lillis, 2013;

Lillis & Curry, 2010). These examples point to the historic power relations of various languages across human history and continuing into the present. Considerable research into how language has been used as both a tool of domination and of resistance to oppression illustrates that language use, teaching, and learning are never neutral. Yet language may also be deployed to construct and display identity, to signal various types of affiliation, and to be used as the raw material for creativity (Blommaert, 2010; Swann & Maybin, 2007).

The ongoing need for research into language use, learning and teaching, and teacher education is, therefore, at the heart of this volume. The chapters in this book exemplify the production of rigorous research focused on important questions in language teaching, learning, and use, both within and outside the classroom. These questions include issues related to how we prepare language teachers, particularly in a globalized world where simplistic notions of the alignment of a “foreign” language with a specific nation-state (e.g., Spanish from Spain, English from the United Kingdom) have long ceased to be accurate—as has the idea that language learners arrive in classrooms (or in the world) as blank slates waiting to be inscribed with new languages. The important topic of identity for both language teachers and learners is also fruitful terrain for research as well as for the implementation of ideas about identity in terms of the use of language(s) and the motivation to use additional languages. Other chapters in this book deepen our knowledge about newer topics such as self-study of languages, the value of reflexivity and contemplative practices while learning languages, and extra-curricular opportunities to practice language. Chapters also cover perennial but generative issues related to intercultural communication, materials design, classroom activities for students of different age levels, pronunciation of foreign languages, and ways of conceptualizing and using different notions of grammar in language study.

The inclusion of the final section adds an unusual and welcome dimension to a book presenting research on language education: studies in translation. The fields of foreign language education and translation are rarely put into contact with each other, despite (or perhaps because of) very old methods of language teaching that relied

heavily on translation. While the field of foreign language pedagogy in many settings has moved away from grammar-translation methods to highlight the use of language in authentic contexts with authentic materials, there remains a role for translation research not only in terms of sharing culture through already (professionally) translated texts but also in involving students in the translation process as a way of understanding not only the “target” language but also the original language of the text.

The chapters in this volume, then, cover a wide range of topics and approaches. They attest to the robust practice of educational research on foreign languages taking place in Latin America and other parts of the world and leave us with many ideas to ponder. As a final note, the trilingual nature of this volume is to be commended. In an era of growing pressures for the English-medium publication of research in many global contexts, it is important to recognize that considerable research continues to be produced and disseminated in other, equally important languages—and to perpetuate this practice.

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