

Presentation

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The twelfth volume of the International Journal of Foreign Languages (RILE) presents four studies focused on different areas of teaching and learning languages, works in which, as summarized below, different types of issues are analyzed: Teaching emblematic gestures within Lexical Competence: a proposal for the Spanish Classroom; Language Program Evaluation: Professional and Research Perspectives; Empirical approach to the equivalences between motion verbs of German and Spanish; Validation of SFL teaching materials adapted to the Cuban context. More specifically, the following topics are treated in this order (according to the alphabetical order of their authors):

- **“Teaching emblematic gestures within Lexical Competence: a proposal for the Spanish Classroom”**. This paper advocates the incorporation of emblematic gestures as part of the content that must be taught in the SFL classroom. Given the lack of theoretical and pedagogical research on the teaching of emblems and as a result of the linguistic characteristics of these gestures and the lexicon as well as the similarity of the cognitive processes that appear in the study of both, we defend the integration of emblems within the development of Lexical Competence. To this end, in order to facilitate the incorporation of these gestures in Spanish programs and materials, we present a series of graduated criteria as well as criteria for integration in the different language levels in the classroom. In addition, we explain some considerations that must be taken into account when working with these gestures interculturally, that is, comparing the maternal and Spanish gestural code, and intraculturally, in other words, recognizing differences within the PanHispanic world. (Helena Sofía Belío-Apaolaza, Massachusetts Institute of Technology, United States of America)
- **“Language Program Evaluation: Professional and Research Perspectives”**. The purpose of this article is to advocate for the use of ongoing evaluative processes at the programmatic level in order to ensure language program quality and worth. After a thorough review of the field of language program evaluation, we argue that the benefits of evaluation cannot but strengthen the relationship between an academic program and stakeholders’ needs (students, teachers, community). We propose the use of the CEA standards as a guide for any evaluative effort in foreign language programs while designing context-

specific tools to address the needs of each program. Finally, we aim to promote the development and dissemination of case studies, resources, and/or journals to enhance the status of language program evaluation within the field of applied linguistics. (Julio Ciller y Ramsés Ortín, The University of Texas Rio Grande Valley, Estados Unidos de América).

- **“Empirical approach to the equivalences between motion verbs of German and Spanish”**. With bilingual lexicography, there are some difficulties in dealing with motion verbs of German and Spanish. Some authors relate these difficulties to different lexicalization patterns in both languages. However, it is possible to show that these difficulties are specially related to different grammatical properties of motion verbs, to different usage preferences of speakers and to different lexical elements available in each language. This paper deals with a general perspective of these phenomena and an approach to the possibilities of bilingual lexicographic presentation of motion verbs on the basis of Contrastive Grammar, Lexicography and Corpus Linguistics. (Juan Cuartero Otal, Universidad Pablo de Olavide, Spain).
- **“Validation of SFL teaching materials adapted to the Cuban context”**. This paper presents the results of a research project carried out by the Center for Applied Linguistics (CLA) of Santiago de Cuba (2017-2018) and presents the experiences obtained in the implementation and validation of an Spanish as foreign language (SFL) course: ESPIRAL (levels A1-A2) that was developed with the new approach known as task-based language teaching method of teaching and is contextualized in the Cuban cultural sphere. The use of procedures and instruments such as the formative evaluation sheets for student use, the teacher's class diary and the experts' criteria supported the data collection, reflection and decisions making during the work with the different teaching units and, finally, the necessary modifications and readjustments to the teaching contents could be made to ensure the effectiveness of the learning. As an essential conclusion, it has been verified that the validation process, with the support of the tools used, guarantees a greater degree of adaptation of the materials to the needs of the students. (Mileidis Quintana Polanco, Centro de Información y Gestión Tecnológica de Santiago de Cuba, Cuna, y Alejandro Miyares Peña, Centro de Lingüística Aplicada, Cuba).