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# 42 CONGRESO AESLA 2025

Transformando la adquisición del  
lenguaje y la comunicación en un  
mundo multilingüe y digitalizado

*Transforming language acquisition and  
communication in a multilingual and  
digital-mediated world*



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results in a maintenance of the traditional genre (travel agency brochure) rather than in an elaboration of the genre that meets contemporary digital conventions (travel agency blog). Overall, this study highlights the difficulties lecturers might encounter when shifting from traditional to digital formats, presenting challenges to adjust traditional teaching methods to fit these online environments. Several teaching implications and recommendations for practitioners are derived from the findings including providing explicit instruction and assessment, aligning with authentic digital genres, engaging in regular feedback cycles, and scaffolding learning tools.

**Keywords:** *English for tourism; Digital Multimodal Composing (DMC); genre analysis; digital literacies; English for Specific Purposes (ESP)*

## Aproximación a la asesoría lingüística en audiovisual: El caso de la serie Fariña

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En los últimos años se ha registrado un aumento de series y películas que, en favor de la verosimilitud vinculada al contexto espacio-temporal en que están ambientadas, echan mano de la variedad lingüística que los personajes emplearían. Tal es el caso de la serie Fariña, una adaptación de la obra homónima de Nacho Carretero (2015), crónica de los orígenes del narcotráfico en Galicia. Fariña parece haber supuesto un impulsor de una tendencia en auge, en cines y plataformas, de filmes de ficción ambientados en Galicia y rodados en la variante gallega del castellano. El factor lingüístico, una arriesgada apuesta en el momento en que se formuló, constituye uno de los aspectos más llamativos y laudados de la citada serie. Sin embargo, como veremos, el éxito y calidad de este factor está muy lejos de reducirse a la aplicación de algunos rasgos fonéticos, es decir, del acento, tradicionalmente estereotipado. El trabajo de asesoría lingüística en el audiovisual implica una minuciosa labor de investigación previa, tanto bibliográfica como de campo, que incluye, además del aspecto fonético-fonológico, el morfosintáctico, el léxico-semántico, el fraseológico o el pragmático. Un buen trabajo de asesoría lingüística mejora y redondea todas y cada una de las piezas que conforman el producto final: guion, actuación, marketing etc. Nuestro objetivo será hacer una aproximación a la aplicación de la lingüística en filmes. Para tal fin, echaremos mano del ejemplo de la serie Fariña (concretamente del capítulo 1) y de la variante del castellano de Galicia, o español gallego, utilizado en la serie, variante ya observada, estudiada y registrada por varios autores desde el siglo XIX. La metodología se completará con la revisión de la experiencia de Rosa Moledo, lingüista de la serie, y de otros profesionales del campo del audiovisual. Pretendemos obtener como resultados las particularidades más predominantes del castellano de Galicia, presentes en Fariña, en todos sus niveles lingüísticos y, asimismo, establecer unas pautas generales para la aplicación práctica de la lingüística en el audiovisual. Esta aproximación nos ayudará, por un lado, a extraer la conclusión de si estamos o no ante una verdadera variante o ante, simplemente, un castellano interferido" y, por otro lado, a reflexionar sobre la importancia de la rigurosidad en el trabajo de asesoría lingüística en este campo, en tanto en cuanto permite conseguir un producto final, no solo más atractivo, sino también verosímil, coherente y auténtico.

**Palabras clave:** *Fariña; lingüística audiovisual; español gallego; español de Galicia*

## A Fresh Start: Integrating Explicit Instruction in Language Learning Strategies and Study Skills for Beginning University Students

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For over thirty years since Oxford's seminal publication (1990), a solid body of research has amply demonstrated the potential of employing language learning strategies (LLS) for enhancing and maximising the foreign language learning process inside and outside the classroom (Oxford, 1990, 2008; Macaro, 2007; Cohen & Macaro, 2009; Cohen, 2011; Chamot & Harris, 2016). However, it seems worthy of note that the majority of this investigative research seems to focus on a teacher-led or methodological perspective,

promoting classifications of strategy types and activities to encourage the development of appropriate strategy repertoires in the teaching or learning environment. Due to this focus on general strategy integration in the context of language acquisition, we feel that there is a growing need for explicit instruction in LLS and study skills addressing the needs of higher education learners as a means to foster a more critical approach and awareness of their own second language learning process in view of the ever-growing availability of digital resources. It is with this aim in mind that, at the Universidad de Las Palmas de Gran Canaria, the authors have designed and implemented a compulsory subject based on LLS and study skills for beginning first-year university students ('freshers') embarking on their undergraduate degree in Modern Languages. It seems evident on surveying the undergraduate programmes on offer at Spanish universities that this is an innovative approach as the inclusion of strategy research and instructions seems mostly to feature in second-cycle teaching methodology subjects with a notably low number of universities offering a specially tailored subject for students to explore their own learning process and equip them with the strategies and skills they will need on their academic journey. Hence, we will highlight the structure of our own course syllabus and will subsequently present quantitative and qualitative data gathered from questionnaires measuring students' satisfaction administered at the end of the semester, with promising results, as well as from Oxford's SILL (1990) questionnaire that measures their use of LLS both at the beginning of the course and on its completion, highlighting an increased preference for compensation and metacognitive strategies over other types. We shall conclude by encouraging participants to consider including strategy training programmes similar to the one described here on a policy level due to its perceived instrumental effectiveness with adult and higher education learners (Hassan, et al., 2005).

**Keywords:** *Language learning strategies; study skills second language learning; higher education*

## **ESP in Joint Degree Programmes in European University Alliances: Challenges and Opportunities**

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European University Alliances are fostering transnational cooperation in higher education through the development of innovative pilot joint degree programmes, often conducted in English as the Medium of Instruction (EMI) (European Commission, n.d.). While EMI facilitates communication and fosters intercultural exchange, ensuring students acquire the specialised English for Specific Academic Purposes (ESAP) essential for success in diverse academic and professional settings within these internationalised learning environments remains a critical challenge (Dafouz & Smit, 2016; Macaro, 2018; McKinley & Heath, 2022). This study explores the current provision of English for Specific Purposes (ESP) within pilot joint degree programmes offered by European University Alliances. Focusing on the European University of the Seas (SEA-EU) as a case study, the research will analyse four pilot joint programmes at different academic levels (bachelor's, master's, and doctoral) to investigate the presence or absence of dedicated ESP courses, delving into their specific learning objectives, teaching methodologies, and assessment strategies. To gain a broader understanding of the challenges and opportunities related to the integration of ESP in joint degree programmes, the study will compare findings from SEA-EU with those from other European University Alliances, identifying common challenges and emerging practices related to ESP provision. The findings will provide valuable insights for educators, policymakers, and university ESP lecturers on how to optimize the design and delivery of ESP within this innovative framework, contributing to the development of more informed and effective language support strategies within the changing context of higher education in Europe.

**Keywords:** *European University Alliances; joint Degree Programmes; English Medium Instruction (EMI); English for Specific Purposes (ESP)*