



Teaching and Learning Spanish as a Second Language From an Intercultural Approach

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ABSTRACT

The aim of this study is to analyze how the intercultural approach is conceptualized and applied in the teaching and learning of Spanish as a second language (EL2), through a systematic review of recent literature. The methodology used consisted of a qualitative bibliographic systematization, based on the documentary analysis of 18 scientific articles published between 2021 and 2025 in specialized academic databases such as Scopus, ERIC, Google Scholar and Dialnet. To this end, rigorous inclusion and exclusion criteria were applied that guaranteed the selection of empirical and theoretical studies that addressed pedagogical strategies, technological resources, and practices of cultural interaction in various contexts of instruction.

The main findings revealed that the implementation of innovative strategies, such as gamification, authentic multicultural resources, the use of advanced digital technologies, and teaching based on intercultural dialogue, not only significantly favors language acquisition, but also optimizes the development of intercultural communicative competence in students.

Furthermore, it was found that ongoing teacher training in global competencies and the critical integration of technological tools are indispensable factors for the methodological success of this approach. In conclusion, the results directly address the research questions regarding the dynamics of conceptualization and practical application of the intercultural paradigm. This study provides an updated theoretical and empirical foundation on the most

effective teaching approaches, highlighting the urgent need to transform traditional teaching practices toward an inclusive, critical, and connected educational model.

Keywords: Intercultural approach, Spanish as a second language, Systematic review, Pedagogical strategies, Educational technology.

RESUMEN

El objetivo de este estudio es analizar cómo se conceptualiza y aplica el enfoque intercultural en la enseñanza y aprendizaje del español como segunda lengua (EL2), mediante una revisión sistemática de la literatura reciente. La metodología empleada consistió en una sistematización bibliográfica cualitativa, basada en el análisis documental de 18 artículos científicos publicados entre 2021 y 2025 en bases de datos académicas especializadas como Scopus, ERIC, Google Scholar y Dialnet. Para ello, se aplicaron rigurosos criterios de inclusión y exclusión que garantizaron la selección de estudios empíricos y teóricos que abordaron estrategias pedagógicas, recursos tecnológicos y prácticas de interacción cultural en diversos contextos de instrucción. Los hallazgos principales revelaron que la implementación de estrategias innovadoras, tales como la gamificación, los recursos multiculturales auténticos, el uso de tecnologías digitales avanzadas y la enseñanza basada en el diálogo intercultural, no solo favorece significativamente la adquisición lingüística del idioma, sino que también optimiza el desarrollo de la competencia comunicativa intercultural en los estudiantes. Asimismo, se constató que la formación continua del profesorado en competencias globales y la integración crítica de herramientas tecnológicas son factores determinantes e indispensables para el éxito metodológico de este enfoque. En conclusión, los resultados responden directamente a las interrogantes de investigación sobre las dinámicas de conceptualización y aplicación práctica del paradigma intercultural. Este estudio aporta una base teórica y empírica actualizada sobre las líneas didácticas más

efectivas, evidenciando la necesidad urgente de transformar la praxis docente tradicional hacia un modelo educativo inclusivo, crítico y conectado.

Palabras clave: Enfoque intercultural, Español como segunda lengua, Revisión sistemática, Estrategias pedagógicas, Tecnología educativa.

INTRODUCTION

Over time, scholars in applied linguistics and language pedagogy have discovered multitudinous downsides of solely exercising a structural approach to educate a target language to learners. Similar structural approaches do not link the target language with its communicative environment, the sociocultural environment through which people who use the target language communicate with each other and interact with their surroundings (Afikah, Rohaeti, & Jumadi, 2022).

Accordingly, this means that numerous learners of a language acquire grammatical knowledge but are ignorant of the socio-artistic significance of its correct use. Contemporary exploration of attorneys to add culture, identity, and intercultural communication to language classes, especially in programs designed to develop Spanish proficiency among scholars from non- Hispanic societies worldwide.

In line with this sociocultural perspective, (Krashen, Stephen D., 1981) theory of second language acquisition is fundamental for contrasting natural language acquisition with conscious learning, which implies that the speaker is aware of their own mistakes and strives to improve them, and that they accept their spoken language.

Also this study emphasizes the methods, which learners develop language skills, including natural acquisition, immersion, personal experiences, and deliberate effort

combined with reflection. These methods are essential for achieving linguistic competence and have significant effects on how language is taught and learned.

Furthermore, to strengthen the strategies outlined above and within the framework of the communicative approach, it is recommended to use authentic materials, select topics that are meaningful and engaging for students, and correct grammatical elements only when they hinder comprehension, while also fostering a supportive and trusting learning environment (Daniel Cassany, 1990)

From this perspective, learning is understood not merely as mastering rules or using texts designed exclusively for teaching purposes, but rather as building knowledge through situations and content that connect with each learner's interests and experiences. Moreover, correction is seen as a useful tool rather than an obstacle that generates insecurity; prioritizing fluency and understanding allows learners to engage more deeply and advance in a positive way throughout their learning process.

The dialogue, collective respect and critical mindfulness of parallels and differences between societies is the emphasis within the frame of the intercultural approach to the tutoring of Spanish. scholars will need to be suitable to read and look at culture's perspective in a way that challenges the stereotypical perspective they have of their own culture as well as produce their own perspectives about culture (Sudarso, Nurhikmah, Deiniatur, Megawati, & Syam, 2024).

The intercultural perspective of language education also emphasizes the significance of creating a terrain in which all scholars can share inversely in the classroom by furnishing openings for cooperative literacy, developing critical thinking chops through reflection, and agitating culture, communication, and meaning. In turn, these surroundings are ideal settings for appreciatively impacting verbal development while fostering lesser mindfulness of the artistic perspectives of individualities from around the world.

It is also important to recognize that this approach addresses deep social structures that shape relationships between groups. Critical interculturalism is based on the recognition that society is organized according to a pre-established hierarchical structure: individuals who do not belong to Indigenous or Afro descendant communities generally occupy positions of privilege, while those who are part of these groups find themselves in disadvantaged positions. This difference in status, as stated by (Walsh, 2009) , is what gives rise to

inequalities between people and leads to situations of discrimination that directly affect those who are in the lower levels of this social order.

Language literacy will give openings for intercultural relations, developing empathy, forbearance and communication inflexibility that will be necessary for effective commerce between individualities from different verbal and artistic communities across the globe. presently, Spanish is furnishing an avenue to connect people of different societies.

As one of the most extensively spoken languages across the globe, Spanish provides an important tool for artistic exchange, education, tourism, and transnational tactfulness cooperation. As spanish continues to grow around the globe, so will the necessity for developing and enforcing effective forms of delivering quality instruction to meet the different requirements of scholars, grounded on their separate verbal and artistic backgrounds (Kamzari & Alias, 2025).

Therefore, educators and researchers have sought out effective models for pedagogical teaching practices in the area of language acquisition, and intercultural competence (cross-cultural communication). The integrative approach employs both language acquisition and intercultural competence to train students to be able to effectively communicate in an appropriate manner with Spanish-speaking populations living in different parts of the world.

The instructors and teacher- instructors need specific clear guidelines, samples, pedagogically applicable paraphernalia, resources, and access to disquisition- predicated validation that can support them as they seek to apply intercultural principles into their own classroom practice. (Lawarn, 2021).

In fact, there have been multitudinous new developments and advancements in the training of Spanish as a foreign alternate language(L2) using an intercultural approach; the practical perpetration of this generality remains extremely problematic for multitudinous alternate language instructors and academy preceptors. With that in mind, there are numerous examples of academic literature that have published a variety of studies, areas of theoretical reflection (research, and pedagogical proposals and approaches for implementing intercultural competencies in the foreign second language classroom (in many different educational contexts) over the last few decades, including some of the most recent research findings that are available from around the world.

A method of accomplishing this objective is through the systematic bibliographic analysis and evaluation of the body of literature in a systematic and critical manner, allowing the researcher to assess the academic publications by comparing the theoretical perspectives, and synthesizing the findings of previous studies through the course of multiple periods of research and studies in the world of foreign language research and education (Kristianto & Harendita, 2022).

Through the methodical bibliographic analysis, the experimenter will estimate and classify the theoretical generalities, delineations, approaches, methodologies, and results of the former exploration and publications to develop a better understanding of how these generalities have been defined, integrated, and estimated in the environment of tutoring and literacy Spanish as a alternate foreign language. The experimenter will also be suitable to develop connections between the theoretical fabrics of intercultural perspectives, as well as how they've been integrated into the methodology of foreign language education and the posterior results.

A systematic approach to citing bibliographic information will contribute to the establishment of a theoretical basis for future research, as well as innovative pedagogical solutions, by identifying themes, concepts, and methodologies in studies concerning intercultural language teaching within the Spanish educational system. The analysis of this study over time will help researchers with a better understanding of how perspectives about intercultural language teaching have evolved within Spanish education (Posada, García, Sagre, & Carcamo, 2022).

This type of analysis will help develop more cohesive theoretical frames connecting linguistic, cultural, and critical thinking within processes involved with second language acquisition in educational institutions, such as schools and universities, and other forms of non-academic education that involve Spanish instruction, conducted globally at present in large quantities.

Also, bibliographic systematization enables preceptors to fete the practical issues of previous exploration concerning intercultural education. preceptors may thus fete colorful methodologies that promote discussion, intercultural mindfulness, and participated literacy openings for scholars studying spanish as a fresh language. The perceptivity from this type of analysis will help in creating applied educational gests that give verbal gests related to reflections on artistic, social, and communicative identity, thus enhancing the eventuality of

language education to develop global citizens and promote an understanding of global diversity in moment's world (Sudarso, Nurhikmah, Deiniatur, Megawati, & Syam, 2024).

Also, there is a strong relationship between intercultural instruction and the thick generalities of elongation, equity, and reference for diversity. Educational openings handed over down by language instruction can give openings for sociable consultation and cooperative recognition between identities from colorful artistic groups. Within this frame, the training of spanish becomes something more than a simple dynamic process.

As established in the theoretical framework, this approach finds its origin in the concept of communicative competence proposed by (Hymes. D, 1972) , which expanded the traditional view of language learning by integrating not only knowledge of the linguistic system but also the ability to use the language effectively in real contexts, encompassing sociocultural factors and different types of skills: linguistic, sociolinguistic, discursive and strategic (Áuregui Ondarra. Kristi, 2000).

In pedagogical terms, this framework requires teachers to design tasks where learners explore authentic traditions and social behaviors, thereby allowing them to appreciate how individuals think and act across diverse Spanish-speaking societies. By focusing on these sociocultural dimensions, learners can avoid cultural misinterpretations and build stronger intercultural connections, ultimately rendering their communication more natural, respectful, and effective in any given situational context.

This theoretical foundation has defined the way in which pedagogical practices are designed, highlighting the need to develop not only formal mastery but also the capacity to interact appropriately in diverse situations. Furthermore, the perspective of critical interculturalism, as noted by (Walsh, 2009) , provides a key reference for understand, ing how social structures and inequalities influence educational processes, which has guided the selection of studies that address not only linguistic aspects but also issues of equity, recognition of diversity and the transformation of existing power relations in educational contexts.

In recent years, the intersection of language acquisition and cultural diversity has highlighted the need for comprehensive pedagogical frameworks. To address this, the present study explores the theoretical, pedagogical, and empirical contributions within this field, guided by specific research questions. Consequently, this article carries out a systematic literature review of recent research, with the primary objective of analyzing how the

intercultural approach is conceptualized and applied in the teaching and learning of Spanish as a second language

- How has the intercultural approach been conceptualized and applied in the teaching and learning of Spanish as a second language?
- What teaching strategies and pedagogical practices are identified for fostering intercultural competence in Spanish?

Driven by these research questions, the primary objective of this investigation is to synthesize and interpret the existing body of knowledge regarding intercultural education within the Spanish language domain. By analyzing recent global research through multiple pedagogical lenses, this study aims to provide educators with actionable frameworks while establishing a theoretical foundation that supports the critical need for further research in contemporary language classrooms worldwide.

LITERATURE REVIEW

The theoretical and empirical configuration of teaching Spanish as a second language (EL2) has experienced a significant paradigm shift, moving from structurally isolated grammar transmission toward an integrative model that blends linguistic performance with cultural awareness. To understand how the intercultural approach is conceptualized and operationally applied in recent scientific literature (2021–2025), this review organizes the findings of the selected corpus into three fundamental thematic dimensions derived from the systematization matrix.

1. Conceptual Approaches for Intercultural Competence

The conceptualization of intercultural competence in the recent literature heavily builds upon the foundational concept of communicative competence established by Hymes (1972), which expanded language learning beyond grammatical structures to incorporate sociocultural variables and situational contexts. In the context of EL2, this implies that achieving true proficiency requires a systematic synchronization of linguistic, sociolinguistic, discursive, and strategic actions within a framework of mutual respect and global diversity.

Recent literature highlights that when learners acquire grammatical knowledge concurrently with cultural understanding and social interaction capabilities, the overall

quality of second language acquisition improves exponentially. For instance, research conducted through computer-assisted language learning (CALL) environments demonstrates that contemporary conceptual frameworks are highly dependent on Byram's intercultural communicative competence model, sociocultural theory, and social constructivism to justify the cognitive and social development of language learners.

However, the literature also reveals critical institutional and ideological challenges in how this competence is conceptualized globally. Ethnographic evidence indicates that many foreign language teachers still hold a superficial or restricted understanding of intercultural education, often reducing "culture" to mere national stereotypes or surface-level traditions, while actively avoiding deeper, controversial, or sociopolitical dimensions in the classroom.

Furthermore, this conceptual dimension cannot be detached from the power dynamics embedded in language instruction. Following the lenses of critical interculturalism proposed by (Walsh, 2009) the literature recognizes that educational spaces are influenced by pre-established social hierarchies and inequalities. This critical perspective underscores that corrective practices and pedagogical feedback are rarely neutral pedagogical tools; instead, traditional oral corrective feedback (OCF) can institutionalize dominant linguistic norms and propagate subtractive approaches, particularly among heritage language learners. Therefore, modern conceptual approaches advocate for a transition toward inclusive, critical, and context-responsive frameworks that empower students' historical and cultural backgrounds rather than diminishing their identity.

2. Teaching Strategies to Support Cultural Learning

The practical application of the intercultural paradigm requires the design of innovative pedagogical strategies and the incorporation of authentic materials that transform the traditional, rigid grammar-translation methodology into an interactive experience. This matches the early assertions of (Daniel Cassany, 1990) who emphasized the prioritization of fluency, meaningful content tailored to students' experiences, and a supportive environment where error correction serves as a development tool rather than a source of communication anxiety.

The systematic review of recent data identifies several innovative paths for cultural and linguistic learning:

Gamification: The integration of gamified instructional elements such as points, badges, leaderboards, levels, and time constraints significantly boosts student motivation, interaction, and emotional engagement. These techniques make language acquisition dynamic and enjoyable, helping students persist through communicative challenges.

Artistic and Oral Traditions: Incorporating ethno-pluricultural approaches through oral traditions, folktales, and ancestral songs serves as an exceptional tool for socialization, group cohesion, and multicultural identity reinforcement. Singing and storytelling not only enhance auditory perception, pronunciation, and vocabulary in authentic contexts, but they also connect learners emotionally with Spanish-speaking communities.

Content and Language Integrated Learning (CLIL): Implementing integrated methodologies (such as CLIL) allows students to discover curricular content while simultaneously expanding their target language proficiency, resulting in higher levels of cognitive flexibility, creativity, and problem-solving skills.

Culturally Responsive Writing Tasks: Designing didactic units from a decolonial perspective—where indigenous or minority undergraduate students write about their own cultural knowledge and interests promotes academic inclusion, personal empowerment, and deep intercultural dialogue.

Despite the proven efficacy of these strategies, their successful deployment is strictly tied to teacher preparation. Longitudinal data over teacher-training programs reveals that ideological, political, and institutional barriers still hinder the language and cultural preparation of bilingual educators, emphasizing the urgent need to provide teachers with clear guidelines, authentic resources, and evidence-based validation to support classroom practice.

3. The Role of Intercultural Communication in Language Development

Intercultural communication acts as a core engine for linguistic growth, directly influencing how second language input is processed, negotiated, and produced. This correlation links back to (Krashen, Stephen D., 1981) language acquisition theories, which differentiate conscious learning from natural, spontaneous acquisition, highlighting the importance of immersion, personal reflection, and interactive exposure.

In contemporary instructional settings, advanced digital technologies and artificial intelligence (AI) have expanded the horizons of interactive exposure. Mainstream social media platforms, discussion forums, blogs, and telecollaboration networks facilitate authentic

learner to learner and learner to educator communication, positively affecting writing, speaking, and cross-cultural interaction beyond regular classroom hours.

Similarly, the emergence of AI conversational chatbots has modified the emotional and social landscape of language acquisition. Chatbots that integrate cultural, empathetic, and humorous dimensions successfully lower conversational anxiety, offer real time emotional support by detecting the learner's affective states, and boost motivational investment, leading to more effective communication outcomes among diverse cultural groups.

Finally, the literature stresses that language development and communication must be analyzed through objective linguistic resources and structured frameworks. The compiled data shows that the creation of large scale online learner corpora (such as CEDEL2) provides essential metadata (e.g., native language, proficiency level, exposure) that allows researchers to track cross linguistic influences, structural development, and individual variation in L2 Spanish acquisition.

Furthermore, specialized progressive training models (such as the BSAMS framework) demonstrate that bilingual communicative competencies and assessment skills are developed gradually through systematic, structured methodologies. Ultimately, as demonstrated by the correlation between speech dimensions (intelligibility, comprehensibility, and accentedness), a learner's high proficiency enhances speech intelligibility and comprehensibility during communication, yet the presence of an accent remains independent of successful communication. This reinforces the idea that intercultural communication must prioritize mutual understanding, empathy, and social flexibility over mere native-like phonetic replication

METHODOLOGY

To perform a qualitative exploration through bibliographic systematization of aspects regarding intercultural perspectives of teaching learning of second language Spanish(s) based on academic studies. Bibliographic systematization assists researchers in compiling, organizing, classifying and interpreting scientific literature produced for a particular area of knowledge, thus making it possible to identify the theoretical contributions, pedagogical perspectives, and research trends described in the literature on intercultural education in languages.

The study used documented sources as the basis for analysis of written academic literature. Research using documentary studies can provide researchers with access to publications that include theoretical and empirical data regarding phenomena related to education. The sources chosen for use in this study consisted solely of scientific articles that concentrated on the use of an intercultural perspective, cultural processes, and strategies in contexts where Spanish is taught/learned as a second language within different educational contexts.

The methodological framework adopted for this study was a systematic literature review, executed through a structured bibliographic systematization process. Following the rigorous guidelines for systematic reviews established by Kitchenham (2007) and Gough et al. (2012), this methodology was operationalized into explicit sequential stages. These phases included the initial identification of relevant literature, the rigorous application of inclusion and exclusion criteria, the synthesis of data utilizing analytical matrices, and the critical interpretation of the reported evidence. This standardized approach ensured that the selection and analysis of the data followed a replicable and validated scientific protocol rather than an arbitrary procedure. Consequently, this systematic process enabled the identification of conceptual linkages and methodological trends within the field of intercultural language teaching.

The dataset included a total of 18 scientific articles that form the corpus of this study. The selection was limited to publications from the last five years, with the aim of reflecting the most current discussions and perspectives in the pedagogy of Spanish as a second language, specifically regarding trends in the use of an intercultural approach.

However, the research also acknowledges the importance of previous theories and studies, such as the contributions of Krashen (from earlier years), which have laid the conceptual foundations in this field and whose influence remains relevant for understanding recent advances. The inclusion of articles published between 2021 and 2025 allowed for the identification of contemporary trends in the incorporation of the intercultural approach in the teaching of Spanish, without neglecting the legacy of previous research that continues to provide solid theoretical foundations.

During the literature search, commonly used academic database sources were consulted for educational and language research, including Google Scholar, ERIC, Scopus, Dialnet and other specialized repositories specifically related to applied linguistics and

language education. All of the sources used provided the full text of articles through peer-reviewed journals that provided evidence of the quality and reliability of each respective document used in this analysis.

The search for relevant articles was guided by relevant keywords associated with the topic of research, and included the terms "intercultural approach", "Spanish as a second language", "intercultural competence", "language teaching" and "intercultural communication". By combining multiple keywords, it was possible to identify literature that specifically relates to activities having a cultural and communicational base when teaching and learning the Spanish language.

Table 1.

Databases and Number of Articles Identified and Selected

Database	Articles Found	Articles Selected
Scopus	18	6
ERIC	10	2
Google Scholar	31	4
Dialnet	10	6
Total	69	18

Note: Author's own elaboration.

Specific inclusion criteria were established for the articles to be included in this analysis. All articles included needed to be scientific peer-reviewed articles, published in English or Spanish within the time frame of 2021-2025, and address the teaching and learning of Spanish as a second language through an intercultural or cultural lens in an established regarding inclusion of empirical, theoretical, or pedagogical experiences relating to intercultural competence development in Spanish language education necessitated that studies examined classroom interaction, cultural awareness, intercultural communication, or teaching strategies; the above criteria are representative of the convergence of research objectives as supported by empirical findings.

As indicated by recent research trends, studies were selected that address aspects such as the development of empathy, tolerance, communicative flexibility and the ability to understand different cultural perspectives, which are considered fundamental outcomes of this educational approach

Exclusion of studies that used a strict focus on grammar without cultural or intercultural elements provided for the maintenance of coherence within the sample. Additionally, studies related to non-Spanish language instruction or those with insufficient methodology description were excluded from the review. Studies previously reported by more than one database were also excluded from the review.

Table 2.

Inclusion and Exclusion Criteria for Article Selection

Criteria Type	Description
Inclusion Criteria	Peer-reviewed scientific articles published between 2021 and 2025.
	Articles written in English or Spanish.
	Studies related to teaching and learning Spanish as a second language.
	Research addressing intercultural approach, cultural awareness, or intercultural communication in language learning.
	Studies presenting empirical, theoretical, or pedagogical evidence related to intercultural competence in Spanish language education.
Exclusion Criteria	Studies focused exclusively on grammar instruction without intercultural or cultural components.
	Studies related to languages other than Spanish.
	Publications with insufficient methodological description.
	Duplicate studies found in more than one database.

Once the eighteen studies were chosen, the next step was to create a systematization matrix in order to provide for a structured way in which to organize the extracted information. The matrix consisted of the following categories: (1) Author/Year; (2) Title of

Study; (3) Purpose of Research; (4) Methodology Employed; (5) Primary Findings. A systematization matrix served as the primary organizational tool for the information produced by the selected studies.

Categorization of data within the systematization matrix provided a mechanism by which to conduct comparative analysis among the studies and to identify similarities and differences in the findings of each study. The organization of the data presented through the systematization matrix facilitated the interpretation of how intercultural perspectives are represented in the Spanish language education research.

The literature review was conducted in multiple stages of reading and interpretation. In order to gain an understanding of the general content of each article, an initial exploratory reading to evaluate titles, abstract, keywords, and conclusions was conducted to identify salient themes present in the respective studies and confirm the research was related to the topic of research conducted.

A second stage of the review process involved a thorough reading of the selected studies. Through this analysis, theoretical frameworks, methodologies and findings were identified for each article. The extraction and organization of concepts associated with intercultural competence, cultural awareness, and pedagogical strategies to promote intercultural communication within Spanish as a second language environment were of particular interest. As highlighted in the conceptual foundations, these elements are key to designing educational processes that prepare learners to communicate effectively, appropriately and with full understanding of the context, integrating linguistic skills with the ability to relate to others and participate in diverse social environments.

Once extracted from their respective studies, the data was organized into themes. The three major themes derived from the literature included: Conceptual Approaches for Intercultural Competence; Teaching Strategies to Support Cultural Learning; and The Role of Intercultural Communication in Language Development. Using these themes rendered clear support for each author's contribution made to the field.

RESULTS

Table 3.

Author and Year	Title	Objective	Methodology	Results
Al-Dosakee, Karwan; Ozdamli, Fezile (2021).	Gamification in Teaching and Learning Languages: A Systematic Literature Review.	The objective of the study was to provide an overview of previous studies related to the use and implementation of gamification in language education and to identify existing trends and initiatives that utilize gamification in language learning environments.	In this research, a scientifically driven approach was utilized. Academic publications from the Web of Science, ScienceDirect, and Scopus were used to conduct a systematic literature review as the basis of this study. It was determined the useable publications would be limited to those published from 2010 - 2020; therefore, 103 articles were discovered and would be processed through inclusion and exclusion criteria. At this point, repeated and unqualified entries were eliminated so that there were 27 articles that would undergo the refinement process. Data was categorized, extracted, and classified according to	The results of this study support the notion that gamification increases interest in learners' interaction and engagement with their language learning through gamification techniques/strategies. These techniques/strategies use a variety of gamification elements such as: levels, badges, points, leaderboards, and time to assist learners in the development of their language skills. The results also found that the most common application of gamification was at the university level and utilized a number of technological mediums,

			the following thematic areas: gamification elements, educational level; technical usage; instructional methodology; and learners' perception.	including mobile applications and online platforms. Overall, gamification developed a language learning process that was much more enjoyable and motivating for the learner than traditional instructional methods.
Enríquez, E. (2021).	Argumentative Writing in Spanish as a Second Language by Indigenous Undergraduate Students.	The main objective of this article is to design, implement, and evaluate didactic units that facilitate the teaching and learning of argumentative writing in Spanish as a second language, particularly for Indigenous university students, promoting the recognition of their cultures, interests, and	This investigation adopted a qualitative research approach with an action research design characterized by iterative cycles and phases. The study involved three main cycles corresponding to the development and assessment of three didactic units, along with an initial diagnostic phase. Each cycle included planning, action, reflection, and evaluation stages, allowing for adjustments based on ongoing analysis. Data collection methods comprised the use of field diaries and semi-	Addressing writing as a process and promoting intercultural communication from a decolonial perspective significantly contribute to improving the teaching of Spanish as a second language, especially among students from indigenous peoples. The author proposes that pedagogical strategies should focus on valuing cultural knowledge, fostering intercultural dialogue, and providing close support, while

		knowledge in the process of acquiring discursive skills in their second language.	structured group and individual interviews. This iterative process aimed to facilitate continuous improvement of the teaching strategies and materials, with the overall goal of enhancing students' argumentative writing skills in Spanish as a second language through a culturally responsive and intercultural dialogue framework	adapting to the specific needs of the students to promote their inclusion and academic success. These contributions reinforce the importance of an intercultural and contextualized approach to language teaching, emphasizing that cultural empowerment and the appreciation of indigenous knowledge are key to more effective and meaningful learning.
Casal de la Fuente, Lucía; Gillanders, Carol (2022).	Songs and Singing Songs in Early Childhood Education: A Review of Spanish Curriculum Policy.	The objective of the study was to explore Spanish curriculum policy related to songs in early childhood education and to analyze how songs and singing are included in official educational	Research with a methodology based on Document Analysis. This methodology involved examinations of Official Curriculum Regulation from the 17 regions and Ceuta and Melilla of Spain, through an in-depth exploration of the Spanish Educational Information Network for Official Educational Documentation.	The Spanish early childhood education curriculum reflects the inclusion of songs and singing, within 3 primary categories: (a) as part of the curriculum (b) as a teaching tool for teaching other subjects (c) as an activity to promote personal/social development. Songs are also

		regulations across the different regional governments in Spain.	Specific terms such as "song," "songs," and "singing" were searched for within these resources, and through an inductive coding method, reference to these terms were thematically analysed according to Inductive Coding.	linked to the arts/performing arts, demonstrate a connection to the other language, and include an element of cultural understanding. Through singing, the group cohesion, social relationships, and a sense of community belonging are enhanced.
Guerrero, Michael D. (2023).	State of the Art: A Forty-Year Reflection on the Spanish Language Preparation of Spanish-English Bilingual-Dual Language Teachers in the U.S.	The objective of the study was to analyze the linguistic qualifications of bilingual education teachers, with particular emphasis on the Spanish language competencies required to meet the educational needs of emergent	The Methodology of the study was executed using a high-technology reflective review method. The data collected was longitudinal in nature and included reviewing the author's own professional experiences as well as formal academic publications produced by them between 1993 and 2020. Approximately forty years of changes in bilingual education have been reflected upon by evaluating the language-related policies, ideological	The results showed little advancement in providing viable methods for preparing bilingual teachers who can competently speak and use Spanish, despite the presence of more than thirty years' worth of funding and implementation of bilingual education programs such as Dual Language Programs within various geographic areas in the U.S. Additionally, the research

		bilingual learners in the United States.	views, and established practices applicable to Spanish teacher preparation utilized in North America.	found that language ideologies and political influences affect the development of Spanish language proficiency for teachers preparing to teach dual language learners through the mechanisms associated with foreign language teacher preparation programs. To improve the preparation of linguistically qualified bilingual teachers who can provide effective academic support for emergent bilingual students, the author provided three strategic directions.
Ana M. Rico Martín 2022.	Methodology of Teaching Spanish as a Second Language.	The main objective was to identify effective methods and strategies for teaching Spanish as a second language to Amazige speaking	The methodology focuses on communicative approaches, promoting active and participatory learning for students. It emphasizes oral comprehension and expression, as well as reading and writing	The findings of this research highlight the importance of adopting a methodology focused on developing communicative skills in authentic contexts, promoting activities that engage

		students in Melilla, focusing on improving their communicative skills and overcoming specific learning difficulties	activities tailored to the needs and levels of Amazigh students. Contextualized activities, practical tasks, and exercises that encourage language automatization, fluency, and accuracy are used. Additionally, attention is given to identifying and correcting phonological, grammatical, and orthographic errors characteristic of Amazigh speakers. The approach combines various procedures to achieve meaningful and contextually relevant learning aligned with real-life situations.	students in real and meaningful situations rather than relying solely on memorization and traditional grammar instruction. Moreover, it has been observed that native Spanish and speaking students of Amazigh origin face particular challenges stemming from a lack of prior experience with reading and writing in their mother tongue, which exacerbates their learning process of Spanish and necessitates adapting strategies to their specific needs. Among the most evident difficulties are problems with auditory perception and discrimination of sounds specific to Spanish, related to their native language, making it essential to implement activities that
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				strengthen phonetic perception and auditory discrimination. Additionally, using practical, contextualized tasks and activities involving interaction in everyday situations is fundamental to facilitate motivating and meaningful learning, thus enhancing language acquisition in real-life environments. It is also important to recognize that students' limited familiarity with reading and writing in their mother tongue restricts their ability to learn to read and write in Spanish, so a parallel and systematic approach that addresses these skills is recommended. Finally, the research indicates that combining different methodological
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				approaches, tailored to the cultural and linguistic characteristics of students, is the most effective strategy to enhance their Spanish proficiency, avoiding exclusive methods and fostering a more comprehensive learning experience.
Hayes-Harb, Rachel; Barrios, Shannon (2021).	The Influence of Orthography in Second Language Phonological Acquisition.	The objective of the study was to provide a comprehensive review of research examining the influence of orthography on second language phonological acquisition and to analyze how written input affects different aspects of phonological	A modern methodological approach was used to conduct a systematic review of empirical studies about the relationship between the letters in writing and the ability to learn sounds in a language one has yet to speak. Looking at research that looked at phonological awareness, perception of individual sounds, phonological processes, how individuals learn syllables, the way a person pronounces words, and how	The review of the literature revealed that there are many ways that orthographic input affects a second language learner's ability to acquire phonology. Often written materials help learners differentiate between individual sounds, how to pronounce individual sounds, and how to develop a mental representation of a word. On the other hand,

		development in a second language.	to recognize spoken words, the studies were used to identify similarities and differences among the studies with respect to variables that affect orthographic effects and the educational implications for second language learners.	when the relationship between letters in writing and how to pronounce the sounds represented by those letters is different from one's first language, orthographic input creates confusion and makes the task of acquiring phonology more challenging.
Huensch, Amanda; Nagle, Charlie (2021).	The Effect of Speaker Proficiency on Intelligibility, Comprehensibility, and Accentedness in L2 Spanish: A Conceptual Replication and Extension of Munro and Derwing (1995a).	The objective of the study was to examine the relationship among intelligibility, comprehensibility, and accentedness in the speech of second language learners of Spanish and to determine how learner proficiency influences	Data collection for the study was acquired using a quantitative method where the design utilized a conceptual replication. The speech data was gathered from two institutions of higher education comprised of 42 second language learners (SLL) of Spanish who performed a semi-spontaneous speaking task based on picture narration. Native Spanish speakers (80) were identified through Amazon	It was determined that intelligibility, comprehensibility, and accentedness were all related but semi-independent characteristics of second language speaking. It was also determined that an SLL's level of proficiency influenced the way that linguistic subcomponents such as phonemic accuracy, grammatical errors, prosodic quality, and rate of speech are

		these speech dimensions.	Mechanical Turk and asked to transcribe and evaluate the utterances produced by SLLs. The speech produced by SLLs were coded in terms of grammatical errors, phonemic errors, the quality of prosodic features, and the rate of speech.	perceived by listeners. Speakers who demonstrate a higher degree of proficiency produce speech with a higher degree of intelligibility as well as comprehensibility than speakers with a lower proficiency; however, the rating of an accent is relatively independent from intelligibility and comprehensibility.
Istifci, Ilknur; Dogan Ucar, Asiye (2021).	A Review of Research on the Use of Social Media in Language Teaching and Learning.	The objective of the study was to review recent research on the use of mainstream social media platforms in language teaching and learning and to analyze how these tools contribute to language	The study used literature review methodology and content analysis was used to analyze 230 articles published in Computer Assisted Language Learning (CALL) between 2016 and 2020. After applying selection criteria, 23 studies that met the criteria for the purposes of the review were included in the review. The articles were analyzed for	The results of the literature review demonstrate that social media platforms support language learning by providing opportunities to promote interaction, collaboration, and communication between learners and teachers. The studies highlighted positive effects of social media on a variety of skills

		instruction and learning outcomes.	common research themes, methodological approaches, and educational implications for the use of social media including Facebook, Twitter, WeChat, blogs, wikis, videoconferencing, and forums in language teaching and learning.	including writing, speaking, pronunciation, and intercultural communication. The studies in the literature review most often used a mixed-method research design, included university students learning English as a Foreign Language (EFL), and focused on Facebook and WeChat. The overall conclusion of the literature review is that social media tools can enhance language teaching and learning in an educational context if used effectively.
Loza, Sergio (2025).	“Did you have some kind of blow to the head?”: Spanish Heritage Language Learners, Language	The objective of the study was to examine how oral corrective feedback (OCF) practices used by an instructor reflect	In this study the ethnographic method was used to gather data from classroom observations and interviews of one teacher and four Spanish heritage language learners from the same community college	The results indicated that oral corrective feedback practices of the teacher demonstrated particular ideologies about language and propagate dominant language norms in the classroom.

	Ideologies and Oral Corrective Feedback.	language ideologies and influence the learning experience of Spanish heritage language learners in a beginning-level Spanish classroom.	Spanish class. The focus of analysis was on the teacher's method of providing oral corrective feedback through the interactionist lens as an illustration of the ideological beliefs of the instructor about language teaching and learning.	It was also found that the teacher regularly provided metalinguistic comments that reinforced ideologies that support a subtractive approach to teaching Spanish heritage language learners. It was concluded that oral corrective feedback, which is often viewed as a neutral pedagogical strategy, is likely to institutionalize ideologies about language and learners and there is a need to develop alternate analytical perspectives that would better relate the use of corrective feedback practices with the pedagogy of heritage languages.
Lozano, Cristóbal (2021).	CEDEL2: Design, Compilation and Web Interface of	The objective of the study was to present and review CEDEL2,	This research utilizes a corpus-designed and descriptive research methodology. Using the prescribed	The results of this study indicate that CEDEL2 is a large, structured linguistic resource for

	an Online Corpus for L2 Spanish Acquisition Research.	an online learner corpus designed to support research in second language acquisition, particularly in the study of Spanish as a second language, by describing its corpus design, compilation process, and web-based search interface.	corpus-design principles and second language learning research methodology, the author outlines the processes used to develop the CEDEL2 learner corpus and to collect data for that corpus. The corpus contains data from written and spoken texts produced by Spanish learners with a variety of native language backgrounds collected by means of online learner forms and through pre-defined speaking tasks. The design of the CEDEL2 corpus incorporates metadata characterizing each learner within several different dimensions, i.e., native language, proficiency level, age, exposure to and length of study in Spanish.	research in second language acquisition; it consists of data collected from more than 4,300 learners and has a total of more than one million words of language produced by learners. The CEDEL2 corpus represents data from the language of a diverse population of learners who have different native language backgrounds and whose proficiency levels vary widely. Each of the CEDEL2 learners are identified and described by means of specific metadata, allowing researchers to study the linguistic development of learners; the extent of cross-linguistic influence; and the individual variability of learners in their second language (L2)
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				acquisition. In conclusion, the CEDEL2 corpus provides researchers with a sophisticated online platform with which to conduct searches, analyze concordances, and conduct analyses of frequency data, making CEDEL2 an innovative methodology for the examination of patterns of second language acquisition in Spanish.
Lu, Binwei; Shao, Xin; Ge, Linghan; Wu, Jiaqi (2024).	Challenges and Opportunities in Implementing Intercultural Education in Higher Education: The Perceptions and Practice of Foreign Language	The aim of this research is the use of intercultural learning in the teaching of foreign languages to students in Chinese universities, with attention to both the challenges and advantages associated with its implementation	This study was carried out using qualitative methods through an ethnographic lens. Data collection involved observing the classroom as well as conducting semi-structured interviews with a sample of foreign language teachers at a Chinese university. The classes examined were comprised of both EFL and CFL classes. Once the data was	The findings suggest that teachers had only a limited understanding of the subject of intercultural education. Specifically, teachers mainly associated culture with only superficial aspects of national cultures. While intercultural themes were present in some lessons, most of the time they

	Teachers in a Chinese University.	by instructors and their actual teaching methods.	collected, it was transcribed and thematic analysis was conducted using systematic coding to identify patterns of teachers' perceptions, practices in the classrooms and intercultural elements of teaching foreign languages.	were introduced without any awareness or deeper discussion. Most teachers avoided opportunities to teach about intercultural issues, due to their avoidance of teaching materials that could be seen as controversial or political in nature and also viewed an intercultural education as something outside of their responsibility.
Orobio, Jéssica; Dorsman, Karen; Dryden, Mary; Cartwright, Julia; Bordes Edgar, Veronica; Neumann, Joy (2024).	Supporting Spanish-Bilingual Assessment Skills as an English-Monolingual Supervisor in the United States: The Bilingual Supervisee and	The objective of the study was to present and explain the BSAMS Training Model designed to support the development of Spanish–bilingual assessment skills	This research has followed a model-development methodology applying conceptual rationale for building the BSAMS Training Model from the authors' professional experience and best practice considerations proposed by bilingual practitioners. The BSAMS Training Model contains a dual pathway of progressive phased	The results of this research show that the BSAMS Training Model provided a systematic framework to assist bilingual learner's working under the supervision of monolingual practitioners while maintaining ethical standards, competent patient care and public safety. The BSAMS Training

	Monolingual Supervisor (BSAMS) Training Model.	among bilingual trainees who receive supervision from English-monolingual supervisors in the United States.	development to facilitate the learning of bilingual assessment competencies under the supervision of a monolingual practitioner.	Model established that bilingual assessment skills are learned gradually as the assessor progresses through the various phases of training, as well as through their ongoing practice. Additionally, the BSAMS Training Model stressed the importance of bi-directional supervision for increased multicultural supervision, enhanced training experiences, and further developed bilingual clinical assessment competencies.
Perea-Trigo, Marina; Botella-López, Celia; Martínez-del-Amor, Miguel Ángel; Álvarez-	Synthetic Corpus Generation for Deep Learning-Based Translation of Spanish Sign Language.	The objective of the study was to develop and evaluate methods for generating a synthetic corpus of Spanish Sign Language	A computerized and experimental research methodology employing deep learning and corpus generation was followed in this study. A rule-based approach (ruLSE), was established for generating synthetic	The findings indicate that the synthetic dataset developed for this study, synLSE, contributed to improved performance when translating from Spanish to Sign Language. The MarianMT model

García, Juan Antonio; Soria-Morillo, Luis Miguel; Vegas-Olmos, Juan José (2024).		(LSE) gloss annotations to support deep learning models for sign language translation and improve communication between deaf and hearing communities.	gloss annotations from a Spanish source text first. Synthetic datasets were then created based on the use of synthetic gloss annotations and were used to train and evaluate NMT models based on the MarianMT and Transformer-STMC Transformer architectures. A set of experiments were conducted to compare the performance of different models, and to assess the usefulness of the generated synthetic datasets when translating from Spanish to Sign Language.	outperformed the other model by 3.7 BLEU-4 points but was also able to process data more quickly than the other model, thereby demonstrating that pre-trained Spanish word embeddings have a positive impact on translation performance. The rule-based system used for creating the synthetic datasets was effective in generating synthetic datasets for use in training deep learning models for use in translating from Spanish to Spanish Sign Language.
Aguion, Mark Anthony Reyes; Baraña, Jeanelle Anne B.; Valderrama, Czarlaine; De La	Language Acquisition: The Role of Grammar Acquisition and Instruction in Second Language	The objective of the study was to examine and synthesize existing research on grammar acquisition and grammar instruction in	The scoping method developed by Arksey and O'Malley was used to conduct this research. The authors identified their research question, selected literature that consented to the topic being studied, collect data	According to the evidence presented in this review grammar acquisition is very important for second language acquisition in addition to increasing learners communication skills and helping

Cruz, Adriane Y.; Ilustre, Ramil G. (2021).	Teaching and Learning.	second language teaching and learning, and to identify strategies that can enhance the acquisition of grammar in second language learners.	from those studies, then compile all the findings. They searched through various online databases for relevant literature including Google Scholar, Academia.edu, Research Gate and various other scientific databases. After combining and analyzing all of their literature they found 20 studies regarding grammar acquisition and second language acquisition.	to boost fluency. Results indicate that explicit and implicit grammar teaching can support language development/enhancing language development when paired together with communicative methods and genuine resources. This review demonstrates that research is needed concerning grammar acquisition within the second language acquisition area of research. Further research needs to be conducted identifying more optimum methods and techniques for teaching and enhancing grammar instruction.
Ruiz Hidalgo, David; Ortega- Sánchez, Delfín (2023).	CLIL (Content and Language Integrated Learning)	The objective of the study was to identify and analyze the results of the CLIL	A systematic literature review methodology as per PRISMA was used to identify and analyze literature related to CLIL	Results of the study show that there are very positive impacts relative to language acquisition and the level of curricular content

	Methodological Approach in the Bilingual Classroom: A Systematic Review.	methodological approach in relation to English language acquisition and the learning of other curricular disciplines in bilingual classrooms in Early Childhood, Primary, and Secondary Education through a review of existing scientific literature.	methodology. The researchers searched the Web of Science and Scopus databases along with other databases using defined keywords associated with CLIL methodology. A total of 839 studies were identified, and after duplicates were removed and inclusion criteria were applied related to educational field, language and relevance to CLIL pedagogy, the research team selected 19 studies for further analysis.	acquired in a CLIL setting. Many of the studies reviewed cited increased levels of student motivation and level of student participation; improved linguistic skills and subject area knowledge and improved cognitive ability, creativity and problem-solving skills were also identified in the CLIL studies reviewed. The majority of the studies included in the systematic literature review were conducted in Europe with Spain being the primary country where the majority of studies were completed.
Shadiev, Rustam; Yu, Jiatian (2024).	Review of Research on Computer-Assisted Language Learning with a Focus on	The objective of the study was to review recent research on computer-assisted language learning	The researchers used a systematic review of the literature as their research methodology. They searched existing research on computer assisted language	The study results indicate that Byram's intercultural communicative competence theory/model, sociocultural theory, and social constructivism

	Intercultural Education.	(CALL) with a specific focus on intercultural education and to analyze the theoretical foundations, technologies used, languages and cultures addressed, methodologies applied, and findings reported in studies published during the last five years.	learning/telecollaboration with a special focus on research regarding intercultural education. The review sought to identify research published relating to various aspects of the reviewed studies including theoretical approach (theory used as a Framework for the Study of Computer-Assisted Language.	were the most commonly identified theoretical bases for the analyses in these studies. The technologies used were also common to those seen in previous research with discussion forums being the most common technology used, followed by Facebook, email, and Skype. Most of the studies included English as the target or studied language and most of the studies on intercultural telecollaboration included American culture.
Zhai, Chunpeng; Wibowo, Santoso (2022).	A Systematic Review on Cross-Culture, Humor and Empathy Dimensions in Conversational Chatbots: The Case	The objective of the study was to review existing research on artificial intelligence conversational chatbots used in second language acquisition	A systematic literature review was employed in the present study, for which the authors identified and reviewed literatures that were published between 2012 to 2022. Articles were identified, located, and reviewed from three data sources:	The findings of the study indicated that conversational chatbots incorporating cultural, empathy and humour related dimensions positively influenced second language acquisition outcomes. Cultural aspects,

	of Second Language Acquisition.	and to investigate how cross-cultural, empathetic, and humorous dimensions influence learners' learning outcomes and retention.	Google Scholar, Web of Science, ProQuest, IEEE, and ScienceDirect. A PRISMA based selection process consisted of identifying, screening, and retaining all candidate literature based on inclusion criteria to cover the use of chatbots to teach second languages and was documented through screening into four separate groups [1] Literature identified for inclusion (589 Literature), [2] Duplicates removed via administrative processes, [3] literature eliminated which did not cover the use of chatbots for second language acquisition, and [4] retention of literature covering the use of chatbots for second language acquisition (48 Literature) which met the inclusion criterion.	through the integration of culture into language, increased second language learners' cultural awareness and increased the efficacy of communication among second language learners from diverse cultural backgrounds. Empathy-based attributes assisted second language learners by decreasing their anxiety levels, enabling chatbots to detect the emotional state of second language learners and providing emotional support to second language learners during the acquisition process. Humour-based interactions also assisted second language learners to increase their engagement, motivation, and enjoyment while participating in activities
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				associated with acquiring a second language.
(Margarita Isabel Asensio Pastor, 2019)	The oral tradition in the primary education classrooms: an etnopluricultural approach to spanish learning as a second language.	The main objective of this article is to propose and analyze how oral tradition can be used as a teaching tool in primary school classrooms to promote an ethno-pluricultural approach to teaching Spanish as a second language. It seeks to foster respect for cultural diversity, strengthen students' pluricultural identity, and contribute to their communicative and social development through activities that	The methodology proposed in this article consists of a participatory approach that involves family members, teachers, and students in activities related to the collection and narration of oral traditions. It is carried out in phases that include understanding the cultural context, selecting and narrating ethnotexts in the original language, facilitating the process, and creating a collaborative book. Evaluation is based on observation, field notes, and rubrics to assess participation and intercultural learning.	The article's main findings show that incorporating oral tradition into the classroom fosters the recognition and appreciation of cultural and linguistic diversity, strengthens students' self-esteem, and promotes intercultural dialogue. Furthermore, it improves communication skills, encourages empathy, and contributes to the development of a multicultural identity, reinforcing respect for different cultures within the educational process.

		integrate oral tradition as a central resource in the intercultural and multilingual learning process.		
(Érika Elizabeth Enríquez Díaz, 2021)	Argumentative Writing in Spanish as a Second Language by Indigenous Undergraduate Students	The objective of this research is to design, implement, and evaluate didactic units for the teaching and learning of argumentative text writing in Spanish as a second language, specifically aimed at indigenous university students, with an emphasis on promoting intercultural communication from a critical and decolonial	The methodology of this research was based on a qualitative paradigm, employing an action research approach that included cycles and phases (planning, action, reflection, and evaluation). Three cycles were conducted using didactic units, along with an initial diagnostic unit. During the planning phase, programs were designed based on group interviews and prior background, with adjustments made according to identified needs. In the action phase, implemented the designed materials, and in the reflection and evaluation phase, diaries and semi-structured	The key findings of this study revealed that intercultural communication and continuous support significantly empowered indigenous students, positively impacting their learning process. Writing about their own interests and cultural backgrounds increased their motivation and engagement. The strategies employed proved effective, especially when accompanied by ongoing guidance, which led to improvements in their ability to write and argue in Spanish as a second language within an

		perspective, in order to improve their discursive and argumentative skills within an academic context.	interviews were analyzed to inform improvements and adjustments. The intervention lasted ten weeks, with sessions of two to three hours weekly in person, plus outside work, targeting four first-semester students from Social Sciences programs. The content focused on intercultural, communicative, lexical, discursive, and grammatical aspects to enhance their Spanish as a second language competence. This ongoing process allowed for continuous adaptation based on students' needs and progress.	academic context. Additionally, engaging students in dialogue about their cultures fostered a sense of empowerment and reinforced their identity, demonstrating that incorporating intercultural elements in teaching methods benefits their language development and confidence.
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DISCUSSION

The comprehensive evaluation of the research reviewed indicates an increase in the use of intercultural perspectives and communicative methodologies in the instruction of the Spanish language as a second language. (Reyes, Baraña, Cruz, & Ilustre, 2021) State that when learners acquire grammatical knowledge while at the same time acquiring cultural understanding and developing a social interaction with the language, second language acquisition improves. Thus, intercultural education promotes the development of communication skills and the awareness of socio- cultural diversity. Consequently, it may be concluded from these previous findings that the effectiveness of language learning increases when the competence in linguistic and sociocultural competencies is integrated through intercultural dialogue or through sociocultural contexts.

Additionally, the literature provided evidence that innovative pedagogical strategies can also help engage students in their language learning environments. According to (Dosakee & Ozdamli, 2021), gamified instructional approaches exert a positive effect on increasing motivation and interactive elements by means of providing points, badges, and levels. These types of instruments lead to the language acquisition process becoming more dynamic and encourage engagement in the learning process. Therefore, students who participate in language learning through digital and interactive environments demonstrate increased levels of engagement and persistency in the completion of language tasks as designed through digital and interactive environments.

Culturally and artistically based resources can also play a key role in supporting the development of a student's second language acquisition. (Fuente & Gillanders, 2021) Identify songs as a way to develop language and can be used as tools for socialization. Furthermore, students develop vocabulary, pronunciation, and listening skills when engaged in singing activities, which creates an emotional connection between the group participating in the activity and supports group cohesion; thereby indicating that cultural experiences play a significant role in the process of acquiring a second language in an educational setting.

Teacher preparation is another major contributor to the success of second language acquisition in the classroom. (Guerrero, 2023) Points out that bilingual educators often experience a lack of adequate linguistic preparation due to the ideological and institutional barriers in the programmes used to train teachers. If educators have inadequate levels of linguistic capability or cultural education, they may provide substandard levels of instruction

for bilingual students. For this reason, it is crucial that we strengthen our educator training to ensure we can improve the experiences of bilingual students in our education systems.

Phonological acquisition research suggests a relationship between orthography and phonologic development in learners. According to (Hayes & Barrios, 2021), learners can utilize their knowledge of orthographic input to assist them with identifying features of sound that allow them to create a cognitive representation of a lexical item in their target language. When an individual attempts to gain a comprehension of phonetic properties, because of discrepancies between the two types of language in the way that the sound system of the designated language differs from their native one or the written representation of the designated language differs from that of their native language. To teach learners a second language effectively, it is critical that both phonology and orthography are integrated into instruction.

A learner's proficiency in the language they want to learn will affect how well they can communicate with others; as (Huensch & Nagle, 2021) state; the higher the level of language skill a learner has, the more intelligible and comprehensible their speech will be. However, having an accent doesn't mean that a learner's communication is incapable of being successful; for instance, even though a learner may speak with an accent, they may still be able to effectively communicate. Therefore, one cannot assume that correct pronunciation alone means that a learner has successfully acquired a language.

The synthesized evidence demonstrates that in the digital environments analyzed by the authors, learners engage in authentic communication. For example, (Istifci & Dogan, 2021) reported that social networks provide educators with the ability to facilitate learner-to-learner and learner-to-educator collaborating, interacting, and communicating with each other. In digital environments (e.g., forums, blogs, and social networks), students can engage in authentic communication with one another as they practice their writing and speech proficiency.

Feedback has an equally important impact on language acquisition. According to (Loza, 2025), oral spoken corrective feedback is often not delivered to the learner/recipient in an unbiased manner. The manner in which oral feedback is delivered reflects the underlying ideologies of language in the educational environment, which may support and reinforce language dominance. Therefore, teachers should consider their correction practices in order to

encourage students' use of their unique language competencies rather than dampen students' sense of self.

A feature of second language studies that has contributed greatly is the development of language corpora. (Lozano, 2021) Describes the CEDEL2 (Spanish Learners Vocabulary) corpus as an important asset that allows researchers to evaluate student production from thousands of learners of many different first languages. Specifically, researchers can evaluate patterns of development among learners, identify the sources of influence on learner behavior from other languages and document the degree of variability in the manner in which learners use Spanish. The collection of this type of learner corpus provides researchers with additional insight into how a second language (L2) is learned.

According to (Lu, Shao, Ge, & Wu, 2024), intercultural education in foreign language learning presents many challenges to educators. Many educators have only a limited understanding of intercultural education. Often, educators will avoid covering complex cultural issues in the classroom. As a result, students will not develop higher levels of intercultural competence during their language studies.

Therefore, teacher training programs should have a stronger focus on understanding and appreciating intercultural perspectives and on integrating opportunities for continuing the process of Bilingual Structured Assessment Model (BSAMS), as presented in (Orobio, J; Dorsman, K; Drydene, M; Cartwright, J; Bordes, V, 2024), offers a systematic framework for the training of bilingual assessment skills by a license practitioner, illustrating that proficiency in a bilingual language can develop gradually through a structured methodology. Using structured frameworks increases the quality of bilingual education, and increases the support resource for professionals working in multilingual settings.

Advancements in technology have increased the development of new resources that facilitate access to language. (Perea, et al., 2024) State that incorporating synthetic corpora, and artificial intelligence models improves the quality of translation systems for Spanish Sign Language. Such advances have improved communication between deaf individuals and individuals who are able to hear, as well as demonstrate computational devices can facilitate linguistically accessible communication within cultures. The recognition, and acknowledgement, of advances in technology, have enhanced relationships between language acquisition, technology, and inclusive communication methodologies.

The use of integrated instruction provides additional evidence that integrated instruction positively affects second language/foreign language learning. (Ruiz & Ortega, 2023) Found that learners using content language integrated (CLIL) methodologies not only progress in their proficiency as learners of the target language but also acquire/discover additional academic content. There is an increase in motivation, an increase in language proficiency, and an increase in cognitive ability of students who participate in integrated content/language programming. Integrated instruction allows a learner to develop knowledge across content areas while simultaneously increasing language proficiency and developing communication skills.

There is also support for the use of computer-assisted language learning as a means of facilitating the establishment of intercultural communication. (Shadiev & Yu, 2024) Determined that the use of digital platforms supports students from diverse cultural backgrounds in developing intercultural communication and interaction. Digital platforms such as virtual discussions, collaborative project development, and telecollaboration allow learners to build relationships while developing linguistic proficiency through social interaction outside of the traditional classroom environment. These social interactions provide opportunities to visualize and experience multiple cultural paradigms as learners develop their language capabilities.

Finally, the use of AI tools such as chatbots innovates the process of language acquisition. (Zhai & Wibowo, 2022) Demonstrate socially intelligent, empathetic, and humorous AI chatbots increase learner motivation and emotional investment during the learning process. Additionally, the use of AI language learning applications reduces learner anxiety by providing a means of learner interaction and opportunity for language practice. Therefore, it can be concluded that AI language applications represent new resources for second language linguistic development and intercultural communication.

CONCLUSIONS

In the reviewed literature, the intercultural approach was determined to be integral in the teaching and learning process associated with the acquisition of Spanish as a Second Language (L2). The results demonstrated that language acquisition was enhanced when linguistic knowledge was accompanied by cultural knowledge, as well as through the use of social interactivity among students. The studies reveal that both communication and intercultural methodologies fostered learner awareness of cultural diversity and of effective communication with others. Consequently, the incorporation of sociocultural elements into language instruction created a more meaningful acquisition process and assisted in developing intercultural competence in Second Language (L2) learners.

The review also indicated that the use of innovative pedagogical strategies resulted in increased levels of student engagement and motivation within Second Language (L2) learning environments. The data suggest that the use of gamification, digital technologies and interactive devices produced experiential learning environments that encouraged students to engage fully in the learning process and to continue performing language tasks, even after experiencing initial failure. Using cultural resources (e.g., songs) and artistic expression contributed to developing students' vocabulary, improving their pronunciation, and enhancing their listening comprehension, as such resources have strengthened students' overall language experiences and ultimately improved their ability to communicate within the context of learning Spanish as an L2.

The research findings indicated that the quality of L2 instruction in Spanish is directly related to teacher preparation, use of technological resources, and structured pedagogical frameworks. Furthermore, the findings indicated that limited training provided to teachers in intercultural education may limit the successful integration of culturally relevant perspectives of teachers throughout the L2 instructional experience. Simultaneously, developing of linguistic corpora, artificial intelligence, and computer-assisted learning platforms created new possibilities for research in second language acquisition (SLA) and intercultural pedagogy. Therefore, the improvement of teacher professional development, increased utilization of technological innovation and successful implementation of the aforementioned elements may produce interactive, inclusive, and more effective approaches by which students will acquire Spanish as an L2.

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