

21st LASLAB International Conference on Additional Language Learning by Young Learners



Vitoria-Gasteiz, 17-18 October

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WELCOME MESSAGE

Dear participants,

I am delighted to welcome you to Vitoria-Gasteiz to attend the 21st LASLAB event, *the International Conference on Additional Language Learning by Young Learners*.

We have invited researchers, educators, and practitioners to contribute to discussions on issues related to the learning of any additional language in primary education (6-12 years old). Additional language (AL) refers to “any language that a human being learns in addition to their mother tongue or tongues in the case of multilingually raised children” (Van den Branden, 2022, p. XII).

We are privileged to have plenary sessions by four leading researchers whose work will surely be inspiring: Dr. Christine Möller-Omrani (Western Norway University of Applied Sciences), Dr. Sandie Mourão (CETAPS, Nova University Lisbon), Dr. Hayo Reinders (Anaheim University) and Dr. Pia Sundqvist (University of Oslo). The conference also features twenty-two presentations by national and international researchers.

The organization of the event has been possible thanks to the financial support of several sponsors, whose help is hereby gratefully acknowledged.

Van den Branden, K. (2022). *How to teach an additional language: To task or not to task?* John Benjamins Publishing Company. <https://benjamins.com/catalog/tblt.15>

Prof. Dr. María del Pilar García Mayo
On behalf of the organizing committee

ORGANIZING COMMITTEE

- Prof. María del Pilar García Mayo (PI)
- Dr. Amaia Aguirregoitia
- Dr. Agurtzane Azkarai Garai
- Dr. Irene Balza Tardaguila
- Dr. María Tania Barberán Recalde
- Dr. María Basterrechea Lozano
- Dr. Asier Calzada
- Dr. Martin Cooke
- Dr. Aintzane Doiz Bienzobas
- Dr. María Luisa García Lecumberri
- Dr. Esther Gómez Lacabex
- Dr. Junkal Gutierrez Mangado
- Dr. Marta Kopinska
- Prof. David Lasagabaster
- Dr. Almudena Mallo Dorado
- Dr. María Martínez Adrián
- Dr. Ruth Milla Melero
- Dr. María Orcasitas Vicandi
- Prof. Yolanda Ruiz de Zarobe

Ph. D. students

- Irene Alonso Arruabarrena
- Sara Chamosa Rabadán
- Paloma Delgado Garza
- Kevin Iglesias Diéguez
- Zuzana Nadova
- María Nieva Marroquín

PRACTICAL INFORMATION

WiFi access:

1. Connect to Wi-Fi network (EHU-wGuest)
2. Open browser and insert any URL. Login screen will appear.
3. Insert user (LASLAB_Conference) and password (LasLab24)
4. Create VPN tunnel in case of data confidentiality needed.
5. Open the desired page or net program.

Conference venue:

Salón de Grados. Faculty of Arts (Facultad de Letras).

Coffee breaks:

Cafeteria in the Faculty of Arts (Facultad de Letras), located on the ground floor of the Faculty building.

FOOD, COFFEE & MORE

Recommended places for lunch, pintxos (Basque tapas), coffee or dinner.

CLOSE TO THE FACULTY OF ARTS (OUR CONFERENCE LOCATION):

The Book: Informal place for pintxos, beers and coffee.

Black Salad: Vegan restaurant, open for lunch and take-away.

The New Classic: Affordable and traditional daily menu. It also offers pintxos, tapas and sandwiches.

Ta-than beers and burgers: Amazing burgers for a convenient price.

Sukalki: Tapas and creative dishes. Daily elaborated menu.

The Kantine by Sushi Artist: Enjoy a new way of understanding sushi, right next to the Kora Green City hotel.

Restaurante El 2: Excellent food. Daily elaborated menu.

Velvet Bakery: Cozy coffee place with sweets, muffins, smoothies, cakes and cookies.

IN THE CITY CENTRE:

Bar Txiki: Famous bar known for its pintxos. Try their amazing tortillas and their “Gilda pintxo” (a classic combination of olives, pickled peppers and anchovies).

PerretxiCo: Elaborated pintxos. A bit pricey, but highly recommended. It also offers a breakfast menu.

Sagartoki: Highly elaborated pintxos and a great variety of wines. Try their “pintxo de huevo” (thin potato pocket with delicious egg yolk inside).

Nalu Poké Vitoria: Good choice for a healthy meal. Choose your ingredients and create your own salad.

Bertiz: Coffee place with pastries, cookies and freshly baked bread.

O’ Connors Irish Pub: A great variety of beers with an amazing view to The New Cathedral.

The Tap: Good choice for a tea or coffee.

IN THE OLD PART OF THE CITY:

Aldapa Taberna: One of the best coffees in the old part of the city.

Bar El Siete: Affordable and traditional daily menu. Pintxos, tapas and sandwiches.

El Parral: Recommended for good quality, homemade vegetarian cuisine.

Dottor Pizza: Delicious Italian cuisine in the old part of the city.

Cómeme: Excellent food. Famous for their cheesy nachos and laid-back atmosphere.

PROGRAM

THURSDAY, 17th OCTOBER 2024

8:30 - 9:00	Registration	
9:00 – 9:15	Opening	
9:15 - 10:15	<p style="text-align: center;">Christine Möller-Omrani</p> <p style="text-align: center;">(Western Norway University of Applied Sciences)</p> <p style="text-align: center;"><i>Investigating metalinguistic awareness in primary education</i></p> <p style="text-align: center;">Chair: María del Pilar García Mayo</p>	
	SESSION A Chair: María del Pilar García Mayo	SESSION B Chair: María Nieva Marroquín
10:30 - 11:00	Elisabet Pladevall-Ballester ¹ , Montse Capdevila ¹ & Eloi Puig-Mayenco ² (Universitat Autònoma de Barcelona ¹ , King's College London ²) <i>Young learners' metalinguistic awareness in a task-supported EFL teaching intervention</i>	Raúl Azpilicueta-Martínez & Nora Ocáriz Tejada (NAVLAT Navarre Language Acquisition and Teaching / UPNA) <i>Audio-synchronised textual enhancement and pronunciation with young CLIL learners</i>

11:00 - 11:30	<p>María Ángeles Hidalgo, Camino Bueno & Paz Azparren</p> <p>(NAVLAT Navarre Language Acquisition and Teaching / UPNA)</p> <p><i>Examining the impact of CLIL on L3 English written proficiency in primary education</i></p>	<p>Pedro Humánez-Berral</p> <p>(Universidad de Cantabria)</p> <p><i>Pronunciation learning strategies in CLIL and EFL primary education learners: A quantitative study</i></p>
11:30 - 12:00	Coffee break	
	<p>SESSION A</p> <p>Chair: María Martínez Adrián</p>	<p>SESSION B</p> <p>Chair: Ruth Milla</p>
12:00 – 12:30	<p>María Dolores García-Pastor</p> <p>(University of Valencia)</p> <p><i>Task engagement in EFL children’s pair talk during an instructional grammar sequence</i></p>	<p>Alexandra Schurz¹ & Shona Whyte²</p> <p>(University of Vienna¹, Université Côte d’Azur²)</p> <p><i>The potential of English AVENUES (Audio-Visual Enrichment Unlocked in Elementary School)</i></p>
12:30 – 13:00	<p>Tomas Kos</p> <p>(Humboldt University of Berlin)</p> <p><i>Enhancing young learners’ collaboration through task design. What can language pedagogy learn from research?</i></p>	<p>Shona Whyte¹ & Ciara R. Wigham²</p> <p>(Université Côte d’Azur¹, Université Clermont Auvergne²)</p> <p><i>Supporting learner-to-learner interaction: Linguistic and visual resources in a synchronous oral telecollaborative task</i></p>

13:00 - 15:00	Lunch
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	SESSION A Chair: Tania Barberán	SESSION B Chair: Asier Calzada
15:00 - 15:30	Amparo Lázaro-Ibarrola (NAVLAT Navarre Language Acquisition and Teaching / UPNA) <i>Boosting language skills: The power of CLIL and extramural English for primary school students</i>	Juana María Blanco Fernández (Universidad de Castilla-La Mancha) <i>The treatment of Spanish as a language of instruction in the educational centres of Castilla-La Mancha: Current situation and future prospects</i>
15:30 - 16:00	Izaskun Villarreal & María Ángeles Hidalgo (NAVLAT Navarre Language Acquisition and Teaching / UPNA) <i>Exploring the impact of intensity on reading, listening, and writing skills in English, Basque, and Spanish</i>	Nana Akofyani (Maria Curie-Sklodowska University) <i>Bridging cultures and enhancing learning: CLIL in ethnic minority schools in Georgia</i>

<p>16:00 – 16:30</p>	<p>Adriana Soto-Corominas¹ & Marta Segura² (Universitat Autònoma de Barcelona¹, Universitat Internacional de Catalunya²)</p> <p><i>Do increases in foreign language exposure at school come at the expense of the social languages? Trilingual effects of CLIL approaches</i></p>	<p>Elizabeth Pérez-Izaguirre, Omar García-Zabaleta, Mikel Torres Aldave & Ion Arrieta (Universidad del País Vasco - UPV/EHU)</p> <p><i>Basque and Occitan in New Aquitaine schools: Philosophical arguments underlying linguistic diversity</i></p>
<p>16:30 – 17:00</p>	<p>Coffee break</p>	
<p>17:00 - 18:00</p>	<p>Pia Sundqvist (University of Oslo)</p> <p><i>Before and beyond the classroom: The importance of young learners' self-initiated engagement with L2 English</i></p> <p>Chair: María Basterrechea</p>	

FRIDAY, 18th OCTOBER 2024

9:00 – 10:00	<p>Sandie Mourão</p> <p>(CETAPS, Nova University Lisbon)</p> <p><i>Picturebooks in early language education: From a little brown bear to a great big polar bear</i></p> <p>Chair: Paloma Delgado Garza</p>	
	<p>SESSION A</p> <p>Chair: Paloma Delgado Garza</p>	<p>SESSION B</p> <p>Chair: Marta Kopinska</p>
10:15 – 10:45	<p>Jill Kay Partridge Salomon</p> <p>(Université de Limoges)</p> <p><i>Using picturebooks in teacher education at the primary level</i></p>	<p>Nicola Morea, Rowena Kasprovicz, Hannah Davidson, Carmen Silvestri, Jasmin Silver & Suzanne Graham</p> <p>(University of Reading)</p> <p><i>Motivation and young language learners: The role of age and school factors</i></p>
10:45 - 11:15	<p>Joanna Rankin, Victoria Murphy & Hamish Chalmers</p> <p>(University of Oxford)</p> <p><i>The role and effects of Bilingual Learning Assistants in supporting multilingual learners in schools</i></p>	<p>Giulia Sulis</p> <p>(University of Graz)</p> <p><i>Exploring engagement with learners' language repertoire for additional language learning</i></p>

11:15 - 11:45	Coffee break	
	SESSION A Chair: Agurtzane Azkarai	SESSION B Chair: Marta Kopinska
11:45 - 12:15	Elin Ruth (Luleå University of Technology) <i>Teacher beliefs about collaborative EFL writing in Swedish primary education</i>	Aretousa Giannakou¹ & Argyro Fasoula² (University of Nicosia ¹ , Greek Ministry of Education ²) <i>Decoding children's metaphors: Exploring perceptions of L1 use in English language learning</i>
12:15 - 12:45	Tomas Kos (Humboldt University of Berlin) <i>Enhancing pre-service teacher training in CLIL through project-based learning</i>	Vanessa Hurtado-Navarro, Ane Olabarria-Morejón, Garazi Álvarez-Guerrero, Maite Santiago-Garabieta & Harkaitz Zubiri-Esnaola (Universidad del País Vasco - UPV/EHU) <i>Implementing interactive groups enhances students' attitude towards the L2</i>
12:45 – 13:45	Hayo Reinders (Anaheim University) <i>Digital wellbeing for language learners and teachers</i>	

	Chair: Agurtzane Azkarai
	Closing

PLENARY SPEAKERS

Christine Möller-Omrani



Christine Möller-Omrani is an Associate Professor in English linguistics and language didactics at Western Norway University of Applied Sciences (HVL). Her main research interests include the acquisition of English as an additional language, bilingual education (immersion), and multilingualism in the instructional context. Currently, she is the principal investigator of the project “Education for plurilingualism: Metalinguistic awareness in early instructed language learning” (MetaLearn; <https://www.hvl.no/en/research/project/metalearn/>), which is financed by the Research Council of Norway in the period 2020-2026 (project number 303375). Möller-Omrani is also the coordinator of the research group “Analyzing and Assessing Linguistic Multicompetence” (AALM) at HVL.

Pia Sundqvist



Pia Sundqvist (PhD) is Professor of English Language Education at the University of Oslo, Norway. Her research interests are in the field of applied linguistics and include informal language learning, in particular the relation between extramural English and gaming, English language teaching, and the assessment of L2 oral proficiency. Sundqvist is the author of *Extramural English in Teaching and Learning: From Theory and Research to Practice* (with Sylvén, Palgrave Macmillan, 2016), *Motivational Practice: Insights from the Classroom* (with Henry and Thorsen, Studentlitteratur, 2019), and *Testing Talk: Ways to Assess Second Language Oral Proficiency* (with Sandlund, Bloomsbury Academic, in press). Her most recent edited book is *The Routledge Handbook of Language Learning and Teaching Beyond the Classroom* (with Reinders and Lai, 2022, Routledge). Sundqvist's work has appeared in outlets such as *Applied Linguistics*, *Journal of Pragmatics*, *Journal of Second Language Writing*, *Language and Linguistics Compass*, *Language Learning*, *Language Learning & Technology*, *Language Testing*, *ReCALL*, *System*, and *TESOL Quarterly*. She is involved in several research projects and is currently the Primary Investigator of [STAGE](#) (STarting AGE and Extramural English: Learning English in and outside of school in Norway and Flanders), funded by the Research Council of Norway. Sundqvist, who is a native of Sweden, is the current president of the Swedish Association of Applied Linguistics (ASLA) and Editor-in-Chief of its journal.

Sandie Mourão



Sandie Mourão is a senior research fellow at CETAPS, Nova University of Lisbon, with over 30 years of experience in English language education as a teacher, teacher educator, educational consultant and researcher. She investigates picturebooks in language education, early years language learning, intercultural awareness and citizenship education, and classroom-based assessment practices. Her forthcoming/recent publications include: *Picturebooks in early language learning: Beyond 'Brown Bear'* (Multilingual Matters, forthcoming); *Researching educational practices, teacher education and professional development for early language learning: Examples from Europe* (Routledge, 2024); *Teaching English to pre-primary children* (DELTA Publishing, 2020).

Institutional website: <https://www.cetaps.com/sandie-mourao/>

ORCID: <https://orcid.org/0000-0003-1849-9850>

Hayo Reinders



Dr. Hayo Reinders (www.innovationinteaching.org) is TESOL Professor and Director of the doctoral programme at Anaheim University in the USA as well as Professor of Education in New Zealand. Hayo is Editor of the journal *Innovation in Language Learning and Teaching* (published by Taylor & Francis) and edits a book series on “New Language Learning and Teaching Environments”. He founded the Institute for Teacher Leadership. His interests are in teacher empowerment, learner autonomy, and educational technology.

Abstracts: Plenary sessions

Faculty of Arts

Thursday, 17th October

9:15 – 10:15

Investigating metalinguistic awareness in primary education

Christine Möller-Omrani
Western Norway University of Applied Sciences

Previous research has identified metalinguistic awareness (MLA) as an important factor for learning additional languages in the instructional context as well as an important tool for harnessing learners' plurilingual repertoires (e.g. Kieseier et al. 2022, Hopp et al. 2020, Hofer & Jessner 2019). However, research on children's MLA from a cognitive-developmental perspective has so far focused primarily on "monolingual" or bi-/plurilingual users (Roehr-Brackin 2018: 136), without specifically considering the instructional context.

In this presentation, I will briefly review different conceptualizations of MLA and the current knowledge base about MLA in primary school children. I will then focus on an ongoing project in Norway, the MetaLearn project (<https://www.hvl.no/en/research/project/metalearn/>). MetaLearn studies MLA in primary school from both the pupil and the teacher/teaching perspectives, as well as through both quantitative and qualitative approaches. The project thus illustrates how different perspectives on researching MLA in elementary school children can be brought together. This is expected to contribute to a more holistic understanding of MLA and its development in the instructional context. The presentation will conclude with implications both for researching and for promoting MLA in the classroom.

References:

- Hofer, B., & Jessner, U. (2016). Multilingualism at the primary level in South Tyrol: how does multilingual education affect young learners' metalinguistic awareness and proficiency in L1, L2 and L3? *The Language Learning Journal*, 47(1), 76–87. <https://doi.org/10.1080/09571736.2016.1195865>
- Hopp, H., Jakisch, J., Sturm, S., Becker, C., & Thoma, D. (2019). Integrating multilingualism into the early foreign language classroom: Empirical and teaching perspectives. *International Multilingual Research Journal*, 14(2), 146–162. <https://doi.org/10.1080/19313152.2019.1669519>

- Kieseier, T., Thoma, D., Vogelbacher, M., & Holger, H. (2022). Differential effects of metalinguistic awareness components in early foreign language acquisition of English vocabulary and grammar. *Language Awareness, 31*(4), 495–514. <https://doi.org/10.1080/09658416.2022.2093888>
- Roehr-Brackin, K. (2018). *Metalinguistic Awareness and Second Language Acquisition (1st ed.)*. Routledge. <https://doi.org/10.4324/9781315661001>

Faculty of Arts	Thursday, 17 th October	17:00 – 18:00
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Before and beyond the classroom: The importance of young learners' self-initiated engagement with L2 English

Pia Sundqvist
University of Oslo

In this talk, I will zoom in on research on informal foreign/second language (L2) learning with a focus on English as a target language and using the concept of extramural English (EE, Sundqvist, 2009). This type of research takes an interest in learners' self-initiated engagement with L2 English beyond the walls of the classroom through activities such as listening to music, playing digital games, reading, watching television/film, and watching/using YouTube. Since learners do activities they have a habit of doing and also enjoy while using their L2, EE reflects cognitive as well as affective engagement (Sundqvist & Uztosun, 2023). Further, research amongst young, teenage, and adult learners have shown positive relations between EE and various aspects of L2 English proficiency, such as vocabulary knowledge, writing, speaking, and comprehension (for an overview, see Zhang et al., 2021). However, in comparison, young learners are clearly an under-researched group.

In my talk, I will discuss findings from EE research among young learners (age 6–12) in different contexts – such as Belgium (e.g., De Wilde et al., 2020; De Wilde & Eyckmans, 2017; Puimège & Peters, 2019), the Scandinavian countries (e.g., Hannibal Jensen, 2017; Sylvén & Sundqvist, 2012), and Spain (e.g., Muñoz et al., 2018; Soto-Corominas et al., 2023) – and discuss the pedagogical implications. In many contexts, it appears that EE has replaced classroom activities as the starting point for, and foundation of, learning English, which can be described as a structural change. I will illustrate this change by use of a revised version of the L2 English learning pyramid originally introduced in Sundqvist and Sylvén (2016). Finally, I will argue that informal learning of English through engagement in EE constitutes an important individual difference (ID) variable that should never be overlooked in any studies that aim to measure L2 English proficiency or development.

References:

De Wilde, V., Brysbaert, M. and Eyckmans, J. (2020), Learning English Through Out-of-School Exposure: How Do Word-Related Variables and Proficiency Influence Receptive Vocabulary Learning?. *Language Learning*, 70: 349-381

- De Wilde, V., & Eyckmans, J. (2017). Game On! Young Learners' Incidental Language Learning of English Prior to Instruction. *Studies in Second Language Learning and Teaching*, 7(4), 673-694.
- Hannibal Jensen, S. (2017). Gaming as an English language learning resource among young children in Denmark. *Calico Journal*, 34(1), 1-19.
- Muñoz, C., Cadierno, T., & Casas, I. (2018). Different starting points for English language learning: A comparative study of Danish and Spanish young learners. *Language Learning*, 68(4), 1076-1109.
- Puimège, E., & Peters, E. (2019). Learners' English vocabulary knowledge prior to formal instruction: The role of learner- related and word- related variables. *Language Learning*, 69(4), 943-977.
- Soto-Corominas, A., Roquet, H., & Segura, M. (2023). The effects of CLIL and sources of individual differences on receptive and productive EFL skills at the onset of primary school. *Applied Linguistics*, 45(2), 364-382.
- Sundqvist, P. (2009). *Extramural English Matters : Out-of-School English and Its Impact on Swedish Ninth Graders' Oral Proficiency and Vocabulary* (PhD dissertation, Karlstad University).
- Sundqvist, P., & Sylvén, L. K. (2014). Language-related computer use: Focus on young L2 English learners in Sweden. *ReCALL*, 26(1), 3-20.
- Sundqvist, P. and Uztosun, M. S. (2023), Extramural English in Scandinavia and Asia: Scale Development, Learner Engagement, and Perceived Speaking Ability. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3296>
- Sylvén, L. K., & Sundqvist, P. (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners. *ReCALL*, 24(3), 302-321.
- Zhang, R., Zou, D., Cheng, G., Xie, H., Wang, F. L., & Au, O. T. S. (2021). Target languages, types of activities, engagement, and effectiveness of extramural language learning. *PloS one*, 16(6).

Faculty of Arts	Friday, 18 th October	9:00 – 10:00
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Picture books in early language education: From a little brown bear to a great big polar bear

Sandie Mourão
CETAPS, Nova University Lisbon

Picturebooks in early English language education have long been associated with a desire to embrace authentic texts and to offer an alternative to the unimaginative, “purified or ‘disinfected’” graded texts found in course books and learner literature (Narančić Kovač, 2005, p. 65). The objective for bringing picturebooks into the language classroom or setting is not to teach children to read but rather to furnish “a context that [is] familiar to the child [as well as a] starting-point for a wide variety of related language and learning activities” (Ellis and Brewster, 1991, p. 1). The picturebook therefore becomes a rich resource where learning activities are designed to encourage learners, and their teachers, to make the most of the language, concepts and themes found in the picturebook.

In this plenary, I will provide a state-of-the-art of the picturebook in early language learning. I will acknowledge this powerful form of multimodal, children’s literature as a historic, cultural, social and aesthetic object and identify key trends in the last 50 years. My objective is to demonstrate that the picturebook is no longer just a resource for language work and reading. Rather, it brings the world into our classrooms and requires that teachers are skilled mediators, and that teacher educators reconsider the ‘what’ and ‘how’ of storytelling as an approach in early language education.

References:

- Cindrić, I., & Narančić Kovač, S. (2005). English and other foreign languages in Croatia: A needs analysis. *Strani Jezici*, 34(3), 189-204.
- Ellis, G., & Brewster, J. (2002). *Tell it Again! The New Storytelling Handbook for Teachers*. London: Penguin English.

<i>Faculty of Arts</i>	<i>Friday, 18th October</i>	<i>12:45 – 13:45</i>
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Digital wellbeing for language learners and teachers

Hayo Reinders
Anaheim University

With ever more aspects of our (professional) lives being mediated through technology, it is increasingly important that we identify where technology is having a negative impact on our own and our learners' wellbeing. In addition to widely-held concerns about privacy and security, in the last two years teachers have experienced such challenges as digital distraction, digital disorder and digital disarray (Hanin, 2021), adding a significant burden to workload and job satisfaction. However, despite its serious drawbacks, the negative influences of technology can be managed. The field of 'positive computing', for example, has a number of important insights into how we can raise our awareness of our own and others' practices and how we can work towards 'digital wellbeing'. In this practical talk I will share some of these insights and offer practical suggestions for how teachers can integrate notions of wellbeing into their own and their communities' digital lives.

References:

Hanin, M. L. (2021). Theorizing digital distraction. *Philosophy & Technology*, 34(2), 395-406.

Abstracts: Oral communications

Young learners' metalinguistic awareness in a task-supported EFL teaching intervention

Elisabet Pladevall-Ballester¹, Montserrat Capdevila¹ & Eloi Puig Mayenco²

Universitat Autònoma de Barcelona¹, King's College London²

Exploring the role of metalinguistic awareness in the process of learning and teaching a foreign language to young learners (YLS) might provide insights into whether and to what extent explicit form-focused instruction is effective with this type of learners (Kasprowicz, et al. 2022). Previous research in foreign language contexts generally shows that young learners can indeed develop metalinguistic awareness (Tellier & Roehr-Brackin, 2017) and have verbalizable metalinguistic knowledge of target structures (Kasprowicz et al., 2022; Serrano, 2011) but further research is needed on how teaching interventions might enhance YLS' capacity to reflect on language in limited-input contexts.

This study explores the extent to which metalinguistic knowledge of the past tense develops among YLS after a task-supported peer interaction intervention, with and without explicit form-focused and/or interactional pre-task instruction. Four groups of 6th-grade EFL learners aged 10-11 (n=22 per group) participated in an 8-week pedagogical intervention (50 minutes per week), while a fifth control group (n=26) only participated in the testing sessions. The four experimental groups participated in classroom activities that differed in each intervention group for the first 25 minutes of the weekly session. The grammar group received explicit grammar instruction only; the grammar+interaction group received both explicit grammar and interactional strategies instruction; the interaction group received explicit interactional strategies instruction only, and the task-only group received no instruction and only participated in classroom games. For the remaining 25 minutes, all groups participated in past-tense focused task-supported peer interaction every week. The present data comes from an error identification and correction task which was administered pre and post intervention. Responses were coded as to whether there was a correction attempt and whether the correction was relevant and accurate. Results show that the pre-task instruction groups produced more relevant attempts at post-test than the task-only and control groups. Yet only the groups with some grammar instruction significantly produced more relevant and accurate responses.

References:

Kasprowicz, R., Roehr-Brackin, K., & Macrory, G. (2022). Metalinguistic awareness in early foreign language learning. In K. McManus & M. S. Schmid (Eds.), *How special are early birds? Foreign language teaching and learning (Eurosla Studies 6)* (pp. 93-117). Berlin: Language Science Press.

Serrano, R. (2011). From metalinguistic instruction to metalinguistic knowledge, and from metalinguistic knowledge to performance in error correction and oral production tasks. *Language Awareness*, 20(1), 1-16.

Tellier, A., & Roehr-Brackin, K. (2017). Raising children's metalinguistic awareness to enhance classroom second language learning. In M. P. García Mayo (Ed.), *Learning foreign languages in primary school: Research insights* (pp. 22-48). Berlin: De Gruyter

Audio-synchronised textual enhancement and pronunciation with young CLIL learners

Raúl Azpilicueta-Martínez & Nerea Ocariz Tejada

NAVLAT Navarre Language Acquisition and Teaching/Public University of Navarre

Only recently has the role of captioning in relation to L2 pronunciation begun to be explored, and the focus has been placed on adult populations (Galimberti et al., 2023; Montero Perez, 2022; Wisniewska & Mora, 2020). In addition, scholars have warned about the inefficacy of CLIL programmes to yield significant pronunciation advantages over regular EFL instruction, despite the additional exposure to the target language (Azpilicueta-Martínez, under review; Gallardo, 2009; Ruiz de Zarobe, 2015). The present study analysed the effect of audio-synchronised enhanced captioning on young CLIL learners' (ages 8-9) pronunciation by comparing two groups which had been exposed to two distinct types of audiovisual input, including a) an audio-synchronised enhanced-captioned group (n=16) and b) a non-captioned group (n=17). The pre-tests, post-tests and delayed post-tests administered were twofold, and comprised a phonological judgement test, and an intelligibility-based oral production test, both of which included 20 target items and 20 distractors. The statistical analyses comprised normality tests, repeated measures ANOVA and Bonferroni post-hoc tests. The results of the phonological judgement tests revealed no significant improvements for either group in the items or the distractors. By contrast, significant gains for both groups in the oral production tests on both the items and the distractors were detected, which suggests that such improvements might be attributable to the focus on pronunciation of specific lexical items implicit in data collection rather than to the exposure to audiovisual input, irrespective of captioning. In the light of the markedly different results, the study also advocates the use of both receptive and productive measures to analyse pronunciation gains with young learners.

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Examining the impact of CLIL on L3 English written proficiency in primary education

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Over the past decade, research has increasingly focused on comparing the results of Content and Language Integrated Learning (CLIL) and Non-CLIL programs in school contexts (Pérez Cañado, 2021). Nevertheless, comparatively little research has been carried out in multilingual settings, particularly where CLIL is integrated into minority language immersion programs (Arratibel-Irazusta & Martínez-Adrián, 2019; Merino & Lasagabaster, 2018). The present study addresses this gap by examining the acquisition of English as a third language (L3) in primary education in such multilingual settings.

This research was carried out with 101 learners in their 6th year of primary school (mean age 10.9), who were enrolled in two state Basque immersion schools. One of the schools implemented a CLIL (English) approach in three subjects (five sessions per week), and also taught three sessions of English as a Foreign Language (EFL). The Non-CLIL school provided EFL instruction as a subject 5 sessions per week.

The participants wrote a short story based on a set of pictures projected in class. The written productions were assessed for content, organisation and language use. Results revealed significant differences in language use between the two groups, with the CLIL students demonstrating higher proficiency levels. The differences in content and organisation scores did not reach statistical significance, suggesting both programs are equally beneficial for those two aspects, and a possible knowledge transfer among different languages.

Interestingly, despite a higher socio-economic status observed among the participants in the Non-CLIL school, the CLIL program appeared to mitigate the impact of lower socio-economic backgrounds on language acquisition, in terms of language use.

In conclusion, our findings highlight the effectiveness of CLIL in fostering linguistic proficiency in multilingual settings, and emphasize its potential to alleviate socio-economic disparities in language learning outcomes.

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Pronunciation learning strategies in CLIL and EFL primary education learners: A quantitative study

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Research in second language acquisition has focused on exploring individual differences such as motivation, aptitude, and learning strategies to help explain variations in achievement (Hansen Edwards, 2018). Learning strategies are defined as the methods and techniques that L2 learners use to learn a foreign language (O'Malley & Chamot, 1990). Pronunciation Learning Strategies (PLSs) are those specifically employed to acquire L2 pronunciation (Peterson, 2000). However, PLSs have been less researched than strategies related to other linguistic areas (Pawlak & Szyszka, 2018), especially within CLIL contexts (Pawlak, 2019).

This study aims to investigate the self-reported use of different PLSs among CLIL and EFL primary education learners and to explore potential differences across instructional approaches.

The study involved 327 Spanish primary education learners of English (178 CLIL and 149 non-CLIL) aged 7-10. A 28-item questionnaire was used to measure pupils' self-reported use of PLSs, rated on a scale from 1 (never used) to 5 (used a lot). The items corresponded to four categories: cognitive (10 items), metacognitive (8 items), affective (5 items), and social (5 items).

Firstly, data analysis involved comparing differences between the CLIL and EFL samples using a Mann-Whitney U-test for each item. Results revealed no significant differences for any strategy, except for one (peer appeal for assistance). Then, within each sample, the mean of each strategy was compared to the overall strategy use mean using a Wilcoxon test. This analysis categorised strategies into three bands: significantly less used, averagely used, and significantly most used strategies. Results showed that both CLIL and EFL groups displayed similar self-reported strategy use across these bands.

These findings suggest that PLSs remain unaffected by CLIL instruction at this learning stage without explicit strategic teaching. However, further analyses and research are necessary to explore PLSs in young learners comprehensively.

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Task engagement in EFL children's pair talk during an instructional grammar sequence

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Engagement in L2 education is essential for successful language learning (Mercer, 2019). Yet, learner engagement research in L2 tasks has mainly dealt with adult learners as opposed to children (Azkarai & Calzada, 2024; Hiver et al., 2021) except for certain studies exploring Engagement with Language (EWL) (Azkarai & Calzada, 2024; Oliver et al., 2017), i.e., a domain-specific type of engagement (Svalberg, 2009, 2018, 2021). Since children not only discuss linguistic issues in task-based collaborative talk, but also task procedures, and other non-linguistic content, this in-progress study aims to elucidate EFL children's (n = 40) task engagement in an instructional grammar sequence (IGS), which was implemented in two classes of 6th Primary school learners (11-12 years old) with an A1-A2 proficiency level in English (Council of Europe, 2020) during 6 weeks. Children's task engagement was analysed qualitatively and quantitatively for cognitive, behavioural, social, and emotional engagement (Philp & Duchesne, 2016; Sang & Hiver, 2021). Cognitive engagement was examined through the provision of explanations, the nature and outcome of language-related and pragmatic-related episodes, and the pairs' engagement level (Storch, 2008). Behavioural engagement was operationalised as on-task behaviour through task management talk that facilitated task completion. Social engagement was observed through displays of social support in face enhancing acts (Brown & Levinson, 1987), and the analysis of patterns of interaction (Storch, 2002; Kim, 2020). Emotional engagement was examined through the children's affective reactions and content-focused episodes unrelated to language and task procedures. Preliminary results indicate that the children were cognitively engaged in the IGS tasks, and their levels of engagement were generally elaborate. They were also engaged behaviourally. However, they hardly enacted face enhancing acts, whilst mostly showing collaborative and cooperative interaction patterns. Lastly, they often displayed positive affective reactions, although content-related episodes about their topics of interest were scarce.

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The potential of English AVENUES (Audio-Visual Enrichment Unlocked in Elementary School)

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More and more European countries have been implementing foreign language (FL) instruction as a core component in early elementary education. However, generalist teachers often lack specific FL training, as well as confidence in designing and implementing effective second language (L2) lessons (Jaekel et al., 2017; Whyte et al., 2022). This can make it difficult for teachers to deliver high-quality input and sustain children's motivation to learn a foreign language. The present study explores the use of audio-visual media in elementary school English as foreign language (EFL) as a means of integrating classroom material that (1) increases the amount of high-quality input, (2) is of interest to learners, and (3) supports teachers in exploiting material not specifically designed for L2 learners. In year one of data collection, we observed regular EFL lessons taught by four generalist 4th grade teachers and collected teaching materials, teacher perspectives, and learner outcomes ($N = 50$). Learning outcomes were evaluated using pre- and post-tests measuring receptive vocabulary knowledge, speaking skills, and learner attitudes towards English. In year two of the study, the same teachers deliver a new pedagogical programme integrating 30–40 minutes weekly of viewing videos in teacher-directed activities and independently ($N = 50$). The objective is to compare experiences and outcomes over the two years in order to gauge the potential of audio-visual enrichment in the elementary school EFL context.

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Enhancing young learners' collaboration through task design. What can language pedagogy learn from research?

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Peer collaboration benefits second language (L2) learning and is a cornerstone of effective classroom instruction. It is, therefore, essential for teachers to consider how tasks work to promote peer collaboration and thus maximize learning. These considerations concern the task type, a task's inherent characteristics, and possible ways of task implementation to achieve peer collaboration. The body of research within the Task-based language teaching (TBLT) framework has shown that task-based instruction provides an optimal environment for second language acquisition (Ellis, Skehan, Li & Shintani, 2020; Long, 2015; Samuda & Bygate, 2008). However, with regard to young learners (YLS), children from 5 to 12 years of age, the role of tasks in fostering peer collaboration in foreign language (FL) classrooms is not clear-cut. First, a systematic literature review of existing research literature on task-based peer interaction among young learners written in English and German was undertaken to capture a more comprehensive view of research in this field. Grounded in research on task-based peer interaction among YLS, this article outlines how tasks enhance peer collaboration in FL classrooms. It discusses implications for FL pedagogy and provides suggestions for future research.

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Supporting learner-to-learner interaction: Linguistic and visual resources in a synchronous oral telecollaborative task

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Learners of English as a foreign language do not always produce morphemes such as the third person singular *-s* in obligatory contexts even at advanced instructional stages. Some linguists resort to Generativism to account for variability in morpheme production but provide no pedagogical solutions (Lardiere, 2009; Villarreal & García Mayo, 2009; Martínez-Adrián & Gutiérrez-Mangado, 2015). Moreover, some neuroscientists state that chunking (grouping items together) contributes to brain efficiency. Chunking mitigates the cognitive load of the contents processed and aids acquisition, as when we chunk a telephone number to learn it. Additionally, with rehearsal, the brain acquires multi-item motor/procedural memories, called *motor chunks*. Motor chunks constitute the building blocks of the planning and production of automatic (cognitively non-demanding) action sequences, including the automatic sentences of language (Graybiel, 1998, 2008; Jin et al., 2014). To increase the accuracy rates of the *-s* and assess instructional efficacy, the author tested an innovative pedagogy that comprised *sensory chunking* (the technique of teaching with sentences built from language blocks, called *sensory chunks*) and complementary didactic devices.

Sixty-four learners of English as a foreign language from three schools of primary education in Spain participated in a classroom experiment. The participants from school 1 (the control group) and those from schools 2 and 3 (the experimental groups, taught with the innovative pedagogy) received three sessions on the *-s* lasting 45 minutes each. All three groups performed four tasks following a pretest-posttest procedure. Here are presented the results of an oral sentence transformation. This task yielded a statistically significant increase in the accuracy rates of the *-s* only in the experimental groups: group 2 ($z=-2.756$, $p=0.006$, $dCohen=2.626$) and group 3 ($z=-4.571$, $p<0.001$, $dCohen=3.7$). Moreover, the results suggest that sensory chunks and sensory chunking could contribute to brain efficiency, promote the acquisition of motor chunks, and foster language automatization.

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Boosting language skills: The power of CLIL and extramural English for primary school students

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Research involving secondary school EFL learners has demonstrated that greater intensity of exposure, via CLIL lessons, yields notable benefits (see reviews in Dalton-Puffer *et al.* 2010; Muñoz 2015; Pérez Cañado, 2021). However, studies in primary school are scarce and less optimistic. Furthermore, little is known about the effects of different degrees of CLIL intensity and of learners' exposure to Extramural English (EE) through formal or informal out-of-school activities (Sundqvist & Sylvén, 2016). To address these gaps, this study examines the impact of CLIL and EE on the proficiency of 180 primary school learners of English (aged 10-11) divided into a high-CLIL (N=78), a low-CLIL (N=56) and a non-CLIL (N=46) group. Results show some signs of superiority in high-CLIL learners, with higher scores and less intragroup variability, while there are no significant differences between low-CLIL and non-CLIL learners. EE is common and a number of weak but positive correlations with proficiency were found, mainly involving watching TV and reading, and mainly affecting non-CLIL learners.

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The treatment of Spanish as a language of instruction in the educational centres of Castilla-La Mancha: Current situation and future prospects

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Spanish as a language of instruction has particular discursive and linguistic features requiring a didactic treatment different from that applied in the teaching of Spanish as a second language in an educational context. The aim of this paper is to present the opinions of a group of 103 primary and secondary school teachers in Castilla-La Mancha on how Spanish as a language of instruction should be treated in educational centres in the region. Specifically, participants were asked to argue in a forum their position for or against the implementation of supplementary training programmes for non-Spanish-speaking students in Spanish as a language of instruction in coordination with teachers of other subjects. In addition, if they were in favour, they were asked to specify the advantages and disadvantages of this approach for the school and for the teachers themselves. The research applied a qualitative design in which the responses were subjected to a content analysis which revealed a majority in favour of the joint and coordinated treatment of Spanish as a language of instruction in schools, despite the disadvantages associated with the extra workload that coordination between professionals would entail. The conclusions reached may help to improve the quality of supplementary training programmes for non-Spanish-speaking migrant students and to improve the transition that they undergo from these programmes to the mainstream classroom.

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Exploring the impact of intensity on reading, listening, and writing skills in English, Basque, and Spanish

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Transitioning from bilingual to multilingual education poses challenges. Content and Language Integrated Learning (CLIL) programs are vital for fostering multilingualism, prioritizing input quality and quantity, notably in settings where foreign language (FL) exposure occurs mainly in classrooms (García Mayo & García Lecumberri, 2003; Lasagabaster, 2008; Muñoz, 2006). Efforts to extend FL exposure while minimizing adverse effects on minority language development have led to varying-intensity CLIL programs (Cenoz, 2009). However, comprehensive analyses of the impact of such programs on primary education's main languages remain scarce.

For it, we examined language skills in low-CLIL, higher-intensity CLIL, and standard FL learning programs in Basque immersion schools in Navarre, assessing listening, reading, and writing across English, Basque, and Spanish. Participants, aged 11-12, completed computer-based tests. Mean total scores were reported for listening and reading, while the A2 Cambridge level test and global score rubrics (Hidalgo & Lázaro-Ibarrola, 2020) were used for evaluating the texts. Results were then compared within and between groups and languages.

Within-group results revealed complexities: All groups scored significantly lowest in Basque reading and listening. However, both low-CLIL and EFL learners had the highest scores in Basque writing. On the other hand, CLIL learners obtained their best scores in Spanish writing, mostly comparable to their scores in English. Between-group comparisons revealed no differences in Basque listening and reading, with all groups performing lowest in Basque. EFL learners obtained similar results to the other two groups in Spanish and English, while CLIL learners significantly outperformed low-CLIL learners in English listening but scored lower in Spanish reading. Regarding writing scores, Spanish results were similar across groups, but EFL learners scored significantly higher than CLIL learners in Basque, and both EFL and CLIL groups outperformed low-CLIL learners in English writing.

These findings underscore the complexities of multilingual education, especially in contexts with minority languages and highlight the need for carefully designed programs for appropriate multilingual development.

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Bridging Cultures and Enhancing Learning: CLIL in Ethnic Minority Schools in Georgia

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This study examines the implementation of Content and Language Integrated Learning (CLIL) in ethnic minority schools in Georgia, focusing on how this approach can support both language acquisition and subject content learning. Georgia is multilingual, multiethnic and multireligious country. Based on the most recent - 2014 census (National Statistics Office of Georgia 2018) 13,2% of population in Georgia represent ethnic minorities. Ethnic Azerbaijani and Armenians represent two largest groups of population. Some part of the Georgian society is worried about the threat of separatism, while ethnic minorities consider assimilation with the Georgian society as a danger to their ethnic identity. The fear of assimilation and losing one's identity often leads ethnic minority representatives to seek for a foothold in their historical homeland (Amirjebi et al., 2021). Therefore, these factors play an important role in state language learning process. Given Georgia's diverse linguistic landscape, CLIL represents a unique opportunity to enhance educational outcomes for ethnic minority students, however the strategies and effects of implementation is not satisfactory in Georgia (Office of the State Minister of Georgia for Reconciliation and Civil Equality, 2014; Tabatadze, 2015). This study involves a detailed analysis of documents and handbooks that are used to teach in ethnic minority schools in Georgia. Even though this approach can foster a more dynamic and interactive classroom atmosphere, educators still face challenges, such as the need for additional training and resources tailored to the specific needs of ethnic minority students. To maximize the effectiveness of CLIL, it is crucial to address these challenges related to teacher training and resource development.

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Do increases in foreign language exposure at school come at the expense of the social languages? Trilingual effects of CLIL approaches

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There has been a push in the last decades towards the learning of English as a foreign language worldwide (Eurostat, 2021; Eurydice, 2023). This drive has two consequences for schools. First, the age from which English is taught has been lowering (Eurydice, 2023). Second, an increasing number of schools have embraced innovative approaches such as Content and Language Integrated Learning (CLIL; Coyle et al. 2010). Most research addressing the consequences of CLIL have zeroed in on English learning only, with little interest for how increases in FL exposure may affect the social language. This gap is pressing in bilingual societies, where increased English exposure at school comes at the expense of exposure in the diverse social languages and, most importantly, in the minority language, which may depend on schooling for transmission. Catalonia represents such a scenario. In this region, Catalan is the minoritized language (used as the primary language by roughly 32% of the population; IDESCAT, 2018). It coexists with Spanish, the majority language. In Catalonia, Catalan is the main language of schooling (Generalitat de Catalunya, 2009). When CLIL is applied, Catalan (but not Spanish) exposure is reduced commensurately.

This longitudinal study investigated the development of English, Catalan, and Spanish receptive (vocabulary, grammar), and productive (vocabulary, narrative) skills in a sample of 190 students from 14 schools between the beginning of Grade 1 and the end of Grade 2. We asked one question: Do increases in English exposure at school predict the growth (or lack thereof) of trilingual abilities? Predictors of growth over time were individual-level (e.g., abilities at the onset of the study) and school-level (e.g., hours of instruction in each language). Results showed little effect of the increased hours of English exposure on the three languages over this 2-year span, with effects only becoming marginally significant (i.e., positive for English, negative for Catalan) in cases of intense English exposure (50% of the instruction hours).

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*Basque and Occitan in New Aquitaine schools: Philosophical arguments
underlying linguistic diversity*

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This article focuses on Basque and Occitan in schools in New Aquitaine, France, and analyses the philosophical arguments underlying their constitution. The school model in New Aquitaine depends on the central system, which protects and promotes French as the majority language, although there are some schools in which the minority languages Basque and Occitan are taught. The paper is part of the PYRENLANG project, a cross-border working group made up of researchers from universities on both sides of the Pyrenees, in Spain and France. The article describes the situation of Basque and Occitan in New Aquitaine focusing on Primary Education and seeks to understand, from a philosophical perspective, the ideologies and arguments underlying their linguistic and educational situation. Thus, arguments in favour of both monolingualism and linguistic diversity, as well as the relationships between identity, diversity and linguistic rights are presented. After this reflection, we conclude with some implications for New Aquitaine's Basque and Occitan learners, who lack real opportunities to build a strong and socially functional linguistic group through the educational system and are therefore disadvantaged in comparison with monolingual speakers of the majority language.

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Using picturebooks in teacher education at the primary level

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The teaching of a foreign or regional language became compulsory in France for all pupils from the age of six upwards in 2016, the implications being that all primary school teachers, whatever their L2 skills, are required to teach this new 'subject.' New curricula were therefore put in place in Teaching Education Institutes throughout France to provide student teachers with the competences and tools to teach an L2 at the primary level.

An integral part of the English and the didactics of English teacher education programme at the National Higher Institute for Teaching and Education at Limoges, France, is the study of authentic Anglophone picturebooks. During these lessons, students learn how to choose, read and study picturebooks depending on the various class levels. They also learn how to integrate them in an action-oriented teaching sequence incorporating a final task or project as defined by the CEFR. A joint module combining the study and analysis of both French and English Children's literature is also available, leading to the writing of a picturebook by the students. Furthermore, a growing number of student teachers decide to carry out their master's research dissertation on English language picturebooks, despite, for the majority, not having an undergraduate degree in English. Their research necessarily includes theoretical underpinnings of picturebook research and protocol for their use in the classroom.

This paper aims to explore the extent to which these classes/options provide student teachers with a solid grounding for in-depth reading of picturebooks in the classroom, based on questionnaires and interviews with past and present student teachers. This action research, using a qualitative approach, began in 2020, the objective being the improvement of courses provided by the Institute.

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Motivation and young language learners: The role of age and school factors

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Young learners' attitudes and motivations constitute a key aspect of individual differences regarding language learning, yet relatively little research considers how the same child's motivation can change over time within the context of learning Languages Other than English (LOTE). Previous cross-sectional studies have noted that particular changes in motivation occur with the move through different phases of childhood, with more negative attitudes emerging with age that also interact with other individual learner differences such as gender, literacy and attainment. While these studies have given some attention to classroom factors (Graham et al., 2016), they have however been limited in sample size, in their focus on the learning of French, and by taking a cross-sectional rather than a longitudinal approach. The latter is particularly important given the dynamic nature of motivation, perhaps especially during middle childhood (Myles, 2022).

This presentation therefore offers findings from a longitudinal study of 1400 learners of French, German or Spanish in England across Year 3 (age 7-8), Year 4 (8-9) and Year 5 (9-10) in 2023 and additionally Year 6 (10-11) in 2024. It compares attitudes and motivation across cohorts and at two timepoints (2023 and 2024). Learners completed a questionnaire based on Dörnyei's (1998) three level model of motivation as a model well-suited to school-based learning, exploring language level (instrumental and integrative motivations), learner level (feelings/beliefs, self-efficacy) and learning situation level (course-specific) motivations.

Key findings from the first year of data collection showed differing motivation by year group, with younger learners largely more positive than older learners. There were, however, complex interactions with language studied and other school factors. These cross-sectional findings will be complemented with further longitudinal data from 2024. The presentation will conclude with a discussion of the implications the study may have for theory, policy and practice for LOTE learning.

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The role and effects of Bilingual Learning Assistants in supporting multilingual learners in schools

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This talk will summarise an ongoing collaborative project with Portsmouth Ethnic Minority Achievement Service (EMAS), based on England's south coast. The EMAS employs a team of Bilingual Learning Assistants (BLAs), who support nearly 500 multilingual children in Portsmouth's English-medium primary and secondary schools.

Case study work with the BLA team in early 2023 showed that they were interested finding out more about:

1. The quality of relationships between BLAs and the pupils they support and
2. Ways to optimise their vocabulary learning support.

The first point will be explored in qualitative work with pupils and BLAs in autumn 2024, using an adapted form of the SEI questionnaire (Appleton et al., 2006) and interviews based around drawing methods.

Alongside the relationships research, a vocabulary study will be conducted. While the BLAs are uniquely placed to use L1 mediation to support vocabulary teaching and learning, they currently use a wide range of different approaches. The EMAS has created a set of bilingual vocabulary lists (by subject, age, and language), but these are not- reportedly- being used by the BLAs, many of whom work on English (L2) vocabulary with pupils on an ad hoc basis. In addition, the benefit of using L1 translations in L2 vocabulary learning is uncertain (Chalmers & Murphy, 2022; Treffers-Daller, J. 2023). Should these lists be handed out to pupils, recommended to the BLAs for their 1:1 teaching, or abandoned?

A scoping review into L1-mediated word list use in L2 vocabulary learning among school-aged learners has been completed and was used to inform a pilot randomised control trial (RCT) in one Portsmouth school. A larger RCT, in autumn 2024, will investigate the value of using a pupil's L1 to teach L2 vocabulary, as is possible when learners are supported by BLAs.

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Exploring engagement with learners' language repertoire for additional language learning

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A large number of students within European schools have complex language repertoires. Examining how learners engage with the multiple languages they encounter across their different life domains would be critical to understand how to best support them in learning additional languages. In this presentation, I redefine and expand the construct of engagement with language (Svalberg, 2009) to incorporate an investigation of how learners engage with all the different languages (hereafter LX; Dewaele, 2018) they come into contact with in and outside of school. I propose the construct of 'engagement with LX' to depict how learners utilise, reflect on, and relate to all the languages in their repertoires across all contexts of their lives (Sulis, 2023).

The participants in this study were nine learners from the same first-year English class at an Austrian middle school. Data for this study were collected using a biodata questionnaire, classroom observations, video-audio recordings of one English lesson, and semi-structured post-lesson interviews. By holistically exploring learners' engagement with all the LX they come into contact across the different domains of their lives, the study revealed the complexity of learners' multilingual lives within and beyond the classroom, as well as the interconnections between these domains. Findings have also shed light on the ways learners' engagement with LX beyond the classroom can support their learning of English in the classroom and the kind of affordances for additional language learning they perceive across their multiple contexts. The data also suggests that students with at least three LX in their language repertoires experienced a 'catalytic effect' (Festman, 2021) for additional language learning. The presentation will conclude with practical implications in terms of how teachers can engage with learners' whole language repertoire to support their additional language learning process within and beyond the classroom.

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Teacher beliefs about collaborative EFL writing in Swedish primary education

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Foreign language writing is a demanding task for young learners (YLS) and also challenging to teach (Lázaro-Ibarrola, 2023). Collaborative writing (CW), however, can boost pupils' development as writers and users of English as a foreign language (EFL). Among other things, CW has proven beneficial to YLS' motivation (Azkarai & Kopinska, 2020) and acquisition of metalinguistic skills (Calzada & García Mayo, 2021). Yet, few CW studies include teacher voices (Zheng et al., 2021), and especially teachers of YLS are underrepresented in such research. Their pedagogical assumptions are nonetheless highly relevant to consider, since they underlie writing instruction and can affect pupils' progress in EFL. Therefore, the present study addresses teacher beliefs (Pajares, 1992) about CW targeting YLS. Using semi-structured interviews with 15 Swedish EFL teachers in school years 4–6 (learners aged 10–12), the study illustrates how CW is perceived to influence pupils' language learning opportunities. A reflexive thematic analysis (Braun & Clarke, 2022) generated six themes acknowledging linguistic as well as affective benefits of CW. More specifically, the teachers believed that CW supports pupils' vocabulary learning and enhances their texts, while also motivating them and decreasing foreign language anxiety. The teachers further highlighted certain challenges, where the most prominent one concerns grouping pupils to maximise their linguistic gains during CW. Another challenge brought up is a lack of time, which can lead to some teachers neglecting CW while still being aware of its merits. Despite the small number of participants, the six themes capture central aspects of primary education worldwide. In today's globalised society, teachers need to prepare pupils for a future where writing and collaboration in English are key skills to master. The results of the present study suggest that, according to teachers, CW can facilitate such preparation and thus be a springboard to EFL writing and learning.

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Decoding children's metaphors: Exploring perceptions of first language use in English language learning

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Pedagogical translanguaging, which leverages students' first language (L1), is gaining traction in the context of intercultural education. English as a foreign language (EFL), particularly in the Greek educational context has been slower to adopt this approach. The present study used metaphor elicitation as a methodological tool to explore young EFL learners' perceptions in addressing the following research question:

How do older primary school students metaphorically perceive the use of L1 in EFL learning in the context of public education in Greece?

A total of 133 students, aged 10–12, from two public primary schools in an urban area of Greece participated in the study. The participants were requested to describe their L1 (mostly Greek) in learning EFL using a metaphor and then to explain it. The metaphorical representations were coded into three main categories: positive, negative, and miscellaneous or neutral. These categories were further divided thematically into subcategories based on recurring themes and then analysed through thematic interpretation.

An example from the first category, which included metaphors that revealed a positive stance towards the L1 in the EFL learning context is (1). The second category encompassed metaphors expressing a negative view towards the L1, while the third category consisted of metaphors that involved a neutral or miscellaneous view on the issue.

(1) *When I learn English, Greek is (like):*

"A stool that helps me go upwards, because it helps me learn more easily the meaning of words" (P031)

More than half of the students reported a positive view on L1 use in EFL learning while fewer expressed a negative view. Metaphor elicitation and analysis was generally proved to be an effective methodological tool to explore young learners' beliefs. The findings suggest a reevaluation of monolingual teaching approaches in L2 learning, common in English language education, particularly in light of translanguaging pedagogy. The current study also discusses the potential of metaphor elicitation as a research tool for young participants.

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Enhancing pre-service teacher training in CLIL through project-based learning

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One of the greatest challenges for young learners in Content and Language Integrated Learning (CLIL) classrooms is to acquire subject-related content in a foreign language (FL) they have limited mastery of, while at the same time learning this language (Wesche, 2001). As the acquisition of content and FL ("dual subject literacy") is at the heart of CLIL education, it is essential to integrate such training into pre-service teacher education programs. This study explored student teachers' ($N=40$) learning in two CLIL seminars conducted over one year within the primary English teaching program at a university in Germany. Combining the approaches of direct teaching, inquiry-based learning, and reflective practice in language teacher education, these seminars asked the trainees to plan and conduct several CLIL projects (*Storytelling* and *Gardening*) with learners from two primary schools in Germany and reflect on the projects in the form of a term paper in which were the trainees also asked to reflect for future action in their professional career. The primary aim of this research project was to explore to what extent and in what ways the student teachers attended to the promotion of "dual subject literacy" in their lesson preparation and conduct over time. The data was collected using analytic-reflective classroom audiography of teaching practices, audio recordings of the classroom discourse and the discourse during the seminars, analysis of the trainees' term papers, and individual questionnaires. Three trainees have been selected for case studies and the respective findings will be presented at the LASLAB 2024.

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Implementing interactive groups enhances students' attitude towards the L2

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Research has revealed that students' attitude towards the use of L2 is a significant factor (Merisuo-Storm, 2007). Additionally, scientific literature indicates that attitudes towards L2 usage vary depending on how it is nurtured (Dewy & Setiadi, 2018). This topic has been extensively investigated (Dragojevic, 2021; Li & Jeong, 2020; Thomas et al., 2020). However, there are contexts that pose particular challenges for L2 learning, and there is scarce research on the social impact of educational actions that address certain challenging school contexts (Soler-Gallart, 2017). The presented research examines the impact of implementing Interactive Groups (Aubert et al., 2017; Flecha, 2015; García-Carrión & Díez-Palomar, 2015; Khalfaoui et al., 2020; Santiago-Garabieta et al., 2023; Valls & Kyriakides, 2013; Zubiri-Esnaola et al., 2020) on the attitude of Early Childhood Education students towards Basque as an L2 in a particularly challenging school context. In this context, the vast majority of families at the analyzed school are unfamiliar with this L2, which is the language of instruction. Moreover, for many students, the school is the only place where they have the opportunity to learn this L2. Therefore, identifying actions that foster positive attitudes towards the instructional language is crucial (Güngör, 2021). This communication is part of a broader investigation into the impact of successful educational actions on improving instructional language learning in contexts where the majority of families lack knowledge of the instructional language. Based on Communicative Methodology (Gómez et al., 2019), oriented towards social impact and based on the co-creation of knowledge (Sorde-Martí et al., 2020), 11 interviews (with teachers and families) and 3 discussion groups (2 with students and 1 with teachers) were conducted. The results demonstrate that the implementation of Interactive Groups notably improved students' attitude towards the use of Basque. The findings suggest that Interactive Groups are an educational action that may yield improvements in language learning in particularly challenging contexts, particularly regarding attitudes towards the use of L2. Likewise, the results suggest that all students, regardless of their background, can feel motivated to learn an L2, even when it is a minority language.

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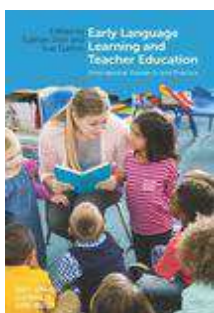
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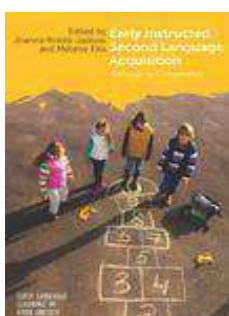
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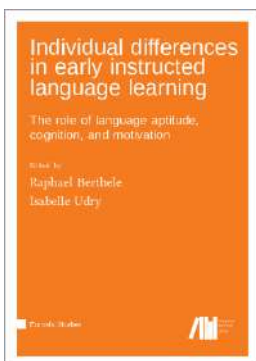
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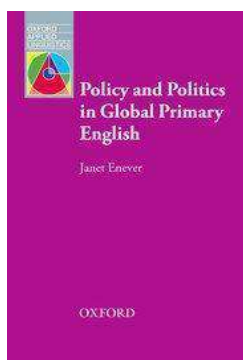
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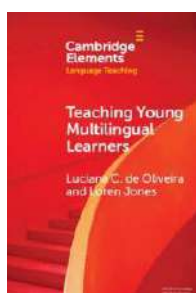
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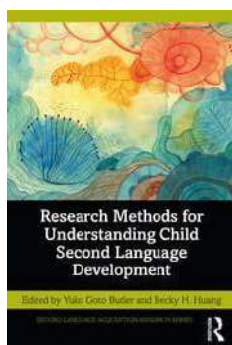
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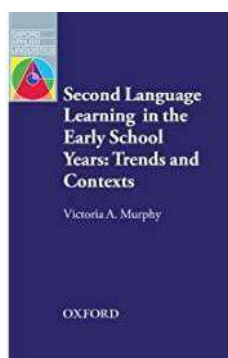
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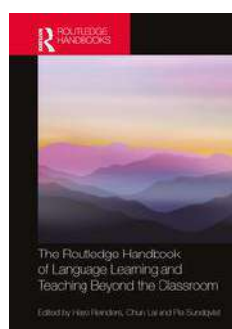
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