

**EBFL
2023**

**EVIDENCE-BASED FOREIGN LANGUAGE LEARNING –
MULTILINGUALISM IN EDUCATION**

CONGRESSI STEFANO FRANSCINI MONTE VERITÀ, ASCONA 07.-10. JUNI 2023



University of
Zurich



UNIKASSEL
VERSITÄT

Program Evidence-based foreign language learning – Multilingualism in education 2023

Date: 07. – 10. June 2023

Location: Congressi Stefano Francini Monte Verità, Ascona

Contact: conference@phzh.ch

Wednesday (07.06.2023) - Promoting Effective Foreign Language Learning

Welcome Coffee

Room TBA

12:00 – 12:30

Welcome Address

Auditorium

12:30 – 13:00

Keynote Peter H Ludwig

The quality of learning strategy use in foreign language classes. Video-based measurement of trace data in cooperative learning environments

Auditorium

13:00 – 15:00

Introduction: Claudia Finkbeiner

Coffee break

Room TBA

15:00 – 15:30

Session 1A: Feedback & Motivation

Auditorium

15:30 – 17:00

Chair: Olaf Köller

Title	Author/s
How can teachers best promote L1, L2, and FL learners' writing through feedback? A systematic review	Sina Scherer Vera Busse
Feedback perceptions, affective-motivational variables and text development in secondary EFL students: Effects of a professional learning intervention	Lea Siekmann Vera Busse
How does teacher feedback affect secondary school students' motivation in writing argumentative essays?	Kathrin Peltzer Vera Busse

Session 1B: Mediation & Accuracy

Sala Balint

15:30 – 17:00

Chair: Claudia Finkbeiner

Title	Author/s
What makes an error - investigating the assessment of written class tests	Dagmar Keatinge
Cultural mediation (Sprachmittlung) in the EFL classroom – insights from an empirical study	Dorothee Kohl-Dietrich Axel Zinkernagel

Break

Room TBA
17:00 – 17:15

Session 2A: Effective teaching

Auditorium
17:15 – 18:45
Chair: Stefan Keller

Title	Author/s
What constitutes effective language teaching? Internal and external perspectives	Henning Rossa
Improving genre-specific writing in an online learning environment	Ruth Trüb Stefan D. Keller
The more, the merrier? Frequency effects in instructed second language acquisition	Karin Madlener-Charpentier

Session 2B: Media

Sala Balint
17:15 – 18:45
Chair: Jens Möller

Title	Author/s
When Informal Learning Activities Lead to Formal Learning Progress: English Media Use Predicts Skill and Motivation Development in English as a Foreign Language	Jennifer Meyer Johanna Fleckenstein
The Effectiveness of Using Songs for Teaching Foreign Languages to Young Learners: A Systematic Review	Catherine Hamilton Johannes Schulz
English through Stories: Using Literary Texts for Language Learning in the Lower Secondary EFL Classroom	Sabine Binder

Dinner

Room TBA
19:15

Thursday (08.06.2023) - Digital tools, syntax, lexis and lifelong language learning

Breakfast

Room TBA
07:30 – 08:30

Keynote Ute Römer

Usage-based SLA research and its relevance for FL pedagogy: What can learner corpora tell us?

Auditorium
08:30 – 10:00

Introduction: Olaf Köller

Coffee break

Room TBA
10:00 – 10:30

Session 3A: Chatbots and the like

Auditorium
10:30 – 12:00

Chair: Simone Pfenninger

Title	Author/s
Developing ChaLL: Towards a voice-based chatbot for language learners	Luzia Sauer Margarida Pereira
Chatbots in the English Classroom: An exploratory study of task-based learning-system interaction for EFL learning and teaching	Johanna Oeschger
Supporting weaker learners with an on-line database of learning tasks	Stefan D. Keller

Session 3B: Virtual and automated tools

Sala Balint
10:30 – 12:00

Chair: Claudia Finkbeiner

Title	Author/s
AI in foreign language writing: How reliable and effective is automatic feedback?	Stefan Keller Johanna Fleckenstein Lucas Liebenow
360-Degree Media in Foreign Language Learning: A Pre-Post Survey Study	Claudia Finkbeiner Sophie Wiebke Ost
Evidence-based insights into the use of digital tools in early foreign language learning	Sonja Brunsmeier

Lunch

Room TBA
12:00 – 13:00

Session 4A: Young learners

Auditorium
13:00 – 14:30

Chair: Simone Pfenninger

Title	Author/s
Teaching English out-of-field in primary school: Differences in professional characteristics and effects on self-assessed instructional quality	Raphaela Porsch Eva Wilden
Beginning L2 literacy of very young elementary school children with and without dyslexia in a regular foreign language program and in a bilingual program	Anja Steinlen Thorsten Piske
Quantity and quality of young EFL learners' written	Stefanie Frisch

Session 4B: Vocabulary / Lexis

Sala Balint
13:00 – 14:30

Chair: Olaf Köller

Title	Author/s
From word reception to word production: The potential of EFL app features for fostering lexical knowledge dimensions of various word kinds	Paulina Lehmkuhl

How learners deal with periphrastic verbal structures: A self-paced reading study on aspectual periphrases in Romance	Birgit Füreder
Word recognition in adolescent second language learners: How L2 proficiency and stimulus frequency modulate the cognate effect	Freya Gastmann Greg Poarch Sarah Schimke

Coffee break

Room TBA
14:30 – 15:00

Session 5A: Learning across the lifespan

Auditorium
15:00 – 16:30

Chair: Jens Möller

Title	Author/s
Starting early or late? Parental perspectives on the onset of English at primary school	Raphaela Porsch Sonja Brunsmeier Dominik Rumlich
Variation in (second) language use and development across retirement age (VARIAGE)	Annika Rossmannith Lukas Zbinden Simone Pfenninger
Late-life language learning as a socially and cognitively stimulating leisure activity in healthy older adults and those with a history of depression	Jelle Brouwer

Session 5B: Syntax

Sala Balint
15:00 – 16:30
Chair: Stefan Keller

Title	Author/s
Operationalizing L2 input and instructional techniques: Differential effects for early and more advanced mono- and multilingual L2 learners	Kristin Kersten Ann-Christin Bruhn
The Linguistic Norm and Variation of Syntactic Structures in Spoken and Written Advanced L2 German	Johanna Wittner

Dinner

Room TBA
19:00

Friday (09.06.2023) - Bilingual and multilingual perspectives

Breakfast

Room TBA

07:30 – 08:30

Keynote Greg Poarch

Multilingualism and cognition - implications for education

Auditorium

08:30 – 10:00

Introduction: Simone Pfenninger

Coffee break

Room TBA

10:00 – 10:30

Session 6A: Language switching

Auditorium

10:30 – 12:00

Chair: Simone Pfenninger

Title	Author/s
Cognitive achievement in monolingual and bilingual children: Investigating processes related to executive function	Susanne Enke Henrik Saalbach
Language-switching and retrieval-based learning	Moritz Wußing
Encoding specificity in bilingual mathematics learning: Further insights into the cognitive mechanisms underlying language-switching costs	Roland Grabner

Session 6B: Multilingualism in on- and offline settings

Sala Balint

10:30 – 12:00

Chair: Stefan Keller

Title	Author/s
International Online Cooperation in a Multilingual Context: A Pre-Post Survey Study	Claudia Finkbeiner Wiebke Sophie Ost
International Online Cooperation in a Multilingual Context – Evaluation of process and product data	Madeleine Olson Claudia Finkbeiner
Multilingualism influences emotional competence via cultural frame switching but not language switching, executive functions or divergent thinking: Support for the stimulation hypothesis	Martin J. Koch Kristin Kersten

Lunch

Room TBA

12:00 – 13:00

Keynote Elsbeth Stern

Intelligence and learning aptitude

Auditorium

13:00 – 14:30

Introduction: Jens Möller

Excursion Brissago Islands

15:00 – 21:00

Saturday (10.06.2023) - The brain – abroad and at home

Breakfast

Room TBA

07:30 – 08:30

Keynote Martin Meyer

Beyond Broca and Wernicke – new insights about the brain-language relationship

Auditorium

08:30 – 10:00

Introduction: Simone Pfenninger

Coffee break

Room TBA

10:00 – 10:30

Session 7A: Multilingualism in schools

Auditorium

10:30 – 12:00

Chair: Claudia Finkbeiner

Title	Author/s
Research on bilingual education at Realschule: Exploring uncharted territory	Dominik Rumlich
Mehrsprachigkeitsorientierung im Französischunterricht: Einstellungen und Einschätzungen von Schüler:innen und Französisch-Lehrkräften nach dem Einsatz mehrsprachigkeitsorientierter Aufgaben	Kerstin Göbel Lars Schmelter
Functional Monolingualism instead of Multilingual Teaching in German Spanish and French Lessons? On Institutional Logics Preventing the Blossoming of Multilingualism	Matthias Grein

Session 7B: Exchange and immersion

Sala Balint

10:30 – 12:00

Chair: Jens Möller

Title	Author/s
Student exchange in primary and secondary education and its effect on language gains, intercultural competence and language learning motivation: a systematic review of research in the European context	Sybille Heinzmann
Two-way immersion promotes additional language learning: Sixth-grade students' performance in English as a third language	Sandra Preusler
Student Engagement and Achievement in Two-Way Immersion (Spanish-English) Bilingual Education Programs in the USA	Adam Winsler

Conference wrap-up

Room TBA

12:15 – 12:45

Author

Sina Scherer, Westfälische Wilhelms University of Münster

Vera Busse, Westfälische Wilhelms University of Münster

In many regards, writing competence is highly relevant for success in academia and the professional world, while at the same time, writing is challenging for many students (Graham & Perin, 2007), especially for L2 (second language) and FL (foreign language) learners. While many factors influence writing development (Bazerman, 2008), previous meta-analyses and systematic reviews show that feedback is highly relevant to improve writing, for L1 learners (e.g. Huisman et al., 2019) as well as for L2 and FL learners (e.g. Kang & Han, 2015).

However, effect sizes reported in feedback systematic reviews and meta-analyses show considerable variability and often do not distinguish between different kinds of learners (e.g., Graham & Perin, 2007), group L2 and FL learners together (e.g. Biber et al., 2011), or are published only in English resulting in a language bias.

Thus, our project's aim is to conduct a meta-analysis investigating whether feedback is differentially effective for different language learners, namely L1 (first language), L2, and FL learners. To synthesize existing experimental and quasi-experimental studies focusing on secondary school and university students, we conducted a systematic review in accordance with established systematic review guidelines (Boland et al., 2017). We searched five databases, relevant journals, and previous meta-analyses.

Of 948 studies, 126 studies could be included after coding indicating that feedback is differentially effective for different language learners and that L2 (n = 15 studies) and FL learners (n= 82 studies) may have different needs than L1 learners (n = 29 studies) regarding corrective feedback. For instance, higher effects could be observed for corrective teacher feedback in the L2 than in the FL context when looking at Cohen's d results. Teacher corrective feedback shows ambiguous findings in the FL context, with direct corrective feedback being in some instances effective, while indirect corrective feedback often has detrimental effects for FL learners. Interestingly, however, corrective peer feedback seems to have beneficial effects in the FL context. Computer-based non-corrective teacher feedback is effective for L1 and FL learners but shows larger effects in the L1 than in the FL context. Implications for future research, secondary analyses as well as practical implications are discussed.

References

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Author

Lea Siekmann, Westfälische Wilhelms University of Münster

Vera Busse, Westfälische Wilhelms University of Münster

Writing comprehensive texts poses considerable challenges to many adolescents learning English as a foreign language (EFL) (Harsch et al., 2008; Authors, submitted). Although formative feedback can effectively support students' writing (see the meta-analyses by Biber et al., 2011; Graham et al., 2015), studies show that its potential often goes under-utilized in practice (e.g., Lee, 2019). Writers might benefit from teacher feedback that elucidates learning goals (feed up) and progress (feed back), in addition to explaining how to move forward (feed forward) (Hattie & Timperley, 2007; Parr & Timperley, 2010). Recent theoretical approaches additionally stress the importance of students' feedback perceptions and motivation when investigating the impact of feedback on writing (Liu & Yu, 2022) but empirical studies are scarce.

Our study is part of the project [name] aimed at promoting writing among secondary students through a teacher professional learning intervention (PLI) on feedback. Here, we analyze changes in Year 9 EFL students' (N = 53) motivation and perceptions of teacher feedback and investigate how these account for differences in argumentative writing before the PLI (T1) and after eight months of teaching (T2). We address the following research questions:

RQ1: Are there changes in students' perceptions of feedback, writing self-efficacy, and anxiety from T1 to T2?

RQ2: Are there changes in text quality from T1 to T2?

RQ3: Are feedback perceptions, writing self-efficacy, and anxiety predictors of students' writing?

From T1 to T2, students felt general feedback quality improved [$t(52)=3.099$, $p=.003$, $d=0.43$], their self-efficacy increased [$t(52)=2.059$, $p=.044$, $d=0.28$], and anxiety decreased [$t(50)=-2.488$, $p=.016$, $d=-0.35$]. However, we observed no significant changes in text quality between T1 and T2, and students continued to struggle with creating text structure and coherence. Regression analyses revealed that feedback perceptions and motivation did not predict students' text quality at T1. Yet, at T2, students' perception of general feedback quality and the effect of feedback on writing motivation were significant predictors of text quality; writing self-efficacy and anxiety were not. The model accounted for 68% of variance [$F(7,42)=2.835$, $p < .001$]. We discuss limitations of our study and which aspects of feedback are essential for students' writing in light of current models of teacher feedback literacy.

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How does teacher feedback affect secondary school students' motivation in writing argumentative essays?

Session 1A, 16:30 – 17:00

Author

Katrin Peltzer, Westfälische Wilhelms-Universität Münster

Vera Busse, Westfälische Wilhelms-Universität Münster

Although it is well established that feedback can influence students' motivation, experimental studies offering insights into the effects of different feedback practices on writing motivation are scarce (see the recent systematic review by Camacho et al., 2020). This is especially true in the EFL context, where learners might feel less self-efficacious and more anxious about writing in a less familiar language (Pajares, 2003), and are therefore in need of motivating feedback. Particularly, there is a dearth of studies comparing the motivational effect of resource-intensive, individualized feedback to standardized feedback. The latter is easier to implement in larger groups and still has the potential to improve writing achievement (Lipnevich et al., 2014).

The aim of our study is to investigate the effects of different types of feedback on EFL writing motivation and address the following research questions:

RQ 1: To what extent does the feedback method (standardized vs. individualized vs. standardized combined with individualized) affect EFL writing self-efficacy?

RQ 2: To what extent does the feedback method (standardized vs. individualized vs. standardized combined with individualized) affect EFL writing anxiety?

Our talk presents the results of an experimental intervention study [Project Name] involving N = 286 students in Year 9 from eight schools. The intervention covered four sessions (4.5 hours total) and focused on argumentative writing. Participants were randomly assigned to one of three experimental groups (individualized feedback n= 51, standardized feedback n= 50 or combined feedback n= 42) or a control group (CG 1; n= 49) which received a writing intervention without feedback. Students in the experimental groups received feedback and revised their essays twice. Students in CG1 also revised twice, but without feedback. A second control group (CG2; n= 94), received regular tuition and did not participate in the learning unit. Data collection in the project has already been completed, while data analysis is still ongoing.

We present results and discuss them in relation to literature on the motivational impact of feedback in EFL teaching and recent feedback models. We also consider resulting implications for teaching writing with a student-agency approach to larger groups of less proficient EFL learners.

References

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Author

Dagmar Keatinge, Paderborn University

Assessment literacy is considered a key competence of language educators in schools; however, little specific rater training is provided for K-12 teachers in Germany. While there is substantial amount of research on learner language assessment in experimental settings, little research exists on the reliability and validity of written assessment in the German foreign language classroom. In this context, my study explores the assessment of beginner (n=100) and intermediate (n=104) level secondary school class tests by 6 German EFL teachers, investigating how errors are marked and in what way errors impact the overall scores awarded in the categories 'language', 'expression' and 'coherence' of the government-prescribed assessment rubric.

Each test was tagged and coded for errors, utilizing the system of error codes for the Cambridge Learner Corpus (Nicholls 2003) For each form or phrase coded as an error, marking of the teachers was analysed and qualitatively coded, including whether the form was marked as an error and which error type the form was marked for (i.e. lexical, tense...). In a second step, a multiple linear regression analysis was conducted to assess the correlation between individual errors and the overall score in the assessment rubric. Results indicate that certain lexical items and specific forms (prepositions, tense and aspect) are frequently not marked or the marking provides another non-target form. Further, there is a significant correlation between morpho-syntactic errors and the scores for language, expression and coherence, whereas lexical errors do not have a significant influence on any of the categories.

References

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Author

Dorothee Kohl-Dietrich, PH Karlsruhe
Axel Zinkernagel, University of Wuppertal

This talk provides insight into a field study which investigates how performance in classroom mediation activities (cf. CEFR Companion Volume 2018), focusing on cultural mediation and intercomprehension, are predicted by language awareness (Nold & Rossa 2007), language competence and intercultural competence (Hesse & Göbel 2007) under consideration of learner-specific variables. The data was collected in higher track Secondary Schools (Year 10 to 13, N = 92) in Germany. In 3 x 45 minutes testlets with different mediation and intercomprehension activities were administered to the students. Language competence, language awareness, and intercultural competence measurements are based on the DESI test instruments (Wagner 2003) and served as independent variables. Personality variables were collected via the BIG-Five-Inventory (Rammstedt et al. 2013). The testlets measuring performance in mediation and intercomprehension activities as dependent variables were developed under consideration of state of the art models on linguistic and cultural mediation (cf. CEFR Companion Volume 2018, Kolb 2016): a) Mediating a culturally specific concept (Traditional Food: 'Brezel'), b) Mediating a political text (excerpt from Haymatland (2018) by D. Hayali, focusing on the cultural concept of Heimat ('homeland'), c) Intercomprehension activity (Mediating a tourist flyer from Dutch into German).

Multiple regression analysis was used to investigate whether language awareness, language competence, intercultural competence or personality variables are predictors of performance in mediation activities. First results have shown that for the activity a) Mediating a culturally specific concept, language competence ($\beta = .44$) and language awareness ($\beta = .28$) are significant predictors ($R^2 = .37$). With regard to b) Mediating a political text, language competence ($\beta = .85$), conscientiousness ($\beta = .35$) and neuroticism ($\beta = .30$) are significant predictors ($R^2 = .62$). Concerning c), the intercomprehension activity the data display a medium to high correlation ($r = .62$) with the test measuring language competence in English. Qualitative content analysis will be used to analyse the production data from b) Mediating a political text to gain insight into the students' different concepts of the German word 'Heimat' as a cultural key word.

On this basis, we will discuss the potential of mediation activities with regard to implementing plurilingual and pluricultural approaches into the regular EFL classroom. From a methodological point of view, the challenges of measuring complex constructs such as language awareness and (inter)-cultural competence will be critically reflected.

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Author

Henning Rossa, Universität Trier

Evidence-based research in foreign language education aims at two main objectives: Understanding the complexity of teaching and learning of (and through) the target language and contributing to the development and improvement of practices. Given the renewed support (and empirical evidence) for the idea that learners' success depends fundamentally on teachers' classroom practices, it seems only logical to argue that teacher education can help improve students' learning outcomes, if it impacts on what teachers actually do. This, in turn, will be more likely, if language teacher education impacts on what teachers believe to be true about their practices (cf. Borg 2011).

While a considerable body of research focuses on teacher learning in the pre-service phase of teacher education (e.g. Blömeke et al. 2011; Johnson 1992), there is an apparent lack of studies investigating teachers' professional development during in-service training. The study presented here responds to this need and aims at the beliefs EFL teachers hold and continue to develop during their in-service training: What do beginning language teachers believe constitutes effective instruction? What makes them revise or discard beliefs, as they develop a deeper understanding of their own classroom practice?

In BELT (Beliefs about effective language teaching), eight informants were sampled from two groups of in-service trainees, working in Dortmund and Hamm (Germany) towards a teaching degree in TEFL at primary and secondary levels respectively. Informants took part in a series of episodic interviews during their 18-month training. Verbal reports were transcribed and coded for informants' cognitions concerning the perceived effectiveness of principles and practices in the foreign language classroom, employing techniques from interpretative phenomenological analysis (IPA; Smith & Osborn 2015). Results are discussed with a view to ongoing work on a classroom observation scheme which aims at the subject-specific dimension of cognitive activation in EFL-classes (Helsper & Rossa forthcoming).

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<http://doi.org/10.1177/2049463714541642>

Author

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Stefan D. Keller, PH Zürich

Email has become increasingly relevant for individual and professional communication and is thus an essential part of foreign language teaching at secondary school (Keller, 2013). To develop genre-specific competences in the foreign language, learners need to acquire specific discourse elements and linguistic expressions (Bhatia, 2020, p. 369). When writing an email, for example, they need to be able to make polite requests. As shown by Chen (2001), knowing genre-specific conventions can prevent learners from being misunderstood or considered as impolite. This, however, appears to be particularly difficult for foreign language learners, who often use direct language or inappropriate greeting and closing formulae (Biesenbach-Lucas, 2007; Economidou-Kogetsidis, 2011). In the research project “eRubrix”, an online learning environment was designed that aimed at helping secondary school learners to develop this genre-specific writing competence (Fleckenstein et al. 2021). The study investigated to what extent the learners were able to acquire the genre-specific discourse elements and linguistic expressions of semi-formal emails when working with the online tool.

370 learners from 20 classes (grades 8 and 9) in Switzerland participated in the study. They wrote three short English emails in which they had to make a specific request (e. g. enquiry about a summer job). After each email, they were provided with a support sheet showing key elements of semi-formal emails and received rubric-based feedback. After the intervention, the quality/appropriateness of the following genre-specific elements was rated by four raters: subject line, salutation, information about the writer, matter of concern, number of task questions addressed, concluding sentences and closing. One-way repeated measures ANOVA were run to analyse learners’ improvement.

Results show that the learners were able to significantly improve the quality of six of the seven genre-specific criteria. Besides presenting these quantitative results, this paper will report on a detailed linguistic analysis that revealed what genre-specific discourse elements and linguistic expressions the learners were able to acquire.

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Usage-based approaches hold that second language acquisition (SLA) is a primarily implicit, incidental process of reconstructing form-meaning mappings and co-occurrence patterns from the input (Ortega 2015). We can assume that access to rich, meaningful input is crucial for intake and thus for successful SLA.

However, input tends to be limited in instructed SLA (ISLA), such that learners face “[...] the task of estimating how linguistic constructions work from an input sample that is incomplete, uncertain, and noisy“ (N.C. Ellis 2011: 203). Parts of the available input may also fail to become intake: Even highly frequent form-meaning mappings (e.g., articles) may go unnoticed if they lack salience and/or are blocked by learned attention routines from earlier learned languages (R. Ellis 2017).

So how can we enhance input quantity and/or quality and therefore incidental learning opportunities from the input in ISLA? Verspoor/Nguyen (2015) show that enhancing the overall input quantity and opportunities for “revisiting” can enhance learning processes, but empirical evidence of learning from so-called input floods is mixed.

A series of two-week classroom studies with adult learners of L2 German (n=96), targeting the notoriously difficult sein ‘be’ + present participle construction, shows how usage-based assumptions regarding (type and token) frequency effects in language processing can help to optimize (incidental learning from) input floods (Madlener 2016, 2018). For instance, higher degrees of repetition lead to better entrenchment and better pattern abstraction in first contact with a new construction, whereas in consolidation, more varied input induces good generalization, but also overgeneralization. Skewed input effects significantly interact with type frequency distributions and prior knowledge, but may actually enhance both implicit and explicit construction learning from input floods.

Based on selected empirical findings, I discuss options, strengths, and limitations of a usage-based pedagogical Focus on Form approach for ISLA, focusing on the optimization of incidental learning processes during input processing.

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When Informal Learning Activities Lead to Formal Learning Progress: English Media Use Predicts Skill and Motivation Development in English as a Foreign Language
Session 2B, 17:15 – 17:45

Author

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Johanna Fleckenstein,

Skills in English as a foreign language are necessary for active participation in an increasingly globalized and diversified world. Consequently, fostering English-language learning constitutes a major goal of most education systems. Informal foreign-language activities such as reading books or watching films provide important language input and learning opportunities. Prior research has investigated associations between informal learning during leisure time and student achievement, showing positive associations (e.g., Peters, 2018; Sundquist&Wikstroem, 2015). We found three aspects in prior research that could be addressed to increase knowledge on this topic. These are related to the common designs of prior studies, the focus on single language modalities, and the disregard of motivational aspects that are relevant for formal learning progress.

In this study, we addressed these aspects, investigating how English media use during leisure time might benefit students' skills in English reading and listening as well as their English motivation (self-concept and interest), considering different modalities (e.g., reading- and listening-focused activities) outside the laboratory. We performed secondary data analyses on a longitudinal data set with two points of measurement in a representative sample of academic-track students in upper secondary schools in one German federal state (N = 1,994). English media activities were assessed with a self-report questionnaire, asking about media activities during leisure time within the last 6 months. English achievement was assessed with tests capturing reading and listening comprehension (Stanat et al., 2016).

This study provides empirical evidence how English media use during leisure time is related to skill and motivation development, taking different learning modalities (i.e., reading and listening) into account. We found positive associations between the frequency of English media activities and English skill and motivation development, highlighting how informal learning opportunities might be able to improve students' English proficiency even in formal learning (and achievement) situations. As our study used strong controls (i.e., prior measures of the outcome and treatment variables), the results provide a useful extension to prior research in this field, which was mainly cross-sectional or was based on laboratory investigations. When investigating the role of different language modalities and subskills, we found that reading activities emerged as a better predictor than listening activities for both reading and listening skill development. For motivation, we found a differential pattern: a higher frequency of reading activities increased self-concept, and a higher frequency of listening activities was positively associated with the development of students' intrinsic value in English as a foreign language. The relevance of English media use as an informal, inexpensive, and scalable leisure-time intervention is discussed.

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The Effectiveness of Using Songs for Teaching Foreign Languages to Young Learners: A Systematic Review
Session 2B, 17:45 – 18:15

Author

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Songs are popular resources with teachers of young language learners (Garton, Copland & Burns, 2011). Teachers express strong intuitions that songs fulfil multiple pedagogical purposes including memorisation of vocabulary, improving pronunciation, laying foundations for grammatical knowledge, supporting classroom routines and behaviour management, and motivating learners (Forster, 2006; Hamilton & Murphy, under review; Paquette & Rieg, 2008). There is, however, little empirical evidence to support these kinds of claims with young language learners, according to several non-systematic theoretical and evidence reviews (Engh, 2013; Davis, 2017; Werner, 2020). While a recent meta-analysis (Odo, 2022) reported a large effect size for using songs to teach English L2 vocabulary, Odo's analysis failed to take into account the assessed moderate-to-serious methodological shortcomings of the body of literature when arriving at that conclusion.

To map and understand the current research landscape while addressing the lack of systematicity and quality appraisal in previous reviews, this systematic review synthesises and critically interprets empirical research investigating the influence of using songs as pedagogical tools on linguistic outcomes of children (from 2–18 years) learning non-native languages in formal education. Using a multilingual search strategy, we found 61 papers from 23 countries that investigated vocabulary, grammar, speaking, listening, reading and writing skills. There was a notable strong positive bias in reported effect of songs from papers receiving low-quality appraisal ratings, and equivocal results reported in papers with higher methodological quality.

Despite being a valued folk pedagogy (Bruner, 1996) amongst languages teachers, there is no empirical consensus on how or even whether using songs to teach foreign languages influences young learners' linguistic outcomes. This review reveals that the field is ripe for a renewed approach that takes theoretically motivated research questions forward, through carefully designed and conducted classroom research.

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Literary texts possess a unique value for foreign language learning. They have the capacity to move learners and to capture their imagination, while simultaneously drawing their attention to linguistic form and meaning. Despite a long-standing tradition, it is only recently and with a strong bias towards university students that the role of literature in advancing linguistic competency has begun to receive empirical attention (Jones 2019; Tsang, Paran, and Lau 2020). The few studies on the lower secondary level show that secondary school teachers hardly use literature to develop foreign language skills and that they lack support on implementing literature in a goal-oriented way (Gardemann 2021; Lehrner-te Lindert 2022).

This is where the project presented in this paper seeks to make a contribution. The design-based research study English through Stories (ETS) addresses the need for teaching materials and teacher guidance on the one hand and the dearth in empirical research on the other. With a view to promoting the use of literature in the lower secondary EFL classroom, ETS aims at shedding light on how literary texts can be made beneficial for the teaching and learning of vocabulary as well as for improving learners' interactional competence. A further goal is to identify principles for task design and support measures. For this purpose, ETS provides a set of short stories, interactive learning tasks and a teacher's guide. These materials are designed, implemented and evaluated in a theory-based, systematic, cyclical process within a close research-practice partnership, adhering to the paradigm of design-based research (Euler and Sloane 2014).

My paper zooms in on the current exploratory phase of the project during which a prototype of the materials is developed, implemented and evaluated and design principles are specified. This phase is carried out in partnership with a secondary school in the Canton of Zürich, a 7th grade of 20 students and their English teacher over a period of 10 weeks (1 lesson/week). In a first step, the paper outlines the components of the materials (texts, tasks and teacher's guide) and their theoretical/empirical foundation. Next, the research methodology is detailed and selected results are presented (mixed methods design with various points of rich data collection followed by qualitative and quantitative analysis). The paper concludes with a discussion of the results, draws implications for the refinement of ETS (materials, design principles, design of subsequent summative evaluation) and reflects on the research-practice partnership.

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Speaking is one of the core competencies to be developed in English foreign language (EFL) classes in Switzerland (D-EDK 2016) and the second most widely used skill in everyday-life communication (Hedge 2008). Hence if Swiss students are to be prepared for the ‘real’ world, their speaking competencies must be trained from an early age and in a systematic manner.

However, speech production is a highly complex process which is often not understood or addressed adequately in EFL classrooms. It encompasses a myriad of skills which are exercised under time pressure, reciprocally, and in an unpredictable manner. In increasingly larger classes, the average primary school student engages in roughly one minute of speaking English per lesson (Kleinschroth and Oldham 2016); a circumstance which makes the establishment of speech automaticity required for real-world communication impossible. Even when speaking activities occur more frequently, they are unlikely to foster individual students’ foreign language (L2) development but may lead to learners being over- or underwhelmed by what they are presented with. In the worst case, learners develop an ‘unwillingness’ to communicate in English. Problems related to speaking practices in the classroom are exacerbated because spoken interaction, compared to the other language skills, cannot be easily practised outside the classroom.

The presentation introduces the Innosuisse-approved innovation project „Towards a Voice-based Chatbot for Language Learners (ChaLL)”, which is being developed in collaboration between PHZH, ZHAW and the University of Zurich. ChaLL is a voice-based technology aimed to ameliorate the situation referred to above by providing learners with a constantly available English-native-speaking ‘partner’ in the form of a chatbot. For optimal L2 growth, the chatbot facilitates real-world English language communication by fostering speaking skills through “repeated exposure and use” (Kormos 2011, p. 55) at the learners’ own pace, catering to their individual L2 proficiency levels and personal interests. Interactions are based on LP21 principles, and the technology utilizes a systematic approach to language learning by means of a spoken task-based syllabus and corpus-driven data.

The presentation finally provides an update on the first milestones achieved in the process of developing the dialogue system, such as first drafts of task designs and indications of the machine’s ability to recognise learner errors and generate adaptive learner responses.

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Author

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Given the essential role of interaction for foreign language learning (FLL), it is no surprise that FL teachers and researchers have taken a keen interest in dialog systems such as chatbots that simulate a human interlocutor. The fundamental role of interaction for FLL is theorized by the cognitive-interactionist approach which posits that through interaction, learners receive comprehensible input, are pushed to produce output, and engage in interactional work such as negotiation of meaning, feedback, or alignment which promote the development of FL linguistic means.

In the Swiss educational context, the potential use of dialog-systems is particularly relevant to the Vocational Education and Training (VET) school system, which asks for efficient and learner-organized, computer-assisted (language) learning. Since interaction in VET and other school-based FLL is commonly mediated by tasks, dialog systems in VET classrooms must be able to engage learners in task-based interaction.

While existing research on task-based dialog systems is still very limited, initial findings are promising. Previous studies have found evidence for the occurrence of interactional features such as negotiation of meaning and alignment, suggesting that they might impact the effects of interaction in similar ways as face-to-face interaction. In addition, there is direct evidence for the positive effect of system interaction on FL development and specifically pragmatic development, speaking performance, and writing performance.

The present study therefore aims to describe the nature of task-based interaction between English learners and a dialog system with the goal to further explore its potential for school-based FLL. To this aim, a written goal-oriented dialog system was developed and implemented in a role play task. In the resulting chatscripts interactional features were coded and the learners' performance was assessed in terms of complexity and accuracy as well as communicative adequacy.

The findings indicate a substantial number of interactional features with distinctive characteristics pertinent to the communicative context. Interaction type was also found to impact some aspects of learner performance, specifically, error type, request appropriateness, sentence complexity, lexical diversity, and task completion. While exploratory in nature, these findings point to some important limitations and pedagogical implications for the use of task-based system interaction in FLL.

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This paper presents the design, development, implementation and evaluation of an on-line database of learning tasks to support learners of English as a foreign language. The underlying task database is MINDSTEPS, developed by the Institute of Educational Evaluation at the University of Zurich.

In the first part, a theoretical model will be presented outlining the main functions of using the database in the classroom: the multidimensional 3D model. It consists of Diagnosis (of status, progress and results), Differentiation (of level, topic and time) and Dialogue (feed-up, feed-back and feed forward sensu Hattie).

In the second part, we present how this model and its implementation was developed in a research-practice cooperation. We will show the use of learning tasks to diagnose learners' level of competence at the outset of a teaching unit, to differentiate learning processes according to individual learners' needs, and to give learners feedback on the outcomes of their learning. We will focus specifically on using the learning tasks and the 3D model to support "weaker" learners.

References

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Artificial intelligence (AI) can efficiently assess complex productive language output, providing adaptive support for writing skills. Based on machine learning algorithms, instructional decisions can be made that are available to learners as individualized feedback in the writing process. Informative feedback for learning should include both evaluative information and tutorial information to effectively support learning (Narciss, 2018). Evidence on the effectiveness of AI-based feedback on writing performance has been described as heterogeneous (Fleckenstein et al., in press; McNamara et al., 2015). This paper investigates the effectiveness of informative tutorial feedback by comparing the performance improvement of an experimental group in a digital learning environment with a control condition.

An initial corpus of 1104 student texts was collected, using three e-mail writing tasks suitable for lower secondary education in English as a foreign language. The corpus was annotated by two experts on five criteria and then machine coded using a gradient boosting classifier. The resulting algorithm provided the basis for the experimental feedback study. The analyses of the machine scores showed that automatic evaluation of e-mails is sufficiently reliable. Agreement with the human judgments ranged from 81 to 94 percent (QWK .35-.87), depending on the criterion and task.

The effectiveness of the feedback based on the machine judgments was investigated in a randomized-controlled experiment with $N = 105$ secondary school students (50.5% female; age: $M = 14.41$, $SD = 0.81$). For each assessment criterion, the experimental group received feedback that included both evaluative and tutorial information. The control group received the assessment criteria without any further information. The students were asked to revise their text accordingly.

A Mixed ANOVA was performed to compare performance improvement from the first draft to the final revision in the experimental and control conditions. There was a significant effect in favor of the experimental group ($F(1, 103) = 11.92$, $p < .01$, $d = 0.68$). Further analysis at the criterion level showed that the increase in performance was particularly due to successful implementation of two specific criteria. The present paper demonstrates that AI-based writing support can be successfully implemented, both in terms of the accuracy of automatic judgments and the effectiveness of feedback based on them. The potentials and challenges of using automatic feedback to assess and promote writing performance in a school context are discussed.

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This poster presents the findings of the interdisciplinary research project "virtual reality and multilingualism" in a higher education setting in Germany. The project is embedded in the large-scale digitisation framework of the University of Kassel, Germany, which runs from August 1st 2021, until July 31st 2024. It promotes digital learning and teaching innovation and is funded by Stiftung Innovation in der Hochschullehre.

The project focuses on developing, implementing and evaluating an interdisciplinary virtual reality learning course in web-based foreign language didactics (English, French and Spanish). Prospective teachers are trained to autonomously construct, implement and assess multilingual, virtual spaces for teaching and learning situations.

A pilot study was completed in the winter term 2021/2022 to explore student attitudes toward multilingualism and virtual reality over time. A pre-post survey design was used to evaluate the multilingual course design. Quantitative and qualitative analyses were carried out in SPSS and MAXQDA. The findings support the innovative teaching approach and indicate that the project had a significant on students' attitudes towards virtual reality in education. Students self-assessed their digital skills significantly higher at the end of the course, and at the same time, anxiety toward technology decreased significantly. Moreover, the participants were inspired to implement 360-degree media and virtual reality into their future teaching.

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This talk presents results of the first task cycle of the action research project 'EMMa' (Brunsmeier forthcoming 2023; Brunsmeier forthcoming 2022). The study explores the opportunities and challenges of communicative and interactive approaches to learning and teaching English as a foreign language (EFL) in digital learning environments in the young language learners classroom in Germany.

Digitalisation remains to be one of the hot and much debated topics in these days and continues to receive a significant amount of attention in teaching and learning foreign languages (Kolb 2021; Luetge & Merse 2021). Already young learners need both - foreign language skills and media competences - to participate in the digitalised global discourse. Thereby, digital media and materials are of great interest, but equally noteworthy are the teaching scenarios in which they are implemented. Appropriate classroom tasks and activities are needed to fully exploit the learning potential of digital media and materials. Nevertheless, research is still scarce on how to best implement and use digital media and materials to develop beginners' foreign language and media competences. Tasks and activities need to be developed and undergo empirical verification. The action research (Burns 2010) project 'EMMa' investigates how tasks and activities may structure, guide and support the development of foreign language competences in digital learning environments. Over a period of five months different data (lessons video recordings, students' products, questionnaires) was gathered in a German primary EFL classroom to provide evidence-based insights into digitally supported EFL lessons. The data were analysed using Qualitative Content Analysis (Mayring & Fenzl, 2019) and the Critical Incident Technique (Gruenewald 2012) to determine how digital materials and media can be used communicatively and in a way that supports foreign language learning and teaching processes. From these outcomes consequences – for further research as well as communicative and interactive approaches to learning and teaching foreign languages – will be presented and discussed.

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Teaching English out-of-field in primary school: Differences in professional characteristics and effects on self-assessed instructional quality
Session 4A, 13:00 – 13:30

Author

Raphaela Porsch, Otto-von-Guericke Universität Magdeburg

Eva Wilden, Universität Duisburg-Essen

Abstract: Parents and students alike expect that teachers who teach a foreign language are proficient speakers of the language and are passionate about teaching it. However, this might not be the case when teachers teach a language without the respective subject-specific qualification, also referred to as out-of-field teaching. The talk will introduce the phenomenon of teaching out-of-field in the context of early foreign language learning and consider its consequences for students' learning. This will be followed by presenting a study focusing on instructional quality as well as professional characteristics of German primary school teachers who regularly teach EFL (English as a foreign language) but differ in their formal qualifications. We specifically seek to explore potential differences in professional characteristics, such as subject-specific enthusiasm and foreign language (FL) proficiency, among primary EFL teachers with different qualifications. Data was gathered in 2017 through a computer-based survey among German primary teachers who were at that time teaching EFL in grade 4. Participation in the study was voluntary. For all 844 primary school teachers surveyed German was the L1 (95.9% were female; age: $M = 40.68$ years, $SD = 10.09$). Furthermore, they differed as follows in their professional qualifications: 40.2% ($n = 339$) obtained English as a major, 47.8% ($n = 404$) participated in a post-graduation course in EFL, and 12% ($n = 101$) had obtained no professional training for teaching EFL. The data was analyzed by using regression analysis and a multivariate analysis of variance (MANOVA). Among other findings our results show that a fully qualified teacher is more likely to have a high command of the FL and to be motivated to teach English compared to teachers with lesser qualifications. The talk will conclude by critically discussing implications of the phenomenon of out-of-field teaching as well as recommendations for teacher training and continuous professional development.

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Beginning L2 literacy of very young elementary school children with and without dyslexia in a regular foreign language program and in a bilingual program
Session 4A, 13:30 – 14:00

Author

Anja Steinlen, Friedrich-Alexander Universität Erlangen-Nürnberg
Thorsten Piske, Friedrich - Alexander - Universität Erlangen - Nürnberg

In Germany, the number of bilingual elementary schools in which one or more subjects are taught in a foreign language (FL) is steadily increasing. Previous research has shown that non-struggling students generally benefit from these programs (e.g., Steinlen, 2021). However, little is known about struggling learners, for example those with dyslexia, a developmental disorder, which, according to Maurer et al. (2021), affects 5-10% of all school children in Germany. The aim of this exploratory longitudinal study is to determine which effects bilingual elementary education may have on dyslexic first and second graders' linguistic development.

The students attended either a regular EFL program with 2 English lessons per week or a partial immersion (IM) program in which all subjects are taught in English, except for German, mathematics and religious education. The sample consists of 200 L1 German children (7 years old at the end of grade 1, 50% female) who were evenly distributed across the two programs. The dyslexic children (10% of the sample, 70% males) were selected based on the results of standardized cognitive tests (Brickenkamp et al., 2010; Raven, 1976), in which they showed age-appropriate results, and standardized tests examining their reading and writing skills in their L1 German (May, 2010; Lenhard & Schneider, 2006), in which they scored at least 1.5 SD below the norm. English tests focused on L2 reading and writing (Little et al. 2003), receptive grammar (Kersten et al., 2012) and receptive vocabulary (Dunn et al., 1997).

For all children, the results indicated a progression from grade 1 to grade 2 for all English tests. However, non-dyslexic students outperformed their dyslexic peers in both programs, and dyslexic children in the IM program showed better results in the English tests than their dyslexic peers in the EFL program. These findings suggest that young students with reading/writing problems may benefit more from bilingual programs than from regular foreign language programs (e.g., Genesee & Lindholm-Leary, 2021).

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Author

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In secondary school English teachers criticize the limited results of the fifth graders' writing competences and they used to claim playful methods of teaching English in primary school for it (Böttger 2009: 20). Within the last 13 years the teaching of English in primary schools has developed from playful to competence-oriented programmes (Frisch 2017). Learners are expected to be able to write short and simple texts by the end of year 4 and writing therefore now plays a more important role than in its infant years (BIG-Kreis 2015: 29ff.). It is still discussed though whether learners should only copy familiar texts or whether learners can already express their own ideas in a written form. As a consequence, learners do not enter secondary schools with a lack but with different proficiency levels.

As soon as learners get the chance to write (and not only copy texts) they make a lot of mistakes. Knowledge about developmental phases of writing acquisition, the challenges of learning to write in English as a foreign language and the characteristics of the English orthography is necessary to foster writing appropriately and to make a contribution to a smooth transition from primary to secondary school.

The talk will report on results of the WIPS study (Writing in Primary School) investigating the quantity and quality of young EFL learners' writing competences (N=189). Two writing tasks were developed on the basis of the English picture book "I'm Bored". Learners were prepared to write a text about the reasons why children are anything but boring and what they did the last time they were bored. The learner texts were analysed with the help of five linguistic criteria: "vocabulary range and control", "grammar", "orthography", "punctuation" and "cohesion" (cf. Trüb 2021). For measuring the communicative quality of the learner texts the criterion "communicative effect" was used (ibid.: 51).

The results of the quantitative and qualitative analysis of the learner texts are cautiously interpreted as evidence suggesting that primary school EFL writers need to get theory-informed opportunities for practicing writing (not only copying) to develop productive writing skills.

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From word reception to word production: The potential of EFL app features for fostering lexical knowledge dimensions of various word kinds
Session 4B, 13:00 – 13:30

Author

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Lexical knowledge is fundamental for developing communicative competences in a foreign language but is often perceived as a challenging task, especially by learners during the transition phase from primary to secondary school (cf. Brunsmeier, 2019). At the same time vocabulary practice often plays a minor role in language classrooms (see e.g. Nation, 2008: 97). Since the majority of lexical practice takes place outside of the classroom, it is crucial to provide students with the best possible support for autonomous vocabulary learning, which is often done by textbook publishers who offer textbook-corresponding English vocabulary apps. An analysis of these apps, however, has shown that they often focus on a few chosen aspects of word knowledge, rely largely on decontextualized types of learning activities, and relate to basic dimensions of lexical knowledge only, providing little feedback. At the same time, there are almost no studies that empirically investigate the effect of various features of digital media on lexical learning: What is the impact of specific app features on learners' productive or receptive knowledge of different word kinds? Which app features can help young EFL learners to use words correctly on a sentence and paragraph level?

In order to answer these questions, the ALL study (Apps for Lexical Learning) was conducted in North-Rhine Westphalia in Germany with 14 year 6 classes. Two intervention groups and one control group participated in the 6-week-long-project during which teachers' lessons strictly followed an adjusted version of the teacher's handbook. In order to manipulate specific app variables, a new vocabulary app "LexiFun" had been developed in accordance with the models of the mental lexicon, word knowledge, and multimedia design principles. The goal of the ALL study is to test the impact and effectiveness of three app-features (feedback, testing activities, and visual elements) on various dimensions and kinds of lexical knowledge. This mixed-method study is based on a pre-, post-, and follow-up design. The quantitative data obtained from written vocabulary pre-, post- and delayed post-tests has been cross-correlated with the user data from both apps. Knowledge gains between the groups in general as well as in regard to specific task types included in the tests (e.g. receptive vs. productive, context vs. no-context, sentence vs. paragraph level) have been measured. This data was supplemented with learners' learning diaries, which allowed to gain deeper insights into their autonomous work with digital tools. Student questionnaires were used to ensure the groups' comparability (e.g. ISEI or multilingualism). Teacher questionnaires were applied in order to obtain more information on the typical classroom treatment regarding lexical learning and testing and the usage of digital tools. A reflection-oriented meeting with the teachers at the end of the project contributed to practical future implications for similar studies.

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Author

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Research has shown that large parts of language are made up of multi-word strings, conveying a specific meaning by combining several elements into one joint sequence. While studies on the ‘lexical’ strand of the continuum between lexis and grammar, e.g. on binomials, collocations or proverbs, are already available to some extent (cf. Siyanova-Chanturia 2013 and Siyanova-Chanturia/Van Lancker Sidtis 2019 for an overview), research about structures with more or less ‘grammatical’ multi-word items seems rather scarce so far. A typical instance of multi-word units on the ‘grammatical’ end of the scale are verbal periphrases, a combination of two verbs (sometimes joined by a preposition), which are commonly used in Romance languages for the expression of temporal, aspectual, modal and diathetic values. What makes their reception (and production) particular, however, is the fact that their meaning is not (or only partly) compositional, i.e. not deducible from the sum of the single components (as is also the case with proverbs or idioms in the lexical domain).

Observations show that especially aspectual periphrases pose problems to (at least German-speaking) learners, even on very high proficiency levels (B2-C2). What are the reasons for this ‘hurdle’ and what can be done to enhance acquisition? In order to investigate how these periphrastic verbal structures are processed by learners, a self-paced reading study (cf. Schmitt/Underwood 2004 and Marsden et al. 2018 for a methodological review) has been administered to a L1 German (L2 English, L3 Romance) experimental group and a L1 Romance control group. First results from reading times, acceptability judgements and reaction times provide evidence that a range of factors such as frequency, salience and complexity of the structures as well as instruction, ‘processability’ of aspect/aspectuality and the multi-faceted linguistic background of the subjects come into play (cf. also Ellis/Cadierno 2009, Jarvis/Pavlenko 2010, Salaberry 2020). The present paper thus sets out to shed light on the question of how multilingual learners deal with verbal periphrases and reflect on possible (cross-linguistic) ways in order to facilitate the acquisitional process.

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Author

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Classrooms are becoming more and more heterogenous as a result of ever-increasing migration. For the foreign language classroom, this heterogeneity is not just reflected in diverse linguistic backgrounds but also in varying English proficiencies. Whereas previous research on bilingual language processing has revealed language non-selective access and simultaneous coactivation of L1 and L2 during bilingual word recognition in both adults (Dijkstra et al., 2010) and younger children (Gastmann & Poarch, 2022), fewer studies have examined cross-language activation and its modulation in adolescents. To fill this gap, the present study explored L2 word recognition in adolescent foreign language learners. Thirty-four L1 German low-intermediate learners of L2 English (mean age = 13.7, SD = 0.7) were administered the Peabody Picture Vocabulary Test (PPVT; Dunn & Dunn, 1997) as a measure of L2 English proficiency and performed an English Lexical Decision Task with cognates and noncognates. Cognates are translation equivalents that share the same or similar form and meaning across languages (e.g., German-English Banane-banana) and have been found to be processed faster and more accurately by bilinguals than noncognates, which are translation equivalents without such overlap (e.g., German-English Affe-monkey). Contrary to our predictions, linear mixed effects analyses failed to replicate previous findings by yielding no cognate facilitation in either accuracy or reaction time (RT) data. However, post-hoc analyses revealed that cognate processing was modulated by both L2 proficiency and word frequency. Linear mixed models yielded a three-way interaction ($p < .027$) of cognate status, L2 proficiency, and word frequency, showing a cognate facilitation effect, with less-frequent items inducing a cognate effect in RTs in low(er)-proficient learners. Accordingly, we did not observe cognate facilitation effects for more frequent items and relatively higher-proficient learners, possibly due to ceiling effects. These results add to the literature on limitations of the cognate facilitation effect (Bultena et al., 2014; Comesaña et al., 2015) and expand previous findings to a younger learner population. In our presentation, we will discuss limitations of the current study, directions for future research, and possible implications for foreign language learning.

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Author

Raphaela Porsch, Otto-von-Guericke Universität Magdeburg
Sonja Brunsmeier, University of Passau
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Abstract: For more than 15 years, all German pupils have started to learn a foreign language at primary school. Some federal states offer it from Year 3 onwards, while others start in Year 1. All in all, the teaching of foreign languages at primary school in Germany is a rather recent phenomenon, hence the body of research is rather limited by default – and partly inconclusive with differing interpretations and mixed empirical results on the effectiveness of an early start (e.g. Baumert et al., 2020; Wilden et al., 2020; Jaekel et al., 2022).

One blind spot of the existing research in the debate “early versus late start” is the parents. Besides school, parents play a pivotal role in the education and development of young children. Their involvement (Wilder, 2014), attitudes towards English and educational aspirations (Rokita-Jaško, 2015) have shown to affect the successful implementation of early English teaching. Yet, there are hardly any studies on parental views (e.g. Carmel, 2022) and none has been conducted in Germany. Thus, the following questions are posed: (1) When would parents like their children start learning English? (2) Do parental attitudes towards English, educational aspirations, and (biographical) background predict their preference for the onset of learning English? (3) Which reasons do parents give for their preference?

The mixed-methods study took place as an online survey in Spring 2022. Quantitative and qualitative data from 2,645 parents were collected. Question 1 is addressed with a single-choice item on the ideal onset illustrating that the majority of the parents prefers an early start. Question 2 is addressed with a regression analysis showing that this preference is influenced by the first three of the aforementioned factors. For Question 3, parents’ open answers were evaluated by means of a qualitative content analysis (Schreier, 2014). If parents prefer a later start, they do so because they see a need for learning German and math first. These and other results will be discussed in the light of the most recent developments in early foreign language learning.

References

Author

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Abstract: Effects of occupation on cognitive functioning and the association between retirement and mental and physical health are well-documented across the social and behavioral sciences (e.g., Adam et al. 2013; Bonsang et al. 2012; Meng et al. 2017; Mosca & Wright 2018; Roberts et al. 2011; Rohwedder & Willis 2010; Zacher & Schmitt 2016). Retirement is seen as a socially determined and discursively constructed concept that is shaped by changing cultural meanings and individuals' lived experiences (Coupland 2009). However, there are no studies in linguistics to date that have analyzed if and how this socially constructed threshold impacts learners' individual trajectories of change over time as a function of pre- and post-retirement activities, and vice versa: who profits from language learning in old age and when? This research gap is regrettable inasmuch as communication skills and additional language learning have both been hypothesized to be associated with improved cognition – and both are affected by contextual variety and significant life events (and thus, hypothetically, retirement).

To identify dis/continuity patterns of the entire linguistic spectrum as well as cognitive functioning across retirement, VARIAGE is designed as an observational micro-development study including 40 older L1 German learners of L2 English in Switzerland. Each of them is observed in 30 consecutive waves before and after retirement over a period of 24 months, which amounts to 1,200 data points per task. Participants are tested every three weeks on a range of L1 (German), L2 (English), cognitive, socio-affective, electrophysiological, and contextual parameters. The aim is to identify pre- and post-retirement activities, critical life events as well as emotional, cognitive, linguistic, and motivational resources that mediate effects of retirement on language acquisition and use and help explain inter- and intra-individual learner differences. From a methodological perspective, this study sets out a new direction of longitudinal second language acquisition research (group studies based on intensive data), which it approaches with an innovative combination of generalized additive mixed modeling (GAMM, Wood 2006), timeseries cluster analysis (Peng et al. 2022), and qualitative thematic analyses (Braun & Clarke 2006). In this mixed-methods design, the primary (quantitative) method is used to identify (a) developmental language patterns shared by different individuals (learner profiles) and (b) rapid L2 developmental phases and cut-off points (i.e., a potential bend in the retirement–L1/L2 performance function). The secondary (qualitative) method, conversely, helps identify stimuli for change and captures subjective dis/continuity.

Because the needs of learners vary, the outcomes from this study are beneficial for modelling older adults' planning and preparing for retirement; they facilitate sensitivity to intervention analysis and help refine and tailor future language-based interventions for older individuals. Specifically, the study aims to provide the basis for the future development and validation of an easy-to-use screening tool based on the above-mentioned learner profiles that can help customize pre- and post-retirement activities for L2 learners across retirement.

References

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Compared to a century ago, we live much longer lives. Living longer, however, is not necessarily synonymous with high quality of life. Several older-age specific illnesses threaten healthy aging, one of which is late-life depression (LLD). Prevalence of this mood disorder is substantial, with one review reporting depression in up to 9.4% of community dwelling older adults (Djernes, 2006). While LLD understandably negatively impacts mood, it is also associated with reduced performance in nearly all cognitive functions. This often persists even after the remission of mood symptoms (Bhalla et al., 2006).

It has been suggested that foreign language learning trains the same cognitive processes that are affected in aging and LLD. Specifically, the newly learned language may interfere with the mother tongue, requiring cognitive flexibility to solve (Kroll et al., 2015). Additionally, learning in a classroom-based setting can lead to an increased sense of autonomy (Pfenninger & Polz, 2018), and the learning process itself may be a rewarding experience (Matsumoto, 2019); these factors may contribute to increased well-being.

The current study compares the effects of a foreign language course on English proficiency, cognition, and well-being in older adults with and without a history of depression. Participants followed a three-month language intervention between 2021 and 2022, consisting of online classes every other week, and 45 minutes of independent study per day for five days a week. Changes in English proficiency, cognitive functioning and well-being were measured immediately before and after the course using a variety of language tests (verbal fluency, vocabulary task, and IELTS speaking & listening tasks), neuropsychological tests (e.g., WAIS subscales), questionnaires (e.g., Geriatric Depression Scale) and behavioral tasks (e.g., Color-Shape Switch task).

Data collection is ongoing until early November of 2022, so results are not available yet. However, we expect improvements in English level, cognitive functioning, and well-being for both groups. However, for well-being and cognition, we expect larger improvements in the older adults with a history of depression, since language learning could stimulate those areas of cognitive functioning and well-being that are negatively affected.

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Operationalizing L2 input and instructional techniques: Differential effects for early and more advanced mono- and multilingual L2 learners
Session 5B, 15:00 – 15:30

Author

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Abstract: While input quality is a core construct in Instructed Second Language Acquisition (ISLA), its operationalization is challenging. This might be a reason why studies on the differential contribution of types of input techniques to learners' SLA in classroom contexts are scarce.

Truscott & Sharwood Smith (2019) define input as all sensory stimuli in the environment that induce intake, processing and storing, and thus contribute to language comprehension. Based on this comprehensive definition, the Teacher Input Observation Scheme (TIOS, Kersten et al., 2018) operationalizes 'input' through 41 instructional techniques in four scales, 'Cognitively Stimulating Tasks', 'Verbal Input', 'Nonverbal Input', 'Support of Learners' Output'. Techniques are derived from the Cognitive-Interactionist Framework (Long, 2015), and describe a distinct, observable communicative behavior or activity in the classroom in contact with the learner/s. Previously established interrater reliability of two raters based on 18 L2-teaching videos was high (Krippendorff's $\alpha=.88^*$). In a pilot study with $N=169$ German primary school students, 'Total Score', 'Task Characteristics' and 'Verbal Input' correlated significantly with learners' L2 lexical and grammar comprehension; 'Total Score' predicted 21% of variance of students' lexical and grammar comprehension (Kersten, 2021).

While promising, these results rely solely on theoretically derived categories that do not account for teachers' differential use of these techniques for learners at different, early or advanced stages of SLA (van de Pol et al., 2010).

The current study addresses this gap. It investigates differential predictions of $N=94$ teachers' L2 instructional techniques on their $N=1935$ mono- and multilingual learners' L2-English proficiency at grade levels 4-6. Techniques were operationalized using TIOS items, and learners' L2 proficiency using descriptors from the CEFR and Lingualevel (9 levels, A1.1-C1, $M=4.38$; $SD=2.11$).

Data were elicited online via SoSciSurvey from the teachers, who reported both on their use of techniques in a particular English class, and on their students' L2 proficiency in this class, gender, multilingual background, and average class social status. An exploratory principal-axis factor analysis was carried out to identify related techniques, using oblimin rotation because factors were expected to correlate.

The analysis yielded five factors of techniques, explaining 36.36% of variance. Computed means over the items of each factor were entered into a regression analysis, controlling for grade level, gender, multilingualism, and social status ($R^2=.168$). Results showed that the two factors associated with scaffolding for more advanced learners, 'Cognitive Stimulation' and 'Focus on Meaning', predicted learners' L2 proficiency positively, as did social status and grade (all $p < .001$). By contrast, 'Input Scaffolding' and 'Speech Scaffolding & Appreciation', both predominantly used for beginning learners, showed negative predictions ($p < .001$). 'Comprehension & Expression Scaffolding', multilingualism and gender did not have significant effects.

Due to lack of directionality in cross-sectional designs, negative effects seem to suggest that teachers predominantly use scaffolding techniques which render language and content comprehensible in early stages of SLA, while techniques activating cognitive involvement and authentic interactions foster SLA in later stages (positive effects). Results support concepts of "fading support" and "transfer of responsibility" in van de Pol et al.'s (2010) Conceptual Model of Scaffolding.

References

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This contribution presents the research design and preliminary results of my dissertation project. While syntax acquisition in German as a foreign and second language is considered a well and broadly researched area (see e.g. Clahsen et al. 1983; Diehl et al. 2000 and follow-up studies), there are gaps in the research of advanced learner German or with regard to mediality. Basically, the present study aims to identify individual differences and general tendencies in advanced syntax acquisition and to determine possible connections (between language competence and mediality as well as further factors such as task or attention control, language-internal aspects and learner's preconditions).

In order to describe advanced learner German, a learner corpus was created for the largely spontaneously produced spoken and written language of young adults (university students with German as L1 and L2). Challenging structures of German syntax were elicited in isolation using a grammaticality judgment task. Information on the individual subjects was collected and selected tests on general cognitive abilities were conducted. By combining qualitative and quantitative approaches (mixed-methods design), individual developments of learner languages and general trends in advanced syntax development can be revealed.

Following a verb-based analysis, the target language implementation of verb position was investigated as a function of mediality and classified following an extended categorization system (including grammar of spoken language) based on previous studies (see above). Linguistic variation across syntactic structures plays a central role in the evaluation alongside the factors mediality and task complexity. In general, the analysis of the language data is descriptive (largely in terms of complexity, accuracy, and fluency); acquisition criteria in the narrower sense were not defined.

Preliminary research results show, among other things, that spoken language structures with verb-final-position (VE) are realized less often and are more error-prone than the subject-verb inversion in clauses with verb-second-position (XVS) - exactly the opposite, however, is true for the written domain. Results so far confirm on average the assumption that VE and XVS are more error-prone in spontaneous oral speech than in spontaneous written speech. Preliminary results of the grammaticality judgment test indicate that, on average, structures with VE are most likely to be recognized and judged correctly, structures with XVS are judged more accommodatingly by learners (this is probably in line with L1 speakers, on L1 vs. L2 see Birdsong 2021, among others). However, from the data examined so far, it can be drawn that correctness rates can vary considerably across individuals.

Based on these first results, we will discuss potential conclusions that might be drawn regarding linguistic norm and variation with respect to syntax acquisition and consolidation in relation to mediality.

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Recent research documents a bilingual advantage in the domain of executive function (Barac et al., 2014; Gunnerud et al., 2020). However, the robustness of those behavioral differences has sometimes been questioned (e.g., Paap et al., 2016). Here, we present findings from two studies which aimed to further examine the underlying cognitive processes in bilingual as compared to monolingual students. We focused on two processes: The role of language as a means of self-regulation on the one hand and general mental effort during task execution on the other. The use of self-regulatory speech has been found to be related to performance in tasks requiring executive function (EF). Bilinguals who have grown up with two language systems from an early age might use language as a tool of thought and a means of self-regulation more flexibly and more effectively than monolinguals (verbal mediation hypothesis; Diaz & Klingler, 1991). Yet, those relations are not fully understood. Furthermore, results from neuroimaging studies with adults have shown that bilinguals might exhibit less mental effort in EF tasks (e.g., Berroir et al., 2017). We investigated both processes in German-speaking monolingual ($n = 38$, $Mage = 9.00$) and German-Russian-speaking bilingual students ($n = 36$, $Mage = 8.87$) solving a planning task. Results showed that monolinguals were impaired by a verbal secondary task in comparison to a motor control condition, while bilinguals were equally impaired by both tasks, indicating a differential role of self-regulatory speech in both language groups. Analyses of change in pupil diameter revealed less mental effort during task execution for bilingual as compared to monolingual children. In a second study, we focused on a task of the hot EF domain. Seventy-three monolingual and bilingual school children ($Mage = 8.94$) solved two different versions of the Iowa Gambling Task. In this hot EF task, mental effort did not differ between monolinguals and bilinguals. Conclusions of these findings for the bilingual advantage assumption and educational implications will be discussed.

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Bilingual learning and instruction approaches have gained widespread popularity in recent years (e.g., Pérez-Cañado, 2012), for example in the form of Content-and-language-integrated-learning (e.g., Dalton-Puffer, 2008). However, some open questions remain concerning possible limitations of bilingual learning. In particular, several studies have reported language-switching-costs (LSC), reflecting worse performance when knowledge is acquired in one language and subsequently retrieved in another (e.g., Grabner et al., 2012; Spelke & Tsivkin, 2001). Such LSC were found in both laboratory (Saalbach et al., 2013) and field studies (Piesche et al., 2016), but the cognitive mechanisms behind LSC are not yet conclusively clarified.

Applying the testing effect (TE) to a bilingual learning setting offers an opportunity to provide novel insights into these cognitive mechanisms. The TE refers to the phenomenon that retrieval-based learning is more effective than restudying (see e.g., Rowland, 2014). It has been attributed to the consolidation of language-dependent elaborations during retrieval (Pyc & Rawson, 2010). Thus, it can be assumed that the advantage of retrieval-based learning does not hold when switching language across learning and retrieval. Language-based elaborations may only be accessed when language of learning and language of retrieval is the same. The aim of our study thus was to evaluate whether weakened retrieval-based learning could be one possible reason for LSC.

We conducted a training study in which 120 university students with a good command of English (assessed with LEXTALE) learned mathematical concepts. In an initial learning phase, two texts including the target concepts were read. Then, one text was trained with a practice test, the other was trained in a mere restudy-option. Finally, a cued-recall test was administered on both texts.

Participants were divided into three conditions regarding language switching. In condition 1 there was no language switching. All three phases (initial learning, intervention, final testing) were conducted in German. In condition 2, the first two phases were conducted in German, but the final test was carried out in English. In condition 3, language switching took place directly after the initial learning phase.

Our results replicated the general advantage of testing compared to restudying ($p < .001$, $d = 0.79$). Additionally, we found a significant effect for the language-switching condition (accuracy was reduced, when language switching was necessary, $p = .007$, $\eta^2 = .059$) which further adds evidence for LSC. Post-hoc tests revealed a significant difference between conditions 1 (no language switching) and 3 (language switching directly after the initial learning). Most importantly, we revealed a significant interaction between language switching and restudy/testing ($p = .009$, $\eta^2 = .019$) indicating that retrieval-based learning is more inhibited by language-switching than restudy-based learning. This finding supports our assumption that LSC may occur due to impairments in retrieval-based learning. Again, post-hoc tests revealed that the interaction effect is due to significant differences between conditions 1 and 3. This finding indicates that the consolidation of language-dependent elaborations but not necessarily the recall of information itself or the access to elaborations is weakened by language-switching.

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Within the research on bilingual learning, there is increasing evidence of performance declines when knowledge acquired in one language is retrieved or applied in a different language, as compared to when the languages do not differ. This performance decline has been termed language-switching costs (LSC) and is mainly reflected in longer response latencies. LSC are in line with the encoding-specificity hypothesis, proposing more effective knowledge retrieval when the context of encoding and retrieval is similar, and can be explained through language-dependent knowledge representations. The cognitive mechanisms underlying LSC, however, are still largely unclear. First studies in the domain of mathematics learning suggest that the longer response latencies in language-switching derive either from language translation or additional calculation processes. In the present study, we sought to test these explanations by analyzing trial-by-trial self-reports and oscillatory parameters in the electroencephalogram (EEG).

Thirty-six bilingual university students of English linguistics with German as mother-tongue underwent a four-day training in which they learned new arithmetic facts either in English or in German. The material consisted of 6 multiplication ($00 \times 0 = 00$), 6 subtraction ($00 - 00 = 00$) and 6 artificial arithmetic problems ($00 \text{ box } 0 = 00$). After the training, participants were tested on the problems in both languages with concurrent assessment of self-reports and EEG activity. Specifically, in every trial participants were asked to indicate the solution strategy of the problem (strategy report: memory retrieval, calculation procedure or other) and whether they translated any numbers during problem solving (translation report). In the EEG we focused on oscillations in the theta band as this frequency band was found to be associated with problem-solving strategies.

In line with previous studies, we observed clear-cut LSC in response latencies across all three arithmetic operations. More importantly, we found that frequency of translation use was substantially larger in the switching (46 %) compared to the no-switching condition (4 %), whereas the difference, though significant, was much smaller in the frequency of procedural strategy use (12 % vs. 9 %). The EEG results also showed significant but small differences in theta activity between the conditions, indicating a somewhat larger reliance on procedural strategies in the switching condition. A regression analysis including both types of strategy reports revealed that only the frequency of translation use predicted the size of the individual LSC.

These findings do not only corroborate the robustness of LSC for different arithmetic learning material but also shed new light on the cognitive processes underlying these costs. In particular, the findings suggest that both translation and calculation processes contribute to longer response latencies when the language of retrieval differs from the language of learning, with translation processes being the key factor.

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This session will present an international online project which implements a multi-modal learning experience in a creative, cooperative, and culturally relevant online learning environment and thus mirrors today's reality of diversified classrooms. The CoGI (Cooperation Germany-Israel) project brings together a diverse group of students from Germany and Israel to form heterogeneous permanent teams. It aims to enhance students' transcultural and technological skills and foster digitalization. The students learn how to implement online tools into the class Auditorium and/or business environment and additionally develop intercultural communicative competence. The project is based on the Learner-Moderator-Researcher-Plus Model (Finkbeiner, 2004), the Human GPS Model (Finkbeiner, 2009), and the TEC (Technology, Education and Cultural Diversity) Model (Shonfeld, Hoter & Ganayem, 2013).

A pre-post design was used to investigate participants' attitudes and experiences. The implementation was carried out on three campuses in winter term 2018/2019 (n=59; response rate: 84%) and on four campuses in summer term 2019 (n=66; response rate: 85%). The pre-post survey with 56 quantitative and 6 qualitative items was administered to all participants before and after the semester-long intervention. The survey draws on the Computer Attitude Scale adapted from Loyd & Gressard (1984) and the Transcultural Competence Scale by Finkbeiner (2015) measuring the following constructs: attitudes towards international online cooperation, attitudes towards technology, cultural and technological prior and acquired knowledge, and transcultural competence. A four-point Likert scale and a seven-point polarity scale were used for the quantitative items. The following quantitative analyses were conducted in SPSS: reliability, frequencies, paired t-tests, and correlations. Additionally, a deductive-inductive approach was used to analyse the qualitative data in MAXQDA.

The CoGI project had a significant impact on the students. Students' self-perceived English proficiency, technological skills as well as self-perceived cultural competence increased significantly at the end of the course. The studies highlight the importance of implementing international online cooperation in higher education. The findings illustrate promising gains of such projects and stress the need to reflect current curricula and teaching methods.

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This paper covers qualitative research conducted in the international online project CoGI (Cooperation Germany - Israel) and is directly linked to the project presented in the paper ID79934.

CoGI brings together students from Israel and Germany to work in highly diverse groups in a cooperative and culturally as well as linguistically sensitive multimodal learning environment. The project setting facilitates co-construction within the multilingual, intercultural student groups and is based on the Learner-Moderator-Researcher plus Model (LMR plus, Author 1, 2004), the TEC (Technology, Education, and Cultural Diversity) Model (Shonfeld, Hoter, Ganayem 2013) and the Human GPS Model (Author 1, 2009).

75 students and five instructors from four different campuses took part in the project in 2019. In a 13-week-long teacher education class, 14 groups worked together on creating a website on educational initiatives by way of online learning, face-to-face meetings, and student conferences. The groups' products were based on their co-constructive processes.

The data include the groups' process data, such as transcripts of video recorded group meetings and forum entries, which were analysed based on deductively created codes with regards to language awareness (LA, James & Garrett, 1991), the use of multilingual funds of knowledge, cultural awareness (CA, Author 1, 2009), and the co-construction of meaning (Author 2, 2017). Furthermore, characteristics of group cooperation (e.g., Johnson, Johnson & Holubec, 2013) were taken into account. The groups' websites were analysed based on inductively created criteria focusing on language use, topic, and student engagement.

The findings highlight the central role of LA and CA, student engagement, and promotive interaction. They provide evidence that the diverse group participants co-constructed shared understanding with regards to complex issues such as multiperspectivity and cross-cultural understanding as well as mediating language use. The study shows that the project provides a digital, cooperative, and highly diverse setting for students to negotiate language and culture.

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Research on the benefits of multilingualism has so far primarily examined cognitive benefits with a focus on working memory, executive functions (EFs), or brain-changes (Antoniou, 2019), but also included other variables. The goal of the current research is to extend the multilingual advantage hypothesis to also entail an advantage regarding emotional competence (Brasseur et al., 2013). We argue that there might be two paths of influence that connect multilingualism and emotional competence. First, we assume that multilingualism represents a heterogeneous context that stimulates the development of emotional competence (EC) because of its linguistic, socio-cultural, emotional, and cognitive heterogeneity. One example of cultural and cognitive heterogeneity is cultural frame switching (CFS, Hong et al., 2000), which describes the notion of switching between different ways of thinking shaped by culture and language (Kramsch, 2004). Second, cognitions might be an important condition for, and/or constituent of, emotions (Barrett, 2017; Ortony et al., 1988). Thus, we assume that cognitive abilities represent resources for emotional competence. Cognitive resources (e.g., EFs and divergent thinking, DT) might be influenced by multilingualism and might in turn positively influence emotional competence.

To test this assumption, a mediation analysis was conducted to predict EC by the degree of multilingualism (DM), using CFS, language switching (LS), EFs, and DT as mediators. Flanker tasks were used to elicit EFs (Luk et al., 2011), standardised tests (Pásztor et al., 2015) to operationalise DT ('fluency', 'flexibility', 'originality'), and adapted parts of the LSBQ (Anderson et al., 2018) for DM, CFS and LS. Data were elicited through an online survey from an international cross-sectional sample of mono- and multilingual individuals (N = 989, age: M = 40.92, SD = 14.48). We found that degree of multilingualism significantly predicted EC ($F(1, 987) = 16.75, p < .001$). This effect was significantly mediated by cultural frame switching ($\beta = 0.025, 95\%-CI: 0.006, 0.045$) but not by language switching, executive functions, or divergent thinking. These results suggest that multilingualism might have a stimulating effect on the development of emotional competence rather than positively influencing cognitive abilities that are conditions for/constituents of emotional competence. This is one of the first studies to investigate a multilingual advantage of emotional competence which includes possible mediators. More research is needed to replicate these findings, preferably with longitudinal data and additional mediators.

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The lion's share of (studies on) bilingual education at secondary level focuses on academically inclined students in pre-university tracks. For Germany, this means that insights into Realschule are sparse (Dallinger, 2013), also due to potential issues related to instruments, study design and data evaluation (Glaap, 2001; Schrandt, 2002).

A quasi-experimental study with students from bilingual and non-bilingual streams at Realschule (N=200) and Gymnasium (N=993) included students' general EFL proficiency (C-test; Amt für Schule, 1998/2000), academic self-concept and interest in English classes. Students were tested before bilingual education (=treatment) commenced (end of grade 6, M age=11.9 years) and two years after. A one-dimensional Rasch model estimated with Acer Conquest 3.0 (Wu, Adams, & Wilson, 2007) was used for the calculation of proficiency scores in the form of weighted likelihood estimates to facilitate longitudinal comparisons. Weighted mean square values fulfilled the PISA criteria ($0.80 \leq \text{MNSQ} \leq 1.25$) and Cronbach's α ($> .90$), item discrimination, person separation reliability (EAP/PV $> .90$), and item separation reliability ($> .99$) were satisfactory. The data was analysed with SPSS (version 26; IBM, 2019); missing data was excluded casewise.

T-tests show that bilingual education students at Realschule outperform their counterparts on all three variables ($0.48 \leq \text{Cohen's } d \leq 1.55$). A repeated-measures ANOVA shows no main effect of bilingual education (treatment) on any of the variables. These results are in line with those from Gymnasium (Rumlich, 2016), i.e. large a priori differences caused by student selection, preparation, and class composition remain constant over time with no additional benefit on the variables tested.

At the same time, bilingual education students from Realschule reach the same level of proficiency as non-bilingual education students from Gymnasium, the same level of academic self-concept as bilingual education students at Gymnasium and even outperform them on interest in English classes.

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Mehrsprachigkeitsorientierung im Französischunterricht: Einstellungen und Einschätzungen von Schüler:innen und Französisch-Lehrkräften nach dem Einsatz mehrsprachigkeitsorientierter Aufgaben
Session 7A, 11:00 – 11:30

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Die wertschätzende Anerkennung sprachlicher Vielfalt und kultureller Identitäten ist ein wichtiges Bildungsziel. Der Französischunterricht in Deutschland erfolgt sowohl mit der Zielsetzung, individuelle Mehrsprachigkeitsprofile zu entwickeln, als auch herkunftsbedingter Mehrsprachigkeit wertschätzend zu begegnen. Bislang jedoch wird Mehrsprachigkeit eher selten und zumeist unsystematisch im Unterricht aufgegriffen. Lehrkräfte stehen mehrsprachigkeitsorientierten Ansätzen zwar oftmals positiv gegenüber, allerdings führen u.a. Unsicherheiten hinsichtlich der unbekanntenen Familiensprachen und fehlendes Wissen über Transferstrategien sowie das Fehlen geeigneter, empirisch evaluierter Materialien dazu, dass die unterrichtliche Berücksichtigung von Mehrsprachigkeit als zusätzliche Belastung wahrgenommen wird (Bredthauer, 2019; Schädlich, 2020). Entsprechend wenig vertraut ist Lehrkräften und Schüler:innen die Integration mehrsprachigkeitsorientierter Aufgaben in den Französischunterricht. Es stellt sich die Frage, ob sie solche Aufgaben im Unterricht als Chance für das Sprachenlernen und das interkulturelle Lernen wahrnehmen und in welcher Weise ihre eigene sprachbiographische Erfahrung dabei eine Rolle spielt.

Der Beitrag präsentiert Ergebnisse einer quasi-experimentellen Wartekontrollgruppen-Studie (in 7. Klassen (N=20; 9 Experimental-, 11 Kontrollgruppen) an Gymnasien in NRW, 2. Lernjahr Französisch als 2. Fremdsprache) zur Umsetzung mehrsprachigkeitsorientierter Aufgaben im lehrwerksbasierten Französischunterricht als zweiter Fremdsprache (Autor:innen et al., 20xx). Die eingesetzten Aufgaben sollten die Wertschätzung von Mehrsprachigkeit sowie Sprachentransferstrategien unterstützen. Dabei wurden bereits erworbene Sprachen, einschließlich der Herkunftssprachen von Schüler:innen, sowie die schulisch vermittelte Fremdsprache Englisch integriert.

Der vorliegende Beitrag fokussiert leitfadengestützte Interviews, die nach dem Einsatz der Aufgaben mit Lehrpersonen und Schüler:innen der Interventionsgruppe durchgeführt wurden, um ihre Perspektiven auf die Implementation der mehrsprachigkeitsorientierten Aufgaben sowie ihre Einstellungen gegenüber Mehrsprachigkeit zu erfassen. Die Interviews wurden mit der inhaltlich-strukturierenden qualitativen Inhaltsanalyse anhand eines deduktiv-induktiv entwickelten Kategoriensystems von zwei trainierten Rater:innen ausgewertet und doppelkodiert, die Übereinstimmung der Rater:innen liegt zwischen $0.89 \leq \kappa \leq 0.80$ (Kappa Koeffizient).

Insbesondere die Lehrkräfte mit vielfältigen Sprachenkenntnissen bewerteten unter Verweis auf die motivationale Qualität und das Unterstützungspotenzial für den Sprachlernprozess die mehrsprachigkeitsorientierten Aufgaben positiv. Zugleich problematisieren einige Lehrkräfte die ihnen fehlenden Kenntnisse in den Herkunftssprachen sowie die sehr unterschiedlichen herkunftssprachlichen Kompetenzen der mehrsprachigen Schüler:innen. Die Akzeptanz der mehrsprachigkeitsorientierten Aufgaben durch die monolingualen Schüler:innen sehen einige Lehrkräfte skeptisch. Angesichts des Zeitaufwands für die Aufgabenimplementation bewerten einige Lehrkräfte die fehlende (curriculare) Relevanz plurilingualler Kompetenz für die Leistungsbewertungen als Hindernis. Bei den Schüler:innen zeigen die Ergebnisse insgesamt eine positive Einschätzung der mehrsprachigen Unterrichtsaktivitäten, insbesondere bei mehrsprachig aufgewachsenen Schüler:innen, sowie eine Zunahme der Wertschätzung mehrsprachiger Unterrichtsaktivitäten bei einsprachig aufgewachsenen Schüler:innen. Die Lernenden thematisieren die Nützlichkeit der Aufgaben für die Bewältigung sprachlernorientierter Aufgaben auch in anderen Fächern.

Die Lehrpersonenbefragung gibt Hinweise darauf, dass diese in ihrem Zutrauen bestärkt werden könnten und sollten, die Expertenrolle in Teilen an entsprechend kompetente Schüler:innen abzugeben und sich selbst als mitlernende Personen zu verstehen. Für die Schüler:innen lässt sich zeigen, dass sie mehrsprachigkeitsorientierten Aufgaben positiv gegenüberstehen und einen Lern- und Motivationsgewinn für ihr Sprachenlernen wahrnehmen.

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Nearly 30 years after Gogolin's influential study on the monolingual habitus (1994) and 20 years after Hu's study on multilingualism in modern foreign language classrooms (2003), multilingualism still seems to remain both in German schools: a reality for students growing up with languages other than German and secondly a demand for more multilingual proficiency repeatedly voiced by researchers, but only marginalized in foreign language classroom practices, despite efforts in research and teacher training in foreign language teaching and research (Schädlich 2021).

This paper aims to empirically elaborate on this paradox. To that aim we draw on data from a current project on everyday Spanish and French lessons (Norm and Practice of the Foreign Language Classroom: Reconstructive Studies on the Teaching of Romance Languages in the Context of Social Change and Educational Reforms¹): with three cameras and additional audio recorders we recorded ca. 100 hours of lessons in both subjects, in four Bundesländer and from grades 9 to 13. Using documentary method (Bohnsack 2011), we reconstruct both discourse and embodied interaction to identify recurring practices and the different logics of practice (Bourdieu 1998).

In our data, multilingual practices appear only as side phenomenon while functional monolingualism in different facets is omnipresent, i.e. a focus on the target language with scaffolding in the majority language German (Butzkamm 2003).

To further explore this phenomenon, we underline that a second axis of our study is the focus on grading performance, which appears as a second pervasive principle of the observed classes. This especially when going towards the final exam, Abitur, exams, grading and the presentation of performance become increasingly important. This grading happens in subjects that are conceptualized monolingually (Grein 2020) thus pointing to an institutionalized hindrance to multilingual practices in foreign language classrooms: With grades being the central indicator for both getting a degree and its differential description, they can be perceived as the main meaning of school (Bonnet & Hericks 2020).

While this functionalist perspective might sound pessimistic, it offers an explanation why classroom practices stay predominantly within a monolingual logic despite societal demands and a multilingual student population.

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Student exchange in primary and secondary education and its effect on language gains, intercultural competence and language learning motivation: a systematic review of research in the European context

Session 7B, 10:30 – 11:00

Author

Sybille Heinzmann, Pädagogische Hochschule FHNW

While internationally there is long-standing research activity on the effectiveness of language contacts (especially in the form of mobility stays) at tertiary level and first literature syntheses on this field have been published (e.g. Llanes 2011; Llanes & Borràs 2019; Roy et al. 2019), research projects at the primary and secondary level are still comparatively rare and the results are often not published in peer-reviewed journals.

The present paper presents a literature review, which compares and systematizes these smaller works, some of which have received little or no international attention. The primary aim is to identify what is known and where there are research gaps and, hence, need for future research. To limit publication bias, the current review includes grey literature (e.g. research reports) as suggested by Ortega (2011) and literature in languages other than English. Specifically, the review includes publications in English, German and French. The review considers both quantitative and qualitative studies. To ensure reliability and transparency the research team defined clear inclusion and exclusion criteria, search terms in the respective languages, and databases to be searched.

In total 5002 hits were reduced to 158 relevant research papers (113 in English, 17 in French, 28 in German) which met our inclusion criteria. Of these 20 were duplicates, so that 138 publications were entered in an Endnote-database for further inspection and classification. The detailed reading of the texts revealed that another 75 texts did not meet the inclusion criteria. The synthesis presented here is thus based on 63 empirical papers which were subjected to an in-depth content analysis using the MAXQDA software.

In this contribution, I will first present a map of the identified studies illustrating what empirical research has been undertaken on the impact of study abroad on European primary and secondary school students' language gains, language learning motivation and intercultural competence. In the second part of the presentation, I will outline what the available research tells us about the effectiveness of study abroad at these levels of education in terms of these three target areas. Finally, I will discuss blind spots and methodological limitations of previous research and, based on this, outline a research agenda for the coming years.

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Sandra Preusler, CAU Kiel

Jens Möller, CAU Kiel

Introduction

Multilingualism is often associated with advantages in the acquisition of additional languages. Theoretical approaches explain these advantages by assuming a common underlying proficiency and transfer between the language proficiencies (Cummins, 1979, 1984). At the State Europa School Berlin (SESB), students are taught in German and a partner language through two-way immersion (TWI). This study examines the English achievement of students in TWI compared to that of mainstream students at the end of sixth grade. SESB students learn English as an additional language besides the two languages of instruction beginning in fifth grade. Mainstream students in Berlin learn English as their first foreign language from the third grade onwards.

For other bilingual programs, studies have shown benefits for bilingually taught students in terms of L3 learning (Sanz, 2000; Swain et al., 1990). In TWI programs, L1 and L2 are particularly enhanced by bilingual instruction. Therefore, comparatively good performance in third language acquisition can also be expected in these programs. For ninth grade, Fleckenstein et al. (2018) found advantages of SESB students over mainstream students in terms of English achievement.

Methods

We examined the sixth-grade English proficiency of $N = 656$ TWI students and $N = 739$ mainstream students via a C-test consisting of four texts with gaps. Background variables included socioeconomic status (assessed using the HISEI; Ganzeboom & Treiman, 1996), first language, and cognitive abilities (measured by the KFT; Heller & Perleth, 2000).

Results and Discussion

Multivariate regression analyses showed that students in the TWI program performed better in English than students in the mainstream group, despite less English instruction. The findings support the assumption that the use of two languages of instruction promotes the acquisition of additional languages. In addition, the results showed an influence of majority and partner language skills on L3 proficiency in TWI. In conclusion, these results support the assumption that transfer processes occur in the acquisition of language skills.

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Student Engagement and Achievement in Two-Way Immersion (Spanish-English) Bilingual
Education Programs in the USA
Session 7B, 11:30 – 12:00

Author

Adam Winsler, George Mason University

Dr. Winsler will discuss results from two studies in the USA relevant to the academic engagement, achievement, and English language acquisition of Dual Language Learners (DLLs; Spanish-English). In Miami, Florida, (n=38,000) students in poverty (50% DLLs in various kinds of bilingual education programs) were followed from preschool through 12th grade. In North Carolina, kindergarten through 3rd grade students (n=203; 50% English at home, 50% Spanish) in Two-Way Immersion (TWI) programs that support both language in the classroom were observed in classrooms and assessed for academic and Spanish and English language outcomes from the beginning to the end of the school year. We find that a) earlier mastery of English is associated with stronger academic outcomes in 5th grade, b) DLLs in TWI programs learned English faster than those in "bilingual" programs without support for the home language, c) students in 50/50 TWI classrooms where they switch languages mid-day are more engaged in class than those in 50/50 classrooms when they switch language every other day.

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