Early Language Learning Conference 2018
Programme and abstracts

WEDNESDAY JUNE 13TH

Welcome and official conference opening – Eliza Reid, First Lady of Iceland
Lecture hall-023, 9.00

PLENARY SPEAKER 1 – Lecture hall 023, 9.30-10.30
Dr. Roma Chumak-Horbatch – “Be very careful – she talks different.” The Power of Multilingual Teaching

This presentation focuses on the importance, relevance and validity of multilingual teaching, a pedagogy that is gaining in momentum and popularity worldwide. Also referred to as “teaching through a multilingual lens” (Cummins 2014) and linguistically appropriate practice or LAP (Chumak-Horbatsch 2012), multilingual teaching is described by early childhood professionals and teachers as “meaningful and exciting work” and the current “go to” teaching practice.

Far more than bringing home languages into the classroom and adopting strategies to propel newcomer children into their new language, multilingual teaching builds on prior knowledge and looks for the good, the positive and the strong in each child. It enriches and extends prescribed curricula, by making spaces for newcomers’ home languages and literacies. Within these spaces, home language use is normalized as all children, not only newcomers, use languages side-by-side, translate, translanguage, compare, navigate, share and learn together. As they open their classroom doors to languages and literacies and create “high challenge” and “high support” classroom environments (Gibbons 2014), teachers extend their knowledge of world languages and literacies, become language activists and advocates and develop a better understand of newcomer children’s needs and challenges. In the multilingual classroom children come to understand and accept diversity and extend their thinking from local to global. Multilingual classroom welcome families and communities, and invite them to share their “funds of knowledge”. Examples of multilingual teaching from early learning contexts in four countries (Canada, Germany, Iceland and Sweden) will be used to illustrate the effectiveness, success and the power of multilingual teaching.

Coffee break – Veröld Common area, 10.30-11.00

SLOT 1

Session A, room-007, 11.00-12.00

Ana Cristina Neves:
Referential Choice in Text Production by Young Learners of Portuguese as an Additional Language
We will focus on the written production process (Johansson, 2009) and analyze the related choices of referring expressions, taking into account that the taxonomy of referential choices is numerous depending on the field and purpose of study (Kibrik et al., 2016). The main purpose of this paper is to shed light on referential choices made by L2 young learners of Portuguese having as a starting point an emergentist approach to language acquisition (Larsen-Freeman & Cameron, 2012; Tomasello, 2000, 2009).

A semi-spontaneous corpus of essays were collected from young learners attending grades 4 and 6 with ages between 9 and 13 years old, having Portuguese as a second language in Cape Verde, as a heritage language in Switzerland and as a foreign language in Macao, respectively, in 2004, 2008 and 2011. Children were asked to describe a picture, on which each of five children is linked through a speech balloon to several children’s games or activities. Therefore, the elicitation of the data resulted in a total of 136 essays: 46 from students representing the island of Santiago in Cape Verde; 54 from the Portuguese-speaking community in Switzerland; and a sub-total of 36 from pupils attending the Chinese-sections of the school system in Macao.

This paper analyses how young learners build nominal phrases in initial position of the sentence, usually as a subject, in order to define the characters of the picture. Based on a corpus-driven analysis, referential constructions were annotated according to two types: definite and indefinite nominal phrases. The latter comprises the usage of indefinite constructions, whereas the former is materialized by either assigning a random name (proper name) to the characters of the image, or by identifying them with a restrictive or defining relative phrase or even a prepositional complement. A total of 520 referents will be discussed and analyzed.

The findings show that the usage of definiteness in this context increases according to school grade in both sample subgroups of Cape Verde and Switzerland, but in particular among the 6th-graders having Portuguese as a second language. However, there are considerable differences on how the reference is materialized.

Selected bibliography

Francis John Troyan and Nicole King:
Enacting a Genre-Based Approach with Young Learners in a French Immersion

In this ethnographic case study, we traced the ways in which Brahim, the focal teacher, appropriated the register variables of field, tenor, and mode, as well as features of genre with young learners in a French Immersion School. In this study, we conceptualized languaging through the perspective of
systemic functional linguistics (SFL) and the associated theory of genre (Halliday & Mattheissen, 2014; Martin, 2009; Martin & Rose, 2008). Data sources included fieldnotes, video observations, interviews, and artifacts from the various literacy events throughout the study. Our initial phase of data analysis consisted of a review of the field notes and video data. We examined the entire corpus to identify the literacy events in which the instructional focus was genre or the register variables of SFL. Results revealed that Brahim leveraged his use of the language system to analyze his personal language, which then became the means through which he assisted students in understanding how to harness the functions of language in written and spoken contexts to communicate effectively and access power. The findings present a comprehensive portrait of how Brahim appropriated features of genre and SFL in his instruction to teach young learners of French to write and speak in a variety of social contexts: personal, academic and professional.

Session B, room-008, 11.00-12.00

Kendall King and Martha Bigelow:
Supporting multilingualism through school-based early language learning: Policies, possibilities and paradoxes

This presentation examines the policies, possibilities and paradoxes of new state-level, language and education policy (in the United States) to support multilingualism among youth. While the U.S. has long been defined by explicit or implicit English-only language policy at the federal level, there has been progressive pro-multilingual policies enacted at the state level. This presentation examines the case of one such state. Minnesota is home to a new law called the Learning English for Academic Proficiency and Success Act that frames multilingualism as an asset for all students and sets a high bar for native language support for English learners.

Through a close analysis of the discourse of the text of the law itself (Davies & Harré, 1990), interviews with key policy makers and stakeholders (Johnson, 2010), and cases studies of three implementation sites, we examine the varied constraints and uptake of this legislation to date. Overall, with a few important exceptions, despite the many measures intended to increase support for K-12 language minority students’ native languages, implementation has tended to focus narrowly on compliance. Our analysis unpacks the discursive and cultural processes that produce these disconnects, as well as important local exception.

More broadly, extrapolating from this particular study and international literature more broadly, this presentation examines how schools often privilege dominant (often English) language and literacies even in contexts with multilingual teachers and where the majority of the students are multilingual. In such contexts, making space and building meaningful functions for native language use/development and multilingual pedagogies are often viewed and treated as ‘experimental’ or radical activism rather the evidence-based practices they are. Drawing from current work on raciolinguistic ideologies and hegemonic whiteness (Flores, 2016), we examine how these tendencies shape language and education policies and practices worldwide.


**Polly-Björk Willén:**

Language policy in practice at Swedish preschools

The overall aim of the project was to explore how language policies formulated at the societal level were implemented and appropriated in the Swedish educational context of preschools and how language policies and practices of the preschool interact with language policies and practices of multilingual families (Spolsky, 2004; Shohamy 2006; Ricento 2006). Theoretically and methodologically, the project adopts a language socialization paradigm, according to which mundane language practices encode and socialize information about societal and cultural values (Jørgensen, 2008), relevant for becoming a competent member of a community (Ochs, 1996). The study was mainly based on ethnographic video-documentation of everyday language practices in multilingual preschools, and interviews with teachers and family members. The preschools in focus represent a range of language educational profiles (bilingual programs and regular Swedish only preschools) as well as different constellations of children who are speakers of Swedish as a second language. The results show that there is a contradiction between language policy articulated in official documents and the concrete implementation attempts to set a bilingual/multilingual language policy into practice. Even if the majority language (Swedish) has a strong influence in the studied preschools as well as in the preschools with bilingual program, the education of Swedish as a second language is not enough, especially not in the municipal preschools in which children with diverse language backgrounds participated. That means that the stay at preschool is not enough to give all children with non-Swedish language background knowledge of Swedish at the educationally required level. The reason to this varies. The time spent at preschool can be one factor, the organisation of activities and free play another, and the lack of knowledge enough to scaffold a child’s language acquisition can be another cause. Class and socioeconomic factors in the families can also play an important role, but this has not been investigated in this study. The main significance this study’s results have for teacher training and/or the teaching profession is that educators need to secure their knowledge to teach children Swedish as a second language. To develop a working Swedish in early years has been shown to be essential for children’s further school success.

**Session C, room-103 11.00-12.00**

**Mirna Erk**

The Specificity of Environmental Influence: Parents' role in early English language learning in Croatia

Research on teaching English to young learners aims to reveal internal and external factors of influence on the success of early foreign language development. This paper is about the role of
parents in foreign language learning of primary school children. Theoretical background to the study is found in the sociocognitive approach to SLA which suggests that environments comprised of bodies, cognitive tools, social practices and environmental features affect cognition/learning (Atkinson, 2010). The study builds upon research findings about important parental influence on young European learners’ foreign language comprehension (Enever, 2010; Lindgren & Muñoz, 2013) and a positive relationship between socioeconomic status (SES) and achievement in a foreign language (Butler, 2013).

The purpose of this study was to explore the relationship between Croatian young learners’ achievement on listening and reading comprehension tasks in the fourth year of instructed English language study (learners aged 10-11, N= 172) and several parental factors which were assumed to affect the children’s foreign language outcomes. These included their parents’ a) level of education, b) English language learning experience, c) use of English at work, and d) attitude towards early learning of foreign languages. First, data about young English language learners’ receptive skills were collected through specifically designed tasks, whereas data about their parents were gathered by means of a questionnaire. All instruments were developed by the Early Language Learning in Europe project team and extensively described in several publications (e.g. Enever, 2011). Next, correlation analysis and comparisons of means between two or more independent learner groups were conducted. The findings revealed that all parental factors had a significant role in the development of foreign language receptive skills of the young learners. Finally, theoretical and practical implications of environmental influence on early foreign language development are discussed as well as directions for future research on SES and support provided by home environment in primary EFL learning.

Heeyang Park
Exploring Parental Challenges in English Decoding Skills Development in the South Korean EYL Context: A Case Study

As the spread of English language education worldwide is quickly extending to the primary and even earlier preschool levels, South Korean children are, on average, starting to learn English as an FL at the age of five and beginning to learn to read that language at an increasingly earlier age. In this context, it is important to identify the issues and pressures that Korean parents of young ELLs have to deal with when endeavoring to help their children learn English. The current L2/FL English learning frenzy in Korea requires parents to make a lot of important decisions that have a significant effect on their young children. Despite the growth of parental accountability in educational practices, however, little research attention has drawn on the challenges that Korean parents actually face when making informed educational decisions. Even rarer are the studies on specific topics such as beginning English literacy development. No discussions have been made, to my knowledge, as to what specific challenges parents experience regarding their children’s FL English decoding acquisition and how the parental factor affects the children’s early English reading development.

This presentation will explore challenges that Korean parents face when the children experience instruction in English decoding. In this presentation, I draw upon my ongoing early English literacy acquisition project with a second-grade elementary school student and his mother in Seoul. In Korea, mothers’ perspectives are extremely important, since educational decisions are mostly made
by “mothers” on behalf of their children. From the data collected from mother interviews and diaries, this presentation will identify the mother’s challenges in terms of her previous beliefs, knowledge and experiences as well as the family’s social-economic status. It will also make suggestions over how to provide parental support regarding English decoding skills development for Korean ELLs.

Butler, Y. G. 2014b. ‘Current issues in English education for young learners in East Asia’. English Teaching 69/4: 3-25.

Session D, lecture hall-023, 11.00-12.00

Argyro Kanaki
Scotland: Foreign Language Learning in Primary Education

Scottish Government has made commitments to introduce a norm for language learning based on the European Union 1+2 model. A 1+2 Approach (2012), the Scottish language policy, aims to produce young people attracted to learning languages, confident and competent linguists, well equipped with the skills and capacities needed globally by the 21st century marketplace. In Benchmarks for Modern Languages (2017), statements promote exploration, consideration and comparison between patterns in English and the modern language being taught. The identification of cultural similarities and differences between Scotland and the target language country is a strongly promoted part of the language learning process.

This paper discusses the findings of a qualitative study from teacher and stakeholder interviews, and a brief analysis of policy papers. Its aim is first to explore in-service primary school teachers’ perceptions and opinions about Scottish government language policy in primary education. The paper then focuses on the fact that, though teachers are in favour of modern languages in primary schools, they have little awareness of ‘Language’, or language teaching, as exemplified by multilingual pedagogical approaches, or, lessons addressing identity and citizenship. This lack of professional expertise in language teaching exists in current school practice. It is not a feature of individual teachers except in so far as they conform to education system norms.

Imbalances and issues between policy and practice in the classroom and the wider community are revealed and discussed. We conclude that, in Scotland, multilingualisms end up promoting monolingualism via the default viewpoint of both individual speakers and the school system. The paper finally suggests ‘a higher-scale multilingualism’ (Kramsch, 2012) as an approach that can bring, albeit slowly, a social language shift offering the opportunity to challenge the active, and destructive, paradox of ‘monolingual diversity’.

In Denmark, as in most European countries, the first and second foreign languages are now introduced at an early stage. Research is inconclusive as to the effect of this practice, but it is generally agreed that an early start requires highly skilled teachers, and that teaching must be carefully planned taking the linguistic resources of learners into consideration (see e.g. Daryai-Hansen, 2017).

The project “Learning Foreign Languages at an Early Age – A New Approach with Emphasis on Plurilingualism” (2016-2018, http://tidligeresprogstart.ku.dk) aims at meeting the new requirements for an earlier language start in English (grade 1) and German/French (grade 5) as set out in the Danish School Reform Act of 2014. This is done by means of a comprehensive research-based and practice-oriented acquisition of knowledge which provides the basis for the development of a new beginner didactics with a focus on plurilingualism. The project is to be realized through the development of teaching materials and contributes to (further) development of pre- and in-service teacher education. The development project is carried out by 60 English, French and German teachers from the municipality of Copenhagen in close cooperation with researchers and teacher trainers and from the University of Copenhagen and two University Colleges.

In parallel, Nordplus Horizontal has funded the 2-year project Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context that pilotes a plurilingual education within the context of early foreign language learning in the Nordic/Baltic context (http://earlyforeignlanguagelearning-nb.ku.dk).

The paper will present some findings from the Danish project which focus on teachers’ and students’ perspectives on plurilingual education in early foreign language learning. During the project, quantitative and qualitative data from the participating teachers and students were collected. Based on teacher and student cognition as theoretical framework, the paper will present data from the teachers’ surveys in the beginning and the end of the project and from semistructured interviews with students. The results indicate that early foreign language learning can strengthen students’ language recognition and language awareness through a pluralistic approach, but that well-informed teaching materials are needed scaffolding both teachers’ and students’ learning.

POSTER PRESENTATIONS 12.00-12.45 – Common area

Janina Ehmke: Inclusive EFL Teaching at a German Project School – Assessing the EFL Speaking Skills of Primary School Learners

This poster will present the preliminary research design of a PhD study evaluating an innovative inclusive EFL setting of a project school in Lower Saxony, Germany. Thus, this study aims at contributing to research regarding pupils’ EFL learning developments in inclusive classroom settings.
Since 2009 the United Nations Convention on the Rights of Persons with Disabilities is legally binding in Germany. It stipulates the right to inclusive education and the opportunity for all children to attend regular schools (cf. UN agreement, article 24). The aim of inclusive education is to actively combat exclusion (cf. Ainscow et al. 2006) and to go beyond integration (cf. Haß 2013). It aims at creating an educational environment in which all students – both (highly) gifted and learners with disabilities – are able to excel (cf. Reich 2014).

EFL teachers’ responsibility for meeting learners’ individual needs is not a new idea (Trautmann & Wischer 2012). It has always been assumed that heterogeneous learning environments prove to be conducive to childrens’ success in learning a foreign language (Jaehner & Schick 2013). Furthermore, the quantity and quality of interaction in the EFL classroom is (thought to be) connected to positive language development. (Ellis 1999, Doughty & Long 2003, Lightbown & Spada 2013).

However, until now, inclusive primary EFL education in Germany has not yet been assessed extensively. Hence, there is a lack of empirical evidence regarding primary inclusive EFL education with prior studies relating only to inclusive education in the area of teaching subjects such as math or German as a first language (Bosse & Spörer 2014). Consequently, this project intends to tackle this research deficit by conducting a longitudinal study assessing the development of EFL speaking skills of primary school learners with and without SEN. Additionally, EFL lessons will be observed and evaluated focusing on 1) communicative orientation (cf. COLT, Frohlich & Spada 1995) and 2) characteristics of meaningful interaction that are outlined as the utmost factors for promoting speaking (Cameron 2001, Diehr & Frisch 2008). The poster will present the underlying theoretical concepts, the research design as well as first outcomes of the study.

Natalie Smith: Morphological awareness in children learning English as an additional language

Aims: To examine the morphological awareness of children in the UK who are learning English as an additional language (EAL) as well as their monolingual English-speaking (EL1) peers within Year 3 and Year 5.

Theoretical Underpinning: Children learning EAL in the UK typically have lower levels of reading comprehension than their EL1 peers. Reading comprehension is determined by a range of skills, including the ability to analyse and manipulate the morphemic structure of words, known as morphological awareness. Morphological awareness is a metalinguistic skill that is underexplored, particularly among children learning EAL in the UK.

Methodology: Children completed individually administered MA tests which included two measures of derivational morphology (one judgement task and one production task) and one measure of inflectional morphology (production task only). In total data were collected from forty-seven Y3 pupils (twenty-five EAL) and fifty-seven Y5 pupils (thirty-two EAL). ANOVAs were carried out to examine between-group and within-group differences for language group status (EAL/EL1) and year group status (Y3/Y5).

Main findings and discussion: The results show that EAL children in Y3 and Y5 have lower levels of inflectional and derivational MA compared to their EL1 peers when examined using a productive measure. Results of the judgement task, however, revealed only a year group difference, with a Y5 advantage. Of the three tasks, EAL and EL1 children in both year groups found the derivation production task the most challenging. When examined by real words and nonsense-words, a statistically significant EL1 advantage emerged for the real words on the derivation production task and for the non-words on the inflection production task.

Implications for practice/policy: The findings suggest that MA is an area of weakness for EAL children, though this is dependent upon task demands. Given that MA is associated with reading comprehension, these findings indicate the need for increased attention to the MA of EAL learners.

Anne-Marie Voise: Language awareness and early language learning in French pre-primary schools: How puppetry helps language development

The paper presentation we would like to submit is an account of a research which studies the effects of holistic approaches on children’s foreign language development in kindergarten (age 5) in the French education context. All the pre-primary school teachers involved in the study use materials which are based on a multi-sensory and multimodal approach and which proposes foreign language activities across the curriculum. (Voise, A-M., 2013, 2017).

The research focus involves the investigation of different means of exposing the learners to authentic oral foreign languages. In these interdisciplinary approaches the teachers are assisted by puppets, posters that illustrate the adventures of the puppets and CDs which are composed of stories, songs and music dances that the puppets perform in front of the young pupils. The use of the puppets enables to develop not only both receptive and expressive language skills but also involves children’s imagination and verbal creativity (Winnicott, D.,1971), (Lubart, T., 2003) and
boosts their confidence.

The schoolteachers involved in the study have been using a variety of teaching techniques in order to respond to as many different learning styles as possible (Gardner, H., 1983) with the purpose of maximizing the possibility of recall (auditory, visual, kinesthetic learning styles but also interpersonal and intrapersonal intelligences).

The data for the study comprises transcribed recordings of teacher-pupil and pupil-pupil interactions.

We shall give the first results of the analysis of the impact of this multimodal approach on interactions concerning more than 300 very young learners of foreign languages including English in various kindergarten classes of diverse sociocultural contexts and different ethnic backgrounds.

Maria Isabel Velasco Moreno: Structured teams or unstructured groups in the Foreign Language class at Primary Education?

Globalization has brought many advantages to our society letting the countries be closer. Nowadays, it is essential to know other languages than mother tongue. More than ever, students should acquire an excellent English competence level to be qualified for a job in the future or simply to communicate with citizens from other parts of the world. However, learning a foreign language is not always an easy task for many Spanish children. In spite of the great efforts made by theorists and practitioners during last decades to introduce Cooperative Learning approach (CL) in order to improve teaching, there are still many European teachers who do not know or recognize the benefits of using it in their classes. It is probably due to the fact that classes have not been sufficiently investigated. Only by observing and analyzing real classes (Harfitt, 2008), we can learn more about the teaching-learning process to improve it.

The main goal of this study is to explore if implementing Cooperative Learning with structured teams brings more opportunities to students to communicate and increase their acquisition level in a foreign language than with unstructured group work. We have focused on the difference between structured teams and unstructured groups to develop oral skills in Spanish children learning English. We have compared the implementation of some Cooperative Learning structures proposed by Kagan (2009) to traditional group work. A total of 38 learners aged from 10/11 years old participated doing the same activities but using a different methodology.

Classroom communicative discourse has been analyzed following a discourse analysis model based on Sinclair and Coulthard (1975), on Conversation Analysis (Tsui, 1994) and on the tripartite conception of language (Poyatos, 1994). Data obtained from this research has led to relevant results related not only to oral output but also to engagement level differences. We have no doubt that conclusions drawn here will be of great interest for anyone connected to the teaching-learning process.

SLOT 2

Session A, room-007, 12.45-14.45

Patrycja Salamon
The role and influence of L2 English on the lexical acquisition of L3 Dutch by monolingual preschoolers in Poland

Nowadays foreign language lessons in Polish kindergartens are not only popular but also compulsory. However, increasingly more kindergartens, especially private ones, decide to offer extra lessons of yet another foreign language. This raises two important questions: are children in this particular setting able to learn a second foreign language and how do the three languages that are involved interact?

The current state of research shows that preschool children are able to successfully begin the foreign language learning process (Brewster, Ellis and Girard 2002). There is also evidence of a positive impact of early foreign language learning on children’s development (Pinter 2006, Lang 2009). Nevertheless, most studies conducted so far concern SLA, not TLA, and those that do relate to TLA take into account only children of immigrants or bilingual(ly raised) children. No studies involving monolingual kindergarten pupils learning English and Dutch have been conducted. The main aim of this study was to investigate whether children are able to learn L3 vocabulary at this stage of development. The secondary aims were to see whether there is any impact of the acquisition of the L2 (English) on the L3 (Dutch) and whether the latter is influenced by the age difference between the two examined groups.

The study involved Dutch lessons conducted among five- and six-year-olds in three so-called English-language kindergartens, with daily English lessons, and three kindergartens where English lessons are held up to twice a week. In all the lessons the same methods were applied and the same number of words taught.

The results show that the children were able to learn L3 vocabulary. In my talk I will present the experiment in detail and give insights into how the three languages interacted. This way the study will contribute to the discussion whether young children are able to learn more than one foreign language and what problems they may have during the process of TLA. Its conclusions may therefore be significant for parents, preschool managers, and planners of core curricula.

Gail Ellis
Supporting teachers to implement a pre-primary programme

This talk presents data from a recent British Council programme to teach English as a Foreign Language to children aged two to five in its Teaching Centres across the European Community and the steps taken to support teachers in its delivery. The programme is underpinned by the pedagogical principles of the UK’s Early Years Foundation Stage framework and the HighScope approach to early childhood education with its overarching Plan-Do-Review structure for learning sequences.

Our research has shown that the main reason parents send their children to British Council classes is for qualified teachers who are highly proficient in English and for their effective teaching and professionalism. However, many of our teachers are not pre-primary trained and lack experience of teaching this age group. In addition, there is currently very little training for pre-primary language teachers available in Europe. Consequently, timely and effective induction and training has been essential to the successful implementation of the programme. A major issue has been that many teachers initially believed that children are too young to reflect on their learning – a
key principle underpinning our pedagogy. An important aspect of the training, therefore, is to encourage teachers to reconsider their view of the child in order to recognise children’s reflective and self-assessment capacities given appropriate support and scaffolding. The training also includes reflecting on techniques for effective teaching and learning in the pre-primary classroom and, in particular, how to develop high quality interactions to improve children’s learning.

Data will be presented from the monitoring and evaluation program, which involves parents, teachers and children via focus groups and on-line surveys. With regard to the teachers, this has highlighted the need for on-going support and professional development in order to build their confidence in teaching young children. This includes the sharing and exchange of ideas through regular meetings with other teachers, peer observations and regular INSET sessions.

Gee Macrory
Young children’s experiences of learning the orthographies of French and Spanish as a foreign language

Research with L1 English learners of French in England (see e.g. Woore, 2016) suggests that the new orthography presents a challenge to learners and that more attention needs to be paid to this in the classroom. Given the recent introduction (2014) of compulsory language learning at age 7 in England, this is an issue confronting younger learners and their teachers. This project investigated young children’s attitudes towards the orthographies of French and Spanish, which teaching strategies they find helpful and what learning strategies they employ. It aimed also to investigate teachers’ perceptions of young children’s reactions to a new orthography. Two focus groups of 4 children in each of Years 3, 4, 5 and 6 were interviewed, thus a total of 32 children aged 7-11 (Year 3 and 4 children are learning Spanish and Year 5 and 6 are learning French). Their class teachers and language teachers were also interviewed. This is work in progress and this paper will present the findings and consider their implications for teachers and teacher education.


Rachel Berthiaume / Dominic Anctil / Daniel Daigle
Explicit vocabulary teaching to Grade 4 students in a second language context

In recent decades, the school system in Québec, a Canadian province where French is the official language, has undergone significant changes to adapt to the literacy needs of its students, especially those who encounter difficulties in learning to read and write due to the fact that French is their second language. However, despite these changes, there is still a need for flexible and evidence-based practices for these young learners (Armand, 2005), including that of vocabulary instruction (Beck et al., 2013). This is especially the case for grade 4 students who are confronted with textbooks that contain less familiar and more complex words (Chall et al., 1990). Therefore, the general objectives of the present study are to 1) evaluate the effects of an intervention program focusing on the explicit teaching of vocabulary words among fourth graders in order to improve their
spelling, reading and lexical skills and 2) compare participants’ performances regarding their linguistic status (French as a L1/L2). Students (n = 211) from 12 regular classrooms were recruited. The experimental program was spread over 17 weeks and the training itself took place during 8 weeks (with 2 periods of 60 minutes per week). The pretest and post-tests consisted in two vocabulary tasks (breadth and depth measures), a spelling task and a reading comprehension task. Mixed design ANOVAs with time (pretest/post-test 1 and 2) as the within-subjects factor and group (treatment (FL1/FL2) and control (FL1/FL2)) as the between-subjects factor were used in order to evaluate the effects of our intervention program. Small to medium effects within subjects and groups were found on all measures, showing improvement from pretest to post-test 1 or post-test 2 for all treatment FL1 and FL2 participants. Small interaction effects were found on spelling and vocabulary depth, indicating better improvement for both treatment groups. No interaction effects were found on the comprehension test and vocabulary width test, showing no better improvement between the treatment groups and control groups for these measures. Our results demonstrate that second language learners benefit from classroom practices that promote vocabulary development and contribute to improve the existing intervention tools for this population.

Session B, room-103, 12.45-14.45

Sarah Buschfeld
The acquisition of L1 English in multilingual Singapore: the effect of formal schooling

As one result of both colonization and globalization, more than half of all Singaporean children acquire English as their first language (L1), mostly in combination with one or more languages of the country’s linguistic repertoire. Singapore is a highly multilingual and multidialectal country in which English (SingE) is represented by lectal versions of different formality, ranging from the highly colloquial variety Singlish, characterized by many local features, to the standard variety, which is very close to BrE in its grammatical and phonological representations.

The presentation at hand is part of a large-scale research project exploring the emergence of L1 SingE, viz. its usage contexts and linguistic manifestations as well as the acquisitional route taken by Singaporean children acquiring English as their L1. I report the results of two quantitative analyses of the acquisition and representation of subject pronouns (zero vs. realized) and past tense marking (zero vs. realized) in 34 Singaporean children aged 1;10 to 12;1. The data were elicited systematically in video-recorded task-directed dialogue between researcher and child, consisting of several parts: a grammar elicitation task, a story retelling task, elicited narratives, and free interaction. Results show that Singaporean children produce zero subjects and bare verbs not only in early acquisitional stages, as has been reported for British and American children, but also at more advanced stages. The exact manifestations of subject pronouns and past tense marking, however, vary from child to child and depend on a number of intra- as well as extralinguistic factors (e.g. ethnicity, age). In the study at hand, I focus on the influence of formal schooling, which strongly promotes the standard variety of SingE and thus the use of realized subject pronouns and past tense endings. The results show that schooling indeed has a significant effect on the realization of both phenomena, i.e. those children aged 7 and older show a clear decrease in their bare verbs and zero subject rates and thus in their use of features associated with the colloquial variety of SingE.
Nayr Ibrahim
Searching for coherence: analysing spontaneous metaphors in children’s narratives on multilingual identity

In this session I explore spontaneously occurring metaphors in children’s narratives on their emerging multilingual identity. Lakoff and Johnson (2003) define metaphor as the ways in which individuals experience, understand and conceptualise the world. This paper views metaphor as linguistic, conceptual and multimodal due to the children’s appropriation of the multiple research tools.

I report on a study, which investigated children’s narratives on living and learning in multiple languages. The study included thirteen children, aged five to seventeen, all of whom presented a bilingual French-English profile, with a third, heritage language, crucial for maintaining a cultural/linguistic bond with their families, within and across national borders. These trilingual/triliterate children were developing literacy across multiple educational contexts: an out-of-school English literacy course, their mainstream French classroom, and a heritage language programme.

The study conceptualised multilingualism as a complex, context-dependent phenomenon: hence, researching trilingual children’s identity construction requires methodological approaches that acknowledge and validate children’s voices and explicate their transnational/translingual experiences. Consequently, this study drew on a multimodal methodology: data collection tools included interviews with the children and their parents, children’s drawings, written narratives and chosen symbolic objects. Results indicate that children’s narratives demonstrate a complex negotiation of identity between fixed linguistic, national spaces and hybrid, dynamic third spaces. Metaphor emerged from the data as an important theoretical construct and as a research tool of analysis. First, the study reveals that even young children can talk about the relationship with their languages figuratively and creatively. Second, metaphors uncover children’s inner thoughts, feelings and interpretations of the targeted concepts of multilingualism and identity. Third, the children use metaphorical discourse to reconcile the contradictory, decentering and polarised experiences of their multi-layered lives and to seek a coherent identity in linguistic diversity. Ultimately, metaphors expand children’s vision of the world, and the word, and accommodate the incongruity and complexity of becoming and being multilingual.


Maria del Pilar Concheiro / Auður Þórshallsdóttir
“Heimur Luca/El mundo de Luca”: encouraging a multilingual education in preschool and primary school in Iceland

The aim of this paper is to introduce the project “Heimur Luca/El mundo de Luca” funded by Rannís (The Icelandic Centre for Research) in 2017, but also to present the need of didactic material that promotes cultural and linguistic diversity in Iceland, a country where the number of children with transnational background has increased.

The main goal of this project was to create educational material to support foreign language acquisition and to develop multicultural and global awareness among young students in Iceland.
“Heimur Luca” is the first collection of bilingual Icelandic/Spanish books for children that also includes didactic activities to learn a foreign language and comes along with online pedagogical material.

In “Heimur Luca”, the main characters are Icelandic children and also kids from different linguistic backgrounds. They all share stories about their cultures, about where their parents and family come from but also learn about different languages. These are stories that promote dialogue and help to encourage curiosity and the interest in knowing more about other people and their traditions. The methodology used to create the stories and the pedagogic material follows an intercultural perspective, which implies a responsibility to recognize and reflect on the home culture as much as on the target culture (Devin, 2016; Kramsch, 1993; Lo Bianco, Liddicoat & Crozet, 1999).

One of the main assets in “Heimur Luca/El mundo de Luca” is its versatility as it can easily be adapted to other countries and to other linguistic and cultural environments.


**Elisabeth Peyer / Malgorzata Barras, Gabriela Lüthi**
Multilingual activities in primary school – challenges and possibilities

This paper presents a current research project which explores the possibilities and limits of implementing multilingual approaches in the foreign language classroom in primary and secondary schools in the German-speaking part of Switzerland. Since plurilingual pedagogy draws on experiences from previous language learning, it is generally considered a means of accelerating third language learning. Furthermore, it is seen as a possibility to valorize the various heritage languages spoken in class (e.g. Marx 2016, Hufeisen 2011). As a multilingual country and in accordance with the Council of Europe’s recommendation, Switzerland aims at promoting multilingualism in various ways. Pupils are supposed to learn two foreign languages, English and a national language, from primary school onward. Furthermore, multilingual approaches have recently been integrated into new curricula as well as into some foreign language course books.

The objective of the present study is to ascertain how teachers and especially learners deal with multilingual activities and to gain empirical knowledge about what strategies learners use when solving such tasks. To this end, we filmed 38 groups of pupils in 5th /6th and 8th grade dealing with prototypical plurilingual activities, which we had previously identified by analysing English and French language textbooks currently in use. Further research instruments are a students’ questionnaire, a written evaluation of the tasks by teachers and learners as well as retrospective interviews with both groups. In this paper, we will present first results from an interaction analysis focussing on the data from primary school children in 5th and 6th grade. We will focus on activities/sequences which involve interlinguistic comparisons and in which heritage languages are referred to. First results show that taking into account heritage languages is demanding for both teachers and pupils.

Hufeisen, B. (2011). Gesamtsprachencurriculum: Weitere Überlegungen zu einem prototypischen...
EAL children’s familiarity with more than one language may facilitate their manipulation of L2 speech sounds (e.g. McBride-Chang & Kail, 2002) although this has not been replicated in all studies (see Melby-Lervåg & Lervåg, 2014 for a review). As such, it has been suggested that phonological awareness is a language-independent skill and previous research on biliterate populations has shown that phonological awareness skills in L1 can predict word recognition in L2. For example, Comeau et al. (1999) and Gottardo et al. (2000) found that individual differences in L1 phonological awareness explained individual differences in L2 reading. However, other skills are thought to be language specific (i.e. vocabulary knowledge), and L1 proficiency in these skills does not contribute to L2 reading development (e.g. Goodrich & Lonigan, 2017). This study aimed to investigate cross-language predictors of decoding and reading comprehension in a group of Polish EAL children in early school years. In a cross-sectional design, standardised assessments of phonology, oral language, decoding and reading comprehension were used with a group of Polish EAL children in Year 1 and Year 2 in the UK. The results show that Polish phonological awareness and Polish decoding significantly predicted English decoding, and English reading comprehension. Moreover, with either Polish or English decoding in the model, English oral language ability was shown to account for a significant proportion of variance in English reading comprehension. However, Polish language comprehension did not. The findings suggest that phonological awareness intervention in a child’s L1 may have a beneficial effect on their performance in L2 decoding and reading comprehension. However, continued attention to English oral language is important in the development of good reading comprehension of EAL pupils.

Maria Angeles Hidalgo / Maria del Pilar García Mayo
The influence of task repetition type on attention to form by young EFL learners

Task repetition (TR) is considered a valuable practice to direct learners’ attention from meaning to form (Bygate & Samuda, 2005). The first time learners perform a task their focus is on conveying meaning, whereas during the second enactment they tend to focus on the form of their message, which has been claimed to be necessary for acquisition to take place (Long, 1996). Despite the increasing body of research on young learners’ second language acquisition process (García Mayo, 2017; Murphy, 2014), very few studies have focused on TR and its impact on language learning. The present study intends to contribute to fill this research gap by examining the oral production of 20 dyads of young EFL learners (age 11-12) enrolled in a Content and Language Integrated Learning (CLIL) program. Their proficiency level was beginner as attested by a standardized test and they had
been learning English for seven years. They repeated a collaborative task three times over a three-week period. Their oral production (7 h 18') was transcribed and coded and their attention to form, operationalized as language-related episodes (LREs) (Swain & Lapkin, 1998), was measured in two types of TR, exact TR (ETR), where the participants repeated exactly the same task, and procedural TR (PTR), where the participants repeated task type but with different content. Contrary to most previous research on LREs, most (76.76%) were form-focused, mainly addressing morphosyntactic aspects, and resolved targetlike in both groups. The results also revealed a statistically significant decrease in the number of LREs at time 3 in the ETR group, whereas the LREs in the PTR group remained stable. The former finding was not completely unexpected as the learners may have lost motivation to complete a task they had to repeat three times. The results from the PTR, however, are more positive and support previous research in EFL settings (García Mayo & Imaz Agirre, 2016) as to the benefits of PTR to draw the learners’ attention to formal aspects of the language. Pedagogical implications of these findings will be discussed and ideas for task design will be offered.

Anke Lenzing
Towards autonomous language use: Exploring the role of formulaic sequences in early SLA

An important issue in the early stages of second language acquisition is the role formulaic sequences play in the developing L2 system. Formulaic sequences are commonly used in the early EFL classroom and can be a motivating means for young learners to communicate in the target language right from the beginning. However, although it is generally acknowledged that formulaic sequences are a common feature of early learner language, there is no consensus in the field of SLA on their nature and role in the L2 acquisition process.

In this paper, I take a psycholinguistic perspective on this issue. Within the framework of Processability Theory (e.g. Pienemann & Lenzing 2015), I view formulaic sequences as holistically stored units that occur as unanalysed forms in early L2 learners’ speech. First, I propose a definition of different types of formulaic sequences as well as a means of identifying such sequences. The identification of formulaic sequences in learner data is based on distributional analyses of individual L2 learners’ speech samples and the test of the null hypothesis, that is, the exclusion of other structural possibilities. In a second step, I investigate the development of formulaic language in the learners’ speech, which includes a focus on grammatical as well as ungrammatical, idiosyncratic utterances.

I present a combined cross-sectional and longitudinal study of 24 ESL learners in a primary school context in Germany (Lenzing 2013, 2015). The data reveal the extent of use of formulaic sequences by early L2 learners. Based on examples of their oral language use, I show how over time the use of these sequences becomes a smaller component of their L2-production. As they proceed in their acquisition process, the learners acquire subsequently more processing resources and begin to use the language more and more autonomously.

Eeva-Liisa Nyquist
Interrogative clauses in Swedish by 12-year-old Finnish immersion students

Early total immersion in Swedish is provided in 11 Finnish communes. Learning results are excellent overall due to the early starting age, rich input, and meaningful interaction. Immersion teachers, though, report grammatical accuracy as a major problem. In-depth studies concerning the development of grammatical competence, however, have been rare in Finland.

This study aims to explore how 12-year-old Finnish-speaking immersion students (n=77) master direct and indirect (i.e., subordinate) questions in Swedish, in what order these different types have emerged, and which factors can explain it (e.g., complexity, saliency and frequency, see Housen & Simoens 2016). The data consists of a test in which the informants have built interrogative main clauses (both Wh- and yes/no-questions) and transformed direct questions into indirect ones. The research questions are:

- Is the word order easiest in direct or indirect questions?
- What type of direct/indirect question is easiest?
- Is the position of clausal adverbs more difficult than the word order in the direct questions?
- Is it easier to change word order than to insert the needed grammatical word when transforming direct questions into indirect?

The results will be compared to those obtained in previous studies in Sweden (notably Hyltenstam 1978, 1992, and Philipsson 2007) and used to develop instruction.


Session D, room-008, 12.45-14.45

Colloquium 1

Digital language contact in ELL
Sigríður Sigurjónsdóttir
In recent years, the digital revolution has transformed the landscape of available input for early language learning, making English a more prominent part of children’s lives. In this colloquium, the impact of this novel input on ELL is explored. Developing research methods which predict the effects of digital language contact on first and second language learning is crucial to the shaping of future national policies for ELL. Most of the research presented in the colloquium takes place within the MoLiCoDiLaCo project at the University of Iceland, which includes a large-scale survey reaching 5,000 speakers as well as in-depth testing.

1 - English in the lives of Icelandic children, Birna Arnbjörnsdóttir

Children are the agents for linguistic change and examining the linguistic context of young Icelanders is relevant to a study of the relationship between language input, proficiency and function. This paper presents the findings of several studies on the exposure, proficiency and use of English in the daily lives of children in Iceland (Birna Arnbjörnsdóttir & Hafdis Ingvarsdóttir, 2017). Results of national surveys, interviews and diary studies provide a convincing profile of the effect of the spread if English as a World language at the national level on children’s language acquisition. Education policies do not reflect this presence of English in Iceland and nor do Curriculum Guides which categorize English with other foreign languages.

The findings show a high and consistent presence of English in Iceland especially informal receptive English transmitted through the media and the internet for several hours a day. The exposure and reported proficiency seems to peak in young adulthood while young children and older adults report fewer English encounters. Icelandic children’s English skills are largely developed as a result of extramural learning rather than formal instruction and that English use among children, is on the increase for older children, while the youngest children still use almost exclusively Icelandic in their everyday lives. Diary studies also shows that younger people are more likely to watch un-texted materials and are more likely to use English at work and on social media. The increased use of mobile devices for entertainment, although not examined specifically in these studies may serve to increase young children’s consumption of un-texted material and thus radically increase the amount of English they are exposed to as online material is unlikely to be dubbed in Icelandic.

2 - Modeling the linguistic consequences of digital language contact, Sigriður Sigurjónsdóttir and Eiríkur Rögnvaldsson

The language situation in Iceland has drastically changed in recent years. Increased globalization and the emergence of interactive technology contributes to English gaining more ground in the Icelandic language community (Sigurjónsdóttir and Rögnvaldsson to appear). New technology increases exposure to English and the exposure is more interactive and intense than before, particularly among children and adolescents. This new language situation – characterized by digital language contact – is much discussed in popular media, with anecdotal evidence of Icelandic children having entire conversations in English. However, the actual scope of this shift towards English remains unclear and no systematic accounts of contact effects exist so far.

In this talk, we will introduce MoLiCoDiLaCo, a three-year project with the overarching aim to investigate and model the effects of digital language contact, using the rise of English in the Icelandic language community as a test case. The main descriptive goal is to construct a nationwide profile of the distribution and nature of English and Icelandic input, and to assess the effects that increased English input may have already had on e.g. the vocabulary and linguistic knowledge of speakers.
Moreover, we investigate attitudes towards Icelandic and English and map the use of both languages in different domains. An additional theoretical aim will be to extend Yang’s (2002) Variational Model of language acquisition by taking sociological factors and bilingualism into account. The data is collected with an online survey reaching a randomized sample of 5,000 Icelandic speakers (stratified by age, 3-65+ years old), of which 400 speakers will undergo more extensive testing.

It has been claimed that only about 5% of the world’s languages will survive the digital age (Kornai 2013), and that at least 21 of Europe’s official languages are in danger of ‘digital extinction’ (cf. Rehm and Uzkoreit 2012; Rögnvaldsson et al. 2012). We hope that the methodological advances resulting from this project will provide a framework and guidelines to investigate digital minoritization of other languages. Overall, the MoLiCoDiLaCo project presents a unique opportunity to collect linguistic data on a nationwide scale, investigating an understudied type of language contact.


3 - Mapping the effects of digital language input,
Iris Nowenstein, Sigriður Sigurjónsdóttir, Einar Freyr Sigurðsson, Lilja Björk Stefánsdóttir, Pörbjörg Þóvaldsdóttir and Elin Pórsdóttir

Input and experience affect both monolingual and bilingual children’s language development, with bilingual acquisition being influenced even more by input factors than monolingual acquisition (e.g. Paradis and Grütter, 2014). Previous research has found a strong correlation between the rate of time spent interacting in a language and resulting language skills (Pearson et al., 1997; Thordardottir, 2014; Unsworth, 2014). It has also been clear for quite some time that all input is not equal, it has to be comprehensible, interesting, in sufficient quantity and authentic to lead to language development (Krashen, 1982). With increased globalization and the emergence of interactive technology, it can be argued that new types of input, predominantly English, are now available to children.

To the extent that many languages are in fact losing ground to English in the digital domain, it is important to ask whether the English input available to different language communities has changed and become more optimal. Indeed, the digital revolution has possibly made English input available in more voluminous and comprehensive ways, with an added dimension of relevance and interactivity for younger users than before. If so, the proportion of English increases within the overall relevant input a child receives, to the detriment of other languages. The aim of the study we present is to map the quantitative and qualitative distribution of this digital language input and explore its effect on language acquisition, with the interaction of English and Icelandic as a test case.

We report on the results of a large-scale online questionnaire, reaching a stratified randomized sample of 1,500 3-to-12-year-old children living in Iceland. The research is conducted within the MoLiCoDiLaCo project at the University of Iceland. By testing various English and Icelandic language...
variables and estimating the input quality and quantity of the participants, we are able to compute an input index which predicts the different proficiency levels we observe. Studying to what extent children can learn a foreign language through digital language input, as well as how the same input affects the acquisition of the local language, has implications for educational policies of first, second and bilingual language learning.


4 - The acquisition of dative subjects in L1 Icelandic,
Einar Freyr Sigurðsson, Dagbjört Guðmundsdóttir, Iris Nowenstein, Sigríður Sigurjónsdóttir and Dórbjörg Porvaldsdóttir

We report on the results of a study on the acquisition of dative subjects in L1 Icelandic, tested in a large-scale questionnaire, administered among 3-to-12-year-old speakers in the MoLiCoDiLaCo project at the University of Iceland.

Icelandic is famous for its oblique case subjects (e.g., Andrews 1976). Zooming in on dative case, it is preserved on subjects in both the active and the passive voice (Zaenen et al. 1985). Faroese, which is the closest relative of Icelandic, also exhibits dative case subjects but only on arguments that originate as indirect objects; direct objects that move to subject positions do not preserve dative case when moved to the subject position (e.g., Barnes 1986, Thráinsson et al. 2004, Eythórsson et al. 2012, Sigurðsson 2017). As shown in (1) and (3), however, Icelandic preserves dative on subjects that originate as indirect and direct objects, respectively.

(1) Henni var gefin bók. ‘She (dat.) was given a book.’
(2) *Hún var gefin bók ‘She (nom.) was given a book.’
(3) Stráknum var hrint. ‘The boy (dat.) was pushed.’
(4) *Strákurinn var hrintur. ‘The (nom.) boy was pushed.’

The MoLiCoDiLaCo study suggests that many children have the Faroese system – with dative case preserved on subjects that originate as indirect objects but not as direct objects. Many 3–7-year-olds prefer the dative subject in (1) over the nominative in (2) while finding the nominative in (4) more acceptable than the dative subject in (3).

To explain this, we adopt Sigurðsson’s (2017) case analysis, using Chomsky’s (e.g., 2001) notions of Agree and Merge, where indirect objects are assigned dative case via Merge while direct objects are assigned dative via Agree. In Faroese, only dative assigned via Merge is preserved in subject position. Our analysis suggests that at very early age the different case mechanisms are acquired but only at a later stage is case preservation via Agree acquired.


5 - The frequency level of young Icelandic children’s English vocabulary proficiency
Ásrun Jóhannsdóttir and Eiríkur Rögnvaldsson

In recent years it has often been claimed that Icelandic is losing ground to the globally dominant English, which has penetrated Icelandic society through the rapid rise of interactive technology. Research shows that Icelandic children have vocabulary knowledge beyond what is expected at the onset of instruction, however, the in depth nature and quality of the vocabulary input has yet to be explored. Furthermore, the perceived effect of these altered conditions is much discussed in popular media and commentators have, for instance, exchanged anecdotes about Icelandic children and youths having entire conversations in English. Both corpus and experimental data suggest that frequency has significant effects on second language acquisition, among others on input and the learning burden. The results presented in this lecture are drawn from an online survey sent to 1500 children in Iceland as a part of a project investigating the linguistic consequence of digital language contact. In addition, a frequency vocabulary analysis was executed of the material young children are exposed to, both inside and outside of school. This lecture examines the relationship between the input sources and vocabulary knowledge as well as using lexical frequency profiles (LFP) to examine the quality and depth of the English lexical input children receive from digital input. These results inform us of how extensive the perceived effect of English is on the linguistic repertoire of Icelandic children.

Session E, lecture hall-023, 12.45-14.45

Pre-primary workshop 1

Dr. Gunhild T. Alstad

Second language practices with preschool children

Coffee break – Veröld Common area, 14.45-15.15
Neasa Ní Chuaig
Exploring the benefits of a writing workshop to aid minority language skills in a bilingual school setting

This paper describes action research carried out in five primary schools situated distinct regions of Ireland known as Category A Gaeltacht areas (Ní Shéaghdha, 2010; Ó Giollagáin et al., 2007). Category A Gaeltacht schools are situated in geographical areas where it is believed that 70%+ of the community speak Irish on a daily basis (Ó Giollagáin et al., 2007). The aim of this action research was to support teachers in the implementation of a new practice to develop student’s writing skills in the Irish language.

Although the majority of students in these schools are native Irish speakers (L1), anecdotal evidence has alluded to challenges facing native Irish speaking students in the development of reading and writing in their native tongue (Ó Baoill, 2003; Denvir, 2003). A recent study suggests that native speakers of Irish in Gaeltacht primary schools exhibit a higher level of oral language competency in English, the majority language in Ireland, than in their native language (Péterváry et al., 2014). The national assessment of English reading has also shown that students within these schools perform very well in standardised tests in the majority language of the country (Shiel et al., 2011).

This paper will discuss the impact and the results of the implementation of the new practice on writing development in the Irish language.

Anna Dillon
Creating a Language Mosaic with Emergent Bilinguals through Visual Text Construction

This paper explores how a pair of co-teachers facilitate emergent writing in two languages, Arabic and English. It illustrates and interprets the ways in which both Arabic and English can be activated by emergent bilinguals to contribute to a piece of text throughout the writing process, particularly when drawing is part of the language mosaic. In this paper, the author assumes ‘a view of literacy development that can be characterized as constructivist within a sociocultural context’ (Gort and Bauer, 2012, p. 5). The paper is an analysis of a classroom observation, and seeks to explore what might be considered good practices in facilitating emergent writing among bilinguals in the early years. Methodologically it can be seen as an example of ‘educational connoisseurship and educational criticism’ (Eisner, 1985). The vignette analyzed was chosen as an example of facilitating emergent bilingual writing because it was unexpected and unusual. Emergent biliterate children were observed in the process of developing conventional reading and writing competencies in writing centers, complemented by the modality of drawing. The teachers observed were mindful of drawing as a valid form of meaning-making (Velasco and Garcia, 2014; Mackenzie and Veresov,
The script-switching observed highlights the functional interrelationship between languages in this context, where each language is valued as much as the other. It highlights that the children’s languages don’t need to be separated in this sense and that drawing is an important part of visual text creation (Velasco and Garcia, 2014; Mackenzie and Veresov, 2013). The opposite directionality of English and Arabic were not a barrier, but rather enable the children to create language mosaics in this context as all of their semiotic resources were available to them (Kenner, 2004b; More-Sommerfeld, 2002).

Gopinder Kaur Sagoo
Local educational actors as ‘interpretive conduits’ in conditions of linguistic and cultural diversity: insights from a British

This paper is based on linguistic ethnographic research into the creation of a nursery, in 2009, in one UK neighbourhood with a substantial South Asian presence - as reflected in the early cohorts of nursery children and early recruitment of nursery staff. The British Sikhs leading the nursery project were affiliated to the transnational Nishkam community of practice. Recently, it has accelerated its efforts to build visions, partnerships and infrastructure in various areas of social policy and provision, whilst addressing Sikh diasporic needs. My study took account of the wider postcolonial, postsecular context (Beaumont & Baker 2011), global/historical processes (e.g. transnational mobilities and increasing global connectedness) (Blommaert, 2010), and local processes of change at work in this specific urban setting (Sagoo, 2016).

The study aimed to examine: 1) the blend of ideas and values guiding the nursery’s creation; 2) how the nursery world was being configured in and through day-to-day communicative practices, involving the use of different linguistic and semiotic resources; and 3) parental responses. It was guided by three orienting theories: 1) ‘the cultural production of the educated person’ (Levinson, Foley and Holland 1996); 2) ‘policy as/in practice’ (Sutton & Levinson 2001) and; 3) ‘figured worlds’ (Holland et al. 1998). Having been invited to join the nursery project as a local, British Sikh parent, I was able to observe project developments as they naturally unfolded. I gathered documentary and visual data, interviewed nursery founders, staff and parents and I audio/video recorded teaching/learning episodes. This enabled me to glean insights into the role of translingual (Punjabi/English) communicative practices in the discursive and interactional construction of the new nursery world.

The study also illuminated the role of the founders and staff as ‘interpretive conduits’ (Hornberger and Johnson 2007), who engaged with national and local policy contexts and drew on ideas stemming from their personal, diasporic histories. It provided insights into the local and global stances they were adopting, as they shaped their educational goals and their day-to-day practice. It also revealed how nursery practitioners skilfully navigated different identities, as family-like figures to the children and as professionally-trained day-carers and educators.

Session B, room-103, 15.15-16.45

Tizita Mulugeta / Margareth Sandvik
The Ethiopian literacy classroom: Interaction, participation and gender

There is scarce research on the discourse style in Ethiopian classrooms. However, we know that students do not participate actively in interaction with their teachers in the 8th grade EFL classroom (English as a foreign language) (Adaba 2017).

The aim of this study twofold. Firstly, we will describe the traditional Ethiopian literacy classroom with a focus on the interactional pattern and the participation structure between teachers and young students aged 9-10. The teachers are both male and female, and so are the young students. A crucial part of the description yields gender. Will the gender of the teacher influence the students’ activities? Secondly, this description will serve as a backdrop for an intervention with a fairy tale: A range of spoken and written activities will be undertaken, with the wish to promote a more student active participation structure, that can be acknowledged within the Ethiopian context. How can the students profit more from the lessons, how can they be more active, and use a wider repertoire of language skills?

The theoretical fundament is sociocultural discourse analysis (Mercer 2004), classroom discourse (Cazden 2001), theories of interactional power (Linell and Gustavsson 1987) and theories of gender and discourse (Wodak 1997, Cameron 1997).

The study is a qualitative intervention study, undertaken spring 2018. The data consists of six videotaped literacy lessons, three with a male and three with a female teacher. Each lesson is approximately 40 minutes. Selected sequences are transcribed, and analysed from an interactional perspective. The results will create a fundament for a discussion on how to improve activities in the Ethiopian literacy classroom.


Jóna G. Guðmundsdóttir / Birna Arnþórnsdóttir

Reading Comprehension in Icelandic and English among 10th Graders in Iceland: A Pilot Study

Recent studies have questioned the traditional theoretical assumption that reading skills in L1 are by far the best indicators of reading success in L2, even more important than the level of proficiency in the L2 (Grabe, 1991; Bernhardt, 1991). Brevik & Hellekjær (2017, in press) found that a number of participants in their study of reading comprehension in English and Norwegian were better at comprehending in their second language (English) than their first language (Norwegian). The prolific
rise of programs and courses where English is the medium of instruction (EMI) throughout the world has called attention to how reading study material in English as L2, while other academic training has been in L1, affects learning outcomes. In Iceland over 90% of textbooks used at the University of Iceland are in English (Arnbjörnsdóttir, 2009) similar to the situation in Norway (Hellekjær, 2009). The notion of transfer of L1 literacy skills to L2, enhancing literacy skills in the second language, is therefore being re-evaluated. This study fills the gap in this research field. Most EMI studies have been conducted on a small scale usually examining the effect on individual students or programs. A series of Icelandic studies have addressed this issue on a larger scale examining the wider context of literacy development from primary school to university (Edgarsson, 2017; Jeeves, 2008; Jóhannsdóttir, 2010). This pilot study is a precursor to a larger study examining reading comprehension levels at the end of primary education using equivalent instruments in both languages. Research questions are:

1. What are the reading comprehension levels of Icelandic children in the 10th grade?
2. What reading strategies do the participants employ while reading?
3. Is there a relationship between reading comprehension in Icelandic and English?

This study is a contribution to our understanding of the levels of reading comprehension at different educational stages, in both languages, and ultimately how well-prepared students are to cope with curriculum and instruction in English and Icelandic at higher levels of education and in the work place. Initial results will be available in spring of 2018 and presented in this paper.


concentrated on the oral mode (Becker & Roos, 2016), whilst the role of the writing mode as an FL furthering site (Byrnes & Manchón, 2014) has still received little attention. The present paper explored the potential of the dictogloss task (Wajnryb, 1990), a collaborative writing task (Storch, 2016), to focus bilingual children’s attention on the FL English 3rd person singular -s marker and articles. Fifty 11-12 year-old learners (mean age: 11.18 years) with an elementary proficiency studying in a CLIL program took part in the task individually (n = 16), and in teacher-assigned (Hamideh, 2016) dyads (n = 16) and small groups (n = 18).

Following the study by Shak (2006), we were particularly interested in assessing their attitudes toward L1 and FL writing, collaboration in the classroom, learner setup and the task itself by means of a questionnaire with open and closed items, administered one week after the dictogloss task. Regarding writing, contrary to Shak’s results, children showed a general positive attitude. In terms of collaboration, children expressed a favorable feeling while working with classmates not chosen by themselves, and both pairs and small groups were statistically similar in this respect. In line with previous findings (Fernández Dobao & Blum, 2013), children exhibited a clear preference for the setup condition they had worked in. Looking at learners’ open responses, although an explicit improvement in their knowledge of grammar as a result of the task was not perceived, the blend of the written and oral mode was generally considered to be beneficial, as well as the opportunities for knowledge co-construction and gap noticing. Finally, an overwhelming majority of students expressed their willingness to continue working on activities such as dictogloss in their regular English lessons. These results are encouraging for the promotion of collaborative written tasks with young learners in communicative contexts.

Session C, room-008, 15.15-16.45

COLLOQUIUM 2

Foreign language learning in primary school: Issues around assessing reading and writing
Jutta Rymarczyk

During the last 15 years, many European states have implemented foreign language (FL) classes at primary school level. However, we still know very little about how to assess young learners in a way that is appropriate to their age group and their developing FL competencies. In this context, reading and writing seem to be a particularly sensitive field, and it is here that we find a common denominator in the three papers proposed for this colloquium, which look at the challenges students encounter when reading test tasks, how teachers diagnose children’s spelling skills, and the prevalence of traditional written tests when the objective is to develop orality.

1 – Assessing reading for young language learners: Asking the questions in the language of schooling? Malgorzata Barras, Katharina Karges and Peter Lenz

In many European countries, children are now learning a FL in primary school. These young learners differ from older students in several ways, making it necessary to adapt both, instruction and assessment. For instance, when assessing language skills, teachers and test developers have to take into account that young learners have less experience in reading instructions and solving tasks, shorter attention spans and limited world knowledge (Bailey et al. 2013; Hasselgreen 2005). They do, however, usually share a common language of schooling. This makes it possible to reduce the
cognitive load of an assessment by phrasing the instructions, questions about the text, answer options etc. in the language of schooling. Yet, switching languages during an assessment may confuse the test takers. The essential question, then, is: what use of languages would lead to the least construct-irrelevant variance?

This ‘language issue’ was one of the aspects investigated in a larger study conducted with 6th graders in Switzerland. The study was intended to inform test item development for a computer-based large-scale reading assessment. We varied two item features: the item type, and the language of the questions, options, and/or short answers. For the quantitative part, 36 French reading items were presented to over 500 students as multiple choice or short answer questions in either French (the FL) or German (the language of schooling). Qualitative information was gathered by means of retrospective interviews with individual students, and through a questionnaire. The combination of qualitative and quantitative data allows for an evidence-based recommendation in favor of the use of the language of schooling in FL assessments for young beginners.


2 - Teachers’ analytical skills in the evaluation of German primary school students’ first attempts to write in English,

Eva Romeik, Jutta Rymarczyk

Primary school teachers in Germany are usually not trained to support children’s simultaneous literacy acquisition in German and English. Their diagnosis of L2 spelling competence is often reduced to uncoded feedback which does not distinguish between errors of arbitrary origin and interferences from the children’s L1. Thus, phonographic interferences which provide proof of the learners’ phonemic awareness and their general knowledge of phoneme-grapheme-correspondences (Noack & Weth 2012: 15f.) cannot be used to assess their developmental level.

Our study investigates teachers’ judgments in the evaluation of the L2 spelling skills of third graders in their first FL (English), in an attempt to prevent misjudgments about the stages children are at in their literacy acquisition process. By analysing the corrections and evaluations of learners’ written texts, we assess whether teachers base their evaluations only on what does not yet correspond to the orthographic norm of English (= deficit perspective), or whether they also take into account what learners transfer from their L1 literacy acquisition process (= achievement perspective). Furthermore, we use questionnaires to look at the teachers’ knowledge about the literacy acquisition process in English and their attitudes towards spelling as the content of their lessons.

Initial results show that only few teachers identify interferences explicitly and, consequently, are not able to differentiate between children who might have writing difficulties and those whose spelling relies on insights into the features of an alphabetic system.

Should these results persist, one implication for practice is the development of modules for teacher training imparting knowledge about how languages with a rather shallow orthography (German) and a deep orthography (English) interact in the process of simultaneous literacy acquisition. A further implication would be to educate teacher trainees about how learners’ phonographic interferences can be used as stepping stones in the students’ individual learning processes.
Battling against a traditional assessment culture - Primary English assessment practices in Portugal, Sandie Mourão, Maria Alfredo Moreira, Carolyn Leslie and Estela Monteiro

Portugal introduced English into grade 3 in 2015, invoking not only curriculum change but the introduction of a new teacher recruitment group into the education system. The objectives of primary English education in Portugal include a focus on oral skills, intercultural competence and autonomous learners but no national policy on their assessment exists at present. After the first two years of curriculum implementation, it became apparent that teachers were struggling to align with the national standards and to employ assessment approaches appropriate for young learners such as systematic observation, structured assessment tasks and pupil self-assessment that support a formative, integrated assessment process (Jang 2014). In order to understand the how and why of this phenomenon, a two-stage research project was designed. The first stage involves the analysis of official school cluster assessment criterion documents, focusing on the skills/competencies assessed, their relative weight in the children’s final marks, the types of assessment tools used and the main assessment criteria. The second stage involves teacher questionnaires, together with follow-up interviews and analysis of assessment tools to gain a greater understanding of how the teachers actually put assessment into practice and what they do with the results.

Preliminary conclusions referring to stage 1 show disparity in the weighing of competencies nationwide, an imbalance of skill domains, often ignoring the intercultural domain, prevalence of traditional written tests, and little participation of the learner in the assessment process – in all, an unchallenged traditional assessment culture pervading primary education in general. Stage 2 will start shortly. The findings will be presented and discussed with a view to discerning how we can support teachers in moving towards more developmentally appropriate assessment practices. It is hoped that these results will feed into a national policy on assessment in primary English education in Portugal.


Session E Lecture hall-023 15.00-17.00

Pre-primary workshop 2

Dr. Roma Chumak-Horbatsch

Multilingual practices with preschool children: enrichment, excitement and fun for everyone!

Welcome Reception – Reykjavik City Hall, 17.15-18.30
This presentation focuses on early childhood teachers’ beliefs about teaching languages to very young learners. While many studies involving teachers are based on observations of what teachers teach and how they do it, studies of language teacher beliefs investigate the “unobservable cognitive dimension” of language teaching (Borg, 2015), i.e. what language teachers know, believe and think and why teachers do what they do. Language teacher beliefs are also considered as deeply embedded in the historical and socio-political contexts in which teachers work (Barcelos, 2003; Young, 2014). Language teacher beliefs might include various aspects, such as general beliefs about learning and teaching of languages, beliefs about students or curriculum, or more specific subject matters such as reading, literacy, language awareness or multilingual pedagogy.

I present examples from recent studies of language teacher beliefs conducted in different early childhood education (ECE) contexts involving emergent multilingual children. I will argue that such studies can broaden our understandings of the complex issues related to language education in multilingual ECE contexts. Finally, I discuss the relevance of such insights for ECE teacher education and professional development of in-service ECE teachers. Previous studies in ECE settings have pointed out that courses in professional development seem to have limited impact on improving practice (e.g. Dickinson, Darrow, & Tinubu, 2008). I suggest that teacher educators need to address beliefs about language and language teaching and learning in order to support their teacher students properly.

The main theoretical basis of my action research is the embodiment of cognition and language described by Marcel Jousse in his "Anthropology of Gesture" (1974) and confirmed by neuroscientists since the 1990s. From Jousse’s perspective, cognitive activities are not limited to the brain: human beings think and learn with their whole 'miming' bodies. The process that Jousse called 'rythmo-mimism' is a basic mechanism of cognition: understanding a phenomenon means capturing its rhythm and its kinesthetic features as well as being able to 're-play' (reproduce) them in a macro- or micro-gestural way. As for language, it is embodied too: it evolved historically from 'corporage' (holistic form of expression) to 'manuélage' (manual gesticulation) to 'laryngo-buccal' (verbal) language, a gesticulatory reduction motivated by a desire to save energy. However, in their early years, children learn and practice the oral form of their mother tongue through a process of 'corporage' that is not always encouraged in traditional Western systems of education.

In 2017, I conducted an experimental pedagogical project within a class of 7-8-year-old French-speaking beginners while pursuing the goal of preserving and developing the corporeal component of learning and teaching languages. This project was built in accordance with the following anthropological principles of teaching/learning established by Jousse:
- rythmo-mimic gesture as a mediation towards language learning;
- learning in movement and space through artistic practices;
- use of texts composed according to the rules of oral traditional creation (rhythm, rhymes, bilateral formulaic structures).

After illustrating various stages of this project based on R. Kipling’s “Just so stories”, I would present its results in terms of phonological quality, memorization, autonomy and creativity developed by pupils as shown by the analysis of numerous videos recordings made in class during the project and interviews conducted after the project.


Bilingual language acquisition is subject to many influencing factors. The rate and success of acquisition of two languages varies greatly with regard to the amount and type of input children receive in each language (Thordardottir, 2011). Numerous research studies have shown that vocabulary size of bilingual children is often smaller than for monolingual children, but the size of their combined vocabulary is larger (Białystok, Luk, Peets og Yang, 2010; De Houwer, 2009). Research has shown that the Icelandic vocabulary of children of immigrant background is considerably smaller than that of their monolingual peers (Sigriður Ólafsdóttir, 2015), but little is known about their vocabulary knowledge in their mother tongue. To this aim, a study was conducted to test the Polish and Icelandic vocabulary of Polish preschool children and assess their development in the two languages. The participants were 14 children, 4–6 years old, who were born
in Iceland and whose parents’ native language was Polish. Two vocabulary measurements were used: an Icelandic version of the Peabody Picture Vocabulary Test (PPVT-4) and a standardized Polish vocabulary test, the Picture Vocabulary Test – Comprehension (OTSR) designed for use with children aged 2 to 6 years. A detailed questionnaire in Polish was given to the children’s parents to investigate the home language environment of the bilingual children. In addition, interviews were conducted with the department heads of the participating preschools.

The findings of the vocabulary tests showed that the receptive vocabulary in Polish of the majority of the children was similar in size to that of Polish monolingual children of the same age and gender, but the size of their receptive vocabulary in Icelandic was below the average for Icelandic monolingual children. Special emphasis was placed on second language (Icelandic) development of the Polish children in the preschools but the department heads questioned the effectiveness of the teaching practices. They called for more support and training for staff in effective methods of language teaching in order to better meet the needs of the growing number of bilingual children in Icelandic preschools.


Sandie Mourão
Desiring the impossible: A discussion around early English initiatives in Peru

With growing recognition of the importance of pre-primary education and provision on the rise, it is not surprising that parental pressure has ensured many countries introduce English at an even earlier age. Peru is one of a small number of countries in the world to incorporate three years of statutory pre-primary education in its national education system (initial education), and implementing a national early English initiative is a possible next-step. At present English is taught from grade 5 (age 10 years).

This presentation shares selected results from a baseline study in Peru to ascertain the viability and relevance of an early English initiative in initial education. The study involved a mixed-methods approach collecting data from field work and online surveys. Data included observation notes from visits to seven initial education services, transcripts from 32 interviews and 12 focus groups with stakeholders and 982 surveys from teachers and school directors. Quantitative and qualitative data analysis approaches were employed.

Results suggest that attitudes towards an early language initiative were very positive and the vast majority of respondents believed a second language should be taught in initial education. English was considered the most desirable language, but indigenous languages were also indicated relevant. The low-exposure foreign language model (up to two hours of English / week) was the most common. Approaches and practices evidenced teacher centered sessions, with an inappropriate
reliance on reading, writing and phonics instruction and the use of text books. Teacher profiles varied, however initial education teachers, with a low language competence, showed confidence in running an early English initiative. Interviews with teacher educators confirmed there was little to no training for early language learning in initial education courses and trainee English teachers showed a preference for teaching older learners.

Despite a very clear desire to introduce English in initial education, the results of the baseline study suggest that Peru is not ready for an early English initiative. Nevertheless, a possible way forward might be to plan for language awareness programmes to focus on indigenous and other languages. Recommendations will be made to conclude the presentation.

Session B, room-008, 10.30-12.00

Malgorzata Tetiurka / Ewa Guz
Children’s drawings as windows into learner engagement in early foreign language instruction

In this research, we studied children’s drawings to identify evidence of learner engagement during a Young Learner (YL) foreign language lesson. Recent decades have witnessed an increased understanding of the role learner engagement plays in the learning process, especially in the early years sector (Philp and Duchesne, 2014; Philp, Duchesne and Olivier, 2014). However, engagement, understood here as ‘the heightened, simultaneous experience of concentration, interest and enjoyment in the task at hand’ (Schernoﬀ, 2013) is a tricky concept to study as young learners may not be mature enough to reﬂect verbally on their experience. Therefore, children’s drawings were used to obtain insight into a YL foreign language classroom.

Drawings constitute a developmentally appropriate form of communication which allows the child to relate thoughts, feelings and experiences in a direct and unrestricted fashion (Brafman, 2012; Malchiodi, 1998). Drawing involves conscious and unconscious selection, interpretation and adaptation of a range of elements of the child’s environment allowing him to become the agent and subject of the narrative process (Lowenfeld, 1947). Therefore drawing data provide original and unmediated insight into the child’s perspective.

Drawings of ‘my English lesson’ completed by 52 children (aged 7 through 9) attending lessons of English in a range of Polish primary schools were collected and scored for learner engagement. A content-analysis of the drawing data was conducted allowing a systematic identiﬁcation of the recurring features, elements and themes depicted in the data (Hosti, 1969). The drawings were rated using a learner engagement coding sheet developed on the basis of Stiles and Gibbons (2000) and Guz and Tetiurka (2016) by the two authors independently. Learner engagement was conceptualised as externally observable on-task behaviour including on-task active initiative and active and passive task involvement (Skinner, Kindermann & Furrer, 2009). Four externally observable aspects of the child’s behaviour depicted in the drawings were used as coding categories and arranged on a ﬁve-point scale. The categories included facial expression, gaze, body language (gestures and movement) and verbal contributions.

The goal of the content analysis was to determine to what extent drawings can be used as data in an investigation of learner engagement. Analysis revealed that the content of children's drawings could provide some insight into learner engagement; however in order to capture different dimensions of learner engagement drawing data need to be triangulated.
Ewa Guz / Malgorzata Tetiurka
Learner engagement in the foreign language classroom in the lower primary

Recent interaction-based approaches to L2 learning and development have stressed the role of purposeful learner engagement in classroom tasks as a factor contributing to learning (Bygate & Samuda, 2009; Janosz, 2012; Phelp, 2009; Phelp & Duchesne, 2016; Schernoff, 2013). This paper adopts a local, short-term perspective on engagement and sees it as the child’s behaviour in response and relation to classroom tasks. Following Skinner, Kindermann and Furrer (2009, p. 60) we focus on three dimensions of the child’s involvement in the task: the child’s own initiative to contribute, the child’s active sustained involvement and the child’s passive contribution to task completion.

Research into task-based learning has emphasised the role of the teacher in the planning and execution of task design and goals in the classroom (Van den Branden, 2015, 2016). This study sets out to isolate the teacher-related factors which contribute to learner engagement in a young learners’ foreign language classroom. Three dimensions of teacher activity are analysed: teacher’s physical presence (location in the classroom, centrality of position, proximity to learners), selection and implementation of didactic tasks and teacher communication (verbal and non-verbal).

The data include the recordings of 45 lessons of English as a foreign language along with their transcripts. The lessons were conducted by 45 student-teachers in lower-primary classrooms in a range of Polish primary schools over the last 3 years. The lessons were coded for learner engagement at 1-minute intervals by both authors independently using a learner engagement coding sheet (Guz & Tetiurka, 2017). Learner engagement trajectories were established for each lesson to identify patterns in learner on-task behaviour. Periods of heightened engagement and disengagement were identified in the lessons to create an inventory of teacher-related factors which coincided with changes in learner behaviour. This paper discusses our findings and possible implications for classroom practice as well as teacher training.

Fruzsina Szabo
Enhancing learner autonomy and motivation of Hungarian pupils from disadvantaged background with digital tools in learning English

My presentation focuses on teaching English as a second language to pupils (aged from 9-12) from underprivileged and disadvantaged background in Hungary. The aim of my research and PhD dissertation is to examine how the application of digital tools (tablet, mobile phone) enhances the learning autonomy and motivation of pupils, who are exposed to severe social and economic deprivation. My research is centred around constructivist pedagogy, as the underpinning theoretical background. It also focuses on the elements of gamification employed in teaching English for primary school pupils, as one of the hypothesis claims that the elements of gamification significantly motivate pupils’ participation in their own learning processes. I aim to highlight how methodological practices vary and influence the way pupils can take ownership of their own learning English through IT supported task-based learning and problem-based learning. It is crucial to emphasize that the teaching and learning procedures are strongly manipulated by using digital tools. The schools and
the pupils involved in the research come from economically deprived areas, where different socio-cultural values prevail (poverty, ethnic minorities - Romas in Hungary). The central argument of my research is that digitalized education is a motivational force for addressing social issues as well as enhancing engagement. Learning English via digital material/tools can diminish the educational and social gap dominating Hungarian primary education. When pupils are exposed to digital course material, their autonomy, vocabulary, skills to handle the tools, their overall digital and foreign language intelligence strongly increase. It can be pointed out that when it comes to digitalising core education, especially foreign language learning, it is even more important to exert an impact on deprived children, as their lack of possibilities, circumstances and efficiency can be thus improved. Education, especially employing digitally influenced methodology will balance the impaired equality of opportunity. In my presentation I plan to introduce the theoretical background (Werbach, Navalka, Vysotsky, Prievara, Garland, Dörnyei) focusing on gamification, motivational currents and constructivist pedagogy, as well as introducing the creating, implementation and piloting of a digital English course material (SLA) for tablets in Hungarian primary schools of poor areas and its consequences and findings.

Session C, room-103, 10.30-12.00

Kirsten Palm
Multilingualism as a Resource in Norwegian Primary Schools

A Norwegian survey, «Room for language” (2016), found that one third of the students in Norway reported use of languages other than Norwegian in school and at home. In spite of this, the linguistic competences of bilingual students are not acknowledged and are used very little in schools. This paper will present results from an action research project where the purpose was to try out how a teacher can promote and integrate all the different languages represented in her class in the teaching and learning activities.

The project is part of an Erasmus+ project: Teacher Well-being and Diversity: Managing language and social diversity in classrooms. The overall aim of the Erasmus+ project is to enhance teacher well-being by strengthening teachers’ capacity to manage language and social diversity in schools. It seeks to develop new tools, new strategies and new teaching methods.

The action research takes place in a second grade classroom (7-year old students) where almost 50% of the students speak several languages that are not Norwegian at home. Different activities were planned, tried out, and evaluated in a collaboration between the researcher and the teacher. The data are based on video tapes of lessons, participatory and non-participatory observation, pupils’ texts, and discussions with the teacher. The results will be discussed according to García and Wei (2014) and the concept of pedagogical translanguaging, where teachers encourage students to draw on all the languages they know in literacy activities. In the presentation, I will also discuss if such activities can stimulate all the students in the class regardless of language background when it comes to metalinguistic awareness, reading comprehension and reading strategies (Kenner 2013, Østergaard 2013).

Gessica De Angelis

Gessica De Angelis
Multilingual children in trilingual primary school education and the development of narrative abilities across languages

The present paper forms part of a large 2-year longitudinal study on language and literacy development in multilingual primary school children attending the Ladin trilingual education system of South Tyrol (Italy). In this system, the three languages of instruction are Italian, German and Ladin. The paper focuses on the development of narrative abilities in Italian as a non-native language in children with immigrant language backgrounds. Prior research on narrative abilities has focused on bilingual children (Gagarina et. al, 2016; Iluz-Cohen & Walters, 2008; Pearson, 2002; Pesco & Kay-Raining, 2016) and the interaction of two languages. The present study expands on prior research by focusing on children with knowledge of a minimum of four languages. The performance of immigrant children (n=15) whose first language is different from the three languages of instruction (German, Italian and Ladin) is compared to those of children (n=15) attending the same school who are of Ladin origin. Immigrant children from the Italian School system in the region (n=9) are also examined for comparison purposes. These children differ from those in the Ladin School system as they only learn Italian and German in school, but receive no exposure to Ladin. All participants were asked to complete two story-telling tasks in the language under examination (Italian). Children’s performance was measured in terms of story grammar, macrostructure and microstructure. Results highlight the complexities associated with the development of narrative abilities in multilingual children and the extent to which immigrant children and Ladin speakers show converging and/or diverging patterns of development. These patterns will form the basis for a discussion on how current teaching practices can be improved. Being based on actual performance indicators, results will additionally provide valuable information to those engaged in materials development for multilingual audiences at primary school level.


**Carmen Becker / Sarah Sturm**

Multilingualism as a Resource in the EFL Classroom – Exploring Student Perspectives

Extensive research on multilingualism shows that individual resources of multilingual students correlate positively with achievements in EFL learning - if social, cognitive and institutional factors are controlled for (for a recent project see Hopp et al. 2017/2018). However, there are only a few models on the practical realization of a multilingual approach in the EFL classroom. While these
existing models typically focus on intercomprehension between Romance or Germanic languages, classroom reality looks different – partly because every third German student has an immigration background and grows up speaking a language not rooted in Europe (e.g. Turkish/Arabic).

In this paper, we suggest a method for creating multilingual learning scenarios and tasks which reflect this foreign language learning context. Based on previous research we first develop tasks that attend to students’ metalinguistic awareness and their L1 knowledge by giving them the opportunity to carry out activities and use materials that contrast English to their heritage languages. The learning scenarios are also designed to acknowledge the heritage speakers as experts for their languages and trigger self-exploratory learning. Next, these scenarios and tasks are implement in a school setting with 10-year-old English students and empirical data is collected via classroom observations, teacher and student interviews. Finally, the collected data is analyzed and conclusions are drawn which ultimately inform the development of a model to help educators and researchers design multilingual tasks.


Session D, Lecture hall-023, 10.30-12.00

COLLOQUIUM 3

Reading and Writing in the Primary EFL Class
Dr. Stefanie Frisch

The main focus of early teaching schemes had been on the development of listening comprehension skills and speaking. In recent years a shift of emphasis in research and in practice has become visible. In Germany, e.g., expected outcomes for reading and writing can be found in most of the syllabi. The descriptions are, however, vague. It is still unclear what exactly can be expected from learners by the end of primary school and in how far literacy skills can be developed systematically. This colloquium presents and discusses current research findings in order to further develop the understanding of EFL literacy acquisition and its implications for teacher education and teaching practice.

1 - Assessing EFL reading comprehension in primary school,
Annette Becker, Stefanie Frisch and Claudia Kastens

Assessment is one of the key activities of foreign language teachers. University students aiming at becoming teachers only get few insights into this topic and opportunities for developing diagnostic competences are scarce. The Wuppertaler EULE project (Entwicklung von Unterrichtskonzepten zum Lesen lernen im Englischunterricht der Grundschule. = Developing a reading scheme for English in
This talk presents the test instrument and the findings on the learners’ ability to read and understand an authentic English picture book. The EULE reading test is based on a model of reading (Diehr/Frisch 2010; Bos et al. 2007) and therefore it achieves a high degree of content and construct validity. A review of the existing instruments such as the tests used in the German large-scale studies EVENING (Boerner et al. 2013) and BIG (BIG-Kreis 2015) has shown that this new test is the first of its kind based on a theoretical model of reading in EFL (cf. Becker et al. in preparation). The test results provide new insights into EFL learners’ ability to read unfamiliar texts that suit their cognitive development and contain rather challenging words and sentence structures.


2 - More is better! A comparative study on the effects of lesson quantity and teaching quality on EFL reading skills of primary learners,

Eva Wilden and Raphaela Porsch

In recent years there has been an increase in studies on the effects of teaching English as a foreign language (EFL) in primary schools in Germany. Although curricula highlight oral competences as one of the main objectives of early EFL education, studies show that children at the end of primary school do demonstrate basic EFL reading skills (e.g., Paulick & Groot-Wilken 2009, Wilden, Porsch & Ritter 2013). The acquisition of EFL reading skills, however, depends on, individual factors as well as contextual factors such as the amount and quality of learning opportunities. In Germany, there are considerable regional differences as to the age of onset in primary EFL education as a consequence of which the amount of exposure or number of EFL lessons attended by children varies substantially. Since the introduction of early EFL a both political and academic controversy has been going on as to the best age of onset in early EFL. However, to this day there is insufficient empirical evidence underpinning this debate and the existing evidence is inconclusive (e.g. Jaekel et al. 2017, Wilden & Porsch 2016). Furthermore, in none of the prior studies teaching quality was considered and its
The impact on learners EFL reading skills at the end of primary schooling (Klingebiel & Klieme 2016). The TEPS study (Teaching English in Primary Schools) is addressing this research gap by comparing the EFL reading skills of early and late starters (age of onset in year 1 or year 3) at the end of primary schooling in year 4. The cross-sectional study is exploring the following research question: Do early starters in primary EFL education outperform late starters in their EFL reading proficiency – even if controlled for teaching quality? 770 pupils in two different federal states were tested in summer 2017. Information about teaching quality was obtained by surveying both children and their teachers (n=33). Multi-level regression analysis will be applied for explaining EFL reading proficiency by controlling for teaching quality. In this paper the aim, theoretical underpinning as well as findings will be presented with a special focus on the research methods applied for testing EFL reading.


3 - The English writing skills of different groups of learners in two primary foreign language programmes, Anja Steinlen, Thorsten Piske

In Germany, only a relatively small number of studies has examined the development of foreign language writing skills in primary EFL classrooms. This is true for both English-as-subject programmes, in which English is taught as a subject for about two lessons per week as well as for bilingual programmes, in which subjects (such as science) are taught in English (e.g. Steinlen & Piske 2016). One of the major reasons for the current lack of studies probably is that, until recently, writing played only a minor role in many primary EFL classrooms in Germany (e.g. Hempel et al., 2017).

One aim of this study was to examine which level of English writing proficiency (i.e., A1, A2, B1 etc.) primary school pupils in two foreign language programmes (a regular English-as-subject programme and a bilingual programme) can attain after four years, i.e. at the end of primary school. For this purpose the subtest on writing of the Primary School Assessment Kit (Little, Simpson, & Čatibusić, 2003) was employed. In addition, we examined the nature of the spelling errors produced by the children in the two programmes. Both programmes are offered by the same school and attended by majority and minority language children. In spite of their different linguistic
backgrounds majority and minority language children produced the same spelling errors. This finding may be due to the fact that both groups of children had learnt to read and write in German first, and that most of their English spelling errors were the result of transfer from German (which is the majority language children’s L1 and the minority language students’ L2). This assumption was supported by the results obtained by the standardised German spelling test Hamburger Schreibprobe (May 2002), which did not indicate any significant differences between the majority and minority language children’s German spelling skills either.

Finally, we also examined the English writing skills displayed by children showing signs of dyslexia in the majority language German. The results indicated that dyslexic children in the bilingual programme performed better in the English writing test than comparable children in the regular programme.


4 - Measuring EFL writing at primary school,
Ruth Trüb
The research project ‘An Empirical Study of EFL Writing at Primary School’ investigates and analyses the writing competence of 300 EFL learners at the end of primary school (grade 6, age 12-13) in the canton of Aargau, Switzerland. It measures the effects of individual, educational and systemic factors on the learners’ writing competence and aims to describe typical classroom settings of teaching writing. By combining these two insights it hopes to make suggestions for improving the quality of writing instruction in Swiss primary English classrooms.

Two writing tasks (a descriptive and a narrative text) were developed to assess the learners’ writing competence. The study applies a ‘multi-level approach’ (Porsch & Köller, 2010) using writing tasks designed to measure different CEFR levels with the same prompts. The texts are rated semi-holistically (Schipolowski & Böhme, 2016) by two trained raters. In order to reach high interrater-reliability, the study applies a combined rater training and scale revision approach (Harsch & Martin, 2012) in which interrater-reliability is regularly assessed and the raters are involved in the process of revising the rating scales. In addition, a linguistic analysis will be carried out on a selection of texts to give a more detailed descriptive account of text quality. Data about individual, educational and systemic aspects is collected through student and teacher questionnaires and used to measure their effects on the learners’ writing competence and to provide a descriptive account of how EFL writing is taught at primary school.

The presentation focuses on the development of the rating instruments used for rating the students’ texts and reports preliminary results from different pilot studies concerning typical levels of writing proficiency from this sample of learners.

Lunch and POSTER PRESENTATIONS – Veröld Common area, 12.00-13.00

Kaisa Pankakoski - A comparative study of trilingual families in Finland and Wales: intergenerational language transmission methods

Previous work has highlighted the influence of environmental, sociocultural, and familial factors on minority language use in bilingual settings (Yamato, 2001, pp. 18-20). Despite some previous research on transmission among trilingual families (Braun 2006) there is little work which focuses on the factors which influence the parents’ decision to raise children trilingually, their strategies for language use, and the children’s perceptions of the languages to which they are exposed.

This paper will outline a study of fourteen families who are attempting to raise trilingual primary school aged (3-12) children in two areas in which there are two official languages (Cardiff, Wales and Helsinki, Finland). The study aims to ascertain:

i. Which factors influence minority official language and heritage language transmission and use?
ii. What strategies do parents use to promote the acquisition and maintenance of the three languages?
iii. What are the children’s perceptions of acquiring their three first languages?

Firstly, I present the research context for the study and discuss the research aims and questions. Secondly, I discuss the methodological approach which comprises semi-structured interviews with parents and children as well as observations of language use in the home. Thirdly, I discuss the plan for data analysis and show how this analysis will answer the research questions. Finally, I will present primary data regarding heritage and minority language maintenance strategies from the parents’ and extended family members’ online questionnaires.


Olimpia Rasom / Emanuela Atz - The challenges of a historical multilingual area in Italy with newly arrived migrant languages. Methods and language approaches
The poster presents the linguistic and educational context of South Tyrol, an autonomous Italian region with the presence of historical languages (German and Ladin) and many recently migrated languages.

The organization of the school system foresees 3 independent segments. The first one guarantees the teaching of the historical language, German; the second the national language (South Tyrol is an Italian region after 1918); the third the minority language (Ladin), intended for Ladin speakers of the valleys Gherdeina/Gardena and Badia. The latter system provides multilingual teaching (German, Italian and Ladin language). German- and Italian-speaking school systems offer methodologies, such as CLIL, for plurilingual learning.

In the last 20 years, pupils with migrant backgrounds, bearers of other languages and other cultures have joined these three school systems, enriching an already plurilingual and multicultural system. Over time the three school systems have tried and implemented educational approaches with the aim of making all learners efficient speakers in various languages.

Which kind of plurilingualism are schools oriented to? Which methodologies and resources are they applying? What are the results? What educational plurilingual chances could open for the three school systems? The poster describes the state of the art with opportunities and challenges for the future.

Ana Cristina Neves - Domains of Language Use in Portuguese as an Additional Language by Young Learners

The term 'domain' of language use was first introduced by Georg Schmidt-Rohr (1932) and later coined by Joshua A. Fishman in the 1970s in the area of sociolinguistics and social behavior. More recently, it has been at the centre of attention among researchers in Scandinavia, due to the growing interpenetration of English in the academic, scientific and tertiary fields (Lauren et al., 2002, Haberland 2005, Ljosland 2010 and Hultgren 2013). Other studies based on the analysis of the domains of language use were conducted among young learners in multilingual societies, revealing that young people tend to resort to the language of inheritance only when interacting with older generations. However, we have to date no empirical study carried out, very specifically among young learners, taking into account the use of the same language in several geographical areas.

This poster proposes an analysis of the domains of the linguistic use of the Portuguese language applied to the context of acquisition of a second language by young learners. As such, this poster sheds light into three distinct situations in formal education, in which Portuguese plays the role of additional language: 1) as a second language in Cape Verde, 2) as a language of inheritance in Switzerland, and 3) as a foreign language of in Macao. The purpose of this study is to identify the domains of the use of Portuguese by young learners attending primary education. In order to do so, a questionnaire was used considering three domains of language use as proposed by Schmidt-Rohr and later developed by Fishman, namely, the private, the public and the educational. The sample of the population covered more than 650 children, most of them stemming from the nine inhabited islands of Cape Verde.

The findings reveal three distinct models based on the analysis of the domains of language use: the II-model for the foreign language, the V-model for the heritage language and the X-model for the second language.
England has historically experienced considerable variation in primary foreign languages provision (Johnstone, 2003). In 2013, however, foreign languages were afforded compulsory status for the first time in the primary National Curriculum (DfE, 2013) for all children from the age of 7 years old. Whilst this has been a victory for foreign language enthusiasts, the introduction of this subject into the curriculum has undoubtedly presented considerable challenges for schools. These challenges are manifested particularly in relation to a lack of teacher subject knowledge (Legg, 2013; Woodgate-Jones, 2015) and variability in pedagogic approach (Tinsley and Board, 2017).

In order to address these barriers, the English Department for Education devolved funding to key training providers to deliver professional development for teachers in this curriculum area. This paper reports on a study which sought to evaluate the impact of one professional development project in the south of England. The project delivered three training courses: An Introduction to Primary Languages, Primary Languages for Subject Leaders and Primary Languages for Secondary School Teachers. These fully-funded courses were delivered to approximately 200 teachers over a period of two years.

In order to ascertain the impact of the project, a mixed method approach to data collection was applied. Questionnaires were completed by each teacher participant to evaluate the impact on their practice immediately following the course. A sample of course participants also took part in semi-structured interviews two years later in order to identify and explore any sustained impact this training has had on their individual practice and the provision in their school. Trainers also contributed to a focus group discussion.

The findings of this study reveal that, whilst teachers appear positive about primary foreign languages, low levels of teacher subject knowledge and understanding of language pedagogy continue to limit their capacity to plan for appropriate progression. The most significant barrier faced by these teachers, however, is the low priority attached to language learning. If language learning is to progress in the UK, these areas need to be addressed at a national policy level to ensure that appropriate provision is available in both the initial training and the continued professional development of teachers.


**Grace Grima / Alistair Hooper - Evaluation of Bug Club: a randomised control trial of a whole school primary aged reading programme in the UK**

Evaluation of Bug Club: a randomised control trial of a whole school primary aged reading programme in the UK

Background: Literacy levels for children leaving primary school in England and internationally remain a cause for concern. In 2017 in England, one quarter of children in the final year of primary education failed to reach the expected standard in national reading assessments.

Purpose: This study evaluated the efficacy of Bug Club; a whole school reading programme on the reading, spelling and vocabulary skills of pupils in the first two primary school years.

Design: A longitudinal RCT design was used to evaluate Bug Club. Children’s reading (word recognition, word decoding, comprehension) spelling and vocabulary skills were assessed using InCAS, a comprehensive assessment with age standardised norms at baseline and three subsequent time points between January 2015 and July 2016. Case study schools were selected to provide data on how schools implemented Bug Club and how teachers, parents and pupils engaged with the materials and what they thought of them.

Sample: 1510 pupils from 30 UK schools. Schools were matched on academic attainment, geographical location, class size and percentage of pupils in receipt of Pupil Premium (PP).

Results: Over three terms, pupils using Bug Club made 1.74 more points progress in reading on the InCAS standardised reading measure compared to pupils in the control group, a small but highly significant effect. A replication study of two terms in the second year of the study did not elicit the significant gains found in the first year. Over five terms, pupils who participated in Bug Club were 11 months ahead on their expected InCAS age equivalent reading score, relative to their chronological age. Over three terms, Bug Club had a greater impact, relative to control children, on reading gains for pupils in receipt of PP but not for year group or gender. This was not replicated in the second year.

Conclusion: As one of just two RCTs of a whole school reading programmes in UK in Primary Years 1 and 2, it makes a fundamental contribution to learning on what pupil progress might be expected as a result of a reading programmes and the challenges of conducting a RCT within a school context.

**SLOT 5**

**Session A, room-007, 13.00-14.30**

**Jana Roos / Howard Nicholas**

**Using young learners’ perceptions of their local linguistic landscapes for classroom-based EFL learning**

The potential of linguistic landscapes as contributors to additional language learning has only recently begun to be explored, mainly with adult learners (Barrs, 2013; Chesnut, Lee & Schulte, 2013; Sayer, 2010) but sometimes also with children (Chern & Dooley, 2014; Dressler 2014). In this paper, we present a study with 400 German learners of English in intact classes in primary (Years 3, 4 and 5, age 8-10) and secondary schools (Years 7 and 8, age 12-13). Our central question was ‘what insights into English are promoted when the local linguistic environment becomes a focus
The students were involved in an active, learner-centred project. They were asked to photograph examples of English from their local environments as part of their class work. Guided by a worksheet, the learners then wrote about the object they had photographed, the reasons why they had selected the particular example and what this example suggested about the use of English (see Sayer 2010; Rowland 2013).

We analyse the learners’ written comments with regard to what they reveal about their developing L2 knowledge as well as their insights into cultural values associated with English. Our analysis shows how the reflections become increasingly abstract and complex with age as well as the amount of prior EFL learning and experience. We also show how these reflections become more diverse, individualised and critically nuanced.

With all age groups, the results show that this active, learner-centred way of engaging with and reflecting on linguistic landscapes had raised the learners’ awareness of the English in their environments and also of its potential as a resource for EFL learning – both in the narrow sense of learning English vocabulary and in the wider sense of learning about the world and some aspects of power relationships in it.


Heidi Layne / Petra Daryai-Hansen / Samúel Lefever
How to foster multilingualism through Language Awareness activities: Findings from the DELA-NOBA project

Based on a review of research, Haukás (2016) points out that despite teachers’ positive beliefs about multilingualism, they do not often foster multilingualism in their teaching. This paper will present findings from a project called “Developing the Language Awareness Approach in the Nordic and Baltic countries” (DELA-NOBA) which served to increase teachers’ knowledge about language awareness and enable them to implement language awareness activities in their teaching.

The objectives of the project were to develop the language awareness of school children and to examine students’, parents’ and teachers’ attitudes, knowledge and skills regarding plurilingualism. The language awareness approach has been designed 1) to support language learning in general, 2) to recognize the diversity of languages, among them languages already spoken by students and 3) to
provide a framework for the development of metalinguistic competences amongst students, thereby fostering multilingualism in the school context.

Teaching activities derived from previous European projects (e.g. Evlang, Ja-Ling, FREPA) which focus on language awareness and language diversity were implemented in primary and lower secondary schools in the participating countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, and Sweden). The children who participated were in grades 2, 5, 6 and 7 and ranged in age from 8 to 14. Teachers’, students’ and parents’ views towards multilingualism and language awareness activities were collected through the use of questionnaires (with parents and teachers) and focus group interviews (with teachers and students). The results indicate that parents, teachers and students have very positive attitudes towards language awareness activities in schools. They all recognized the importance of knowing a variety of languages (multilingualism) and believed that language awareness activities played an important role in increasing children’s knowledge, interest and understanding of other languages and cultures.

However, recognition of minority languages and integration of plurilingual teaching activities in other areas of the curriculum are areas that need more emphasis in the participating schools.


**Kathrin Wild**

Cross-language comparisons in early simultaneous language learning and teaching

To date, we do not know much about early simultaneous language learning in instructional settings. Only very few empirical studies have been conducted so far. These show that children in primary school are able to detect and reflect linguistic similarities, draw cross-linguistic comparisons (cf. Kierepka/Krüger 2007), develop an increased linguistic knowledge and may gain a higher language awareness (cf. Kuchenbecker Broch, 2013).

In the framework of a research project examining early simultaneous language learning, cross-language comparisons are explored. The study’s goal is to examine to what extent primary school starters might compare different languages with each other and to what extent they might react towards teachers comparing languages with each other. The overall aim is to gain a deeper understanding of dealing with multilingualism in class in order to promote early simultaneous language learning and thereby improving foreign language classroom practices as well as generating an empirically informed theoretical model.

In the context of a Danish primary school starting at the same time with teaching the foreign languages English and German in preparatory class, situations in which learners and/or teachers compare different (foreign/second) languages are focused. For this purpose, 55 German and English lessons in a preschool class and a 1st/2nd class (mixed-age class concept) were video and audio recorded. The overall length of the data add up to 1,250 minutes. Taking this material as a starting point, relevant passages are identified and transcribed in order to set categories of observed cross-language comparisons. First observations show only little use of cross-language comparisons among all parties. The data account for the assumption that directing attention by the teacher might stimulate a more frequent use of cross-language comparison by the learners.
Stellan Sundh
12 year-olds’ written production in English across five countries in the Baltic Region – does L1 matter?

English is currently taught at primary levels at schools in more and more countries in the world and the interest has increased on improving the teaching of English to young learners and thereby facilitate their learning and future communication in international contexts. It is therefore relevant to investigate the production in English by young learners from different geographical, cultural and language backgrounds since their L1 can play an important role in their use of vocabulary (Schmitt 2010). Vocabulary acquisition is also claimed to be central in language learning (Saville Troike 2012).

In three studies, which are based on the data collected in the project Baltic Young Learners’ of English Corpus (BYLEC), the purpose was to investigate 12-year-olds’ use of vocabulary in EFL and in written production. The texts were analysed with three approaches. Firstly, the learners’ use of English was investigated in the context of discussing sustainable development. Secondly, the learner’s uses of a number of adjectives were analysed in the context when they described their best friend. Thirdly, quantitative analyses were carried out on the number of English words in the texts, the proportions of high-frequency vocabulary and the type-token-ratios.

The results indicate that the Estonian, Latvian, Lithuanian, Russian and Swedish learners adhere to slightly similar patterns of vocabulary when they use the English language in writing. The numbers of words in the texts vary significantly however and there are great individual differences within the country categories. In one of the six tasks of BYLEC when the 12-year-olds wrote about their future, great differences could be identified in the themes described and in their views on their future. The analyses of the proportions of high-frequency vocabulary and the degrees of lexical variation across the five country categories show that the young learners in Estonia, Latvia, Lithuania, Russia and Sweden to a great extent used similar patterns of vocabulary in English in their written production although some minor differences could be identified.

Yvette Coyle / Julio Roca de Larios
Exploring the effects of models as a written corrective feedback strategy with primary school EFL learners

Although underdeveloped as a field of inquiry (Matsuda & De Pew, 2002), research into children’s L2 writing has focused on a number of perspectives including their composing strategies (Macaro, 2007), L1 and L2 writing processes (Fagan and Hayden, 1988) or motivation (Lo and Hyland, 2007). Despite the importance that cognitively oriented accounts of SLA place on the process of noticing for second language development (Schmidt, 1990, 2001), children’s processing of the written corrective feedback (WCF) provided on their written texts is still an uncharted territory. This study attempted to address this gap by analyzing the effects of model texts on the noticing and uptake processes of two groups of Spanish EFL children at different proficiency levels.

Sixteen children aged between 9 and 11 years from two EFL classes engaged in two three-stage collaborative writing tasks involving the spontaneous noticing of linguistic problems while
composing a picture story text, the comparison of their written texts with the teachers’ models, and the re-writing of their original output. Between each task, one of the classes participated in a six-week instructional intervention in which they were trained to use models, while the remaining children continued their regular English lessons. Multiple data collection sources were used including transcriptions of the children’s collaborative dialogues, written notes and original and final written texts. In this presentation, we describe and exemplify the noticing processes children engaged in during text composition and feedback analysis. Sequences from the data will be analyzed to illustrate the linguistic focus of the children’s attention while composing; the search mechanisms employed (lexical, morphological, etc.), the types of noticing during the comparison stage (‘Spot the difference’, translation, metalinguistic reasoning, etc.) and the impact on their revised texts. The results showed that the type and scope of children’s noticing processes and responses to feedback are essentially dependent on both instruction and proficiency. The role of models will be discussed and conclusions drawn for the contribution they can make to children’s second language development.

Pedro Antonio Féres Mora / Yvette Coyle / Juan Antonio Solís Becerra

Cohesion in narrative writing by Spanish grade 6 EFL learners at different proficiency levels: Use and misuse of local ties

Substantial research in L1 and L2 contexts has been devoted to examining the deployment of cohesion. This has been achieved through descriptive accounts of the use of cohesive ties by learners of different ages, within and across grade levels and with diverse language backgrounds (Álvarez, 2006; Crossley, Yang & McNamara, 2014; Möller, 2015; Yang & Sun, 2012) and/or by devising approaches that might scaffold learners’ way towards the proficient use of cohesion (Hinkel, 2004; McGee, 2009). The present study aims to contribute to existing knowledge on cohesion in children’s L2 writing by addressing key issues that have so far been neglected in the literature to date. Specifically, it aims to examine not only the differential use of cohesive devices by young EFL learners at different proficiency levels within the same grade level, but also their misuse of cohesive devices and the potential impact of both on the overall quality of their written narratives. Doing so might provide valuable insight as to how we might help children improve their L2 writing in instructed L2 acquisition. The results of the study show that higher and lower proficiency learners are significantly different in the use of the sequence marker now, the causal conjunction because, definite and indefinite article noun phrases, possessive adjective noun phrases and pronouns. The two groups also differ in the misuse of definite and indefinite article noun phrases and pronouns. Positive correlations between writing quality and the use and misuse of cohesive devices were found for the two groups. Attention is drawn to the need to explore diversity in cohesion deployment within the same Grade, not the norm at all in existing research, and some pedagogical implications are drawn.

Session C, room-103, 13.00-14.30

Mona Evelyn Flögfeldt

Teaching English to Emergent Multilinguals: Challenges and New Beliefs?
The national guidelines for the new master-level primary teacher education programme in Norway introduced in 2017 state as one of the learning outcomes in subject English that teachers know how to make use of multilingualism as a resource in the classroom (Regjeringen, 2010). A new national curriculum for schools will come into force in 2020. The foundational principles and values underpinning the new curriculum defined by the government state explicitly that all students should learn that knowing more languages is a resource in education and in society (Regjeringen, 2017). Interpreting this as a multilingual turn in Norwegian education, this study aims to investigate what primary teachers understand by multilingual pedagogy, with specific reference to the teaching of English in linguistically and culturally diverse primary school contexts, widening the perspectives of all the learners in the classroom (Conteh & Meier, 2014) (Dahl & Krulatz, 2016; Flognfeldt, forthcoming). My study draws on complexity theory as a framework for the exploration of emergent multicompetence, including multilingual language awareness (Aronin, 2016; Bialystok & Craik, 2010; Hofer, 2017; Jessner, 2008). Analytical support is also found in recent studies of inclusive classroom practices and responsive teacher discourse (Bourne, 2003; Chumak-Horbatsch, 2012).

My research data derive from a survey administered to 87 teachers engaged in continuing professional education in primary school English, centring around two research questions: what informants see as their main challenges when teaching English in multilingual classrooms, on the one hand, and to what extent the teachers’ professional beliefs have changed in the course of their study when it comes to including other home languages than Norwegian in English lessons. Findings are organised and discussed in terms of the language-pedagogical themes that emerged from the content analysis of the data. My presentation ends with a discussion of implications for classroom practice that will give access to all the voices in the multilingual classroom. The next step will be feeding these new insights back into initial English teacher education (Flognfeldt, 2016).

Hofer, B. (2017). Emergent multicompetence at the primary level: a dynamic conception of
Latisha Mary / Anne Choffat-Durr
Building primary teachers’ self-efficacy for teaching English to young learners: an action research study in France

Many authors have emphasised the need for primary school teachers responsible for teaching foreign languages to feel confident in their linguistic and pedagogical abilities in order for these programmes to be effective (Johnstone, 2009). Despite these findings, primary school teachers’ lack of confidence and self-efficacy to teach a foreign language continues to be a concern in France as well as in many countries where English has become a required subject for young children. Previous research conducted in this area with pre-service teachers in France indicated low levels of self-efficacy specifically with regards to their ability to provide an adequate oral model. French ministerial reports (IGEN, 2013) also highlight the negative repercussions of such lack of confidence and low self-efficacy, citing in particular poor quality of instruction and absence of teaching the foreign language.

This paper presents an action research study (2016-2018) that focussed on this issue at one Faculty of Education in France with 7 cohorts of pre-service teachers enrolled in a mandatory English course. The goal was to implement and evaluate a set of pedagogies designed to help students improve their oral production skills and to evaluate the impact these might have on their feelings of self-efficacy for teaching English. Data was collected via an online pre- and post-course questionnaire - assessing their self-efficacy (Bandura, 2006) and self-reported levels of proficiency in English - student learning journals, field notes and semi-structured interviews. The 2017 results show a significant increase in the pre-service teachers’ levels of self-efficacy for teaching English to young learners but at the same time raise questions concerning the process through which these increased.

Do language teachers of young learners need to be as highly qualified as teachers of teenagers? 

A common assumption and practice of early language learning is that teachers of grades 1–7 do not need to be equally highly qualified as secondary-school teachers, as the level of language that will be taught to young learners rarely exceeds elementary. This paper aims to provide persuasive reasonings, underpinned by theory from applied linguistics and subject pedagogy, why administrators and policy makers must reconsider the pivotal place of early language learning, as well as the huge burden placed on teachers and children when its role in the personal language biography of students is underestimated.

Young learners are highly dependent on the teacher as they have not yet acquired a language repertoire or confident general learning strategies. This is greatly challenging for teachers, who need to

• extend their craft repertoire, to include, for example, their ability to tell stories, design role plays or readers’ theatre, or create Content and Language Integrated Learning opportunities that meet children’s need to learn implicitly,
• master excellent language skills to model language and cunningly scaffold young learners through creative teacher talk (Bland 2015: 190), supporting children as seekers of meaningful patterns,
• develop or discover suitable materials, for example selecting from the vast range of appealing picturebooks the ones most suited to developing intercultural learning and to supporting children’s receptive and productive language development.

While considering young children’s drive to construct meaning and interact on meaning (their oracy), innate ability to learn playfully (holistic learning), interest in reading (literacy), interest in the world around them and respect for self and others (intercultural understanding), language learning in this paper is understood as a major opportunity for the widening of children’s horizons. Illustrated by policies for early language learning in Europe, my arguments will be for a wider understanding of the first steps of language education that fully embrace child-centred pedagogy, with rich meaning-centred input as well as intercultural learning and language awareness.


Session D, Lecture hall-023, 13.00-14.30

COLLOQUIUM 4

Is there a place for multilingualism in Norwegian ECEC?
Katrine Giæver, Elena Tkachenko

This colloquium focuses on how language practices affect multilingual children’s language learning opportunities in Norwegian ECEC. According to several researchers (Jørgensen 2008, Blackledge and
monolingualism is often the norm in European schools. Norwegian policy plans seem
to be moving more and more towards monolingual practices. Yet, groups of children in ECEC are
often multilingual, and the staff need to find professional ways of working with multilingual
children’s language learning. Presentations in this colloquium discuss possibilities and boundaries for
multilingual language practices in Norwegian ECEC by exploring this issue from different
perspectives.

1 - Spaces and boundaries for multilingual practices in Norwegian ECEC,
Anja Pesch, Carola Kleemann

In general, the view on multilingualism in Norwegian ECEC can be characterized as resource-
orientated (Bakken & Solbue, 2016, Otterstad & Andersen, 2012). Policy documents, however,
construct dichotomies between being Norwegian and being multilingual, and the national
curriculum for ECEC has been criticized for implying a monoglossic language ideology with a strong
focus on Norwegian (Bubikova-Moan, 2017, Alstad, 2013). On the local ECEC-level, this creates
spaces for negotiation about the acceptance of multilingual practices (Menken & Garcia, 2010). In
this study, we explore spaces and boundaries for multilingual practices in Norwegian ECEC
institutions and how they are expressed through teachers’ language practices.

This study relates to studies on ECEC teachers’ linguistic practices with multilingual children and
beliefs on multilingualism (Palviainen & Mårå-Miettinen 2015, Alstad, 2013, Moin, Breitkopf &
Schwartz 2011, Thomauske, 2011). The analysis is based on theoretical perspectives about views on
exploring the complexity of ECEC practices with inspiration from nexus analysis (Scollon & Scollon,
2004).

This qualitative ethnographic study draws on semi-structured interviews with ECEC-teachers and
photographs of the ECECs semiotic landscapes. Informed consent was collected from all participants,
and withdrawal was possible at any time. Pseudonyms are used for both participants and
institutions. Combining micro-perspectives with macro, we also analyse the Framework Plan for
Kindergartens (udir.no/rammeplan).

The discussion evolves around how ECEC institutions both create space and boundaries for
multilingual practices, how they are legitimized and acknowledged on the one hand and hindered
and erased on the other hand, and how that relates to guidelines in the policy documents.
Contribute to discussions around everyday practices in Norwegian ECE and reflexions on how
diversity and multilingualism can be both desired and undesired practices in different places and
spaces.

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Framework Plan for Kindergartens (udir.no/rammeplan).

2 - Multilingual practices in mainstream Norwegian preschools, Elena Tkachenko, Kari Bratland, Anna Sara H. Romøren and Nina Gram Garmann

Due to immigration and globalization, Norwegian preschools are increasingly multilingual: Many teachers and children, especially in urban areas, can speak several languages, despite Norwegian being the dominant language in most ECEC settings.

Chumak-Horbatsch (2012) argues for a linguistically appropriate practice (LAP) for minority children in mainstream educational settings, where an important principle is to include the children’s home languages into everyday conversations and activities in the preschool. This will provide possibilities for the children to develop their full linguistic repertoire, as well as engage in translanguaging practices which might strengthen their learning (Garcia and Wei, 2014).

The aim of this study is to investigate the potential for LAP in Norwegian preschools. The study was carried out in cooperation with in-service preschool teacher students in the early childhood education programme at Oslo and Akerhus University College of Applied Sciences. Our dataset consists of written narratives from practice related to the use of multiple languages in the preschool. Additionally, the students filled in a questionnaire from “their” preschools, registering the languages spoken by teachers and children, as well as the kindergarten’s practices related to the use of these languages. The following three research questions are formulated for this study: (1) Which languages do teachers and children know, and which do they actually use in preschool? (2) To what extent do the languages of the staff overlap with the languages of the children? (3) In which situations are multiple languages used?

Our data collection is currently ongoing. Preliminary results show that both children and adults have competence in many languages, but that Norwegian and English are the languages most frequently used. The language repertoires of adults and children overlap on group level, but not within the individual kindergarten group. This reduces the opportunities for applying the LAP principle of including all of the children’s home languages into everyday conversations. Using the data from both questionnaires and narratives from practice, we will discuss which situations and activities seem to have the potential for multilingual practices, and what implications such practices might have for children’s learning and well-being.

The aim of this paper is to investigate how practitioners work with children’s language development as part of the learning environment in multicultural preschools. In my research, I am investigating pedagogical atmospheres that reveal within Norwegian multicultural preschool, and I analyse children’s use of language as a multilingual part of daily life’s interactions and play. How can staff in ECEC create an atmosphere that welcomes all children, regardless of language, to participate? According to Bakhtin (1986), we need a dialogic approach to recognise the multiplicity of perspectives and voices that participate in people’s language use and development. A dialogical understanding of language constantly engages with other voices that lead to new information and changes. I see Bakhtin’s theories in relation to Arendt’s theories concerning ‘public space’ as a place where people “become visible to one another, and the world becomes visible to us” (Arendt 1958/98). Following Arendt, I argue that the concept of “public space” when aligned with multiculturalism and multilingualism, offers new openings for a dialogic atmosphere for language learning in ECEC.

My analyses draw on focus group interviews with students studying ECEC and participant observations in multicultural ECEC. Mac Naughton and Smith (2005:113) claim that connecting with the field of ECEC, you can seek multiple perspectives and destabilize what is seen as ‘truth’. Focus groups generate a complex information from participants, while participant observations has brought me closer to the field and revealed some new perspectives.

My research indicates that a monolingual approach tend to exclude some of the multilingual children from participating in ECEC. When practitioners open up for a ‘public space’ where all oral language as well as body language contribute, multilingual children are more likely to participate.

References

The purpose for my ongoing Doctoral study is to produce knowledge of how an attentiveness towards emergent bilinguals’ aesthetic and embodied modes of language may inflict on their possibility to negotiate agency within the classroom community. By looking at events in the early childhood centers from a Kristevian perspective, I hope to emphasize the intrinsic value of the poetic language (Kristeva, 1984).

According to Julia Kristeva (1984) the subject as a language user is always engaged in a negotiated process between the semiotic, in the meaning of the unique and bodily desires, and the symbolic, meaning the culture and conventions of a community. This signifying process makes the subject able to negotiate her position between reproducing and opposing the symbolic order. Kristeva’s theories has provided a useful lens to look into how staff members’ attention towards children’s’ aesthetic and embodied expressions facilitate a possible space for the signifying process.
This paper, drawing on my ongoing Doctoral study, uses an aesthetically based inquiry of qualitative data, including interviews and participant observations during sessions of exploring arts and crafts together with children and early childhood educators. I have used stimulated recall as part of the interviews, where we have explored the impact of materials, senses, rhythms and words in the open-ended explorative arts and crafts sessions.

In my presentation I will show and discuss how looking at recorded interaction together with the early childhood educators made them aware of the embodied initiatives of emergent bilingual children as part of their language practices. The reflections brought by the recall of the video, inflicted on how the early childhood educators further engaged in the children’s bodily attempt to communicate.

My research aims to shed a light on the limitations when quality and democratic practices in early childhood education revolves around linguistic language practices, in order to encourage the field of Early Childhood Education in Norway to develop a more polyphonic environment.

References:

Coffee break – Veröld Common area, 14.30-15.00

SLOT 6

Session A, room-007, 15.00-16.30

Henriette Dausend
Digital Media Use in English Foreign Language Teaching

Computers, tablets, and smartphones have become a significant part of people’s lives. Especially mobile devices have shaped the way the members of society communicate. Communication seems to be less distant but more immediate, multiliterate and multilingual. These changes affect all parts of society, including learning and teaching contexts. In foreign language learning, digital media might bring about what has long been wished for: authentic communication in real time with people all over the world. But in order to see to what extent language learning can benefit from digital media, we have to answer the following question: How can we educate pupils to take part in communication processes using digital media?

In order to find answers to this question, we need to focus on two aspects. Firstly, we have to define which competences pupils need in order to use digital media for educationally meaningful communication. Secondly, we have to find methodological solutions for how digital media can be implemented as tools in class for valuable teaching.

This talk will focus on the stakeholders of the implementation of digital media in teaching: pupils, teachers and teacher trainees.

Focusing on these groups, I will present insights from several small-scale studies (Kucirkova et al. 2014; Fallon & Khoo 2014; Dausend & Nickel 2017; Dausend forthcoming) which explain how the stakeholders experience the use of digital media in foreign language teaching. I will introduce teachers who inform us about their use of and their opinions about the relevance of media, pupils
(ages 7-15) who tell us about their experiences using tablets in English as foreign language classes, and teacher trainees who offer their ideas about using media in English as foreign language classes and the competences they see as relevant.


**Annika Kolb**

**Story Apps – New ways in teaching reading in primary EFL?**

Story apps are the latest way of putting picturebooks on the screen. Audio narration, animations, music and background noises enhance the reading experience, adding to the pictures and the words in the story. Many story apps offer multiple modes of interaction that ask the reader to complete tasks necessary for the progress of the story, solve problems or even choose characters, settings and influence the plot (Al-Yaqout & Nikolajeva 2015).

These features offer new opportunities for teaching reading in a foreign language at primary school level since they allow for independent reading even for beginning learners. First studies have shown that story apps have the potential to support reading comprehension, foster reading motivation and enhance vocabulary development (eg. Takacs et al. 2015).

The paper presents an on-going research project on the benefits and challenges of using story apps in primary EFL in Germany (Brunsmeier & Kolb 2017). It is investigated what story app features support reading comprehension and the development of reading strategies, as well as what comprehension strategies the students use. Classroom tasks and activities to fully explore the learning potential of story apps are designed and put to the test. Following an action-research approach, data is taken from three primary classrooms in Germany and include classroom videos, student interviews and learner texts. Findings suggest that the congruency of text and multimodal and interactive features as well as appropriate pre- and post-reading activities that ask for the use of reading strategies play a major role in supporting the children’s understanding. Consequences for task development will be presented.


Katharina Karges

“It’s much cooler than writing on paper.” Computer-based assessment of young language learners

Any assessment for young language learners has to be suitable for a group of test takers with developing cognitive skills, limited world knowledge, short attention spans, and little experience in reading instructions and solving test tasks (Hasselgreen, 2005; McKay, 2006). In computer-based assessment (CBA), which is rapidly becoming the norm in some parts of the world, the highly diverse computer skills of a generation of supposedly “digital natives” (Bennett et al., 2008) render the situation even more complex.

This paper offers some possible ways of dealing with this complexity by pulling together data from five research projects on computer-based language assessment conducted over the last five years in Switzerland. It presents empirical evidence dealing with the validity and usability of computer-based assessments in foreign language classes (French, English or German) and combines qualitative and quantitative data gathered by various means (e.g. verbal protocols, questionnaires, or test results). The language skills investigated range from speaking in grade 3 (8-year-olds), over reading and listening in grade 6 (12-year-olds) to all these and writing in grade 8 (15-year-olds). Three projects include item formats and text types specific to new technologies (e.g. integrated media and digital content); another project allows for a direct comparison between paper-based assessment and CBA and a fifth combines results from assessments in three different languages.

The insights gathered in these projects form the basis for practical recommendations relevant to professionals dealing with both large-scale and classroom-based CBA targeted at young learners. Most importantly, this contribution will illustrate how usability research offers a useful framework to adapt language assessment to the needs of children and adolescents.


Session B, room-008, 15.00-16.30

Lisa Lundkvist / Elma Radovac / Johanna Söderlund

How to include newly arrived pupils’ prior experiences in the classroom

During the last few years and culminating in 2015, Sweden and the rest of Europe have experienced an increased wave of immigrants. Many of them children and teenagers, settled in Sweden, are expected to resume their education in Malmö. They are expected to study all the different subjects in Swedish and work towards the same goals as any other native Swedish pupils. This creates a lot of
challenges for schools and children in Malmö.

Scientist in the multilingual field highlight the importance of using the student’s languages and earlier experiences as a teaching and learning resource in the classroom. In 2016, it became mandatory to map all newly arrived pupils. The mapping investigates in (1) the pupil’s languages and prior experiences and interests, (2) their skills in numeracy and literacy in their mother tongue and (3) their experience and understanding of all the different subjects in school. This is meant to be the base for their continued education. All newly arrived pupils have also the right to continue receiving education in their mother tongue and attend study guidance in their mother tongue.

The mapping takes place at a central reception unit in Malmö Grundskoleförvaltning (Administration of Compulsory Education). In order to implement the results from the mapping and to support the schools in working with newly arrived pupils, a team of experts in Vägledning & Stöd (Guidance & support) unit provide advice and assistance through arranging dialog meetings, training courses and workshops for schools and its teachers. The purpose of our team is to give newly arrived pupils access the best possible education. To achieve this, the teaching must be based on the following:

- the results of the mapping
- cooperation between teachers
- scaffolding
- both the content as well as the specific language in all of the subjects
- participation in mother tongue education
- study counseling
- translanguage
- collaboration with parents

Our presentation will demonstrate how our team collaborates with teachers and headmasters to implement the focus subjects above to aim newly arrived pupils best possibilities in school.

Anh-Dao Tran / Hanna Ragnarsdóttir / Samúel Lefever

Icelandic-born students of immigrant background: Heritage languages preservation and transnational connections of families

Icelandic-born students of immigrant background are defined in this study as persons born in Iceland who have both or at least one immigrant parent. This student group is often absent in policy discourse and discussions in wider society due to the short history of immigration in Iceland. The paper presents findings from the research project Icelandic-born students of immigrant background: Success and challenges in social and academic attainment (2015-2018). The aim is to gain knowledge about second-generation immigrant students’ educational and social success and challenges as they complete compulsory school and move on to upper secondary education. Data were collected with semi-structured interviews with 20 youth in their final year of compulsory education, 16 parents and ten supervisory teachers and participant observations in their schools.

The study is grounded in the framework of multicultural education and intersectional theories. Multicultural education theory is inclusive, insisting on valuing diversity and equal opportunity regardless of gender, religion, belief, ethnicity, race, socioeconomic status, disability, or another status (Banks, 2015). Intersectionality theory recognizes multiple and flexible identities and critically explores the intersections of these various dimensions of social relationships (McCall, 2005). Studies
have also shown that children born to immigrant parents share their parents’ fundamental moral values and cultural norms as well as the benefits of their kinship networks (Le Gall & Gerghel, 2016). The findings shed light on the students’ multicultural and multilingual language ability. In many of the homes, the heritage culture, heritage language and religions were practiced. They maintained ties with members of their families living in other countries by using the different means of mass communication. The students exhibited a wealth of linguistic and cultural knowledge and were capable of maneuvering successfully within their multilingual and multicultural environments.


Session C, room-103, 15.00-16.30

Fatma Said
Bilingual First Language acquisition of Arabic and English: A sociolinguistic case study

This sociolinguistic longitudinal study followed a 3-year-old bilingual first language acquirer of Arabic and English over a period of two years (1;09-3;07). Data were collected in three ways: video/audio recordings of naturally occurring conversations with her mother and at times with her aunt over Skype, interviews with the mother, father and nanny, and parental assessment (MacArthur Bates CDI 3). The mother also kept a diary, which she updated every three months.

The heavy interactional data supports the project’s stand that interactional data may reveal much more about actual language use and learning than parental reports or occasional data collection of language use in the home. Data is analysed qualitatively for the interviews and with interactional sociolinguistics for the natural interactions.

This paper focuses on the child’s use of translation equivalents and code-switching. The interest is in what they may reveal about comprehension, agency and the child’s awareness of the difference between the codes she speaks (Lanza, 1997; Montari, 2010; De Houwer, 2009). The data also reports on the child’s use of her languages in her new kindergarten class that she started attending four months ago.

The findings offer evidence for, first, that language learning is largely socio-pragmatic in nature (Tomasello, 2003), highlighting that children are socialised to learn language in particular ways that helps them understand how to use language (Duranti, Ochs & Schiffelin, 2012). In this process, the data shows that a child as young as three is able to agentively use language with adults despite the hierarchical asymmetries in place.

And second, that parental or family language policy (Curdt-Christiansen, 2016; King & Fogle, 2013; Said & Zhu Hua, 2017) plays a role in the parental interaction styles and input frequencies with their child (De Houwer, 2007; Luykx, 2003; De Houwer & Bornstein, 2016). Empirical studies have also
shown that both the quantity and quality of input makes a significant impact on the bilingual child’s lexical knowledge in their languages (Place & Hoff, 2011; Rowe et al, 2012).


Bernhard Brehmer
Acquisition of biliteracy in heritage language settings: Do script differences matter?

Hornberger (1990: 213) defines biliteracy as „any and all instances in which communication occurs in two (or more) languages in or around writing“. In the case of Russian heritage speakers in Germany, bilingual literacy skills are inevitably connected to knowing two different scripts: Cyrillic (for writing Russian) and Latin (for writing German). Thus, biscriptualty becomes a determiner of biliteracy. The current paper examines the question whether script differences between the heritage and the majority language impact on the development of biliteracy skills. For this purpose, the acquisition of bilingual writing skills by a group of Russian heritage speakers in Germany was compared to an age-matched group of heritage speakers of Polish, where the heritage and the majority language share
the same script. The role of script systems in acquiring biliteracy was approached from two different perspectives: First, we investigated whether script differences between the heritage and the majority language influence parents’ decisions whether or not they undertake special efforts for their children to become biliteral. Thus, the study relates to the rather newly emerged field of studies on family language policies (cf., among others, King, Fogle & Logan-Terry 2008, King & Fogle 2013). Evidence from structured interviews with 22 Russian-speaking and 23 Polish-speaking parents indeed reveals that both groups differ with regard to their attitudes towards the need and personal measures that are undertaken for their children to acquire biliteracy skills. As a second step, we investigated the performance of their children (aged 12-14 years) on a writing task (Fast Catch Boomerang) in both the heritage language and German. The results revealed that those Russian-speaking children that received additional early instruction by their parents to master the Cyrillic alphabet performed on par with the children from the Polish group in the heritage language, but outperformed their Polish-speaking peers in the German task on different parameters (e.g., correctness rates in spelling). Thus, the study also offers evidence for a potentially positive influence of biscriptuality on writing skills in the majority language of young bilingual adolescents after entering secondary school.


Kriselle Lou Suson Jónsdóttir
Family Language Policy of Linguistically Diverse Children in Iceland

Linguistic diversity among children in Iceland is continuing to grow due to the increasing number of children being brought up with foreign mother tongues (Statistics Iceland, 2017). According to the National Curriculum Guide for compulsory schools, the families of children with Icelandic as a second language play a key role in fostering and nurturing both Icelandic and their foreign mother tongue (Ministry of Education, Science and Culture, 2014). However, studies abroad have revealed that there are different ways as to why, what, and how languages are maintained and taught over to the next generation in the context of bi/multilingual families (Slavkov, 2016; De Houwer, 2007). The results basically postulated that parents tended to have varied knowledge and expertise regarding their bi/multilingual children’s language development that consequently affected how parents communicated with their children and their children’s language development.

The aim of this presentation is to understand children’s linguistic diversity in Iceland through an analysis of Family Language Policy (FLP). FLP refers to how languages are chosen, organized and implemented in the family (King & Fogle, 2013; Spolsky, 2012; King, Fogle, & Logan-Terry, 2008). An FLP questionnaire was formulated and statistical data were collected and analyzed from parents of 5-year old children exposed to more than one language (N = 45) in Reykjavik city and Suðurnes area. Results revealed similar FLP trends found in foreign studies characterized by parents’ various linguistic background and experience, home language patterns and children’s preferred language in
terms of speaking with family members and in other language-related activities. Due to the complexity of family language beliefs, practices and management, categorizing students’ mother tongues solely based on their parents’ origins did not fully reflect the languages that children regularly used and were exposed. This FLP research opts to contribute to the studies of linguistically diverse children in Iceland and how FLP can be relevant in terms of these children’s language and literacy development.


Session D, Lecture hall-023, 15.00-16.30

Teresa Fleta / M. Luisa García Bermejo
Immersing student teachers into the creation of multimodal texts to teach English to young learners

The aim of this study is to develop methodologies which involve student teachers in the creation of multimodal texts to teach English to young learners.

Theoretical approaches suggest that storybooks and storytelling are excellent vehicles for holistic learning (Ellis & Brewster; 2015; Cameron, 2001; Wright, 2006). Extending this argument from literacy to digital literacy (Keddie, 2014; Donaghy, 2015), we find a myriad of engaging multimodal texts to involve students in the learning process.

Methodology
Two groups of student teachers from the School of Education of the Complutense University of Madrid were involved in the creation of multimodal texts to be used with young learners in Preschool and Primary levels. The first project investigated the potential of storybooks to raise phonological awareness focusing on the acoustic elements of English language (phonemes, rhyme, rhythmic refrains, onomatopoeia, alliteration, homophones, homonyms, poetry, and musical storybooks). The second project investigated the benefits of using ICT tools for the creation of short films/digital to tell stories.

Main findings
Both groups of future teachers were able to create their own stories in collaboration, developed creative thinking skills and created their own multimodal teaching materials bearing in mind their potential students’ needs in Pre-primary and Primary classrooms. Projects with or without digital support made teaching and learning more engaging.

Implications for practice

One of the main implications of this task-based learning projects is that skills such as critical thinking, problem solving, communication, collaboration, creativity and ICT literacy as well as the social competencies should be at the heart of today’s teaching at all levels.


Eva Wilden / Raphaela Porsch
The Impact of Teaching Quality and Teacher Characteristics on Early and Late Starters’ Receptive EFL Proficiency. The TEPS Study

Early EFL (English as a foreign language) education has been a compulsory primary school subject across Germany for more than a decade. However, there are considerable regional differences as to the age of onset with 11 federal states in which children begin learning EFL in year 3 (age 8) and 5 states in which they already commence their EFL education in year 1 (age 6). Since the introduction of early EFL a both political and academic controversy has been going on as to the best age of onset in early foreign language education. However, to this day there is no sufficient empirical evidence underpinning this debate and the existing evidence is inconclusive (e.g. Jaekel et al. 2017, Wilden & Porsch 2016). Furthermore, in none of the prior studies characteristics of the actual teaching practices (teaching quality) or formal qualifications of early EFL teachers were considered and their impact on learners EFL proficiency at the end of primary schooling (Klingebiel & Klieme 2016).

The TEPS study (Teaching English in Primary Schools) is addressing this research gap by comparing the receptive EFL proficiency of early and late starters (age of onset in year 1 or year 3) at the end of primary schooling in year 4. The cross-sectional study is exploring these research questions (RQ): 1. Do early starters in primary EFL education outperform late starters in their EFL listening and reading proficiency? 2. By controlling for teaching quality and teacher characteristics, do early starters show higher degrees of EFL listening and reading proficiency than late starters? To this end pupils (n=770) in two different federal states were tested (EFL listening and reading) as well as surveyed (teaching quality) in summer 2017. Tests were identical for both groups. Also, their EFL teachers (n=32) were surveyed (amongst others: formal qualifications, self-efficacy beliefs). Data will be analysed using a
simple one-dimensional logistic item response model. The mean scores for both receptive skills and groups will be compared using a linear regression model (RQ1). Multi-level regression analysis will be applied for explaining EFL proficiency by controlling for other factors (RQ2). Findings of the study will be available in spring 2018. In this paper the aim, theoretical underpinning, methodology as well as findings will be presented and their implications for early EFL education will be discussed.


Kari Bratland / Moges Yigezu Woube
Teacher education and early grade reading instruction in mother tongue languages in Ethiopia: the case of Colleges of Teacher Education

The Ethiopian government has launched mother tongue education in diverse languages and to date there have been 28 languages introduced into the school system either as a medium of instruction or as a school subject to be given at primary level. The number of students attending early primary education in Ethiopia in local languages has reached 12.5 million in the 20013/14 academic year. Although Ethiopia has made a commendable progress towards achieving universal education (92.6% in 2013/2014) there are serious challenges in terms of quality of education being given in local languages as shown in various assessments (EGRA 2010).

This study tries to investigate to what extent does the content of teacher education programs focus on the essential components of early reading instructions and how are prospective teachers taught to teach reading? How this effort can be attained in a multi-scriptual setting wherein different scripts are used in the trilingual configuration: the MT language, the language of wider communication and the international language?

The study employs a sequential mixed method research design covering both quantitative and qualitative data collection and analysis. Questionnaire survey, structured interview, FGDs, and observation for case study schools were employed. The study is based on the understanding that learning is a social process. In order to learn to read, the children must be socialized into a reading culture, which means that the teacher plays a key role and that his/her knowledge and experience is crucial.

The preliminary results indicate that pre-service teachers are not adequately exposed to the essential components of early reading instructions. Neither they are equipped with appropriate methodologies on how to teach reading. Lack of a proper pre-school program in local schools has also delayed the instruction of reading as late as grade one. Ironically the minimum literacy competencies established by the Federal MOE expects students to be readers by the end of grade
one. Hence, inadequate teacher preparation and lack of proper pre-school program must have contributed to lower student’s learning outcomes.

**AILA-REN meeting room-104, 16.30-17.00**

**Book launch and reception – Oxford University Press, Veröld Common area, 17.00-18.00**

**Conference Dinner – Radisson Blu Hótel Saga, 19.00 – Katla banquet room**

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**FRIDAY JUNE 15TH**

**Plenary speaker 3 - Lecture hall-023, 9.00-10.00**

**Dr. Francis M. Hult – Why Educational Language Planning and Policy Matter to Everyone**

In this talk, I revisit language acquisition planning in light of recent work that uses principles of complex systems to understand language education as a confluence of cognitive, interpersonal, and sociocultural forces (e.g., Douglas Fir Group, 2016; Hogan-Brun & Hogan, 2013; Enever & Lindgren, 2017; Larsen-Freeman & Cameron, 2008). I show how all educational stakeholders are involved with language planning decisions—whether unwittingly or unwittingly.

In his book *Language Planning and Social Change*, Cooper (1989) added language acquisition planning as a fundamental type of planning alongside corpus and status planning. The successful management of language form (corpus) and language function (status), he offered, requires careful planning about language learning in order to develop capacities for individual language use in social context. While language planning has been perceived as the purview of national governments, Cooper pointed out that “language planning is carried out at all levels of organizational hierarchies. The implementation of decisions taken at higher levels of authority requires smaller-scale decisions at lower levels of authority” (1989, p. 185).

Drawing on a body of research about what can be characterized as situated language policy and planning (Hult, 2014, 2017), I explore how language acquisition planning goes beyond the writing of curricula to include the full range of decision-making by educational stakeholders including teachers and students (e.g., Menken & García, 2010), parents and families (e.g., Smith-Christmas, 2016), and other community members (e.g., McCarty, 2011). I use examples from a variety of studies, including my own work in progress, to demonstrate how language acquisition planning can be understood as a salient sociocultural factor in a complexity perspective on language learning. I conclude with suggestions for raising awareness about language acquisition planning in the training of teachers and administrators and in outreach to parents and communities.


Coffee break – Veröld Common area, 10.00-10.30

SLOT 7

Session A, room-007, 10.30-12.00

Janet Enever

Global forces, Measurement and Standards – a reductionist view of primary language education?

In an era of high stakes testing, heightened competitiveness and increasing labour mobility, national education systems have attempted to re-articulate educational achievements in terms of ascending ladders of outcomes, often from the start of compulsory education or even the kindergarten phase. In this paper I critically examine the influence of the CEFR with reference to primary language learning policy in Europe and beyond, highlighting the ways in which what Pérez-Milans (2015, p.99) has described as our ‘social reality’ has come to be understood as being ‘discursively constructed, reproduced, naturalized and sometimes revised in social interaction, in the course of large-scale historical, political and socio-economic configurations’.

Following McNamara (2011) I acknowledge language assessment as ‘first and foremost a social and political activity’, recognising the social dimension where parents hope for some confirmation of the value of their investment and schools require evidence of progress for the purposes of accountability. In adopting a socio-historical perspective for my analysis I argue that the increasingly globalised practices of assessment have failed to take full account of the very individualised nature of children’s language development, often overlooking evidence related to such aspects as motivation, anxiety, attitudes, self-perception, and self-confidence (Mihaljevic Djigunovic, 2017).
In my paper I draw on policy documents from a range of middle income and low income economies, to consider the recent additions to the CEFR and examine the potential for the newly-launched Global Scale of English (GSE). In conclusion, I will raise questions related to their relevance for the first few years of primary schooling and call for a light-touch approach or even a total re-think of how we approach the assessment of young children’s language learning abilities.


Sofiya Zahova
Education materials for Romani children in South Eastern Europe: Policies, approaches and community insights

Since the end of 1980s Romani issues, particularly the access to education and availability of language learning materials for Romani children, have attracted a lot of attention in the institutional discourse on European level. These issues also played a major role in the process of democratization and EU-integration of Eastern European states after the fall of the communist regimes. A considerable number of Romani language publications and materials to support the Romani children education has been produced in the region of South Eastern Europe.

The aim of the paper is to discuss in a historical context and multi-sited perspective the Romani children education materials produced in South Eastern Europe on the example of three countries – Bulgaria, Macedonia and Romania. The findings and analysis are based on ethnic/minority policies analysis and apply historical approach, showing how the developments in the field of language policies, national ideologies and local discourse on Romani issues are the main factors influencing the production of educational materials for Romani children. In addition, Romani parents’ strategies to the process of their children’s education and use of educational materials designed for Roma will be presented on the basis of ethnographic research among Romani groups living in these countries.

The main questions around which the concluding debate is centred are:

- How the approaches to Romani education materials production are entangled with the national policies and their concrete implementation;
- What are the challenges from the point of view of Romani communities when it comes to application of materials produced for Romani children in the education of their children.

Fränze Scharun
Early language acquisition, multilingualism and language education – subjective theories held by educators
In recent years, a change in perception of German kindergartens has taken place. More and more they are being perceived as places of language education. An increasing number of parents are becoming interested in early bilingual care, and as a result the number of bilingual kindergartens has tripled in ten years (from 2004 to 2014 the number increased to 1.035, cf. FMKS 2014: 1). Parents, politicians, etc. seem to be certain that future opportunities of children increase the earlier they are surrounded by more than one language. In this context, educators influence children’s language acquisition. Consequently educators are a permanent subject of discussions about their own language levels and quality of education. The questions are, what are their beliefs regarding the toddlers language acquisition? Furthermore, on which hypotheses do they base the organization of their daily work?

Using the context of early childhood language learning in kindergartens for children at the age of one to three and the particular features of this field of research as its basis, in my PhD-study I have investigated the subjective theories of educators about early language acquisition, multilingualism and language education in order to fill the obvious research desideratum shown above (cf. Scharun 2017). My presentation demonstrates how educators’ beliefs can be determined using a four-step methodology consisting of observation, videography, interviews and ‘Strukturlegetechnik’. All in all the qualitative design considers the procedure of the ‘research program subjective theories’ (Groeben et al. 1988). Additionally, as a second achievement of my study I want to present six different models of educators.

My results guide the way in which childcare training programs have to be modified in order to become as productive as they ought to be. First and foremost, a successful language acquisition environment for children can only be created by educators who attended formal training in language learning/teaching and linguistics. Therefore my study provides specific recommendations. To conclude, my study offers a holistic contribution to the discussion about kindergartens as places of language education.


Session B, room-008, 10.30-12.00

Anssi Roiha / Katja Mäntylä
The effects of early CLIL on foreign language self-concept: Insights from in-depth interviews with former pupils

Self-concept is an important, but overlooked, psychological construct in language learning. Particularly in CLIL (Content and Language Integrated Learning) research, the adoption of the term has remained scarce. The few existing studies on self-concept in CLIL have been quantitative (e.g. Rumlích 2016; Seikkula-Leino 2007) highlighting the need for qualitative approaches to the topic. In
this presentation, we examine how former CLIL pupils perceive the influence of early CLIL education on their target language self-concept.

We define self-concept as a dynamic, multidimensional psychological construct which reflects people's self-perceptions. The overall self-concept encompasses foreign language self-concept which in turn reflects people's views of themselves as language learners and users and both influences and is influenced by social contexts and interactions. (e.g. Mercer 2011.)

The 24 participants, who attended English-medium CLIL programme for 9 years in the 1990s, were interviewed in-depth and the data were analysed using qualitative content analysis. One strong focus was the significance of the early start of CLIL and its effect on their self-concept. The participants generally felt that CLIL had had a very powerful effect on their English language self-concept which had remained very positive and rather stable during their lives. For the participants, learning and using English had always felt easy, pleasant and effortless, and the data imply the early start as one potential explanation for these experiences.

This case study provides in-depth insights into the long-term effects CLIL can have on individuals' foreign language self-concept. In the presentation, we will further discuss the results and practical implications of early CLIL and foreign language education in general.


Jennifer Trentlage
Towards transitional CLIL - A demand analysis

Content and Language Integrated Learning (CLIL) has proven to be a promising approach to foreign language and content learning. In Germany, secondary schools typically prepare students for CLIL by an increased amount of foreign language lessons in grade 5 and 6 (age 11/12) before adding CLIL classes in grade 7. The significant drawback of this approach is its disregard of CLIL education conducted at the primary level, which has increased steadily throughout the last decade (Heim: 2015). This ignores learners’ abilities and forfeits their chances of an encompassing CLIL education. Additionally, learners miss out on the benefits of spiral progression (Coyle, Hood, Marsh: 2010). Individual schools, however, conduct introductory CLIL-preparation courses instead of additional language classes. Their approach inspires the development of a new institutionalised curriculum to introduce CLIL to young learners, which, currently, does not exist (KMK: 2013).

This study aims at specifying the requirements for a curricular integration of CLIL to grade 5 and 6 in German secondary schools. In this study, multiple data on teachers’ and learners’ perspectives on challenges and opportunities of an early introduction of CLIL will be collected. The expected results of data analysis will map students’ motivations and interests, a demand for a transitional CLIL-curriculum as well as investigate willingness, interest and apprehension of teachers. This paper focuses on preliminary findings of teacher and learner interviews that will inform the construction of a CLIL-curriculum for young learners at the secondary level. This curriculum will offer students enhanced opportunities to foreign language (as well as content) learning in CLIL classes in order to
smoothly transition from primary to secondary level.


Maarit Kaunisto
Give me, please, a yellow string: Request sequences in Russian CLIL-methodological Instruction in Primary Education

The aim of my study is to examine the request sequences initiated by 6-8 year old Finnish-speaking learners interacting in a CLIL classroom where the language of instruction is Russian. So far, the context of Russian as a target language (second language, L2) has not been examined. The new National Core Curriculum for Basic Education (2016) in Finland emphasizes authenticity in the foreign language learning. In other words, the adoption of a foreign language for pupils should take place in relevant and meaningful interaction for the learners. According to CLIL-methodology, the learning activities in my study were functional and pupil-centered, which means that young learners were allowed to freely submit requests to the teacher while they were working independently with classroom activities.

The empirical data collected consists of approximately 55 minutes of interaction video recorded in the classroom over a period of two years during 2013-2015 (five samples were selected for conversational analysis). The target group of the study consists of 18 pupils: 7 girls and 11 boys who all study Russian as a first foreign language (L2). The theoretical framework consists of socio-cultural and situational learning theories, which emphasize cooperation, participation, interaction and the long-term socialization of the learning community.

Although the data sets are not comparable with each other, they show that the number of the requests in the target language increases and utterances as a whole in the mother tongue (first language, L1) gradually disappears. The analyzed examples in the data show that this is probably due to the internalization of the language agreement meaning that the students were required to submit their request only in the target language. The data shows also that the formulaic requests change both structurally and functionally. All in all, the language-focused analysis of the classroom at a micro-level provides plenty of information on how a language learning community is built and how important the participation and the use of the target language, even with little language skills, is to the language acquisition.

Session C, room-103, 10.30-12.00

Yasamin Habib
Innovative methods in teaching science bilingually at primary school

Bilingual education is seen as a more effective way of teaching foreign languages to young learners. While studies show positive effects of bilingual teaching on children’s communication skills in the L2, the development of their academic language skills, such as describing and explaining scientific phenomena in both their L1 and L2, has received less attention so far. Based on the characteristics of the bilingual mental lexicon, it is argued that the use of two languages in bilingual settings is necessary in order to promote academic language in both the L1 and the L2 (cf. e.g. Kroll/Stewart 1994, Diehr 2016). Beginning research focusing on the strategic use of both the L1 and L2 indicates that the use of the L1 can, for instance, facilitate L2 interaction and comprehension and lead to a more appropriate use of L1 subject-specific vocabulary (cf. e.g. Gablasova).

In my presentation I will initially discuss the different language registers and genres found in science lessons, the integration of language and content as well as the role of the L1 in bilingual teaching and learning (cf. e.g. Llineares/Morton/Whittaker 2012). In the second part I will present my current project that aims to explore children’s ability to describe scientific concepts in both their L1 German as well as in their L2 English. Following the Educational design research methodology the study involves several teaching cycles that include a systematic use of two languages as well as a language-sensitive teaching approach in bilingual science lessons. Based on the analysis of the study results I may offer suggestions for “effective” bilingual teaching and provide a framework for a systematic approach to the use of two languages as well as language-sensitive teaching in bilingual education.


Sólveig Simha
Landakotsskoli a school with emphasis on language teaching

French has been taught in Landakotsskoli for more than ten years. It is taught from 5 years old class up to 10th grade.

The school has 40% more language teaching than it is compulsory in the National Curriculum. The teaching is changing. From «classical» language classes we are slowly moving to CLIL and other transversals ways of approaching and teaching both French and English. French for example has become a daily part of the school. We have put in our year plan the celebration of the international day of French language. This is a way for us to emphasis on intercultural approach opening the world for our pupils, not only concretely but also on a philosophical field. The children get a real benefits of it.

The school has developed a policy for language learning. Having French and English taught at an early age, we are now building our own curriculum. Assessing is challenging.
Also our students being for many of them multilingual, as well as our teachers and staff we are establishing a multilingual education.

I would present how we are working, our expectations, and our dreams. Our pupils are learning french and english, they can chose chinese from 2 grade, and they start danish one year before the national Curriculum imposes to. Our students can also learn german from grade 8 and more english.

Xi Lian / Victoria Murphy / Maria Evangelou
Assessment of Primary Chinese EFL Learners’ Oral and Aural Language Skills and Their Relations to the National English Curriculum

In recent years, the governments of many non-native English speaking countries are incorporating English as a foreign language (EFL) programs into primary school curricula at increasingly lower grade levels. However, despite an increasing number of young EFL learners around the world, relatively little contextualized research has looked into the teaching and assessment practices and learning outcomes of young EFL learners at the primary level, especially in East Asia countries. The present empirical study set out to address these issues in order to provide more information about primary EFL learning in China.

The aim of the present study is to investigate the assessment of the oral and aural language abilities of Chinese EFL young learners at the primary level. The study looked at the intended curriculum targets of the National English Curriculum Standards (NECS) in relation to the actual interpretations and practices of local school teachers. Specifically, this research examined how teachers/local authorities actually teach and assess their students’ oral and aural ability in Grade 4 and Grade 6; what tasks they were using and how these tasks were related to the NECS targets; and what students can actually accomplish regarding speaking and listening upon finishing Grade 4 and Grade 6. To answer these issues, a mix-methods research design was employed, combining quantitative analysis of teacher and student questionnaires and individual assessments and qualitative analysis of classroom observation, teacher and student interview. Four EFL teachers, 106 Grade 4 and 116 Grade 6 students from two local Chinese state primary schools participated in this study. It is hoped that the findings of the current research could provide rich information about the teaching and assessment process and learning outcomes in listening and speaking in state primary schools in China. This is an ongoing DPhil project, at the current stage, the emerging findings are mainly related with the student outcomes. Students individual assessment results were mapped onto the NECS via the standard-setting methodology, and the results indicates that less than half of the Grade 4 students and around half of the Grade 6 students could achieve the NECS targets in listening and speaking skills.

Session D, room-104, 10.30-12.00

Sviatlana Karpava
Early Russian Learning: Heritage Language Maintenance in Cyprus
Heritage speakers are bilinguals in home and dominant language, they have more family or cultural motivation and connection to the former, minority or immigrant language, and are more proficient in the latter, society language (Valdes, 2000; Polinsky and Kagan, 2007; Benmamoun et al., 2013; Polinsky, 2015).

The present study is focused on language proficiency and literacy skills of Russian–Cypriot Greek bilingual children, Russian heritage speakers, children of the first generation immigrants living in Cyprus. Their dominant society language is Cypriot Greek, while their home (weak/minority) language is Russian. They have limited exposure to Russian, only at home, and low level of schooling in Russian, only 1-2 hours of Russian lessons per week (Saturday schools).

39 simultaneous bilingual children, 17 boys and 22 girls (Russian–Cypriot Greek), born in Cyprus (father CG and mother Russian) participated in the study. Their age ranges from 4;6 to 11;3, and they attend pre-primary and primary Cypriot Greek school (1st–4th grades), where the language of instruction is Greek.

Both cross-sectional and longitudinal methodology was implemented to investigate developmental trajectory, dominant language transfer, divergent attainment and attrition of Russian by Russian heritage speakers in Cyprus (Polinsky, 2006; Polinsky and Kagan, 2007; Montrul, 2008, Benmamoun et al., 2013).

Heritage speakers were measured on their reading and writing skills in Russian every month for a period of one year. Longitudinal data consists of the written corpus of dictations and oral corpus of reading aloud recordings. Oral Russian spontaneous and elicited speech production of their mothers is also under investigation as this allows to reveal the native baseline (Russian) and the actual input that the children receive (Benmamoun et al., 2013; Montrul, 2008; Polinsky and Kagan, 2007).

It was found that heritage children were better at reading than writing, comprehension than production. They had both developmental and transfer (from CG) spelling errors in their dictations and stress errors in reading (mainly within final-penultimate-antepenultimate syllables). There was found a correlation between speech rate, word-per-minute output in reading and spontaneous/elicited speech, and degree of grammatical knowledge, this is in line with Polinsky (2008, 2011).

Therese Tishakov
Teacher perceptions of differentiated instruction in the English subject in primary education

Differentiated instruction (DI) is commonly recommended to meet the needs of academically and linguistically diverse school populations in the push for inclusive teaching practices (Coady, Harper & De Jong, 2016). Yet teachers struggle to implement DI practices (Stodolsky & Grossman, 2000; Santangelo & Tomlinson, 2012), leaving teacher education programs restless to understand how to teach DI and to close the observed theory / practice gap (Brevik & Gunnulfsen, 2016).

In the Norwegian public schools, the current turn is one of inclusivity and acceptance, where each child’s abilities, needs, interests, and background are to be considered and where DI should be practiced (Regjeringen, 2017). In light of this, the current study investigates how primary school teachers, qualifying to teach the English subject in Norway, define and operationalize DI. The study takes into consideration how teachers’ beliefs interact with the national and international call for an inclusive, DI-friendly view of teaching language. Further, the study considers how teacher cognition is in constant flux, influenced by experiences as a learner, teacher education programs, teaching
experiences (Johnson, 2009; Borg, 2006), and other factors, such as local context and national guidelines.

The theoretical underpinning of the study is grounded in sociocultural theory, both in describing language teacher cognition and differentiated instruction. Data is collected from a survey of practicing teachers (N=78), attending a course in a teacher education program. Their responses are analyzed thematically with results presented in terms of generalities of how the teachers understand the concept ‘differentiated instruction’ and then discussed in terms of how their beliefs interact with their understanding and implementation of DI. The results will be used to help set a baseline of current teachers’ beliefs about DI in comparison with the national requirements and international discussion of DI practices. Further, the results will help inform the pre-service teacher education programming.


Tomlinson, C. A. (1999). The differentiated classroom. Responding to the needs of all learners. USA: Association for Supervision & Curriculum Development


Fríða Bjarney Jónsdóttir

Give wings to voices; The preschool as a just learning space for interaction and understanding

Demographic changes in Iceland have influenced the linguistic and cultural landscape in preschools and in Reykjavik city 19% of the children are multilingual or have an immigrant background. Lack of research in Iceland on preschool practices with multilingual children and need for appropriate education for preschool teachers call for new understanding within the Icelandic context.

The aim with this PhD research is to gain a deeper understanding on how the preschool can serve as crucial and socially just learning space for multilingual children’s language and emergent literacy development where voices and identities are affirmed.

The study is a qualitative case study in one preschool with a significant number of multilingual children. Data is collected with multiple qualitative research tools, semi structured interviews with
teachers and parents, participant observations, video observations and by analysing relevant documents and artefacts (Kvale, 1996; Silverman, 2007, Turner, 2010).

The research questions are:
• How do the preschool teachers scaffold and guide linguistic participation of multilingual children within:
  o Planned activities with language and literacy practices?
  o Free play and child initiated activities?
• In what ways are the children’s identities and voices affirmed in daily activities?
• How do the preschool teachers enhance partnership with parents in regard to language and literacy development?


In this lecture I will discuss preliminary findings but they indicate that the preschool has created a “culture of communication” where teachers guide and scaffold children’s linguistic participation and work closely with parents.

Session E, Lecture hall-023, 10.30-12.00

COLLOQUIUM 5

Approaches to Diversity – perspectives from English primary-school education and examples from multilingual primary classrooms in Sweden.
Anne Reath Warren

In Sweden, the increasing diversity of students’ and student-teachers’ linguistic and educational backgrounds presents both opportunities and challenges for teachers and teacher educators. This colloquium sheds light on a variety of approaches to this diversity, by bringing together perspectives from English primary teacher education and examples from multilingual primary classrooms in Sweden. A brief overview of the Swedish language education context for young learners will open the colloquium. Teaching approaches from primary school classrooms where mother tongue instruction and English are taught will follow. Strategies on teaching English to young learners and pronunciation to student-teachers will be conclude the colloquium.

Teachers’ practices for language development in the multilingual primary English classroom in Sweden,
Sophia Gasson, Stockholm University

The linguistic landscape of Sweden is becoming increasingly multilingual, contributing to the complexity of language education in Sweden today in terms of both policy and classroom practice. For example, there is a promotion of working with Swedish language development in all subjects in Swedish schools. However, despite research showing that skills and knowledge from one language
benefits the other languages in a learner’s repertoire (see e.g. Cummins, 2000), teaching practices in the English subject with the intention to aid pupils’ Swedish language development are rarely discussed.

This presentation focuses on teaching and language practices across three English classrooms in two urban schools with predominantly multilingual pupils where the overarching approach was on language development in all subjects. The study is part of a doctoral research project on English for young learners in mainstream multilingual classrooms in Sweden. Data was collected through field notes of classroom observations and audio-recorded and transcribed interviews with the participating teachers. This presentation lifts examples from teachers during teacher-led interaction from two year-3 and a year 5 class of multilingual pupils and a year 6/7 class of newly-arrived pupils. The examples show that the English classroom in these contexts is not an English-only space; instead teachers employed various linguistic and multimodal resources with the purpose of developing both the pupils’ English and Swedish. These examples will be discussed with findings from the teacher interviews concerning teaching and planning as well as competing views on language learning.


Policy and practice – Mother tongue instruction with young learners in Sweden,
Anne Reath Warren
This presentation highlights and contrasts policy frameworks with teaching approaches in mother tongue instruction for children in primary school in Sweden. Drawing on linguistic ethnographic research conducted in mother tongue instruction classrooms in Sweden, the ways in which teachers address the complexity of the linguistic resources students bring with them to their mother tongue instruction lessons will be in focus. Analysis reveals significant tension between conceptualisations and regulations framing languages as ‘mother tongues’, tied to spatially and culturally distant territories, and more fluid understandings of language and linguistic practices in the same setting. Resting on Bakhtinian understandings of language as inherently heteroglossic, dynamic and evolving, classroom approaches which use heteroglossic linguistic repertoires as resources for language learning and identity formation will be presented. These classroom approaches, observed in 14 lessons in which Kurdish and Urdu are taught as mother tongues to students between the ages of 7-12, are complemented by extracts from four interviews and numerous post-lesson and informal conversations with the Kurdish and Urdu mother tongue teachers, and contrasted with current regulations surrounding the subject of mother tongue instruction and broader understandings of ‘mother tongue’. Findings illustrate how linguistic authenticity, authority and legitimacy are redefined in the context (Costa, 2015, p. 143). The approaches presented add to understandings of the new and traditional speaker dichotomy (Hornsby, 2014) and can be of interest to others involved in heritage or multilingual language education in a range of contexts.


Which English should we teach? English as a Lingua Franca-based pronunciation teacher education in the Swedish context,
Mara Haslam

The English language has a special status in Sweden; though not an official language, it is widely used in Sweden in personal and professional life. In addition, many learners in Sweden start to learn English as early as pre-school programs. English is so widely used in Sweden that many have claimed that teaching English in Sweden is more like teaching a second language than a foreign language. Policy documents for English teaching reflect relatively forward-thinking views of English, encouraging teachers to help students aim toward intelligibility and broad use of language strategies without mentioning a particular variety of English that should be used in instruction. Actual practice of English instruction in schools nevertheless often focuses on British English as a target variety. There are many reasons to think that, instead of aiming at teaching learners to be understandable to native speakers of British English, an English as a Lingua Franca (ELF) perspective might better serve learners of English in Swedish schools, since, by sheer probability, learners are more likely to interact with the estimated 75% of non-native speakers of English than the 25% who are native speakers (Crystal, 2003).

Some limited resources exist to help future teachers prepare to teach pronunciation of English as a Lingua Franca, most notably Jenkins’ (2000) Lingua Franca Core (LFC), a syllabus of phonological characteristics claimed to be necessary in one’s speech for intelligibility in ELF situations. This practice-based presentation makes suggestions for teacher education in English pronunciation based on the LFC as well as newer research that investigates the claims of the LFC more specifically. Ideas for teacher education for future teachers of English pronunciation are discussed, such as solutions for working with teacher students on their own English pronunciation as well as strategies teachers can use for ELF-informed teaching in the English classroom.


Unlearning English Teaching – expectations and misconceptions in English language teacher education,
Oliver Smith

Students entering university bring with them their own language learning experiences. These accumulated experiences in the classroom shape student’s attitudes towards the practice and study of all subjects (Borg, 2003). Therefore, preconceived ideas concerning the learning of English language, of the use of English in the classroom and of what one can expect of future language learners, exist in all teacher-students.

It has been observed that certain attitudes can be extremely difficult to challenge, especially ones embedded deeply in language learning, such as approaches to correction (Karavas & Drossou, 2010). However, can seminar sessions and exposure to scientific research facilitate the challenging of these perceptions in so called ‘pre-service’ teachers? This raises questions concerning the consequences of arising trends in teacher education and language theory, when placed in the context of teacher education. Educators must consider how the models they present affect learner’s beliefs.

This presentation will focus on the challenges facing students and teachers at university, and how teacher education at Stockholm is dealing with preconceived ideas that students have concerning language learning and language teaching. Topics in focus will be attitudes towards; target language
use, explicit grammar teaching/learning, and error correction. It will reflect upon teacher experiences and data gathered from teacher-students at both the beginning and end of a short, 4-week university course and examine what has been learnt, and what has been unlearnt.


Lunch – Veröld Common area, 12.00-13.00

SLOT 8

Session A, room-007, 13.00-14.00

Daniela Gatt / Barbara Dodd
The onset of sequential bilingualism? Preschoolers’ receptive and expressive lexical learning in two majority languages

Marked differences are evident across accounts of lexical learning in young sequential bilinguals. Variability in the bilingual contexts described is clearly a contributing factor. There is a need, then, for studies that document children’s lexical profiles in language-learning contexts where bilingualism is the norm. This study investigated bilingual lexical learning in preschoolers growing up in a stable bilingual environment where two majority languages, Maltese and English, are taught in the educational system. It aimed to capture the effect of preschool exposure to English on children’s bilingual lexical learning and to elucidate the normal variation typical of bilingual language acquisition. The participants were 35 children aged 35-40 months who were just starting preschool (referred to as ‘3-year-olds’) and 37 children aged 47-52 months who had attended preschool for one year (‘4-year-olds’). The children came from Maltese-dominant homes and attended the same state preschool where, in line with established bilingual educational policy, they were expected to receive systematic oral exposure to English. Receptive picture name judgment and picture naming tasks in Maltese and English were employed to measure receptive and expressive lexical abilities. Comparison of 3- and 4-year-olds’ performance revealed a significant main effect of age (F1, 129 = 4.964, p = .028) and an interaction effect of age and language (F1, 129 = 7.048, p = .028). Substantial growth in Maltese was accompanied by limited improvement in English for the older group. This trajectory was inconsistent with lexical outcomes expected for children receiving significant exposure to a second language in preschool. Bilingual input received at home and school, children’s learning demands and the wider sociolinguistic context were considered as possible contributing factors. Findings call for reconsideration of the assumption that preschool entry for Maltese children
inevitably brings with it sequential bilingual exposure. Given the bilingual stability and sociocultural uniformity of the broader context for this study, the findings are proposed as a point of reference for bilingual lexical learning.

Kriselle Lou Susan Jónsdóttir / Renata Emilsson Peskova

Developing Linguistic repertoires of two plurilingual boys in Iceland: a longitudinal ethnographic case-study

Parents of plurilingual children and schools in Iceland have the common goal in fostering children’s active plurilingualism and literacy. The National Curriculum Guide for Compulsory Schools states that “active bilingualism” is the goal for children who have Icelandic as a second language and to develop literacy and appropriate academic skills in the school language Icelandic (Ministry of Education, Science and Culture, 2014). Parents often have limited opportunities to support the development of their children’s Icelandic skills, but they can effectively promote both Icelandic and the children’s foreign mother tongues by implementing effective home language policies (Mosty, Lefever & Ragnarsdóttir, 2013; Woźniczka & Berman, 2013).

The current study follows the linguistic and literacy development of two plurilingual boys since birth until the first level of the compulsory school and the role that their respective home language policies have played in it. Communicative competence in all their languages is consistently very high. The methodology is mixed, the research leans on measurements, tests and reports, as well as diaries, audio- and video recordings, interviews and other resources. Theoretical underpinnings of the case study are studies of researchers on their own children’s language and literacy development (Kopeliovich, 2013; Birna Arnbjörnsdóttir, 2010; Leopold, 1939-1949), as well as the newest language theories in second language studies (Grüter & Paradis, 2014; Hulstijn, 2015) and heritage language education (Trifonas & Aravossitas, 2017).

The findings show that their families have developed clear language policies and promoted the boys’ language development and education in many ways since their birth. Their language development did not raise any concerns of parents or pedagogues, the school results have so far been within age appropriate limits and the boys are consciously using and building upon their linguistic repertoires. However, the two cases are not identical with each boy having unique experiences and challenges.

This is currently the first longitudinal ethnographic research study on plurilingual children who are born and raised in Iceland. The implications are therefore relevant due to the growing student population in the country with foreign mother tongues.


Session B, room-008, 13.00-14.00

Ayse Ciftci / Fatma Said
Heritage Language Development of Bilingual Turkish-English Pre-school Children: a Pilot Study

Learning a heritage language is important to bilingual children who grow up in a society in which their home language is not supported (Curdt-Christiansen, 2016; Said & Zhu Hua, 2017). The aim of this multiple case study project is to understand what contributes to the bilingual development of UK Turkish-English speaking bilingual first language acquiring pre-school children. I focus on the role Turkish supplementary schools and the home environment play in supporting the children’s bilingual development.

Overall, the goal is to measure children’s bilingual development in terms of interactional, syntactic and comprehension skills, to explore the classroom environment, teaching methods and techniques of the teacher; as well as to investigate how family interaction contributes to this process. This paper will outline the methodological choices I am using in a pilot study to test the effectiveness of my data collection instruments. The pilot is underway and data is collected every month until February 2018.

The instruments I have designed are: a questionnaire with parents to gather background information on social status, linguistic background and language ideology (King and Mackey, 2016; De Houwer, 2007; Okita, 2002). Followed up by an interview with the parents and a home observation of family interaction, so as to understand how parental interaction assists children’s bilingual development. This will be followed by testing the child’s knowledge in Turkish and English using the British Picture Vocabulary Scale III, and the Frog Story (wordless story) narrative task to elicit the child’s discourse structure and syntactic abilities in both languages. Finally, within the school I also observe the class teacher and interview her about her techniques in teaching Turkish.


Hanna Ragnarsdóttir / Susan Rafik
Heritage language maintenance and second language learning of refugee children in Iceland: Opportunities and challenges

The number of refugee children in Icelandic schools has grown over the past few years, adding to the linguistic and cultural diversity in these schools. Eleven Syrian refugee families, including 20 adults and 35 children and adolescents, arrived in Iceland from Lebanon in early 2016 and settled in three municipalities. The aim of the study is to explore the opportunities and challenges in heritage language maintenance and second language learning of these newly arrived refugee children and adolescents in Icelandic schools. The theoretical framework of the study includes critical approaches to education and education for social justice (May & Sleeter, 2010) and multilingual education (Chumak-Horbatsch, 2012; Cummins, 2004). Methods include semi-structured interviews with principals and teachers in all the preschools and compulsory schools of the refugee children, and interviews with their parents. Thematic analysis was used to analyse the data. The findings indicate that the heritage language maintenance is problematic for the refugee parents, as the schools do not provide support in the children’s heritage language. The children learn Icelandic as a second language in their schools. While the teachers and principals note that they are doing well in the schools, some of the parents claim that the schools are not making enough demands on their children in their learning. They depend on teachers as experts and they trust them in their children’s education. Some of these children have missed out on up to four years of their education. Furthermore, the parents worry about their identity and that their children will eventually forget their heritage language, fluency and culture while their cultural and religious identity creates challenges for the schools. However, the teachers claim to be using culturally responsive teaching methods.


Session C, room-103, 13.00-14.00
Isabelle van Ackern
English as an Early Foreign Language. Student and Teacher Perspectives on the Transition Between Elementary and Secondary School

In Germany, Early Foreign Language Learning (EFLL) has been politically promoted and implemented in first grade following the years 2008/2009. EFLL legitimises itself by a conditional framework composed of neurophysiological, developmental-psychological as well as political factors. Moving EFLL to first grade poses significant challenges to teaching practices both in the elementary and secondary school, e.g. training elementary school EFL teachers, adapting and implementing new practices to cater for younger starters and more experienced fifth graders, coordinating student transition. The latter implies a paradigmatic change in methodology, i.e. from a student-centred, oral learning culture to a more teacher-directed and cognitive form of teaching and learning. This abrupt shift may negatively influence young learners’ attitudes and motivation. Secondary English teachers need to diagnose and build on individually available skills and competencies, i.e. building a continuous and sustainable bridge to elementary schooling.

The present study investigates the theoretical aspects mirrored in the perspectives of the agents directly affected by the process of transition, i.e. students and teachers. The study is qualitative in nature and explores the learners’ perspective on EFLL and transition longitudinally at three points in time: at the end of the fourth grade in elementary school, the beginning and end of the fifth grade in secondary school. Overall 37 students and nine teachers participated over the course of the research project. Data were collected through focus group interviews, questionnaires and lesson observations as well as through expert interviews with the teachers involved. Analyses and evaluation of the interview data are carried out against the background of qualitative content analysis following Kuckartz (2016). Thus, central motifs can be identified and potentials for development in teaching practice be deduced. Preliminary results indicate that students are aware of the potential that EFLL holds, but there seems to be a gap between self-awareness and performance. Furthermore, there is developmental potential in the consistent organisation of teaching practices in elementary schools. Secondary teachers are confronted with a highly heterogeneous group of students which cannot be suitably handled by means of their diagnostic competence, (mis)leading to a start from scratch and ignoring individual prior knowledge, resulting in demotivation.

Anouk Vanherf / Els Plesser
Multilingualism as a resource in 21st century urban education: implications for teacher education

Context: Situated in superdiverse Brussels, Erasmus University College prepares its students to teach in multilingual and (socially) diverse classrooms. Also in its own student population this linguistic diversity is more and more reflected. The teacher education considers it vital to acknowledge the linguistic repertoires of both children and (student-)teachers. Therefore, students of the teacher training in primary education are involved in an action research on promoting linguistic diversity as a resource (2017-2020).

Research has shown the benefits of valorising linguistic diversity in education (Cummins, 2002; Hélot, 2006; Van Avermaet, 2016). Paradoxically, these scientific insights have difficulty finding their way to classroom practices. Even in urban settings, a monoglossic ideology still prevails (Van
Avermaet, 2016). In changing representations about multilingualism and rethinking pedagogical practices lay important challenges for teacher education (Garcia & Wei, 2014).

The aim of the study is to provide new perspectives for students and teachers on the benefits of multilingualism in education. Therefore, students set up activities on multilingualism in co-creation with schools in Brussels. An important additional aim is to change existing attitudes and beliefs on multilingualism in the work field.

Methods: During the first pilot year of the study, data on actual beliefs and concrete practices on multilingualism are collected in the workfield. Observations and semi-structured interviews with teachers provide data for the pilot study (n=17). Students introduce pedagogical activities on language awareness and translanguaging in schools in Brussels. In doing so, the linguistic and cultural backgrounds of both pupils and student-teachers are being acknowledged as a resource.

Discussion: In this presentation we share the outlines of the study and discuss the results of the pilot. The first results will be available by April 2018. They will provide specific details on the criteria for new pedagogical approaches to use the full multilingual repertoire of children. The effects of the study on teacher beliefs and the well-being of (multilingual) student-teachers and pupils will also be discussed. In addition, we focus on the more general theoretical framework and its application in the curriculum in the teacher training for preschool and primary education.

Session D, lecture hall-023, 13.00-14.00

Maria Nilsson
Attitude, effort and other resources – agency in the primary foreign language classroom

This study is part of a larger project investigating young learners’ perception and understanding of the process of language learning and their own role as language learners. Agency, referring to the “the socioculturally mediated capacity to act” (Ahearn, 2001), is a complex phenomenon related to cognition, intention, emotion and context. Successful learning is closely linked to our engagement and learning approach, which in turn is intimately related to our beliefs and perception of the instructional context. Agency and agentic behavior is an overarching goal in most educational settings in general, aiming to foster responsible and independent multilingual learners in increasingly heterogeneous classrooms. The present study therefore aims to focus on the perspectives and experiences of young learners and investigate how the participants express their sense of agency and whether agency is related to their attitudes towards oral communication in class. Participants were 130 students in Swedish primary school, aged 9-12. Based on previously gathered self-report data of levels of language anxiety in the six classrooms, data were collected in discussions among small groups of learners with similar anxiety levels. The design was aimed to encourage and empower children to express themselves in the role of agents as they shared their thoughts on language learning and common classroom practices. Qualitative content analysis was conducted to investigate utterances related to agency. Four central categories emerged: the importance of attitude, the importance of effort, the role of the teacher, and other resources. However, results reveal differences in the way the anxious and non-anxious groups of learners positioned themselves in relation to those aspects. Findings showed that young language learners are willing and capable of verbalizing a wide range of attitudes and perceptions. Furthermore, the learners expressed different kinds of agentic attitudes and beliefs and for many of them their agency
appeared to be related to strategy use, behavior and willingness to engage in oral activities. Implications for primary language instruction are discussed.


**Tan Zhao / Xi Lian**

Inferring Word Meanings from Context in Child EFL Learners: The Role of Vocabulary and Grammar Knowledge, and Reasoning Ability

Children’s ability to infer word meanings from context is related to their reading comprehension and vocabulary development (Cain, Oakhill, & Lemmon, 2004). The bilingualism literature on adults showed that lexical inferencing involved the use of both linguistic and extra-linguistic sources (Paribakht & Wesche, 1999). Up to the present, what underpins EFL children’s lexical inferencing has been comparatively under-researched. This study thus aimed to examine the relative contribution of vocabulary and grammar knowledge, and reasoning ability to their inferencing outcomes. One hundred and forty-one fifth-graders (68 boys, 10-12 years of age) were recruited from a primary school in North China. They had been learning English as a curriculum subject for nearly three years. The participants completed two vocabulary tests (i.e. breadth and depth), two grammar tests (i.e. judgment and error correction), and a non-verbal reasoning test (i.e. Raven’s Standard Progress Matrices). After this, they were asked to read two texts, each containing five unknown words. During reading they needed to infer word meanings and write down the generated inferences in the L1. Multiple regression analysis showed that the scores achieved in grammatical error correction and reasoning were significant and unique predictors, explaining 38% and 4% of the outcome variance, respectively. Based on these findings, it is arguable that a pedagogy aimed at improving child EFL learners’ ability of lexical inferencing needs to emphasize the importance of explicit grammar knowledge and reasoning skills.

**Closing address – Jóhanna Einarsdóttir, Dean of Education, University of Iceland**

Lecture hall-023 14.00-14.30