



**Advances in
Teaching
Foreign
Languages to
Young Learners**

**Online Conference
September 22-23, 2022**

Conference Program and Abstracts



**BERGISCHE
UNIVERSITÄT
WUPPERTAL**



**UNIVERSITÄT
LEIPZIG**



Welcome to ATFLY 2022!

Dear attendees,

Welcome to the international online conference

Advances in Teaching Foreign Languages to Young Learners 2022!

The field of foreign language teaching to young learners has grown immensely over the past three decades, with (at least) one foreign language having obtained the status of compulsory primary school subject in many countries around the globe. This development has been paralleled by an upsurge of empirical research into a variety of aspects to which the ATFLY panels and poster rooms bear witness:

Panels

- Input Matters in Teaching YLLs
- Early L2 Literacy
- A Focus on Teacher Education
- Bilingual and CLIL programs
- Pragmatic Competence
- Agent and Stakeholder Perspectives
- Curricular and Political Perspectives

Poster Rooms

- Focus on the (Student) Teacher
- Focus on L2 Production
- Focus on Technology-Supported Language Learning
- Focus on Teaching Programs
- Focus on Teaching Methodology

We are looking forward to two inspiring conference days full of state-of-the-art academic talks and posters (including vote for best poster!). We're also thrilled to host presentations by schoolbook publishers on Day 1, as well as by academic publishers on Day 2 which will provide insights into how to get published with relevant scholarly journals and book series in the field.

Next to the academic input, the conference will provide opportunities for networking and catching up with colleagues during the Social Gathering on the evening of the first conference day, set up as virtual conference dinner. Bring your food and drinks to the computer, and share a virtual meal or a glass with colleagues and chat with old and new acquaintances in the conference dining room, in the garden, on the rooftop terrace, or at the bar!

For this conference we will be using *Zoom Events* and *Gather* as virtual platforms. More detailed information on how to access these will be sent via e-mail to all participants shortly before the start of the conference.

Looking forward to seeing you at ATFLY 2022!



Prof. Dr. Stefanie Frisch
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We gratefully acknowledge the financial support of the following
Sponsors & Supporters of ATFLY 2022



Potenziale entfalten

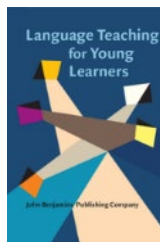


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Program at a glance (all times CET)

Day 1: Thursday, 22 September 2022

| | | |
|-------------|---|--|
| 9:15-9:45 | Conference Opening | |
| 9:45-10:45 | Keynote 1 – Heiner Böttger & Norbert Schlüter: <i>Current issues in primary foreign language teaching</i> | |
| 10:45-11:00 | Coffee Break | |
| 11:00-13:00 | Panel 1: Input Matters in Teaching YLLs | Panel 2: Early L2 Literacy |
| 13:00-14:00 | Lunch Break | |
| 14:00-16:00 | Panel 3: A Focus on Teacher Education | Panel 2 (cont'd): Early L2 Literacy |
| 16:00-16:20 | Coffee Break | |
| 16:20-17:00 | School book publisher presentations: Klett Cornelsen Westermann | |
| 17:00-18:00 | Keynote 2 - Yuko Goto Butler: <i>Putting children in the center of assessment practice</i> | |
| 18:00-18:15 | Closing of Conference Day 1 and invitation to Social Gathering | |
| 18:15-20:00 | Dinner Break | |
| from 20:00 | Social Gathering (in <i>Gather</i>) | |

Day 2: Friday, 23 September 2022

| | | |
|-------------|---|---|
| 8:45-9:00 | Day 2 Welcome | |
| 9:00-11:00 | Panel 4: Bilingual and CLIL Programs | Panel 5: Pragmatic Competence |
| 11:00-11:20 | Coffee Break | |
| 11:20-12:00 | Academic Publisher Presentations: How to publish with... Language Learning Multilingual Matters Language Teaching Research LTYL | |
| 12:00-13:00 | Poster Presentations (in <i>Gather</i>) | |
| 13:00-14:00 | Lunch Break | |
| 14:00-15:20 | Panel 6: Agent and Stakeholder Perspectives | Panel 7: Curricular and Political Perspectives |
| 15:20-15:40 | Coffee Break | |
| 15:40-16:40 | Keynote 3 - Florence Myles: <i>Socio-cognitive development in middle childhood and its impact on attitudes and motivation towards learning a foreign language in primary school</i> | |
| 16:40-17:00 | Conference Closing: Poster Award and information on the conference publication | |

Detailed Program Day 1: Thursday, 22 September 2022

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| 18:00-18:15 | Closing of Conference Day 1 and invitation to Social Gathering Stefanie Frisch (University of Wuppertal) & Karen Glaser (Leipzig University) | | | |
| 18:15-20:00 | Dinner Break | | | |
| from 20:00 | Social Gathering (in Gather) Detailed information will be provided in the pre-conference e-mail circulars | | | |

Detailed Program Day 2: Friday, 23 September 2022

| Time (CET) | Events | | | |
|-------------|---|-----------------------------|--|--|
| 8:45-9:00 | Day 2 Welcome Stefanie Frisch (University of Wuppertal) & Karen Glaser (Leipzig University) | | | |
| | Panel 4: Bilingual and CLIL Programs Chair: Yolanda Ruiz de Zarobe (University of Basque Country, Spain) | | Panel 5: Pragmatic Competence Chair: Júlia Barón Pares (University of Barcelona, Spain) | |
| 9:00-9:40 | Lieselotta Botz (University of Wuppertal): <i>Conceptual and Language Learning in a German Bilingual Primary School – Findings of the BiSY-Study</i> | | Eva Jakupčević & Mihajla Čavar Portolan (University of Split): <i>Speech acts in EFL textbooks for young language learners</i> | |
| 9:40-10:20 | Anja Steinlen, Daniela Schwarz & Thorsten Piske (Friedrich-Alexander University Erlangen-Nuremberg): <i>The transition from elementary school bilingual programs to regular foreign language lessons in secondary schools: A longitudinal perspective</i> | | Milica Savić & Anders Myrset (University of Stavanger): <i>Young EFL learners' frames of reference for making sense of pragmatic practices: Potential for teaching L2 pragmatics in primary school</i> | |
| 10:20-11:00 | Yvette Coyle & Julio Roca de Larios (University of Murcia): <i>Young CLIL learners' perceptions of their strategy use during an on-line writing task</i> | | Gila A. Schauer (University of Erfurt): <i>Teaching L2 pragmatics to young EFL learners: exploring the potential of two graphic novels</i> | |
| 11:00-11:20 | Coffee Break | | | |
| 11:20-12:00 | Academic Publisher Presentations: How to publish with... | | | |
| | <i>Language Learning</i> (Wiley) | <i>Multilingual Matters</i> | <i>Language Teaching Research</i> (Sage) | <i>Language Teaching for Young Learners</i> (John Benjamins) |
| 12:00-13:00 | Poster Presentations in 5 Rooms in Gather 12:00 – 12:20 Orientation in Gather: Participants can browse posters and choose room for the pitches. 12:20 – 12:35 Poster pitches: 3-minute presentations by all presenters in a room 12:35 – 13:00 Exchange: Participants can continue to look at posters and talk to poster presenters. <i>For more details and all abstracts, see pages 37-61</i> | | | |
| 13:00-14:00 | Lunch Break | | | |
| | Panel 6: Agent and Stakeholder Perspectives Chair: Carmen Muñoz (University of Barcelona, Spain) | | Panel 7: Curricular and Political Perspectives Chair: Janet Enever (Umea University, Sweden) | |
| 14:00-14:40 | María-Jesús Inostroza (University of Concepción): <i>Young learners' perspectives on English learning experiences: Variations in motivations and attitudes in Chilean primary school</i> | | Margit Hempel, Markus Kötter & Jutta Rymarczyk (Universities Duisburg-Essen and Siegen & Heidelberg University of Education): <i>Early foreign language teaching in Germany: Recent political and curricular developments</i> | |
| 14:40-15:20 | Dominik Rumlich, Raphaela Porsch & Sonja Brunsmeier (Universities Paderborn, Magdeburg, Passau): <i>Starting early or late? Parental perspectives on the onset of English at primary school</i> | | Nils Jaekel, Michael Schurig & Markus Ritter (University of Oulu, Technical University of Dortmund, Ruhr University Bochum): <i>Investigating cohort effects of early foreign language learning</i> | |
| 15:20-15:40 | Coffee Break | | | |
| 15:40-16:40 | Keynote 3 Florence Myles (University of Essex) <i>Socio-cognitive development in middle childhood and its impact on attitudes and motivation towards learning a foreign language in primary school</i> | | | |
| 16:40-17:00 | Conference Closing: Awarding of the poster prize and information on the conference publication Stefanie Frisch (University of Wuppertal) & Karen Glaser (Leipzig University) | | | |

Poster Session on Day 2 (Friday) 12:00-13:00 in *Gather*

12:00 – 12:20: Orientation in *Gather*

Participants can browse posters and choose their preferred room for the pitches.

12:20 – 12:35: Poster pitches

The presenters in a room take turns pitching their work in 3-minute mini presentations.

12:35 – 13:00: Exchange

Participants can continue to look at posters and talk to poster presenters.

Poster abstracts can be found in alphabetical order of first presenters' surnames from p. 40.

Room 1: Focus on the (student) teacher

- 1A) Paul Berge, University of Trier:** Teaching young learners through a low-competence target language in primary school CLIL: A teacher cognition study of the Dortmund International Primary Schools (DIPS)
- 1B) Tjaša Dražnik, University of Ljubljana / Abo Akademi University:** Linguistically sensitive teaching in all classrooms: Preparing student teachers to promote plurilingual competence in young learners
- 1C) Marius Ritter, University of Münster:** "What's happening?" Fostering student teachers' professional vision
- 1D) Melike Ünal Gezer, TED University Ankara:** Pre-service EFL teachers' foundational linguistic knowledge in early literacy instruction

Room 2: Focus on L2 production

- 2A) Heather Dyche, University of Lyon Lumière:** A typology of pronunciation errors made by young francophone learners of English as a foreign language
- 2B) Esther Fischer, Pädagogische Hochschule Heidelberg:** The knowledge and opinions of education students on teaching and assessing written language skills in the EFL elementary classroom
- 2C) Anne Lorenz, Leipzig University / University of Luxembourg:** On the influence of the first writing system on second writing acquisition in bilingual German-French primary school context
- 2D) Ruth Trüb, Pädagogische Hochschule FHNW:** An empirical study of EFL writing at primary school

Room 3: Focus on technology-supported language learning

- 3A) Daniela Avello / Carmen Muñoz, University of Barcelona:** How suitable are captioned- animated cartoons for primary school learners?
- 3B) Emilie Charles, INSA-Lyon / Emilie Magnat, Université Lyon 2 / Marie-Pierre Jouannaud Université Paris 8 / Coralie Payre-Ficout, Université Grenoble Alpes / Mathieu Loiseau, INSA-Lyon:** Effect of an EFL listening comprehension learning game on phonemic awareness in French
- 3C) Lenka Garshol / Susan Erdmann, University of Agder:** The use of digital tools in early instructed language learning
- 3D) Sarah Reader, Chemnitz University of Technology:** Asynchronous intercultural video exchange project for young EFL learners: An exploratory study
- 3E) Benedikt Wagner, University of Paderborn:** Fostering L2 reading motivation through the use of digital "choose your own adventure" stories in the primary EFL classroom

Room 4: Focus on teaching programs

- 4A) Joanna Baumgart / Martin Koch / Kristin Kersten, Stiftung Universität Hildesheim:** Digitally yours: TBLT through the lens of digital competence
- 4B) Rowena Kasprowicz / Heike Krüsemann, University of Reading:** Progression in primary languages: A longitudinal study of the route and rate of language learning in primary school in England
- 4C) Kramar, Martina, University of Zagreb / KGS Leoschule Neuss:** Qualitative content analysis of German language subject curriculum for primary education in the Republic of Croatia in terms of intercultural competence
- 4D) Otsuki, Yuki, Meiji University:** CAN-DO list clarifies English objectives for Japanese elementary school pupils and teachers

Room 5: Focus on teaching methodology

- 5A) Mirjam Anugerahwati / Irene Maria Cahyaningtyas Rinukti, Universitas Negeri Malang:** Enhancing students' writing competences through the four-square writing method
- 5B) Bittmann, Anna, University of Potsdam:** "Getting what I know across" - Insights into embodiment-based L2 communication on scientific terminology in CLIL primary school science classes
- 5C) Guttke, Joel, University of Duisburg-Essen:** The subject-specific operationalization of cognitive activation in primary EFL education: Developing student and teacher questionnaires
- 5D) Nataliia Sharkova, Ukrainian State University of Science and Technologies / Svitlana Sharkova, H.S. Kostiuk Institute of Psychology of the Academy of Educational Sciences of Ukraine:** The ways of improving memory performance by engaging young learners in non-verbal activities during foreign language classes



Keynote Speeches

KEYNOTE 1

Thursday, September 22
09:45 – 10:45



Heiner Böttger, Catholic University of Eichstätt-Ingolstadt
Norbert Schlüter, Leipzig University

Current Issues in Primary Foreign Language Teaching

In our keynote address, we will elaborate on the latest developments, projects trends and research in early foreign language learning and teaching, dealing with the matter not only from a national but also from an international point of view. In particular, we will focus on primary children's language preconditions and potentials as well as on the application of digital analysis tools to determine the oral language competence of young learners at the end of primary school.

It has been a long winding path from the first FFF conference on Progress in Early Foreign Language Learning in Weingarten 2004 to ATFLY 2022 Online: Prejudices, myths and misunderstandings have paved it, some of which are still alive. The right age to start learning a language, linguistic progress, teacher education, bilingualism, gaps in school transitions from primary to secondary as well as the true cognitive potential of primary pupils, amongst so many more, were much discussed issues with wide ranging consequences in curricula development as well as in teaching methodology.

FFF conferences, together with the BIG-Thinktank, have always been home to extensive fundamental and empirical research and publications on state-of-the-art methodology, and this will continue to be the case for the ATFLY conferences. The latest findings since FFF 2021, including those from current development psychology and early language educational neurosciences will be mainly addressed in this first keynote speech as a driveway/lead-in to the conference's further ground-breaking contributions.

The continuation of the FFF conference series as an internationally oriented ATFLY conference plays an important role for the future development of early foreign language learning in Germany and beyond. It is certainly indispensable in its contribution to the national debate on language teaching and learning at primary level with the help of results from international studies and research.

The current issues in primary foreign language learning not only show how much the field has developed in recent decades, but they also mark and define the beginning of a future evolution in children's foreign language learning. We assume to recognize evolutionary potential and growing requirements in dealing properly with multi- and plurilingualism, while keeping a keen eye on global citizenship rather than just intercultural competences, and last but not least integrating more implicit and digital aspects of methodology.

KEYNOTE 2

Thursday, September 22
17:00 – 18:00



Yuko Goto Butler, University of Pennsylvania

Putting children in the center of assessment practice

As teaching additional languages to young learners (defined as children ages 5-12 in this talk) has become more popular globally, one of the concerns that has arisen among practitioners is how best to assess their learning processes and outcomes. At the same time, in studies on child development and related topics, there have been discussions on research with children as opposed to research on children. Researchers historically have treated children as **objects of study** (e.g., giving children tasks or measurements in controlled settings) or as **subjects of study** (e.g., observing and interpreting children's behaviors and attitudes from adult perspectives). Such approaches have been **challenged by ideas** that promote children's agency and grant them greater autonomy as **social actors**. In this talk, therefore, I explore the idea of assessment with children and discuss its possibilities with some suggestions, while drawing upon examples from my own work and that of others. I conceptualize assessment with children broadly, without referring to any particular method. Assessment with children is any approach where (a) children are invited to participate in assessment not merely as passive receivers of assessment but as social agents and (b) children's views and experiences can directly or indirectly contribute to the improvement of assessment theories, practices, and consequences. Critically, children should benefit from this process by having an opportunity to learn. I acknowledge that, as with research with children, assessment with learners will not always work depending on the type of research, but I believe that embracing methodological diversity when feasible can stimulate and advance our understanding of assessment theories and practice.

KEYNOTE 3

Friday, September 23

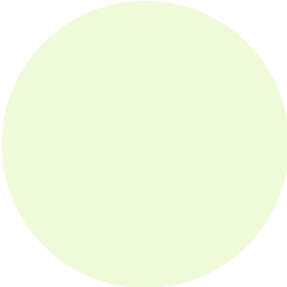

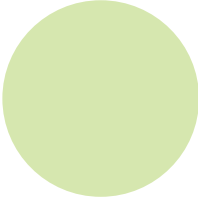
15:40 – 16:40



Florence Myles, University of Essex

Socio-cognitive development in middle childhood and its impact on attitudes and motivation towards learning a foreign language in primary school

It has been widely reported that young learners are enthusiastic about learning foreign languages in primary school (Cable et al., 2010; Martin 2012), but that this enthusiasm usually wanes with age post primary (Chambers, 1999; Hunt et al. 2005). The reasons for this enthusiasm and its subsequent decrease, however, remain relatively little understood, and some studies have actually found an increase in motivation at the onset of secondary schooling (Graham et al., 2016). A range of reasons have been put forward, but it can be difficult to tease apart what is due to the chronological/developmental age of the learners, and what is due to contextual factors such as length of learning the foreign language or the teaching methods used with different age groups (Martin, 2012; Tierney & Gallastegi, 2011). The study reported here compared beginner primary school children's attitudes and motivation towards learning French in the classroom at two different ages (5/6 and 7/8-year old), in a setting where other variables, such as the context of learning, teacher and teaching style, as well as background of the children (socio-economic; geopolitical; cultural etc.), have been kept constant. Two intact classes (n=53) took part in focus groups and one-to-one interviews exploring children's attitudes and motivation during the course of a wider longitudinal project investigating the role of age in early classroom learning. Results show that changes in attitudes and motivation occur earlier than previously reported, and that there are notable differences between 5/6- and 7/8- year-olds, even when contextual factors are kept constant. Important developmental changes in middle childhood in terms of thoughts and beliefs systems lead to differences in attitudes. Children's affective relationship to the learning process also evolves, with a shift from enjoyment and rewards being primary drivers of motivation, to the emergence of more instrumental motives. Children exhibit differences in levels of self-regulation, self-efficacy and thought and beliefs frames which had a direct impact on their attitudinal and motivational profiles (Bartram 2010; Del Giudice, 2018; Robson, 2006; Ryan and Deci, 2017).



**Presentation
abstracts in
alphabetical order**
(of first speaker's surname)

Thursday, September 22
15:20 – 16:00

Nuhi Bllaca, University of Vienna

Is collaborative writing beneficial for young EFL learners of low-language proficiency?

Working in pairs or small groups in activities that promote oral interaction is a common practice in foreign language (FL) classrooms. However, collaboration in writing activities is a far more less practice because writing as opposed to speaking, is considered a more individual rather than a collaborative activity. Therefore, the present study set out to investigate the writing performance of young EFL learners working in pairs and individually to complete a story based on a set of photographs. Hence, to operationalize the present study, 45 learners of A2 English as a foreign language were assigned to work in pairs (n=15) and individually (n=15) to complete a writing task. Their written texts were analyzed employing a global rating rubric which measured the written products in terms of task achievement, coherence and cohesion, grammar, vocabulary and mechanics. In addition, learners who worked in pairs were audio-recorded and their pair talk was analyzed for language-related episodes (LREs). LREs were coded for their focus, such as lexis-focused, form-focused, and mechanics-focused, to establish learners' focus while engaged in the collaborative writing task. Furthermore, LREs were then analyzed for their resolution and categorized as correctly resolved, incorrectly resolved, and unresolved to understand whether learners of low-language proficiency were capable of solving correctly their language-related problems raised during the text co-construction process. After data analysis, it was revealed that writing in pairs benefits the writing performance in terms of the outcomes of the written texts, as pairs outperformed individuals in task achievement, coherence and cohesion, grammar, vocabulary and mechanics. However, the differences between scores of individuals and pairs were significant only in vocabulary and mechanics. Interestingly, results of the pair talk showed that pairs produced a greater number of lexis-focused LREs than form-focused and mechanics-focused LREs. However, only the differences between lexis-focused and mechanics-focused LREs were statistically significant. In terms of resolution, pairs managed to resolve correctly a high proportion of LREs produced.

Friday, September 23
09:00 – 09:40

Lieselotta Botz, University of Wuppertal

Conceptual and Language Learning in a German Bilingual Primary School – Findings of the BiSY-Study

In Germany bilingual education, also referred to as Content-and-Language-Integrated-Learning, has developed from an exclusive option for linguistically gifted learners in selective grammar schools to a mainstream programme that addresses children and young people of all ability levels in all types of schools. Most notably, the number of bilingual primary schools has risen considerably (Botz/Diehr 2016). In addition to changes in numbers, new objectives, such as dual literacy, have emerged. After a long period during which the emphasis had been placed on the gains in foreign language competence achieved through CLIL, researchers and practitioners have now started to focus more attention on content, especially conceptual learning in two languages (e.g. Diehr 2012; Frisch 2021; Mehisto 2013; Schwab et al. 2014). The presentation will deal with the empirical BiSY (Bilingualer Sachunterricht – Young Learners) study which investigates conceptual learning of bilingually learning primary school students in subjects of general knowledge (German *Sachunterricht*). The study is carried out in a year 4 of primary school where teaching units on 'Electricity' are conducted monolingually in English but also bilingually in English and German. The control group, consisting of the research group's parallel class as well as a year 4 of a regular German primary school that does not offer bilingual education, is attending regular *Sachunterricht* in German. Written tests provide information on students' learning growth whereas interviews shed light on students' oral abilities to articulate content knowledge in German. After providing information about the research questions and the study's design, the presentation will depict the study's results which serve as a base for summing up implications for the practice of teaching and researching bilingual primary school education.

Friday, September 23

10:20 – 11:00

Yvette Coyle, University of Murcia

Julio Roca de Larios, University of Murcia

Young CLIL learners' perceptions of their strategy use during an on-line writing task

While research on early language learning has increased considerably in recent years, children's L2 writing remains underexplored as an area of inquiry. A small number of studies framed within the writing-to-learn-the-language strand of L2 research (Manchón, 2011) have explored children's FL writing and feedback processing within an instructional context (Coyle & Roca de Larios, 2020; Coyle et al; 2018; Roca de Larios et al, 2021). This research has contributed to our understanding of the potential impact of both on fostering children's FL development. Yet despite the spread of content-based language teaching across Europe, little is known about children's writing in CLIL classrooms. Most CLIL research to date has tended to be product-oriented and concerned with comparing the written performance of older high school students with that of learners in mainstream EFL classrooms (Gené-Gil et al (2015; Roquet & Pérez-Vidal, 2015). As a result, there is a lack of information on the cognitive processes children employ while engaging in writing tasks and, specifically on the strategic actions involved in planning, composing and monitoring their FL output. The study presented here addresses this research gap by identifying the writing strategies reported by a group of 9-10-year-old CLIL learners while writing a sequential explanation text in English (Brisk, 2015) during a live Zoom session with the researchers. On completing the written task, stimulated recall interviews were conducted to elicit information on the learners' perceptions of their own writing processes. The interview data was transcribed and the resulting protocols coded using categories adapted from Macaro (2007) and Campillo et al (2012). Analysis of the data revealed that the multimodal classroom activities the children had engaged in prior to the written task influenced their strategic behaviour, particularly in relation to processes of planning and formulation. Pre-task planning was found to facilitate the writing task although difficulties in information retrieval while composing led some children to resort to compensatory strategies to solve their language-related problems. The findings will be discussed and conclusions drawn for teaching and researching writing with younger learners.

Friday, September 23
14:00 – 14:40

Margit Hempel, University of Duisburg-Essen
Markus Kötter, University of Siegen
Jutta Rymarczyk, Heidelberg University of Education

Early foreign language teaching in Germany: Recent political and curricular developments

In 2015, Hempel, Kötter and Rymarczyk organized a survey of the then current curricular requirements in early foreign language teaching in all 16 states in Germany. The results of this survey were published two years later in a publication called *Fremdsprachenunterricht in der Grundschule in den Bundesländern Deutschlands: Eine Bestandsaufnahme des Status Quo und seiner gewünschten Weiterentwicklung*. Five years later, two of the largest states in Germany, Baden-Württemberg (BW) and North Rhine-Westphalia (NRW), have not only turned back the clock and moved early FLT back from a start in Year 1 to a start in Year 3, but there are also ongoing debates in other states about the future role of early FLT with regard to regional curricula as well as the manifest need for nation-wide minimal standards of education. Our current research project focuses on the recent developments that have taken place in the field since 2015. By means of the research method “document review” we look first at official documents (here: curricular guidelines of BW, NRW and of those German states where new curricula have been introduced since 2015). In a second step, we analyse public documents (here: course book material for primary FLT) in order to assess to what extent *curricular* changes have led to *actual* changes in the design of topical teaching materials. Special attention will be paid to the question of how BW and NRW organize the changes in contact time, i.e. how the content of four years of teaching EFL are taught in only two years. Also, we intend to discuss and illustrate new fields of attention for early FLT, e.g. connected to the Phonics Approach (Rymarczyk 2021) and to topics like gender diversity and sustainability (Evans 2015).

Friday, September 23**14:00 – 14:40**

Maria-Jesus Inostroza, University of Concepción

Young learners' perspectives on English learning experiences: variations in motivations and attitudes in Chilean primary school

The long-time assumption on *the younger the better* has influenced policy changes in primary educational curriculum (Barahona, 2016; Enever, 2019; Garton et al., 2013; Sayer, 2018). In Chile, after eight years of implementation of a suggested Curriculum for early primary education (Barahona, 2016), little is known about the learning conditions (Inostroza A., 2015, 2018b; Toledo-Sandoval, 2020), and less is known about children's learning experiences (Inostroza A., 2018a; Tabalí, 2020). Motivation refers to a factor that provides the impetus to start, and later continue, learning a foreign language (FL). Its study as part of second language learning has been identified in the literature with well-established models (Gardner, 1985; Dörnyei & Ushioda, 2009); however, in the last decade, it has been clearly defined that in early language learning (ELL), motivation is a particular phenomenon (Li et al., 2018; Mihaljević Djigunović & Nikolov, 2019) that needs to respond to an eclectic perspective that combines variables from the traditional models (Fenyvesi, 2020), as well as consider the learning conditions and the adults involved in the children's language experience. Attitudes refer to feeling about the FL, the learning situation, its speakers, among other aspects of the FL (Fenyvesi, 2020). In ELL it has been characterized as one of the individual learner differences that changes over time and affects learning behaviour and achievements (Lopriore & Mihaljević, 2011; Mihaljević Djigunović, 2012). This talk presents the findings of a study that examines the motivations and attitudes towards learning English of Chilean young learners from 1st, 2nd, 3rd, 4th and 5th grade of a state-run primary school. The data collected from a questionnaire is analysed through descriptive and inferential statistics, and regression analysis. Based on previous international studies, it is expected that younger learners' attitudes towards the language are positive and that their motivation is highly influenced by adults around them, and that these are opposite from older learners in the sample. It is also expected that children's learning conditions are also a factor of influence. Finally, these study findings would support the importance of considering children's voices in evaluating the implementation of new educational policies.

Friday, September 23

14:40 – 15:20

Nils Jaekel, University of Oulu

Michael Schurig, Technical University of Dortmund

Markus Ritter, Ruhr University Bochum

Investigating cohort effects of early foreign language learning

With the rapid implementation of early foreign language programs in Germany, primary school teachers had to adapt to teaching a foreign language in grade 1 quickly (Schmelter, 2010). Teachers had little experience with language teaching to very young learners, and curricula and materials had not been tested (Edelenbos et al., 2006). EFL programs and policies remain heavily impacted by regional and national educational or language policies. The primary motivation for this replication study were key limitations of Wilden et al. (2013), who investigated the first-ever cohort of students that took EFL from grade 1. Six years later, more teachers have been trained with an EFL major. EFL teachers are more experienced in teaching English from grade 1, the first year of public school, and have developed routines. Materials and curricula have also been adapted to meet the needs of grade 1 students.

Research question: How does the first cohort of students in the sample learning English from grade 1 compare to

- a) a cohort that started learning English from grade 3
- b) a cohort that started learning English from grade 1 six years after the initial cohort concerning listening and reading comprehension?

The study investigates the development of receptive proficiency between three large cohorts (N=7,289) of English as a Foreign Language students. The first cohort started in grade three, the second cohort was the first one that started in grade one, and the third cohort started in grade one, six years after the initial implementation. Propensity score matching was used to compare sampling weights of cohorts without the influence of confounding variables. Results confirmed a slight advantage for an earlier start in primary school for students' receptive proficiency in grade 5. The results further suggest that proficiency scores did not improve from the first cohort of students starting in grade 1 to one six years later. Systemic changes in teacher education for language specialists in primary education may not yet have been able to affect student outcomes.

Friday, September 23

9:00 – 9:40

Eva Jakupčević, University of Split

Mihajla Čavar Portolan, University of Split

Speech acts in EFL textbooks for young language learners

The pragmatic competence of young language learners (YLLs) is receiving increasing attention as a research topic due to the fact that children are globally on the rise as language learners (Zein, 2019), bringing about a need for more studies that could help practitioners working with this age group. For the age-appropriate teaching of pragmatics to be implemented successfully in the classroom from the very beginning of YLLs' compulsory education, it needs to be supported by adequate materials for learners and teachers. The scarce research of pragmatics in EFL textbooks for young learners to date (e.g. Jakupčević & Čavar Portolan, 2021; Schauer, 2019) has found issues and inconsistencies in the way pragmatic content is presented in them. The present study will offer more extensive insight into pragmatic content in local and international EFL textbooks used in Croatian primary schools with learners in grades 1 - 4 (age 6 - 10). Six textbook cycles (24 textbooks in total) will be analysed by identifying instances of 10 speech acts included in Schauer's (2019) notion of *survival English* - linguistic means enabling young learners to survive in possible emergency situations tied to their own real-life contexts (e.g. requests, responses to requests, greetings, mental states etc.). The results are expected to shed light on whether the materials available to Croatian teachers and learners provide them with the basic pragmatic content which might be of use to this age group. We hope the results can be used to raise awareness of teachers and textbook authors to make sure that enough attention is given to pragmatic content in EFL textbooks for the youngest learners.

Thursday, September 22

12:20 – 13:00

Renyu Jiang, University of Oxford

Robert Woore, University of Oxford

Victoria Murphy, University of Oxford

The effect of orthographic input on young Mandarin-speaking EFL children's English pronunciation learning

Children in mainland China receive formal instruction in *Pinyin*, a Roman alphabetic system used to represent the sounds of Chinese characters, at the beginning of Year 1 in primary school to help them develop Chinese literacy skills. They also typically begin formal English learning around the same time, during which the phonological forms of novel English vocabulary are regularly presented alongside orthographic input (OI, the written forms of words). Studies have shown that OI can have a facilitative effect on vocabulary learning in monolingual children's first language (L1). It has also been found that OI can have a negative effect on adult learners' phonological learning in a foreign language (L2) due to the interference from L1 knowledge. Given that little research has investigated this issue in young L2 learners, this study aims to investigate the influence of L2 OI on Mandarin-speaking EFL children's L2 vocabulary learning, with an emphasis on the learning of phonological forms. Eight-year-old children will participate in an individually presented online English vocabulary learning task. Participants will learn two sets of six real, novel, monosyllabic English words through a paired-associate intentional learning paradigm on two consecutive days. In this repeated-measures design, one word set will be learnt with the written word forms present and the other without. To investigate whether children's knowledge of *Pinyin* would influence English pronunciation learning, each word set will include words with three levels of interlingual (*Pinyin*-English) phonic congruence: (1) control words, which exist only in English (e.g., *vet*); (2), interlingual homographs with similar pronunciations in L1 and L2 (e.g., *pan*); and (3) interlingual homographs with different pronunciations in L1 and L2 (e.g., *tun*). After learning, children will be given immediate, one-day delayed, and two-week delayed post-tests to assess their memory of the words' pronunciations. Data will be analysed using linear mixed-effects model and error analysis. The findings will have both pedagogical and theoretical implications for young L2 learners who are concurrently learning two phonological systems and three writing systems.

Thursday, September 22

11:40 – 12:20

Holger Limberg, University of Flensburg

On teachers' use of the L1 in primary school EFL classrooms in Germany

In communicative language pedagogies the use of the target language (TL) is fundamental in the development of learners' TL proficiency. The use of English in English as a Foreign Language (EFL) classrooms is the main source for teachers to provide language input and a means to conduct interactions with learners in authentic ways. TL use is particularly relevant for primary school classrooms, since the length of exposure to the foreign language, in German primary schools often confined to two school years, is a limiting factor for systematic TL input. Notwithstanding this monolingual paradigm, the occasional use of the language of schooling (L1) is considered helpful, especially in lessons with beginners. It can support learners' language awareness, help avoid misunderstandings and ease anxiety of pupils who communicate with limited linguistic resources (Butzkamm 2005; Hall & Cook 2012). Several didactic handbooks therefore advocate the L1 use for specific purposes, and also curricular guidelines recommend selective codeswitching in the primary school EFL classroom (e.g., Böttger 2020; MBWK 2018). Teachers' self-reports show that the L1 seems to be frequently used for detailed explanations, error corrections and for reprimanding learners (BIG-Kreis 2015). But how does the maximum use of the TL and the occasional use of the L1 actually look like in the teaching practice? This qualitative study seeks to find out how teachers, both specialists and non-specialists, make use of their L1 in the primary EFL classroom. The database for the analysis is the Primary English Classroom Corpus (PECC), a collection of 30 transcripts of EFL lessons in German primary schools, largely recorded in grade 3 and 4 (Limberg 2019). The sequential analysis takes an emic perspective on cases of codeswitching to find out when and how teachers revert to their L1 during the lesson, what functions these codeswitches may serve in the classroom discourse, and what consequences the L1 use potentially has for the development of the target language English in class.

Thursday, September 22
12:20 – 13:00

Krystina Mensing, University of Duisburg-Essen

Preventing early reading and spelling difficulties in inclusive primary EFL education: An evaluation of a phonological awareness training

In the context of inclusion, the relevance of early reading and spelling difficulties (RSD) – both in first and second language acquisition - are increasingly recognized. This recognition is not only restricted to learners with a specific reading disorder as defined by ICD-10, but also to children whose difficulties originate from a variety of causes. Against this background, it can be assumed that 20 % of all language learners have problems learning to read and write (Shaywitz, 2005). Regardless of the causes, research in the context of literacy development has repeatedly emphasized the role of preventive support measures (e.g. Bradley & Bryant, 1983; 1985; Slavin et al., 2011; Moraske et al., 2018). For young learners, this especially applies to the development of phonological awareness as a predictor of success in literacy development in both first languages and foreign/second languages. The present study focuses on RSD in the context of English as a foreign language (EFL) education with younger learners. For the study, “Puppy Pete learns to read” was developed, a phonological awareness training, based on the two-dimensional construct of phonological awareness according to Schnitzler (2008). The study aims to investigate the following research questions:

- (1) To what extent can an improvement in phonological awareness in primary EFL education be achieved in children with deficits in the development of phonological awareness through special training?
- (2) To what extent does the implementation of special training have an impact on the EFL reading and spelling performance of children with deficits in the development of phonological awareness?

To answer these research questions, an intervention study with pre-/post- and follow-up design will be implemented in two primary EFL classes (3rd and 4th grade). To examine the development of individual learners, single-case studies are also included. The goal of the study is to compare learners who receive a 14-week training to those who attend regular primary EFL classes. To evaluate the intervention, tests that measure the phonological awareness in the first language German as well as reading and spelling tests in both German and English will be implemented. First results will be reported.

Thursday, September 22
11:00 – 11:40

Heike Mlakar, University of Hildesheim
Joanna Hirst-Plein, University of Hildesheim

“I leik aiskrim”: Cognitive and linguistic predictors of young L2 learners’ spelling ability

Writing skills have gained in significance for young learners over the past decades with the real-life use of digital technologies and a more text-based society (Lindgren & Muñoz, 2013; Brandt, 2015). Written communication, often considered a secondary skill, relies on correct spelling to encode inner speech and to convey intended meaning to the reader (Helms-Park et al., 2015). As a central, lower-level component of the writing process, spelling requires precise recall and production of orthographic representation (Berninger & Amtmann, 2003; Treiman, 2017). Conversely, continued cognitive overload while spelling can have detrimental effects on the subsequent development of writing skills (Graham et al., 1997; Hayes & Berninger, 2014; Kellogg, 2008). This poses increasing challenges for young L2 learners in instructed settings where L2 spelling acquisition remains a neglected skill (Beinke, 2020). In general, predictors for L2 literacy acquisition are executive functions, lexical access and phonological awareness; however, their role in spelling has been under-researched (Harrison et al., 2016). Empirical findings on the effects of language-related and cognitive predictors of L2 spelling are scarce and findings for young learners’ L2 spelling ability are mixed (Czapka et al., 2019). The present study investigates the effects of cognitive and linguistic factors on young learners’ L2 spelling acquisition. More specifically, our aim was to examine correlations between L2 spelling acquisition and learners’ working memory, phonological short-term memory, phonological awareness, non-verbal intelligence, L2 lexical/grammar knowledge and L2 reading comprehension. Furthermore, we explored the question which cognitive and linguistic variables best predict young learners’ L2 spelling skills. Participants (N=75) were grade 3 and grade 4 pupils at two primary schools in Lower Saxony, Germany. Learners completed six measures of cognitive and linguistic skills, one L2 reading comprehension test, and a real word and pseudoword spelling test to explore L2 spelling proficiency. Correlations and multiple regression analyses were conducted in order to identify major component skills and knowledge bases needed for L2 spelling acquisition. In our talk, we will discuss why certain variables might affect learners’ L2 spelling skills and to what extent they might explain spelling variance. Based on our findings, we will also discuss recommendations regarding teaching practices that can assist in developing learners’ L2 spelling ability.

Thursday, September 22

14:00 – 14:40

Sandie Mourão, Nova University Lisbon

**Advances in understanding the role of early English education in Portugal:
Intercultural and citizenship education in action.**

Language learning theories support learners' engagement in communicating and interacting to negotiate cultural boundaries through the development of respect, tolerance and empathy, as well as the ability to communicate and co-operate, and to become flexible, open-minded and critical thinkers (Doyé 1999). Byram's intercultural communicative competence model (1997) is considered one of the most concrete and coherent models – his fifth competence, *savoir s'engager*, highlights the political dimension of intercultural education and expands upon the civic action aspect of his model. It is believed that children are capable of developing all of the five ICC competences, however, teachers of young learners have been shown to be reticent about the affective and the pragmatic dimensions of ICC (Breka & Petravić 2015). This paper presents data collected from Portugal during an Erasmus + project aimed at providing professional development associated with intercultural citizenship education through picture books in early English language education. It shares data which attempts to answer the question: What are the perceptions and practices of teachers of early English in Portugal, regarding ICC and citizenship education before and after attending a professional development (PD) course? The PD course involved formal trainer input and the development and trailing of practitioner-made resources in a supportive professional community. Using a mixed methods approach, data were collected from an online needs-analysis survey, a focus group, the teaching resources created during the PD course, and reflective records written after the PD course. The survey results suggested that the respondents were fairly confident about including ICC and citizenship in their teaching. Nevertheless, actual described practices suggested a misunderstanding of concepts and learning objectives. The analyzed teaching resources provided evidence of an increased confidence to plan for ICC and civic action-taking, and the post-PD reflective records also demonstrated advances in attitude and belief towards the teacher's role in their learners' intercultural and citizenship education during and beyond English lessons. Conclusions highlight the relevance of combining active and collaborative participation in a professional community for effective advances in ensuring English is exploited for purposeful, significant activities in the real world.

Thursday, September 22
14:40 – 15:20

Anja Piriš, University of Primorska
Silva Bratož, University of Primorska

‘Mini takeaway lesson’ as a model for online EFL learning material for young learners

With the COVID-19 pandemic, schools and teachers around the world were forced to quickly adopt the so-called emergency remote teaching (Hodges et al. 2020) and, as a result, introduce several adaptations to their pedagogical process. Preparing online materials and conducting online lessons for younger learners proved to be among the most challenging tasks (Kim 2020). The first part presents the ‘mini takeaway lesson’, an independent online lesson format for young EFL learners (8 – 10-year-olds). The lesson is designed to enable independent learning of English as a foreign language, without any direct contact with the teacher or parent supervision and assistance. It can be used in various educational contexts and for different purposes, from online learning or emergency remote teaching to flipped learning and differentiated and individualized learning. Special attention is paid to giving instructions and feedback to young learners. The second part presents the results of a qualitative study which was carried out in the form of an online survey with 43 students of the master’s study programme Primary School Teaching with English at the Faculty of Education of the University of Primorska. The students created mini takeaway lessons as part of their study requirements. We were particularly interested in the challenges and difficulties they encountered in the process of the design and creation of mini takeaway lessons, and the potential of the model for their future teaching. The results indicate that to create efficient online materials for teaching EFL to young learners, one needs not only a good command of ICT tools and programmes but also knowledge and understanding of specific teaching approaches, methods and strategies appropriate for teaching a foreign language to young learners.

Thursday, September 22

14:00 – 14:40

Julio Roca de Larios, University of Murcia

Yvette Coyle, University of Murcia

The effects of genre-based instruction on report writing with 4th year EFL children in a CLIL science class

Interest in writing as a means to learn subject matter is gaining ground in content-based language (CLIL) programmes currently implemented in Europe. However, research evidence has so far been limited to the comparison of CLIL and EFL learners' texts or to tracing how secondary school CLIL students naturally develop their meaning-making resources in the course of time. There is therefore a need to gather information on how learners can explicitly be instructed to incorporate writing as an integral part of learning both content and language. In an attempt to address this gap, the present study analyzed how a group of EFL Spanish children in a CLIL science context responded to an instructional sequence based on genre-oriented writing strategies and an inquiry-oriented approach to science. Working in cooperation with the researchers, a year-4 primary school teacher implemented a three-week teaching sequence on levers with two mixed-ability classes comprising forty 9-10-year-olds. The sequence, which was intended to make the children aware of the demands involved in understanding (content goals) and expressing as written reports (rhetorical goals) how levers work, scaffolded their activity, from item-based writing (involving manipulation tasks, quizzes and sentence completion activities) to the production of full texts, with the aid of the teacher's explanations and problem-solving activities, as well as graphic organizers, guided writing activities and teacher-led whole class feedback. After the sequence had been implemented, the children independently wrote a report on levers. Children's autonomous written productions were analyzed from a functional language perspective which involved the number of words written, the organization and structure of the texts, the number of simple and complex clauses produced in conjunction with the discursive functions they performed, and the content value of the compositions. The data indicated that four competency levels could be identified in the whole group of children. These results will be discussed in terms of their significance for CLIL writing with young learners.

Thursday, September 22
15:20 – 16:00

Jana Roos, University of Potsdam
Hannah Ruhm, University of Potsdam
Kristin Kersten, University of Hildesheim
Sonja Brunsmeier, University of Passau
Karen Glaser, Leipzig University

Effective teaching strategies in the primary EFL classroom – Diverging perspectives?

A key question in instructed second language (L2) acquisition research focuses on which L2 instructional techniques are most effective to support learners' foreign language development in the classroom. By extension, this question is relevant for teacher education, as student teachers need to be equipped not only with such techniques, but also with the competence to continually self-assess and reflect their own teaching strategies to develop professional vision (Uličná, 2017; Glaser, 2022). A challenge for empirical classroom studies is, however, that valid and reliable assessment instruments for instructional strategies in young learners' language classrooms are still scarce (for an exception, see Weitz, 2015). The *Teacher Input Observation Scheme* (TIOS, Kersten et al., 2018) is a standardized classroom observation instrument which operationalizes teachers' L2 input and instructional quality covering 41 teaching techniques. The instrument has been shown to measure differences between teachers and differential effects of L2 teaching strategies on young learners' L2 proficiency (Kersten, 2021). In the current project, the TIOS was implemented to support primary EFL student teachers' development in their practical semester, to help them refine the self-reflection of their classroom experiences and transfer theoretical knowledge to their own teaching practice. More specifically, the project investigates (1) how student teachers evaluate the teaching strategies they use in their training classrooms, and (2) to what extent this self-assessment corresponds to, or differs from, the lesson assessments of experienced experts in foreign language teaching. Data was collected from 50 student teachers studying at different German Universities and their university mentors (referred to as 'experts') by means of the TIOS directly following lessons taught by the student teachers and observed by their mentors during the practical semester. Data will be analyzed statistically using correlational analyses, group comparisons (ANOVA), and linear regressions. Results will shed light on student teachers' and experts' conceptualizations of teaching strategies and their (diverging) perspectives on the effective use of such strategies in English lessons at primary level, and will provide insights into student teachers' self-perceptions of performance. Ultimately, it is hoped that the findings will help inform the quality of foreign language teacher education in Germany and beyond.

Friday, September 23
14:40 – 15:20

Dominik Rumlich, University of Paderborn
Raphaela Porsch, University of Magdeburg
Sonja Brunsmeier, University of Passau

Starting early or late? Parental perspectives on the onset of English at primary school

For more than 15 years, all German pupils have started to learn a foreign language (English or in some cases French) at primary school – an educational objective advocated, *inter alia*, by the Council of Europe (1997). This usually meant two lessons per week. Some federal states offered it from year 3 onwards, while others, such as Baden-Württemberg and North Rhine-Westphalia (NRW), started in the second term of year 1. Recently, the latter moved it back to year 3. The above timeline indicates that the teaching of foreign languages at primary school in Germany on a large scale is a rather recent phenomenon, hence the body of research is rather limited by default – and partly inconclusive with differing interpretations and mixed empirical results on the effectiveness of an early start (Wilden & Porsch 2020; compare, for instance, Jaekel et al. 2017 and Frisch 2017). One blind spot of the existing research in the debate “early versus late start” is the parents. Besides family education, institutional caretakers, and school, parents play a pivotal role in the care-taking, education and development of young children (Tietze et al. 2012). Their commitment might hence be valuable and influential for the successful implementation of early English teaching. Yet, there are hardly any studies on parental views on early foreign language learning in primary school (for an exception see Carmel 2022) and none has been conducted in Germany yet. The aim of the EUBE study (“*Englischunterrichtsbeginn aus Elternsicht*”) is to explore parental views on teaching English at primary school and to identify potentially influential factors, such as their occupation, i.e. (English) teachers vs. other occupations, educational aspirations, attitudes towards English, their own language biography, etc. The study implements a mixed-methods design, consisting of a questionnaire with open and closed questions in phase one and interviews in phase two. The presentation will report on the data of phase one, which was gathered on the basis of (adapted) items and scales from existing instruments (e.g. Wendt et al. 2016 on parental support of their children’s English studies or Council of Europe 2001/2018 on objectives of foreign language learning) supplemented by newly-developed items if necessary (e.g. knowledge and evaluation of children’s English classes). The survey started in the middle of January, 2022, ran until April, 2022, and was administered nationwide. So far, almost 2000 parents took part in the survey. The presentation will include first results comprising descriptive and analytical statistics (e.g. means, correlations, regression analyses, ANOVAs), which will be discussed in the light of the most recent developments in early foreign language learning.

Friday, September 23
9:40 – 10:20

Milica Savić, University of Stavanger
Anders Myrset, University of Stavanger

Young EFL learners' frames of reference for making sense of pragmatic practices: Potential for teaching L2 pragmatics in primary school

This presentation explores the various frames of reference young Norwegian EFL learners draw on and the evaluative stances they adopt (Kádár & Haugh, 2013; McConachy, 2019) to make sense of pragmatic practices in their first (L1) and foreign language (L2). The few previous studies investigating young EFL learners' metapragmatic understandings focused almost exclusively on comprehension and/or evaluation of specific speech acts (Lee, 2010; Portolés, 2015; Zhang & Yan, 2012), primarily through tightly controlled elicitation tasks, which offer limited insights into young learners' (YLs) reflections. The only glimpses into learners' reflections and (co-)construction of pragmatic understandings are offered in Lee's (2010) verbal protocol data and Ishihara's (2013) pragmatics-focused classroom interactions. Thus, this presentation aims to address the knowledge gap regarding YLs' dialogic sense-making and evaluation of L1 and L2 pragmatic practices. Seventy-nine learners, attending 3rd, 5th and 7th grade of primary school (roughly aged 9, 11, and 13) were organised in groups of 3-4. They performed three tasks: a video-prompted oral discourse completion task (VODCT); an appraisal task based on requests produced in the VODCT (Emoticon task), followed by a group discussion of their appraisals; and a group ranking task (Ranking circle) (see Myrset & Savić, 2021). This presentation, based on Savić and Myrset (2022), draws on three group discussions from the Ranking circle. These discussions illustrate 3rd, 5th and 7th grade learners' evaluative language use and the various frames of reference they draw on in collaborative dialogue, when discussing and explicitly or implicitly comparing Norwegian and English pragmatic practices. The discussions reveal diverse opinions within groups and a variety of interpretative frames (McConachy, 2018) that emerged in group discussions, including lived experiences, the learners' own feelings and perceived feelings of others, unarticulated L1 cultural assumptions, stereotypes about L1 and L2 speakers, and historical and cultural knowledge, which provide relevant insights into YLs' developing metapragmatic understandings. In concert with their highly positive evaluations of L2 pragmatic practices, albeit often based on stereotypical views, the diversity of perspectives offers considerable potential for guided classroom discussions and for future research. This potential is addressed towards the end of the presentation.

Friday, September 23
10:20 – 11:00

Gila A. Schauer, University of Erfurt

Teaching L2 pragmatics to young EFL learners: exploring the potential of two graphic novels

Studies have shown that many EFL teachers consider components of pragmatic competence, such as the ability to communicate appropriately and effectively in the L2, to be an important part of their learners' (intercultural) communicative competence (e.g., Savvidou & Economidou-Kogetsidis 2019; Schauer 2022). However, EFL textbook and materials analyses have revealed that materials for young learners frequently do not feature sufficient pragmatic input (e.g. Glaser 2020; Schauer 2019). If commercial EFL materials do not provide rich and varied pragmatic input opportunities, then other input options need to be explored that could provide EFL teachers of young learners with suitable materials for teaching L2 pragmatics. Children's literature is one possible input option that may provide young EFL learners with authentic target language input. While picture books may be the first children's literature format that comes to mind – since picture books are frequently used in primary EFL classrooms – a recent study of 22 picture books used in EFL instruction has revealed that picture books may only offer limited pragmatic input due to limited direct speech instances and limited coverage of speech acts (Schauer 2019). The present study examines the pragmatic potential of two graphic novels appropriate for young EFL learners, as graphic novels – due to the very nature – contain a considerable number of direct speech instances. The two graphic novels investigated are *Baloney and Friends* by Greg Pizzoli (2020) containing 81 pages, and *Smell my Foot* by Cece Bell (2019) containing 69 pages. The investigation will focus on eight speech acts: greetings, leave takings, requests, responses to requests, expressions of gratitude, responses to expressions of gratitude, apologies, responses to apologies. It will address the following research questions:

- 1) How many instances of the above-mentioned speech acts are featured in the two books?
- 2) Do the graphic novels contain different strategies/formulae for the individual speech acts or do they only provide a limited set of options?
- 3) Do the graphic novels contain additional content that could be used to teach pragmatics, e.g. conversations about appropriate / polite behaviour?

Thursday, September 22
14:40 – 15:20

Anne Schrader, Leipzig University

Writing in the Primary English Classroom: A Design-Based Research Study

In Germany, written skills continue to play a minor role in Primary EFL classrooms despite empirical evidence showing that teaching literacy to young learners supports their L2 learning progress, including vocabulary and pronunciation skills (e.g., Duscha, 2008). At the same time, there is a dearth of research into teaching methods with which literacy can be effectively im-pacted without neglecting the development of oral skills and without overtaxing the young learners. While this challenge is gradually being met for reading (e.g., Frisch, 2013; Beinke, 2020; Reckermann, 2018), it has hardly been addressed with regard to writing. Moreover, practitioners are gradually becoming aware of the necessity to include reading and writing to a greater extent; however, vis-à-vis the lack of literacy teaching methods they mostly have to resort to the trial-and-error-principle. This is particularly problematic with regard to the transition from primary to secondary school (e.g. Brunsmeier, 2019) as heterogeneity amongst the learners becomes especially visible in their literary competence. The purpose of this study is to narrow this gap by means of design-based research (DBR) into the systematic development and evaluation of didactic formats for teaching literacy and writing skills to young ELF learners in 3rd grade. More specifically, the study investigates possible challenges during the implementation of these formats and their subsequent revision (RQ 1), and the effects of the literacy-enriched intervention on the learners' overall L2 skills (RQ 2). In line with DBR principles, the study features a cyclic structure of Development – Teaching Cycle I – Evaluation/Revision – Teaching Cycle II – Final Evaluation. Rooted in a phonics-informed approach, the intervention spans three units of ten lessons each and addresses written skills at the word, sentence and text levels. Data for RQ 1 consists of video-recordings of the intervention, learners' writing products, and teacher interviews. Data for RQ 2 is collected in a quasi-experimental de-sign that contrasts the intervention group with a control group and assesses L2 proficiency for all four skills via adapted Cambridge English Young Learners pre- and posttests. At the conference, quantitative and qualitative findings from both cycles will be presented.

Thursday, September 22

11:00 – 11:40

Johannes Schulz, University of Oxford
Catherine Hamilton, University of Oxford.
Victoria Murphy, University of Oxford.
Elizabeth Wonnacott, University of Oxford.

The impact of multi-word units in early FL learning and teaching contexts. A systematic review

L1 research has shown that multi-word units (MWU) are integral building blocks in children's L1 acquisition processes. Findings suggest that children can make generalizations from MWU input, abstract syntactic patterns and employ such schemata productively via slotfilling (Bannard & Lieven, 2012). L2 research reports similar findings as empirical work employing so-called 'trace-back' methodology has shown that MWUs are key catalysts of children's L2 development (Myles et al., 1999). Congruously, the importance of MWUs in children's L2 learning trajectories is acknowledged in curricula (KMBW, 2016, p.8) and MWUs are considered crucial in the L2 classroom (Kersten, 2015). Indeed, following from findings illustrating that primary school children's L2 learning outcomes lack crucial productive knowledge (i.e. verb and structural knowledge (Engel et al., 2009)), researchers have argued for the implementation of MWUs in the L2 input to optimize teaching, and learning outcomes (Bredenbröcker, 2018). Although there have been initial promising scientific efforts in this direction (Kostka, 2020), a selective review of research yielded comparatively little research in this area, indicating that the effectiveness of MWU classroom instruction on children's proficiency development is still under-researched. To provide an appropriate foundation for further work, it is critical to gain a comprehensive understanding of the extant work. The incentive of the current review, then, is to systematically report the state of the art of research regarding the impact of MWUs in early L2 teaching contexts. This pre-registered review (Schulz et al., 2022) covered English, German and French literature on typically developing monolingual children aged 5 to 12 learning a foreign language in instructed teaching settings. As a result of blinded in-/exclusion processes of 1673 papers by two independent researchers, eleven papers conformed to the inclusion criteria. Following blinded quality analysis using the Mixed Methods Appraisal Tool (MMAT, Pluye et al., 2009), the remaining papers will undergo in-depth analysis. Results of this analysis will be presented and discussed with respect to reporting on the state of the art of research in this area, and importantly, on identifying fruitful avenues for further research so as to ameliorate language outcomes of young L2 learners in instructed settings.

Friday, September 23

9:40 – 10:20

Anja Steinlen, University of Erlangen-Nuremberg

Daniela Schwarz, University of Erlangen-Nuremberg

Thorsten Piske, University of Erlangen-Nuremberg

The transition from elementary school bilingual programs to regular foreign language lessons in secondary schools: A longitudinal perspective

It is well known that the transition from elementary to secondary school may constitute a critical bridge in foreign language (FL) learning, due to changes in teaching strategies and assessment practices and a shift from an oracy to a literacy focus which may affect students' long-term FL proficiency development and success (e.g. Jaekel et al., 2021). The main objective of this longitudinal study is to explore the development of a particular subgroup of students, i.e., students who were enrolled in a bilingual program in elementary school and who afterwards attended regular English lessons in from grade 5 to 7 in secondary school. We will address the following research questions: What is the students' attitude towards bilingual learning in elementary school? How do they perceive English-as-subject lessons in secondary school? Do their attitudes change over time? Are their attitudes influenced by age, gender and enrolment in different types of secondary school, i.e. Mittelschule, Realschule, Gymnasium? Our original sample included 400 fifth graders in more than 120 secondary schools in Bavaria, Germany. 100 of these students completed a questionnaire in grades 5, 6 and 7. In addition, we obtained questionnaire data from 70 secondary school English teachers who taught these students in grades 5, 6 or 7. Preliminary results indicate that the students rate the elementary school bilingual program as very positive (cf. Böttger & Müller, 2020), with only a small decline over the years. The students' positive attitudes towards English-as-subject lessons in secondary school decrease from grade 5 to 7, probably due to a general decrease in students' interest in school subjects (Schurtz & Artelt, 2014). Moreover, whereas the English teachers in grade 5 had the impression that students from bilingual elementary school programs outperformed their peers from regular programs (Steinlen et al., i.pr.), this difference seemed to diminish by the end of grade 7. In our discussion the focus is on how students who attended a bilingual program in elementary school can be adequately supported in regular English lessons in secondary school, even if they are mainly taught together with students who had previously not attended such a program.

Thursday, September 22

11:40 – 12:20

Constanze Weth, University of Luxembourg

Does plural spelling in French as a foreign language help to improve capitalization of nouns in German, the language of literacy?

Due to early foreign language instruction, spelling acquisition in two languages has become normality in primary school. Some aspects of spelling that are taught since early schooling relate to domains of syntax, such as plural markers in French ('les chats noirs'), or German capitalization of nouns ('sein schönes Singen'). Experimental studies have shown that syntactic training is effective for spelling these syntactic markers (Brucher et al., 2020; Weth et al., 2021). However, field studies show less clear effects (Wahl et al., 2017). Moreover, although multilingual classrooms have become normality, no study exists that looks at possible interferences of grammar instruction in the language of literacy and the early foreign language. This paper presents an intervention study of two syntactic markers, French plural spelling and German capitalization of nouns in Grade 4 ($n = 200$) in Luxembourg. The students have been learning German for three years as the language of schooling, and French for one year as foreign language. Training focused on the cohesion of the noun phrase and the production/recognition of the grapheme encoding the grammatical information. Training was provided via learner videos in the classroom. All children have got training and did spelling tests (pre-, post-, follow-up) in both languages. The study has a crossover design with a counterbalanced order of the trained languages. The results show large, sustainable effect sizes for training in French against the active control group. However, no training effects in German were found. The paper discusses the results in respect to the similarities and differences of the linguistic structure of the German and French syntactic markers and the design of the training. It also discusses the results in respect to the role of each language in the school curriculum, German as the language of instruction and of literacy, French as a foreign language. All in all, the paper suggests that a syntactic training is beneficial for syntactic spelling. The French writing system seems to be particularly well designed in order to relate the orthographic and syntactic structure in teaching.



Poster Session



Day 2 (Friday)

12:00-13:00

in *Gather*



Schedule and Poster Rooms

12:00 – 12:20: Orientation in *Gather*

Participants can browse posters and choose their preferred room for the pitches.

12:20 – 12:35: Poster pitches

The presenters in a room take turns pitching their work in 3-minute mini presentations.

12:35 – 13:00: Exchange

Participants can continue to look at posters and talk to poster presenters.

Room 1: Focus on the (student) teacher

- 1A) Paul Berge, University of Trier:** Teaching young learners through a low-competence target language in primary school CLIL: A teacher cognition study of the Dortmund International Primary Schools (DIPS)
- 1B) Tjaša Dražnik, University of Ljubljana / Abo Akademi University:** Linguistically sensitive teaching in all classrooms: Preparing student teachers to promote plurilingual competence in young learners
- 1C) Marius Ritter, University of Münster:** "What's happening?" Fostering student teachers' professional vision
- 1D) Melike Ünal Gezer, TED University Ankara:** Pre-service EFL teachers' foundational linguistic knowledge in early literacy instruction

Room 2: Focus on L2 production

- 2A) Heather Dyche, University of Lyon Lumière:** A typology of pronunciation errors made by young francophone learners of English as a foreign language
- 2B) Esther Fischer, Pädagogische Hochschule Heidelberg:** The knowledge and opinions of education students on teaching and assessing written language skills in the EFL elementary classroom
- 2C) Anne Lorenz, Leipzig University / University of Luxembourg:** On the influence of the first writing system on second writing acquisition in bilingual German-French primary school context
- 2D) Ruth Trüb, Pädagogische Hochschule FHNW:** An empirical study of EFL writing at primary school

Room 3: Focus on technology-supported language learning

- 3A) Daniela Avello / Carmen Muñoz, University of Barcelona:** How suitable are captioned-animated cartoons for primary school learners?
- 3B) Emilie Charles, INSA-Lyon / Emilie Magnat, Université Lyon 2 / Marie-Pierre Jouannaud Université Paris 8 / Coralie Payre-Ficout, Université Grenoble Alpes / Mathieu Loiseau, INSA-Lyon:** Effect of an EFL listening comprehension learning game on phonemic awareness in French
- 3C) Lenka Garshol / Susan Erdmann, University of Agder:** The use of digital tools in early instructed language learning
- 3D) Sarah Reader, Chemnitz University of Technology:** Asynchronous intercultural video exchange project for young EFL learners: An exploratory study
- 3E) Benedikt Wagner, University of Paderborn:** Fostering L2 reading motivation through the use of digital "choose your own adventure" stories in the primary EFL classroom

Room 4: Focus on teaching programs

- 4A) Joanna Baumgart / Martin Koch / Kristin Kersten, Stiftung Universität Hildesheim:** Digitally yours: TBLT through the lens of digital competence
- 4B) Rowena Kasprowicz / Heike Krüsemann, University of Reading:** Progression in primary languages: A longitudinal study of the route and rate of language learning in primary school in England
- 4C) Kramar, Martina, University of Zagreb / KGS Leoschule Neuss:** Qualitative content analysis of German language subject curriculum for primary education in the Republic of Croatia in terms of intercultural competence
- 4D) Otsuki, Yuki, Meiji University:** CAN-DO list clarifies English objectives for Japanese elementary school pupils and teachers

Room 5: Focus on teaching methodology

- 5A) Mirjam Anugerahwati / Irene Maria Cahyaningtyas Rinukti, Universitas Negeri Malang:** Enhancing students' writing competences through the four-square writing method
- 5B) Bittmann, Anna, University of Potsdam:** "Getting what I know across" - Insights into embodiment-based L2 communication on scientific terminology in CLIL primary school science classes
- 5C) Guttke, Joel, University of Duisburg-Essen:** The subject-specific operationalization of cognitive activation in primary EFL education: Developing student and teacher questionnaires
- 5D) Nataliia Sharkova, Ukrainian State University of Science and Technologies / Svitlana Sharkova, H.S. Kostiuk Institute of Psychology of the Academy of Educational Sciences of Ukraine:** The ways of improving memory performance by engaging young learners in non-verbal activities during foreign language classes



Poster abstracts in alphabetical order

(of first author's surname)

Mirjam Anugerahwati, Universitas Negeri Malang
Irene Maria Cahyaningtyas Rinukti, Universitas Negeri Malang

5A) Enhancing students' writing competences through the 4-square method

This study aims to inquire into the use of 4-square method to improve students' writing competence during learning process at school. The researcher finds that writing competence was one of the important skills that students needed to grasp for delivering their thought and ideas. It is not easy for them to deliver their ideas into printed form especially it is not in their mother tongue. As the first graders in Primary school, they need kind of tool to help them in the learning process. In the four-square writing method, a piece of paper is divided into 4 squares, then a fifth square is added in the middle. Then the four squares itself consists of one topic sentence in each square that supports the main idea. It is simple step by step and easy organizational tools to keep students on track during writing assignments. That is the reason why the four-square writing method is proposed to be implemented in this research.(Gould & Gould, 2013). This method can help the students to organize their ideas so that they can write a simple essay about a certain topic. Here, the researcher uses her own class, with 23 students, as a sample. They are the first grader of primary students with the age of around 6 and 7 years old. Most of them are in A1 level of the English proficiency. Simple method is required for them to learn how to write a short passage and feel fun to do it. Therefore, researcher chooses classroom action research to see the result of the four-square method to improve students' competence in writing skill. In collecting the data, the researcher did the observation and tests. The researcher implemented two cycles here. In each cycle, the researcher conducted the test at the end of each cycle. The first cycle researcher had bigger intervention to give the concrete description how to use the four-square method. The researcher provided sentences and let the students fill in the blank with the word or chose the correct action verbs in the four-square template before they combined all sentences into a passage as their test. On the second cycle, researcher let the students arrange their own ideas in four-square template about their own experiences, then they combined all sentences into a short passage as their test in the end of second cycle. Then the mean score of each test was compared to know the improvement of the students' writing. The research results showed a negative students' improvement as a little bit different treatment at the second cycle but a positive improvement in students' motivation during the writing process. The mean score in cycle 1 was 88 and in cycle 2 was 81. The negative result happened as in the first cycle, students only completed the sentences given in their four-square form while at the second cycle, they needed to make their own sentences in the four-square form by answering the guided questions given. However, their motivation in writing showed improvement such as their questions during the process were decreasing, they were able to follow the teacher's direction, answered guideline questions and transferred the result of their four-square writing form into a short simple passage independently. Finally, this method is able to help the students to elaborate their ideas into a printed form and become their guideline every time they need to do the writing assessment, such as making a short essay with a certain topic given.

Daniela Avello, University of Barcelona

Carmen Muñoz, University of Barcelona

3A) How suitable are captioned-animated cartoons for primary school learners?

Overall, the literature on L2 learning through captioned-video viewing has consistently shown that L2 learners benefit from this activity since the use of print seems to make the input more accessible (Montero-Perez, 2022; Vanderplank, 2016). Yet, only a handful of studies on captioned-video viewing have been conducted longitudinally and very little attention has been paid to primary school L2 learners in comparison with university and secondary school students (Montero Perez & Rodgers, 2019).

The Cognitive Theory of Multimedia Learning (Mayer, 2014, 2022) claims that multimodal input may foster learning effectively as long as the functioning of human mind is considered. Therefore, the learning resources should facilitate learning and prevent students' cognitive overload. This may be a critical issue when attempting to use captioned-videos with primary school students at the stage of middle childhood, which ranges between the age of 6 and 11/12 years old (Harris & Westermann, 2015; Myles et al., 2019). This is a stage of big changes in social and cognitive factors, which is characterized by children's lower L2 proficiency level and still developing L1 reading skills.

Hence, the present investigation attempted to fill the gaps in the literature by studying the extent to which six groups of EFL primary school students ($n=120$) from Chile could cope with and learn from the simultaneous exposure to dynamic images and bimodal verbal input (11 episodes). The experimental groups differed in terms of year level (year 4 vs. year 5) and viewing distribution (1-4 episodes a week). The results revealed that despite the weak but significant mediating effects of visual processing speed and attention, learners improved significantly as regards vocabulary learning and L2 reading skills development, especially in the case of fifth graders. Concerning viewing distribution, fourth graders seemed to be more sensitive to its effects. Specifically, watching more episodes a week appeared to facilitate the processing of audiovisual input to get slightly higher gains, whereas a greater distance between episodes resulted in a more effortful process that led to greater vocabulary retention.

Joanna Baumgart, Stiftung Universität Hildesheim
Martin Koch, Stiftung Universität Hildesheim
Kristin Kersten, Stiftung Universität Hildesheim

4A) Digitally yours: TBLT through the lens of digital competence

Project *Cu2RVE*, led jointly by the Centre of Teacher Education and the Faculty of Education at the University of Hildesheim, aims to explore and promote digitisation in schools and across different teacher education programmes. As a partner in project *Cu2RVE*, we focus on the convergence of technology and TBLT in a foreign language classroom. Technology-mediated TBLT (TMTBLT) offers many affordances in language learning in terms of task authenticity, motivation, higher engagement etc. (González-Lloret 2017, Ortega 2017, Ellis et al 2020, Smith & González-Lloret 2021). More specifically, research shows that implementation of TMTBLT with young language learners leads to increased collaboration, joint co-construction of output, peer scaffolding as well as improved fluency and comprehension skills (Alhinty 2015, Pellerin 2014, Pinter 2019).

This paper reports on a study conducted within project *Cu2RVE* where technology-mediated TBLT was implemented in two primary schools in Lower Saxony, Germany, in the spring of 2022. The aim of the pedagogic intervention was twofold: to examine how the integration of digital skills and subject content impacts on learning in those two competence areas, and to evaluate the effect of digital competences on pupil language acquisition in a TBLT context. This study employs experimental design where a seven-lesson unit “In town” was delivered in two primary schools in two 4th grade cohorts (N=40) culminating in a task-based final class. Both experiment groups used Google Maps to plan a sightseeing tour of London while the control groups covered the same content using a traditional “pen and paper” approach. L2 competences relating to the topic as well as digital competences were elicited using a pre- and post-test. In order to minimise the impact of external variables, the class English teachers delivered the material in each setting. Furthermore, lessons were video recorded and instructional differences were controlled for using *Teacher Input Observation Scheme*. Data was analysed statistically using a mixed factorial ANOVA with time as within-subject factor and group as between-subject factor. Based on the literature review of similar studies, we expect that the use of digitisation strategies predicts higher L2 and content scores at the end of the unit.

Paul Berge, University of Trier

1A) Teaching young learners through a low-competence target language in primary school CLIL: A teacher cognition study of the Dortmund International Primary Schools (DIPS)

This poster will report results from a study that investigated the cognitions of five primary school CLIL teachers teaching in the Dortmund International Primary Schools (DIPS) program in North Rhine Westphalia (NRW). The implementation of CLIL at primary school faces unique challenges. Primary among them are students' low or beginning target language competences. Additional challenges such as a lack of CLIL-specific teacher training (Massler, 2012) and a lack of guiding documents specific to primary school CLIL in NRW can further complicate CLIL's implementation. While the development of target language competences is "an intended outcome" of CLIL instruction, low target language competences are problematic since L2 competences are "an essential prerequisite" for content learning (Morton, 2012, p. 12). Also, it has been questioned whether the "ambitious" CLIL goal in Germany of developing subject literacy in two languages is appropriate for primary school learners (Frisch, 2021, p. 46). Therefore, in the face of such challenges, it is important to understand how practicing CLIL teachers address the challenging reality of CLIL instruction at primary school. Understanding teachers' perspectives can help inform the further development of local CLIL programs. Three research questions guided this investigation:

- 1) What cognitions do teachers hold about teaching and learning in primary school CLIL?
- 2) What language-related learning goals do teachers work toward?
- 3) What approaches do teachers think are most effective for achieving these goals?

After an initial semi-structured interview, each of the five teachers was observed teaching a series of science and social studies CLIL lessons. Teachers were then interviewed in a follow-up interview to discuss aspects of the observed instruction. Interview transcriptions were analyzed using Qualitative Content Analysis (Schreier, 2012). Teachers described the development of English competences, especially oral competences and subject vocabulary knowledge, as curricular enrichment. They described learning German subject vocabulary as necessary but described using German primarily as a comprehension support. Teachers also described the process of learning through a foreign language as cognitively and affectively challenging and one that requires them to calibrate goals and instruction based on their knowledge of students. The results will be discussed critically.

Anna Bitmann, University of Potsdam

5B) “Getting what I know across” – Insights into embodiment-based L2 communication on scientific terminology in CLIL primary school science classes

Gestures serve many roles in learning and understanding language as well as subject matter. Gestures are especially effective when they act as a representation of the underlying knowledge. A characteristic of which young learners oftentimes take advantage if they lack the necessary linguistic competences to express themselves. This talk examines the role and potential of conceptually congruent (iconic) gestures in deepening the understanding of scientific terms (subject matter) and promoting the use of academic discourse functions (language competences) in CLIL science classes in the primary school.

Drawing on convergent evidence which indicates that concepts are better understood and longer retained when they are learned with conceptually and semantically congruent gestures, the talk presents an intervention study conducted in Grade 4 bilingual science classes (N = 85; n = 48). In the classroom-based project (quasi-experimental mixed methods design), effects of learning L2 scientific terms coupled with iconic gestures vs. animated reading clips were analyzed in two thematically different units (Space and Healthy Foods). For the gesture group, the results show that students with L1 English can recall the scientific terms significantly better than students with L1 German after appx. 12 weeks. Although this effect is found in the Space unit only, it is established that both language groups successfully slow down the decaying process of the learned terms and promote long-term retainment with the help of iconic gestures. Concerning the discourse functions, the results demonstrate that students in the iconic gesture group use the discourse function describing/defining and explaining more often than students in the reading group. Furthermore, the analysis shows that iconic gestures helped students retain and express term-specific facts (narrative, nominal, and committed facts) significantly better in the Space unit. The Healthy Foods unit revealed no significant differences concerning the interventions and the language groups.

The talk concludes by translating the findings into the larger context of improving students' use of academic foreign language in the CLIL science classroom and the ensuing implications for gesture-based (embodiment-based) strategies in EFL learning. Finally, remaining issues for desirable future research are explored and stated.

Emilie Charles, INSA-Lyon
Emilie Magnat, Université Lyon 2
Marie-Pierre Jouannaud, Université Paris 8
Coralie Payre-Ficout, Université Grenoble Alpes
Mathieu Loiseau, INSA-Lyon

3B) Effect of an EFL listening comprehension learning game on phonemic awareness in French

Luciole is an EFL listening comprehension learning game for 6–9-year-olds. Learners play the role of a French kid named Sasha recruited by a spy agency to help save animals. Sasha interacts mainly with native English-speaking people from all around the British Isles who either speak English or French with a strong foreign accent. Luciole offers different activities. Some target the thematic lexicon, others train specific phonological aspects of English difficult to apprehend for French learners. A first experiment showed that children who played Luciole developed their listening comprehension in English but also improved their phonological awareness (PA) in French. A new experiment has been designed to try to replicate the previous results and to explore their origin.

PA is defined as “one’s ability to recognize, discriminate, and manipulate the sounds in one’s language, regardless of the size of the word unit that is the focus” (Anthony & Francis, 2005). PA, and specifically phonemic awareness, plays a crucial role in reading acquisition (Snow et al., 2001), and the beneficial impact of explicit instruction of PA for typically and atypically developing children is well known (Ehri et al., 2001; Zoubrinetzky et al., 2019). Furthermore, various authors defend the hypothesis that PA is not linked to a specific language but rather a general linguistic meta-skill (Comeau et al., 1999; Cummins, 1979).

Explicit phonological activities represent only about 5% of Luciole’s activities, raising the question of their relation to PA improvement. Thus, in this new experiment, pupils from 14 classes were either confronted with the current version of Luciole (7 classes; n=89) or with a version without explicit phonological training (7 classes; n=102). Pupils from 29 other classes (n=355) using another application serve as an active control group. All 43 classes were tested in February 2022 on listening comprehension in English and PA in French and English, then they started to use the applications in class, for at least 22 sessions of 20 minutes spread from March to June 2022; post-tests are administered starting mid-June 2022. User traces are collected to refine our analyses.

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Tjaša Dražnik, University of Ljubljana / Abo Akademi University

1B) Linguistically sensitive teaching in all classrooms: Preparing student teachers to promote plurilingual competence in young learners

In the wake of today's increasingly diverse societies, the traditional approach to foreign language (FL) teaching that encourages the isolation of the FL from the other languages in the learner's repertoire has been challenged (Beacco et al., 2007). The promotion of plurilingual competence has gained a foothold in European educational policies, and is at the heart of many teaching approaches, such as CLIL, translanguaging, and other language-sensitive pedagogies (Le Pichon-Vorstman et al., 2020). Plurilingual competence refers to an individual's language competences, as well as the dynamic interconnectedness of languages within an individual's repertoire (Piccardo, 2013). Literature notes distinctive advantages of using plurilingual competence as a tool to progress faster when learning FLs (Cenoz & Gorter, 2013). This gives particular weight to this study, which aims to understand how to better prepare future primary education teachers to promote plurilingual competence in young learners. The study was conducted within the European action-research project Linguistically sensitive teaching in all classrooms (Listac.org, 2019-2022). The concept of LST was used as a lens to examine teachers' ability to utilise and encourage the use of pupils' plurilingual competence. LST encompasses raising language awareness and mainstreaming the teaching of plurilingual competence as a natural part of classroom work (Bergroth et al., 2022). The following research questions were examined: 1) What has already been internalised regarding LST through ITE? 2) What needs to be improved to better promote LST in ITE? We collected student group reflections using reflection instruments based on strengths, weaknesses, opportunities, and threats (SWOT) analysis during 2020. Data from 42 primary education student teachers at the University of Ljubljana, Faculty of Education were analyzed by carrying out an inductive content analysis in multiple cycles. The results indicate that student teachers have adopted a positive discourse on LST. They emphasized the role of LST in a highly globalized world, recognized its necessity in class as stipulated by policy documents, and showed a good understanding of what LST entails in theory. In response to the second research question, three main areas of need were detected: a lack of teaching practice, a lack of training regarding resources and teaching strategies, and insufficient cultural and linguistic knowledge for handling multilingualism. By examining the current state of ITE in preparing future teachers for LST, this study helps to understand how promoting plurilingual competence, and therefore softening language boundaries, can strengthen the teaching of FLs.

Heather Dyche, University of Lyon Lumière

2A) A typology of pronunciation errors made by young francophone learners of English as a foreign language

There are only a few examples in the literature of attempts to present a typology of learner pronunciation errors produced by French speaking learners of English (Capliez ,2011. Swan & Smith, 2001. Collins, Mees & Carley 2019). The examples that do exist are based largely on teachers' general impressions of learner errors and some perception studies. There is a lack of empirical studies on learner pronunciation errors in this context. There is also reason to believe that primary school aged learners may show different patterns of pronunciation errors because foreign language teaching in France generally avoids any orthographic input for this age group.

As part of a wider project on the impact of visual speech articulation on phonological and lexical learning in a classroom context, our 6-year old (n=27) and 8-year-old (n=40) participants were asked to imitate a series of 8 familiar and 8 new lexical items. (See Hardison, 2010 for an overview of similar studies featuring adult learners) Although the results concerning the original hypothesis were inconclusive, the imitation data makes an interesting study of pronunciation errors. For instance, when asked to repeat the word 'robin' /'rɔ:bin/, none of the children produced a French-style 'r' [ʁ], but many children substituted a [w] (n= 16/67) or a [ɹ] but with rounded lips [ɹ̥] (n = 10/67). When asked to repeat 'hog' /hɔ:g/ not a single child elided the /h/ phoneme, but we did see a range of variations in how this phoneme was pronounced with 18/67 instances of [ħ], a voiceless pharyngeal fricative. When asked to repeat 'gannet' /'gænit/, many children produced something closer to an initial unaspirated French [k] rather than the pre-voiced French [g] that we might expect to hear from older learners in a task using orthographic as well as auditory input.

In recent years, we have seen renewed interest in the importance of teaching pronunciation and phonology of foreign languages, and the latest editions of the Common European Framework of Reference for Language Teaching (CEFR) include sections dedicated to this aspect of language learning (Piccardo, 2016. North & Piccardo, 2020). Empirical analysis of English learner pronunciation errors produced by young learners in a French primary school context could lead to better informed course and curriculum design.

Esther Fischer, Pädagogische Hochschule Heidelberg

2B) The knowledge and opinions of education students on teaching and assessing written language skills in the EFL elementary classroom

In today's globalized world, the significance of literacy, especially in the English written language, is undeniable. In Baden-Württemberg, English foreign language teaching currently begins in grade three. The curriculum only includes writing skills in the form of copying single words or sentences. However, it has been proven for many years that elementary school students are also capable of using the English written language in free writing (see e.g. Rymarczyk, 2010). These results indicate that the actual writing abilities of students are underestimated in the current curriculum and writing attempts should not be limited to mere copying. As the English and German grapheme-phoneme correspondences differ, spelling errors will inevitably occur. However, these errors are based on students' logical and subjective rule hypotheses. Therefore, it would be valuable for teachers to productively work with such misspellings. This, however, requires orthographic knowledge and diagnostic skills (Rymarczyk, 2021). The purpose of the mixed-methods pilot study presented here was to assess education students' (n = 25) knowledge and opinions about teaching and assessing written language in the EFL classroom. For data collection, a two-part written survey was used. Part one was a test in which a sample text written by a foreign language learner was corrected. The second part was a questionnaire. Half of the questions related to the type of input the students had received on the acquisition, teaching, and assessment of written English during their studies. The remaining questions captured their opinions on the use of written language in the elementary school English classroom. The results showed that the majority of education students had not received specific input on how to evaluate and effectively work with the English written language. It was also shown that the participants did not feel competent enough to evaluate texts of foreign language learners and to give constructive feedback.

Lenka Garshol, University of Agder
Susan Erdmann, University of Agder

3C) The use of digital tools in early instructed language learning

The increased availability of language learning tools in educational settings has been both praised and feared by teachers and parents alike (Romero 2014, Parsons and Adhikar 2016). There is currently very little research on the effect of the use of various digital tools such as learning apps and gamified instruments (e.g. quizzes) on language learning in the classroom, especially for the youngest learners. A friction between the desire to provide efficient language instruction using modern digital technology, and the fear of introducing innovations for innovation's sake characterizes many formal learning environments. This friction exists even among teacher students, whose own experiences with digital learning tools may be mixed. Norway currently has close to one-to-one coverage of digital devices (tablets or personal computers) in the majority of primary schools and many schools opt for digital textbooks as well. This naturally encourages the use of these digital devices and accompanying learning apps, games or platforms, often without a sufficient evaluation of the learning outcomes provided by these tools. In order to better gauge the motivations for the use of these tools, and the teacher reflections upon their efficacy, this current study observes classroom practices surrounding the use of digital tools in EFL classes in Norwegian primary schools (age 5-13). In the first phase of the project, teacher students' reflections regarding the use of digital tools (apps, games and digital aids) were collected and analyzed. The preliminary findings show that the most frequent reasons to use digital tools are to provide variation in teaching and to make the learning activities more interesting. Teacher students largely do not consider if the tool or digital activity provided added value over the use of tradition learning procedures. Practice teaching observations confirm this type of digital tool use. Learning apps and digital games are used as a reward, a break from the "traditional" teaching or simply as a time filler and the learning outcomes are usually not assessed. In the second phase of the project, experienced teachers are going to be observed and interviewed about their use of digital tools in EFL classrooms with very young learners.



Joel Guttke, University of Duisburg-Essen

5C) The subject-specific operationalization of cognitive activation in primary EFL education: Developing student and teacher questionnaires

The overarching goal of this PhD project is to develop subject-specific student and teacher questionnaires for assessing cognitive activation in 4th year EFL instruction. This is particularly relevant in light of the Masterplan Grundschule (MSBNRW, 2020) that aims at increasing instructional quality in primary EFL education. The factorial structure of the three generic dimensions of instructional quality has been confirmed repeatedly while findings on their predictive validity on student achievement remain inconsistent (Praetorius et al., 2018). Hence, it has been proposed to reconceptualize cognitive activation in a subject-specific manner (Lipowsky & Bleck, 2019; Wilden, 2021). Research in instructed second language acquisition (ISLA; Loewen, 2015) offers rich findings on factors increasing the quality of language teaching. Consequently, cognitive activation in primary EFL education can be operationalized regarding language input, opportunities for interaction, language output and language awareness. The research design comprises four stages. First, a review of ISLA research yielded hypotheses on subject-specific aspects of cognitive activation in primary EFL education which serve as the theoretical underpinnings of item construction in both questionnaires. Second, the resulting items will be rated by experts from the field of EFL education. Item comprehensibility will be evaluated as part of cognitive interviews with students (n=10) and primary EFL teachers (n=10). Third, both questionnaires will be revised repeatedly during several pilot studies with students (n=50) and primary EFL teachers (n=25). All analyses will be grounded in classical test theory (Moosbrugger & Kelava, 2020). Fourth, as part of the main study, both questionnaires will be used (a) to compare students' and teachers' perspectives on cognitive activation in EFL instruction with observer ratings and (b) to analyze the impact of cognitive activation on student achievement. This poster particularly focuses on the results of the first pilot study (April–July 2022). Subject-specific aspects of cognitive activation will be presented by drawing on findings from ISLA research. Sample items will then be introduced to illustrate how cognitive activation was operationalized. Finally, the results of both reliability and item analysis from the first pilot study will be summarized.

Rowena Kasprowicz, University of Reading
Heike Krüsemann, University of Reading

4B) Progression in Primary Languages: A longitudinal study of the route and rate of language learning in primary school in England

In September 2014, foreign languages became a compulsory part of the primary school curriculum in England, with the clear expectation that learners should make “substantial progress in one language” (DfE, 2013) throughout the four years of language learning at primary school (age 7-11). However, schools face considerable difficulties (e.g., limited time, low teacher confidence and expertise, limited guidance), in particular due to lack of clarity regarding core content and learning outcomes for language learning at this level. Existing research exploring young learners’ linguistic progression in instructed settings demonstrates progress in vocabulary size and grammatical knowledge development (Courtney et al., 2017) and in listening, reading and speaking skills (Cable et al., 2012). However, progress tends to be slow, variable and influenced by the amount and quality of language input available (Graham et al., 2017). Further research is needed to examine in depth the route and rate of language learning, in contexts where teaching time is limited and out-of-school exposure is minimal.

We present a 4-year longitudinal study, which will examine young learners’ linguistic development in French, German and Spanish over four years of learning at primary school in England. Learners (aged 7-11) from twelve primary schools (four per language), whose language provision is ‘optimal but realistic’ for this context (offering 45-60 minutes of teaching per week, from a teacher with expertise in the target language, following a defined scheme of work) will participate in the study. A battery of language tests completed twice per year (commencing Autumn 2022) will enable longitudinal and cross-sectional analyses of language development, including understanding and use of target language vocabulary, grammar, and phoneme-grapheme correspondences, receptive (listening, reading) and productive (writing, speaking) skills. Individual difference measures (including working memory, analytic ability, English literacy level, attitudes, motivation) will be administered yearly, alongside questionnaires and interviews to explore perceptions of key stakeholders (parents, teachers, school leadership). The findings of the study will build a full and detailed picture of how foreign language knowledge develops in young learners in a primary school setting and shed light on the individual, instructional and contextual factors that affect language learning in this context.

Martina Kramar, University of Zagreb / KGS Leoschule Neuss

4C) Qualitative content analysis of German language subject curriculum for primary education in the Republic of Croatia in terms of intercultural competence

The focus of this research lies on the Qualitative Analysis of the *German Language Subject Curriculum* (2019) in the Republic of Croatia from the first to the fourth grade of primary schools. The main goal of this research is to present a Qualitative Content Analysis of the current *Curriculum* (2019) for the school subject German as the First Foreign Language related to the implementation of Intercultural Competence in three categories: (1) *Educational goals of learning and teaching*, (2) *Educational outcomes* and (3) *Evaluation of educational outcomes*. These categories were developed within deductive approach based on Göbel and Hesse (2004). Their research presents development of Intercultural Competence in English Language Subject Curricula for the ninth grade in sixteen federal states of the Federal Republic of Germany. The central model for the Qualitative Content Analysis of the *German Language Subject Curriculum* (2019) in the Republic of Croatia is the Model of Intercultural Competence according to Erll and Gymnich (2007), which includes the broad definition of Intercultural Competence and consists of three components (cognitive, affective and pragmatic-communication "subcompetences").

German Language Subject Curriculum in the Republic of Croatia was adopted in 2019 as the act of the Ministry of Science and Education, while its predecessor, the *Curriculum for primary schools*, dates from the year 2006. The introductory part of this research comprises international models of Intercultural Competence (Bennett, 1993; Byram 1997; Erll & Gymnich, 2007; Allemann-Ghionda, 2014; Göbel & Buchwald, 2017), basic definitions of curricula and a review of European documents related to the development of Curricula for Foreign Languages. The results of the Qualitative Content Analysis on the *German Language Subject Curriculum* (2019) in the Republic of Croatia show that the development of intercultural knowledge and skills is represented and more closely defined in categories (1) *Educational goals of learning and teaching* and (2) *Educational outcomes*. In the category (3) *Evaluation of educational outcomes*, it is possible to identify the evaluation of educational outcomes related to knowledge about one's own culture and the other cultures, as well as skills of intercultural behaviour.

Anne Lorenz, Leipzig University

2C) On the influence of the first writing system on second writing acquisition in bilingual German-French primary school context

With the acquisition of the German writing system, children gain, among other things, insights into the phonographic principle, but also into the other structuring principles of the German written language (cf. Bredel et al. 2011). If they acquire another alphabetic written language, it becomes clear that these principles in the second written language are different. Exemplary for German and French are vowels that are spelled differently, e.g. /u/ as <u> in German and <ou> in French. The fundamental questions arise here, which are also guiding for the presented doctoral project: How do children deal with these deviations? Do they use their written language resources from their first writing acquisition for writing in the second writing system, or do they form their own writing system rules of their written interlanguage?

To answer these questions, children from a bilingual German-French primary school in Leipzig, Germany, were studied over a period of three years. The main data include French spellings at word, sentence and text level. The children's French spellings are coded using a self-created category system and thus evaluated using interlanguage analysis. The spellings are flanked by the survey of spelling competences in German, by classroom observations and the collection of biographical language information from the children. The binational dissertation project *"Processes in the acquisition of writing by bilingual German-French primary school children. An empirical longitudinal study on the influence of the first-writing system on second-writing acquisition"* started in 2020, is expected to end in 2024 and conducts relevant basic research in the field of multilingualism, which provides in-depth insights into multilingual (German-French) writing acquisition processes in primary school. Since the assumption is still widely held in educational policy that the early introduction of a second writing system in primary school leads to a negative influence or even disruption of first-writing acquisition, the results of the project can contribute to clarifying this educational policy tension. The poster will provide insight into the fresh longitudinal results of the project.

Yuki Otsuki, Meiji University

4D) CAN-DO list clarifies English objectives for Japanese elementary school pupils and teachers

English became a school subject in Grades 5 and 6 in Japanese elementary schools starting in 2020. Although the English curriculum is designed to foster communication ability, teachers have limited experience in teaching English and a number of concerns about teaching have been raised (e.g., Machida and Uchida, 2015; Matsumiya, 2013). Otsuki (2020) addresses the fact that teachers are particularly anxious about teaching "communication skills" and calls for clarification of what content should be taught and using what skills. This study aimed to create a support tool enabling teachers to share clear achievement goals with pupils and to implement lessons promoting the development of communication ability. Dialogic activities in which teachers set and continuously adjust achievement goals according to the actual conditions of the children are based on sociocultural theory.

The descriptive scale of each skill appropriate to the Japanese context was adopted as a supportive tool. A tentative descriptive scale was created with reference to the Common European Framework of Reference for Languages (Council of Europe, 2001, hereafter CEFR), Companion Volume with New Descriptors (Council of Europe, 2018), Japanese version, CEFR-J (Tono, 2013), and teaching materials (Ministry of Education, Culture, Sports, Science and Technology, 2018). The descriptive texts are stated as what learners can do. These positive statements are collectively called the *CAN-DO list* which allows visualizing the phases and progress of the instructional content.

The present research was conducted in three steps. In the first step, the author created a specific CAN-DO list for listening, speaking (interaction, presentation), reading, and writing. In the second step, in August 2019, 49 in-service teachers at public elementary schools were asked to rearrange each descriptive text in order of difficulty. In the third step, in December 2019, 4 participants from the second step were interviewed to remove ambiguities in the level of difficulty and the wording of the statements, and a CAN-DO list for each of the four skills was thereby completed.

Sarah Reader, Technische Universität Chemnitz

3D) Asynchronous intercultural video exchange project for young EFL learners: An exploratory study

This exploratory study is the first stage of a research project on asynchronous virtual exchange which will continue until June 2023 for my dissertation. In this first phase of the project from March 2022 to June 2022, two groups of 12-year-old sixth grade students (EFL learners in Germany and English L1 speakers in the United States) are exchanging videos asynchronously on Flipgrid (Microsoft, 2022). Additionally, two live, 30-minute video conferences have been held at the beginning and end of this stage.

The aims of the exchange for the learners are to use the English language to encounter pupils in another country, exchange information about their daily routines and surroundings, and compare and contrast their everyday lives, for example, their school environments and schedules, their free time activities, and their hometowns. Research goals for this phase of the exchange project include investigating learners' intercultural attitudes and motivations for participating in the exchange as well as the alignment of output from the intercultural exchange with ICC objectives. Furthermore, the task of video production with the aim of communicating information about one's own life and surroundings has the potential to motivate learners, since they choose what to communicate, as opposed to demonstrating their "ability to produce pre-specified language forms" (Müller-Hartmann & Schocker-von Ditzfurth, 2011, p. 22).

A mixed methods approach is being used for analysis. Learners will be surveyed twice (once in March 2022 and once in June 2022) about their intercultural attitudes and motivation. Learners will rate their level of agreement to statements about intercultural attitudes and motivation on a 5-point scale. Video transcripts and transcripts of in-class discussions will be analyzed using qualitative content analysis in order to establish how student output in this project aligns with Byram's objectives for ICC (2020). It has been observed that motivation to participate in the exchange is high, and the first survey results indicate that learners' motivations for participating in the exchange include both language goals and curiosity about people and life in other countries.

Potentials and challenges of implementing an asynchronous intercultural video exchange with young learners will be described based on the data collected. Recommendations for the structuring and implementing an asynchronous video exchange with young English learners with a focus on ICC will be made and concrete ICC objectives which can be achieved with young learners will be defined.

Marius Ritter, University of Münster

1C) “What’s happening?” Fostering student teachers’ professional vision

It is a long-standing observation that one of the core requirements for the success of early English as a foreign language (EFL) teaching lies in the qualification of its teachers. This PhD project focuses on how future EFL teachers’ professional vision can be fostered using video-based university courses. In the context of empirical education research, video-based teaching modules have been shown to possess potential for the development of both professional knowledge and situation-specific competences (Kramer et. al 2017). Such video-based approaches often focus on *Teachers’ Professional Vision* (Seidel & Stürmer 2014), which is highly subject-specific (Gießler, 2018; Elsner et al. 2020). Taking this into account, a class for future EFL teachers was designed at the English Department of WWU Münster to foster this competence. By evaluating this course, this project aims to answer the following research question:

To what extent can a video-based course support student EFL teachers in developing their professional vision with regard to fostering young learners’ speaking competences?

The course was taught over three semesters in two groups, one using authentic classroom video, the other relying on non-video material (transcripts, audio, etc.). Combined with a control group, a total of about 150 students were evaluated using a video-based pre-/post-evaluation (Junker et al. 2020). The study follows a mixed-method approach. Final results will be collected in March 2022 and then evaluated using ANOVA to establish the impact of a video-based instruction on students’ professional vision. A qualitative content analysis of the open analysis questions will follow to examine possible qualitative differences between individuals. Projected results will give further insight into how video-based modules can be used in primary school EFL teacher education.

Nataliia Sharkova, Ukrainian State University of Science and Technologies
Svitlana Sharkova, H.S. Kostyuk Institute of Psychology of the Academy of
Educational Sciences of Ukraine

5D) The ways of improving memory performance by engaging young learners in non-verbal activities during foreign language classes

Early childhood is a unique period of intensive development of all psychic functions that become the basis for further cognitive and social-emotional transformations. As it has been suggested by researchers (Broomfit et al., 1991; Sharkova, 2007) young learners should be equipped with the mental tools that teach them to think, develop their imagination, and turn new vocabulary acquisition into an active cognitive process. 120 Ukrainian-speaking children at the age of 5 – 6 participated in an experimental research study that has addressed two major questions:

- 1) Is there any difference in vocabulary retention rates between young learners who are taught with the emphasis on imitative skills (control group) and those whose teaching – learning process is covered by non-verbal activities that are based on children’s actual interests and needs (experimental group)?
- 2) How did children’s attitudes towards foreign language learning change during the course of study in both groups?

The results of the research have revealed that foreign language learning provides an important context that gives children an opportunity to observe and investigate, test theories, solve practical problems, achieve results and analyze them. The examples of intellectual activities introduced during the language classes are grouping pictures of animals, plants, various objects according to their physical attributes or other characteristics. Educators created “paradox images” (e.g., half of the sun is green) and asked learners to correct mistakes, complete pictures. It has been found that various activities stimulate child’s memory and attention in different ways. It has been proved that memory performance as well as kids’ attitudes to learn new languages is influenced by these and other types of non-verbal activities which will be discussed during this presentation. The effectiveness of an experimental approach and the research questions has been assessed using qualitative and quantitative analyses. Both short- and long-term memory tests along with surveys and Interactive Process Analysis have been used. The hypothesis that involving young learners in non-verbal activities which reflect their interests and level of cognitive development can result in higher retention rates of new vocabulary, making the learning process more successful and enjoyable in early childhood, has been proved.

Ruth Trüb, Pädagogische Hochschule FHNW

2D) An empirical study of EFL writing at primary school

This poster presents findings of the research project “An Empirical Study of EFL Writing at Primary School” (2016–2020, Canton of Aargau, Switzerland). The project investigated the writing competence of 12–13-year-old EFL learners in their fourth year of learning English. Besides measuring the learners’ EFL writing competence and analysing text qualities at different CEFR language levels, the project inquired about current teaching practices and the learners’ perception of EFL writing and studied the effect of individual and educational factors on the learners’ writing competence. The study aimed at laying a foundation for further research and discussion of primary EFL writing methodology.

The construct definition of writing which formed the foundation of the research project was based on communicative and competency-based language teaching (Richards & Rodgers, 2014). Writing competence was defined “as the writer’s ability to use his or her personal and external resources in order to effectively and responsibly perform real-world writing tasks” (Trüb, 2022, p. 32). Thus, the learners ($n = 322$) completed two communicative writing tasks, an email and a story, which were situated in contexts of young learners’ everyday life. The texts were rated independently by two raters with an inter-rater reliability between 0.78 and 0.94. A many-facet Rasch analysis was conducted to adjust the final scores for task difficulty, rater severity and difficulty of the rating criteria, and a standard setting was implemented to align them to the CEFR language levels. Teacher and learner questionnaires and a small number of learner interviews ($n = 9$) were used to collect further data.

Results show that the learners’ EFL writing competence ranges from below A1.1 to above A2.2. Detailed linguistic analyses of text samples illustrate the learners’ writing competence at different language levels. Motivation, resources and task demands seem to be key aspects influencing the learners’ perception of EFL writing. Self-efficacy and extra-curricular use of English were shown to be significant predictors of the learners’ EFL writing competence. Further research would be required to reliably investigate the effect of educational factors.

Melike Ünal Gezer, TED University Ankara

1D) Pre-service EFL teachers' foundational linguistic knowledge in early literacy instruction

In the heart of this present study is literacy instruction and teacher training for an effective early literacy development. The two complex skills- reading and writing- require teachers to have impeccable grasp of linguistic constructs including phonemic awareness and the alphabetic principle. Though numerous variables are at stake in accurate reading and writing, teaching those skills effectively is highly important (Kahn-Horwitz, 2015; Joshi, Binks, Hougen, Dahlgreen et al., 2009; Moats, 2014). For an effective learning experience in reading and spelling instruction, teachers should possess knowledge of linguistic components of the language and of appropriate methodology to facilitate this acquisition, even at the pre-service teacher level. Teachers' knowledge of phonological, morphological, and orthographic features of English correlate with elementary level young language learners' word reading and spelling (Kahn-Horwitz, 2015). Sample included fifty pre-service English language instructors enrolled in an English language education program. The English language teacher knowledge survey which was administered in two different sessions: 1. Phonological and Phonemic Knowledge and Ability Test and 2. Morphological Knowledge and Ability Test was administered. Study results revealed the participating EFL teacher candidates scoring low in linguistic knowledge survey. Yet during the semi-structured interviews, the need for the integration of foundational linguistic knowledge for successful literacy instruction and for a comprehensive training provided by teacher education programs tailored to the needs of young EFL learners has been reported. While the pre-service English language instructors perform more strongly on the knowledge items, they were found not to perform as effectively on the skill items on the same type of basic language construct. All in all, the study results revealed the participating pre-service English language instructors are not knowledgeable in phonics instruction in English language education. In the light of the study findings, it became clear there is little emphasis on basic language constructs in pre-service English teacher education in Turkey. While teacher education programs are loaded with theoretical information, practice has been disregarded. An equal emphasis on theory and practice should be placed in pre-service teacher education programs in Turkey.

Benedikt Wagner, University of Paderborn

3E) Fostering L2 reading motivation through the use of digital "choose your own adventure" stories in the primary EFL classroom

The potential of storytelling, and to a lesser extent, the reading of stories for English language education at the primary level seems to be universally accepted (cf. Brewster/Ellis, 2014; Reckermann, 2018). Piepho (2000), however, noted that listening to and even more so reading stories is not part of each child's everyday life anymore due to the rising influence of digital. Recent studies on the media use of German children confirm Piepho's observation: While the number of regular readers among children aged six to 13 remains stable, the number of non-readers has drastically increased since the turn of the century – from 7% in 2005 to 14% in 2020 (cf. Medienpädagogischer Forschungsverbund Südwest, 2011; 2021). Especially boys seem to struggle to find motivation to read, as 52% never or only rarely read a book (cf. *ibid*, 2021).

To address this issue, this research project (2022-2025) aims to adapt the "Choose your own adventure" (CYOA) story format for the use in the primary EFL classroom. In CYOA stories, students are actively involved in the development of the story as they take on the role of the main character and make choices on how the story should continue (cf. Montgomery, 2006). This decision space could add motivational benefits to the general advantages of stories, making CYOA a medium worth exploring in English language education. In the German context, however, there is a paucity of research conducted on CYOA stories to date (cf. Alter, 2014), especially at the primary level. Following the principles of design-based research, this project will adapt authentic CYOA stories and evaluate their digital implementation with a year 4 class over the course of one school year.

The hypotheses of this project are that the active involvement of students in the stories

- a) will increase reading motivation, especially of non-readers,
- b) and will also contribute to the development of reading competence in general.

Furthermore, quality criteria for using CYOA stories in the primary EFL classroom will be developed based on the students' interaction with the digital implementation of the story.



<https://younglearners.uni-wuppertal.de/en/>