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Book of Abstracts

INVITED SPEAKERS

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NÚRIA SEBASTIAN Professor in Psychology, Pompeu Fabra University received her PhD in Experimental Psychology at the University of Barcelona in 1986. Following postdoctoral training at the Max Plank Institute and the LSCP-CNRS in Paris, she was appointed senior lecturer at the Faculty of Psychology (University of Barcelona) in 1988 and was inducted as full professor in 2002. In 2009, she moved to the Universitat Pompeu Fabra. She has held visiting scholar positions at several research centres, including the Institute for Research in Cognitive Science (IRCS) at the University of Pennsylvania, the Institute of Cognitive Neuroscience (ICN) at the University College London and the University of Chicago (2010). Her work has received international recognition, including a James S. McDonnell Foundation Award in 2001 (Bridging Mind, Brain and Behaviour Programme) and presenting the Nijmegen Lectures in 2005. She was awarded the ICREA Academia Prize by the Catalan Government in 2009 and in 2013. From 2002 to 2006 she served as a member of the advisory group for the OECD's "Brain and Learning" initiative. In 2016 she was elected as a fellow of the British Academy. She was vice-president of the Scientific Council of the European Research Council from 2014 to 2016.

She currently leads the Speech Acquisition and Perception (SAP) Research Group at the Universitat Pompeu Fabra and coordinated the Consolider-Ingenio 2010 research consortium BRAINGLOT, focused on bilingualism and cognitive neuroscience. One of her current research projects is an ERC Advanced Grant "Under Control" investigating the relationship between attention and language development.

She has authored over 100 publications in international journals including *Science*, *PNAS* and *The Journal of Neuroscience*. She is currently associate editor of *Developmental Science* (since 2005) and *Language Learning and Development* (since 2013). She is also editor of the *Cognitive Neuroscience Series of Language Learning* and sits on the editorial boards of several journals, including *Bilingualism: Language and Cognition* and *Trends in Neuroscience and Education*.

RUTH KIRCHER is a Senior Researcher at the European Centre for Minority Issues (ECMI) in Flensburg, Germany. She is also an affiliated Associate Professor in the Department of Psychology at Concordia University in Montreal and an affiliated member of the Canadian Centre for Studies and Research on Bilingualism and Language Planning at the University of Ottawa. She holds degrees from the Ruprecht-Karls-Universität Heidelberg (MA), the University of Durham (MA), and Queen Mary University of London (PhD). As a sociolinguist with a specialisation in multilingualism and minority languages, her work focuses on three interrelated strands: 1. language attitudes and their influence on linguistic / social behaviour, 2. language policy and planning at the societal level, as well as 3. family language policy and intergenerational language transmission. Her research experience comprises a range of contexts in North America and Europe, her current work focuses primarily on multilingual family language policies in Canada, the United States, Germany, and the Netherlands. In addition to publishing widely about her research, she has authored several publications regarding research methods and she co-edited the volume *Research Methods in Language Attitudes* (Cambridge University Press, 2022).

Núria Sebastian-Galles (Universitat Pompeu Fabra)

Learning Two Lexicons: Foes and Friends.

Infants do not feel the world as “one great blooming, buzzing confusion”; instead, from the first day of life, they are well-equipped to deal with the great complexity of the surrounding world. One complex signal they are well prepared to process is language. In less than 6 months, they are able to segment words from continuous speech and to associate them to visual referents. At the same time, they also are able to use language to make sense of the complex social relationships of the groups they grow up in. This developmental path is modulated by the linguistic environment; bilingualism introduces distinct adaptive mechanisms rather than developmental delays. In this talk, I will overview the fascinating journey infants’ minds make in the first months of life through the lens of language(s) learning.

Ruth Kircher (European Centre for Minority Issues, ECMI)

Raising children with more than one language: The dimensionality, nature, and consequences of parental attitudes towards childhood multilingualism

Children’s multilingual development is shaped by the input they receive – and particularly in the early years, the language exposure they experience at home, from their parents, plays a crucial role (e.g. Byers-Heinlein et al. 2025). Theoretical models have long posited that the input parents provide is influenced by their attitudes towards childhood multilingualism (e.g. De Houwer 1999), and recent research from the U.S. confirms this (Surrain & Luk 2023). Yet, despite their importance, parental attitudes towards childhood multilingualism remain under-studied.

In this talk, I will present recent research regarding three inter-connected aspects of such attitudes: their dimensionality, their nature, and their effect on multilingual child-rearing. I will begin by presenting a study conducted in Canada, in which we establish that parents’ attitudes towards childhood multilingualism have a multidimensional structure comprising status, solidarity, and cognitive development (Kircher et al. 2022). A subsequent study of the same participant sample revealed a potential additional dimension, namely personality development (Kircher et al. under review). Following this, I will discuss new research conducted in Canada (amongst parents transmitting two societal languages), the U.S. (amongst parents transmitting one societal and one immigrant heritage language), and Germany (amongst parents

transmitting one societal and one Indigenous heritage language). The results highlight that parents' attitudes are context-dependent – and that their nature is determined by the combination of languages transmitted (Kircher et al. in preparation). Finally, I will share new findings from Germany and the Netherlands, which not only confirm the aforementioned multidimensionality of parental attitudes towards childhood multilingualism – they also allow for nuanced insights into the extent to which attitudes on each dimension predict parents' decision to raise their children with multiple languages (Kircher et al. in preparation). I will conclude by considering how these findings can contribute to the development of support measures for parents of multilingual children.

ORAL PRESENTATIONS

Comparing students' science writing in minority, majority and foreign languages in two bilingual contexts

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Research on multilingual education has shown that learners' ability to write across languages is grounded in their integrated linguistic repertoires (Cummins, 1980; Usanova & Schnoor, 2022). However, most studies have focused on general writing, leaving disciplinary writing underexplored in bilingual communities (Granados et al., 2023) where minority, majority, and foreign languages coexist. In these multilingual (minority language) contexts, it is important to consider how students use those languages in schooling (Cenoz & Gorter, 2024). This comparative study investigates how multilingual students from two bilingual regions, the Valencian Community and the Basque Country, perform in disciplinary (science) writing in their three languages of schooling (Catalan/Basque, Spanish, and English), and how crosslinguistic relationships vary according to learners' L1 backgrounds.

Drawing on two large-scale empirical projects, the study integrates quantitative and qualitative analyses of over 2700 texts written by primary and secondary learners (n=392 in the Valencian Community; n=535 in the Basque Country). Students in both samples completed a writing task about a science topic in three languages: a minority (Catalan/Basque), majority (Spanish) and FL (English). Using a background questionnaire, students indicated their L1: the language they most frequently use when at home. In the texts, students were asked to show their content knowledge through disciplinary discourse. The essays were then assessed through validated analytic rubrics addressing pragmatic and discourse aspects. Then, Spearman correlations were used to examine interlinguistic relationships, and subsequent discourse analyses explored the qualitative realisation of crosslinguistic patterns.

Results reveal moderate to strong correlations across languages, particularly among bilingual L1 learners and in the Basque context, where sustained bilingual education fosters stable interlinguistic alignment. Valencian students with both Catalan and Spanish as L1s displayed the highest consistency across languages, suggesting that a dual L1 background enhances metalinguistic awareness and transfer of discourse strategies. Qualitative findings showed parallel discourse organisation and cohesive patterns across languages, evidencing shared rhetorical repertoires, for example, by showing a similar use of connectives or paragraphs. Pedagogically, the study advocates for integrated approaches to teaching writing across languages of schooling, encouraging crosslinguistic reflection and collaboration among language and content

teachers. By highlighting convergences and contextual specificities in multilingual disciplinary literacies, the study contributes to refining models of multilingual education that recognise the cumulative and interconnected nature of learners' linguistic competences with a minority language at the core.

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Assessing Multilingual and Bilingual Phonology

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Recent research on study abroad (SA) highlights that participants are increasingly multilingual rather than monolingual (Tulloch & Ortega, 2017), yet most studies continue to focus on traditional L2 learners, especially in the phonological domain. The phonological development of multilingual learners, particularly in SA immersion settings, remains underexplored, despite growing evidence that prior language experience shapes speech production and perception (Wang & Nance, 2023). This study examines and compares how multilingual and bilingual learners of Spanish acquire two phonetic domains—rhotics and voiced stops—during short-term SA programs in Quito, Ecuador and Barcelona, Spain. It aims to determine 1) how prior linguistic experience (L1/L2) influences L3 phonetic category formation and 2) how exposure and frequency during SA affect the restructuring of phonetic representations. Rooted in usage-based approaches (UbA) (Bybee, 2010; Ellis & Wulff, 2015) and the revised Speech Learning Model (SLM-r; Flege, Aoyama, & Bohn, 2021), this study analyzes pre- and post-SA speech data from 34 learners: 17 multilingual heritage speakers with diverse L1 backgrounds and 17 English–Spanish bilinguals without prior SA experience. Participant information was collected via the Language Background Questionnaire (LBQ). Production data were drawn from Elicited Imitation Tasks (EITs) and diary recordings. Acoustic analyses target the degree of lenition (occlusive to approximant continuum), segment duration, and formant structure (F3) for /r/ and /r/. Preliminary results suggest that multilingual learners exhibit more target-like

realizations of Spanish rhotics and reduced stop lenition at the beginning of the program, reflecting a restructuring from their earlier phonetic systems. By the end of the program, however, both groups show convergence toward native-like realizations, pointing to the role of contextual input and frequency in accelerating phonetic adaptation (Nagle, Moorman, & Sanz, 2016). In a few words, these findings provide empirical support for the idea that multilingual experience offers an initial advantage in L3 phonetic production, but sustained exposure during SA levels these differences. The study contributes to emerging models of multilingual phonological acquisition (Llanes, 2025) and supports a dynamic, experience-based perspective on speech development consistent with usage-based and SLM-r frameworks.

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Teachers' knowledge, skills, attitudes and needs in CLIL through Irish

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The study and practice of Content and Language Integrated Learning (CLIL) in Physical Education (PE) is a relatively underexplored field; however, existing research indicates a range of mutual benefits for learners regarding their PE content knowledge and skills, as well as their language competence. For learners, CLIL-PE research to date suggests that this dual-approach may lead to higher levels of physical activity, increased student-student interaction, increased levels of motivation for PE and language learning, and reductions in language learning associated anxiety

(Salvador-García & Chiva-Bartoll, 2017; Lamb & King, 2020; Salvador-García et al., 2020, 2022). Generally, more research is required to move CLIL research discourse away from English L2 contexts to Languages Other Than English (LOTES), including both major and minorised language varieties as well as research conducted in more diverse learning contexts such as the PE classroom (Ní Chróinín et al., 2016; Ó Ceallaigh et al., 2017; Ní Dhiorbháin & Murphy, 2025).

To this end and focusing on English-medium primary school teachers in Ireland, this study aims to report the impact of teaching CLIL-PE through Gaeilge (Irish) in 3 schools within socio-economic disadvantaged areas of Cork City who were engaged in a specifically designed CLIL-PE intervention. This study will discuss:

- i) English-medium primary teachers' pre-existing attitudes to teaching Irish, PE and their pedagogical CLIL knowledge.
- ii) The impact of a CLIL-PE teaching intervention over 6 weeks in their individual contexts on their attitudes to Irish, PE and CLIL-PE.
- iii) Teachers' perceptions of students' interest and motivation levels when participating in CLIL-PE.

A mixed-method approach was employed that included both teacher (n = 8) and their student (n = 118) participants. Intervention questionnaires, focus groups, reflective diaries, and an audio-recorded CLIL lesson were used to record teachers' perceptions prior to, during, and after the intervention.

Preliminary results reveal an overall positive impact of the CLIL-PE intervention. Initial apprehension from teachers during the pre-intervention phase regarding their use of Irish for CLIL teaching was present, though increased motivation and enjoyment from both them and their students, as well as increased interest from teachers pursuing further CLIL-PE CPD was present. Following the intervention, an increased use of Irish and positive attitudes towards the language were reported from teachers and learners alike. While small-scale, this study hopes to initiate conversations around the merits of teaching PE through an additional language by highlighting the positive impact of CLIL-PE on students' and teachers' attitudes towards Irish.

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Stress Interaction in English Loanwords Used in Kusaal

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The British colonial legacy has had a lasting linguistic impact across the African continent, resulting in extensive lexical borrowing and phonological adaptation of English words into numerous indigenous languages. One such language is Kusaal, a Mabia (Gur) language spoken in northeastern Ghana, as well as parts of Burkina Faso and Togo (Eddyshaw 2024). This study investigates how native Kusaal speakers perceive lexical stress in English loanwords and examines whether their perception of stress correlates with second- language (L2) English proficiency, word frequency, syllable count and phoneme length. This investigation further explores the phenomenon of “stress deafness,” previously observed among fixed-stress language speakers such as French (Dupoux et al. 1997, 2001), and considers its applicability within a tonal language context, a field in which research remains limited. An auditory lexical decision task was conducted with four native speakers of Kusaal. The experimental stimuli consisted of 40 English loanwords documented in Sandow (2021), paired with stress-altered pseudo-word counterparts (e.g., ['ɛndʒɪn] vs. [ɛn'dʒɪn]) and 20 phoneme-based control pairs (e.g., [bɪ'twi:n] vs. [bɪ'pwi:n]). All stimuli were recorded by three native speakers of British English and presented via the PCIBex web-based experimental platform (Zehr & Schwarz 2018). Participants judged lexicality via keypress responses and completed both a self-assessment questionnaire and the LexTALE proficiency test (Lemhöfer & Broersma 2012) to evaluate English proficiency

levels. Results show that participants demonstrated high accuracy in identifying real English words, particularly in the stress condition, possibly due to a natural alignment between English stress patterns and Kusaal tonal contours. However, pseudo-words with incorrect stress were frequently accepted as real, indicating a diminished perceptual sensitivity to stress contrasts. Conversely, phonemic deviations were more easily detected, suggesting that segmental differences remain more salient than suprasegmental ones for Kusaal speakers. English proficiency predicted faster reaction times but did not significantly affect accuracy, while word frequency, syllable count and phoneme length exerted little significant influence. These findings provide empirical evidence for prosodic transfer effects in bilingual perception and underscore the reduced salience of stress cues in speakers of tonal languages. The study contributes to ongoing discussions in phonology and psycholinguistics regarding cross-linguistic influence, prosodic typology and perceptual adaptation. More broadly, it offers a novel insight into the interaction between stress and tone in African languages, expanding our understanding of how tonal phonological systems engage with the prosodic features of borrowed lexical material.

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The demand of textbook language – Opportunities and challenges for CLIL instruction

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Bilingual education has existed in Germany for several decades, beginning with French as the primary language of instruction and later shifting toward English (KMK, 2013). Initially limited to subjects such as History, Geography, and Social Studies, the range of CLIL subjects has gradually expanded. Foreign-language teaching materials—including the textbooks used in bilingual tracks—play a central role in institutionalized language instruction (Sudhoff, 2015). Although CLIL is often associated with increased authenticity (Coyle et al., 2010; Dalton-Puffer et al., 2010; Pinner, 2013), relatively little research has examined the authenticity of the communicative language

found in these materials or the linguistic demands they place on learners (Wunderlich, 2023). Understanding these demands is essential, as misalignment between learners' linguistic development and textbook expectations may limit students' ability to use the target language effectively in academic and real-world contexts. Recent studies indicate that the language presented in textbooks may represent a distinct variety rather than naturalistic language use (Le Foll, 2024b, 2024a). This observation raises questions about how well textbook-based instruction prepares learners for real-life communication. Corresponding with these findings, the present study investigates the linguistic demands of textbooks used in German bilingual tracks for Biology, Geography, and History, with Mathematics included to broaden the scope. Using a mixed-methods approach, the study identifies patterns in linguistic complexity and subject-specific terminology and examines whether these materials align with learners' proficiency development and communicative needs. Corpus-based analyses are used to evaluate lexico-grammatical features, syntactic complexity, and discourse structures in relation to pedagogical norms and proficiency targets. In addition, the study considers the productive language skills required by textbook tasks. This presentation will outline the challenges that arise from relying on ready-made textbooks and discuss potential consequences if these challenges remain unaddressed, particularly in contexts where specialized teacher training is limited. It will also propose ways of turning these challenges into opportunities, for example through deliberate sequencing of subjects within bilingual programs. Finally, the presentation will show how such approaches can contribute to more fully integrative CLIL instruction that supports both content learning and target-language development.

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**Are there pseudo-relatives in Catalan?
Psycholinguistic insights into grammatical constraints**

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The study investigates a generational change in how Catalan-Spanish bilinguals process ambiguous relative clauses (RCs) like 'Maria saw the friend of the neighbor that was talking about football on the balcony'. This RC is ambiguous because it allows two grammatical interpretations, either 'the friend' (syntactically, high attachment (HA)) or 'the neighbor' (syntactically, low attachment (LA)) can be the doer of 'talking'. The current study is motivated by the unexpected preference for LA in Catalan demonstrated by Catalan/Spanish-English trilinguals. This parsing preference is not typical for Romance languages like, Spanish, French and Italian because they allow a specific type of interpretation, called eventive Pseudo Relatives (PRs), alongside the RC. Grillo and Costa (2014) argue that this alternative interpretation shapes RC parsing and facilitates HA (see also Aguilar et al., 2021; Pozniak et al., 2019). The registered preference for LA in Catalan means it does not allow PRs and thus differs from other Romance languages.

We report the results of a forced-choice self-paced reading experiment with Catalan-Spanish bilinguals. The participants read the stimuli presented word-by-word on a laptop screen and picked the answers to a comprehension question after each sentence. The task was administered via software Linger, answer choices, reading time for each word and response time were recorded.

We tested Catalans who are currently receiving their education in Catalan (the younger group) and Catalans who received their formal education in Spanish (the older group). The younger group was tested in Catalan and Spanish, the older group in Catalan only. The results show that the younger group differentiates between their two languages. They prefer LA Catalan and HA in Spanish. The older group favors HA in Catalan. The processing data, the reading and response time, demonstrate similar behavior in Catalan by the older group and in Spanish by the younger group. The Catalan behavior of the younger group is different.

Our findings provide evidence for the generational change in how restrictive RCs are being processed in Catalan. For the older generation, they are not different from the RCs in Spanish which means their Catalan has a strong influence of Spanish. At the same time, the younger generation prefers LA, which means their Catalan does not allow PR readings as an alternative existing alongside the restrictive RC. The latter means that the two languages, Spanish and Catalan diverge.

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Hands-On Learning, Minds-On Language: CLIL and Digital Scaffolding in STEM Labs

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In an increasingly internationalised world, in which English serves as the lingua franca of science and technology, supporting STEM students in developing not only content but also language competence has become essential. Understanding scientific publications and communicating effectively in specialised academic contexts depend on these skills (Gimeno et al., 2010). This aligns with the Eurydice report (2006), which emphasises the importance of preparing students for life in a more internationalised society and offering them better job prospects on the labour market. CLIL (Content and Language Integrated learning)-based laboratory courses offer a structured environment that combines hands-on experiments with language learning, enabling students to engage meaningfully with complex scientific content while strengthening their abilities to use English as the language of science.

This study with university students, vocational students, and high-school students investigates how digitally enhanced scaffolding can support learners' learning process in STEM laboratory courses on genetic engineering. Multiple layers of scaffolding are embedded within interactive lab scripts, educational videos, digital quizzes, animated presentations, and further materials, guiding the learners as they actively engage in practical laboratory work. To prevent cognitive overload and ensure that neither complex language nor challenging content hinders the learning process, principles from cognitive load theory (CLT) (Sweller, 1988, qtd. in Brame, 2015) and Cognitive Theory of Multimedia Learning (CTML) (Mayer & Moreno, 2003) were considered.

All materials and the overall course structure were explicitly designed to accommodate learners at diverse proficiency levels, both in terms of content knowledge and language skills, while enhancing motivation and self-efficacy. Throughout the course, students are encouraged to articulate hypotheses, interpret experimental results and communicate their findings in English, promoting their disciplinary understanding and language competencies.

Using a mixed-methods design, learners' motivation, content understanding and language development were investigated. Preliminary findings suggest that students of all three educational levels reported increased confidence in using English in a scientific context and in general. Moreover, the integration of language and content support enables students to work through the course without the English language

becoming a barrier to content comprehension. The scaffolded digital elements prove to be a valuable aid in both content and language learning.

This presentation aims to illustrate practical strategies and examples for designing digitally enhanced CLIL materials in STEM laboratory settings, illustrating how scaffolding can be implemented to support students' content and language competences.

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Subtitle format and gaze behavior in bilingual instructional videos

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Subtitles are a key component of instructional videos in multilingual education, where learners must integrate spoken input with written text (Mayer et al., 2020). In audiovisual contexts, this dual processing of speech and text (Clark & Paivio, 1991) can lead to increased cognitive load due to competing demands on attention (Sweller, 2010; Mayer & Moreno, 2003). However, subtitles may also serve as a visual guide that supports comprehension rather than disrupting it (Pannatier & Bétrancourt, 2024). Here, we examined how subtitle design and subtitle language influence visual attention and comprehension in bilingual instructional videos.

Two eye-tracking experiments were conducted with Spanish-English bilinguals. In Experiment 1 (N = 40 bilinguals; N = 24 English monolinguals), participants viewed English-language videos with either L1 or L2 subtitles. Gaze behaviour was compared across subtitle regions and the speaker's face. Results showed that participants in both groups focused primarily on subtitles, regardless of whether they were in L1 or L2.

Comprehension scores did not differ between L1- and L2-subtitle conditions. Experiment 2 (N = 40 bilinguals) tested dual subtitles (L1 + L2) and manipulated vertical placement (English above Spanish or vice versa) in both English and Spanish audio conditions. Participants showed a consistent gaze preference for the top subtitle line, especially when it matched the audio language. Subtitle position had a stronger effect on gaze allocation than language familiarity. Comprehension improved for L2-audio videos when any subtitles were present, while comprehension for L1-audio videos remained high across conditions.

Overall, bilingual viewers directed their gaze more toward subtitles than toward the speakers' facial features. These findings show that subtitles, regardless of language or format, act as dominant visual anchors that structure attention during learning. Subtitle design (e.g., placement and layering of languages) influences how bilinguals allocate attention and engage with instructional content. Therefore, subtitles should be treated as core design elements in educational video design, not as peripheral add-ons, with implications for accessibility and multilingual instruction.

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What Goes Missing First? - An Error-Profile Study of Italian–English Bilinguals in Milan

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This paper investigates whether functional items remain selectively fragile when L1 Italian - L2 English bilinguals repeat syntactically demanding sentences. While previous studies have generally measured overall accuracy or targeted single structures, showing that errors in bilingual morphosyntax cluster around structurally complex and interface-sensitive functional elements, such as complementisers and relativisers

(Marinis/Armon-Lotem, 2015; Hamann/Ibrahim, 2017), it is still unclear whether accuracy with functional items is differently affected depending on the degree of syntactic complexity encoded in different structures.

To fill this gap, we administered a sentence repetition task to 49 students (male - 21, female - 28, aged 8–12) attending a bilingual school (with exposure to English since the age of 3) in Milan. The task tested 25 English sentences arranged along a degree of structural and processing complexity following prior research (Frizelle/Fletcher, 2014): (a) moderately complex (negation, passives), (b) high complexity (i.e. that-/wh-complements, subject/object relatives, temporal, causal, and final adverbials), and (c) discourse-sensitive (topicalisation, clefts). We asked whether (Q1) there a difference in the error rate and typology across nine structures and (Q2) between functional items and open-class lexical items?

Responses (scored 0-3 following Theodorou et al. (2017)) showed low overall accuracy ($M = 1.05$); 66% had two or more errors. Functional errors ($n = 1,292$) exceeded lexical ($n = 972$). Accuracy declined with syntactic complexity: negation was near perfect, while adverbial and relative clauses were most error-prone. Mid-range structures showed intermediate scores.

Functional errors were most frequent in object relative clauses ($n = 209$) and final adverbial clauses ($n = 153$), highlighting the vulnerability of pronouns and subordinators under processing pressure. In contrast, negation structures showed few functional errors ($n = 22$), suggesting relative morphological stability. Lexical errors occurred more in simpler structures (e.g., SVO, negation), likely due to retrieval limitations. In complex CP domains, such as purpose clauses, functional errors often exceeded lexical ones (e.g., 153 vs. 102), indicating that children preserved core meanings but omitted grammatical scaffolding.

These findings support interface-based accounts (Sorace & Serratrice, 2009; Lardiere, 2009), showing that bilingual grammar is selectively fragile where syntax, morphology, and discourse interact - particularly in the left periphery. The observed asymmetry also confirms that closed-class items remain unstable despite quality input. This aligns with prior research (Frizelle & Fletcher, 2014; Paradis, 2010), showing that CP-embedded structures elicit the highest functional error rates. The contrast between subject and object relatives further underscores how syntactic complexity amplifies functional omissions. Even in balanced bilinguals, early schooling does not guarantee full acquisition of interface-sensitive morphology by late childhood. Functional categories remain developmentally vulnerable, shaped by processing demands and typological complexity.

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**Multilingual and multimodal style in minority language TikToks:
Toward a translanguaging approach to Papiamentu content creation**

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In recent years, Papiamentu, a vital Creole language of the islands Aruba, Bonaire, and Curaçao, has increasingly embraced digital spaces. Social media platforms allow speakers to create digital breathing spaces (Belmar & Glass 2019) in which minority-ised languages can circulate, while algorithmic platforms such as TikTok further expose these spaces to wider multilingual influences. As most Papiamentu speakers are also proficient in Dutch, English, and Spanish, their digital practices provide a revealing site for studying multilingualism in multimodal environments. This paper argues for an integrated analytical framework combining translanguaging and multimodality to understand how minority-language speakers mobilise their repertoires online.

By bridging translanguaging theory (García & Li Wei, 2014) and multimodal discourse analysis, it captures creators’ stylistic awareness and explores how linguistic and visual resources jointly construct meaning. Drawing on sociolinguistic understandings of individual and collective style (Androutsopoulos, 2007) and on perspectives linking online language use to existing communicative norms (Akkaya, 2014), this approach situates digital practices within broader stylistic repertoires.

The study builds on a pilot corpus of 50 TikToks under #papiamentu, complemented by ongoing digital ethnographic observations of related content. This combination allows

insights into both multimodal practices and community attitudes towards translanguaging, including positive evaluations of multilingual creativity and critical reactions when English appears to overshadow Papiamentu. The qualitative, multimodal, and interactional analysis examines linguistic and semiotic resources such as captions, subtitles, sounds, and hashtags in naturally occurring, community-based data.

Preliminary observations indicate that Papiamentu predominates in spoken language, accompanied by English and Dutch integration, and that English subtitles often serve to broaden audience reach. Content creators display stylistic awareness through translanguaging across modes, constructing authenticity while navigating discourses of linguistic purity and translanguaging. These practices highlight a nuanced negotiation of multilingual norms through multimodal affordances.

Analysing minority-language TikToks thus requires an integrated view of translanguaging and multimodality. Multilingual online styles emerge as layered, multimodal acts that construct meaning, stance, and identity across linguistic and semiotic levels. The study contributes to understanding how multilingualism is enacted and visualised in algorithmically mediated environments, expanding frameworks for analysing digital language practices beyond text-centric models. performed an oral narration task, which was recorded and analysed for LRE production. Results show that there were highly significant differences in proficiency between both age groups. With respect to LREs, results indicate that same-gender pairs produced more episodes in total than mixed-gender pairs in both age groups. Furthermore, older and more proficient same-gender pairs were more likely to resolve LREs in a target-like way. These findings suggest that working in same gender pairings seems to foster more effective peer interactions, especially as learners' proficiency increases, maximising their learning opportunities, at least in the case of meaning-based episodes.

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**Reading Accuracy and Comprehension in Multilingual Rural Classrooms:
Insights from Odisha, India**

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Introduction: Given India's linguistic diversity and migratory trends, research into mother-tongue based Multilingual Education (MLE) is essential for leveraging its educational potential. The National Education Policy (NEP), 2020 in India emphasizes both mother tongue education and foundational skills. This major shift in India's educational policy makes the study of multilingual interventions for foundational literacy crucial. The Odisha Primary Education Program Authority (OPEPA) launched the Mother Tongue-Based Multilingual Program (MTB-MLE) in 2007-08. This initiative aids tribal children's transition to mainstream society by gradually shifting the medium of instruction from 100% tribal language in Grade 1 to 100% state language (Odia) by Grade 5. The associated study examined the inter-relationship between reading and comprehension skills in MTB-MLE schools versus non-MTB-MLE schools pre-transition.

Objectives:

- To compare reading accuracy and comprehension skills across language groups.
- To assess if decoding errors are associated with comprehension performance within each group.
- To evaluate whether comprehension gaps exist between language groups.

Methods: Participants were Grade 3 and 4 school children from rural Odisha, categorised by three different mediums of instruction: Odia(n=41), Munda(n=37), and Oram(n=20). All students completed a series of ASER reading tasks at the letter, word, paragraph, and story levels. Reading and comprehension performance were assessed using error rates, defined as the proportion of incorrect responses in each task. Error rates across language groups were compared and then decoding and comprehension error relationship within each group was calculated.

Results: Reading error rates were uniformly low across all groups, indicating high basic reading proficiency. The Kruskal–Wallis test showed no significant differences in reading accuracy between Odia, Munda, and Oram children for any reading task(all $p > 0.05$). In contrast, analysis of comprehension error rates revealed that Odia children performed better than their Munda and Oram peers, with statistically significant group differences ($\chi^2 = 7.28, p = 0.026$). Spearman's correlation revealed a moderate association between decoding errors in complex tasks and comprehension errors but only among Odia children (paragraph $p = 0.0115$, story $p = 0.0312$).

Conclusion: While reading accuracy was uniformly high, Odia children significantly outperformed their peers in comprehension. Crucially, a link between complex decoding errors and comprehension was found only in Odia children. These results should be considered in light of ceiling effects on basic tasks, limited sample

sizes—especially for the Oram group—and the lack of direct measures of reading speed, which may impact outcomes for children who read more slowly.

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Becoming a New Speaker: An explorative study of adult learners of Lower Sorbian

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Lower Sorbian (LS) is a severely endangered language spoken by probably no more than a few hundred people in Lower Lusatia, Germany. In her study from 2021, Chojnicka (2021) made the most recent attempt to grasp the character of the LS speech community. The focus of her online survey has been on language use, identity, attitudes towards the language and community perception.

Most LS speakers nowadays have acquired the language only as adults. However, data concerning LS learning processes of adults have been a desideratum of sociolinguistic research that becomes stronger in the context of current revitalization efforts in Lower Lusatia. In this quantitative part of my dissertation project, I focused on the reasons for learning LS, the aims of the learning process, language use (especially outside the classroom) and the awareness of learning materials as well as their use. For this explorative study, I created an online questionnaire on the platform Limesurvey. I adapted the Sociolinguistics of New Speakers Survey (SNS) created by Kircher, Kutlu & Vellinga (2022) that was originally designed for the West Frisian context. The

questionnaire was promoted via Sorbian languages courses and social media. In the eight-week survey period, 77 LS learners responded to the questionnaire, thus providing a sample size comparable with the one of Chojnicka (2021).

Among the first key findings of the study is the high share of learners with both higher education degrees and numerous pre-learned languages thus hypothesizing a mainly academic, well-educated speech community. Against previous assumptions drawn from the findings in Fryslân, most learners want to acquire both passive and active communication competences while the motivation types are largely the same as in Fryslân (utilitarian value of the language, enjoyment of language learning, desire to be part of a social group). More detailed research findings can be presented at conference in April since the data are still undergoing analysis.

The study delivers the first data concerning adult learners of LS and aims to be a door opener for comparative language acquisition research in minority contexts. The survey is also the starting point for further longitudinal qualitative research on adult minority language learning processes as part of my dissertation project.

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Cultural Capital and EFL Listening Gains before and after undergraduate mobility

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While the linguistic benefits of study abroad (SA) are frequently cited regarding oral production and vocabulary (Tulloch & Ortega, 2017), the development of listening comprehension remains a notable gap in the literature (but Beattie et al., 2014). This longitudinal study addresses this gap by investigating the development of EFL listening proficiency among 72 EFL undergraduates specializing in Translation and Interpreting in Barcelona who have formal instruction during the undergraduate studies and follow a compulsory four-month ERASMUS exchange in an English-speaking country. Central to this study is the role of "cultural capital" (Bourdieu, 1986), conceptualized as the strategic investment made by learners and their families toward achieving a high-level plurilingual profile. This individual variable represents a dimension of language learning that, until now, has rarely been examined in SA studies.

To track proficiency trajectories, data were collected at three times: university entry (T1), after six months of compulsory formal instruction at the home institution (T2), and after a four-month ERASMUS exchange in an English-speaking country (T3). Listening proficiency was evaluated through a test based on an authentic BBC interview. 'Cultural capital' was measured using a four-variable proxy: extracurricular EFL courses, EFL courses abroad, informal EFL exposure, and learning additional languages.

Statistical analyses revealed that formal at-home instruction alone did not trigger significant overall changes in listening proficiency. In contrast, significant gains were observed following the study abroad period. The data further indicated that initial proficiency levels served as inverse predictors of progress; students entering university with lower scores demonstrated more substantial gains than their higher-level peers, who likely encountered a "ceiling effect", as suggested in previous research (DeKeyser, 2014), where the assessment tools could not capture any incremental improvements. Regarding cultural capital, the number of additional languages learned significantly predicted proficiency at university entry, whereas informal exposure emerged as a primary driver for gains after the SA. Notably, institutionalized investments, such as extracurricular courses at home or abroad, yielded no significant impact. These findings suggest that a diverse linguistic repertoire and consistent informal engagement with EFL may be more vital for listening development than formal extracurricular training.

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The expression of motion events by multilingual learners: language background and psychotypology

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Languages greatly vary in how they encode motion events. In French or other V-languages, Path of Motion is generally expressed in the verb root (sortir 'to exit'), while Manner appears in modifiers (en courant 'running'). Conversely, in English or other S-languages, Manner predominately occurs in the main verb (run), while Path

appears elsewhere (out; cf. Talmy, 2000). However, several languages offer less systematic lexicalisation strategies, e.g., Italian seems more path-salient than French and Spanish (Hijazo-Gascón, 2021). When learning an additional language (Ln), learners are supposed to learn new ways to map spatial concepts onto linguistic forms and this is not an easy task. This study contributes to the acquisition of motion in a Ln by multilingual speakers. Specifically, we examined expression patterns of motion in narratives (Frog story, Mayer, 1969) produced by 80 university learners of Ln French and Italian (intermediate vs advanced), whose L1 is either typologically close (Italian or French) or distant (English) from the Ln. Oral performances allowed us to examine:

- a) which spatial component is mainly lexicalised (focus) and where (locus: verbs or other);
- b) if previous language knowledge (L1, L2, etc.) leads to crosslinguistic influence (CLI; Jarvis & Pavlenko, 2010) or to a re-adjustment of spatial patterns appropriated to the TL;
- c) the role of learners' psychotypology (Kellerman, 1977) on the verbalisation of motion in the Ln.

Findings show that the level-proficiency difference among learners is less significant for L1 Romance speakers, since the lexical transparency between Italian and French helps learners to produce a wider range of motion verbs. However, this superficial similarity may also mislead learners if the same form has different functions in languages, e.g., L1 French learners using the Italian verb *partire* with the semantics of the French verb *partir* 'leave'. Previous language knowledge may also engender a positive transfer when advanced English learners appropriately perceive form-function similarities between the SL and the TL ('jump out', 'saltare fuori'). Also, English learners use another Romance language (French) from their linguistic background, given the psychotypological similarity between French and Italian (Typological Primacy Model, Rothman, 2010), to face lexical difficulties with motion verbs (**montare* for the Italian verb *salire*). Globally, this study provides evidence of the various factors explaining the linguistic behaviour of multilingual speakers when expressing motion, namely the impact of their linguistic repertoire, learner psychotypology and proficiency.

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POSTER PRESENTATIONS

Understanding Language Use through the Lifeworld of Lower Sorbian New Speakers

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For new speakers in multilingual contexts, active language use is essential for transforming potential knowledge into lived practice and for participating meaningfully in both community life and the broader sociolinguistic environment. Drawing on preliminary findings from a larger doctoral project, this presentation explores how Lower Sorbian new speakers perceive the conditions shaping their linguistic practices. The study aims to understand why new speakers of a highly endangered language such as Lower Sorbian do or do not use it, and how language use might be strengthened.

Building on Pennycook's (2010) concept of language as local practice and language as doing, the study moves beyond purely structural or quantitative perspectives on language use. While numerous theoretical frameworks address parameters of language use (e.g. ethnolinguistic vitality or language ecology), this research adopts a micro-sociological, subject-oriented perspective grounded in Alfred Schütz's (Schütz and Luckmann 2017) understanding of individuals as experts of their own subjective lifeworld.

Empirical data were collected through semi-structured interviews with an ethnographic orientation, focusing on participants' everyday linguistic practices and routines. The multiple-case-study design includes 24 language policy actors aged approximately 25–65 who professionally and/or voluntarily promote the Sorbian language and culture. The interviews are analysed using content-structuring qualitative content analysis following Kuckartz & Rädiker (2024), with inductive category formation derived from the data.

The findings indicate that participants identify various parameters shaping language use, often reflecting their personal life context and everyday practices. Recurring factors include the limited number of speakers, a perceived lack of proactive language policy, and insufficient adaptation to contemporary life realities. In line with Ludwig et al. (2019), while many potential parameters exist, only some become relevant in concrete situations, and a smaller subset appears repeatedly.

Overall, the study highlights the interplay between structural conditions and individual practices. Integrating lifeworld-based perspectives is therefore crucial for understanding minority-language use and for developing more context-sensitive language policy and revitalization strategies.

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Language-in-education policies in Aruba: Ideologies, classroom realities and linguistic justice

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Aruba's sociolinguistic context is marked by a striking contrast: while Papiamentu dominates as the language of the home, Dutch remains the primary medium of instruction in most schools. This contrast raises critical questions about how language-in-education policies are designed, interpreted, and implemented into practice - especially against the backdrop of Aruba's relationship with the Kingdom of the Netherlands and the European Union. To unpack these complexities, this study examines the ideologies embedded in language-in-education policies and teaching practices, as well as their impact on language acquisition and linguistic justice. Such an approach is of interest considering on the one hand the labor and study opportunities in the Netherlands and elsewhere, and on the other the need and right to education in the home language.

At the heart of this investigation were two central questions: (1) what ideologies underlie language-in-education policies and practices in Aruba (Mijts, 2021), and (2) what implications do language-in-education policies and practices in Aruba have for language acquisition and linguistic justice (Piller, 2016)? The sample included existing policy documents (n=2) and interviews with teachers (n=11) across different secondary schools. The qualitative analysis adopted a thematic, abductive, and intertextual method (van Hulst & Visser, 2025), allowing for a deeper exploration of the ideologies shaping language use in education. In doing so, the study aimed to uncover nuanced, context-specific insights.

The findings illuminate the disconnect between policy intentions and classroom realities. Teachers on Aruba often find themselves navigating a delicate balance: accounting for their students' diverse linguistic backgrounds while adhering to the demands of a system that prioritizes Dutch language acquisition. This tension exposes broader questions about linguistic justice and decolonizing education. Ultimately, the study offers lessons that extend beyond Aruba to other multilingual and Creole-speaking communities. Thus, this research underscores the need for policies that reflect the lived experiences of educators and students and contributes to a foundation for reimagining language-in-education policies.

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Pedagogic Task Design in CLIL: Insights from Pre-Service and In-Service

Teachers

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Within the scope of Instructed SLA (ISLA), Content and Language Integrated Learning (CLIL) and Task-Based Language Teaching (TBLT) have been evaluated as complimentary and even overlapping communicative approaches (Lopes, 2020; Ortega, 2015). One commonality are pedagogic tasks, theoretically grounded in SLA theory and the interaction hypothesis, due to strategic development of conditions to elicit learners' interactional processes, such as negotiation for meaning and noticing (Loewen & Sato, 2018). While TBLT studies have extensively researched elements of task design, few studies consider how task design research may be transferred to CLIL contexts. TBLT insists on improved instructor training and resources, while CLIL often overlooks task design altogether (Ball, 2018; East, 2023). This experimental study examines how pre- and in-service English language instructors design tasks for pre-primary through secondary CLIL classrooms, analyzing how their task design samples reflect principles from TBLT, CLIL, and the CAPA model (Tedick & Lyster, 2020). Data was elicited by a teacher background questionnaire and a standardized task design workshop. The workshop was designed, piloted, and then conducted with six different groups, ensuring all participants had a comparable understanding of CLIL, TBLT, and the CAPA model. For this study, analysis focuses on the workshop outcome: 36 task samples for CLIL courses. Participant-designed tasks are analyzed by qualitative content analysis and quantitative analysis of task designs using a rubric of TBLT & CLIL principles. Qualitative analysis focuses on task types and features, informed by established task typologies, while quantitative measures include ordinal rubric scores and counts of pre-, main, and post-tasks. Analysis includes descriptive

statistics and tests for differences between pre- and in-service instructors using Mann–Whitney U tests and chi-square tests. Preliminary results suggest that common CLIL tasks include science experiments, poster creation, and presentations. Unlike traditional TBLT tasks, CLIL tasks may embed, to varying extents, content and language in the pre-task phase; whereas post-tasks may include personal reflections, peer reviews, and delayed corrective feedback. Findings highlight how CLIL tasks incorporate task-based principles, pointing to a need for future classroom-based research and practical evaluation of how CLIL objectives can be supported by TBLT task design research.

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From project to practice: Free resources for assessing Plurilingual and Intercultural competence in Primary schools

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This project set out to design and trial an evaluation rubric for primary-aged children's plurilingual and intercultural competence. What made it unique was the way it was created — not just by researchers, but together with teachers, children and parents/carers.

At the heart of the project was a simple idea: everyone involved should share a clear, child-friendly understanding of what plurilingual and intercultural competence means. That understanding should also connect directly to children's everyday experiences at school, at home and in their communities. To do this, the project drew on CEFR descriptors for children's plurilingual and intercultural competence, but worked with stakeholders to make these ideas meaningful in real-life, 'superdiverse' (Vertovec, 2007) settings. The goal was to bridge the gap between broad policy frameworks and the lived language practices of children.

The rubric was designed with children, teachers and parents with practical criteria in mind:

- User-friendly and jargon-free.
- Engaging and understandable for children, parents, and teachers.
- Aligned with everyday classroom activities.
- Sustainable and digitally accessible.
- Adaptable across different age groups in primary school.
- Visually supported, so families who do not share the school's main language could also use it.

Why this matters

The study adds to the under-researched area of rubric co-creation and shows what happens when all stakeholders are actively involved in assessment.

It offers a model of inclusive practice that values children's full linguistic and cultural repertoires — not only the official languages of schooling.

The approach is innovative and holistic, helping schools assess children's skills, knowledge and abilities across different areas of life, in ways that are both fair and representative.

The poster will outline all the free resources for teachers necessary to evaluate children's competences in Catalunya, classroom resources such as games and activities as well as publications about the project, which was funded by the British Council.

From Campus to Karriere through CLIL: Equipping EME Students with Bilingual Disciplinary Literacies

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In an increasingly internationalised world, German universities often implement English-medium education (EME) programmes to attract both internationally-oriented domestic students and non-German-speaking international students (Smit, 2023). Meanwhile, an important goal pursued by German politics, industry, and these universities to counteract the shortage of skilled labour is the integration of both groups of students into the German work force, where English and German skills are essential (DAAD, 2023). Thus, it can be argued that students enrolled in EME programmes in Germany must develop subject-specific competences in English and German, i.e. dual subject literacy (Diehr, 2018) or bi- and multilingual disciplinary literacies (Nikula et al., 2024), to succeed in their studies and professional lives.

To investigate how to support them accordingly, a case study at a German University focusing on an English STEM Master's programme is currently in its early stages. It includes using the ROAD-MAPPING Framework for EME (Dafouz & Smit, 2016) in a mixed-methods approach to explore the current situation regarding the experiences and needs of stakeholders such as students, lecturers and policymakers through a document analysis, questionnaires and interviews. Based on this, a framework for

designing pedagogical measures to promote German university students' bilingual disciplinary literacy is being developed.

Since subject-specific language skills cannot be assumed to develop incidentally in a language not actively used in education (e.g., German in EME programmes), these measures evolve around Content and Language Integrated Learning (CLIL). The approach focuses on the teaching and learning of content through language and vice versa, which also includes the contrastive use of English and German. More precisely, two CLIL tutorials, which are team-taught by a content and a language expert, are currently being conducted and evaluated. Making use of the diversity that students bring to class and integrating with their curricula, the tutorials serve to equip them with the linguistic, content-related and intercultural competences essential to their needs at different stages of their student journey: While the tutorial at the study entry phase especially serves to prepare them for their studies, the one implemented at the study exit phase is designed to support a smooth transition into the German labour market.

At the conference, I would like to present the current state of the project, with a particular focus on the approach and development of the tutorials and their potential in promoting literacy, which will have been evaluated by that time.

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Spanish DOM in Multilingual Learners: German L3/L4, Heritage, and L1

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Differential object marking (DOM) in Spanish – e.g., Veo la montaña ‘I see the mountain’ vs. Veo a la niña ‘I see the girl’– reflects the influence of semantic and pragmatic features such as animacy and specificity on the morphosyntactic marking of direct objects (DOs). However, little research has examined how DOM manifests in German learners of Spanish or heritage speakers in German-speaking contexts.

This study investigates DOM in adolescent Spanish learners across three acquisition contexts: (1) German L3 and L4 learners, whose linguistic repertoires include only non-DOM languages, (2) Spanish-German heritage speakers whose dominant language is German, and (3) monolingual L1 speakers from Spain and Argentina. Learner data are compared to the Castilian standard, based on error annotation following Royal Spanish Academy norms, and to peer L1 speakers, both bilingual and monolingual. Data were collected in schools as part of the Munich Learner Corpus project using the picture-based narrative task Frog, Where Are You?. The dataset includes written productions from 99 participants, totaling ~70,500 words and 1,629 analyzable DOs. They were compiled in Excel, and analyzed using R.

All data were double-annotated by two native speakers from Argentina and Cuba to ensure reliability and to account for potential dialectal influences on a-marking judgments. Minor discrepancies between annotators are viewed as reflections of natural variation within Spanish, which parallels the multilingual and multivarietal perspectives central to this study.

Results show consistent a-marking among monolingual L1 speakers for both human and non-human animate DOs, supporting the German school grammar rule prescribing a-marking for all animate DOs. In contrast, German learners show almost complete omission of a (~9% a-marking), contrasting with the 100% prescribed by the school grammar. Heritage speakers, however, closely align with the Castilian standard: nearly all human animate DOs are a-marked, while about 45% of non-human animate DOs are a-marked, matching the expected 39% rate, which results from error annotation.

These findings challenge claims that the school grammar rule oversimplifies DOM and hinders acquisition. Instead, the rule mirrors actual usage patterns among monolingual L1 speakers, while deviations among multilingual learners reflect the influence of their non-DOM language repertoires. The study highlights the importance of considering multilingual contexts and learners’ linguistic backgrounds in DOM acquisition research, and the need for teaching approaches that acknowledge linguistic diversity, not only across learners, but also within the target language itself.

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AI tools in ESP: Effects of Kahoot! and ChatGPT on vocabulary and learner autonomy

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The rapid integration of artificial intelligence (AI) into professional contexts calls for a revision of English for Specific Purposes (ESP) curricula to help students communicate effectively while navigating digital technologies responsibly. This study explores the pedagogical potential of incorporating AI-driven tools and applications into ESP courses to enhance language competence, critical thinking, and digital literacy among students by providing students with timely feedback, and game-play (gamification) strategies. Second-year students from the Management Department at Belgrade Business and Arts Academy of Applied Studies (BBAA) in Serbia participated in the research. By integrating AI-assisted writing and AI-based learning activities in the ESP classroom through platforms such as ChatGPT (Chat Generative Pre-trained Transformer) and Kahoot! (a quiz-based learning application), the research examined students' attitudes toward enhancing their motivation for vocabulary acquisition. Kahoot! and ChatGPT were systematically integrated into lexical and writing activities throughout one semester. Quantitative data were collected through a post-semester Likert-type questionnaire examining students' attitudes toward motivation, engagement, and vocabulary acquisition. Findings revealed that although few students had prior experience with Kahoot!, most found it engaging, interactive, and motivating, particularly due to its competitive elements and immediate feedback. Furthermore, the application was perceived as beneficial for both learning and reviewing course content. Integrating AI-assisted writing in the ESP classroom through ChatGPT was reported to enhance motivation and development of writing competence by providing instant feedback and personalized support. Moreover, task-based contexts relevant to their specific field were recognized as very helpful for applying language skills in realistic scenarios thus suggesting self-directed learning and aligning learning outcomes with real-world professional demands. Also, increased active vocabulary was noticed and related to assessment feedback. Finally, students recognized the importance of using digital tools critically and creatively to support their own learning goals, so increased autonomy can also be considered an important pedagogical gain of integrating AI-based platforms into ESP instruction. These results underscore the importance of aligning ESP teaching with the evolving demands of the modern workplace by preparing students to utilize digital competence thus emphasizing the role of educators in guiding effective and responsible AI integration. Conducting future research with a larger and more diverse group of students would enhance the relevance of the findings and offer richer insights into how Kahoot! and ChatGPT can be used to promote effective language learning.

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