



# Book of Abstracts

Barcelona, March 22nd 2024

## INVITED SPEAKERS

### **JUDIT KORMOS & DARÍO LUIS BANEGAS**

Bionote: Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. Her research focuses on the cognitive processes involved in learning and using additional languages. She has published widely on the effect of dyslexia on learning additional languages including the book “The Second Language Acquisition Process of Students with Specific Learning Difficulties” (Routledge, 2017). She is also the author of several research papers that have investigated the accessibility of language tests for young learners. She was a key partner in the EU-sponsored Dyslexia for Teachers of English as a Foreign Language and the Comics for Inclusive Language Teaching projects, both of which won the British Council’s ELTon award. She is the lead educator of the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn and has run teacher education workshops and webinars on inclusive language teaching in a large variety of international contexts.

Bionote: Darío Luis Banegas is Lecturer in Language Education at the University of Edinburgh. He is Deputy Director of Postgraduate Research at the Moray House School of Education and Sport. Dario leads a course on second language teaching curriculum, and is the founder of the Towards Intersectionality in Language Teacher Education (TILTED) Research Group. His main teaching and research interests are: CLIL, social justice, teacher education, and action research. He has also led curriculum change projects in Argentina, Ecuador, and Japan.

**Judit Kormos, Lancaster University**

**Equitable access to language learning for neurodiverse students in classroom settings: Past achievements and future directions**

Language learners can vary along a wide range of cognitive, affective, social, educational, and contextual dimensions. Second language acquisition research has long acknowledged the importance of cognitive factors in the effective learning of additional languages but cognitive diversity among learners is rarely considered from the perspective of inclusion and access in our field. The concept of neurodiversity views individual variability along cognitive and neurological dimensions as integral to how people experience and interact with the world around them. Neurodiverse language learners can face several challenges in instructed language learning and assessment contexts, most of which could be alleviated if the barriers to their success were identified and principles of inclusive education were implemented.

In this presentation, I will give a narrative overview of the series of research projects I have conducted over the past 15 years to enhance neurodiverse students' access to language learning and to promote inclusive language teaching and assessment practices. Research findings, derived from interviews, questionnaires, observational studies and the analysis of second language performance, yield insights into the complexities of cognitive and affective challenges neurodiverse students are confronted with. The studies also highlight that policy-level, institutional, curricular, and pedagogical factors and practices can constitute significant barriers for neurodiverse language learners. The talk will also describe how, based on these findings, I have initiated several teacher education programs on inclusive language teaching, and I will identify the measurable impact of these initiatives on language teachers. I will also summarize the results of our recent research projects in the area of accessible language assessment and the benefits of testing adjustments for test-takers with diverse cognitive abilities. The presentation will conclude with an action plan for future research and implications for inclusive multilingual pedagogies and educational policies.

**Darío Luis Banegas, University of Edinburgh**

**Are we preparing teachers for language teaching in/for multilingual contexts? An intersectionality lens**

Learning at large and language learning in particular in and for multilingual contexts entail that such provision is based on quality teaching. In other words, for multilingual education to be relevant and successful, it necessitates that future teachers are prepared to create and support inclusive multilingual experiences regardless of whether their focus is on one language in particular (e.g., English as an additional language), a discipline, or forms of integration of content and language such as content and language integrated learning (CLIL) and English-medium education (EME). Hence, the aim of my talk is to discuss how we could (re)imagine (language) teacher education in/for multilingual contexts as a way to enhance alignment between teacher preparation and (language) teaching that builds upon, profits from, and promotes multilingualism as a sociolinguistic and identity-driven phenomenon across spaces and practices.

In my talk I will first review the notions of identity and intersectionality and their educational connections to multilingual pedagogies. These concepts have the potency to highlight the centrality of inclusion and equity in curricular transformations. I will then refer to recent empirical studies and cases of good language and/or content teacher education practices from different contexts. Such studies have paid attention to teacher identity, teacher multilingual awareness, teacher agency, and pluriliteracies. Based on the literature and such practices, I will propose an intersecting identities approach to (language) teacher education as a way to enable future teachers to develop sustainable, context-sensitive, multilingualism-oriented practices. I will discuss its implications for curriculum design, materials development, and assessment in (language) teacher education.

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### **Trilingual scientific writing in secondary education: a correlational study of CAF measures**

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The objective of this study is to contribute to the multilingual writing field and provide evidence for Cummins' Common Underlying Proficiency Hypothesis (CUP). Measures of complexity, accuracy and fluency (CAF) have long been used in second language acquisition research to capture written performance (Wolfe-Quintero et al., 1998), as they have been shown to be highly correlated with writing quality (Crossley & Kim, 2022). Previous studies have used some of these measures to explore multilingual writing (e.g., Orcasitas-Vicandi, 2021), but across-language relationships in subject-specific writing still need to be further explored (Granados et al., 2021). This research explores the relationships between multilingual participants' compositions in their three languages of schooling: Basque, Spanish and English.

For this purpose, a sample of 113 secondary education students from Year 8 (13-14 year-old students) enrolled in a Basque immersion programme completed a writing task in each language about scientific content (i.e., renewable energies). A trilingual corpus of 339 scientific writing essays was analysed with MultiAzterTest (Bengoetxea et al., 2020) to retrieve CAF measures in each language. Correlational analyses were performed to examine correlations of each measure across languages. Low-moderate correlations were found between most measures and their counterparts. Accuracy and fluency measures were found to be more strongly correlated between languages than both lexical complexity and syntactic complexity. More correlations were found between L1 and L2 (Basque-Spanish) than between these languages and the FL English.

Findings suggest that multilingual learners exhibit similar across-language patterns in the writing process, thus supporting Cummins' CUP. The emerging similarities have important implications for bi/multilingual education programs, as they might inform curriculum design and instruction to foster crosslinguistic transfer and metalinguistic multilingual awareness.

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## **Heritage Hebrew in Finland: Insights from Multilingual Families**

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Language policies in multilingual families encompass various decisions and approaches (De Houwer 2021, Wei 2007). They oversee the exposure to different languages, particularly when family members are exposed to diverse linguistic environments, and determine how to support language learning, especially for children who may be acquiring multiple languages simultaneously. Families manage language switching in conversation, implementing strategies to sustain the less dominant languages over time. Adults address beliefs or attitudes about the value of different languages and manage language transfer across generations (Rosenback 2014).

This study addresses an existing gap in the research of heritage Hebrew in Europe, by seeking to provide a comprehensive understanding of the perspectives held by Hebrew-speaking parents in Finland regarding the transmission of Hebrew within their families. The study specifically focuses on examining language management, a concept outlined by Spolsky (2006), and the dynamic constellation of languages actively used in this context. Through a qualitative approach, the research endeavors to answer several key questions: How is Hebrew employed within the family, and for what purposes? What importance do Hebrew-speaking parents assign to their children's proficiency in different language skills, and what factors influence their decisions in this regard?

To collect the data, I used a survey questionnaire covering four primary categories: demographics, individual Hebrew usage, strategies for transmitting Hebrew to children, and parental assessments of their children's Hebrew proficiency. Open ended questions were included to encourage additional insights.

As of December 2022, Finland was home to 131 minors holding Israeli citizenship (Statistics Finland 2023), with the number of children varying between 1 and 8. Preliminary findings from responses gathered from over 30 families showed a significant language shift away from Hebrew towards the language(s) of the environment. While only one family deemed it unimportant whether their children spoke Hebrew, 40% of the children did not understand Hebrew. Over half of the parents highlighted the importance of their children's literacy in Hebrew; nonetheless, 83% of the children were completely illiterate in Hebrew. Families explained their children's Hebrew illiteracy by various factors, including the absence of a suitable educational framework, assumptions that written Hebrew may not be necessary in the future or can be learned quickly when needed, and the belief that proficiency in the language(s) of the environment should precede literacy in Hebrew.

A notable finding was the link between parents' birthplace and family language choices. Hebrew transmission was significantly lower among parents who repatriated to Israel,



even at a young age, compared to those born there. While sequential bilingualism has been extensively studied in Israel (Altman 2022, Meir et al 2021), limited research exists on the linguistic behavior of Israeli sequential bilinguals outside Israel, especially on their communication with the children.

This study delves into real-world cases of multilingual families in order to evaluate how language policies influence linguistic development and family dynamics. It seeks to offer insights into effective strategies for promoting multilingualism within a family context, providing valuable understanding of how linguistic diversity is managed in families and its broader contribution to societal multilingualism.

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## **Learners Co-constructing Knowledge through Multimodalities and CDFs in a CLIL Context**

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This paper examines a CLIL approach adopted in a General English course at a Japanese State University. The course aimed at building students' linguistic proficiency by giving them agency and opportunities to co-construct content and language knowledge through collaborative work. With CLIL, "there is a focus not only on the content, and not only on the language" (Coyle, Hood, & Marsh, 2010, p. 1), which presents a problematic dichotomy. Indeed, CLIL is the integration of content and language, yet, as research has shown, the tendency is to focus on one or the other (Nikula et al., 2016; Ikeda et al., 2022). In this paper, integration is conceptualized as the intersection of content and language pedagogies (Leung & Morton, 2016), based on the degree and explicitness of the disciplinary orientation to language. The constructs of Cognitive Discourse Functions (CDFs) (Dalton-Puffer, 2013), multimodal mediational means (Leontjev & deBoer, 2020), and mediated action (Wertsch, 1994) shed light on how integration is operationalised. CDFs refer to how cognitive processes (such as describing, defining, explaining, or evaluating) are realized through language in learning disciplinary content. Multimodal mediational means are symbolic or physical tools (e.g., oral, written, numerical, figural, graphical, pictorial language, spaciality, and real-life objects) used to mediate the actions, i.e. human activities, involved in the co-construction of knowledge and understanding. The data examined in this paper come from a first-year General English class for students in the agriculture and engineering faculties. Learners (n = 36) were Japanese L1 speakers and CEFR A2-level learners of English. During the course, they collaborated asynchronously in small groups in an online written forum over a period of 6 weeks to co-construct a PowerPoint presentation as a final product of a course project on a global issue which they had to approach from a local perspective, alongside other tasks of the coursework.

This study aims to explore learners' collaborative and iterative process of the PowerPoint creation and integration of content and language from a multimodal qualitative perspective. Tools from qualitative content analysis (Selvi, 2020) with Atlas.ti software and multimodal interactional analysis (Norris, 2004) were used. The findings indicate that the students used different modalities, language and other semiotic resources to mediate the co-construction of knowledge, to communicate about the content relevant for the final product, to metatalk about the content and the steps to follow, and interpret each other's actions to advance their joint understanding. Moreover, their use of multimodal mediational means evidenced how they implicitly embedded into this process different CDFs, such as evaluating, explaining, comparing, reporting, classifying, and defining. Students seemed to interpret the CDFs and build on them to

further contribute to the joint construction of the final product through transduction (Kress, 1997), i.e. preserving the CDF but changing the modality. The paper concludes with a discussion of how this conceptual and methodological approach can afford researchers and practitioners unique insights into how learners communicate using a variety of multimodal means, and implicitly contribute to each other's language development through the use of CDFs.

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## **Parent and educator attitudes towards multilingualism for children with SEND in Quebec**

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In the Canadian province of Quebec, French is the sole official language. However, the language coexists alongside a sizeable English-speaking community, in addition to growing numbers of home and heritage languages spoken, as a result of immigration to the province. Knowledge of both French and English has utilitarian value, broadening a child's future opportunities across Canada. Home and heritage language skills are important to maintaining intergenerational family and community relationships (Kircher et al., 2022). Unfortunately, children with special educational needs and disabilities (SEND) can be withdrawn from additional language learning at school and in the home (Scherba de Valenzuela et al., 2016), based on misconceptions that learning more than one language hinders cognitive development, unfairly narrowing a child's future chances in a multilingual setting.

Bilingual education does not negatively impact first language development for children with SEND and instead, can benefit social interaction and identity construction for this group (Genesee & Fortune, 2014). Challenging ideas of languages as fixed and bounded systems (García and Otheguy, 2020), disrupts a tendency towards elitism in bilingual education, situating inclusive opportunities for children with SEND in the plurilingual turn in languages education, (Galante, 2020). In Quebec, recent research has found that parents hold positive attitudes towards childhood multilingualism (Kircher et al., 2022). Furthermore, research has found that the presence of developmental disorders in young infants is linked to increased parental concerns regarding the long-term effects of multilingual child-rearing, suggesting attitudes may also be different for older children, (Quirk et al., 2023). Attitudes at the intersection of multilingualism and SEND have rarely been examined, especially for children of primary school ages, among parents and teachers.

In order to comprehend how institutional, ideological, personal, and cultural beliefs impact language learning decisions made for primary aged children with SEND, I conducted 12 semi-structured interviews with parents and teachers. I recruited through Montreal charities and a snowball sample of language teachers in specialized classes and special schools, in Quebec. Using inductive and deductive thematic coding, I am categorizing predictors and dimensions of these attitudes, (Kircher et al., 2022). I begin analysis through evaluative dimensions commonly applied in language attitudes research: status, a language which has power in the context; solidarity, a language which engenders social connections and a sense of belonging; and cognitive development, (Kircher et al., 2022). I am finding attitudes are largely positive towards multilingualism for children with SEND, among both groups. Paradoxically, this attitude is qualified when

decisions are made to remove a child from a second or third language learning opportunity, dictated by systemic inequities, societal and institutional pressures, and the unequal allocation of tailored resources and support. Findings from this study will be applied to raise parent and educators' awareness of the systemic disadvantages for children with SEND for equitable language learning opportunities in Quebec. Furthermore, enhanced understanding of parent and teacher beliefs and attitudes will generate knowledge to better support them in the multilingual context.

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**Multilingual contexts or multilingual pupils? Reflection on embedding the Language Portraits activity in a language learning unit.**

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UNESCO reports that 'The increasing mobility of human beings across the world, whether through choice or forced displacement, has created new pedagogical realities that bring the cultural and racial diversity of the world directly into classrooms and educational settings.' (UNESCO, 2021). Teachers seek resources and pedagogies for teaching in multilingual and multicultural contexts (Kennedy et al 2023). Statistics show that 10% of pupils in Scotland speak languages other than English at home. Numerous events are organised by schools to celebrate the diversity of languages in their settings. Qualitative research however has shown that official statistics do not fully reflect learners' living experiences and that celebrations of languages in schools are often celebrations of multiple monolingualisms, and do not necessarily lead to building a sense of belonging and inclusion (Quehl 2021). One of the tools used by teachers and researchers to visualise children's living experience of languaging are Language Portraits - an activity in which learners are asked to visually represent their linguistic or communicative repertoires (Busch 2018, Soares et al 2021).

In this presentation, I will discuss my use of Language Portraits in the nine-workshop long series *Polish through Translanguaging Art* I designed and delivered in two Scottish primary schools in 2019 and 2020 as part of my doctoral research. I will briefly describe the context of my study, situating it within the linguistic landscape of Scotland and the Scottish education system with a total of 154 languages being spoken by pupils in Scottish schools, Polish being the most commonly spoken minority language and the *Language Learning in Scotland: A 1+2 Approach* being implemented by the Scottish Government.

I will share how I embedded a Language Portraits activity in a Polish language learning unit and how the children with whom I worked, used it not only to visualise but to co-create and negotiate their multilingual identities. I will discuss the context, instructions and feedback offered to children during the activity, conversations carried out during the workshop, the affordances of mark-making tools used in the activity, and consider their potential impact on the created portraits. I will particularly focus on the cases in which children's views of languaging did not align with the ones held by an adult who provided instructions and supported them in the activity, and discuss how they contested and negotiated their views and experiences. I will also reflect on the process of analysing visual & audio-recorded data created during this workshop. Finally, I will present my findings which suggest that the inclusion of art-based activities (such as, for example, Language Portraits) enabled children to contest established views, (re)claim their place on the multilingual continuum, and make space for alternative experiences and knowledges brought to schools by all children, including multilingual children with experiences, or heritage, of migration.

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## **From SLA and TBLT theory to actual task design: automating task design for second language teaching and learning**

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Task-based language teaching (TBLT) has received considerable research attention in the last 4 decades. A main concern by researchers in this area has been the transfer from theoretical constructs in SLA (e.g. input, output, interaction) and TBLT (e.g. task variables, task complexity, focus on form) may transfer to task-based design by teachers. In order to fill this gap, a web-based tool was designed that brings together 3 decades of knowledge of task design, task-based methodological and pedagogical principles, knowledge about natural language processing, and principles of interaction design, design thinking and teacher cognition. The aim of this paper is two-fold: first, we briefly present the main features of the tool with a focus on the creation of pre-tasks, tasks, and post-tasks, and focus on form in texts by automatically detecting linguistic features through the use of natural language processing (NLP) and the application of input enhancement techniques. The tool also allows users to share their task designs with other teachers/designers; secondly, data from two qualitative studies and a quantitative one on the emerging patterns of teachers' choices during task design are presented. Data will be shown from two qualitative studies incorporating teachers' perspectives into the design of the tools throughout the whole design process. The studies followed a mixed methods approach using qualitative interviews, think aloud protocols and stimulated recall. The quantitative study is an ongoing international pilot collecting feedback and data on teachers' choices during task design, as well as data from their balance of task design and task-based training within the tool. Data analytics are used for the extraction of data from teachers' use of the tool and their options during design. In line with design thinking principle, results of the qualitative study showed the importance of including teachers' perspective in every step of tool design, and the differences in design choices emerging from teaching and design experience. Quantitative data are expected to also provide information about patterns in design choices and sharing practices at different levels of education (primary school, secondary school, university levels) and contexts (CLIL, TBLT, PBL, ESP, EAP, private tutoring among others). Data include the choices of task goals, different types of pre-tasks, and post-tasks, their choices of linguistic features for focus on form, as well as their selection of focus on form techniques (e.g. input enhancement). Discussion of the tool will revolve around its potential to make task-based design available to everyone in all contexts, hence promoting diversity, adaptability, and inclusion. Its potential for community sharing and building will also be discussed.



## **Examining Intensity CLIL Programmes and Its impact on Multilingual Students' Writing**

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Research on the benefits of Content and Language Integrated Learning (CLIL) has motivated numerous investigations in recent years (Hütter, 2020; Coyle & Meyer, 2021; Dalton-Puffer, Hütter & Llinares, 2022). However, little attention has been paid to the impact of the intensity of CLIL programs on students' writing competence (Merino & Lasagabaster, 2017), as well as to the benefits of CLIL for L3 multilingual writers (Portolés & Safont, 2018). To explore how the intensity of CLIL programs influences multilingual students' communicative appropriateness in writing, this study was conducted in the Valencian Community, where two official languages (Catalan and Spanish) co-exist with English as an additional language. A total of 392 primary students enrolled in year 6, and under different intensity of CLIL programs, participated in the study. Data were collected through an elicitation task in which participants wrote about the water cycle. A total of 1176 compositions were collected (392 written in Catalan, 392 in Spanish, and 392 in English) and examined in relation to their communicative appropriateness, taking into account pragmatic (content and comprehensibility), textual (coherence and cohesion), and linguistic (grammar, spelling, and punctuation) aspects of the text. Additionally, a background questionnaire was used to explore students' extramural activities. Furthermore, 30 parents' and 9 teachers' participated in semi-structured interviews. Results from the study indicate that there are not always significant differences between the intensity of exposure in the classroom and students' communicative appropriateness in English, suggesting that other variables may influence the observed differences. Furthermore, the study shows that exposure to media, private classes, and short periods of stay abroad, which are considered out-of-class activities, have an impact on students' communicative appropriateness in English, being media the main predictor. In the case of Catalan and Spanish, the study shows that both exposure to media and language use at home influence students' writing, with language at home being the main predictor in Spanish, and exposure to media being the main predictor in the case of Catalan. The study also confirms the positive effect of bilingualism on learning English as an additional language. Finally, considering data from the semi-structured interviews, the difficulties that students, teachers and parents find during the implementation of CLIL are pointed out, as well as some pedagogical implications to develop student's communicative appropriateness in the context of multilingual education are suggested.

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### **The relationship between EFL Self-Concept and EFL Anxiety over the course of a year: a paired study of 30 first-year students from 100% EMI degrees**

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More and more often students starting their university studies are enrolling in so-called EMI degrees, where teaching of all subjects happens in English. It seems fitting to look at the effect of enrolling in such degrees, especially in a country where speakers typically believe and are deemed as not good speakers of English as a Foreign Language (see Estupinyà, 2019), even if they are. This has been already done from the point of view of English competence (Lin & Lei, 2021; Sanchez, 2023). However, little research has been devoted to explore this new setting including student's EFL Self-Concept, namely, their views, perception and evaluation of themselves in English (Pajares & Schunk, 2005). This is encased under their Foreign Language Self-Concept (Mercer, 2011; Marsh et al., 2006), stemming from psycholinguistic and sociolinguistic theories. Studying it can be of interest for two reasons: 1) to test EFL speakers' confidence in a very particular setting, in light of the social claim mentioned above, and 2) to explore the impact of a full year of EMI teaching. This case study resorted to fill that gap from a longitudinal perspective, and thus look at the evolution of students' EFL self-concept at the beginning and after their first year as undergraduates. Based on previous studies (Iwaniec, 2014), another focus of this research was the relationship between EFL Self-Concept and EFL Anxiety.

Our participants were a group of 30 first-year, local undergraduate students at a Catalan university in Barcelona, all of them enrolled in 100% EMI degrees. The reason why we chose first-year undergraduates is because these students were undergoing a period of personal and academic transition (Mercer, 2011), which is why we expected to see changes happen more overtly. Participants were administered two questionnaires at both data collection times: 1) an EFL self-concept scale (Iwaniec, 2014) and 2) an EFL anxiety scale (Saito et al, 2018; Iwaniec, 2014; Ryan, 2009). We performed a PCA for both scales at both data collection times and also conducted descriptive statistical analyses. Then, we ran a correlation matrix among EFL Self-Concept and EFL Anxiety for both data collection times. Afterwards, we conducted linear regressions to test the ability of EFL Anxiety to act as a predictor of EFL Self-Concept. Lastly, we ran paired t-tests in order to account for changes in both constructs. EFL Self-Concept and EFL Anxiety showed a significant negative correlation at both data collection times, and EFL Anxiety was able to predict around a 22% of the data variability of EFL Self-Concept. We obtained statistically significant changes in EFL Self-Concept longitudinally, with higher values at T2. However, longitudinal changes were non-significant in EFL Anxiety, though values lowered at T2. These results suggest that EMI degrees probably have an effect on students' EFL Self-Concept for the better, and therefore, on their EFL Anxiety as well. Further research needs to be conducted in the future with a bigger sample and more quantitative and qualitative data in order to confirm the insights gained from these results.

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## Exploring L2 listen-to-write cognitive efforts and cognitive processes: a mixed method study

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Integrated listen-to-write language tasks have found widespread utilization in the assessment of second language (L2) proficiency, primarily due to their capacity to simulate real-world language-use scenarios (Cumming et al., 2004). These tasks mimic key dimensions of language usage such as, for example, everyday and academic communication (Fauzi, 2019; Hosogoshi & Takahashi, 2015). Most research into integrated language tasks in L2 focused on cognitive processes during read-to-write (Michel et al., 2020), and limited research has explored cognitive processes during the listen-to-write task (Rukthong & Brunfaut, 2020). Even fewer studies have focused on recording moment-to-moment indicators of cognitive effort, such as pupillometry, during the listening component of integrated language tasks (Borghini & Hazan, 2018).

In our investigation, we applied Field's (2013) framework of listening cognitive processes to explore listening processes of English L2 integrated listen-to-write tasks. Our research recruited 80 Chinese students with an IELTS score of B2 to C1. Employing a mixed-methods approach, we explored (a) temporal patterns of cognitive effort using pupillometry, and (b) patterns of listening processes at two levels—lower-level (input decoding, lexical research, parsing) and higher-level (meaning construction, discourse construction) via stimulated recall tasks. The listen-to-write tasks were adapted from the Pearson Test of English (PTE), which required participants to listen to 1-1.5-minute mini-lectures and provide written summaries. Cognitive effort during listening was measured through pupil size using the Eyelink Portable Duo eye tracker. Following listen-to-write task completion, participants engaged in stimulated recall interviews to reflect their cognitive processes. Task performance was assessed using PTE marking criteria, establishing connections between listening efforts, cognitive processes, and task performance.

Preliminary data analysis revealed a significant pupil size peak at the task's onset, with subsequent peaks and troughs toward the end. This suggests that participants' most intense cognitive engagement occurred at the onset of the task. Subsequent smaller peaks in the middle and towards the end suggest continued task engagement and language processing through listening. As for stimulated recall, lower-level listening cognitive processes were more frequently reported than high-level processes. In addition, measures of cognitive effort and task performance were positively correlated ( $\rho=0.47$ ,  $p<0.01$ ) indicating larger average pupil size correlated with better task performance. Additionally, students more frequently reporting higher-level cognitive

processes during stimulated recall tended to have better listen-to-write task performance.

The innovation of employing a mixed-method approach offers detail-rich data, integrating uncontrolled (pupillometry) and controlled (stimulated recall) behavioural responses. This is a step-change towards an appropriately multi-faceted data collection for multi-faceted integrative language tasks, which not only expands the methodological toolkit for L2 research but also provides a more fine-grained understanding of how learners engage with, and process L2 in real-time. This type of data enables much-needed insights into how L2 educators and learners can focus on task engagement and specific cognitive processes to enhance L2 integrated language skills.

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## **ID24 Enhancing L2 pronunciation learning: Exploring the impact of foreign accent imitation and self-assessment**

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Even though the focus of L2 speech research has shifted from native-like accent attainment to the promotion of intelligible speech [1], this shift is not fully reflected in current pedagogical practices. Additionally, empirical studies on the effectiveness of training tasks targeting L2 speech global measures (i.e., comprehensibility, accentedness and fluency) remain scarce [2]. Instructional approaches based on the intelligible principle [3] suggest considering L1-specific learning difficulties and enhancing phonological awareness of cross-language differences. To this end, various innovative proposals (e.g., task-based pronunciation teaching [4], shadowing [5], use of gestures [6], self-assessment [7], and foreign accent imitation [8]) have been put forward. However, few experimental studies have investigated their effectiveness in enhancing L2 pronunciation learning. This paper presents findings from two different studies exploring the effects of foreign accent imitation training and speech self-assessment on L2 learners' comprehensibility and accentedness.

In foreign accent imitation, learners are prompted to speak their L1 with an L2 accent to enhance pronunciation accuracy at the segmental level [8, 9, 10, 11] and awareness of phonetic differences between learners' L1 and L2 [12]. Previous research indicates that learners can imitate L2 voice onset time (VOT) duration of voiceless stops in their L1 to the extent that they can produce them accurately in their L2 [11, 12]. However, the impact of such training on overall global dimensions of L2 pronunciation remains unclear. The study involved fifty-eight Spanish/Catalan EFL learners in 5 sessions of guided imitation training over two weeks. Participants listened to Spanish texts read by English native speakers (NSs) with a strong English accent (foreign accent imitation group), or imitated English texts produced by English NSs (L2 imitation group). All participants were pre- and post-tested through a reading task. The analysis revealed that learners could modify pronunciation features through imitation, improving comprehensibility and fluency and reducing accentedness, but that more training sessions may be required to observe substantial gains.

On the other hand, self-assessment of speaking and pronunciation skills [8] is crucial to understand learners' phonological awareness and learning progress [13]. The study addressed this issue by analysing longitudinal quantitative and qualitative data on learners' self-assessments of comprehensibility and accentedness over a 4-month training on segmental phonetics. Catalan-Spanish learners of English ( $N=48$ ) were pre- and post-tested through a picture-based story-telling task, which they later self-assessed for comprehensibility and accentedness on a 9-point scale, and a self-perception



questionnaire measuring satisfaction, awareness of difficulty, speaking anxiety, fear of errors, fear of evaluation, self-confidence, and motivation. English native listeners ( $N=7$ ) also evaluated learners' speech samples for the same dimensions. Findings highlight the relevance of self-assessment training in aligning learners' self-assessment with their actual L2 performance, minimizing mismatches between self- and listeners' ratings. The study emphasizes the significance of well-designed pronunciation questionnaires in promoting awareness and introspection in the FL classroom. It underscores the pivotal role these questionnaires play in cultivating positive self-perception in L2 pronunciation improvement. Overall, we suggest that the implementation of these two awareness-raising techniques may result in L2 pronunciation development in instructed classroom settings.

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## **Relationship between Cognitive Decline and Foreign Language Learning during Late Adulthood: A pilot Study in the Catalan Bilingual Context**

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The global population aged 60 or older is currently at its highest and is projected to keep increasing (UN, 2022). It is therefore essential to understand how ageing affects the brain and what can be done to preserve brain function. Ageing implies a series of cognitive impairments that affect the senior population (Gabryś-Barker, 2018). Amongst these, deficits in short- and long-term memory, cognitive flexibility, and neuroplasticity are related to the manifestation of dementia and other mental illnesses (Oxford, 2017) but it has also been observed that lifestyle and environment play a major role (Duplantier et. al., 2021; Plassmann et. al., 2010) so specific training or starting new activities in the senior age might delay the onset of said declines (Draganski et. Al., 2004; Singleton, 2018). Language learning has been proposed as a cognitively efficient training, but it has not been studied in depth (Kliesch et. al., 2018; Mackey & Sachs, 2012; Pfenninger & Poltz, 2018). The current pilot study investigates how foreign language learning (FLL) can delay the onset of cognitive decline. A group of fifteen senior learners of English (aged 60+), divided into three groups according to their level, underwent a series of cognitive and linguistic tasks and questionnaires to assess their well-being and the relationship between language learning and cognitive decline. A control group of five senior participants who were not learning English were also included in the study and carried out the same cognitive tasks and questionnaires. The cognitive tasks included a modified Stroop task to assess cognitive flexibility, the Eriksen-Flanker task and a go-no go task to assess inhibition, and a basic reaction time (RT) task to assess base processing speed. Furthermore, Digit Span Tasks (DST) and Verbal Fluency Tasks (VFT) as well as the Montreal Cognitive Assessment (MOCA) test were also administered to further assess cognitive function. Regarding language learning, the senior learners completed a c-test, reading comprehension tasks, and written production tasks to assess their development. Results suggest that age negatively correlates with the participants' cognitive function as assessed by the MOCA test. Nevertheless, when adjusted for age differences, the experimental group presented a significantly better result than the control group. Further analyses suggest a significant effect of language learning in preserving the learners' cognitive function as observed in the VFT tasks where the experimental group performed better than the control group.

Furthermore, as observed in the results of the Eriksen Flanker task, the control group presented slower RTs than the experimental group RTs, as well as more errors than the experimental group. Regarding language learning, no correlation was found between age and the language assessment measures but a strong positive correlation was observed between the learner's cognitive function and their language assessment results. The data suggests a strong effect of language learning in maintaining a better

cognitive status. More research should be conducted into analysing the effects of language learning as it seems that it is a suitable form of brain training possibly contributing to delaying the onset or acuteness of cognitive impairments.

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## **Tamil-English Translanguaging in a Primary School for Learners' Performance and Self-esteem**

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Translingual classroom is a new concept in Indian education. Although the use of mother tongue has been endorsed by the Ministry of Education (MoHRD 2020), private schools and parents still choose English as a medium of instruction. In the case of suburban Tamil Nadu, a southern state of India, most children grow up with Tamil as their first language, and their exposure to English begins when they enter primary school. Under the backdrop, this sudden transition from Tamil to English leads to (i) learners' frustration in the classroom activities occurring in English, and (ii) the halted development of Tamil in the formal domain. (i) has a negative influence on their learning outcome given that learners' self-efficacy plays a pivotal role in early education (Garcia & Li, 2024; Mahapatra & Anderson, 2023). In addition, (ii) calls for translingual practice (McCracken, 2017).

Our study is an attempt to design and practice translingual pedagogy in the Indian context for 4th graders' learning English and Science, to assist their performance and self-esteem. Two 50-minute lessons were designed including a 35-minute interactive lecture, a 10-minute peer learning activity, and a 5-minute recalling session, which was followed by a summative test. There were pre- and post-lesson surveys using the State Self-Esteem Scale (Heatherton & Polivy, 1991), together with interviews after classroom observation.

For comparison, 32 learners of 4th grade were divided into two groups, one with translingual instruction and the other with unilingual instruction by the same instructor. The same topic and content were covered in both groups in a way of promoting active learning; the translingual lessons' materials were designed following the TRANSLATE protocol (David et al. 2019) and code-meshing strategies, enabling a comprehensive examination in a controlled setting.

The test and survey results, compared using ANOVA and T-test, showed that the translingual classroom significantly improved learning outcomes and boosted self-esteem than the unilingual classroom. This suggests that even short translingual interventions have considerable positive effects on emerging Tamil-English bilinguals in early education.

This study explored the impact of translingual instructional techniques on native Tamil children in an English-medium school in suburban Tamil Nadu, aligning with the government's commitment to integrating native languages into education.

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**The role of individual differences in L2 multimodal input: Focus on learning style.**

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Multimodal second language (L2) visual input has been shown to be an effective means to boost L2 proficiency (Muñoz, 2023). However, the role of learner individual differences in learning from this type of input is largely unknown (Suarez & Gesa 2019). To fill this research gap, our study aims to explore the effect of learning style, defined as the preferred way of information processing (Kinsella, 1995), on listening comprehension in L2 videos. To date, the role of learning style in visual L2 input is not entirely understood (Massa & Mayer, 2006; Mayer & Mass, 2003; Plass et al., 1998), and our study aims to shed light on this issue.

As a starting point, we employ Schnotz's (2014) Integrated Model of Text and Picture Comprehension as a basis to provide a theoretical justification of the potential role of individual differences in learning from dynamic multimodal visual L2 input. To provide the empirical test of our theoretical proposition, we present the results of an empirical study. The participants (n=60 L1 Spanish/Catalan learners of L2 English) performed an L2 proficiency test (Oxford Placement Test), an L2 vocabulary size test, completed a learning style questionnaire (Fleming, 2001), watched an L2 video with (n=30) and without (n=30) captions, and finally performed an immediate listening comprehension test.

Findings showed that irrespective of the learning style, the participants in the condition with captions outperformed the group without captions in terms of listening comprehension scores. On the other hand, the level of L2 proficiency and vocabulary size appeared as important determinants of listening comprehension in both viewing conditions. On the basis of our findings, we provide theoretical, methodological and pedagogical implications. Thus, on the theoretical plane, we propose an explanatory framework of the role of learner factors in learning from L2 visual input. We add to the empirical evidence concerning the role of learning style; we call for a more controlled and rigorous testing of this construct in empirical research and propose new methodological solutions which could allow for a more nuanced exploration of this construct in future research.

Finally, we provide practical recommendations for an effective implementation of visual multimodal input in the L2 classroom.

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## How L2 proficiency modulates reading-related cognitive skills in typical and dyslexic L2 learners

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**Background.** Fluent reading skills require both efficient phonological and visual processing. The former involves automating the conversion of graphemes into phonemes, while the latter enables the simultaneous recognition of multiple letters within an orthographic unit [1]. The ability to allocate visual attention resources to multiple visual elements simultaneously is commonly referred to as visual attention span (VA span). Cross-linguistic studies have demonstrated that the development of VA span skills is modulated by the orthographic depth of a language (i.e., *shallow* vs. *opaque*) [2], and that it is subject to cross-linguistic transfer in balanced bilinguals [3]. Studies on individuals with developmental dyslexia (DD) have shown that VA span skills may be impaired in this population [4].

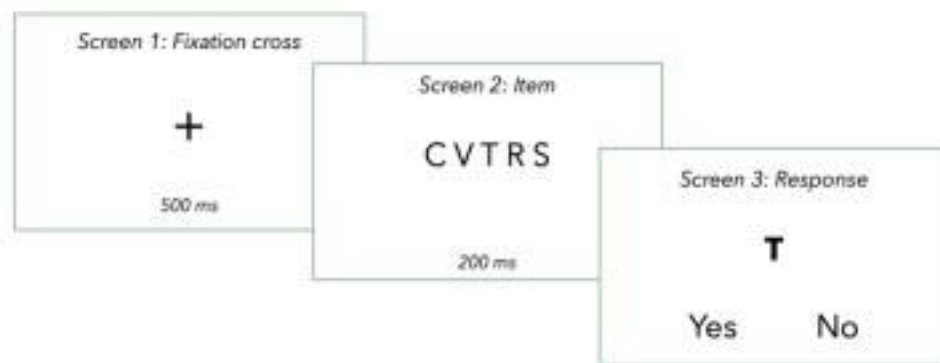
**Goal and predictions.** This study explores the effect of proficiency in an opaque second language (L2: English) on the VA span skills of L1 Italian speakers with dyslexia (DYS group) and without dyslexia (TD group). The prediction is that higher proficiency in L2 English increases VA Span skills in TD learners. The effect is predicted to be reduced in the DYS group.

**Method.** 55 participants took part in the study (*DYS group*:  $N = 14$ ,  $M$  age = 17.63,  $SD = 1.40$ ; *TD group*:  $N = 41$ ,  $M$  age = 16.75,  $SD = 1.56$ ). All participants were L1 Italian speakers and had started learning English at an average age of 5.58 years ( $SD = 1.01$ ). Measures collected included L1 reading skills, L1/L2 reading exposure, L2 proficiency and use, L1/L2 orthographic knowledge, L1/L2 vocabulary, and phonological awareness. VA span skills were assessed with the Visual-1-Back task [2]. The task included 80 five-consonant strings (50 experimental + 30 distractors). 10 consonants were used to construct the items. Each consonant was used 5 times, once per position (e.g., **BCVTH**, **ZBHNT**, **HZBTV**, **QFVBN**, **ZQSHB**). See Figure 1.

**Results.** Response accuracy in the Visual-1-Back task was analyzed as a function of a three-way interaction between Group, L2 Orthographic Knowledge, and Consonant Position (CP). The model (*glmer*) yielded a significant three-way interaction ( $p = .002$ ). CP was also significant ( $p < .001$ ). While all participants show a leftward bias in the allocation of their visual attention (higher accuracy in left CPs), accuracy decreases when consonants are presented on the right side of the string for low proficiency learners in both groups. In contrast, TD high-proficiency learners distribute their visual attention more widely, and thus, respond accurately even when the consonants are presented on the right side of the string. This effect is not observed in the DYS group. See Figure 2.



Discussion. The present results show that proficiency in an opaque orthography increases VA span skills in TD L2 learners whose native language is highly transparent, suggesting a transfer of reading related skills from the later-acquired L2 to the L1. This effect was not observed in the DYS group, which is attributed to deficient VA span skills in this population [4].



**Figure 1.** Visual-1-back task

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## POSTER PRESENTATIONS

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## **How Skills-based Classroom Activities Shape Learners' Foreign Language Enjoyment: A Mixed-Modelling Longitudinal Examination**

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Existing research on foreign language emotions has focused on the relationship between foreign language enjoyment and various individual and contextual factors (Dewaele et al., 2021). Classroom activities have been discovered to be of particular importance (Dewaele & MacIntyre, 2014). Although researchers have explored the enjoyment of classroom activities (Boudreau et al., 2018; Dao & Sato, 2021; Shirvan & Taherian, 2018, 2021; Li & Xu, 2019; Pan & Zhang, 2021; Li et al., 2020), more is needed to know about how classroom activities shape FLE in an English as a foreign language (EFL) context.

This study examines how the enjoyment of certain skill-based activities changes over time and what factors contribute to its variances within and among foreign language learners. It adopts a longitudinal mixed-method approach. Over nine months, repeated surveys were employed to track the skill-related enjoyment of 160 EFL adolescent learners from three grades in a Saudi secondary school. The survey included items for rating the enjoyment of speaking, reading, listening, and writing activities, as well as items for assessing the amount of four factors linked with each activity: collaboration, control, creativity, and authenticity. Four classroom observations, eight stimulated recall interviews, and ten semi-structured interviews were conducted. A repeated analysis of variance (ANOVA) was performed to investigate the differences in skill-specific enjoyment on a particular occasion. The primary statistical analysis was conducted via linear mixed-effects models (LMMs) by constructing random intercept and slope models. The ANOVA results showed significant differences in skill-specific enjoyment on the first occasion. LMMs revealed that only speaking enjoyment increased significantly over time while reading, listening, and writing enjoyment remained stable. Interestingly, intra-individual enjoyment of the four skills increased significantly over time. Moreover, learners' initial levels of the four skill-specific enjoyment varied considerably. Hence, while learners' enjoyment of speaking and listening continued to diverge uniquely, their enjoyment of reading and writing became relatively consistent with the group patterns. At the intra-individual level, collaboration was predictive of speaking enjoyment, creativity predicted speaking and reading enjoyment, whereas control contributed to writing enjoyment. At the inter-learner level, collaboration significantly contributed to the enjoyment of speaking, listening, and writing, while creativity predicted just speaking enjoyment. The enjoyment of skill-related activities was unaffected by authenticity. Both statistical and thematic findings suggest that certain features of the skill-based activities and other individual and contextual factors positively impact learners' enjoyment. Different learners rely on distinct factors, and so does their enjoyment of a specific activity. This study adds considerably to future teaching methods in developing classroom activities with positive features that lead to activity enjoyment.

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## **Assessment Dichotomies in EMI: Unveiling Instructors' Practices at a Public Catalan University**

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The internationalisation of European universities has made English Medium Instruction (EMI) a pivotal point for Higher Education (HE), resulting in a notable increase of EMI courses over the last two decades. With the increasing popularity of EMI globally, there has been much research on students' achievement in content subjects and English, classroom interaction and teacher education and professional development (Doiz&Lasagabaster, 2020, Escobar Urmeneta, 2020; Macaro, 2020). However, there is a lack of research on assessment in EMI. Further, such a research gap is problematised given the fact that EMI students are inevitably assessed on their English knowledge in conjunction with their content knowledge (Rose et al., 2019).

On the other hand, the European Higher Education Area (EHEA) prompts universities to embrace continuous improvement, influencing student-centred teaching, multimedia use, and innovative degree plans. Assessment for Learning (AfL), prioritising students' learning according to Black et al. (2004), is integral to these changes. As universities shift towards student-centred approaches and EMI programs, AfL serves as both an academic benchmark and a catalyst for profound development (Carless, 2017; Glofcheski, 2017; Killick, 2015; Sambell et al., 2013).

This paper presents an exploratory study which aims to shed light on the assessment approaches of three EMI instructors who work at a publicly funded Catalan university. The study explores the assessment strategies employed by EMI instructors, including whether AfL strategies were used and how, and the implicit role of students' English language proficiency in determining their academic success.

The study adopted a qualitative framework, and the data were collected through in-depth interviews with the three participants, official documents on the institutional policies and instructors' assessment samples. Interview data were transcribed and analysed using a specialised qualitative analysis software (Nvivo, 2018) for thematic analysis. This methodological approach allowed for an organic emergence of patterns and themes pertinent to EMI assessment. Importantly, this paper examines only one part of the collected data corpus, i.e. only interactional interview data.

Data analysis reveals that, despite the absence of explicit language-related objectives, instructors' assessment practices are significantly influenced by students' English language abilities. This includes both written and oral components of coursework, with a noted emphasis on various academic genres and appropriate academic style in English. Instructors reported adjusting grades based on the clarity and intelligibility of English used, suggesting an implicit dual focus on the learners' content and language

proficiency. Furthermore, the findings are in line with the complexities reported earlier by Murray (2012) and Llinares et al. (2012) regarding the impact of English language proficiency on learners' academic success in multilingual settings. Instructors also revealed the use of AfL-aligned tools, such as rubrics and peer assessments, shared with students in advance to foster a student-centred, active learning environment, resonating with Shepard's (2000) principles.

The study identified a nuanced, albeit unofficial, practice of language assessment within EMI, straddling the line between students' content mastery and language development. Instructors, while not formally trained in language pedagogy, intuitively engage in integrative assessment strategies that reflect the pedagogical principles of integrated content learning. These strategies, however, remain unofficial and rely heavily on discretion of each individual instructor, thus raising questions about standardisation, fairness, and transparency in EMI assessment. The challenges underscored by participants indicate a pressing need for explicit institutional guidelines that reconcile the demands of content and language assessment in EMI contexts. The paper concludes with a series of recommendations for EMI practitioners and policymakers.

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## **Plurilingual pedagogy in immersion education: Navigating diversity for effective instruction**

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Ideas centred on translanguaging have reshaped our thinking about how bi and multilingual students learn, process, and communicate in and through the linguistic varieties that form part of their individual repertoire (García, 2009; García & Wei, 2014, Kroll, Bobb & Hoshino, 2014, Hoshino & 14 Thierry, 2011, Canagarajah, 2011). Such a theoretical reorientation has developed new understandings of languaging practices in the classroom orchestrated by the teacher and learning processes experienced or/and pursued by the learners (Cummins, 2014). Students and teachers make spontaneous cross-linguistic connections throughout the course of the teaching and learning enterprise in immersion, yet translanguaging sits uneasily with the principles of monolingual immersion, on which such educational provision is firmly based (Ballinger, Lyster, Sterzuk & Genesee, 2017; Fortune & Tedick, 2019; Ó Ceallaigh & Ó Brolcháin, 2020) as well as in the context of minority or minorised languages (Cenoz and Gorter, 2017).

This paper will consider when and how translanguaging can be exploited as a pedagogical tool to support the development of communicative competence in a modern foreign language (MFL) and the fostering of plurilingual and pluricultural competences in sustainable ways while simultaneously promoting the principles of Irish-medium immersion education. Firstly, a critical review of the literature base relevant to plurilingual instruction in immersion will be presented and findings synthesised. Following on from this, research-supported counterarguments prompting a reconceptualization of plurilingual and translanguaging practices in minority language immersion programmes will be presented to explore the case of teaching MFL in this context. In conclusion, implications of incorporating plurilingual pedagogies into these immersion programmes will be considered with a particular focus on teacher education and curriculum design.



## L2 learning from audiovisual input: Linguistic outcomes and learners perceptions

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Language learning from multimodal input has proven its effectiveness for students of different ages (Reynolds et al., 2022). Watching videos, films and series has become a useful practice to learn a second language (L2), especially promoting autonomous learning. However, research has shown that it is hard to learn incidentally from viewing (Gesa & Miralpeix, 2023) and that acquiring a word involves numerous encounters with it in different contexts (Rodgers & Webb, 2020). Most research so far has explored the effects of first language (L1) subtitles (L1 on-screen text) and/or captions (L2 on-screen text) on L2 learning, often ignoring practices such as repeated viewing (with few exceptions, e.g., Alm, 2021; Muñoz et al., 2022), or the use of computer-assisted technology (e.g., glossed captions, speed control, etc.) to enhance learning from viewing (except, for instance, Wu & Yang, 2022; Fievez et al., 2023). What is more, technologically enhanced exposure is often used *additionally* and not *instead* of other forms of treatment (formal instruction, etc.), providing experimental groups with uneven amounts of exposure time, which might distort the results.

The current mixed-method study investigates whether L2 learning from TV viewing can be maximized with teenagers while using an edutainment application in comparison with repeated viewing for the same time (50 minutes in this case). An online intervention was conducted to assess comprehension and vocabulary gains from video viewing in L1 Russian (upper)-intermediate adolescents (N=40, mean age 15.5) learning English as a foreign language. The students watched the two first episodes of a Netflix series in English in two conditions: (1) Repeated Viewing with captions (RV Group, N=19) and (2) Viewing with Chrome extension Language Reactor, which provides individually regulated instruments, namely simultaneous L1+L2 subtitles, word translations, pausing and speed regulations, replay function and flexible navigation (LR Group, N=21). Having viewed each episode, participants in each group took comprehension and vocabulary meaning recall tests with 20 keywords per episode. This was followed by filling in post-viewing questionnaires, addressing the way they approached the task, as well as their perceptions and attitudes towards learning from viewing the episodes.

Results showed that both conditions were beneficial for comprehension and vocabulary learning (mean relative gains in word meaning recall were up to 51% per episode). The absence of significant differences between the groups suggests that, in the short run, the effect of repeated episode viewing is comparable to that of more individualized watching with LR, provided that watching time is the same. Qualitative analysis of learners' behaviour while watching showed that the RV Group paid more attention to the content, strongly relied on captions and perceived the first and the second viewing

differently. On the contrary, LR participants explicitly focused on language and benefitted from pausing, replaying some parts and accessing the translations the app provides when clicking on words in the subtitles.

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## **Disambiguation of prepositional phrases as prosody-syntax mapping in a second Language**

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This study investigates how native speakers and second/foreign language learners produce English prosody interfacing with their syntactic processing of context-constrained utterances. The learners in the study natively speak Japanese, whose prosodic traits are known to be characterized by flat, downstep contours (Kubozono 2015). Japanese contrasts with English in accent-driven rhythm and such prosodic difference often prevents Japanese learners from acquiring melodic target prosody to match structurally parsed phrases. Since sound-grammar mapping at the interface is expected to be harder to acquire than each sound/grammar (Sorace 2011), learners in different proficiency levels have been examined for comparison.

A production task was conducted with eight native speakers of English, 31 Japanese learners of English with CEFR A2 level, and 28 with CEFR B2 level. Following a brief tutorial, the participants read a particular context on a computer display and then arranged word cards into an utterance (Yang et al. 2022 for the card arrangement methods). After arranging the cards, the correct utterance was displayed, and the participants were asked to read it aloud to make it sound contextually appropriate using prosodic features. The card arrangement and speech were video/audio-recorded to analyze and compare the participants' prosody-syntax mapping. After a two-week interval, a perception task of the mapping was also done with the same participants to complement the interpretation of their speech data.

The result of the production test indicates a significant correlation between proficiency and prosody syntax mapping. For example, an ambiguous VP "throw the ball in the basket behind the curtain", examined in one of tokens in the test, could be prosodically disambiguated by more than half of the B2 learners (60.7%), while most of the A2 learners could hardly prosodically disambiguate it (29.0%) even though they understood its contextually preferred interpretation. The result also shows the tendency that the speed of syntactic processing correlates the learners' successful prosodic disambiguation, which implies the B2 learners' advantage in syntactic processing over the A2 learners.

The current study has both pedagogical and theoretical implications. A pedagogical implication is that since prosody-syntax mapping is more challenging to acquire than syntax itself, one of keys towards more proficient second language users is to learn how to put phonological chunks to their analyzable structures. In view of linguistic theory, this study supports Grillo and Turco's (2016) proposal by providing empirical evidence of prosodic boundaries and disambiguation of prepositional phrases at different structural height.

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