

## Book of Abstracts<sup>1</sup>

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<sup>1</sup> subject to short-notice change

## Paper Session (1) A – Digital Learning

05. March 2025 13:30-15:00

Chair: Yvonne Elger

ESA-West Wing, Room 121

### Individualization in Language Education at the AI Age

Mehdi Riazi (Hamad Bin Khalifa University)

Artificial Intelligence (AI) can offer conversational practice in real time and simulate cultural contexts, providing language learners with feedback and corrections. AI systems can reduce extraneous cognitive load by tailoring tasks to a learner's level, while adaptive learning platforms adjust the complexity of exercises based on learners' performance, helping them manage cognitive resources effectively. AI can also provide personalized language learning experiences by adjusting content, pacing, and feedback according to learner data. Adaptive technologies in personalized learning platforms recommend appropriate learning materials based on student preferences and progress.

The key research question addressed in this review paper is: "What does individualization in language education mean at the AI age?" The paper uses a secondary research approach using a systematic References review, as discussed in the next section. The review includes a systematic search in relevant databases, creating a working bibliography, defining inclusion and exclusion criteria and shortlisting sources, preparing an annotated bibliography on the selected sources, and transforming the annotated bibliography into a coherent review paper. The following databases are used to conduct the systematic search for identifying relevant sources (mostly published articles).

- Google Scholar
- ERIC (Educational Resource Index Center)
- Linguistic and Language Behavior Abstracts (LLBA)
- Jstor
- ProQuest

Using Boolean Operators (AND, OR, NOT) and relevant key terms will help the systematic search in the databases. For example, "individualization AND language education", "individualization OR personalized language education", "individualization AND personalized learning in language education", "AI AND individualized language learning", "AI AND personalized learning AND language education" are used to search in the databases. Also, some filters such as language (English), type of source (peer-reviewed articles), and time (2000-2024) are used for inclusion and exclusion criteria. A preliminary search in the above databases using the above systematic search resulted in 60 sources. These 60 sources will be carefully reviewed and coded for key points. The coded sections will be extracted for analysis and synthesis so a coherent perspective on the use of AI in individualization in language education can be presented.

The results of the secondary review will be discussed in light of relevant theories like sociocultural theory (Vygotsky, 1978), cognitive load theory (Sweller, 1988; Paas, Renkl, & Sweller, 2003), and personalized learning theory (Kay, 2001; Pane et al., 2015). AI can support constructivist learning by scaffolding learners' interactions with language materials and adapting tasks to align with their evolving understanding. AI-based language tools like chatbots and conversational agents can simulate social interaction, acting as mediators in language learning.

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## The effect of individual factors on learning outcomes in a MALL (Mobile-Assisted Language Learning) context

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(<sup>1</sup>Columbia University, <sup>2</sup>Yale University, <sup>3</sup>Babbel GmbH)

The use of mobile apps and online resources for language learning has exploded over the past several decades and has seen an exponential increase during the COVID pandemic. Language learning apps, such as Babbel, Duolingo, Busuu, and Memrise collectively have hundreds of millions of active subscribers, with English, Mandarin, Spanish, and Arabic most frequently studied. At the same time, the phenomenon of global migration, fueled by climate change, political instability, and population health issues, has increased the need for individual language learning outside of formal study contexts.

The growth in mobile-assisted language learning has contributed to an increasing research interest in informal and self-directed language study, and a number of recent studies (e.g., Smith, Jiang, & Peters, 2024; Kessler, Loewen, & Gönülal, 2023; Van Deusen-Scholl, Lubrano, & Sporn, 2018) have pointed to the potential for successful learning outcomes in MALL environments.

In this paper, we will report on a research study conducted through a partnership of two US researchers and Babbel, a global online language learning company, during the spring of 2024. The objective of the study was to assess the efficacy of the blended online learning system, which included both an app and access to live online conversation classes (Babbel Live). Participants were UK-based beginning learners of Spanish who were asked to complete beginner (Newcomer) lessons using the app as well as participate in Babbel Live for a total of 3 months. They completed monthly surveys to assess their learning experiences and provide brief self-assessments. A total of 140 learners took the final assessment, the Avant STAMP (STAndards-based Measurement of Proficiency), an online, computer-adaptive assessment aligned with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. A total of 83 learners took a 2-skills test (Reading and Listening) and 57 took a 4-skills test (Reading, Writing, Listening, Speaking) test.

Outcomes indicate that learners generally attained proficiency levels in the Novice range for speaking and writing and the Intermediate range for reading and listening. However, there was a great deal of variability among the learners both in terms of their learning behaviors and their learning outcomes.

Our survey results indicated that most learners found using Babbel enjoyable, which may have positively affected the learning outcomes. However, it appears that many learners were initially reluctant to participate in Babbel Live lessons because they lacked confidence in their language ability, while others appeared to embrace the opportunity. The References about the relationship between the different types of learners and language learning success has shown that learners who are willing to take risks tend to generally be more successful. Early studies on "The Good Language Learner" (e.g. Rubin, 1975) pointed to some traits that successful language learners had in common, including having a willingness to guess, to communicate, and to make mistakes. Norton & Toohey (2001) further developed these ideas by including the social practices in

the contexts in which learners acquired their L2. A recent article by Huang & Li (2024) looked specifically at the technology-enhanced learning environments (TELLEs) with respect to Willingness to Communicate (WTC) and pointed to such factors as self-confidence, anxiety, and enjoyment among the affective factors influencing WTC positively and negatively.

In this paper, we will discuss some of the factors that may have played a role in the differential learning outcomes among our study participants, including their enjoyment of the different features, willingness to take risks, and engagement with a wide range of learning opportunities. These insights might provide us with a better understanding of the strategies that contribute to successful outcomes in informal and online learning environments.

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## Fostering writing development in primary education with digital tools

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Theoretical Background:

The promotion of competent writing is crucial not only for the successful transition after primary school but also for further academic success (Cutler & Graham, 2008) and is particularly relevant in the context of linguistic and social heterogeneity. Systematic integration of writing promotion into primary school afternoon programs can compensate for missing learning opportunities in the area of language education, strengthen the intercultural openness of schools (Karakaşoğlu et al., 2011), and thus minimize educational disadvantages (including those related to migration). Improvements in text quality (Döring & Busse, 2022; Wen & Walters, 2022) and positive effects on writing motivation (Camacho et al., 2021; Li et al., 2014) are expected, among other things, through the integration of digital tools into the writing environment.

Method:

The (quasi-)experimental intervention project KommSchreib! promotes writing competence, motivation, and social participation in grades 3/4 at eleven primary schools. In addition to the intervention in regular classes, a target group-specific intervention for students with weak writing skills is conducted by project-trained external staff in the form of writing workshops (Schreib-AGen) in afternoon programs. The overarching goal of the writing workshops is the systematic integration of writing promotion into afternoon programs beyond regular classes, using tablets.

The writing promotion follows a process-oriented approach that repeatedly integrates phases of planning, drafting, and revising (Graham, Harris & Troia, 2000; Graham, Harris & Mason, 2003) into each workshop

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session. These are supplemented by working with model texts, modeling writing phases, or peer feedback. In cooperative learning settings, a multimedia cookbook with instructional texts (recipes) is created and designed over 14 sessions, incorporating the children's individual multilingualism. The writing promotion measures are complemented by action-oriented phases of recipe preparation.

The writing workshops have so far been conducted at five schools (N = 55). To verify the effectiveness, writing tests (pre and post-comparison) were conducted, and longitudinal questionnaire data were collected. These were supplemented by short surveys of the external staff conducting the workshops and interview data from school group A (school group B will follow in 2024/25) and analyzed both quantitatively and qualitatively.

## Research Questions of the Presentation

- RQ1: To what extent does the target group-specific intervention promote a) writing quality and b) writing motivation?
- RQ2: What challenges arise in using tablets in the writing workshops, and to what extent do these touch on school development issues related to digitalization?

## Results:

- RQ1: Initial evaluations of the participating children's writing products show a positive effect of the intervention. In addition to an increase in text length ( $t[55] = 3.6, p < .001, d = .49$ ), text quality also significantly improves ( $t[55] = 10.92, p < .001, d = 1.47$ ). The PANAS-C consistently shows high positive affect during the workshop sessions.
- RQ2: Challenges in implementing the target group-specific intervention particularly touch on two of the five major (digitalization-related) school development issues, namely technology and cooperation development. Challenges related to the school's IT infrastructure (e.g., unstable Wi-Fi when backing up data to the school cloud) and support with IT problems fall under technology development (Labusch, Eickelmann & Conze, 2019: 75). The dimension of cooperation development (Eickelmann & Gerick, 2018: 114) is also particularly relevant, as the (extra)curricular use of digital media for writing promotion generally requires collaboration with external (or in this case, municipal) partners responsible for afternoon programs at primary schools (e.g., regarding all organizational and spatial issues). We discuss the results of the intervention and the necessary conditions for successful writing promotion in a digitalized writing environment, incorporating the resources of afternoon programs.

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## Paper Session (1) B – Inclusive Approaches to Language Learning

05. March 2025 13:30-15:00

Chair: Nicole Züchner

ESA-West Wing, Room 120

### **Inclusion in exclusive subjects? A videographic study on (the lack of) individualization in everyday Spanish and French classes**

*Matthias Grein (RPTU Landau)*

Heterogeneity is increasingly understood as normal in Germany's foreign language classes (BurwitzMelzer et al. 2017), encompassing the inclusion of all students. Individualization is advocated as an important path to cater for heterogeneous student populations (DGFF 2021). But in a recent study (Tesch & Grein 2023) we found that hardly any students framed as target of inclusive supports were visible of Spanish and French classes, the reasons being unclear.

One line of thought is to ask whether the role of second languages in the German school system is per se exclusive, as they are an official requirement to be allowed for the highest degree, the Abitur exams (KMK 2021). No other group of subjects is specifically necessary for this degree. The other line of arguments aims at subject specific traditions and routines (Willems 2007, Schädlich 2021) and asks if a certain subject culture is reproduced in micro-interactions and everyday practices (Reckwitz 2002), in this case an exclusive subject culture. Obviously, both points can be true; but an empirical study could refute the second argument, e.g. by showing that individualizing teaching and learning practices are systematically and regularly employed in the observed classes.

Therefore, we ask: Can individualizing practices be found in everyday Spanish and French lessons in Germany?

To answer these questions, we draw on a sample of ca. 100 hours of everyday Spanish and French lessons in German schools, classes 9 to 13, from four federal states. These were filmed with three cameras and additional audiorecorders were employed (Tesch & Grein 2023).

We use the documentary method (Bohnsack 2017), which aims at habitus reconstruction and implicit knowledge. This way, official school programs claiming itself as "inclusive" or "individualizing" can be contrasted with empirically found forms of habitual exclusionary practices. The method is established for videographic classroom research (Martens & Asbrand 2022), foreign language learning and teaching studies (Tesch 2018) and research on inclusion (Wagener 2020). It combines sequential analysis of verbal interactions with a focused analysis of videographic stills to reconstruct implicit and habitualized forms of meaning making, by teachers and by students as well as their interaction routines. The sample allows for analysis of single interactions as well as repeated comparative studies in the same classes and comparisons between classes, and an abstraction in a typification of practices.

Especially the comparisons between different classes showed that individualizing practices are rare and mostly found on a pedagogical level, less concerning subject matter teaching. Instead, we often found drill-like practices preparing for exams, especially the final Abitur exams and its specific text genres. This study thus shows that Spanish and French classes are not only positioned in an exclusionary institutional role but that the interaction routines equally focus on subject matter and testing questions instead of individual students' needs, no matter the official proclamations (DGFF 2021, KMK 2011).

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## Digital reading materials tailored from differentiation to individualization - Impacts of inclusive reading lessons in Austrian Primary Schools

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*(<sup>1</sup>Private University College of Teacher Education Augustinum, <sup>2</sup>University of Graz)*

Theoretical background:

Sufficient reading competence is fundamental to be integrated within society (Bachinger et al., 2021). However, disparities in reading skills are already shown at the entry of primary school with longterm implications for the affected children (Gasteiger-Klicpera, 2020a; Landerl & Wimmer, 2008; Seifert et al., 2022). PIRLS 2021 results demonstrated current reading lessons to reinforce the gap between low and well-performing readers as well as the gender gap (Schmich et al., 2023). In order to ensure a sufficient reading acquisition within primary school, it is the school's task to consider adapting instruction to each child's abilities in order to develop independence, autonomy and maturity for societal participation (Feyerer, 2012). Offering inclusive lessons, based on differentiation and individualization is one possible way of meeting this challenge (Konrad, 2014) and to enable educational justice (Lindner & Schwab, 2020). Therefore, materials can be adjusted to meet the students' needs and to help them to reach their individual learning goals (Lindner & Schwab, 2020). Within reading lessons, differentiated materials (Jalaludin & Hashim, 2020), vocabulary (Kulmhofer-Bommer et al., 2022), audio files (Silalahi & Nizwana, 2023), reading strategies (Philipp, 2015),



cooperative methods (Johnson & Johnson, 2013) and digitalization (Redecker & Punie, 2017) provide potential to individualize.

We developed differentiated digital materials based on the concept of successful projects (Paleczek, 2020; Paleczek et al., 2022ab; Seifert, Ender, & Paleczek, 2023) and varied in some elements: (a) reading strategies, (b) audios for weaker readers, and (c) vocabulary (reinforcing glossary words through specific exercises). Our aim was to create materials that, through digitalisation, automation and consistent routines for the students, would free up time for teachers. This way, teachers can focus on supporting those children who still require additional assistance and individualized attention, despite the overall emphasis on fostering independent work among the students. We pose following research questions:

1. How can differentiated digital teaching materials be effectively integrated into inclusive primary school education?
2. What specific elements of digital differentiated teaching materials present unique opportunities in inclusive classroom settings?
3. What challenges arise when using differentiated digital materials in inclusive primary education, and how can they be addressed?
4. How do differentiated digital resources impact student engagement and learning outcomes in inclusive classrooms?
5. What are teachers' and students' perceptions of the benefits and difficulties of using digital differentiated materials in inclusive settings?

## Methods:

This study employs a mixed-methods approach to evaluate a differentiated digital reading intervention for Grade 3 students in Austrian primary schools ( $N \approx 730$ ). The intervention focuses on using reading strategies, vocabulary work, audio files and cooperative elements within differentiated reading materials to improve reading comprehension. Glossary words offer an opportunity to individualize reading lessons and supporting language acquisition. The intervention materials are differentiated across four levels in terms of complexity and quantity. The 40 classroom teachers participate in a teacher training (3 afternoons) so that they can implement the materials and that students can engage with the differentiated digital texts about social learning and sustainability. The intervention will be carried out from November 2024 to February 2025, using a pre-post design with the standardized GraLeV assessment (Paleczek et al., 2023). To gain further insights into student engagement and teacher experiences, questionnaires and interviews will be conducted. Additionally, classroom observation will be conducted.

## Results:

Preliminary findings from the interviews and observations will be shared in this presentation, highlighting the chances and challenges experienced in inclusive lessons with diverse reading abilities. A deeper insight into differentiated and individualized learning possibilities will be described, and we will present first insight on how the elements of the material may support both differentiation and individualization in inclusive (reading) lessons.

## Interactive Groups facilitate individualized learning in an additional language

*Harkaitz Zubiri-Esnaola<sup>1</sup>, Ane Olabarria<sup>1</sup> & Ane del Rio Zubiaur<sup>1</sup>*

*(University of the Basque Country)*

Theoretical background and research question:

The Sustainable Development Goals prioritize ensuring that everyone has access to quality education (United Nations, 2015). A key aspect of this is enabling all students to effectively learn the languages of instruction. This is closely linked to academic achievement (Hawkins & Mori, 2018). However, not all students start from the same position in language learning—some face greater challenges. This is particularly true for those enrolled in schools where the language of instruction differs from the one spoken at home (Walter & Benson, 2012).

Public institutions and research increasingly emphasize the need to identify educational programs and actions that ensure all students can succeed academically, including in learning the school's language of instruction (Morlà-Folch et al., 2022). One such educational action is Interactive Groups, initially defined in the Included project led by Ramón Flecha (2015) and funded by the European Commission's 7th Framework Programme for Research. Interactive Groups are dialogic learning environments, where students work in small, heterogeneous groups on curriculum content, facilitated by an adult who is not a teacher.

Research has shown that Interactive Groups can positively impact the learning of additional languages in schools (Ugalde et al., 2023; Santiago-Garabieta et al., 2023; Zubiri-Esnaola et al., 2020). However, studies have yet to focus specifically on how Interactive Groups might support all students, especially those learning the school language as an additional language, by offering personalized support in language learning and adapting to individual needs as they arise. To address this gap, the present study aims to answer the following research question: Do Interactive Groups support students who are learning the language of instruction as an additional language and who face learning challenges, by providing tailored support that enhances their ability to perform academic tasks effectively in this target language?

Methods:

The present study is based on the Communicative Methodology of research, which focuses on social impact and the co-creation of knowledge (Gómez et al., 2019). The study is being conducted in three schools in the Basque Country, where about one-third of the students receive financial aid for school meals and materials, often linked to socio-economic status. In these schools, at least half of the students come from families with little to no knowledge of Basque. So far, the research includes eight interviews with 16 students aged 10-12, six interviews with teachers and volunteers, and observations of six Interactive Groups in mathematics and six in Basque at one school. In the coming weeks, data will be collected from two additional schools where Interactive Groups are used in primary education. Data collection will include observations of six Interactive Groups per school, three in-depth interviews with teachers and volunteers, and two focus groups with students at each site. Collected data have been inductively coded by three researchers. The utterances have been counted and classified into the following categories: task-oriented, providing support, fostering focus and solidarity, and non-collaborative. Additionally, a qualitative analysis has been conducted on the characteristics of the support provided.

Results:

While data collection and analysis from other schools are still ongoing, preliminary results indicate that task-oriented utterances are the most common in the analyzed Interactive Groups. Although less frequent, utterances providing support and those fostering focus on academic tasks and promoting solidarity are also significant, while non-collaborative utterances are rare. Qualitative analysis highlights the importance of

moments where support is provided to students struggling with tasks, showing that tailored, high-expectation support is key. Additionally, utterances that encourage focus on the academic task and foster a sense of solidarity are found to be particularly important in these sessions.

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## Paper Session (1) C – Multilingual Families and Social Wellbeing

05. March 2025, 13:30-15:00

Chair: Alena Töpke

ESA-West Wing, Room 122

### **Supporting socially sustainable wellbeing among children and families with an immigrant background in Finnish ECEC**

*Lassi Lavanti (University of Helsinki/University of Jyväskylä)*

This dissertation study examines how families with an immigrant background are supported to achieve socially sustainable well-being in the Finnish early childhood education and care (ECEC) system and how their sense of national belonging is promoted in this context. The study examines the methods used by early childhood education teachers and leaders to support families, as well as families' experiences of the early childhood education environment. The aim is to offer new insights into promoting the social sustainability of well-being in the ECEC setting. Immigration to Finland has increased steadily over the last two decades. As a result, the number of children with an immigrant background participating in Finnish ECEC has increased significantly. When discussing diverse backgrounds, it is important to acknowledge the various diversities that individuals represent, rather than treating them as a homogenous group. This is in line with Vertovec's (2007) concept of super-diversity, which recognizes the complexity and diversity of contemporary societies.

Bronfenbrenner's (1979) ecological systems theories and subsequent extensions (Sameroff, 2010) serve as the theoretical framework for this study. Sameroff's (2010) biopsychological ecological model frames the complex process of building a sense of belonging in immigrant families. This allows us to consider the 'levels' of family, early childhood education and child, separately and together, and their relationships. The concept of socially sustainable well-being is explored in the study using the four dimensions of Eizenberg and Yabareen (2017) (security, urban forms, equity, ecological consumption). In addition, also other theories of socially sustainable well-being will be used in this study. They focus more on the sense of belonging and its impact on socially sustainable wellbeing (e.g. Raivio et al., 2022). The study examines socially sustainable wellbeing through a sense of belonging. In this study, belonging is seen as a fundamental human need (Maslow, 1953; Deci & Ryan, 2000), for children and their parents in ECEC to feel connected with the ECEC community, the people and the physical ECEC environment.

The data for the dissertation study consists of three research articles on the support of families in ECEC from the perspective of the teaching staff, the support of families' cultural capital by the staff, and families' experiences of the support received from early childhood education and care. The data is analyzed using Charmaz's (2016) constructivist grounded theory. The method allows for a data-driven analysis by utilizing previous theoretical and empirical, that the analysis is data-driven, and that the analysis continuously takes into account previous theoretical and empirical research References. The analysis is guided by the research question: in what way is the socially sustainable well-being of families supported in early childhood education and care?

The preliminary results of the study suggest that ECEC teaching staff have a wide range of tools to support families. However, families feel a weak sense of belonging to the community within ECEC, especially for other families. In addition, knowledge or lack of knowledge of the Finnish language significantly has a significant impact on how the family feel their sense of belonging to the community. In conclusion, ECEC has a wide range of methods to support families. However, in the future, more ways should be developed to support families' sense of belonging to the ECEC community.

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## Language Management in Transnational Multilingual Families: Generation 1.5 Parents in Finland

*Gali Bloch (University of Helsinki)*

The increase in transnational migration has given rise to new multilingual family dynamics, placing significant emphasis on language in parenting. Parents encounter various linguistic challenges in communicating with their children and making multiple language-related decisions (Lanza, 2021), particularly in balancing the heritage language (HL) with the dominant language of their new environment. For bicultural multilingual parents, an additional challenge arises regarding which HLs to transmit to their children in this new linguistic context. Most existing research on patterns and strategies for language choices and usage in multilingual transnational families is represented by case studies, thus making it difficult to discern general patterns (Quirk et al. 2024).

Based on semi-structured interviews with seven Generation 1.5 Russian-Hebrew bilingual parents living in Finland, this paper explores their strategies for managing their children's multilingual development. The study poses two key questions: What are the language management strategies reported by the parents? What are the major challenges these parents face in maintaining heritage Russian and Hebrew languages in Finland?

The theoretical background is based on Spolsky's (2012) Family Language Policy (FLP) framework with its three aspects: language ideologies, management, and practices. This study investigates the family language management strategies of Russian-Hebrew-speaking parents in Finland, informed by Curdt-Christiansen and Morgia's (2018) research, with an emphasis on home environments and parental involvement. Thematic data analysis using ATLAS.ti software highlights the parents' persistent commitment to maintaining multilingualism within their families, focusing on preserving existing social connections and fostering new ones for the entire family.

Findings indicate strong parental commitment to transmitting to the children at least one of the two HLs, Russian or Hebrew.

Research participants reported employing similar management strategies for each of the HLs, which included direct parental involvement through communication, shared reading, and explicit teaching, as well as home environments supportive of HL maintenance, such as communication and literacy related resources. However, institutional support for HLs varied significantly: while Russian HL classes were widely available throughout Finland, Hebrew language education was restricted to a single school in the capital. Although all participants expressed a strong desire for their children to achieve multilingual fluency, everyday language practices often favored Finnish during children's interactions. The main challenges to maintaining HLs were attributed to personal limitations, insufficient or dissatisfactory external support for HLs, and the accessibility of HL classes.

This study offers a new perspective on language management strategies in multilingual families handling a less-explored language combination. By analyzing individual language management approaches, it reveals common strategies used to support multilingualism and balance HLs with those of a new environment,

thereby contributing to discussions on linguistic diversity and multicultural integration in transnational settings.

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## Transnational Multilingualism and Individual Language Learning Approaches: The Role of Informal Learning and Digital Media in Sustaining Language Diversity

*Monica Bravo Granström<sup>1</sup> & Gisela Håkansson<sup>2</sup>*

*(<sup>1</sup>University of Education Weingarten, <sup>2</sup>University of Lund)*

In an increasingly interconnected world, migration and language learning processes have significantly changed. Digital media enable individuals to maintain to develop multilingual repertoires beyond nation-states boundaries, challenging traditional notions of language shift and assimilation. This study investigates the language usage and learning of migrated Swedes, focusing on individual approaches and the role of informal learning and digital media in fostering transnational multilingual identities. The research addresses the following questions:

- In what contexts are different languages used, and how does this vary between spoken and written communication?
- Is digital media used with their different languages and if, how?
- According to their multilingual experience, what are the key factors for language learning?
- Is it important for participants to maintain their languages and that their children, if any, learn Swedish?

Traditionally, language shift from a minority to a majority language was expected within three generations as migrants assimilated into new linguistic environments (Fishman, 1972). However, recent studies suggest that this process is less predictable in the context of modern transnational mobility. Multilingualism has become a key factor in educational processes, influencing living and learning conditions to varying degrees (Gogolin et al. 2017). The rise of digital media allows individuals to maintain connections with their social networks regardless of geographical location (Curdt-Christiansen & Lanza, 2018; Palviainen & Kedra, 2020; Androutsopoulos & Vold Alexander, 2021). This connectivity supports the simultaneous use and learning of multiple languages, promoting a sustainable and adaptable multilingual environment.

This paper draws on data from a questionnaire of 378 Swedes residing in 43 different countries across five continents, supplemented by in-depth interviews with 10 participants. The results show that these individuals routinely use a diverse array of languages, engaging in both oral and written communication in two to seven languages on a daily basis. The highest levels of language diversity are observed in digital

interactions involving music and film, underscoring the role of informal digital environments in language learning and maintenance.

Furthermore, 75% of the respondents express a desire to learn additional languages, driven by cultural interest and potential relocation. Among those with children, 98% emphasize the importance of their children learning Swedish, indicating a strong desire to maintain cultural and linguistic heritage alongside new language acquisition. These findings suggest that rather than a complete language shift, the participants are expanding their linguistic repertoires, aligning with the concept of “transnational multilingualism”—a fluid linguistic identity that transcends national borders (Hua & Wei, 2016).

The participants’ responses highlight the importance of informal language learning in migration contexts, where digital media serve as key tools for language exposure and practice. Unlike formal education settings, which follow structured curricula, these learners engage in self-directed, interest-driven learning across diverse contexts (Kukulska-Hulme, 2015). This aligns with contemporary theories emphasizing autonomy and social interaction in informal learning (Livingstone, 2001; Godwin-Jones, 2019). To enhance language education, it is essential to integrate these individual informal strategies into formal settings, creating a more adaptive and holistic approach that accommodates diverse learner needs, combining instruction and exposure (Ellis, 2008).

In conclusion, the paper advocates for broadening the approach to language education by including informal and digital learning practices. It calls for more research on integrating these settings to support multilingualism among diverse learners in an increasingly mobile world. Digital media can help educators and policymakers support transnational multilingual identities and create more inclusive language education responsive to modern migratory trends. This study aligns with the conference’s goal by offering insights into the informal learning practices of multilinguals and suggesting ways to use digital media for more individualized language learning.

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## Paper Session (2) A – Using Multilingualism as a Resource

05. March 2025, 16:00-17:30

Chair: Nora Dünkel

ESA-West Wing, Room 121

### **Navigating structure and agency: individual strategies of community interpreters working against monolingualism**

*Jinhyun Cho (Macquarie University)*

Multilingualism is an undeniable reality of migrant-receiving countries around the world, yet the nature of multilingual communication remains little understood in societies which remain fundamentally monolingual (Gogolin, 1997; Piller, 2016). Interpreting is a case in point. In many migrant-receiving countries, community interpreting plays a crucial role in promoting access to key services for ethnic minority groups. In the process of mediating multilingual communication, interpreters frequently encounter communication challenges, and such challenges are often compounded by the limited understanding of interpreting among powerful parties such as medical and legal professionals (Mason & Ren, 2012). Interpreter training, however, tends to focus on language development, rather than enhancing interpreters' capabilities to address real-life problems arising from multilingual communications (Cho, 2021).

Focusing on community interpreters in Australia, this presentation explores individual strategies which interpreters employ to address language barriers in interpreting. It asks how individual agency intersects with monolingual structures, and with what consequences. For a theoretical framework, the presentation draws on Michel Foucault's concept of power (1977), which he defines as a strategy, maneuver, and tactic, moving away from the conventional concept of power as a dominating force used to control or rule. In interpreting, interpreters often experience conflicts between macro-institutional power, a type of power that authorities and organisations possess (e.g., courts and hospitals), and micro-interactional power which refers to power exercised by individuals within the exchange of communication based on interpreters' bilingual and bicultural expertise (Mason & Ren, 2012). To explore how interpreters navigate structure and agency, the research draws on qualitative interview methods which involve one-on-one interviews with community interpreters in Australia. Data analysis is informed by thematic content analysis proposed by Braun and Clarke (2021).

The results show two distinct categories of strategies employed by interpreters: Strategies which work well to resolve communication problems vs. strategies which fail to work due to power asymmetries embedded in interpreting. By examining the processes by which individual strategies are determined and exercised, the presentation highlights the difficult choices which interpreters make to manage multilingual communication in a monolingual environment. By delving into the diverse ways in which multilingual realities are managed in a monolingual milieu, this research aims to better understand and utilize interpreting as a key resource to promote social integration in our increasingly diverse yet persistently monolingual societies.

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## Functions of heritage language use in language responsive physics lessons

*Rebecca Möller<sup>1</sup> & Dietmar Höttecke<sup>1</sup>*

*(<sup>1</sup>University of Hamburg)*

For many students globally, science teaching and learning take place in a language other than their heritage language. While students with the language of instruction as heritage language can utilize their full linguistic potential for learning, monolingual education policies usually disadvantage multilingual students by prohibiting the use of languages other than the language of instruction. Researchers around the world agree that it is necessary to consider multilingualism as a resource for learning in order to create better learning conditions, social justice and access to education for multilingual students (Gogolin & Duarte, 2016; Lemmi & Pérez, 2023; Tajmel, 2021).

Even though the research field of multilingualism in education can look back on decades of history, researchers in science education are just about to explore this topic (Lemmi & Pérez, 2023). To date, most studies on this topic have been conducted in Sweden, South Africa, the USA and Luxembourg. However, further research is needed in different educational, pedagogical, linguistic and subject specific contexts to gain a deeper understanding of the conditions under which translanguaging takes place and is implemented (Lemmi & Pérez, 2023; Moschkovich, 2019). To our knowledge, no studies on translanguaging have been conducted in physics classrooms in the German educational context. Studies on this topic in Germany are rare and were mainly conducted in other subjects such as history and mathematics or bilingual contexts (Decristan et al., 2021; Duarte, 2019; Schüler-Meyer et al., 2019). These studies confirm the so-called “monolingual habitus” (Gogolin, 2008), i.e. German is the dominant language in German schools and the use of other languages are often implicitly or explicitly discouraged.

At the conference we want to present the results of an analysis of the heritage language use of Turkish-speaking students in German physics classes. The data presented was collected as part of the research project “Physics lessons in the Context of Linguistic Diversity”, which was conducted at various German comprehensive schools in socially disadvantaged areas. We collected video data from 6 language-responsive physics lessons from 4 groups of students with Turkish as a heritage language. During the lessons, all students were encouraged to speak their heritage language during the group work phases in class, independently of the teacher who did not speak the students’ heritage languages.

A mixed methods approach was applied (1) to analyze quantitatively whether and to what extent students use their heritage language Turkish under these conditions and (2) qualitatively analyze the interactional functions (Hennessy et al., 2016) Turkish fulfills for learning while working in groups. The results of the qualitative content analysis of videos will be presented at the conference. The data analysis shows large differences between the groups in the way students use the linguistic resources of their heritage language. While all groups show a dominance of social-coordinative functions (e.g. Organising work materials, expressing ignorance or uncertainty), cognitive-epistemic functions of language (e.g. Explain or justify own contribution) are hardly used and only by individual groups or students. The analysis is supported by exemplary transcripts of video excerpts in which students actively use Turkish for subject related learning. Based on our results, conclusions are drawn as to how multilingual integrated teaching can contribute to the individualisation of learning.

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## Individualized strategies of including migrant students' linguistic repertoires into teaching and learning in mainstream daycare and school settings

*Nora Dünkel<sup>1</sup>, Hanne Brandt<sup>1</sup> & Drorit Lengyel<sup>1</sup>*

*(<sup>1</sup>University of Hamburg)*

In many countries around the world, the student population in both early childhood education and care (ECEC) and mainstream education (primary and secondary schools) has become increasingly linguistically diverse due to international migration. To address the educational disadvantages faced by multilingual migrant students in most education systems (OECD, 2023), various strategies have been developed to integrate students' diverse linguistic repertoires into pedagogical practice (e.g., Lengyel 2017; Gogolin et al., 2020). However, many questions regarding the implementation and the outcomes of these pedagogies remain unanswered (Poza, 2017, p. 120).

How can the linguistic repertoires of bi or multilingual children and adolescents be incorporated into educational institutions? What are the effects of integrating their heritage languages in preschool and school settings on various dimensions of educational success and participation? Which factors promote or hinder multilingual practices? In light of these questions, we will share insights from an ongoing systematic review of 77 international empirical studies on the inclusion of migration-related multilingualism in linguistically diverse ECEC and school settings.

To identify eligible studies, a systematic search of electronic databases (ERIC, Science Direct, FIS Bildung, Scopus, OVID, Psycindex) was conducted using a combination of terms related to linguistic diversity and multilingual practices in the classroom (i.e., “multilingual”, “translanguaging”, “practice”, “instruction”,

“pedagogy”, “didactic”). The search was restricted to articles published in English or German between 2017 and July 2023. The focus was on studies that i) were carried out in mainstream settings (no bilingual or special program), and ii) were conducted in classrooms with a linguistically diverse student body as a result of migration. The screening of more than 4.000 article abstracts resulted in 77 studies that met these (and other) inclusion criteria.

In our contribution, we will present the ongoing work of coding the studies. We will provide an overview of the different approaches used to investigate the inclusion of multilingualism (e.g., methodological approaches and learning contexts). We will then focus on the different forms of multilingual practices reported in the studies and provide some initial findings on functions of multilingual practices and their effects on different dimensions of educational success.

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## Paper Session (2) B – Diagnostics

05. March 2025 16:00-17:30

Chair Rebecca Stein

ESA-West Wing, Room 120

### C-tests as a measure of adolescents' general language skills in EFL

Irina Usanova<sup>1</sup> & Birger Schnoor<sup>1</sup>

(<sup>1</sup>University of Hamburg)

This contribution considers the applicability of the C-Test for measuring language skills in multilingual students and from a longitudinal perspective. A challenge for measuring language competence in multilingual contexts is the development of appropriate tests (Schissel, 2019; De Angelis, 2021). Test development needs to adhere to the classic standards of test quality – objectivity, reliability, validity – and the modalities of their verification (AERA et al. 2014). If multiple languages are measured simultaneously, tests need to be adjusted to the specifics of particular languages while enabling cross-language comparison. Further, to capture language development, assessments should measure the same language construct over time (measurement invariance) (Cheung and Rensvold 2002). In the case of multilingual learners, tests also need to be sensible for particular aspects of language proficiency at different stages of language development.

C-tests are among the instruments widely used to measure general language proficiency in foreign language testing (Grotjahn 2002, 2004; Grotjahn et al., 2002). According to their theoretical construct, they should be appropriate for measuring different stages of language development (Aguado et al. 2007). Further, different scoring procedures allow to differentiate between receptive and productive language skills and may provide insights into specific aspects of language proficiency (e.g., spelling). However, the applicability of C-tests for the simultaneous assessment of language skills in multiple languages and for measuring language development from a longitudinal perspective has not yet been explored by previous research.

Our study “Multiliteracies as a Resource for the Labour Market. Social Conditions and Transformability into Economic Capital” (MARE), funded by the German Federal Ministry of Education and Research, investigates multiliteracies as a multidimensional construct involving multilingual and multimodal literacy skills. In the current study, we explore the potential of C-tests to provide a differentiated approach to the assessment of foreign language development in bilingual and monolingual secondary school students in Germany. We draw on data derived from the German panel study “Multilingual Development: A Longitudinal Perspective” (MEZ) students' language skills in the foreign languages English (n = 1987) and French (n = 662). We investigated the differences in the means of scoring procedures aiming at capturing receptive and productive language skills in English and French C-tests and explored the development of these differences. In a further step, we addressed the construct of measurement invariance as well as the applicability of c-tests for a digital testing mode.

The results of our study provide evidence that C-tests are reliable, valid, and efficient measures for foreign language development in secondary education in bilingual and monolingual students in Germany.

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## Individualization of EAP assignments through self-study action research

Julie Kerekes (OISE/University of Toronto)

Multilingual graduate students in Canada represent a diversity of sociolinguistic backgrounds, reasons for being in Canada, and motivations for pursuing masters and doctoral degrees. They range in age, familiarity with the dominant institutional language (in this case, English), and academic preparedness. While a 93 on the Test of English as a Foreign Language (TOEFL) or 7 on the International English Language Testing System (IELTS) exam qualifies them for most degree programs, the actual working language proficiency such a score represents is often inadequate for academic and social success across a wide range of fields. Academic language demands may lead to feelings of self-doubt, low self-esteem, segregation, and anxiety (Andrade, 2009; Brown, 2008; Liu, 2011). Unfortunately, the academic and language courses offered to these students while pursuing their graduate degrees often follow a one-size-fits-all approach that overlooks their diverse needs.

I created a semester-long course, Academic English Through Research, as a response to a perceived need to improve training and resources for graduate students whose first or dominant language is not English, with the specific goal of addressing their heterogeneous backgrounds and needs. The course curriculum was informed theoretically and methodologically by action research, self-study, and English for Academic Purposes (EAP). In this presentation, I will report on the academic English developments that students achieved through individualized action research plans.

Action research is a systematic, reflective inquiry into one's own educational practice, which results in improved teaching and learning (Johnson, 2008; Kemmis et al., 2014; Lewin, 1946). For this study, a two-layered action research approach was used.

The students in the course created individualized self-study action research plans to achieve their EAP goals, and designed instruments to assess their progress resulting from the implementation of their plans (the first layer). The instructor also used an action research lens through which to investigate the effectiveness of this pedagogical approach and make adjustments to the curriculum (the second layer).

This study sought answers to two questions:

1. Through their self-study action research plans, what developments did the students demonstrate as EAP learners?

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2. Seen through an action research lens, what aspects of the course were most effective towards improving the students' academic English competence?

Participants in the class included 16 graduate students, a volunteer teaching assistant (TA), and the instructor (myself). Each of the 16 students identified a unique "problem" or challenging area of their EAP proficiency requiring improvement, such as producing genre-appropriate academic writing; increasing their academic vocabulary; developing reading comprehension strategies; or improving pronunciation. They then formulated their research questions for their respective action research projects, created pre and post-intervention measurements to observe their development, collected artifacts of their academic English, and analyzed them for signs of improvement or change.

The students created electronic portfolios which included drafts of their work and feedback they received from each other, the course instructor, and the TA. After the course concluded, my research team and I (Kerekes, Zhang, & Rajendram, 2023) carried out repeated readings of four focal students' portfolios. Our analysis, from the perspective of the researcher-instructor (the second layer of action research) examined drafts of students' work to identify changes from early to late drafts, and to compare our observations to their self-reported developments (i.e., the first layer of action research). Improvements in students' academic English competence were identified and mapped onto Scarcella's (2003) dimensions of academic English competence.

Findings consistent with the results of Klimova's (2015) research showed that students' ongoing self-reflections helped them to become more aware of their own strengths and challenges, identify areas for improvement, and customize their action research plans. Peer and instructor feedback were found to be constructive in different ways. While positive peer feedback effected students' increased self-confidence, feedback from their instructor and teaching assistant focused on the content of their action research projects, areas for improvement, clarifying ideas, and helping students to reflect on their practices. The different successes of each student demonstrated the importance of individualizing learning and teaching goals for international graduate students' academic English.

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## Transfer of Evidence-Based Writing Support Measures into Practice – Analysis of Transfer-Relevant Factors at the Teacher Level

*Pia Christin Sieveke<sup>1</sup>, Vera Busse<sup>1</sup> & Steve Graham<sup>2</sup>*

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Theoretical Background: Competent writing is a key competency of the 21st century, essential for a successful transition from primary to secondary school (Cutler & Graham, 2008). Despite growing research on effective writing instruction, transferring research results into practice is challenging (Broekkamp & van Hout-Wolters, 2007; Koster et al., 2017). There is an urgent need for research on the successful transfer of validated support strategies into the school context, as well as for sustainable support for teachers in their application. The overarching goal of the project is to promote writing competence, writing motivation, and social participation in primary schools. The project consists of an intervention study, where teachers were trained to implement the process-oriented writing approach and collaborative writing activities with peer-feedback in regular classes. The aim of this (sub-)study is to explore teachers' knowledge of writing strategies and the implementation in practice, thereby gaining a deeper understanding of the conditions for successful transfer.

### Method:

The study followed a mixed methods approach (Creswell, 2014). In the quantitative strand, questionnaires were used to assess primary teachers' knowledge about writing instruction and feedback practices before and after participating in a Professional Learning Intervention (PLI). In addition, we conducted semi-structured interviews with ten teachers to explore teachers' perceptions regarding the implementation process and factors that facilitated or hindered the implementation process. Additionally, we analyzed interviewees' logbook entries. The logbook entries were filled in weekly during the intervention and offered information on the extent of implementation of PLI content and materials in the classroom.

The quantitative data were analyzed with SPSS; the transcribed interviews were analyzed using qualitative content analysis (Mayring, 2008) with MAXQDA software. We address the following research questions:

RQ 1: To what extent do teachers in the experimental group report knowledge about teaching writing at the beginning of the school term (before receiving the PLI)?

RQ 2: To what extent are there changes in teachers' self-report knowledge at the end of the school term?

RQ 3: To what extent did teachers implement writing strategies and feedback in the classroom?

RQ 4: What factors influenced teachers' decisions to implement writing strategies and feedback in their teaching?

### Results:

Questionnaire data show that teachers felt knowledgeable about writing instruction at T1 ( $M = 4.2$  on a 6-point scale). Additionally, self-reported writing knowledge also increased significantly after the PLI ( $t(20) = -5.936, p < .001$ ).

The analysis of the documentation folders and interviews revealed a significant variance in the intensity of the intervention's implementation by the teachers. The examination of usage patterns for the various intervention components suggests that certain elements, despite their high complexity (e.g., modeling; see Siekmann et al., 2022 for the method of modeling), were frequently employed. The interview data indicate a significant variation in teachers' acceptance and perceived appropriateness of the intervention. We can identify three implementation profiles: high acceptance and high appropriateness, medium acceptance and medium appropriateness, and low acceptance and low appropriateness. In addition, interview data revealed conceptual misalignments between training content and classroom implementation. We discuss the

conceptual misalignments revealed by interview data in light of the quantitative findings on teachers' knowledge.

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## Paper Session (2) C – Multilingual Education

05. March 2025 16:00-17:30

Chair: Rebecca Höhr

ESA-West Wing, Room 122

### Overcoming the challenges for individualization in multilingual education

Yonas Mesfun Asfaha (Asmara College of Education)

Individualization in language education strives to tailor instruction to individual student's needs, abilities, and interests. One of the challenges for individualization in settings of multilingual, immigrant context of teaching and learning could be individualization in which language, for whom, by whom. Views and attitudes of children, parents and teachers might favor or disfavor use of immigrants' languages which may have implication in the teaching and learning process and on whether an immigrant's language can be used in individualization of language education in different settings.

The focus of this presentation is the Eritrean immigrant community in Europe. They bring along with them multilingual experiences –their home languages, divergent school language (English) skills, attitudes, ideologies about language, learning, etc. Once they settle in their host communities, the immigrant children, parents and adults have to learn the language of the host communities in formal, informal and non-formal settings. The main goal of this project is to equip teachers and parents, who may serve as facilitators in these different settings of education, with state-of-the-art knowledge on multilingualism, multilingual pedagogies, language ideologies, multilingual literacy, etc. and language education in general.

In a question and answer format, parents and teachers are assumed to ask questions about the teaching or learning of a language or languages. For example, a question on whether it is good to speak in one's home language to your children at home, in complementary school classrooms, in public places. Another example could be whether it is sound methodology to use the home language of children in teaching host or second language. The anticipated questions can be listed or questions can be gathered from potential targets through a website or mailing list. Answers to the questions will be based on current References and in languages the Eritrean community can easily understand. The content could be made accessible through a website, YouTube channel, or a mobile app.

A sample of 10 questions, with answers ranging from 240 to 500 words, has been prepared in one of the Eritrean languages, Tigrinya. Two of the answers have been recorded using an actor's voice and they will be accompanied by video clips. The rest will be presented in an offline blog format. All materials will be forwarded via emails to 20-30 Eritrean families and individuals living in Europe where they have to learn or teach a language outside their first language Tigrinya and second/school language English. It is assumed many have experiences in English language in Eritrea where it is the language of instruction. A brief questionnaire, before and after their exposure to the contents of the videos and blogs, will serve to assess any changes in their knowledge, views and attitudes on language education and how this, if ever, has affected their learning and teaching. A detailed Skype or Zoom interview with selected participants will follow up any leads in the brief questionnaire.

Ultimately, the pilot study and this presentation will enrich the intervention planned in terms of the choice of the modality, content and dissemination channels and the overall feasibility and its contribution to individualization of language education in immigrant settings.

## Primary school students' perspectives on multilingualism in the school context

*Rebecca Höhr<sup>1</sup>, Astrid Jurecka<sup>1</sup>, Anna Volodina<sup>2</sup> & Ilonca Hardy<sup>1</sup>*

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Multilingualism-sensitive teaching approaches consciously integrate linguistic diversity under consideration of individual students' multilingual resources into domain-specific learning (cf. Prediger et al., 2019). As such, individual multilingualism is seen as an enrichment of the learning processes for all students (e.g., Bär, 2010; Bredthauer, 2018). It is assumed that apart from teacher beliefs, monolingual and multilingual learners' conceptions of multilingual learning are important for the successful implementation of multilingual-sensitive learning practices (Decristan et al., 2021). However, while numerous studies have investigated teacher and pre-service teachers' beliefs on multilingual learning (e.g., Binanzer et al., 2015; Lange & Pohlmann-Rother, 2020; Wojnesitz, 2009), the perspective of students so far has predominantly been examined with students in secondary school (e.g., Binanzer & Jessen, 2020; Krumm, 2009). Here, results of previous studies show inconsistent findings regarding the conceptions of both monolingual and multilingual secondary school students towards multilingualism in school and classroom contexts, especially regarding the prevalence of positive and/or negative connotations. In primary school in particular, there is potential to build acceptance and appreciation of multilingual environments (Reitenbach et al., 2023).

The aim of the present study was to develop an instrument to assess attitudes towards multilingualism in school and classroom contexts in primary school age, by adapting an existing scale for secondary school (Binanzer & Jessen, 2020).

The study is embedded in the longitudinal research project "Multi-professional cooperation and further training for content-integrated language learning in all-day schools" (KoPaS) and reports on initial data from the first measurement point. Analyses were based on a sample of 812 children ( $N_{\text{Grade 3}}=522$ ,  $N_{\text{Grade 4}}=290$ ; female=355, male=374). Multilingualism was operationalized by student-reported information on the language(s) spoken at home. Accordingly, 479 children were classified as multilingual.

32 items were analyzed in two pilot studies ( $N=69$  and  $N=153$  third and fourth graders, respectively) with regard to their psychometric properties. Using various factor analysis procedures, a model consisting of four scales (23 items, Likert-type scale, 1-4) emerged:

- (1) Scale AM: appreciation of multilingualism in the school context (7 items;  $\alpha=.65$ )
- (2) Scale LN: perceptions of language normativity in schools (3 items;  $\alpha=.63$ )
- (3) Scale MTI: recognition of multilingual teaching in instruction (7 items;  $\alpha=.81$ )
- (4) Scale MTA: recognition of multilingual teaching in extra-curricular activities (4 items;  $\alpha=.85$ )

Confirmatory factor analysis showed the distinctness of the four scales ( $\chi^2=393,116$ ,  $df=183$ ,  $RMSEA=0,039$ ,  $CFI=0,927$ ,  $SRMR=0,049$ ), with latent correlations between scales ranging from .22 to .71 ( $p<.05$ ).

Students showed positive perceptions of multilingual teaching ( $M=2.84$ ;  $SD=0.59$ ) and a higher perception of German as language of schooling ( $M=2.73$ ;  $SD=0.86$ ) while the recognition of multilingual teaching was lower with scales MTI ( $M=1.90$ ;  $SD=0.64$ ) and MTA ( $M=1.62$ ;  $SD=0.77$ ). Group comparisons showed that multilingual students appreciate multilingualism in the school context more highly ( $M=2.77$ ,  $SD=0.58$  vs.  $M=2.67$ ,  $SD=0.63$ ;  $T=-2,04$ ,  $p<.05$ ) and at the same time perceive a monolingual habitus more strongly than monolingual children ( $M=2.82$ ,  $SD=0.84$  vs.  $M=2.59$ ,  $SD=0.88$ ;  $T=-3,45$ ,  $p<.05$ ).

Results indicate that the perception of multilingualism-sensitive teaching within the classroom and in extra-curricular activities can be reliably measured. However, the scales AM and LN have so far only shown sufficient reliabilities. This may be partly due to the small number of items. Furthermore, both scales should

still be considered, given their significance in terms of dealing with multilingualism at school. Our analyses also show that individual subscales are differently sensitive to gender effects and effects between class levels.

Our instrument may therefore help to capture the primary school students' perspectives on multilingual teaching practices in studies on the effectiveness of multilingual teaching for student development in classroom implementations.

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## Learning to Teach English in the Multilingual Classroom: Potentials & Challenges

Gregory J. Poarch<sup>1</sup>, Romana Kopečková<sup>2</sup> & Christy Albaugh<sup>1</sup>

(<sup>1</sup>University of Groningen, <sup>2</sup>University of Münster)

Over the past 15 years, teacher education programs in North Rhine-Westphalia, Germany, have introduced compulsory courses on teaching English as a third language (L3). These courses aim to prepare future teachers of English for increasingly multilingual classrooms, where a growing number of heritage language (HL) students learn English as an L3 alongside German (Kopečková & Poarch, 2019; 2022a). A core objective of these courses is to equip prospective teachers with the knowledge and strategies to build on students' full linguistic repertoires in order to promote cross-linguistic transfer, metalinguistic awareness, and learner engagement, and thus fostering English language development. To this end, pre-service teachers are

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introduced to pluralistic teaching approaches and develop practical skills by designing and evaluating multilingual language learning activities (FREPA, Candelier & De Pietro, 2012).

The focus of this talk will be on (1) assessing the efficacy of these teacher education courses in terms of how their content is transferred to and implemented in actual classroom settings, taking into account curricular constraints and prevailing teaching conventions (Kopečková & Poarch, 2022b); and (2) examining the perspective of the language learners themselves in terms of their attitudes towards multilingual pedagogies being used in the classroom (Albaugh & Poarch, in prep.). The following research questions will be addressed:

- 1) What challenges do in-service teachers encounter when implementing pluralistic teaching approaches in the English instruction?
- 2) What are the attitudes of HL pupils towards the integration of their HLs in the classroom?

The talk will present selected examples of multilingual teaching activities developed by pre-service teachers and highlight their potential for enhancing learning and motivation in early L3 English instruction. It will go on to introduce a case study, detailing the experiences of a secondary school English teacher in North Rhine-Westphalia during her first year of professional practice. Having been trained in pluralistic teaching approaches, she sought to integrate additional languages into her teaching but encountered scepticism from both her HL students, fellow teacher colleagues, and examiners during her qualification phase. Content analysis of an in-depth interview with this teacher provides insights into the range of challenges of implementing knowledge gained in pre-service teacher training in practice

Additionally, we will discuss findings from a recent study conducted in Dutch primary schools, exploring the perspectives of 38 pupils (aged 9 to 12) on the use of HLs in the classroom. Results indicate that students' attitudes toward HL inclusion were largely neutral rather than explicitly positive or negative, raising important questions about the strong advocacy for HL inclusion in education policy. If students do not strongly identify with their HLs, policies promoting their use in instruction may not yield the intended benefits. Together, these findings call for more (longitudinal) research into nuanced, context-sensitive approaches that support multilingual learners effectively while considering individual classroom dynamics and broader educational goals.

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## Paper Session (3) A – Strategies for Individualized Teaching and Learning

06. March 2025 10:30-12:00

Chair: Yvonne Elger

ESA-West Wing, Room 121

### Tailored Feedback in Greek University ESP Courses: A Departmental Case Study

Ourania Katsara (University of Piraeus)

This paper explores the value of feedback in education, emphasizing its role as a process that drives changes in student work and learning strategies. Feedback is crucial for providing performance related information that supports student growth and development (Henderson et al., 2021). A major challenge for educators is motivating students to actively engage with feedback, especially in a commercialized higher education environment where grades are frequently contested (Williams, 2024). References emphasizes that feedback should be integrated as a core component of student development rather than viewed merely as a byproduct of assessment. This integration is vital for ensuring meaningful and sustained learning engagement (Nieminen & Yang, 2024). Additionally, understanding how feedback affects students from diverse cultural and linguistic backgrounds is essential (Pazio Rossiter & Bale, 2023). This highlights the need to tailor feedback in language education to better support diverse student needs and enhance engagement.

In Greece, Katsara (2018) found that Greek students focus on performance goals and seek feedback primarily to improve their grades. They prefer tutors who act as facilitators rather than authoritative figures. This preference reflects a shift from traditional Greek educational norms toward more interactive and supportive learning environments, emphasizing the importance of personalized feedback in creating meaningful learning experiences. Building on Katsara's findings, the current study investigates students' attitudes and approaches to feedback in learning. A mixed-methods approach was used to explore the attitudes and learning approaches of first-year students enrolled in English for Specific Purposes (ESP) courses within the Department of Food Science and Technology at the University of Patras. On the first day of the semester, 72 Greek students completed a questionnaire designed to assess their perceptions of different aspects of feedback.

The current study revisits the four research questions from Katsara (2018), reframing them to address specific feedback-related issues. It examines students' reasons for attending tutorials, the nature of tutor-student relationships, preferred learning strategies, and the benefits of tutorials through new statements focused on feedback adequacy, positivity, constructiveness, alignment with assessment criteria, and timing. This revised approach allows for a more precise evaluation of how feedback practices impact students' experiences and expectations. A random purposeful sampling, as described by Sandelowski (2000), was employed to capture a broad range of responses from the entire student population without focusing on a specific subgroup.

Following the questionnaire, students participated in group discussions to explore their responses further. They documented their group's collective insights, which provided additional qualitative data and enriched the findings from the questionnaire. The mixed-methods approach was chosen to enhance the reliability of conclusions and provide a comprehensive view of participants' perspectives (Creswell & Plano Clark, 2011). This approach allows for detailed insights into specific cases (Maxwell, 2022), which is valuable for examining the effectiveness of individualized feedback practices.

Survey results revealed that students generally view feedback positively and see its importance for identifying knowledge gaps and improving their understanding. However, students expressed a need for more specific guidance to effectively address these gaps. Feedback that only highlights mistakes without offering constructive advice can lead to negative emotions, emphasizing the need for feedback to be specific

and actionable. The findings also indicate that feedback is most effective when provided promptly after a mistake and aligned with assessment criteria. Insights from class discussions further show that personalized feedback enhances students' self-confidence and fosters the development of critical thinking skills. The study concludes by highlighting the importance of continuous, customized feedback for motivating student engagement and shaping student identity formation. This underscores the necessity of integrating feedback thoughtfully into educational practices to support diverse learning needs and promote effective learning outcomes.

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## Individualisation of German as a Second Language (GSL) lessons using multilingual teaching elements – findings of a video study

*Stefanie Bredthauer (Mercator Institute for Literacy and Language Education)*

Over the last two decades, the link between research on multilingual pedagogy and the scaffolding approach (Gibbons 2009) has shown that multilingual teaching elements can function as scaffolds for learning (García & Flores 2010; Swain & Lapkin 2013). Parallels can be identified at the levels of definition and core characteristics, didactic objectives and implementation strategies of the scaffolding approach (Bredthauer 2019). This indicates that the inclusion of multilingual competences in lessons can support learners in completing a task that they would not be able to complete without support (van de Pol, Volman & Beishuizen 2010). As the multilingual skills of pupils in today's classrooms are manifold, their integration goes hand in hand with an individualisation of teaching. In the German school system, this heterogeneous multilingualism is most evident in German as a Second Language (GSL) classes for newly immigrated children and teenagers (Fürstenau 2017).

The planned presentation will present findings of a video study conducted as part of the COLD project (Schröter et al. 2024). It shows in how far multilingual teaching elements have been used in GSL lessons to date, which languages are taken into account, and which didactic objectives are targeted. The analyses show, amongst other findings, that the main focus of the multilingual elements is on ensuring comprehension, but appreciation of linguistic diversity, language comparisons and vocabulary work also come into play. In many

cases, only one language is included in the lessons alongside German, which acts as a lingua franca, but in some cases all the language skills available in the class are also activated. Overall, there is a strong focus on orality when incorporating multilingual competences into lessons. The teaching videos also show the challenge for teachers of harmonising target language orientation and the inclusion of multilingualism in lessons.

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## Adaptive teaching-learning setting for the development of individual competencies

Yvonne Elger (University of Münster)

The BMBF-funded project “Adaptive Sprachförderarchitektur am Beispiel der Konnektierung in Klima- und Energiediskursen (ARCHĒ)” aims to develop an adaptive architecture for language development that supports the improvement of receptive, productive and reflective language skills in the area of thinking and verbalizing connections.

The research question of the project is to what extent the interlinking of didactic language tools and a level-sensitive material pool can promote the individualized understanding and verbalization of thematic connections. In order to answer this question, we are developing in our secondary schoolspecific sub-project on the one hand support material for the enhancement of receptive, productive and reflective language skills in the cross-linguistic field of connectivity. On the other hand, a multifaceted pool of material is being created which learners can use as a basis for writing critical explanatory products and realizing their own planning discourses. In doing so, they are expected to present and analyze connections as well as contradictions and limitations in a linguistically appropriate manner.

We work with the ecologically, economically and socially relevant topic of hydrogen, the use of which is seen as a climate-friendly alternative in areas such as energy, industry and mobility. The complexity and multi-layered nature of the topic requires careful preparation of the materials. It is also necessary that not only the support of language competence is designed adaptively, but also that the content material is designed in a way that learners with different prior knowledge and skills can access it in a suitable form so that dealing with the content promotes the individual development of language skills.

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As part of a educational design research study (cf. Prediger & Dube, 2017), a multifaceted pool of material on the topic of hydrogen and a language learning program is being developed. The design envisages that, following an initial diagnosis (Redder, 2013), the learners receive and work on the material on individual learning paths and then reflect on the self-produced explanatory texts (Berkemeier & Grabowski, 2022).

Following the initial foundation of theoretical principles and the elaboration of design assumptions, a material prototype was designed. In a first cycle, this was piloted in a small group (n=2) and then tested in a class experiment (n=11). In this first cycle, we took an exploratory approach in the area of language support and worked out which linguistic phenomena of connectivity a) can be included, b) can be supported and c) should be supported in this educational stage. The material prototype was subjected to a practicability test in this cycle. The data was analyzed using a qualitative content analysis based on Mayring. A second cycle is planned for the end of 2024. As the project progresses, our aim will be to identify transferable design principles.

In terms of language support for secondary school, two linguistic phenomena were identified that have repeatedly led to difficulties: the correct linguistic realization of prepositional phrases and a lack of linguistic modalization in counterfactual situations. With regard to the practicability of the materials, it has been shown that predefined (individual) learning paths over several lessons are often not feasible in everyday school life. In addition to temporary absences by students and the heterogeneity of the learning group, aspects such as the daily form of learners and personal school requirements for students, such as individual support projects, were particularly challenging. For this reason, the material will be offered in a modularized format in the next cycle.

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## Paper Session (3) B – Social Integration and Language Education

06. March 2025 10:30-12:00

Chair: Rebecca Stein

ESA-West Wing, Room 120

### Bilingualism and intertemporal choice

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European societies today are increasingly multilingual. The figures vary strongly among European Union (EU) member states, but on the whole, the socio-demographic data reveal growing disparities among age groups. More and more families are raising bilingual children. Due to the increased mobility between member states as well as the rising number of third-country migrants and refugees coming to the EU in recent years, European classrooms are more diverse culturally and linguistically (Eurostat, 2024; European Commission, 2024).

Bilingualism is known to have a substantial impact on a child's development. It has been shown that bilingualism is associated with a number of cognitive benefits, such as an enhanced capacity to appropriately control and distribute attentional resources, to develop abstract and symbolic representations, and to solve problems (see, e.g. Bialystok & Martin, 2004; Adesope et al., 2010). Yet, there is still much to uncover. One such aspect relates to how bilingualism may affect educational outcomes.

Research on language group differences in time preferences of children supports the idea that differences in language structure could lead to differences in intertemporal choices, i.e. preference for "smaller-sooner" rewards over "larger-later" rewards (Sutter et al., 2018; Angerer et al., 2023). Intertemporal choices, in turn, are inextricably linked to educational choices and human capital investment decisions, which translate into differences in economically relevant skills (Castillo et al., 2011; Ericson and Laibson, 2019; Figlio, 2019; Hanushek et al., 2022). According to the so-called linguistic-savings hypothesis (Chen, 2013), languages that do not require speakers to mark future events grammatically –referred to as weak future-time reference languages –foster future-oriented behaviour. Strong future-time reference languages, on the other hand, grammatically separate the present from the future, making the future seem more distant and thus leading speakers to make less future-oriented choices.

While the relationship between languages and the future-oriented behaviour of monolingual speakers has been studied in various contexts (Chen, 2013; Sutter et al., 2018), it remains underexplored how differences in language structure may affect bilingual speakers speaking languages from both language groups (weak and strong future-time reference languages) and with different proficiency levels in their first and second language. Using a sample of monolingual and bilingual young adults, we empirically evaluate how proficiency in the first and second language of German-Turkish and German-Russian bilingual pupils affects their time preferences and educational outcomes. Preliminary results suggest that speakers' higher proficiency in strong future-time reference languages (Russian and Turkish) is not associated with lower achievement levels when their general language proficiency in each language, cognitive skills and socioeconomic background, among other influencing factors, are controlled for.

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## **Bridging the gap: Exploring discrepancies between theory and teachers' perspectives on language learning competence**

*Carmen Herrmann<sup>1</sup> & Jennifer Wenzl<sup>2</sup>*

*(<sup>1</sup>University of Bamberg, <sup>2</sup>Justus Liebig University Giessen)*

Theory and research questions:

Foreign language learning is particularly meaningful in the age of globalization as people are exposed to the authentic use of diverse languages e.g. through digital media. Looking at individual potential and reflecting on personalized language learning strategies towards language learning competence is therefore becoming increasingly important. This competence, embedded in the core curricula across all German states (KMK, 2012; 2023), emphasizes the ability and willingness of learners to manage, monitor, and adapt their language learning process in a self-directed and responsible manner. Language learning competence aims to cultivate a range of cognitive, metacognitive and motivational skills that enable learners to develop autonomy and self-reflection in foreign (lifelong) language learning (Königs & Martinez, 2020; Martinez & Meißner, 2017).

Seen as an “active, self-determined individual” (Dörnyei, 2014), the language learner’s self-regulation should be fostered through corresponding instruction by teachers (Zahidi & Ong, 2023). One approach to strengthen language learning competence is language learning counseling that encourages learners to explore their unique backgrounds, motivations, and specific needs, helping them identify and set realistic goals that can be achieved by drawing on their personal resources (Kleppin, 2019). However, the existing concepts of language learning competence and language learning autonomy come up against the theory-practice problem of the teaching profession. To derive pedagogical competencies, the empirical perspective must also

be taken into account (Dubs, 2006). Despite the curricular provisions and the theoretical foundation, there are as yet no insights into the promotion of both concepts in actual everyday school life.

The following exploratory research questions arise with regard to the actual practice of teachers:

1. What concepts of language learning competence do teachers have?
2. What challenges do teachers perceive their students to have with regard to language learning?
3. What opportunities do teachers see for integrating elements of language learning counseling?

Method:

To answer the research question, a semi-structured focus group discussion was held with five (foreign) language teachers as part of a secondary school teacher training workshop on counseling learners. While they wrote down main statements on a flipchart, the discussion was also audiographically recorded, subsequently transcribed and will be evaluated using qualitative content analysis (based on Mayring, 2022) with regard to the questions.

Results:

It is expected that a discrepancy may emerge between empirical findings and the conceptual understanding of language learning competence as defined in educational standards. It will be particularly interesting to observe which subdomains of language learning competence are addressed and which are completely overlooked. Furthermore, it will be important to determine whether a specific distinction is made between language learning competence and general learning competence. This differentiation could reveal important insights into how these concepts are perceived and implemented in practice, as well as their implications for instructional strategies and learner development.

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## Translingual Practices and Academic Identity

Eray Kara<sup>1</sup> & Carla Bohndick<sup>1</sup>

(*University of Hamburg*)

The purpose of this paper is to understand how translingual practices shapes the identity of the lecturers teaching in English at universities. As an outpacing requirement for internationalization of higher education institutions, universities have increasingly employed English Medium Instruction (EMI). EMI denotes the utilization of English to instruct academic disciplines, in regions where the predominant language of the majority is not English (Dearden, 2015, p. 2). Increasing use of EMI led us to question the academic identity brought exclusively by English language and culture as teaching in English requires different ways of using symbols, tools, and objects, as well as ways of thinking, acting, interacting, valuing, feeling, and believing than the lecturers are used to (Wanyu Ou & Mingyue Gu, 2024). As stated by Giddens (1991), identity is continuously reshaped and redefined over time and across varying contexts rather than being a static entity. Therefore, it is important to analyse how academic identities of lecturers are reshaped by translingual practices while teaching in English. Drawing upon the interviews with the lecturers who have experience in teaching in English in a German university, this paper seeks answers to the question of what translingual practices lecturers (try to) use and how those practices impact their academic identity. Following a qualitative approach, we thereby designed the current paper to capture the essence of the phenomena of teaching in English by examining it from the viewpoint of individuals who have experienced it. Determining the significance of this experience, both in terms of what was experienced and how it was experienced, is the aim of phenomenology (Moustakas, 1994). A phenomenological study explains how an idea or phenomenon is shared by multiple people based on their personal experiences (Creswell, 2013). The participants will be recruited through snowball sampling combined with purposive sampling, as the network and referral affect the willingness and reliance of them. Snowball sampling begins by asking key informants or well-situated people “who knows a lot about...” (Patton, 2001). Along with purposive sampling which requires to identify and select individuals who are particularly experienced or knowledgeable about a certain phenomenon (Creswell & Plano Clark, 2011), the participants are to have experience in teaching English and volunteer to be a part of the study. The participants of the research who have experience in teaching English, will be recruited within the Teaching and Learning Centre at a German university where English taught programs are offered. The selected participants will be interviewed about their background and language use, strategies and challenges in teaching in English, translingual practices, perception and impact, and identity formation. The content of the data will be analysed using MaxQDA software to present data under the expected themes of translingual practices, perception of their changing roles and responsibilities and identity formation. Then the themes will be discussed within the framework of EMI, translanguaging and identity theories to have a better understanding of how translingual practices reform academic identity of lecturers.

## Paper Session (3) C – Multilingualism and Language Resources

06. March 2025 10:30-12:00

Chair: Alena Töpke

ESA-West Wing, Room 122

### **From Language Acquisition to Social Integration and Labour Market Participation: The Complexities of Individualising Education in Swedish for Immigrants**

*Dimitrios Papadopoulos (University of Gothenburg)*

The present paper is about individualising processes in Swedish for immigrants (SFI), a basic language education for adults in Sweden. SFI, integrated into Municipal Adult Education (MAE) since 2016, was originally founded in 1965 to aid foreign workers in integrating into Swedish society. Over the years, SFI's role has expanded considerably. Today, the education does not only focus on language acquisition but also addresses social integration and employment, intertwining with various stakeholders, such as the Swedish Public Employment Service. Consequently, SFI operates within a nexus of policies and societal challenges, such as social exclusion and unemployment.

National policy frameworks often call for individualising processes within SFI to tailor education to students' diverse needs, backgrounds, and goals. These processes, outlined in the SFI syllabus and supported by key documents, call for education to be adapted to individual students. However, individualising education introduces complexities due to the variety of expectations and goals among students, teachers, municipal authorities, and other stakeholders. The varying interests can lead to conflicting interpretations of what individualisation entails, complicating SFI's implementation and management. At the same time, research shows that the meaning assigned to individualising processes is not straightforward. It encompasses a range of interpretations, reflecting wider societal challenges in employment and education (Fejes et al., 2018). Multifaceted demands imposed on SFI often create tensions among the various actors involved, reflecting their different goals and understandings. Individualising processes, therefore, extend beyond classroom pedagogy, influencing how educational settings intersect with societal issues.

The present study examines how individualising processes emerge and unfold in policy and practice of SFI. Cultural-historical activity theory (Engeström, 2001) is employed to trace individualising processes in interactions and negotiations between actors responsible for adapting education to individual students' needs. More specifically, individualising processes are addressed (i) in their historical emergence, informed by previous research, (ii) within municipal authorities' organisational frameworks and measures, and (iii) through SFI teachers' collective efforts to overcome emerging challenges. Empirical data consist of public policy texts and semistructured qualitative interviews with seven municipal officers and 18 SFI teachers from various Swedish municipalities.

The findings indicate that individualising processes in SFI have emerged as a response to evolving societal challenges, which are now embedded in the practices of the various actors involved in education. As municipal authorities attempt to tailor education to meet individual students' needs, they are also pursuing broader objectives, such as increasing control and efficiency within adult education and fostering social cohesion. The findings also reveal that efforts to individualise education often generate tensions, prompting SFI teachers to both maintain their roles as adult educators and to expand their work by transcending traditional institutional boundaries. By problematising individualising processes beyond the teacher-student interactions, the present study provides new perspectives on how adapting education to individual needs may challenge established practices and open pathways for creative solutions.

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## From Marginalisation to Resource: Harnessing Multilingualism for Literacy Development in Diverse Educational Settings

*Aybike Savaş (University of Hamburg)*

The development of literacy involves individual learning processes which, according to Street (2008), are influenced by social practices. This indicates that individual and social conditions exert an influence on the advancement of literacy. Children who develop their “pluriliteracies” (García, Kleifgen & Barlett 2006) due to migrational multilingualism are also affected by the tension that arises between institutional “monolingualism” (Pelemann 2023) and “multilingualism in migration society” (Dirim/Khakpour 2018, translated). The tension between Germany’s diverse linguistic landscape, shaped by migration, and the prevailing “monolingual habitus” (Gogolin 1994) in schools underscores contentious debates about multilingualism’s impact on learning and academic success, as migrational multilingualism remains undervalued and underutilized as a resource in educational settings. Children acquire literacy in unregulated learning situations and in learning situations regulated by educational institutions, like schools. Various conditions and factors are therefore central to linguistic and literacy development. These include, for example, the individual cognitive and physiological abilities of the child (e.g. Ehlich/ Bredel/ Reich 2008 (29/1)) or the cultural and economic capital of the family (e.g. Edele/Kempert/Stanat 2020). Educational institutions also contribute to the literacy development of children, as learning to read and write as partial literacy skills is primarily learnt at school. Accordingly, different factors influence the acquisition and development of a child’s written and linguistic skills, which in turn are also multilingual in the context of social practices. The diversity of factors indicates a complexity that affects and determines the dynamic process of development.

In order to conduct a study of children’s pluriliteracy development processes, my doctoral thesis employs the Complex Dynamic System Theory (CDST) (e.g. de Bot 2017) as a meta-theory for the analysis of 60 writing samples from 10 children, which were collected at three measurement points using a qualitative method. The theory of Complex Dynamic Systems, which incorporates the phenomenon of multilingualism, is defined by its approach to language acquisition as a non-linear process (e.g. de Bot 2008; Van Gelder & Port 1995). In alignment with this perspective, the numerous elements that comprise language, including the acquisition and advancement of “pluriliteracies” (García et al. 2006), are to be regarded as variables that interact and evolve in diverse ways. The complex and dynamic development process of “pluriliteracies” is attributed to the varying interactions and correlations between the different variables (Van Gelder/Port 1995; de Bot 2008, 167).

My doctoral research introduces a resource-oriented approach that reframes the concept of migrational multilingualism as an educational asset for literacy development. This represents a novel perspective within a field where migrational multilingualism and “pluriliteracies” (García et al. 2006) have seldom been conceptualised as resources.

In order to analyse the categories in the writing samples and to record the development in Turkish and German, literacy profiles are created based on the language profiles proposed by Reich (2009). While Reich (2009) develops language profiles for oral language activities in the elementary school sector with a view to promoting bilingualism, the dissertation project employs literacy profiles for primary school children. The objective of the “pluriliteracies profiles” is to map the development of literacy in the two languages and the associated family literacy practices (which is conducted with a parental questionnaire), with a view to subsequently establishing the extent to which these two aspects are interrelated. The data presented here originate from the ‘Rucksack Schule’ evaluation study (Lengyel et al., 2019).

The findings of the study has yielded insights into the existence of “dynamic patterns” (Van Geert, 2008, p. 184), which will be presented as illustrative examples. The question thus arises as to whether and to what extent individual developmental patterns of “pluriliteracies” (García et al. 2006) are transferable to comparable developmental processes or groups.

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## Individual linguistic repertoires and shared multilingual spaces

*Nora von Dewitz (Mercator Institute for Literacy and Language Education)*

In their daily lives, adolescents in Germany encounter different languages and language varieties in various settings (e.g. Brizić 2007). This may involve engaging in conversations within a multilingual family, reading online, or simply listening to music. However, there are rather monolingual spaces as well. Even though we have a rough idea of the languages in use, or may find studies that analyse certain linguistic practices or a group in detail, we still lack a comprehensive cross-domain overview.

Therefore, in this paper I would like to present the project “Flexen”: It aims to capture the language choices of adolescents (13-16 years old) in Germany across a wide range of communicative contexts using a smartphone app for the Mobile Experience Sampling Method (M-ESM). The overall research questions focus on an individual level as well as on different types of multilingual spaces and practices:

- What languages are present in the daily lives of adolescents?
- How does context predict language use and language combinations?

As a pilot study, the project also has a methodological focus. It aims to show that M-ESM can be used in order to elicit data on linguistic choices of adolescents across a variety of situations. In general, ESM has a variety of methodological advantages in comparison to other methods on multilingual contexts, such as questionnaires. It has its origins mostly in psychological contexts, but has already been in use in Applied Linguistics (Arndt, Granfeldt & Gullberg 2021). The projects thus adapts the Lang-Track-App (ibid.), and combines it with a short biographic questionnaire.

In my paper, I will discuss methodological considerations of M-ESM for adolescents as well as the elicitation of multilingual practices in various settings. This concerns the topic of context as well as the issue of distinguishing and defining multilingual settings. I will include results from the pre-pilot as a starting point for discussion as well as introduce the smartphone app.

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## Paper Session (4) A – Multiliteracy and Classroom Practices

06. March 2025 14:15-15:45

Chair: Moritz Sahlender

ESA-West Wing, Room 121

### Multiliteracy as a resource for language education

Kseniia Pershina<sup>1</sup>, Lisa Zastrow<sup>1</sup>, Birger Schnoor<sup>1</sup> & Irina Usanova<sup>1</sup>

(<sup>1</sup>University of Hamburg)

In a globalized world, migration, urbanization, and increasing social and cultural diversity reshape countries and communities (OECD, 2018) with a growing demand for multilingual communication in various spheres, including healthcare, public administration, and broader social services (Meyer, 2008). Alongside oral communicative language skills, the ability to deal with written content in multiple languages and analog or digital modes referred to as multiliteracies (New London Group, 1996) contributes to an individual's socio-political participation as well as their structural integration in new economy workplaces as a multiskilled employee (Cope & Kalantzis, 2009). Therefore, the EU's language policy pursues a strategy of promoting plurilingualism aiming at strengthening plurilingual repertoires by learning new (foreign) languages and maintaining and developing heritage languages (see Le Pichon-Vorstman et al., 2021). Thus, in linguistically diverse contexts, plurilingual repertoires may encompass the majority language, foreign language(s), and heritage language(s). A growing body of empirical studies has shown the positive interrelation of languages within plurilingual repertoires (e.g., Arias-Hermoso & Imaz Agirre, 2023; Orcasitas-Vicandi, 2022; Usanova & Schnoor, 2021; Schnoor & Usanova, 2022). The empirical findings from these studies provide a promising foundation for individualized language learning, highlighting the potential of plurilingual repertoires to enable individuals to draw on all available resources. An individual's social ecology (Bronfenbrenner, 1989) provides differential opportunity structures for language learning, especially regarding literacy skills, resulting in highly individualized plurilingual repertoires. Language education acknowledging the complex and dynamic nature of plurilingual repertoires requires an individualized approach to promote literacy skills within these repertoires.

Our current contribution follows three aims: (1) to explore the composition of plurilingual repertoires in second-generation immigrants in Germany as a potential for language learning. (2) to provide a deep insight into the multilingual realities of everyday work in German healthcare. (3) to propose an approach to foster literacy skills in plurilingual repertoires that draws on language overarching resources.

The research to be presented is embedded in the junior research group "Multiliteralität als Arbeitsmarktresource (MARE)" funded by "the German Federal Ministry of Education and Research (2021 to 2026). MARE investigates multiliteracy development in plurilingual repertoires as a labor market resource. In the current study, we follow a Mixed-Methods design drawing on quantitative survey data representative for Germany as well as qualitative interview data. Concerning the quantitative analyses, we present results from a study conducted by (Zastrow, in prep.). She conducted latent class analyses to investigate profiles of plurilingual repertoires and literacy skills in the population of adult second-generation immigrants in Germany using the immigrant sample from the socioeconomic panel (SOEP). Concerning the qualitative analyses, we present results from a study conducted by (Pershina in prep.). She conducted semi-structured interviews with multilingual healthcare givers to explore the role of their plurilingual repertoires in their everyday work and as part of their professional competence.

The preliminary quantitative findings reveal a strong prevalence of plurilingual profiles with high German and heritage language(s) literacy skills in the population of second-generation immigrant adults in Germany.

These findings highlight the potential of heritage languages as a resource for plurilingual language learning. The preliminary qualitative findings reveal that multilingual nurses perceive their multilingualism as valuable for their professional work. Multilingual nurses draw on their multilingualism not only when communicating or interpreting with multilingual patients but also when looking up information or seeking further education. Summarizing the empirical findings, we eventually present an approach to foster literacy skills in plurilingual repertoires. Based on Cummins' (1979) interdependence hypothesis, our literacy learning approach uses metacognition as a language-overarching resource to promote language learning in highly individualized linguistic repertoires.

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## Video-Based Analysis of Individualization in Classroom Quality for German as a Second Language (GSL) Courses within the COLD Project: A Comparative Study of General and GSL-Specific Quality Characteristics

*Moritz Sahlender<sup>1</sup>, Stefanie Bredthauer<sup>2</sup>, Fani Lauermann<sup>3</sup>, Hannes Schröter<sup>1</sup>, Irit Bar-Kochva<sup>1</sup>, Hans-Joachim Roth<sup>2</sup> & Josef Schrader<sup>1</sup>*

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As part of the COLD Project (Competencies of School Teachers and Adult Educators in Teaching German as a Second Language in Linguistically Diverse Classrooms; Schröter et al., 2024), classroom quality in German as a Second Language (GSL) courses was analyzed through video-based observations, with a particular focus on individualization strategies within GSL instruction. This study addresses a significant research gap, given the limited knowledge about classroom quality in both adult integration courses and preparatory school classes, especially concerning GSL-specific quality characteristics relevant for individualized learning support. A total of 30 teachers from integration courses and 30 teachers from preparatory school classes were observed, with 45-minute teaching sessions recorded for analysis.

Classroom quality was assessed using two instruments that capture both general and GSL-specific individualization strategies. The “Unterrichtsfeedbackbogen” (Classroom Feedback Survey; Fauth et al., 2022) enabled the evaluation of general classroom quality, including the “Konstruktive Unterstützung” (Constructive Support) dimension, which assesses how teachers individually support students’ learning processes. Additionally, the SysDaZ instrument (Bredthauer et al., 2024) was applied, specifically tailored to GSL instruction, to evaluate individualization dimensions such as “Umgang mit Heterogenität” (Dealing with Heterogeneity). This includes items like “The teacher provides individual support during work phases” and “The teacher considers the individual work pace and language proficiency of the learners” –essential for addressing diverse learner backgrounds.

The comparative analysis of results from both instruments explores differences between general and GSL-specific classroom quality concerning individualization. Findings aim to inform teacher professionalization and provide targeted support strategies for educators in diverse and multilingual groups. The discussion addresses potential measurement challenges or unique characteristics in assessing GSL classroom quality.

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## "It's up to your imagination." Designing HL-classes at a German school: individualization vs. curriculum, expectations and reality

*Maria Sulimova (University of Wuppertal)*

2021, appr. 140,000 pupils at German schools attended HL classes (Mediendienst 2022). Nevertheless, these classes still have no fixed status in the German education system; requirements for the qualifications of HL teachers, as well as the organisation of the educational process, are determined at the level of the federal state in accordance with regional legislation and the state school curriculum (Reich 2014). The sociolinguistic variability of language skills (Polinsky 2018) and the fact, the HL is used up to speaker in very different amount within and outside the family (Sulimova & Atanasoska 2023), results in a wide language heterogeneity, which remains a challenge for teachers (Carreira 2012). Marginalized working conditions for HL teachers present significant challenges for their work (Ayten & Atanasoska 2020). Pedagogical works note a small number of empirical studies in this field (Mehlhorn 2022).

To get an insight into the teachers' beliefs beside organization of HL classes and needs and possibilities of individualization, I conducted exploratory interviews with experts, German teachers of Russian as a heritage language (N=5). I analysed them using structuring content analysis, inductive category development and deductive category application.

Based on my analysis, I was able to identify certain beliefs of teachers. Despite lacking appropriate professional training, these teachers present their self-developed teaching approaches and establish and follow self-imposed rules. These rules reflect their desire to create an optimal learning environment. Their attitude often reveals a sense of limitation imposed by school curricula and rules, coupled with a strong belief in their own methods. They must take into account the language level of specific children and the heterogeneity of the group (Carreira 2012), to motivate them, to find common starting points. To solve this task, they come up with their own curricula, their own rules, apply a very wide range of instruction approaches and techniques.

Despite the difficult and challenging environment in which the teachers work, they manage to deliver lessons with great imagination. According to my interviewee Irina, teachers are used to behaving "up to" their "imagination". They express frustration with numerous guidelines, preferring the freedom to implement their effective, self-developed approaches in differentiation and individualization, developed to meet diverse student needs. They show ability to design agile learning experiences, even under difficult conditions with highly heterogeneous groups in terms of age and language skills.

HL teachers prioritize practical goal achievement and aim to improve opportunities in education, contrasting with the regular class objectives focused on classifying children by final grades. This practical approach often means that the official goals of HL education do not always align with those set by the teachers themselves. Nonetheless, they strive to meet these goals through their approaches.

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## Paper Session (4) B – Linguistic Diversity and Heterogeneity

06. March 2025 14:15-15:45

Chair: *Christin Tekaath*

ESA-West Wing, Room 120

### **Examining the individual trajectory of a female STEM scholar: A case study on academic language socialization**

*Elif Burhan-Horasanlı (TED University of Ankara)*

Academic language socialization (ALS hereafter) refers to the processes by which novices or newcomers to academic communities learn the values, beliefs, and practices of their disciplines while simultaneously (re)constructing their identities (Kobayashi, Zappa-Hollman, & Duff, 2017). ALS provides a framework for understanding how individuals transition from novice to competent members within academic and professional environments. Existing research reveals that ALS is often fostered through the collective support of academic groups, such as research teams, mentorship networks, or collaborative projects, where expert members play crucial roles in guiding novices through disciplinary expectations, norms, and standards (e.g., Burhan-Horasanlı, 2022, 2024; Friedman, 2019; Okuda & Anderson, 2018). This group dynamic enables the development of academic competencies while also shaping individuals' professional identities through modeling and feedback mechanisms.

However, ALS can also occur through the individual's own agentic actions, where personal motivation and agency drive the desire to become a recognized member of the academic community (e.g., Kobayashi, 2016; Morita, 2009; Zappa-Hollman, 2007). This self-directed pathway often includes seeking resources, proactively networking, and navigating challenges independently, highlighting the significance of learner agency. Despite increasing recognition of its importance, the role of learner agency and individualization in ALS, especially within higher education, remains underexplored. Addressing this gap can offer nuanced insights into how learners independently shape their academic identities and competencies, expanding our understanding of ALS as a multifaceted and individualized process.

Therefore, the present situated case study explored the individual trajectory of a female novice researcher—Ria (pseudonym), a 2nd year doctoral student studying in the computer engineering department and works as a graduate research assistant in an international and interdisciplinary research team. More specifically, utilizing language socialization theory and poststructuralist perspectives on identity (re)construction and learner agency as its theoretical lenses, the study aimed to uncover how Ria used her agency to claim her female scholar identity in male dominant STEM fields. For this reason, the study adopted the following research question:

1. How did learner agency influence the academic socialization and identity (re)construction of a female doctoral student in a male-dominated STEM field within an interdisciplinary research team? The study utilized a longitudinal case study research design and followed the academic trajectories of Ria over 16 months. The data involved six semi-structured interviews, video recordings of Ria's research team meeting, copies of PowerPoint presentation slides delivered in two conferences, and ethnographically-oriented observation notes. The data were analyzed with discourse analysis perspectives to document Ria's self-positioning and emerging researcher identity.

Findings indicated that Ria's doubts about her abilities led her to overcommit by taking on extra responsibilities to gain her professors' recognition, despite her achievements being on par with her male colleagues. Attending "Women in STEM 3-Minute Talks" further strengthened her identity as a capable female scholar, helping her build networks and reinforce her presence. This dual approach—compensating

within her team and engaging in women-focused events—developed her skills, visibility, and alliances. Ria's case illustrates how self-directed actions and strategic positioning foster academic identity, offering insights into individualization in education and showing how learner agency shapes academic and professional trajectories.

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## Are multilingual boys doubly disadvantaged in writing? Effects of gender and language background on writing in primary school

*Liane Lillich<sup>1</sup>, Steve Graham<sup>2</sup>, Till Utesch<sup>3</sup> & Vera Busse<sup>1</sup>*

*(<sup>1</sup>University of Münster, <sup>2</sup>Arizona State University <sup>3</sup>University of Lübeck)*

Theoretical background and research questions:

The ability to write is essential for a successful transition from primary to secondary school, forming the foundation for a favorable educational path. Research suggests that writing can be particularly challenging for boys (Babayiğit, 2015; Farrington et al., 2014; Kim et al., 2015; Olinghouse, 2008; Reilly et al., 2019; Reynolds et al., 2015) and children whose family languages differ from the language of instruction at school (Babayiğit, 2015; Skar et al., 2023; Verheyden et al., 2010). Despite this considerable body of research, the question of whether multilingual boys are doubly disadvantaged in writing has received little attention (for an exception, see Babayiğit, 2015).

The present study addresses this research gap and explores the influence of gender and language background on writing (narrative text quality and text length), focusing on a possible interaction effect between both factors. Therefore, we address the following research questions:

RQ1: Are there differences in writing (narrative text quality and text length) between boys and girls?

RQ2: Are there differences in writing (narrative text quality and text length) between children with different language backgrounds?

RQ3: Is there an interaction between the variables gender and language background in writing (narrative text quality and text length)?

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## Methods:

This cross-sectional study uses data from the first measurement point of the intervention project KommSchreib!. Third and fourth grade students from 11 German primary schools (N = 1007) wrote narrative texts based on picture prompts. First, we analytically assessed narrative text quality based on 12 criteria for narrative writing and curricular requirements. In a first step, we calculated interrater reliability on the basis of 30 randomly selected texts from the first measurement point (IRR = .96). In addition, 15% of all texts from the first and second measurement points were randomly selected and rerated blind to measurement points (IRR = .87). Second, we assessed text length defined as the number of words in the narrative texts. The statistical analyses comprised a multilevel linear mixed-effects model with students nested in classes. This model tested the main effects of the variables gender (RQ1) and language background (RQ2) as well as a possible interaction between these factors (RQ3).

## Results:

While multilingual boys displayed the lowest writing scores for both assessments descriptively, the model revealed main effects concerning gender ( $\beta = .38$  for text quality;  $\beta = .45$  for text length) and language background ( $\beta = -.28$  for text quality;  $\beta = -.14$  for text length), but no significant interaction between these two factors. A notable proportion of the total individual differences, 46% for text quality and 40% for text length, occurred at the class level.

The results indicate that boys and children with other family languages are in need of better support in writing, but do not support the hypothesis that multilingual boys are particularly at risk.

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## Fostering Negotiation of Meaning in (Foreign) Language Education Individualization Strategies from Design-Based Research

*Larena Schäfer (University of Vechta)*

This presentation focuses on strategies for individualization derived from a Design-Based Research (DBR) study on Street Art in inclusive English teaching and learning at the lower secondary school level in Germany (Schäfer, 2023). The study's theoretical background draws on research into individualization in (foreign) language education, fostering negotiation of meaning, and the potential of visual art in (foreign) language teaching and learning. Negotiation of meaning plays a crucial role in (foreign) language education as it involves the interactive process where learners attempt to understand, clarify, and express meaning through communication (Bonnet, 2004; Vollmer, 2011). In language acquisition, this process allows students to actively engage with language, refine their understanding, and expand their linguistic repertoire (Dammann-Thedens & Michalak, 2011). With its room for individual interpretation and often provocative and socially relevant themes, Street Art is assumed to provide an ideal medium for initiating negotiation of meaning in heterogeneous learner groups (Dausend, 2014; Zaki, 2016). It may challenge learners to connect personally with lesson content, articulate their interpretations, compare them with others, and construct understanding collaboratively (Vernal Schmidt, 2014). Its accessible visual nature is said to be particularly suitable for inclusive classrooms, as it allows for immediate engagement regardless of linguistic proficiency (Dausend, 2014). However, empirical research that investigates these potentials had not yet been carried out. Furthermore, individualization strategies that showed how Street Art could be integrated into inclusive classroom settings to establish the potential for negotiation of meaning in diverse learner groups were missing. Building on this identified research gaps, the study asked, among others, the following research question:

Which individualization strategies can be derived from empirical observations to guide the didactic embedding of Street Art in instructional settings that aim at initiating negotiation of meaning in diverse learner groups?

The study employed a cyclical Design-Based Research-methodology (DBRC, 2003, McKenney & Reeves, 2012), with multiple iterations of lesson design, implementation, evaluation, reflection, and re-design of materials, tasks, and lesson sequences. The DBR project was carried out in cooperation with two English teachers and their respective classes (grades 9 and 10) at two schools in Bremen, Germany. Tasks and materials were designed to guide learners through individual, paired, and group-based meaning negotiation activities with Street Art following principles for inclusive classroom practice (individualization, Handlungsorientierung, Lebensweltbezug, Schäfer, 2023). In a between-methodstriangulation (Denzin, 1978), several data collection methods were combined to gain a deeper understanding: classroom observations through audio recordings of learner groups and plenary phases, student-produced artifacts, and semi-structured interviews with elements of focused and episodic interviewing techniques (Flick, 2016; Merton et al., 1956) with teachers and learners. These data sets were analyzed using qualitative coding methods (Miles & Huberman, 1994; Saldana, 2016), conversation analysis (Schwab, 2009; Varonis & Gass, 1985), and objective hermeneutics (Reichertz, 2004).

Three individualization strategies were identified. First, incorporating retouched street art into interactive phases fosters immediate discourse, facilitating collective and individualized negotiation of meaning. Second, requiring focused descriptions in English proved essential for engaging diverse students in substantive interpretation, as it allows them to bring in personal perspectives while being able to take part in collective negotiating of meaning linguistically. Third, initiating these processes at the plenary level enables teachers to support students in deciphering contrasts within artworks, fostering openness to varied

interpretations. This approach bridges individual insights and group understanding, promoting a transformative and personalized linguistic engagement with the art.

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## Poster Session

05. March 2025 15:00-16:00; 06. March 2025 15:45-16:15

Chair: Moritz Sahlender

ESA-West Wing, Room 221

### **Impact of Teacher Multicultural Attitude and Communication Training on Work Culture Mediation of Expressivity**

Yumna Ali<sup>1</sup>, Athar Mahmood<sup>2</sup>, Rana Ahsan Kamal<sup>2</sup> & Syed Mubashar Iqbal Shah<sup>2</sup>

*(<sup>1</sup>Hazara University of Pakistan, <sup>2</sup>Punjab Sports Board Pakistan)*

The present poster focuses on the impact of multicultural teacher training in dichotomous roles of academic and physical educational instruction. The aim is to explore the dynamics of communication training towards work cultural aspect of staff development. The methodology involves correlational cross sectional quantitative research design through purposive sampling from south Asian instructors and teachers. A sample of 180 teachers (inside classroom) and trainers (outside classroom) were taken from Pakistani institutes. The results were analyzed through IBM SPSS v.23 through descriptive and inferential statistics. Valid and reliable instruments were used. Teacher Multicultural Attitude (Ponterotto et al., 1998), Communication Training (DeWine, 1987), Work Culture's subscale of staff development (Snyder, 1988) and Expressivity Scale (Gross & John, 1995) were used. The findings suggest that there are significant correlations among multicultural teacher attitudes, impact of communication training on staff development, work culture and expressivity. The Hayes Process Macro mediation suggests that expressivity has a significant role in educational and physical instructional class training. The independent samples t test further shows that there are significant group differences in both teachers and trainers. Central European countries (e.g. Germany) and south Asian nations (e.g. Pakistan) have different communicative styles and expressivity, within academic and physical educational instructional framework. The aim is to collaborate in future on the theme of intercultural education and research for more enhanced crosscultural meaningful investigation.

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### **Individualization in Heritage Language Education: what teachers say.**

Tatjana Atanasoska (University of Education Upper Austria)

Heritage language teaching plays a role for many multilingual children and their parents in Europe. While there are extra-curricular, after school educative possibilities, some countries (like Sweden or Austria) include heritage language education in their national school system. Heritage language education in and outside of school is researched for some languages within some national contexts (e.g. Turkish in Germany, see Haller 2021). However, there is a lack of comparative studies in this field of research. This poster can close this gap through the comparative analysis of the didactic ideas and beliefs of heritage language teachers across three countries.

The ERASMUS+ project “Your Language Counts” investigates the situation of heritage language education (HLE) in three different European countries: Sweden, Finland, and the Netherlands. The focus is on the experiences of teachers and the methodological-didactic approaches that, from their perspective, seem particularly suitable for heritage language education. As part of this project, 18 semi-structured interviews were conducted in September/October 2024, and all teachers will be interviewed a second time in May 2025. Teachers of the following languages are included: Arabic, Persian, Russian, Ukrainian, Somali, and Turkish. The interviews are analyzed qualitatively (see Kuckartz 2012).

In this poster, the following question shall be answered, at least in part: How do differences between languages influence the way of (didactical and methodical) individualization from the of heritage language teachers’ perspective?

HLE is a subject that is characterized by a very high heterogeneity in the classrooms, with regard to age, background and language competencies. Also, in many HLE classes a big language variety, including different dialects, is represented (eg. for Arabic, Ali 2024). These results can therefore give insights that can be useful for teachers in other multilingually heterogenous classes.

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## **‘Multilingual’ Tasks in German Textbooks – A Textbook Analysis Based on a Deductive Multilevel Category System.**

*Cana Bayrak<sup>1</sup> & Handan Budumlu<sup>1</sup>*

*(<sup>1</sup>University of Münster)*

Theoretical background and research questions:

In multilingual societies characterised by migration, (language) education faces the challenge of addressing the diverse needs and resources of learners with different linguistic backgrounds (Von Dewitz/Terhart 2018). Current research discourses emphasise the need to move away from monolingual teaching practices and instead initiate teaching-learning settings that meet the needs of multilingual learners by promoting language transfer, metalinguistic awareness and cross-linguistic comparison (Wildemann/Bien-Miller 2024; Redder et al. 2022). Multilingual tasks in language textbooks are seen as a crucial element in unleashing learners’ existing linguistic resources (Schnitzer 2020). However, the extent and quality of such tasks, which are important sources of inspiration for teachers, vary widely (Bredthauer/Engfer 2018).

Therefore, this study aims to analyse how German language textbooks include and design multilingual tasks. The research is based on the following questions:

- (1) To what extent do German textbooks integrate multilingual tasks?
- (2) How do these tasks support learners in utilizing and reflecting on their multilingual resources?

By examining the frequency and design of such tasks, the study aims to identify patterns in how multilingualism is operationalised in textbooks.

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## Methods:

The qualitative analysis (Mayring 2019) is based on a deductive multilevel category system (Bayrak/Budumlu 2025), which analyses multilingually designed tasks in terms of different components, e.g. their occurrence in text or discourse.

A sample of widely used German language textbooks (n=20) is examined, and the frequency of multilingual tasks is recorded in MAXQDA 24. The tasks are analysed in detail in order to assess the opportunities given to learners to reflect on and compare the different languages they use.

## Results:

Preliminary results indicate that multilingual tasks are still not very present in textbooks and vary in terms of the categories they focus on. The multilingual potential and needs of the learners are therefore often not considered.

These findings suggest the need for a more structured integration of multilingualism in (language) teaching materials, especially in societies with diverse linguistic backgrounds. For this purpose, the multilevel category system we have developed can provide guidance.

## **Pre-service English Language Teachers' Beliefs about Multilingualism in Subject Teaching.**

*Seher Cevikbas (University of Hamburg)*

The current study primarily aims to investigate pre-service English language teachers' beliefs about multilingualism in subject teaching. This study is part of a big mixed-methods project, and the quantitative results will be presented at this conference. The following research questions are addressed in the study:

1. Are there significant mean differences between pre-service English language teachers and mathematics teachers in the dimensions of beliefs about multilingualism –beliefs about responsibility for language facilitation, beliefs about multilingualism in subject teaching, and beliefs about language use at home?
2. How well do multilingually grown up, relevant learning opportunities, DaZKom competence levels, beliefs about responsibility for language facilitation, and beliefs about students' language use at home predict pre-service English language teachers' beliefs about multilingualism in subject teaching?

The theoretical construct of teachers' beliefs about multilingualism is used in this study (Fischer, 2018). Teachers' beliefs about multilingualism are categorized into the following areas: epistemological beliefs, beliefs about teaching and learning, beliefs about the teacher role (Self), beliefs about the learners, beliefs about school in general, beliefs about teacher training, and beliefs from a social perspective (Fischer, 2018). The first three areas of this theoretical foundation are used to develop the DaZKom beliefs survey and to investigate teachers' beliefs about multilingualism (Fischer & Ehmke, 2019). Applying this theoretical construct, the study focuses on pre-service English language teachers who are important language role models (Abney & Krulatz, 2015). This study intends to contribute to the References considering that there is surprisingly a scarce focus on language teachers' beliefs about multilingualism (Haukås, 2016) and a notable lack of attention given to multilingualism in foreign language education (Pitkänen-Huhta & Mäntylä, 2021)

The study was designed quantitatively and comprised of two steps. In this quantitative study, two different samples were used. As a matter of interest, the first aim of the study in the quantitative part is to compare pre-service English language teachers and mathematics teachers in their beliefs about multilingualism across different dimensions, to understand whether having a language education background has a role in beliefs about multilingualism. As the first group of participants, 95 pre-service English language teachers

participated in the quantitative study. The second group of participants is 70 pre-service mathematics teachers. The data was collected through the DaZKom beliefs survey. The data collection instruments also include a questionnaire for the socio-demographic data. For the first step, t-tests were used to analyze whether pre-service English language teachers differ from pre-service mathematics teachers across different dimensions of beliefs about multilingualism. In the second step, a multiple regression analysis (MRA) was conducted to investigate how well such variables as multilingually grown up, related learning opportunities, DaZKom competence levels, beliefs about responsibility for language facilitation, and beliefs about students' language use at home predict pre-service English language teachers' beliefs about multilingualism in subject teaching.

Regarding the results, the t-test results show that there is a significant mean difference between preservice English language teachers and pre-service mathematics teachers in the dimension of multilingualism in subject teaching. Results of the MRA demonstrate that the regression model is significant,  $F(5, 89) = 6.53$ ,  $p = .00$ , and explains 22% of the variance in the participants' beliefs about multilingualism in subject teaching. The MRA results also show that the variables –beliefs about responsibility for language facilitation, beliefs about students' language use at home, and multilingually grown up –significantly predict participants' beliefs about multilingualism in subject teaching.

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## **Hard of hearing children with a forced displacement background in Germany: A pilot longitudinal study on developmental trajectories of German Sign Language and German spoken language.**

Solveig Chilla<sup>1</sup>; Lina Abed Ibrahim<sup>1</sup> & Barbara Sophie Hänel-Faulhaber<sup>2</sup>

*(<sup>1</sup>Europa-University Flensburg, <sup>2</sup>University of Hamburg)*

Background Little is known about the developmental course of spoken language in hard-of-hearing children with forced displacement biography (Cannon & Marx, 2023; Chilla et al., 2024). As to hearing children with forced displacement biography, recent research has shown that second language (L2) developmental trajectories can vary greatly depending on age of acquisition (AoA) of the L2, quantitative and qualitative input factors as well as socioemotional wellbeing (Hamann et al., 2020; Paradis et al., 2022). Unlike their hearing peers, hard-of-hearing refugee children are subject to additional adversity factors as access to hearing devices or sign language are rarely warranted in the country of origin (Marx & Urbann, 2022). Consequently, these children mostly arrive in the host country with limited if any first language (L1) abilities, be it, spoken or signed. Such language development may negatively influence their L2 acquisition (Crowe & Guiberson, 2022, Schönström & Holmström 2022).

## The present study

This longitudinal pilot study (two measuring points with an interval of 12-18 months) investigates the development of German sign language (DGS) and German spoken language (DLS) in 3 late successive (AoA\_L2 > 6 yrs.) hard-of-hearing Syrian refugee children (age range: 12;2-13;1 yrs., length of exposure (LoE) to L2: 28-73 months at T1) and compares them, for the first time, to 3 age-matched bilingual hearing children with comparable biography and L1-background (length of exposure to L2: 18-24 months at T1; L1: Arabic) and 3 younger children with developmental language disorders (DLD) (2 bilingual and 1 monolingual; age range: 7;4-8;11). Using (LITMUS) nonword repetition (NWR: Grimm et al., 2014) and sentence repetition tasks (SRT) for both DGS and DLS (Hamann et al., 2013; DGS-SRT-kids, Wienholz et al. in prep.), we focus on phonology and complex morphosyntax, which are identified as vulnerable domains in children with individuals with language impairments in diverse languages (Chiat, 2015; D'Ortenzio 2019; Scheidnes & Tuller, 2019).

## Results and discussion

With respect to performance in DGS-SRT-kids, heritage signers with a forced displacement background perform within the range of late monolingual signers. However, AoA and LoE show a minor impact on performance on mastering morphosyntactic complexity in DGS. Considering spoken language (DLS), the results show great discrepancies in the trajectories of the hearing and hard-of-hearing refugee children. Within 30 months of exposure to the L2, the hearing refugee group performed > 60% on LITMUS-SRT and showed almost ceiling performance on NWR. Conversely, the results of the hard-of-hearing children quantitatively resembled those with DLD in that they performed below 30% on LITMUS-SRT even after 78 months of exposure. Moreover, the hard-of-hearing children encountered significant difficulties in the nonword-repetition task and were outperformed by the children with DLD. This demonstrates that hard-of-hearing refugee children experience additional disadvantages due to their variable language experience in relation to their hearing LoE-matched peers and require additional language support, e.g., in form of bilingual bimodal education.

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## ***Learner Agency and Identity Negotiation in Individualized Language Education.***

Alba Franco (Boston University)

In this critical References review, I begin by examining key frameworks on individualized pedagogies. These include philosophies of student-centered learning (Dewey, 1899; Piaget, 1952; Rogers, 1969; Montessori, 1948), constructivist theories that highlight the role of scaffolding and the zone of proximal development (Vygotsky, 1978), and advocates of student-tailored instruction aligned with learners' diverse intellectual strengths (Gardner, 1984). I also explore personalized learning environments that enhance intrinsic motivation in language learners (Deci & Ryan, 2000; Meyer et al., 2013). The review then explores the evolution of individualized learning perspectives in language education contexts, with a significant focus on multilingual students from non-dominant groups. I further investigate how a student-centered approach intersects with issues of language and identity negotiation, drawing on the most relevant theories of language and identity development: language socialization (Chaparro, 2020; Duff & Talmy, 2011; Ochs & Schieffelin, 1984), raciolinguistics (GarcíaMateus, 2020; Rosa & Flores, 2017), investment (Darvin & Norton, 2015; Hamman-Ortiz, 2020), belonging (de Jong, Coulter, & Tsai, 2020), and positionality (Salerno, Kibler, & Hardigree, 2020). Moreover, I employ language and identity as analytical tools to explore how individualized language education settings shape marginalized students' agency in negotiating their identities, specifically in diverse, multilingual classrooms. I ask: How does this pedagogical method simultaneously support both language development and identity affirmation? Does it reproduce existing power relations in society and narrow the range of identities that individual language learners and teachers can claim for themselves? Can this pedagogy serve as a tool of linguistic empowerment for bilingual students? To explore these questions, I draw on Bourdieu's (1991) concept of linguistic capital and Critical Pedagogy (Freire, 1970) to discuss how language education can either reinforce or challenge existing power structures, particularly for linguistically minoritized students. I show how certain language practices are privileged while others are marginalized. This critical examination of the existing References aims to uncover hidden biases, power dynamics, and ideologies, interrogating the methodologies, theoretical assumptions, and implications of the studies involved.

I conclude with an analysis of educational strategies—such as translanguaging, funds of knowledge, community cultural wealth, and critical consciousness—that can be integrated into individualized pedagogies in language education to promote positive identity construction, enhance self-esteem, and maximize the linguistic repertoires of linguistically minoritized students. By framing language education as an issue of social justice, this review highlights the potential for empowering students through inclusive language pedagogical practices, and it can serve as a resource for educators seeking to further implement individualized approaches in their multilingual classrooms.



## **Multilingualism and Translingual Practices in ELF Assessment: Developing Authentic Oral Competency Tools.**

*Alexis Goli (Tokyo University/University of Pretoria)*

### Introduction:

This study explores multilingual assessment of English Lingua Franca (ELF) oral competencies, emphasizing inclusivity in language education. Standardized English proficiency tests often favor native norms, overlooking linguistic diversity (Shohamy, 2011; Jenkins & Leung, 2017). The research aims to develop an inclusive ELF oral communicative competency assessment that recognizes the multilingual abilities of learners. Focusing on Japanese and international students in Japanese universities, the study uses both qualitative and quantitative data to create and validate an authentic ELF assessment framework.

### Theoretical Framework and Research Question

The study draws on the concepts of ELF, multilingualism, and translanguaging (Jenkins, 2009; García, 2009). ELF refers to the use of English among speakers with different native languages, while multilingualism and translanguaging emphasize fluid language practices and the integration of linguistic repertoires. The research aims to redefine oral competencies for assessment within the ELF context by leveraging these theoretical perspectives. Two main research questions guide this study: (1) What existing elements of ELF communication among Japanese and non-Japanese university students can be utilized to create authentic assessments? (2) How can existing ELF oral communicative competencies be redefined to develop assessments that reflect real-world communication in university settings? The theoretical framework ensures that the assessment values learners' linguistic resources, making it fairer and more representative of real communicative situations.

### Methods:

A mixed-method approach is employed, combining document analysis, semi-structured interviews, and oral communicative tests. The qualitative phase involves analyzing relevant academic references, conducting semi-structured interviews with ELF researchers, and collecting data from student participants to identify key competencies. In the quantitative phase, an adapted version of an existing oral communicative assessment test will be developed and administered to the target student population. Structured questionnaires for both students and assessors will evaluate the effectiveness and practicality of the proposed ELF framework. This mixed-method approach enables an in-depth exploration of ELF competencies and provides a robust foundation for developing a reliable assessment tool (Creswell & Creswell, 2017).

### Expected Results:

The anticipated outcome is a viable, culturally sensitive assessment tool that promotes fairness in evaluating non-native speakers' communicative competencies in English. The findings are expected to contribute to the development of authentic assessment tasks and rating scales that are aligned with the multilingual and intercultural nature of ELF communication. By emphasizing learners' diverse language repertoires and multilingual practices, the study aims to enhance equal opportunities in education and foster a more inclusive approach to language assessment.

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## **Reinforcing Integration through language learning and cultural awareness: the ACTIN Project**

*Mariya Kharaman<sup>1</sup> & Theo Marinis<sup>1</sup>*

*(University of Konstanz)*

Language is a key facilitator in migrants' integration into the host country (Morrice et al., 2021) and leads to higher well-being (Tip et al., 2019). Therefore, the enhancement of language learning is crucial for the smooth integration of migrant children and adolescents into the education system and society. However, language learning can also be a challenge, especially for migrant learners who have migrated in late childhood or adolescence. While the effectiveness of second language teaching and learning methods has been extensively researched within Europe and beyond, the uptake of research findings in school practice has been limited due to multiple factors, e.g., lack of time and resources in schools, lack of training, and a disconnect between researchers and educators.

Cultural competencies comprise a second key facilitator in migrants' integration. Migrant children and adolescents face the challenge of adjusting to a new cultural context, which may result in feelings of confusion, uncertainty, and anxiety in response to experiencing a new culture. Therefore, participating fully in the host culture may be enhanced by developing cultural competencies. Most importantly, the (multi-)cultural competencies, social sensitivity and awareness across local learners and teachers should be further enhanced to promote migrant learners' integration. While cultural sensitivity training workshops aiming to develop such skills in both migrants and locals are well known in various areas of professional activity (e.g., in health care), they seem to have been overlooked in school settings.

The ACTIN (ACT and connect for INtegration) project, an international and multidisciplinary consortium of universities and NGOs from across Europe, builds on theoretical and applied expertise in language teaching and learning as well as intercultural communication and aims at bringing together researchers and practitioners, providing training in evidence-based methods for language learning and intercultural competencies and upscaling a series of language learning activities and cultural sensitivity workshops to be implemented in formal education as well as extracurricular activities involving both the local and the migrant communities to be implemented in informal education.

This poster will present key language learning protocols that will be implemented in schools for the acquisition of vocabulary and grammar tailored to migrant learners' language needs, proficiency and age. For vocabulary, these include flashcards (Nugroho et al., 2012), pantomime (Andrä et al., 2020), and contextual cues (Olioumtsevits et al., 2022); for grammar, these include processing instruction (VanPatten, 2015), dictogloss, running dictation (Olioumtsevits et al., 2023), and pedagogical translanguaging (Cenoz & Gorter, 2021), a learner-centered approach that aims at improving language and content competencies by making use of all learners' linguistic repertoire.

These protocols accommodate different proficiency levels (from A1 to B2), are suitable for students aged 6 to 18, and will enable educators to incorporate targeted, adaptable strategies that facilitate linguistic and

cultural inclusion, addressing the unique needs of heterogeneous, multilingual classrooms. Moreover, the protocols were designed to meet the individual needs of language teachers and subject-specific educators.

The protocols will be implemented and assessed this school year in participating schools by teachers who will receive training through a series of ACTIN-organised training sessions. Additionally, data on teachers' experiences in multilingual classrooms (i.e., their strategies for addressing challenges) will be collected through pre and post-training surveys. In addition, teachers' attitudes and emotional impact on migrant students will be evaluated by means of questionnaires (Franck & Papadopoulou, 2024) and focus groups. The project will support exchange and customisation of teaching methods and concepts: (1) between researchers and school practitioners, (2) between schools and school types, and (3) among the five partner countries of the project (France, Germany, Greece, Ireland, Poland).

## **Learning Arabic as an L2: Individualisation incorporating liturgical literacy and sociocultural context.**

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Arabic is a diglossic language characterised by significant variation between Modern Standard Arabic (MSA) and its numerous dialects. However, contemporary MSA retains substantial linguistic continuity with classical Arabic (fuṣḥā) Islam's 1,500-year-old liturgical language differing from many antiquated languages. The majority of non-Arabic-speaking Muslims read or recite classical Arabic as part of everyday religious rituals without understanding much of it. Not only in Muslim-majority countries but also across the culturally globalised world and multicultural societies comprising immigrants, a cross-section of ethnically diverse, adult non-native speakers subscribe to a niche tradition of learning classical Arabic – the common factor that binds them together. Given MSA's close resemblance to liturgical Arabic, language institutes, especially non-degree-granting institutions, could implicitly employ individualised strategies, enabling learners to use semantic cues from their everyday liturgical usage to navigate the syntactic complexities of a second language (L2), although these suppositions remain underexplored in L2 research.

In language pedagogy, individualisation has been studied extensively, especially in English as a Foreign Language (EFL), but little research has focused on Arabic for non-native adults. Drawing on Vygotsky's (1978) sociocultural theory and Lantolf's (1994) emphasis on socioculturally contextualised learning, the study investigates whether and how language instructors adapt teaching methods to support adult learners by engaging their sociocultural backgrounds. Building on Vygotsky's (1978) sociocultural theory, Frawley and Lantolf (1985) highlight how non-native speakers differ from native speakers' internalised linguistic knowledge, and advocate for language instruction that emphasises the dynamic, context-sensitive nature of discourse, thus engaging learners actively with language beyond fixed grammatical structures. They also argue that individualised learning strategies can cultivate self-regulation skills such as self-monitoring and reflexive language use. Lantolf (1994) develops this by affirming that language learning processes are mediated by sociocultural context, underscoring the importance of tailoring learning within the learner's sociocultural framework to facilitate dialogic interaction. This aligns with Bakhtin's concept of dialogism, viewing language as inherently dialogic and responsive to its sociocultural context.

Knowles' (1980) theory of andragogy emphasises that adult learners approach learning by leveraging relevant personal and practical experiences. Hence, it will be interesting to learn how ethnically diverse adult learners, with prior knowledge of liturgical concepts as part of their sociocultural backgrounds, inform their navigations through learning Arabic as L2. Shulman's (1986) concept of pedagogical content knowledge emphasises that effective teaching requires an integration of pedagogical expertise, and rich contextualisation of learning materials to enhance learner comprehension. In this vein, to what extent

instructors facilitate individualised or customised learning, according to learners' field of knowledge and experience, is also a matter of inquiry.

The study examines (RQ) whether and how language instructors leverage learners' sociocultural backgrounds and conceptions to facilitate individualised learning and vocabulary acquisition through dialogic approaches. As for the research method, semi-structured interviews with instructors in nondegree-awarding Arabic institutes form the study's core, and this can later be supplemented by survey questionnaires for FGD with learners, classroom observation, curriculum and content analysis. Empirical findings from interviews reveal specific pedagogical practices that support individualised, learner-inclusive strategies for Arabic as an L2. These findings illuminate how integrating learners' sociocultural backgrounds into individualised language acquisition can enhance pedagogical approaches, potentially informing broader applications in individualised L2 teaching for ethnically diverse adult groups in multicultural societies accommodating migrant populations. This research is amongst the first to examine individualised learner-inclusive strategies within Arabic as an L2 pedagogy, particularly in informal educational settings.

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## Participation in early childhood education in Kosovo: (Re-)migration and international orientation as a resource for the participation of early childhood education institutions.

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Attendance of children early childhood education (ECE) can play an important role for individuals and society, as participation is in general associated with a positive language, cognitive, and social development supporting a more successful educational career (e.g. Melhuish et al., 2015) and specifically important for the well-being in conflict zones (e.g. Osmanli et al., 2021). Disparities in ECE attendance, according to Boudon's work (1974), can be understood as the result of an interplay of the situation of the family (as supportive factors or barriers) and rational educational decisions. Apart from location and availability (e.g. Sixt 2013), disparities in attendance in ECE are often found with regard to, economic and cultural capital of parents (e.g. Adema et al. 2016) and for immigration countries also the migrant status of families (e.g. Müller et al. 2014). For conflict contexts, the role remigration plays for attendance in ECE and further trajectories has not been well researched. In this article we therefore analyze the role remigration and war-related international connectivity plays for attendance in ECE in the Kosovan context. Studying inequalities in ECE attendance is of particular interest as children affected by big migrations waves in the 1990ies are now parents and in Kosovo (like in many conflict regions), with the exception of the preschool-year (age 5-6), non-compulsory, highly privatized and regional differences in availability can be found (Gjelaj et al., 2018). As studies reports on the risk of remigration to Kosovo in terms of reintegration, unemployment, economic situation (Möllers et al. 2017) as well as mental health and the associated loss of quality of life (Lersner et al. 2008) negative primary origin effects can be expected. However, when migration or war-related international personal encounter positively influenced parental acquisition of cultural and social capital (Farrell, Mahon and McDonagh, 2012) positive influence, in terms of educational aspiration and insights into the value of ECE, positive secondary origin effects seem plausible.

To analyze disparities in patterns of attendance in ECE related to war-caused migrations we use data from home survey and student questionnaire of the TIMSS 2019 for Kosovo where the parents and the 4th Grade students themselves (n students= 4496; average age was 9.9) also reported on early learning. As remigration was not asked in the survey specifically, we look at 2 indicators to analyze patterns of ECE attendance (min. 3 years, 60 %): Immigration to Kosovo (at least one family member born outside of Kosovo, 8 %) and language practice in families (Every day communication between mother and child in English, German, Italian or French language, 21 %). As these languages are not spoken in Kosovo but major emigration countries, we find it plausible to assume that language competences have been acquired as part of a migration related experience. We calculated logistic regression analysis on ECE attendance using the IEA IDB Analyzer, which allows for weighting and correct estimation of standard errors, given the complex sampling of the study.

We find no significant difference in ECE attendance in relation to the immigration of at least one member of the nuclear family. Migration-relevant linguistic family practices are associated with a 2.6 times higher chance of attending ECE, and significant effects remain even when controlling for education and occupational status of parents. Disparities related to educational and economic capital of families can also be confirmed. In the course of the study, it became apparent that the international orientation assumed here is an explanatory factor in its own right, thus emphasizing the relevance of context-specific analyses and the need for alternative theoretical frameworks as proposed here, and reinforcing the critique of the theories.

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## **Dialogic reading in language education interactions – a professionalisation concept for style of speech and reading aloud.**

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Dialogic reading is considered to have an important potential for language and literary learning as well as for children's linguistic-cognitive acquisition processes (Hofbauer et al., 2016; Miosga, 2020; Zevenbergen & Whitehurst, 2003). Numerous studies have shown that reading aloud only promotes language acquisition if it is 'dialogical', i.e. if the child is actively involved and encouraged to engage in their own cognitive activities and language learning processes. In dialogic reading interactions, phases of reading aloud therefore alternate with phases of talking about the book. These interactions involve the adult (e.g. parents, teachers etc.), the child and the book.

In this context linguistic questioning strategies (ibid.) and initial approaches to questioning strategies that stimulate thought processes (Hildebrandt et al., 2016) have been particularly well researched. Multimodal practices have only been adequately researched in early parent-child interaction (a.o. Jungmann et al., 2009; Miosga, 2019). The prosodic demands of dialogic reading for readers in language education, however, have, aside from a few exceptions (including "Lies wie du sprichst", Littwin, 2018; "Sinngestaltendes Vorlesen", Kreuz, 2016), not yet been researched.

Therefore, our contribution aims to empirically describe prosodic practices of reading aloud and follow-up communication.

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The poster will focus on three research questions:

1. How do adults practise dialogic reading in language education interactions in a multimodal way?
2. How can the professional development of practitioners' style of speech and reading aloud be supported in (the context of) dialogic reading?
3. How do professionals benefit from professionalisation and how can individual development be assessed and evaluated?

Using a conversation analysis approach, we want to identify the practices of early childhood professionals and teachers in dialogic reading interactions. A transcript of an authentic dialogic reading interaction will be used to show how dialogic reading, and in particular styles of speech and reading aloud, can be used to promote language acquisition education.

By focusing on unconscious practices, we extend on previous work on dialogic reading to include a speech didactics perspective and explore how (prospective) early childhood professionals and teachers can reflect on and expand their style of speech and reading aloud. Therefore, we will present a speech didactic concept and its evaluation (Miosga, 2014). The aim is to provide an insight into the individual and professional styles of speech educational professionals and students in speech didactics degree programmes, which are unconsciously acquired and used in the reading process. In order to bring about change and utilise individual potential, reflection is of great importance: confrontation/feedback –self-observation –self-responsibility. Therefore, reflection forms the basis for action and for expanding the style of speech and reading aloud of (prospective) early childhood professionals and teachers. We will outline how the reflection and expansion of one's own style of speech and reading aloud can be successfully combined with a style that promotes language education. This raises the question of how the methodological and didactic approach to styles of speech and reading aloud can be successful in inclusive and specifically multilingual contexts.

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## Enhancing language and emotional skills in pre-primary classes: A language-integrated emotion intervention.

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Language skills serve as a medium and a prerequisite for successful participation in educational processes. By verbalising thoughts and emotions, language furthermore represents a central competence for the development and expansion of emotional knowledge (von Salisch & Cloos, 2021). In a study by Rose et al. (2016) language skills at the age of three could predict social-emotional skills, cooperative interaction with classmates, aggressive behaviour, and self-regulation as well as developmental changes in these areas at the age of seven.

In addition to kindergarten and primary school, there are so-called pre-primary classes in Hesse, for children who have been deferred from school enrolment due to various needs (SchulG HE, 2017, § 58, para. 3). This often concerns insufficiently developed German language skills. Children with a migrant background are often found in the pre-primary classes. In this context, addressing the individual linguistic and emotional needs of children from immigrant backgrounds in pre-primary classes is crucial to promote their educational success and social integration. Despite the existence of pre-primary classes since 1953, there has been little to no research on the learning development of children who attend these classes.

The project SEM aims to fill this research gap by investigating the language and emotional knowledge and competences of children in pre-primary-classes. The pre-study (N = 64) showed that even after completing the pre-primary class, there are still children whose emotional knowledge is not sufficiently developed (T-score: M = 39,8, SD = 10,8, ATEM 3-9). In addition, the children are still far below average in German language skills (T-score: M = 30,78, SD = 8,36, SET 5-10) at the end of the pre-primary class. This highlights the urgent need for further intervention strategies, which is why a language-integrated intervention for fostering emotional competences has been developed and carried out.

The SEM study uses a pre-post-follow-up design with an intervention group and a waiting control group with alternative treatment (EG 1: maths and EG 2: emotion). 188 children from 17 pre-primary classes in Hesse took part in the study. The children's language and emotional skills were assessed at three measurement points using standard tests as SET 5-10 (Petermann, 2018) for language and ATEM 3-9 (Vollmer & von Salisch, 2021) for emotion. The intervention was conducted by the preprimary teachers for twelve weeks after having attended a preparatory two-day workshop and using the material developed in the SEM project.

Regarding language skills, 188 children could be included in the analysis. At measurement point one, the children's language skills were well below average (T-score: M = 34.12, SD = 7.94, SET 5-10). 164 children who completed both measurement points of the ATEM 3-9 could be included in the analysis of the emotional knowledge. A mixed-method ANOVA revealed a statistically significant difference between the two intervention groups at measurement point one  $F(1, 162) = 4.708, p = .031$  (maths M = 12.95, SD = 6.224; emotion M = 10.94, SD = 5.363), at the second measurement point there was no significant difference between the intervention groups  $F(1, 162) = .093, p = .761$  (maths M = 14.86, SD = 5.363; emotion M = 15.15, SD = 6.200). There was a significant difference between measurement point one and two in both intervention groups (maths  $F(1,91) = 11.556, p = .001, \text{partial } \eta^2 = .113$ ; emotion  $F(1, 71) = 40.132, p < .001, \text{partial } \eta^2 = .361$ ).

An analysis of all three measurement points regarding language and emotional skills is still pending. These results will be presented and discussed on a poster.



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## Potential of Chatbots as Intelligent Tutoring Systems: A Case Study on the Self-Learning Phase of Advanced German Learners Using ChatGPT-4.

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The field of modern foreign language education increasingly leverages technology to promote interactive and inclusive teaching and learning practices (Schüller et al., 2021). In language learning, self-study complements face-to-face instruction, enabling learners to independently prepare, review, and combine course material. Numerous digital tools, including Duden Online, are now available to support learners of German as a foreign language, presenting opportunities for individualized learning.

In recent years, there has been a growing interest in Artificial Intelligence (AI)-powered tools in language education, sparking active discussions on their applications (Dwi & Nur Alif Hd, 2024; Jane et al., 2024). ChatGPT stands out as a widely used AI chatbot, with studies demonstrating its potential to enhance language learning (Liu & Li, 2023; Lo, 2023, p. 409; Şentürk, 2023, p. 409). Also, pedagogical guidelines highlight its individualized classroom applications, such as generating custom tasks, adjusting exercise difficulty, and offering personalized feedback (Dwi & Nur Alif Hd, 2024, p. 426; Ulfa, 2023, p. 313). However, there is a lack of empirical research on how language learners independently use this tool and perceive its impact on their learning experience (Xiao & Zhi, 2023). This study examines how German learners employ ChatGPT as an intelligent tutoring system, aiming to understand how this AI tool supports their self-learning and integrates with their classroom instruction. While many learners are “digital natives,” effectively utilizing AI tools like ChatGPT may still require practice and familiarization.

The study’s participants consist of advanced German language students from the University of Göttingen, recruited through announcements and snowball sampling. Participants use ChatGPT-4 provided by the University of Göttingen during their self-study and share their chat logs for analysis. Semi-structured surveys with the participants are conducted at the beginning, middle, and end of the course to gather reflections on their perceptions, motivations, and attitudes toward ChatGPT for language learning.

Data analysis employs exploratory qualitative content analysis, using chat logs as authentic online ethnographic data. This approach allows us to identify learners’ educational needs and understand ChatGPT’s role as a tutoring system in human-machine interaction. The questionnaires provide insights into learner reflections on chatbot usage and changes in engagement with ChatGPT. Triangulating these datasets aims to ensure robust analysis and to provide a comprehensive view of learning behaviors.

This exploratory study seeks to give insight into how advanced German learners utilize ChatGPT during self-study, examining the tool's role as a personalized, course-supportive tutor. The findings will highlight digital competencies and learning strategies facilitated by AI, offering recommendations for teachers to guide students in effective self-study practices with ChatGPT.

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